

Annex 9

Questions for the School/Department and Periodic Review Panel

1. **Committee structures**
2. How does the School/Department ensure that the quality assurance and enhancement committee structures in place are appropriate and effective for the management of the programmes?
3. **Programme design**
4. How are the programme aims and learning outcomes clearly aligned with the University’s key strategies, including the Teaching and Learning Strategy?
5. What evidence is there that the programme aims and learning outcomes are clear and useful, and shared with students, staff and examiners?
6. To what extent do the programmes inculcate and progressively develop the graduate attributes in the Curriculum Framework?
7. Is the collective achievement of learning outcomes consistent with the aims of the programme?
8. How is progression towards achievement of the programme outcomes facilitated through the design and delivery of component modules of the programme?
9. How are the aims and outcomes reviewed in light of the cumulative effects of small changes to modules and programmes to ensure their continued alignment?
10. To what extent do the programmes take pro-active and anticipatory account of the needs of the varied student body in its learning outcomes?
11. Is the degree programme coherent, and of appropriate breadth and scope?
12. To what extent do the programmes support students in connecting knowledge and skills from different modules to form a coherent integrated whole?
13. Does the School/Department promote flexibility in the undergraduate curriculum to provide students with opportunities to undertake language learning and study abroad?
14. To what extent do the programmes afford opportunities for students to learn about current research in the discipline/s?
15. To what degree is the curriculum and its delivery relevant to global issues? How is the curriculum reviewed in terms of cultural assumptions and bias? Are students encouraged to critically reflect on/expand their global knowledge base?
16. **Assessment and Feedback**

 **Assessment policy, design, methods and arrangements**

1. How is assessment devised at programme-level to measure student progression towards achievement of the programme learning outcomes?
2. To what extent do the programmes plan assessment to contribute directly to learning and skill development?
3. What is the balance of formative and summative assessment methods across the programme? How does it progressively support students’ assessment literacy and self-awareness?
4. Does the School/Department consider deadlines to assessments so that student and staff workload can be coordinated across the programme?
5. To what extent do the programmes incorporate a variety of assessment methods (including use of technology) to allow all students to demonstrate their ability to meet the learning outcomes of the programme?
6. To what extent do the programmes provide opportunities to enhance students’ awareness of, and critical engagement with the assessment criteria?

**Feedback to students**

1. Is there evidence that feedback and feedforward to students is high quality, effective and timely?
2. Does the School/Department make use of a variety of modes of feedback (including electronic), and are these appropriate to the assessment?
3. How does the School/Department provide feedback on performance in written examinations to students, if sought?

**External Examiners and accreditation**

1. Do External Examiners’ reports verify that the standards achieved by learners meet the minimum expectations for awards, as measured against any relevant Subject Benchmarking Statements and the various levels of the FHEQ?
2. How effective are the arrangements for reflecting upon and implementing, where appropriate, the views of External Examiners?
3. Are there criteria which enable examiners to distinguish between different categories of achievement?
4. Are the appropriate standards being met where a programme is also professionally accredited?
5. **Teaching and Learning**
6. How is the quality of teaching and learning maintained and enhanced (through, for example, staff development programmes, peer review and observation, mentoring of new staff and integration of visiting staff)?
7. How well do staff draw upon their research, scholarship or professional activity to inform their teaching?
8. To what extent do the programmes articulate the pedagogies and teaching approaches used and share these with students?
9. To what extent do the programmes align teaching and learning methods with programme-level learning outcomes?
10. To what extent do the programmes use diverse and inspiring approaches to teaching and learning?
11. To what extent do the programmes align with the academic and pedagogic principles of the Curriculum Framework?
12. To what extent do the programmes provide space for reflection on the characteristics of the discipline/s and its distinctive ‘ways of thinking and practicing’?
13. How is technology used to deliver teaching and enable student learning?
14. Is there appropriate engagement with and participation by students in their learning?
15. To what extent do the programmes incorporate a variety of teaching and learning methods to allow all students to demonstrate their ability to meet the learning outcomes of the programme?
16. To what extent do the programmes afford opportunities for students to learn through research and enquiry?
17. Are the needs of the diverse cohort pro-actively identified and addressed appropriately through both embedded teaching and learning methodologies and supplemental support? (Consideration of diverse students should include ethnicity, gender, age, disability, sexual orientation, religion and belief, socio-economic background, and previous educational experience as well as students for whom English is not their first language and those unfamiliar with the UK HE educational system/culture.)
18. To what extent do the programmes provide the opportunity for students to study content and reflect on topics and issues from alternative national and cultural perspectives?
19. **Student admission, retention, progression and attainment**
20. Are there effective arrangements for admission, induction, transition and progression, which are understood by staff, applicants and students?
21. How does the curriculum successfully induct students into Higher Education learning and successfully equip them with the necessary academic and subject skills at the right stages of their studies?
22. Is there appropriate academic support for students, including written guidance, which is consistent with the student profile and the overall aims of the degree programmes?
23. How are students’ individual needs identified and appropriately addressed?
24. What is the evidence of student achievement? (External Examiners’ reports, professional accreditation reports, destination data, degree classifications, progression data etc.)
25. What evidence is there that student progression is appropriate to the stated aims and consistent with the attainment of intended learning outcomes?
26. To what extent do the programmes facilitate progression from guided to autonomous learning within the discipline/s?
27. How does the School/Department reflect on the performance of its students and evaluate attainment patterns across key demographic categories, including ethnicity, gender and disability?
28. What evidence is there of a pro-active approach to addressing attainment gaps between different groups of students?
29. How does the School use student management information, undertake competitor analysis and respond to the outcomes? Is this effective?
30. **Learning environment and student support**
31. Is the collective expertise of the academic staff suitable for effective delivery of the curricula and for the achievement of the intended learning outcomes?
32. Is there appropriate technical, administrative and other support, for example from Technical Services, the Student Support Centres and Careers?
33. Are there suitable resources in terms of teaching accommodation, equipment, library stocks and IT facilities, and are these deployed in an effective manner?
34. Is there effective liaison between the academic staff and the support services, including, for example, Technical Services, the Student Support Centres and Careers?
35. To what extent do the programmes allow for collaboration of students and tutors to create an inclusive community of learners to which everyone feels they belong?
36. How effective are the arrangements for pastoral support for students, including the Personal Tutorial system?
37. To what extent do the programmes encourage students to take responsibility for their own personal and professional development?
38. Are the learning environment and arrangements for student support inclusive and do they support diverse cohorts of students, including consideration of ethnicity, gender, age, disability, sexual orientation, religion and belief, socio-economic background, previous educational experience (e.g. BTEC rather than A level), students for whom English is not their first language or those not familiar with the UK educational system/culture?
39. **Employability**
40. What evidence is there that graduates from the programme(s) are well prepared for employment?
41. How does the programme prepare students for the global workplace?
42. To what extent do the programmes embed and progressively develop employability across the curriculum?
43. To what extent do the programmes provide students with opportunities for placements and work-based learning activities? Are arrangements to support placements appropriate?
44. To what extent do the programmes encourage students to make connections between discipline specific knowledge, skills and attributes and their use in the wider world?
45. To what extent do the programmes provide students with opportunities to reflect upon and articulate what they have learned?
46. To what extent do the programmes provide opportunities for employer/alumni engagement in the curriculum? By what means is such engagement facilitated? Is it effective?
47. How are the programmes informed by changes in employer demand and employment opportunities?
48. How does the School engage with the Careers service at the University?

1. **Enhancement of quality and academic provision**
2. How does the School take deliberate steps to enhance the quality of its provision and how does it identify/disseminate/use examples of good and effective practice?
3. How does the School make appropriate and effective use of datasets (statistical data, External Examiners’ reports, student evaluations, student representation, National Student Survey, Postgraduate Taught Experience Survey)?
4. How effective are the arrangements for reacting to the views of professional bodies (where applicable) and ensuring ‘Interprofessional Education Sessions’ are provided, where required?
5. How are students engaged in the development and enhancement of the curriculum?
6. How does the School/Department ensure that any issues raised by student module and programme evaluations are dealt with appropriately and in a timely manner, and that students receive informative and timely feedback on the actions taken (or not)?
7. How effective are internal arrangements for monitoring, evaluating and enhancing academic standards in the programme and its component modules?
8. Are appropriate development opportunities made available to and taken up by staff, for example, FLAIR?

### 9. Suggested standard questions to guide the Student Panellist[[1]](#footnote-1)

1. Are the following clearly communicated to students?
2. Learning outcomes
3. Teaching, learning and assessment strategies
4. Assessment criteria for modules
5. Expectations of feedback
6. How is student evaluation collected? Is there clear evidence of the subject area appropriately using datasets? (Statistical data, External Examiners’ reports, student evaluations, student representation, National Student Survey, Postgraduate Taught Experience Survey)
7. Is there evidence of staff drawing on their research, scholarship or professional activity to inform their teaching?
8. Is feedback to students adequate and timely?
9. Is there evidence to show that students are able to engage with, participate in and influence their learning/programme(s)?
10. Is there a suitable variety of teaching methods and learning opportunities for students?
11. Are admission and induction arrangements generally understood by students/applicants?
12. Is there appropriate support available for students? Consider the following:
13. support in using resources
14. technical and administrative support
15. support for individual needs
16. extra study skills support
17. support for students looking for or undertaking placements
18. What evidence is there that graduates from the programme(s) are well prepared for employment?
1. Please note that it is not necessary to include responses and evidence in respect of Section 9 as a separate section in the Report of Periodic Review panel, as the suggested questions are pervasive to the current headings included within the Report template. [↑](#footnote-ref-1)