

Policy and Guidance on the Periodic Review of Taught Programmes

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1. Overview

Periodic Programme Review (PPR) is the periodic (normally every 6 years) appraisal of the quality and validity of taught provision leading to specified University of Dundee qualifications. It applies to all of the University's credit-bearing provision. Guidance for the periodic review of programmes delivered within a partnership arrangement are provided in Appendix 3.

In addition to being the formal mechanism for the re-approval of taught programmes it is a developmental process that aims to promote enhancement by assisting staff to:

- evaluate the effectiveness and appropriateness of each programme over the recent past;
- reflect on how the programme(s) could be improved for the future; and
- plan and implement changes.

A subsidiary aim is to promote the identification of good practice that could be relevant to other programmes in the University.

It is intended that PPRs are carried out in a spirit of open, collegiate discussion with the overarching aim of enhancement. They are not audits of past performance, but rather opportunities for transparent and meaningful reflection and for the development of forward planning to ensure that our taught programmes are fresh, current and effective in providing a first class learning experience for our students and to equip them for success as graduates.

A Reflective Analysis (RA), which includes an evaluation of the quality and effectiveness of the programme(s) and a forward plan, is created as part of the process. This is expected to take into account and inform School Learning and Teaching Enhancement Reports, School operational plans and University strategy. The production of the RA involves a structured and documented reflection by the School(s) delivering a taught programme or group of cognate programme(s) which includes:

- evaluating data on student recruitment, retention, progression and achievement;
- evaluating data on graduate employment;
- reconsidering the validity of the programme and module specifications in the light of current research, practice and technological advances (especially learning outcomes and assessment methods);
- considering how well learning outcomes have been attained by students;
- taking account of cumulative changes affecting the design and operation of the programme, including the availability of staff and resources;
- responding to themes in external examiners' reports and views expressed in student feedback, including local module and programme student feedback as well as feedback reported in external surveys such as the National Student Survey (NSS), the Postgraduate Taught Experience Survey (PTES) and the International Student Barometer (ISB);
- reviewing topics arising in annual quality enhancement reports from the programme(s) and constituent modules;
- taking into account QAA subject benchmarks and Professional, Statutory and Regulatory Bodies' (PSRB) requirements (where relevant); and
- examining employer expectations, where relevant, and employment opportunities.

Guidance on the development of the RA is provided in Section 3.

A PPR Board is appointed to examine submitted documents, including the RA, annexes and other supporting information/material. The Board meets with the following groups to discuss their views and experiences:

- students and graduates;
- academic staff and programme administrators; and
- School executive staff and managers.

To ensure objectivity, the PPR Board comprises members who are entirely external to the School. The Board is convened by an Associate Dean (Quality and Academic Standards, QAS) from a different School and includes subject experts from other universities (and PSRBs where relevant), academic staff from other Schools, student representatives and Professional Services staff. Following consideration of the RA, annexes and other supporting information, and the discussions with students, graduates and staff, the PPR Board agrees on a formal report with recommendations (which may include areas for development and suggestions) to the University in relation to the revalidation and development of the programme.

PPR Board reports are followed up at School Boards (or designated subcommittees) and at the University's Quality and Academic Standards Committee (QASC). An annual report on the University's PPRs (including accreditation reviews by PSRBs) is submitted to the Scottish Funding Council (SFC) and is also considered by the Learning and Teaching Committee and QASC in relation to significant development issues and good practice that has been identified. The programme review reports are also considered by QAA Scotland as part of their annual visit, and form a key part of the information provided for the [Enhancement-Led Institutional Review \(ELIR\)](#) process which takes place every five years.

Note that special arrangements may apply in the case of jointly taught provision — see the [Quality Framework for Teaching Collaborations](#).

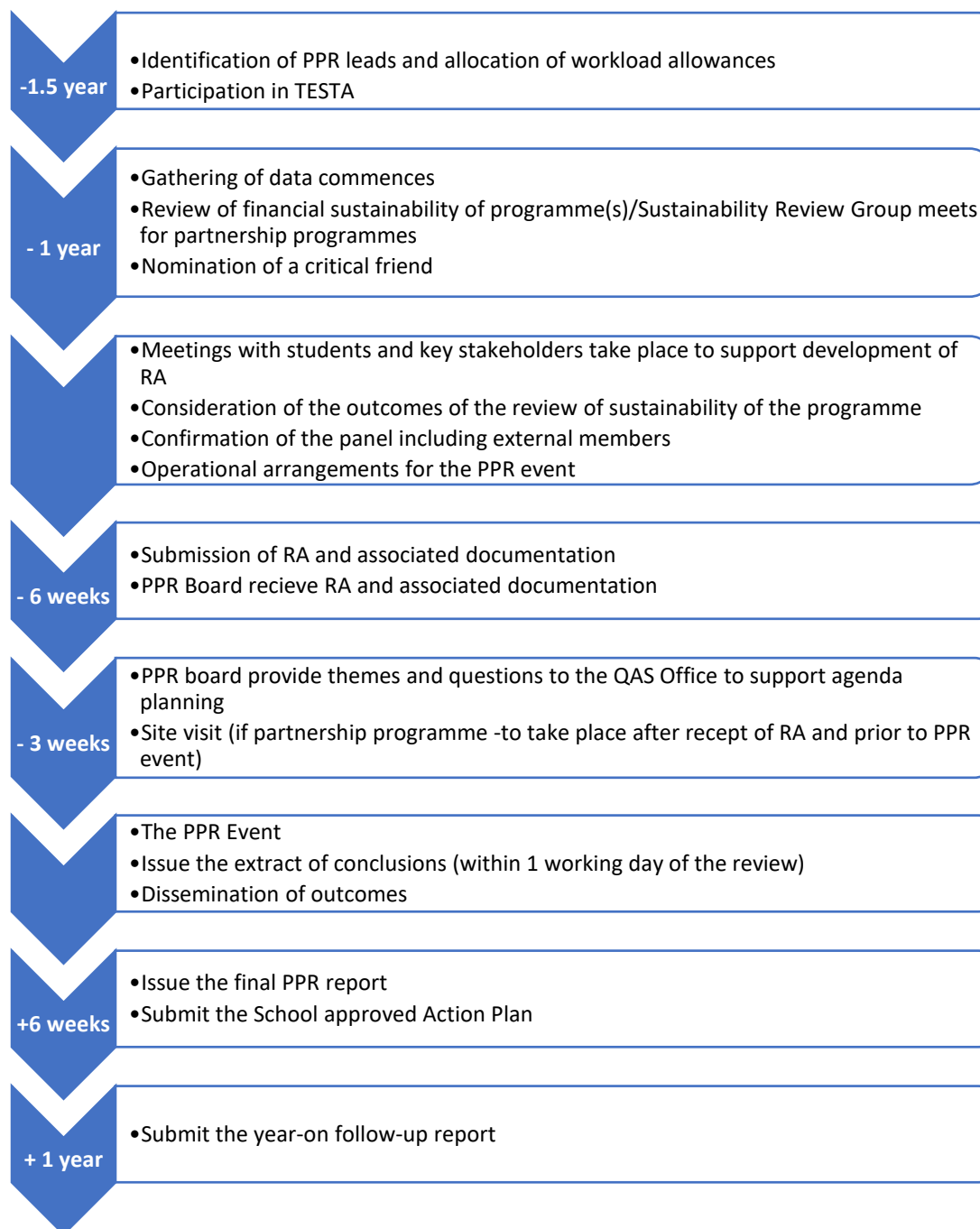
PPR often results in some proposed changes to provision, in which case the procedures described under [Changes to Taught Provision](#) should be observed. In some cases, a PPR will take place in a context where the School/discipline is proposing substantial and far-reaching changes to a programme. This situation is discussed in Section 2.4.

1.2 Monitoring and review of this policy

The University's QASC will monitor the implementation and effectiveness of the policy and related procedures and guidance.

Any exceptions to this Policy should be agreed in advance with the Director of Quality and Academic Standards.

2. Outline of the process



The PPR Schedule will be reviewed annually to ensure changes to the programme portfolio are taken into consideration. Schools are encouraged to regularly consider the cognate groupings of programmes. Associate Deans and QAS Admin leads are encouraged to work together to develop a School level plan that outlines the timelines for each PPR.

2.1 Applicability and timing

The University processes for PPR have been designed to align with the [UK Quality Code for Higher Education](#), especially with regard to [Monitoring and Evaluation](#) advice and guidance, and with the [Scottish Funding Council's Guidance to Higher Education Institutions on Quality \(2017\)](#). PPR applies to all taught programmes leading to an academic award of the University including access, undergraduate, postgraduate (taught) and collaborative awards. The review should consider the programme(s) and all constituent modules.

Programmes that are cognate may be aggregated for review as a group (including both undergraduate and postgraduate,) with a single PPR event and Board, subject to the agreement of the School Associate Dean (Quality and Academic Standards, QAS) and the University's QAS Office. The aim should be to support coherence in the process but to avoid the review becoming unwieldy or unable to examine fine detail. Where cognate groups are being considered together the decision on whether to produce a single RA (where there is an overarching analysis of a subject group) or more than one RA (where separate programmes are being reviewed together as part of a collection of related programmes) should be made in consultation with the School Associate Dean (QAS).

Where the methodologies and outcomes are broadly similar, PSRB accreditation reviews and PPRs may be combined provided that the PSRB(s), the Associate Dean (QAS) for the relevant School and the Director of Quality and Academic Standards are all in agreement. Bespoke arrangements, including the documents to be submitted and the format of the event, must be agreed in advance with the QAS Office.

Where programmes are taught jointly by Schools or involve contributions from more than one School, staff and students from all the relevant Schools must be involved in the PPR process.

Programmes should normally be reviewed at 6-yearly intervals. A shorter interval may sometimes be appropriate where there is a need to align the timing with the requirements of relevant PSRBs, where a programme is new or where rationalisation is required so that groups of programmes can be reviewed together. A longer interval is not permitted. The QAS Office is responsible for planning the [schedule of PPRs](#) in consultation with the School Associate Deans (QAS).

The process of PPR involves four main stages:

1. evaluation, consultation and planning, and the development of the RA which will start approximately one year prior to the PPR event;
2. consideration by a PPR Board;
3. implementation and review of planned changes; and
4. action-planning and follow-up reporting.

2.2 Review of the financial sustainability of programmes¹

It is expected that annual and periodic reviews of the financial sustainability of taught programmes take place as part of the University's normal planning cycle, and integrate with the PPR process. A periodic review of the financial sustainability of the programme(s) should be carried out approximately one year in advance of the scheduled PPR event. A record of the outcomes of the financial sustainability reviews should be included as supplementary material to the RA. If the financial sustainability review results in a decision to withdraw the programme(s) the Director of Quality and

¹ Guidance on measuring sustainability of taught programmes is currently under development by Finance and Strategic Planning.

Academic Standards should be consulted on the approach to be taken to the planned PPR. The decision will depend on the period required to 'teach out' the programme(s). Further guidance on the evaluation of the sustainability of collaborative programmes is provided in Appendix 3.

2.3 Scope of Periodic Programme Review

PPR should evaluate both quality and standards, considering the following aspects:

- enhancement of the curriculum;
- enhancement of the student learning experience, including pastoral and extra-curricular aspects of the student experience;
- enhancement of teaching and assessment;
- enhancement of the organisation and management of the programme(s);
- enhancement of learning resources and the learning environment; and
- academic standards.

The reflection and evaluation will lead to the planning for the future operation of the programme.

2.4 Programme changes in the context of Periodic Programme Review

Where Schools are planning to introduce substantial and far-reaching changes to a programme(s), the programme review event may be used in place of a School's scrutiny event. This should be discussed and agreed with the QAS Office as part of the PPR planning process. Where it is agreed that the PPR event can also act as a scrutiny event, the RA should include a review of the operation of the previous programme and explain why the proposed change is thought to be necessary. An additional session will be included in the PPR event to ensure both the reflective enhancement and assurance of standards can be adequately considered alongside the proposals for the future of the programme(s.) The proposed new programme and module specifications must be included as Annex 1 to the RA, and the versions that they replace should be included as additional supporting material.

Note that the outcome from the PPR Board takes the form of a recommendation to the School, just as with a stand-alone scrutiny panel, neither the scrutiny panel nor the PPR Board are able to approve new programmes. The normal formative stages for approving changes to a programme, including posting and consideration by the School Board (or designated subcommittee), should take place following the event and prior to the School requesting formal approval by the QASC.

2.5 Responsibilities within the Periodic Programme Review process

School Executives Groups have responsibility for:

- nominating appropriate coordinating leads for each PPR and ensuring that appropriate workload allowances for leading and contributing to PPRs are factored into staff workload plans;

Associate Deans have responsibility for:

- undertaking a review of the sustainability of the programme approximately one year in advance of the scheduled PPR event;
- ensuring that programmes are reviewed within the timeframe and schedule agreed by the QASC;
- ensuring that appropriate input is sought from all relevant staff;
- ensuring that the processes described in this document are followed;
- ensuring that there is appropriate School oversight of the content and quality of the RA (e.g. through the School QASC) and final approval of the RA;

- ensuring that the RA is submitted to the QAS Office at least six weeks before the PPR event;
- proposing cognate groups of programmes to be reviewed together;
- ensuring that the outcomes of PPR events are communicated to relevant staff and students;
- ensuring that any proposed programme and/or module changes recommended for approval by the PPR Board are then formally approved through the normal University process;
- disseminating and celebrating good practice identified as part of the PPR process within the School; and
- ensuring that areas for development and suggestions from the PPR Board are properly addressed and reported to the School Board (or designated subcommittee) and the QASC within the required timeframe.

QAS Admin-leads have responsibility for:

- negotiating the membership of the PPR Board with the PPR Board convener and the QAS Office, and liaising with the convener on the operational arrangements (see below);
- the operational arrangements for the PPR event (including accommodation, travel expenses and fees for external subject experts, room bookings, and arranging the student/graduate and staff groups for each meeting) and liaising with the QAS Office to ensure that the proposed arrangements are properly communicated and mutually agreed;
- ensuring that relevant staff members, students and graduates are available to engage with the PPR event;
- identification of the date of the PPR, taking into account local and national holidays, teaching timetables and other relevant activities.

The Programme Team have responsibility for:

- nominating a Critical Friend for the PPR process (see Section 3.2);
- engaging students in the development of the RA and the PPR process;

The Critical Friend has responsibility for:

- supporting the programme team to develop the Reflective Analysis by providing feedback, acting as a sounding board as data and information is evaluated,
- provide background information to the PPR Board at their first meeting to support their understanding of the programmes context and resolve minor queries,
- provide insight to the School team as to the direction and focus of the discussion

DUSA has responsibility for:

- acting as student reviewers on PPR Boards
- supporting School Presidents to engage with the PPR process and work with other student representatives in the School(s)
- providing advice and guidance to Schools and their programme teams about approaches to engaging and consulting students in the PPR process

The QAS Office has responsibility for:

- managing the schedule of PPRs;
- liaising with and advising School Associate Deans (QAS) and QAS Admin leads on the organisation and management of PPR Boards and events;

- supporting PPR Board conveners in their role;
- advising DUSA student reviewers and other Board members on their roles and responsibilities;
- clerking for PPR Board events, including drafting the agenda and collating areas for discussion, providing draft reports for the convener, finalising reports and circulating the outcomes; and
- monitoring follow-up and reporting to the QASC.

The QASC has responsibility for:

- reviewing PPR Board reports and identifying good practice and areas for development;
- formally re-approve programme(s) on behalf of Senate; and
- reviewing School action-plans and responses to reports from PPR Boards
- review and approve year-on follow-up reports
- consideration of an annual summary of PPR reports to further aid identification of areas for ongoing enhancement and dissemination of good practice

2.6 Costs of the Periodic Programme Review Board and event

All costs associated with the PPR Board and event should be met by the relevant School.²

External members of PPR Boards should be:

- paid for their time and contribution, the recommended fee is £500
- reimbursed for all reasonable expenses associated with travel, subsistence and accommodation in line with University policy.

Student panel members should be reimbursed for their expenses if they are required to travel for the sole purpose of participating the event.

Costs associated with the PPR such as production of the RA and facilitation of site visits are also met by the School, and should be considered in the development of collaborative arrangements.

3. The Reflective Analysis

3.1 Overview

Development of the RA requires detailed review and discussion by the programme team with the following stakeholders;

- students
- Library and Learning Centre
- Alumni
- Employers
- Placement providers (where applicable)

These discussions should be informed by data and it is therefore recommended that the process is started approximately one year in advance of the event so that the appropriate data and feedback can be properly gathered, analysed and evaluated.

² Note that where a PPR is carried out jointly with a PSRB, it is usual for the accrediting body to have their own arrangements for costs (including reimbursement of their reviewers) associated with the event. The arrangements for reimbursement of expenses and payment of fees for PSRB members should be agreed, by the School, in advance with the PSRB so that each party is clear about their responsibilities.

School Executive Groups should allocate responsibility for the evaluation process to the relevant members of the programme team(s) and administration staff in enough time to allow for the advance preparation required. The overall process should be as inclusive as possible, involving discussions at School Board(s) (or designated subcommittee) and Student-Staff Liaison Committees, and ensuring involvement of students and their representatives in the evaluation process.

Student representatives could, for example, be involved with running student focus groups to gather student feedback on the programme(s), both the School President and DUSA can support this activity. External advisers (e.g. external examiners, industrial board members, PSRB leads and employers) should also be consulted as part of the programme evaluation and consideration of forward plans.

The designated lead(s) for the PPR must work with the relevant School Associate Dean (QAS) at the start of the process to agree on the overall approach.

3.2 Engagement with Others

As part of the evaluation programme teams must hold discussions with Professional Services that have a direct relationship to enhancement of academic support and the student experience.

These discussions are separate from the gathering and analysis of data and form an integral part of the evaluation process in order to optimise the effectiveness of support provided by each service to the programme(s) and in particular to consider:

- how support for the programme and students could be improved for the future — involving actions by either or both the programme team and the support service.
- adequacy of support resources;
- the market brand attractiveness and potential of the brand (Marketing);
- effectiveness of communication between the support service and staff and students on the programme; and

These discussions should include:

- the Careers Service;
- the Academic Skills Centre (ASC);
- English for International Students (EIS);
- External Relations (Student Recruitment and Admissions, Marketing);
- the Library and Learning Centre (LLC);
- the Centre for Technology and Innovation in Learning (CTIL);
- the Registry;
- UoDIT
- And PSRB's (where applicable)

The outcomes from the discussions will inform the development of the RA, and a record of discussions and the outcomes should be included as an annex.

3.3 Appointment of a Critical Friend

It is required that Schools appoint a Critical Friend to support the programme team(s) through the process and to act as an interface between the PPR Board and the School/discipline/programme team(s). The Critical Friend should be a member of academic staff from within the School but external to the programme. They should be involved in development meetings to provide constructive feedback and also to inform their own understanding of the programme(s) and the way that the RA

was produced so that they can engage with the PPR Board in a meaningful way. A key role of the Critical Friend is to provide feedback to the School/discipline/programme team(s) on the likely themes for discussion at the PPR event in advance of the PPR Board meetings. The principal purposes of the role of Critical Friend are to help to ensure a 'no surprises' outcome from PPR events and to promote a reflective and evaluative approach to the process.

3.4 Guidance on the development of the Reflective Analysis

In developing and constructing the RA the structure and guidance shown below should be followed. An RA should not exceed 30 – 40 pages in length (excluding the annexes, references and supplementary material.) Note that programme teams are encouraged to be succinct and evaluative in their approach to developing the RA, and there should be references to annexes or supplementary material rather than reproducing such material within the body of the RA.

A template with embedded guidance, which includes specific prompts for evaluation of the programme and for forward planning, is shown below. The template for the RA accompanies this document where it has been agreed that a PPR Board can act as a scrutiny panel an additional section outlining the rationale for the proposed changes should be included, along with the new programme and module documentation. Appropriate references to data and information should be included to evidence the conclusions drawn by the programme team.

1. CONTEXTUAL INFORMATION

1.1 Scope of the review: Provide a list of programmes included in the review.

1.2 Background information: Provide summary background information to give context for reviewers. This should include a biography of the programme(s) including, for example, how the programme(s) relates to School disciplines, the history of the programme(s), relationship with other programmes (if any), mode of teaching (face-to-face on campus, distance learning, blended learning) and accreditation by Professional, Statutory and Regulatory Bodies (PSRBs). Provide headline information about student numbers, student body profile (e.g. gender balance, protected characteristics, age) the teaching team and administration. Describe any relevant recent developments at University, School, discipline or programme levels.

1.3 Sustainability of the programme(s): Provide a commentary on the School's evaluation of the sustainability of the programme. A record of the outcome of School's evaluation of sustainability should be provided as supplementary material.

1.4 Strategic relevance of the programme(s): Describe how the programme(s) relates and contributes to the strategy of the School(s) and operational plan(s), and the University's 25 year Transformation Vision and its rolling 5-year strategies.

1.5 Approach to developing the RA: Describe how the RA was developed. Who led the process? Who was consulted? How was it brought together?

1.6 Involvement of students in developing the RA: How did you involve your students in developing the RA? Examples could include use of student-led focus groups, surveys, blogs/online feedback, drafting the RA etc.

2. ENHANCEMENT OF THE CURRICULUM

2.1 Programme design: Describe how the component modules and pathways through the programme fit with the overall aims and intended learning outcomes (ILOs) of the programme. Consider whether all of the core and optional modules are still appropriate for the relevant qualification(s). In what ways has the programme(s) changed over the past 5-6 years and how have any changes impacted on the student experience? How are you ensuring that student employability and enterprise skills are embedded into the programme(s)? What are your approaches to ensuring equality and diversity is embedded in the curriculum? How are you ensuring that digital literacies are embedded in the curriculum? How do you ensure that students benefit from a research- and/or profession-led curriculum? Describe how the programme(s) is still current and valid in light of current research, practice and technological advances? Describe your evaluation of student-staff contact time and the effectiveness of contact time in supporting student learning?

References should be made to Annex 1 and other supporting material.

2.2 External benchmarks: Discuss your evaluation of the alignment of the intended learning outcomes (ILOs) of the programme(s) and constituent modules with the descriptions set out in the [Framework for Qualifications of Higher Education Institutions in Scotland](#)? How does the notional student effort for the programme(s) and constituent modules align with the expectations of the Scottish Credit and Qualifications Framework (SCQF), where one credit is equivalent to 10 hours of notional student effort for the average learner? How does the curriculum align with the expectations described in [QAA's subject benchmark statements](#)? How does the programme(s) align with expectations of the relevant PSRBs (where applicable)?

Reference should be made to Annex 2, which contains the mapping exercise(s), and other supporting material.

2.3 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

2.4 Actions arising from the evaluation of the curriculum: Provide a list of any actions required following the evaluation of the curriculum. Where the evaluation has resulted in any proposed significant changes to programme and module specifications these may be considered at the Periodic Programme Review event, where the panel can make a recommendation for approval. The approval of any such changes still must be formalised through relevant School committees and the University Quality and Academic Standards Committee (QASC).

3. ENHANCEMENT OF THE STUDENT LEARNING EXPERIENCE, INCLUDING PASTORAL AND EXTRA-CURRICULAR ASPECTS OF THE STUDENT EXPERIENCE

3.1 Retention and progression: Analyse your data on student retention and progression over the past 5-6 years. In developing your evaluation consider the following:

- Are there any significant trends relating to, for example, specific time-related events (including changes to internal and external policy), year groups, specific groups of students or programme pathways?
- Have any specific interventions had a positive or negative impact on retention and progression?

In considering retention and progression for specific groups of students:

- How do students who enter the programme(s) through articulation routes or with advanced standing compare with other groups?
- How do disabled students and students with other protected characteristics³ compare with other groups?
- How do widening access students compare with other groups?
- How do international students compare with other groups?
- How effective are specific support mechanisms for articulating and advanced entry students, disabled students, students with other protected characteristics and widening access students?
- How are staff supported in dealing with and supporting these groups of students?

Ask Registry for advice on the data to support the analyses.

3.2 Student achievement: Analyse your data on student achievement (e.g. number of first class, upper and lower second class or third class honours, number of ordinary awards, number of fails, number of merits and distinctions and the module grades) over the past 5-6 years. In developing your evaluation consider the following:

- Are there any significant trends?
- Is the award spectra over the years roughly consistent with sector norms?
- How does the award spectra compare with other University subjects?
- Are there any modules where students consistently find it particularly difficult to succeed (e.g. where less than 60% of the cohort receive B3 or above)?
- Are there any modules where students consistently find it particularly easy to succeed (e.g. where more than 80% of the cohort receive B3 or above)?

In considering student achievement for specific groups of students:

- How do students who enter the programme(s) through articulation routes or with advanced standing compare with other groups?
- How do disabled students or students with other protected characteristics compare with other groups?
- How do widening access students compare with other groups?
- How do international students compare with other groups?

Ask Registry for advice on the data to support the analyses.

3.3 Employability: How employable are your graduates? Provide an analysis of employment statistics. Recent DLHE data is available in the Learning and Teaching Information Section on My Dundee. The Careers Service can provide historic and more detailed data to aid the analysis. What opportunities do you provide or promote for students to enhance transferable and employability skills?

In considering employability for specific groups of students:

- How does the employment data for students who enter the programme(s) through articulation routes or with advanced standing compare with other groups?

³ The protected characteristics described in the Equality Act 2010 are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Note that data will only be available for protected characteristics that are part of the University's statutory returns. These are age, disability, race and sex.

- How does the employment data for disabled students or students with other protected characteristics compare with other groups?
- How does the employment data for widening access students compare with other groups?

3.4 Equality and diversity: Evaluate your approach to ensuring inclusive practice for all groups of students and to minimise any barriers to success. Highlight any innovative practices. Consider any specific challenges and how these are being addressed. Advice should be sought from the Head of [Disability Services](#) and the Head of [Equality and Diversity](#).

What steps are being taken to address the [SFC's Gender Action Plan](#)?

3.5 External examiners' feedback: What themes have emerged from external examiners' reports and how have these been used to enhance the student learning experience?

3.6 Student satisfaction: What have you learned from analysis of national survey (NSS, PTES, ISB) data?

3.7 Student feedback and representation: Describe the approach and its effectiveness to seeking and responding to feedback from students. Describe and evaluate the effectiveness of the approach to student evaluation of modules, and how the feedback loop is closed. Describe the student representation system and how well this is working. From the perspective of your programme(s) how well do Student-Staff Liaison Committees (or equivalent) work? If the programme(s) has students learning at a distance how are the particular challenges for representation for distance learning students addressed?

3.8 Student engagement: How effective is the approach to engaging students with their learning? How do you foster a sense of community and belonging for your students?

3.9 Academic and pastoral support: How effective is your Academic Advisers system? Describe and evaluate the academic and pastoral support mechanisms that are in place. How do you ensure that students have sufficient knowledge of and access to pastoral and academic skills support offered either by the School, the University or DUSA?

3.10 Interdisciplinary learning: Provide an evaluation of how your students benefit from interdisciplinary learning opportunities.

3.11 Student placements and exchanges: Provide a commentary on opportunities for work placements and student exchanges, and how successful they are (where relevant). How do students manage with transitioning in and out of placements or study abroad opportunities? How well do study abroad or placement students perform when they return to the University and how well do they perform at their placements or overseas organisation? Highlight the benefits and challenges offered by placement learning or study abroad opportunities. State 'not applicable' if no placement or study abroad opportunities are offered.

3.12 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

3.13 Actions arising from the evaluation of the student experience: Provide a list of any actions required following the evaluation of the student experience.

4. ENHANCEMENT OF TEACHING AND ASSESSMENT

4.1 Peer review of practice: How does the programme support learning and teaching staff by peer review of teaching, assessment and feedback? Does this approach cover both the face-to-face and online environments? How effective is the approach? What support is provided for teaching assistants and external contributors? How do you ensure engagement by postgraduate students who teach with training and support, e.g. through undertaking the specific programme for postgraduates offered by ASC?

4.2 Staff development: How are staff engaging with their ongoing professional development including, for example, face-to-face teaching, online teaching, assessment (including online assessment), providing feedback to students, providing students with appropriate learning resources and digital literacy? Are staff developing their practice through professional recognition for teaching against the HEA Fellowship Framework? Advice should be sought from [ASC](#), the [Library and Learning Centre](#) (LLC) and [CTIL](#).

4.3 Staff resource: How is the staffing complement managed to ensure an excellent student learning experience? If the programme(s) uses associate staff, how is quality managed? What is the approach to inclusive practice?

4.4 Assessment strategy: How does the assessment strategy ensure that assessments are aligned with the ILOs?

4.5 Technology enhanced learning: Describe your engagement with technology-enhanced learning and how this has impacted on the delivery of your programme(s). What is your approach to online assessment and how effective has this been?

4.6 TESTA and programme level analysis of assessment and feedback: Describe how the approach to assessment and feedback for the programme(s) has been informed by TESTA. If the programme(s) has not worked with the TESTA method, how has the programme team learned from the TESTA method from a similar programme or applied a similar process to analyse the approach to assessment at the level of the whole programme? What do your students think about the approach to assessment and feedback?

4.7 Marking criteria: What is the approach to providing marking criteria? How visible is the marking criteria to students? Is the approach working well? What do students, markers and external examiners think?

4.8 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

4.9 Actions arising from the evaluation of teaching and assessment: Provide a list of any actions required following the evaluation of teaching and assessment.

5. ENHANCEMENT OF THE ORGANISATION AND MANAGEMENT OF THE PROGRAMME(S)

5.1 Student recruitment and marketing: Provide an evaluation of the effectiveness of the approach to student recruitment and marketing. How effective is the Web presence? Advice should be sought from External Relations and UoDIT.

5.2 Student admissions: Provide an evaluation of the approach to selecting and admitting students.

5.3 Timetabling: Provide an analysis of the effectiveness of the approach to timetabling? How well does this work for students and staff? Advice should be sought from Registry.

5.4 Communication: How effective is the approach to communication between staff and students, and communication between School and University committees and teaching staff? How could communication be enhanced? Advice should be sought from the School Associate Deans for Learning and Teaching and for Quality and Academic Standards and the respective administrative leads.

5.5 Administrative support: Describe the arrangements for administration of the programme and identify any areas of positive practice and areas for development.

5.6 Engagement with Professional Services: How are you engaging with the support from Professional Services? What is working well and what needs development?

5.7 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

5.8 Actions arising from the evaluation of organisation and management: Provide a list of any actions required following the evaluation of organisation and management.

6. ENHANCEMENT OF LEARNING RESOURCES AND THE LEARNING ENVIRONMENT

6.1 Library resources: Looking back over the past 5-6 years how are you engaging with the support provided by the LLC to ensure that the learning resources are fit for purpose, up-to-date and accessible? Are the library resources sufficient for your needs? How do you ensure that the programme team(s) are properly informed about the appropriate use of copyrighted material? Advice should be sought from the LLC.

6.2 Reading lists: How well are reading/resource lists being managed? How effective is the use of the reading list management software provided by the LLC? Identify any areas of positive practice or areas where there are challenges, and how these might be addressed.

6.3 IT resources: Are the IT resources (including software) and the IT infrastructure sufficient for your needs? What is working well and what needs to improve? How well are you working with UoD IT to consider areas for development (if applicable)? What do your students think of the IT infrastructure? Advice should be sought from [UoD IT](#).

6.4 Specialist equipment: How do you ensure you have the specialist equipment you need to deliver the programme(s)? If access to specialist equipment is not as good as you would wish, how will you address this?

6.5 Learning spaces: Provide a commentary on the quality and effective use of learning spaces. What is working well and what could be improved. What do your students think of the learning spaces? Advice should be sought from [Estates and Buildings](#).

6.6 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

6.7 Actions arising from the evaluation of learning resources and the learning environment: Provide a list of any actions required following the evaluation of learning resources and the learning environment.

7. ACADEMIC STANDARDS

7.1 Approach to setting, maintaining and reviewing academic standards: Describe how you effectively use, for example, external reference points, annual programme and module monitoring, your Programme Board(s), your Board(s) of Examiners and the external examining system in the setting, maintaining and review of academic standards. How do you act on and share external examiner reports? Describe the effectiveness of interactions with your external examiners with regard to their input into programme development? How are external examiners inducted? What is working well and what could be improved?

7.2 Management of assessment: How do you ensure that the assessment process is managed fairly and securely and that it is transparent to students? Are students provided with clear guidance on academic dishonesty and plagiarism, and the penalties that may be applied for academic dishonesty? For programmes with a high proportion of written course work how do you guard against commissioning? Do your Board(s) of Examiners and Mitigating Circumstances Committee(s) work effectively to ensure fairness to all students? Is the approach to reasonable adjustments for disabled students effective and equitable? Looking back over the past 5-6 years do you feel that the use of condonement, compensation or mark adjustments has been fair and transparent? Registry will provide relevant data if required.

7.3 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

7.4 Actions arising from the evaluation of the approach to securing academic standards: Provide a list of any actions required following the evaluation of the approach to securing academic standards.

8. CONCLUSION

Provide an overarching evaluation of the effectiveness of the quality, delivery and management of the programme based on the evaluation summary statements in the previous sections.

9. DEVELOPMENT PLAN AND TIMESCALES FOR TAKING FORWARD

Drawing from the action points described in the previous sections, provide a development plan for the programme(s), listing distinct short-term goals and five-year objectives. Indicate how you will measure the impact of the proposed developments.

10. REFERENCES

Provide a list of the annexes, other supporting material and any external references. The annexes and other supporting material should accompany the RA, and should normally be made available to PPR Board members on Box.

3.5 Annexes to the Reflective Analysis

The following annexes must be provided as part of the RA.

Annex 1: Programme and module specifications and student handbooks: Provide the programme and module specifications using the University's standard [Programme and Module Specification and Supporting Information](#) forms.⁴ If, as a result of their evaluation, the programme team proposes changes to the programme and/or module specifications and supporting information, this annex should include the proposed revised documentation, with the older programme documentation provided as additional supporting material for reference.

Annex 2: Mapping to external reference points: A mapping exercise for each external policy reference point (e.g. the SCQF, the QAA subject benchmarks, PSRB requirements) should be carried out and include:

- a list of the criteria in the reference points; and
- a list of where in the programme curriculum these criteria are taught, developed and assessed.

Annex 3: Teaching staff: A list of staff who deliver the programme. This should include part-time staff, tutors and teaching assistants. The list should include summary statements about the scope of their respective roles and their qualifications, experience and expertise.

Annex 4: Learning resources: A list of the principal learning resources associated with the programme.

Annex 5: Student recruitment materials: Copies of publicly-available material for prospective students' including School-level promotional material and relevant excerpts from University-level publicity and marketing information including the hard copy prospectus and online material.

⁴ The programme and module specifications must be provided on the revised University templates available at <https://www.dundee.ac.uk/qf/qualityassurance/newtaughtprovision/>

Annex 6: Completed inclusive curriculum checklist: Copy of the completed [checklist](#) for inclusive practice.

Annex 7: Student retention and progression data: The underlying data to support the evaluation of student retention and progression.

Annex 8: Student achievement data: The underlying data to support the evaluation of student achievement.

Annex 9: Graduate employment data: The underlying data to support the evaluation of graduate employment.

Annex 10: Student satisfaction data: National (NSS, PTES), international (ISB) and local data sets to support the evaluation of the student experience over a range of areas.

Annex 11: External Examiners: a list of the external examiners and their annual reports (at least from the previous three years, but preferably from over the period of the review cycle);

Annex 12: Notes of stakeholder meetings: a description of the approach to discussions with Professional Services, i.e. who was consulted and an outline of outcomes and notes of the meetings held with stakeholders in preparation for the PPR and during development of the RA as outlined in section 3.2

The annexes should not be ‘physically’ appended to the primary RA document. They should, however, be available so that all reviewers can easily access the relevant data and supplementary information.

3.6 Additional supporting material for the Reflective Analysis

In addition to the annexes described above, the following documentation should also be available for reference by the PPR Board in advance of the review event.

The additional supporting documentation should normally include:

- all references cited in the RA (with the exception of any deemed by the Dean to be commercially confidential — e.g. student recruitment and marketing reports);
- student handbooks (see [Senate policy on content](#));
- annual module and programme review reports since the last programme review and relevant extracts of School Board (or designated subcommittee) minutes where issues arising from these have been discussed;
- the previous PPR report (where applicable) and the School’s year-on response to the report;
- the most recent PSRB reports, where applicable;
- a sample of examination papers and coursework assignments (most recent year);
- a record of the outcome of School’s evaluation of the sustainability of the programme(s);
- any other materials deemed relevant by the programme team;

Members of the PPR Board are also at liberty to request from the School copies of any additional supporting information that they would like to see in advance of or during the review event. Where any such requests cause issues in terms of data protection or commercial confidentiality, this information may be withheld with an appropriate explanation.

It is encouraged that all or parts of the documentation to support the RA are made available in electronic format with suitable access facilities — for example, on Box.

3.7 Approval of the Reflective Analysis

On completion the Reflective Analysis and supporting documentation should be considered by the relevant School(s) and confirmed as approved by the Associate Dean (QAS).

4. Conduct of Periodic Programme Review events

4.1 Composition of the Periodic Programme Review Board

The PPR Board includes University academic staff members external to the School, a student representative, Professional Services staff and external experts. A Critical Friend may be appointed by the School to engage with pre-meeting discussions of the Board, and liaise with the School thereafter.

The PPR Board discussions are managed by a convener, an Associate Dean from outside the School, nominated by the QAS Office. The convener is supported by a PPR Board secretary, normally from the QAS Office. PPR Board members should receive relevant documentation at least six weeks prior to the event.

Schools must agree the membership of the PPR boards with the QAS Office and convener prior to finalising invitations.⁵ Membership will normally include:

1. A convener.	Nominated Associate Dean (QAS) from a different School
2. Two experienced members of academic staff from a different School(s).	If the programme is delivered in open or distance learning mode, or if open or distance learning is proposed for the future, the PPR Board must include an academic who has knowledge and experience of open/distance learning.
3. A student representative (DUSA)	Schools should liaise with the DUSA executive support office.
5. Representation from at least three senior staff members from Professional Services including one from External Relations, one from the LLC and at least one from the ASC/Careers/EIS Hub.	The School should decide on which representatives would be best able to contribute to the review process, according to the nature and needs of the programme. Additional representation may be sought from other areas of Professional Services (e.g. UoDIT) if required. The Director of the relevant service(s) should be consulted regarding appropriate participants and their availability.
6. Two external experts in the subject. ⁶	Consideration may be given to including external representatives chosen from employers or a professional body as well as academia.
7. PSRB members (where applicable)	If the PPR event is joint with the PSRB accreditation. Note that PSRBs are normally responsible for their own arrangements.

⁵ The suggested areas of focus for PPR Board members is described in Section 4.3.3.

⁶ Very small, niche programmes may elect to have a single external subject specialist. Where there is a joint PPR and PSRB board, substitution of external experts for PSRB representatives is not normally permissible. External Experts must not have been involved in the delivery or external examination of the programme within the last five years.

Following agreement on the membership with the convener and the QAS Office, the host School for the event should contact the proposed members well in advance to agree availability.

The PPR Board must not include any individuals who teach on the programme.

At the invitation of the convener, observers may attend Programme Review meetings, but they should not take part in discussions, unless specifically asked to do so by the convener.

The Director of Quality and Academic Standards will attend PPR events as an observer from time to time. This does not require the invitation of the convener.

4.2 Format of the Periodic Programme Review event

The length of the PPR will be determined by the QAS Office however the norm is a day and a half. Exceptions to this may be made where a large number of programmes are being considered, where scrutiny of changes to the programme is to be included or where a joint event with the PSRB requires modifications to the timetable.

As part of the event the PPR Board meets with 3 separate panels:

- a. students and graduates;
- b. teaching staff and programme administrators; and
- c. the School executive team.

Where scrutiny of the proposed changes is being included a separate meeting will be held with the proposing team.

Membership of these panels is decided by the School.

Panel (a) should consist of students and graduates only — no staff members should be in attendance. Panel (b) should not normally include members of panel (c) and vice versa.⁷ The programme leader should normally be part of panel (b).

The meeting with the School executive team should include at minimum the Dean, the Associate Dean Learning and Teaching, the Associate Dean Quality and Academic Standards and the School Manager. Other members of the School Executive Group should be included as relevant, for example if the programme is part of a collaborative partnership it would be expected that the Associate Dean International attend.

Following meeting with the panels, the PPR Board will arrive at a formal conclusion in relation to the continuance of the programme(s) and consider any good practice, areas for development and suggestions. Feedback will then be given to the School.

A formal report is drafted by the secretary to the Board, agreed by the PPR Board members, confirmed for factual accuracy by the School and then submitted to the School Office for appropriate dissemination within the School. Reports should be discussed at School Boards (or designated subcommittees). Reports are also considered by the QASC (where the formal approval of programme re-approval takes place).

⁷ Under exceptional circumstances Schools may request permission from the PPR Board convener to allow representation by a School Executive Group member on panel (b).

4.3 Operation of the Periodic Programme Review event

4.3.1 Before the PPR event

The School must ensure that members receive electronic copies of the documentation described below a minimum of six weeks prior to the PPR Board event. The documentation should normally be provided through a Box folder link. An introductory letter/email should explain how to access all relevant information.

Organisational information:

- membership of the PPR Board and panels;
- timetable for event, including locations, maps and directions; and
- for external members, an expenses claim form.

Reference documentation:

- information on the University Periodic Programme Review policy and procedures;
- a copy of the [Framework for Qualifications of Higher Education Institutions in Scotland](#) and/or relevant excerpts from the Scottish Credit and Qualifications Framework;
- relevant QAA subject benchmark (where applicable); and
- PSRB guidelines (where relevant).

Programme documentation:

- the RA; and
- annexes and other supporting materials.

The convener will request preliminary written comments by Board Members to be submitted normally three weeks prior to the PPR event. The QAS Office will then prepare and finalise the agenda and themes for exploration at the event.

4.3.2 Model for the operation of the Periodic Programme Review event

A recommended model, which assumes a review lasting one and a half days, is described below. A suggested programme timetable is shown in Appendix 1.

1. First pre-meeting of PPR Board. This will be held on the day before the meetings with the programme panels. Here, members of the Board (and the Critical Friend) will be introduced. The Board members will give initial impressions of the submitted materials. Any prior interests or connection with the programme on the part of a Board member should be declared at the first meeting (for example, an external expert having been an external examiner or a student representative having participated in a programme module). The convener will then invite consideration of the areas for discussion that the Board members have indicated they would like to pursue with the different groups. Following the meeting the convener and PPR Board secretary will finalise the collated themes. This may also be an opportunity for the PPR Board to tour any relevant facilities including studios and labs.

2. Second pre-meeting of PPR Board. This is held immediately before the meetings with the programme panels on day two. The convener will present the areas to be pursued based on the previous day's discussions for agreement by the Board. It will be agreed who will lead on these issues during the meetings and the panels at which each issue will be discussed.

3. Meetings with programme panels. The PPR Board will normally meet with students and graduates first to gain an overall impression of the programme from the perspective of its students.

4. Third meeting of PPR Board. The Board discusses its decision and agrees on the wording of its conclusions. This should cover:

- its recommendation to the University regarding the re-approval of the programme;
- aspects of good practice that the PPR Board wishes to highlight;
- any areas for development associated with the recommendation;
- any suggestions regarding the future enhancement of the programme; and
- any suggestions regarding the University's PPR policy and procedure.

5. Feedback from the PPR Board to the School. The convener conveys the decision of the PPR Board to the relevant School staff. This is a reporting rather than a discussion meeting. The convener should describe the key points of the conclusions to the School staff, and then close the event, indicating approximately when the School can expect to receive the formal report. The School will normally be provided with a draft of the recommendations within 24 hours after the event.

The format of the event should be agreed in advance with the QAS Office.

4.3.3 Suggested areas of focus for Periodic Programme Review Board members

Suggestions on areas of particular focus for individual members are noted below. It is, however, emphasised that all members have both the authority and responsibility to comment on any aspect or issue.

Student member

In general, the student member should read and comment on the documentation from a student perspective and specifically:

- examine the ways in which the curriculum is taught and assessed;
- consider how student learning is supported, including, where appropriate, web-based information, module information on My Dundee or other virtual learning environment, library resources, programme and module handbooks;
- scrutinise the ways in which student representation, feedback and survey information is taken into account and fed back to students;
- review the operation of academic and other support systems for students (for example, advisors of study, personal tutors; student support services);
- comment on recruitment strategies and materials; and
- explore the accessibility of the programme to students.

External subject experts

- current and advancing knowledge in the subject;
- needs of employment in the subject;
- outcomes of TESTA process;
- aspects of international good practice, where relevant; and
- relevant external reference points associated with the subject — e.g. QAA Subject benchmark statement, any PSRB criteria or guidelines.

University academic members of staff

- effectiveness of annual monitoring;
- outcomes of TESTA process;
- appropriateness of credit rating and reference to the SCQF;
- approaches to teaching, learning and assessment;
- approaches to external examining; and
- the inclusiveness of the curriculum and the approach to equality and diversity.

ASC/Careers/EIS Hub member

- generic curriculum development issues (alignment, ILOs, etc.);
- the approach to academic skills development;
- generic needs of employment, including personal transferable skills within the curriculum and employability;
- careers guidance support to students; and
- engagement with English language support, as appropriate.

External Relations member

- programme title and recruitment and publicity material for the programme;
- the programme's recruitment profile in relation to national and international trends for the subject and related subjects; and
- projected student numbers.

LLC member

- the approach to digital literacy skills;
- online learning and assessment (where relevant); and
- resources required for the programme, and effective use of the reading lists management system.

Distance Learning expert (where relevant)

- effectiveness of approaches to distance learning.

4.3.4 Drafting of the Periodic Programme Review Board report

The convener and PPR Board secretary are responsible for preparing the report. They may invite individual members to prepare drafts of specific sections. Having drafted the report, the convener and PPR Board secretary should circulate this to panel members for comment and suggestions for revision. Once the content has been agreed by the PPR Board, the draft report should be submitted to the School to check its accuracy.

4.3.5 Content of the Periodic Programme Review Board report

The PPR Board report will contain a formal recommendation regarding the future operation of the programme. This recommendation and the decision of the QASC cannot be appealed. This will be stated with reference to one of the following categories:

- **approved;**
- **approved with areas for development to be addressed** (these are mandatory and there will be a set time limit, normally up to 12 months, for the areas for development to be addressed)
- **approved with suggestions** (whilst suggestions are advisory rather than mandatory, the programme team must provide the School Board(s) (or designated subcommittee) with justifications if any suggestions are not taken forward); or
- **not approved** (in such a circumstance, the PPR Board should note the reasons for making this judgement. In the unlikely event of a programme being 'not approved', entry to the programme would be suspended, and special arrangements made for continuing students).

If the PPR Board's recommendation is that the programme is 'Not Approved', the Vice-Principal (Education) and the Director of Quality and Academic Standards should be informed immediately. The Dean and Associate Deans (QAS and Learning and Teaching) should together agree an Action Plan to address the outcome. The Action Plan should be developed by the School in consultation with the Director of Quality and Academic Standards and Vice Principal Education, the plan should include the

School's reflection on the outcome of the PPR and how current students, applicants and alumni are to be supported. The Dean should submit a copy of the PPR outcome, and the Action Plan, to the School Board(s) and the QASC. The planning for the future of the programme may include but is not limited to review and amendment or withdrawal of the programme, the timeline for this plan should take into consideration the time needed to achieve the plan, the financial sustainability of the programme as well as student/applicant experience.

The Recommendations section will also contain a description of any areas for development and suggestions, good practice identified and any other additional comments if required. Where PPRs are conducted jointly with PSRBs, there may be a requirement for different terms to be used as part of the recommendations, e.g. 'conditions'.

The finalised PPR Board Report should normally be available for consideration by the programme team(s) and the School(s) within 6-8 weeks of the PPR event.

4.3.6 Submission of the final report

The QAS Office will submit the agreed report to:

- relevant School staff, including the Dean, School Manager, Associate Dean (QAS), the programme lead and the quality manager; and
- the QASC.

4.4 Status of the Periodic Programme Review Board Report and follow-up activity

The status of the PPR Board Report is that of a recommendation to the University on how or whether the relevant programme(s) should be delivered in the future.

Schools are responsible for ensuring that the PPR Board's recommendations relating to the programme are implemented.

The School will receive the report. An action plan should be developed, normally by the programme leader, in consultation with the programme team and key School staff. The action plan should refer to all of the areas for development and suggestions, and provide an explanation if any of the suggestions are not being taken forward. This will be submitted to the QAS Office 6 weeks after receipt of the extract of conclusion and considered at the next available QASC meeting.

The School Board (or designated subcommittee) should receive the proposed action plan along with the PPR Board Report. The School Board (or designated subcommittee) should consider the report and action plan and agree on the action plan. Where appropriate, actions should be integrated with the School operational plan. Unless otherwise specified within the PPR Board Report, areas for development and suggestions should be addressed within one year of the PPR event. Note that the PPR Board may set timescales that are shorter than the maximum time of one year permitted by the University. The School Board (or designated subcommittee) should monitor progress on matters contained within the PPR Board Report, with special attention to any areas for development that are mentioned.

The School Associate Dean (QAS) should arrange for a brief written report to be provided to the QASC one year after the review event to confirm that any areas for development from the PPR Board Report have been addressed, and describe the actions that were taken as a result of the PPR Board Report.

PPR Board Reports are considered by the QASC, who will ensure that heads of Professional Services are informed about outcomes of the review process where relevant, consider any suggestions to the University and note good practice for further dissemination.

The Director of Quality and Academic Standards prepares an annual report on PPRs for submission to the SFC, the University Court, the Learning and Teaching Committee and the QASC. This report includes a digest of significant development issues arising in reports as well as good practice that has been identified.

Suggested Periodic Programme Review event timetable**1.5-day model**

Day 1	
14:00 – 16:00	Private Meeting of the Review Board: preliminary discussion and consideration of submitted comments and areas for discussion.
Day 2	
09:00 – 10:00	Private Meeting of PPR Board: finalise questions and allocate lead responsibility
10:15 – 11:30	Meeting with Students/Graduates
11:40 – 13:10	Meeting with Teaching Team and Programme Administrators
13:10 – 13:40	Lunch and Private meeting of the Review Board
13:45 – 14:45	Meeting with School Executive Staff
14:45 – 16:00	Private meeting of Review Board to reach decision and agree wording of recommendations
16:00	Feedback to School Staff

-Scrutiny model

Day 1	
13:00 – 15:00	Private Meeting of the Review Board: preliminary discussion and consideration of submitted comments and finalise questions and lead responsibility.
15:00-16:30	Meeting with Students/Graduates
Day 2	
09:00 – 10:00	Private Meeting of PPR Board: finalise questions and allocate lead responsibility
10:15 – 11:30	Meeting with Teaching Team and Programme Administrators
11:40 – 13:10	Meeting with School Executive Staff
13:10 – 13:40	Lunch and Private meeting of the Review Board
13:45 – 14:45	Meeting with programme proposal team
14:45 – 16:00	Private meeting of Review Board to reach decision and agree wording of recommendations
16:00	Feedback to School Staff

Abbreviations

ASC: Academic Skills Centre

CTIL: Centre for Technology and Innovation in Learning

DLHE: Destination of Leavers from Higher Education

DUSA: Dundee University Students' Association

EBDOG: Education Business Development Oversight Group

EIS: English for International Students

ELIR: Enhancement-Led Institutional Review

HEA: Higher Education Academy

ILO: Intended Learning Outcome

ISB: International Student Barometer

LLC: Library and Learning Centre

NSS: National Student Survey

PPR: Periodic Programme Review

PSRB: Professional, Statutory and Regulatory Body

PTES: Postgraduate Taught Experience Survey

QAA: Quality Assurance Agency

QAS: Quality and Academic Standards

QASC: Quality and Academic Standards Committee

RA: Reflective Analysis

SCQF: Scottish Credit and Qualifications Framework

SFC: Scottish Funding Council

SRG: Sustainability Review Group

TESTA: Transforming the Experience of Students Through Assessment

Periodic Review of Partnership Programmes

The following provides a summary of the approach to the periodic review of partnership programmes.

Where periodic programme review (PPR) and partnership agreement review coincide the periodic review process will be concluded in advance of the partnership review so as to inform the consideration of the partnership. Partnerships will, in future, be assessed on three areas of 'benefit'; academic, reputational and financial.

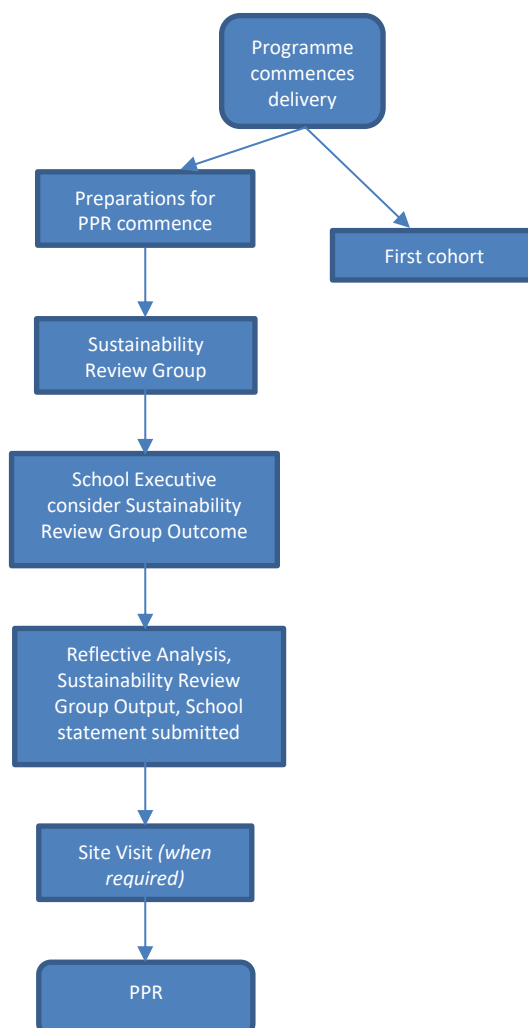
A partnership review reports to;

- Education Business Development Oversight Group (EBDOG)
- [Quality and Academic Standards Committee](#) (QASC)
- the [Internationalisation Committee](#) (where an international partner is involved)

The Periodic Programme Review reports to the relevant School(s) and QASC as expected within the approach for non-partnership programmes.

Scope of the PPR:

- Sustainability (*Reputational and Financial Benefit*)
- Academic Quality and Enhancement (*Academic Benefit*)
- Student Experience (*Academic and Reputational Benefit*)



Step 1: Sustainability

To support the Periodic Review's assessment of a partnership programme's sustainability will be reviewed by Sustainability Review Group, internal to the University but external to the host School. The review will take place approximately 1 year prior to the PPR, to allow for consideration of the outcome to inform development of the submission to the PPR if necessary.

This step will focus on the financial and reputational benefits of the programme(s).

Sustainability Review Group

Membership of this Sustainability Review Group (SRG) will include representatives from EPDU, Legal, External Relations, Strategic Planning and Finance alongside academic colleague(s) nominated by the Vice-Principal (Education). The academic member of the panel will convene the SRG. The SRG will consider information and data including but not limited to:

- Marketing and recruitment data i.e. website, recruitment event, enquiry engagement (pipeline)
- Admissions data i.e. application>offer>acceptance>enrolment data
- Student progress data i.e. enrolment>progression>outcome data
- Budget (historic and forecast)
- Staffing and resources
- Reputational impact of partnership
- Partner due diligence updates
- Other possible benefits to School and University, including feeding into TPG/RPG recruitment, research collaborations and grants

Information & Data

The sustainability review group will consider information provided in Annual Review [Tier 1](#) form. The information and data required for this stage will be prepared by the Schools in consultation with Registry, External Relations and others as required.

Output

On consideration of the above data the SRG will provide a summary report which will include a statement regarding the sustainability of the programme to the School Executive. The statement should include an assessment of the short, medium and long term horizon and any conditions the group feel would be appropriate to be included to support the sustainability of the partnership. Where a programme is not considered sustainable the SRG must clearly state how this assessment has been reached.

The School Executive must consider this assessment in light of its current and future strategic plans and alongside the SRG's report provide a statement to the PPR Board to confirm if the programme continues to support the School (and therefore institutional) objectives, or not and therefore what the intended future of the programme is to be e.g. continue, continue with amendment, withdraw.

In the unlikely event that the School Executive Group disagrees with the outcome of the SRG the reasons for this should be clearly stated in the submission to the PPR and both the SRG and Executive Statement should be submitted to the Education Business Development Oversight Group for consideration, and decision, prior to the PPR.

Where the decision is taken that the programme be withdrawn as a result of the Sustainability Review the requirement to quality assure the programme remains until the programme has completed any teach-out/withdrawal processes, and therefore it is likely the PPR would continue as planned. This should however be considered on a case by case basis by the Director of Quality and Academic Standards.

The report and School statement should be submitted along with the Reflective Analysis 6 weeks (or more) prior to the PPR event.

Step 2: Periodic Review

The partnership programme will be reviewed within the normal cycle of PPR activities and at most every 6 years. For the first such review will take place within 6 months of the first graduating cohort.⁸ The period of review may vary depending on the stipulations of the partnership under consideration, however it can be no longer than 6 years. (i.e. the MoA may require a more frequent review cycle.)

An Interim Programme Review can be instigated by the School (Executive or School QASC), the partner, the governing body of the partnership or the EPDU team as a result of the annual programme review, or partnership review process, or indeed where concerns are raised through alternative mechanisms. Interim Programme Reviews are not a requirement, however, can be used to support the enhancement of the programme and/or partnership or address any concerns identified.

Site Visit

A site visit should be included within the PPR process where credit-bearing delivery physically takes place outwith the boundaries of existing University of Dundee campuses.

The purpose of the site visit is to enable the PPR board to reach an assessment regarding the programmes ability to consistently meet the needs of the student. This will be of particular relevance where programmes require specialised facilities or equipment in their delivery.⁹

Any site visit should take place prior to the review meeting, so as to inform this event and should include meetings with staff and students at the site visited, a tour of the facilities and review of course materials and any relevant quality assurance and enhancement materials.

The review visit need not be conducted by all members of the review board but should include at least the Convenor, one external panel member/subject expert and a secretary¹⁰. Exact membership of the visiting group will be determined on a case by case basis.

PPR Board

Following the existing [policy and guidance](#) the review board will include academic and professional staff as well as external experts.

⁸ It is expected that all programmes will be included within a Schools annual module/programme monitoring arrangements. Should concerns be raised within these mechanisms that require an earlier PPR this should be discussed with the Director of Quality and Academic Standards as soon as is practicable.

⁹ Where a programme does not require specialised facilities and/or technical equipment, the site visit requirements may be achieved through reporting by the academic team and/or virtual meetings. This should be agreed by the relevant AD QAS and the Convenor of the PPR Board with the Director of Quality and Academic Standards.

¹⁰ This may be the Review Secretary, however where a site visit coincides with other staff being at the partner institution who are able to minute the meetings this may not be required, to ensure maximum financial efficiency.

Partners will be invited to contribute to the PPR event and if they wish to have an observer on the panel this can be facilitated, unless other arrangements are stipulated in the relevant legal agreement with the partner.

Unlike PPR's of non-partnership programmes the SRG and the PPR boards will be nominated and appointed centrally by QAS, in consultation with the relevant school ADQAS. Schools will be asked to nominate external member(s).

All other arrangements for the PPR will remain with the School as with non-partnership programmes.

For clarity the membership of a partnership review board shall include:

A Convener	An Associate Dean for Quality Assurance and Standards
Two experienced members of academic staff from a School other than that being reviewed	Ideally one of the academic board members must have experience of partnership delivery.
A student representative	Ideally the student representative will have experience of partnership programmes
At least three senior staff members from professional services	Including: 1 x External Relations 1 x LLC 1 x ASC or Careers or EIS
Two external ¹¹ experts in the subject	One of the external board members must have experience of partnership delivery. Where it is not possible to identify an external member who has both subject and partnership experience it must be ensured that there is one subject specialist and one experienced in partnership delivery.

Where possible it is helpful to have at least one member of the panel and/or review secretary who is able to speak the language of the partnership institution, however this is not a requirement.

The role of members of the PPR Board can be found in the full policy and guidance as referenced above.

Review Meetings

Review meetings will be held in accordance with the existing PPR policy and guidance. Where necessary, and where a site visit has been conducted, these meetings can be held remotely.

Data, Information and Reflective Analysis (RA)

The information and data submitted to the review board, and the self-evaluation document will follow the existing PPR policy and guidance and be supplemented by the report from the site visit and the report from the Sustainability Review Group. The PPR templates will be reviewed to ensure any potential for overlap/repetition is mitigated.

¹¹ External panellists must be external to both UoD and the partner institution

The partner will be invited by the School to contribute a statement or report to the RA, however this is not a requirement of submission.

Budget

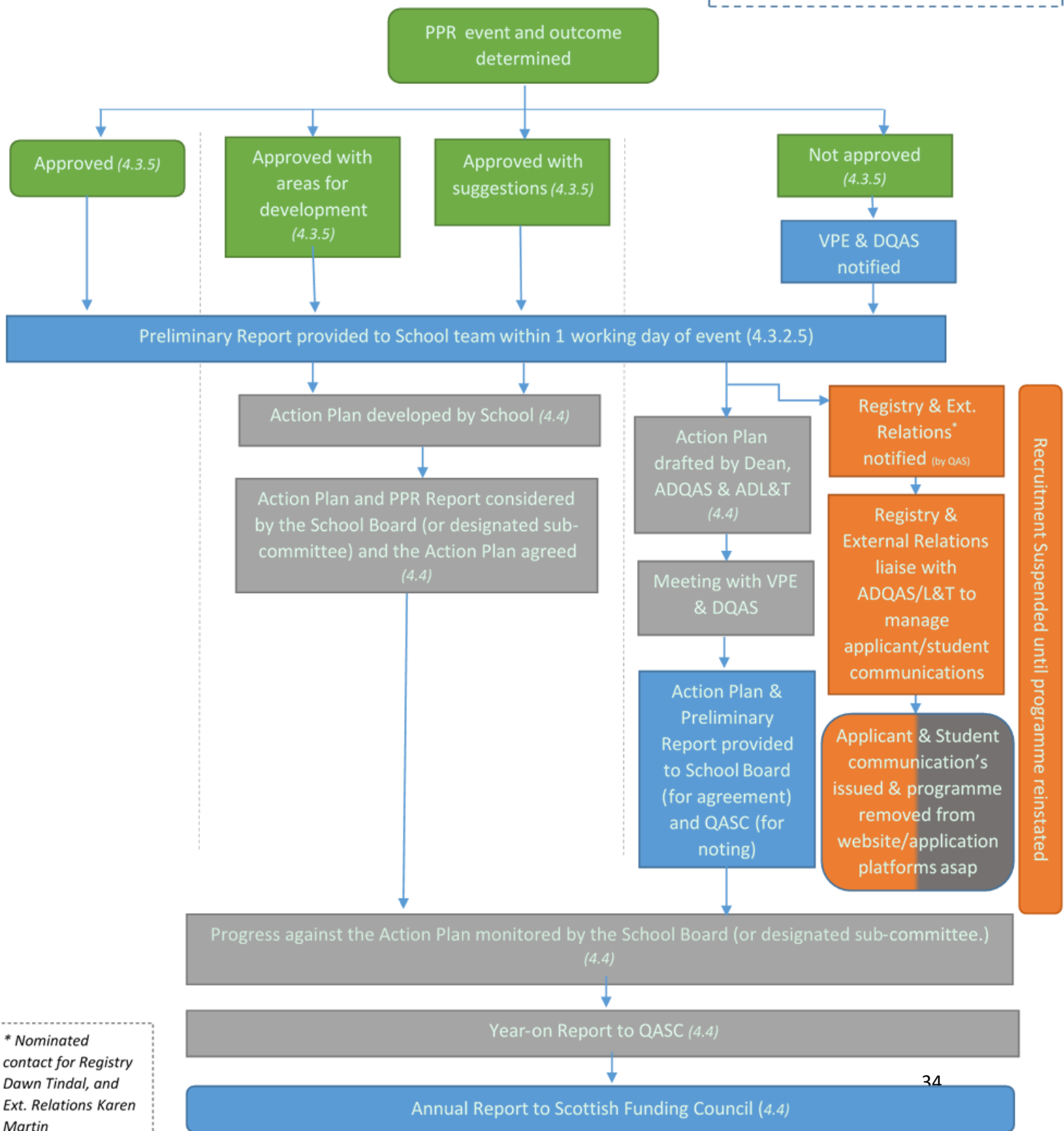
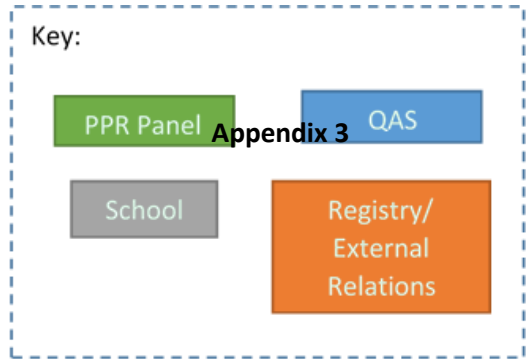
The budget for the periodic review of partnerships will be held within the School, such costs should be included in the financial planning of partnership activity, it could be reasonably expected for a partner to contribute to the costs of the PPR and associated activities, however this must be negotiated with the partner as part of the preparations for the PPR if not when the partnership is developed.

Where a translator is required this cost will be borne by the partnership and/or School.

Step 3: Partnership Review (where appropriate)

The review of the partnership will be undertaken in line with current policy and guidance, and be informed by the report of the periodic programme review.

All forms will be reviewed to ensure any duplication of information between stage 1, 2 and 3 is removed and it is clear what information is required and when.



* Nominated contact for Registry Dawn Tindal, and Ext. Relations Karen Martin