PERIODIC REVIEW SELF-EVALUATION DOCUMENT OUTLINE

(University and Partner Stage Two)

The following outline is intended as a guide to the information you should provide for periodic review but you can provide additional information if you feel it is appropriate. Sections 1 to 3 of the document are largely based around the data provided by the Planning and Analytics Office and also asks for information on how the subject/school/partner is taking forward university agendas. Sections 4 to 7 have more of an emphasis on enhancement of the subject and future development. Please remember that periodic review covers all provision within the subject area – undergraduate, postgraduate, research and collaborative.

Front Cover: Faculty or Partner Institution/School/Subject or programme area

OUTLINE:

1.   Programme Information:

- List the full titles of all programmes in the scope of the periodic review and the date of their approval (or most recent re-approval). The approved programme specification for each programme (or group of related programmes) should be appended to the document.
- Explain briefly any major modifications made to the programmes concerned during the review period and what prompted these revisions, e.g. feedback from students, external examiners and/or employers, a change in professional accreditation requirements.
- Discuss how annual monitoring, school/faculty/partner reviews, or reviews by external bodies have informed programme development.
- Provide a list (by programme) of any collaborative provision, including progression from Academic Partnerships foundation degrees and outline how academic liaison with partners/university is managed.

2.   Quality of learning opportunities:

- Discuss how the subject area/school/partner has responded to university/faculty teaching and learning strategies. Describe what changes have been made in the approach to teaching and learning and reflect on the effectiveness of the approaches employed. Identify any areas of strength and any areas where improvements are needed.
- Discuss how the provision has responded to university policies, strategies and developments e.g. the Education & Student Experience Strategy 2018, including:
  - Assessment Policy
  - Equality and Diversity and Widening Participation
  - Enterprise agenda
  - Internationalisation
  - Sustainability

- Work-based, placement and experiential learning

- Using the data provided by the Planning and Analytics Office, comment on recruitment levels/trends and indicate how any issues (e.g. changes in recruitment levels, changes in student demographics) are being addressed.
- Explain how progression (including progression from collaborative arrangements) has improved or note the reasons for poor progression and action being taken to address it. Discuss the ways in which student progression is supported and monitored.
- Summarise the views of external examiners, professional bodies, employers, feedback from past graduates etc. about (a) the appropriateness of the academic standards being achieved, and (b) how well prepared graduates are to enter relevant employment (in line with the programme specification).

3. **Opportunities for enhancement:**

- Indicate how links with research and enterprise activities and professional practice in the subject/school/partner inform:
  - Curriculum
  - Teaching and learning
  - Employability
  - Opportunities for research students
- Indicate what links are in place with other subject areas, e.g. which contribute modules to the programme(s), and how these might be used for the enhancement of learning and teaching.
- Indicate in what ways University/partner services (e.g. Learning Development, Teaching and Learning Support) support student learning and programme development.

4. **Academic Standards:**

- Explain how the variety of assessment methods used, and how the assessment strategy, meet the diversity of needs of the student group, e.g. the use of modified and alternative assessment / inclusive assessment
- Outline any changes made to the methods of assessment during the review period and briefly explain the main reasons for changes. Provide a brief critique of how well curriculum content now matches to methods of assessment and to the achievement of the learning outcomes.
- Discuss how a progressive 'academic challenge' is developed through the programme.
- Consider how the changes made to curriculum or assessment have affected student achievement.

5. **Student consultation:**

- Discuss the means by which students express their views and what changes have been made in response.

- Identify any good practice in the use of student feedback.

6.   Resources:

- Discuss the deployment of resources, human and material, that support the learning of students and their linkage to the learning outcomes of the programme(s). Include references to the library, computing, DLE resources for learning, specialist facilities, e.g. laboratories, studios, dedicated spaces, and staffing, particularly technical and professional services staff.

7.   Action plan:

- Produce an action plan for improvement to the programme(s) - further developments, innovations in teaching and learning within the programme(s) / subject / school / partner - with timescales and key responsibilities.
- Indicate by which mechanisms the action plan is going to be maintained, updated and addressed.

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