Periodic Developmental Review – A Guide for Departments/Schools

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 possible enhancement opportunities should be a feature of the exercise.

Periodic developmental reviews are also the means by which the University meets the requirement of the UK Quality Code for Higher Education that an institution should review the continuing validity and relevance of its programmes of study.

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 when the review panel will meet 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.

1. **Timescale for reviews**

    The Learning and Teaching Committee undertakes reviews on a rolling six year programme. The review schedule will be agreed before the start of each academic year. A department/school under review will be given at least a two terms' notice regarding the approximate timing of the review and at least two months' notice of the date of the review visit. Arrangements for the provision of documentation and the format for the review day will be agreed between the Review Secretary based in the Quality Office and the Head of the Department or School under review.

2. **Composition of Review Panel**
    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 (nominated by the Head of the Department/School under review, point 3 refers)
- The Director of Learning and Teaching of 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.

3. **Nomination of an External Assessor**

The Head of the Department/School under review will be asked to nominate three potential external assessors to serve as a member of the review panel. The assessor should be a senior member of academic staff working in the subject area of the review in another university. The external assessor will be asked to focus specifically on the curriculum content and award standards of the Department/School's provision. The following criteria should be considered in the nomination of an external assessor:

- knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality
- standing and breadth of experience within the discipline
- an understanding and awareness of current developments in the design and delivery of curricula and of designing and operating assessment procedures
- fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s)

Where appropriate, an assessor from industry, commerce, or the public sector may be selected, but current and recent (i.e. within the last five years) external examiners may not serve. Where appropriate, more than one external assessor may be appointed.

Nominations should be made on the standard form (see Appendix A). Once nominations have been received from the Department/School, they will be reviewed by the Chair of the Learning and Teaching Committee, who will determine who should be invited to serve in this capacity. The Secretary to the review panel will be responsible for making all arrangements for the external assessor.

4. **Preparation of Review Documentation**

The Secretary will liaise with the Head of Department/School and their nominated representatives to agree a schedule for the production of documentation relating to the review. Some documentation can be provided by Student and Academic Services. A list of the documentation that is typically required for a review is given in Appendix E.

Documentation will be provided via secure electronic storage for all panel members. The responsibility for creating and maintaining the documentation rests with the Department/ School under review with support from Quality Office staff, who will be able to provide electronic versions of centrally provided information and will manage the circulation of documentation to Panel members;

As the purpose of the review is to examine the Department/School's existing provision and its management of it, review panels do not require department/schools to produce significant amounts of new information for inclusion with the review documentation. Existing departmental/school and University documents should be used whenever possible.

Accordingly, the only new document that a department or school is required to produce is a Self-Evaluation Document, utilising the template (appendix C) and guidance published in Appendix B.

5. **Self-Evaluation Document (SED)**

One of the main aims of the Periodic Developmental Review process is for the Department/School under review to undertake honest self-reflection and evaluation of the provision under review based on the data provided.

Through the preparation of the Self-Evaluation Document (SED), the Department/School is given the opportunity to explore and identify areas for possible strategic growth and development of the curriculum and ways of improving its delivery, with a view to enhancing the quality of the student experience and learning and teaching opportunities offered, while assuring the standards of awards.

At the end of the SED, a summary of the suggested topics for discussion should be identified by the Department/School. Consideration of the SED will be a main focus for the Panel prior to the day of the Review and it will use this to identify questions and confirm topics for discussion. It is envisaged that the review will facilitate a dialogue between the Panel and the Department/School, which is supportive and developmental in nature, leading to a set of recommendations for improvement and enhancement as well as commendations for good practice.

Where possible the SED should be considered by the Departmental Learning and Teaching Committee (or equivalent) before submission.

6. **Nomination of staff and students to attend meetings with the Panel**

On the review day the Panel will meet a range of staff and students drawn from across the Department/School. In advance of the review day the Head of Department/School will be asked to nominate the following members of staff and students:

- 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).

Professional services staff (such as examination officers) may be included where appropriate.

The Quality Office will formally invite the students who are attending, and will therefore require the nominations from the Department/School a minimum of **one month before** the review date.

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

7. **Before the review day**

In the two weeks immediately preceding the review visit one or more members of the Review Panel may visit the Department/School to observe a teaching session, if the academic calendar permits. This will be organised between the Secretary and the Department/School under review. In addition, a member of the review Panel or the Secretary may attend a Student/Staff Committee meeting.

Shortly before the review visit the Panel member representing the Students' Union and the Secretary will arrange to meet with the student representatives due to take part in the review in order to provide more detail about the process and identify in advance any issues for discussion.

Additionally, the Review Secretary will arrange to meet with the Chair of the Review Panel to discuss issues which may arise from the documentation or discussions with student representatives.

8. **Schedule for the Day**

The Review Secretary and Head of Department/School will liaise to agree a schedule of meetings for the day and a location for the review visit. If a suitable committee style room is available within the Department/School this will be the preferred location for the interviews.

A sample schedule is provided in Appendix F. Following an initial meeting with the Head of Department/School, the order in which the other sessions take place may be tailored to suit the particular provision within the Department/School.

An opportunity to meet with student representatives will be arranged, normally over the course of the lunch break for the Panel. This will be an informal opportunity for Panel members to meet with student representatives from all levels of the Department/School's provision.

9. **Feedback and Reporting**

At the end of the review day the Secretary will provide feedback to the Department/School on the points of commendation and issues the Panel has identified for further consideration and action.

A written summary of these conclusions will be agreed by the Chair and circulated to the Department/School within a week. The full report of the Panel will be issued to the Department/School four weeks after the review and it will be given two weeks to check it for factual accuracy.

10. **Departmental/School Response**

The report should be considered by the Departmental Learning and Teaching Committee (or equivalent) and any other relevant departmental/school committees. It is also good practice for the Department or School under review to share the report and, where appropriate, the departmental/school response with their students via the Student/Staff Committee.

The Department/School will be required to provide an initial response to the Quality and Standards Sub-Committee addressing any issues raised in the report, normally 2 months after its publication. The full report and this initial response will then be considered by the Quality

and Standards Sub-Committee. This will normally also be considered by the relevant College Learning and Teaching Committee. The Learning and Teaching Committee will receive an annual PDR summary. One year after the publication of the report the Department/School will be required to provide a full report to the Quality and Standards Sub-Committee detailing the actions taken.

Appendix A: PDR External Assessor Nomination Form

Periodic Developmental Review: External Assessor Nomination Form

This form is designed to collect the information necessary to allow consideration of nominations for an external assessor for a periodic developmental review (PDR). It is intended for use with the University's Code of Practice on Annual and Periodic Developmental Reviews, which can be found at:

http://www2.le.ac.uk/offices/sas2/quality/codes/documents/developmentalreview.pdf

Guidance about external assessor suitability and eligibility exclusions

Please consult the lists below before submitting any formal nominations or making informal approaches to nominees.

If you have any queries about the appointment process, or the suitability of a particular nominee, please contact your College Academic Advisor in the Quality Office, or PDR Panel Secretary if different, for guidance.

Suitability of the proposed external assessors

The criteria against which nominations for PDR external assessors are considered are as follows:

- knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- competence and experience in the fields covered by the provision under review, or parts thereof;
- relevant academic and/or professional qualifications to at least the level of the qualification being reviewed, and/or extensive practitioner experience where appropriate;
- sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
- familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external are provided with the information to make their judgements);
- awareness of current developments in the design and delivery of relevant curricula;
- competence and experience relating to the enhancement of the student learning experience.

Eligibility of the proposed external assessors

Individuals in the following categories or circumstances **will not** normally be appointed as PDR external assessors:

- a member of the University's Council or of the governing body of a partner institution, or a current employee of the University or one of its collaborative partners;
- anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
- anyone required to assess colleagues who are recruited as students to the programme of study;
- anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
- anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;
- former staff, students or external examiners of the institution unless a period of five years has elapsed and all students taught and/or examined by or with the nominee have completed their programme(s);
- anyone who has previously served as a PDR external assessor for the University;
- a retired member of staff, unless there is sufficient evidence of continuing involvement in the academic area in question, and with current developments in higher education teaching, learning and assessment.

Periodic Developmental Review: External Assessor Nomination Form

Completed forms should be returned to your College Academic Advisor or PDR Panel Secretary, if different.

Review of [Department/School]:	Click here to enter text.		
Complete list of programmes, including CPD modules/courses			
Department/School owned: (solely or as lead)	Click here to enter text.	Covered in this PDR Yes/No	Click here to enter text.
Contributed to by the Department/School:	Click here to enter text.	Covered in this PDR Yes/No	
Comments: - Identify any programmes with currently registered students but that have been formally and permanently withdrawn to new entrants; - Provide review date(s) of any Department/School owned programmes covered by separate review.	Click here to enter text.		

Proposed external assessor:			
Dept. preference ranking:	Choose an item.	Title:	Click here to enter text.
First name(s)	Click here to enter text.	Family name	Click here to enter text.
Title of current post	Click here to enter text.		
Current employing institution	Click here to enter text.		
Address for correspondence	Click here to enter text.		
Telephone number	Click here to enter text.	Email address	Click here to enter text.
Rationale for the nomination (include summary of recent career history and recent publications applicable to suitability)	Click here to enter text.		
Online academic profile	http://Click here to enter text.		
Specify any previous contact with the University or members of the Department/School	Click here to enter text.		
Does the nominee meet the suitability criteria above?	Yes ☐ No ☐ Any comments: Click here to enter text.		

Periodic Developmental Review: External Assessor Nomination Form

Is the nominee eligible to be an external assessor (see eligibility exclusion categories above)?	Yes ☐ No ☐ Any comments: Click here to enter text.

Proposed external assessor:			
Dept. preference ranking:	Choose an item.	Title:	Click here to enter text.
First name(s)	Click here to enter text.	Family name	Click here to enter text.
Title of current post	Click here to enter text.		
Current employing institution	Click here to enter text.		
Address for correspondence	Click here to enter text.		
Telephone number	Click here to enter text.	Email address	Click here to enter text.
Rationale for the nomination (include summary of recent career history and recent publications applicable to suitability)	Click here to enter text.		
Online academic profile	http://Click here to enter text.		
Specify any previous contact with the University or members of the Department/School	Click here to enter text.		
Does the nominee meet the suitability criteria above?	Yes ☐ No ☐ Any comments: Click here to enter text.		
Is the nominee eligible to be an external assessor (see eligibility exclusion categories above)?	Yes ☐ No ☐ Any comments: Click here to enter text.		

Proposed external assessor:			
Dept. preference ranking:	Choose an item.	Title:	Click here to enter text.
First name(s)	Click here to enter text.	Family name	Click here to enter text.
Title of current post	Click here to enter text.		
Current employing institution	Click here to enter text.		
Address for correspondence	Click here to enter text.		
Telephone number	Click here to enter text.	Email address	Click here to enter text.

Periodic Developmental Review: External Assessor Nomination Form

Rationale for the nomination (include summary of recent career history and recent publications applicable to suitability)	Click here to enter text.
Online academic profile	http://Click here to enter text.
Specify any previous contact with the University or members of the Department/School	Click here to enter text.
Does the nominee meet the suitability criteria above?	Yes ☐ No ☐ Any comments: Click here to enter text.
Is the nominee eligible to be an external assessor (see eligibility exclusion categories above)?	Yes ☐ No ☐ Any comments: Click here to enter text.

Head of Department/School approval of nominations	
Indicated by signature here or by emailed return of completed nomination form directly by HoD/S.	Signed:
	Print name: Click here to enter text.

Office use only:

College Academic Advisor/PDR Panel Secretary actions			
Nomination received (date)		Nomination emailed by HoD/S if not signed above	Yes ☐ n/a (signed) ☐
Nomination checked against appointment criteria and clarification sought where necessary	Yes ☐ Any comments:	VC approval details	

Appendix B: Guidance notes for writing SED for departments/schools

The purpose of the Periodic Developmental Review (PDR) is to monitor the quality and standards of the programmes and awards offered by each department/school and to identify areas for development and for the dissemination of good practice in learning and teaching.

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). The PDR's reviewed structure, focus and outcome report will enable Departments/Schools to reflect on data and themes in preparation for subject-level TEF submissions. In addition, the PDR process has been reviewed to reduce duplication where parallel processes exist within the University where data is shared.

The Self Evaluation Document (SED) is the key document for a PDR. It enables the department/school under review to reflect upon its provision using data and it enables the periodic review panel to set the agenda for the review visit. This guidance covers writing the Self-Evaluation Document (SED) for PDR.

The SED should be an evidenced evaluative and reflective document exploring what the Department/School believes is working well and what is working less well. The SED should include appropriate reference to sources of information and data to support the analysis. **The SED should draw upon qualitative and quantitative data from relevant internal and external sources. Where possible, the SED should evaluate the effectiveness of provision in comparison with internal targets and external benchmarks, and in relation to specific demographic/protected characteristics in order to identify improvements and good practice for particular student groups.**

You are not required to provide a detailed description of what you do. Some background information may be necessary to set the scene but the emphasis should be on the Department/School's evaluation of the effectiveness of its provision and its management within the department/school.

You may find it beneficial to comment on the quality of data and contextualise the data relating to teaching quality, the learning environment, students' outcomes and learning gain. This may be useful to highlight considerations for use in the provider evidence required for the subject level Teaching Excellence and Student Outcomes Framework (TEF).

The following guidelines should be used to structure your SED. Please highlight strengths and areas of good practice, including examples, as well as those areas you are working to improve or enhance. You need not reproduce in the SED detailed information available in another existing document; instead, you can either append that document or summarise the contents of the document and explain its relevance.

Word Length

There is no formal requirement for the length of the SED.

Structure

The SED should be structured around the following six sections

1. Strategic and Department/School Overview
2. Curriculum and Award Standards
3. Teaching Learning, and Assessment

Periodic Developmental Review: External Assessor Nomination Form

1. Strategic and Department/School Overview

This section should highlight the key challenges facing the Department/School and key strengths which enable it to meet its strategic challenges. The summary should also reference current, planned and/or future developments in the Department/School to support the University in meetings its strategic aims.

This section should provide commentary on how the School/Department embeds its commitment to University's strategic priorities through its operation of the following strategies at a departmental/school level:

- Assessment Strategy
- Learning Strategy
- Digital Strategy (Digital Learning Environment/eLearning)

In addition, in this section the School/Department may wish to reflect on how the School/Department engages with and supports the implementation of the key University level strategies relating to:

- Recruitment and Admissions
- Curriculum Development
- Collaborative Provision
- Management of Learning Resources

The overview should refer to the Department/Schools undergraduate and postgraduate taught provision and organisational structure to include staff and student numbers relevant to the scope of the Review. Where applicable it should include reference to collaborative provision for which the Department/School is responsible.

The overview should list the UG and PGT programmes within the scope for the review including

The Award (including exit awards)	
Programme Titles	
Mode of Study (FT/PT/CB/DL)	
Partners involved in the delivery and management of programme	
Recognition or affiliation of a **Professional, Statutory and Regulatory Body**	

Aims and Context

The SED should define the overall strategic aims of the Department/School, and explain how these relate to the wider University strategy. Comment on strengths and characteristics that define the Department/School. This may reference how students are enabled to develop their capacity to learn, how provision meets international; national; regional and local needs – including widening participation/access to education and employment and how provision prepares students for employment, further study or professional practice.

The SED should consider the extent to which provision aligns to the aims, ILOs, strategy and mission where cumulative changes have been made to programmes as they have developed over time.

Maintenance of Standards and Enhancement of Quality
The SED should evaluate the effectiveness of the measures taken to enhance the quality and standards of provision. In section 2 onwards please use evidence (including statistical indicators) to outline and evaluate the effectiveness of measures taken to maintain and enhance the quality and standards of provision (including for students with different demographic characteristics) under the relevant headings (curriculum, award and standards; teaching, learning and assessment; student support, development and employability; and research). Specific tactics for closing the loop and demonstrating the responses taken to feedback should be included where relevant.

2. Curriculum and Award Standards
This section of the SED provides details of the programmes and awards offered. It is an opportunity to explain the vision and philosophy for the subject, highlighting not only the aims of the provision but also the skills students will be able to demonstrate on completion of their programmes and accessibility of the curriculum. Describe how intended learning outcomes are designed and reviewed, and how they meet/exceed the QAA Subject Benchmark Statements.

The SED should reflect on how the structure and content of the programmes are designed and developed appropriately, referring to

- Opportunities to achieve ILOs
- Opportunities for academic and intellectual progression
- Good practice in teaching and learning
- Feedback from External Examiners
- Subject Benchmark Statements
- Consider other topics relating to curricular planning and University consultations and reviews
- Providing equal opportunities for students with different demographic characteristics

a. Progression and Completion
Indicate how successful the Department/School is in supporting and monitoring students' progression through their programmes, indicating the proportion of students who successfully complete their studies.

The SED should cover:

- Student retention and withdrawal and where appropriate review the effectiveness of strategies adopted to reduce or limit the rate of non-continuation
- Trends relating to student progression and completion with respect to students' demographic characteristics
- Student achievement (including degree classifications awarded), identifying where action or support may be required at Departmental/School, College or University level
- Student complaints/appeals and any emerging themes

The SED should highlight what measures are in place to monitor graduate destinations and maintain links with alumni, including any significant trends in data resulting from the Destinations of Leavers from Higher Education Survey/Graduate Outcomes data.

3. Teaching Learning, and Assessment

This section of the SED should include reflection on the Departments/School's provision in respect of the following;

a. **Curriculum: Learning and Teaching**
The effectiveness of the modes of delivery of teaching and learning, where the Department/School employs innovative teaching methods and opportunities for development of new teaching methods. This could include, for example, discussion on –

- The range and appropriateness of teaching methods
- The variety of ways in which student participation is encouraged and achieved
- Opportunities for innovation such as engagement with the Leicester Learning Institute
- Developments in pedagogy
- The use of technology to support learning and teaching
- The effectiveness of team teaching, where appropriate
- Providing equal opportunities for students with different demographic characteristics
- The percentage of teaching staff with academic teaching qualifications

   Make reference to external data sources e.g. NSS/TEF where applicable.

b. **Curriculum: Assessment**
The effectiveness of student assessment in measuring achievement of the intended outcomes of courses and in particular in
- The effectiveness of the assessments in promoting student learning (especially through formative assessment)
- The range and variety of assessment methods used, evaluating their effectiveness in enabling students to demonstrate achievement
- The range of assessments used to support students with different demographic characteristics

   Make reference to external data sources e.g. NSS/TEF where applicable.

c. **Feedback Mechanisms (to and from students)**
This section should include policies and practices for providing feedback to students and obtaining feedback from students.

   The SED should consider:

- The mechanisms in place in the Department/School to ensure good feedback to students
- How the department/school knows that mechanisms for student representation and feedback are functioning effectively.
- How effective is the feedback and what impact does it have?
- How students are engaged in decision making and curriculum development and how feedback is obtained from students and used to enhance and improve programmes and how feedback loops are closed
- Feedback from alumni: its collection and use (where available)
- Specific tactics for closing the loop and demonstrating the responses taken to feedback

4. Student Support, Development and Employability

This section would normally include details on the operation of the personal tutor system, communication with students, the monitoring of progression, study skills, transferable skills and employability, and address any issues relating to widening participation, internationalisation and equality and diversity.

a. Recruitment and induction of students

This section should outline Department/School arrangements for student recruitment and admission. It should also summarise what induction programmes take place and how the Department/School evaluate and develop them.

b. Student Support

This section should review the effectiveness of strategies of academic support, and the extent to which they take account of entry profile of the student intake in relation to the aims of the programmes. The SED should articulate and evaluate the student support systems in place for the whole student journey both within the Department/School and relationship with University services.

Demonstrate how the Department/School knows whether support for students is effective, consistent and how it ensures it meets the needs of all students (across demographic characteristics) with the student profile within the context of provision and any learning needs, including:

- Identification of and action on any special learning needs
- Written guidance
- Academic advising
- Tutorial support
- Feedback to students on their progress
- Overall academic guidance and supervision

c. Student Experience

Explain how the Department/School knows whether students and staff have a clear understanding of their respective responsibilities and whether they have a sense of belonging within the Department/School/College/University.

d. Learning Resources

Explain the systems and strategies in place for ensuring the effectiveness of the deployment of learning resources in the Department/School, linked through to the discussion of the student learning environment provided, including:

- availability of equipment and IT facilities for staff and students
- availability of learning and teaching accommodation available, and to what extent the environments in which learning occurs are conducive to effective learning
- accessibility of resources provided by the library
- Effectiveness of technical and administrative support available
- The appropriateness of the student:staff ratios

Explain how effectively the Department/School feels the students use the learning resources available to them.

e. **Learning and Study Skills**
   The SED should:
   - Articulate how the Department/School identifies the study skills students require
   - Explain how the Department/School supports the development of study skills through curriculum and working with University central services
   - Identify opportunities for further development.

f. **Employability**
   The SED should include how the Department/School:
   - identifies the employability skills that are relevant to and needed by its students
   - supports the development of employability through curriculum and working with University central services
   - assesses the effectiveness of its employability strategies and its engagements of interactions with employers

g. **Work Placements**
   If work placements are provided as part of the Department/School's provision the SED should explain how they are managed and evaluate their value to the student experience. Indicate how work placements are monitored in relation to the Code of Practice on the University's Procedures for managing HE provision with others.

h. **International Study**
   The SED should explain what opportunities exist, if any, and articulate plans for developing international study opportunities and how study abroad opportunities are managed in relation to the Code of Practice on the University's Procedures for managing HE provision with others.

5. Research Degrees

For reviews which include research degree provision, the following <u>additional</u> information should be included as part of the evaluation of this area of the Department/School's work:

a. **Recruitment**
   The SED should reflect on the quality and nature of the student intake and any specific factors which affect student recruitment.

b. **Studentships and awards**
   The SED should explain the financial support available for research students in the Department/School, the success of your research students in obtaining awards and any action to increase the provision of financial support.

c. **Supervision arrangements**
   The SED should indicate frequency of supervisions, arrangements for joint supervision, special arrangements for part-time students, dealing with study leave, change of supervisor arrangements and the distribution of students amongst supervisors.

d. **Special arrangements**
   The SED should review special arrangements for support, induction and guidance including for overseas and part-time students.

e. **The research training course**

The SED should evaluate the research training including the skills which the research training course aims to develop, whether it is assessed and if it has Research Council recognition.

f. **Resources**

The SED should explain any systems and strategies in place for ensuring the effectiveness of the deployment of learning resources and the effectiveness of resources to support research students (e.g. Library, study or work space, IT, equipment, and funds for research travel and conference attendance).

g. **Student progress**

The SED should cover the mechanisms in place for monitoring and recording outcomes of probation review and dealing with unsatisfactory progress.

h. **Submission & completion rates**

The SED should include the Department/School's Research Council submission rates (i.e. the proportion who submit within 12 months of the end of their award). The completion rate should include the 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. Employment rates should also be included where available.

i. **Graduate Teaching and Research Assistants**

The SED should explain the role of GTAs and GRAs play in supporting teaching or research including the general nature of their responsibilities, number employed in each category, maximum workloads, training and supporting research students (including graduate assistants) in respect of their work for the Department/School.

6. Topics for discussion

This section summarises issues raised in the SED and will often form the basis for opening discussions with the Panel and inform the agenda for the review visit. These will include identification of:

- Strengths and possible areas for improvement identified throughout the SED which the team would like to focus on during the Review day
- How any key areas for improvement and enhancement will fit into the future strategic plans of the Department/School

At the end of the review process Schools/Departments and the Review Panel should feel that the issues raised have been addressed either directly or indirectly.

Periodic Developmental Review: External Assessor Nomination Form

Appendix C: SED Cover Sheet and Template

Self-Evaluation Document (SED) Cover Sheet

1

Academic Year	
Department/School	

Prepared By
Please include who wrote the SED (including position), consideration by Department/School Committees where appropriate and any student involvement (including UG/PG).

Complete List of Programmes
Please list all courses for which the Department/School is the formal lead.

Contributions to Other Joint Degrees
Please list those joint degrees run by other Departments/Schools to which the Department/School contributes modules.

Self-Evaluation Document (SED) Form

Please refer to the '*Guidance Notes for Writing the Self-Evaluation Document (SED) for Periodic Review*' document when completing this form. Further advice and guidance is available from your Collage Academic Advisor, who is based in the Quality Office.

Section 1: Strategic and Development Overview

Summary of Department/ School Strategies   *Please provide a summary of how the Department/School manages its strategies, for example the Recruitment and Admissions Strategy and Collaborative Provision.*
Department/ School Overview   *Please provide an overview of the Department/School, for example undergraduate and postgraduate taught provision and organisational structure.*
Aims and Context   *Please define the overall strategic aim of the Department/School and how this relates to the wider University strategy, for example how provision prepares students for employment, further study or professional practice.*

In section 2 onwards please use evidence to outline and evaluate the effectiveness of measures taken to maintain and enhance the quality and standards of provision under the relevant headings.

Section 2: Curriculum and Awards Standards

Review of Department/School Programmes
Please provide details of what provision is provided through the programmes under review, for example how the structure and content of the programmes are designed, developed and enhanced appropriately.

Progression and Completion
Please provide details of how successful the Department/School is in supporting and monitoring students' progression, for example student retention rates and student achievement. Make reference to external benchmark data e.g. non-continuation and degree classifications awarded.

Section 3: Teaching, Learning and Assessment

Curriculum: Learning and Teaching
Reflect on the effectiveness and quality enhancement of the modes of delivery of teaching and learning, for example innovative teaching methods, using technology to support learning and ways in which student participation is achieved. Make reference to specific approaches used to support students with different demographic characteristics where possible and external data sources as applicable e.g. NSS/TEF.

Curriculum: Assessment

Please review the effectiveness of student assessment in measuring achievements of intended course outcomes, for example through formative feedback and a range of assessment methods. Make reference to specific approaches used to support students with different demographic characteristics where possible and external data sources as applicable e.g. NSS/TEF.

Feedback Mechanisms (to and from students)

Please provide details of the effectiveness and impact of policies and practices the Department/School has in place for providing and receiving feedback from students. Make reference to external data sources as applicable e.g. NSS/TEF.

Section 4: Student Support, Development and Employability

Recruitment and Induction of Students

Please outline how the Department/School makes arrangements for student recruitment and admission, including how induction programmes take place and are evaluated and developed.

Student Support

Please review the effectiveness of academic support strategies and the extent to which they take account of entry profile in relation to the aims of the programme. This section should also evaluate the student support systems in place, for example tutorial support and academic advising. Make reference to specific approaches used to support students with different demographic characteristics where possible.

Student Experience

Please explain how you know students and staff have a clear understanding of their respective responsibilities and students' sense of belonging within the Department/School/University is achieved.

Learning Resources

Please explain the systems and strategies in place for ensuring the effectiveness of the deployment of learning resources in the Department/School, for example availability of IT equipment and library resources.

Learning and Study Skills

Please explain how the Department/School identifies learning and study skills needed by students, supports the development of study skills and identifies opportunities for further development.

Employability

Please explain how the Department/School identifies employability skills relevant to students and how the development of employability is supported. This section should also explain how the effectiveness of employability strategies and engagements of interaction with employers is assessed.

Work Placements *(If applicable)*

Please explain how work placements are managed and evaluate their value to the student experience. Also include how work placements are monitored in relation to the new Code of Practice.

International Study

Please explain what opportunities are available in the Department/School (if any) and articulate plans for developing international study opportunities. Also include how the study abroad opportunities are manages in relation to the new Code of Practice.

Section 5: Research

Recruitment

Please reflect on the quality and nature of student intake and any specific factors which affect student recruitment.

Studentships and Awards

Please explain the financial support available for research students in the Department/School, the success of research students obtaining awards and any action to increase the provision of financial support.

Supervision Arrangements

Please explain the financial support available for research students in the Department/School, the success of your research students in obtaining awards and any action to increase the provision of financial support.

Special Arrangements

Please review special arrangements for support, induction and guidance, including for overseas and part-time students.

The Research Training Course

Please evaluate the research training, including the skills which the research training course aims to develop, whether it is assessed and if it has Research Council recognition.

Resources
Please explain any systems and strategies in place for ensuring the effectiveness of the deployment of learning resources and the effectiveness of resources to support research students (e.g. Library, study or work space, IT, equipment, and funds for research travel and conference attendance).

Student Progress
Please explain the mechanisms in place for monitoring and recording for upgrade from MPhil to PhD and dealing with unsatisfactory progress.

Submission and Completion Rates
Please include the Department's Research Council submission rates (i.e. the proportion who submit within 12 months of the end of their award), for other research students (e.g. overseas, part-time, self-funding), proportion of students who successfully complete and employment rates.

Graduate Assistants
Please explain the role of Graduate assistants supporting teaching or research, for example the general nature of responsibilities and maximum workloads.

Section 6: Topics for Discussion

| **Strengths** |
| *Please identify the strengths within your Department/School, how these will be sustained & how good practice can be shared.* |
| |

| **Possible Areas for Improvement** |
| *Please identify possible areas for improvement and enhancement and how this will fit into the future strategic plans of the Department/School.* |
| |

| **Additional Information** |
| *Include here any further details that may be relevant to the Periodic Development Review.* |
| |

Periodic Developmental Review: External Assessor Nomination Form

Appendix D: Sources of Information

Further advice and guidance is available from your College Academic Advisor.

Internal Sources of Information

College Academic Advisor

The University Learning and Teaching Strategy
http://www2.le.ac.uk/offices/sas2/quality/learnteach

External Sources of Information

Framework for Higher Education Qualifications
http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

Subject benchmark statements
http://www.qaa.ac.uk/quality-code/subject-benchmark-statements

QAA Quality Code for Higher Education
http://www.qaa.ac.uk/quality-code

Advance HE
https://www.advance-he.ac.uk

Appendix E: Documentation list

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.

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)
- Curriculum transformation summary report (for reference)
- 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

External and Student Views

- External examiners' reports and departmental/school responses (last 3 years)
- Previous departmental/school PDR report and follow-up reports to APC
- Most recent accreditation reports by PSRBs
- 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

- Programme specifications
- Module specifications
- Curriculum change rationales (for the last 12 months)
- QAA Subject benchmarking statements
- External professional body requirements for accreditation (where appropriate)

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)
- Continuation rates and degree class outcomes

- Entry and exit qualifications for identifying 'value added'

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 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

Periodic Developmental Review: External Assessor Nomination Form

- Postgraduate Research Student numbers
- Research students' seminar programme
- Outcome of Postgraduate research Experience Survey (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 F: Sample agenda of the day

UNIVERSITY OF LEICESTER

LEARNING AND TEACHING COMMITTEE

PERIODIC DEVELOPMENTAL REVIEW

Draft Schedule of Sessions

08.30 – 08.45	Arrival, with tea and coffee available for the panel
08.45 – 09.30	Private session for Panel
	For discussion of particular themes and issues each member may wish to address
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
	For discussion of particular themes and issues arising from initial interviews
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
	For discussion of outcome of the review, and identification of points of commendation and points for action
16.00 – 16.30	Optional feedback session to Head of School/Department (Panel Chair and Secretary only)

If appropriate – a session can be inserted to interview staff who have specific responsibility for distance learning provision. Depending on the scale of the this provision this can be a 30 or 45 minute session, or this can be built into an extended PGT staff session.

For more detail on the nomination of staff and students please consult section 6 of the 'PDR Guide for Departments'.