



BISHOP GROSSETESTE UNIVERSITY

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PERIODIC ENHANCED REVIEW OF PROFESSIONAL SUPPORT SERVICES

1. Aim of review

A Periodic Enhanced Review is the process by which the quality of the student experience is reviewed in relation to key student-facing services. The main aim of the Periodic Enhanced Review is to *enable the University to be assured of the quality of student facing services and the processes in place that support reflection and action on student and stakeholder feedback.*

2. Review Objectives

The aim is achieved through the review objectives which are to:

- i. Provide the service team with an opportunity to reflect on its operation, successes and challenges, since the most recent review
- ii. Evaluate the extent to which the service meets the needs of identified stakeholders including students and staff
- iii. Evaluate the ways in which the service engages with users to monitor and improve the quality of provision
- iv. Evaluate the extent to which the service activities are aligned with the University strategic objectives, including those relating to the enhancement of learning and teaching
- v. Identify opportunities for enhancement along with the necessary budget implications and monitor action taken in response
- vi. Identify examples of good practice for commendation and dissemination

3. The Review

The review process is set out below; there should be scope for flexibility to accommodate the different types of professional service and respective provision. Not all services will undergo a Periodic Enhanced Review, the decision to include a service in this type of review is based upon the impact of the service on the student learning experience; the aim is to keep the review proportional to the impact of the service.

A professional service will undergo a Periodic Enhanced Review if it has:

- A significant impact on the student learning experience; or
- A significant impact on the ability of the student to embrace fully the learning experience



3.1. Review Cycle

Reviews are conducted on a cycle of no more than five years.

Each review will look at a single professional service, or group of related services, depending on the type of service offered and the scope of activities within the remit of the area(s).

The Academic Enhancement Committee will approve the schedule of review and will pay particular attention to any proposed aggregation of areas for review.

3.2. Review Process

The review process comprises of the following key elements:

- Submission of a reflective document by the professional service under review
- Review meeting comprising discussions with the head of the service under review, principal service users – including students, staff and external stakeholders if appropriate.
- Written report and recommendations submitted to AEC
- Implementation of actions as appropriate.

3.3. Review Panel Membership

The composition of a Periodic Enhanced Review panel will normally be:

- Chair (a Head of School or Department either professional support or academic)
- One academic member of staff
- One professional support service member of staff (not from the area under review)
- One student reviewer
- External panel member (with expertise in the area being reviewed)
- Secretary and Officer to the panel (QASD)

4. **Timeframe**

Notification of the dates for Periodic Enhanced Review meetings will be set out at the start of each academic year within the rolling calendar of review events. It is expected that professional services under review will commence preparation of the reflective report approximately three months before the review meeting.



Documents for consideration by the Review Panel must be submitted to QASD four weeks before the confirmed review meeting date.

Members of the Review Panel will be invited to provide initial written feedback no later than one week before the review meeting. The feedback will be provided to the head of the professional service under review to assist staff in their preparations for the review meeting.

A confirmed report of the review outcome will be available to the head of the professional service four weeks after the review meeting and a report will be submitted to the next available Quality Assurance Committee. Dates for a response to the review outcomes will be advised in the report, but it is expected that the professional service will report on progress as part of the strategic planning process.

5. Documentation

The preparation of the reflective report (the template is available from the Academic Quality Manager) should be a consultative process between members of the professional service team and the Head of Service. It will address the following as a minimum:

Introduction and overview

- The overall function of the professional service area
- The full range of activities subsumed within its area of responsibility
- The service's position within the University structure
- The development of the service since the most recent review (where applicable).

Reflective evaluation and action plan

- A clear statement on the mission, vision and objectives of the service and information about how these are agreed and reviewed;
- A reflective evaluation of performance against each of the objectives identified;
- A statement on how the activities of the service impact on the University's quality culture (specifically) and strategic objectives (broadly).
- An account of how the service provision enhances the student experience
- Mapping of the service's objectives to the relevant chapters of the QAA Quality Code.
- Information on how the service measures its impact on users and how feedback on the service is gathered reviewed and acted upon.
- Plans for future development



Conclusion

A summary of key points the area would like to highlight to the Review Panel, including:

- Aspects of the service that are working particularly well and might usefully be shared with others,
- Aspects of the service that are evolving and subject to further development

Appendices

- Summary report of the most recent review of the service (where applicable)
- The most recent operational plan for the service (if available)
- External accreditation reports or other measures of esteem (where applicable)
- Summary of any recent feedback from service users e.g. BGSSS or other internally gathered stakeholder data
- List of recent staff training/development events attended
- Details of staffing establishment
- Diagram of organisational structure.

6. Review Panel Meeting

The review secretary will be appointed by the Academic Registrar and will be responsible for making all necessary arrangements for the meeting. The review panel meeting will normally be scheduled for a full day and follow the outline structure below:

- Private meeting of the panel to agree key themes for discussion
- Meeting with professional service team
- Meeting(s) with service users – typically students and academic staff
- Private meeting of the panel to agree recommendations and commendations
- Feedback to professional service team.

7. Review Report

A summary review report detailing key actions recommended by the panel and aspects of good practice identified through the process will be prepared within 48 hours of the meeting. This will be circulated for approval to all members of the panel. Once agreed by the review panel, the professional service under review will be invited to comment on any factual inaccuracies, responses coordinated by the head of the service, after which the summary report will be confirmed.



A full review report recording the discussions leading up to the summary conclusion will be prepared within four weeks of the meeting and circulated for approval to members of the review panel. Once agreed by the review panel the head of the professional service under review will be invited to comment on any factual inaccuracies after which the final report will be confirmed.

8. Review Report to Quality Assurance Committee

The final report will be considered by the QAC at the earliest opportunity after the review meeting. Members of the QAC will consider the recommendations and ways in which the professional service may be supported to further enhance the quality of the provision and, in particular, the services impact upon the student learning experience. The QAC will also note any examples of good practice recorded in the report and consider how these might best be disseminated across the University.

9. Response from the Professional Service

The professional service will be invited to provide a response to the recommendations of the panel, coordinated by the Head of Service, highlighting any actions taken or planned in response to the recommendations. This will also be considered by AEC.