



Preparing for Periodic Review

A Guide for Panels and Departments

Academic Quality and Development Unit
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Table of Contents

Section	Page
Introduction to Periodic Review	3
The Periodic Review Panel	3
Information for External Panel Members	5
Periodic Review Documentation	5
Employer/Alumni Focus Group	10
Student Focus Group	10
First Panel Meeting	10
Main Review Event Pre-Meeting	11
Main Review Event	11
The Periodic Review Report	11
<i>'The Periodic Review Process'</i> (flowchart)	14
Appendices	
1. 'Proforma agenda for Periodic Review' (PAR1)	15
2. 'Proforma agenda for employer/alumni focus groups' (PAEA1)	22
3. 'Proforma agenda for student focus groups' (PAS1)	24
4. Periodic Review Process Evaluation Form	29
5. Fee and Expenses Claim Form for Periodic Review External Panel Members	30
6. Map and directions to Edge Hill University Ormskirk Campus	35

This guide is designed for members of panels and academic departments who participate in Edge Hill University's periodic review process. It should be read in association with Chapter 3 of the Quality Management Handbook (QMH) and both documents are available for download from <http://www.edgehill.ac.uk/aqdu/monitoring-and-review/>.

Introduction to Periodic Review

Operating within the University's quality management strategy, periodic review is the principal means by which Edge Hill assures itself of the current and future health of its taught degree programmes, identifying and assessing actual and potential risks to their quality, standards and viability and highlighting areas for development as well as good practice with the potential for wider dissemination (for quality enhancement). Periodic review enables the Institution to take an holistic and strategic view of a department's complete portfolio of programmes with critical advice from a panel of internal peers and external subject experts. It is also the mechanism by which continuing approval of current provision is confirmed¹.

Periodic review considers and evaluates all taught programmes in a designated unit of periodic review (department or other cognate grouping of programmes). This provides the opportunity to:

- Consider how the department's academic strategy and direction align with University and Faculty priorities and national and regional agendas.
- Identify any issues with curriculum content and standards and the quality of teaching, learning and assessment, student support, staffing and resources, and programme management including quality assurance.
- Evaluate trends and issues in student recruitment, retention and progression across all awards from sub-degree to Masters, and partner-delivered provision including higher and degree apprenticeships.
- Explore the department's plans for new programme development or the re-focusing or closure of existing provision².

Periodic reviews are programmed on a five-year cycle, the schedule and any changes to it being confirmed annually by the Academic Quality Enhancement Committee (AQEC) of the Academic Board³. Judgements are made on the overall academic health of the department as well as the individual programmes hosted by it. Although periodic review normally confers continuing approval, panels may refer back any individual programme about which they have concerns to the host Faculty for modification or re-validation.

The Periodic Review Panel

Responsibility for programme approval and review resides with AQEC, its Validation and Audit Sub-Committee (VASC) and associated Standing Panel. The VASC Standing Panel is a

¹ However, standalone re-validation may be requested by Faculties to address specific professional body requirements or where widespread curriculum changes are proposed for which the University's programme modification process would be inadequate – see Quality Management Handbook Chapter 4

<https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

² To inform more detailed discussions that will take place as part of Departmental Academic Planning – see Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

³ Faculty requests for the postponement of scheduled periodic reviews will normally be accompanied by completion of a Departmental Risk Assessment – see Quality Management Handbook Chapter 3 <https://www.edgehill.ac.uk/documents/files/03-annual-monitoring-periodic-review-and-internal-audit.pdf>.

body of academic and senior support staff, suitably qualified and trained, from whom all validation and periodic review panels are convened. Membership of the Standing Panel is by application⁴ to the Director of Quality Assurance (Chair of VASC) and additional criteria apply to the appointment of panel chairs. The Standing Panel is supported by staff of the Academic Quality & Development Unit (AQDU) who:

- Schedule Institution-level validation and periodic review events
- Provide support for departments preparing for validation and periodic review
- Convene panels consisting of internal and external panel members (see below)
- Process and distribute panel documentation
- Organise and minute panel meetings
- Produce reports for the timely consideration and approval of AQEC.

Periodic review panels are normally constituted according to the following specification:

- The chair, selected from the register of eligible Standing Panel chairs
- Two Standing Panel staff members
- One student panel member
- Two external panel members
- The Review Manager (Academic Quality Officer).

Standing Panel members receive training and development and are generally assigned to periodic reviews on the basis of their interest and availability. However, in assembling panels the AQDU strives to ensure a balance between Faculties and ensures that there is no close association between any panel member and the department under review⁵.

Student panel members are usually sabbatical officers of the University's Students' Union who undergo specific panel training, however all students who take part in periodic review receive an appropriate briefing.

External panel members are nominated⁶ by the department undergoing review and are normally senior academic subject experts of other higher education institutions although one of the two externals may represent employer or professional interests. Whilst contributing to the full review agenda, external panel members focus especially on academic and (where applicable) professional standards. Departments affirm that they have no direct association⁷ with external nominees such that the latter's independence and objectivity may be compromised.

⁴ An application form containing the criteria for VASC Standing Panel membership is available at http://www.edgehill.ac.uk/aqdu/VASC_Standing_Panel/.

⁵ This would also exclude the Pro Vice-Chancellor Dean and Associate Deans of the hosting Faculty although they may attend panel meetings in an advisory capacity on request to the Chair of VASC.

⁶ Using Form ECN1, available on the AQDU Wiki Page: <https://go.edgehill.ac.uk/display/aqdu/Periodic+Review> (EHU staff login required). Nominations are considered and approved by the Review Manager acting on behalf of the Chair of VASC.

⁷ This includes full disclosure of any previous professional contact with the department or involvement with its provision within the previous five years, e.g. as an external examiner, external consultant to programme development or external validation panel member.

Information for External Panel Members

External panel members normally receive a standard fee of £252.16⁸ (equivalent to 25 hours' work) before tax which is deducted at standard rate. This covers:

- Attendance at the First Panel Meeting (in person or via Skype)⁹;
- Attendance at the Main Review Event;
- Reading of the documentation and advance submission of written comments¹⁰ by email to the Review Manager no later than five working days before the Main Review Event.

Most Periodic Review events are scheduled at the University's Ormskirk campus¹¹ and overnight local hotel accommodation can be arranged on request. For further information on accommodation and expenses please consult Appendix Five '*Fee and Expenses Claim Form for Periodic Review External Panel Members*'.

External panel members are advised of the requirement to supply advance written comments of sufficient detail to make an informed contribution to agenda-setting.

Periodic Review Documentation

The Review Manager produces a briefing paper which summarises the provision under review and the process, timeline and organisational arrangements for the review, accompanied by notes from the host Faculty's own scrutiny of the review documentation (see below).

Departments are required to submit the following to the AQDU no later than five weeks before the Main Review Event, for receipt by internal and external panel members no later than one week before the First Panel Meeting:

COVERSHEET & CONTENTS (*Form 'SDC2'*)¹² – This precedes the main narrative and provides summary information including the name and administrative location of the department under review, date of the Main Review Event, details of any professional body accreditation(s) and the qualifications and titles of all named Intended awards¹³ being considered for continuing approval.

⁸ However, longer reviews will attract a larger payment dependent on the increased number of hours to be agreed in advance with the Review Manager.

⁹ Where an external panel member is unable to participate in the First Panel Meeting either in person or via Skype, a reduced fee of £201.73 will be payable.

¹⁰ Using Form PAR1 – see Appendix One, also available separately on the AQDU Wiki Page: <https://go.edgehill.ac.uk/display/aqdu/Periodic+Review>.

¹¹ For a map and directions including details of travel by car and rail, see Appendix Six.

¹² Available on the AQDU Wiki Page: <https://go.edgehill.ac.uk/display/aqdu/Periodic+Review>.

¹³ **Intended awards** are those for which students may enrol at the point of entry and are distinct from **Alternative (Exit) awards** which are available for in-programme transfer or for students who do not achieve sufficient credit for their intended qualification – see also Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

CRITICAL REVIEW DOCUMENT (Form 'CRD1')

1. **Executive Summary:** A brief contextual introduction to the department and synopsis of the key issues that will be developed further within the Critical Review document.
2. **Strategy for development:** Departments set out and explain their vision and strategy for curriculum development in the context of University and Faculty strategies, national drivers and market environment.
3. **Curriculum and Benchmarking:** Departments evaluate their current portfolios in the context of relevant academic reference points¹⁴ and, where applicable, professional standards.
4. **The EHU Taught Degrees Framework:**
 - i. **Induction and Transitions:** Departments describe and evaluate arrangements for student admission and induction. This will include consideration of University, Faculty and department-level mechanisms for pre-entry support including pre-enrolment communication, Firstweek and induction. Consideration will be given to how 'protected characteristics' and the specific needs of international students on-campus are taken into account in the design and implementation of induction activities. Departments also describe and evaluate arrangements for supporting students' academic transitions between years/ FHEQ levels of their programme of study.
 - ii. **Learning, Teaching and Assessment:** Departments describe and evaluate the effectiveness of their strategies for learning, teaching and assessment and discuss any significant action taken in response to issues raised by external examiners, programme and module surveys, Programme Boards and Student-Staff Consultative Fora (SSCFs), employers or other feedback. Where the provision includes distance or blended learning including use of the Learning Edge Blackboard Virtual Learning Environment, this will also be evaluated. Consideration will be given to how 'protected characteristics' are taken into account in the design and implementation of inclusive learning and assessment activities. Internal and National Student Survey (NSS) data on Teaching, Learning Opportunities and Assessment and Feedback will be evaluated with any areas for attention highlighted, indicating clearly any potential resource-related implications.
 - iii. **Graduate Attributes, Employability and Work-Related/Work Based Learning:** Departments describe the competences, skillsets, behaviours (motivations and attitudes) and professional practices that an Edge Hill student should be able to demonstrate on successful completion of their degree. They describe how academic, subject-related practical and transferable skills are developed to meet the needs and expectations of employers, industries and professions. Department strategies for Work-Based Learning (placements) and Work-Related Learning (e.g. simulations, case studies and employer-led projects), and

¹⁴ Principally the QAA's Framework for Higher Education Qualifications, Qualification Characteristics Statements and the relevant Subject Benchmark Statement(s) – see <https://www.qaa.ac.uk/quality-code>.

- arrangements for careers education, information and guidance are described and evaluated.
- iv. **Education for Personal Development and Enhancement:** Departments describe and evaluate the academic and pastoral support provided to students during their programmes. This will include specific consideration of the operation of personal tutoring and Personal Development Planning (PDP). Consideration will also be given to how 'protected characteristics' and the specific needs of international students on-campus are taken into account in the design and implementation of inclusive learning support. Internal and National Student Survey data on Academic Support and Learning Community will be evaluated with any areas for attention highlighted, indicating clearly any potential resource-related implications.
 - v. **Citizenship and Awareness of Global Perspectives:** Departments describe and evaluate how civic responsibility, internationalisation and globalisation have been considered within programme design and delivery including social, environmental, economic and ethical dimensions and opportunities for the promotion of Education for Sustainable Development (ESD).
5. **Staffing, Staff Development and Research:** In the context of student feedback, departments evaluate the size, breadth and qualifications of their staffing base. They describe how staff are appraised and developed for teaching and how their research and scholarly activity supports the design and delivery of programmes.
 6. **Learning Resources:** In the context of student feedback, departments evaluate the appropriateness and sufficiency of local and central resources for teaching and supporting students including the Blackboard Learning Edge Virtual Learning Environment.
 7. **Organisation and Management:** In the context of student feedback, departments describe and evaluate their arrangements for managing programmes, staff and learning resources, and students.
 8. **Quality Assurance:** Departments describe their systems and processes for assuring academic standards and the quality of student learning opportunities. These will typically comprise arrangements for annual programme monitoring, including programme and module surveys; marking and internal moderation; external examiners; consultative processes including student representatives, Programme Boards and Student-Staff Consultative Fora with particular attention to how part-time, distance learning and/or collaborative partner students are engaged; and evaluation of internal and National Student Survey data including specific feedback on the Student Voice. Engagement with, and reports of, relevant Professional Statutory and Regulatory Bodies may also be referenced.
 9. **Quality Enhancement:** Departments describe their systems and structures for the design and development of innovative and effective practices in learning, teaching,

assessment and student support and how good practice is exchanged, and its impact evaluated.

10. **Areas of Focus as selected by the Department (optional):** This section provides the opportunity for departments to identify any key issues or activities or agendas on which they would wish to invite specific critical reflection, advice and guidance from the Panel in the form of a peer developmental discussion that does not inform the main review judgements.
11. **Quality Enhancement Plan:** Departments submit updated action plans from the previous planning round and their departmental Quality Enhancement Plan¹⁵ for the following year, which summarises:
 - a. Areas for further development and agreed actions in response to the most recent Desk-Based Assessment of Standards and Quality conducted as part of Annual Monitoring¹⁶; and,
 - b. A summary of transferable good practice with the potential for wider dissemination across departments and / or Faculties.

Additional evidence

Alongside the review documentation listed above, the following are also distributed to Panel members¹⁷ to inform their deliberations:

Evidence supplied by the Department under review:

- CVs of teaching staff, including associate tutors.
- A sample of programme and module handbooks provided electronically (sample range/size to be negotiated with the Review Manager).
- Minutes of Programme Boards and Student-Staff Consultative Fora from the most recent complete academic year.
- Department NSS & Retention Action Plan.
- Any relevant report(s) of Professional Statutory and Regulatory Bodies (PSRBs).
- Any additional evidence that the Department feels important for the Panel to consider in coming to an informed judgement on standards and quality.

¹⁵ This will be an updated version of the QEP considered during the previous Faculty Academic Planning round – see also Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

¹⁶ See Quality Management Handbook Chapter 3 <https://www.edgehill.ac.uk/documents/files/03-annual-monitoring-periodic-review-and-internal-audit.pdf>.

¹⁷ Distributed securely to internal panel members via electronic file-sharing. External panel members receive a printed copy of the main review documentation and an encrypted flash drive containing the main documentation and supporting evidence.

Evidence supplied by the host Faculty:

- The Department's most recent annual Academic (Spring) Planning Statement¹⁸.
- List of all minor programme modifications undertaken since the previous Periodic Review.
- List of all modules re-validated since the previous Periodic Review.

Documentation provided by the Academic Quality & Development Unit (Review Manager):

- A list of all awards in current approval, including partner-delivered programmes and higher and degree apprenticeships, differentiated by:
 - programmes for which the Department is seeking continuing approval;
 - programmes with no current students and no planned recruitment for which the Department is seeking formal closure¹⁹;
 - programmes with current students for which the Department is seeking phased closure on a 'teach-out' basis.
- Programme Specifications for all current validated provision.
- A list of all major programme modifications undertaken since the previous Periodic Review.
- Reports of all validations and major modifications undertaken since the previous Periodic Review.
- Desk-Based Assessment (Annual Monitoring Report (AMR)) for the last complete year accompanied by the previous three years' AMRs²⁰.
- The most recent External Examiner reports for all programmes.
- The Department's previous Periodic Review report.

Data supplied by the Strategic Planning & Policy Unit:

- Performance data²¹, including:
 - (if available) The TEF Workbook (metrics for 3-year period)
 - Internal Performance Data i.e. student recruitment, and progression and retention (HESA return).
 - Externally-derived data i.e. National Student Survey, Destinations of Leavers from Higher Education /Graduate Outcomes survey, Longitudinal Educational Outcomes data.
- Department Student-Staff Ratio.

Where departments wish to reference additional evidence, this should be through the use of

¹⁸ See Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

¹⁹ By application to AQEC as part of the University's procedures for programme closure - See Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

²⁰ See Quality Management Handbook Chapter 3 <https://www.edgehill.ac.uk/documents/files/03-annual-monitoring-periodic-review-and-internal-audit.pdf>.

²¹ Usually September to August except for programmes with non-standard intake points for which data from the most recent complete cycle are received.

hyperlinks in the relevant document or as separate files supplied electronically to the Review Manager. External panel members may access the University's online prospectus at <https://www.edgehill.ac.uk/study/>.

Employer/Alumni Focus Group

An Employer/Alumni²² Focus Group meeting is normally held in advance of the First Panel Meeting and attended by the Panel Chair and Review Manager. Participants receive advance notice of the meeting's purpose and agenda²³ and notes are taken by the Review Manager (see below). Where practicable, Employer/Alumni Focus Group meetings are conducted as part of scheduled Department Employer Forum meetings (members of the Department under review are not in attendance).

Student Focus Group

A Student Focus Group meeting is normally held in advance of the First Panel Meeting and attended by the Panel Chair²⁴ and Review Manager. The Review Manager consults with the Students' Union and Department in relation to the size and constitution of the student group which should reflect the breadth and complexity of the provision and the available modes of delivery, typically no more than 10-12 representatives of a cross-section of programmes, levels (years) and attendance modes (full-time/part-time) including students of partner organisations, where applicable. Students receive advance notification of the purpose and agenda²⁵ of the meeting (members of the Department under review are not in attendance).

First Panel Meeting²⁶

Approximately three weeks before the Main Review Event the Panel meets and, from members' preliminary reading of the documentation and supporting evidence:

- Identifies areas for consideration ('lines of enquiry') for further, more detailed reading and note-taking in advance of the Main Review Event.
- Holds a focus group meeting with student representatives (see below).
- Identifies any further evidence to be supplied by the Department, Faculty or the AQDU before the Main Review Event.

²² Alumni participation subject to availability.

²³ The standard agenda for Employer/Alumni Focus Group meetings (Form PAEA1) is provided in Appendix Two and is available as a separate document from the AQDU Wiki Page: <https://go.edgehill.ac.uk/display/aqdu/Periodic+Review>.

²⁴ Or the Director of Quality Assurance (as Chair of VASC).

²⁵ The standard agenda for Student Focus Group meetings (Form PAS1) is provided in Appendix Three and is available as a separate document from the AQDU Wiki Page: <https://go.edgehill.ac.uk/display/aqdu/Periodic+Review>.

²⁶ Members of the Department under review are not in attendance.

Main Review Event Pre-Meeting

Approximately one week (five working days) before the Main Review Event a meeting is held between the Panel Chair, Review Manager and Head of the Department under review, the purpose of which is to:

- Confirm the programme and attendance for the Main Review Event - in addition to teaching and support staff, Department representation may also include employers and service users and (for Integrated or Combined Honours programmes²⁷) staff of other Edge Hill departments. For Departments with significant local learning facilities and resources a guided tour will be scheduled for the external panel members.
- Share with the Head of Department the key issues ('lines of enquiry') that were identified at the First Panel Meeting, including the Employer and Student Focus Group meetings, together with the written comments of the external panel members which are also circulated to the rest of the Panel for information.

Main Review Event

The Main Review Event is normally conducted over one full working day²⁸ beginning with a private panel meeting to confirm the agenda, followed by a plenary discussion with members of the Department under review (Note: Faculty Associate Deans may attend this meeting by request). Panel Chairs and Review Managers have particular responsibility for managing these discussions, ensuring that the agenda is fully explored and that all participants have the opportunity to contribute. Discussions are conducted in the spirit of academic peer review and are collegial, yet rigorous. Members of the Department who are expected to attend on the day include those with programme or strategic leadership responsibilities, e.g. programme leaders and others with responsibility for providing academic, pastoral or careers support, or managing placement experiences. Towards the conclusion of the event the Panel members go into private session to agree whether they are confident in both the academic standards of the provision and the quality of the student learning opportunities. In confirming their judgements via a series of Endorsements (below), Panels set any conditions or recommendations and decide on any affirmations of action already taking place (below) at the end of which the Department receives verbal summary feedback in advance of the full written report being made available (below).

The Periodic Review Report

The formal outcome of Periodic Review is a report to the Academic Quality Enhancement Committee (AQEC) that expresses confidence in the academic standards and quality of learning opportunities within the Department's programmes and recommends their continuing approval, with or without exceptions, via the following four **Endorsements**:

²⁷ For Integrated and Combined Honours programmes, see also Quality Management Handbook Chapter 4 <https://www.edgehill.ac.uk/documents/files/04-programme-and-module-approval-and-modification.pdf>.

²⁸ However a longer event may be scheduled for Departments with large academic provision at the discretion of the Director of Quality Assurance (Chair of VASC).

On the basis of the evidence presented and the Panel’s consideration of it, the awards being proposed for continuing approval:

- 1) Are accompanied by validated programme specifications consistent with the UK’s *Higher Education Credit Framework* and the University’s Academic Regulations.
- 2) Meet the academic standards of the national *Framework for Higher Education Qualifications*, including alignment with relevant degree level descriptors, qualification characteristics statements and subject benchmark statements and, where applicable, with professional standards.
- 3) Are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.
- 4) Provide all students with the support that they need to succeed in and benefit from higher education, from admission through to completion.

The Periodic Review report will also:

- i. Highlight any programmes that the Department has identified for proposed withdrawal or closure.
- ii. Outline any **conditions requiring action by the department, or recommendations for consideration by the Department or the wider Institution** (Faculty or University). Any medium/longer-term conditions may be required to be reviewed at the next appropriate annual monitoring point.
- iii. Acknowledge any action already being taken by the Department to address identified areas for development (**Affirmation**).
- iv. Highlight any good practice that may merit wider dissemination for the purpose of enhancing quality across the University.

The Review Manager’s Draft report is produced within fifteen working days of the Main Review Event for approval by the Chair, whereupon a Chair’s Approved Draft is circulated to the rest of the Panel for verification, and to the Department under review which is invited to comment on factual accuracy only. The Department provides a written response to any conditions or departmental recommendations²⁹ which is appended to the review report. Once finalised, the report is received by the next available meeting of AQEC which:

- Confirms continuing approval of the Department’s current programmes, with or without exceptions³⁰;

²⁹ Any *conditions* set by the Panel must have been met before the review report can be considered by AQEC. While a Department may decide not to adopt all of the Panel’s *recommendations* they must nevertheless be addressed in its written response.

³⁰ Panels may exclude any individual programme from continuing approval on the grounds of academic standards or quality with the requirement that Faculties make the appropriate changes (modification or re-validation) ahead of the next student intake.

- (where available) Receives any associated programme closure proposals from the Faculty;
- Considers any Institutional (University or Faculty) recommendations from the Periodic Review Panel, assigning actions and responsible actors where appropriate.

An update on action taken in response to Institutional recommendations is provided to AQEC at the end of the current academic session³¹.

³¹ In the *'Annual Summary of Periodic Reviews'*, received by AQEC at its June meeting.

'The Periodic Review Process'

October of each year:

Periodic review schedule is confirmed by the Academic Quality Enhancement Committee (AQEC). Review Manager arranges Desk-Based Assessment discussion with Head of Department and Employer/Alumni Focus Group in advance of the First Panel Meeting.



3 working weeks before First Panel Meeting:

Panel members receive the Department's Desk-Based Assessment report, Critical Review document and supporting evidence.



FIRST PANEL MEETING (early January)



1 week (approx.) before the Main Review Event:

Panel Chair, Review Manager and Head of Department meet to confirm the programme for the Main Review Event and identify areas of likely focus informed by feedback from the First Panel Meeting and the advance comments of Panel members, including externals.



MAIN REVIEW EVENT (late January/early February)



Within 15 working days of the Main Review Event:

Review Manager drafts a report and circulates the Chair's Approved Draft to the Panel and Department; Department provides a written response to conditions and recommendations by a deadline notified by the Review Manager.



Next available meeting of AQEC³²:

AQEC members receive the confirmed report accompanied by any available programme closure proposals and the Department's response to the Panel's conditions and/or recommendations. AQEC confirms continuing approval of the current provision, with or without exceptions.

³² Normally the April meeting.

PROFORMA AGENDA FOR PERIODIC REVIEW

This template has been designed to facilitate the agenda-setting phase of the Periodic Review event and should be used by Panel members to record observations from their reading of the review documentation and supporting evidence. Panel members, including externals, should use this form to prepare written comments for electronic submission in advance of the Main Review Event (a copy of template PAR1 is available for download from <http://www.edgehill.ac.uk/aqdu/monitoring-and-review/>).

STRATEGY FOR DEVELOPMENT - Department vision and development strategy; analysis of market demand and regional competitor activity; impact of national policy, legislation or regulation; opportunities for internal and external collaborations, including academic partnerships; advance notification of any programmes intended for major modification, re-validation, replacement or closure (**Evidence:** *Critical Review document, s. 2; Spring Planning Statement; Annual Monitoring Reports; Employer Focus Group Minutes (where available); PSRB report/s (where available); previous Periodic Review report*).

CURRICULUM AND BENCHMARKING – Evaluation of the Department’s current portfolio including programmes validated or modified since the previous Periodic Review; evidence of alignment with [QAA Framework for Higher Education Qualifications level descriptors](#), [Degree Characteristics Statements](#) and [Subject Benchmark Statements](#), and professional standards where applicable (**Evidence:** *Critical Review document, s. 3; Annual Monitoring Reports; external examiner reports; programme validation reports; list of programme modifications; PSRB report/s, where available*).

STUDENT RECRUITMENT – Evaluation of student recruitment data by programme: identification and evaluation of significant highs, lows or trends and actions taken/to be taken as a consequence (**Evidence:** *Desk-Based Assessment report; Annual Monitoring Reports; Spring Planning Statement*).

STUDENT RETENTION AND PROGRESSION – Evaluation of student retention and progression data by programme including first-time pass rates, final degree classifications and graduate employment destinations; identification and evaluation of highs, lows or trends and actions taken/to be taken as a consequence (**Evidence:** *Desk-Based Assessment report; Annual Monitoring Reports; Spring Planning Statement*).

THE TAUGHT DEGREES FRAMEWORK

INDUCTION AND TRANSITION - Arrangements for student admission and pre-entry support including pre-enrolment communication, Firstweek and 'extended' induction; consideration of Protected Characteristics and the specific needs of on-campus international students during pre-entry and induction; support for students' academic transition between years/FHEQ levels (**Evidence:** *Critical Review document s. 4a; Annual Monitoring Reports; programme validation reports; Student Focus Group Minutes*).

LEARNING, TEACHING AND ASSESSMENT - Strategies for learning and teaching: face-to-face classroom-based, blended and/or distance learning; use of the Blackboard Learning Edge Virtual Learning Environment in the context of University baseline expectations; opportunities for Study Abroad. Formative and summative assessment: consideration of Protected Characteristics and the specific needs of on-campus international students in the design and implementation of inclusive learning and assessment activities (**Evidence:** *Critical Review document, s. 4b; Annual Monitoring Reports; external examiner reports; programme validation reports; Student Focus Group Minutes; Minutes of Programme Boards/Student-Staff Consultative Fora; National Student Survey outcomes for 'Teaching on my Course', 'Learning Opportunities' and 'Assessment and Feedback'*).

GRADUATE ATTRIBUTES, EMPLOYABILITY AND WORK-RELATED/WORK-BASED LEARNING – Integration and development of academic, subject-related and transferable skills to meet the needs and expectations of employers, industries and professions; Department strategies for the development, delivery and support of 'Work-Based Learning' (placements and practice-based learning) and 'Work-Related Learning', e.g. employer-led projects and simulation; arrangements for Careers Education, Information, Advice and Guidance (**Evidence:** *Critical Review document, s. 4c; external examiner reports; programme validation reports; Student Focus Group minutes; Employer Focus Group Minutes; PSRB report/s, where available*).

EDUCATION FOR PERSONAL DEVELOPMENT AND ENHANCEMENT – Academic and pastoral support for students including Personal Tutoring, Personal Development Planning (PDP) and academic skills support; consideration of Protected Characteristics and the specific needs of students with different entry qualifications and on-campus international students in the design and implementation of inclusive learning support, careers guidance and enrichment activities. (**Evidence:** *Critical Review document, s. 4d; Annual Monitoring Reports; programme validation reports; Minutes of Programme Boards/Student-Staff Consultative Fora; Student Focus Group Minutes; National Student Survey outcomes for 'Academic Support' and 'Learning Community'*).

CITIZENSHIP AND AWARENESS OF GLOBAL PERSPECTIVES – How civic responsibility, internationalisation and globalisation are considered within programme design and delivery including social, environmental, economic and ethical dimensions and opportunities for the promotion of Education for Sustainable Development (ESD) (**Evidence:** *Critical Review document, s.4e; Annual Monitoring Reports; programme validation reports*).

STAFFING, STAFF DEVELOPMENT AND RESEARCH – Appropriateness (in respect of qualifications and experience) and sufficiency of staff resources for the delivery of current and planned programmes; use of part-time teachers (associate lecturers), sessional teachers and Graduate Teaching Assistants; Departmental strategies for Continuing Professional Development including PGCertTHE and HEA Fellowship, teaching observation/peer review and Performance Review; strategy for academic research and scholarly activity in support of curriculum design and teaching (**Evidence:** *Critical Review document, s.5; Staff CVs; Annual Monitoring Reports; Spring Planning Statement*).

LEARNING RESOURCES – Appropriateness and sufficiency of central and course-specific resources for the delivery of current and planned programmes; how resources are maintained and upgraded as part of annual planning and budget-setting (**Evidence:** *Critical Review document, s. 6; Annual Monitoring Reports; Spring Planning Statement; Minutes of Programme Boards/Student-Staff Consultative Fora; Student Focus Group Minutes; National Student Survey outcomes for 'Learning Resources'*).

ORGANISATION AND MANAGEMENT - Departmental and programme management structures, roles and responsibilities; organisation and management of Integrated Single and Combined Honours programmes; liaison arrangements with academic partners (*Evidence: Critical Review document, s. 7; Annual Monitoring Reports; Spring Planning Statement; Minutes of Programme Boards/Student-Staff Consultative Fora; Student Focus Group Minutes; National Student Survey outcomes for 'Organisation and Management'*).

QUALITY ASSURANCE - Departmental strategies and processes for assuring the quality of student learning opportunities, including: Programme Boards and Student-Staff Consultative Fora, programme and module surveys, National Student Survey; programme and module information (handbooks); engagement of students with Protected Characteristics, including disabled students, and part-time and/or distance learners including students of partner organisations. Arrangements for marking, internal moderation, external examiners and assessment boards. Engagement with Professional Statutory and Regulatory Bodies (where applicable). Operation of complaints and appeals processes (*Evidence: Critical Review document, s. 8; Annual Monitoring Reports; external examiner reports; Minutes of Programme Boards/Student-Staff Consultative Fora; Programme and Module Handbooks; Student Focus Group Minutes; National Student Survey outcomes for 'Student Voice'*).

QUALITY ENHANCEMENT - Engagement with, and design of, innovative practices in learning, teaching and assessment; Department systems and structures for evaluating the impact of learning innovation; membership of Faculty/University committees, Learning and Teaching/SOLSTICE Fellowships; staff externality, e.g. external examinerships, memberships of professional or subject associations and participation in external validation activities (*Evidence: Critical Review document, s. 9; Annual Monitoring Reports; Minutes of Programme Boards/Student-Staff Consultative Fora; Student Focus Group Minutes*).

AREA OF FOCUS SELECTED BY THE DEPARTMENT (optional) – Department commentary on themes or issues for which specific Panel consideration is invited (**Evidence:** *Critical Review document, s. 10*).

QUALITY ENHANCEMENT PLAN – Updated Departmental Quality Enhancement Plan (**for 2019-20 only: updated Departmental Action Plan**) including identification and prioritisation of actions and timescales for completion (**Evidence:** *Critical Review document, s. 11*).

Additional comments

Endorsements and Confidence Statements

The Panel is asked to endorse that on the basis of the evidence presented and its consideration of it, the programmes being considered for **continuing approval**:

1. Are accompanied by validated programme specifications consistent with the UK's *Higher Education Credit Framework* and the University's Academic Regulations.

YES	NO
-----	----

2. Meet the academic standards of the national *Framework for Higher Education Qualifications*, including alignment with relevant degree level descriptors, qualification characteristics statements and subject benchmark statements and where applicable with professional standards.

YES	NO
-----	----

3. Are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

YES	NO
-----	----

4. Provide all students with the support that they need to succeed in and benefit from higher education, from admission through to completion.

YES	NO
-----	----

On the basis of the above, the University may have:

Confidence in the academic standards of the provision

YES	NO
-----	----

Confidence in the quality of student learning opportunities

YES	NO
-----	----

Affirmation of action/s already being taken in response to identified issues

General commendations

Specific transferable good practice with potential for wider dissemination within the University

Periodic Review: Proforma Agenda for Employer/Alumni Focus Groups

Please note that Form PAEA1 is also available for download from:

<https://go.edgehill.ac.uk/display/aqdu/Periodic+Review>

The question grid below is for guidance only, to inform and stimulate discussion during focus group meetings with employers as part of the Periodic Review process. The list is by no means exhaustive and additional questions may be added as required.

Curriculum and Teaching	Responses
<ul style="list-style-type: none"> • What involvement have you had in the design and development of the Department’s programmes/modules? 	
<ul style="list-style-type: none"> • How do the Department’s programmes prepare graduates for the world of work? 	
<ul style="list-style-type: none"> • How well do the programmes balance and integrate vocational and transferable skills with academic knowledge and skills? 	
<ul style="list-style-type: none"> • (For alumni) As a graduate of the Department, how useful has your degree been to your own employment and career? 	
<ul style="list-style-type: none"> • How could the vocational-professional relevance of the Department’s curriculum be enhanced? 	
Additional Panel questions on Curriculum and teaching	
Placements	Responses
<ul style="list-style-type: none"> • Do you ever host student placements and if so how does this operate? 	

<ul style="list-style-type: none"> • How would you rate the information and support provided to you by the Department when hosting placements? 	
<ul style="list-style-type: none"> • Are you ever involved in assessing students, if so how does this work and what preparation did you receive? 	
<ul style="list-style-type: none"> • How would you evaluate the support provided by the Department for students on placement? 	
Additional Panel questions on Placements	
Communication and Engagement	Responses
<ul style="list-style-type: none"> • How do you rate the quality of communication with the Department? 	
<ul style="list-style-type: none"> • Other than placements do you make any other contribution to programmes, e.g. giving careers talks or guest lectures? 	
<ul style="list-style-type: none"> • <i>(For alumni)</i> As an Edge Hill graduate, is there a specific contribution you can make to enhancing the experience of current students? 	
<ul style="list-style-type: none"> • How could the Department improve its engagement with employers and placement providers? 	
Additional Panel questions on Communication and Engagement	
Miscellaneous	
<ul style="list-style-type: none"> • Is there anything else you would like to tell us about your experience of working with the Department/University? 	

APPENDIX THREE

Periodic Review: Proforma Agenda for Student Focus Groups

Please note that Form PAS1 is also available for download from:

<https://go.edgehill.ac.uk/display/aqdu/Periodic+Review>.

The question grid below is for guidance only, to inform and stimulate discussion during focus group meetings with students as part of the Periodic Review process. The list is by no means exhaustive and additional questions may be added as required. The central enquiry should be framed as a request for students to describe their experience in their subject area, the NSS questions acting as prompts to elaborate on this. It may be helpful also to explore:

- Students' sense of belonging in their subject area and what planned steps are taken to impact upon this;
- How they learn of changes that are made as a result of them being listened to (the operation of 'you said, we did');
- Suggestions they may offer so that the University can improve their experience, particularly induction into the first year, transitions between years and support and preparation for assessment.

Teaching	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none">• Are staff good at explaining things?	
<ul style="list-style-type: none">• Have staff made the subject interesting?	
<ul style="list-style-type: none">• Is the course intellectually stimulating?	
<ul style="list-style-type: none">• Has the course challenged you to achieve your best work?	
<i>Additional Panel questions on Teaching</i>	<i>Responses</i>
For example: <ul style="list-style-type: none">• Are staff enthusiastic about what they are teaching?	

Learning Opportunities	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none"> Has the course provided you with opportunities to explore ideas or concepts in depth? 	
<ul style="list-style-type: none"> Has the course provided you with opportunities to bring information and ideas together from different topics? 	
<ul style="list-style-type: none"> Has the course provided you with opportunities to apply what you have learnt? 	
<i>Additional Panel questions on Learning Opportunities</i>	<i>Responses</i>
Assessment and Feedback	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none"> Have the criteria used in marking been made clear in advance? 	
<ul style="list-style-type: none"> Are assessment arrangements and marking fair? 	
<ul style="list-style-type: none"> Has feedback on your work been timely? 	
<ul style="list-style-type: none"> Have you received helpful comments on your work? 	
<i>Additional Panel questions on Assessment and Feedback</i>	<i>Responses</i>
<p>For example:</p> <ul style="list-style-type: none"> How have you been helped to understand the purposes and processes of assessment? 	

<ul style="list-style-type: none"> • Did feedback on your work help clarify things you did not understand? • What format has your feedback been in? 	
Academic Support	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none"> • Have you received sufficient advice and guidance in relation to your course? 	
<ul style="list-style-type: none"> • Have you been able to contact staff when you needed to? 	
<ul style="list-style-type: none"> • Was good advice available when you needed it to make study choices on your course? 	
<i>Additional Panel questions on Academic Support</i>	<i>Responses</i>
Organisation and Management	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none"> • Does the timetable work efficiently for you? 	
<ul style="list-style-type: none"> • Have any changes in the course or teaching been communicated effectively? 	
<ul style="list-style-type: none"> • Is the course well organised and running smoothly? 	
<i>Additional Panel questions on Organisation and Management</i>	<i>Responses</i>

Learning Resources	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none"> • Have the IT resources and facilities provided supported your learning well? 	
<ul style="list-style-type: none"> • Have the library resources (e.g. books, online services and learning spaces) provided supported your learning well? 	
<ul style="list-style-type: none"> • Have you been able to access course-specific resources (e.g. equipment, facilities, software, collections) when you needed to? 	
<i>Additional Panel questions on Learning Resources</i>	<i>Responses</i>
Learning Community	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none"> • Have you felt part of a community of staff and students? 	
<ul style="list-style-type: none"> • Have you had opportunities to work with other students as part of your course? 	
<i>Additional Panel questions on Learning Community</i>	<i>Responses</i>
Student Voice	
<i>From the National Student Survey</i>	<i>Responses</i>
<ul style="list-style-type: none"> • Have you had the right opportunities to provide feedback on your course? 	
<ul style="list-style-type: none"> • Do you think staff value students' views and opinions about the course? 	

<ul style="list-style-type: none"> • Is it clear how students' feedback on the course has been acted on? 	
<ul style="list-style-type: none"> • Does the Students' Union effectively represent students' academic interests? 	
Additional Panel questions on Student Voice	Responses
Overall Satisfaction	
Panel questions	Responses
<ul style="list-style-type: none"> • If there was one thing about your course that you would change, what would it be and why? • Are there any areas of excellence we should know about? • Are there any areas for development we should know about? • Are there any other things you would like to tell us (positive or negative)? • Do you have any questions or concerns that you wish to share with us? 	

APPENDIX FOUR

PERIODIC REVIEW PROCESS EVALUATION FORM

*For completion by participants in Institutional periodic reviews at Edge Hill University
(reviewed July 2018)*

Name (optional):

Title of Review:

Date of Review:

What was your role in the Periodic Review process?

Please indicate your level of satisfaction with the following (5 = HIGH, 1 = LOW):

- | | |
|---------------------------------------------|-----------|
| • Pre-event communication and organisation | 5 4 3 2 1 |
| • Clarity of process (briefing information) | 5 4 3 2 1 |
| • Quality of review documentation | 5 4 3 2 1 |
| • Agenda-setting | 5 4 3 2 1 |
| • Conduct of review (chair role) | 5 4 3 2 1 |
| • Engagement by panel members | 5 4 3 2 1 |
| • Engagement by the department | 5 4 3 2 1 |
| • Final judgements meeting | 5 4 3 2 1 |
| • Feedback to the department | 5 4 3 2 1 |

In your view do any of the above require further development?

In your view do any of the above represent particularly effective practice?

Is there anything else you would wish to bring to our attention?

THANK YOU FOR YOUR PARTICIPATION IN PERIODIC REVIEW

(Please note, this data is collected and used for the purposes of improving the Periodic Review process. Your data will be retained for no longer than is necessary and destroyed securely in accordance with our retention schedule.)

APPENDIX FIVE

FEE AND EXPENSES CLAIM FORM FOR PERIODIC REVIEW EXTERNAL PANEL MEMBERS

Edge Hill
University

Fee/Expense Claims Guidance Notes for Completion (reviewed October 2019)

The following guidance notes have been produced in association the University's Finance Department and HMRC legislation which will help us process your claim speedily and in full. **Fees are paid with tax deducted at the standard rate.**

Fees

Externals involved in periodic review receive a fee of £252.16 for 25 hours work plus travel and subsistence any visits to the University.

External Panel Members 25 hours work comprises:

- Attendance at the First Panel Meeting (in person or via Skype)³³
- Attendance at the Main Review Event;
- Reading of the documentation and advance submission of written comments³⁴ by email to the Review Manager no later than five working days before the Main Review Event.

Unfortunately, hours spent travelling cannot be claimed.

Expenses

Expense claims should be supported by a ticket or receipt unless otherwise stated and will be paid on the following basis:

Travel:

- **Car** - Mileage allowance is paid at 45p per mile. No receipt is required for mileage claims. Car parking fees paid during the course of duties undertaken will be reimbursed upon production of proof of expenditure.
- **Public transport:**
 - (a) Bus and underground fares will be refunded as incurred.
 - (b) Standard Class rail travel will be refunded;

³³ Where an external panel member is unable to participate in the First Panel Meeting either in person or via Skype, a reduced fee of £201.73 will be payable.

³⁴ Using Form PAR1 – see Appendix One, also available separately on the AQDU Wiki Page: <https://go.edgehill.ac.uk/display/aqdu/Periodic+Review>.

(c) In exceptional circumstances, air travel may be claimed but this should be discussed with the event secretary in advance of any work being undertaken.

- **Taxi** - Costs will be refunded only where public transport is unavailable or where the saving of time is of paramount importance. We would recommend using **Ormskirk Coaches and Taxis Ltd** (01695 57 57 57).

Hotels:

Overnight accommodation can be arranged and the hotel will invoice Edge Hill directly for the bed and breakfast rate only. Any other expenses incurred must be claimed back from using the Fee and Expense Claim Form.

Subsistence:

There is a maximum amount per day that can be claimed dependent on circumstances and the amount of hours spent away from home which includes time spent travelling:

- Where overnight accommodation is booked for that evening, a maximum of £20 per day can be claimed including an evening meal.
- Where overnight accommodation is not booked but time away from the office/home exceeds 5 hours, a maximum of £5 can be claimed.
- Where overnight accommodation is not booked but time away from the office/home exceeds 10 hours, a maximum of £10 can be claimed.
- It is anticipated that during full day visits to the University, a lunch will be provided.
- Itemised receipts must be provided for all claims and reimbursement is for the actual amount spent.
- **Only reimbursement for non-alcoholic drinks may be claimed.**

For example, if an external travelled to a local hotel the evening before a validation event a maximum claim of £20 could be made for an evening meal at the hotel and refreshments taken during the journey. For the day of the event and subsequent travel home, this would exceed 10 hours and therefore a maximum of £10 could be claimed for subsistence taken during that day.

Submission of Fee and Expense Claims

It is expected that fee and expense claims will be submitted as they are incurred on a monthly basis. Initially, a 'New Payment Set Up Form' to be registered for payment by the institution. Any claims for payment must then be submitted on the 'Validation External – Fee and Expense Claim Form'. Both forms can be found in the following pages.

Claims including receipts can be submitted by email to quality@edgehill.ac.uk or by post to:

Academic Quality and Development Unit
Room M4/5, Main Building
Edge Hill University
St Helens Road
Ormskirk
L39 4QP

'Preparing for Periodic Review: A Guide for Panels and Departments'
Institutional contact: Helen Duell, ext. 7391
Latest version: October 2019

Please note that we are unable to accept a typed signature.

Payment

Any fee/expenses that are claimed are paid directly into a building society or bank account on the last working day of the month. In order to receive payment, claim forms must be received by the Academic Quality and Development Unit prior to the last working day of the previous month e.g. to receive payment on the 29th February 2020, claim forms must be received by the 31st January 2020. Any claims received after the last working day will roll over into the next claim period and be paid the following month. Please note that there may be earlier deadlines in December and July due to Christmas holidays and financial year end.

NEW PAYMENT SET UP FORM

Title _____ Surname _____ Forenames _____
Mr/Mrs/Miss/Ms/Dr/Prof

Date of Birth _____ Male
Female National Insurance No. _____

Address _____ Post Code _____

Contact Tel No _____ Email _____

Disabled Yes
No

Ethic Origin

White British	<input type="checkbox"/>	Black or Black British – Caribbean	<input type="checkbox"/>	Country of Birth _____
White Irish	<input type="checkbox"/>	Black or Black British – African	<input type="checkbox"/>	
Other White background	<input type="checkbox"/>	Other Black Background	<input type="checkbox"/>	
Asian or Asian British – Indian	<input type="checkbox"/>	Mixed – White & Black Caribbean	<input type="checkbox"/>	Nationality/Citizenship _____
Asian or Asian British – Pakistani	<input type="checkbox"/>	Mixed – White & Black African	<input type="checkbox"/>	
Asian or Asian British – Bangladeshi	<input type="checkbox"/>	Mixed – White & Asian	<input type="checkbox"/>	
Chinese	<input type="checkbox"/>	Other mixed background	<input type="checkbox"/>	
Other Asian Background	<input type="checkbox"/>	Other mixed background	<input type="checkbox"/>	

Bank /Building Society Details

Bank _____ Sort Code

--	--	--	--	--	--	--

Account No.

--	--	--	--	--	--	--	--	--	--

Bank Address _____ Building Society Roll Number _____

Bank Account Name _____

Next of kin or emergency contact details

Name _____ Tel/Mobile No _____

Type of Worker

External Examiner
External Panel Member
External Consultant

Department _____

Academic Quality and Development Unit

Signed _____ Date _____

Once completed please return to the Academic Quality and Development Unit, Edge Hill University, St. Helens Road, Ormskirk, Lancashire, L39 4QP. Any claim for payment must be made via a Fee/Expense Claim Form.

'Preparing for Periodic Review: A Guide for Panels and Departments'
Institutional contact: Helen Duell, ext. 7391
Latest version: October 2019

Cost Centre	Activity	Job Code	Account Code
QUN	N/A	N/A	50021

PERIODIC REVIEW EXTERNAL - FEE AND EXPENSE CLAIM FORM

Title _____ Forenames _____ Surname _____

Pay ref No _____ (if known) NI Number _____

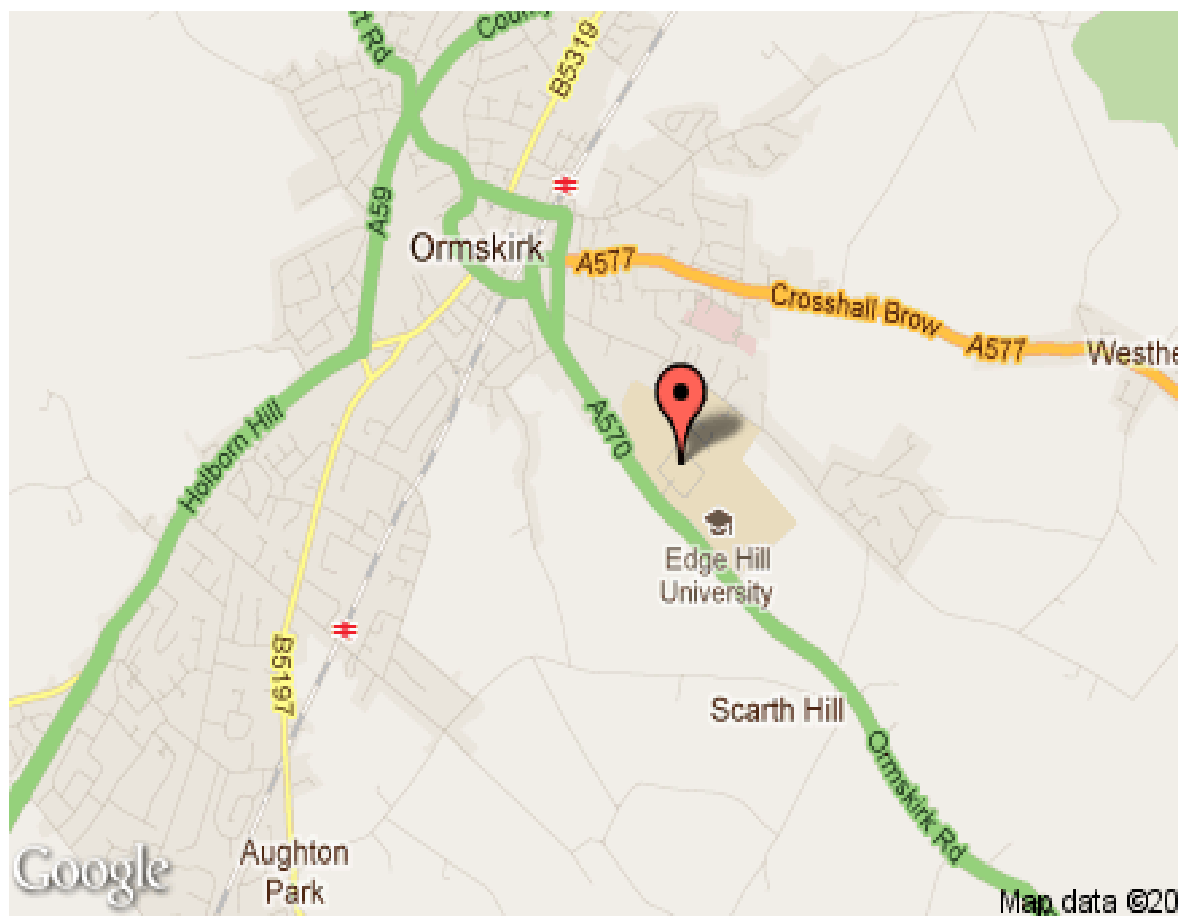
Date expense/ fee incurred	Event	Details of work/expense claim <i>It is anticipated that a standard Periodic Review comprises 25 hours work. For each line of your claim please outline the expense incurred e.g. train fare, or specify the activities undertaken.</i>	Fee amount (1230)	Expenses amount (1225)
Sub-Total				
Total				

Claimant Signature _____ Date _____ Authorised by Budget Holder _____ Date _____

Please submit your completed form, with receipts to quality@edgehill.ac.uk or Academic Quality Development Unit, Edge Hill University, St. Helens Road, Ormskirk, Lancashire, L39 4QP.

'Preparing for Periodic Review: A Guide for Panels and Departments'
Institutional contact: Helen Duell, ext. 7391
Latest version: October 2019

APPENDIX 6: Map and directions to Edge Hill University Ormskirk Campus



By road Leave M6 at junction 26 and join M58. Leave M58 at junction 3, taking the A570 towards Southport and Ormskirk. You should see signs for 'Edge Hill University' when you leave the motorway. From junction 3 the journey is 2.8 miles and takes approximately 5 minutes. The campus can also be reached from Preston or Liverpool via the A59. If using an online route planner or sat nav, please note that the university postcode is L39 4QP. Please check that the route provided arrives via the main entrance in St Helens Road. Alternatively, enter lat/long co-ordinates 53.558622,-2.875178.

By rail Change at Liverpool Lime Street to Merseyrail Northern Line for Ormskirk Station. You can join the Northern Line at Liverpool Central or Moorfields. These stations can be reached from Liverpool Lime Street via underground Wirral Line, or on foot. Taxi from Ormskirk Station to Edge Hill is available outside the station. Alternatively, travellers on the West Coast Main Line may alight at Wigan North Western station and take a taxi to Edge Hill (approx. 25 minutes by taxi and fare around £20 – please retain receipt).

Edgelink Bus service EL1 runs at 15 minute intervals from Ormskirk bus station to Edge Hill and back throughout the day, 0805 to 2050 Monday to Friday and until 1750 on Saturdays. No service on Sundays or Bank Holidays.

'Preparing for Periodic Review: A Guide for Panels and Departments'

Institutional contact: Helen Duell, ext. 7391

Latest version: October 2019