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

GUIDANCE: School-level Review Reports (SRRs)

This document is a brief guidance note for completing the School-level Review Report (SRR), 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 Report.

The School should submit the completed SRR to Quality and External Partnerships by 30 June.

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.

The outcomes of the review and analysis should be summarised within the School-level Review Report. A brief, summarised commentary on the results should be provided (within the ‘Key Point Findings’ column) which may include favourable comments or issues of concern.

Where issues are reported, the School should provide brief details of intended actions to address such issues (within the ‘Actions/Progress’ column).

1. THEMED FOCUS – Student Learning Experience (ALP, IDL and PGT)
   - This section is bespoke to the 17/18 academic session following a request by the Learning and Teaching Board (now University Committee for Learning and Teaching) that the ALP, IDL and PGT student learning experience should be given particular attention during the 17/18 AMR process.
   - It is recommended that, rather than providing within the SRR brief summaries of the most significant elements in terms of what has been observed whilst reviewing this provision, more detail should be provided for these particular groups in a short appendix.

   NB: There is no requirement to repeat what is provided in this section (ie the Themed Focus) within others sections of School-level Review Report template.

2. 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.

2.1. Student Performance and Achievement
   - For each of the topics within this section, Key Performance Indicator data will be 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 and Progression
     - Degree Awards (optional1)
     - Graduate Employment

2.2. Academic Activity
   - The School should undertake a review of all academic activity, undergraduate, postgraduate taught and postgraduate research, and summarise key point findings within this section.

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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.
• Academic activities (eg curriculum changes; relevant resources; academic practice; links to research and industry; good practice and support mechanisms)
• Learning and Teaching Strategy implementations and impact on overall performance
• Developments or key actions following Internal Audit or Academic Review
• Issues or points of good practice in relation to Graduate Apprenticeship

2.3. Feedback

This section should be completed following a review and analysis of the feedback submitted by (for example but not exclusively) students, staff and Chief/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.

• Course Feedback Surveys for Foundation, UG and PGT levels
• Annual Survey
• PTES; PRES
• Other mechanisms such as SSLC and Student Representation Systems

3. Multi-Campus Delivery

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

This section should be used to provide additional comments in relation to issues that are related to multi-campus delivery or specifically to one particular campus and which have not already been mentioned in the previous sections. For example, in relation to current key University development such as:

• Student transfers between campuses
• Multi-Campus Collaborations

4. 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. Off-Campus Postgraduate Research Students
5. Articulation Partnerships
6. Approved Learning Partnerships
7. Joint Collaborative Partnerships

5. Examples of Good Practice, Innovations, Enhancements

6. List of current key topics and issues

7. Recommended themes/topics for the annual AMR dissemination event

8. Feedback on the AMR process

• For sections 4 5 and 6 summary lists are requested which are particularly helpful for the purposes of dissemination.
• Section 7 provides Schools with an opportunity to recommend themes for the annual AMR dissemination event.
• Section 8 provides Schools with an opportunity to provide feedback on the AMR process.

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