**Periodic Curriculum Review**

**PCR1 Critical Evaluation Document**



**ACADEMIC SERVICES**

**Faculty of [#insert ]**

**PERIODIC REVIEW – [#SUBJECT AREA]**

**Critical Evaluation Document: Academic Year [#year]**

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| **Titles of programme(s) covered by this Review** | **Programme Code(s)** |
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| **Head of Dept** |  | |
| **Programme Leader** |  | |
| **Programme Team** |  | |
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| **Named PSRB links** | |  |

*This document, prepared by the Review Team, should be a critical self reflection of the subject provision being reviewed using analysis of quantitative and qualitative data. The Review should encompass programmes including those delivered by distance learning, or by collaborative partners. Descriptions should be kept to a minimum and should simply set sufficient context in order to enable the Review Panel members to understand the critical and evaluative aspects. It should demonstrate a clear case for re-approval and the forward agenda, based on the evidence of quality and standards so that the Review Panel is able to recommend re-approval of the provision for a further six years.*

***All supporting documentation should be referenced and available virtually using links.***

| **Content of Critical Evaluation Document** | | **Supporting Documentary Evidence** |
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| **1** | **Rationale** *[suggested word count 200]*  *Rationale for portfolio of programmes within the University’s/Faculty’s overall strategy.*  *Reflection on progress with any newly approved provision.*  *Rationale for any partnerships.* |  |
| **2** | **Planned Development of Subject and Constituent Programmes, including any proposed changes to the Curriculum** *[suggested word count 350]*  *What is the place of the subject provision within the Faculty?*  *Outline any new programme developments planned for the next 6 year period.*  *Outline any planned changes to existing programmes (at the level of educational aims and learning outcomes).*  *Describe any plans for new collaborative partners and/or development of existing arrangements.*  *Summarise any plans for suspension of programmes and/or rationalisation of provision.* |  |
| **3** | **Reflection on Annual Monitoring** *[suggested word count 350]*  *Overall reflection on Annual Monitoring outcomes and action plans including:*  *Overview of student retention, progression between levels and achievement.*  *Responses to recurring comments or general themes in the annual review reports, for example repeated comments in external examiner reports, student evaluation etc.*  *Extent of confidence in the academic standards of each programme, for example on the basis of external examiner comments and commendations.*  *Extent of confidence in the quality of the teaching and learning opportunities of each programme (include reference to student feedback and evaluation).*  *Extent of confidence in the quality of the student experience on collaborative programmes (including the continued appropriateness of learning resources and the HE environment).* |  |
| **4** | **Recruitment and Admissions** *[suggested word count 200]*  *How successful has recruitment been to the programmes?*  *How effective are the admissions and inductions procedures? Please also comment in relation to co-ordination between UWE and the partner institution where appropriate.*  *How effective is pre-enrolment support, i.e open days, interviews, information packs, pre-enrolment courses?*  *Reflection on the accuracy and clarity of information provided to students on their status in relation to the University.*  *Reflection on the characteristics of the student intakes and on contribution to the widening participation strategy.*  *Reflection on the extent and nature of claims for accreditation of prior learning.* |  |
| **5** | **Learning, Teaching and Assessment Strategies** *[suggested word count 800]*  *How have the learning, teaching and assessment strategies developed over the previous six year period?*  *Reflection on the Assessment Cycle Policy in relation to the programme(s) under review.*  *Rationale for proposed developments for the next six years.*  *How do the learning, teaching and assessment strategies for the subject relate to Strategy 2020?*  *Analysis of the effectiveness of the delivery of the Academic Personal Tutor and Peer Assisted Learning programmes.*  *How effectively does the curriculum address employability and encourage students to think about professional/career development?*  *How are the validity and reliability of assessment strategies ensured?*  *How do the learning, teaching and assessment strategies seek to minimise the risk of academic misconduct?*  *What assessment methods are used and how are elements such as placements, exchanges, distance learning, peer assessment and group projects managed?*  *How is inclusivity designed into the assessment strategies?*  *How effective is feedback to students and formative assessment?*  *How are moderation activities managed?*  *If provision also delivered at partner institutions:*  *How are partner institution colleagues supported in developing their learning, teaching and assessment strategies in line with University guidelines and policies?*  *How are assessment strategies managed across collaborative provision?*  *How are partner institution colleagues supported in assessment (i.e. standardisation and moderation activities) by UWE staff and their own institutional processes?* |  |
| **6** | **Student Support** *[suggested word count 250]*  *Use of UWE resources for student support, e.g. Library, Student and Partnership Services, including Careers.*  *Use of University policies?*  *Use of Virtual Learning Environments?*  *Where relevant - Outline the levels of student support provided by partner institutions and how the respective use of partner institution and UWE VLE is managed.* |  |
| **7** | **Development of Staff** *[suggested word count 400]*  *To cover for example:*  *Learning and Teaching activities.*  *Curriculum development activity.*  *Changes of role/responsibility.*  *Team teaching.*  *Moderation activities/groups.*  *Peer observation/support.*  *Mentoring.*  *How does research inform teaching?*  *Development activities in relation to HE delivery as provided by partner institution and UWE, where relevant.* |  |
| **8** | **Curriculum Matters** *[suggested word count 450]*  *How has the curriculum been reviewed?*  *Reflection on the effect of cumulative change.*  *Currency of the curriculum.*  *What account has been taken of employer or other external requirements (e.g. PSRBs)?*  *How well does the curriculum align with relevant subject benchmarks?*  *Is the curriculum inclusive in terms of equality and diversity?*  *Outline engagement of the staff in curriculum matters.* |  |
| **9** | **Conclusion**  *Include any general reflections.*  *List existing strengths.*  *List areas for development and related actions.* |  |
| ***All relevant programme specifications should be made available to the Review Team*** | | |



**ACADEMIC SERVICES**

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**PERIODIC REVIEW – [#SUBJECT AREA]**

**Academic Year [#year]**

**Initial Action Plan for Periodic Curriculum Review**

*This action plan will be taken forward with the recommendations from the Review Panel following the Review Event. Progress against the issues will be monitored by the Faculty AQSC.*

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| **Issue** | **Action Required** | **Action by who** | **Action by when** |
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