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| The following actions have been implemented to address the key priority areas identified during the Workload Engagement Exercises: Education, Research and Systems & Processes.  Actions highlighted in yellow were updated in October 2024. | |
| **Theme** | **Actions** |
| **Student Support Needs – Pastoral Care** | |
| Policy Changes (to clarify and streamline processes) | * Student Appeals * Marking & Moderation Procedures * Extensions and Penalties for Unauthorised Submissions of Course Work * Student Discipline (Academic) * Support for Study   Work is underway to further streamline course and programme approval processes and support curriculum development processes |
| Role of Personal Tutors | * Role (and expectations) of Personal Tutors clarified |
| * Enhanced promotion of support services to students |
| * Enhanced Student Support team support provided to Schools |
| * Senior Pastoral Support Group, reporting to Student Experience Committee, will provide oversight of pastoral support matters |
| Personal Tutor System | * Consideration of alternative approach (as implemented in other institutions where investment made in establishing a central (Professional Services) provision for student pastoral care and welfare) – approach not adopted at this stage |
| * Senior Pastoral Support Group will monitor effectiveness of changes implemented and will keep sector-wide developments under review |
| **Student Support Needs – Academic Support** | |
| Student Skills Development | * Enhanced promotion of services provided by (i) Student Learning Service (within Centre for Academic Development), and (ii) Student Support services |
| * Some Schools have already established PGT in-person study skills courses |
| Student Population Expansion | * Assurance mechanisms in place during recruitment process to prioritise the recruitment of well-qualified students, from strong academic backgrounds, will be highlighted in communications to Schools |
| * Development of international partnership, TNE and franchise operations (that have less impact on staff workloads) will be prioritised |
| * January starts portfolio will be proactively managed to ensure programmes offered continue to attract students – work underway at School level to address issues raised regarding the number of courses and assessments offered |
| Teaching Delivery | * Data on course registrations circulated to all Schools together with a clear expectation that courses with fewer than 15 students should no longer run except in exceptional circumstances and with the explicit authorisation of the Head of School |
| Disability Database | * Student Management system project will include consideration of the disability database |
|  | * In the meantime, existing database will be developed to support the student experience (including reporting of changes in student requirements) |
| **Education Process/Policy** | |
| C6/C7 Class Certificates | * Project Board will be established to oversee IT enhancements to MyTimetable and Student Record System to support monitoring activities |
| * Series of meetings established for the Monitoring Leads Community of Practice Group to share ideas and best practice relating to monitoring issues |
| Teaching Policies/Procedures | * Guidance and training underpinning the Principles for the Delivery of Education will support the development of innovative approaches to learning, teaching and assessment |
| * Enhanced promotion of the services offered by CAD to Academic staff |
| * Reports on course registrations will be provided annually to each School following the end of the registration period to inform the School Planning process |
| **Assessment** | |
| Assessment Methods | * A review of assessment/feedback approaches is scheduled |
| * Review of options to enhance the systems supporting the appointment of External Examiners will be undertaken |
| * Short-term working group developed a timeline to schedule resits appropriately for PGT students with September and January start dates (including flexible approach to style and timing of exams) |
| **Research** | |
| Streamlining of research-related administrative and/or grant application process tasks | * Optimisation of efforts to secure high value grants and provide additional support to early career researchers * Implementation of Worktribe as a single source approach for grant application management |
| Dedicated Research Time | * Audit of implementation of School Research Leave policies is planned |
| * Institutional Research Leave Scheme established |
| PGR School | * Appointment of new Dean of PG Research provides opportunity to consider and optimise the full range of PG student processes |
| * Identification and removal of processes which were duplicated between the Postgraduate Research School, Schools and Directorates |
| * Review process underway to streamline procedures in relation to PGR student monitoring and progress |
| REF | * Consideration will be given to identifying what a ‘light touch’ initial internal peer review process could look like |
| * Consideration is being given to a revised output review process |
| * Alternative mechanisms being explored to enable academic staff to develop and lead on impactful research while reducing time-consuming admin burdens wherever possible |
| **Systems & Processes** | |
| Student Recruitment | * Implementation of QS and Enroly systems has automated key student recruitment processes, saving time and enhancing student experience |
| * Launch of the Deposit Policy for international students in March 2024 is being supported by a continuously developing package of system changes to enable efficient monitoring of payments, and an improved applicant and staff experience |
| Travel | * Travel provider has changed and new processes will be kept under review |
| Space Configuration | * Creation of more multi-functional rooms/teaching spaces will be considered as part of re-imagining our campuses project |