PERIODIC (QUINQUENNIAL) REVIEW OF PROGRAMMES POLICY

NCL
Nelson College London

NELSON COLLEGE LONDON

External Reference Points:

External Source	Reference Points
UKQC- Core Practices	• The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks. • The provider designs and/or delivers high-quality courses. • Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them
UKQC- Advice and Guidance	• Course Design and Development
Awarding Body Reference	• Programme Specifications • London Met Academic Regulations • London Met Quality Manual • Pearson BTEC Recognition of Prior Learning Policy
Other reference Points	• NCL Quality Assurance Manuals • Student Handbooks/ Course Handbooks

1. Introduction:

1.1. Nelson College London offers two portfolios of programmes which are awarded by two different awarding bodies. At present these are HND programmes awarded by Pearson and FdA and BA top-up programmes awarded by London Metropolitan University.

2. Aims of the Policy:

2.1. Periodic Review provides a means for the College to review the quality and standards of its academic provision and enables the College to undertake a broader review of the continuing validity and relevance of the portfolio of programmes offered. The process also provides an opportunity for academic departments to think strategically about their programmes and, in particular, consider longer-term plans and objectives.

2.2. Periodic Review is linked to the Annual Monitoring of Programmes, which, together with Programme Approval Procedures, provides the College with robust mechanisms for ensuring the quality and standards of its academic provision**.**

3. Procedure:

3.1. Each Academic Manager will undertake a review of the programmes under each portfolio at five-yearly intervals so the process will be referred to as the Quinquennial Review of Programmes. Academic Board will propose a schedule of reviews, which will be conducted by a panel comprising:

- **The Head of Quality Assurance (or his/her nominee) to chair the Panel**
- **A minimum of 1 other Academic Board member**
- **A minimum of 1 External Reviewer approved by Academic Board**
- **1 Member of staff from the other portfolio of programmes**
- **1 Student from outside the portfolio of programmes under review**
- **1 Secretary to the Panel appointed by the Principal**

3.2. The College Academic Board will formally approve the Quinquennial Review Panel and, if required, to ensure there is no delay in the conduct of the review, the panel may be approved by Chairman's action and reported to the next meeting of the full Board.

3.3. The panel will, as far as possible, make use of existing documentation (e.g. from the Annual Monitoring of Programmes) although the Programme Leader will be required to provide additional documentation, as indicated below, and including a brief **Self-Evaluation Document (SED) that includes longer-term plans and objectives of the portfolio under review.**

3.4. The review will take place over a period of one or two days (depending on the scope of the review) to a timetable that will arranged by the Academic Administration office at a time that is convenient for the Programme Leader and the Review Panel.

4. Guidelines for the quinquennial review of programmes Subheading:

4.1. Purpose
To confirm the validity of all current programmes in terms of whether the programme specifications are being delivered and the intended learning outcomes are being attained by students; to confirm that quality and standards are being maintained and to consider long-term plans and objectives for the programme.

4.2. Timing
To take place normally at intervals of 5 years.

4.3. Process
    4.3.1. Eight months before the date of the review, and according to a schedule prescribed by Academic Board, the Head of Quality Assurance will write to the Academic Manager asking him/her to undertake a review of the Portfolio of Programmes and to put forward future plans and objectives.

4.3.2. The Academic Manager or his/her representative will establish a **team** to coordinate preparations for the review. The team membership will normally consist of the Programme Leaders, lecturers and a student representative from each of the programmes under review and the head of programme delivery. It will be the responsibility of the team to prepare a self-evaluative analysis for each individual programmes over the previous five-year period, compiled as a **Quinquennial Review of Programmes Report**.

4.3.3. The Quinquennial Review team will consult the staff teaching on the programmes, as well as current and former student representatives and employers of the latter, and scrutinise all relevant documentation relating to the programme being reviewed. The Team will draw upon documentation previously prepared for the Annual Monitoring of Programmes, including Self- Evaluation Documents, Minutes from relevant College committees, External Examiners Reports and responses to them, reports from professional and other accreditation bodies (where appropriate) and other relevant documentation.

4.4.The Quinquennial Review Report should evaluate the following aspects of each Programme:

4.4.1. The aims of the programme;
   a) Consistency with the relevant section(s) of the QAA Quality Code
   b) The intended learning outcomes of the programme(s) and the extent to which these are being realised;
   c) Programme statistics for the past five years;
   d) Analysis of statistics (recruitment, retention, admissions criteria, progression and achievement information and results of the National Student Survey) for the past five years and the use made of these in internal quality monitoring;
   e) Comments from External Examiners/Verifiers over the past five years, and actions taken to enhance the programme or assessment process in response to their comments;
   f) Significant changes to the programme (structure, content, teaching, learning, assessment strategies, curriculum development);
   g) Staff and student feedback and the actions taken in response to this;
   h) Comments from external/accreditation bodies (where applicable) and action taken in response to these comments;
   i) Feedback from former students and their employers;
   j) Strengths and good practice associated with the programme;
   k) Future Planning and Objectives

5. Template for Quinquennial Review of Programmes Report:

PROGRAMMES *[TITLES]*

QUINQUENNIAL REVIEW OF PROGRAMME REPORT *[YEAR]*

5.1. Name and Award of Programmes

5.2. Name of Academic Manager

5.3. Name of staff member(s) completing this report

5.4. Membership of the team

5.5. A brief history of the programme
(E.g. when it commenced, how it links to other programmes)

5.6. Recommendations from previous Quinquennial Review and progress made in addressing them

5.7. The aims of the programme
(as indicated on the relevant Programme Specification and evaluation of its continuing validity in light of developing knowledge in the discipline and practice in its application)

5.8. Consistency with relevant section(s) of the QAA Quality Code
(Confirmation that the programme's development, approval and review is consistent with the College's procedures and with the QAA Quality Code and that appropriate consideration has been given to relevant sections of it.

5.9. The intended learning outcomes of the programme and the extent to which these are being attained by students (i.e. What the student should be, and is, capable of in terms of knowledge and understanding, skills and other attributes as indicated on the relevant Programme Specification, the ways in which the Programme Leader determines how these are being achieved and the extent to which they are being achieved)

5.10. Programmes' statistics for the past five years
(e.g. drawing on the annual monitoring statistics for applications, admissions, retention, progression and achievement information; destinations of graduates and results from the National Student Survey (NSS) where available. These may be appended to the report if this is more convenient)

5.11. Analysis of the statistics
The use made of statistics in internal quality monitoring (e.g. Are there any identifiable trends in recruitment and retention, admissions criteria, progression and achievement data or graduate destinations? What actions have been taken in response to any identified trends? How effective do you think these actions have been? How do these figures compare with targets, where available?)

5.12. External Examiners
(Drawing on the information prepared for the College Review and Enhancement Report and the REP reports, identify any significant comments made by External Examiners and External Assessors over the past five years and report on action taken in response to the comments, e.g. improvements made in response to comments relating to curriculum

development, learning and teaching strategies and/or assessment strategies or procedures. Has appropriate feedback been given to External Examiners in response to their comments?

Any other comments relating to the involvement of External Examiners in the programme over the past 5 years. Identification of good practice on the programme.

5.13. Significant changes to the programme
       5.13.1. Programme structure
       5.13.2. Content
       5.13.3. Teaching and Learning Strategies
       5.13.4. Assessment Strategies
       5.13.5. Curriculum development
(Describe any significant changes to the programme over the last five years, explaining the rationale for these changes. **NB: it is essential to evaluate the cumulative impact of small or incremental changes that may have taken place over the five-year period**)

5.14. Staff and current student feedback
(Systems used for obtaining student feedback. Most significant points raised by students (and staff where surveyed) over the past five years. Issues arising from feedback. Action taken in response to feedback and method by which students have been informed of this.
Issues/problems raised which it has been impossible to address or resolve). Feedback from the National Student Survey (NSS) where available.

5.15. Comments from external accreditation bodies and action taken in response to these comments

5.16. Feedback from former students

5.17. Strengths and good practice associated with the programme
(Features which make the programme distinctive and good practice which is worth disseminating more broadly throughout the College).

5.18. Future Planning and Objectives
(Proposed developments/improvements to the programme planned for the next few years. Factors that are likely to affect these).

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6. Guidance for review panel in the quinquennial review process:

6.1. As part of the review, the Academic Managers are required to conduct a major review of their programmes every five years.

6.2. The Review Panel comprises the following members:
- **The Head of Quality Assurance (or his/her nominee) to chair the Panel**

- **A minimum of 1 other Academic Board member**
- **A minimum of 1 External Reviewer and approved by Academic Board**
- **1 Member of staff from a different portfolio of programmes**
- **1 Student from outside the programmes under review**
- **1 Secretary to the Panel appointed by the Principal**

6.3. Members of the panel are asked to consider the review documentation. This includes the **Programme REP Reports, Quinquennial Review of Programmes Report, and supporting documentation**.

6.4. Panel members will be sent the relevant reports in advance of the meeting. Additional information may be requested as required. The panel will be supported by a representative from Academic Services.

6.5. Following consideration of the review documentation and interviews with staff (and students if required), the panel will agree its findings. The Chair will complete the Panel Template (below) which will be submitted to the next meeting of Academic Board.

*Student representatives on the panel will be given guidance by the Head of Quality Assurance in person as required.

7. Template for Review Panel's Report to Academic Board:

 PROGRAMMES [*NAME OF PROGRAMMES]*

QUINQUENNIAL REVIEW OF PROGRAMMES
[COVERING THE FIVE-YEAR PERIOD: YEAR-YEAR]

7.1. Programmes reviewed

7.2. Programme Specifications
(Appropriateness of these in terms of educational aims, intended learning outcomes, assessment and consistency with the relevant Subject Benchmark Statements and QAA Quality Code and alignment of the programme with the Framework for Higher Education Qualifications
(FHEQ))

7.3. Curricula and Assessment

7.4. Student Progression and Retention

7.5. Student Support and Guidance
(Commentary on the effectiveness of student support mechanisms)

7.6. Student Representation and Feedback Procedures
(Commentary on the effectiveness of student representation and feedback procedures)

7.7.Academic Standards

(Commentary on whether these appear to be comparable to elsewhere in the sector)

7.8.Areas of Good Practice and Identification of Areas for Improvement

7.9.Areas for Enhancement

7.10.Commentary on the Future Plans and Objectives

7.11.Outcomes of the Review and Recommendations