

Introduction

This Guidance provides information on the purpose of the review, your role as panel member, the documentation supplied to you and the areas for scrutiny. It is offered with a view to providing a basis for judgement and to support consistency of practice, and not intended to be comprehensive or prescriptive.

Purpose of Review

All collaborative partnership arrangements are subject to a **Periodic Collaborative Partnership Review** every three years which scrutinises the health, fitness, management and support of the partnership, operational aspects of delivery, effectiveness of annual monitoring, the learning and teaching environment and facilities at the partner, and the student experience.

The Partnership Review comprises two elements; a review event and a partner visit. The review event comprises a panel of University of Portsmouth staff, an External Assessor, and a student member and who receive documentation and meet with relevant management and academic staff, from both the University department and the partner. The partner visit consist of two members of the review panel, acting on behalf of the panel, visiting the partner to meet with management, academic and support staff, a representative number students and to view the learning and teaching environment and facilities. The partner visit is advised to be conducted before the Review event to enable the panel to receive the visit report, which details the discussion with the students and staff and information on the learning and teaching environment and facilities. Separate Guidance is provided for the Visiting Party.

Outcomes of Review Event

Based upon the documentation and discussions with the staff the panel will confirm, or not, the effectiveness of annual monitoring and review processes and the fitness of the partnership arrangements. The panel can make conditions and recommendations and identify key strengths, which are detailed in a review report submitted to the University's relevant Faculty Executive Committee and Quality Assurance Committee. If conditions are made the department will be required to produce an Action Plan detailing how these conditions will be met.

Outcomes of Partner Visit

The purpose of the partner visit is to confirm, or not, the suitability of the learning and teaching environment and that the facilities provided are of an appropriate standard. The panel can make conditions and recommendations and identify key strengths, which are detailed in a partner visit report submitted to the University's relevant Faculty Executive Committee and Quality Assurance Committee.

Review Panel Members' Role

As a review panel member your role is three-fold and will consist of 1) scrutiny of review documentation and comment submission, 2) attendance at the review event to participate in panel discussions, staff meeting and to determine outcomes, and 3) consideration of and comment on the review report.

Your role begins when you receive the documentation which will be approximate two weeks before the review. You are required to scrutinise the documentation and provide a paper commenting on your findings of areas for further discussion at the staff meeting and particular key strengths. Your comments should be sent to the Administrator who provided you the documentation. All panel members' comments are provided to the Chair of the review panel who will draw these together into key themes for discussion. The Chair will include their own comments from their scrutiny of the documentation.

Documentation

Along with this Guidance the panel will receive the following documentation:

1. Agenda
2. Periodic Review Commentary
3. Previous Review Report (or Approval Report if this is the first Review), Partner Visit Report and Action Plan (if applicable)
4. Partner Visit Report for this review (if conducted before the review)
5. Programme Specification
6. External Examiner Reports or Associate Dean (Academic) Summary for the previous 2 years
7. Head of Department Annual Reports (ASQER) for the previous 2 years
8. University Academic Contact Annual Reports (ASQER) for the previous 2 years
9. Partner Academic Contact Annual Reports (ASQER) for the previous 2 years
10. Associate Dean (Students) Commentary
11. Collaborative Operational Handbook
12. Student/Course Handbook
13. Partner staff CVs of all staff who deliver the programme
14. Contingency Plan
15. University Department Visit/Staff Development reports
16. Unit Descriptors, for External Assessor only

In addition to the above, the following will be supplied if applicable:

1. Professional/Statutory/Regulatory Body (PSRB) Reports/Action Plans for the programme
2. External body Review Reports such as QAA, Ofsetd etc, for the partner
3. List of Memoranda of Agreements (Articulation)

If any documentation is missing please contact the Administrator.

Areas and questions for consideration

Partnership and Strategy

- What is the strategy aims for the collaborative partnership, have they been met or changed, and how does the partnership complement both the partner and the University's overall Strategy?
- What is partner's level of engagement and involvement in developing the partnership?
- What are the main benefits of the partnership for both parties?

Academic staff and development

- What is the partner's knowledge and experience of UK Higher Education, such as the QAA UK Quality Code, Office for Students etc?
- Do staff have the relevant qualifications and experience to teach at the appropriate level?
- Are all the partner staff approved by the University as a Partner Associate Lecturer (PAL)?
- Is the make-up of the course team appropriate?
- Are the roles and responsibilities of the Partner and the Department clearly understood and achieved?
- What is the Partners' recruitment process and how are new staff supported and monitored?
- What is the Partner's staff development strategy?
- How does the University department introduce and continually support partner staff with University policies and processes?
- What staff development is provided to the partner from the University department?

Management and administration

- What are the communication routes for the academic staff at both partners and are they effective?
- What is the relationship between the administrative staff at both partners and does the University administrative staff visit their counterparts at the partner?
- What is the student record system used by the partner and what processes are in place by the University to receive and verify student information?
- What are the Partner's quality assurance arrangements and how do they complement the University's' quality assurance arrangements?
- Does the partner use the University's Moodle environment, and is it suitable for partner staff and students? If not, what VLE does the partner operate and how does that complement the University's VLE?
- What contingency plans are in place by the University Department in the event of the partner being unable to deliver the programme?

Learning, teaching and assessment

- What are the learning, teaching and assessment strategies used and are they clearly described and understood by the partner staff?
- Do the learning, teaching and assessment strategies provide clear evidence of achievement of the learning outcomes?
- Do teaching, learning and assessment strategies make use of the University's or the partner's VLE and any innovative or good practice aspects?
- How does the University ensure the partner is engaged with the University's [Education Strategy](#)

- How do the Unit Assessment Boards and Boards of Examiners operate?
- Does the partner adhere to the University's Personal Tutorial Framework? If not, what arrangements are in place for Personal Tutoring?
- Do students have the opportunity to engage in Personal Development Planning?
- Do students have the opportunity to develop and demonstrate a range of academic and employability skills culminating in a broad set of graduate attributes?

Student Feedback and Support

- How does the partner engage with the [University's Policy for Listening to and Responding to the Student Voice](#)?
- What is the process for appointing and training student representatives?
- Does the partner operate Student Staff Consultative Committees and Boards of Study, and do reports of those meetings feed into the University's Department's Board of Studies?
- What are the feedback mechanisms back to students?
- What pastoral support is provided for the students?
- What are the induction arrangements for students and what involvement does the University department have in the induction event?

Monitoring and review

- What are the partner's annual monitoring mechanisms and how do they fit with the University annual monitoring methodology?
- Does the partner's annual reporting have a positive impact on academic quality and the maintenance of standards?
- Does the partner's annual reports adequately reflect the partnership strengths, and are actions progressed appropriately?
- Does the University provide feedback to the Partner on the partner's annual report?
- Does the University provide a copy of their annual report to the partner?
- Does the University provide partner staff and students copies of the Examiner Reports?
- What is the level of engagement of partner staff with External Examiners?
- What review mechanisms does the partner operate with regards to the partnership arrangements?

Resources and facilities

- What is the learning and teaching environment and what resources and facilities are available at the partner?
- Do students have access to the University's online Library resources?
- Does the Library at the partner provide the adequate number of core texts and reference materials required and are the library facilities appropriate?
- Is there any liaison between the librarian's at the partner and the University?
- What University and Departmental support and resources are provided for students?