

Guidance on the
Continuous Enhancement
Planning (CEP)
Process



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1 New for 2023-24

In response to feedback from Programme Leaders and Reviewers, the Continuous Enhancement Planning (CEP) process and application have been further improved. A modified version of the CEP application is now active. Here are the main changes that have been made:

- [All actions are now set to Medium to start with. You can change this to set it to High.](#) 'High' now indicates that the action is High priority.
- [You should choose no more than 5 High priority action points, which will show by a pink button with arrow.](#)
- Some changes have been made to the sections of the action plan:
 - Section B now says: 'Actions arising from NSS (UG)/ PTES (PGT) *and other student feedback*. It also has a new text under the information button.
 - Section D (which was 'other student feedback'), now says: *This section is now redundant*. This reflects that 'other student feedback' has been moved to section B.
- [If you haven't assigned PL and reviewer the people icon is yellow.](#) Please also check whether the PL and reviewer are accurate.
- [The reviewer now gets a notification when new comments are available.](#)
- [There are a number of Reports you can run:](#)
 - Action plans that haven't been updated in 3, 6, 9, 12 months
 - Action plans that have no Programme Leaders or Reviewers assigned
 - Programmes that don't have an action plan

In addition, some changes have been made to the process, primarily to clarify the responsibilities of the various stakeholders, i.e. the Programme Leader, Associate Dean (AQA) and Associate Director (AQA).

- For NSS/PTES it is no longer required that a programme team generate an action for each question of the survey that is red rag rated. Teams should look across the data items including student feedback from outside the NSS/PTES and aim to develop **a maximum of three actions (priority actions)** that are likely to have an impact on improving NSS/PTES results going forwards. It is important that these priority actions are communicated clearly to all staff on the programme team and progress with the actions is discussed at Programme Committees;
- having populated all sections of the CEP, teams may identify up to **a maximum of five priority actions for the academic year**. This is achieved by clicking on 'high priority' in the action box in the CEP database. Between 0-3 of the actions may be from NSS/PTES, any remaining priority actions could be based e.g. on poor student performance data on Tableau, that the programme is at risk of not meeting the OfS B3 conditions, recommendations of External Examiners;
- where a programme has scored poorly in the NSS/PTES (i.e. the majority of the TEF themes or PTES section scores are below the relevant CAH2 subject sector average) or there is a risk that the programme may not meet one or more of the OfS B3 conditions (continuation, completion and progression), the Associate Deans of School (AQA and L&T) must work with relevant Associate Director in CAQA and LTIC Specialist to consider and agree the actions that have been identified as the priority actions.

2 Introduction

This guidance applies to the continuous monitoring of all Herts based taught programmes of study, including on-line provision. It includes information on the new features added to CEP since the last academic year.

2.1 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 taught 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 core and split metrics 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.

2.2 The role of the Programme Leader and team

All Programme Leaders / Teams are asked to ensure that they:

- maintain the CEP action plan on behalf of the Programme Committee;
- monitor and update the CEP action plan;
- consult University generated data after each specified CEP Review Point and develop action points;
- are robust in their interrogation of the data;
- develop action points for all recommendations made by the External Examiner;
- review Action Plans to check for the completion of actions by the stated deadline;
- monitor the impact of actions;
- respond to reviewer comments in a time frame agreed with the ADoS (AQA);
- attend and engage in specified enhancement events;
- make use of the 'on-going development' section of the Action Plan - this will enable areas of good practice at programme and module level possibly adopted from the School Enhancement Events to be visible in action plans;
- consider the CEP Action Plan at each meeting of the programme committee.

2.3 The role of the Associate Dean of School (AQA)

New for 2023-24:

Associate Deans of School (AQA) are asked to:

- review the list of programmes on the CEP database for accuracy;
- establish a formal timeline for review (and sign off) of actions for all programmes;

- set up CEP review meetings with Programme Leaders, ADoS(AQA) and ADAQA to discuss CEP actions and impact for all programmes considered to be most at risk. However, it is important to remember that the process is intended to be risk- based and that meetings are not required for all programmes and certainly not each time data is released;
- monitor that good practice adopted from enhancement events is identified in CEP action plans;
- promote the CEP resources and the CAQA data workshop, to improve the quality of the action plans;
- plan some School based CEP workshops to further support existing and new Programme Leaders;

In addition, Associate Deans of School (AQA) are asked to:

- ensure the School enhancement event take place;
- maintain oversight of the School's CEP action plans;
- sign off completed action in the CEP database;
- check data set from red rated data on Tableau, External Examiner reports, SVQ's 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.

2.4 The role of the Associate Director of Academic Quality Assurance

Associate Directors of Academic Quality Assurance are asked to:

- meet with Programme Leaders and ADoS(AQA) to discuss CEP actions and impact for all programmes considered to be most at risk.
- sample CEP action plans and review School wide data analysis on Tableau (risk-based approach)
- report to the School Academic Committee on:
 - 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, ADoS (AQA), LTIC)

3 Accessing the Continuous Enhancement Planning Action Plan

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

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

Locate the channel in MS Teams and open. You will find this under 'Teams':



3.1 Landing page

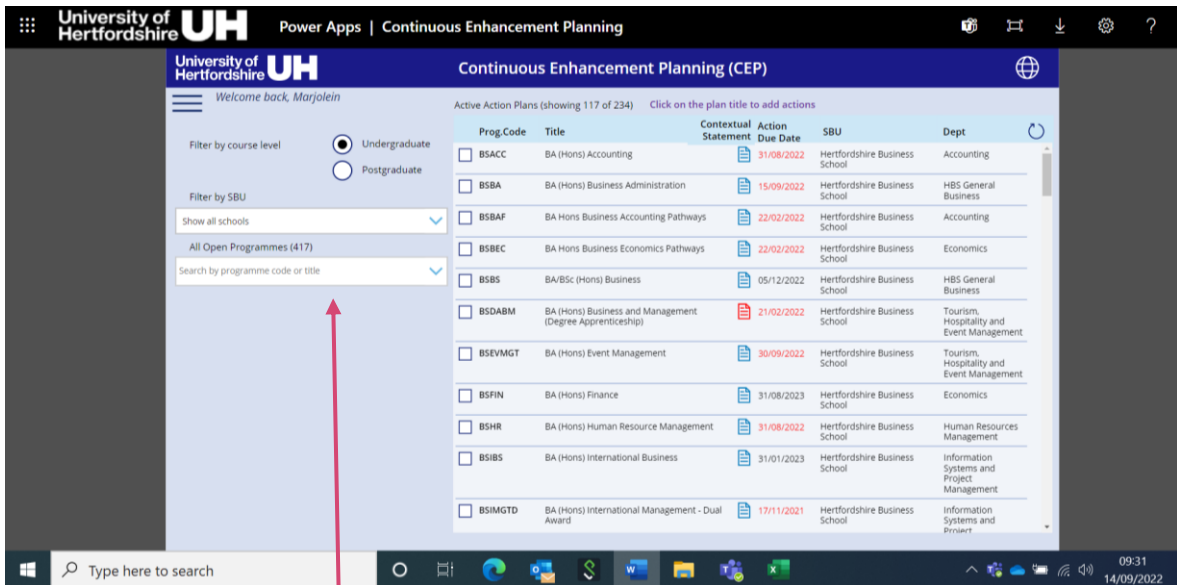
The CEP home page can be found under the Continuous Enhancement Planning tab.

A screenshot of the Microsoft Teams interface showing the Continuous Enhancement Planning (CEP) landing page. The page is titled "Continuous Enhancement Planning (CEP)" and displays a list of active action plans. The list includes columns for "Prog.Code", "Title", "Contextual Statement", "Action Due Date", "SBU", and "Dept". A red arrow points from the text above to the "Continuous Enhance..." tab in the Teams navigation bar. Another red arrow points from the text below to the globe icon in the top right corner of the CEP page.

Prog.Code	Title	Contextual Statement	Action Due Date	SBU	Dept
<input type="checkbox"/> BSACC	BA (Hons) Accounting		31/08/2022	Hertfordshire Business School	Accounting
<input type="checkbox"/> BSBA	BA (Hons) Business Administration		15/09/2022	Hertfordshire Business School	HBS General Business
<input type="checkbox"/> BSBAF	BA Hons Business Accounting Pathways		22/02/2022	Hertfordshire Business School	Accounting
<input type="checkbox"/> BSBECE	BA Hons Business Economics Pathways		22/02/2022	Hertfordshire Business School	Economics
<input type="checkbox"/> BSBS	BA/BSc (Hons) Business		05/12/2022	Hertfordshire Business School	HBS General Business
<input type="checkbox"/> BSDABM	BA (Hons) Business and Management (Degree Apprenticeship)		21/02/2022	Hertfordshire Business School	Tourism, Hospitality and Event Management
<input type="checkbox"/> BSEVMGT	BA (Hons) Event Management		30/09/2022	Hertfordshire Business School	Tourism, Hospitality and Event Management
<input type="checkbox"/> BSFIN	BA (Hons) Finance		31/08/2023	Hertfordshire Business School	Economic
<input type="checkbox"/> BSHR	BA (Hons) Human Resource Management		31/08/2022	Hertfordshire Business School	Human Resources Management
<input type="checkbox"/> BSIBS	BA (Hons) International Business		31/01/2023	Hertfordshire Business School	Information Systems and Project Management
<input type="checkbox"/> BSIMGTD	BA (Hons) International Management - Dual Award		17/11/2021	Hertfordshire Business School	Information System and Project

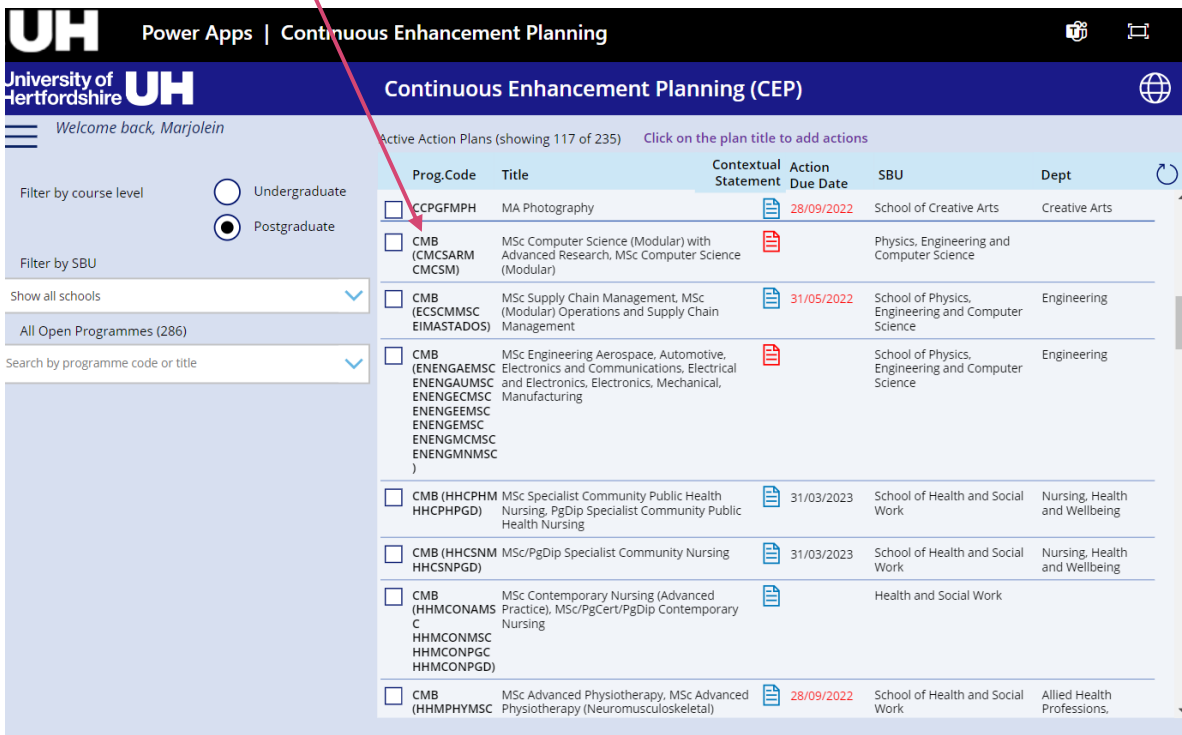
3.2 Editing screen

You can work on the CEP action plan on this page 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):

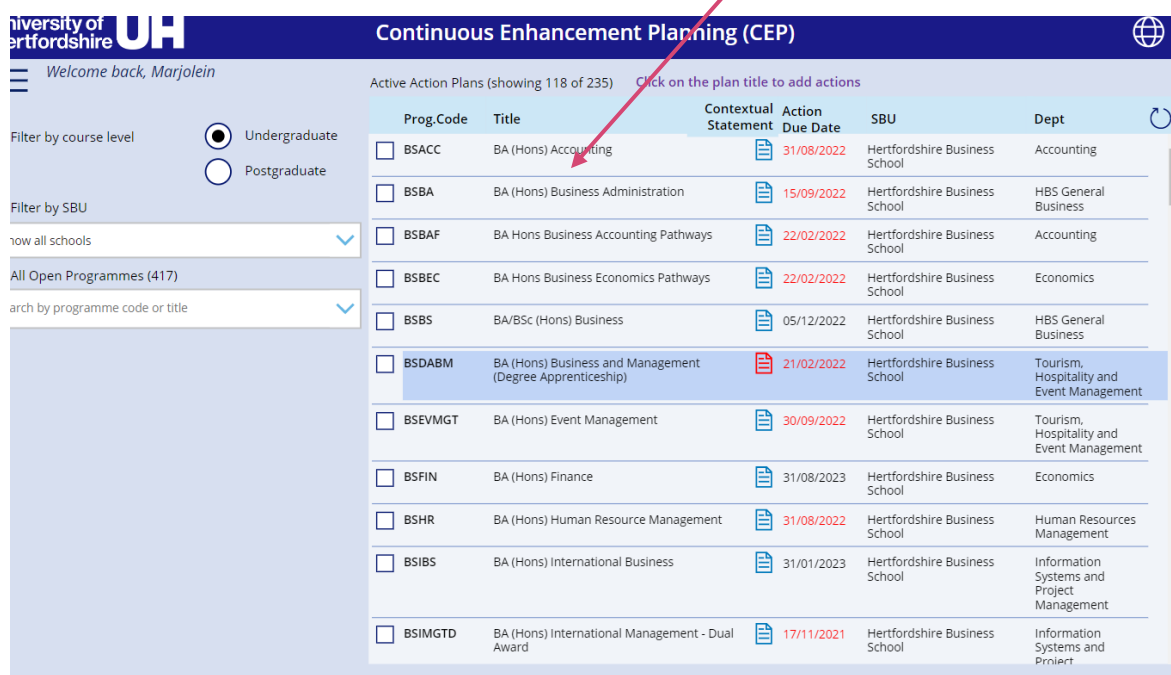


Programmes can be filtered on the left-hand side of the page by course level, Undergraduate or Postgraduate, and by SBU. The default is a list of all UG or PG programmes but once you have chosen a School, this list is narrowed down to the School's UG or PG programmes.

NB. Combined action plans have been created for some programmes, as requested by the relevant Schools. These are indicated as CMB (Combined) in the list of programmes under the Programme Code column:



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



University of Hertfordshire UH

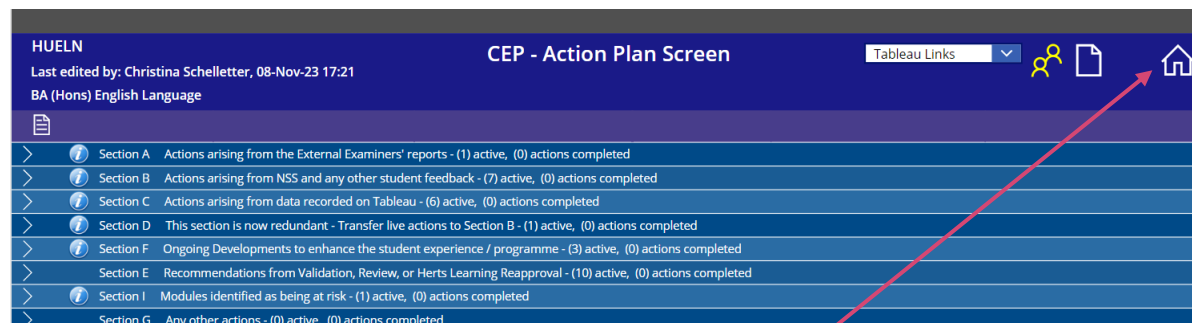
Welcome back, Marjolein

Continuous Enhancement Planning (CEP)

Active Action Plans (showing 118 of 235) Click on the plan title to add actions

Prog.Code	Title	Contextual Statement	Action Due Date	SBU	Dept
<input type="checkbox"/> BSACC	BA (Hons) Accounting		31/08/2022	Hertfordshire Business School	Accounting
<input type="checkbox"/> BSBA	BA (Hons) Business Administration		15/09/2022	Hertfordshire Business School	HBS General Business
<input type="checkbox"/> BSBAF	BA Hons Business Accounting Pathways		22/02/2022	Hertfordshire Business School	Accounting
<input type="checkbox"/> BSBEC	BA Hons Business Economics Pathways		22/02/2022	Hertfordshire Business School	Economics
<input type="checkbox"/> BSBS	BA/BSc (Hons) Business		05/12/2022	Hertfordshire Business School	HBS General Business
<input type="checkbox"/> BSDABM	BA (Hons) Business and Management (Degree Apprenticeship)		21/02/2022	Hertfordshire Business School	Tourism, Hospitality and Event Management
<input type="checkbox"/> BSEVMGT	BA (Hons) Event Management		30/09/2022	Hertfordshire Business School	Tourism, Hospitality and Event Management
<input type="checkbox"/> BSFIN	BA (Hons) Finance		31/08/2023	Hertfordshire Business School	Economics
<input type="checkbox"/> BSHR	BA (Hons) Human Resource Management		31/08/2022	Hertfordshire Business School	Human Resources Management
<input type="checkbox"/> BSIBS	BA (Hons) International Business		31/01/2023	Hertfordshire Business School	Information Systems and Project Management
<input type="checkbox"/> BSIMGTD	BA (Hons) International Management - Dual Award		17/11/2021	Hertfordshire Business School	Information Systems and Project Management

This opens the CEP Action Plan Screen:



HUELN

CEP - Action Plan Screen

Last edited by: Christina Schellletter, 08-Nov-23 17:21

BA (Hons) English Language

Tableau Links

- Section A Actions arising from the External Examiners' reports - (1) active, (0) actions completed
- Section B Actions arising from NSS and any other student feedback - (7) active, (0) actions completed
- Section C Actions arising from data recorded on Tableau - (6) active, (0) actions completed
- Section D This section is now redundant - Transfer live actions to Section B - (1) active, (0) actions completed
- Section F Ongoing Developments to enhance the student experience / programme - (3) active, (0) actions completed
- Section E Recommendations from Validation, Review, or Herts Learning Reapproval - (10) active, (0) actions completed
- Section I Modules identified as being at risk - (1) active, (0) actions completed
- Section G Any other actions - (0) active, (0) actions completed

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

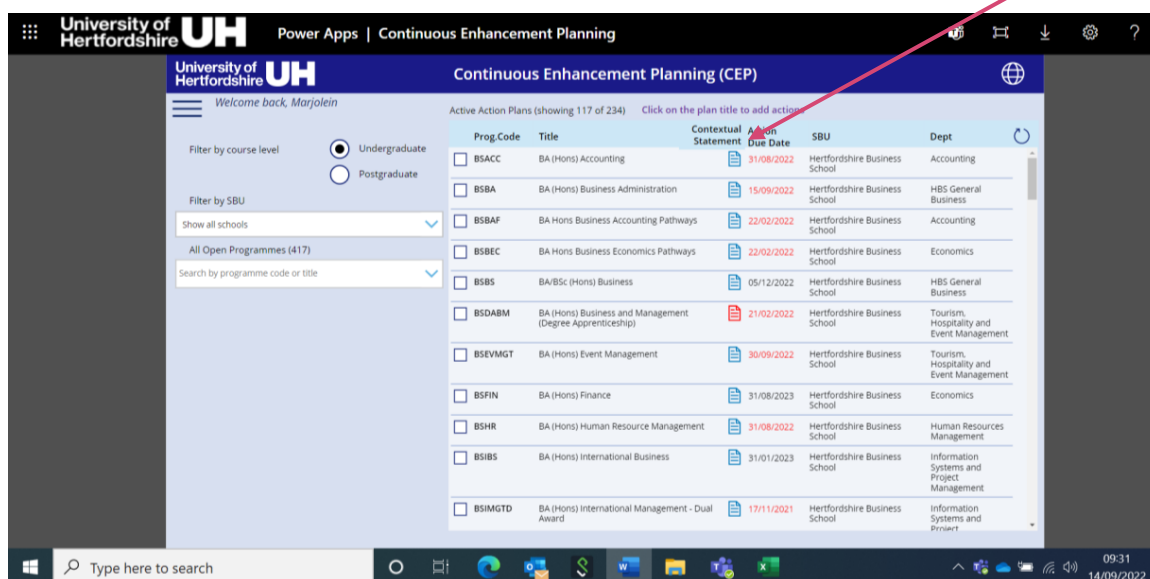
4 Setting up your Programme Action Plan

4.1 Adding a context statement to your Programme Action Plan

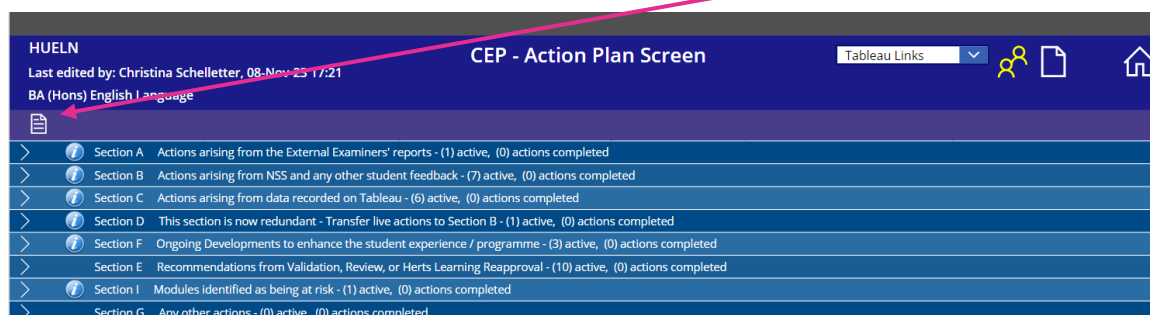
A context statement is required for all programmes.

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.

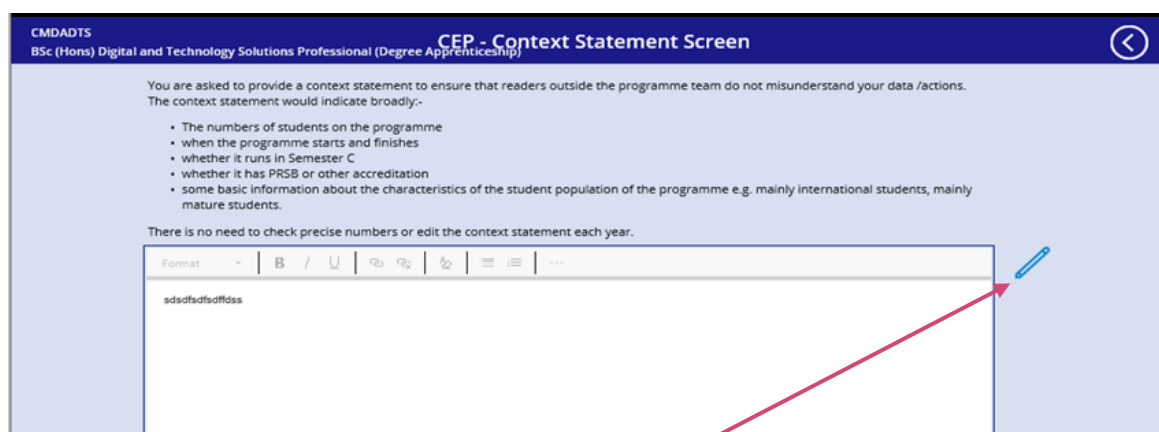
To add a context statement, identify your programme and then click on the page icon under 'Contextual Statement':



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:

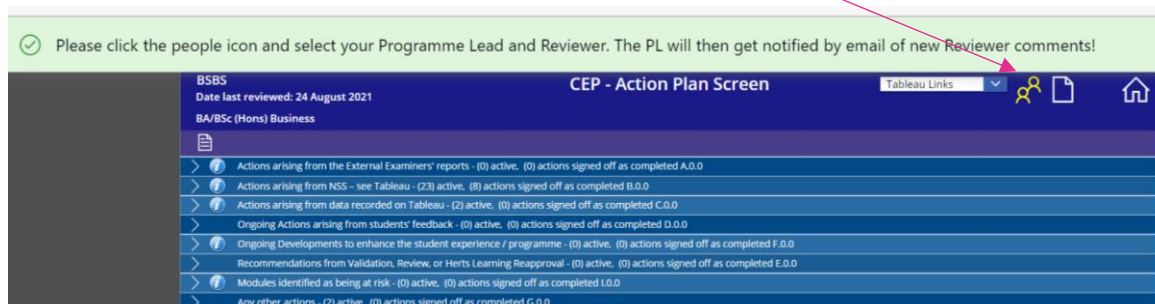


To edit the context statement, click on the pencil icon.

Once completed click the  to return to the previous page.

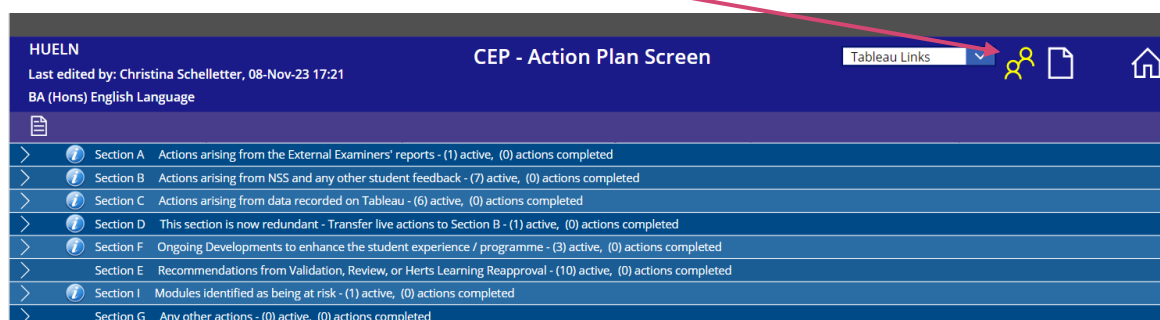
4.2 Assigning Programme Leader(s) and Reviewers

When you open an Action Plan, a green message bar appears at the top of the page asking you to set at least one Programme Leader (PL) and only one Reviewer (AQ), if there aren't any. Setting these will allow notifications to be sent to the Programme Leader. If you haven't assigned a PL and reviewer the people icon is yellow.

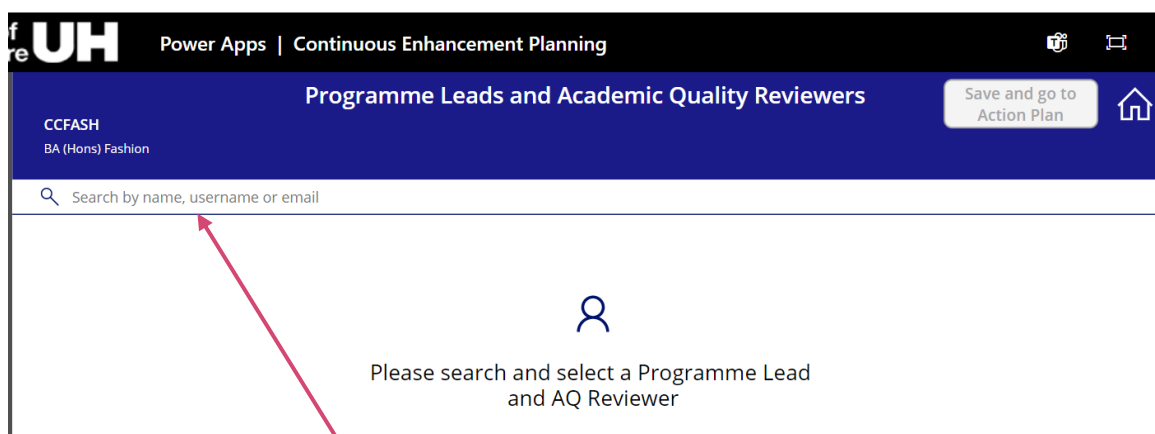


For each CEP action plan you can assign one Reviewer and one or more Programme Leaders (in the case of combined Programme action plans which have more than one PL contributing to the combined plan), who will be able to write action points.

To do this, click on the people icon on the Action Plan screen. You can also use this icon to view or change Programme Leaders and reviewers after they have been assigned:

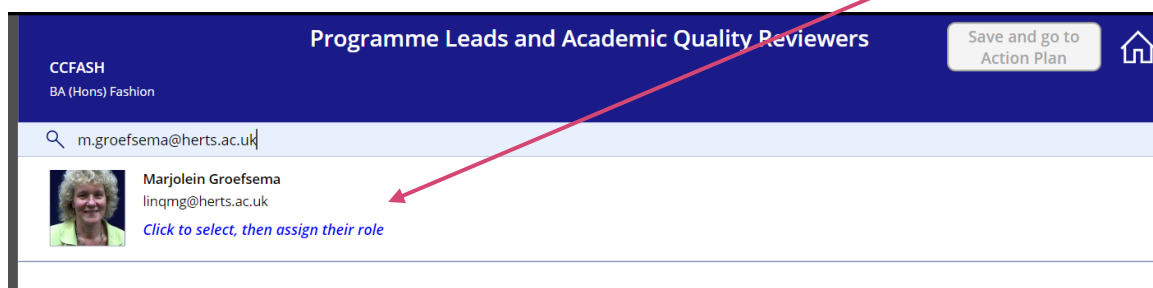


This opens the following page:

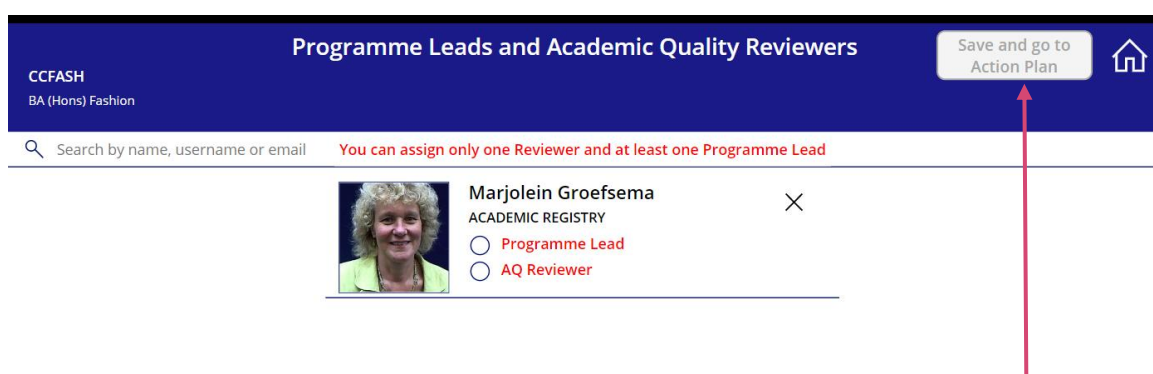


To select a Programme Leader or Reviewer, put the name, username or email address of the relevant person in the search box.

This will bring up the person, who you can select by clicking in the box:



The screen you get to by clicking in the box gives you the option to assign the person as Programme Leader or Reviewer by clicking the appropriate radio button. If you decide this is the wrong person, click on the cross to remove them:



Once you have assigned the person as Programme Leader or Reviewer, save your choice. Clicking the 'save' button will take you to the Programme's action plan.

4.3 The Programme Leader and reviewer now receive notifications:

Setting the Programme Leader or Reviewer will enable the Programme Leader to receive an automated notification email if there are new comments from the AQ Reviewer and vice versa. The workflow checks the Action Plans three times a day at 7am, 11am and 3pm (GMT) to send notification emails.

Example of a notification email:

From: flowservice, UH <flowservice@herts.ac.uk>
Sent: 19 August 2022 15:30
To: Anthony Crook <t.crook@herts.ac.uk>
Subject: TEST - Ignore - New Review Comments Available for TEST_COURSE, Test purposes only

Dear Anthony,

This is an automated email to let you know Fiona Crawford has reviewed TEST_COURSE, Test purposes only

Click this [link to the action plan](#) to read their comments.

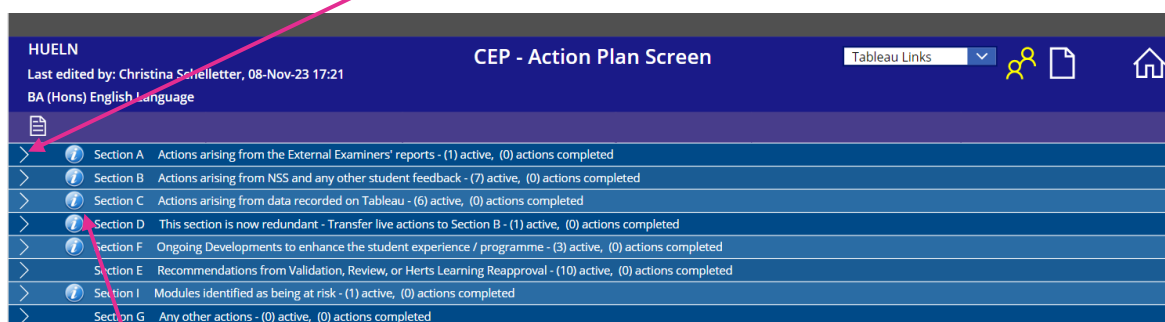
Kind regards,
Microsoft Workflow Service

5 Accessing the action sections of the CEP Action Plan

There are eight action sections in the action plan:

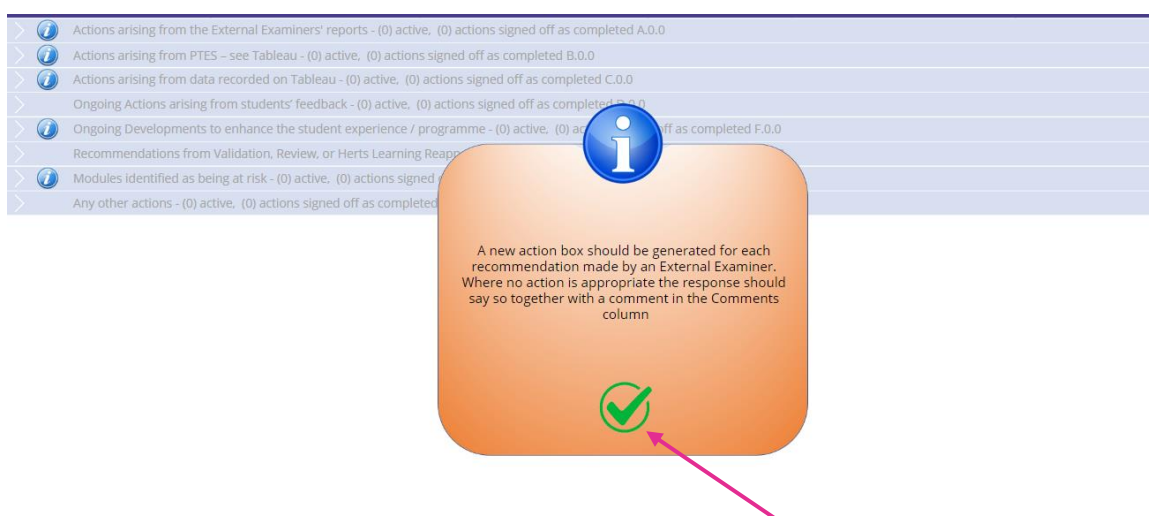
- Section A: Actions arising from the External Examiners' report
- Section B: Actions arising from NSS data (UG)/ PTES (PG) and any other student feedback
- Section C: Actions arising from data recorded on Tableau
- Section D – this is now redundant because it has been merged with section B
- Section E: Recommendations from validations, Review or Herts Learning Reapproval
- Section F: Ongoing development to enhance the student experience/programme
- Section I: Modules identified as being at risk
- Section G: Any other actions

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



Information icon

The information icons give 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.

6 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.

Issue	Action	Criteria for Success	Ownership / Responsibility	Progress/Completion Comments	Reviewers Comments
Section A Actions arising from the External Examiners' reports - (1) active, (0) actions completed					
A.1.0	Select from list	Due date: 11 Feb 2024 Medium			
Section B Actions arising from NSS and any other student feedback - (0) active, (0) actions completed					
Section C Actions arising from data recorded on Tableau - (0) active, (0) actions completed					
Section D This section is now redundant - Transfer live actions to Section B - (0) active, (0) actions completed					
Section F Ongoing Developments to enhance the student experience / programme - (0) active, (0) actions completed					
Section E Recommendations from Validation, Review, or Herts Learning Reapproval - (0) active, (0) actions completed					
Section I Modules identified as being at risk - (0) active, (0) actions completed					
Section G Any other actions - (0) active, (0) actions completed					


6.1 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**'. This will put the same text in the Issues text box and you can add to it if needed.

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.

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					
A.1.0	Select from list	Due date: 13 Dec 2022 High			
Actions arising from NSS - see Tableau - (0) active, (0) actions signed off as completed B.0.0					

You can also add new rows by clicking on the green  icon. These will become A.2.0, A.3.0...


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					
A.1.0	Select from list	Due date: 13 Dec 2022 High			
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
Actions arising from the External Examiners' reports - (2) active, (0) actions signed off as completed A.0.0					
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
Actions arising from the External Examiners' reports - (2) active, (0) actions signed off as completed A.0.0					
A.1.0	Select from list	Due date: 14 Dec 2022 High			
A.1.1	Select from list	Due date: 15 Dec 2022 High			



Are you sure you want to delete the whole row?

You should not delete completed actions!

 Cancel  Delete

The 'NSS/PTES' and the 'Data recorded on Tableau' sections both have additional drop-down options. Action can be added under the correct heading e.g. teaching etc.

Actions arising from **NSS**:

Issue	Action	Criteria for Success	Ownership / Responsibility	Progress/Completion Comments
Section A - Actions arising from the External Examiners' reports - (1) active, (0) actions completed				
Section B - Actions arising from NSS and any other student feedback - (1) active, (0) actions completed				
1.1.0	Select from list	Due date: 11 Feb 2024 Medium		
	Teaching on my course			
	Assessment & Feedback			
	Academic support			
	Learning Resources			
	Student Voice			
	Other Student Feedback			
	Select from list			
Section E - Recommendations from Validation, Review, or Herts Learning Reapproval - (0) active, (0) actions completed				

Actions arising from data recorded on Tableau:

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 NSS - see Tableau - (1) active, (0) actions signed off as completed B.0.0				
>	?	Actions arising from data recorded on Tableau - (1) active, (0) actions signed off as completed C.0.0				
1.1.0	Select from list	Due date: 14 Dec 2022 High				
	No Action Required					
	Awards 'Good Degrees'					
	Graduate Outcomes Data					
	Non-continuation Data					
	Value Added Data					
	Withdrawal Data					
		from students' feedback - (1) active, (0) actions signed off as completed D.0.0				
		to enhance the student experience / programme - (1) active, (0) actions signed off as completed F.0.0				

Tableau data

To retrieve Tableau data, you need to go into Tableau. The CEP action plan now has direct links to different types of Tableau data via a 'Tableau Links' drop-down menu. These open up in a new browser window. If you are not on campus, you need to access Pulse Secure for this:

HEMCS		CEP - Action Plan Screen			
Last edited by:					
BA (Hons) Mass Communications					
>	?	Section A	Actions arising from the External Examiners' reports - (0) active, (0) actions completed		
>	?	Section B	Actions arising from NSS and any other student feedback - (0) active, (0) actions completed		
>	?	Section C	Actions arising from data recorded on Tableau - (0) active, (0) actions completed		
>	?	Section D	This section is now redundant - Transfer live actions to Section B - (0) active, (0) actions completed		
>	?	Section F	Ongoing Developments to enhance the student experience / programme - (0) active, (0) actions completed		
>	?	Section E	Recommendations from Validation, Review, or Herts Learning Reapproval - (0) active, (0) actions completed		
>	?	Section I	Modules identified as being at risk - (0) active, (0) actions completed		
>		Section G	Any other actions - (0) active, (0) actions completed		

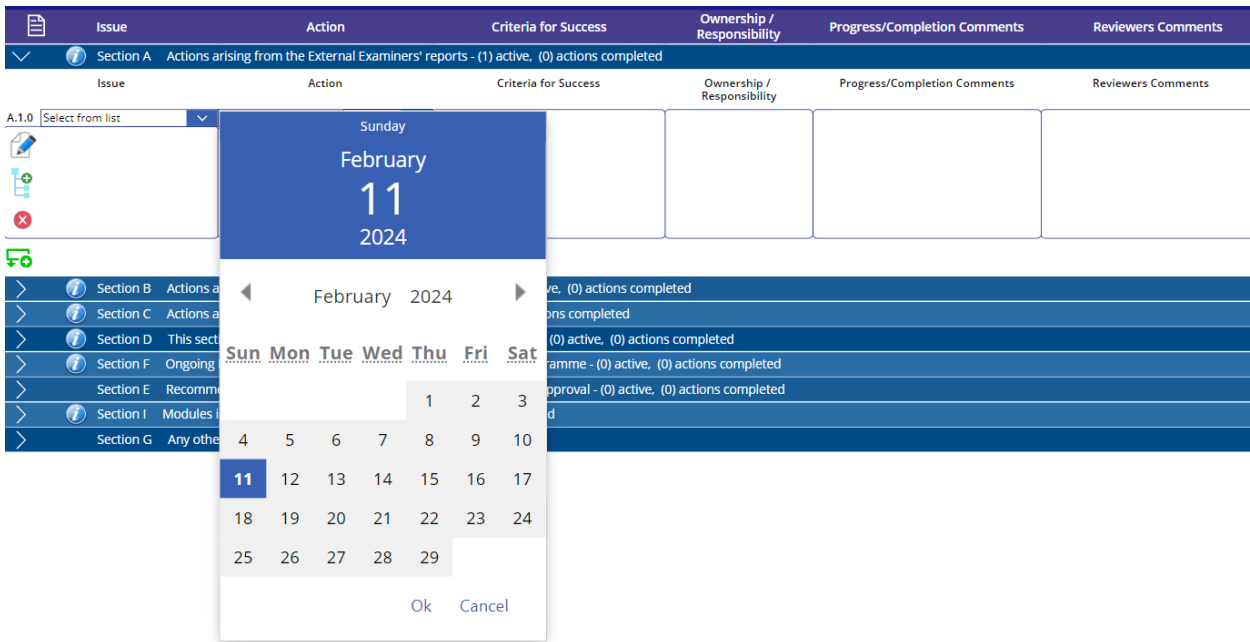
The section 'Modules identified as being at risk', also has its own drop-down menu:

Issue	Action	Criteria for Success	Ownership / Responsibility	Progress/Completion	Comments	Reviewers Comments
>	?	Section A	Actions arising from the External Examiners' reports - (0) active, (0) actions completed			
>	?	Section B	Actions arising from NSS and any other student feedback - (0) active, (0) actions completed			
>	?	Section C	Actions arising from data recorded on Tableau - (0) active, (0) actions completed			
>	?	Section D	This section is now redundant - Transfer live actions to Section B - (0) active, (0) actions completed			
>	?	Section F	Ongoing Developments to enhance the student experience / programme - (0) active, (0) actions completed			
>	?	Section E	Recommendations from Validation, Review, or Herts Learning Reapproval - (0) active, (0) actions completed			
>	?	Section I	Modules identified as being at risk - (1) active, (0) actions completed			
1.1.0	Select from list	Due date: 11 Feb 2024 Medium				
	Select from list					
	No Action Required					
	Module failure rates					
	Other					
>		Section G	Any other actions - (0) active, (0) actions completed			

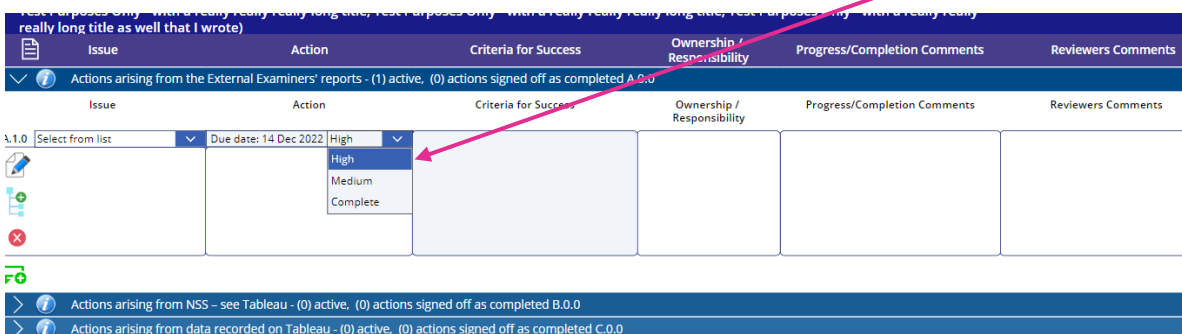
6.2 Actions

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](#).

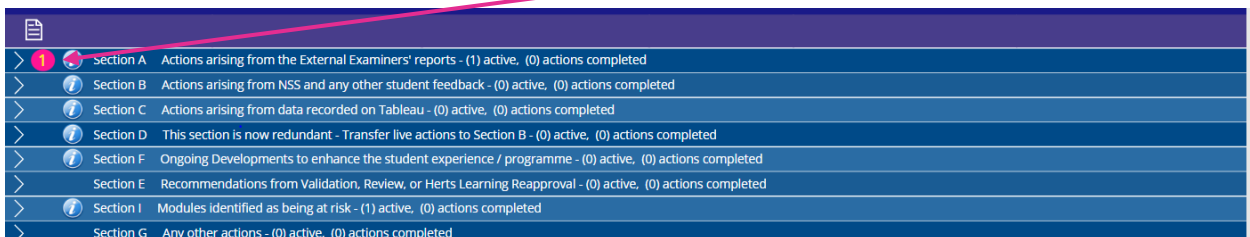
The action box has a **calendar function**, which is used to identify the date the action is due to be resolved. You can open this by clicking on the due date. This gives you a drop-down calendar, that you can use to set a date:



All actions are set to Medium. New this year is that you should choose up to 5 High priority action points. You can **indicate your priority actions** by using the drop-down menu next to the calendar.



High priority actions will also show by a pink button with arrow.



6.3 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?).

6.4 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).

6.5 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.

6.6 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.

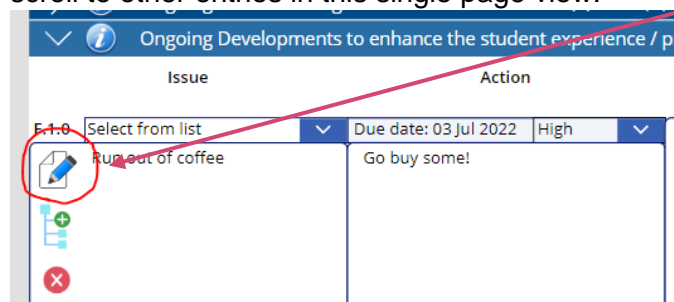


A safety check is provided before you close action plan:



An alternative way to edit an Action Plan

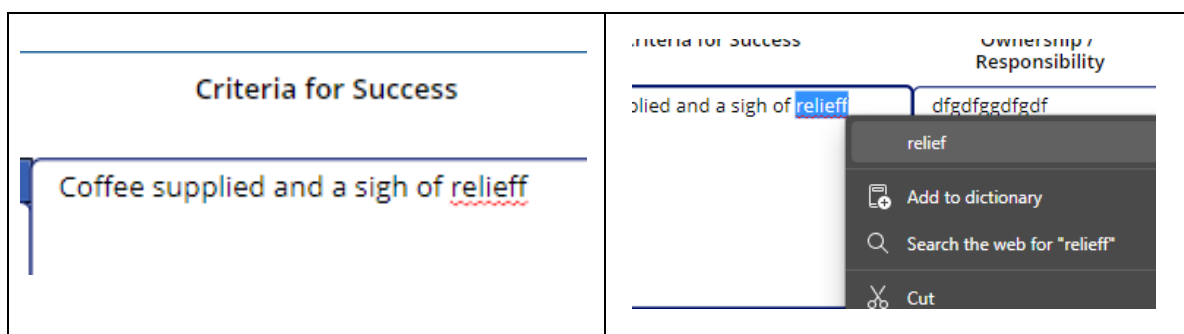
Another way for data entry has been introduced. Clicking on the pencil icon takes you to a single page view of that line in the action plan. This makes it easier to cut and paste. You can't scroll to other entries in this single page view.



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:



7 What to include in the Action Plan

7.1 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 NSS data (UG) – see Tableau / 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).
- Actions arising from data recorded on Tableau**
 Any items that are red rag-rated in the Tableau 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). Note: This section does NOT include module failure rates. The rag-rating is done against the University benchmark. (see below).

- **Ongoing 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.
- **Ongoing development to enhance the student experience/programme**
Actions that are fed in from School enhancement events should be added here.
- **Recommendations from validations, Review or Herts Learning Reapproval**
Action points should be entered here for all recommendations from validations, Review or Herts Learning Reapproval, if applicable.
- **Modules identified as being at risk**
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.
- **Any other actions**
Consider any other area of concern for your programme (e.g. PSRB reports, employer feedback for apprenticeships) and develop appropriate action points.

7.2 University benchmark data

The benchmarks relevant to the CEP for 2023-24 are:

- **Awards: 'good degrees'** (only appropriate at programme level)
Undergraduate: 62% and below; 85% and above. Action is needed both for too few and too many 'good degrees'.
- **Graduate Outcomes**
All graduates who have completed an HE course are asked to take part in the Graduate Outcomes survey 15 months after they finished their studies. This survey is undertaken by an external organisation appointed by HESA. We now have two years of Graduate Outcomes Data 2017-18 and 2018-19. This can be found in Tableau.

Graduate Outcomes data is important to the University as UK, FT, first degree student figures are used in University League Tables and are likely to be in the revised TEF.

The data includes the response rate, an employment indicator and graduate employment indicator. We are looking to achieve a high % of students with graduate employment. We are more likely to do well when compared to the sector in public data on our Graduate Outcomes if we get high response rates. You will see that some response rates are extremely low.

This year we are not rag-rating the Graduate Outcomes Data, so there are no red rag-rated actions that must be added to your Action Plan, but we strongly encourage you to look at your data and add an action if you think it is appropriate, either around the response rate or the % employment score.

- **Non-continuation Data**
UG full-time /part-time Course year 1 to Course year 2, Course Year 2 to Course Year 3: 10% or more.
- **Value Added Data**
If VA score for a programme is 0.95 or less, in particular if BAME score is less than 0.95, then module data should be reviewed to identify the relevant action(s) to put in place.

- **Withdrawal Data**

UG: an action needs to be generated if student **all year** withdrawal exceeds: 6%.

PG: an action needs to be generated if student **all year** withdrawal exceeds: 5%.

- **SVQ**

There is no benchmark for 2023/2024 but please review the themes across modules in the qualitative data.

- **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):

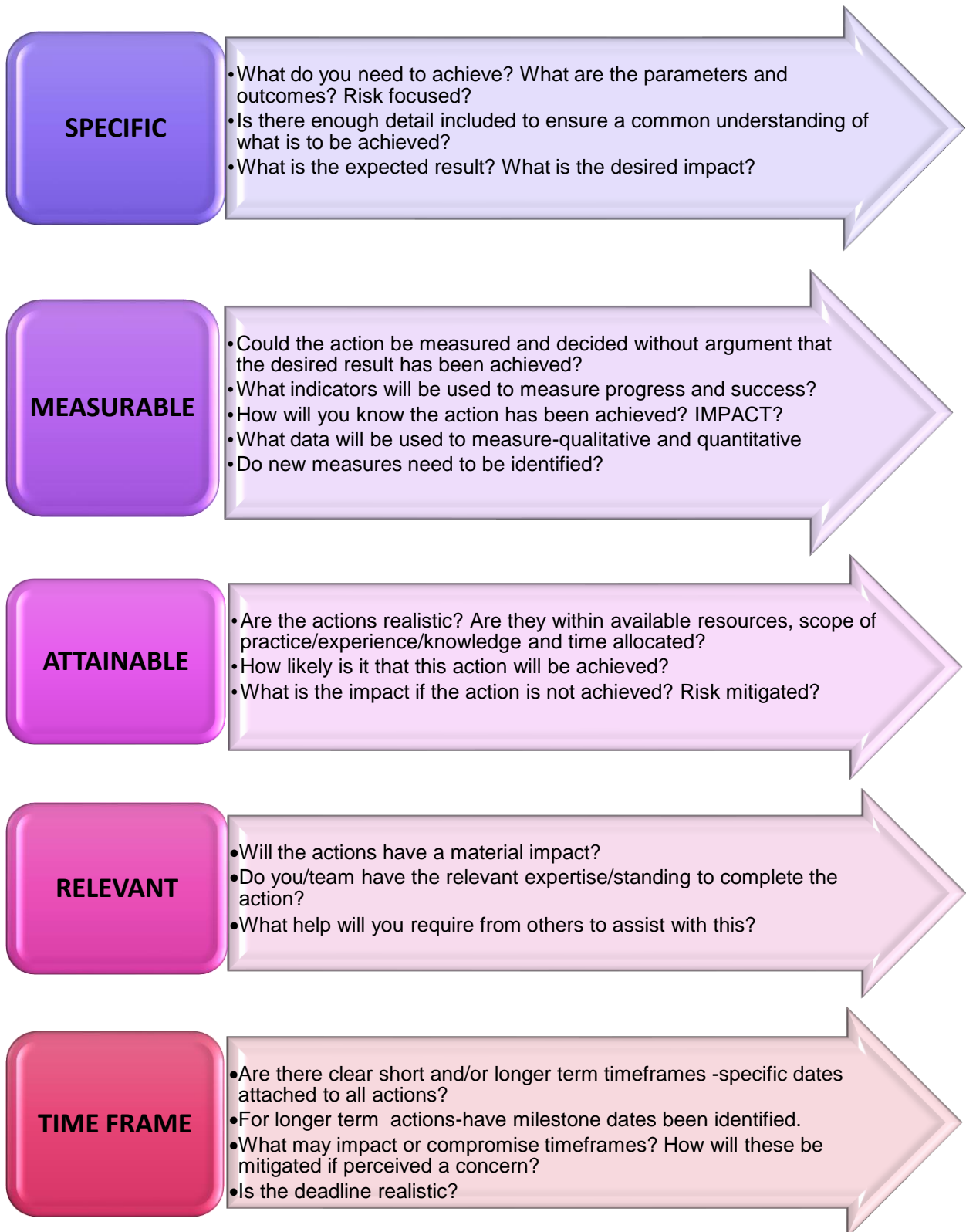
- Level 0 and 4: 20.0% or above
- Level 5: 15.0% or above
- Level 6 and 7: 10.0% or above

- **Core metrics (NSS/PTES)**

Action is only required for **red-rated** data.

7.3 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.



8 Timelines for developing the CEP action plan

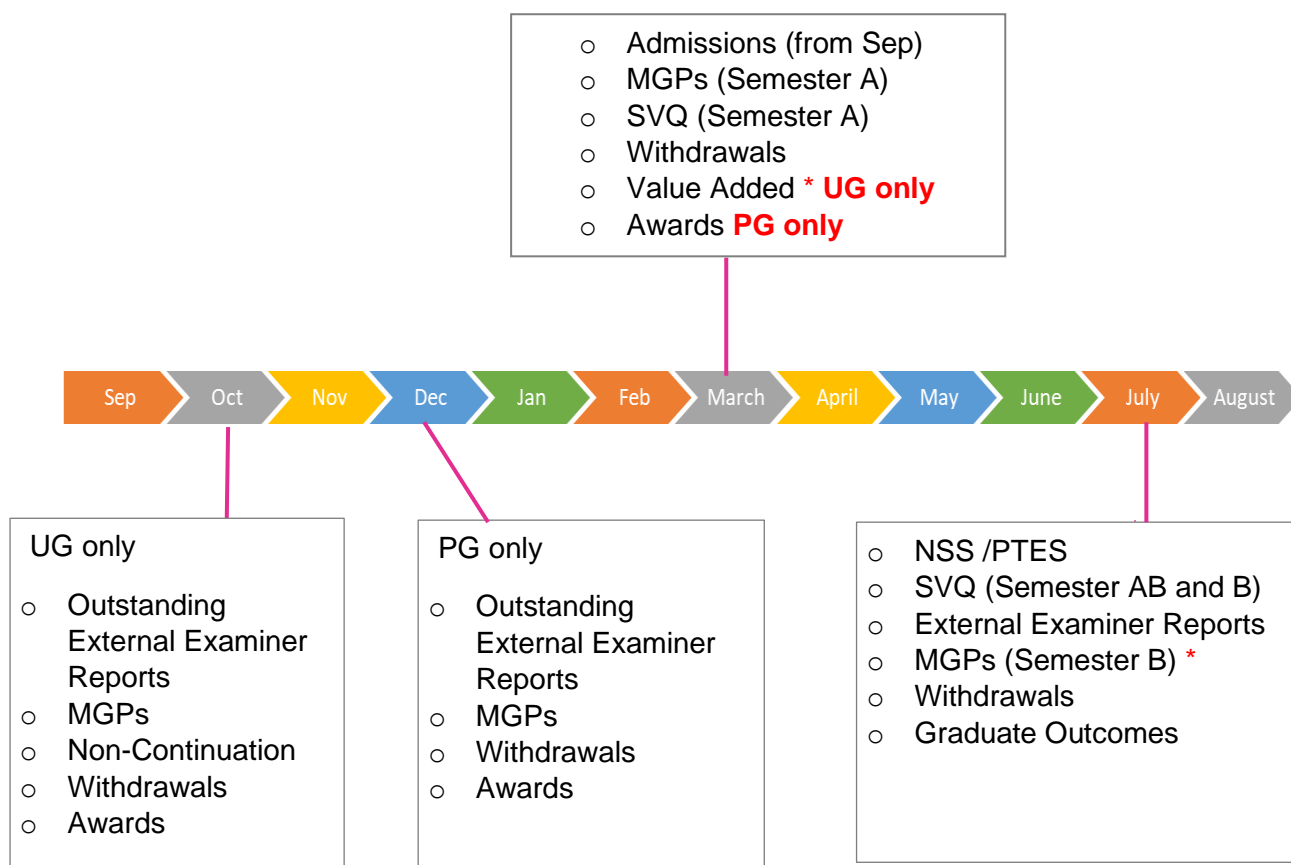
- There are three CEP Review Points during the year, and these are slightly different for UG and PG (see below).
- It is recognised that many programmes do not operate to the standard academic year and that it may be appropriate to delay consideration of a particular data set to a different Checkpoint when the data is complete. This explanation may be included in the context statement for the programme
- To help programme teams determine whether their data is more than just early indication data, SIP will provide reports to Schools indicating the point at which all students on the programme have been progressed on the system. This will enable non-standard programmes to decide at which of the three Checkpoints to report on their data.
- The Programme Leader must consult the University-generated summary data after each specified CEP Review Point and where a particular data set is **rated red** for the programme against the relevant benchmark, an action must be **initiated** within **six weeks** of the CEP Review Point.
- Identify a due date against which actions will be met.
- Actions that are rated as **high** must be **completed** within **60 days**.

8.1 Data Monitoring Timeline – CEP review points

The diagram shows the data that will be available at each CEP Review Point for standard UG and PG programmes.

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.

* Red star for early indication data



9 Managing CEP Action Plans

9.1 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.

9.2 Sharing the CEP Action Plan

The action plan is downloadable in Excel format. Clicking the box to the left of the programme code, makes visible a clickable option to Export to Excel:

Prog.Code	Title	Contextual Statement	Action Due Date	SBU	Dept
<input type="checkbox"/>	BSBANC	MSc Business Analytics and Consultancy	16/11/2022	Hertfordshire Business School	Business, Analysis and Statistics
<input checked="" type="checkbox"/>	BSBOS	MSc Business and Organisational Strategy	06/04/2022	Hertfordshire Business School	Strategic Management
<input type="checkbox"/>	BSEMBA	Executive Master of Business Administration	06/04/2022	Hertfordshire Business School	Strategic Management
<input type="checkbox"/>	BSFIB	MSc Finance and Investment Banking	15/12/2022	Hertfordshire Business School	Economics
<input type="checkbox"/>	BSGB	MSc Global Business	05/12/2022	Hertfordshire Business School	Information Systems and Project Management

Once you click on 'Export to Excel', you get a screen with a number of options to choose from.

When you have chosen your which sections you want to appear, click on 'Generate Report':

Export Action Plans to Excel

Generate Report

Select Sections and Action Areas

- A : Actions arising from the External Examiners' reports
- B : Actions arising from PTES - see Tableau
- C : Actions arising from data recorded on Tableau
- D : Ongoing Actions arising from students' feedback
- E : Recommendations from validation or review' feedback
- F : Ongoing Developments to enhance the student experience / programme
- G : Any other actions
- H : Degree Apprenticeships
- I : Modules identified as being at risk

Select Action Status

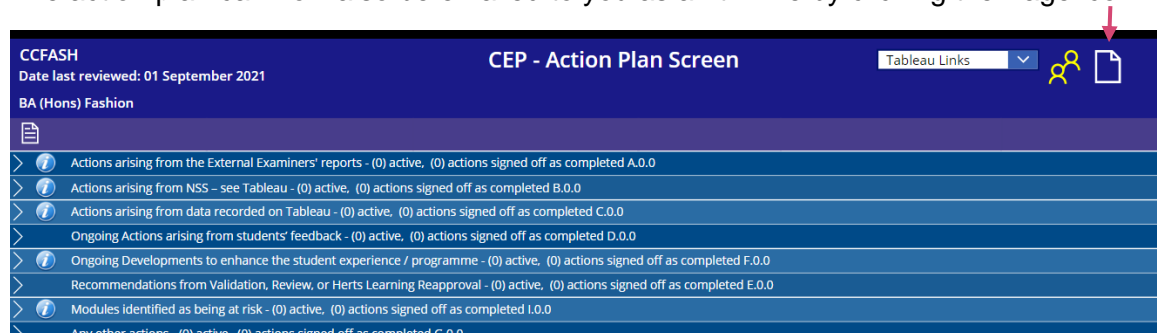
- Not completed (High, Medium and Ongoing)
- High
- Medium
- Complete
- Everything (All of the above)

Notify me when done by

- Teams
- Email
- Both Teams and Email

The programmes selected for export (1)

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



9.3 The archiving of CEP Action Points

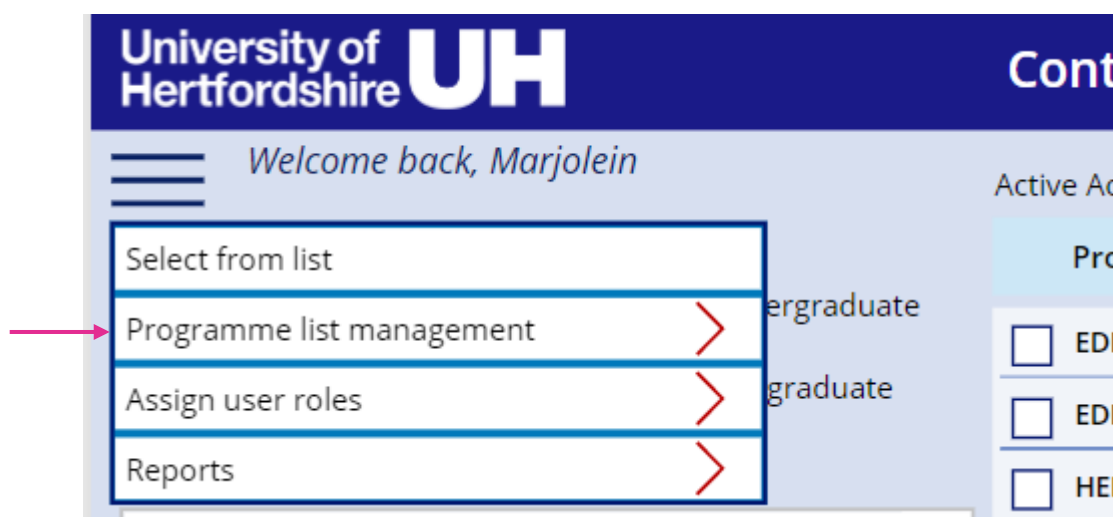
Once a year, on the 1st of July, all action points which have been signed off as completed by the Reviewer are archived. This means that they are removed from the live action plan and put on a SharePoint site. As a result, you will no longer see these historic action points in your CEP action plans.

There is a read-only document library with the archived reports [HERE](#) which you can access and use as required.


10 Further functionality for Admins and Reviewers

10.1 Programme List Management

Selecting the 4 horizontal lines under the UH logo, visible to Admins and Reviewers only, reveals a drop-down menu where you can select Programme list management:



This takes you to a screen where you can amend, add new and combine programmes:

Programme List Management 

What do you want to do?

Amend Entry

Add New Entry

Combine Programmes

Filter and/or search programmes

Undergraduate

Postgraduate

[Click to select and edit](#)

Prog. Code	Programme Title	SBU	Delete
Showing 325 entries			
BSACC	BA (Hons) Accounting	BUS	
BSBA	BA (Hons) Business Administration	BUS	
BSBAF	BA Hons Business Accounting Pathways	BUS	
BSBEC	BA Hons Business Economics Pathways	BUS	
BSBMGTFD	FdA Business Management	BUS	
BSBRMK	BA (Hons) Marketing Pathways (BHSAD, Moscow)	BUS	

Selected Programme information to amend

Programme Code SBU

Programme Title

This will update the entry in the dropdown list and will not affect existing action plans

This amends the information in the drop-down list only and does not modify any Action Plans that may already have been created either under a combined title or a separate title.

Example of what combined courses looks like, so if we take:

Code	Title
HHSP0	BSc (Hons) Sports Sciences
HHSPS	BSc (Hons) Sports Studies

They will combine to look like

Code	Title
CMB (HHSP0 HHSPS)	BSc (Hons) Sports Sciences, BSc (Hons) Sports Studies

Note: You can amend the title if needed to shorten it.

Points to note:

A word of warning, try to keep the number of programmes to combine to a minimum. The maximum is 7 that can be selected and combined as those programmes with long titles will cause formatting problems!

Combined programme titles cannot be separated back to their original programmes.

The combined programme will need to be deleted and the original ones recreated.

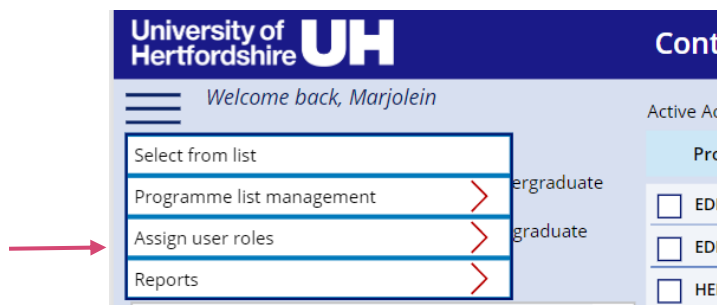
Deleting a programme will only affect what is shown in the drop-down list on the main page. Existing action plans under that title will not be affected.

Searching for a programme will show if it has already been combined with other programmes.

You shouldn't create a new entry for a programme that is already part of a combined entry. Information entered in that individual programme will not appear in the combined programme entry, and vice-versa.

10.2 Assigning user roles

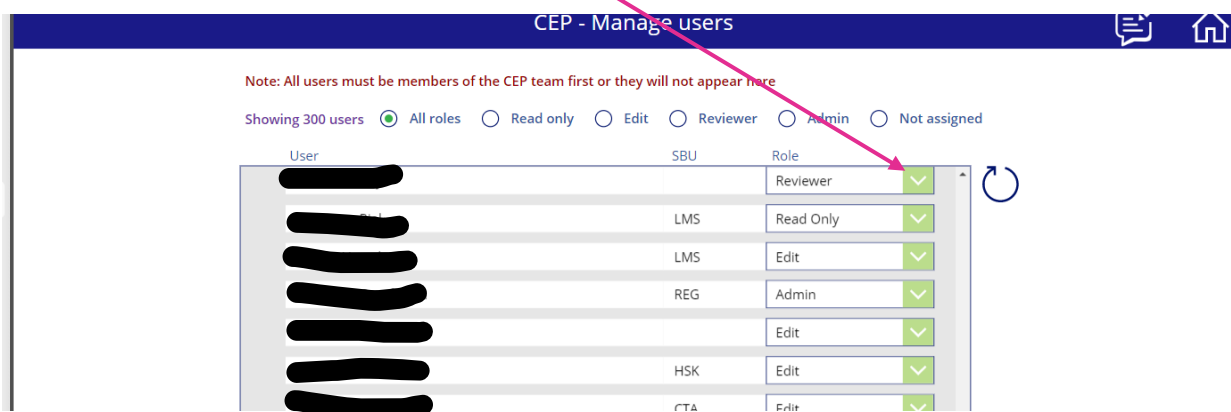
Admins and Reviewers can change user roles of staff with access to the CEP database by clicking on the 'Assign user roles' button:



This opens up a screen showing all staff with access to the CEP database.

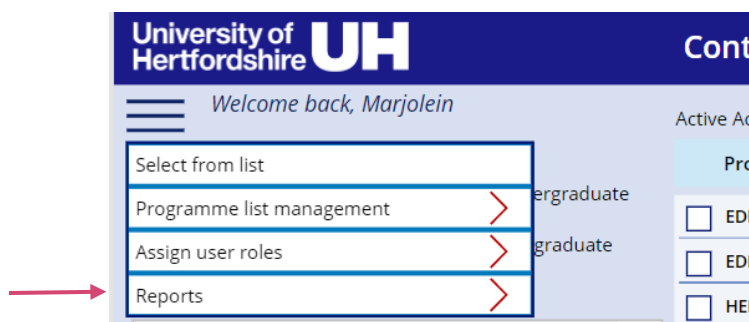
The available roles are 'Read only', 'Edit' (for Programme Leaders), 'Reviewer' and 'Admin'.

They can be changed using the drop-down menu associated with the member of staff:

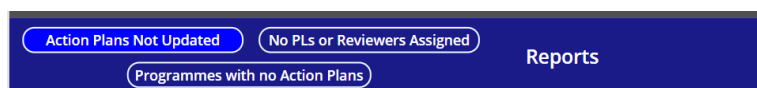


10.3 Reports

This year a new feature is that Admins and Reviewers can run a number of different reports, by clicking on the 'Reports' button:



There are three types of report available:



Action Plans Not Updated

This report shows action plans that haven't been updated. You can select UG or PG and the particular School. There is a filter for plans that haven't been updated in 3, 6, 9 and 12 months:

No PLs or Reviewers Assigned

This report shows action plans that don't have PLs or Reviewers associated with them. You can select UG or PG and the particular School:

Programmes with no Action Plans

This report shows programmes for which no action plan has been created. You can select UG or PG and the particular School:

Appendix 1: Writing Action points

Example: SMART Action is

Improve NSS question 9 by 5% this academic year-2021.

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 in NSS/PTES and SFQs.

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 School/Department and University strategic plans. How will success of the action contribute to the achievement of the relevant priorities for Department/School/ Herts?

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.

Quiz: (Satisfactory or unsatisfactory Actions?)

Issue:

Negative feedback on Academic Teaching Staff effectiveness on XXXX Module.

Action:

Remove teaching staff from the module and replace with someone more experienced.

Issue:

Drop-out rate 12%

Action:

Promote/Encourage continuation on XXX degree. Alternatively encourage 'dormant' / 'resting' status.

Issue

Online teaching provides only limited opportunities for students to interact.

Action

Explore the provision of course enrichment opportunities/forums for students to interact and collaborate.

Issue:

Increase SVQ response rate across modules

Action:

Liaise with Herts to ensure timeline is clearly understood so that it can actively be promoted/undertaken in class

(NB: the above have been taken from AMERs)