Periodic Review: **The Role of the Chair**

An effective Chair need not be expert in the area under consideration; it is more important that he/she has a broad grasp of quality issues, has the respect and trust of the Panel, and has well-developed interpersonal and communication skills.

Normally, a Chair will:

- ensure that all Panel members are given the opportunity, and where necessary encouraged, to contribute fully to the discussion
- facilitate the agreement and assignment of the lines of enquiry at the first panel meeting
- facilitate meaningful Panel and team discussion around OfS Condition B3:Student Outcomes
- encourage a genuine and productive dialogue between the Panel and the team
- keep to the schedule as far as possible, but be willing to take radical restructuring decisions, if necessary, in order to ensure that all important aspects are covered
- ensure that comments made by internal or external panel members by correspondence are included in the discussions
- sum up from time to time and articulate decisions as they are reached
- ensure that proper decisions are reached that are within the Panel's remit and are fair and reasonable
- ensure any actions allocated between the First Review Meeting and the Second Review Meeting are allocated to panel members and are completed
- articulate feedback on the event, including judgements against the University Expectations and overall conclusions regarding standards and quality, actions/recommendations, commendations and affirmations and areas of good practice to the team in plain language, and ensure that the timescale for meeting actions is reasonable and stated. It is advised that the periodic review report template is used as an aide memoire for this purpose
- ensure that the final report is an accurate reflection of the discussions and reaches clear outcomes.

The Panel will wish to satisfy themselves that:

- The management of the programmes provides an environment conducive to delivering high quality inclusive education to students and has a clear commitment to quality enhancement
- The Department have satisfactorily addressed issues of course demand, recruitment, admissions and career/employment opportunities for students across the portfolio
- The courses will produce students with the appropriate subject knowledge and skills, and general transferable and key skills at the appropriate standards for the level of the award
- The principles and mechanisms of learning and teaching and assessment are appropriate and likely to be effective in relation to the intended learning outcomes
- Staff and learning resources are appropriate for the delivery of the course
- The course(s) meet the requirements of UW policies and regulations
- Arrangements for oversight of provision, particularly consideration of student and other stakeholder feedback, are appropriate

- In cases involving significant elements of work-based learning: the arrangements for the management and organisation of the work placement, and of the student experience are clear, and satisfactory mechanisms have been put in place to support both students and the mentors in the workplace.
- Staff make use of appropriate opportunities to conduct research and scholarly activity, develop themselves in other ways, and involve themselves in relevant external activities, all of which have an impact on teaching and learning
- Intended learning outcomes are being obtained by students, standards are being achieved and the programme specification is being delivered
- The programme(s) remain current and valid in the light of developing knowledge in the discipline, practice in its application and developments in teaching and learning.
- The structure, content and outcomes of the courses are appropriate and valid and take into account the appropriate elements of the UK Quality Code for Higher Education (including FHEQ, Subject Benchmarks, Characteristic Statements etc.) and any PSRB or other relevant external benchmarks, as well as UW frameworks and policies.