

**University of
Hertfordshire UH**

**Guidance on the
Continuous Enhancement
Planning (CEP) Process for
Collaborative Partners**



Table of Contents

1. An overview of the Continuous Enhancement Planning (CEP) Process.....	3
2. Accessing the Continuous Enhancement Planning Action Plan	3
Landing page.....	4
Editing screen.....	4
Opening an Action Plan.....	5
3. Setting up your Programme Action Plan	5
Adding a context statement to your Programme Action Plan	5
4. Accessing the action sections of the CEP Action Plan	7
5. How to fill in the Action Plan boxes	8
Issues.....	8
Actions	11
Criteria for Success	12
Ownership/ Responsibility	12
Progress/ Completion Comments.....	12
Reviewers' Comments.....	12
6. What to include in the Action Plan.....	14
Types of issues to address and where.....	14
University benchmark data	15
SMART Actions points.....	16
7. Timelines for developing the CEP action plan	17
8. Managing CEP Action Plans	18
Monitoring and updating of the CEP Action Plan	18
Sharing the CEP Action Plan.....	18
The archiving of CEP Action Points.....	18
9. Roles and responsibilities	18
Appendix 1: Writing Action points.....	20

1. An overview of the Continuous Enhancement Planning (CEP) Process

The purpose of Continuous Enhancement Planning (CEP) is to assure the quality of the University's collaborative provision and enhance the student learning experience through incremental and focussed improvement at all levels. CEP will support programme teams in their continual efforts to maintain academic standards; to improve the quality of learning opportunities; to enhance the student learning experience by an ongoing, evidence informed monitoring process; and allow School/Department and University oversight to identify and develop strategic improvement initiatives. CEP adopts a risk-based approach to the extent that it will be informed by quantitative data and qualitative evidence which will allow programme teams to understand where to focus improvement measures. It is right touch, not light touch. It is action orientated with clear ownership of those prioritised actions.

The CEP is a live process with continuously available action plans, which allow programme teams to manage and track actions, ensuring actions are resolved or escalated in a timely manner. This involves:

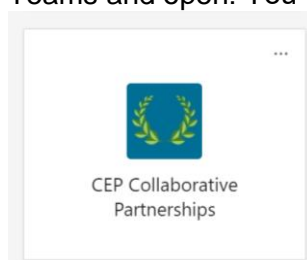
- Data is released at various points in the year
- Programme Leader and team develop actions
- Programme Leader enters actions on CEP action plan
- Collaborative Partnership Leader (CPL) identifies quality management actions/ responsibilities.
- Associate Dean of School reviews action points and provides feedback
- Programme Leader evaluates their impact as part of monitoring of action plan
- Monitoring of action plan is completed before meeting of Programme Committee
- Programme Committee agrees action plan on an ongoing basis
- Associate Dean of School (AQA) will sign off completed actions in the CEP database
- Once a year (1 July) completed action points are archived
- The Partner Organisation organises enhancement event, which may give rise to further actions to include in the action plan

2. Accessing the Continuous Enhancement Planning Action Plan

All relevant staff have been permitted access. If you cannot access this data base, then contact your Associate Dean (AQA).

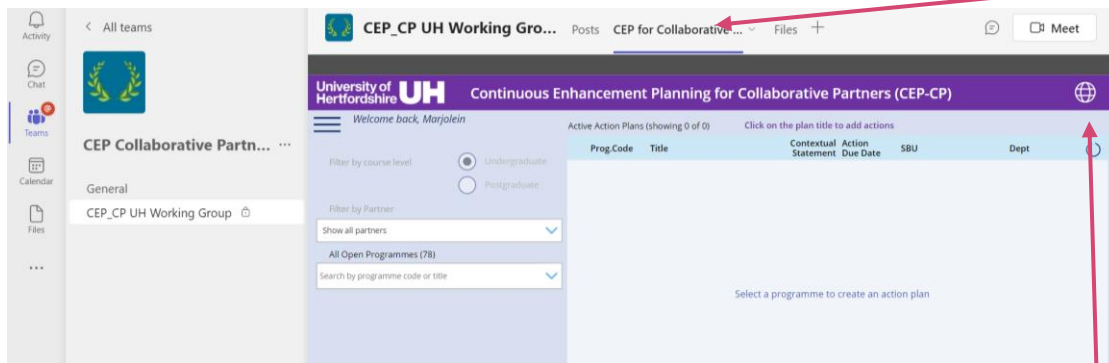
Your Associate Dean (AQA) and your Associate Director (AQA) are able to assign you a specific role, if needed, once you have been added to access the CEP date base.

You will need to access MS Teams using your Herts login details. Locate the channel in MS Teams and open. You will find this under 'Teams':



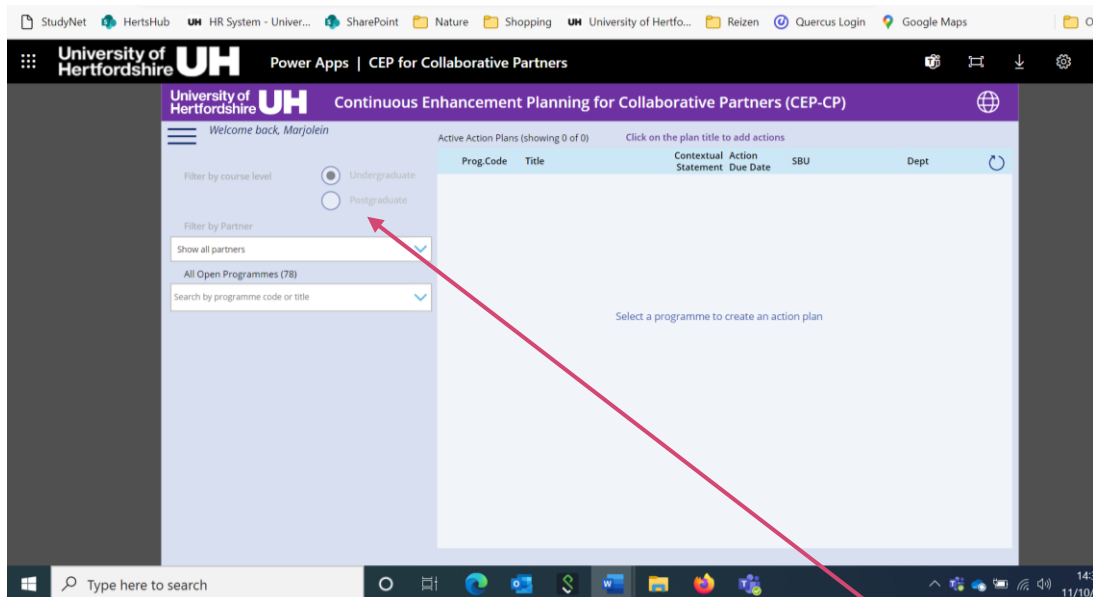
Landing page

The CEP home page can be found under the 'CEP for Collaborative Partners' tab.

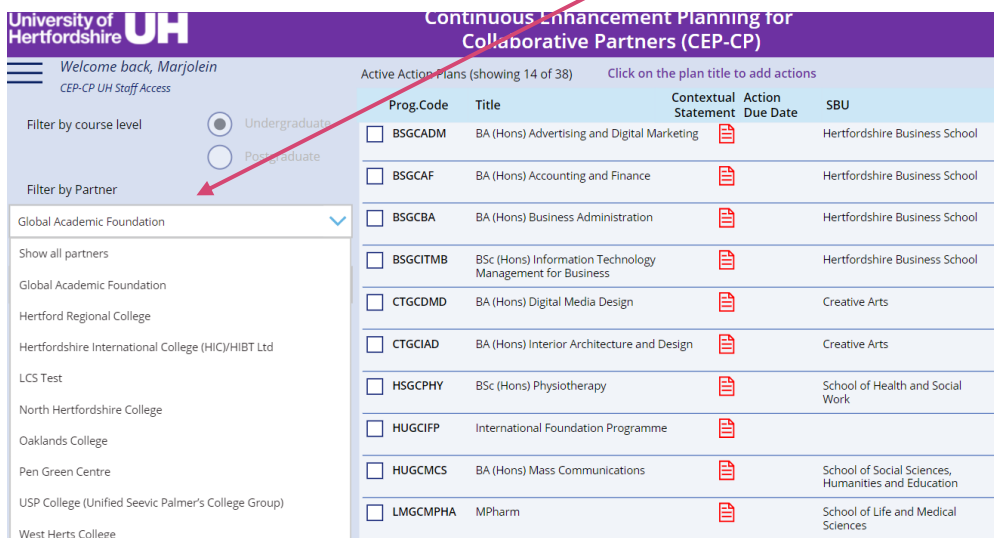


Editing screen

You can work on your CEP action plan on this screen but by clicking on the globe icon, you can open the CEP in your web browser, which you may find easier to edit it (see next image):



Programmes can be filtered on the left-hand side of the page by course level, Undergraduate or Postgraduate. They can also be filtered by Partner.



This narrows down the list of Programmes to those offered by the Partner:

University of Hertfordshire UH
 Welcome back, Marjolein
 CEP-CP UH Staff Access

Continuous Enhancement Planning for Collaborative Partners (CEP-CP)

Active Action Plans (showing 14 of 38) Click on the plan title to add actions

Prog.Code	Title	Contextual Statement	Action Due Date	SBU	Partner
<input type="checkbox"/> BSGCADM	BA (Hons) Advertising and Digital Marketing			Hertfordshire Business School	Global Academic Foundation
<input type="checkbox"/> BSGCAF	BA (Hons) Accounting and Finance			Hertfordshire Business School	Global Academic Foundation
<input type="checkbox"/> BSGCBA	BA (Hons) Business Administration			Hertfordshire Business School	Global Academic Foundation
<input type="checkbox"/> BSGCITMB	BSc (Hons) Information Technology Management for Business			Hertfordshire Business School	Global Academic Foundation
<input type="checkbox"/> CTGCDMD	BA (Hons) Digital Media Design			Creative Arts	Global Academic Foundation
<input type="checkbox"/> CTGCIAD	BA (Hons) Interior Architecture and Design			Creative Arts	Global Academic Foundation
<input type="checkbox"/> HSGCPHY	BSc (Hons) Physiotherapy			School of Health and Social Work	Global Academic Foundation
<input type="checkbox"/> HUGCIFP	International Foundation Programme				Global Academic Foundation
<input type="checkbox"/> HUGCMCS	BA (Hons) Mass Communications			School of Social Sciences, Humanities and Education	Global Academic Foundation
<input type="checkbox"/> LMGCMPHA	MPharm			School of Life and Medical Sciences	Global Academic Foundation
<input type="checkbox"/> LMGCPCSC	BSc (Hons) Pharmaceutical Science			School of Life and Medical Sciences	Global Academic Foundation
<input type="checkbox"/> PEGCCIV	BEng (Hons) Civil Engineering			School of Physics, Engineering	Global Academic

Filter by course level: Undergraduate Postgraduate

Filter by Partner: Global Academic Foundation

Filtered programmes: 14

- BSGCADM - BA (Hons) Advertising and Digital Marketing
- BSGCAF - BA (Hons) Accounting and Finance
- BSGCBA - BA (Hons) Business Administration
- BSGCITMB - BSc (Hons) Information Technology Management for Business
- CTGCDMD - BA (Hons) Digital Media Design
- CTGCIAD - BA (Hons) Interior Architecture and Design
- HSGCPHY - BSc (Hons) Physiotherapy
- HUGCIFP - International Foundation Programme
- HUGCMCS - BA (Hons) Mass Communications
- LMGCMPHA - MPharm
- LMGCPCSC - BSc (Hons) Pharmaceutical Science
- PEGCCIV - BEng (Hons) Civil Engineering

Opening an Action Plan

To open the action plan screen, click on the programme title.

This opens the CEP Action Plan Screen:

HUGCMCS
 Date last reviewed: 24 October 2022
 BA (Hons) Mass Communications

Action Plan Screen

- Actions arising from the External Examiners' reports - (0) active, (0) actions signed off as completed A.0.0
- Actions arising from data - (0) active, (0) actions signed off as completed B.0.0
- Actions arising from students' feedback - (0) active, (0) actions signed off as completed C.0.0
- Recommendations from validation or revalidation - (0) active, (0) actions signed off as completed D.0.0
- Programme delivery/learning infrastructure - (0) active, (0) actions signed off as completed E.0.0
- Assessment process - (0) active, (0) actions signed off as completed F.0.0
- Ongoing developments to enhance the student experience/programme - (0) active, (0) actions signed off as completed G.0.0

To go back to the list of programmes click on the home icon.

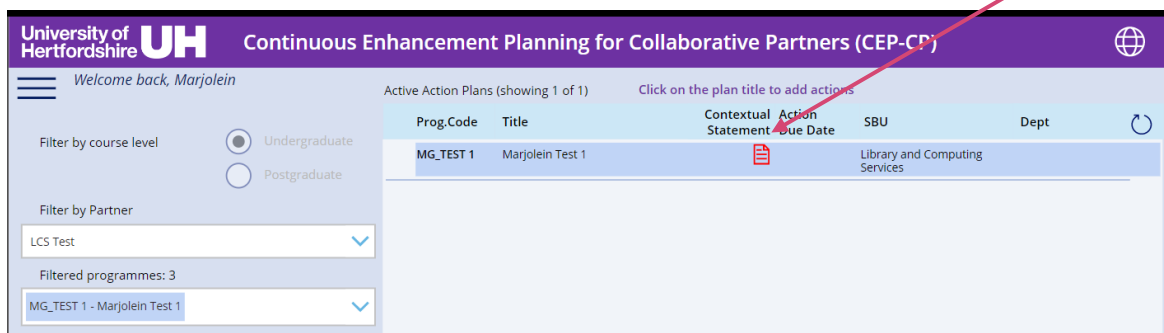
3. Setting up your Programme Action Plan

Adding a context statement to your Programme Action Plan

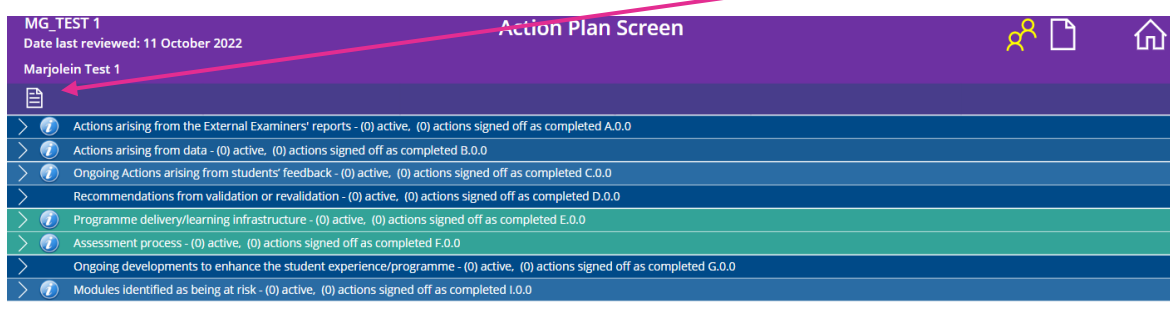
A context statement is required for all programmes.

The context statement sets the scene for the programme. It will include general information: number of students on programme, when it starts, number of semesters it runs in, PSRB approved/accredited, basic student information, e.g. demographics, and any other noteworthy information. This does not require an annual update, but you will need to change it if there are significant changes to the operation of the programme, e.g. if a Semester B intake is added.

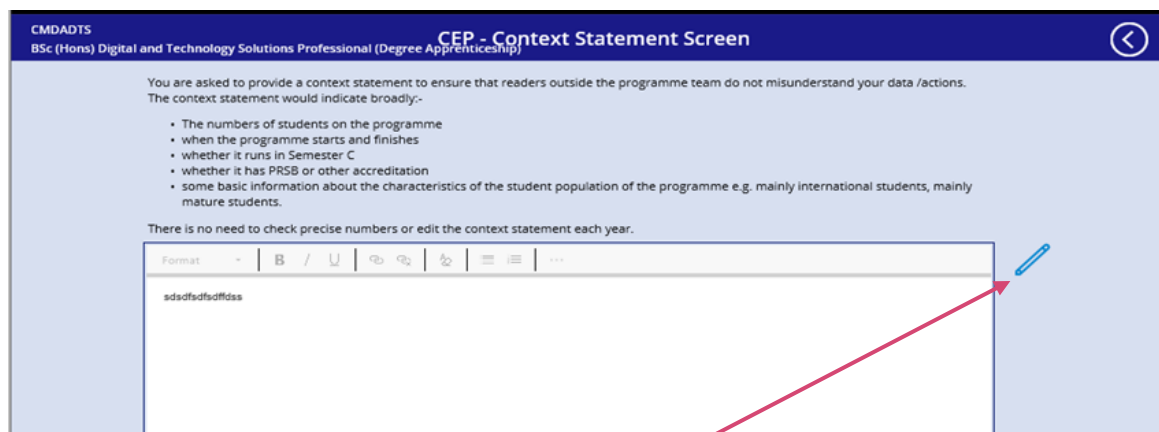
To add a context statement, identify your programme and then click on the page icon under 'Contextual Statement':



You can also access the context statement via the page icon on the action plan screen:



Clicking on the page icon from either place opens the Context Statement Screen:



To edit the context statement, click on the pencil icon.

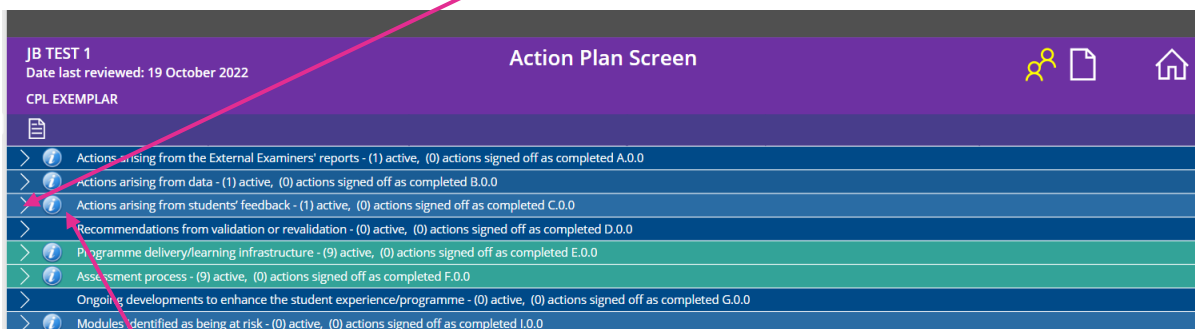
Once completed click the  to return to the previous page.

4. Accessing the action sections of the CEP Action Plan

There are eight action sections in the action plan:

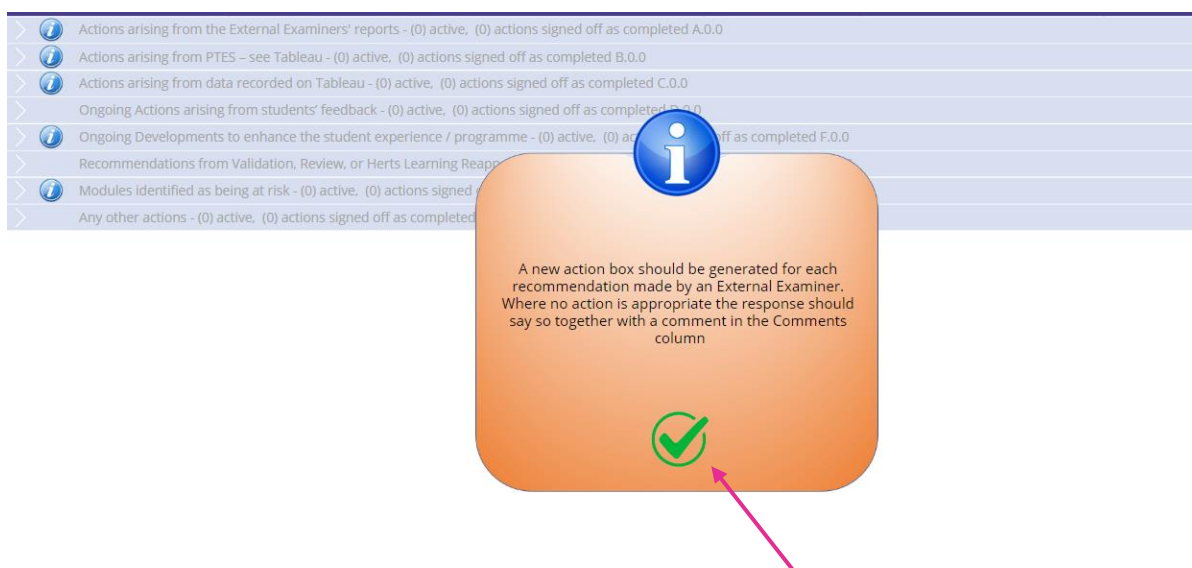
- Actions arising from the External Examiners' report
- Actions arising from data
- Actions arising from students' feedback
- Recommendations from validation or revalidation
- Programme delivery/learning infrastructure
- Assessment process
- Ongoing development to enhance the student experience/programme
- Modules identified as being at risk

To open each section, click on the > arrow on the left of the tab:



Information icon

The information icon gives information of how to complete the section, e.g. for the first line (EE reports), this says:



You can close the information box by clicking on the green tick.

5. How to fill in the Action Plan boxes

Per section there are the following boxes to complete by the Programme Leader:
Issue, Action, Criteria for Success, Ownership/responsibility, Progress/completion comments.

The screenshot shows the 'Action Plan Screen' for 'JB TEST 1' (Date last reviewed: 19 October 2022). The table has the following columns: Issue, Action, Criteria for Success, Ownership / Responsibility, Progress/Completion Comments, and Reviewers Comments. The first row is for 'Actions arising from the External Examiners' reports - (1) active, (0) actions signed off as completed A.0.0'. The second row is for 'Actions arising from data - (1) active, (0) actions signed off as completed B.0.0'. The third row is for 'Actions arising from students' feedback - (1) active, (0) actions signed off as completed C.0.0'. The fourth row is for 'Recommendations from validation or revalidation - (0) active, (0) actions signed off as completed D.0.0'. The fifth row is for 'Programme delivery/learning infrastructure - (9) active, (0) actions signed off as completed E.0.0'. The sixth row is for 'Assessment process - (9) active, (0) actions signed off as completed F.0.0'. The seventh row is for 'Ongoing developments to enhance the student experience/programme - (0) active, (0) actions signed off as completed G.0.0'. The eighth row is for 'Modules identified as being at risk - (0) active, (0) actions signed off as completed I.0.0'.

Issues

The Issue box is used to identify the **issue**: please ensure the issue is clearly described so that reviewers and other readers gain a good grasp of the issue. Quantitative or qualitative evidence should be used to illustrate the precise nature of the issue and confirm its significance.

Each section now has a drop-down menu under 'Issue', including an option '**No Action Required**'.

The left screenshot shows the 'Issue' dropdown menu for 'A.1.0' with options 'No Action Required' and 'Select from list'. The right screenshot shows the 'Issue' dropdown menu for 'B.1.0' with the option 'No Action Required' selected.

If there is **more than one issue** that requires an action, click on the blue/green icon to add rows. These will become A1.1, 1.2, 1.3 etc.

The screenshot shows the 'Action Plan Screen' for 'JB TEST 1' (Date last reviewed: 19 October 2022). The table has the following columns: Issue, Action, Criteria for Success, Ownership / Responsibility, Progress/Completion Comments, and Reviewers Comments. The first row is for 'Actions arising from the External Examiners' reports - (1) active, (0) actions signed off as completed A.0.0'. The second row is for 'Actions arising from data - (1) active, (0) actions signed off as completed B.0.0'. The third row is for 'Actions arising from students' feedback - (1) active, (0) actions signed off as completed C.0.0'. The fourth row is for 'Recommendations from validation or revalidation - (0) active, (0) actions signed off as completed D.0.0'. The fifth row is for 'Programme delivery/learning infrastructure - (9) active, (0) actions signed off as completed E.0.0'. The sixth row is for 'Assessment process - (9) active, (0) actions signed off as completed F.0.0'. The seventh row is for 'Ongoing developments to enhance the student experience/programme - (0) active, (0) actions signed off as completed G.0.0'. The eighth row is for 'Modules identified as being at risk - (0) active, (0) actions signed off as completed I.0.0'. The ninth row is for 'Actions arising from NSS - see Tableau - (0) active, (0) actions signed off as completed B.0.0'.

To **delete rows** not required, click on the red circle:

Issue	Action	Criteria for Success	Ownership / Responsibility	Progress/Completion Comments	Reviewers Comments
A.1.0	Select from list	Due date: 14 Dec 2022 High			
A.1.1	Select from list	Due date: 14 Dec 2022 High			

You will get a safety reminder when deleting a row:

Issue	Action	Criteria for Success	Ownership / Responsibility	Progress/Completion Comments	Reviewers Comments
A.1.0	Select from list	Due date: 14 Dec 2022 High			
A.1.1	Select from list	Due date: 15 Dec 2022 High			

The 'Actions arising from data' and the 'Actions arising from students' feedback' sections both have additional drop-down options. Action can be added under the correct heading e.g. Student entry.

Actions arising from data:

Issue	Action	Criteria for Success	Ownership / Responsibility	Progress/Completion Comments	Reviewers Comments
0.0	No Action Required	Due date: 17 Jan 2023 High			

Actions arising from students' feedback

This section should include any actions you take in response to student feedback, such as feedback obtained in a programme committee meeting. If your programme participates in the National Student Survey (NSS), your NSS actions should be entered here as well:

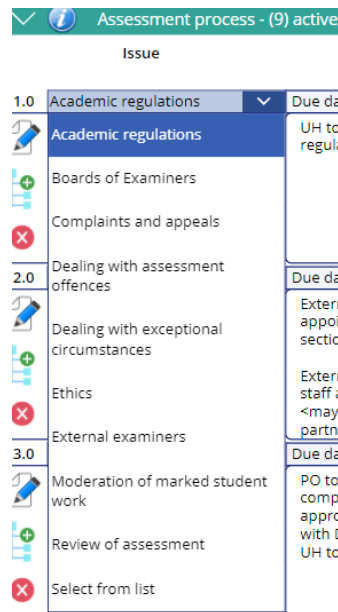
Issue	Action	Criteria for Success	Ownership / Responsibility	Progress/Completion	Comments	Reviewers Comments
>	Actions arising from the External Examiners' reports - (1) active, (0) actions signed off as completed A.0.0					
>	Actions arising from data - (1) active, (0) actions signed off as completed B.0.0					
>	Actions arising from students' feedback - (1) active, (0) actions signed off as completed C.0.0					
C.1.0	Select from list	Due date: 17 Jan 2023	Complete			
Academic support						
Assessment and feedback						
Learning community						
Learning opportunities						
Learning resources						
No Action Required	validation or revalidation - (0) active, (0) actions signed off as completed D.0.0					
Organisation and management	learning infrastructure - (9) active, (0) actions signed off as completed E.0.0					
Select from list	to enhance the student experience/programme - (0) active, (0) actions signed off as completed F.0.0					
Student voice	ing at risk - (0) active, (0) actions signed off as completed G.0.0					
Teaching						

The two green sections, 'Programme delivery/learning infrastructure' and 'Assessment process', should be completed by UH Collaborative Partnership Leader with reference to the Collaborative Partnership Handbook. All elements of the drop-down menu should be considered and action boxes generated to reflect the ongoing quality management of collaborative programmes. Staff development should include discipline-related and partner-wide activities.

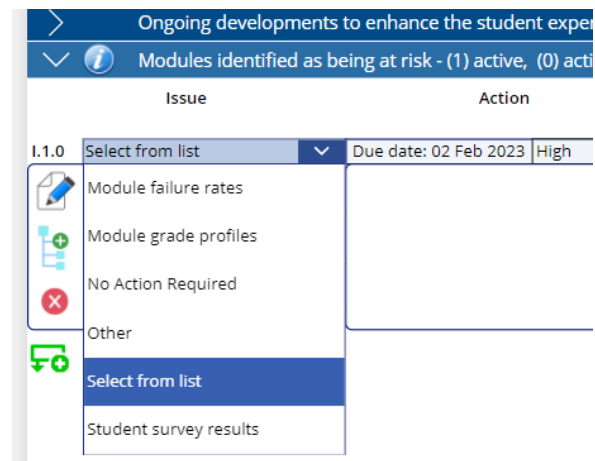
The drop-down menu for 'Programme delivery/learning infrastructure':

Programme delivery/learning infrastr		
Issue		
E.1.0	Marketing and publicity ma	Due date: 31
Admissions		To adhere t and send ar electronic n the UH logic Marketing a for checking
Learning and teaching, including learning resources		
Marketing and publicity material		To send ma
E.2.0		Due date: 31
Programme documentation		To undertal ensure stan agreed entr UH Admissi non-standa manage API
Select from list		
Staff development and peer review of teaching		
E.3.0		Due date: 30
Staff induction and teaching allocation		To plan and programme
Student induction and support		To provide : students st
Student representation, engagement and feedback		To promote effectiveness services at f

The drop-down menu for 'Assessment Process':



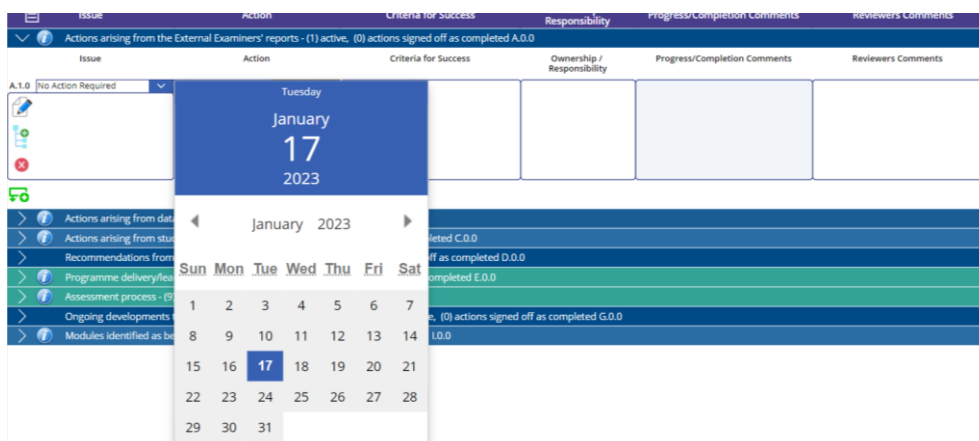
The section 'Modules identified as being at risk' should include issues such as low responses to 'student surveys', differences in module grade profiles, high module failure rates etc.



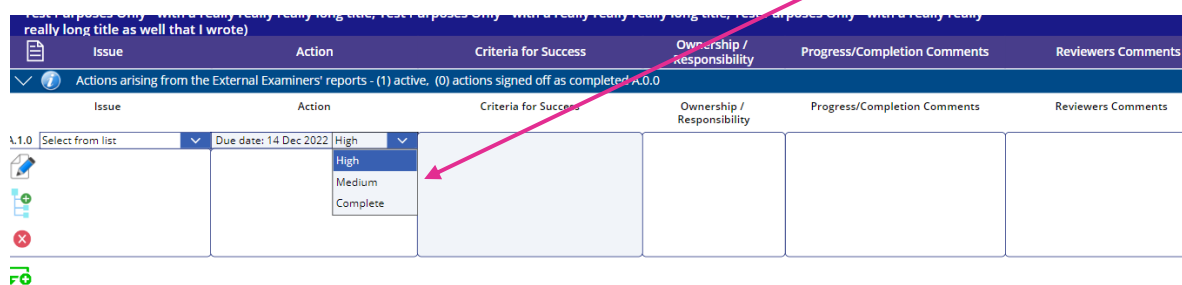
Actions

The **Action box** is where you write the action you will take to resolve this issue and to mitigate any risk. They should be structured in a clear, concise manner and the outcome should be measurable, to see whether you have successfully completed it. See examples in [Appendix 1](#).

The action box has a **calendar function**, which is used to identify the date the action is due to be resolved:



You can **rate actions** for ease of reading by using the drop-down menu next to the calendar: High - for actions to be completed within 60 days; Medium - for longer term actions; Complete:



Criteria for Success

The box labelled Criteria for Success should set out the desired effect if the action were successful (i.e. what visible positive effect is your action going to have?).

Ownership/ Responsibility

The next box asks for the Ownership/ Responsibility of the action. List here the person from the programme team who has been identified to carry out the action (Job title not name).

Progress/ Completion Comments

You can comment on progress of the action point in the Progress/ Completion comments box. The completion comment by the Programme Leader needs to demonstrate impact. This may not have yet achieved the desired impact and this should be noted here if that is the case.

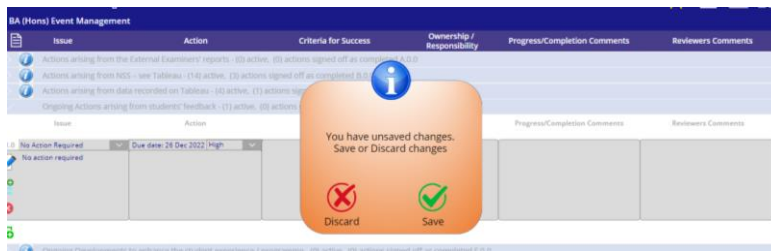
Reviewers' Comments

The 'Reviewers Comments' box will be used by the AQ reviewer to give you feedback on your action. The Reviewer comments will acknowledge satisfaction with the impact and marks the action as completed. This Reviewers' comments box is 'read only' for Programme Leaders.

When the Programme Leader views the Action Plan, new reviewer comments are indicated in yellow text as shown, and you can click on these to open that section (as below), and the background of the new comment is lightly shaded. There is a tick box for the PL to indicate they have seen the comment and clear the notification. Reviewers do not get notified of changes.

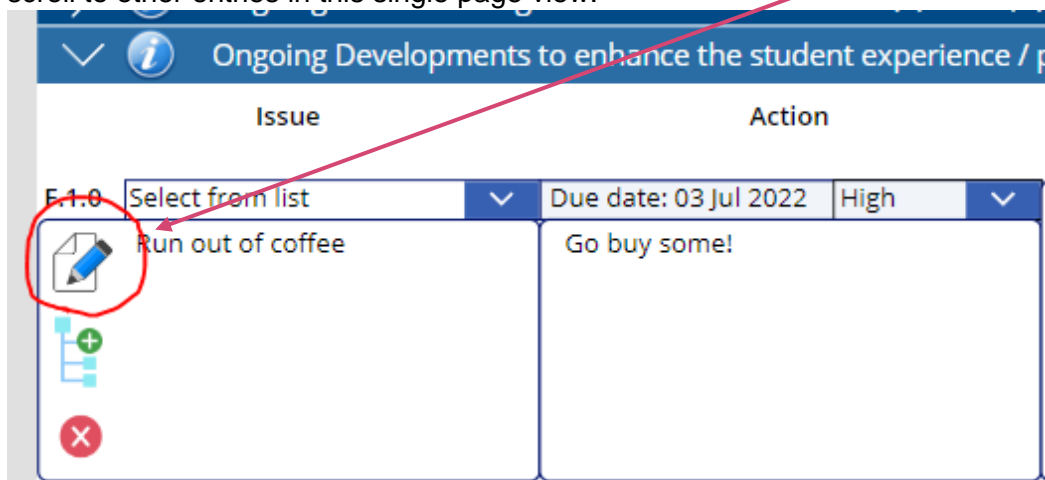


A safety check is provided before you close action plan:



An alternative way to edit an Action Plan

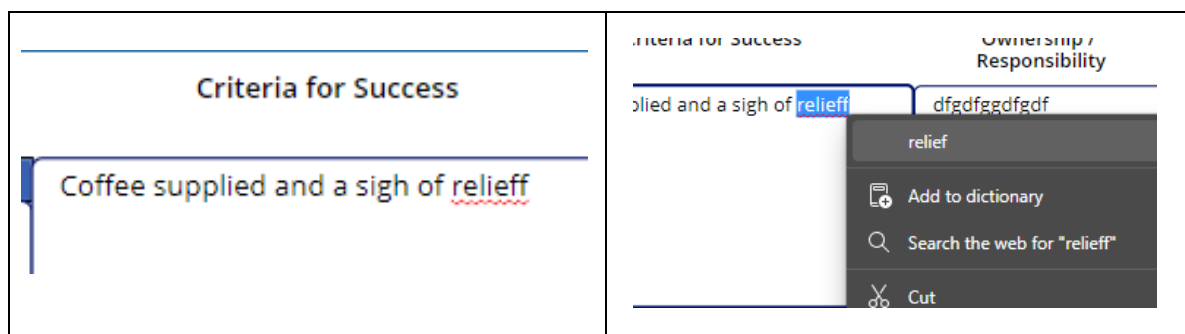
Another way for data entry has been introduced. Clicking on the pencil icon takes you to a single page view of that line in the action plan. This makes it easier to cut and paste. You can't scroll to other entries in this single page view.



Note: Don't get carried away and enter large amounts of text!

A spell checker is enabled

Misspelled words are underlined in red. You can right click to correct the spelling:



6. What to include in the Action Plan

Types of issues to address and where

Here you will find information on what types of issues should have an associated action point in the different sections of the CEP Action Plan. If there is nothing to include in a section, please select 'No Action Required' from the drop-down menu:

- **Actions arising from the External Examiners' report**
You need to include actions on all External Examiner recommendations. Please use a new action box for each recommendation.
- **Actions arising from data**
Any items that fall below the University benchmarks (see below) require you to generate an action box even if it is subsequently agreed by your Associate Dean that no action is required (e.g. due to changes in the programme that have already taken place, small numbers etc). Note: This section does NOT include module failure rates.
- **Actions arising from student feedback**
Any actions that are taken on the basis of formal and informal student feedback regarding the programme should be included here.

UK Partners only: include in this section actions arising from NSS data (UG) / PTES (PG)

Any items that are red rag-rated in the NSS (CAH2 compared to HESA course)/ PTES results for your programme require you to generate an action box even if it is subsequently agreed by your Associate Dean that no action is required (e.g. due to changes in the programme that have already taken place, small numbers etc).

- **Recommendations from validation or revalidation**
Action points should be entered here for all recommendations from validation or revalidation, if applicable.
- **Programme delivery/ learning infrastructure**
This section should be completed by UH Collaborative Partnership Leaders with reference to the Collaborative Partnership Handbook. All elements of the drop-down menu should be considered.
- **Assessment process**
This section should be completed by UH Collaborative Partnership Leaders with reference to the Collaborative Partnership Handbook. All elements of the drop-down menu should be considered.

- **Ongoing development to enhance the student experience/programme**
Actions that are fed in from School enhancement events should be added here.
- **Modules identified as being at risk** (new for 2022-23)
This includes low responses to SVQ, differences in module grade profiles, high module failure rates etc. Please see the thresholds for module fail rates below.

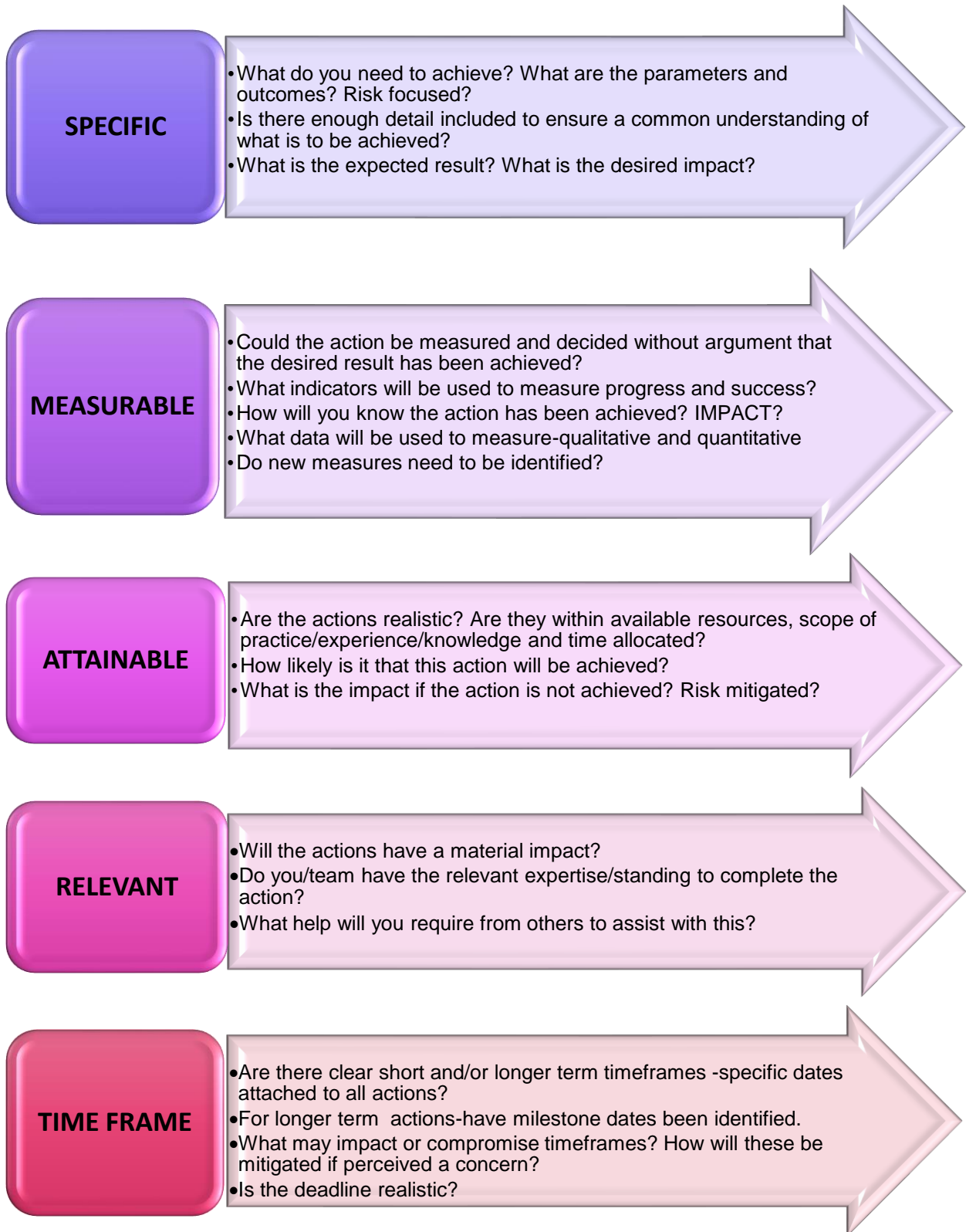
University benchmark data

The benchmarks relevant to the CEP for 2022-23 are:

- **Awards: 'good degrees'** (only appropriate at programme level)
Undergraduate: 58% and below; 80% and above. Action is needed both for too few and too many 'good degrees'.
Postgraduate: Action is needed where the numbers of students achieving a Distinction and Commendations is equal or less than 40%.
- **Non-continuation Data**
85% progression for 1st year students is an aim for all undergraduate students, along with 90% continuation for full-time students (i.e. at least 90% of students on a programme must be studying on the same or another UH undergraduate programme the following year) and 80% for part-time students.
- **Module Grades**
Module Fail Rates above agreed thresholds (first sitting):
 - Levels 0 and 4: 30% or above
 - Level 5: 25% or above
 - Level 6 and 7: 20% or above
 Module Fail Rates above agreed thresholds (post re-sit):
 - Level 0 and 4: 20.0% or above
 - Level 5: 15.0% or above
 - Level 6 and 7: 10.0% or above
- **Core metrics (NSS/PTES) for UK Partners only**
Action is only required for **red-rated** data.

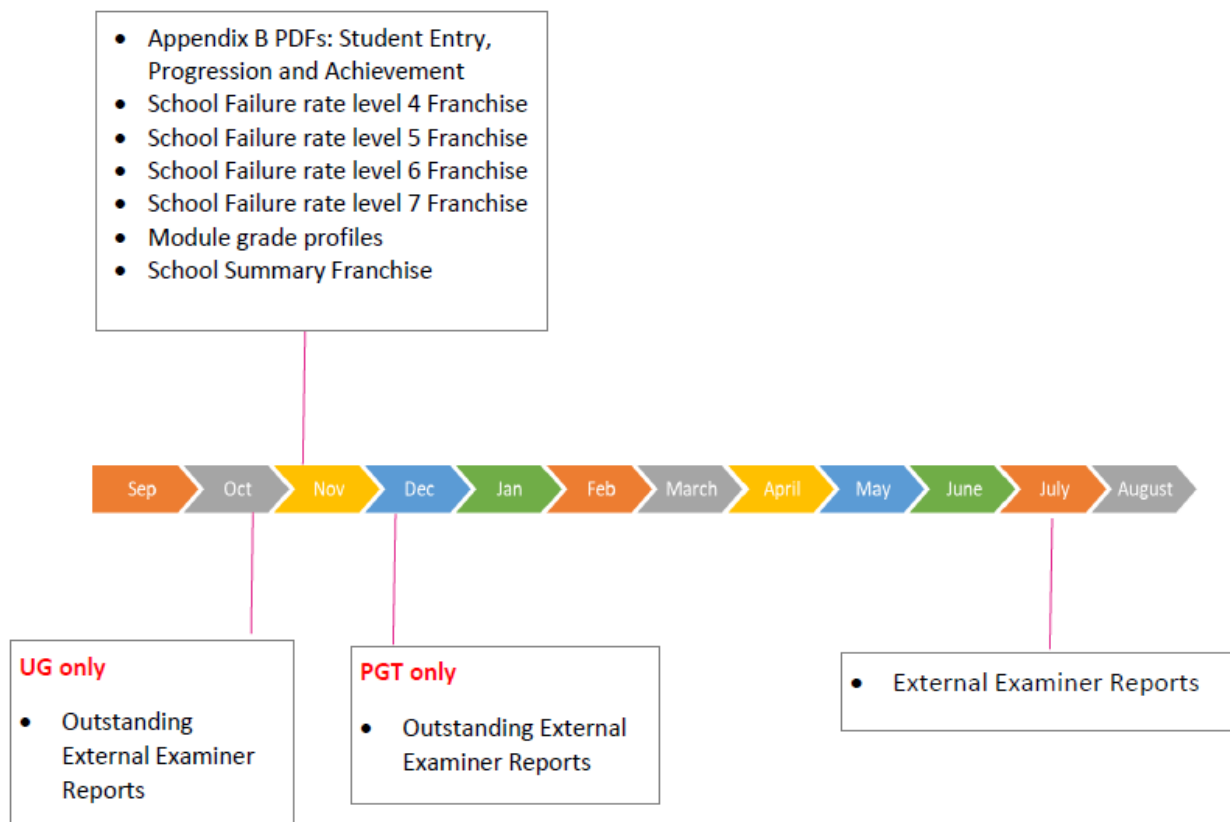
SMART Actions points

Action points should be SMART. They should be structured in a clear, concise manner. SMART action points are useful when seeking agreement and setting expectations about what can and needs to be achieved.



7. Timelines for developing the CEP action plan

- There are three CEP Review Points during the year, and these are slightly different for UG and PG (see below). Local data sources generated by the partner, such as student feedback surveys, may be added to the timeline locally.
- It is recognised that many programmes do not operate to the standard academic year and that it may be appropriate to delay consideration of a particular data set to a different Checkpoint when the data is complete. This explanation may be included in the context statement for the programme
- The Programme Leader reviews the CEP action plan at each review point, and where necessary initiates actions within 6 weeks.
- External Examiners will receive a response to their report within six weeks of the report being received by the School in line with the current practice.
- Identify a due date against which actions will be met.
- Actions that are rated as **high** must be **completed** within **60 days**.



8. Managing CEP Action Plans

Monitoring and updating of the CEP Action Plan

The frequency at which the action plan should be monitored will be dictated by:

- the rating given to the actions and
- the identified timeframes agreed for each action.

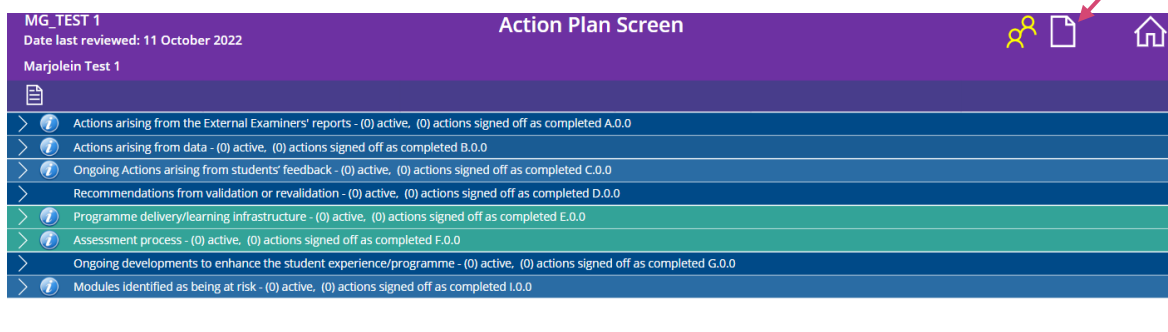
At the point of monitoring the action will be evaluated for its impact. If the desired impact has been achieved, then the action may be closed. If there is no discernible impact, then further action(s) or a revised timeframe may be required.

The Programme Leader may add actions at any time if issues arise. The CEP action plan is a standing item on the Programme Committee agenda. The Programme Committee will agree the CEP action plan on an ongoing basis. Monitoring of the action plan should be aligned to and completed before the Programme Committee. This will then enable new actions to be agreed, the impact of existing actions to be identified and agreement sought on the completeness of those actions.

The Associate Deans of School (Academic Quality Assurance) will maintain and have oversight of all the School's CEP action plans and will sign off completed actions in the CEP database.

Sharing the CEP Action Plan

The action plan can now also be emailed to you as a html file by clicking the Page icon:



The archiving of CEP Action Points

Once a year, on the 1st of July, all action points which have been signed off as completed by the Reviewer are archived. This means that they are removed from the live action plan and put on a SharePoint site. As a result, you will no longer see these historic action points in your CEP action plans.

9. Roles and responsibilities

Role	Responsibility
Programme Leader	<ul style="list-style-type: none">• Develop action points for all recommendations made by the External Examiner;

	<ul style="list-style-type: none"> • Consult University and Partner Organisation generated data after each specified CEP Review Point and develop action points; • Maintain the CEP action plan on behalf of the Programme Committee; • Monitor and update the CEP action plan; • Attend and engage in specified enhancement events.
Collaborative Partnership Leader	<ul style="list-style-type: none"> • Support the partner organisation in the CEP process; • Promote the sharing of good practice through enhancement events; • Complete relevant sections of the CEP action plan to reflect the University's quality monitoring and assessment processes; • Monitor and review the CEP action plan periodically throughout the year, and report to School Academic Committee where necessary.
Associate Deans of School (Academic Quality Assurance)	<ul style="list-style-type: none"> • Ensure enhancement event(s) take place at partner organisations; • Maintain oversight of the School's CEP action plans; • Sign off completed action in the CEP database; • Check data set for collaborative provision, External Examiner reports, quantitative and qualitative student feedback that require actions points have been included in the CEP action plan; • Check the timescale initiated for the action are appropriate; • Works with others to advise programme teams on the appropriateness of the actions and the response times, and to evaluate the impact of actions • Check actions agreed at the enhancement event(s) have been included; • Ensure External Examiner receive a snapshot of the CEP action plan with the response to their annual report; • Work with others (ADLT, ADAQA, LTIC) to develop and deliver workshops, training as required; • Submit an annual report to ASAC which includes a summary of the key issues arising from the School's CEP action plans.
Associate Director of Academic Quality Assurance	<ul style="list-style-type: none"> • Sample CEP action plans and review School wide data analysis on Tableau (risk-based approach) • Report to the School Academic Committee on: <ul style="list-style-type: none"> a) areas of good practice b) areas for improvement c) support required by programme teams and d) how that support will be shared with others (e.g. ADLT, ADoSAQA, LTIC)

	•
--	---

Appendix 1: Writing Action points

Example: SMART Action is

Improve NSS question 9 by 5% this academic year-2022.

Example: A non-SMART action is:

Improve communication to all students by using WhatsApp.

Clear, unambiguous language should be used, the action plan should not be a task list.

Actions will have a clear start and end point.

Hints:

Where there are several action points that are closely linked, consider grouping these together into one overarching action point.

e.g. Student voice-issues may have been identified from various sources, e.g. student surveys, programme committee.

Action points should be written with enough detail to be helpful for the understanding of someone outside the programme team. Would a new team member be clear about the specifics of the action points and be able to assess achievement without explanation?

What indicators will you use to measure progress and success?

Qualitative and quantitative sources?

Actions should be consistent with Partner Organisation/Department and University strategic plans. How will success of the action contribute to the achievement of the relevant priorities for Department/ School/ University/ Partner organisation?

Action Plans should capture ideas for programme development including those discussed in programme team enhancement events (taking your programme from good to great)

The Action Plan should be a collaborative document and there should be regular consultation and communication with programme staff and students and a standing item at Programme Committees.

The **impact** of the actions should be evaluated as part of the completion comments.

Ensure each action point is allocated to **one** individual (Role or job title) with overall responsibility for its implementation. This person should be a member of the programme team and the action **should be relevant** to their role and grade.

Review and monitor the Action Plan on an ongoing basis to ensure effective completion of identified actions and implementation of identified enhancements.

When writing the Action Plan, Programme Leaders should be mindful that the plans will be shared outside the programme team with senior staff in the School and Central Teams.