

This guide is intended to provide support to all those involved in periodic review.

For further guidance about periodic review, please contact

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Section 1: Introduction

Who is this guide for and what does it cover

This guide has been written for all participants in the periodic review process but is particularly aimed at:

- Those involved in preparing the self-evaluation document (SED).
- All participants in periodic review events.
- Faculty academic quality assurance administrators/co-ordinators.

This guide outlines the purpose and benefits of periodic review, preparation for review and the process, student involvement, panel selection, follow up and monitoring; as well as providing links to further guidance and tips for best practice.

About periodic review

The QAA Quality Code outlines in expectation B8 that higher education 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 Higher Education Review in April 2015 was that expectation B8 was being met.

Periodic review is based on self-evaluation conducted by subject/programme teams. The teams evaluate and analyse each programme (or set of programmes) and from that produce a Self-Evaluation Document (SED) which is considered by a review panel drawn from DMU staff, the DMU student body and external peers. Professional body representatives are included as appropriate.

After initial validation (see <http://www.dmu.ac.uk/validation> for more information), each programme will normally be reviewed every 5 years and programmes are considered in logical subject groups. This approach helps subject teams to focus their efforts and resources.

Purpose of periodic review

The periodic review process is designed to enable each subject area and faculty to:

- Evaluate the extent to which intended learning outcomes are being met and standards attained, taking account of the award qualifications and external reference points e.g. the Quality Assurance Agency (QAA) and other Professional, Statutory or Regulatory Bodies (PSRBs).
- Consider whether the characteristics and intended learning outcomes in the programme specification (course template(s)) remain valid.
- Consider and review the management of the programmes to ensure that a high quality student experience is being provided.
- Initiate specific action to remedy identified shortcomings and improve current practice if possible, within the resource base.
- Identify areas of potential good practice for wider consideration and dissemination.
- Think strategically about programmes in line with both Faculty and University strategic plans; reviewing longer term plans and objectives, taking into account external developments (e.g. changes to entry profiles and employer expectations) to evaluate the cumulative effect of change.
- Focus on future enhancement of the programmes and the student experience.

Benefits of periodic review

Periodic Review is not a 'tick box' exercise; it is a proven means of continuous enhancement of the University's provision and the student experience.

Periodic review provides:

- Opportunities for the University and programme teams to take an holistic view of the quality and standards of the provision.
- A structured opportunity to reflect on current systems in place and develop new approaches and/or enhance current practices.
- An opportunity for students to actively engage in the enhancement of the University's programmes; for the student voice to inform curriculum design and delivery and enhance the student experience.
- An opportunity to record external and independent confirmation of the quality and standards of the programmes.
- An opportunity for potential good practice to be identified so that it can be considered more widely disseminated and embedded.
- Evidence of quality and quality assurance processes to help to secure the confidence of external bodies such as the QAA and PSRBs.

Key principles of periodic review

The periodic review process will operate according to the following principles:

- Programmes will normally be reviewed on a rolling 5 year schedule, aligned with QAA guidelines. In exceptional circumstances periodic review may take place sooner than 5 years or may be deferred for a maximum of one year. Both exceptions are subject to the support of the faculty Associate Professor Quality (APQ), the agreement of the Head of the Department of Academic Quality (DAQ) and the approval of the Academic Quality Committee (AQC). Further details are provided in section 3.
- Programmes will be reviewed in logical subject groupings to make the most effective use of staff and student time and resources, avoiding single programme reviews.
- Reviews will be conducted in one of two modes, Type A and Type B, dependent on agreed criteria following a risk based proportional approach consistent with the approach taken by the QAA. For more details on the types of review see page 6.
- Where possible existing documentation for review and for revalidations, including PSRB revalidations, will be re-used to avoid duplication of effort and make the most effective use of resources.
- Reviews will take into account the voices of students, external peers, employers, collaborative partners and PSRBs, as well as the programme team.
- Reviews will be conducted in a collegial, constructive and professional manner, in an atmosphere of support and mutual respect, with a focus on enhancement.

The periodic review process in brief

- i DAQ will, following consultation with faculty APQs, confirm subject groupings and scheduling at the beginning of the academic year prior to the review taking place; eg. October for reviews in the following academic year.
- ii Teams will begin preparation for the review at least 6 months in advance; this will be a period of evaluation based on the evidence available such as: student feedback, statistical data, self-evaluation, a SWOT (strengths, weaknesses, opportunities, threats) analysis and external examiners reports. The result of this evaluation and analysis is the production of a SED.
- iii 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 DAQ as servicing officer.

The documentation is circulated to the review panel approximately 8 weeks prior to the review. Panel members are asked to review the documentation and, bearing in mind the aims and purpose of periodic review and the areas for discussion identified by the team (section 12 of the SED), provide feedback to the servicing officer on the documentation.

- iv The chair and the servicing officer will then work together to draw all panel members' comments into one coherent agenda of topics for discussion. This will form the basis of a brief preliminary meeting between the subject team, the chair and the servicing officer. Notes from this meeting as well as the proposed agenda for discussion at the periodic review event will then be circulated to all panel members prior to the event. Notes and action points will also be circulated to the programme team(s).
- v The panel will gather on the agreed day of the periodic review event to meet with groups of staff and students to talk through specific points. The review event will conclude with feedback on strengths and exemplary/potential good practice, as well as an enhancement plan for the team to take forward.
- vi Following the periodic review event, a report will be produced which will be approved by the panel prior to circulation to the subject team. The report will be presented to AQC for endorsement and monitoring.

Strategic School Review Process (SSRP)

Separate to the periodic review process is the Strategic School Review Process (SSRP). The purpose of this process is to test the depth of strategic engagement. The SSRPs will assist schools in identifying and evaluating strengths and weaknesses against the strategic framework and accompanying strategies. Whilst referencing periodic review, the SSRP will focus wider on the full activity of the school rather than the quality and standards of programme provision. The most recent final SSRP report and action plan should be included in the documentation provided to the periodic review panel. There may be an opportunity to combine a periodic review and SSRP if both are due around the same time and the subject grouping is such that a whole school is under review. This will be discussed and agreed at the initial preparatory stage of the periodic review process and further advice can be provided by your faculty APQ.

Collaborative provision

Collaborative provision is included in the review process. Faculties and programme teams with programmes being run at/by collaborative partners must make every effort to engage the partners in the review, to ensure ongoing standards of the collaborative programme. This will involve:

- Reviewing annual reports or the Programme Appraisal and Enhancement (PAEs) submitted by the collaborative partners;
- Seeking feedback directly from students on the collaborative programme(s).
- Speaking to collaborative programme staff to consider progress of the collaborative programme(s), any recent changes to the programme(s') curriculum or management and their impact.
- Possible involvement of the staff from the collaborative partner on the day of the review event; either by attendance at the event as part of the programme team, or via Skype, or telephone conference.

Panel members need to assure themselves that standards on the collaborative programme(s) are appropriate and support provided by DMU is satisfactory.

Validation Service provision

The Validation Service is a framework which governs collaborative partnerships that do not form part of faculty academic provision, but are delivered and assessed in UK collaborating institutions. This model may be adopted where the university does not have provision in the same cognate area, or where there is related provision but the faculty(ies) concerned do not wish to collaborate but the university is still willing to validate. Educational Partnerships has responsibility to oversee the effectiveness of the operation of the

validated provision. Validation Service provision will undergo periodic review separately to campus-based and collaborative provision. Areas for review are included in the rolling five year periodic review schedule.

Involvement of Professional Statutory and Regulatory Bodies (PSRBs) and employers

For subjects that include vocationally-orientated programmes, it is important to include the voice of PSRBs and employers in the review process. This is achieved by:

- Reflecting on recent PSRB reports and placement reports from employers.
- Subject teams incorporating feedback from PSRBs and employers within the SED as appropriate.
- Involving employers and/or PSRBs on the day of the event by inviting them to attend as part of the programme team.

Universal Design for Learning (UDL)

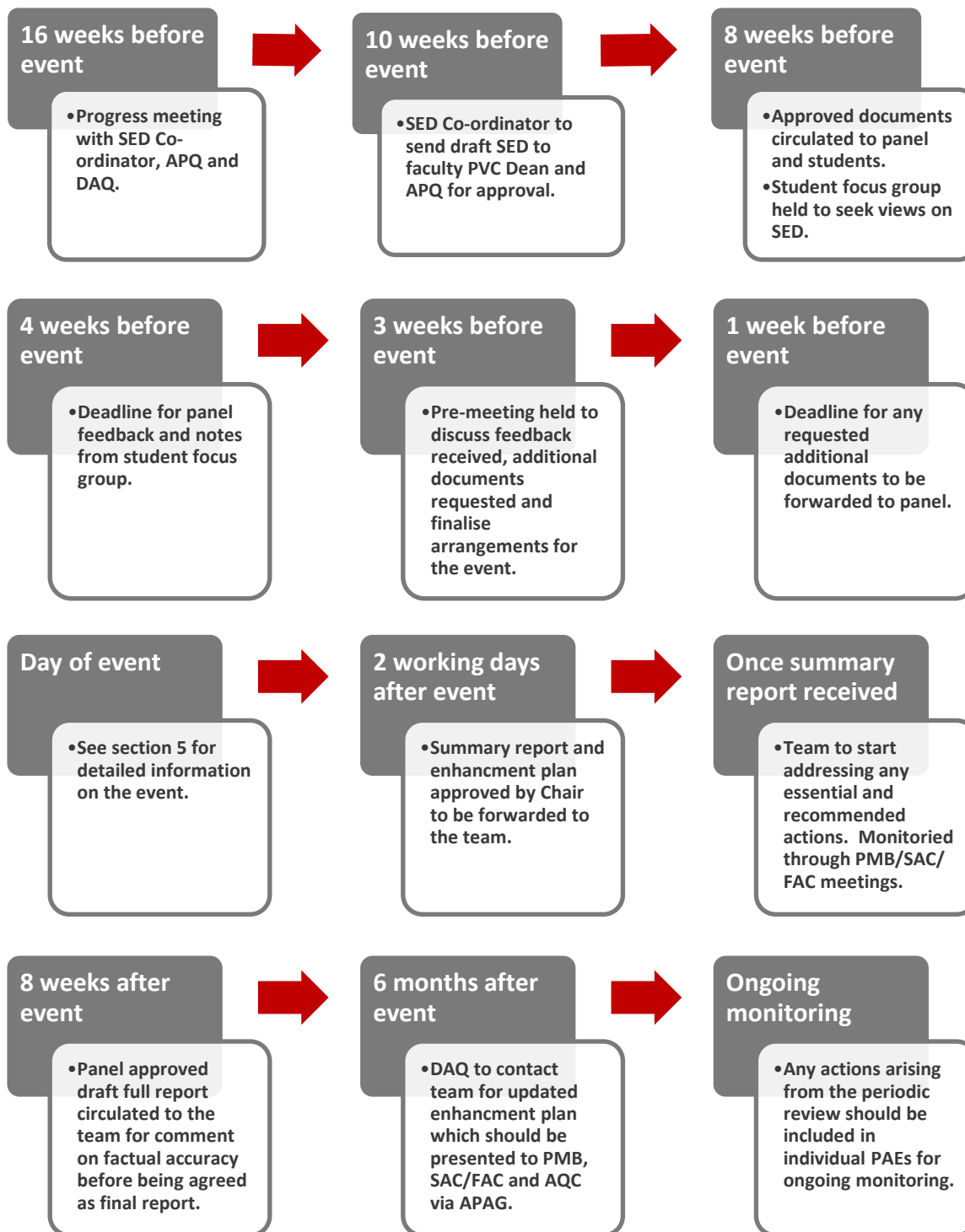
DMU academic quality processes (eg, validation, curriculum modifications, periodic review, annual monitoring, external examining) ensure that the University's approach to quality management, articulated through the University's [Academic Quality Policy](#), is embedded with the focus on enhancing the learning opportunities made available to all students and assuring quality and standards. Intrinsic to our academic quality processes is [Universal Design for Learning](#) (UDL). UDL is an educational framework that guides the design of learning, specifically around curriculum delivery, materials, assessments, policy and practice. The DMU UDL framework is based on a rigorous, research-based foundation; it provides a focussed and student-centred basis for understanding and applying inclusivity within teaching practice. A universal curriculum refers to planning programmes that are barrier-free. If programme content is well designed, delivered and assessed so that students with learning differences and physical disabilities are able to gain access, it will enable them to receive an equivalent learning experience to their peers. DMU's approach to teaching, learning, assessment and student support should be capable of anticipating, and adapting to, the needs of every student. These can be known and clear, as in the case of many disabled students, or subtle and intrinsic, arising from cultural or racial identity, self-expectation, learning 'styles' or other psychological attributes. The benefit of applying UDL is that if a DMU programme of study is made more accessible and inclusive; the benefits apply to all students. Faculty UDL Champions can assist academic staff to explore, embed and strengthen UDL within their own practice, delivery, and curriculum and assessment design.

Further information on UDL can be found at:

https://vle.dmu.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=439665_1&content_id=312448_1

Periodic review flowchart





Section 2: Types of review

Event type	Panel constitution	Documentary requirements (see also Section 4)	Event structure
A	This is the standard event and it should be presumed that the periodic review will be Type A unless otherwise advised by DAQ in consultation with faculty Associate Professor Quality.		
	<p>Attendance at the review event of a full panel comprising:</p> <ul style="list-style-type: none"> • a Chair • minimum 1 x external panel member • 1 x internal panel member from same faculty • 1 x internal panel member from different faculty • minimum 1 x student representative • 1 x DAQ servicing officer. 	<p>In electronic form:</p> <ul style="list-style-type: none"> • Draft programme for the review day • List of panel members • Self-Evaluation Document (SED) • Student commentary on the SED • List of supporting documentation • Module specifications (templates) • Programme/course specifications (templates) • 1 or 2 examples of student handbooks – as appropriate • External examiner reports for the last 3 years • Programme Enhancement Plans (PEPs)/Programme Appraisal and Enhancement (PAE) for the last 3 years • Module Enhancement Plans (MEPs) • Document mapping modules to programme learning outcomes • Indicative student assessment timetable(s) • Staff CVs* (to be concise – suggest max 3 pages) • Performance data from Tableau • Relevant survey data: National Student Survey (NSS) results, module & course level feedback, PRES, PTES, DLHE etc 	<p>Review event to include meetings with:</p> <ul style="list-style-type: none"> • the senior team • the programme team(s) • students <p>Plus:</p> <ul style="list-style-type: none"> • a tour of resources, • a viewing of programme materials and student work if appropriate. <p>* the recommendation is that no personal contact details should be included in staff CVs</p>

		<ul style="list-style-type: none"> • Student Voice Committee /SSCC Issue Logs • QAA Subject Benchmark Statements and relevant PSRB standards • Previous periodic review report and updated enhancement plan • Overview of PSRB(s) for the provision provided by faculty Associate Professor Quality • Faculty strategic plan • Staff loading information • Examples of programme specific documentation eg, newsletters, support information. • Most recent Strategic School Review (SSR) process report and action plan (if applicable) 	
B	<p>The Department of Academic Quality has discretion to allow, under <u>very exceptional</u> circumstances, for a periodic review to involve review of the SED and related documentation by the panel virtually with a meeting comprising with some panel members to discuss the comments raised by the whole panel. This will be identified in the earliest stages of review preparation with a timetable agreed between DAQ, the faculty Associate Professor Quality and subject team.</p>		
<p>Careful review of documentation and submission of detailed comments and queries by a panel comprising:</p> <ul style="list-style-type: none"> • a lead reviewer (Chair) • 1 x external panel member • 1 x internal panel member (faculty or non-faculty, depending on the circumstances) • 1 student representative • 1 x DAQ servicing officer. 	<p>A review of documentation produced for recent activity (within 12 months). The production, if necessary, of a concise additional document to fill any information or analytical gaps in what would normally be required of a SED.</p>	<p>A meeting on an agreed date between the lead reviewer (Chair), the programme leader(s) and Head of School, with the DAQ servicing officer in attendance, to discuss the comments and queries raised by the panel.</p>	

Section 3: Initial preparations

Grouping and scheduling

Programmes are placed into logical subject groupings by the faculty APQ in discussion with DAQ, to avoid duplication of effort and the need to conduct full periodic reviews for single programmes. These groupings are based on subject areas and the number of programmes in those subject areas. All levels of provision within a group of programmes should normally be reviewed together, ie undergraduate and postgraduate provision and, where applicable, collaborative provision. The faculty APQ would need to submit a strong rationale for this not to be the case. Joint programmes will be included where the programme is owned by the faculty. The groupings will be reviewed and confirmed by DAQ with the subject areas 12 months in advance; taking into account any new programmes or programme closures in the subject areas.

In the event of programme closure the university monitoring and review processes continue for as long as there are students on the programme to maintain the integrity of the student experience. In the case of periodic review, programmes are still considered as part of a review if they have closed but have had active students at any point in the last 3 years.

The agreed groupings are organised into a rolling 5 year schedule. Deferral of periodic review will normally only be considered if significant change or organisational restructuring has taken place i.e., faculty reorganisation, merger, significant disruption (for example, caused by relocation) or other exceptional circumstances as agreed with the PVC Academic and Head of DAQ. Requests for deferral must be made to the faculty APQ in the first instance, normally no later than 12 months before the proposed periodic review date on the periodic review schedule. The faculty APQ will need to provide a full written rationale with accompanying evidence to the Head of Academic Quality via the Quality Officer (Monitoring and Review) for consideration by AQC normally not later than 10 months before the proposed review date. This should include a summary of student feedback, retention, progression and achievement data and the action underway to address any issues. Deferral will only be granted for up to one year and only if the university is assured that the quality of the student experience is safeguarded.

In exceptional circumstances, periodic review may take place within a shorter period than 5 years. For example, a programme team might feel that an earlier review would assist them in addressing issues they have identified or that a review is necessary to formalise enhancements they are making to their provision. The faculty APQ, in consultation with the PVC Dean, might also propose an earlier review in subject areas or programmes where a number of routine quality assurance mechanisms have highlighted serious concerns. In such cases, discussion will normally involve the faculty APQ, DAQ, respective programme leaders, Heads of Department (or equivalent), student representatives and others as appropriate, before a final decision is taken. It should also be noted that the PVC Academic and Head of DAQ also have the authority to request an earlier periodic review.

Taking into consideration any approved one year delays, annual schedules are confirmed 12 months in advance to allow adequate preparation time.

Reviews will normally take place in the period between the first 2 weeks of December and the first week of April, avoiding the enhancement weeks: weeks 6 and 22 and the Christmas and New Year break. This has been observed as the optimum time to secure student involvement and avoid clashing with induction, enrolment, examinations and main holidays. Given this relatively short time window, whilst there is some narrow margin for negotiation, review weeks are allocated by DAQ, in discussion with the faculty APQ.

The 'kick-start' workshop

Apart from the data and feedback gathering and analysis, each periodic review process commences in earnest a minimum of 6 months before the review event, with a workshop provided by DAQ for the programme teams involved in the review. Led by the Quality Officer (Monitoring and Review) and supported by the faculty APQ, the workshop can be held as a specific event or as part of a regular staff meeting and involves:

- Head of Subject/Department
- Faculty Associate Professor Quality/Head of Quality
- Members of the subject/programme team(s)
- Faculty QA Administrator

The programme groupings, timing and type of review will have already been established; which enables the workshop to focus on the practical details.

Practical and detailed written guidance on how to obtain academic management information reports for periodic review through Tableau – the University's management information reporting software can be found on the [DAQ website](#) and will be provided to teams undergoing periodic review. As part of the periodic review process, it is the team's responsibility to download and evaluate the Tableau data. Comprehensive Tableau training sessions have been provided and many staff across all faculties have attended and can access to the data. ***It should be noted that the university's IT systems are currently in a period of transition with the release of the student related phase of Core Systems Modernisation (CSM). This may impact on the provision of management information for the purpose of academic quality management. Updates will be provided as appropriate and further advice can be obtained from the Senior Quality Officer (Management Information) in DAQ and your faculty APQ.***

The Head of Subject/Department (HoS/D) will nominate a member of the faculty/subject/ programme team as review co-ordinator, to lead the review; and a member of the administrative team to provide key administrative support. See further details on roles and responsibilities below.

While it is practical and logical to have a "lead" or review co-ordinator from within the subject/programme team to act as the central point of contact and to be the main author of the SED, the preparation for periodic review should be a team based, collegiate exercise, with various members of the subject/programme team contributing data, information and views. The aim of the workshop is to start the review team thinking about the information needed and to agree who will take responsibility for the various sections of the SED and tasks to be carried out. The workshop promotes a team approach to the review with the aim that the team leaves the session with an action list and the sense that work on the review has begun.

Examples of matters considered in the workshop include:

- Work allocation
- Performance information
- Drafting and submission deadlines for the SED
- Securing external panel membership
- Student involvement
- Involvement of collaborative partners, PSRBs and employers

The workshop can be adapted to meet the needs of the team. It can provide an introduction to the process for those unfamiliar with it, focus mainly on the SED and writing an appropriately evaluative document, looking at templates, examples, sources of data, and student involvement. The DAQ team may also, should the team wish, facilitate a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis process as part of the session.

Roles and responsibilities of those involved in periodic review

The Department of Academic Quality (DAQ)

DAQ has operational oversight of periodic review across the university, including (but not limited to):

- Setting programme groupings for review, in consultation with the faculty APQ.
- Setting, implementing and monitoring the schedule for periodic reviews.
- Providing training, briefings and guidance for all those involved in the process.
- Supporting teams through the process.
- Allocating chairs and internal panel members to review events.
- Facilitating the external panel member nomination approval process.
- Providing a servicing officer for each event.
- Monitoring the outcomes of periodic review activities.
- Providing an annual report to AQC on outcomes of periodic review activities, highlighting common issues and areas of good practice.
- Conducting regular reviews of the process, communicating and implementing approved changes.

Pro Vice-Chancellor (PVC) Dean and Faculty Associate Professor Quality

The faculty PVC Dean and faculty APQ have managerial oversight of periodic reviews within their faculty. Nominations for external panel members must have their approval before submission and they have final say in and approval of the content of the SED. The faculty APQ will be experienced in the area of periodic review and will provide the teams with guidance and support throughout the process

Periodic review co-ordinator

The periodic review co-ordinator takes the lead role throughout the periodic review process. He/she is responsible for ensuring that:

- Nominations for external panel membership are appropriate and put forward in a timely manner.
- Activity in relation to self-evaluation and the SED is co-ordinated, appropriate, accurate and delivered on time. This includes compiling the supporting information; gaining approval on the SED from key members of the faculty executive and circulating the SED and advanced materials to DAQ, the panel and students for commentary.
- An appropriate sample of students (representative of the whole student body) provide comment on the final draft of the SED.
- The panel is able to meet with a representative group of students on the day of the review.
- All participants, including team members, students and representatives from Professional Statutory and Regulatory Bodies (PSRBs)/industry, as appropriate are briefed about the forthcoming event.

Subject Team

The subject team should collectively assist in compiling and proof reading sections the SED as directed by the periodic review co-ordinator.

Separate guidance is available via dmu.ac.uk/periodic-review for the following roles:

Administrative support

The guidance outlines the administrative tasks for faculties to support periodic review, covering: the planning/briefing meeting; arranging the preliminary meeting; circulating documentation; student commentary focus groups; liaising with panel members; supporting the main review event; and work undertaken afterwards. The guidance includes checklists, sample programmes and suggested text for key communications.

Panel members

Detailed guidance for all panel members on their roles and responsibilities in periodic review outlines the aims, purpose, and process of review. This includes specific guidance for external panel members and student representatives. External panel members are paid a fee of £150 for their involvement on the panel, and reimbursed for travel expenses. The fee is subject to tax but expenses will not be taxed. A claim form must be completed and submitted to the relevant faculty administration for processing. A separate briefing statement specifically for review chairs and servicing officers is available via dmu.ac.uk/periodic-review.

Servicing Officer

The guidance outlines the servicing officer role which includes checking the documentation as it arrives, collating panel comments, reporting on actions and points agreed at the pre-meeting, supporting the chair through the event, taking notes on the day and producing the overall report for approval.

Student input

Students play a key role at various stages in the periodic review process. Full details on the roles students play in periodic review can be found in the student input section on page 13. Specific guidance for student panel members is also available via dmu.ac.uk/periodic-review.

The review panel

The panel of reviewers is drawn from a mixture of DMU staff, student representatives and external peers. Ideally membership will be confirmed approximately 6 months before the review event, to ensure space in the diaries of the panel members. Guidance for the role of panel member is available via dmu.ac.uk/periodic-review and will be circulated to panel members by DAQ when they are formally invited to sit on a panel. The constitution of the periodic review panel will normally be:

Chair

A senior academic or academic related role from outside of the faculty (for example, Dean, Head of Department, Associate Professor Quality) who has experience of periodic review. The Chair will be selected by DAQ and will have attended a Chairs' briefing delivered by DAQ.

External Panel Member(s)

There would normally be one to two external panel members and whilst at least one should hold a senior academic post in his/her home institution, externals can also be drawn from industry or PSRBs as appropriate. The criteria for nominating external panel members are listed on page 12.

Faculty Panel Member*

An academic not associated with the design, delivery or assessment of the provision to be reviewed, who has attended a panel members' briefing session provided by DAQ.

(NB: This role may not be required for a Type B review)

Panel Member from a different faculty*

An academic who does not have a close relationship with the provision under review and who has attended a panel members' briefing session provided by DAQ.

(NB: This role may not be required for a Type B review)

Student representative

The student representative will normally be a School Representative Co-ordinator (SRC) and will generally not be associated with the provision under review. Student representatives will receive a briefing from DAQ and ongoing support/advice as required.

Servicing officer

A member of the Department of Academic Quality or nominee as appropriate.

* Both the faculty member and the member of a different faculty will be selected by DAQ from the pool of those who have

experience of periodic review and have attended a DAQ panel members' briefing.

The Head of DAQ, or nominee, has the right to attend all periodic review events and pre-meetings. In addition there is the provision to co-opt up to three additional panel members from outside of the faculty where further expertise is needed (e.g. an APQ from another faculty, an Associate Dean Academic, representatives of central departments, Teacher Fellows, a representative from a collaborative partner institution, or informal representatives of PSRBs). A clear rationale for the addition must be submitted to DAQ for consideration by the Panel Appointments Committee.

Nominating an external panel member

As outlined above, the chair, internal panel members and student representatives are selected by DAQ from annually updated lists of those with experience and knowledge of the process. Nomination of the external panel member(s) is the responsibility of the programme team(s). At the workshop, the team will discuss possible external panel members, in particular considering the need for expertise on the panel which should be appropriate for the provision under review. For example, if the characteristics of the programmes feature postgraduate programmes, distance learning or practice-based learning, the panel should include members with experience relevant to these areas.

Once potential panel members are decided upon, the team should make informal approaches to the individuals to test out willingness and capacity for involvement in the review. This should be done as far as possible in advance of the review to increase the chances of securing high calibre external peers. Once interest is confirmed from the potential panel member(s) the team will submit a nomination form to the Quality Officer (Monitoring and Review) which is available via dmu.ac.uk/periodic-review.

Please note: Nomination forms must be submitted to the faculty APQ and the PVC Dean for approval prior to submission to DAQ.

The nomination form will be submitted for approval to the Panel Appointments Committee by the Quality Officer (Monitoring and Review). Formal notification of involvement in the review will be sent out by DAQ following approval.

Criteria for appointment of external panel members

External nominees must be independent. Anyone with previous involvement with the University, such as a previous external examiner, may only be invited to participate as an external panel member once 5 years have elapsed since his/her end of tenure. It is also important to ensure when choosing an external panel member that no member of the subject/programme team is acting as an external examiner to any programme with which the proposed external panel member has connections. An ex-member of DMU staff or a member of the alumni in a relevant career may also be considered as a review panel member, once 5 years have elapsed since he/she left the University.

External panel members normally need **one or more** of the following credentials:

- Experience as a Quality Assurance Agency (QAA) Academic Reviewer, or Auditor.
- Experience as an external examiner at another institution.
- Represented a PSRB in accreditation activity.
- Other contribution to the debate about subject quality at a national level, for example through Subject Associations.
- Distinction by way of teaching, scholarship and research within the subject.

At least one external panel member shall be in a role with an understanding of educational management issues (preferably in HE).

In order for the university to comply with its legal duties under the Immigration, Asylum and Nationality Act (2006), external panel members are required to confirm their status in relation to the right to work in

the UK as part of the nomination process. External panel members will be asked to bring original documents which evidence the right to work in the UK with them to the event along with a photocopy at the point of confirming approval of the nomination. The Servicing Officer will then check the original and write on the photocopy that the originals have been seen, their name and title, contact details and date. If an external does not bring details to the event as requested, the original should be sent as soon as possible thereafter by post. Alternatively, a validated copy from their line manager or HR department will be acceptable.

Student input

DMU involves its students and alumni in four key ways during the periodic review process:

The programme team should reflect on student feedback from a variety of sources including but not limited to NSS/PTES/PRES results, course/module level feedback and in-house surveys to inform the development of the SED. The data should be collated over 3 years including the current/most recent academic year.

The outcomes of the above source of feedback must inform the writing of the SED and direct reference should be made to any conclusions drawn from the analysis.

A student commentary on the final SED. This involves testing the evaluative nature of the SED with students via a student focus group or via short online surveys as appropriate. The anonymised commentary, approved by the students, is reviewed by the periodic review panel who follow up issues at the periodic review event as they wish.

There is a student representative on the periodic review panel as a full panel member. Support is provided by DAQ for student representatives to understand and feel comfortable and confident regarding their role and purpose.

Students meet with the periodic review panel on the day of the review event (usually via a meeting but also via Skype or conference calls as needed).

The benefit of this multi-faceted approach is that student input is not reliant on one source of views; these various approaches combine to provide a cohesive, diverse and credible student voice. All students who have been involved in the periodic review will be contacted following the event to thank them for their contribution and to provide a summary of the outcomes. This is to ensure closure of the 'feedback loop' and encourages students to see the value of providing feedback.

Self-evaluation – general principles

At the heart of any self-evaluation process is honest self-reflection – the need to consider objectively and explicitly document the strengths and weaknesses of a group of programmes as well as any areas for enhancement. Periodic review focuses on self-evaluation and reflection at both programme and subject level. The self-evaluation process should be owned by all involved. Although there will be a main author of the SED; the preparation and analysis work should be a team exercise, with various members of the subject/programme team contributing data, information and views. The workshop will help to set the agenda, to ensure understanding of the process and to subdivide tasks. In order to avoid isolation, it is also important to ensure that sub teams come back together to meet regularly, both to report on progress and more importantly to identify areas of joint concern and common areas of good practice.

All evaluations should be based on evidence e.g. performance information, student feedback, external examiner reports, team evaluation, National Student Survey (NSS) and/or Postgraduate Taught Experience Survey (PTES), course level feedback/student experience survey, graduate destination data etc.

The evaluation must cover the 3 year period prior to the review; for example for a review event in 2018/19, the team will consider data, information and reports from 2015/16, 2016/17 and 2017/18 in addition to relevant information from the current academic year. The main stages for self-evaluation are:

- Create your team.
- Agree and own your questions/areas to be investigated.
- Identify your strengths, weaknesses and areas for enhancement.
- Find your supporting evidence.
- Make and agree your judgements.
- Agree and own your plan of action for compiling the SED.

Subject teams need to consider all aspects of their approach to teaching and learning as part of periodic review. It may be helpful to break down discussions into the following broad areas (this is not an exhaustive list - subject teams may also have specific areas on which they wish to focus). Further guidance is also contained within the SED template document which can be found via dmu.ac.uk/periodic-review):

- Recruitment and widening participation.
- Student entry, transition and support.
- Curriculum design – including coherence, currency, impact of changing requirements.
- Curriculum delivery – including inclusivity, use of Virtual Learning Environment and ICT.
- Learning opportunities, particularly practise based and experiential learning.
- Assessment and feedback (including coverage of how the feedback loop is closed).
- Internationalisation* within the curriculum.
- Progression and employability.
- Research, including research informed teaching.
- The future – how the team would wish to see the provision develop over the next 5 years.

* All programmes are to provide at least one assessed opportunity at each level relating to the general learning outcomes of the #DMU Global programme and/or the Global Graduate Competencies defined in the '[Global Graduates into Global Leaders](#)' (p8). An assessed opportunity is one in which a number of the module's learning outcomes, and/or its total marks, demonstrably relate to the opportunity. All students are to undertake these opportunities so it follows that, within any individual programme, these opportunities should not be confined to elective modules alone. All opportunities that incorporate overseas travel are to be matched by assessed UK/on-campus opportunities to be offered to students who are unable to travel overseas for valid reasons. The alternatives to overseas travel may be expressed in the module delivery variation section of the relevant template pro-forma. Faculty Heads of International oversee internationalisation and the embedding of #DMUglobal in the curriculum and are able to provide advice and guidance.

Research

For reviews which include coverage of research degrees, the following **additional** information should be included as part of the evaluation of this part of the subject area's work:

- Recruitment of research students including progression from DMU undergraduate and taught postgraduate programmes
- Studentships and awards
- Supervision arrangements
- Resources
- Student progress and support

- Submission and completion rates
- How the research informs the teaching
- How staff and co-created research impacts on taught provision

Equality and Diversity

Periodic review provides an opportunity to reflect on all of the provision under review, including how the curriculum and learning opportunities meet the needs of all students, particularly those with protected characteristics which are identified by the Equality Act (2010) as:

- | | |
|-----------------------------------|---|
| • Age | • Race |
| • Pregnancy and maternity | • Religion or belief (including lack of belief) |
| • Disability | • Sex |
| • Gender reassignment | • Sexual orientation. |
| • Marriage and civil partnership* | <i>* marriage and civil partnership do not apply to educational provision</i> |

Teams preparing for periodic review are no longer required to submit a separate equality prompts submission. Demonstration of consideration of diversity, inclusion and steps taken to ensure equitable participation, experience, achievement and outcomes through the student life cycle should underpin and be summarised within section 8 of the SED. The following might be useful to think about and address:

- The diversity of the cohort and pro-active steps that you are taking to attract under-represented groups to the programmes.
- How the curriculum design, content, delivery and assessment aligns with the principles set out within Universal Design for Learning to provide a wide range of diverse and culturally inclusive resources, references and sources of globally relevant inspiration.
- How anticipatory adjustments for disabled students or those with learning differences are approached.
- The interrogation given to the participation, experience and outcomes that vary by different groups, and the measure put in place to resolve these.

The [revised UK Quality Code for Higher Education](#) requires that:

- Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

The revised Code also provides a useful definition of 'All students' as '... all students irrespective of background or any protected characteristics, studying at any level and by any mode (e.g. undergraduate and postgraduate; full-time and part-time; distance; work-based and on-campus learners; HE apprentices)'

Section 4: Documentation

The Self-Evaluation Document (SED)

The SED forms the basis of the review; it is the culmination of the team's reflection and analysis. An 'exemplary' SED needs to include evaluation that is qualified with supporting evidence. Guidance notes for writing the SED are available at Appendix 1 and via dmu.ac.uk/periodic-review. The notes contains questions to prompt reflection and analysis along with guidance for the completion of the document. The SED should normally be no more than 7000 words excluding appendices and supporting documentation.

The SED approval process is as follows and amendments may be required after each of these stages:

- i. Once the SED has reached the final draft it must be viewed and approved by the relevant programme management board(s) (PMB).
- ii. Following approval by the PMB the final draft must be submitted to the faculty PVC Dean and the faculty APQ for approval. This must take place at least ten weeks before the review event.

Supporting documentation

The SED should be the only new document required for the periodic review. DMU's academic quality processes mean that other evidential supporting documents should already be held by or available to the team. The evaluations in the SED will be based on evidence and this evidence will be of interest to the panel to substantiate claims and statements made by the team. **The evidence will be provided to the panel in a set of supporting documents, which must be clearly listed and cross referenced within the SED.**

Supplied to the panel electronically in advance of the event:

- Draft programme for the review day
- List of panel members (including role and name of home institution)
- Self-Evaluation Document (SED)
- List of supporting documentation (within the SED contents page)
- Student commentary on the SED
- Expenses claim form (for external panel members only)

Supporting documentation to be provided electronically on memory stick:

- Module specifications (templates)
- Programme/course specifications (templates)
- One or two examples of student handbooks
- External examiner reports for the last 3 years
- Programme Appraisal and Enhancement documents (PAEs)/programme enhancement plans (PEPs) for the last 3 years
- A document mapping modules to programme learning outcomes
- Indicative student assessment timetable(s)
- Staff CVs – to be concise (suggest 3 pages) (no personal contact information to be included in CVs)
- Data, including Tableau reports giving student entry profiles, progression and achievement rates; plus any other centrally produced performance statistics and data, e.g. from Strategic Planning Services (SPS)
- Relevant survey results, such as those from the National Student Survey (NSS) and course level feedback with commentary on issues raised and action taken
- QAA Subject Benchmark Statements and relevant PSRB standards
- SSCC/Student Voice Issue Log(s) which also can highlight positive feedback and good practice
- Overview of PSRB(s) (if applicable) – provided by the faculty APQ
- Previous periodic review report and completed enhancement plan

- The faculty strategic plan and any other relevant School/departmental plans
- Staff loading information
- Annual module enhancement plans (MEPs)
- Examples of programme specific documentation: e.g. newsletters, support information
- Most recent Strategic School Review Process (SSRP) report and action plan (if applicable)

Panel members are not expected to print out this supporting material as the panel servicing officer will bring to the review event a laptop to allow the panel to access the information as required.

On the day:

Further information, within reason, may be requested by the panel on the day of the event. A point of contact should be provided to the Servicing Officer to facilitate any such requests.

Normally the review panel will not ask to see student assignments or marked scripts, unless the subject team considers these to be useful to demonstrate particular learning, teaching and assessment practice. In this case it is generally expected that these will be incorporated into the tour of resources.

Documentary requirements for a Type B review will be agreed at the workshop stage. Documentation used for PSRB validations held within the same year as the periodic review event may be accepted if it satisfies the section headings listed in the SED guidance.

Review of documentation by the panel

The SED and supporting documentation must be sent to each member of the panel and DAQ's Quality Officer (Monitoring and Review) eight weeks prior to the review. Panel members are asked to review the documentation and, bearing in mind the aims and purpose of periodic review and the areas for discussion identified by the team (usually section 11 of the SED), feedback to the servicing officer their comments on the documentation. Initial comments and queries will be submitted ahead of the preliminary event (see Section 5) to facilitate efficient consideration of issues by the chair of the panel and the programme team. Panel members are provided with a proforma on which they can list comments and queries under appropriate headings.

Section 5: The periodic review event

Type A periodic review events are held in two stages: the preliminary meeting and the review event.

The pre-meeting

The pre-meeting takes place between the panel chair, the servicing officer, the faculty APQ and representatives of the subject/programme team(s). The Head of the Department of Academic Quality should also be invited to attend. It should be held approximately three weeks ahead of the final review event and its purpose is to agree the key issues for discussion during the review event, to identify any additional documentation required and to shape the programme for the day. The pre-meeting will consider:

- A discussion on the proposed introductory presentation to be provided at the event to put into context the provision under review.
- Factual issues in the SED (or documentation) which need clarification.
- Confirmation of the main matters for consideration during the event.
- Confirmation of the attendance of students at the event.
- Additional information required for the review.
- Confirmation of the programme for the review event.

The review event

A periodic review event normally lasts one day but if the subject provision is large and complex the event may take longer and this will be agreed at the initial 'kick-start' workshop. Type B events may not require a full day. Any additional arrangements will be agreed by DAQ with the external panel member(s) and the subject team. This may involve overnight accommodation for the external panel member(s), which will be organised by the faculty QA Administrator or other faculty administrator providing support for the review.

Type A periodic review events comprise a series of meetings. The panel will have opportunity to talk with staff and students and to view resources such as the library, IT provision, studios, teaching areas and laboratories. Contributions may be made by staff from support areas such as Library and Learning Services and Student Gateway. There will also be several private meetings of the panel throughout the day for panel members to consolidate their findings. The event will conclude with the panel giving a brief report back to members of the programme teams on the outcomes of the review. An example draft programme is shown below, however this is illustrative and should be adapted for each review. The programme for the review event will be subject to panel requirements and subject area arrangements and will be finalised at the pre-meeting. Changes still may be made to the programme during the day as the event unfolds.

Example draft programme which can be adapted to best suit the needs and availability of staff and students:

8.30am	Arrival of panel (refreshments available)
9.00am	Overview presentation from programme team
9.15am	Private meeting of the review panel
9.45am	Meeting with senior team
10.30am	Private meeting of the review panel
11.00am	Meeting with staff team representatives
12.15pm	Private meeting of the review panel
12.30pm	Meeting with student representatives (with lunch)
1.30pm	Private meeting of the review panel
2.00pm	Tour of resources/viewing of student work of appropriate
3.00pm	<i>Additional meeting with members of the programme/senior team if required to clarify any issues</i>
3.00pm	Private meeting of the review panel to draw conclusions
4.15pm	Brief report back to the team of key outcomes

Timings and deadlines for Type B reviews will be agreed between DAQ, the faculty APQ and the programme team(s).

Section 6: Outcomes and follow-up

Outcomes

At the end of the periodic review event the panel will meet with the programme teams to inform them of its conclusion and provide brief feedback. It is anticipated that the panel will give a **confidence statement** to confirm that the programmes under review can continue in approval, subject to further periodic review as follows:

The panel is pleased to confirm to the Academic Quality Committee (AQC) that it has confidence in the quality and standards of the provision under review. The panel, and in particular the external panel member(s), were pleased to confirm that the characteristics and learning outcomes for the programmes were valid. Furthermore, they were confident that the learning outcomes were being met and appropriate standards were being attained in light of external reference points such as QAA benchmarks and Professional Statutory Regulatory Bodies. The panel therefore recommends that the programmes under indefinite validation should continue in approval, subject to further periodic review. Areas where the panel has identified scope for improvement and enhancement, including any

essential actions required to ensure that academic standards continue to be met, are specified in the enhancement plan.

In exceptional cases, where unresolved issues mean that a confidence statement cannot be made, the panel will recommend to AQC that continuing approval is subject to urgent remedial action before the next intake of students. AQC would then need to consider the case as a matter of urgency.

In its feedback to the programme teams on the day, the panel will clearly identify any essential actions, recommendations and areas of potential good practice (see below for further details).

Enhancement Plan

Enhancement is defined by the QAA for the purposes of review in England and Northern Ireland as 'taking deliberate steps at provider level to improve the quality of learning opportunities'. This definition means that enhancement is more than a collection of examples of good practice that might be found across a provider. It is about a provider being aware that it has a responsibility to improve the quality of learning opportunities, and to have policies, structures and processes in place to make sure it can do so. It means that the willingness to consider enhancement stems from a high-level awareness of the need for improvement and is embedded throughout the provider. Please see www.qaa.ac.uk for further information. Accordingly the enhancement plan has been developed with this in mind.

The periodic review panel will provide a list of essential actions and/or recommendations for the enhancement of the programmes and these will form an enhancement plan – a copy of the template is available via dmu.ac.uk/periodic-review. The plan will also state specific timescales and monitoring requirements. The use of 'ongoing' is not allowed.

Essential Actions

These are serious issues which must be addressed to the satisfaction of the panel by the agreed deadline. Programme teams are **required** to fully and satisfactorily address the essential action(s) by the date stipulated by the panel and report to their PMB, Faculty Academic Committee (FAC) and ultimately to AQC, on the completion of these actions.

Recommendations

These are made when the panel believes that areas of the programme(s) could be further enhanced. Although programme teams are not obliged to act on the recommendations, they must report to their PMB, FAC and ultimately AQC on actions taken or provide a sound rationale for not acting on the recommendations. Deadlines will be included in the enhancement plan.

Good Practice

The periodic review panel will clearly identify areas of potential good practice that support enhancement of the student experience and encourage the team to consider ways of sharing and embedding this practice with the rest of the faculty and other faculties. Further information on good practice can be found as an Appendix to this guide. Panels are encouraged to recommend further exploration of areas identified as potential good practice and, for example, ask for a case study to be put together for dissemination purposes within the faculty and beyond as appropriate.

Follow-up

Within two working days of the event, the servicing officer will provide the programme team(s) with a brief report, summarising the overall outcome and the areas of good practice – a report template is available via dmu.ac.uk/periodic-review. This will be accompanied by a finalised copy of the enhancement plan as approved by the chair of the panel. This summary report and enhancement plan should be presented by the team to the PMB for discussion of a response to the essential actions and recommendations.

Within 8 weeks of the event a full report summarising discussions and conclusions of the event will be compiled by the servicing officer and, following chair approval, will be circulated amongst the panel and programme team before being confirmed as the final report.

Please note: Actions in response to the enhancement plan must not be delayed until receipt of the full report; the catalyst for action should be the summary report and the enhancement plan.

Monitoring

Within 6 months of the event the updated enhancement plan must be presented to PMB, FAC and sent to DAQ for submission to the Associate Professor Advisory Group (APAG) (sub-committee of AQC) for monitoring. The plan must be updated with actions taken/to be taken in response to the essential actions and recommendations, details of those with responsibility for the actions and, in the case of recommendations, the rationale for taking no action if this is the case. The plan must also demonstrate how areas of good practice have been taken forward and disseminated. The plan will be presented to APAG by the faculty APQ or Account Manager for the Validation Service programme(s).

It is anticipated that most activity in response to the essential actions and recommendations will be completed within the first 6 months. The use of 'ongoing' when defining outcomes for a periodic review is not allowed. However, where appropriate, monitoring could continue if the how, when and where details are stated, eg. via PMB/FAC/AQC.

Any actions arising from the periodic review should also be included in individual PAEs for ongoing monitoring.

Feedback

To ensure continued improvement of the periodic process it is incumbent on the panel and programme teams participating in the review to provide feedback on their experience of the process. On receipt of the draft full report for comment each panel member and team participant will be asked to return to DAQ any comments on the draft or confirmation of its acceptance. At this point panel members will be asked to give feedback on their experience. A summary of and response to this feedback will be submitted to AQC on an annual basis.

Section 7: Further information

Useful publications

Publications which may prove useful include:

Internal documents

Document	Available from
External panel member nomination form Guidance for periodic review chairs & servicing officers Guidance for periodic review panel members Guidance for periodic review student panel members Guidance for providing administrative support Guide to periodic review Guidance notes for writing the Periodic Review Self-Evaluation Document (SED)	http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/periodic-review/guidance-policies-strategies-period-review/periodic-review-guidance-homepage.aspx

External publications

Document	Available from
The Revised UK Quality Code	http://www.qaa.ac.uk/quality-code/the-revised-uk-quality-code#

Appendix 1: Guidance notes for writing the Periodic Review Self-Evaluation Document (SED)



Guidance notes for writing the Periodic Review Self-Evaluation Document (SED)

This guidance covers writing the SED for periodic review and should be read in conjunction with the Periodic Review Guide.

The SED is the key document for a periodic review. It should be a reflective, evaluative and evidenced document exploring what you think is working well and working less well within the subject area. The SED should include appropriate reference to sources of information and data to support the analysis; it should be balanced, full and open, covering strengths but not attempting to hide issues as well as offering thoughts on developments and improvements. You are not required to provide a detailed description of what you do. Some background information may be necessary to set the scene but the emphasis should be on your evaluation of how effective and successful you believe the various aspects to be. The SED should normally be no more than 7000 words excluding appendices and supporting documentation.

The following guidelines should be used to structure your SED. Please highlight strengths and areas of good practice, including examples, but also highlight those areas that you are working to improve. You should not reproduce in the SED detailed information you are providing as supporting documentation.

An effective approach to writing the SED

The Quality Assurance Agency (QAA) outline in their guidance on writing a SED for HE Review¹ that an effective approach to writing the SED is to provide an opening statement containing an evaluation, then qualify it with supporting evidence. For illustration, the QAA example is provided below:

There is a comprehensive staff development policy and the college offers a wide range of staff development activities which are systematically recorded. Although higher education and further education activities are planned in accordance with the differentiated requirements of both sets of staff, the analysis of the impact of higher education development activities on academic standards and the quality of learning opportunities is underdeveloped.

Such a statement would typically be followed by a clear indication of what is being done to address an area identified for development, for example:

The College's Director of Quality and Human Resources Manager are currently reviewing the staff development policy. It will be strengthened by requiring Higher Education Programme Managers to conduct an annual evaluation of the impact of staff development and training on the standard and quality of higher education provision. This will serve to improve the planning and sharpen the focus of future events. The revised policy will be available from the start of the new academic year, supported by training for Programme Managers and briefings for staff.

¹ <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2772#.Vz2T0qNwavF>

Paragraphs

It is important to make your SED as easily navigable as possible as it is used by the review panel throughout the review. To help in this, each paragraph should be numbered sequentially.

Referencing evidence

It is vital that your SED identifies the supporting documentation that illustrates or substantiates the narrative (see SED Supporting Document checklist on page 29 of the [Periodic Review Guide](#)). In order for the review panel to be able to operate efficiently, both in advance and during the review event, it is important to ensure that all supporting documentation is clearly labelled, numbered and cross referenced in your SED.

Structure of the SED

The SED should be structured around the following sections:

1. Dean's supporting statement
2. Executive summary
3. The scope of the review
4. Faculty strategy
5. Characteristics and learning outcomes as specified in the course and module specifications (templates)
6. Curricula and assessment
7. Student entry, progression and employability (UG, PGT and research)
8. **New for 2018/19 - Equality section**
9. The resource context
10. Programme management and quality assurance
11. The development of the subject
12. Issues for discussion with the review panel

1. Dean's supporting statement

Once the SED has been completed by the team, in consultation with the Learning and Teaching Senior Adviser and faculty Associate Professor Quality (APQ) as appropriate, it should be presented to the Dean and faculty APQ for approval. This should happen at least **ten weeks** prior to the review, and in line with the date agreed at your briefing meeting. As a result of this the Dean will prepare a briefing statement which confirms that the SED is accurate, covers all the information that it should do, and has faculty approval. The statement will also confirm that the faculty has confidence that the learning outcomes of the provision under review are appropriate and are being met, in light of the Quality Assurance Agency (QAA) and Professional Statutory and Regulatory Body (PSRB) benchmarks.

2. Executive summary

This should include:

- A summary of the strengths, weaknesses and areas for improvement identified throughout the SED.
- The future plans that the team have for taking the provision forward.
- The issues which the team would particularly wish to focus on during the review day.

Teams may find it useful to start their preparation of the SED by producing a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. Whichever method of reviewing and evaluating the provision

is used it is important that the points which appear here are to be found and expanded upon in the other sections of the SED. There should be nothing which is unique to this section.

3. The scope of the review

Brief factual information to define the scope of the review in terms of academic provision:

- Programme titles within the subject, and associated programmes that draw on the subject, as appropriate.
- Student numbers on programmes, indicating mode of study.
- Location(s) where the subject is delivered, including partner colleges.
- Levels: FE, undergraduate, postgraduate.
- Include details of research student numbers where appropriate.

Most teams include the information required in a table format as this seems easier to understand. However, it is possible to use this section of the SED to provide contextual information not found elsewhere. For example, some teams include further details on the nature of the programmes they run in order to show that the DMU provision is different from programmes in other Higher Education Institutions (HEIs).

4. Faculty strategy

This section should make clear links between the current and future direction of the individual programme(s) and the strategic direction that the faculty intends to take. It is therefore possible to use the faculty strategic plan to explain why the provision is the shape that it is currently and to show that future developments will fit in with the direction that the faculty intends to take. Also provide a summary of how the provision links to other strategies such as the faculty learning, teaching and assessment strategy.

5. Characteristics and learning outcomes as specified in the templates

In this section the team sets out what the provision aims to do:

- What has informed the intended outcomes for the programmes and how well are the intended outcomes supported by the design and content of the programmes?
- Do staff and students know about and understand the intended learning outcomes? Can all students meet the learning outcomes regardless of diversity related needs?
- If appropriate, how has the curriculum developed since validation and/or the last periodic review?

This section of the SED covers **what** provision the subject team provides through their programmes and how that position has been arrived at. In this sense, it is different from the other sections which are concerned with evaluations of **how** that provision is operating and improving.

A number of teams have used this section as an opportunity to explain the vision and philosophy they have for their subject. Many teams highlight not only the aims of the provision but also the skills that students would be able to demonstrate on completion of their programme. They describe how these overarching skills are linked to the intended learning outcomes of the modules and, in the best cases, to the [QAA Subject Benchmark Statements](#). It may be helpful to look at the learning outcomes mapping grids produced for validation to see how the provision has changed, and for teams to assure themselves that the provision remains appropriate.

Teams have also used this section to explain how students are informed of the learning outcomes and the responsibilities of both staff and students in transmitting, receiving and understanding this information.

6. Curricula and assessment

In this and the following sections, the teams **evaluate** how the characteristics and outcomes are achieved. This section should include:

- An evaluation of how well the curriculum and its assessment contributes to the achievement of programme outcomes including: the range and appropriateness of teaching methods; the effectiveness of assessments in promoting student learning; the range and variety of assessment methods used, evaluating their effectiveness in enabling students to demonstrate achievement (referring to Universal Design for Learning (UDL) principles where appropriate).
- An evaluation of the curriculum's approaches to students with protected characteristics.

Try to be concise and focused, remembering there are other sections of the SED which also allow you to reflect upon the curriculum you offer and its effectiveness. Remember also that evidence should be cited to support your statements but need not be included here. It could be contained in appendices but should be readily accessible to the review panel. It is important to **evaluate** the curriculum and the way that teaching and learning occur, **rather than merely describing it**. Some form of judgement is required, preferably with evidence to substantiate any claim.

The key to this section is to ensure that any description is followed by **analysis** and **reflection** and that comments are backed by evidence. Keeping to a self-imposed word limit may help to create a certain discipline and shift the emphasis onto evaluation and away from description.

This section should include details about internationalisation. All programmes are to provide at least one assessed opportunity at each level relating to the general learning outcomes of the #DMU Global programme and/or the Global Graduate Competencies defined in the '[Global Graduates into Global Leaders](#)' (p8). An assessed opportunity is one in which a number of the module's learning outcomes, and/or its total marks, demonstrably relate to the opportunity. All students are to undertake these opportunities so it follows that, within any individual programme, these opportunities should not be confined to elective modules alone. All opportunities that incorporate overseas travel are matched by assessed UK/on-campus opportunities to be offered to students who are unable to travel overseas for valid reasons. The alternatives to overseas travel may be expressed in the module delivery variation section of the relevant template pro-forma.

7. Student entry, progression and employability (UG, PGT and research)

- Examination of issues relating to recruitment, retention, progression and employability and strategies to address them, if appropriate.
- Are **all** students able to progress (taking into account protected characteristics).

The emphasis in this section is on an **examination** and **evaluation** of the data, rather than its description. All teams should use data provided centrally for any analysis. If there is data held locally by the team then this should only be used in addition to the central data (and tagged as such) and not instead of it. The University's centrally produced academic management information reporting should be used to produce data on entry profiles, progression and achievement using the dashboards provided. As part of the review process, it will be the team's responsibility to download and analyse relevant data not DAQ or Strategic Planning Services (SPS). Technical support can be obtained from the Senior Quality Officer (Management Information) in DAQ. Other centrally produced data can be used to provide additional performance statistics and information relating to student employability (graduate destination survey): this can be obtained from SPS. ***Please note that the university's IT systems are currently in a period of transition with the release of the student related phase of Core Systems Modernisation (CSM). This may impact on the provision of management information for the purpose of academic quality management. Updates will be provided as appropriate.***

Quality of learning opportunities:

- Are teaching methods effective? Are there strategies for staff development to enhance teaching performance?
- How does the team respond to the ability profile of the student intake? What is in place for any pre-arrival transitions/induction activity for first year students and for students moving between levels of study?
- How does the team incorporate approaches to students with protected characteristics, particularly disabled students?
- Is the approach taken to academic guidance and supervision including personal tutoring effective?
- Are there opportunities for students to get involved in university wide initiative such as #DMUglobal, #DMUlocal, Square Mile etc? How much of this is embedded in programmes?
- How is employability embedded in the curriculum including activities during enhancement weeks, placement opportunities etc? How does the team evaluate the effectiveness of its employability strategies?
- What is undertaken to enhance the overall student experience including responding to student feedback?

It is not enough in this section to list or describe the types of teaching methods used by the subject team. There is an absolute need to **evaluate** the effectiveness of the methods used and to show how reflection on current teaching and learning methodologies affects future practice. In other words it is important to show that something has been actioned as a result of any reflection.

It is important that all of the prompts above are addressed. Whilst it may be more difficult to show direct links between academic guidance and student performance, it is certainly worth reflecting upon, even if the action that occurs is to remedy a perceived shortcoming. Similarly, experimentation with new approaches to teaching and learning in order to address the increasingly diverse prior educational experiences and needs of the student intake will by definition not always be successful. However, honest reflection and analysis of these will highlight successes and will allow teams to show that they are constantly trying to improve the way that they deliver their provision.

For reviews which include coverage of **research degrees**, the following additional information should be included as part of the evaluation of this part of the subject area's work:

- Recruitment of research students including progression from DMU undergraduate programmes
- Studentships and awards
- Supervision arrangements
- Induction arrangements
- Student progress and support
- Submission and completion rates

8. Equality and diversity **new section**

Periodic review provides an opportunity to reflect on all of the provision under review, including how the curriculum and learning opportunities meet the needs of all students, particularly those with protected characteristics which are identified by the Equality Act (2010) as:

- Age
 - Pregnancy and maternity
 - Disability
 - Gender reassignment
 - Marriage and civil partnership*
 - Race
 - Religion or belief (including lack of belief)
 - Sex
 - Sexual orientation.
- * marriage and civil partnership do not apply to educational provision*

Teams preparing for periodic review are no longer required to submit a separate equality prompts submission. Demonstration of consideration of diversity, inclusion and steps taken to ensure equitable participation, experience, achievement and outcomes through the student life cycle should underpin and be summarised within section 8 of the SED. The following might be useful to think about and address:

- The diversity of the cohort and pro-active steps that you are taking to attract under-represented groups to the programmes.
- How the curriculum design, content, delivery and assessment aligns with the principles set out within Universal Design for Learning to provide a wide range of diverse and culturally inclusive resources, references and sources of globally relevant inspiration.
- How anticipatory adjustments for disabled students or those with learning differences are approached.
- The interrogation given to the participation, experience and outcomes that vary by different groups, and the measure put in place to resolve these.

The [revised UK Quality Code for Higher Education](#) requires that:

- Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

The revised Code also provides a useful definition of 'All students' as '... all students irrespective of background or any protected characteristics, studying at any level and by any mode (e.g. undergraduate and postgraduate; full-time and part-time; distance; work-based and on-campus learners; HE apprentices)'.

9. The resource context

- Is there a strategic approach to ensure resources are effectively managed to support the curriculum?
- Evaluative comments on the resource provision available to support the programmes/ research, including library provision and accessibility to library resources, availability of equipment, IT and technical provision, the learning and teaching accommodation, the calibre and expertise of the staff team, the staff student ratio etc.
- Are resources in place to ensure that students from all protected characteristics have fair and equal access and in the case of disabled students that anticipatory action or reasonable adjustments have been explored.

This section is concerned with the resources, human and non-human, available to the subject team and the ways that these are utilised with particular reference to teaching and learning and to improving the student experience. Whilst the first prompt for this section asks the team to address the strategic management of resources, and it is important to do so, it is unlikely that periodic review will by itself result in an increase in resources. Nevertheless, the outcomes of periodic review will be noted in the financial planning process, alongside other factors. As stated above, teams are advised to concentrate upon the ways in which the available resources affect student learning and performance.

Most teams have used this section to briefly describe the composition of their staff teams and to explain how and why they are the most appropriate for the programmes concerned. Some teams also indicated the action required concerning staff development and this emphasis is to be encouraged. Teams have also explained the library stock and other learning resources, including IT provision, available to students as well as the specialist accommodation used by the staff and students together with the levels of technical, administrative, clerical and secretarial support made available to them. Teams have also

described the use they and their students make, or can make, of central services such as careers and the welfare services.

10. Programme management and quality assurance

The review team will not need to see a description or evaluation of how normal DMU quality assurance systems operate. The effectiveness of these is audited under separate Academic Quality Committee (AQC) processes.

- There is an opportunity to evaluate how special arrangements operate, for example to ensure the quality and standards of practice-based or multi-site provision.
- If teams have developed good practice in the quality assurance and programme management arrangements this should be recorded. Further guidance on the identification, verification, dissemination and embedding of good practice is available via the DAQ website.
- Is there particular emphasis on consideration of certain types of data such as results of the National Student Survey (NSS) and programme level feedback?

Most teams have used this section to describe the types of issues discussed at team meetings and/or at programme boards, but the emphasis should be upon issues concerned with teaching and learning. It is advisable to also reflect upon the **effectiveness** of any actions undertaken as a result of these discussions. Is it possible to chart any improvements as a result of actions? Have problems been rectified or do they still exist?

Where teams have multi-site or collaborative provision within their subject it is important to demonstrate how this is included in management considerations and quality assurance systems and to honestly reflect on any difficulties that such arrangements may present. Where there are elements such as placements within a subject's provision, this too should be highlighted. It is also important to move on to analyse the effectiveness of the management and quality systems related to this aspect of provision and to show how improvements have been planned or initiated.

11. The development of the subject

Teams should use this section to outline how they would wish to see the provision develop over the next 5 years, taking into account factors such as faculty and University strategy, economic changes, student demographic changes and government policy.

Teams should ensure that future plans are focussed, concise and in line with the needs and requirements of the faculty and should include suggestions for how these will be taken forward. It is suggested that teams aim for approximately 3 to 4 key objectives.

12. Issues for discussion with the review panel

For many teams this is an important section because the items raised here will often form the basis for the opening discussions the team has with the chair of the review panel and should form at least part of the agenda for the review event itself.

At the end of the review event teams should be able to feel that the issues raised here have been addressed either directly or indirectly. That is not to say that specific answers will always be provided for specific questions/issues but at least the team should feel that there has been discussion and debate.

Appendix 2: Supporting Documentation Checklist

Periodic Review SED - Supporting Documentation Checklist		✓
1.	Student commentary on the SED	
2.	Module specifications (templates)	
3.	Programme/course specifications (templates)	
4.	1 or 2 examples of student handbooks – as appropriate	
5.	External examiner reports for the last 3 years	
6.	Programme Enhancement Plans (PEPS) for the last 3 years	
7.	Module Enhancement Plans (MEPs)	
8.	Programme Appraisal and Enhancement documents (PAEs)	
9.	Document mapping modules to programme learning outcomes	
10.	Indicative student assessment timetable	
11.	Staff CVs (to be concise – suggest max 3 pages and containing no personal information etc)	
12.	Data from Tableau	
13.	Relevant survey outcomes, such as the National Student Survey etc	
14.	Staff Student Consultative Committee (SSCC) Issue Logs	
15.	QAA Subject Benchmark Statements and relevant PSRB standards	
16.	Previous periodic review report and updated enhancement plan	
17.	Overview of PSRB(s) for the provision provided by faculty Associate Professor Quality/Head of Quality	
18.	Faculty strategic plan	
19.	Staff loading information	
20.	Examples of programme specific documentation eg, newsletters, support information.	
21.	Most recent Strategic School Review Process (SSRP) report and action plan (if applicable)	

Appendix 3: Good Practice in Higher Education

What is good practice?

The definition of good practice is a much deliberated topic; however a working definition is necessary to inform understanding and identification.

Within the context of higher education, good practice is generally defined as practice that is regarded as making a positive contribution, adding value to the provision and student learning experience and which is worthy of wider dissemination. The Quality Assurance Agency for Higher Education (QAA)² is the independent body entrusted with monitoring and advising on standards and quality in UK higher education. The QAA articulate that a feature of good practice is a process or way of working that makes a particularly positive contribution to the following judgement areas:

- the provider's assurance of its academic standards;
- the quality and/or enhancement of the learning opportunities it provides for students; and
- the quality of the information it produces about its higher education provision³.

Good practice may include:

- established ways of working that have been modified and improved;
- innovations that have successfully addressed specific issues;
- identified ways of working that have demonstrable positive outcomes and could be transferred across other programmes/departments/faculties/HE Sector.

How to define good practice: identification, verification, dissemination and embedding

The first stage in the process has to be **identification**. All too often colleagues are reticent to put forward examples of their practice as being “good”. There is perhaps a view that everyone is doing that already or that upon investigation it will prove to be usual or expected standard practice. Whilst this is perfectly understandable, it is worth remembering that panel members are not just looking for *exceptional* practice but anything that goes above and beyond ordinary, standard practice. Colleagues are therefore encouraged to use the mechanisms available to them such as periodic review, validation, Module Enhancement Plans (MEPs) and Programme Enhancement Plans (PEPs) to identify examples of good practice and potential areas of good practice worthy of investigation.

The second stage in this process is **verification**. It is important that others within a programme team, subject area or faculty accept that examples put forward as good practice are better than the norm. However this does not mean examples should only be promoted if identified or supported by an outside agency eg an external examiner. Indeed experience suggests that practice identified by external examiners is just as likely to be what might be expected or standard as anything else. Verification of good practice also needs to operate at team level if the examples are to be successfully disseminated and embedded. Teams should be encouraged to discuss ideas/practice put forward in an honest and robust fashion including testing with those outside their areas. This discussion is at the heart of verification. If as a result of this it is agreed that practice is solid working practice rather than good or exceptional practice, this is still a good outcome and worthy of recognition as it is endorsement of appropriate practice.

The third stage is to agree on the most appropriate method(s) of **dissemination**. These will vary according to circumstance; nevertheless, whatever methods are agreed upon need to be *proactive and systematic*.

² <http://www.qaa.ac.uk/home>

³ <http://www.qaa.ac.uk/en/Publications/Documents/HER-handbook-14.pdf>

Colleagues will not find out about examples of agreed good practice unless they are communicated effectively and widely thereby increasing opportunities for enhancement. Simply placing examples on a website or in a file for colleagues to look through when they find the time will not work effectively.

It may be useful to refer to the following:

The term “dissemination” has become a familiar part of our vocabulary within higher education and it is easy, therefore, to talk about doing it without having a real grasp of what it means, “to disseminate” or what it is you are trying to achieve by doing it. It is helpful to think about dissemination in three different ways:

- *Dissemination for Awareness*
- *Dissemination for Understanding*
- *Dissemination for Action*

Perhaps the term dissemination can be best described as the “delivering and receiving of a message”, “the engagement of an individual in a process” and “the transfer of a process or product”.

Extract from ‘Creating an Effective Dissemination Strategy’ TQEF National Co-ordination Team, 2000 see <http://www.innovations.ac.uk/btg/resources/publications/dissemination.pdf>

The final stage is **embedding**. Identifying, verifying and disseminating examples of good practice is good but if it makes little or no difference to the practice of others, the process is questionable. Periodic review panels should highlight potential good practice and ask that it be subjected to the identification, verification, dissemination and embedding stages. Any example of good practice identified during a periodic review will be included in the Enhancement Plan. In the first instance enhancement plans will be presented to Faculty Learning and Teaching Committees (FLTCS) who are required to consider any areas of good practice identified through the periodic review process. This provides a mechanism for wider discussion and reflection. Monitoring is also undertaken by Faculty Academic Committees (FACs) and enhancement plans are presented to the Academic Quality Committee (AQC) for scrutiny at a strategic level. Monitoring of the enhancement plan is undertaken six months after the review event to see how areas of identified good practice have been taken forward, disseminated and embedded within programmes, departments and faculties.

Notes:

This paper also draws upon discussions and work in this area (regarding good practice) undertaken by DMU colleagues including the Department of Academic Quality. Feedback is encouraged and will inform the definition and dissemination of good practice. Please send comments and feedback to the Quality Officer (Monitoring and Review) – louise.salmon@dmu.ac.uk.