

Periodic Programme Revalidation Policy



| Summary | | | |
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| This document lays out the University's Policy for Periodic Programme Revalidation (PPR), which is a strategic process undertaken by each School at subject level as part of a rolling programme. | | | |
| Scope - This document applies to: | | | |
| UoB Staff | | | |
| For applicants entering in: | n/a | Applies to academic year: | 2019/20 onwards |
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| Division | Education Services | | |
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| Superseded documents | Periodic Programme Review (PPR) overview | | |
| Related documents | | | |
| Keywords | Periodic Review, Validation, Re-validation, Quality, Assurance | | |

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Overall purpose

1. Periodic Programme Revalidation (PPR) is a strategic process undertaken by each School at subject level as part of a rolling programme that reviews the quality, validity and viability of all academic provision (across taught programmes) and the educational experience supported by the University. The process serves to revalidate taught programmes, subject to any recommendations in the report being satisfactorily addressed.

This guidance applies to all taught programmes, including those taught at partner institutions and the taught components of PGR programmes. A list of current programmes can be found in the [Code of Practice for Taught Programmes](#).

Underpinning Principles

2. The PPR process is the point at which the academic standards, content, validity and relevance of all taught programmes is reviewed including scrutiny that is external to the school. The process provides the school with a formal opportunity for broad thinking about the student educational experience, with the purpose of ensuring continuous improvement.
3. Where possible, the PPR will take place at the same time as a planned professional body accreditation visit with a University Education Director (Quality) representing the institution and the visit fulfilling the functions both of the PPR and the external accreditation.
4. The PPR process complements School's stage one/two reviews of programmes and completion of their Education Action Plan, which is an iterative process of self-evaluation, analysis and reflection.
5. The key characteristics of PPR are that it is:
 - i. strategic in its focus and action planning for the future, and links to the University Education Strategy;
 - ii. Evidence-based and founded on an analysis of a Portfolio of Information;
 - iii. A flexible process that is proportionate and tailored to individual Schools;
 - iv. Streamlined in its alignment with Education Action Planning (EAP), PSRB accreditation and School Review;
 - v. Undertaken in full partnership with students, with an emphasis on the student experience;
 - vi. Includes external scrutiny.

Review methodology

6. A PPR will constitute a series of round-table discussions between the Review Panel and the School that cover the key themes arising from the analysis of a Portfolio of Information.

Reporting

7. The PPR will generate a report with recommendations. Revalidation of the programmes will be confirmed when the school satisfactorily responds to any recommendations as reflected by the School EAP.
8. Failure to address a recommendation required for programme revalidation will result in the Dean and PVC Education being informed and taking action. If a programme is not revalidated then the School will be required to implement a teaching out plan.