

## **ANNEX 2: SUGGESTED STANDARD QUESTIONS TO GUIDE SCRUTINY PANEL MEMBERS**

The questions below are intended as a guide to the evaluation of a new programme that Scrutiny Panel members are expected to undertake and, therefore, to the format of the Report the Panel has to make. They certainly do not represent a set of questions to be posed mechanically in any meeting with the Programme Team/Director-elect. Depending on the type of proposal being made, Scrutiny Panels should select from the questions shown below. The Panel should be mindful that questions 1(e), 1(f) and 5(b) **must** always be considered and satisfactorily answered. The Panel should also note that some areas will require more fulsome responses (for example, questions around the Curriculum Framework), and should always endeavour to provide responses which are readily accessible to a wider audience.

The Chair of the Panel should ensure that areas of investigation are appropriately assigned to specific panellists. Additionally, the Chair and Secretary should make provision for supplementary materials to be made available to panellists in a timely fashion (eg information on the Curriculum Framework and the University's Teaching and Learning Strategy).

Student members of scrutiny panels may respond to any of the questions below, but may be especially interested in the questions on the programme, its delivery and assessment (sections 1, 2, 3 and 5 below, excluding 1(e) and (f)).

### **1. The proposed programme**

- a) How have you ensured that the aims of the programme are clear and appropriate?
- b) Are these aims translated into clear, appropriate and achievable learning outcomes throughout the parts of the programme?
- c) Is it clear how the aims and learning outcomes will be achieved through the design and content of the curriculum?
- d) Is the programme structure coherent and of appropriate breadth and scope?
- e) Have relevant Subject Benchmarking Statements and the Qualifications Descriptors in the Framework for Higher Education Qualifications informed the development of the programme and its intended learning outcomes?
- f) Are the stated learning outcomes of the programme appropriate for the level of award with regard to the relevant Qualifications Descriptor?
- g) How has student, employer and other external stakeholder feedback been obtained and used in the design and development process?
- h) How does the programme help students develop the graduate attributes as laid out in the Curriculum Framework?
- i) Is the programme designed in such a way to support students in building upon previously attained knowledge and skills in order to develop a full and coherent experience of the subject?
- j) Does the curriculum provide students with sufficient opportunities to engage with current research in the discipline?
- k) How does the curriculum engage with global issues and address cultural assumptions and bias? How will students be encouraged to reflect on and expand their global knowledge base?

## 2. The programme description

- a) Are the teaching, learning and assessment strategies clear?
- b) How do you know that programme content and structure appropriate to the students to be recruited?
- c) Will the programme engender appropriate academic skills development (including employability skills and discipline-specific research skills)?
- d) What opportunities exist for language learning, study abroad and placements and how accessible are these to all students?
- e) What consideration has been given to ensure compliance with Competition and Markets Authority guidance<sup>1</sup>, including information provided to students at point of offer?
- f) Is the description clear, intelligible and unambiguous?
- g) What evidence is there that the programme embeds and progressively develops employability across the curriculum?

## 3. Proposed programme delivery

- a) Do additional stakeholders or subject matter specialists need to be invited to review and comment on the proposed programme?
- b) Is the student workload, fair, appropriate and correctly balanced?
- c) How will students be able to demonstrate achievement of the intended learning outcomes?
- d) How will different learning technologies be used to support the delivery the programme and quality of student experience?
- e) How will student reaction be collected and used? Are the provisions for feedback to students adequate and appropriate?
- f) Does the programme align with the academic and pedagogic principles of the Curriculum Framework? For example,
  - (i.) Is there space within the curriculum for students to reflect on the characteristics of the discipline and its distinctive 'ways of thinking and practising'?
  - (ii.) Will students have sufficient opportunities to learn through research and enquiry?
  - (iii.) Are there opportunities for the students to study content and reflect on topics and issues from alternative national and cultural perspectives?
  - (iv.) What plans are in place to identify and address the needs of a diverse cohort?<sup>2</sup>
  - (v.) How will the programme facilitate a progression from guided to autonomous learning within the discipline?
  - (vi.) How does the curriculum support students in their induction to HE learning and equip them with the requisite academic and subject skills at appropriate stages of their studies?

## 4. Resources

- a) Are staffing levels and specialisms consistent with the programme content and workloads?
- b) Has there been effective liaison between the Programme Team/Director-elect and the various central support services, where necessary?
- c) Have the implications for residential accommodation been taken into account, if relevant?
- d) Are suitable resources available for the teaching of the programme? Please consider local (eg School-owned resources, like specialist equipment) and central resources (eg Library, TEL, IT and Technical Services).

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<sup>1</sup> [www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students](http://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students)

<sup>2</sup> Consideration of diverse students should include ethnicity, gender, age, disability, sexual orientation, religion and belief, socio-economic background, and previous educational 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.

- e) How does the School intend to help foster a culture of staff-student collaboration which leads to an inclusive community where all learners feel a sense of belonging?
- f) Where applicable, what consideration has been given to the implications of overseas delivery (including branch campuses)?

## **5. Assessment**

- a) How do you know proposed assessment regimes are fair and fit for the purpose?
- b) Will the methods of assessment be effective in measuring student attainment of the intended learning outcomes and in promoting effective student learning?
- c) How will assignment assessment criteria be communicated to students? How will this be confirmed?
- d) Is there a suitable mix of formative and summative methods across the programme, which would allow the student development of assessment literacy and self-awareness?
- e) Does the mooted mix of assessment methods allow **all** students to demonstrate their ability to meet the programme learning outcomes?

## **6. Quality management and enhancement**

- a) Tell us how the programme will be evaluated and monitored to comply with standard University quality management practice?
- b) What attention has been paid to external advice (especially, where relevant, from industrial/professional sources)?
- c) What plans are in place to ensure that students are engaged in the future development and enhancement of the curriculum?

## **7. Procedures**

- a) Is the proposal supported by agreement from Schools/ Module Providers who will be contributing to the programme?
- b) Is the draft Programme Specification acceptable?

## **8. Market and Business Case**

- a) Is there sufficient interest in the proposed programme?
- b) How many students can potentially enrol in the programme/are expected to enrol on the programme?
- c) How does this proposed programmes compare with similar programmes elsewhere? How are we differentiating ourselves? What is the USP?
- d) If the proposed programme is to be delivered in partnership with another institution or entity:
  - (i.) Has a Business Plan been and agreed internally?
  - (ii.) What commercial due diligence and checks have been made in relation to the partnering institution/entity, in addition to considering the questions posed in the Business Plan?
  - (iii.) Have Legal Services been engaged in the development of the proposal and due diligence checks?
  - (iv.) What is the nature of the involvement of the partner institution/entity, vis-à-vis the delivery of the programme? How will this be explained to prospective students?