Periodic Programme Revalidation: Procedure

1. Scope

1.1. Each school is required to undertake PPR for all programmes on a cyclical basis. Each review will be conducted at subject level (with more than one per school, where applicable).

1.2. The PPR process will consider:

• the academic standards of the programmes;

• the continued validity and relevance of all programmes including the impact of incremental change;

• the programme specifications and unit descriptors;

• delivery methods and whether the school is using appropriate technologies to deliver its programmes;

• the student experience;

• enhancement of the programme;

• how programmes fit with the Bristol Skills Framework, the Institutional Principles for Assessment and Feedback and other University strategic priorities.

2. Outline of the Process

2.1. A Review Coordinator will be assigned from the AQPO to work with the School throughout the PPR process.

2.2. Typically, a PPR will constitute a series of round-table discussions that cover the key themes arising from the Review Participants' analysis of the portfolio of information (see section 2.6).

2.3. It is expected that the PPR meetings will take place across one full day (see annex A).

2.4. Where the PPR is taking place in conjunction with a planned professional body accreditation visit, the details of the process will be agreed between the PSRB, the Review Co-ordinator and the School and reported to the Associate Pro Vice-Chancellor (Quality and Standards).

2.5. **Review Team**

2.5.1. The team will normally be chaired by a University Education Director (Quality) and would normally include:

• Two Student Quality Reviewers, at least one from the home faculty;

• A suitable external examiner from the school's pool of current external examiners;

• An external critical friend from a similar department at another institution;

• A Faculty Education Director from the faculty that owns the programmes (except where the PPR is of the FED's home school, in which case a member of UAQSC will be appointed by the Chair of UAQSC in their stead)

• A member of AQPO

2.5.2. Student Course Representatives and Members of the Committees of Student Academic Society/ies must be included in discussions during the PPR. Alumni may also be invited to attend relevant meetings.

2.5.3. Other staff will be invited to join relevant discussions to further explore and enhance programme delivery methods.

2.5.4. Industry or employer representatives may be invited to meetings or consulted prior to the meeting. Advice from the Careers Service will be taken in order to tailor this to each school.

2.5.5. Early in the process, the Review Coordinator will liaise with the School and PPR Chair to confirm the programmes to be covered, the review participants and the general format of the review.

2.6. **Portfolio of Information**

2.6.1. The PPR is based on an analysis of a portfolio of information relating to the current validity and standards of programmes, principally from existing programme monitoring activities such as Education Action Plans. It will also be an opportunity for the school to provide additional information in the form of a SWOT analysis. The portfolio of information will include:

- School Education Action Plan

- Statistical Data (Application:Offer:Intake ratios; Intake Analysis; Progression; Award; Destination of Leavers from Higher Education (DLHE) data, student survey results)

- Details of existing employability agreements

- Summary of UQT visit reports

- Programme specifications

- Unit specifications for mandatory units

- Report of programme changes over the last 3 years

- School's SWOT analysis

- Details of Staff involved in teaching and administering the programmes (link to staff profiles on website if possible)

- Student submission coordinated by the University of Bristol Students' Union (SU) for each school

- PSRB accreditation executive summary of the submission, the report, and action plan (if applicable).

2.6.2. The Review Coordinator will circulate the Portfolio of Information to the Review Team who are requested to consider this in the light of the University's Education Strategy and identify any themes arising and feedback to the Review Coordinator.

2.7. The Review Coordinator will collate the feedback from the Review Team's analysis of the portfolio and liaise with the Review Chair and School to agree the particular areas of focus or themes that will be addressed in the Review. The agenda will be agreed at this meeting.

2.8. **Responsibilities**

2.8.1. The Review Coordinator will meet with the Head of School as early as possible to confirm the remit of the PPR, relevant dates and the timing of the submission of the SWOT analysis.

2.8.2. The School will provide nominations for the external participants, and confirm details of representatives from external partnerships etc. The Review Coordinator will be responsible for liaising with the Review Team.

2.8.3. The School will be responsible for providing the space required for the review and will ensure that relevant students (current and alumni), and school staff are available for the Review.

3. Outcomes of the PPR

3.1. The outcomes of the PPR will be recorded in a report with recommendations. The report will be signed off by the school and Chair before being disseminated to the UAQSC.

3.2. Recommendations will be made to the school and categorised into three levels:

i. Immediate action required;

ii. Intermediate issue needs to be addressed before the start of the next academic year;

iii. Further planning is required in to ensure the continued improvement of the students' learning opportunities.

Recommendations may also be made to the Faculty and the University.

3.3. Revalidation of the programmes will be confirmed when the school satisfactorily responds to any recommendations by updating their School EAP. The EAP will be considered by the Review Team Chair, and reported to the UAQSC.

3.4. All PPR reports with the corresponding EAP sections will be reported to the UAQSC. Where level (i) recommendations have been made, the report and action plan will be reviewed by UAQSC (or the Chair) within two weeks of the date of the report, and a further progress report considered no less than six months later. If the recommendations in the report fall into category (ii) and (iii) the report and action plan would be considered by the UAQSC at the final meeting of the academic year, with the progress reports being considered at the January meeting.

3.5. If a School fails to respond to category (i) actions within the allocated timeframe the Dean and PVC will be informed, programmes would not be revalidated and the School would be required to implement a teaching out plan.

3.6. The outcomes of the PPR will be shared with students by upload to the relevant Student Staff Liaison Committee (SSLC) Blackboard site.

4.   Interaction with existing QA processes

4.1. The School EAP Process will be conducted as normal during the year a PPR is due.

4.2. UQT reports will inform the PPR process and the outcomes of the PPR will be followed up by UQT.

Approved by University Academic Quality and Standards Committee – October 2017

Updated May 2019

Annex A

Potential schedule/timetable for a Periodic Programme Revalidation

AQPO will work with the relevant School to compile a schedule of meetings. The number, length and size of meetings will vary depending on the subject, whether there has been a recent PSRB visit, if the review covers UG and PGT, the number of programmes involved etc.

Some meetings may be developmental/exploratory meetings prior to the review.

Formal review meetings will normally take place across one full day. Meetings will normally take place with the following people but this is not an exclusive list:

- Head of School;
- School Education Director (or equivalent);
- Programme Director/s;
- Unit Directors;
- Senior Tutor;
- Teaching staff;
- Professional Service Staff (School Manager, Student Administration Manager, Graduate Administration Manager, Student Administrators etc.);
- Industry or employer representatives;
- Students (normally course representatives);
- Alumni;
- Collaborative partners.