**Guidance and Template for writing your Evaluation and Development Document for Combined Partnership and Periodic Review**

*This document has been produced to assist staff in producing an EDD for combined partnership and periodic review. AQU welcomes comments on the guidance, so that it can be improved for future use.*

1. The Evaluation and Development document is intended to be a concise overview of the thinking that has taken place by

* Partner managers on the effectiveness of the partnership and the extent to which it is achieving its objectives
* Course team(s) to evaluate the academic standards and the quality of learning opportunities provided for students with reference to external reference points and internal University policies and processes.

This thinking will have influenced any proposed changes or amendments to the courses and/or modules and to teaching, learning and assessment strategies and it will help in the setting of priorities for development.

2 The EDD is not a descriptive account of the course or the partnership. The main concern of the EDD is evaluation, and it should be the outcome of management and team discussions and discussions with students about strengths, weaknesses, opportunities and threats, based on the evidence available. The writing style should be reflective and self-critical.

3 The University’s Data Management Unit will provide a ‘statistical digest’ for each course under review showing registrations withdrawals, completions and award profile for the last 3 years wherever possible.

4 EDDs should follow the template below in terms of the required sections. The bullet points are for guidance and it may not be necessary to address each point.

5 The EDD should be a concise document of no more than ten pages, and should refer to evidence from eg AERs, external examiner reports, course committee minutes, course handbooks, and data as appropriate. Minutes and actions from annual quality meetings with the Institute can be referred to. It is perfectly acceptable to use bullets and tables rather than narrative where appropriate.

6 EDDs can be produced as electronic documents with hyperlinks to all supporting documents and evidence.

7 The EDD template begins on the next page.

**Evaluation and Development Document**

**1 Brief description of the development of the partnership and provision, its current significance to the partner and the future of the arrangements.**

*List in full the award title, and indicate the site at which the course is taught. If jointly taught indicate proportion taught by each partner.*

*Give a brief overview of the development of the course under review and any recent modifications to provide a context for the review team.*

*Has recruitment consistently met targets and does trend data show that the provision is likely to remain viable.*

*Have there been any changes or challenges at the partner since the last PPR/approval and how have they been addressed by the partner and partnership.*

*Is communication between the partner and University effective?*

**2. Evaluative commentary on quality management and enhancement**

*Evaluate the effectiveness of Course Management Committees and the student representation within them.*

*Comment on the way that the AER process and External Examiner reports are used to enhance academic quality*

*Evaluate the role of the Link Tutor and the Institute in supporting the management of quality assurance ad enhancement.*

*Evaluate the effectiveness of the arrangements for assuring the quality of work based and placement learning. How is feedback from students and employers used to create improvements?*

**3**  **Evaluative commentary on the statistical data relating to**

1. Recruitment and retention
2. Student characteristics (age, gender, ethnicity, disability, social class, entry qualifications)
3. Progression and completion
4. Achievement
5. Employability
6. Summary of module evaluation results from most recent year (proportion of modules scoring 80%+ on satisfaction, and general issues emerging)

**4 Evaluative commentary (drawing on relevant evidence) in relation to**

1. Student induction, personal tutoring
2. The effectiveness of learning and teaching, including use of Blackboard and e-learning, and how much is informed by research
3. The quality of assessment and feedback as evidenced by the results of module evaluation by students
4. Inclusive practice, particularly for disabled students and ‘non-traditional’ students
5. Student employability and careers education, information, advice and guidance
6. Work-based /placement learning (nb: the updated work-based/placement audit record must be included in the supporting information for periodic review)
7. Internationalisation, ethical responsibility and sustainability in the curriculum (goals 4 and 5 of the University LTA strategy)
8. Staffing and staff changes (include teaching staff, support staff and administrators)
9. The opportunities for and uptake of staff professional development which supports both higher education teaching and learning and the scholarly activity of partner academic staff.
10. The quality of resources which support learning (physical, human, library and IT resources) with evidence of a managed approach which matches leaning resources to learning outcomes.
11. Student engagement (effectiveness of StAR system, module feedback etc in terms of engaging students in evaluating and improving the course)

**5 Current enhancement plans for the course and partnership**

*The updated enhancement plan from the most recent AER should be appended, incorporating any actions from the evaluation undertaken to prepare this EDD.*

*The updated enhancement plan from the annual quality review meeting with the Institute should be added showing progress on partnership issues.*

*Updated to match updated PPR process Sept 2015*

*Latest version approved ARC May 2013*

*Updated to match AER plan Sept 2013*

*Updated to add ref. to C13 Nov 2013*