

Guide for Programme Review

There are two types of programme reviews.

- Departments are expected to make their own internal reflective review of a programme every year. This review results in the annual progress report on each aspect of the action plan. The sections below indicate suitable sources of evidence for monitoring and reporting progress.
- Programmes will be reviewed by a review panel appointed by the Senate Committee on Teaching and Learning in a cycle that is notionally four years and may be adjusted to be in line with future arrangements for the Quality Assurance Council (QAC) of the University Grants Committee. This document provides a guide to the format of the programme self-evaluation to be conducted prior to these reviews.

The department responsible for the programme will be expected to provide its own reflections on the programme under the headings of the curriculum elements. Evidence should be drawn from the sources of feedback specified in the programme plan. The reflections should identify strengths and challenges. Action taken, or to be taken, to make improvements should be included.

Programme management and quality assurance

This section should describe the quality assurance procedures used to improve the quality of teaching and learning in the programme. A brief report should be provided on the functioning of the curriculum committee or other body which oversees programme management and quality assurance procedures. Available evidence of the effectiveness of processes in improving the quality of teaching and learning should be included.

Learning outcomes

This section should report on the achievement of learning outcomes included in the programme plan, including the development of graduate capabilities.

Relevant sources of feedback are:

Qualitative feedback from student panels/ forums/ internet forums	mandatory
Student Experience Questionnaire (scales on capability development)	mandatory
Reports from professional accreditation	applicable to professional programmes
Graduate surveys conducted by the Department/Faculty	optional
Departmental reflection (including evidence from assessment)	mandatory

Content

Programme level review of content is partially an aggregation of course-level processes. An important additional consideration is the coherence of the curriculum.

Relevant sources of feedback are:

Student Experience Questionnaire (coherence of curriculum scale)	mandatory
Visiting/ external examiner reports	mandatory
Reports from professional accreditation	applicable to professional programmes
Departmental reflection	mandatory

Learning activities

Learning activities should be reported on the proforma shown in the “Learning Activities” attached to the “Guide for Programme Planning”. Reflections on the range of learning activities should encompass variety, balance and effectiveness in promoting specified learning outcomes.

Additional relevant sources of feedback are:

Qualitative feedback from student panels/ forums/ internet forums	mandatory
Student Experience Questionnaire (scales on teaching and learning environment)	mandatory
Course questionnaire	mandatory
Tailored questionnaire	optional
Departmental reflection	mandatory

Assessment

Assessment should be reported on the proforma shown in the “Assessment” attached to the “Guide for Programme Planning”. Discussion of assessment should encompass variety, fairness and, most importantly, relationship to learning outcomes.

Additional relevant sources of feedback are:

Visiting/ external examiner reports	mandatory
Departmental reflection	mandatory

Professional development

The procedures for the professional development of all teaching staff in curriculum design and teaching effectiveness should be described and reflected upon. Departments which use teaching assistants for a significant part of teaching in a programme should detail the professional development provided. This should include an evaluation of the adequacy of that professional development.

Responses to Visiting/ External Examiner Report

For those programmes that still appoint Visiting/External Examiners, the self-reflection document should note any comments and suggestions, relevant to teaching and learning, which were included in the report of the visiting/ external examiner. This section should also report responses to and actions taken in response to the comments and suggestions. This section is likely to involve cross-referencing to other sections of the self-reflection document.