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From: Professor David Bolton, Deputy President and Provost

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Executive summary

Periodic Review is one of the University's key processes for monitoring and reviewing activity across all taught and research programmes. The Review is intended to be a supportive and useful process, in which conversations take place in meetings between departmental/school staff and an independent panel of critical friends. Schools, departments and programmes are encouraged to reflect upon their strengths and challenges, highlighting where support might be needed.

This paper contains the Periodic Review Annual Report for 2019/20. It provides context as to the impact of the ongoing pandemic on Periodic Reviews in the reporting period, a summary of Periodic Review activities which took place in 2019/20 and the approach to undertaking Periodic Reviews in 2020/21, including how identified risks will be managed.

Please see Appendix 1 Periodic Review Actions 2019/20 for update on actions arising from Reviews.

Action(s) required from the Committee:

Senate is asked to:

- **consider** the Periodic Review Annual Report;
- **note** how Periodic Review Actions are being taken forward.

Committee date	Committee title	Outcome/action	Action date	Paper version number
16.10.20	EQC	Approved	16.10.20	1

Periodic Review Annual Report 2019/20

1. Introduction

Periodic Review is an enhanced monitoring process taking place every five years to look at the health of a programme/group of programmes/Department. The process spans months and includes an initial meeting, careful planning, documentation preparation, and development days. This preparation culminates in a full review day involving a physical meeting between a Panel, School Staff, Students and Alumni where issues are explored in depth.

2. Summary of Activity in 2019/20

There were 11 Periodic Reviews (across five Schools) in 2017/18 and 16 Periodic Reviews (across four Schools) in 2018/19 across a broad range of programmes. In comparison, only five Periodic Reviews (across three Schools) took place during academic year 2019/20. This reduced number was due to COVID-19.

In total, 19 Periodic Reviews were planned for 2019/20. Although scheduled, ten Periodic Reviews did not take place due to the pandemic, and four were postponed due to circumstances not related to COVID-19.

Please see the table below for a breakdown of 2019/20 Periodic Review Schedule

Overviews of Scheduled Periodic Reviews (2019/20)	
Not Impacted by COVID-19 Periodic Reviews which took place in 2019/20	
School	Programme
Law	MPhil PhD Research Programmes LLM Master of Laws, LLM Maritime Law (Greece) and LLM International Business Law (Distance Learning) Programmes
Business	MSc Marketing Strategy and Innovation MSc Global Supply Chain Management
SASS	MPhil PhD Economics Research
COVID-19 Impacted Periodic Review (these did not take place in 2019/20 due to the Pandemic)	
School	Programme
SMCSE	MSc Renewable Energy and Power Systems Management (REPMS) MPhil/PhD Research Degrees Mathematics
SHS	BSc/PG Dip Midwifery MSc Health Policy Research Programmes (DPsych, MSc Health Psychology/ Psychology and Health)

SASS	UG/ PG Politics and International Politics; PhD International Politics)
Business School	PG Finance Programmes
	BSc Accounting & Finance and BSc Actuarial Science
	MSc Management
	MBA

The table below provides a summary of the Periodic Review which took place in 2019/20. Importantly, two out of the five Periodic Reviews which took place in the reporting year were approved with 'No Conditions'. This is a reflection of the credible work done by the programme teams in City Law School. The best practice identified as a result of these two reviews will be shared with colleagues involved with Periodic Reviews. Where programmes have conditions, these are being managed by Schools via Boards of Studies oversight. Quality and Academic Development will continue to work with Schools and the Chair of the relevant Panel to ensure that the recommendations and conditions of approval are addressed and resolved.

Overviews and Summary of Periodic Review Approvals (2019/20)		
School	Programme	Conditions of Approval
Law	MPhil PhD Research Programmes	'Approved with No Conditions'
	LLM Master of Laws, LLM Maritime Law (Greece) and LLM International Business Law (Distance Learning) Programmes	
Business School	MSc Marketing Strategy and Innovation	<ul style="list-style-type: none"> a. Develop an Employability Strategy and Action Plan to enhance career readiness of graduates; b. Review cohort/stream size and consider how to create a better student experience; c. Project/Dissertation Facilitation: create early planning strategy to enable project/dissertation supervision allocation to be smoother. d. Review the distribution of marks and consider if they are in line with sector expectations for this discipline.
	MSc Global Supply Chain Management	<ul style="list-style-type: none"> a. To re-assess the current assessment strategy, ensuring fairness in workload and consistency in the weighting of components across modules - to implement for

		<p>September 2020. To work with LEaD and professional services as appropriate.</p> <p>b. To ensure clarity of assessment criteria for each assessment component and dissemination to students and staff in advance of assessment.</p> <p>c. To develop a peer assessment system and ensure all group assessment components make use of this.</p> <p>d. To re-write Action Plan to include the following aspects: a clear programme strategy for the next 5 years, possibilities for further accreditations, a new marketing strategy, plans for alumni relations, and increased formal opportunities</p>
SASS	MPhil PhD Economics Research	<p>a. Clarify agreements and assessment arrangements for the modules jointly taught by City, Birkbeck, and Royal Holloway;</p> <p>b. Strengthen progression monitoring data (that will feed into Annual Programme Evaluation reporting).</p>

3. Periodic Reviews in 2020/21 and beyond

As City continues to respond to the impact of the pandemic on the educational offer to students, it has been agreed by the Education and Student Committee as part of the review of the governance arrangements (including student experience and quality assurance) for 2020/21 to suspend periodic reviews in 2020/21. It was however agreed that reviews will take place where these are specifically requested by a School and/or needed to complement a professional body review.

Where necessary, Schools should focus on only requesting a review where there are

- a. Professional, Statutory and Regulatory Bodies PSRB implications e.g. upcoming review/reapproval visits
- b. Programmes identified or deemed to be “at risk” by School ExCos, Senate, University-level Management groups or any other management bodies within City for example because of a low student satisfaction rate.

For programmes that do not fulfil the above stated criteria but would be due to undergo Periodic Review within the academic year 20/21, the intention would be to delay these events until the 2021/22.

Any new reviews need to make sure that the programmes are robust and include post-Covid teaching strategies in line with business continuity guidance. Programmes should reflect on their delivery to ensure that they have blended learning and online learning opportunities.

Waiting until academic year 2021/22 to resume the Periodic Reviews cycle means that programme teams will have had some time to adapt to the new and unpredictable challenges COVID has brought, and be able to looking at their experiences, results, and observations so they can take a better informed holistic view of programmes and departments.

Appendix 1 Periodic Review Actions 2019/20 (update on actions arising from Reviews)

Normally periodic review reports focus on programme, department and School actions. However, qualitative analysis of previous Periodic Review outcomes revealed a number of areas that required institutional level focus. These were translated into actions to be overseen by Quality and Academic Development Unit (QUAD) with support from School Quality Teams, Associate Deans for Education, LEaD, Learning Enhancement and Development and Organisational Development. The updates reflect progress made on areas before Covid. These risks will continue to be monitored.

Action	Measure of Success	Progress Update	Responsibility /Owner	Achieved by	Oversight
1. Streamline programme administration and publication, in consultation with stakeholders	Consistent information is provided to applicants and students	<p>Good practice around programme information included Schools publishing information via Moodle, regular meetings and inductions with new staff, SharePoint resources, and regular communications on policies and processes.</p> <p>The programme handbook template has been updated with a caveat linking to City's terms and conditions.</p> <p>Quality & Academic Standards (QUAD) have set up a SharePoint hub site for communication to improve versioning control.</p>	Quality & Standards Officer QUAD and School Quality Teams	Complete	QUAD
2. Improve staff engagement with periodic review events and clearly articulate University expectations for staff to Deans and Senior Management	<p>Community of reflective practice;</p> <p>Meaningful review</p>	Quality & Standards Officer to continue to promote the 'Through the Keyhole' scheme – a shadowing scheme for professional staff. Staff mainly from SASS have come forward to support the PPR process for other Schools. It was found to be an interesting development opportunity that	Quality & Standards Officer, QUAD, with support from School Quality Teams, and Associate Deans for	Complete	QUAD

Action	Measure of Success	Progress Update	Responsibility /Owner	Achieved by	Oversight
structures to cascade to staff		<p>raised awareness of the Periodic Review process.</p> <p>Quality Managers/Officers seek to diarise the PPR dates as early as possible so that SMT can be involved.</p> <p>Professional and academic staff who have been involved in supporting Periodic Review have highlighted that the process has been useful for as evidence for internal promotion, and external opportunities.</p>	Education (ADEs)		
3. Develop a University framework and guidance/best-practice document for programmes where a high percentage of delivery is via Visiting Lecturers to support consistency	<p>Better teamworking to support Periodic Reviews;</p> <p>Shared good practice across teaching staff;</p> <p>VLs feel supported in their roles</p>	<p>Following consultation with LEaD and Organisational Development it had been agreed that visiting lecturers should be using existing resources rather than new material developed for them. VLs have access to the Staff Handbook, Policies & Guidance (including the Quality Manual), LEaD guidance, and Staff Hub.</p> <p>LEaD offer focused sessions on leadership and reflective practice open to all academic staff including VLs.</p> <p>School plans are reviewed on an annual basis. LEaD continue to consults (and respond accordingly) with staff on an annual basis on staff development needs (including how to support teams including VLs).</p>	Deputy Director of the Department for Learning Enhancement and Development and Professor of Educational Development with OD	February 2021 (extended)	LEaD

Action	Measure of Success	Progress Update	Responsibility /Owner	Achieved by	Oversight
		<p>'Quality Assurance and Risk Management plan' has been added to the Programme Approval stage 2 form. Programmes with a high proportion of visiting lecturers are asked to provide details of how they will manage this to provide students with a consistent experience.</p> <p>Organisational Development (OD) are exploring a new manager's toolkit that will incorporate guidance on VLs that could form part of this framework.</p> <p>There is an awareness that there is need for a programme director toolkit. SEDA are releasing a new template that City will adapt and use as part of the new framework.</p>			
4. Exploring additional university funding for Studentships	Research students have access to clear information on available funding	Available studentships are available here	Assistant Registrar (Research)	Complete	Doctoral College /S&AS
5. Strengthen Alumni Relations	Consistent ways of engaging with alumni who can provide invaluable feedback on future developments	In progress	Alumni Relations Manager DART	February 2021 (extended)	EQC

Action	Measure of Success	Progress Update	Responsibility /Owner	Achieved by	Oversight
6. Learning and Teaching areas of focus (Constructive Alignment and Internationalisation)	Students better understand why and how they will be assessed; Improve the student experience; Create new cross-cultural perspectives; Open up new possibilities	LEaD continue to provide guidance and workshops on Constructive Alignment and Internationalisation. Tools on offer include the Assessment Toolkit	Deputy Director of the Department for Learning Enhancement Liaison Officers, ADEs	Complete	EQC
7. Make Periodic Review Process Roles and Responsibilities clearer	Better team working	Guidance for Periodic Review Secretaries is now published and available via the website.	Quality & Standards Officer	Complete	EQC
8. Student Representation and support students to undertake the Student Representation Role	Students feel engaged; Improved student experience	Complete. This action tied in with a review already taking place during 2018/19 to review student representation – a report here went to Senate in October 2019 with recommendations for improvements implemented during 2019/20.	Head of Education & Student Strategy and Students' Union	Complete	ESC

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