**Self-Evaluation Document for the Periodic Review and Revalidation of:**

***Insert Course Title(s) here in list format***

**On**

***Insert event date here***

**Course Leaders(s): *Insert Course Leader(s) name(s) here***

**School: *Insert name of School***

**Head of School: *Insert Head of School name here***

*This document has been designed to support staff in a successful periodic review, and address comments or queries in advance of the event. The areas have been developed based on feedback from course teams and panel members.*

*This document acts as a template and guidance document for course teams undergoing a periodic review. Text in black should remain and be followed throughout the template. Any text in blue is guidance or requirements that should be considered and included when completing the document. All blue text should be updated and/or removed, along with this text box before submission to AQD.*

*When completing, please number paragraphs i.e. 1.1, 1.2 to allow for panel members to reference during the event. You should also update the contents when completed.*

*For further support and guidance, please refer to the CPED web learn pages, AQD development pages or contact your AQD Business Partner.*

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# Part A – Course/Cluster Details

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| Course/Cluster Details | |
| **Entry Awards:** | *List all entry awards – including Foundation Years* |
| **Exit Awards:** | *List all exit awards* |
| **Campus:** | *List all campuses that the course(s) will run at* |
| **Course leader (at time of review):** | *Insert the name of the Course Leader(s)/Course Leader(s) Designate* |
| **Initial validation/last periodic review date:** | *Insert details of the Initial validation/last periodic review date* |
| **Proposed start date:** | *Insert details of the proposed start date* |
| **Proposed other intake:** | *Insert details of any other proposed intake months. Note: other proposed intakes would require APC approval* |
| **Franchises of the Course: (if applicable)** | *Include details of the any franchises of the course and the involvement of the partner* |
| **Mode of study:** | *List modes of study i.e. full time, part time, distance, mixed mode.* |
| **Information about other Schools contributing to the Course(s):** | *Provide details of other Schools that are contributing to the course(s) if applicable* |

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| Module Chart detailing the following (please use additional pages if necessary):   * Course(s) to which each module belongs * Multivalence to be highlighted * Total numbers on each module per year for the last 5 years | | | | | | | |
| Module Code and  Title | Course(s) to which the module belongs (indicate whether core or designate) | Student numbers on module[[1]](#footnote-1) | | | | | Tick if Multivalent |
| **Yr 1** | **Yr 2** | **Yr 3** | **Yr 4** | **Yr 5** |
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# Part B – Review of Area/Course(s)

*This section requires course teams to review their courses since validation and reflect on the areas listed below. The discussion should be data driven and evaluative, and the discussion should form the basis for changes and the revalidation.*

## Profile of the Subject area

*This section should provide an overview of the subject area, where the courses under review are located. Maybe identify any key features of the area, unique selling points and potential for growth.*

## Course Background and Rationale

*In this section you should reflect and comment on the following;*

* *How it fits within the School portfolio, how it supports the University Strategic Plan objectives, and whether it still meets these strategies?*
* *What is the market for this course and how has that developed or changed since the last review or approval?*

## Course Evolution

*In this section you should discuss how the course has evolved since validation, incorporating sector and industry changes and student feedback. You should consider and answer the following;*

* *How has the course developed over the last five years? How has it maintained currency?*
* *What course changes have been made, and what impact have these had on the outcomes and student experience (refer to modification spreadsheet available from AQD)?*
* *What impact has incremental change to the course had on the coherence of the course as a whole, for example, cumulative modifications, and changes to meet PSRB requirements?*
* *What impact has student and employer feedback had on the course and changes made?*

## Analysis of Course/Cluster Data

*This section focuses on the performance of the course since validation. Course Teams should review the Annual Monitoring reports and documentation from the validation period and consider and discuss the following;*

* *What is the trend in recruitment, as a whole and across the student profile? (for instance, a breakdown showing figures for Home/EU/international students, broken down by FT/ PT mode, and gender etc.*
* *Does the trend in recruitment suggest that the course is sustainable?*
* *What are the trends in retention, progression and achievement (RPA)?*
* *Where issues have been identified in RPA data, what actions have been taken to address them and what areas of concern remain (at both course and module level)?*
* *What are the trends in the employment data (e.g. Graduate Outcomes and former DLHE survey) and do these reflect employment-related initiatives within the course?*
* *How has data been used to monitor and review assessment practice?*
* *How has the course performed in the NSS? What are the trends in performance? What areas of weakness or good practice have been identified by the NSS? What actions have been taken to address developmental issues?*
* *What feedback has been received from student voice mechanisms (course committees, SLMF, SLCF), and how have this impacted on the course(s)?*
* *What external feedback has been received (i.e. PSRB/employer)? How has this been acted upon?*
* *For courses with placements, detail how many students went on placement, have they been successful? Have there been any common issues and how have they been addressed?*

*NB: Course Teams are encouraged to use tables and graphs to help visualize the data. Course level data can be obtained from Business Objects.*

*In addition, Course Teams must also review cluster data in line with TEF requirements. The Teaching Excellence and Student Outcomes Framework was created to focus on:*

* *Informing students’ choices about what and where to study*
* *Raising esteem for teaching*
* *Recognising and rewarding better teaching*
* *Meeting the needs of employers, business, industry and the professions*

*Course Teams should consider the following when completing cluster narratives:*

* *How is excellent teaching being developed and supported, and do students engage with this?*
* *How has the course design supported student success – consider course structure and assessment practices?*
* *How successfully are students being supported through their course in order to progress from point of entry to reach their full potential?*
* *How are students identifying and responding to feedback for learning?*
* *How is personalised learning being developed to support student progression?*
* *How are academic standards being maintained and academic quality developed?*
* *What barriers to progression have been identified, and can these be resolved?*
* *A statement about the health of the cluster in terms of positive outcomes (academic and employment) for all*
* *How is employability being developed and embedded throughout the cluster?*
* *Are employment outcomes and graduate level employment outcomes improving?*
* *Is student academic attainment improving?*
* *How is overall student satisfaction improving?*

*N.B Course Teams should utilize data on Business Objects when completing Cluster Narratives. Course KPI profiles and three year Annual Monitoring data dashboards are available.*

## Analysis of Learning, Teaching and Assessment

*This section is an analysis of the Learning, Teaching and Assessment Strategies in place. Course Teams should consider and briefly discuss the following;*

* *The teaching, learning and assessment on the course, including e-learning, and how it fits into the wider strategy for the School.*
* *What impact have these strategies had on student progression and outcomes?*
* *Where the course is predominantly delivered through an online platform, what methods of support (academic and pastoral) have been employed to ensure a positive and comparative student experience?*
* *Detail where and how Academic Skills Induction and Development is embedded in the course at Level 3 (where appropriate) and Level 4.*
* *Detail clearly how the course develops the digital literacy of students and where students develop their e-portfolio at Level 3 (where appropriate) and Level 4*
* *How does the course provide opportunities for group work and student collaboration?*
* *The assessment strategy for the course including detailing how students have been engaged with formative and summative assessments, and the feedback on this.*
* *The volume and nature of assessment including how assessment is appropriate for each level, shows a clear academic gradient with increasing complexity per level, and is clearly and coherently linked to the achievement of specific learning outcomes*

# Part C – Resources and Sustainability

*This section of the report discusses the performance of the course in terms of financial sustainability and resources.*

## Previous Performance

*Course teams should consider and comment on the following;*

* *Whether the course has met predicted student numbers, has this been higher or lower and what has been the impact?*

## Requirements Going Forward

*This section discusses expected performance and required resources going forward. Course teams should discuss the following and use the table provided;*

* *Expected student numbers for the course(s) going forward over the next few years,*
* *What is the possible impact on the course team and resources available?*
* *Will any additional resources be needed to support the viability of the course(s)? Has this been agreed? What are the contingencies in place?*
* *What impact will this have on other areas? i.e. library, IT. Have they been consulted?*

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| **Indicative Student Number Projections – next 4 years** | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Course A** |  |  |  |  |
| **Course B** |  |  |  |  |
| **Course C** |  |  |  |  |

# Part D – Revalidation

*This section will discuss the proposals for changes and how the updated courses still meet threshold standards, university regulations and external requirements.*

## Proposed Changes

*In this section course teams should briefly comment on the following;*

* *The rationale for any proposed amendments which are to be considered and approved,*
* *How the proposed changes aim to improve student outcomes (in retention, progression, achievement and/or employability) and the student experience*
* *Where modules have been retained that have previously had a negative impact on progression (Level 3/4) or achievement (Level 5/6) explain how this is to be otherwise addressed ,*
* *Where changes are suggested for modules that are shared with other courses, detail how the impact of this has been considered and discussed with relevant teams,*
* *Detail how current research and practice in the discipline has influenced the course re-design.*
* *What employer and student input has there been in the proposed changes?*

## Course Structure and Organization

*In this section you should outline the underpinning principles of the course design and discuss the following, and where available evidence should be included in the appendices;*

* *The underlying course philosophy,*
* *New modules being developed,*
* *Existing modules used and how they were reviewed to ensure that they were appropriate.*
* *Whether and how staff in other areas where included in the course design,*
* *How external reference points were considered including QAA subject benchmark statements, PSRB requirements and any other relevant reference points,*
* *How the learning outcomes both modular and course are level appropriate (refer to the FHEQ, Blooms Taxonomy, and the Master’s degree characteristic statements here),*
* *How employers and students were involved in the course design.*

## Learning, Teaching and Assessment Strategy

*In this section you should detail your learning, teaching and assessment strategies for the courses. This section should also refer to the assessment mapping document AQDXXX which should be included as part of the paperwork in the appendices. In this section you should briefly discuss the following;*

*Learning and Teaching*

* *The underpinning learning and teaching strategy*
* *Learning and teaching methods to be used and why,*
* *How existing modules will compliment/be incorporated,*
* *How the inclusive curriculum checklist was considered and incorporated into the approaches to be used,*
* *How the digital literacy checklist was considered and incorporated into the approaches to be used.*

*Assessment*

* *The underpinning assessment strategy,*
* *The assessments to be used and why,*
* *The use of formative and summative assessment,*
* *How assessment in existing modules has been considered and factored into course design.*
* *Student Feedback strategies*
* *Strategies for monitoring progression and achievement.*

*NB: You should refer to the assessment framework and Assessment Map when completing this section.*

## Employability and Placement Activity

*In this section you should detail any employer engagement, work based learning and placement activity that is included in the course. You should consider and outline the following;*

* *How employers were engaged in the course design,*
* *How employability has been embedded into the modules,*
* *Details of any placement activity*

## PSRB requirements (if applicable)

*In this section you should detail any PSRB accreditation available to students, including the following;*

* *Details of the professional body*
* *Type of accreditation,*
* *Benefits to the students,*
* *How the requirements have been included in course design,*
* *Any specific course requirements due to the PSRB i.e. competency outcomes or naming conventions,*
* *Any exemptions (where applicable).*

## Transitional Arrangements

* *Describe how planned changes to the course will be implemented, NOTE: a ‘big-bang’ approach is expected but a slower transition can be approved if an appropriate rationale is provided for this.*
* *What transitional arrangements will be required?*

***NB:*** *Consider the CMA guidance in relation to the requirement to inform students (current and potential) about course changes. AQD can advise if required.*

## Summary of Changes

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| Section 3b | Summary of Changes | | |
| **Course Specification Changes** | | | |
| **Course title** | | **Section** | **Nature of Change** |
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| **Module Specification changes** | | | |
| **Module code and title** | | **Section** | ***Nature of Change (*If replacing a module, state the previous module title and code)** |
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1. *Student numbers can be obtained through Power BI* [↑](#footnote-ref-1)