## Annual monitoring and review of education 2024-25

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| Initial Data Reviews (IDR)Education performance reviews | Annual Review of Courses (ARC) | Planning and Department Plans |
| **Purpose****Designed to review departmental performance against Education KPIs** | **Purpose****Expanded review of student experience of education for courses, modules and research within schools and departments (UG, PGT, PGR)** | **Purpose****Brings together academic (education), student number and financial planning to ensure achievement of objectives and KPIs** |
| * IDR meetings held in early autumn.
* Raises awareness and understanding amongst staff across the Department of issues raised by review of the data
* Shares successful initiatives and ideas across the department, highlighting any to share more widely
* Sets priorities for action, focussing on two or three key priorities for the department and the University
* Departments set the timing of their ‘away days’ and/or other review activities to feed into the UG and PG Annual Review of Courses and the planning round meetings
 | * Focus for reflective evaluation of curriculum, delivery, student experience and achievement
* Identifies and reflects on trends in data relating to educational performance (progression, retention, achievement, and employability data)
* Concise summary of all developmental activity undertaken and planned
* Facilitates active enhancement of quality and standards through action plans for future delivery
* Highlights successful initiatives and approaches which could be shared
 | **Review Phase, autumn term:*** Reviews performance and progress of actions over the last year, and makes required adjustments in the Department Plan based on the outcome of the various Autumn performance review activities (including activities that focus on education, such as data review, away-days, and ARC submissions)

**Planning Phase, spring into summer term:*** Revision and approval of future plans and budgets including student minimum entry target (METs) and resource requirements (staff, budget, and space)
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| **Priorities are identified during the review**  | **ARC action plans reflect these priorities and identify further actions** | **Dept plans reflect the outcome of planning activities** |
| **What’s considered*** UG and PGT data for IDR meetings
* Education performance metrics, including KPIs
* Other forms of student feedback
* Departmental Plan and related actions
* Other University priorities
 | **What’s considered*** External influences (e.g., External Examiners; external benchmarks, professional, statutory, and regulatory bodies)
* Outcomes of recent course developments, validation and periodic review
* Quality assurance and enhancement processes
* Internal influences (individual academic to University-wide)
* Impact assessment of new approaches
 | **What’s considered*** Student recruitment reports and METs
* Market intelligence reports
* Research reports in Tableau and on PIP
* Snowball report
* Staff Student Ratio (SSR) report
* Resource requests
* Requests for central Professional Services support
* Space and equipment requests
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| **Key dates*** **6 Sept 24:** UG ARC data released; initial PGT ARC data released
* **16-26 Sept 24:** Initial Data Review meetings
* **Early autumn 24:** Departments conduct their reviews of educational performance
* **11 Dec 24:** PGT ARC data released
 | **Key dates*** **9 December 2024:** Deadline for submitting UG ARC reports
* **29 January 2025:** Deadline for submitting PGR ARC reports
* **17 March 2025:** Deadline for submitting PGT ARC reports
 | **Key dates*** **30 Oct – 13 Nov 24:** Autumn planning meetings
* **Spring term:** Departmental action plans relating to planning finalised
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#### What happens at each stage of the education performance review cycle?

* The annual review of education cycle is planned to facilitate reflection, setting of priorities, and understanding how this is driven by and impacts student experience and data outcomes. Actions identified through review activities lead into the ARC and the education section of planning meetings and Departmental Plans (see overleaf).
* Actions are circulated following the review and discussed at departmental meetings during the year; following the review activities, departments and schools should send colleagues in the department and those who attended a summary of the key priorities and actions. These should be reviewed during the year.
* Faculty Deans review all ARC reports, providing feedback and summaries at Faculty Education Committees. QUAD produces overviews of the ARC reports for UG and PG provision, which are considered by Faculty Education Committees, Academic Quality and Standards Committee, Student Experience Committee and reported on to Education Committee. Committees are asked to consider whether any further escalation or actions should be taken in response to prominent themes raised.
* Departments may also be asked to share successful initiatives and engage in knowledge exchange (e.g., at Directors of Education meetings) to share and celebrate best practice.

### Planning your departmental review of education performance

* All schools and departments hold department-level reviews of education performance in the early autumn. Departments have flexibility over how best to organise these department reviews, including whether they are held as one ‘away day’ (combining UG and PG) or as a series of meetings or other activities. However, it is required that departments time these to ensure that outputs can feed into the planning rounds and ARC reports, and that they provide a brief note on the process and outcomes of the reflection on education performance via the autumn undergraduate ARC report.
* Review the information available and identify your top two or three priorities. Share data and highlight your priorities with colleagues across the department in advance of your review activities. Share your challenges and new initiatives and make connections outside your department. Consider cross-institutional priorities and how to use the review to plan the actions your department will be taking on these.

#### Where is education data held and what training is available?

* All existing data is available via the [Tableau home page](https://tableau.essex.ac.uk/) or the [Planning Information Portal](https://ssrs.essex.ac.uk/reporting/PIP/Pages/Default.aspx)
* The **Planning and Data Insights team** will be running ‘KPI and Annual Planning Round’ training and Tableau introductory training sessions (bookable through [HR organiser](https://hrorganiser.essex.ac.uk/tlive_ess/ess/dist/#/main/learning/courses)). Please contact the Planning and Data Insight team (poquery@essex.ac.uk) if you have any problems accessing Tableau or with queries in general surrounding the reports.

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| Key areas to consider | Data availability | Links to Tableau dashboards |
| If any links below aren’t working, all information can be accessed from [Tableau](https://tableau.essex.ac.uk) or the [Planning Information Portal](https://edrm.essex.ac.uk/reporting/PIP/Pages/Default.aspx). |
| **Undergraduate** | **Entry Tariff** | 2022/23 entrants(2023/24 finalises in Nov 2024) | [Average Tariff](https://tableau.essex.ac.uk/views/ARCData-Undergraduate/AverageTariff/c97662a3-30ca-4779-9f33-87c1a84b7e4c/7518740d-236d-4c18-abaf-9084d9f58611)  |
| **Continuation** | 2022 Entrants available (2023 Entrants finalised in Jan 2025) | [Continuation](https://tableau.essex.ac.uk/views/ARCData-Undergraduate/Continuation/3fc4ca26-0baf-4ad7-92e8-7c2213a93bea/60f4ce90-7b01-413d-b88a-024682737bf9), [Withdrawals](https://tableau.essex.ac.uk/#/workbooks/427/views) and [Progression](https://tableau.essex.ac.uk/views/ARCData-Undergraduate/Progression/79523e84-ec74-4037-955a-795726bb1e1b/7423788f-1c7f-4212-825e-9682e381ac56) |
| **Degree Classification** | 2024 Graduates available (finalises in Oct 2024) | [Degree Classification](https://tableau.essex.ac.uk/#/views/ARCData-Undergraduate/DegreeClassification?:iid=6), [Degree Marks](https://tableau.essex.ac.uk/#/views/ARCData-Undergraduate/DegreeMarks?:iid=4) and [Aggregated Module Marks](https://tableau.essex.ac.uk/views/ARCData-Undergraduate/AggregatedModuleMarks/9445ce58-84c6-4072-8ba4-5b2a8cd876f2/dff6eba2-a8bb-483e-81fc-e22f856925b7) |
| **Student Satisfaction** | 2024 Surveys available | [NSS by Department](https://tableau.essex.ac.uk/#/views/NSSDepartmentResults/NSSCoreResults?:iid=1), [NSS by Subject](https://tableau.essex.ac.uk/#/views/NSSSectorResultsInstitutionandSubject/NSS-InstitutionalLevelSectorResults), [Student Module Feedback](https://tableau.essex.ac.uk/#/views/ARCData-Undergraduate/StudentModuleFeedback?:iid=4) and [UKES survey results](https://tableau.essex.ac.uk/#/workbooks/592/views)NSS and UKES free text comments are [available on PIP](https://ssrs.essex.ac.uk/reporting/PIP/Pages/Default.aspx): select your department, then ‘Documents relating to student surveys’. |
| **Graduate Outcomes (Employability)** | 2022 Graduates available | [Graduate Outcomes](https://tableau.essex.ac.uk/#/workbooks/1162/views) |
| **Differential student outcomes** | Found throughout reports and the [UG ARC Data Report](https://tableau.essex.ac.uk/#/workbooks/1403/views).ARC data packs will be available from 6 September 2024. |
| **Student Outcomes (Condition B3)** | 2021 Entrants (Continuation & Completion) and 2012/22 Graduates (Progression, GO) | Department Risk: [Below threshold](https://tableau.essex.ac.uk/#/views/StudentOutcomesConditionB3RiskRegister/DeptHighRisk-Belowthreshold?:iid=1)Department Risk: [Direction of Travel](https://tableau.essex.ac.uk/#/views/StudentOutcomesConditionB3RiskRegister/DeptHighRisk-Directionoftravel?:iid=1) |
| **Updated KPI reports** | Available from 3 **October 2024**. | [KPI Reporting](https://tableau.essex.ac.uk/#/projects/81) |

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| Postgraduate Taught | Continuation | 2023 Entrants available | [Withdrawals](https://tableau.essex.ac.uk/#/workbooks/427/views) and [Progression](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/ProgressionOctStarts?:iid=5) |
| **Degree Classification** | 2024 Graduates available (finalises in Dec 2024) | [Degree Classification](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/DegreeClassificationOctStarts?:iid=5), [Degree Marks](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/DegreeMarks?:iid=5) and [Aggregated Module Marks](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/AggregatedModuleMarks?:iid=5) |
| **Student Satisfaction** | 2024 Surveys available | [PTES](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/PTES?:iid=5), and [Student Module Feedback](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/StudentModuleFeedback?:iid=5) results.PTES free text comments are [available on PIP](https://ssrs.essex.ac.uk/reporting/PIP/Pages/Default.aspx): select your department, then ‘Documents relating to student surveys’. |
| **Graduate Outcomes (Employability)** | 2022 Graduates available | [Graduate Outcomes](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/GraduateOutcomes?:iid=5) |
| **Differential student outcomes** | Found throughout reports and the [PGT ARC Data Report](https://tableau.essex.ac.uk/#/views/ARCData-PostgraduateTaught/ExecutiveSummary?:iid=5).ARC data pack is first available from 6 September 2024, then finalised in 11 December 2024 |
| **Student Outcomes (Condition B3)** | 2021 Entrants (Continuation & Completion) and 2012/22 Graduates (Progression, GO)  | Department Risk: [Below threshold](https://tableau.essex.ac.uk/#/views/StudentOutcomesConditionB3RiskRegister/DeptHighRisk-Belowthreshold?:iid=1)Department Risk: [Direction of Travel](https://tableau.essex.ac.uk/#/views/StudentOutcomesConditionB3RiskRegister/DeptHighRisk-Directionoftravel?:iid=1) |

### What’s discussed at the Initial Data Review meetings?

* **Heads of Department and Directors of Education** attend these meetings to give an overview of the key issues the department has identified, and to highlight their two or three key priorities. **Department Managers** are also invited to attend.
* Departments should be prepared to discuss their plans for their **departmental reviews of educational performance** atthe meeting.
* The **PVC (Education) and Faculty Dean (Undergraduate/Postgraduate)** attend and may highlight areas they’re interested in exploring. These meetings have also highlighted positive initiatives which departments have been asked to present at the Senior Staff away day. A representative from **QUAD** attends to help capture actions. The **Faculty Manager** may also attend to support the links between these sessions, departmental education performance review and planning discussions.

#### How should departments review their educational performance?

* **Departments design their reviews around their priorities and broader cross-institutional priorities.** There is no fixed agenda or template to follow, and they could be held as one ‘away day’ or a series of meetings or other activities.
* **Identify key priorities** based on your review of the education information available and following discussions at the initial data review meetings.
* **Share information and data with colleagues before and during the review**. Prepare staff in the department by sharing key data, letting them know how to access data sources and highlighting priority areas during your activities.
* **Identify clear actions**. Structure sessions or activities to allow actions to be identified which can feed into the ARC / Departmental Plan respectively.

### Who is involved in the departmental reviews of educational performance?

* **All academic members of the department should be involved wherever possible**; depending on the approach, not all members of staff may be able to attend due to other commitments. Consideration should be given to how they can give input through other means. Colleagues from Professional Services and other teams should also be invited to participate as appropriate. Many departments have found this useful to share good practice and to discuss shared challenges.
* **Student representatives should normally be involved in the review**; other students and the Students’ Union could also be involved and we’d encourage Departments to do this.

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