

Periodic Review Guidance revisions 2015/16

Summary

The Periodic Review Guidance has been revised to ensure that all programmes and planned developments are aligned with the University's Education and Student Strategy 2014-20.

The highlighted amendments aim to facilitate consideration of the strategic themes for development of the education and student experience through the Periodic Review process.

Recommended Action:

Education & Student Committee is asked to **note** the revised Periodic Review Guidance.



Guidance for Periodic Review

Scope

All taught and research students studying on programmes at City University London, including all collaborative provision except validated programmes (for which a separate process of revalidation exists)

To be read in conjunction with

Periodic Review Policy
Checklist of Tasks
Briefing for Students and Alumni
Briefing for Chairs
Briefing for External Panel Members
Sample Topics for Periodic Review Day
Proposed Development Event Agenda
Proposed Periodic Review Day Agenda
Annual Programme Evaluation policy and guidance
Register of Collaborative Provision
Education & Student Strategy 2014-20

Periodic Review Guidance

The Policy on Periodic Review sets out the purpose of Periodic Review and the principles upon which it is based. This guidance should be used in conjunction with the Policy and also provides additional information to support the development and use of Annual Programme Evaluations (APEs). This document was last revised in August 2013 to improve guidance on partnership provision and QAA subject benchmark statements.

Contents

Periodic Review Guidance	3
Periodic Review framework	3
Scope and coverage	4
Timing	4
Strategic matters	5
Key activities	6
a) Preliminary meeting	6
b) Development Event.....	7
c) Drafting the Reflective Review and Action Plan	8
d) Meeting between the Chair, Secretary and Programme Director(s)	9
e) Periodic Review Day	9
f) Post-Periodic Review	10
Roles and Responsibilities.....	12
Programme and School	12
Professional Service Departments	13
Periodic Review Panel	14
Process	17
Timescales.....	17
Checklist	18
Appendix 1a – Possible contents list for Reflective Review & Action Plan (taught/ mixed degree provision)	19
Appendix 1b – Possible contents list for Reflective Review & Action Plan (research degree provision only).....	23

Periodic Review framework

Periodic Review is normally undertaken at departmental or discipline level on a six-year cycle. Periodic Review will:

- Be undertaken alongside PSRB accreditations or reaccreditations wherever possible.
- Provide opportunities to encompass significant developmental areas to be addressed arising from feedback from students, such as the National Student Survey, Your Voice and module evaluations.
- Provide an opportunity to propose developments to the programmes which can be considered for approval as part of the process.
- Draw on existing evidence, for example Annual Programme Evaluations.

- Provide an opportunity to ensure that programmes and planned developments are aligned with Education and Student Strategy

<http://www.city.ac.uk/about/education/education-student-strategy>

Scope and coverage

The scope and coverage of each Periodic Review will be decided through discussions between Associate Deans (Education), Programme Directors, Heads of Department and Student & Academic Services and will be agreed by the DVC¹. There will be a degree of flexibility to enable focus to be placed on areas/issues that are in the developmental interests of the programme/department/discipline teams.

Key considerations when deciding scope and coverage include:

- The extent to which programmes in the same department/discipline area are cognate or whether more than one Periodic Review should be held per department or discipline.
- The extent to which undergraduate, postgraduate taught and postgraduate research provision in a department or discipline area are complementary or directly related to each other or whether, for example, it would be more effective to review programmes using different groupings (e.g. all research degree provision together).
- Any partnership arrangements that should also be included in the Review. Normally, all partnership arrangements related to the programmes under review should be included, including articulations and access/feeder programmes.
- The size of provision in a department or discipline area. Where provision is large (either in terms of number of programmes/routes or number of students studying on those programmes/routes), it might be more effective to hold more than one Periodic Review. Consideration should also be given to holding the review over more than one day.
- Whether other departments or Schools are involved in the provision (either in the form of a joint programme or in the form of service teaching of one or more modules). Where this occurs, discussions should be held with those departments or Schools to ensure appropriate involvement in the Periodic Review. Involvement would normally include input into relevant parts of the Development Event and Reflective Review and Action Plan and attendance at meetings during the Periodic Review Day.

Timing

This is also agreed in discussions between the various parties. The timescales should allow appropriate time for reflection and the planned development of the curriculum, whilst also supporting the timely implementation of any agreed changes. Key considerations when deciding timing include:

- Any PSRB events, including (re)accreditations:
Some programmes ask that Periodic Reviews and reaccreditation events occur simultaneously. Where this is desired, discussions should be held between the Programme Director, Academic Services and the ADE to ensure that the process is effective and efficient and that all the needs of all parties are met through the Review. Additional meetings may be required and some documentation may need to be amended.

Other programmes ask that Periodic Reviews act as preparation for, or follow up to, (re)accreditations. Where this occurs, discussions should be held to ensure that

¹ Where research degree provision is to be reviewed, Associate Deans (Research) and Senior Tutors for Research are also likely to be involved. For reviews involving partnership provision, the Academic Partnership Coordinator(s) will be involved.

additional burden is not placed on the programme team and that both Reviews can be effective (especially that the Periodic Review panel is able to make meaningful recommendations that can be taken into account by the Programme Team).

- Availability of students, senior School staff and the Programme Team/Senior Tutors for Research: without sufficient engagement from each of these three groups, appropriate consideration of provision will not be possible. A sufficient number and spread of students must be available, as well as the Dean and Associate Dean (Education) (for the senior staff meeting) and as many members of the programme team as is considered appropriate (for the Programme meeting)². The timing of the Periodic Review Day in the Academic Year must be considered as soon as possible and meetings confirmed with all those attending.
- Where a review includes partnership provision, the availability of the Academic Partnership Coordinator and staff and students from the partnership programme, as appropriate to the type and size of the partnership, should be considered.
- Ability to implement any changes that are proposed as part of the Review and/or that are recommended by the Panel: some Periodic Reviews incorporate proposals for new provision and/or amendments to existing provision, whilst others list actions designed to enhance the educational offer and the student experience. In a number of instances, Periodic Review Panels also ask for further actions to be considered or undertaken to support the quality and standards of provision. The Periodic Review Day should be timed to enable any changes required for the following academic year to be processed appropriately and planning for medium-term actions to be undertaken.
- Timing of the Development Event: the Development Event (see page 7) is designed to support reflection and to assist with the subsequent compilation of the Reflective Review and Action Plan. At least two-three months between the Development Event and the Periodic Review Day is considered appropriate, to ensure that sufficient time can be allowed to the drafting of the Reflective Review (including discussions with students, at the Programme Committee(s) and at the School Programme Approval and Review Committee)

An indicative timescale is provided on page 17.

Strategic matters

Periodic Review is an academic process. To support this, some Schools may wish to undertake strategic, financial and marketing consideration of the programmes that will be reviewed in advance of a Periodic Review, either during the annual planning process or as a discrete exercise. This may be similar to what occurs when a new programme is developed or when substantial programme amendments are made. Any consideration of this nature should be designed to provide a strategic framework within which Programme Teams can then work to develop the Reflective Review and Action Plan. If Programme Teams wish to challenge some of this framework, they may detail this within the Reflective Review. These areas can then be discussed on the Periodic Review Day.

Matters such as strategic fit and any resource issues may also be explored at the Senior Staff meeting.

² Where research degree provision is to be reviewed, Associate Deans (Research) and Senior Tutors for Research are also likely to be involved.

Key activities

Periodic Reviews consist of the following key stages:

a) Preliminary meeting

Items to be discussed include:

- **Scope and coverage** of Periodic Review (see page 4) including, if applicable, how partnership provision will be covered.
- **Documentation** (see below) and identification of any gaps.
- Confirmation of people involved and **roles and responsibilities** (see page 12), including the support available from Student & Academic Services and Learning Enhancement and Development. Consideration of a **Development Event** (see section b below), including when this can be scheduled in order to inform the drafting of the Reflective Review.
- Development of the **Reflective Review and Action Plan** (see Appendix 1A and 1B for suggested templates).
- Confirmation of the **dates** for Review and consideration of the Panel, including the Panel member from the School. Schools may wish to nominate a Panel member from a programme due to be reviewed in the same or the following academic year.

Attendees are usually:

- Associate Dean (Education).
- Head of Department (or equivalent).
- Programme Directors (this may include staff from partner institutions where appropriate)
- Student & Academic Services representative.
- Learning Enhancement and Development liaison.
- School or programme administrator (if required)
- Associate Dean (Research) and Senior Tutors for Research may attend if the Periodic Review will incorporate research degree provision.
- Academic Partnership Coordinators for any partnership provision that will be included.

The preliminary meetings are supported by advance circulation of documentation pertaining to the programme. The following is an indicative list of information to be provided; additional information may be requested at any stage to support the Review Panel:

- **School Plan**
- **Action plans from past Periodic Review/s**
- **Annual Programme Evaluations** (including management information), usually from the last 2-3 years.
- **External Examiner reports** and responses, usually from the last 2-3 years (for research degree provision, viva voce Chair Reports should be included instead).
- **Student survey data** (e.g. NSS, Your Voice, PTES or PRES) and other available **student feedback** as appropriate, usually from the last 2-3 years.

- **Destinations data**, usually from the last 2-3 years.
- **Programme Handbooks** (these should include Programme Specifications and Module Specifications. Where they don't, the Programme and Module Specifications should be provided separately).
- Most recent **Professional, Statutory or Regulatory Body report** (where applicable).
- For partnership provision, **annual reports from the Academic Partnership Coordinator** for the last 2-3 years (these reports were introduced in 2012-13).
- Relevant **QAA subject benchmark statements** (<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>)
- **Education and Student Strategy**

b) Development Event

Development Events are important components of the Periodic Review process. They provide an opportunity for reflection and action-planning by all members of the programme team(s) including staff from partner institutions; they also demonstrate the developmental and facilitative nature of Periodic Review. They should be informed by the background documentation previously compiled (see above).

Development events provide programme teams with an opportunity to:

- contribute to discussions around the **planned medium and longer term development** of provision, building on and in support of APEs and development plans in alignment with the Education and Student Strategy;
- review ongoing relationship with current **partners**, with the potential to review the development/expansion of the relationship;
- **reflect on provision**, including current teaching/assessment practices and curriculum (or equivalent for research degrees), in the context of management information (including external examiner and student feedback) and action plans from APEs and in alignment with Education and Student Strategy;
- explore the development of **new provision**, if relevant;
- explore new/**innovative approaches** to delivering programme content (e.g. e-learning), different learning and teaching styles, diversity of assessment methods and building links/joint provision with other departments, Schools or Partners;
- explore **student support** matters such as personal tutoring and PDP;
- identify any **staff development** needs.

The Development Event should also be used to discuss **how the Reflective Review and Action Plan will be drafted and reviewed**.

Events are led by the ADE and/or the Head of Department, with support from LEaD and Student & Academic Services as required³. An agenda will be discussed at the Preliminary Meeting (see the Quality Manual website for a proposed agenda).

Following the Development Event, the ADE (in liaison with the Programme Team, Student & Academic Services and LEaD), will establish a schedule for the drafting and review of the

³ Where research degree provision is to be reviewed, Associate Deans (Research) may chair the event.

Reflective Review and Action Plan. This should take account of any further development activities and/or workshops that have been agreed.

Notes from the Development Event should be provided as part of the documentation for the Periodic Review Day.

c) Drafting the Reflective Review and Action Plan

This is the key document for the Periodic Review. It should be developed using the outcomes of the Development Event, the documentation compiled for the Preliminary meeting, other relevant information including Education and Student Strategy, and any strategic, financial or marketing work undertaken at School level. Staff from the partner institution should be involved in drafting relevant sections of the Reflective Review as appropriate to the type of partnership.

The Reflective Review is designed to:

- include **evaluation and planned actions** that reflect available educational quality information (NSS, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey results (as applicable), External Examiner/viva voce Chair reports, APEs, student feedback, Your Voice, statistics and market information);
- **Review alignment of provision with the Education and Student Strategy;**
- reflect **requirements of the discipline area** including reference to existing, revised and new relevant subject benchmark statements and how they are reflected within the provision (<http://www.gaa.ac.uk/assuringstandardsandquality/subject-guidance/pages/subject-benchmark-statements.aspx>);
- be balanced between retrospective evaluation and forward looking strategies based on **market needs**;
- provide the vision and strategy for the programmes' development for the next 3-5 years, including identifying the **programmes' strategic fit and viability** during that period;
- evaluate the quality of the overall **student learning experience**;
- demonstrate the impact of **educational enhancement** activities undertaken in response to student feedback, external examiner feedback and programme-level management;
- articulate and embed the **outcomes from the Development Event**.

The Action Plan is designed to:

- support outcomes from the **Development Event and Reflective Review**;
- reflect ongoing actions from **Annual Programme Evaluations**;
- **include detail of planned development of provision over a 3-5 year period and how this will support the Education and Student Strategy;**
- detail any **programme amendments, new programmes to be developed or proposals for the removal of modules**, as relevant.

A possible contents list and format is provided in Appendix 1. There is no word count for this document but it is not expected to be overly lengthy.

The Reflective Review is accompanied by supporting documentation. This will usually consist of the documentation provided for the Preliminary meeting, plus the notes of the Development Event and any additional information requested by members of the Panel or agreed as part of the Development Event. Where agreed, supporting documentation might also include a short statement of endorsement from the Dean/Chair of Board of Studies to

the proposals being made and/or a financial statement, marketing strategy and competitor analysis developed within the School.

The Periodic Review submission, especially the Reflective Review and Action Plan and the student-facing documentation (i.e. the Programme Handbook, including Programme and Module Specifications), should be considered and approved by the School Programme Approval and Review Committee. The PARC is responsible for ensuring the quality of the Reflective Review and Action Plan and the supporting documentation. Where revisions are required, these should be undertaken and signed off before the final submission of documentation to the Panel. The PARC must be scheduled sufficiently before the deadline for the submission of paperwork to the Panel to enable any necessary revisions to be made and signed off by the Chair of the PARC.

d) Meeting between the Chair, Secretary and Programme Director(s)

A meeting between the Chair, Secretary and Programme Director(s) should be held prior to the Periodic Review Day. The Academic Partnership Coordinator may also be involved in this meeting if it is determined that the size and type of partnership provision would make their attendance useful. This meeting is designed to enable the Chair and Programme Director(s) to discuss any key issues that are likely to arise during the Periodic Review Day and to support the use of the Day as a developmental process for the programme team(s). The student panel member may also be invited to this meeting if the Chair and Programme Director(s) consider that this would be beneficial.

e) Periodic Review Day

The day consists of a number of meetings with relevant stakeholders where the educational offer and future enhancement of provision, as detailed in the Reflective Review and Action Plan, are discussed. A proposed agenda can be found in the Quality Manual, along with some sample questions for the different meetings. Attendees should be carefully chosen to ensure each meeting covers appropriate content. Meetings include:

- **Students** – a full range, e.g. representatives of undergraduate (FT and PT, home and overseas, Yr 1, 2 and 3), postgraduate, research, distance learning or students from partner institutions as appropriate. Alumni may also be invited, although this may require a separate meeting. This meeting may take place on a separate day to take account of the availability of students.

This meeting will explore student views of the provision, including teaching and assessment practices (or equivalent for research degrees), learning resources, student support and mechanisms for gaining student feedback on experiences. It will also consider student views on proposed changes or enhancements to provision, as well as other areas that students consider might require enhancement.

Where programmes consider that *additional* student input may be beneficial, student views can also be canvassed in a less formal way in advance of the Periodic Review day, for example, through a focus group. Where this occurs, notes from such meetings should be included as part of the documentation submitted. Student & Academic Services can provide advice on the use of these additional mechanisms.

- **Departmental/discipline staff** involved in the preparation of the Reflective Review – this will include the Head of Department (or equivalent), Programme Directors and professional services staff⁴.

⁴ Where research degree provision is to be reviewed, Senior Tutors for Research and a selection of research supervisors are also likely to be involved.

This meeting will explore the views of the Programme Team and others directly associated with the provision, including approaches to teaching and assessment (or equivalent for research degree provision), any strengths/weaknesses/opportunities/threats, management and operation and the rationale for proposed actions and changes. It is likely that student views, including those gained from the student meeting, will be discussed with the Programme Team.

- **Senior School staff** – Dean, Associate Dean (Education) and others as agreed at the Preliminary Meeting (e.g. Associate Dean (Research) for research degree provision).

This meeting will focus on the broader framework within which the provision sits, including resources, staff development, positioning, quality management and strategic fit. Issues that have arisen during the other meetings may also be discussed with the Senior Team, including those that have resource or other implications.

- **Partnership provision** – this may be covered through one or more separate meetings with staff and/or students or may be covered in the above meetings with other provision. Where appropriate, relevant staff from partner institutions will be invited to participate. Arrangements for meetings and the involvement of staff from partner institutions will be dependent on the type and size of the partnership provision. For example, articulation provision is likely to be covered in broader programme meetings without partner staff, whereas it is likely to be appropriate for joint partnership provision to be covered in separate meetings with staff from the partner present. The approach to be taken will be determined through discussions between Student & Academic Services and the Associate Dean (Education).
- **Programme amendments** that have already been considered by School PARCs can be considered at a separate meeting during the day. All documents would need to be provided in accordance with the normal processes for programme approval (see Section 3 of the Quality Manual).

The outcomes of the Periodic Review will include:

- **confirmation of the quality and standards** of the provision;
- **endorsement of the Action Plan** and timescales, possibly with the addition of actions and/or recommendations;
- decisions on any proposed **amendments or approvals**;
- endorsement of strengths of the provision, often in the form of **commendations** (those areas identified as good practice or strengths by the Review Panel);
- **recommendations** (observations which are normally set to encourage further enhancements to the programmes and may be directed towards the programme team, School or University);
- where applicable **conditions** may be set that must be met within a stated timeframe. This category of outcome will only be used when quality and academic standards require.

Partnership provision will be clearly identified in the Periodic Review report and outcomes as appropriate to the nature of the provision.

f) Post-Periodic Review

Periodic Review Reports are received by the University's Education Committee. Thematic reports from Periodic Reviews are also provided to Education Committee on a periodic basis; this enables consideration of themes arising from periodic reviews and the use of

outcomes to inform enhancement activity. Education Committee will also consider themes and issues relating to partnership provision.

Programme Teams are asked to provide a timely response to the report, as well as a one-year on update on actions undertaken. The initial response should cover any conditions and recommendations, as well as any general comments on the report and the topics covered during the Periodic Review Day. The one-year on report will generally provide an update on progress with actions arising from the Periodic Review, including any actions related to conditions or recommendations, and an update on progress with the implementation of the Action Plan arising from the Periodic Review process.

Initial responses and one-year on reports should be considered by the Programme Committee and approved by the Board of Studies (may be delegated to the School Programme Approval and Review Committee). Both the response and one-year on update will also be received by Education Committee. Where conditions are set, these should be met within the timescale established at the Periodic Review.

Periodic Review outcomes are monitored by the Programme Committee and by Boards of Studies. Actions to be undertaken should be incorporated into the next Annual Programme Evaluation. LEaD and Student & Academic Services can provide support to enable successful delivery of the Action Plan.

Roles and Responsibilities

Programme and School

Role	Responsibilities
Dean/Chair of Board of Studies	<ul style="list-style-type: none"> ▪ Overall responsibility for quality and direction of educational provision. ▪ Involved in Senior Staff meeting. ▪ Endorse Reflective Review and Action Plan, including its fit with School strategy and its financial viability. This may include submission of a short statement as part of the documentation for the Periodic Review.
Associate Dean (Education) <i>[where research degree provision is involved, this may be shared with or managed by the Associate Dean (Research)]</i>	<ul style="list-style-type: none"> ▪ Detailed oversight and management of Periodic Review. ▪ Provide guidance to Programme Team on Education & Student Strategy, School Plan, University Educational Priorities etc (for research degree provision, guidance on Research Strategy, Research Priorities may also be relevant).
Board of Studies/ Programme Approval & Review Committee	<ul style="list-style-type: none"> ▪ Provide peer review and feedback on Reflective Review and Action Plan and the additional documentation, especially the quality of student documentation (Programme Handbook, including Programme and Module Specifications). ▪ Monitor implementation of action plan and Periodic Review outcomes. ▪ Consider and approve programme team initial responses and one-year on reports.
Head of Department (or equivalent) and/or Programme Directors <i>[where research degree provision is involved, this may be shared with or managed by Senior Tutors for Research]</i>	<ul style="list-style-type: none"> ▪ Coordinate development of Reflective Review with relevant members of Programme Team/School Staff ▪ Facilitate staff engagement with Periodic Review ▪ Identify potential external member for Panel ▪ Manage student input and briefing prior to Review day
Programme Teams <i>[where research degree provision is involved, this may be shared with or managed by research degree supervisors]. [Where partnership provision is involved, this may include programme staff from the partner institution, where appropriate to the nature of the partnership].</i>	<ul style="list-style-type: none"> ▪ Provide input into development event, Reflective Review and Action Plan ▪ Attend Periodic Review ▪ Provide input into the response to the Periodic Review report and one-year on report
Students and Alumni	<ul style="list-style-type: none"> ▪ Consider and provide input to Reflective Review and Action Plan

Role	Responsibilities
	<ul style="list-style-type: none"> Attend Periodic Review

Guidance for students and alumni is available.

Professional Service Departments

Role	Responsibilities
Student & Academic Services	<ul style="list-style-type: none"> Coordinate arrangements on behalf of DVC. Provide advice on matters related to Periodic Review policy and process including how partnership provision will be covered. Facilitate links between the School, LEaD, Review Panel and any other departments. Support the SU in the identification of student panel members Brief student panel members on the role of Periodic Review and the nature of the student panel member's contribution to the Day Facilitate links between the Chair and Programme Directors and the Chair and student panel members Provide advice on matters related to the University's academic framework, Strategy and Education & Student Strategy. Share knowledge of practice in other Schools, at partner institutions and from the wider national/international context. Provide guidance in relation to the development of partnership provision. Contribute to discussions around the development of provision in accordance with student learning experience matters and quality of provision. Support the production of the Reflective Review and Action Plan, including providing feedback on drafts. Act as Secretary to the Review. This includes supporting the Panel with background to developments and advice during the process and writing a report that provides direction to the ongoing enhancement of provision and is based on the findings of the panel. Work with programme teams on follow-up to Review, in conjunction with LEaD
Learning Enhancement and Development	<ul style="list-style-type: none"> Work in partnership with Schools to understand requirements and plan and design new learning opportunities and enhance existing offerings.

Role	Responsibilities
	<ul style="list-style-type: none"> ▪ Support the evaluation of existing provision and exploring tools and techniques that might enhance the learning experience of students. ▪ Facilitate Development Events and participate in discussions in advance of the Periodic Review meeting. ▪ Contribute to the development of the Reflective Reviews and Actions Plans. ▪ Provide specialist advice on academic practice, educational developments and technology-enhanced learning. ▪ Provide ongoing support to ensure the successful delivery of agreed actions.
Students' Union	<ul style="list-style-type: none"> ▪ Identify student panel members with Student & Academic Services ▪ Contribute to training/briefing to student panel members on the nature of their role on the panel and how they can fulfil that effectively
Other Professional Service Departments	<ul style="list-style-type: none"> ▪ As required, to support enhancements to programmes and the student learning experience. For example: ▪ Learning resources and student support functions from Information Services and/or Services for Students. ▪ Profile and recruitment support from Marketing. ▪ Estate and facilities support from Property and Facilities. <p><i>Any support required should be indicated in the Reflective Review and Action Plan.</i></p>

Periodic Review Panel

The Panel will be carefully constructed to support the Review by ensuring that there is an appropriate range of relevant expertise and experience:

Role	Who	Responsibilities
Chair	Normally an Associate Dean (Education) or senior member of academic staff (HoD or equivalent or Academic Lead)	<ul style="list-style-type: none"> ▪ Has involvement throughout. ▪ Meets with the student panel member, the Secretary and the Programme Director(s) in advance of the Review Day. ▪ Leads discussion and ensures all relevant areas are explored through the Review. ▪ Facilitates the contribution of all panel members, including the student panel members.

		<ul style="list-style-type: none"> ▪ Identifies leads for different questions/ sections of the Periodic Review. ▪ Summarises outcomes at the end of the Review Day and signs off the fulfilment of any conditions.
Student panel member	<p>Normally a programme representative, School Representation Officer or SU Sabbatical. Must be taken from a School different from the School in which the provision being reviewed sits. Where possible, students should be matched to the level of provision being reviewed.</p>	<ul style="list-style-type: none"> ▪ Full member of the panel. ▪ Engages in training/briefing sessions with the SU and Student & Academic Services in advance of the Review Day. ▪ Supports the panel's evaluation of academic standards and whether the programmes are of a sufficiently high quality. May focus on student-facing components (e.g. student support, assessment and teaching quality, student satisfaction scores, student-facing documentation). ▪ Engages with the Review prior to the Review Day through a meeting with the Chair or email discussion – for example identifying questions to be considered on the Day. May also meet with the Chair and Programme Director(s). ▪ Leads relevant parts of the Panel's discussions on the Day.
Two internal panel members	<p>Senior members of academic staff (Programme Director or equivalent):</p> <ul style="list-style-type: none"> • one from outside the School involved, • one from within the School but external to the department/ subject discipline. <p><i>These may be drawn from programmes due to be reviewed in the same or next academic year</i></p>	<ul style="list-style-type: none"> ▪ Support the panel's evaluation of academic standards and whether the programmes are of a sufficiently high quality. ▪ Engage with the Review prior to the Review Day through a meeting with the Chair or email discussion – for example identifying questions to be considered on the Day. ▪ Lead relevant parts of the Panel's discussions on the Day.
External panel member	<p>Required to provide high level insight into the profession/ discipline under review. Should be:</p> <ul style="list-style-type: none"> • sufficiently senior within 	<ul style="list-style-type: none"> ▪ Provides an appropriate element of independence and externality. ▪ Engages with the Review prior to the Review Day through a meeting with the Chair or email discussion – for example identifying questions to be considered on the Day. ▪ Provides significant input to the panel's evaluation of the programmes currency and content, leading this part of the panel's discussion on the Day

	<ul style="list-style-type: none"> institution/field; from a comparable institution; independent of provision under Review (if a former member of staff at City, s/he must have left at least five years prior to Periodic Review).
Secretary	<p>Member of Student & Academic Services</p> <ul style="list-style-type: none"> Supports the process, including links between different Panel members. Supports the Review panel. Drafts the report arising from the Review. Ensures the Review report and the programme team's response and one-year on reports are provided to Education Committee. Ensures any conditions arising from the Day are signed off by the Chair.
Additional Panel members	<p>As required (any proposals must be approved by DVC)</p> <p><i>For partnership provision, depending on the nature of the partnership, this may include panel members with specific experience of partnership provision and/or a representative from the partner</i></p> <ul style="list-style-type: none"> Support the programme team and the aims of the Periodic Review.

Support and advice for members is available from Academic Services. Written guidance exists to support the Chair and External panel member and to support those students and alumni who meet the Panel.

Process

Timescales

An indicative timeline for Periodic Review is:

When	Activity	Involvement
Prior to preliminary meeting	Compile supporting documentation	Programme team/HoD/ADE/APC ⁵
6 months prior to Review Date	Preliminary meeting	See above
After preliminary meeting	Draft Development Event agenda	ADE, programme team, AS, LEaD
Approximately 5 months prior to Review Date	Development Event	See above
2-5 months prior to Review Date	Meetings to discuss and develop draft Reflective Review and Action Plan	Programme team, APC, ADE, LEaD and AS
2-5 months prior to Review Date	Meetings with students to discuss draft Reflective Review and Action Plan	Programme team, APC, ADE
2 months prior to Review Date	Consider and approve Reflective Review and Action Plan and supporting documentation, including Programme Handbook/ Programme and Module Specifications	PARC/BoS members (including ADE)
1 month prior to Review Day	Reflective Review, Action Plan and supporting documents submitted	Programme team and School Staff
3 weeks prior to Review Day	Meeting between the Chair, Programme Director(s), APC and Secretary	Programme Director(s), APC, Chair and Secretary
3 weeks prior to Review Day	Meeting between the Chair, student panel member and Secretary	Student panel member, Chair and Secretary
Up to the Review Day	Email correspondence between Panel Members, including External Panel Member, to identify topics for consideration on the Day	Panel members
Periodic Review Day	Periodic Review Day	See above
Within three weeks of Review Day	Review Report provided to programme team and School	Academic Services
Following receipt of report	Check report for accuracy and draft response to report and its recommendations/any conditions	Programme team, Team (and APC, where appropriate), for discussion at Programme Committee and with ADE
Next BoS or PARC	Approve response to the report	Board of Studies/PARC members
Next University	Receive Report and response	Academic Services

⁵ Academic Partnership Co-ordinator

Education Committee		
Ongoing monitoring	Implement Action Plan, to be monitored through the APE	Programme Team (and APC, where appropriate), with monitoring via BoS and Programme Committee
One year on	Provide one-year on update to response, detailing actions taken and extent of delivery of action plan	Programme team, Team (and APC, where appropriate), for discussion at Programme Committee and with ADE. Update to be approved by BoS/PARC and provided to Academic Services for receipt by Education Committee.

Checklist

A checklist of the different tasks, with associated responsibility, is provided in the Quality Manual.

Updated November 2015

For further guidance and support on the Periodic Review process, please contact Laura Tull, Academic Development Officer (Laura.Tull@city.ac.uk)

For further information and support on the Education and Student Strategy, please contact Chris Clements, Education and Student Strategy Coordinator (Christopher.Clements@city.ac.uk)

Appendix 1a – Possible contents list for Reflective Review & Action Plan (taught/ mixed degree provision)

PARTNERSHIP PROVISION

Partnership provision may be covered separately within the document or may appear with other programmes, provided that it is clearly identified within each section. Further guidance on matters to be covered for partnership provision is provided in each section below and advice can also be sought from Academic Services. Programme teams may also find it helpful to refer to the Collaborative Provision Typology which defines the University's current collaborative provision and its key characteristics

http://www.city.ac.uk/_data/assets/word_doc/0004/126463/register_collaborative_provision.doc and areas covered at programme approval for each type of partnership arrangement <http://www.city.ac.uk/about/education/quality-manual/10-partnership-provision>.

Introduction and Background

- Scope of the Review, including any partnership provision included
- Background to Department/Discipline
- Staffing and staff:student ratios (including supervisor information and staff profile for research degree provision)
- Departmental vision and priorities (including reference to the REF and fit with institutional research strategy as appropriate)
- Programmes' strategic fit and viability, including how this will continue to be ensured for the future

- Nature of any partnership programme being included and its relationship with any of the other programmes covered by the Review (e.g. for articulation provision, the programmes at City to which students on the partnership programme progress)
- Background to the partnership and the partner institution.
- Staffing and staff:student ratios, including at the partner institution, as appropriate to the nature of the partnership. This is most relevant to joint programmes, dual awards, franchised programmes including franchised access/feeder programmes and off-site partnership delivery.
- Strategic fit and viability of the partnership provision, including how this will continue to be ensured for the future.

The Education and Student Strategy 2014-20 is the University's primary guiding document for the development of the educational offer and student experience at City University London. Thus programme teams undergoing Periodic Review are asked to consider the areas listed below within the context of this strategy, available to view [here](#). The strategy outlines a series of destination statements and step-change activities grouped within 5 hubs; [Research and Practice Informed Education](#), [Support for Success](#), [Career Development and Employability](#), [City Communities](#) and [In the Heart of a Global City](#).

Educational offer/effectiveness of provision

- Strengths of provision and approach
- Market position of provision in comparison to other institutions
- Currency of provision including relevant internal/external developments and changes since last PPR (or in last five years)

- Educational aims and intended learning outcomes and how they contribute to the curriculum design, including the development of transferable skills among research students and others.
- Teaching and learning practice and innovation, including research supervisor practice.
- Evaluation of new approaches and developments as detailed in APEs
- Engagement with strategic learning and teaching/research initiatives, and implementation of policy and practice developments
- Student engagement with provision and relevant staff
- Research and professional activity and how this supports and enhances teaching and programme development
- Engagement with LEaD and other initiatives
- Summary of planned actions

- Currency of partnerships, including the extent to which they continue to support the direction of the programmes and the quality of the educational offer and student experience
- All types of provision expect access/feeder and articulation arrangements: the above areas should be covered in the context of the partnership and should reference the entire programme, including any aspects that are delivered at or by the partner institution. This may include, for example, teaching and learning practice and innovation at the partner institution and how practice between the institutions has been shared; implementation of policy and practice developments at City by the partner institution if appropriate; student engagement with staff at both City and the partner institution; engagement of staff at both institutions in the ongoing development of provision.
- Access/feeder provision and articulation provision: some areas above will not be relevant. For these types of provision, this section should focus on the relationship between the partnership provision and the City programmes to which students progress, e.g. changes since last Periodic Review to either the partnership provision or City programme and continuing alignment of provision, particularly where students are admitted to City with advanced standing.

Academic standards and student achievement

- Management and effectiveness of arrangements for ensuring academic standards including consideration of APEs
- Student admissions and progression (including retention, resits and completion/qualification rates)
- Destinations/alumni matters
- Review of assessment strategies and effectiveness in supporting student learning
- Research degree progress and monitoring, including annual progress reviews with students
- Employer/PSRB/professional engagement and placement activities
- Staff development to support academic standards including peer review, appraisal/promotion, student feedback
- Implementation of academic policy and practice developments related to strengthening academic standards
- Evidence gained from External Examiner/*viva voce* Chair reports

- Summary of planned actions

- All types of provision except access/feeder and articulation arrangements: the above areas should be covered in the context of the partnership and should reference the entire programme, including any aspects that are delivered at or by the partner institution. This may include, for example, the roles of the partner institution and City in the arrangements for ensuring academic standards and the effectiveness of these; staff development undertaken by staff at the partner institution and joint activities between the institutions, e.g. peer review of City staff by the partner and vice versa; comparability of student progression and achievement with internal provision, particularly where the same programme is delivered in more than one location, e.g. through a franchised arrangement or off-site partnership delivery.
- Access/feeder and articulation provision: some areas above will not be relevant. For these types of provision, this section may cover, for example, comparability of student progression and achievement for students entering via the partnership programmes with those admitted by City directly; ongoing effectiveness of arrangements for ensuring academic standards of the partnership programme where students are admitted to City with advanced standing through an articulation arrangement.

Student support and resources

- Academic support related to induction, progression and tutorials
- Learning support including skills development
- Learning resources and facilities, including learning environment and infrastructure
- Student community
- Preparation of students for future careers

- All types of provision except access/feeder and articulation arrangements: the above areas should be covered in the context of the partnership and should reference the entire programme, including any aspects that are delivered at or by the partner institution. This may include, for example, academic support provided by each institution and comparability across the institutions; learning resources and facilities at each institution; access to City facilities and resources and the effectiveness of these arrangements where students are based solely at the partner institution.
- Access/feeder and articulation provision: this should cover the nature and effectiveness of student support for students entering City by these programmes. For example, for students admitted with advanced standing via articulation arrangements, whether bridging support is provided and integration of students with the wider student community.

Other areas for partnership provision (as appropriate to the type of partnership and if not covered elsewhere)

- Roles and responsibilities of each institution (e.g. for admissions, quality assurance, student support) and whether these are operating effectively
- Programme management and administration arrangements and their effectiveness
- Academic governance arrangements and their effectiveness
- Student representation and feedback arrangements and whether these are operating effectively

Conclusion

Action Plan

Action plans should be considered in the context of the Education and Student Strategy and the 5 hubs which outline the strategic themes for development of the education and student experience at the University; [Research and Practice Informed Education](#), [Support for Success](#), [Career Development and Employability](#), [City Communities](#) and [In the Heart of a Global City](#).

Development 1:	
Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Development 2:	
Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Development 3:	
Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Development 4:	
Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Etc...

Appendix 1b – Possible contents list for Reflective Review & Action Plan (research degree provision only)

PARTNERSHIP PROVISION

Research degree provision offered in partnership is normally in the form of joint programmes leading to joint awards. Partnership provision may be covered separately within the document or may appear with other programmes, provided that it is clearly identified within each section.

Introduction and Background

The Education and Student Strategy 2014-20 is the University's primary guiding document for the development of the educational offer, including research degree provision, and student experience at City University London. Thus programme teams undergoing Periodic Review are asked to consider the areas listed below within the context of this strategy, available to view [here](#). The strategy outlines a series of destination statements and step-change activities grouped within 5 hubs; [Research and Practice Informed Education](#), [Support for Success](#), [Career Development and Employability](#), [City Communities](#) and [In the Heart of a Global City](#).

- Scope of the Review
 - Background to Department/Discipline
 - Staffing, supervisor profiles, staff:student ratios (for taught doctorates)
 - Departmental and programmes' vision and priorities, including fit with institutional research strategy and viability and how these will continue to be ensured for the future.
 - REF strategy and approach
- For partnership provision, the above areas should be covered in the context of the partnership and should make reference to the partner institution and/or the joint operation of the programme as appropriate.

Educational offer/effectiveness of provision

- Strengths of provision and approach
 - Market position of provision in comparison to other institutions
 - Currency of offer including relevant internal/external developments and changes over last five years
 - Supervisor practice
 - Transferable skills development
 - Evaluation of new approaches and developments as detailed in APEs
 - Engagement with strategic learning and teaching/research initiatives, and implementation of policy and practice developments
 - Student engagement with provision and relevant staff
 - Engagement with LEaD and other initiatives
 - Summary of planned actions
- For partnership provision, the above areas should be covered in the context of the partnership and should make reference to the partner institution and/or the joint operation of the programme as appropriate.

Academic standards and student achievement

- Management and effectiveness of arrangements for ensuring academic standards including consideration of APEs
- Student admissions and progression (including qualification rates)
- Goals, standards and assessment matters
- Research degree progress and monitoring, including annual student progress reviews
- Destinations/alumni matters
- Employer/PSRB/professional engagement and placement activities
- Staff development to support academic standards including peer review, appraisal/promotion, student feedback
- Implementation of academic policy and practice developments related to strengthening academic standards
- Evidence gained from *viva voce* Chair reports
- Summary of planned actions

▪ For partnership provision, the above areas should be covered in the context of the partnership and should make reference to the partner institution the joint operation of the programme as appropriate.

Student support and resources

- Academic support related to induction, progression and tutorials
- Learning support including skills development
- Learning resources and facilities, including learning environment and infrastructure
- Student community
- Preparation of students for future careers
- Intellectual climate

▪ For partnership provision, the above areas should be covered in the context of the partnership and should make reference to the partner institution the joint operation of the programme as appropriate.

Other areas for partnership provision (as appropriate to the type of partnership and if not covered elsewhere)

- Roles and responsibilities of each institution (e.g. for admissions, quality assurance, student support) and whether these are operating effectively
- Programme management and administration arrangements and their effectiveness
- Academic governance arrangements and their effectiveness
- Student representation and feedback arrangements and whether these are operating effectively

Conclusion

Action Plan

Development 1:

Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Development 2:	
Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Development 3:	
Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Development 4:	
Brief reason for development	
Implementation date	
Responsibility	
Intended impact	
Monitoring of impact	

Etc...