

**Periodic Review External Advisor Feedback Form**

Review panels are required to make a Judgement against each of the University Expectations that are mapped to the strategic goals of the University Learning and Teaching Strategy. In addition we ask external panel members to confirm the academic standards, currency and quality of courses through reviewing core documentation related to a sample of courses for the Department under review. Documents provided will be a statistical digest for all Departmental courses, a link to the course information on the webpages, the programme specification, the current course handbook, a sample of module specifications and the most recent courses annual evaluation report. You are encouraged to ask for additional documentation should you feel that would be helpful in reaching decisions.

In advance of the first panel meeting you are requested to complete the following template based on your initial review of the documentation provided, and to return it to the AQU Officer responsible for the departmental review at least a week before the first panel meeting. This will enable the AQU Officer to draw up a draft agenda.

As there are [two] external members of the Panel for this review, it is proposed that consideration of specific courses is divided, so that you give particular attention to the courses listed below.

|  |  |
| --- | --- |
| Department |  |
| Date of first panel meeting |  |
| Name of external panel member |  |
| Title and institutional affiliation |  |
| Departmental courses for particular scrutiny (hyperlinked to current programme specification and web-pages) |  |

From your review of the documentation, please comment where appropriate, indicating any matters you wish to explore at one or more of the meetings planned with students, employers/stakeholders, senior managers of the School/Department and/or Departmental managers and course leaders.

|  |  |
| --- | --- |
| UE1 | There are sustainable markets for the Department’s courses, they recruit suitably qualified students from diverse backgrounds, and retention is strong  |
| Comment: |  |
| UE2 | Courses are well designed, meeting the University’s design principles, ensuring threshold standards are secure and allowing students to demonstrate achievement of learning outcomes and any external requirements |
| Comment |  |
| UE3 | Teaching and learning strategies are well designed, informed by institutional policies relating to inclusive practice and research inspired teaching and result in strong student engagement, satisfaction and effective challenge.  |
| Comment |  |
| UE4 | There is effective use of technology enhanced learning, including use of the VLE, implementation of electronic management of assessment and a strategic approach to developing staff and student digital capabilities |
| Comment |  |
| UE5 | There are effective arrangements for academic support, including for personal academic tutoring, induction, supporting student module choice and monitoring student engagement/attendance |
| Comment |  |
| UE6 | Sufficient and appropriate resources, such as staff and learning resources, are available to underpin the curriculum and permit all students to achieve learning outcomes. |
| Comment |  |
| UE7 | Assessment outcomes for all students are strong (or issues are being addressed) and underpinned by effective assessment, feedback, standardisation and moderation processes  |
| Comment |  |
| UE8 | Graduate employment outcomes are strong and underpinned by clear approaches at course level to developing student employability and the provision of careers education, information, advice and guidance |
| Comment |  |
| UE9 | Courses have well managed work-based learning or placement opportunities and there is good take up of opportunities which provide excellent learning for students |
| Comment |  |
| UE10 | There is a clear commitment to staff professional development and recognition through achievement of HEA Fellowship, and engagement with University teaching development schemes and other professional development opportunities |
| Comment |  |
| UE11 | Management and quality assurance processes, including module and annual evaluation processes are effective and there is planned continuous improvement and enhancement  |
| Comment |  |
| UE12 | Students are genuinely involved in quality management and enhancement, courses are responsive to student feedback and work in partnership with Course Representatives (formerly StARs) |
| Comment |  |
| UE13 | Published information, including programme and module specifications, course handbooks and module outlines are fit for purpose, accessible and trustworthy |
| Comment |  |
| UE14 | Students have a high degree of satisfaction with their courses and measures of student engagement are strong. |
| Comment |  |
| UE15 | The management of collaborative partnerships and courses is effective with appropriate attention to risk. |
| Comment |  |

Please indicate below any additional information or documents you wish to see in order to assist in decisions making (this will be reviewed at Day 1 of the review – this might be in relation to potential good practice, innovation, or in relation to a potential issue.

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| Request for additional information |