**Last Updated: July 2019**

**Periodic Review Outline Plan**

This form should be completed by the proposing academic department and submitted to the Academic Office.

The outline plan should capture the key elements of your initial review of the current programme that will inform the changes to the programme. The university is interested in the strategic development of the curriculum and the sustainability of the programme.

The outline plan should summarise key changes you are proposing to make to the programme, recognising that programme development is an iterative process and further changes are likely as you review the programme further. You should also identify any resource implications and include the delivery pattern.

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| **Academic department:** |  |
| **Proposer:** |  |

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| **Programme information** | | | | |
| Existing award (e.g. BA, MSc) |  | | | |
| Existing programme title(s) |  | | | |
| New award (e.g. BA, MSc, PG Dip) *specify all enrollable awards* |  | | | |
| New programme title(s) |  | | | |
| Exit awards (e.g. PG Dip) | Award | Programme title | Level | Credits |
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| Single or combined honours (list combinations) |  | | | |
| Full time/part time |  | | | |
| Planned duration of programme (e.g. 3 years) |  | | | |
| Professional accreditation |  | | | |
| Transitional arrangements\* | Current students will be taught out on current programme(s) (tick ✓) | | |  |
| Current students will be transferred onto new programme(s) (tick ✓) | | |  |

\* ***It is expected that current students will be taught out on the current programme. In instances where current students will be transferred onto the new programme, a proposal must be presented to CSC for consideration. If approved, current students must give their consent that they are happy to be transferred to the new programme.***

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| **Admissions** | |
| Start date of programme(s) (month/year) |  |
| Month(s) of entry |  |
| Entry requirements |  |
| English language requirements |  |

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| **Collaborative arrangements (if programme is franchised)** | |
| Name of collaborative partner |  |
| Location(s) of delivery |  |
| Will all proposed changes apply to the franchised programme? If not, specify |  |
| Has the collaborative partner been consulted about the changes? |  |
| Are there any resource implications? |  |
| Date changes take effect to the franchise programme |  |

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| 1. **External environment**   This section offers an opportunity to reflect on issues of market and recruitment and the programme’s response to them. Following consultation with Communications and Recruitment, consider the following:   * Recruitment and enrolment data over the past three years. (Data can be obtained from the [Planning](https://portal.roehampton.ac.uk/information/planning/Pages/Student-applications.aspx) site) * Who is the current target market? What challenges and opportunities does this market pose? * How will the target market change in the foreseeable future? How will the programme respond to these changes? * How is the programme engaging with the target market? How can the appeal of the programme be broadened? |
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| 1. **Curriculum design and delivery**   This section offers the opportunity to consider the implications of the information above for curriculum design and delivery. Specifically, consider the following:   * Given the profile of current students, to what extent does the programme meet their needs? What changes to curriculum design are required? * In terms of curriculum design, are there aspects of the relevant QAA subject benchmark statement that need addressing during revalidation? * To what extent have stakeholders (e.g. students, employers) been consulted about curriculum redesign? What further consultation is required and in what forms? * Are there aspects of the current professional framework that need addressing during revalidation? * To what extent will the proposed programme changes meet sustainability expectations in the design and delivery framework?   Submit a delivery pattern as an annex. |
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| 1. **Student success**   This section offers the opportunity to reflect on issues of student achievement, retention and progression. Specifically, consider the following, using programme performance data (data can be obtained from the [Planning](https://portal.roehampton.ac.uk/information/planning/Pages/Student-applications.aspx) site), as appropriate:   * What challenges does the programme face in these areas, as evidenced by TEF benchmark data? * How will the redesigned programme address these challenges, for example, in terms of the learning, teaching and assessment strategy? |
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| 1. **Student satisfaction**   This section offers the opportunity to reflect on the implications of student satisfaction outcomes for programme redesign. Specifically, consider the following, using programme satisfaction data, as appropriate:   * What strengths and weaknesses about the current programme does the data reveal? * How will the redesigned programme address those findings? |
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| 1. **Proposed changes to programme**   Provide a summary of the specific changes that constitute the redesign of the programme:   * Will the title of the programme change significantly? * Will there be any significant changes to modules (e.g. change of title, assessment or term)? * Will the changes impact on cross-listed modules? |
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| * **Risk and resources**   This section offers the opportunity to reflect on the financial context of the programme. Specifically, consider the following:   * Can existing resources support the delivery of the redesigned programme? * If not, what are the resource implications (e.g. specialist equipment, staffing) of proposed changes? * Are there any possible impacts on other programmes, for example, that cross list modules from the programme? * Are there any additional costs to students (e.g. field trips, lab fees, placements) * (How) will it make use of existing library resources? Will any new resources will be required? Please contact [the](mailto:a.pietsch@roehampton.ac.uk) Head of Collections and Academic Engagement in the Library to discuss the need for any significant new spending, such as journal subscriptions or databases; additional costs must be identified at an early stage. (Note: If the programme is collaborative or not based at UoR, access may not be available even with an additional charge.) |
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| 1. **Other areas for consideration (if applicable)** |
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**Annex**

**Please include the delivery pattern**

* Delivery pattern of the proposed structure of your programme with the number of modules per semester per year and an indication of the mix of compulsory and option modules and the degree to which these may be shared with other programmes in cognate subject areas. At this stage, it is not necessary to provide module content as it is expected this will be developed during the validation process.

Delivery pattern (example)

Level 4

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| **Semester 1** | **Semester 2** |
| Module 1 (20 credits) Compulsory | Module 4 (20 credits) Compulsory |
| Module 2 (20 credits) Compulsory | Module 5 (20 credits) Compulsory |
| Module 3 (40 credits) Compulsory | |