

An overview of Periodic Review

About periodic review

The Quality Assurance Agency (QAA) Code outlines in expectation B8 that HE providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective regular and systematic processes for monitoring and for review of programmes. A process of periodic review is firmly established at DMU and one of the outcomes of the successful Higher Education Review in April 2015 was that expectation B8 was being met.



After initial validation, each programme will normally be reviewed every 5 years to ensure quality and standards are being maintained, that the programme is still relevant and the student experience still meets or exceeds expectations. Enhancement is at the heart of the process.

Event

The SED and supporting documentation will be reviewed by a panel made up of independent internal and external colleagues, student representation and a member of the Department of Academic Quality (DAQ) as servicing officer.

What happens at an event?

The panel gather on the agreed day to meet with groups of staff and students to talk through specific points in relation to the SED. The panel may also wish to look at the resources available to students. The event will conclude with feedback to senior staff and programme teams on strengths, areas for improvement and areas of good practice.



Purpose

- Consider and review the management of programmes to ensure learning outcomes are being met, standards are being attained and a high quality student experience is being provided.
- With a focus on future enhancement, initiate specific action to remedy identified shortcomings and improve current practices, if possible, within the resource base.
- Identify potential areas for good practice for wider consideration and dissemination.

Benefits

- A structured opportunity to reflect on current systems in place and develop new approaches and/or enhance current practices.
- An opportunity for the student voice to inform curriculum design and delivery and enhance student experience.
- Secures the confidence of external bodies such as the QAA and Professional, Statutory and Regulatory Bodies (PSRBs).



The Student Voice – a fundamental part of the process



There are **five key ways** that current students and alumni are integrated into the periodic review process:

1. The subject teams under review analyse student survey results such as NSS, PTES, PRES, module/course level feedback, DLHE etc and include commentary in the SED;
2. Students from the subject area under review are asked their views through an online survey and commentary on the survey feedback is included in the SED;
3. The content of the final SED is tested with a group of students from the subject area under review via a focus group and this feedback is provided to the review panel for consideration alongside other review documentation;
4. The panel speak to a group students at the review event to hear about their views and experiences;
5. A student representative (from outside the subject area under review) is a full member of the review panel and is involved at all stages including the decision making.

Outcomes



Following the periodic review event, a report and enhancement plan are prepared outlining:

- **Essential Actions** which programme teams are obliged to act on and report to the Programme Management Board (PMB) and Faculty Academic Committee (FAC).
- **Recommendations** which are areas for enhancement and although not mandatory, programme teams must report on action taken or provide a sound rationale for not acting on the recommendation.
- **Good Practice** which teams are asked to consider by exploring ways of sharing and embedding this practice both within their own faculty and wider and report on action taken.

Monitoring



Periodic review reports and enhancement plans are considered at university level by the Academic Quality Committee (AQC).

Within six months of the review event, a completed enhancement plan must be submitted to the PMB, FAC and AQC outlining the response to any essential actions and recommendations and detail how the areas of good practice have been considered, taken forward and disseminated.

Considerations from periodic reviews that require further embedding can be highlighted as areas of focus within the Programme Enhancement Plan (PEP) process.

Self-Evaluation Document (SED)

What is it?

An evaluation written by the team under review, reflecting on and analysing all aspects of approaches to teaching and learning including student entry, progression, support, employability, curriculum design, delivery and assessment, links to the faculty strategy, resources, research including research informed teaching, programme management and the development of the subject.

What other documentation should be provided?

The evaluations in the SED will be based on evidence. This evidence is provided electronically in the form of supporting documentation and should include items such as:

- QAA Subject Benchmark Statements and relevant PSRB standards; the Faculty Strategic Plan; external examiner reports.
- Data on student progression/retention/ awards etc; programme/module templates; examples of student handbooks; PEPs for last three years; relevant student survey results.
- Assessment timetables; staff loading information; staff CVs.



Useful DMU resources

Guide to Periodic Review	www.dmu.ac.uk/periodic-review
Quality Officer (Monitoring & Review), DAQ	0116 257 7665 louise.salmon@dmu.ac.uk

Periodic review '**kick-start workshops**' are held with subject teams to help colleagues get started. Reuse of existing data and information is strongly encouraged in order to streamline the process and to ensure the focus is on enhancement.

