# **Annex 15: PRR Lines of Enquiry Template for use by Panel Members**

**Date of PRR Meeting:**

**Programme Title(s):**

 **Panel Members**

|  |  |
| --- | --- |
| **Role on Panel**  | **Name and contact details:** |
| Chair |  |
| Internal Panel Member |  |
| External Panel Member |  |
| Student Panel Member |  |
| SEO Officer |  |
| SEO Officer’s email address and direct dial tel. number |  |

*The following table identifies the areas for consideration for the programme(s) listed above and identifies which member of the panel is to lead on each aspect.*

*The documentation is located on the Periodic Review and Re-approval Proposal Development Record (PRR-PDR) Moodle site. The site is located at: (SEO Officer to insert Moodle Site Link)*

*The site is fairly intuitive, but if you have any difficulties navigating your way around the site please contact your SEO Officer as detailed above.*

*You are asked to review the documents for the panel on which you are serving and determine:*

* *whether sufficient information and evidence is present within the documentation or*
* *if specific topics need to be explored through a line of enquiry and point of discussion during the Periodic Review and Re-approval meetings.*

*Once the panel members have completed this form, the combined content of the forms will help to create the themes for discussion during the meetings and will in part provide information which will be included in the Periodic Review and Re-approval Report.*

*Please answer the questions in the following table assigned to your role on the panel and insert ‘YES’,’NO’, or ’Variable’ to indicate your answer and add comments. Where your answer is* ***No*** *or* ***Variable*** *you are asked to provide comment about your findings and opinions. Where your answer is* ***Yes*** *or* ***Variable*** *you may wish to provide examples of good practice.*

|  |  |  |
| --- | --- | --- |
| **Panel Member****Responsible** | **Criteria for Programme Approval** | **Response***Please insert***Yes / No / Variable***below, as relevant* |
| **Chair** | **Critical Appraisal Document:**1. Is there a fully completed Critical Appraisal Document?
2. Is there a rationale for any new programmes and evidence of approval to proceed?
3. Is there a fully completed matrix of proposed changes?
 |  |
|  | **Comments:** |  |
| **Chair:** | 1. **Rationale and Demand**
2. Is there a clear rationale for the programme?
3. Is there a clear sector demand for the programme?
4. Are employment prospects for graduates clearly explained?
 |  |
| **Comments:** |
| **Chair and****External Advisor** | 1. **Programme Contents**
2. Do the programme contents and learning outcomes align with the exit awards titles, final award title and nature of the award?
3. Are the depth and breadth of content appropriate and inclusive?
4. Do the programme contents and learning outcomes reflect contemporary theory and practice? (for UoB UG programmes – are environmental sustainability, ethics and the aging population considered)
5. Is the development of relevant professional and transferrable skills and attributes explicit at programme and module level? (Is work-related learning/knowledge exchange included?)
6. Do the contents align with PSRB requirements (where required)?
 |  |
| **Comments:** |  |
| **Chair and** **External Advisor** | 1. **Programme Level Expectations**
2. Is learning outcome terminology in the programme and module specifications clear and reflective of the relevant level?
3. Are total credits assigned to each level and the exit and final awards correct?
 |  |
| **Comments:** |  |
| **External Advisor and****Internal Panel Member** | 1. **Programme Structure:**
2. Does the structure support a scaffolded approach to learning? Is there an ‘anchor’ module?
3. Does the structure support progression and the achievement of exit awards?
4. Is Personal and Professional Development embedded, at each level?
 |  |
| **Comments:** |  |
| **External Advisor and****Internal Panel Member** | **E Teaching, Learning and Resources**1. Is there evidence of flexible and appropriate delivery – to meet the needs of different cohorts?
2. Is the total time and scheduled contact time per module sufficient for the credits awarded?
3. Are arrangements for any work-based/practice learning clear and appropriate?
4. Are learning resources and facilities satisfactory, up to date and accessible? (on- and off-campus)?
5. Is staffing appropriate and sufficient (on- and off-campus)?
6. Are staff development plans appropriate and sufficient (on- and off-campus)?
 |  |
|  | **Comments:** |  |
| **External Advisor and****Internal Panel Member and****Student Panel Member (assessment journey)** | 1. **Assessment**
 |  |
| 1. Has the assessment journey been planned to allow students to succeed? ie staggered deadlines and opportunities to respond to feedback
2. Is there an effective balance of academic and practical assessments?
3. Do assessments cover the learning outcomes assigned to them?
4. Is the assessment size appropriate for percentage weighting/credit value?
5. Are wordcounts/assessment sizes comparable at each level?
6. Is technical proficiency in English language assessed?
 |  |
|  | **Comments:** |  |
| **Admissions: Chair****Support: Internal Panel Member and Student Panel Member** | 1. **Student Admissions and Student Support**
2. Are student admissions requirements suitable for the programme and do they adhere to the University’s admissions policies?
3. Are there sufficient student support mechanisms in place for the cohort concerned in relation to:

Induction; Personal Academic Tutoring; Study skills/learning support/ Advice and wellbeing support services; Disability support; Careers support Appeals, complaints and Mitigating Circumstances support; Peer learning arrangements |  |
|  | **Comments:** |  |
| **Internal Panel Member and****Student Panel Member** | 1. **Student Engagement – Is student engagement sufficient:**
2. As part of the programme approval process (where new programmes are proposed as part of the PRR)

**On programme via**:1. Student Programme and Module questionnaires
2. Committee (SSLCs and higher-level committees)
3. Students’ Union or Student Council
4. Other feedback mechanisms
 |  |
| **Comments:** |  |
| **Chair and** **External Advisor** | 1. **Additional Criteria for Apprenticeship Programmes**
2. Do the contents align with the relevant apprenticeship standard (KSB)?

**For integrated apprenticeships:**1. Are the following available for the End Point Assessment (EPA):

EPA delivery planAssessor recruitment plan**For non-integrated apprenticeships:**1. Is an End Point Assessor Organisation in place for the standard?
 |  |
|  | **Comments:** |  |
| **Chair and****External Advisor** | 1. **Additional Criteria for Online Programmes**
2. Is there a bespoke School-approved online Programme Guide?
3. Is there a bespoke online Programme Landing page on the web?
4. Are arrangements for delivery and engagement clear?
5. Has one fully populated module Moodle (or alternative VLE) site per level been provided?
6. Have a sample of Module Guides been provided?
7. Have social learning arrangements and peer support mechanisms been put in place?
8. Is a summary of the technical requirements available to applicants?
 |  |
| **Comments:** |  |
| **Chair and****External Advisor** | 1. **Additional Criteria for Off-Campus Programmes**
2. Are the UoB resources and resourcing plans sufficient to allow for effective academic oversight of the partnership? (eg Link Tutor arrangements)
3. Are responsibilities of the UoB and the partner clearly defined?
4. Are any equivalent documents and processes appropriate to allow for effective academic oversight?
5. Is there a written and legally binding agreement, setting out the rights and obligations of the parties, which is regularly monitored and reviewed?
6. Is there a Student Protection Plan in place (if the partner is OfS registered)?
7. Is public information accurate?
 |  |
|  | **Comments:** |  |

***Please return the completed Lines of Enquiry Template to the SEO Officer, named above.***

Submitted by (Panel Chair/Member): Name: Date: