

UNIVERSITY OF PLYMOUTH

ANNUAL REVIEW: SCHOOL REVIEW AND PROGRAMME PLANS

OPERATIONAL PROCEDURES

The procedures described in this document link the annual review of teaching and learning activity to the University planning cycle. They provide a robust process in which teaching quality data links overtly into Faculty resource planning and gives the University the necessary assurance that academic standards and quality are being maintained.

The following procedures should be read in conjunction with the templates at Annexes 1 and 2.

August-October

A **School Review** Template (Annex 1) should be completed for each School. The Head of School is responsible for identifying the individual(s) responsible for completing the template. The Head of School must also approve the draft School Review prior to its submission to the School Teaching, Learning and Quality Committee (see below).

- Data provided by the Planning and Analytics Office (PAO) **must** be used when completing section 1 of the template (School KPIs). Data for the 2019/20 planning cycle will be made available on the '[Data, Reporting & Dashboards](#)' Quick Link at the University Planning Portal from mid-October. (Please email PAO via the PAO@plymouth.ac.uk mailbox if there are any questions/access issues.)
- In section 2, Schools must provide an evaluative commentary on the School level data in section 1, reflecting on the current position, on trends and on any matters highlighted by External Examiners associated with the School.

Schools are also required to comment on E&D data, focussing particularly on the [Access and Participation Plan](#) gaps and action plans as appropriate.

- In section 3, no more than four strategic teaching and learning priorities for the School should be identified, together with a rationale for their selection. Strategic priorities should make reference to key priorities and high-level actions in the University's [Education and Student Experience Strategy](#).
- Completed School Review templates should normally be no more than 5 pages in length.

Draft **School Reviews** must be considered and endorsed agreed by School Teaching, Learning and Quality Committees and submitted for consideration to the Faculty Teaching, Learning and Quality Committee meetings scheduled for **late October/early November**.

November

The main University Planning Cycle will be launched – more information on the 2019/20 planning cycle, including key dates and guidance will be made available via the [University Planning Portal](#).

Following Faculty Teaching, Learning and Quality Committees in October/November, **School Reviews** must be forwarded to the Clerk to the University Teaching, Learning and Quality Committee for consideration at UTLQC's January meeting.

Programme Review. All programmes are required to submit Programme Plans.

The templates at Annex 2 must be used for Programme Plans. Where groups of cognate programmes have been identified as requiring a Plan, these should be considered and reported on together; all programmes covered by each Plan must be listed in section 1 of the template (Programme Information).

Data provided by the Planning and Analytics Office must be used when completing section 2 of the template. This section must provide an evaluative commentary on the programme level data, reflecting on the current position, on trends and on any matters highlighted by External Examiners.

In section 3, programme strategic teaching and learning priorities should be identified, together with a rationale for their selection. These priorities must be closely focussed on actions that respond to the issues highlighted in Section 2 and not reflect "business as usual".

In identifying programme priorities, explicit links to School strategic teaching and learning priorities must be identified. Actions supporting the delivery of programme priorities must be clearly specified, together with target dates for delivery and lead responsibility.

Programme Plans must be considered and endorsed by the Programme Committee and School TLQC and signed off by the relevant Head of School.

Programmes identified as part of the previous risk-based approach as requiring a Plan in 18/19 need to provide a progress report on issues identified for improvement within the 19/20 plan.

December-March

Where teaching quality issues and/or critical portfolio issues are identified as part of the planning process, actions to address these will be specified and overseen at the institutional level by the DVC (ESE) and/or the DVC (I&P) as appropriate. Such actions may include measures to improve quality at programme, School/Faculty/institutional level or to address portfolio issues locally or institutionally.

UTLQC will consider **School Reviews** at its January meeting.

(NB Programme Teams and Schools are reminded of the need to maintain ongoing oversight of progress in implementing the plan and assessing its impact during the academic year).

Version	Date	Author(s)	Replaces	Comment
2017-18	August 2017 February 2018	Central Quality Office	New document Additions made re E&D data	
2018-19	September 2018	Central Quality Office	All 2017-18 versions	Amended following move to risk-based Programme Plan approach, as determined by DVC(ESE)
2019-20	September 2019	Central Quality Office	2018-19 version	Amended following faculty consultation to replace risk-based approach to programme plans.