

**Guidance for Partners on Writing your Evaluation and Development Document for Partner Periodic Review**

*This document has been developed to assist staff in writing EDDs for the partner periodic review.*

The EDD prepared by the partner organisation should review the working of the partnership against the terms of the partnership agreement, and draw on the operation of the course(s) under review. It should include a short critical evaluation of each course, identifying strengths, weaknesses, innovations and planned developments for quality enhancement.

The EDD is not a descriptive account of what you do, nor is it an updated version of your most recent annual evaluation report, although cross referral might be useful. The Partnership Agreement and Programme Specifications together with associated documents will provide a substantial description of the partnership and each programme, and reviewers will be provided with annual monitoring/evaluation reports, together with other existing documentation.

The main concern of the EDD is evaluation, and it should be the outcome of management and team discussions. The writing style should be reflective and self-critical. The EDD is your opportunity to look carefully at what you do, why you do it that way, what you do particularly well and what you could improve or develop further. Don’t be afraid to refer to problems or weakness – but also state the steps you have taken or intend to take to remedy these. Consult with students – ask them what they consider to be the positive aspects of the partnership with the University, what the subject does well and what might be improved, and where appropriate consult with graduates and/or employers. Evaluative EDDs emerge from discussions about strengths, weaknesses, opportunities and threats, based on the evidence available.

The University’s Data Management Unit will provide a ‘statistical digest’ for each course under review, showing registrations, withdrawals, completions and award profiles for the last 3 years wherever possible.

EDDs should follow the template below in terms of the required main sections. The bullet points are intended as guidance to aid reflection; it is not necessary to answer each question.

We encourage subject/programme teams to adopt a ‘route map’ approach to producing Part B of the EDD. This means that the EDD is concise and refers the reviewer to existing documents which provide evidence to support claims or demonstrate action taken. Such evidence is very likely to include Partner HE strategy documents, annual evaluation reports, Committee minutes, including Course Management Committee minutes, external examiner reports, post-exam board module moderation meeting notes, course handbooks, module outlines, student survey and statistical data including that related to employability, and employer/mentor feedback where relevant. In this way the EDD document itself can be used to summarise, highlight and provide an overview without repeating information already available.



**Evaluation and Development Document (EDD) Template**

**Part A: Information about the Partner to include:**

The purpose of this section is to provide context for the Review Panel.

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| **Partner context and background** |
| *Provide a brief introduction to the institution/organisation (eg its history, size, key business, and in particular current education/training activity including HE provision) (c100 words).* |
| **List of Courses and award titles under review** |
| *List in full the award titles, including any named pathways, for all courses to be considered in this review.* |
| **Evolution of the partnership with the University of Worcester** |
| *Provide a brief overview of how the partnership with the University has developed (c150 words)* |
| **Evaluation of the effectiveness of the partnership** |
| *Is the partnership achieving its objectives, as indicated in the partnership agreement? Are all parties fulfilling their obligations? Are there any particular features of the partnership that are successful, and any that are less successful and/or in need of development? (c250 words)* |

**Part B: Evaluative commentary**

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| **Critical evaluation of each course, identifying strengths, weaknesses, innovations and planned developments for quality enhancement.** |
| *Including:*   * *evaluation of course demand, recruitment, admissions and career/employment opportunities for students* * *evaluation of student outcomes (retention, attainment, progression, employment outcomes, and academic standards as relevant)* * *evaluation of staff resources and learning resources, including arrangements for staff development* |
| **Academic standards and quality management** |
| *The purpose of this section is to provide an overview of how the Partner carries out its* responsibilities in relation to the management of academic standards and quality management.   * *Overview of feedback from external examiners, PSRBs and employers indicating how the Partner has addressed any issues identified* * *How the Partner engages with quality management and enhancement processes, including student engagement and student feedback, and is pro-active in identifying enhancement priorities through annual evaluation.* * *Arrangements for ensuring accuracy of published information for students (course promotional material, student handbooks, module outlines etc)* |
| **Learning opportunities for students** |
| *The purpose of this section is to provide an overview of the partner’s approach to learning and teaching, with particular respect to*   * + 1. *implementation of personal/academic tutoring and PDP*     2. *widening participation and retention*     3. *student employability and entrepreneurship/enterprise*     4. *use of e-learning*     5. *inclusion, particularly in relation to disabled students*     6. *research informed teaching*     7. *internationalisation and sustainability*     8. *staff development and scholarship for learning and teaching* |

**Part C: Development Plan for the Partnership and Subject/Programme(s)**

*Because the EDD is an evaluative and self-critical document, it is likely that the reflective process will have identified a number of areas for development. We ask you to set these out in a development plan, specifying the action to be taken, by whom and by when. This may build upon the actions outlined in Annual Evaluation reports but might also include additional actions identified through other means, including through the process of composing the EDD itself.*