

Course Continuous Improvement Plan (CCIP) Guidance

What is the Course Continuous Improvement Plan? (CCIP)

The CCIP is a live planning and reporting tool that enables course teams to record, monitor and regularly evaluate the impact of actions taken to address priority areas within the course. Working as a live document within Boards of Studies throughout the academic year, the CCIP enables course teams to continuously evaluate the impact of their actions and make necessary adjustments based on outcomes where needed. The CCIP's rolling design is fundamental to the continuous aspect of programme development because it allows for long and short-term actions to be planned and carried forward into future years, thus avoiding the need for any static action plan.

How does the CCIP work in practice?

Each course team own their CCIP, which will be managed by the Course Director (CD). In exceptional circumstances, such as when there are multiple shared modules, CD's may want to consider a shared CCIP, which Heads of School will need to approve.

The below table details the steps to be taken at which parts during the academic year to ensure successful use of the course continuous improvement plan.

DATE*	ACTION	OUTCOME
Aug – Sept <i>CCIP review and preparation</i>	Review course data and impacts from the previous year and identify course priorities and actions for the forthcoming academic year.	Course teams have CCIP ready for review and approval for Board of Study (BoS) 1.
Oct <i>BoS 1 CCIP Approval</i>	Course teams produce CCIP and provide verbal explanation on priorities, action to be taken, expected impacts and timeframes based on amber and red actions still outstanding from previous academic year.	BoS reviews the actions in CCIPs still identified as either amber or red. Considers the priorities and actions as proposed by course teams and approves CCIPs for the forthcoming academic year.
Nov – Jan <i>CCIP monitoring and evaluation</i>	Teams monitor and evaluate the impacts of actions as part of progress made to priority areas by:-	Teams continue to assess impact of action taken using RAG-rating system and actively

	<ul style="list-style-type: none"> • Routinely check relevant University data reports e.g., SAS / MS Power BI. • Adjust existing actions which are not having desired impact. • Implement new actions where necessary. 	adjusts or identify new actions where needed.
Feb – Mar <i>BoS 2</i> <i>CCIP In-Year Progress Monitoring and Evaluation</i>	<p>Course teams provide updates on the current progress/impacts of particular actions rated as either amber or red.</p> <p>BoS consider CCIP progress of actions considering ongoing team evaluations as well as University data.</p>	<p>Teams adjust or undertake new actions based on their own evaluations and BoS discussion using RAG-rating.</p> <p>CCIP updated with new actions, evaluation of on-going actions and anticipated outcomes.</p>
April – June <i>CCIP monitoring and evaluation</i>	<p>Teams monitor and evaluate the impacts of actions as part of progress made to priority areas by:-</p> <ul style="list-style-type: none"> • Routinely check relevant University data reports e.g., SAS / MS Power BI. • Adjust existing actions which are not having desired impact. <p>Implement new actions where necessary.</p>	<p>Teams continue to assess impact of action taken using RAG-rating system and actively adjusts or identify new actions where needed.</p>
June – July <i>BoS 3</i> <i>End of Year Progress Monitoring and Evaluation</i>	<p>Course teams provide progress updates and Course Director to reflect on overall year progress by examining RAG-rating of amber and red actions and course data. Will outline projected priorities for the next academic year ahead.</p>	<p>Course teams establish adjustments to actions or new actions to address areas of concern which remain rated as either amber or red. If course data suggests priority has been improved, course teams establish new priorities in response to data review and student feedback.</p>

*Dates are approximate, and action will be determined by actual School BoS schedules.

The above steps should be followed by partners, although it is recognised that for international partners the timelines may differ.