Action Plan 1:1 **2014/2015**

Action Title:

Implement a strategy for CPD / PGT activity in the School, including e-learning and including consideration of modularization to widen participation

SMART Action Goal:

By the end of 2014/15, the School will have a clear process to widen participation through CPD, provided in a range of learning modes and administered through a modularized approach consistently in the School. and e-learning PGT / CPD will be sustainable.

Lead by:

Director of L&T

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Build on the work started in 2012/13 to develop administrative systems to support CPD activity consistently in the School	Joint academic-admin group meeting approx. monthly	Aug 2014-April 2015	Emily Gribbin and other members of admin team D L&T, CPD subject area reps	CPD processes and offerings are much more streamlined, and efficiently administered.
Market CPD activity effectively and communicate internally	Maintenance of new CPD section of website to reflect all CPD availability	Oct 2014-May 2014	Theresa Valtin plus School marketing & web-development, overseen by Programme Directors. Communications from D L&T to all staff	Prospective students can find information about CPD easily. All staff are aware of the administrative process for CPD

Write a strategy for widening participation through CPD	Forum for key discussion and consultation	Sept 2014 – April 2015	D L&T in consultation through L&T Committee members	Strategy approved by SMC in April 2015
Review the availability of all PGT courses as CPD, including e-learning courses	Time for discussion with all subject areas	Sept 2014 – Dec 2015	Joint academic-admin team	All courses reviewed in timeline and able to inform the other action points.

Key barriers & mitigation management:

Time / Frustration – But the academic-admin team is already in existence and some work towards this has been done in 2013/14 so this is not a standing start. There is a high level of frustration over some of these issues among staff – so there is a high level of motivation to be captured.

Administrative complexity, especially with College – College have noted our concerns about the College support for CPD and we will continue to work closely with them

Action Plan 1:2

Action Title:

Increase flexible access of all PG students to research methods courses

SMART Action Goal:

Students will have choice of research methods courses from across the subject areas where possible from start of 2014/15.

Lead by:

Director of L&T

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Implementation of the agreed changes to the accessibility of research methods courses – addressing communication of what is available and any timetabling challenges	Occasional meeting of the research methods courses working group	All of 2014/15 but concentrating in the lead up to each semester starting	Research methods courses working group & course teachers	Students are aware of a greater choice and access this when it is appropriate to their learning needs
Evaluation of the uptake of options, impact on student learning and on staff experiences – identifying any appropriate next steps	Time of D L&T to e-mail (or alternate communication mode) staff / students on research methods courses	Towards end of semester 1 and 2	Director L&T plus course teachers	Evaluation completed of this development and recommendations made for any refinement / further developments.

Key barriers & mitigation management:

Practical details (e.g. timetabling) render the intent to offer wider choice impractical – if so, explore options to adjust timetabling and other aspects of delivery to meet demand.

Action Plan 1:3

Action Title:

Monitor the Personal Tutor arrangements in UG and PG community

SMART Action Goal:

In line with University requirements UG and PGT students will benefit from the personal tutor scheme. Student feedback will indicate a high satisfaction rate with academic and non-academic support.

Lead by:

School lead for personal tutors monitored by Director of L&T

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Be assured processes are in place to prepare and monitor personal tutor support for UG and PGT students.	Occasional meeting of Student Support Officer and Lead Personal Tutor	Aug 2014-Oct 2015	D L&T with School lead for personal tutors	All UG and PGT students have an effective personal tutor arrangement. All new and experienced academic staff are familiar with any new processes.
Liaise with lead for personal tutors to ensure evaluation and any ongoing refinement of the personal tutor system	Occasional meeting of Student Support Officer and Lead Personal Tutor	Sept 2014-July 2015	D L&T with School lead for personal tutors and student support officer	Any matters that arise are dealt with promptly concerning the personal tutor system for UG & PGT students and that it is evaluated.

Key barriers & mitigation management:

Poor communication to staff – regular communications of any new change to personal tutor systems.

Increased workload for personal tutors may result in difficulties achieving full compliance – monitor implementation, adjusting resources required for this role as appropriate.

Action Plan 1:4

Action Title:

Improve students' sense of engagement with the academic community

SMART Action Goal:

Student feedback will indicate that they are satisfied with the level of engagement.

Lead by:

Director of L&T

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Engagement through physical space	Good quality informal and formal spaces within the School and nearby.	From Sept 2014	Estates and College	Students report satisfaction with new facilities
Engagement through 'extra-curricular' activities e.g. seminars, social events, conferences. School wide induction social and semester social events	Communication of events to students and encouragement to participate. Budget resource for catering	From Sept 2014	D L&T working with all Programme Directors	Students feel valued in their wider contributions and feel that this adds to their experiences in the School
Engagement through governance of the School,	Active student liaison groups and student rep systems	From Sept 2014	Student rep group and all Programme Directors	Students are actively involved in representing the student body in all

				appropriate forums.
Consult student body on engagement processes they would value e.g . world café process for student engagement in the governance of the School.	Active student body and staff with space to meet for round table discussion. Resource for room space and catering the events each semester.	From Sept 2014	Invite the student body of the School and School academic and support staff.	Students are actively involved in representing the student body in School Governance.

Key barriers & mitigation management:

Other demands on student time – we will ensure that meetings and other events are held at times that are conducive to student participation

Delays in completing building developments and providing information spaces – building development timeline is set to complete well in advance of the students starting in September

Action Plan 1:5

Action Title:

Monitor inclusive L&T methodologies, ensuring availability of transcripts of lectures, prioritized reading lists, advanced access to lecture resource material.

SMART Action Goal:

Systems and expectations of all courses are for routine measures to be in places to enhance accessibility of the learning for students. As a result, there will be a reduction in the adjustments required by individual students to meet learning needs.

Lead by:

Director of L&T with the L&T Committee

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Monitor with L&T Committee on embedding inclusive methodologies	Committee meeting time	From Sept 2014	L&T Committee	Commitment from staff to achieve this
Ensure guidance is available to all new staff on embedding inclusive methodologies	Time & admin support	Dec 2014-April 2015	D L&T and possible working group	All staff have received guidance and support and are aware of the expectation that inclusive methodologies are embedded in teaching practice
Monitor the adoption of inclusive methodologies and any apparent impact on a reduction of adjustments for individual learning needs		Aug 2014-July 2015	D L&T & admin	Brief report on an evaluation of the widespread adoption

				of inclusive methodologies and recommendations for further development.

Key barriers & mitigation management:

Some staff are reluctant to adjust to inclusive methodologies – communication of the rationale for this and guidance on how to achieve it

Action Plan 1:6

Action Title:

Implementation of Year 1 of the MA Health, Science & Society

SMART Action Goal:

The MA Health, Science & Society will be implemented and year 2 courses will be approved, marketed for recruiting 35 students starting in Sept 2015.

Lead by:

MA Health, Science and Society Programme Director supported by administrative support and Director L&T

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Implement year 1 courses and complete course approval processes for year 2 courses	Time of the course tutors to finalise course materials	Aug 2014-Dec 2015	Programme Director & course tutors	Viable programme commenced; indicators of positive student experience; recruiting WP students. All courses (where appropriate) are finalized and approved.
Develop material for prospectus and other marketing materials and activities, including aimed internationally	Admin & marketing support	Aug 2014 – July 2015	Programme Director with marketing & other admin supported by Director L&T &.	Marketing materials developed and available in a timely manner for students from home/EU, RUK

			Global Health Academy	and internationally
Ensure all processes for enquiries, recruitment and conversion of interest are in place	Admin support	Dec 2014 – July 2015	Programme Director and admin, working with marketing team	Admin processes for enquiries, recruitment are in place and efficient. Measures to convert interest into registrations are operational using social media

Key barriers & mitigation management:

Lack of interest from prospective students – strong targeted marketing which is in good time to capture school leavers and the international market

Interest and enquiries are strong but fail to convert into registering students – strong 'conversion' activities including use of social media.

Action Plan 1:7

Action Title:

Implement SMART for processing exam marks and processing exam board reports

SMART Action Goal:

By the end of 2014, the School will have engaged in the process of SMART for processing exam board marks and reports in the School.

Lead by:

School Exams and Assessments Secretary supported by the School Academic Administrator and the L & T Director

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Continue work commenced in 2014 to develop administrative systems to support Assessment and Exams consistently in the School	School Exams and Assessment Secretary and Admin team, Conveners of exam Boards	Jan 2014-Sept 2015	Emily Gribbin, Exams Officer and other members of admin team, Conveners of exam Boards D L&T	Exam processes are much more consistently administered in the School.
Promote SMART processes and communicate developments in the School	Email communication LT Meetings	April 2014-Sept 2015	Communications from D L&T to LT Committee and Conveners of Exam Boards	Assessment results consistently stored and reported within the School. All staff are aware of the administrative process for Exams
Pilot on line external examiner report system	School Exams and	Sept 2014-Sept 2015	Emily Gribbin, Exams	Consistent system for

	Assessment Secretary Conveners of Exam Boards, External Examiners		Officer Conveners of exam Boards D L&T	administration of external examiner reporting.

Key barriers & mitigation management:

Time / Frustration, resistance to new ways of working.

Administrative complexity

Action Plan 1:8

Action Title:

The School will have engaged in the process of EVASYS for processing and online course feedback in the School.

SMART Action Goal:

Monitor EVASYS use in the School and communicate developments

Lead by:

QA Director supported by Quality Representatives and L & T Director

Action Steps	Resources needed	Timeline	Involving who?	Signs of success
Commence work in 2013 to implement a system to support online feedback in the School	QA Leads, course organisers	Sept 2013-Sept 2014 Buy in from subject by mid Sept 2013	Emily Gribbin, Suzanne O'Rourke and other members of admin team, Head of Subjects, Programme Directors, course organizers D L&T	Course evaluation and Feedback processes are much more consistently administered in the School.
Promote EVAYS processes and communicate developments in the School	Email communication LT Meetings	Oct 2013-Sept 2014	Communications from D L&T to LT Committee and Course Organisers	Course evaluation and feedback on-line and consistently reported within the School. All staff are aware of the on-line evaluation

				and feedback for courses

Key barriers & mitigation management:

Obtaining 'BUY IN' might be slower than that required to meet the pilot deadline.

Agreeing the standard format for the online evaluation might be difficult to achieve within the timeframe for the pilot.

Time to embrace the new process, access to computers for some PGT students to complete the online form?

Action Plan 1:9

Action Title:

Annual sustainability and business planning for programmes and courses.

SMART Action Goal:

Strengthen the sustainability of courses and programmes through introduction of business planning in parallel with established academic scrutiny.

Lead by:

L & T Director supported by the School Academic Administrator..

Action Steps	Resources needed	Timeline	Involving who?	**Signs of success**
Continue work commenced 2014 for evidencing sustainability in the School programmes and courses.	Emily Gribbin, D L&T Programme Directors and Secretary in the Admin team	Aug 2014-Sept 2015	Emily Gribbin, D L&T Programme Directors	All courses and programmes have been reviewed for sustainability and a system is in place for ensuring sustainability of new proposals to Board of Studies.
Promote sustainability monitoring processes and communicate developments in the School	Email communication LT Meetings	August 2014-Sept 2015	Emily Gribbin, D L&T Programme Directors and Secretary in the Admin team	Sustainability information consistently and routinely stored and reported within the School.

				All programme directors are aware of the sustainability process
A process to support annual programme review reporting and revisions of programme specifications	Emily Gribbin, D L&T Programme Directors and Secretary in the Admin team	August 2014-Sept 2015	Emily Gribbin, D L&T Programme Directors and Secretary in the Admin team	All programmes have been reviewed and report this to Board of Studies to convey this information to College.

Key barriers & mitigation management:

Administrative complexity

Time / Frustration.