

**Report of the Departmental Periodic Review of *[Department name and School]* on *[date]* at *[location],* University of Worcester held on xxx 2023/24**

**Panel Members**

|  |  |
| --- | --- |
| *Name and panel role*  | *Job title and School/Institution/Organisation* |
|  |  |
|  |  |
|  |  |
|  |  |

1. **Objectives of Periodic Review**

Periodic Review is a key process in the University’s quality assurance and enhancement management framework. It is one of the principal means by which the University assures itself of the current and future health of its taught degree courses. The process focuses on the management of academic standards and quality at academic department level against a set of University expectations.

All Departments are required to undertake a periodic review every six years. The review is conducted by an independent Review Panel and covers a Department’s management of academic standards and quality in relation to the portfolio of taught undergraduate and postgraduate programmes. The Evaluation and Development Document (EDD) forms the focus of discussions between the Department and the Review Panel, whose report and recommendations are intended to assure the University of the effectiveness of the Department’s arrangements for managing quality and standards in relation to learning and teaching, to identify good practice and make recommendations for actions to improve the quality of provision.

1. **Department Overview**

*Overview of the Department and main characteristics of the programmes covered by the review; this will draw on the overview by the Department in its commentary*

*Table listing all of the Courses*

|  |  |
| --- | --- |
| **Course** | **Abbreviation** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Context for Judgements, Action(s), Commendation(s) and Affirmation(s)**

1. **Conduct of Review**

*Summary statement of how the review was carried out, to include reference to key documentation and meetings held, how the Panel agreed the report (amend as appropriate)*

Documentation including the EDD was made available to the Panel, 3 weeks ahead of the first panel meeting. Documentation provided is listed in Appendix 1.

The review meetings were in two stages. The first panel meeting was held on xxx and consisted of a meeting with students and stakeholders and identified lines of enquiry for the second meeting. Additional information was requested following the first panel meeting. Documentation provided is listed in Appendix 2.

The second meeting was held on the xxx and the Panel met with key members of the Department under review, including the Senior Management Team, Head of Academic Department, course leaders for major courses and/or courses identified by the Panel, and the relevant academic librarian.

1. **Tour of Specialist Resources**

*[Where appropriate, brief details of subject resources and associated facilities viewed by the Panel using bullet points/list]*

1. **Meeting with Students and Graduates**

The Panel met with x first year students, x second year students and x graduates from the courses under review:

|  |  |
| --- | --- |
| **Course** | **Level** |
|  |  |

Students were asked a range of questions to determine what “worked” and “did not work” within their student academic experience. Key points arising from the meeting with students were as follows: *[Use bullet points]*

*This section of the report may be completed following Meeting 1 and agreed ahead of Meeting 2.*

1. **Meeting with Employers/Mentors/Stakeholders**

The Panel met with the following employer/mentor representatives:

|  |  |
| --- | --- |
| **Organisation** | **Role** |
| Name of organisation*(stakeholder/ placement relationship)* |  |

*This section of the report may be completed following Meeting 1 and agreed ahead of Meeting 2 (& section 10 to record additional information)*

1. **Meeting with Departmental Managers**

|  |  |
| --- | --- |
| **Name** | **Role** |
|  |  |

Key points arising from the meeting with Departmental Managers were as follows:

*Name and role of those present*

*Section to be completed in bullet points of the significant conversation*

1. **Meeting with Course Leaders**

|  |  |
| --- | --- |
| **Name** | **Role** |
|  | Head of Department |
|  |  |

Key points arising from the meeting with Departmental Managers were as follows:

*Section to be completed in bullet points of the significant conversation*

1. **Review Outcomes**

On the basis of the evidence presented the Panel has reached a conclusion of ***confidence/limited confidence*** in relation to the Department’s management of standards and quality.

*[NB. These statements should be used as an aide memoire in the final meeting of the event and should be amended to accurately reflect the outcomes.]*

*The six statements should be a matter of formal explicit confirmation with the whole Panel at the end of the Periodic Review meeting, with the final wording agreed by the Chair.  If a Panel is not able to fully confirm one or more of the bullets, then the bullet should be omitted and a more narrative statement should be developed about what needs to be done to ensure confidence.  If there are any reservations about the first two bullet points, then AQU Officers are advised to refer back to the Head of Academic Quality to draft appropriate statements.*

*NOTE: any course(s) within the Periodic Review Group which do NOT fulfil the criteria must be identified here with reasons for the lack of confidence and related actions.*

The Panel was able to confirm that:

* the academic standards of the course under review are set and maintained at the appropriate level
* courses remain current, relevant and valid in the light of student demand, developing knowledge in the discipline and practice in its applications
* appropriate opportunities and support for learning are being made available to students
* there is a well-managed and deliberate approach to quality enhancement and continuous improvement
* the Programme Specifications, Course Handbooks and associated programme documentation are accurate and fit for publication. *[or amend as appropriate, see example below]*

**OR**

The Panel advised that some amendments to the Programme Specification and/or the Course Handbook and/or other programme documentation were required before it/they are fit for publication **(See Action x)**.

*If one of the courses needs re-approval (eg curricula development) before it can run again. This would be captured in an Action & should be noted under UE2.*

1. **Review Judgements**

The Review Panel considered the evidence provided through documentation and meetings with students, employers/mentors, and departmental managers and course leaders against the University expectations as set out below.

The review panel arrives at a judgement about each of the Expectations based on the evidence provided and the discussions that take place during the review event itself.

One of four judgements is possible in relation to each Expectation:

* **Commended:** the Department meets the University Expectation and has a number of examples of good practice that merit further dissemination
* **Meets Expectations**: the Department meets the University Expectation
* **Requires improvement to meet the Expectation**: the Department does not currently meet the Expectation
* **Pending**: a decision will be deferred until further information has been provided or action taken, within a timescale specified by the Review Panel.

*Record Additional Information & lines of enquiry for Stage 1 report (Evidence for Stage 2 report)*

|  |  |
| --- | --- |
| **University Expectation** | **Judgement** |
| **UE1 Recruitment and Demand**There are sustainable markets for the Department’s courses. The Courses recruit suitably qualified students from diverse educational and social backgrounds |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE2 Access and Inclusion**The Department demonstrates active implementation of commitments to widening access, inclusion and participation in higher education practice and effectively monitors and addresses differential student outcomes gaps |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report) Where data is available must include comparison to, and evaluation of, the Office for Students (OfS) B3 data for continuation, completion and progression*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE3 Education for Sustainable Futures**The courses are well designed and align with the University values for inclusion, internationalisation, ethical and socially responsible global citizenship. Courses have (or are in the process of) embedding the University graduate attributes |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE4 Applied and Research Inspired Education*** Learning and Teaching is research inspired
* Curricula provide opportunities for students to engage with research processes and professional enquiry
* The Department demonstrates commitment to staff development and professional recognition, and extending its external profile for excellence in learning and teaching
 |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE5 Assessment**Assessment outcomes for all students are strong (or issues are being addressed) and underpinned by effective assessment, feedback, standardisation and moderation processes |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE6 Academic Support*** There are effective arrangements for academic support, including for personal academic tutoring, induction, supporting student module choice and monitoring student engagement/attendance
* Student continuation (retention), progression and completion is strong
 |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report) Where data is available must include comparison to, and evaluation, of OfS B3 data for continuation, progression and completion*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE7 Student Voice and Engagement*** The Department demonstrates a commitment to working in partnership with students, with genuine involvement of students in quality management and enhancement
* Students have a high degree of satisfaction with their courses and measures of student engagement are strong
 |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE8 Employability and Work-based learning*** Graduate employment outcomes (progression to managerial or professional employment or further study) are strong and underpinned by clear approaches at course level to developing student employability and the provision of careers education, information, advice and guidance
* The Department engages with external communities and employers
* Students have the opportunity to apply their learning through collaboration with employers and/or community organisations
 |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report) Where data is available must include comparison to, and evaluation of, OfS B3 data in relation to progression to managerial or professional employment or further study*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE9 Active Flexible Learning*** There is effective use of learning technologies for active flexible and accessible learning.
* Staff and student have well developed digital capabilities
 |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE10 Resources**There are sufficient and appropriate resources, including staff and learning resources, specialist facilities and equipment to underpin the curriculum and permit all students to achieve learning outcomes |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **Academic Partnerships** (where relevant)**UE11 Academic Partnerships** The management of collaborative partnerships and courses is effective with appropriate attention to risk |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE12 Academic and professional standards** * Courses are aligned with external reference points and benchmarks (including the FHEQ and where relevant qualification and classification descriptors)
* Courses meet the requirements of PSRB or other accrediting bodies
* Students achieve appropriate standards
 |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE13 Applicant and student information**Published information, including programme and module specifications, course handbooks and module outlines are fit for purpose, accessible and trustworthy |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |
| **University Expectation** | **Judgement** |
| **UE14 Quality assurance and enhancement**The department uses data, including the Office for Students B3 data for continuation, completion and progression, to identify and manage risk, and to drive continuous improvement |  |
| **Additional information: *(stage 1 report)*****Lines of enquiry: *(stage 1 report)*****Evidence: *(final report: the evidence must justify the judgement)*** |

**Actions and recommendations**

The Panel made the following **Commendations** describing practice considered exemplary and/or innovative:

|  |  |
| --- | --- |
|  | **Commendations** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
|  |  |
|  |  |
|  |  |

The Panel noted the following **Affirmations**, acknowledging developments already in place or planned to address previously identified issues:

|  |  |
| --- | --- |
|  | **Affirmations** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
|  |  |
|  |  |
|  |  |

The Panel identified the following actions to secure improvements and recommendations to enable enhancements

|  |  |  |
| --- | --- | --- |
|  | **Actions** | **By when**  |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Recommendations** | **By when**  |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Once approved by ASQEC, the Actions and Response should be appended to the School or Course Enhancement Plan (as appropriate) and monitored by the College Learning, Teaching and Quality Enhancement Committee, to ensure that the outcomes are acted upon.

A one year on progress report, with an update on the actions and evidence of impact, will be requested during July 2025 for consideration and approval by ASQEC in September 2025.

An initial response to the Actions/Recommendations, should be provided by the Head of Department, then approved by the College Director of Learning, Teaching and Quality Enhancement/Head of School and sent to the AQU Officer by **xxx** for the June ASQEC, (attached as Appendix 3).

AQU Officer:

*Draft Outcomes:*

*Outcomes approved by Chair:*

*Report approved by Chair:*

**Appendix 1: List of all the documents provided to the panel**

**Appendix 2: List of additional documents requested and provided to the panel: second panel meeting**

**Appendix 3: Departmental Response to Draft Periodic Review for XXX**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **Action**  | **Completion by**  | **Responsibility** | **Initial response**  | **One year on response****(due September 2025)** | **Evaluation and evidence of impact** |
| **1.**  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **Recommendation** | **Completion by**  | **Responsibility** | **Initial response** | **One year on response** | **Evaluation and evidence of impact** |
| **1.**  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

The Panel noted the following **Affirmations**, acknowledging developments already in place or planned to address previously identified issues:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | **Affirmation** | **Completion by**  | **Responsibility** | **Initial response** | **One year on response** | **Evaluation and evidence of impact** |
| **1.**  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |