



TITLE: Periodic Review of Higher National Programmes	REF:	VERSION:1
APPROVED: By HE Academic Board	DATE:25 <sup>th</sup> February 2014	REVIEW DATE:25 <sup>th</sup> February 2016
LEAD PERSON: Bill Hunt – Higher Education Manager		
EQUALITY IMPACT ASSESSMENT:		
STRATEGIC PRIORITIES: To ensure the maintenance of academic standards and enhancement of student learning opportunities		

<b>Main points of policy</b>	<ul style="list-style-type: none"> <li>• This policy has been developed to provide a process for the periodic review of Higher National programmes provided by Activate Learning</li> <li>• Activate Learning is committed to ensuring the academic standards and good management of provision leading to the award of a Higher National Diploma or Certificate.</li> </ul>
<b>List of procedures for implementation</b>	<ul style="list-style-type: none"> <li>• Periodic Review schedule</li> </ul>
<b>Related policies, documents and strategies</b>	<ul style="list-style-type: none"> <li>• Programme Reviews and Improvement Plans</li> <li>• UK Quality Code for Higher Education: Chapter A4: <i>Approval and Review</i></li> </ul>

**Equality and diversity statement**

*It is the policy of Activate Learning to recognise and encourage the valuable and enriching contribution from all who work and learn here and the rights of all individuals who come into contact with the organisation such as prospective students and job applicants.*

*We believe that people from a range of backgrounds and experiences can enhance the life and development of the institution and that all individuals should be treated on the basis of individual merit and without prejudice. Activate Learning will, therefore aim to provide an education service which actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, economic status, disability, ethnicity, gender, religion/belief, marriage/civil partnership or sexual orientation in both education and employment. We will strive vigorously to remove conditions which place people at a disadvantage and will actively combat bigotry and discrimination. Activate Learning expects all employees, students, and associated partner organisations to adopt this policy.*

*Activate Learning is committed to carrying out Equality impact Assessments on its policies and procedures in order that some measurement is made of the contribution that the policy/procedure makes towards equality and diversity objectives.*

## 1. Background to the policy

Whereas Activate Learning's franchised Higher Education programmes undergo a Periodic Review conducted by the awarding University, there is no such review undertaken by Edexcel for the Higher National provision delivered by Activate Learning through one or more of its three colleges; City of Oxford College, Banbury and Bicester College or Reading College.

In line with the Quality Assurance Agency's UK Quality Code; Chapter B8: *Programme Monitoring and Review*, Activate Learning has established this policy and procedure to review and assess the continuing validity of these programmes in light of the following:

- The effects of changes, including those which are cumulative and those made over time, to the design and operation of the programme.
- The continuing availability of staff and physical resources
- Current research and practice in the application of knowledge in the relevant discipline, technological advances and developments in teaching and learning
- Changes to external points of reference, such as subject benchmark statements or professional body requirements
- Changes in student demand, employer expectations and employment opportunities
- Data relating to student progression and achievement.
- Student feedback, including results from the National Student Survey

## 2. Aims

The Periodic Review process also has the following aims:

- To encourage staff to reflect on the academic currency of the programme under review
- To assess the effectiveness of the programme in enabling students to achieve the intended learning outcomes
- To identify and disseminate good practice
- To identify areas for enhancement

## 3. Definitions

**Staff** – everyone employed by Activate Learning, including non-paid volunteer workers both in work and outside working hours.

**Students** – All students enrolled on a Higher National programme with Activate Learning, including full and part time students.

**Higher National programme** – includes all Higher National Diplomas and Certificates (awarded by Edexcel) delivered by Activate Learning.

**Quality Assurance Agency (QAA)** - Body responsible for safeguarding quality and standards in UK Universities and Colleges

**UK Quality Code** – Sets out the Expectations that all providers of UK Higher Education are expected to meet

#### **4. Scope of the Policy**

This policy covers all Higher National programmes delivered within Activate Learning.

#### **5. Policy Statement**

Activate Learning is committed to ensuring that the academic standards of the Higher National programmes it delivers are maintained and that the quality of learning opportunities provided for students on these programmes is enhanced through regular monitoring and periodic review.

#### **6. Timing and schedule of Periodic Reviews**

A Periodic Review will normally be undertaken for each Higher National programme every four years. A schedule will be published which identifies when each programme is due to be reviewed. A date and timetable for the review will be negotiated with the relevant Head of Learning at the start of the academic year within which the review is to take place.

#### **7. Periodic Review Panel**

The Periodic Review panel should be constituted as follows:

- Chair – Independent of the Curriculum area which manages the programme under review
- Internal panel member from another curriculum area which manages Higher Education provision
- Director of Learning, Assessment and Quality
- Higher Education Manager
- Higher Education Liaison Coordinator (secretary)

#### **8. Agenda for Periodic Review events**

The agenda for the Periodic Review meetings will be agreed between the Head of Learning, Director of Learning, Assessment and Quality, and the review panel chair, but should normally include:

- An initial private meeting of the review panel to agree on the areas to be explored
- At least one meeting with teaching staff, including the Programme Coordinator and Head of Learning
- At least one meeting with current students, ideally representing both years of the programme, and no less than six in total

- Private meeting of the review panel to formulate conclusions and agree any commendations for good practice, conditions and/or recommendations for enhancement of the programme
- Meeting with key staff to provide feedback

## **9. Documentation**

The key document providing the basis for the review is the Self-evaluation Document (SED) This document should be focused, evidence-based and evaluative, enabling the review panel to develop a good understanding of the programme under review.

Guidance on the format of the SED will be provided by the Higher Education Manager and will also be published on the Higher Education sharepoint site.

The evidence underpinning the SED should also be provided and contain as a minimum, the following:

- Data on student enrolments, progression, achievements and destinations for the last three years
- Data on Equality and Diversity
- Programme Handbook
- Programme Specification
- Staff CVs for all staff teaching on the programme
- External Examiner reports for the previous three years
- Summary of student survey results for the last three years
- Summary of any feedback received from employers
- Programme Committee minutes for the last three years

## **10. Reporting**

The review panel secretary will prepare a report of the event. Once the review report has been approved by the review panel chair, then it should be circulated to the programme team. This process should be completed within one month of the review panel meeting.

Any conditions and/or recommendations should be addressed within the Programme Enhancement Plan (CPEP) and included in the next annual Self-evaluation Document.

