**Annex F: Periodic Course Review**

# **Appendix 1: Periodic Review self-evaluation document template**

One report shall be completed per cognate group of courses, School or unit of teaching.

The baseline requirements are defined in the main document (Annex F).

The report reflects on how the courses of the subject area under review continuously meet the minimum baseline requirements, and whether any actions plans have shown impact.

The report also includes an opportunity for areas to reflect on how their courses demonstrate features of enhancement and excellence beyond the minimum requirements.

## **Part 0 Reporting Information**

|  |  |
| --- | --- |
| Name of the courses included in the self-evaluation |  |
| Date of the self-evaluation |  |
| Names and roles of people involved in update |  |
|  |  |

## **Part 1 Student Outcomes**

## **1.1 Positive outcomes**

| **Requirement** | **Course Performance** | **Impact of Action Plans during review period** | **Action Plans going forward, if applicable** |
| --- | --- | --- | --- |
| Continuation is above benchmark | *Consider how the courses met the thresholds over the past five years.*  *Were there any dips? If so, what were the reasons?* | *If there were any specific action plans in place, consider what impact they have had.* |  |
| Completion is above benchmark | *Consider how the courses met the thresholds over the past five years.*  *Were there any dips? If so, what were the reasons?* |  |  |
| Progression is above benchmark | *Consider how the courses met the thresholds over the past five years.*  *Were there any dips? If so, what were the reasons?* |  |  |

## **1.2 Educational Gain**

| **Requirement** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Academic development | *For example, gains relating to the*  *development of:*   * *subject knowledge* * *academic skills, e.g.* * *critical thinking* * *analytical reasoning* * *problem solving* * *academic writing* * *research and referencing skills* |  |
| Personal development | *For example, gains relating to the development of:*   * *student resilience* * *motivation* * *confidence* * *soft skills, e.g.:* * *communication* * *presentation* * *time management* * *networking and interpersonal skills* |  |
| Work readiness | *For example, gains relating to the development of:*   * *employability skills, e.g.:* * *teamworking* * *commercial awareness* * *leadership and influencing* |  |

## **Part 2 – High Quality Student Experience**

## **2.1 Course design (Academic Experience and Assessment)**

**Teaching Indicator**

| **Requirement** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Teaching Indicator is at or above benchmark (UG) | *Consider how the courses perform against the benchmark.* |  |
| PTES questions above benchmark | *Consider how the courses perform against the benchmark.* |  |

| **Baseline Requirement** | **Course Performance** | **Impact of Action Plans during review period** | **Action Plan going forward, if applicable** |
| --- | --- | --- | --- |
| Course   * is up to date * provides educational challenge * is coherent * is effectively delivered * allows students to develop relevant skills | *Are the courses consistently meeting the baseline requirements?* |  |  |

## **2.2 Assessment (Academic Experience and Assessment)**

**Assessment and Feedback Indicator**

| **Requirement** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Assessment and Feedback Indicator is above benchmark (UG) | *Consider how the courses perform against the benchmark* |  |
| PTES questions above benchmark | *Consider how the courses perform against the benchmark* |  |

| **Baseline Requirement** | **Course Performance** | **Impact of Action Plans during review period** | | **Action Plan going forward, if applicable** |
| --- | --- | --- | --- | --- |
| Assessment is:   * testing relevant skills * valid and reliable * effective * testing technical proficiency in English | *Are the courses consistently meeting the baseline requirements?* |  | |  |
| Feedback is timely | *Are the courses consistently meeting the baseline requirements?* |  | |  |
| Marking is:   * based on criteria in line with sector-recognised standards at the relevant level | *Are the courses consistently meeting the baseline requirements?* |  |  | | |

## **2.3 Enhancement and Excellence**

| **Enhancement and Excellence features** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Outstanding teaching practices that are highly effective and tailored to supporting students' learning, progression, and attainment. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |
| Course content and delivery inspire the provider’s students to actively engage in and commit to their learning. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |
| Course content and delivery stretch students to develop knowledge and skills to their full potential. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |
| Use of research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to outstanding academic experience. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |

## **2.4 Academic Standards and Awards (Academic Experience and Assessment)**

| **Requirement** | **Course Performance** | | **Impact of Action Plans during review period** | | **Action Plan going forward, if applicable** |
| --- | --- | --- | --- | --- | --- |
| Credible Awards | | *Are the courses consistently meeting the baseline requirements?* |  |  | | |
| Awards at relevant level | | *Are the courses consistently meeting the baseline requirements?* |  |  | | |
| Level 6 awards classification levels | | *Are the courses consistently meeting the baseline requirements?* |  |  | | |

## **2.5 Staff (Resources, support and student engagement)**

| **Requirement** | **Course Performance** | | **Impact of Action Plans during review period** | **Action Plan going forward, if applicable** | |
| --- | --- | --- | --- | --- | --- |
| Staff are:   * sufficient in number * appropriately qualified * deployed effectively | | *Are the courses consistently meeting the baseline requirements?* |  | |  | |

## **2.6 Other Resources (Resources, support and student engagement)**

**Learning Resources Indicator**

| **Requirement** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Learning Resources Indicator is above benchmark (UG) | *Consider how the courses perform against the benchmark* |  |
| PTES questions above benchmark | *Consider how the courses perform against the benchmark* |  |

| **Requirement** | **Course Performance** | | **Impact of Action Plans during review period** | | **Action Plan going forward, if applicable** |
| --- | --- | --- | --- | --- | --- |
| Sufficient:   * physical resources * digital resources * library resources * technical infrastructure * specialist resources | | *Are the courses consistently meeting the baseline requirements?* |  |  | | |

## **2.7 Student Support (Resources, support and student engagement)**

**Academic support Indicator**

| **Requirement** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Academic support Indicator is above benchmark (UG) | *Consider how the courses perform against the benchmark* |  |
| PTES questions above benchmark | *Consider how the courses perform against the benchmark* |  |

| **Requirement** | | **Course Performance** | **Impact of Action Plans during review period** | | **Action Plan going forward, if applicable** |
| --- | --- | --- | --- | --- | --- |
| * Academic support * Support for disabled students * Support for teaching and learning * Support to avoid academic misconduct. * Careers support | *Are the courses consistently meeting the baseline requirements?* | |  |  | | |

## **2.8 Student Engagement (Resources, support and student engagement)**

Student Voice Indicator

| **Requirement** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Student Voice Indicator is above benchmark (UG). | *Consider how the courses perform against the benchmark.* |  |
| PTES questions above benchmark. | *Consider how the courses perform against the benchmark.* |  |

| **Requirement** | **Course Performance** | | **Impact of Action Plans during review period** | | **Action Plan going forward, if applicable** |
| --- | --- | --- | --- | --- | --- |
| Opportunities to provide survey responses | | *Are the courses consistently meeting the baseline requirements?* |  |  | | |
| Participation in course development | | *Are the courses consistently meeting the baseline requirements?* |  |  | | |
| Membership in Divisional education committee and/or Board of Studies | | *Are the courses consistently meeting the baseline requirements?* |  |  | | |

## **2.9 Enhancement and Excellence**

| **Enhancement and Excellence features** | **Course Performance** | **Suggested actions for enhancement, if applicable** |
| --- | --- | --- |
| Outstanding support for staff professional development and excellent academic practice is embedded across the university. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |
| Supportive learning environment. Students have access to a wide and readily available range of outstanding quality academic support tailored to their needs. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |
| Physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |
| Engagement with students is embedded, leading to continuous improvement in the experiences and outcomes of its students. | *Consider how the courses achieve these features, above and beyond the baseline requirements above.* |  |