

**Departmental Periodic Review: External Panel Member Feedback Template**

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.

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| --- | --- |
| 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.

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| **UE1** | **Recruitment & Demand**   * There are sustainable markets for the Department’s courses * The Courses recruit suitably qualified students from diverse educational and social backgrounds |
| **Comment:** |  |
| UE2 | **Access & Inclusion**  The Department demonstrates active implementation of commitments to widening access, inclusion and participation in higher education practice and effectively monitors and addresses differential student outcomes gaps. |
| **Comment:** |  |
| UE3 | **Education for Sustainable Futures**   * The courses are well designed and align with the University values for inclusion, internationalisation, ethical and socially responsible global citizenship * Courses have (or are in the process of) embedding the University graduate attributes |
| **Comment:** |  |
| UE4 | **Applied and Research Inspired Education**   * Learning and Teaching is research inspired * Curricula provide opportunities for students to engage with research processes and professional enquiry * The Department demonstrates commitment to staff development and professional recognition, and extending its external profile for excellence in learning and teaching |
| **Comment:** |  |
| UE5 | **Assessment**  Assessment outcomes for all students are strong (or issues are being addressed) and underpinned by effective assessment, feedback, standardisation and moderation processes |
| **Comment:** |  |
| UE6 | **Academic Support**   * There are effective arrangements for academic support, including for personal academic tutoring, induction, supporting student module choice and monitoring student engagement/attendance * Student retention, progression and completion is strong |
| **Comment:** |  |
| UE7 | **Student Voice and Engagement**   * The Department demonstrates a commitment to working in partnership with students, with genuine involvement of students in quality management and enhancement * Students have a high degree of satisfaction with their courses and measures of student engagement are strong. |
| **Comment:** |  |
| UE8 | **Employability and Work-based learning**   * Graduate employment outcomes (progression to highly skilled employment or further study) are strong and underpinned by clear approaches at course level to developing student employability and the provision of careers education, information, advice and guidance * The Department engages with external communities and employers * Students have the opportunity to apply their learning through collaboration with employers and/or community organisations |
| **Comment:** |  |
| UE9 | **Active Flexible Learning**   * There is effective use of learning technologies for active flexible and accessible learning. * Staff and student have well developed digital capabilities |
| **Comment:** |  |
| UE10 | **Resources**  There are sufficient and appropriate resources, including staff and learning resources, specialist facilities and equipment to underpin the curriculum and permit all students to achieve learning outcomes. |
| **Comment:** |  |
| UE11 | **Academic Partnerships** (where relevant)  The management of collaborative partnerships and courses is effective with appropriate attention to risk. |
| **Comment:** |  |
| UE12 | **Academic and professional standards**   * Courses are aligned with external reference points and benchmarks (including the FHEQ and where relevant qualification and classification descriptors) * Courses meet the requirements of PSRB or other accrediting bodies * Students achieve appropriate standards |
| **Comment:** |  |
| UE13 | **Applicant and student information**  Published information, including programme and module specifications, course handbooks and module outlines are fit for purpose, accessible and trustworthy |
| **Comment:** |  |
| UE14 | **Quality assurance and enhancement**  The Department uses data to identify and manage risk, and to drive continuous improvement |
| **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**: |