

Periodic Review Policy

Scope

All taught and research programmes at City, University of London, including those delivered through collaborative arrangements (but excluding those delivered through the validation framework, for which a separate process of revalidation exists).

Arrangements for Periodic Review of partnership provision will be included in the Memorandum of Agreement for the partnership.

Date approved/re-approved

XX

Date for review

To be reviewed every three years, with allowance for minor annual updates of roles and responsibilities by Educational Quality Committee, as required

To be read in conjunction with:

Annual Programme Evaluation Policy and Guidance
Periodic Review Guidance
Briefing for Students and Alumni
Briefing for External Panel Members
Briefing for Chairs of Periodic Review Panels

Equality and Diversity Statement

City, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Where relevant to the policy, decision-making panels will ensure a reasonable gender balance (with at least one man and one woman) and will actively consider representation of other protected groups.

Periodic Review Policy

City, University of London operates a process of Periodic Review, which is a developmental peer-review process to review a programme of study (or set of related programmes). The process is an opportunity for enhancing the programme through a retrospective analysis since programme approval or the last Periodic Review. Periodic Review also provides an opportunity to consider future development of the provision. Each programme (or set of related programmes) should undergo Periodic Review every 5 years.

Periodic Review is considered to be an essential mechanism to support:

- Forward looking development (growth and/or) refinement of programmes
- Enhancement of the student experience
- Strategic fit of provision

Periodic Review is a key mechanism for City to monitor and review its programmes. The Periodic Review process is managed by Student & Academic Services on behalf of the Deputy President and Provost.

The Periodic Review Policy and Guidance applies to all taught and research programmes of study, including foundation provision, distance learning programmes and partnership provision leading to a City, University of London award. Where partnership provision is included within the scope of a review, the review should explicitly address the effectiveness, and continued appropriateness of the partnership elements of the programme.

The review process will be School-led. Student and Academic Services will provide University-level oversight and developmental, policy and governance support.

Principles of Periodic Review

The University is committed to regular evaluation of its programmes in order to:

- assure the quality and currency of its programmes
- facilitate continuous enhancement based on student experience, giving due consideration to the diverse student body
- promote constructive discussion to facilitate improvements to its provision, drawing on the expertise of internal colleagues, students and external experts
- facilitate holistic evaluation of provision in the context of the School, University and wider sector considerations.

The review process should:

- have significant staff and student input
- work alongside other activities including Annual Programme Evaluation, Staff Student Liaison Committees and external examining, and where applicable the requirements of professional, statutory or regulatory bodies (PSRBs)
- be evidence-based
- provide an opportunity to reflect on existing and potential partnerships
- aid in the development of:
 - new, amended or enhanced provision
 - innovative approaches to delivering programme content
 - a robust Assessment Strategy, which should be inclusive and include authentic design
 - student support, to promote increased levels of student satisfaction
 - links to and/or joint provision with other departments/schools or partners.

- review alignment of the Programme to City's Credit Framework
- identify good practice within the programme
- identify areas for improvement and future development
- result in an achievable Action Plan that is supportive of the aims of the Department and School, in accordance with the University Vision, Education and Student Strategy and School Plan.

Scheduling of Periodic Review

The Educational Quality Committee is responsible to Senate for setting a timetable for Reviews according to a 5-year cycle, in liaison with Student and Academic Services.

Where substantial changes are proposed to a programme, outside of the Periodic Review cycle (such as in response to student feedback, external examiner reports, to align to the strategic vision of the School or City or if there are substantial changes in PSRB standards/requirements/guidelines), then consideration should be given to making effective use of the Periodic Review process. For this purpose, in such cases it may be preferable to bring forward the scheduled Periodic Review.

It is expected that Periodic Reviews should be undertaken one year prior to any external review (for example professional accreditation), so that the Periodic Review can help inform preparations for the external review. In certain situations it may be appropriate to more closely align the timing between Periodic Review and external review, or schedule a combined review event, where the underlying objectives of both review processes are similar and in liaison with Student and Academic Services and the relevant PSRB. In such cases proposed changes to Periodic Review timings should be approved by the Educational Quality Committee.

Periodic Review Process

Full details of the Periodic Review process can be found in the published Guidance.

The Periodic Review is comprised of the following stages:

- (i) Preliminary Meeting**
 - For the School, Senior Programme Team and relevant Professional Services to discuss the scope and timeline of the review.
- (ii) Development Event**
 - Members of the Programme Team, School and relevant Professional Services meet to discuss the programme, and in particular to identify key strengths and areas for development.
- (iii) Periodic Review Event**
 - The Periodic Review Panel meets with senior members of the School, the Programme Team, Students and Alumni to discuss the programme. This is informed by the Reflective Review and Action Plan of the programme/s submitted by the Programme Team and supporting evidence.

The School Programme Approval and Review Committee (PARC) is responsible for ensuring the quality of the Reflective Review and Action Plan and the supporting documentation.

For programmes with PSRB arrangements, it is possible to combine PSRB review with City's Periodic Review process. This should be discussed on a case by case basis with Student and Academic Services.

Following consideration of the Reflective Review and Action Plan, supplementary information and discussion at the Review Event, the Panel will confirm whether confidence can be placed in the academic standards of the reviewed provision and the quality of the learning opportunities available to students. The Panel will seek to identify areas of good practice for commendation and may set conditions that need to be met within a prescribed timescale, and recommendations for consideration and response.

In some circumstances, the Panel may decide that it is not able to confirm confidence in the academic standards and/or quality of the learning opportunities of the provision. If this is the case, next steps will be agreed by the Chair and the Deputy President and Provost, with support from Student and Academic Services.

Periodic Review Panel

Student and Academic Services will establish the Review Panel, which will be constituted as:

- the Chair (see below)
- one academic member of staff not associated with the programme from the School undergoing Review
- one academic member of staff not associated with the programme from a different School
- one student member from a different School
- one member external to the University who is familiar with UK academic standards in relation to the programme, but not currently an External Examiner or those who have served, or will serve, in this capacity within 5 years of the Review event.
- the Secretary to the review, normally a member of professional staff (see below).

The Chair is an academic member of staff not associated with the programme from another School. The Chair should have committee experience at University level, or be familiar with School committee activity. The Chair is responsible for:

- Ensuring all processes and procedures pertaining to the Periodic Review event are followed
- Confirming that the programme's action plan meets the expectations of the Panel and align to the principles set out above.

The Secretary will provide advice and guidance on regulatory, policy and procedural matters and produce the formal report of the review. Further details about the Secretary's role are available in separate guidance notes.

Reporting of Periodic Review

The Periodic Review Report and Action Plan will be considered by the PARC on behalf of the Board of Studies prior to consideration by the Educational Quality Committee. These committees should review the Periodic Review Report and Action Plan to:

- be satisfied due process has taken place within the review
- approve the Action Plan
- approve how the Action Plan will be implemented, and within what timescale
- approve how the Action Plan implementation will be monitored
- identify any Departmental/School/University issues that may require action
- identify good practice and identifying methods for dissemination across the Department/School/University

Progress against the agreed action plans should be embedded in the Annual Programme Evaluation (APE) action list for ongoing monitoring and review by the School PARC.

An annual report on the process, covering the outcomes and key themes, will be produced by Student and Academic Services to be considered by the Educational Quality Committee and Senate.



Periodic Review Guidance as approved by Educational Quality Committee (for Senate information)

Guidance for Periodic Review

Scope

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

Specific arrangements for validated provision are set out in the Validation and Institutional Partnerships Handbook.

Date approved/re-approved

XX

To be read in conjunction with:

Quality Manual, Section 8.

Guidance for Periodic Review

Contents

1. Policy for Periodic Review	7
2. Introduction	7
3. Timeline and Process	7
4. Preliminary Meeting.....	8
5. Development Event	10
6. Drafting the Reflective Review and Action Plan	11
7. Meeting between the Chair, Secretary and Programme Director(s)	12
8. Periodic Review Event.....	12
9. Outcome of Periodic Review	14
10. Post-Periodic Review	14
Appendix 1 – Checklist of Tasks.....	15
Appendix 2 - Roles and Responsibilities.....	17
Appendix 3a – Recommended contents list for Reflective Review and Action Plan (Taught/Mixed degree provision).....	20
Appendix 3b – Recommended contents list for Reflective Review and Action Plan (Research).....	24

1. Policy for Periodic Review

The Periodic Review Policy can be viewed online in Section 8 of the Quality Manual: [\[INSERT LINK\]](#). This guidance should be considered in conjunction with the policy.

2. Introduction

Periodic Review is City's peer-review process to review a programme of study (or set of related programmes). The process is an opportunity for enhancing the programme through a retrospective analysis since programme approval or the last Periodic Review. Periodic Review also provides an opportunity to consider future development of the provision. Each programme (or set of related programmes) is reviewed every 5 years.

The review process is School-led. Student and Academic Services provides University-level oversight and developmental, policy and governance support.

3. Timeline and Process

The Educational Quality Committee is responsible to Senate for setting a timetable for Reviews according to a 5-year cycle, in liaison with Student and Academic Services.

It is expected that Periodic Reviews should be undertaken one year prior to any external review (for example professional accreditation), so that the Periodic Review can inform preparations for the external review. Where the underlying objectives of both review processes are similar It may be appropriate to align the timing between Periodic Review and

external review more closely, or schedule a combined review event following discussion between the Programme Director, Associate Dean (Education), the School Quality Team and Student and Academic Services and in liaison with the relevant Professional, Statutory or Regulatory Body (PSRB). Any change to the Periodic Review timing should be approved by the Educational Quality Committee.

An indicative timetable for Periodic Review is provided on the next page. Further information on each stage can be found later within this Guidance. A full checklist of tasks can be found in Appendix 1.

4. Preliminary Meeting

Attendees usually include:

- Associate Dean (Education), or equivalent
- Head of Department (or equivalent)
- Programme Directors (this may include staff from partner institutions where appropriate)
- Student and Academic Services representative
- School Quality Team
- LEaD Academic Liaison
- School or programme administrator (if required)
- Associate Dean (Research) may attend if the Periodic Review will incorporate research degree provision
- Academic Partnership Co-ordinators for any partnership provision included

Items to be discussed include:

- Scope and coverage of the periodic review
- Documentation (see below) and identification of any gaps
- Confirmation of people involved, roles and responsibilities. This includes the support available from the School Quality Team, Student and Academic Services (S&AS) and LEaD.
- Consideration of the Development Event, including when this can be scheduled.
- Development of the Reflective Review and Action Plan
- Consideration of who to propose as the External Panel Member (for PARC approval)
- Identifying a preliminary timeline for the Review process, including indicative dates for the Review event

Documentation

The Preliminary Meeting is 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
- Data aligning to City's Vision and Strategy, including employability, student experience and progression for the programme(s) under review.
- Action plans from past Periodic Review(s)
- Annual Programme Evaluations since the last Periodic Review
- External Examiner Reports and responses (including *viva voce* Chair reports for research programmes) since the last Periodic Review
- Student Survey Data – e.g. NSS, PTES, PRES, Your Voice and other available student feedback.
- Module evaluation scores and comments for the last 2-3 years
- Destinations data for the last 2-3 years
- Programme Handbooks, which should include programme and module specifications

- Most recent Professional, Statutory or Regulatory Body report (if applicable)
- For partnership provision, annual reports from the Academic Partnership Co-ordinator for the last 2-3 years.
- Relevant QAA subject benchmark statements.
- Relevant Committee minutes (SSLC, PARC, Board of Studies)
-

When	Activity	Involvement (Primary responsibility is underlined)
Prior to preliminary meeting	Begin to compile supporting documentation	<u>School Quality Lead or Programme Administrator</u> , Programme Team, Head of Department, Associate Dean (Education), Academic Partnership Co-ordinator, LEaD, S&AS
Minimum 6 months prior to Review Date	Preliminary Meeting	See above
After preliminary meeting	Draft Development Day Agenda	<u>Associate Dean (Education)</u> , Programme Team, School Quality Team, LEaD, S&AS
Approx. 5 months prior to Review Date	Development Event	See above
2-5 months prior to review date	Meetings to discuss and develop Reflective Review and Action Plan	<u>Programme Team</u> , Academic Partnership Co-ordinator, School Quality Team and LEaD
2-5 months prior to review date	Meetings with students to discuss draft Reflective Review and Action Plan	<u>Programme Team</u> , Academic Partnership Co-ordinator, Associate Dean (Education)
2 months prior to review date	Consider and approve Reflective Review and Action Plan, and supporting documentation Consider/approve the External Panel Member	<u>PARC</u>
At least 1 month prior to review date	Reflective Review, Action Plan and supporting documentation submitted to S&AS	Programme Team and <u>School Quality Team</u>
3 weeks prior to review date	Meeting between the Periodic Review Chair, Programme Director and Secretary	Chair, <u>Secretary</u> and Programme Director
Up to the Review Event	Email correspondence between Panel Members to identify topics of consideration on the day. Briefing session for Student Panel Member from S&AS	<u>Panel Members</u> , S&AS
Periodic Review Day		
Within 3 weeks of Review Event	Review Report provided to Programme Team and School	<u>Review Secretary</u> (under the guidance of S&AS)
Following receipt of report	Check report for accuracy and draft response to report and its recommendation/any conditions	<u>Programme Team</u> , Associate Dean (Education) and School Quality Team
Next PARC	Approve response to report	<u>PARC</u>
Subsequent Annual Programme Evaluations	Actions resulting from the Periodic Review should be incorporated into the APE Action Plan for subsequent years.	<u>Programme Team</u>

5. Development Event

The Development Event is an important component of the Periodic Review process. The Event provides an opportunity for reflection and action-planning by all members of the Programme Team(s), including, where applicable, staff from partner institutions; it also demonstrates the developmental and facilitative nature of Periodic Review. It should be informed by the background of the documentation listed above.

Attendees usually include:

- Associate Dean (Education), or equivalent – Chair
- Head of Department
- Programme Team
- School Quality Team
- Academic Partnership Co-ordinator
- LEaD academic School liaison
- Student and Academic Services representative

Development Events provide Programme Teams an opportunity to:

- Contribute to discussions relating to the planned medium and longer term development of the provision, building on and in support of Annual Programme Evaluations, and development plans.
- Review ongoing relationships with current partners, with the potential to review the relationship.
- Reflect on provision, including current teaching/assessment practices and curriculum (or equivalent for research programmes), in the context of management information (including external examiners and student feedback).
- Reflect on alignment to City's Vision and Strategy, including employability, student experience and progression.
- Explore the development of new provision, if relevant.
- Explore new and innovative approaches to the delivery of programme content. For example, different learning and teaching styles, diversity of assessment methods and building links with other departments, Schools or partners.
- Explore student support matters such as personal tutoring.
- Identify any staff development needs.
- Reflect on PSRB requirements (if relevant).
- Discuss how the Reflective Review and Action Plan will be developed.

A template agenda for the Development Event can be found in the Quality Manual here:

[\[INSERT LINK\]](#)

Following the Development Event the Associate Dean (Education), or equivalent, in liaison with the Programme Team, School Quality Team, LEaD and S&AS will establish a schedule for the drafting and review of the Reflective Review and Action Plan. Notes from the Development Event should be included as part of the documentation for the Periodic Review Event.

Dates for the Review Event should be agreed with S&AS before further preparations continue.

6. Drafting the Reflective Review and Action Plan

The Reflective Review and Action Plan are the key documents for the Periodic Review process. They should be developed using the outcomes of the Development Event, the documentation compiled for the Preliminary meeting, other relevant information, and any strategic, financial or marketing work undertaken at Programme or School level which would impact on the delivery or recruitment to the programme/s. Staff from any partner institutions should be involved in drafting the relevant sections of the Reflective Review, and Action Plans should draw on the reflections within the Reflective Review. A template Reflective Review and Action Plan can be found in Appendix 3.

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, progression/completion data and market information);
- 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.qaa.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 programme's development for the next 3-5 years, including identifying the programme's strategic fit and viability during that period. This should draw on the University Vision and Strategy and the Education and Student Strategy, and the School Plan;
- 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;
- detail any programme amendments, new programmes to be developed or proposals for the removal of modules, as relevant.

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 if there is an impact on the delivery of the programme or on recruitment.

The Periodic Review submission should be considered and approved by the School Programme Approval and Review Committee (PARC). 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 Student and Academic Services. 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. Incomplete documentation will be rejected by the Chair and may delay the scheduling of the event.

6. The External Panel Member

External input is fundamental to periodic review. An External Panel member to support the assurance of the quality and standards of a programme, its relevance and alignment with national and sector benchmarks.

Appointment Criteria

An External Panel Member will:

- have sufficient authority and knowledge of the discipline area under discussion.
- normally be at least Senior Lecturer level or be a suitably qualified practitioner
- not be appointed from a department in an institution where a member of the inviting department is serving as an External Examiner.
- not be a former member of staff (including visiting lecturer) or student unless a period of five years has lapsed since their departure from City
- not be used as an External Examiner on the programme, or by the Department/School.
- not have any other conflict of interest so that independence and objectivity can be demonstrated.

External Panel Members will be paid a fee to reflect their involvement in the process and to enable them to dedicate their time to the proposal. There is a fixed fee and payment of reasonable expenses in line with City policy. Student and Academic Services will manage the payment of the fee and of any expenses, in liaison with the Finance Team.

External Panel Members must be able to demonstrate that they are eligible to work in the UK, and provide a copy of their passport or other documentation to Student and Academic Services. Following PARC approval of a proposed External Panel Member, Student and Academic Services will contact them External to confirm arrangements for Review and provide an expenses form.

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

It is good practice for the Chair, Secretary and Programme Director(s) to meet before the Periodic Review event to discuss any emerging themes for potential discussion. 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 Event and to support the use of the Event 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.

8. Periodic Review Event

The Periodic Review Event consists of a series of meetings between the Panel and relevant stakeholders, where the educational offer and future enhancement of the provision, as detailed in the Reflective Review and Action Plan are discussed. A proposed agenda can be found in the Quality Manual: [\[INSERT LINK\]](#). The School should ensure that attendees to each meeting are carefully chosen to ensure each meeting covers the appropriate content.

Meetings include:

Students and alumni

A full range of students should be chosen with representation from each of the programmes under review. For example (and where appropriate) – representatives of different years of study, home and overseas, distance learning or students from partner institutions. Alumni should also be present.

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.

Departmental/Discipline Staff

This meeting should involve as many of the staff who teach on the programme as is practicably possible. These staff should have been involved in the preparation of the Reflective Review – this will include the Head of Department (or equivalent), Programme Directors and professional services staff. 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

This meeting will include the Dean of School, 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

Partnership provision 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, the Associate Dean (Education) and the School Quality Team.

9. Outcome of Periodic Review

At the end of the Periodic Review Event the Panel will meet to discuss the outcomes of the process.

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;
- commendations of strengths of the provision (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 City);
- where quality and academic standards require, conditions, that must be met within a stated timeframe.

The Panel will then meet with the Programme Team, Senior School Staff and School Quality Team to confirm the outcomes.

In some circumstances, the Panel may decide that it is not able to confirm confidence in the academic standards and/or quality of the learning opportunities of the provision. In this circumstance, next steps will be agreed by the Chair and the Deputy President and Provost, with support from Student and Academic Services.

10. Post-Periodic Review

The Programme Team, Senior School Staff and School Quality Team will receive written details of the outcomes within 1 working week of the Periodic Review Event from the Panel Secretary including any commendations, recommendations and conditions.

The Programme Team, Senior School Staff and School Quality Team will then receive a full Periodic Review Report normally within 4 working weeks of the Periodic Review Event from the Panel Secretary. The Report provides a more detailed overview of the programme(s) and the rationales for any commendations, recommendations and conditions. The Review Report should be received by the School PARC, as well as the Educational Quality Committee.

Programme Teams are asked to provide a timely response to the report. 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 Event. Initial responses should be considered by the Programme Committee and approved by PARC. The response will also be received by the Educational Quality Committee. Where conditions are set, these should be met within the timescale established at the Periodic Review and approved by the Panel Chair. The Panel Chair will determine a deadline for any conditions to be met.

Where the Programme Team or Panel has identified amendments to the Programme, these should be implemented through the Programme Amendments Policy.

Periodic Review outcomes are monitored by the Programme Committee and by School PARCs. Actions to be undertaken should be incorporated into the next Annual Programme Evaluation (APE) and tracked through subsequent APEs. The APEs are monitored by Boards of Studies. The School Quality Team, LEaD and Student & Academic Services can provide support to enable successful delivery of the Action Plan.

Appendix 1 – Checklist of Tasks

Acronyms:

ADE – Associate Dean (Education)
 LEaD – Learning Enhancement and Development
 PD – Programme Director
 QS – School Quality and Standards Lead
 Secretary – Secretary to the Periodic Review Panel
 SU – Students' Union
 S&AS – Student and Academic Services

Task	Responsibility	Timing
Set deadline for Periodic Review Event	S&AS	-
Organise dates for Preliminary Meeting, Periodic Review and Development Events	QS and ADE (in liaison with S&AS)	-
Book rooms and catering for all Periodic Review related meetings	QS	Once dates finalised
Compile preliminary documentation and circulate to Preliminary Meeting attendees	PD, QS and ADE	At least one week before Preliminary Meeting
Compile and circulate Preliminary Meeting agenda	QS	At least one week before Preliminary Meeting
Review preliminary documentation	QS, ADE and LEaD	Before Preliminary Meeting
Manage preliminary meeting	QS, LEaD	-
Compile and circulate Development Event agenda	QS and ADE	At least two weeks before Development Event
Chair Development Event	ADE	-
Minute Development Event	QS	-
Attend Development Event	PD, ADE, QS, LEaD and S&AS	-
Identify External Panel Member (for PARC approval) and contact to confirm availability on Periodic Review Event	PD, QS	Once dates finalised
Confirm date for Periodic Review Event and communicate to S&AS	QS, ADE	Following Development Event
Draft Reflective Review and Action Plan	PD in liaison with students, Programme Team and ADE	After Development Event
Find student, and alumni attendees for Periodic Review	PD, QS and ADE	Once dates finalised
Confirm Programme Staff availability for Periodic Review	QS and ADE	Once dates finalised
Confirm Senior School Team availability for Periodic Review	QS and ADE	Once dates finalised
Identify Internal Panel Members and Chair	S&AS	Once dates finalised
Identify Student Panel Member	S&AS	Once dates finalised
Liaise with External Panel Member	Secretary	Once External finalised
Comment on Reflective Review and Action Plan	QS, LEaD	In advance of Boards of Studies/PARC

Finalise Reflective Review and Action Plan	PD	Following input from QS/LEaD
Approve Reflective Review and Action Plan, and all supporting documentation	Board of Studies (normally delegated to PARC)	At least six weeks before Periodic Review Event to allow adjustments to made
Submit Periodic Review documentation to S&AS	QS	At least one month before Periodic Review Event
Compile Periodic Review agenda	QS	At least one month before Periodic Review Event
Circulate Periodic Review documentation to Panel	Secretary	One month before Periodic Review Event
Circulate relevant documentation and agenda to Programme Team, Senior School Staff and Students/Alumni	QS	One month before Periodic Review Event
Facilitate meeting between Chair and Programme Director	Secretary	Before Periodic Review Event
Provide discussion points for Panel	All Panel members	Two weeks before Periodic Review Event
Brief student and alumni attendees	QS and ADE	Before Periodic Review Event
Minute Periodic Review Event	Secretary	-
Communicate outcomes of Periodic Review to Programme Team and Senior School Staff	Secretary	Within one week of Periodic Review Event
Communicate the Periodic Review Report to Programme Team and Senior School Staff	Secretary	Within three weeks of Periodic Review Event
Provide any amendments for accuracy to the Report	PD	Within three weeks of circulation of the Report
Provide response to the Periodic Review Report	PD	First Board of Studies/PARC following receiving the Report
Approve response to the Report	Board of Studies (normally delegated to PARC)	First Board of Studies/PARC following receiving the Report
Provide response to any conditions set	PD	By the deadline set by the Panel Chair
Approve response to the conditions	Panel Chair	Upon receiving response
Provide Periodic Review Report to Educational Quality Committee	S&AS	First EQC following receiving the Report
Include actions taken within the Annual Programme Evaluation process, tracking over subsequent years	PD	APEs post- Periodic Review Event
Monitor APEs to ensure actions are sufficiently taken	PARC	APEs post- Periodic Review Event

Appendix 2 - Roles and Responsibilities

Role	Responsibilities
Programme Director [<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 and production of Reflective Review and Action Plan with relevant members of Programme Team/School Staff • Facilitate staff engagement with Periodic Review • Identify potential external member for Panel
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 in the School. • Provide guidance to Programme Team on Education & Student Strategy, School Plan, Education and Student Strategy etc. (for research degree provision, guidance on the Research Strategy may also be relevant). • Chair Development Event • Input into Reflective Review and Action Plan
Board of Studies/Programme Approval and 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 actions embedded within the subsequent Annual Programme Evaluations
Dean of School	<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.
Programme Team [<i>where research degree provision is involved, this may be shared with or managed by research degree supervisors</i>]. [<i>Where partnership provision is involved, this may include programme staff from the</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 capture of developments through the Annual Programme Evaluation.

<i>partner institution, where appropriate to the nature of the partnership].</i>	
Students and Alumni	<ul style="list-style-type: none"> • Consider and provide input to Reflective Review and Action Plan • Attend Periodic Review
School Quality Team	<ul style="list-style-type: none"> • Coordinate arrangements of the Preliminary Meeting, Development Event and Review Event • Support the collation of necessary documentation and data for the Review • Minute the Preliminary Meeting and Development Event • Support the production of the Reflective Review and Action Plan, including providing feedback on drafts. • Liaise with Student and Academic Services around submission of the Reflective Review and Action Plan, and supporting evidence. • Liaise with Student and Academic Services around the dates for the various events and the External Panel Member. • Offer guidance in identifying an internal panel member from the School. • Coordinate room bookings, catering and Staff/Student and Alumni attendance at the Periodic Review Event • Produce the agenda for both the Development Event and the Review Event • Work with programme teams on follow-up to Review, in conjunction with LEaD
Student and Academic Services	<ul style="list-style-type: none"> • Oversee the cycle of Periodic Review on behalf of the Deputy President and Provost • 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. • Identify the Chair, panel members and student panel member for the Review. • Brief student panel members on the role of Periodic Review and the nature of the student panel member's contribution to the Event • Facilitate links between the Chair and Programme Directors and the Chair and student panel members • Provide advice on matters related to City's academic framework, 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.

	<ul style="list-style-type: none"> • 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
LEaD	<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. • 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"> • To support the process of Periodic Review and, where necessary, to provide guidance and insight for consideration by the Panel.

Appendix 3a – Recommended contents list for Reflective Review and 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 in *italics* and advice can also be sought from Student & Academic Services. Programme teams may also find it helpful to refer to the Collaborative Provision Typology which defines City'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
- Overview of the Programme
- Background to Department/Discipline, and requirements of the discipline area
- 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
- Alignment to City's Vision and Strategy – in particular consideration of employability, student progression/completion and student experience. Statistical information can be accessed at:
https://cityuni.sharepoint.com/sites/wo_Annual_Student_Survey/Pages/Dashboard.aspx
- Nature of PSRB accreditation (if appropriate)
- *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.*

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 Periodic Review (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.
- Curriculum structure (which should align to the University's Credit Framework)

- Teaching and learning practice and innovation, including research and practice informed teaching, and 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
- Any changes to PSRB requirements (if appropriate)
- 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 partnership 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, good academic practice. Consideration of the balance and timing of assessment and inclusivity of assessment methods.
- 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 partnership 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, 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
- Consideration of feedback and issues raised by students through Staff Student Liaison Committees
- Preparation of students for future careers
- *All types of partnership 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

All actions should be cross-referenced to the relevant corresponding area in the reflective review proposing the action.

Actions should also consider the timing of proposed changes and how these relate to publication of information to students.

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	

Etc...

Appendix 3b – Recommended contents list for Reflective Review and Action Plan (Research)

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. Further guidance on matters to be covered for partnership provision is provided in each section below in *italics* and advice can also be sought from Student & Academic Services.

Introduction and Background

- Scope of the Review, including any partnership provision included
- 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 provision including relevant internal/external developments and changes since last Periodic Review (or in 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
- *For partnership provision, the above areas should be covered in the context of the partnership and should make reference to the partner institution and 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 and 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

All actions should be cross-referenced to the relevant corresponding area in the reflective review proposing the action.

Actions should also consider the timing of proposed changes and how these relate to publication of information to students.

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	

Etc...