Canterbury Christ Church University logo

**TEMPLATE FOR**

**PERIODIC PARTNER REVIEW**

**The Periodic Partner Review (PPR) is a review of a partner providing a reflection of the partnership performance over the partnership life cycle.**

* This template is to be completed as the main evidence document the Periodic Partner Review (PPR).
* The review and completion of the PPR should be a reflective process undertaken by the appropriate partnership team.
* The review should be based on all activities of the partner and draws together trends and developments, based on, annual high-level reports, the annual Partner Performance Plans (PPPs) and enhancements, Course Performance Plans (CPPs), the pertinent planning documents, the agreed operational procedures and feedback from student and stakeholders.

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| **Reporting partnership team (IPAD/UKPAU)** |  |
| **Date of panel discussion/meetings** |  |

1. **Partner information**

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| **Partner** |  |
| **Partner location** |  |
| **Date of commencement of the partnership** |  |
| **Partnership activity/type** |  |
| **All courses offered** |  |
| **Date MoA originally signed** |  |
| **Link to the current MoA** |  |
| **Projected annual student numbers** |  |

The Periodic Partner Review (PPR) will be based on the full set of annual high-level reports, annual Partner Performance Plans and enhancement activities, Course Performance Plans (CPP), any new available data/information, the trends and impact.

In completing this template, the partner team should adopt an analytical approach rather than reporting, analysing data and explaining how data has been used to inform changes/enhancements. The reflective exercise is about analysing the journey and the extent to which we are achieving what we originally planned to achieve. The analysis is guided by asking ourselves questions and seeking answers (from the data and information). Example questions:

* Why this partnership, what did we intend to do/achieve in this partnership?
* Why are we doing what we are doing, in the way that we are doing it?
* How do we know how well we are doing?
* How can we do things better/differently?

Questions on student recruitment.

* What is our overall strategic approach to student recruitment (in this partnership)?
* What is our approach to recruitment?
* Why are we approaching recruitment the way we do?
* How do we know that the approach as planned is effective – what are student numbers telling us?
* What and how can we approach this differently?

All the narrative provided should be limited to one to two succinct paragraphs.

**2 Partner performance – meeting business expectations**

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| **2a Student recruitment**– Reflect on student data and provide a brief reflection on changes over the cumulative period - explain the journey over the period under review as evidenced by the annual Partner Performance Plans, enhancement activities and any new information. (*For example, reflect on, what the student data/ numbers tell us about recruitment strategy, are students applying get accepted and not take up their place? Are we registering more students than originally anticipated? How are student numbers impacting on the support provided?*) |
| **2b Physical resources/facilities (for teaching delivery)** – Provide a brief narrative on any cumulative changes to physical facilities as evidenced in the annual reports, explaining the impact on the partnership and student support. (*Have there been any changes to the physical resources which could impact on students – enhance or present a risk, how has this been addressed?)* |
| **2c Staff levels to support the partnership** – looking back on the cumulative period and reflecting on previous annual reports, comment on the trends with respect to, staff (number, expertise, training levels), explaining the impact of any cumulative changes on the partnership and student support. (*How many new academic staff and professional staff been engaged, has the school approved CVs of all new academic staff? Are academic staff undertaking training, including Effective Assessment and Feedback, and any impact of the training*) |

1. **Partner performance – meeting academic expectations**

At this stage of the partnership, at least one cohort of students should have graduated. Using the annual Partner Performance Plans, reflect on the partner performance over the life cycle (across all courses) – student performance, communication between link tutor and partner, feedback from students and other stakeholders. For a partner offering only one course, reflections will be based on only the one course).

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| **3a Student outcomes across the whole partner** – Reflect onthe trends including the relevant B3 data (number of students continuing into the next level (or graduating), completion (and the quality of passes/awards), progression and the differences across student demographics). (*Provide a brief narrative, reflecting on performance over the partner life cycle and the extent to which the partnership is, overall, enabling students to gain the appropriate outcomes, the operation of Boards of Studies and actions taken*). |
| **3b Student academic support** –Reflecting on the partnership life cycle, briefly explain the impact and effectiveness of support provided to students. (*Consider utilisation of procedures for - Exceptional Circumstances, Temporary learning Agreements, extensions and deferrals, what information can be gained from the data. Data on academic misconduct and any approaches to address this*). |
| **3c Student experience** –Reflecting on the partnership life cycle, briefly explain the impact of any innovative approaches to enhancing student experience, any pending issues/challenges. (*Reflect on any teaching delivery approach, ways of engagement with students to enhance a sense of belonging, activities to enhance employability etc*). |
| **3d Partnership operational processes** –provide a brief explanation of any changes to the operational processes, communication, partner and University, and their impact on student experience (*Reflect on any aspects of the operational processes which been changed*). |

1. **Partnership team overview**

This section is for the partnership team to provide a holistic overview of the performance of the partner since the initial signing of the MoA (or previous review), identifying strengths and any outstanding risks.

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| **4a Based on the partnership performance over the cumulative period** – taking a balanced view (student numbers and academic performance), identify areas where the partnership has cumulatively performed well relative to the objectives set out in the planning documents and any outstanding risks (*Consider any areas identified from previous reviews and how these have been addressed*). |
| **4b The partnership** – Identify up to three areas that could enhance the partnership (University or partner). |