Periodic Course Review Course Evaluation Document (CED)

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# Introduction

#### This Course Evaluation Document (CED) template is to be used to capture information about the performance of the course undergoing Periodic Course Review (PCR).

#### The CED is the main piece of evidence which will be considered by the PCR Panel, alongside supplementary course data/resources.

#### In preparing for the PCR, course teams should read the PCR procedures and guidelines.

#### The CED document is completed by the course director/course lead/subject lead in collaboration with the course team.

#### The CED should be clear, concise and data informed. The reflection reporting in each section should be brief, two to three short paragraphs.

|  |  |
| --- | --- |
| **Course Title:** |  |
| **Routes:** |  |
| **Course Director/Section**  **director/School lead** |  |
| **School:** |  |
| **Date CED Completed:** |  |

## Section 1: Course Successes

#### Since last review, what have been the highlights of this course which have positively impacted on student learning and experience?

(For example, you might like to discuss successes which makes you convinced that the course is still up to date or staff developments that enhance the course/inform the course).

## Section 2: Student Outcomes

*This section focuses on student outcomes in relation to admissions, continuation, completion and progression as well as access and participation. Course teams should reflect on the overall course data since the last review (including; admissions, achievement of students across the course and awarding gaps) and reflections on developments highlighted within the previous Course Performance Plans.* If the course is below the OfS benchmark threshold for delivering positive student outcomes, evaluate why this is the case? Identify barriers which may be preventing such thresholds from being met and what further work is needed to ensure the course can deliver positive student outcomes.

#### In each of the areas, if the course is in-line or above the OfS threshold, identify the activities that have contributed to the positive outcomes or what else needs to put in to continually enhance the outcomes.

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| **Student Outcome** | **OfS Definition** |
| Continuation | The proportion of students continuing in HE study or gaining a qualification after one year (two years for part-time students). Includes foundation year  (set at 80% by OfS). |
| Completion | The proportion of students completing a course of HE study. Projected  outcomes methods will not be used for reporting completion outcomes (set at 75% by OfS). |
| Progression | The proportion of students progressing to managerial or professional  employment, or further study (set at 60% by OfS). |

#### **Student admission -** the course team to reflect on the profile of students in the course since the last review, considering registered students with respect to the tariff points and demographics. Evaluate how any changes might have impacted on the student continuation.

Areas for consideration may include:

* + *What information does the data provide about demographics across the course?*
  + *What does the data provide about the background of students in terms of access and participation?*
  + *What are the activities in place for teaching and supporting the diverse student body in the course?*

#### **Student Continuation -** reflecting on the extent to which the course is meeting the OfS threshold. If the course is below the OfS benchmark threshold, evaluate why this is the case? Identify barriers preventing student continuation and what further work needs to be put in place to enhance continuation.

Areas for consideration may include:

* + *What information does the data provide across the course? Are there specific student groups more affected than others?*
  + *What information does the data provide with respect to awarding gaps?*
  + *Evaluate the extent to which the course has been effective in inducting students into Higher Education learning and equips them with the necessary academic and subject skills at the right stage of their studies to enable engagement and continuation?*

#### **Student Completion** – reflecting on the student completion rates, evaluating any changes since last review and the extent to which the course continues to meet OfS benchmarks.

Areas for consideration may include:

* + *Consider what the data provides about completion rates across the student body and focusing on any specific student groups as well as access and participation.*
  + *How the course team is being proactive in identifying and addressing the needs of a diverse student cohort through embedded teaching and learning methodologies and supplemental support.*
  + *Student achievement in relation to any specific interventions that have been required as well as how the course has challenged students to achieve their best work.*

#### **Student Progression** – reflecting on progression data since the last review, what are some of the highlights for the course in terms of course graduates in employment?

Areas for consideration include:

* + *What does the progression data tell us about student employment after graduation and industries graduates enter? How does the data link to profile of students and strategy on access and participation?*
  + *How the course team knows whether graduates of the course entering employment are prepared and qualified to enter into relevant professional / managerial / highly skilled roles, or embark on further study within the sector or discipline?*
  + *Evaluation of any employability interventions implemented.*

## Section 3: Student Engagement and Views

This section reflects on the effectiveness of the academic support, considering student views based on the information gathered from NSS data, student fora and Boards of Study discussions, module evaluations and any other student responses since the last review.

#### In view of student feedback, what have been the impacts of action taken to enable students to recognise, and use course academic and pastoral arrangements to support their progress toward completing their final degree?

#### To what extent are students clear about how to use assessment feedback (and feedforward) to reflect on their learning and improve their performance throughout their degree?

1. Evaluate the impact of action taken by the course team to create a course/subject specific learning community, which encourages and supports students to connect with each other and share best practice? (*You might like to reflect on orientation and transition arrangements, as well as any additional course/subject specific activities that are run alongside timetabled teaching).*

## Section 4: University Strategy

This section should consider the course’s continued strategic fit within the Faculty and University portfolio, the University strategic plan, Vision 2030 and the Learning and Teaching strategy, national expectations and best practice.

1. **Recruitment and Applicant Trends –** to what extent have trends in student applicants and registered numbers changed since the last review and how effectively has the course team adapted to ensure the course remains attractive to target the relevant market? *You may like to reflect on applications, conversion rates and registered student numbers?*

### Course continued alignment with standards and expectations

#### How has the course team ensured that the course continues to be aligned to the national standards, evolving discipline needs and/or PRSB expectations?

For example, the course team may like to consider how any national changes to standards are embedded.

#### How has the course team drawn upon their research and/or professional training / sector knowledge to keep the course contemporary and competitive?

Course team may like to consider how course design is kept contemporary and relevant to sustain a unique offering, which encourages students to pick this course over similar courses taught in the sector. Consider position in subject league table.

### Course delivery processes

#### Since the last review, how has the course team ensured that the course continues to align with the learning and teaching strategy, Vision 2030, for example an up-to-date decolonised curriculum?

For example, the course team may consider how inclusivity is addressed, how diversity is taken into consideration in the planning and delivery, embedding sustainability, activities to enhance employability.

#### How effective have the documented changes (for example minor changes) made to modules or module content been since the last review, and what has been the impact on students’ experience?

#### Since the last review, what are some of the innovations in teaching delivery implemented and how effective have these been?

Course team may like to consider for example, any changes to delivery and assessment methods, embedding University priorities, staff academic development resulting in excellence in delivery.

#### Since the last review, what changes have been made to academic support provided to enhance student engagement? To what extent have these changes been effective?

For example, the course team may like to reflect on data on academic misconduct, EC and TLA, effectiveness of PAT, student attendance and participation in activities, enhancements as a result of staff development.

#### Since the last review, what changes have been implemented to enhance graduate employability and what evidence is available to show that the activities have positive impacts?

For example, the course team may like to reflect on student participation in work shadow, if course included a year in industry or abroad, how effective are these? Effectiveness of placement place providers.

### Responding to Employer and Industry expectations

#### Evaluate the impact of methods taken by the course team to respond to changes in employer and PSRB (where relevant) expectations to ensure the course delivers vital skills to the Southeast region of the UK and beyond?

Section 5: Evaluating the course

This section is for the course team to present their own self-reflective evaluation of the course, explaining any actions to take going forward.

### Course team evaluation

|  |  |
| --- | --- |
|  | Consistently performs in line or above the relevant University or Subject  KPI target with effective strategies in place for continuous enhancement |
|  | The course overall performance is consistently average and the course  team has strategies for enhancement. |
|  | The course team has identified some areas that will require immediate  and prompt attention. |

### Course team three suggestions of actions on the course.

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| --- | --- |
| **Areas for enhancement and development** | **Support the course team requires** |
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