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| PGR Course Validation panel member initial feedback:DEPARTMENT/COURSEDATE OF STAGE 1 AND 2 |

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| **Name of panel member:** |  |
| **Role on panel:** |  |
| **Date of initial feedback:** |  |

This form has been provided for you to give your initial feedback after reviewing the documentation provided in advance of the first stage of the Validation event. This will be shared with the Chair and the rest of the Panel and used to help guide discussions for the event itself. Please return this to quad@essex.ac.uk by **date**.

If you have any queries ahead of the stage 1 event, then please contact us at quad@essex.ac.uk.

Please complete all Sections:

# [SECTION 1: AREAS FOR CONSIDERATION](#_SECTION_1:_AREAS_1)

# [SECTION 2: FURTHER COMMENTS](#_SECTION_2:_FURTHER_1)

# [SECTION 3: SUGGESTED QUESTIONS FOR THE VALIDATION MEETINGS](#_SECTION_3:_SUGGESTED_1)

# SECTION 1: AREAS FOR CONSIDERATION

You do not necessarily need to comment on all of these areas; please complete this as seems appropriate to you and for your role on the Panel. The [University’s Validation Event guidance](https://www.essex.ac.uk/-/media/documents/directories/academic-section/academic-standards-and-quality/validation-events-introduction-and-guidance.pdf) explores these areas in greater detail and provides some suggested questions that Panel members may wish to consider.

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| Area for Consideration  | Comments |
| 1. Rationale, market demand and student recruitment

*Please comment on the rationale for the course(s), employer demand (if apprenticeship), trends in student recruitment (if any) and any previous or upcoming changes* |  |
| 1. Course design and curriculum

*Please comment on the curriculum for the course, and its currency, including* how *research preparation skills are addressed in the course design. Are the PGR milestones suitable and enabling timely completion? Is there clear training and guidance about research integrity and ethical approval?* |  |
| 1. Assessment

*Is the progress assessment criteria clearly outlined in the course milestones, and are they reasonable and fair? Are the departmental arrangements for PGR progression monitoring clearly outlined and consistent with the Code of Practice for Research Degrees? Are the thesis format requirements and assessment clear and appropriate?**Are the marking procedures and criteria clearly defined and appropriate?**Is the range of assessment methods used and the choice of subject, methods and standards of assessments for all levels appropriate? Do assessments enable students to achieve their learning outcomes?* |  |
| 1. Learning and teaching

*How appropriate are the learning and teaching strategies? How will Supervisory Panels ensure personal and professional development planning is included within the course?* |  |
| 1. Learning resources

*Please comment on the resources that will be available to students to facilitate and enhance their learning. Is there suitable access to study/work space for the PGR cohort? Has there been liaison with the Albert Sloman Library and DITS to ensure appropriate licenses and access to resources for the planned research areas?* |  |
| 1. Staffing and staff development

*Are appropriate staff development opportunities available for new and existing staff who will teach and supervise on the course(s)?*  *Is there sufficient supervisory capacity within the department/school? Is there sufficient staffing capacity for other PGR course roles, such as SP and RSPB members and Internal Examiners? Are staff aware of the PGR Supervisor Moodle Training?* |  |
| 1. Student support and progression

*Are appropriate and effective mechanisms to induct, support and inform students in place, including for students with individual needs?**Are student feedback mechanisms in place and is there evidence of how these will be promoted to students?*  *Is there an appointed PGR Director within the department/school and is their role in providing support outside of the supervisory relationship clear and generally understood by staff and students?* |  |
| 1. Research Environment

*Please comment on how Postgraduate Research Students will be embedded within, and contribute to, the research environment of the department. How will the department ensure PGR cohort development and support the PGR student experience?* |  |

# SECTION 2: FURTHER COMMENTS

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| 1. **Did you identify any areas of good practice or areas for improvement?**
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| Good practice and innovation |
| Areas highlighted for improvement |
| 1. **Do you have any other comments which are not covered in previous questions?**
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| 1. **For external panel members: How does the course compare in relation to other UK Higher Education Institutions and national reference points, including the Office for Students Conditions of Registration, the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, and professional, statutory and regulatory body requirements?**
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# SECTION 3: SUGGESTED QUESTIONS FOR THE VALIDATION MEETINGS

Please identify any areas that you would like the department to explore and respond to in more depth in their response. This list will be passed onto the department/course team for their review and response. If this Validation covers multiple level of provision, then please use this form only to comment on the postgraduate research education provision.

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| **Please give any suggested questions for the panel meeting with students (where taking place)** |
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| **Please give any suggested questions for the panel meeting with the department** |
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| **Please give any suggested questions for any other groups who are being consulted as part of this Validation** (e.g., service users, placement providers, employers. Please consult the Validation agenda if you are not sure if any such additional meetings are being held for this review). |
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**Document review information**

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| Document owner | Quality and Academic Development Team |
| Document last reviewed by | Laura Ruddick (Senior Postgraduate Research Education Manager) and Aminah Suhail (Quality and Academic Development Manager) |
| Date last reviewed | August 2024 |
| Review frequency | Annually |