

**Section 3: Internal monitoring, review
and enhancement**

**School Planning and Enhancement of Learning and Teaching 2017
(revised June 2017)**

[For the purposes of the processes described in this document, in Henley Business School the Deputy Dean will be fulfilling the functions of the Head of School, in consultation with the Heads of Programme, Schools' Directors of Studies, and Programme Area Directors as appropriate. It is expected that the appropriate staff at branch campuses will be included at relevant stages of the School Planning and Enhancement of Learning and Teaching process.]

Introduction

The School Planning and Enhancement of Learning and Teaching Process (SPELT) is an annual forward-looking planning activity with a rolling **five-year** time horizon and forms a key element of the University's strategic planning processes. The aim of SPELT continues to be to promote and support excellence and innovation in learning and teaching at Reading, and especially with regard to the Curriculum Framework. The SPELT process is overseen and monitored by the Teaching and Learning Strategy Board (TLSB).

The **pro-forma template** for the T&L Plan has been simplified. It focusses on T&L Strategy at School and University-level and invites discussion of priorities and plans for developing and enhancing practice in line with the Curriculum Framework, informed by: a range of datasets; the potential impact of student recruitment targets; HE policy and the operating environment; and any barriers to success. As the SPELT process has a rolling 5-year timescale, there is an opportunity annually for Schools to evaluate progress with their plans since the last iteration. Importantly, Schools should identify intended and actual impact of their plans and engagement with strategic projects on the student academic experience. Resource considerations should be integrated into the various sections of the pro-forma rather than being described separately. Evaluation of the School's performance in relation to the University's T&L KPIs, as demonstrated by a variety of data, is to be considered in a separate Annex to the T&L Plan. Data will be provided by the Planning and Strategy Office through the new interactive *T&L Dashboard*.

Objectives of SPELT

The main objectives are:

1. To influence planning in the long-term through the Sustainable Planning Process (SPS) in two ways: firstly, the Teaching and Learning (T&L) Plan should inform the School's own resource requests submitted to the SPS; and secondly, the T&L Plan and SPELT meetings inform the Pro-Vice-Chancellor's (Teaching and Learning) consideration of prioritisation of specific resource requests in Schools' and Functions' submissions to the SPS.
2. To inform planning of Enhancement for T&L in the medium and long-term, and in the short-term the potential reprioritisation of existing resource (in Functions) to deliver Enhancement outcomes.

3. To facilitate a dialogue on all aspects of Teaching and Learning strategy between the Schools and the Pro-Vice-Chancellor (Teaching and Learning).

Outline of the SPELT process:

Stage 0: Preparation of a Stimulus Paper

A 'Stimulus Paper' is prepared by the Director of Quality Support and Development in consultation with colleagues from CQSD, Careers and the Teaching and Learning Deans (TLDs) for use by the TLDs to guide Schools in the writing of their T&L Plans.

Stage 1: SPELT Planning Meeting (pre-SPELT)

The TLD holds a pre-SPELT meeting with each of their Schools; a member of the Academic Development and Enhancement team will attend to share in Enhancement discussions. The meeting should take place no later than 31 July.

Stage 2: Preparation of School Teaching and Learning Plans

In light of the discussion at SPELT Planning Meetings (pre-SPELT), Schools prepare T&L Plans (including branch campus provision) for submission to the Pro-Vice-Chancellor (Teaching and Learning) and TLDs by 1 September.

Stage 3: SPELT Meeting

The Pro-Vice-Chancellor (Teaching and Learning) meets with the relevant TLD, Head of School, and School Director of Teaching and Learning (SDTL) to scrutinise the School's T&L Plan, and to assure themselves that appropriate actions are being taken in respect of Enhancement. The Notes of this meeting inform the writing of the University SPELT Report.

Stage 4: University SPELT Report

The Secretary to SPELT, being informed by the Notes of the various SPELT meetings with Schools, drafts the University SPELT Report by early November.

Stage 5: Sharing information and preparing for next SPELT

CQSD will co-ordinate the dissemination of key information, including resource implications, at an early stage to interested parties and committees. This includes the sharing of best practice via T&L networks.

Guidance Notes for the SPELT Process:

Stage 0: Preparation of a Stimulus Paper

The Director of CQSD, in collaboration with the TLDs and taking account of particular developments in the sector and the broader operating environment, drafts a 'Stimulus Paper' aligned with the Curriculum Framework to be used by the TLDs at the SPELT Planning Meeting (pre-SPELT) to guide Schools in writing their T&L Plans and to signpost Schools to available opportunities for Enhancement engagement with CQSD, Careers and others, for example in relation to Assessment and Feedback, and Careers and Employability.

Stage 1: SPELT Planning Meeting (pre-SPELT)

The SPELT Planning Meeting (pre-SPELT) is held annually in the Summer Term or early in the summer vacation (no later than 31 July). TLDs meet with each School in their cluster to guide

their writing of their T&L Plan in light of the Stimulus Paper. The attendees include the Head of School and the SDTL (or Head of Programmes in the Henley Business School); the TLD might wish to invite other colleagues as appropriate. A member of the ADE Team attends to share in the discussions about Enhancement. No formal record of this meeting is required, but attendees should take notes that they might wish to share with colleagues to promote effective communications and engagement. (See **Stage 2 below**)

Stage 2: Guidance for SDTLs on Completion of the School Teaching and Learning Plan

A **stimulus paper**, will be provided as an aid to discussions in your pre-SPELT meeting and to guide your considerations when writing your T&L Plan, with reference to datasets including those available through the interactive T&L Dashboard. You will need to refer back to last year's T&L Plan but you should not repeat its contents.

In light of the discussions at the SPELT Planning Meeting (pre-SPELT) you should prepare your School Teaching and Learning Plan using the template pro-forma for submission by **1 September**. The Plan must not exceed **6 pages in total using a font no smaller than 11 point** (10 pages for the Henley Business School). The Annex to the Plan should be submitted once later datasets, including NSS results, are available via the T&L Dashboard.

The **T&L Plan template** is divided into four sections plus an Annex and you must address each of them, including mention of resource implications within relevant sections:

- **Section 1a** asks you to outline your School's 5-year T&L vision for Teaching and Learning. This will form the basis of a dialogue with the Pro-Vice-Chancellor (Teaching and Learning) at the SPELT meeting in the autumn. In discussion with your TLD at pre-SPELT, you might decide to relate your vision to one or more aspects of the current University T&L Strategy. When outlining your vision, please include your rationale. The **T&L Summary Dashboard** will be useful to you in identifying your key priorities; the more detailed data will be useful in helping you to decide where best to focus your efforts to achieve your priorities.

Secondly, **Section 1b** asks you to outline your priorities and focus over the next 2 years for developing and enhancing practice and describe **how** you intend to achieve your expected outcomes, making reference to the Curriculum Framework, and noting the anticipated impact on the student academic experience; resource implications; any particular barriers to success; and mitigating actions (such as by engagement with CQSD, Careers, staff development and recruitment). When thinking about this, you should review a range of datasets including the data provided through the interactive T&L Dashboard; the most recent Annual Programme Reports; and recent performance against the University's T&L Key Performance Indicators (KPIs). You should also take into account student evaluation data, and key points arising from Boards of Studies, Student/Staff Liaison Committees, and teaching and learning meetings within the School, including monitoring reports on coursework turnaround times.

Finally, **Section 1c** asks you to discuss the potential impact of your student recruitment targets. You should consider how target numbers for Home, EU, and International Undergraduate, Postgraduate Taught and Postgraduate Research students might impact teaching and learning activities and the student academic

experience, noting anticipated consequent resource implications for the School and demands on functions.

- **Section 2** asks you to comment on progress over the past year in relation to your last T&L Plan. Please evaluate the School's progress noting any particular achievements and giving examples of impact; and identify reasons where progress has been slower than expected. (Please do **not** reiterate the content of your last SPELT Plan)
- **Section 3** asks you to comment **briefly** on any engagement your School has had with any of the strategic projects during the past year and, importantly, to give examples of their impact on the student academic experience. You are **not** expected to comment on all of the University's strategic projects.
- **Section 4** asks you to outline briefly any medium-term plans and long-term thinking for development of your portfolio of programmes. (Please do **not** report on planned module changes here.)
- **Annex** to be completed separately once the NSS data has been uploaded to the T&L Dashboard. Please use this section to comment on your School's performance against the T&L KPIs including reference to performance over the last three years. The Annex should be submitted to your TLD and copied to the Secretary for the annual SPELT process, Richard Sandford (r.j.sandford@reading.ac.uk) by 15 September.

T&L Plans should make appropriate reference to School-owned provision in branch campuses.

A copy of your final T&L Plan should be submitted to your TLD, Academic Director (Teaching & Learning) on branch campuses (in the case of Schools with provision in branch campuses) and the Pro-Vice-Chancellor (Teaching and Learning), and copied to the Secretary for the annual SPELT process (this is Richard Sandford (r.j.sandford@reading.ac.uk) by **1 September**.

Stage 3: SPELT Meeting

Following the submission of the T&L Plans, a SPELT Meeting will be held with each School, normally in September/October. The Pro-Vice-Chancellor (Teaching and Learning) supported by the Director of CQSD and the Secretary to SPELT, will meet with the relevant TLD, Head of School and SDTL.

The TLD will lead the discussion to:

- scrutinise the School's T&L Plan and facilitate a dialogue in relation to the School's T&L vision and the University Teaching and Learning Strategy;
- identify medium and long-term resource implications for the School and functions in order to inform the Pro-Vice-Chancellor's influencing of the prioritisation for T&L (in the SPS) of specific resource requests in Schools' and functions' submissions;
- evaluate the School's performance in relation to the T&L KPIs and progress during recent years;
- assure the Pro-Vice-Chancellor that appropriate plans are in place for the Enhancement of practice and for the identification of impact on the student academic experience;

- capture evidence of the impact of engagement with the University's strategic projects;
- consider short-term resource implications of the School's T&L Plan and identify opportunities for reprioritisation of existing resource.

Stage 4: SPELT Report

Following the SPELT meetings with Schools, the Secretary to SPELT will draft a SPELT Report by early November. Subsequently, the Pro-Vice-Chancellor (Teaching and Learning) will provide a report to the Planning Group to identify and endorse the key themes and areas which may require additional resource for T&L and which will be signalled/mirrored in submissions from Schools and functions to the SPS.

Stage 5: Sharing information and planning for next SPELT

CQSD will coordinate the sharing of best practice via T&L communities. Staff in CQSD will help in the identification of areas of best practice and identify training opportunities and other dissemination activities.

Key information gathered in the course of the SPELT process will be provided to interested committees and other bodies (e.g. information on new programme ideas will be forwarded to the University Programmes Board, information on Assessment and Feedback will be sent to DELT, information on IT requirements will be directed to the Director of IT).

Where appropriate, data which supports the delivery of T&L KPIs will be shared with relevant teams (e.g. Teaching Qualification data with the Academic Development and Enhancement Team, e-Learning information with Technology Enhanced Learning Team).

Comments about the SPELT process will be used to inform the design of the pro-forma for the subsequent year. Comments about other Quality Enhancement activities will be relayed to the relevant committees and team.

Where appropriate, Schools will receive responses to queries and feedback gathered during the SPELT process.

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