TITLE	REF	VERSION
Periodic Review of Higher National Programmes Procedure	HEPRO002	5

DEPARTMENT	Higher Education		
DATE	18 August 2026	REVIEW DATE	30 August 2027

PERIODIC REVIEW OF HIGHER NATIONAL PROGRAMMES PROCEDURE

Contents

1. Procedure Statement 1
2. Background 1
3. Aims 2
4. Definitions 2
5. Scope 3
6. Timing and schedule of Periodic Reviews 3
7. Periodic Review Panel 3
8. Agenda for Periodic Review events 4
9. Documentation 4
10. Reporting 5

1. Procedure Statement

1.1. Activate Learning is committed to ensuring that the academic standards of the Higher National programmes it delivers either directly or through subcontracted arrangements, are maintained and that the quality of learning opportunities provided for students on these programmes is enhanced through regular monitoring and periodic review.

1.2. The Periodic Review procedure also helps to assure Activate Learning that it's 'B' Conditions of registration - Office for Students continue to be met.

2. Background

2.1. All Higher Education programmes are required to undergo a Periodic Review in line with the Quality Assurance Agency's UK Quality Code (Monitoring and Evaluation). For franchised programmes, this is undertaken by the awarding University. For Higher National Qualifications Activate Learning has established this procedure to review and assess the continuing validity and quality of these programmes in light of the following:

- Regulatory changes introduced by the Office for Students and/or an awarding body

- The effects of changes, including those which are cumulative and those made over time, to the design and operation of the programme.
- The continuing availability of staff and physical resources
- Current research and practice in the application of knowledge in the relevant discipline, technological advances and developments in teaching and learning
- Changes to external points of reference, such as subject benchmark statements or professional body requirements
- Changes in student demand, employer expectations and employment opportunities
- Data relating to student progression and achievement.
- Student feedback, including results from the National Student Survey

3. Aims

3.1. The Periodic Review process also has the following aims:

- To encourage staff to reflect on the academic currency and coherency of the programme under review.
- To assess the effectiveness of the programme in enabling students to achieve the intended learning outcomes and their overall potential.
- To assess the effectiveness of the programme in delivering industry standard learning which enhances students' employability
- To identify and disseminate good practice.
- To identify areas for enhancement
- To identify existing and potential demand for the programme

4. Definitions

a) **Staff** – everyone employed by Activate Learning who has a key role in the delivery, management and/or administration of a Higher National programme.

b) **Students** – All students enrolled on a Higher National programme with Activate Learning, including full and part time students and those studying as part of a Higher Apprenticeship.

c) **Higher National programme** – includes all Higher National Diplomas and Certificates (awarded by Pearson) and delivered by Activate Learning, including those delivered as part of a Higher Apprenticeship.

d) **Office for Students** – the single authority with responsibility for regulating higher education in the UK.

e) **UK Quality Code** – Sets out the Expectations, Core practices and Guiding principles that all providers of UK Higher Education are expected to meet.

5. Scope

5.1. This procedure covers all Higher National programmes delivered within Activate Learning, including subcontracted provision and those that form part of a Higher Apprenticeship.

6. Timing and schedule of Periodic Reviews

6.1. A Periodic Review will normally be undertaken for each Higher National programme every four years. A schedule will be published which identifies when each programme is due to be reviewed. A date and timetable for the review will be negotiated with the relevant faculty Director at the start of the academic year within which the review is due to take place.

6.2. A schedule for periodic reviews is set out in Appendix 2.

7. Periodic Review Panel

7.1. The Periodic Review panel should be constituted as follows:

- Chair – Independent of the Faculty which manages the programme under review.
- Internal panel member from another curriculum area which manages Higher Education provision.
- Faculty Director
- Curriculum Manager
- HE Programme Coordinator
- Quality Assurance Business Partner
- Higher Education Academic Registrar

8. Agenda for Periodic Review events

8.1. The Periodic Review panel will take input from a range of stakeholders and through several methods which may include but will not be restricted to formal meetings. Stakeholders engaged should normally include:

- teaching staff, including the HE Programme Lead and Faculty Curriculum Manager.
- current students, ideally representing all years of the programme, and no less than six in total.

8.2. The Periodic Review panel will provide a formal report, and opportunity will be given for the relevant delivery team to meet with the Periodic Review Panel to receive feedback including details of commendations, conditions or recommendations that have been identified.

9. Documentation

9.1. The key document providing the basis for the review is the Self-evaluation Document (SED). This document should be focused, evidence-based and evaluative, enabling the review panel to develop a good understanding of the programme under review. Accountability for ensuring that the SED is completed rests with the respective Faculty Director who will be supported in that activity by the relevant HE Programme Coordinator.

9.2. Guidance on the format of the SED will be provided by the relevant Quality Assurance Business Partner and will also be published on the Higher Education share-point site.

9.3. The evidence underpinning the SED should also be provided and contain as a minimum, the following:

- Data on student enrolments, progression, achievements and destinations for the last three years
- Market analysis
- Data on access and participation
- Programme Handbook
- Programme Specification
- Staff CVs for all staff teaching on the programme.
- External Examiner reports for the previous three years
- Summary of student survey results for the last three years
- Summary of any feedback received from employers.

- Programme Committee minutes for the last three years

10. Reporting

10.1. The review panel will prepare a report of the event. Once the review report has been approved by the review panel chair, then it should be circulated to the programme team. This process should be completed within one month of the review panel meeting.

10.2. Any conditions and/or recommendations should be addressed within the Programme Improvement Plan (PIP) and included in the next annual monitoring review.

Appendix 1
Higher National Periodic Review
Self-Evaluation Document – template

Course Title	
Course Code	
Faculty	
Campus	
HE Programme Lead	
Teaching Team	

Introduction – this should provide an outline of the course including modules covered, recruitment over at least the past three years.

Curriculum Design – please provide a review of the curriculum and how it meets the needs of current and prospective students as well as employers and appropriate professional bodies. Any proposed changes to the curriculum should be outlined with a rationale for the changes.

Assessment – provide an evaluation of the assessment strategy along with details of any proposed changes supported by the rationale for making the changes.

Student Achievement and Employability – this section should review achievement over the past 3 years.

Quality of Teaching – review the teaching strategy including the balance between on campus and remote learning and asynchronous and synchronous delivery.

Access and Participation – outline and evaluation of the access and participation performance of the course over the past three years including but not limited to the number of mature, disabled and BAME students along with those from a POLAR 1 and EIMD 1 area.

Learning Environment and Resources – provide an evaluation of the learning environment and resources utilised and available to the course.

Student Experience – provide an evaluation of the student experience including any enhancement activity and the feedback received through student voice and surveys.

Appendix 2
Schedule for Periodic Reviews

Year	Programme
2025/26	HNC Construction Management / Modern Methods of Construction
2026/27	HNC Electrical/Mechanical Engineering