



Internal Programme Periodic Review Policy

Doc No. To be completed by Quality

To be completed by Quality:

Issue	Date of 1 st Issue	Last Reviewed	Date of Next Review	Responsibility of
01		03.09.2019	03.09.2021	Centre for Excellence Manager HE

This document can also be produced in alternative formats upon request.

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1. Purpose and Scope

1.1. This policy has been aligned to and meets the requirements of the reviews UK Quality Code under Expectations for Standards and Quality. For further information please click on the link: <https://www.qaa.ac.uk/quality-code>

1.2. The review should be undertaken with the minimum of disruption to staff and students and in a spirit where by the periodic review will place an emphasis on enhancement.

1.3. The forum for the internal periodic review process will be the College Performance review Committee and course teams will be expected to evaluate their programme in the form of a PowerPoint presentation.

1.4. There will be a report with conclusions and recommendations provided by the College Performance Review Committee.

1.5. Students should be briefed and involved in the process before the review and should be to produce a brief written submission/statement.

1.6. The purpose of reviewing programmes is to ensure that:

- The original reason for developing and delivering the course is still valid and to offer the College and its partners the reassurance that a high quality of educational and academic experience for its students is still being maintained;
- Ensure that the provision is academically appropriate, sound and consistent with the College's strategic and educational plans and policies and reflects the expectations of the external bodies who validate the qualifications;
- Verify the attainment of academic standards against external and internal benchmarks, including the QAA UK Quality Code and associated reporting processes that operate within a Higher Education context at South West College;
- Provide the opportunity for a summative judgement on the provision drawing on the other components of the quality assurance system, notably annual programme monitoring, external examining and student evaluation;
- Identify any good practice as part of internal quality mechanisms;
- The course is meeting its aims and learning outcomes;
- Sufficient and appropriate employer engagement Clear evidence of Entrepreneurship;
- Clear evidence of student engagement and involvement in the Quality assurance process;
- Students are achieving appropriate standards;
- The course is attracting sufficient students to make it a positive learning experience and is cost effective;
- There are sufficient suitably qualified staff to deliver the programme;
- The course is supported by the rest of the college to enable enhancement;
- The staff are receiving the support they need;
- The staff are receiving the support they need;
- Clear evidence that Quality systems are maintained and used to enhance the provision;
- Programme teams understand and carry out their responsibilities in relation to public information;
- Standardisation of the provision;
- Action plan for improvement.

1.7. The review should be undertaken with the minimum of disruption to staff and students and in a spirit where by the periodic review will place an emphasis on enhancement.

2. Advance Documentation and Presentation Structure

2.1. All South West College Higher Education programmes will be internally reviewed on a four yearly cycle with the exception of all Level 5 and 6 courses that are validated through the Open University, Ulster University and Queens University Belfast. This provision is subject to the awarding body review methods and annual monitoring processes.

In addition, all awarding bodies have mechanisms in place that allow for content to be modified annually as a result of feedback from students, employers and external examiners. The annual course review/pathway review process's also enable course teams to review and modify their provision. External Examiners appointed by both the Open University, Ulster University and Queen's University Belfast provide valuable guidance and commentary annually on all programmes in terms of academic standards and fit for purpose content.

In order to make this review process:

- a) Annual Course Review, Evaluation and Planning for the last three years (plus an evaluative statement updating any new information or changes since the most recent programme review was written);
- b) A list of the strengths and weaknesses of the provision that should include the current status of employer engagement, work based learning/placement and industry based projects;
- c) Programme specifications;
- d) Quantitative data: an analysis of data on the pro forma provided (this will probably be an updated version of the data provided for programme review);
- e) Learning and Teaching Observation schedules/grades (If applicable);
- f) Examination Board minutes/summaries;
- g) Course Committee minutes;
- h) Initial Assessment records (If applicable);
- i) Destination information;
- j) Student Staff Consultative meeting minutes;
- k) Programme Team meeting minutes;
- l) Summary of student module evaluations;
- m) Internal verification records;
- n) External examiners/verifiers' reports. The response to examiners (where appropriate or a report on actions taken);
- o) A copy of the module/programme/student handbook;
- p) Admission Records
- q) Module Handbooks;

- r) Public Information (Marketing leaflets, prospectus, flyers);
- s) Sample of assessed student work, together with Assessment schedule (see below);
- t) A summary of student feedback - This could include an aggregation of points raised in student surveys or student meetings. The action taken to address the points - The way the outcomes are reported back to students;
- u) A summary of resources and the access students have to them, to include: library and IT resources, specialist equipment and teaching accommodation;
- v) Current staff CVs;
- w) Good practice - Please comment on particular areas of good practice that you would like to draw to the attention of the review panel including plans for future development. Some areas to consider include:
 - Assessment practice;
 - Quality of feedback;
 - Systems and processes;
 - Work at appropriate levels;
 - Progress in quality;
 - The use of learning resources;
 - Employer Engagement;
 - Student Engagement;
 - Enhancement;
 - Enrichment.

3. The Process of Review

3.1. The review panel will comprise of members of the Performance Review Committee and an external subject specialist from industry (where possible).

3.2. The following roles and responsibilities must be represented:

- the College Head of Higher Education;
- the College Quality Manager.

3.3. The review team should not be so large as to make the review cumbersome. The rest of the panel (two or three others could be selected from):

- The Assistant Director for Curriculum;
- HOD/DOHD/ Curriculum Manager from the area being reviewed;
- Deputy Chief Executive.

3.4. If the following were selected, they would need special briefing:

- Employer or member of advisory board;
- Former Student.

4. Advance Documentation

- At least 4 weeks before the review: The Course team will receive a briefing from the Head of Higher Education of the purpose of the review and the format.
- At least two weeks before the review: The course team will submit a course file in hard copy or electronically to the HE co-ordinator. The information provided should match the list above.
- One week before the review: The Course team should submit their PowerPoint presentation to the HE coordinator.
- On the day of the review: The course team will make a short 30-minute presentation supporting the documentation that has been submitted to the review panel and there will be a 10 minute question and answer session.
- On the day of the review: The Chair of the review board will summarise the panel's findings highlighting good practice and recommendations. At this point, the course team will be informed when they will receive a formal written report.

5. Student Work

5.1. Although there may be only one subject specialist on the panel, other members may request to look at the following after the formal review and course teams are required to make this information available if required:

- The date of submission and when the feedback was received;
- The application of assessment criteria;
- The clarity of assessment design;
- Whether the work is at an appropriate level a University representative from the appropriate Faculty;
- The use of academic conventions (referencing, bibliographies).

6. The Quality Review Report

6.1. In order to ensure that the report is useful in enhancing the provision:

- It will concentrate on strengths, issues for improvements and action points;
- It will be of use to the programme team, management, students and external agencies;
- It will be carefully written and no member of staff or student will be identifiable;
- The process of the review will be included;
- The documentation that has been consulted will be listed.

6.2. Within four weeks of the review:

- The Chair (in conjunction with the Quality Assurance Manager) is responsible for producing a short report with highlighting areas of good practice and recommendations. A date for the any

recommendations to be implemented will be agreed with the programme team and the review team will re-visit to ensure the actions have all been met.

7. Monitoring and Review

7.1. The College will establish appropriate information and monitoring systems to assist the effective implementation of this Policy.

7.2. The College will ensure that adequate resources are made available to promote this Policy effectively and is committed to reviewing this Policy on a regular basis, in consultation with the recognised trade unions, statutory organisations such as the Equality Commission for Northern Ireland and in line with models of good practice.

Signed: _____ Date _____
(Chief Executive)

Signed: _____ Date _____
(Chairman of Governing Body)

Document Development

Please complete with details regarding the development of this Policy.

D1. Working Group

Details of staff who were involved in the development of this policy:

Name	Position

D2. Consultation

Details of staff, external groups or external organisations who were consulted in the development of this policy:

Please refer to Equality Screening Consultation Guidance.

Name	Organisation	Date

D3. Approval Dates:

Details	Date Approved
Equality Screening <i>(please refer to Equality Screening Guidance)</i>	
Quality Checked <i>(please refer to Quality Checklist)</i>	
SLT	
Governing Body <i>(SLT to decide if PPS needs to go to Governing Body)</i>	

D4. Communication Plan:

Please provide details and dates as to how this policy will be communicated, implemented and disseminated:

Action:	Action by:	Date:

D5. Document History

Issue no. under review (Please see the front page)	Date of review: (Date)	Who was involved in reviewing the document? (Name/s)	Were changes made to the document after reviewing? (Yes or No)	If changes have been made, please provide brief details:	New Issue No.	If Yes, did the document need to go through consultation again? (Yes*/No)	If Yes, did the document need to be Equality Screened again? (Yes*/No)	If Yes, date those affected by document will be alerted of updated document: (Date)

* If you answered ‘Yes’ in columns E or F, you must forward details of additional consultation and/or screening to the Equality Officer.