### PRR Annex 5: Template for the Critical Appraisal 2023-24



2023-24

# PRR Annex 5: Critical Appraisal

## Graphical user interface, text, email Description automatically generatedSelf-evaluation and performance review of programmes leading to University and external qualifications

**Standards and Enhancement Office**

**Critical Appraisal Template**

The purpose of the Critical Appraisal is as follows.

1. To present a critique of the performance of the programme(s) of study against the Core Metrics and the University KPIs over the preceding three years.
2. To guide the reviewers through **existing** documentary evidence, such as Programme Plans, results of student surveys and minutes of meetings.
3. To present the plans for re-approval of the programmes of study, which are within scope of the periodic review.

The nature of any new or modified programmes will normally have been considered during the University’s Academic Planning process. The Faculty/ Division must secure Strategic Approval from SPRDC, in advance, for any additional resource requirements.

The Critical Appraisal should…

* Be succinct, evaluative and fact based.
* Identify features of good practice and teaching excellence
* Identify the challenges faced by the programme team
* Indicate the action taken to address gaps or areas for improvement, taking into account issues of national development (eg Office for Students Conditions of Registration, Designated Quality Body and PSRB requirements)
* Celebrate success
* Provide a ‘snap-shot,’ at the time of writing, about
  + The current performance of the programme(s)
  + Plans for future improvement in that performance
* Cite and submit a set of evidence that supports or illuminates points made in the Critical Appraisal – using existing documents about the programme(s).
  + Number items of evidence sequentially and simply (001, 002, 003, 004 etc).
  + Make sure the Critical Appraisal contains an evidence list.
  + It is important to ensure that the number / title / file name of each item of evidence correspond in all locations – i.e. in in the text of the Critical Appraisal, the list of evidence and on the file that is provided for the Panel.

The data that you are asked to refer to will be present in your Programme Plans for the previous three years and you are asked to provide these documents and include reference numbers in the evidence list to enable the Panel to cross refer.

Please note that the data and KPIs for Undergraduate programmes is more complex that that available for Postgraduate programmes and you are able to reflect this within the Critical Appraisal document.

The Critical Appraisal Document (including Annex 6 and 7 must be approved by the Head of School) prior to uploading onto the PRR-PDR Moodle Site

Guidance and further assistance is available from the Standards and Enhancement Office [SEO@bolton.ac.uk](mailto:SEO@bolton.ac.uk)

*Periodic Review & Re-approval*

**Critical Appraisal**

Faculty or Division: *insert name(s)*

Subject: *insert title of subject*

On-Campus Programme(s): *insert list of programme titles and target qualification and course numbers*

Name of Partner Organisation(s): *insert name(s)*

Off-Campus Programme(s): *insert list of programme titles, target qualifications, course numbers and names of the partner organisation where the programmes are delivered*

Author(s) of this critical appraisal: *insert name(s)*

Date when written: *insert date*

Approved by Head of School: *insert name(s)*

Date Approved: *insert date*

### Performance Review against Core Metrics and University KPIs

Data for evaluating programme performance is available from the Programme Plans that have been written about the programme(s) over the preceding three years and should be appended as evidence to the Critical Appraisal Document.

The nationally determined benchmark Core Metrics for Undergraduate Programmes are:

* 1. Teaching on my course (NSS)
  2. Assessment and feedback (NSS)
  3. Academic support (NSS)
  4. Non-continuation (UNiPULSE)
  5. Employment or further study (DLHE/Graduate Outcomes on UNiPULSE)
  6. Highly skilled-employment or further study (DLHE/Graduate Outcomes on UNiPULSE)

The University KPIs for Undergraduate Programmes are as follows (including Apprenticeship KPIs):

1. Applications (number) (UNiPULSE)
2. Conversion Rate (% applications to enrolment) (UNiPULSE)
3. Enrolments (number) (UNiPULSE)
4. Attendance (%) (UNiPULSE)
5. Average Module Mark (mean %) (UNiPULSE)
6. Modules passed first time (%) (UNiPULSE)
7. Achievement of Good Honours Degrees (% gaining first and upper second) (UNiPULSE)

The relevant nationally determined Core Metrics are for Postgraduate Taught Programmes are:

* + 1. Non-continuation rate
    2. Graduate outcomes (Employment or further study)
    3. Graduate outcomes (Highly skilled-employment or further study)

The University KPIs for Postgraduate Taught Programmes are:

1. Applications (number) (UNiPULSE)
2. Conversion Rate (% applications to enrolment) (UNiPULSE)
3. Enrolments (number) (UNiPULSE)
4. Attendance (%) (UNiPULSE)
5. Average Module Mark (mean %) (UNiPULSE)
6. Modules passed first time (%) (UNiPULSE)
7. Achievement of Good Master’s Degrees (% gaining merit and distinction, as relevant) (UNiPULSE)

Have there been changes to the IfATE Apprenticeship Standard(s) which are determining changes to the programme(s);

Have there been changes to the Professional Body Accreditation requirements which are determining changes to the programme(s);

### Self-evaluation.

*With reference to the Programme Plans that have been produced for the previous three years, the performance data within them and other relevant evidence, evaluate performance of the programme(s) or subject using the following sections to indicate how effective the action planning has been over the past three years.*

Section 2.1: The programme(s) or subject’s performance against Core Metrics and University KPIs

*You may copy and paste the tables if you wish to reflect data and comment for Undergraduate and Postgraduate programmes, or those that are delivered on campus from those delivered off campus. Please provide a commentary to explain that this is what you have done and why.*

|  |  |
| --- | --- |
| *Provide a short evaluation of performance against Core Metrics, below:* | **Evidence**  *list numbered items here* |
| 1. Teaching on my course (NSS) 2. Assessment and feedback (NSS) 3. Academic support (NSS) |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 4. Non-continuation |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 1. Graduate Outcomes: Employment or further study 2. Graduate Outcomes: Highly skilled-employment or further study |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |

|  |  |
| --- | --- |
| *Provide a short evaluation of performance against University KPIs, below:* | **Evidence**  *list numbered items here* |
| 8. Applications (number) (UNiPULSE) |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 9. Conversion Rate (% applications to enrolment) (UNiPULSE) |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 10. Enrolments (number) (UNiPULSE) |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 11. Attendance (%) (UNiPULSE) |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 12. Average Module Mark (mean %) (UNiPULSE)  The evidence for this section may include:   * *Summaries from the reports of external examiners, programme approval reports and any programme reviews by PSRBs* * *The subject area/ academic group’s response to those reports, where applicable.* |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 13. Modules passed first time (%) (UNiPULSE)  The evidence for this section may include:   * *Summaries from the reports of external examiners, programme approval reports and any programme reviews by PSRBs* * *The subject area/ academic group’s response to those reports, where applicable.* |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 14. Achievement of Good Honours Degrees (% gaining first and upper second)  The evidence for this section may include:   * + *Summaries from the reports of external examiners, programme approval reports and any programme reviews by PSRBs*   + *The subject area/ academic group’s response to those reports, where applicable.* |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |

Section 2.2: The programme(s)/subject’s track record in managing quality, standards and information

|  |  |
| --- | --- |
| *Commentary* | **Evidence**  *list numbered items here* |
| 1. Briefly evaluate your ‘track-record’ in managing quality and standards by reference to the outcomes of previous annual monitoring activities and your responses to those outcomes.   *Evaluate how well:*   * + *any recommendations from the last review have been addressed*   + *effective (good) practice identified has been built on*   + *action points from Professional Statutory and Regulatory Bodies (PSRBs) have been resolved (if relevant)*   + *action points from Partner LAPPs have been resolved (if relevant)* | *e.g.*   1. *LAPP* 2. *Programme Plan* |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |
| 2. Briefly evaluate your ‘track-record’ in managing the information  made available about the programmes (both at the University and  at partner organisations where relevant) to students and applicants  e.g. is the information accurate and reliable and how do you ensure this to be the case? |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |

Section 2.3: The maintenance of academic standards within the subject

|  |  |
| --- | --- |
| *Commentary* | **Evidence**  *list numbered items here* |
| Evaluate how well the programme(s) or subject maintains academic standards*, with reference to…*   * *a representative sample of the reports of external examiners, programme approval reports and any programme reviews by PSRBs, QAA, etc.* * *the programme(s) or subject response to those reports, as applicable.* |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |

*Section2.4: University requirements for the students’ learning experience*

|  |  |
| --- | --- |
| *Commentary* | **Evidence**  *list numbered items here* |
| *Provide a short reflective overview here, of between 300-500 words, about the quality of the student learning experience.*  *Consider, in particular, how well the current programmes meet University requirements, sector standards and the OfS B Conditions of Registration (CoR)*  *For example*   * *Do the programme contents and learning outcomes reflect contemporary theory, practice and standards?* * *Is there development of relevant professional and transferable skills and attributes explicit at programme and module level?* * *Is there evidence of flexible and appropriate delivery – to meet the needs of different cohorts?* * *Are arrangements for any work-based /practice learning clear and appropriate?* * *Are learning resources and facilities satisfactory, up to date and accessible?* * *Is staffing appropriate and sufficient?* * *Is the assessment design and structure suitable?* * *Are the modules sequenced appropriately?* * *How is GAME/GAME+ embedded?* |  |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |

# Section 2.5: Apprenticeship Curriculum Intent, Implementation and Impact

|  |  |
| --- | --- |
| Commentary | Evidence |
| Using the latest approved SAR and QIP reflect on:   * Intent of the curriculum – *has the standard been an enabler for the learner to be productive and enhance the organisation?* * Implementation of the curriculum – *demonstrate how the intent is implemented including the ordering of the curriculum building on the learner’s knowledge* * Impact of the curriculum – *what have learners achieved both through the qualification/apprenticeship (EPA etc) and how the learner can subsequently progress within their chosen career/organisation(destination info) as a result.* * *Employer feedback* * *Future demand* |  |

|  |  |
| --- | --- |
| *Programme or Subject team - insert your text here, this section will expand as you type.* |  |

Section 2.6: Evidence - a numbered list of supporting evidence

|  |  |
| --- | --- |
| Item  number | File name of the evidence item given above |
|  | *Please insert name of evidence item below*  *add additional rows as required* |
| 0001 | Local academic plan for Subject XX |
| 0002 | Programme specification for programme xxx |
|  |  |
|  | *Insert rows as required…* |

### Rationale for proposed changes to the programme(s) and detail of the changes

Using Annex 6 provide a rationale for any proposed changes to the programme(s) and a rationale for the introduction of new programmes proposed, with reasons and linkage back to the evaluation above. In particular, cite the evidence from the stakeholder consultation process and market research/ intelligence.

Compile a matrix of proposed changes, (Annex 7), showing precisely which modules and programmes are subject to change. Indicate how the proposed changes will affect current modules and programmes.