

Collaborative Review – Partnership and Programme Evaluation Document (PPED) template

This template provides the key headings to be addressed within your evaluation document – the list is not exhaustive and partners should add/append to this as appropriate. The report should be completed by the collaborative partner main link or coordinator in consultation with his/her senior managers and members of the teaching team. It is anticipated that the author of this report will liaise with the Link Tutor and/or UKVS / GPU Account Manager where appropriate but the main author must remain the link coordinator at the partner institution.

In preparation for writing the report you are advised to review previous Collaborative Review or Partner Approval reports (including any conditions/recommendations), whichever is most recent, External Examiner reports and annual quality monitoring material produced during the period covered by the review. The form should be accompanied by the Learning Resources Proforma. Specific programme information is included in this form.

For information on collaborative review see Section 4 in the [Guide to Managing Collaborative Provision](#).

Overview

Brief history of partnership

- Please provide a brief re-introduction to the partner organisation.
- Please provide a brief history of the partnership over the reporting period.
- Please append an organisational chart showing the structure of higher education responsibilities within the institution. If the partnership has undergone a significant re-structure, please include additional charts to reflect the change(s).

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| Collaborative partner | |
| Collaborate review reporting period (e.g. 2012 – 2017) | |
| Name and level of programme or programmes delivered during the reporting period (to include programmes currently suspended) | |
| Model(s) of collaboration (e.g. Faculty owned, Validation Service) for each programme, if delivering more than one | |
| Collaborative partner Principal/Chief Executive | |
| Partner Programme Co-ordinator/ Leader | |
| DMU Faculty/ Faculties responsible | |
| DMU Link Tutor (s)/ External Subject Adviser(s) (for Validation Service provision) over the reporting period | |
| DMU UKVS / GPU Account Manager(s) over the reporting period | |
| Validated numbers max/min over the reporting period per programme, and (if applicable) per location of delivery | |

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| <p>Other relevant information</p> <ul style="list-style-type: none"> Please provide details of any other Higher Education partners and how this fits with the DMU relationship and the Faculty's strategy. Please note that this is solely for information purposes and no references will be sought from other partners. |
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| <p>Conditions/RTCs/recommendations at the previous review or partner approval</p> <ul style="list-style-type: none"> Confirm that all conditions have been met (or provide details of any outstanding actions) and how these have been implemented. Please provide details of progress made on any recommendations following the six month follow up of initial partnership approval or previous collaborative review. |
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Brief summary of experience

Please provide an overall evaluation of the experience of delivering DMU validated programmes since the approval or last Collaborative Review. Refer to specific documentation (e.g. AMRs, External Examiner reports, internal management board minutes etc.) for examples and append these to this report so that the Collaborative Review panel can understand the context.

Curriculum modifications per programme since programme delivery approval event, validation event or last Collaborative Review

Use the table below to list any modifications to the programme that have been approved since the last review (e.g. changes to module delivery, validated numbers, etc.). Please do not include “housekeeping” changes. For further guidance on the terminology, please see [Curriculum modification – an overview](#).

If this is the first review then list the modifications since the date of the programme delivery approval/ validation event).

| Title of provision/module | Details of modification | Date approved |
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Management of the partnership/provision
Communication

- Describe **how effective liaison has been** with the University at senior level within the Faculty.
- Describe **how effective liaison has been** with the University at module leader level or other level (e.g. ESAs for Validation Service provision) within the Faculty and per programme.
- Describe **how effective liaison has been** with the University’s professional services and the De Montfort Students’ Union
- State what **modes of communication** are used (e.g face to face, email, skype?) and frequency.
- List meetings and visits scheduled during the reporting period, including who attended, main issues discussed, etc..

SWOT analysis

Please provide an analysis of the main **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats associated with the partnership/programme(s) and list strategic developments and plans for improvement that have been discussed with DMU.

Indicate the dates and/ or frequency that these discussions took place over the reporting period.

Marketing and promotion

- Please provide a list of activities, website information (insert links) and details of all publicity used for recruitment and promotion and append example marketing/publicity material.
- Universities are subject to consumer rights legislation in relation to the accuracy of information we provide to applicants and students about their programme, including information about programme content and structure, tuition fees and other costs. Please refer to the Competition and Markets Authority guidance to HE providers on consumer rights legislation (March 2015) for more information at: <https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-andstudents> and describe the process for ensuring compliance; that is, please explain the strategy for ensuring that public information about DMU and its programmes is current, accurate and approved by DMU.
- Comment on the effectiveness of the strategies employed to date and any plans for change in the future. Have these strategies worked differently for some programmes or student cohorts than others?

Student recruitment, retention, progression employability.

- Please provide figures for the entire reporting period (listed by academic year and programme) with commentary and analysis. Consult with the UKVS / GPU Account Manager for assistance on figures. The emphasis should be on the examination and evaluation of the data, not just an outline.
 - With reference to employability, please comment for each programme on the effectiveness of employability support given to students.

Relationship with alumni

Please describe the mechanisms and strategy for engaging with alumni and how effective this strategy has been.

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| Curriculum, Teaching and Learning |
| <p>Enhancement</p> <p>Please evaluate the enhancement strategies that may have taken place for the programme in consultation with the faculty over the reporting period – how were these approached, discussed and implemented? Were lessons learned?</p> |
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| <p>Local contextualization</p> <p>Please provide examples where content has been contextualized locally and the mechanisms for delivery.</p> |
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| <p>Approach to Teaching & Learning</p> <ul style="list-style-type: none"> • Please provide examples of implementing teaching & learning strategies and their alignment with DMU. Please make reference to the University Learning, Teaching and Assessment Strategy (ULTAS) and the Assessment and Feedback Policy. <ul style="list-style-type: none"> ○ Comment specifically on the success of the implementation of the principles of Universal Design for Learning (UDL). • Please comment on how teaching methods have been effective over the reporting period and if these have led to improvements. <ul style="list-style-type: none"> ○ What has the role of the Student Voice been in this regard and how was it captured? |
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| <p>Sustainability</p> <ul style="list-style-type: none"> • Evaluate the progress you have made in furthering sustainability and ESD goals within the partnership. How are these achievements shared between partners and across the wider university? |
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| Student matters |

Student guidance and support

- Please provide details of guidance and welfare available to students (formal and informal arrangements) and any specialist HE arrangements – please include details of pre and post-course enrolment.
- Please provide details of personal tutoring arrangements, including examples of good practice and issues that have arisen.
- Comment on how the teaching team provides or supports, learning opportunities for students with disabilities, including specific learning difficulties (e.g. dyslexia). Please cross-reference with UDL examples

where relevant.

Student administration

- Please provide an evaluation of how administrative processes have operated over the reporting period (e.g. enrolment/induction/student ID cards) and highlight any issues that have been addressed or are ongoing (and why).
- Please provide an evaluation of student assessment procedures.

Student evaluation and feedback

- Please outline the methods used to collect student feedback (e.g. surveys, forums, face to face).
- Provide a summary of key issues and how these were responded to. How was feedback on action taken communicated to students?
- Highlight any areas for improvement or good practice in relation to this. How has DMU been made aware of these?

Resources to support delivery

Staffing – please read the document [Teaching teams in partner institutions – guidance on DMU expectations](#), found in the AQS [guidance and forms](#) webpage under “Approval”

- Please provide details of current/future staffing levels in support of the programme(s) delivered.
- Please provide teaching staff turnover percentage figures per year and per programme over the reporting period.
- Please provide details (dates and topics) of input by visiting lecturers/industry specialists.

Staff Development to support delivery

- Please provide a summary of staff development activities undertaken or courses attended by teaching staff relevant to delivery of each programme and include future plans already identified.
- Include details or signpost to a live link of a formal staff development strategy. Indicate if there have been any changes over the reporting period.

Physical resources

- Please provide details of the main learning and teaching environment and any specialist equipment/resources available to students.

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| Learning resources - Please complete the Learning Resources Proforma in Appendix 1 |
| Quality assurance processes |
| <p>Annual Monitoring Report (AMR)/Programme enhancement plan (PEP) or Programme Appraisal and Enhancement (PAE)</p> <p><i>PEPs were required for some programmes until the academic session 2016-17. From 2017-18 onwards all partners are required to submit PAEs at regular intervals during the academic session.</i></p> <ul style="list-style-type: none"> • Please describe the process for preparing the Annual Monitoring Report (AMR) or Programme Enhancement Plan (PEP)/ Programme Appraisal and Enhancement (PAE) and the interaction with DMU. • How are actions from the AMRs and the PEPs/ PAEs followed up with the DMU faculty? Please describe the normal process – making sure you reflect on any difficulties and how these were overcome - but also evaluate the effectiveness of the actions. • Please provide a <u>summary</u> of the outcomes arising from these reports and their actions. <ul style="list-style-type: none"> ○ It is helpful for the Collaborative Review panel to work with examples. Please refer to these by referencing the relevant report (e.g. AMR 2015/16, p.3 section “Graduate Employability”) and append it to this form. This will enable the Collaborative Review panel to understand and evaluate the context. |
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| <p>External examiner reports</p> <ul style="list-style-type: none"> • Please provide a summary of key strengths and areas for improvement identified in reports over the reporting period. <ul style="list-style-type: none"> ○ It is helpful for the Collaborative Review panel to work with examples. Please refer to these by referencing the relevant report (e.g. External Examiner report 2015/16, p.5 section “Delivery and support”) and append it to this form. This will enable the Collaborative Review panel to understand and evaluate the context. • Outline the process for sharing the content of reports with staff and students and how any issues raised have been addressed (if none please indicate). |
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| <p>Good practice / Areas for improvement at either institutional or programme level Provide a summary of good practice and areas for improvement. (NB. these items will be noted as areas for consideration at the review meeting).</p> |

Good practice

Examples of good practice should be new initiatives that have been tried and worked particularly well; any established ways of working that have been modified and improved so as to be presented as examples for other partnerships to consider; innovations that have addressed specific issues successfully; and identified ways of working that have demonstrable positive outcomes.

Areas for improvement

Please indicate when these were identified, what the triggers were, the reasons they are still ongoing and how they are addressed with DMU.

Additional comments

Provide any further comments which have not been covered elsewhere in this form.

List of appendices

Please indicate any supplementary information included as appendices to the completed proforma. Partners should include Appendix 1-3 as a minimum.

Appendix 1: [Learning Resources Proforma](#)
 Appendix 2: [Organisational/higher education structure chart](#)
 Appendix 3: [Example marketing/publicity material](#)
 Appendix 4: ...
 Appendix 5: ...

AUTHORISATION OF REPORT

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| Name of partner main link/ coordinator: | |
| Signature: | |
| Date: | |

Appendix 1**Learning Resources Proforma**

This proforma should be completed by the author of the Partnership and Programme Evaluation Document (PPED)

Please see [Section 4](#) in the [Guide to Managing Collaborative Provision](#).

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| Name of partner institution: | |
| Budget The partner institution is responsible for providing core resources for the programme. Please comment on how the programme is resourced, including the total expenditure for library stock for the programme(s) | |
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| Stock Students must have access to sufficient material to underpin their studies. Where possible, material which provides a breadth of reading should be accessible as well as material on reading lists. Please comment on: <ul style="list-style-type: none"> • How resources are selected and updated • Total stock numbers for the programme(s) • If applicable, how many current journals (either print or electronic) are subscribed to for the programme(s) • If applicable, what full-text and bibliographic academic databases are available for the programme(s) • Whether reading lists are made available to staff responsible for library access and resourcing • Any reciprocal borrowing schemes or Interlibrary loan services that are available to obtain stock not held at the partner institution | |
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| Physical library and staffing Students benefit from access to a physical library and appropriate staffing. Please comment on: <ul style="list-style-type: none"> • Whether the partner institution has a dedicated library? <ul style="list-style-type: none"> If yes: <ul style="list-style-type: none"> ○ How many staff are employed? ○ What are the opening times of the library? If no: <ul style="list-style-type: none"> ○ How are resources made available to students? ○ Who manages the purchase of and access to resources? | |

Liaison and communication

Ongoing communication about library access and resourcing is important.

Please comment on:

- How staff with responsibility for library access and resourcing become aware of course developments and review, and the effectiveness of communication with teaching staff
- Whether any contact has been made between library staff at De Montfort University and staff with responsibility for library access and resourcing at the partner institution. Are there any ways to improve communication or further develop links within the partnership?

Evaluation and review of services

Access to library resources should be reviewed in terms of student feedback.

Please comment on:

- How students' feedback about library provision is recorded
- How is this feedback responded to?
- Whether library access and resourcing is evaluated and fed back into service improvements