**Periodic Review Reflective Document Template**

This template is provided as an example layout and content for the Reflective Document which is written by departments/schools prior to a Periodic Review. Departments must ensure that they reflect upon each level of study under review (UG/PGT/PGR) within each section. Departments could submit one Reflective Document for each level of study under review, if appropriate.

The Reflective Document should take the form of a critical commentary around the areas covered by Periodic Reviews and should identify those issues the department would find it helpful to explore in greater depth. The focus of this document is to highlight future direction and actions, drawing upon staff reflection and student feedback, as well as outcomes. Internal and external monitoring and review, including quality assurance and enhancement, should be embedded into each section (i.e., reflection and actions for ARCs, PRs, PSRBs, internal education/research strategy/actions) and please also cross-reference any other action plans in place (such as employability, continuation, Student Surveys, Education Action plans). Departments are also encouraged to highlight any areas of good practice to share more widely.

**Before completing this template, please refer to the Periodic Review Reflective Document Guidance.**

The Reflective Document should be submitted to QUAD ([quad@essex.ac.uk](mailto:quad@essex.ac.uk)) 6 weeks before the initial Panel meetings.

*\*Where this document refers to ‘students’, this encompasses all learners, including students undertaking flexible or part-time study, and apprentices.*

**[Undergraduate or Taught/Research Postgraduate] Programmes in the [Name of School/Department]**

## Introduction to the department

1. Department aims, strengths and any distinctive features
2. Overview of staffing (including significant changes) and link to department staff webpage

## Teaching, learning and assessment

1. Course design and curriculum
   * General overview
   * Reflect on significant changes and impact of external engagement
   * Alignment to external reference points
   * Employability and work-based or work-related learning
2. Reflection on Teaching, Learning and Assessment (TLA) Overview (please see separate guidance on TLA Overviews)
3. Student support
4. The research environment (PGR provision)

## Student outcomes

1. Recruitment
2. Highlight trends and actions taken in response (including impact/improvements) using the following data sets (considering all students):
   * Progression, continuation, and retention
   * Research degree completion and awards
   * Degree outcomes
   * For Apprenticeships: Outcomes including completion of End-Point Assessment
   * Employability and graduate outcomes
   * For Apprenticeships: Destination data for apprentices e.g., promotion within current employment, promotion within a new employer
   * Equality, diversity, and inclusivity: outcomes across student groups
3. Student feedback and satisfaction

## Opportunities and enhancements for the future

**Document review information**

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| Document owner | Quality and Academic Development Team |
| Document last reviewed by | Cerys Somers, Quality Enhancement Manager |
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