

PERIODIC DEVELOPMENTAL REVIEW

A GUIDE FOR PANEL MEMBERS

Introduction

Periodic developmental reviews are an important means by which the University satisfies itself that departments, schools and collaborative partners are fulfilling the requirements for the maintenance of academic standards and teaching quality. It is intended that the process should be a positive and beneficial experience which, in opening up practices to wider scrutiny, should stimulate discussion and comparison, and encourage standardisation in those areas where the University might be expected to operate consistent and coherent policies. The promulgation of good practice and identification of areas where University procedures might be developed or enhanced should be a feature of the exercise.

The Periodic Developmental Review guidance, the review documentation and the Self-Evaluation Document (SED) Form have been updated to reflect external changes in the HE environment, specifically the Teaching Excellence and Student Outcomes Framework (TEF).

Reviews are undertaken by a panel which acts on behalf of the Learning and Teaching Committee and take place on a rolling basis every six years. Periodic Developmental Reviews are informed by Annual Developmental Review which departments/schools undertake each year.

The requirements of the Periodic Developmental Review process are articulated in the Code of Practice for Annual and Periodic Developmental Review. An overview of the operation of the PDR process is given in Appendix A.

The Review will incorporate:

- The drafting by the Department or School of a Self-Evaluation Document (SED)
- Review of documentary evidence to confirm the standard of the awards within the Department or School, the management of learning opportunities for students and the quality of the public information overseen by the Department/School
- A review visit day where the panel will meet with the Head of Department/School and a range of staff and students drawn from across the Department/School

In addition it may include:

- A visit by panel members to observe a teaching session within the Department/School
- Attendance by panel members at meeting with representatives of the student body, such as a Student/Staff Committee meeting

During the review the Panel will compare departmental/school arrangements with best practice defined nationally through the UK Quality Code and at institutional level through the University Strategies for Learning and Assessment, Senate Regulations, Codes of Practice, and other University

policies and procedures.

Composition of Review Panels

All periodic developmental reviews will be conducted by a panel which comprises the following:

- A Chair approved by the Learning and Teaching Committee
- An External Assessor
- The Director of Learning and Teaching the College in which the Department/School is located or their nominee
- An academic member of the Learning and Teaching Committee
- A lay member of Council
- A member of the Students' Union Sabbatical Team

A member of the University's Quality Office will act as Secretary to the Review Panel.

Role of Panels

The role of the Panel includes:

- Using their knowledge and experience to review the Department/School's academic provision and its management quality assurance and enhancement
- Reviewing the Self-Evaluation Document and the evidence which supports it, identifying potential areas for discussion with staff and students at the review visit
- Where required, observing teaching activities or attending a student-staff committee meeting prior to the review visit
- Attending the review visit, participating in, and leading discussions as appropriate
- Collectively reaching a view on areas of good practice and areas for potential improvement
- Reviewing the draft review report and agreeing a final version

Role of Individual Panel Members

All panel members participate in periodic developmental review as full members and may raise any issues for discussion. However, each member may be asked to focus on certain aspects of a department/school's provision or play a particular role in individual sessions with staff and students at the request of the Chair of the Panel.

The Chair of Periodic Developmental Reviews

The Chair has overall responsibility for ensuring that the review day is managed effectively. The Chair will usually have a particular focus on departmental/school management and strategy.

The Chair's responsibilities include:

- Working with the Secretary to agree a schedule for the PDR meetings and identifying areas for discussion with staff and students
- Chairing the review meetings, ensuring sessions run to time and all staff and students have the opportunity to contribute
- Agreeing with Panel members who will take the lead for each of the sessions or particular topics of discussion, based on their individual expertise

- Leading the Panel towards agreeing clear conclusions and agreeing areas for commendation and actions which are realistic and time bound (where possible)
- With the Secretary, providing feedback to the Head of Department/School at the end of the review day
- Reviewing and commenting on the initial conclusions and first draft of the review report
- Agreeing the final report to enable its publication

External Assessor

The External Assessor brings subject expertise and an important independent perspective to the PDR process. External Assessors may explore any areas which they have identified through their review of the Self-Evaluation Document and supporting evidence but they will be asked to pay particular attention to:

- Academic standards
- The design and currency of the curriculum
- The appropriateness of the curriculum in relation to Subject Benchmark Statements and similar provision at other universities
- The appropriateness of assessment strategies

Academic Members of the Panel

Academic panel members bring knowledge and expertise of learning and teaching and University quality assurance procedures. Individual panel members will be asked to focus on a particular aspect of the review which might include:

- The effectiveness of a Department/School's processes for the management of quality and standards and of student learning opportunities
- Learning and teaching
- Assessment
- Learning Resources
- Enhancement
- Employability
- Research degree provision

Lay Member of Council

The Lay Member of Council brings further external and independent expertise to the process. Again this member may raise any areas of interest for discussion but may be asked to focus on issues such as:

- Student employability
- Student placements
- Student support and development
- Availability of resources

Student Panel Member

The student panel member is able to bring the student perspective to the process and knowledge and expertise relating to University quality assurance procedures. The student member may raise any issues arising from the SED and briefing meetings with students. A particular focus will be:

- The overall student experience and satisfaction
- Ways in which the Department/School engages students in the management of quality and standards
- The operation and effectiveness of staff student committees
- Turn around times for marking and student feedback
- Academic support and guidance, including the personal tutor system
- Clarity and accessibility of information

The Review Secretary

A member of staff of the Quality Office will act as the Review Secretary. The Review Secretary will manage the review process and act as the main point of contact for both the Department/School under review and the Panel and will be available to provide advice and guidance as required. Responsibilities will include:

- Notifying the relevant Head of Department/School that a review is due to take place in the following academic year
- Liaising with the Head of Department/School and other staff to agree the date for the review
- Providing advice and guidance on the PDR process, including the production of the Self-Evaluation Document and other documentation and evidence
- Arranging for the approval of the External Assessor by the Chair of the Learning and Teaching Committee and drafting an invitation letter
- Ensuring all required arrangements for the review are made, including those for the external assessor
- Ensuring the necessary documentation is made available to the Panel
- Providing a briefing for the Chair and other panel members
- Attending a meeting of the Student Staff Committee, if required
- Attending a briefing meetings with the student panel member and student representatives due to attend the review visit
- Attending the review visit and supporting the Chair in ensuring its smooth running
- With the Chair, providing feedback to the Head of Department/School at the end of the review visit
- Drafting preliminary conclusions and agreeing them with the Chair before arranging for circulation to the Department/School
- Drafting the final report and seeking comments from the Panel and then issuing the report to the Department/School
- Ensuring the report is submitted to Teaching and Learning Committee and departmental/school responses are received at the appropriate time

Documentation and Evidence

All Panel members will be provided with access to all of the review documentation electronically, as well as a sub-set of documentation relating to a specific area of provision, approximately 1-2 weeks before the review date. The documentation provided is extensive, and it is not expected that all panel members will examine all of the documentation. Individual panel members will generally be given oversight of one particular area of the department/school's provision. It is desirable that in addition to the specific documentation provided for each panel member's particular focus, members should

also examine as much of the additional material provided as they feel necessary to familiarise themselves with the department/school and identify any general issues that they may wish to address.

Self-Evaluation Document (SED)

The Self-Evaluation Document is the only new document a Department/School is required to produce for a Periodic Developmental Review. The SED enables the Department/School under review to reflect on its provision and helps the PDR panel to set the agenda for the review visit. The SED should be an evaluative and reflective document which is supported by evidence. Thus, the SED is a key document to read prior to the review and to refer to during the review as it provides context and focus to the review.

The SED should be structured around six sections:

- Strategic and Departmental/School Overview
- Curriculum and Award Standards
- Teaching Learning and Assessment
- Student Support Development and Employability
- Research Degrees
- Topics for Discussion

In addition to the SED, a range of documentation will be available for the Panel to review. Documentation should be structured broadly to reflect the sections of the SED. The typical documentation which should be available to a Panel is outlined in Appendix B.

Preparations for the Review Day

Panel members should be given access to the SED and supporting documentation 1-2 weeks prior to the review visit. Documentation will be provided electronically. Panel members will be contacted by the Review Secretary to make necessary arrangements.

Panel members are asked to review the SED and appropriate evidence and to note issues they may wish to raise in discussions with staff and students on the review day. Panel members will be notified in advance of the specific focus of their role to enable them to take account of this in their preparations.

One of the panel members may be asked to observe a teaching session in the Department/School prior to the review day and another member or the Secretary may attend a Student Staff Committee meeting.

The Review Day

The Review Secretary will liaise with the relevant Head of Department/School and Chair of the Review Panel to agree the schedule for the day and this will be notified to the Panel. A sample schedule is provided in Appendix C. The review day will start with a meeting with the Head of Department/School, and other senior staff as appropriate, the remainder of the day will be scheduled to reflect the nature of the Department/School's provision.

The Panel will meet with a range of staff and students which will typically include:

- Three members of staff heavily involved in undergraduate teaching*
- Three members of staff heavily involved in masters level teaching*
- Three members of staff responsible for supervising, monitoring, training and supporting research students*
- Five to seven undergraduate students at different stages of their studies, drawn from across the Department/School's programmes. Each year cohort should be represented. If the department/school offers any joint programmes, these should also be represented**
- Four to five Masters level students drawn from across the Department/School's postgraduate taught programmes**
- Three doctoral students at different stages of their research *preferably including one student who has not yet undergone the probation/PhD upgrade process, one who has and one who is writing up.***
- Where the Department/School has distance learning provision, students will be invited to attend, however it is noted that this may not always be possible. Therefore, to ensure DL students have an opportunity to contribute to the review, feedback will be sought in questionnaire format by the Review secretary**

* Within these categories, the Panel would expect to interview the Director of Learning and Teaching for the Department/School (or equivalent), the Director of Taught Postgraduate provision (or equivalent) the Director of Distance Learning (if appropriate), Programme Leaders, tutors with pastoral roles and the Postgraduate Research Tutor (or equivalent).

** The demographic mix of the student body should also be represented (for example age, gender, ethnicity and international students) where possible.

The Chair and the Secretary will meet prior to the review day to identify particular areas for discussion. These will vary according to the programmes offered by the Department/School and each set of circumstances.

The review day provides an opportunity for the Panel to meet with a range of staff and students and it is intended that the meetings offer an opportunity for constructive and stimulating discussion. At the end of the review process the Panel should have acquired a clear view of the Department/School's provision and be in a position to identify areas for commendation or action and the Department/School should feel that it has had the opportunity to discuss any issues raised in the SED. There is no prescription about the exact topics to be covered or the questions to be asked although some suggestions of possible areas are outlined in Appendix D.

At the end of the review day the Chair and Secretary will meet with the Head of Department/School to provide some initial feedback.

Reporting

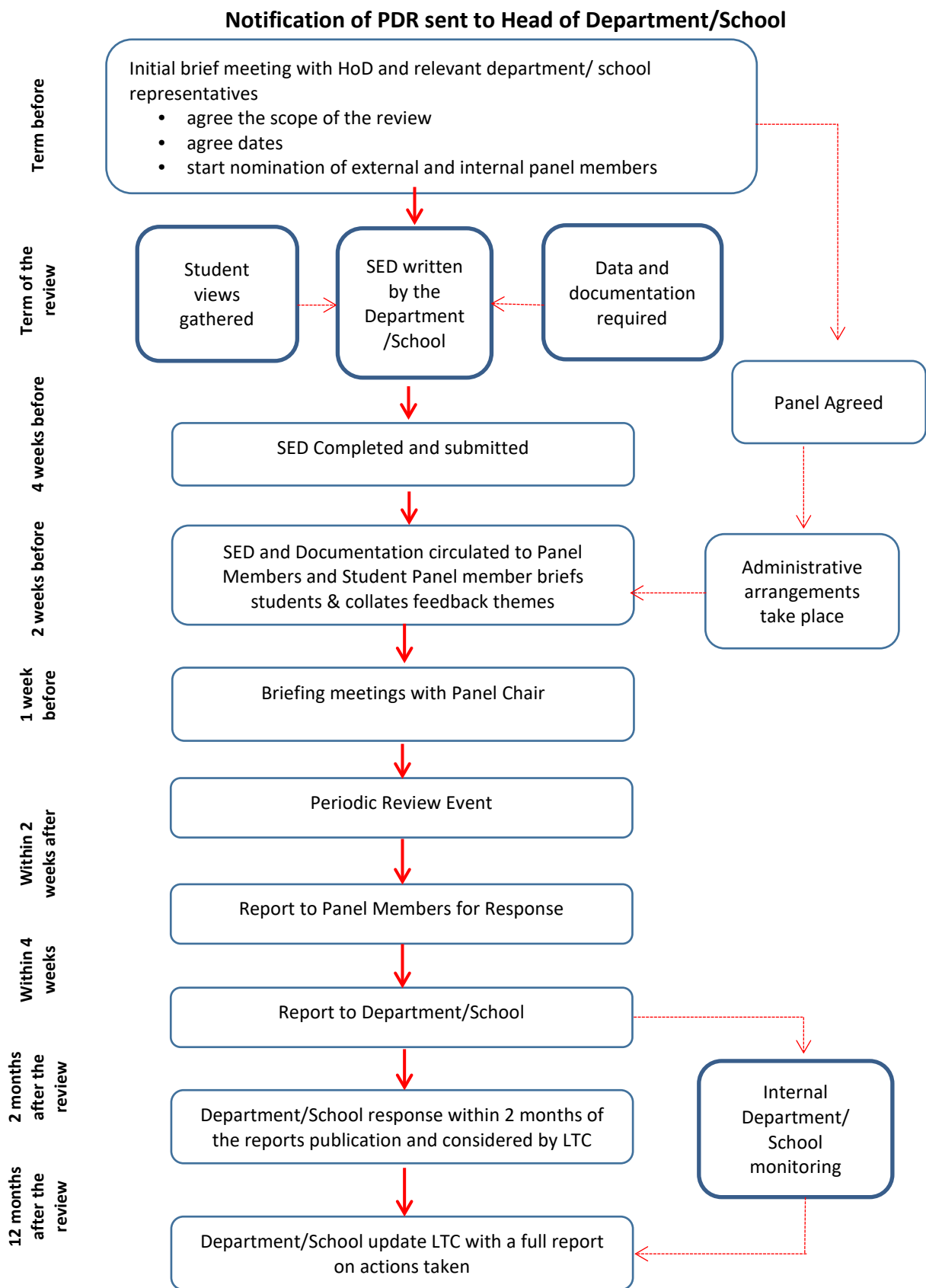
Following the review the Review Secretary will draft some preliminary findings which will be agreed with the Chair and circulated to the Department/School within a week. The Secretary will then draft a detailed report which will be circulated to all members of the Panel for comment.

The report will follow a standard format which will reflect the structure of the Self-Evaluation Document and will conclude with commendations for good practice and the identification of areas for further consideration and action by the Department/School.

Once agreed, the report of the Panel will be issued to the Department/School. This should normally take place within four weeks of the review visit.

Departments/Schools are required to submit an initial response to the report and its recommendations within two months and a final response within one year. Reports and responses are considered by the Learning and Teaching Committee.

Appendix A: Overview of PDR Process



Appendix B: Documentation for Periodic Developmental Reviews

Documentation should be structured in line with the headings below. Where documents are available on the University's website, links can be provided to the relevant document.

The Department/School should discuss any alternative approaches to provision of documentation with the Review Secretary at an early stage in the preparation. Access to documents/data marked * will be provided by the Quality Office.

1. Strategic and Development Overview & Processes for the Management and Enhancement of Academic Quality and the assurance of standards

Departmental/School Administration and Management

- Self- Evaluation Document (see guidance and template)
- Most recent annual developmental reviews (last 3 years)*
- NSS action plan (for reference)*
- Previous departmental/school PDR report and follow-up reports to APC*
- Most recent accreditation reports by PSRBs
- Terms of reference and the minutes of each departmental/school management committee for the last 12 months (*relevant to the management of quality and standards – review secretary will assist with identifying which committees are included*)
- Plan of departmental/school committee structure

Statistical Profile (*review secretary can assist with provision of data*)

- Departmental Data Pack (or equivalent) (includes number of students, entry tariff and demographic breakdown, non-continuation, NSS, attendance, degree classifications, Leicester Award engagement and highly skilled employment rate)*
- Staff:Student Ratio*
- Percentage of teaching staff holding recognised HESA academic teaching qualifications*
- Continuation rates and degree class outcomes*
- Entry and exit qualifications for identifying 'value added'*

External and Student Views

- Outcome of the National Student Survey for the Department/School*
- Outcome of the Teaching Excellence and Student Outcomes Framework (TEF)*
- Outcome of Postgraduate Taught Experience Survey (PTES)*

Please note: documents from this section should be used by the Department/School to discuss the processes for the management and enhancement of academic quality and assurance of standards in the relevant sections of their SED.

2. Curriculum and Award Standards

Curriculum

- Curriculum transformation summary report*
- Curriculum transformation rationales*
- Programme specifications*
- Module specifications*
- Curriculum change rationales (for the last 12 months)*

- QAA Subject benchmarking statements*
- External professional body requirements for accreditation (where appropriate)
- External examiners' reports and departmental/school responses (last 3 years)*

3. Teaching, Learning and Assessment

Management of Teaching and Learning

- Terms of reference and the minutes of the departmental Teaching and Learning Committee (or equivalent) for the last 12 months
- Copy of departmental/school schemes for peer observation of teaching and peer observation of marking. (Incorporate a summary of overall involvement in the processes).
- Workload allocation model

Assessment

- Departmental/School guidelines issued to examiners on assessment and marking e.g. assessment handbooks
- Procedures for the internal and external moderation of summative assessments
- Assessment and feedback mechanisms – include samples of feedback forms for providing assessment feedback

Feedback to and from Students

- Terms of reference and the minutes of all Student Staff Committee minutes for the last 2 years
- Module level feedback - include sample of questionnaire template / Leicester University Modules Evaluation System (LUMES) feedback
- Programme level feedback – include sample of questionnaire template

4. Student Support, Development and Employability

Induction (UG and PG)

- Induction Programmes (University level)*
- Induction Programmes e.g. schedule, slides, handbook/information

Study Support

- Handbooks
- Project advice/dissertation advice
- Support for fieldwork
- Distance learning student support arrangements

Placements and Exchanges

- Guidance and support to students for study abroad and/or work placements

Careers Guidance and Employability

- Destinations of Leavers from Higher Education in the United Kingdom (DLHE)/Graduate Outcomes*
- Careers Development Service partnership agreement*
- Schedule of departmental/school and programme specific careers events
- Support for internships

5. Research Students

- Postgraduate Research Student numbers
- Research students' seminar programme
- Outcome of Postgraduate Research Experience Survey (PRES, most recent)*
- Submission rates (i.e. for Research Council students the proportion who submit within 12 months of the end of their award)
- Completion rates (Percentage of the relevant cohort who completed their research degree (i.e. passed the examination, made any required amendments and were eligible to be awarded the degree). Please note: students who were awarded a lower award should be explicitly differentiated from the overall completion rate)
- Training for Research Supervisors
- Processes for and monitoring of research supervision

Appendix C: Schedule of Sessions

Schedule of Sessions

08.30 – 08.45	Arrival, with tea and coffee available for the panel
08.45 – 09.30	Private session for Panel <i>For discussion of particular themes and issues each member may wish to address</i>
09.30 – 10.30	Meeting with Head of School/Department
10.30 – 10.40	Break
10.40 – 11.25	Meeting with undergraduate students
11.25 – 12.10	Meeting with staff members responsible for undergraduate programmes.
12.10 – 12.20	Break
12.20 – 13.00	Meeting with postgraduate and distance learning students
13.00 - 13.30	Lunch for Panel members
13.30 – 13.45	Private session for Panel <i>For discussion of particular themes and issues arising from initial interviews</i>
13.45 – 14.15	Meeting with staff members responsible for postgraduate taught programmes.
14.15 – 14.45	Meeting with a sample of research students
14.45 – 15.15	Meeting with research student supervisors
15.15 – 15.30	Break
15.30 – 16.00	Private session for Panel <i>For discussion of outcome of the review, and identification of points of commendation and points for action</i>
16.00 – 16.30	Optional feedback session to Head of School/Department (Panel Chair and Secretary only)

Appendix D: Areas for discussion with staff and students at the review visit

The following areas for discussion are presented as a guide and are indicative of the type of topics which may be considered when the Panel reviews the SED and other documentation and may be covered also during a review visit. The Review Panel, under the guidance of the Chair, will decide the appropriate areas for discussion based on the provision of the Department/School and issues raised in the Self-Evaluation Document and supporting evidence.

Where possible, questions and discussion should relate to specific student groups in order to identify any differential impact or/and good practice in relation to students with different demographics/protected characteristics.

1. Strategic and Departmental/School Overview

How effective are departmental/school strategies and how are they evaluated?

Are there any planned developments or enhancements?

How do departmental/school strategies relate to University strategies, for example the Strategic Plan or the Learning and Teaching Strategy?

Maintenance of Standards and Enhancement of Quality (These questions may be relevant to any subsequent section)

How effective are departmental/school procedures for monitoring and evaluating its provision, identifying risks and maintaining academic standards?

How does the Department/School make appropriate use of, and act upon management information, including statistical data on progression and award, student complaints and appeals, the National Student Survey, the Postgraduate Taught Experience Survey etc.? Including making reference to specific issues for students with particular demographic characteristics.

How does the Department/School consider and respond to External Examiners' Reports?

How does the Department/School make use of external reference points (such as PSRBs, employer feedback, academic subject associations/sector networks and bodies concerned with developments in pedagogy and technology-enhanced learning)?

2. Curriculum

Are programmes well designed, at the appropriate level and of sufficient breadth and scope?

Are programmes informed by recent developments and research in the discipline?

Are there any examples of innovation in the curriculum?

Does the curriculum provide all students with the opportunity to achieve and demonstrate the Intended Learning Outcomes?

Does the academic provision meet the requirements of the FHEQ and Subject Benchmarks Statements, where appropriate?

3. Teaching Learning and Assessment

Is the range of learning and teaching methods appropriate?

What evidence is there that teaching and learning is effective?

Are there any examples of innovation?

Have there been any developments in pedagogy?

How is technology used to support teaching, learning and assessment?

How is the quality of learning and teaching enhanced?

What percentage of teaching staff hold academic teaching qualifications? How is the Department/School supporting staff to achieve qualifications where they are not held?

How do staff ensure that inclusive opportunities are used in teaching, learning and assessment?

How can enhancements be made to further support students with different demographic characteristics?

How effectively do students act on feedback and what evidence is there that this is effective in supporting learning?

How well does peer observation of teaching/marking work?

What have engagement levels in the observations been like?

What improvements in practice have resulted from the observations?

Do staff draw on their research or professional activity to inform their teaching?

Are feedback mechanisms both to and from students working effectively?

Is there adherence to the policy for turnaround times for marking working?

How is student feedback evaluated?

What actions are being taken to address NSS/TEF feedback relating to teaching, assessment and feedback?

4. Student Support Development and Employability

Are there effective arrangements for admission and induction?

Is there appropriate academic support for all students, including those with protected characteristics?

What actions are being taken to address NSS/TEF feedback relating to academic support?

How well is the personal tutor system operating?

What other mechanisms are in place to support student progress?

How does the Department/School ensure students are aware of their responsibilities and the responsibilities of staff?

How effective is the communication of information to students?

Are there appropriate resources in place, such as equipment, Library and IT facilities, teaching accommodation etc.?

How appropriate are the student:staff ratios?

Are these resources deployed in an effective manner?

How does the Department/School identify relevant employability skills and how does it ensure students have the opportunity to develop these?

What evidence is there of engagement with the Career Development Service?

If placements are offered, how are these managed?

5. Research Degree Provision

What funding is available for research students?

How are supervisors allocated, is research degree supervision taken account of in any work allocation model?

What is the policy on frequency of supervisory sessions?

How effective is the operation of probation and probation review?

What induction arrangements are in place for research students, how does this relate to College/University induction?

How are research training needs identified?

How does the Department/School seek to ensure timely submission?

What opportunities are available for research students to teach/demonstrate and what training is required/provided?

Meeting with Students

During the review visit normally there will be a single meeting with students which includes a range of students, studying at undergraduate and postgraduate level, including students undertaking doctoral research. Where there is significant distance learning provision feedback will be sought from students using questionnaires.

The meeting with students should aim to be as informal as possible. The Student Panel Member may be asked to lead the discussion with student representatives and a wide range of topics can be covered. Possible areas for discussion may include:

How are students' views sought by the Department/School?

Are students represented on departmental/school committees? If so what is their role?

Do students chair the Student Staff Committee?

Do students feel their views are considered and responded to?

What were the induction processes for their programmes?

Are students aware of intended learning outcomes for their programmes?

Do the programmes offered meet their expectations?

Do they feel appropriately stretched by the curriculum?

Do they feel the workload and timetable is appropriate?

Do they feel learning and teaching methods are appropriate?

Would they highlight any particular effective or innovative methods used?

How do they perceive the overall quality of teaching?

Do they understand the criteria for assessment and methods used?

Are there opportunities for placements/study abroad? How are these managed?

Is feedback timely and constructive?

Do they have the opportunity to discuss their progress with academic staff?

What is their experience of the personal tutor system?

Do they feel they have access to appropriate resources?

Have they accessed or do they know how to access student support services if they require advice/guidance?

What opportunities do they have to develop/enhance their employability skills?

Have they accessed the Career Development Service – what was their experience?