In advance of the Review event, a reflective document will be produced, following a review and evaluation of current practice (including all levels, locations and modes of study). All activities will be undertaken collectively and collaboratively between the School/Discipline Team and the student body. The document will:

- provide brief and concise summaries of practices, procedures and activities – to provide the Review Team with basic and sufficient understanding;
- critically evaluate and analyse practices, procedures and activities, identifying strengths, weaknesses, future plans and developments.
- be written as a formal report and follow a basic structure;
- be approved through the School Committee structure and Senior Management Team;
- be submitted six weeks before the review event.

Further information on the report’s basic structure – 4 sections: Introduction; Student Experience; Programme Quality and Academic Standards; Quality Enhancement - is provided below. Some useful hints and tips are provided on the final page of this guidance.

A short introduction, approximately half an A4 page to introduce the Review Team to the School and reviewed discipline. Information should be brief and concise; eg:

- School disciplines
- Programmes within the discipline being reviewed
- Overall student numbers by study level, location and mode of delivery
- Other key information that the Review Team should be made aware of eg:
  - In relation to the management of the programme portfolio;
  - In relation to any professional accreditation.
- Brief explanation on the process followed for producing and approving the reflective document
Section 2
Student Experience

- All students, levels, locations & modes of delivery (including PGR student learning experience)
- Brief and concise descriptions of processes, which are evaluated, analysed and summarised
- Five recommended key headings (+ others as relevant).....

1. Feedback Mechanisms, eg
   - Mechanisms to collect from students
   - Other forms (eg graduates, employers, PSRBs, partners etc)
   - Comments on feedback findings and actions taken/planned
   - Closing the feedback loop

2. Student Support, eg
   - Enrolment, induction, personal tutoring
   - Employability, work experience
   - PGR supervision
   - Infrastructure (physical and virtual)

3. Student Representation and Engagement in Professional Partnership & Development
   - Engagement, initiatives, opportunities (eg accrediting bodies, links with industry, programme development, etc)
   - PGR engagement/development

4. Student Overview
   - Opportunity for students to contribute to the RA by commenting on their student learning experience (managed by the UG School Officer) - equivalent opportunity to be given to PGT/PGR

5. Summary
   - Summarise the key findings, reflections, conclusions and actions

Section 3
Programme Quality and Standards

- Processes for assuring quality and standards, and in a multi-location / mode environment
- Brief and concise descriptions of processes, which are evaluated, analysed and summarised
- Five recommended key headings (+ others as relevant).....

1. Academic Standards, eg
   - Assessment policies and practices (inc setting, marking, moderating, progress review and supervision)
   - Assurance across multiple modes and locations (inc moderation)
   - Chief/External Examiners process (+ examples of key issues/actions)
   - Retention, progression and achievement
   - Induction and monitoring of new staff
   - Monitoring and review processes and how outcomes are used

2. Currency of the Curriculum, eg
   - Development of skills (including graduate attributes)
   - Use of research as a learning style
   - Internationalisation
   - Preparation for employment
   - Incorporation of feedback from various sources (eg External Examiners, PSRBs, etc)
   - Externality (eg comparison with other subjects and institutions; industrial advisory boards, employers)

3. Reference Points, eg
   - SCQF and QAA Benchmark Statements
   - Use of the QAA Quality Code and University Codes of Practices.
   - Professional expectations: PSRBs; industry trends;
   - Other reference points

4. Quality of Teaching, eg
   - Monitoring teaching quality
   - Processes to maintain quality (eg staff development, personal tutoring, peer review)
   - Initiatives to enhance teaching (eg innovation in teaching)

5. Summary
   - Summarise the key findings, reflections, conclusions and actions

Describe
High level summary of the process

Evaluate
What works well and not so well?

Analyse
How do you know? What might be the reasons?

Conclude
What conclusions have you reached? What needs to be done?
1. **Learning & Teaching Strategy / Enhancement Plan**
   - Engagement with and reflection upon activities in pursuit of the University’s Learning & Teaching Strategy objectives (reference the School’s L&T Strategy/Enhancement Plan):
     - enhancing student learning;
     - reshaping the learning environment;
     - developing staff;
     - growing and diversifying the student population.

2. **Review and Analysis of Statistics**
   - A review and analysis of statistics and other performance indicators over recent years for all levels (UG, PGT, PGR) across all locations and modes of delivery.
   - Comparisons over recent years should be included and trends reflected upon.

3. **Internationalisation**
   - Activities and plans in support of international business development. eg
     - Intercampus Transfer, Student Mobility, Internships and Placements
     - Internationalisation of the Curriculum
     - International student recruitment

4. **Summary**
   - Summarise the key findings, reflections, conclusions and actions

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**Appendices**

- As a minimum, the documents listed below should be appended to the RA
- Other documents may be appended
- Reduce the size of the RA by cross-referencing to appendices

- **Programme Specifications**
  - *For all programmes within the discipline*

- **Internal Audit**
  - *Most recent: action plan + progress report*

- **Annual Monitoring and Review**
  - *Previous two years*

- **Organisational Chart**
  - *Responsibilities for managing the discipline/programmes*

- **School Learning and Teaching Strategy/Enhancement Plan**

- **List Enhancement activities/projects**
Hints and Tips

★ Keep in mind the end purpose of the document
★ Each RA will vary in length, a rough guide is 15-30 pages
★ Reduce the size of the RA by cross-referencing to appendices
★ Keep factual information brief and concise
★ Emphasise the evaluation and analysis
★ Information will help the Review Team prepare for meetings and reach conclusions

Key Themes
Information in the RA will help the Review Team identify key themes, to then form questions to ask students (and may then be discussed with staff).

Exploration
If something is well described and evaluated there may be less of a need to explore in depth. **Standard topics** need to be explored to reach conclusions, **topics** include......

Conclusions
The Review Team will conclude on the effectiveness of processes for maintaining academic standards and will recommend whether programmes should be re-approved for ongoing delivery.

Example discussion topics

Student Experience
- Student learning experience
  - eg induction, personal tutoring, IT, library, careers, employability, graduate attributes etc
- Quality of teaching
  - eg views on teaching, learning materials
- Assessment and Progress
  - eg criteria, feedback on assessment, progression, supervision, PGR review
- Student representation and feedback opportunities
  - including closing the feedback loop

Programme Quality & Academic Standards
- Assessment policies and practices
  - setting, marking, moderating (across multiple campuses)
  - PGR progress review and supervision
- Curriculum review and development
  - activity across multiple campuses
  - external benchmarks (eg incorporation of External Examiner comments; industrial relevance).
- Mechanisms for receiving and addressing student feedback (inc student surveys)