Stage 2b (ii): Completion and Submission of School-level Review and Enhancement Report

GUIDANCE: School-level Review and Enhancement Reports (SRERs)

The following is a brief guidance note for completing the School-level Review and Enhancement Report (SRER), the template which is provided at Appendix 5a. Please also refer to the main AMR Handbook: Stage 2b(ii), Completion and Submission of School-level Review and Enhancement Report.

The School should submit the completed SRER template to Academic Registry by 31 January.

GENERAL

Schools will undertake a review of all its programmes, delivered on and off-campus, by all modes of delivery. This will include a review of its partnership arrangements as per the Partner Annual Monitoring and Review process. A self-evaluation process, should be undertaken, analysing both past and planned activity within a five-year context.

The outcomes of the review and analysis should be summarised within the School-level Review and Enhancement Report. A brief commentary on the results should be provided (within the 'School Commentary and Issues' column) which may include favourable comments or issues of concern. More detailed discussion of the issues raised will take place during the annual discussion meeting.

Where issues are reported, the School should provide brief details of intended actions to address such issues (within the 'Intended Actions' column).

A 'Progress Towards Actions' column is provided for completion during the next AMR cycle, in order to demonstrate progress taken and in order to close the monitoring and review loop.

PART 1: REVIEW (QUALITY ASSURANCE)

All Modes and Locations

- This section of the template should be completed following a review and analysis of provision across ALL locations and modes of delivery.
- Schools should ensure that the review includes an evaluation of the extent to which their own policies and procedures take account of the Expectations and Principles of the Code of Practice for the Management of Multi-Location, Multi-Mode Programmes.

1. Student Performance and Achievement

For each of the topics within this section, Academic Registry will distribute Key Performance Indicator, data provided by the Planning Office. The School should undertake an analysis of the figures provided, making a comparison with previous years' figures.

The specific topics for review under this section are:

- Entry Qualifications
- Assessment
- Retention/Progression
- Degree Awards (optional\(^1\))
- Graduate Employment

2. Core Academic Activity

The School should undertake a review of all core academic activity, undergraduate, postgraduate taught and postgraduate research, and summarise the outcomes within this section. Topics for review could include (but

\(^1\) Although the University tracks the percentage of good degrees, the data is not used for any specific process. Schools may wish to comment upon the distribution of awards across classifications within the SRER template (as felt appropriate) but it is not a mandatory requirement.
• curriculum;
• resources;
• academic practice.

3. Feedback

This section should be completed following a review and analysis of the feedback submitted by (for example but not exclusively) students, staff and external examiners. It may be appropriate to include feedback received from other stakeholders such as employers and Professional Statutory and Regulatory Bodies.

As a minimum expectation, student feedback mechanisms listed below should be considered. Feedback obtained through other mechanisms should also be considered, such as Student/Staff Liaison Committees and Student Representation Systems.

- Foundation Level Course Feedback Surveys
- Undergraduate Course Feedback Surveys; National Student Survey; Dubai NSS Type Survey
- Postgraduate Taught Course Feedback Surveys; Postgraduate Taught Experience Survey
- Postgraduate Research Postgraduate Research Experience Survey

Multi-Campus Delivery

*(ie, delivery at any of the five campus locations)*

This section of the template provides an opportunity to highlight issues or good practice that are specifically related to multi-campus delivery or specific to one particular campus, and which have not already been mentioned in the previous sections.

1. Campus Specific Issues
2. Student Transfers Between Campuses

Off-Campus Provision

*(ie, any other provision not delivered at one of the five campus locations)*

Following a review of all its activities, the School should analyse review outcomes for off-campus provision and may wish to highlight within this section, issues or good practice, that are specific to a particular provision, which have not already been mentioned in previous sections.

1. Independent and Distance Learners
2. Exchange Students
3. Students on Industrial Placements
4. Articulation Partnerships
5. Approved Learning Partnerships
6. Joint Collaborative Partnerships
7. Validation Partnerships
8. Off-Campus Postgraduate Research Students
PART 2: ENHANCEMENT

1. Progress towards the University's Learning and Teaching Strategy

The University's overall priorities for the strategic enhancement of learning and teaching are embedded within the University's Learning and Teaching Strategy, 2013-2018. Enhancement activities being undertaken in pursuit of achieving the specific aims and objectives of the Strategy are outlined within individual School Learning and Teaching Strategy and Enhancement Plans. The document should be appended to the SRER and progress with activities, in pursuit of implementing the overall Strategy, will be discussed during the annual discussion meeting.

2. School-specific Enhancement Activities

The School will review School-specific enhancement activities undertaken in pursuit of achieving School-specific aims and objectives, in relation to all locations and modes of study.

Within this section, Schools should ensure that the enhancement of the learning experience of ALP and IDL students is addressed.

3. Examples of Good/Innovative Practice

This section of the form should be used by Schools to report examples of good practice or innovation, which can then be discussed in greater detail at the annual discussion meeting and recorded within the summary report for dissemination across the University.

4. Current Key Topics and Issues

This section of the form provides the School with an opportunity to list key topics and issues which may or may not have previously been raised within the form. These may then be discussed in greater detail at the annual discussion meeting.

Refer back to the main AMR Handbook for the next stage of the process - Stage 2b (iii), University-level Review of School-level Review and Enhancement Reports.