# Approaches to Institution-Led Review (ILR)

## Summary Report on Current Practice in the Scottish Higher Education Sector

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# Introduction

This report provides an overview of current practice in Institution-led Review (ILR) in the Scottish Higher Education sector for the year 2017-2018. It is one outcome of the Focus On: Institution-led Review (ILR) project.

The report draws on information from a range of sources including institutions' annual reports on quality to the Scottish Funding Council (SFC); institutional websites; ELIR annual discussions; liaison with Student Partnerships in Quality Scotland (sparqs); and discussions at Teaching Quality Forum (TQF). Colleagues from each institution were invited to comment on the draft information compiled by QAA Scotland officers and provide any additional material in response to the questionnaire attached in Annex A. An individual report was produced on each institution's approach and those reports are attached in Annex B. QAA Scotland has summarised some of the answers to highlight where there are similarities in practice and significant divergences in approaches to ILR across the Scottish institutions.

QAA Scotland also produced an ELIR Thematic Report on ILR, drawing on the findings of ELIR 3 reports for all 18 Scottish higher education institutions reviewed in the ELIR 3 cycle (2013-16) (see Table of Contents for the list of institutions included in the report).

**Overview of institutional approaches**

It is a matter for each institution to determine how it organises its ILR provided it follows the Scottish Funding Council guidance to higher education institutions on quality from August 2017-2022. Across the sector there is considerable variation in approaches to ILR, which may be appropriate, and could be expected given the different sizes of higher education institutions and the variety of disciplines on offer. What is evident from the work undertaken is that variation is most evident in particular aspects of ILR, for example: approaches to the review of postgraduate research provision; professional services review; thematic review and alignment of Professional, Statutory and Regulatory Body (PSRB) accreditation activity with ILR. Areas where consistency of practice was more evident were: data sets used to support reviews; requirements for follow-up reports/responses post review and review of the ILR process itself within institutions.

The sections below provide a summary of the ILR approaches adopted. They cover a set of topics which were identified during the Focus On project.

**Scope and Unit of Review**

We asked institutions about the **scope and unit of review** and how provision is aggregated for the purposes of ILR. Table 1 shows that, for the majority of institutions, the unit of review is the department or school. Exceptions are University of Dundee, Heriot-Watt University (HWU), Queen Margaret University (QMU) and the Royal Conservatoire of Scotland (Conservatoire) where the unit of review is at the programme level. At one institution, University of Stirling, reviews are carried out on an aggregated subject-area basis and therefore fall into the 'other' category in the table 1.

**Table 1:**

| programme | Subject | department | other |
|-----------|---------|------------|-------|
| 5 | 5 | 8 | 1 |

Another institution, Edinburgh Napier University (ENU), uses more than one unit of review. They review at both programme and school (that is department) level. Programme review

ensures that all provision is reviewed on a cycle of not more than six years. School Review methodology is intended to evaluate the school in the context of the University's Strategy 2020, Academic Strategy and operational plans.

**Alignment of ILR with Professional, Statutory and Regulatory Body (PSRB) reviews**

Almost half of the institutions usually try to incorporate PSRB reviews into the ILR where possible - see Table 2. Three institutions, University of Glasgow, ENU and the Conservatoire sometimes incorporate PSRB reviews into ILR where this is feasible. University of Glasgow commented that they have found subject areas and schools often wish to use ILR as preparation for a PSRB review. However, in some cases, subject areas and schools consider the focus of the PSRB review is too different from ILR.

**Table 2:**

| Yes | No | Sometimes |
|-----|-----|-----------|
| 8 | 7 | 3 |

**Review of postgraduate provision**

All institutions review **taught postgraduate provision** within their ILR method.

Practice around reviewing **postgraduate research provision** was more varied across the sector. Seven institutions review postgraduate research provision within the ILR method they use for undergraduate and postgraduate taught students. Of those seven institutions, there are some specific ways the institutions ensure postgraduate research (PGR) student coverage within the review for example:

- University of St Andrews include a PGR representative as a member of the panel and the panel meets with a group of PhD students during the review.
- University of Aberdeen include an academic from the postgraduate committee on the panel and the panel meets with PGR students as part of the review.
- HWU have two students on the panel, one of whom may be a PGR student. The panel also meets with a group of PGR students as part of the review.

The remaining 11 institutions have separate mechanisms for reviewing postgraduate research provision, not all of which are periodic processes. The University of Edinburgh use 'Postgraduate Programme Review' to review postgraduate provision, normally on a school basis. At the University of Glasgow, postgraduate research provision is reviewed by the Graduate School using a process that is very similar to their ILR process for undergraduate and taught postgraduate students. Two institutions, Robert Gordon University (RGU) and the University of the West of Scotland (UWS) are planning to conduct a separate ILR process specifically for their graduate schools and plan to implement a new approach. At Glasgow Caledonian University (GCU), as part of a review of academic quality policies, processes and practices following ELIR, the University has recently reinstated thematic review, with the first theme being the review of postgraduate research provision.

**Review of professional services**

The method of review for **professional services** also varies across the sector with four institutions reviewing professional services as part of their ILR process for departments, schools or subjects. At UWS, professional services are reviewed as part of ILR. At QMU, professional services' contribution to individual programmes is considered through ILR and, additionally, they review professional services separately through a process similar to ILR called Professional Services Review.

In response to QAA Scotland, 14 institutions stated that review of professional services was not included in their departmental, school or subject ILR process (although four institutions said that the process they use is similar to it). Examples of methods developed specifically for professional services include:

- [Periodic Review of the Student Support Environment at the University of Dundee,](#) which aims to promote the improvement of services and the overall support environment. The Periodic Review of the Student Support Environment provides a framework to evaluate the effectiveness of support provision, reflect on how it can be improved and plan and implement changes.
- Student Support Service Review at University of the Highlands and Islands (UHI), which includes all activities within the service under review which are student-facing and/or intended to enhance the student learning experience.
- Professional services reviews at the University of Stirling, which are aligned with the University planning process, and where areas for review/development are coordinated within the Professional Services Leadership Plan. This in turn is directly linked to academic plans, and seeks to support the achievement of learning and teaching objectives. Reviews are undertaken in the context of delivery and impact against the strategic objectives relevant to learning, teaching and the student experience.
- RGU use a thematic process called Student-Facing Support Services Review to review professional services. Annually, based on strategic priorities and/or the Annual Appraisal Process, the University identifies a developmental theme (or themes) to aid the enhancement of student-facing support services or departmental areas. The theme may focus on a particular aspect of the student experience, or allow services to work on similar agendas within the context of their own environments.
- HWU have a process to review academic-related professional services (as well as undertaking thematic reviews). The academic-related professional services review is in place for assuring the quality of academic-related support services. The process is very similar to, and modelled on, the University's Academic Review process.

**Thematic Reviews**

Over half of institutions (10) undertake **thematic reviews**. Examples of topics covered by these reviews over the ELIR 3 cycle include:

- Review of mental health services (Edinburgh)
- Mature students (Edinburgh)
- Graduate Attributes (UWS)
- Structure of the Academic Year (UWS)
- ILR (UWS)
- Postgraduate Research provision (GCU).

Institutions using this approach have indicated that an advantage is enabling themes that have been identified across the institution to be considered at an institutional level, taking a more holistic view with an emphasis often being on the student experience. At RGU, the theme is identified as a result of evidence-based discussions and subsequently an appropriate methodology would be agreed to ensure meaningful engagement of students and that the outputs will be captured appropriately. Thematic review at HWU, is a topic-led approach to institution-wide review of learning and teaching matters which have been identified as key priorities for the institution. Thematic Reviews are conducted on an

individual topic basis. The process is led by the University Committee for Learning and Teaching and it has an enhancement focus and purpose.

**Review of ILR processes**

Ten institutions review their approach to ILR on an ongoing or annual basis, which allows them to consider good practice and lessons learnt to provide potential enhancements to the process on a regular basis. Some institutions also mention external drivers, for example, Scottish Funding Council (SFC) or QAA guidance and/or internal restructuring as a reason to change the ILR methodology either on an ongoing basis or as part of a major review. Two institutions, University of Glasgow and RGU, have mentioned seeking feedback from the areas under recent review to assist with reviewing the process used.

Four institutions (University of Aberdeen, University of Stirling, SRUC and UWS) stated that they have just completed, or are currently undergoing, a more significant review of their ILR process. Five institutions review the process fully on a regular non-annual basis with the length of time between reviews ranging from three years to six years.

**Panel Composition**

Nine institutions have two **external members** on the ILR panel, six institutions have one external member and four institutions had three or more externals.[1]

In terms of **student representation** on the panel, 16 institutions had one student member and two institutions had two student members. The student member in the majority of cases (11 institutions) was usually a sabbatical officer. In the other cases, the student member was a class representative, school officer or a non-office bearing student.

**Post-Review**

A follow-up report or response was produced by the area under review in the majority of institutions (14) and in most cases this takes the form of a progress report giving details of how the area is addressing the recommendations and any developments arising from the review.

There are a variety of methods used by Scottish institutions to share good practice from ILRs across the institution. Scrutiny of the ILR report at the relevant institution-level and school-level committees has been cited as a way good practice is shared by four institutions. Three institutions hold an annual event specifically to disseminate good practice from ILR and three other institutions mention other learning and teaching events as a method of dissemination. Additional methods include producing reports, publishing information on the institutional website, and using the annual dialogue (annual monitoring) process.

**Training/Guidance for panel members**

A diversity of approaches is used across the sector with almost half the institutions (seven) holding briefing sessions or meeting the panel on a one-to-one basis. Formal panel training is offered by three institutions. At UWS, training is provided for all panel members at the start of each event which follows on from a briefing note they have received as part of their pre-event paperwork and evidence pack. Time for training is built into the Day 1 review agenda, and comprises a short film (updated annually) which has input from the Quality Enhancement Support Team, senior management, students, Professional Services, and

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[1] QMU always have one external but sometimes have two, so have been counted twice.

School staff. At three institutions, new panel members are given the opportunity to observe an ILR before taking part in a review.

All institutions had some form of training for student panel members. Several institutions (seven) mention using the sparqs training and some supplement that with additional training materials. Over half of the institutions (10) mention other formal training for student members of the panel and this can be offered by the Students Association, the institution or a combined approach.

**Student body engagement in ILR**

All institutions had methods for engaging students in ILR and various techniques have been cited of how feedback from students is gathered as part of the ILR process. Most institutions have a process for students to be able to comment or feed into a draft of the reflective document for the review. At UWS, the subject/programme team(s) advise all students of the ILR process at the start of the session in which the ILR is to take place. This is facilitated by an 'Informing and Involving Students' leaflet available from the Quality Enhancement Support Team (QuEST). Online video footage is also available. In addition, the ILR is on the agenda of Staff Student Liaison Groups (SSLG) to ensure students are aware of the process, how to engage with it and the importance of their involvement. The SSLG also provides a forum for student input to the self-evaluation document (SED). Another example of student engagement with ILR is at RGU where, in many cases, schools organise a formal structured approach to gather more immediate student views on their experience. This can take the form of student focus groups and, in some cases, students are encouraged to self-organise and develop online discussion groups/forums, which feed into the self-evaluation process. At all institutions, the ILR panel meet a variety of students as part of the review.

**Questions for reflection**

There are a variety of approaches across the sector in terms of ILR processes. There is likely to be value in using the information to reflect on the approach to ILR adopted within individual institutions. To aid discussion on the best approach within institutions we have pulled together a number of questions for reflection:

- Is the unit of review used at your institution suitable to ensure granularity at the discipline level?
- Institutions are encouraged to engage with PSRBs to explore appropriate ways of aligning PSRB activity with ILR. Therefore, are there ways in which PSRB reviews could be incorporated, or further incorporated, in the ILR process?
- What training and guidance do you give panel members and how could this be enhanced?
- Size and composition of the team:

  i. How many external panel members do you have?
  ii. Do you have any international panel members and, if so, how can they best contribute?

- Institutions are expected to continue extending student engagement and participation in quality in line with the [Student Engagement Framework for Scotland](). It is expected that students will be engaged at all stages of the ILR process including the development of the self-evaluation, as full members of ILR teams and in follow-up activity. Are you engaging the student body effectively in ILR: in preparation for the ILR process, as student panel members and as contributors during and after the review?

- Are you optimising the use of data within your ILR processes?
- Are there ways in which your institution could ensure greater coverage of the postgraduate research student experience during reviews?
- Does the approach you take to professional services review give you enough evidence to allow the institution to reflect on:

    i. the contribution of support services to the 'quality culture' within the institution
    ii. the ways in which the services engage with students to monitor and improve the quality of services
    iii. and the ways in which the services promote high quality learning and continuous quality enhancement?

- Would conducting thematic reviews be a useful tool for your institution?
- How often do you and should you review the ILR process itself and what information should you use to inform this review within your institution?

# Annex A - Institution-led Review - Questions for institutions

**Scope**

| 1   What is the unit of review (please tick)? | | | |
|---|---|---|---|
| programme | subject | department | other |
| | | | |

Any further information:

| 2   Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | | |

Any further information:

3        Can you provide a link to your current ILR process?
4        How is postgraduate taught provision reviewed?
5        How is postgraduate research provision reviewed?
6        In what way do you review professional services?
7        Does the ILR cover Professional Services?
8        Do you undertake thematic reviews?
9        How often do you review the ILR process?
10      What standard data sets does the panel use and who provides the data?

**Panel**

11      What is the composition of the review panel?
12      Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?
13      Which groups do panels meet with (e.g. groups of students, staff, employers)?

**Post-Review**

14      Who considers the outcomes/report of the review (i.e. committees etc.)
15      Does the area under review produce a response?
16      Is an interim report/progress update produced by the area under review?
17      How is good practice from ILR shared?

**Training/Guidance**

18      What training is provided for panel members? What form does this take?
19      What guidance is given to panel members on reviews?

**Students**

20      What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.
21      Do you provide support, training and/or guidance specifically for students involved in ILR?

# Annex B - Institution-led Review - Institutional responses

**Institution-Led Review**

# University of Aberdeen

## Scope

Please note that this document has been amended to reflect the University of Aberdeen's revised Internal Teaching Review (ITR) process to be piloted during academic year 2017-18.

| 1   What is the unit of review (please tick)? | | | |
|---|---|---|---|
| programme | subject | department | other |
| | | Normally conducted at school level, not per discipline area | |

Any further information:

| 2   Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | X | |

Any further information:

## 3   Can you provide a link to your current ILR process?

The University of Aberdeen's ILR process can be located at:
www.abdn.ac.uk/staffnet/documents/academic-quality-handbook/ITR%20Process.pdf.

The University of Aberdeen's process for periodic subject review is termed 'Internal Teaching Review' (ITR) and has been a feature of the University's quality assurance procedures since 1994, with the process having evolved over that period to reflect ongoing changes in the external and internal drivers for quality assurance and enhancement. Schools are subject to ITR every sixth year, with the review covering the previous five years.
As part of the University's ongoing wider review of its quality mechanisms, the existing ITR process and associated documentation have been carefully considered and, following extensive consultation, amended for introduction as a pilot exercise in 2017-18. The process to be piloted follows the introduction of a revised Annual Course Review (ACR) process (introduced in 2012-13) and an Annual Programme Review (APR) process (introduced in 2014-15). Designed to allow Schools to draw upon the ACRs and APRs they have completed during the period of review, it is hoped the process will provide for a greater enhancement focus and to reduce the bureaucratic burden of ITR on Schools.

The revised process will ask Schools to submit (i) a Critical Analysis (CA), allowing Schools' particular contexts to be set out clearly, and have a clear focus on (i) enhancement and (ii) reflection on effectiveness throughout and (ii) a Curriculum Map detailing how programmes

address Subject Benchmark Statements and have changed in line with revised statements. The final report resulting from ITR will consist of two parts; Part A will be a Quality Assurance Committee (QAC) report identifying the QA findings, highlighting good practice, commending initiatives worthy of sharing across the institution or which might be considered institution or sector leading, and highlighting areas for development. Part B will consist of a jointly-devised action plan. Schools will be asked to provide an update on the progress of this plan by way of one year follow-up report. The report and action plan will be considered by the QAC and posted to ITR webpages.

## 4       How is postgraduate taught provision reviewed?

As part of the Internal Teaching Review.

## 5       How is postgraduate research provision reviewed?

As part of the Internal Teaching Review.

## 6       In what way do you review professional services?

Yes, this is an embedded part of each school level Internal Teaching Review.

## 7       Does the ILR cover Professional Services?

Yes, ITR includes the review of professional services as an integral part of the process and panels meet support staff from the School. Any comments on professional services are considered by the QAC and responses and action plans sought from the relevant Professional Services department.

## 8       Do you undertake thematic reviews?

The University of Aberdeen undertakes thematic reviews, but not as part of the ITR process per se. These reviews can, however, be triggered by the findings of ITRs and other QA processes.

## 9       How often do you review the ILR process?

Since its inception in 1994, the ITR process has continually evolved to reflect ongoing changes in the external and internal drivers for quality assurance and enhancement.
As detailed in response to question 1, following extensive review, a revised process will be piloted in 2017-18.

## 10      What standard data sets does the panel use and who provides the data?

At the University of Aberdeen, the School Planning process led by the senior Vice-Principal reviews a range of metrics with associated action planning on a quarterly basis with the Senior Management Team (SMT). This includes all relevant QA metrics together with benchmarking data such as degree classification, retention, admission and recruitment. Inclusion of this data and analysis within the ITR process would, together with the metrics analysed within the ACR/APR process, meet SFC expectations regarding assuring the quality and standard of our teaching provision without Schools having to provide additional information.

Schools, in their submission, and ITR Panels, in their consideration and judgements, are expected to draw upon the evidence contained in the processes above during the ITR review process.

In addition, an ITR repository for each School is created in SharePoint into which all QA information pertaining to the School is stored, including:

- ACR/APR/EER and responses thereto;
- PSRB reports and responses;
- past ITR submission, reports and one-year follow-up reports;
- School Plan QA metrics and associated action plans.

The School ITR submission will be added to this repository. Internal academic members of the panel will be given access to this repository; external panel members and student panel members will receive this information electronically.

In effect, this creates an advance information set, which the ITR Panel can access and review as necessary, and use to inform the focus of the Panel Visit.

## 11    What is the composition of the review panel?

The Panel Convener will be an independent member of the Quality Assurance Committee (QAC). The other internal panel members will normally be drawn from the academic members of the Undergraduate and Postgraduate committees, one from each committee. These academics will have a key role in overseeing teaching and learning provision in their own Schools and therefore have a good knowledge of institutional and national teaching and learning issues and initiatives. The panel will also contain student representation, drawn from School Conveners external to the School being reviewed.

This model of panel membership allows the greatest dissemination of good practice between Schools, and ensures panel members bring knowledge of institutional T&L issues and priorities.

## 12    Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

All ITR panels include a student Convener, a member of Senate, who is a senior representative from the Aberdeen University Students' Association (AUSA) with responsibility for academic affairs.

## 13    Which groups do panels meet with (e.g. groups of students, staff, employers)?

Approximately two weeks prior to the main panel visit there will be a pre-panel visit (1-2h) with the Convenor, Clerk, Head of School (HoS), School Director of Teaching (DoT), and others if requested by the School and/or Convenor, to discuss emerging themes for exploring at the panel visit.

Panel visits will normally take place over two days. The aim will be to follow up on key themes identified by Panel from submission and discussions with the School are the pre-panel visit.

During the review, the panel will meet a range of staff including the Head of School, Director of Teaching (DoT), Director of Research (DoR), a selection of programme leaders, course coordinators and those with particular Teaching and learning remits, such as Examination and Disability Officers. The panel will also meet with School Administrative Officers and other support staff and undergraduate, postgraduate taught and postgraduate research students.

**Post-Review**

### 14 Who considers the outcomes/report of the review (i.e. committees etc.)

These reports are considered by the University's Quality Committee, with issues referred, as appropriate to the University Committee on Teaching and Learning (UCTL) and professional service areas.

### 15 Does the area under review produce a response?

A key output of the ITR is a jointly-devised action plan. Schools will be asked to provide an update on the progress of this plan by way of one-year follow-up report.

### 16 Is an interim report/progress update produced by the area under review?

The one year follow up report will consist of an update on progress on the action plan.

### 17 How is good practice from ILR shared?

The University of Aberdeen's model of panel membership allows the greatest dissemination of good practice between Schools, and ensures Panel members bring knowledge of institutional T&L issues and priorities. Reports are considered by the QAC and the representative of the Centre for Academic Development will disseminate via CAD communication channels.

**Training/Guidance**

### 18 What training is provided for panel members? What form does this take?

### 19 What guidance is given to panel members on reviews?

All panel members, including student panel members, receive training by way of hard copy documentation and sessions with the Convener of the Quality Assurance Committee.

**Students**

### 20 What mechanisms do you deploy to directly engage students in processes of ILR?

Students are part of the process involved in writing the School Internal Teaching Review submission including the Critical Analysis.

### 21 What form does student engagement take e.g. are students full panel members? Yes

### 22 Do panels meet students to gather feedback? Yes

### 23 Do students engage in preparatory discussions for ILR and/or follow-up?

Yes. Student input into the School action plan.

## 24 Do you provide support, training and/or guidance specifically for students involved in ILR?

Students are considered full members of the ITR panel and receive the same training as staff panel members. In addition to this, information sheets on the process are available to students who will meet ITR panels.

**Institution-Led Review**

# University of Abertay

**Scope**

| 1 What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
| | | X (we call these Divisions and these are subject-based) | |

| 2 Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | X | |

Any further information:

Institution-led reviews (ILRs) covering all credit-bearing academic provision operates on a six-year cycle at Abertay. The 2nd cycle of ILRs comprising Quality Review, Partnership Quality Review, and Strategic Partnership Review ran from 2009-10 to 2014-15 with the final year set aside as a year for reflection.

**3 Can you provide a link to your current ILR process?**

We do not provide that kind of information on our external webpages.

**4 How is postgraduate taught provision reviewed?**

Alongside the undergraduate taught provision within the Division.

**5 How is postgraduate research provision reviewed?**

A Periodic Review of Postgraduate Research programmes took place in AY2016-17.
It follows the same process as taught provision review.

**6 In what way do you review professional services?**

The Support Services Review (of non-credit bearing student-facing service provision) in 2015-16 was the first review using a new methodology and looked at Estates and Campus Services, Information Services, Student Services; and Teaching and Learning Enhancement Services. From 2016-17, the Services required to submit an annual report have been expanded to include Academic Registry and Finance. This will feed into future support services reviews.

**7 Does the ILR cover Professional Services?**

No with the exception of Teaching and Learning Enhancement's (TLE) academic provision.

**8      Do you undertake thematic reviews?**

We have not done so yet, but we plan to do so in the future.

**9      How often do you review the ILR process?**

Every six years at the end of the cycle before the new cycle begins.

**10     What standard data sets does the panel use and who provides the data?**

Registry provides a standard data set, which includes, for each year under consideration:

grade distribution data
module registration data
modules with low pass rates at first assessment diet
comparison of grades achieved in different delivery locations
programmes with low completion rates
distribution of honours classifications
cohort tracking reports.
These are considered together with other relevant data, including NSS, feedback from
Programme Committees/Student Voice Fora, and internal module surveys.

## Panel

**11     What is the composition of the review panel?**

X 1 Senior internal academic (as Chair)
X 1 Senior external academic (in a related subject to the area covered by review,
and preferably with experience as an external examiner or QAA reviewer)
Director of Teaching and Learning or Academic Quality Manager
Student panel member (nominated by Abertay SA)
Review Coordinator.
Schools may nominate a panel observer who will not participate in panel decision making.

**12     Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?**

Students are nominated by the Students' Association and tend to be sabbaticals, Class
Reps or members of the SA Executive.

**13     Which groups do panels meet with (e.g. groups of students, staff, employers)?**

School executive
Academic staff
Students.

## Post-Review

**14     Who considers the outcomes/report of the review (i.e. committees etc.)?**

The outcomes are considered by Teaching and Learning Committee and are then
highlighted to Senate.

### 15 Does the area under review produce a response?

The Division under review is asked to produce a response and actions arising are monitored by the School Academic Committee and reported to TLC.

### 16 Is an interim report/progress update produced by the area under review?

See response to question 15.

### 17 How is good practice from ILR shared?

ILR reports are submitted to the Teaching and learning Committee and Senate and good practice is highlighted. Good practice is disseminated further within the institution by inviting staff to contribute to our monthly TLE seminars. Scoping alternative and supplementary mechanisms is something we wish to develop further.

## Training/Guidance

### 18 What training is provided for panel members? What form does this take?

Internal panel members are invited to training which may be on an individual or group basis depending on availability. This takes the form of a briefing and an opportunity to ask questions. Staff are encouraged to attend other ILR events as observers before their first panel as a panel member.

### 19 What guidance is given to panel members on reviews?

Written guidance is given to panel members about the purpose of the reviews and the review process and outcomes.

## Students

### 20 What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

Student focus groups are used to gather qualitative information about the student experience. These focus groups are facilitated by students from another subject area. There are a number of questions which are the same across all divisions and the remaining questions focus on issues which the Division wishes to concentrate on e.g. on the basis of module survey or NSS results. The focus group transcripts are made available to the Division to use in their self-evaluation. They are also analysed centrally by Teaching and Learning Enhancement for issues which surface at an institutional level.

### 21 Do you provide support, training and/or guidance specifically for students involved in ILR?

We work with the Students' Association to support and train students who sit on review panels.

**Institution-Led Review**

# University of Dundee

## Scope

| 1 What is the unit of review (please tick)? | | | |
|---|---|---|---|
| programme | subject | department | other |
| X | | | |

| 2 Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| X | | |

### 3 Can you provide a link to your current ILR process?

Periodic Programme Review (PPR):
www.dundee.ac.uk/qf/qualityassurance/programmereview/.
Overall Quality Framework.

### 4 How is postgraduate taught provision reviewed?

Postgraduate Taught provision is subject to the standard Periodic Programme Review (PPR). The Review further includes data from the Postgraduate Taught Experience Surveys (PTES).

### 5 How is postgraduate research provision reviewed?

The University's Research Degree Subcommittee has oversight of the assurance of the quality of research degree programmes across the University of Dundee. There is a Research Degree Quality Code which includes a thesis monitoring scheme which is run by the respective schools. Furthermore, the University of Dundee participates in the national Postgraduate Research Experience Survey (PRES) and the results are considered by the University's Research Degree Subcommittee.[2]

### 6 In what way do you review professional services?

The University of Dundee has, in the past, run a process for the Periodic Review of the Student Support Environment, which aimed to promote the improvement of services and the overall support environment. It is currently under review following the restructuring of the University.

### 7 Does the ILR cover Professional Services?

According to the University's Quality Framework and Periodic Programme Review (PPR) , the PPR process should also include a consultation with specific support services with a view to optimising the effectiveness of each service. PPR takes into account the adequacy of support resources, the effectiveness of communication and how the support for the programme can be improved. Furthermore, Support Services are also represented on the PPR panel where there are at least three senior staff members from support services.

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[2] www.dundee.ac.uk/qf/research-degrees

## 8      Do you undertake thematic reviews?

We plan to undertake thematic reviews in the future as part of a revised approach to the periodic review of support services.

## 9      How often do you review the ILR process?

We do not have a specific timeframe set out for review of the process but it has been reviewed twice during the past five years.

## 10      What standard data sets does the panel use and who provides the data?

The Reflective Analysis produced for the Periodic Programme Review includes analyses of student recruitment data; retention, progression and achievement data; graduate employment data; data and results from the National Student Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey and the International Student Barometer. The data is available to PPR panel members through the Reflective Analysis provided by the Programme Team as part of the process. Registry and Planning provide most of the data to the Programme Teams but there are also self-service data dashboards for Programme Teams on the VLE.

**Panel**

## 11      What is the composition of the review panel?

A nominated Associate Dean from a different School (Convener), two experienced members of staff from a different School, a student representative (nominated by DUSA), at least three senior staff members from Professional Services, two external experts in the subject, PSRB member (if the PPR is joint with PSRB accreditation).

## 12      Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

A student representative nominated by DUSA, usually an elected sabbatical officer who has been provided with training and support from the Quality and Academic Standards Office.

## 13      Which groups do panels meet with (e.g. groups of students, staff, employers)?

Students and graduates, teaching staff and programme administrators, and the School executive team. For certain PSRB-accredited programmes panels will also meet with practice placement tutors (or equivalent).

**Post-Review**

### 14     Who considers the outcomes/report of the review (i.e. committees etc.)

Review panels are supported by the University Quality and Academic Standards (QAS) office. QAS officers communicate the outcomes to the Schools for consideration by the programme teams and the School Boards or relevant subcommittees. The outcomes are also considered by the University Quality and Academic Standards Committee which also considers the School responses to the review recommendations. The Quality and Academic Standards Committee is responsible for highlighting good practice and areas for development.

### 15     Does the area under review produce a response?

The programme leader, in consultation with the programme team and key School staff, is responsible for developing a response and action plan which refers to all of the areas for development and suggestions raised in the report. Furthermore, the programme leader should justify any suggestions from the PPR board report which are not being taken forward. The response is endorsed by the School and considered by the Quality and Academic Standards Committee.

### 16     Is an interim report/progress update produced by the area under review?

The programme leader has to address all suggestions from the PPR report within one year from receipt of the outcomes of the PPR event. The School Associate Dean is responsible for providing a written report to the University Quality and Academic Standards Committee one year after the review event to confirm that any areas for development identified in the PPR Board Report have been addressed.

### 17     How is good practice from ILR shared?

Sharing of good practice is addressed via the annual review of School Learning and Teaching Enhancement Reports. The Vice Principal (Learning & Teaching) is responsible for providing a summary of the reports and annual meetings with the School to the University's Learning and Teaching Committee.

**Training/Guidance**

### 18     What training is provided for panel members? What form does this take?

Formal training is provided to student representatives on the panel and the event is guided by an experienced convener and QAS officer.

### 19     What guidance is given to panel members on reviews?

Guidance is provided in the policy and guidance document and by the convener and QAS officer at the event.

**Students**

**20      What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.**

Students are full members of the PPR panel, usually elected sabbatical officers of Dundee University Students' Association who have undergone training which includes input from the Quality and Academic Standards Office and DUSA. The PPR Panel meets students and recent graduates as part of the review process.

**21      Do you provide support, training and/or guidance specifically for students involved in ILR?**

Training is provided to DUSA executive officers which includes input from the University's Quality and Academic Standards Office, DUSA's Democratic Support Officer and the outgoing DUSA executive team.

**Institution-Led Review**

# University of Edinburgh

**Scope**

| 1    What is the unit of review (please tick)? | | | |
|---|---|---|---|
| programme | subject | department | other |
| | X* | | |

*the main unit of review is at subject level, however, there are occasions when areas are reviewed at school level.

| 2    Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | | X* |

Schools are asked to consider the timing of the next accreditation visit and whether there is scope for scheduling it and the review together in order to maximise core documentation that could be used.

Schools are invited to discuss ways in which unnecessary duplication of effort can be reduced and or/greater alignment between internal and external review processes can be achieved.

A number of options exist:

- alignment of schedules for the review and accreditation visit
- reduced internal review visit/documentation
- involvement of PSRB members in review panels.

**3    Can you provide a link to your current ILR process?**

www.ed.ac.uk/academic-services/quality/monitoringandreview.

**4    How is postgraduate taught provision reviewed?**

**Teaching Programme Review** covers taught provision, which may be either undergraduate, or both undergraduate and taught postgraduate. PGT can also be reviewed in Postgraduate Programme Review, see below.

## 5    How is postgraduate research provision reviewed?

**Postgraduate Programme Review** covers postgraduate provision, normally on a School basis. This may concentrate on the research student experience alone, or may include taught postgraduate provision.

## 6    In what way do you review professional services?

**Student Support Services Annual Review**

Student-facing support services are reviewed annually by a subcommittee of Senate Quality Assurance Committee (SQAC). Annual reports for each service are considered and feedback (including recommendations) is provided. At a full sub-committee meeting good practice is shared, themes arising from reports are discussed, and University-level recommendations can be made.

**Student Support Thematic Review**

Thematic reviews are the process by which the quality of the student experience is reviewed in relation to a particular theme or aspect of student support, rather than an individual service or academic area.

## 7    Does the ILR cover Professional Services?

See answer to question 6.

## 8    Do you undertake thematic reviews?

Yes.
2015-16 Review of Mental Health Services
2017-18 Mature Students (including students as parents/carers).

## 9    How often do you review the ILR process?

Annually.

## 10    What standard data sets does the panel use and who provides the data?

The following documentation is provided by the School:
- School Annual Quality reports
- External Examiners summary reports
- School/subject area organisation chart
- Current School/subject area staff information
- Programme Handbooks (or equivalent)
- Programme Specification information
- Any relevant reports from Professional, Statutory and Regulatory Bodies (PSRBs)
- NSS (National Student Survey) results and reflection
- PRES (Postgraduate Research Experience Survey) results and reflection
- PTES (Postgraduate Taught Experience Survey) results and reflection
- Glossary of Terms
- List of programmes and courses.

The following information is collated by Academic Services:

- School/subject area Background data for First Destination statistics taken from annual Destination of Leavers from Higher Education (DLHE) survey
- Students studying abroad report
- Undergraduate Degree Classification (current year)
- Equality and Diversity Student report (current year)
- Completion rates of entrants (4th and 5th Year UG and 1 year PGT)
- Course results
- Entrants report
- PGR Progression and outcomes
- Progression report
- Student Applications
- Widening Participation report
- University remit
- Subject specific remit items
- Quality Assurance Agency (QAA) Subject Benchmark Statement
- Previous report and response
- School Personal Tutoring Statement.

## 11      What is the composition of the review panel?

- A convener (internal to the University)
- an internal member (internal to the University)
- two external members (from outwith the University)
- a student member
- a review team administrator.

## 12      Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

The opportunity to be a student panel member on an ILR is open to all elected representatives and Class Representatives of Edinburgh University Students' Association. Students are asked to fill in an online application form, stating what relevant experience they have to the role and what representative experience they have, as well as why they want to take on the role.

The student member is selected after formal application and interview by the Students' Association and Academic Services. The student member comes from a different School to that of the School being reviewed.
www.eusa.ed.ac.uk/representation/yourrepresentatives/classreps/classrephub/.

## 13      Which groups do panels meet with (e.g. groups of students, staff, employers)?

Staff and students.

**Post-Review**

### 14 Who considers the outcomes/report of the review (i.e. committees etc?)

The final report is submitted to SQAC for formal approval. Academic Services review the report prior to submission to the Committee.

Internal Review support (Academic Services) will circulate the final report to the Head of College, Head of School, Head of Graduate School/PG Director, Head of Subject Area, liaison person, School Director of Quality, relevant College Dean for Quality, Assistant Principal Academic Standards and Quality Assurance, review team, The Students' Association, and copied to all responsible for action.

The report will be published on the Academic Services website once formally approved by Senate Quality Assurance Committee.

Following receipt of the final report, the School/Subject Area takes forward action on the recommendations made by the review.

### 15 Does the area under review produce a response?

### 16 Is an interim report/progress update produced by the area under review?

Fourteen-week and year-on responses are submitted to the Senate Quality Assurance Committee to confirm that the Committee are content with progress.

Fourteen weeks after receipt of the review report, the School/Subject Area makes a response to SQAC providing an explanation of how each recommendation will be taken forward and the expected date for follow up or completion should be recorded. The response should report on all recommendations, including those remitted to other areas of the University for action.

The 14-week report will be published on the Academic Services website at www.ed.ac.uk/Schools-departments/academic-services/quality-unit/quality-assurance/internal-review/teaching-programme-review/reports.

Academic Services review the responses prior to submission to ensure that all recommendations have been adequately addressed.

Academic Services may ask Schools for further information on a recommendation before submission to SQAC if insufficient information is provided or clarification is required on the progress of a recommendation. Academic Services staff can meet with Schools to discuss the progress of recommendations in the first instance.

The School/Subject Area makes a further report to SQAC one year after receipt of the final report on the progress towards the completion of all recommendations. The expected date for follow-up or completion should be recorded. The year-on report will then be published on the Academic Services website at: www.ed.ac.uk/Schools-departments/academic-services/quality-unit/quality-assurance/internal-review/teaching-programme-review/reports.

Thereafter updates to progress towards meeting recommendations are made through the School's annual programme monitoring report. Reporting on recommendations continues annually until all have been addressed. An overview of progress towards meeting recommendations at College and University level will allow any barriers to progressing

recommendations to be identified, particularly those which lie outside the Schools/Subject Areas and where further intervention on behalf of the School/Subject Area may be required.

## 17 How is good practice from ILR shared?

Review reports are published on the University website and are publicly available at www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review.

Review reports, responses and onward reporting on progress towards meeting recommendations are made available to the Quality Assurance Agency for Enhancement-led Institutional Review.

The main themes arising from reviews are discussed annually by SQAC. The themes are shared with relevant committees/bodies and published on the University website: www.ed.ac.uk/files/atoms/files/reflectiveoverviewkeyfindings.pdf.www.ed.ac.uk/files/atoms/files/reflectiveoverviewkeyfindings.pdf.

Good practice is shared through events, the Teaching Matters website: www.teaching-matters-blog.ed.ac.uk/. and the Institute for Academic Development's good practice database.

**Training/Guidance**

## 18 What training is provided for panel members? What form does this take?

Review team members attend a briefing session ahead of the review process commencing. One to one sessions are offered to review team members who have not participated in the review process. A series of briefings are held for review team administrators in advance of key points in the review preparations. A final preparation meeting is held approximately two weeks prior to the review to discuss final arrangements for the review.

## 19 What guidance is given to panel members on reviews?

Guidance for review team members is provided and is published on the University website: www.ed.ac.uk/files/atoms/files/guidancenotesreviewteams.pdf.

**Students**

## 20 What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

The student member on the review team is a full member.

It is essential that students are made aware of the review, involved in discussion of items for the subject-specific remit and consulted on the development of the Reflective Report.

Briefing documents are available to help Schools/Subject Areas explain the purpose of the review to students and to engage them in the process. These documents should be used to publicise to students what the review does, how they can contribute, and how they can continue to be engaged as recommendations are taken forward and progress reported on through annual quality assurance processes.

**Student engagement with subject-specific remit and Reflective Report:**

Before the remit meeting, students should be invited to suggest items for the subject-specific remit. A Student Representative can be invited to attend the remit meeting to speak to the student remit items.

Schools and Subject Areas should consider how best to obtain input to the subject-specific remit and the Reflective Report. For example via a student staff liaison committee meeting, or an open forum meeting with students. In order to reach the wider student body, Schools/Subject Areas should consider reinforcing these communications by other means, e.g. through the relevant VLE.

The feedback from students is considered alongside other student feedback mechanisms such as the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES). This information will be included as part of the documentation required for the review and should be reflected upon in the Reflective Report.

During the review visit, the School/Subject Area will be asked to comment on how they have engaged students in the preparation of the Reflective Report. For this purpose, all meetings/communications with students seeking to gather evidence and feedback should be documented.

**Student engagement during the review:**

During the visit the review team meets with a representative sample of students. Staff from the School/Subject Area are not present during the student meetings, and no comments will be attributed to any individual students.

For on-campus students these meetings are normally held over a sandwich lunch, for reviews that include online distance learning (ODL) programmes, students on these programmes should have the same opportunities to contribute and participate as students on-campus.

ODL students can contribute by various means. This could involve circulating an anonymous questionnaire to students to gather feedback on their experience as an online distance learning student. A template questionnaire for ODL Students is available.

Virtual meetings with students could be arranged to enable the review team to meet with a representative sample of ODL students.

Consideration should be given at the earliest opportunity when drafting the review schedule to ensure that these meetings can be arranged well in advance.

**Student engagement after the review:**

The final report should be used to inform students about the outcome of the review via student staff liaison committees or other mechanisms as appropriate. The review reports are published on the University's website and are thus available to current and prospective students.

The Schools/Subject Area's response to the report should be included in student-staff liaison committee meetings or other mechanisms. Comments should be invited on proposed actions.

The School/Subject Area should continue to invite students to feed in to progress on meeting the recommendations, through student-staff liaison committees or other mechanisms as appropriate.

## 21 Do you provide support, training and/or guidance specifically for students involved in ILR?

Notes for all reviewers: www.ed.ac.uk/files/atoms/files/guidancenotesreviewteams.pdf.

Training for the role and on the review process is provided by the Students' Association and Academic Services.

Follow-up sessions are offered to student members at key points in the review preparations.

**Institution-Led Review**

# Edinburgh Napier University

## Scope

| 1 | What is the unit of review (please tick)? | | |
|---|---|---|---|
| programme | subject | department | other |
| X | | X (school) | |

The University operates separate school and programme reviews (Quality Framework section 2c and 2b, respectively).

| 2 | Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | |
|---|---|---|
| Yes | No | Sometimes |
| | | X* |

There is alignment with programme review, where possible (annual ILR report to the Scottish Funding Council 2015-16). Joint events have been held with the Nursing and Midwifery Council. We also have examples where we have undertaken ILR shortly before or after PSRB reviews in an attempt to lessen the burden on colleagues in Schools (for example British Computing Society). We are keen to encourage more Schools to consider this, where appropriate.

**3      Can you provide a link to your current ILR process?**

The University's approach to Institution-Led Review (ILR) is included with the Quality Framework resource - Programme Review is our methodology.

Programme review is the University's methodology for ensuring that all provision is reviewed on a cycle of not more than six years:
http://staff.napier.ac.uk/services/dlte/quality/qualityframework/Documents/2a_Annual_Monitoring_1718.pdf

In addition, we also have a School Review methodology which is intended to support schools in evaluating the effectiveness of the mechanisms in place to manage the overall student learning experience within the context of the University's Strategy 2020, Academic Strategy and operational plans:
http://staff.napier.ac.uk/services/dlte/quality/qualityframework/Documents/2c_School_Review_1718.pdf

**4      How is postgraduate taught provision reviewed?**

Through Programme Review.

**5      How is postgraduate research provision reviewed?**

The quality of the postgraduate research student experience is reviewed through the School Review Process. The Research Degrees Framework (overseen by the University's Research and Innovation Office) provides more specific guidance around the process for individual student reviews: www.my.napier.ac.uk/Academic-Study-Skills/Research-

## 6    In what way do you review professional services?

Through School review (see our response to 7 below).

## 7    Does the ILR cover Professional Services?

Within School Review, there is an evaluation of the effectiveness of the School's engagement with professional service areas such as Student and Academic Services, Information Services, the Department of Learning and Teaching Enhancement, and the University Secretary's Office is included. The ways in which this might be achieved are discussed and agreed at the initial planning meeting.

## 8    Do you undertake thematic reviews?

The University has a thematic quality audit process set out within the Quality Framework: http://staff.napier.ac.uk/services/dlte/quality/qualityframework/Documents/9_Thematic_Audit_1718.pdf

Thematic quality audits differ from other University quality assurance processes and enhancement-led activities in that the audit themes are not School or subject-based. This process complements other quality assurance and enhancement activities by providing an alternative perspective based on an aspect of academic practice or the student experience University wide.

## 9    How often do you review the ILR process?

The Head of Quality and Enhancement is responsible for taking an annual review of the effectiveness of the Quality Framework, and this may lead to year-on-year enhancements.

This is informed by the inclusion within both the Programme and School Review processes that Panel members are asked to reflect on the design and development of the documentation and the effectiveness of the programme review process more generally.

## 10    What standard data sets does the panel use and who provides the data?

Within Programme Review, programme teams are asked to consider the following evidence:

a)    module and programme monitoring outcomes and reports*
b)    amendments made to modules and programmes
c)    minutes from Programme Boards of Examiners and Boards of Studies
d)    records of formal student staff liaison events and other informal and formal student feedback
e)    external examiner reports and reports resulting from professional, statutory or regulatory body external monitoring or review activities and informal feedback
f)    analysis of National Student Survey or Postgraduate Taught Experience Survey results and internal student survey data*
g)    analysis of internal and external student progression and achievement data
h)    feedback from alumni, employers and other stakeholders
i)    comments from internal peers who have contributed to teaching delivery.

* Information is available through programme analysis and survey results dashboards, which are provided by the University's Planning & Business Intelligence team (via Cognos)

**Panel**

### 11     What is the composition of the Review Panel?

a)        a convenor (typically a member of an Academic Board subcommittee but not from the proposing school - trained by DLTE)
b)        at least one external academic peer
c)        an academic peer from another subject area (typically a member of an Academic Board subcommittee)
d)        a professional service colleague (typically a member of an Academic Board subcommittee)
e)        a member of the Department of Learning & Teaching Enhancement (nominated by Head of Quality & Enhancement)
f)        an elected student representative nominated by the Edinburgh Napier Students' Association (typically a member of an Academic Board subcommittee)
g)        a clerk from the sponsoring School Support Team.

### 12     Which students are on the Panel (e.g. Sabbaticals, School Officers, Class Reps, others)?

An elected student representative nominated by the Edinburgh Napier Students' Association (typically a member of an Academic Board subcommittee).

### 13     Which groups do panels meet (e.g. groups of students, staff, employers)?

In Programme Review, the Panel meet a representative sample of current students (sometimes alumni are also invited to this meeting); and also programme leaders and school representatives as appropriate.

**Post-Review**

### 14     Who considers the outcomes/report of the review (i.e. committees etc.)

Quality and Standards Committee
School Learning, and Teaching and Assessment committees.

### 15     Does the area under review produce a response?

For Programme Review, the Programme Team must respond to any conditions set. Following this, annual monitoring and review processes at programme level apply (http://staff.napier.ac.uk/services/dlte/quality/qualityframework/Documents/2a_Annual_Monitoring_1718.pdf)

For School Review, a School enhancement plan is produced.

### 16     Is an interim report/progress update produced by the area under review?

Progress in implementing the school enhancement plan is monitored by the School Learning, Teaching & Assessment Committee and the outcome reported to Quality & Standards Committee through the School's annual summary report.

### 17 How is good practice from ILR shared?

Strengths and areas of good or innovative practice which are worthy of dissemination University-wide are included in the review report. Relevant information is disseminated University-wide through School Learning, Teaching & Assessment Committee meeting minutes. As the report is considered by the Quality and Standards Committee, this is another dissemination route.

School review reports also inform the annual report on quality assurance and enhancement activity produced by the Head of Quality and Enhancement.

**Training/Guidance**

### 18 What training is provided for panel members? What form does this take?

The School Academic Lead for Quality will liaise with the School Quality & Standards point of contact to arrange for individual review panel members to be briefed on their role. For 2017-18 we have amended the Quality Framework to require that Panel Convenors are trained by the Department for Learning & Teaching Enhancement - this is intended to make the ILR process more robust and consistent across the University.

### 19 What guidance is given to panel members on reviews?

The Quality Framework includes guidance for Panel members in the appendix to Section 2a.

**Students**

### 20 What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take? For example, are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

Students are members of review panels. An elected student representative nominated by the Edinburgh Napier Students' Association (typically a member of an Academic Board subcommittee).

The Panel meets with a representative sample of students.

Section 2b of the Quality Framework states:
Programme teams need to consider how best to involve students during the development of the programme review information set. For on-campus students, good practice identified during University subject review was utilising student focus groups or student-staff liaison committee meetings to review and receive feedback on programme material. Where appropriate, programme teams are strongly encouraged to reflect on how to ensure that off-campus students are given an opportunity to contribute to and comment on the programme review information set. Programme teams may find the guidance published by sparqs a useful resource: www.sparqs.ac.uk/resource-item.php?item=228.

Please note - The additional reference to the SPARQS guidance has been added for 2017-18 following the sector-wide Focus On event on ILR.

**21   Do you provide support, training and/or guidance specifically for students involved in ILR?**

Not yet, but this is an area of focus for us for this academic session. One of our Quality and Standards Managers has been meeting with student panel members to gather feedback on their experiences of the process and their needs.

**Institution-Led Review**

# Glasgow Caledonian University

**Scope**

| 1    What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
| | X | | |

Please note that the exception is the Graduate School, which is reviewed as a single entity.

| 2    Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | X | |

### 3     Can you provide a link to your current ILR process?

This is the link to GCU's Quality Enhancement and Assurance Handbook:
www.gcu.ac.uk/academicqualityanddevelopment/academicquality/qualityenhancementandassurance/qualityenhancementandassurancehandbook/.

Within this handbook, section 3 covers their Enhancement-Led Internal Subject Review process:
www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/qea/qeahv6/Section%203%20-%20Enhancement%20Led%20Internal%20Subject%20Review.pdf.

### 4     How is postgraduate taught provision reviewed?

No distinction is made between undergraduate and taught postgraduate provision. Both are monitored and reviewed in line with approved quality enhancement and assurance processes as outlined in the Quality Enhancement and Assurance Handbook (sections 5 and 6).

### 5     How is postgraduate research provision reviewed?

As part of the programme of Thematic review.

### 6     In what way do you review professional services?

This is incorporated within the reviews of each subject area.

### 7     Does the ILR cover Professional Services?

Yes, this is incorporated within the reviews of the subject area.

## 8    Do you undertake thematic reviews?

As part of the review of academic quality policies, processes and practices post ELIR, the University has recently reinstated Thematic Review with the first being the review of postgraduate research provision.

## 9    How often do you review the ILR process?

The University has established an Academic Quality Working Group to continue the review of its quality enhancement and assurance policies and procedures post ELIR. ELISR will be encompassed within this review.

## 10    What standard data sets does the panel use and who provides the data?

All university data and monitoring KPIs are provided by Strategy and Planning.

At GCU the scope of the review covers:

- the student experience and quality of student engagement
- impact of provision at all levels
- analysis and reporting on performance data such as admission, retention, progression and achievement, completion statistics, RPL, articulation, NSS, ISB
- QAA Enhancement Themes
- CPD activity resulting in enhanced professional reputation such as Professional Standards Framework (UKPSF) qualification of staff including HEA recognition at Associate Fellow, Fellow, Senior Fellow, and Principal Fellow levels
- research-student supervision
- the extent to which research/scholarly/professional activity informs the curriculum
- collaborative provision with internal and external stakeholders including PSRBs (professional, statutory, and regulatory bodies)
- impact of central and school-based student support
- impact of professional services
- international students on and off campus
- any other provision leading to the award of credit.

**Panel**

## 11    What is the composition of the review panel?

An appropriate senior academic from GCU will chair the review. In addition the panels:

- must include cross-Department/School representation
- must normally include appropriate academic and professional external peers and other stakeholders (as appropriate)
- must include student representation
- must include a member from Student Support Services
- may include other groups as appropriate to the subject area. Care must be taken to ensure that a sufficient number of externals with the appropriate breadth of experience are appointed to the Panel to adequately cover the subject provision in the timeframe available.
- GCU have a set of criteria for the selection of reviewers to a panel. Each subject area is asked to produce a self-evaluation document (SED). The ILR procedure outlines in detail what each SED should consider.

**12      Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?**

Students are panel members of reviews; usually this is a Sabbatical Officer, however, the Students' Union and the University are working together to open this opportunity out to School Officers and Course Reps. School Officers have also recently been included in Programme Approval Board panels, and training has been developed to support this involvement.

**13      Which groups do panels meet with (e.g. groups of students, staff, employers)?**

The structure of each event is determined after consultation between the Department of Academic Quality and Development, the Chair and the School. The review event will assess the claims made in the SED. The principle means of assessment testing are meetings with staff, students, and recent graduates and in the review of any additional documentation requested. The event will include partners, placement providers and/or employers where relevant to the discipline area.

**Post-Review**

**14      Who considers the outcomes/report of the review (i.e. committees etc.)?**

The draft report on the ELISR will be circulated to panel members for comment before being passed to the School, for comment on factual accuracy. The review report provides a short summary of the proceedings confirming the appropriateness of the School's self-evaluation. The report will also identify areas of good practice and areas which require enhancement. Actions arising from the reports are reviewed by university Governance Committees; School Boards, Learning and Teaching Sub Committee (LTSC), Academic policy and Practice Committee (APPC) and, Senate. Does the area under review produce a response?

Four weeks after confirmation of the event report the School will be required to produce a response in the form of an enhancement plan which will be initially considered and approved by the Chair of the Panel and may be circulated to the ELISR Panel if deemed appropriate. Any enhancement plans required by support departments will be included as an Appendix.

Any actions requiring University level consideration will be considered by the Academic Policy and Practice Committee (APPC). The report and associated enhancement plan will then be considered and approved by the Learning and Teaching Subcommittee (LTSC) on behalf of the APPC and Senate. In the event of any serious issues arising from the report, APPC will draw these issues to the attention of Senate.

The conclusions of the report and the action plan must be made available to the students within the subject provision reviewed via GCU Learn. One year on from the review, the Chair of the Panel, a representative from the Department of Academic Quality and Development, the Head of Department, and the Dean of School will review progress on the approved action plan. (LTSC will be informed at that stage if there are any problems with action plan implementation). Further follow up will take place after twelve months and thereafter (two years and onwards) the progress of the action plan will be monitored through the annual report on monitoring of the Quality Enhancement and Assurance of programmes and school planning process.

## 15    Is an interim report/progress update produced by the area under review?

See question 15.

## 16    How is good practice from ILR shared?

ELISR reports are considered by the Senate Learning and Teaching subcommittee and identified good practice disseminated via the University's governance structure. Good practice is also shared via University and School learning and teaching events and through the School based Associate Deans (Learning, Teaching and Quality) and Assistant Heads of Department (Learning, Teaching and Quality).

**Training/Guidance**

## 17    What training is provided for panel members? What form does this take?

Training and support to student reviewers will be provided by the GCU Students' Association and sparqs. GCU offer Chair and Panel member training sessions supplemented by detailed briefing notes which outline the relative responsibilities.

## 18    What guidance is given to panel members on reviews?

In addition to the guidance detailed in question 19, the Review commences with a private meeting of the Panel at which the Chair, supported by the Clerk, reiterates the role and responsibilities of Panel members.

**Students**

## 19    What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

The student representatives on the School Boards, Programme Boards and Student Staff Consultative Groups, reflecting the SFC (2012) guidelines, should be fully engaged in the review process and given adequate opportunity to comment on the final draft of the document before it is submitted to the Department of Academic Quality and Development. To ensure that the student voice is represented, their views should be woven into the narrative where appropriate. The QEA Strategy supports the updated SFC guidance to widen the scope and understanding of student engagement in quality, signalling a shift from encouragement to expectation.

GCU Students' Association is fully engaged with ILR at GCU. Full-Time Officers (FTOs) participate in ELISR events as full panel members, and one of the FTOs has academic quality included within their policy remit. In 2016-17 a small pilot was undertaken with trained student representatives (School and Postgraduate Officers) undertaking the remunerated role of student panel member. The pilot evaluated well and student involvement in Programme Approval and Review as full Panel members will be rolled out more widely in 2017-18. The FTOs will continue to undertake the role of student panel member for ELISR events, while School Officers and Postgraduate Representatives are offered the opportunity to do so for Programme Approval and Review.

## 20  Do you provide support, training and/or guidance specifically for students involved in ILR?

The Department of Academic Quality and Development delivered briefing and support sessions for the two students who participated in Programme Review events in 2016-17. Small group briefing sessions and one-to-one meetings will continue to be delivered for all students who participate in ILR events as panel members from 2017-18; the content is based on sparqs training materials, contextualised for GCU and incorporating feedback from students and the GCU Students' Association.

**Institution-Led Review**

# University of Glasgow

**Scope**

| 1   What is the unit of review (please tick)? | | | |
|---|---|---|---|
| programme | subject | department | other |
| | X | | |

Any further information:
The process is called Periodic Subject Review (PSR)

| 2   Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | | X |

Any further information:

We are open to incorporating PSRB reviews but have found subject areas and schools often wish to use PSR as preparation or that the focus of the PSRB is too different. In 2017-18, we will be doing a joint review of the School of Law with the Law Society of Scotland.

**3      Can you provide a link to your current ILR process?**

www.gla.ac.uk/myglasgow/senateoffice/qea/periodicsubjectreview/.

**4      How is postgraduate taught provision reviewed?**

Periodic Subject Review covers all taught undergraduate and postgraduate programmes undertaken by Subject or School.

**5      How is postgraduate research provision reviewed?**

Postgraduate Research provision is reviewed by Graduate School. The process used is very similar to PSR. There are four Graduate Schools and they are reviewed on a five-yearly cycle - one reviewed each year followed by a year of reflection. Here is a link to the Graduate School Review process guidelines:
www.gla.ac.uk/services/postgraduateresearch/graduateschoolreview/.

**6      In what way do you review professional services?**

**7      Does the ILR cover Professional Services?**

A separate process, University Services Administrative Review Programme (ARP), is used to review professional services.
www.gla.ac.uk/services/courtoffice/administrativereviewprogramme/.

**8      Do you undertake thematic reviews?**

No.

## 9      How often do you review the ILR process?

The process is reviewed annually to address feedback from the year's events. Feedback is sought from the subjects that have been reviewed and from Panel Conveners, members and clerks. A full review is undertaken at the end of each six-year cycle to consider major changes to the process.

## 10     What standard data sets does the panel use and who provides the data?

This is the most up-to-date version from 2017-18 guidelines, which are being finalised at the moment.

| **To be provided by the School/Subject:** |
|---|

| **School/Subject information** | |
|---|---|
| Details of School/Subject organisation, management and administration (including collaborative arrangements). | include organisation chart and list of key postholders (i.e. Quality Officer/L&T Convener etc.) |
| A list of all current School staff (highlighting those with involvement in subject(s) under review). | include academic staff; associated lecturers; research staff (if involved in teaching), hourly paid teaching staff (e.g. PGT students who act as GTAs as tutors/demonstrators) and support staff. Include grade, full-time equivalent and any vacancies. |
| Academic staff age profile (10 year intervals) i.e. 25-34; 35-44, etc. | include information on gender balance, ethnicity and disability |
| Details of the School workload model and current workload details. | include responsibilities for academic staff |
| Evaluation of grade profiles and degree classifications. | |
| **Subject and Programme information** | |
| Subject information provided for students from the current session. | e.g. Handbooks for courses and programmes, School/Subject Handbooks, etc. |
| Programme specifications[3] for all taught programmes (undergraduate and postgraduate) for which the School/Subject is responsible. | Guidance notes are available from the Senate Office web page at: www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/. |
| **Quality Enhancement & Assurance information** | |
| Details of School quality enhancement and assurance procedures. | (if available). |
| Annual monitoring reports for the previous three complete sessions. | include any School/Subject analysis/overview of the reports. |
| Student summary and response reports for course evaluation questionnaires for all taught courses offered by the School/Subject for the previous and current session. Aggregated data from course evaluation questionnaires. | include laboratories (if appropriate). |
| Most recent reports of Professional, Statutory and Regulatory bodies. | (if appropriate). |
| **Committee information** | |

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[3] Programme specifications should now be in place for all programmes across the University. The School/Subject should ensure that the specifications are up to date and reflect current programmes.

| | |
|---|---|
| Membership and remits of any School/Subject committees concerned with teaching, learning and assessment activities. | |
| Minutes of all staff/student committee meetings for the current and previous two sessions. | include remit and membership. |
| Minutes of the main School/Subject committee(s) dealing with teaching, learning and assessment. | include main School/Subject-level management meetings and Learning and Teaching Committee, the title of the committee should be easily identifiable in the title, i.e. 'LTC December 2016' These should be provided for the current and past two sessions. |
| Minutes of Employer-Liaison Committee (or equivalent). | (if appropriate). |
| Other minutes or other reports relating to operation or review of courses and programmes (e.g. reports of any course reviews etc. but not course approval pro forma) | We do not require Board of Studies/Exam Board minutes. |

| | |
|---|---|
| | |

**The following information will be gathered by the Senate Office and will be uploaded directly to Share Point site[4]**

| School/Subject information | |
|---|---|
| Student numbers in the previous complete session (headcount) | UGs on each course and in each honours year (separately for single and joint honours) PGT on each programme ethnicity disabilities gender. |
| Student Success Performance Indicators (SSPIs) and degree classification results | |
| Progression and completion data by programme. | Data is frequently at College level for indicators of student retention e.g. 1-2 progression rates; year 1 continuation rates; these data along with the data above will be used to discuss student retention |
| | First employment destinations |
| **Subject and Programme Information** | |
| Relevant Subject Benchmark Statements | |
| **Quality Enhancement & Assurance Information** | |
| External examiners' reports and related correspondence. | include the School/Subject's response to any issues raised in those reports for the previous three complete sessions. |

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[4] Any queries regarding accuracy of data should be directed to the Senate Office.

| Previous PSR/DPTLA review report together with the response of those mentioned in the recommendations. | |
|---|---|
| National Student Survey (NSS) results plus students' open comments. | |
| Other surveys (such as Welcome Survey, Glasgow Life, PTES and ISB). | |

**Panel**

### 11 What is the composition of the review panel?

At a minimum:

- a Vice Principal or the Clerk of Senate or the Convener of ASC (Panel Convener)
- at least one external subject specialist from other HE institutions, normally in the UK
- a student representative from out with the School and normally from another College
- a Senate Assessor on the University Court
- an academic from a cognate School, normally within the same College
- a representative from the Learning and Teaching Centre
- an administrator, normally from the Senate Office, who will also act as clerk to the Panel.

### 12 Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

The student panel members are selected by the Students' Representative Council's Vice President (Education) from SRC Council Members and other senior student representatives. The Vice President (Education) is usually the only sabbatical who acts as a panel member.

### 13 Which groups do panels meet with (e.g. groups of students, staff, employers)?

The normal pattern of the visit is:

- a meeting with the Head of School and Subject(s), which may be accompanied by one or two other senior members of staff who have delegated responsibility
- separate meetings with undergraduate and postgraduate students on taught
- courses/programmes
- a meeting with academic staff and others who have pivotal roles in teaching and
- supporting students or staff (normally without the Heads of School/Subject). This should include:
  I   Course or Programme or Year Coordinators
  II  the Head of Learning and Teaching
  III the School Quality Officer (QO)
  IV staff representatives including support and professorial staff
- a meeting with probationary staff
- a meeting with hourly paid staff (e.g. GTAs, demonstrators)
- a meeting with the Head of School/Subject and the relevant Dean of Learning and
- Teaching (or Dean of Graduate Studies if appropriate) to discuss matters that have
- arisen during the course of the day and to highlight main areas likely to be included in the report. The relevant Vice-Principal and Head of College will also receive an open invitation to this meeting. Issues highlighted in this meeting may be shared with colleagues immediately after the panel visit.

**Post-Review**

**14      Who considers the outcomes/report of the review (i.e. committees etc.)**

**15      Does the area under review produce a response?**

Academic Standards Committee (ASC) endorses the report, or asks for it to be amended, and requests that the Subject/School and other bodies named, address the recommendations.

Periodic Subject Review Reports are public documents. Reports are produced in full and in summary (intended primarily for students). Schools or Subjects are also required to produce a response to the recommendations in the report.

**16      Is an interim report/progress update produced by the area under review?**

They are asked to report back six months later on the action taken. Follow-up responses are requested until the issue has been addressed to the satisfaction of ASC.

**17      How is good practice from ILR shared?**

Where instances of good practice are identified and endorsed via periodic review, they are highlighted as 'commendations' which are then considered by Academic Standards Committee. This approach is reinforced and augmented by the Senate Office which identifies good practice from one periodic subject review report which corresponds to recommendations from another. Schools or subjects are then strongly encouraged to consider the good practice when responding to the recommendations. A summary of good practice arising from the periodic subject review process is produced by the Senate Office on an annual basis for ASC.

Good practice from across the University and from various other sources (external examiner reports, annual monitoring etc.) is available on the Learning Enhancement and Academic Development Services website.

www.gla.ac.uk/myglasgow/leads/goodpractice/.

In addition, at the Learning and Teaching Committee (LTC) in September each year, selected examples of good practice identified from Periodic Subject Review are discussed. In some instances, staff responsible will be asked to present their practice at the University's Annual Learning and Teaching Conference.

**Training/Guidance**

**18      What training is provided for panel members? What form does this take?**

No formal training is provided to Academic members of the panel. LEADS representatives and Senate Office Clerks participate in a review as an observer before they undertake their own review. The new clerks are further supported by an experienced member of the Senate Office in managing the process and drafting the report.

Student panel members attend a full day of training which includes reviewing documentation from one of the preceding year's reviews and a mock review meeting with the Head of Subject.

### 19      What guidance is given to panel members on reviews?

Panel members receive detailed written guidelines. The panel meets before the review visit to agree its approach. This is also an opportunity for panel members to clarify any procedural details. Throughout the review, the panel is guided by an experienced Convener, normally a Vice-Principal.

**Students**

### 20      What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

Engagement with and the participation of students are vital components of the PSR process. Student engagement takes place prior to the review, during the review and following the review. There is also indirect engagement with students' views and feedback through the documentation submitted for the review.

**Prior to the review**

- The School/Subject should inform students about the review at an early opportunity e.g. at the first Staff-Student Liaison Committee (SLC) meeting in the academic session in which the review will be held and later reinforced by communication with all students e.g. Moodle and/or Student Voice. An information sheet for students is also available through the Senate Office website.
- SER author(s) should endeavour to liaise with the wider student body on early draft and later, to seek endorsement prior to submission. To reach beyond student representatives, the School/Subject should consider posting a draft on Moodle and/or Student Voice so that all students (undergraduate and postgraduate have the opportunity to comment).
- Obtain student feedback and ensure that the student experience is evaluated and captured meaningfully in the development of the SER.
- Student feedback obtained via routine quality mechanisms will also inform the panel e.g. end of course questionnaires, staff: student liaison committee minutes and annual monitoring reports, student surveys, etc.

**Engagement during the review**

- The Review Panel includes a student member. Experience has found that the inclusion of a student member provides the Panel with a greater focus on the student experience and an additional perspective on other issues from the student point of view.
- Undergraduate and taught postgraduate students will be invited to meet with the Review Panel to share their views on learning, teaching and assessment and on their engagement with developments in learning, teaching and assessment and their wider experience as students of the University. Experience has shown that students are generally willing to participate, particularly if they have had an early briefing about the review and have been engaged in the preparation for it.

**Engagement with students following the review**

- School/Subject to provide feedback to students after the review. Following approval of the review report by the Academic Standards Committee (ASC), the Senate

Office will prepare and circulate a summary report to the School/Subject.
The summary report is aimed at students and should be provided for consideration at SSLCs and for posting onto School/Subject websites and/or Moodle/Student Voice.

- The School/Subject will be asked to report on the steps it has taken to feedback to students on the outcomes of the review and on the actions taken in the six month progress report to ASC.

Student panel members are paid at the same rate as external panel members.

## 21 Do you provide support, training and/or guidance specifically for students involved in ILR?

Student panel members attend a full day of training provided by the Senate Office and LEADS. It includes examining the documentation from one of the preceding year's reviews and a mock review meeting with the Head of Subject. There is also a session on effective communication.

**Institution-Led Review**

# Glasgow School of Art

## Scope

| 1 What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department/school | Other |
| No - but department-based review includes revalidation of degree programmes within that department that are validated by the University of Glasgow. | | X | |

Reviews of collaborative provision also take place on a periodic basis. GSA Singapore/Singapore Institution of Technology Partnership was reviewed in October 2016; it appears from the Institution's timetable of revalidations/periodic review that this took the review 'slot' for 2016-17 (i.e. no School reviews took place this year).

Any further information:

| 2 Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | These take place as necessary, rather than as part of ILR - e.g. Product Design Engineering programmes were accredited in 2015. | |

## 3 Can you provide a link to your current ILR process?

In terms of taught provision, GSA has a Periodic Review and Revalidation Policy and Self-Evaluation Report pro-forma. These are available on GSA's website www.gsa.ac.uk/about-gsa/our-structure/academic-services/academic-policies/.

GSA is an accredited institution of the University of Glasgow, which has validated GSA undergraduate and postgraduate programmes since 1992. GSA, through its Academic Council, is responsible for the development, monitoring, evaluation and updating of its academic framework. Whilst the Senate of the University of Glasgow has ultimate responsibility for the awards, there is maximum delegation to GSA for academic standards and quality consistent with the requirements of quality assurance, the University's regulations and assuring the reputation of the University's awards. GSA operates quality assurance and enhancement procedures which are agreed with the University and, where possible, are harmonised with the University's own quality assurance and enhancement procedures.

## 4 How is postgraduate taught provision reviewed?

Is included in School-level ILR.

## 5 How is postgraduate research provision reviewed?

Master of Research is included in School-level ILR.

The PhD and MPhil programmes report to the Research Degrees Subcommittee (RDSC), which reports to the Research and Enterprise Committee and beyond that, to Academic Council. Provision, processes and QA-related issues form part of RDSC's agenda.
In addition, where students are externally funded (for instance, by AHRC), we provide further annual reports as part of the Scottish Graduate School for Arts and Humanities.

As with all research degrees, external examiners are asked to comment on procedural and administrative processes of research degrees at GSA at the point of viva (in addition to commenting on individual academic performance). Students take part in a formal annual review (progression) in each year of study, presenting work to a panel which includes an independent assessor (an academic member of staff not involved in supervision). This process includes the submission of a report by the convenor and/or assessor.

Along with supervision itself, external examining and progression processes and the Annual Research Degrees Report, these structures are the core elements of GSA's approach to the setting, maintaining and reviewing of standards for PGR. Consideration of input from stakeholders and other sector peers in the research community (most notably through organisations such as SGSAH, in addition to our membership of organisations such as Vitae and UKCGE), is integral to these processes. Likewise, through the cross-institutional supervisory teams arranged through SGSAH and related/similar networks, comparative analyses and sharing of best practice has been encouraged between HEIs within the consortium. Regular PGR Staff-Student Consultative Committees offer further opportunity for feedback, appraisal and QA at PhD and MPhil level.

## 6 In what way do you review professional services?

GSA reviews its professional services based on business need, emerging developments, and also as part of the standard assurance framework. Regarding the assurance framework, GSA utilises internal audit to provide assurance and facilitate development. Accordingly, in consultation with the internal auditors, GSA may seek to supplement the core audit plan with the review of areas considered to require development as well as assurance. Internal audit is outsourced by GSA.

Regarding 2016-17, in term of professional services, Estate Management underwent review and the draft internal audit report will be considered by GSA's Audit Committee in late August 2017. The draft report concluded moderate assurance over both the design and operating effectiveness of the controls in place. The report found that the controls in place were sufficient to allow the estates management processes to operate effectively. The Internal auditors have made five recommendations which, will be considered and taken forward in 2017-18.

In the context of professional services, in 2017-18, internal audit will review IT Security and Strategy, Procurement and Contract Management, and Business Continuity Planning.

## 7 Does the ILR cover Professional Services?

Not explicitly, however, input from specialist academic-related support departments form a core contribution to the review and enhancement of taught programmes. The review panel includes either: the Head of Student Support and Development, Learning Resources, or Technical Support.

## 8      Do you undertake thematic reviews?

Not explicitly.

## 9      How often do you review the ILR process?

In terms of core quality assurance policies (covering aspects such as programme approval, programme amendment, external examiners, programme monitoring and periodic review), reviews for these are scheduled in a four-year cycle. However, institutional need, sector expectations, existing internal and external practice, and current University of Glasgow policy mean that in practice, these policies are normally reviewed more frequently.

The University of Glasgow reviewed its own Periodic Subject Review process and implemented a revised process and guidance in 2014-15. Given that, where appropriate, GSA aligns with the University's quality assurance and enhancement processes, in 2015-16 GSA's Policy and Governance department reviewed its process and Self-Evaluation Report template and made adjustments to re-align as appropriate, and an Equality Impact Assessment was carried out in 2016-17.

The Self-Evaluation Report template mirrors the content headings of QAAS's ELIR 3 Technical Report. Given that these headings have altered in the ELIR 4 handbook, GSA is currently considering whether to re-align with the new headings. From an equalities perspective, examples of some of the new headings include:

- Recognising and responding to equality and diversity in the student population, including widening access and mode and location of study.
- Supporting students in their learning at each stage of the learner journey from pre-admission to post-graduation, including outreach, admissions, articulation, graduate attributes, assessment, employability, and enterprise and entrepreneurship).

Consideration of these may better enable Heads of Schools to consider the student learning experience of all students, including those with protected characteristics.

## 10      What standard data sets does the panel use and who provides the data?

As set out in the Periodic Review (Revalidation) Policy, documentation is provided for:

- All programmes and courses under review, including any joint degree programmes with other institutions where GSA is the administering institution and/or collaborative arrangements.
- Service teaching provided for another School within GSA.
- New programmes or courses that are about to be introduced (the Self-Evaluation Report (SER) should include an explanation of the rationale behind their development and programme specifications/draft handbooks should be provided where available.

The following is a list of the documentation, to be provided by the School, required in addition to the SER:

| School Information |
| --- |
| Details of School organisation, management and administration, including details of any collaborative arrangements. |
| Membership and remits of any School committees concerned with learning, teaching and assessment activities. |
| Details of the School workload model and current workload details, including responsibilities for academic staff. |
| Evaluation of grade profiles and degree classifications. |
| Programme Information. |
| Subject information provided for students for the current session, for example handbooks for course/programme. |
| Relevant Subject Benchmark Statements. |
| Quality Enhancement and Assurance Information. |
| Details of School quality enhancement and assurance procedures other than GSA (if any). |
| Analyses of student feedback questionnaires for all taught courses offered by the School for the current and previous session. |
| Summary reports of programme level equality impact assessment undertaken during the review period for each programme under review. |
| Most recent reports of professional, statutory and regulatory bodies (if appropriate). |
| Committee minutes. |
| Minutes of all SSSC meetings for the current and previous two sessions. |
| Minutes of the Board of Studies (re items dealing with learning, teaching and assessment) for the current and previous two sessions. |

The School may also provide any other data it routinely collects in regard to teaching and learning activities which have been referred to in the SER.

In addition to the documentation listed above, Policy and Governance department make the following documentation available to the review panel and will forward copies to the School eight weeks prior to the submission of the SER:

| School Information | Provided by |
| --- | --- |
| A list of all current School staff to include academic staff, visiting lecturers, research staff (if involved in teaching), hourly paid teaching staff. The list should include the staff grade, FTE and any vacancies. | Human Resources |
| Academic staff profile which includes age (at 10 year intervals i.e. 25-34, 35-44 etc.), gender balance, ethnicity and disability. | Human Resources |

| | |
|---|---|
| Student numbers against previous institution (by type). | Senior Policy Officer |
| Student numbers in the current and previous four complete sessions (headcount and FTEs) for all UG and PGT programmes under review, including information regarding ethnicity, disability and gender. | Senior Policy Officer |
| Student progression and degree classifications in the previous five complete sessions (headcount and FTEs) for all UG and PGT programmes under review, including information regarding ethnicity, disability and gender. | Senior Policy Officer |
| First employment destinations in the previous complete session. | Careers Adviser |
| Programme information. | Provided by |
| Programme specifications for all undergraduate and taught postgraduate programmes for which the School is responsible. | Academic Registry |
| Quality Enhancement and Assurance Information. | Provided by |
| Annual Programme Reports for the previous three complete sessions for all undergraduate taught courses and taught postgraduate programmes). | Academic Registry |
| School Summary Reports for the previous three complete sessions. | Academic Registry |
| External examiners' reports and related correspondence including the School/Subject's response to any issues raised in those reports for the previous three complete sessions. | Academic Registry |
| National Student Survey (NSS) results including students' free-text comments. | Learning and Teaching Team |

Where the review will involve a particularly large volume of documentation, Policy and Governance will work with the School to select a representative sample to be made available to the panel. Panel members may request to see any documents not selected.

**Panel**

## 11 What is the composition of the review panel?

GSA's review panel will normally comprise at a minimum:

- The Deputy Director (Academic) or nominee
- an external subject specialist from another HE institution, normally in the UK
- a student representative. This is normally the President of the Students' Association (who shall not be a current or former student of the School undergoing Periodic Review)
- a Programme Leader from another School
- the Head of Learning and Teaching
- one academic-related professional support departmental Head
- a nominee of the University of Glasgow. In cases where the provision under review includes a joint collaboration with the University of Glasgow, two representatives from the University should be invited to attend.

In the case of the review of the School of Design, held in session 2015-16, owing to the scope and breadth of the School's provision, this included: the Heads of Learning and Teaching, Policy and Governance, Student Support and Development, and Technical Support; the Head of another School; two Programme Leaders; two representatives from the

University of Glasgow (owing to the fact that joint provision was under review); three External Subject Specialists; and the President of the Students' Association.

## 12 Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

The President of the Students' Association is always a full and equal member of the review panel. If the President of the Students' Association is a current or former student of the School undergoing Periodic Review an additional student representative from outwith that School would be co-opted to the panel.

## 13 Which groups do panels meet with (e.g. groups of students, staff, employers)?

The panel will visit and meet with individuals and groups of staff and students from the programmes under review. The normal pattern of the visit is:

- A meeting with the Head of School and may be accompanied by one or two members of senior staff who have delegated responsibility
- Separate meetings with undergraduate and postgraduate students on taught programmes
- A meeting with academic staff and others who have pivotal roles in teaching and supporting students or staff (normally without the Head of School). This should include Programme Leaders and up to three additional members of academic staff, technical staff or visiting lecturers who might not otherwise meet with the review panel or to achieve a more representative gender balance
- A meeting with the Head of School to discuss matters that have arisen during the course of the day and to highlight main areas likely to be included in the report. Issues highlighted in this meeting may be shared with colleagues immediately after the panel visit.

**Post-Review**

## 14 Who considers the outcomes/report of the review (i.e. committees etc?)

The Periodic Review report is submitted to Academic Council (via Undergraduate and Postgraduate Committee (UPC)) for consideration. The Report is then forwarded to the School and others named in the recommendations for action. UPC refers to Academic Council any issues of educational policy that impact beyond the School. Academic Council, the Executive Group and the Board of Governors are advised, as necessary, of recommendations that have more serious academic or resource implications.

Should it prove necessary, the review panel may produce a confidential annex to the main report which is for internal use only by the Directorate? This annex is produced only if there is information that the panel considers sensitive and inappropriate for the main report e.g. information relating to individuals or interpersonal relations, etc. It might also include specific recommendations relating to the distribution of resources within a School.

The Review Report also addresses the revalidation of individual programmes. The review panel ensures that the Review Report sufficiently addresses scrutiny of individual programme provision and the student experience therein in order to warrant revalidation. The Review Report makes specific recommendation for revalidation regarding each programme and may include conditions and recommendations regarding individual programme revalidation. Revalidation requires approval of both Academic Council and the University of Glasgow, therefore, once the Periodic Review report has been approved by Academic Council, this is subsequently submitted to the University of Glasgow's Academic Standards Committee (ASC). ASC is invited to consider the report (including the

commendations and recommendations) and approve the revalidation of the programmes detailed in the report.

## 15 Does the area under review produce a response?

The School, normally within one month after the Academic Council meeting which approved the Review Report, provide a brief report or action plan explaining how any conditions and recommendations have been, or will be, met.

Where conditions and recommendations have a deadline outwith one month, the School will submit a report on these conditions and recommendations within the timescale detailed within the Review Report. Reports are submitted to Academic Council (via UPC).

## 16 Is an interim report/progress update produced by the area under review?

Reports on progress made in addressing the recommendations of the Review are submitted to each UPC and Academic Council meeting of the subsequent session.

The School is also expected to report on the steps it has taken to feedback to students on the outcomes of the Review and on the actions taken. This would include how key issues or strengths relating to an individual programme have been monitored and informed by the various methods of student feedback.

The Convenor of the Panel reviews the progress reports to ensure that the recommendations have been adequately addressed and reported, including evidence of dissemination of recommendations to students.

A final report on the progress made in addressing the recommendations of the Review is submitted to Academic Council (via UPC) approximately one year from the date that the Panel's Report was received by that Committee. This report is also submitted to the University of Glasgow's Academic Standards Committee for consideration.

In addition to reporting to Academic Council, Schools are also expected to comment in the next set of Annual Programme Reports on the impact of the Periodic Review on provision.

Academic Council may request further follow-up reports in certain circumstances, e.g. where progress has been limited or delayed.

## 17 How is good practice from ILR shared?

The Periodic Review report identifies good practice for dissemination across GSA, as appropriate, and this report is considered at UPC (which is comprised of senior academic staff and professional support staff) and at Academic Council.

**Training/Guidance**

## 18 What training is provided for panel members? What form does this take?

GSA doesn't, at present, offer formal training to its periodic review panel members.

## 19 What guidance is given to panel members on reviews?

Panel members are provided with the Periodic Review (Revalidation) Policy, and a briefing is held prior to the review event.

**Students**

**20** **What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.**

GSA's Periodic Review (Revalidation Policy sets out that student engagement should take place prior to the review, during the review and following the review. There is also indirect engagement with students' views and feedback through the documentation submitted for the review.

The policy sets out clearly the following expectations:

- Schools should inform students about the review at an early opportunity.
- Consideration should be given to how and when feedback will be obtained to ensure that the student experience is evaluated and captured meaningfully in the completion of the Self-Evaluation Report (SER) (e.g. via Staff Student Consultative Committees, representative class groups or focus groups). The SER includes 'a detailed section on feedback from students'.
- The author(s) of the SER should liaise with the wider student body on an early draft and later, to seek endorsement prior to submission. To reach beyond Class Representatives, the School is advised to consider posting a draft on the VLE so that all undergraduate and taught postgraduate students have the opportunity to comment.
- Student feedback obtained via routine quality mechanisms also informs the Panel, for example Staff Student Consultative Committee minutes, NSS and PTES feedback, Annual Programme Reports etc.

In terms of GSA's most recent Periodic Review event for the School of Design, Heads of Department and Programme Leaders were responsible for ensuring that students were updated with regard to the School's Periodic Review. Programme-specific detail was discussed in Staff Student Consultative Committees and the School held a Student Forum specifically to engage the student body on their view of the Self-Evaluation Report.

Undergraduate and taught postgraduate students are invited to meet with the Review Panel to:

- share their views on learning, teaching and assessment
- comment on their engagement with developments in learning, teaching and assessment
- comment on their wider experience as students at GSA.

The meetings with the students are held before the meetings with academic staff in order to allow students' views to be discussed with staff.

The School under review assists in approaching students to participate in the review and meet with the review panel. The School is asked to take steps to ensure that the students who attend the meetings include representatives of as many different sections of the student body as possible. For example:

- Undergraduate student meeting: up to 10 students from across the School and at a variety of levels and should include class representatives, International and mature students and students on joint programmes (if applicable).

- Postgraduate student meeting: up to 10 students from across the School and should include class representatives, International students and students on joint programmes (if applicable).
- After the Review event and following the approval of the Review report by Academic Council, Policy and Governance prepares and circulates a summary report to the School. This report is aimed at students and Schools should highlight this for consideration at Staff Student Consultative Committees and for posting onto School webpages and/or the VLE.

The School is also asked to report to Academic Council on the steps it has taken to feedback to students on the outcomes of the review and on the actions undertaken.

### 21 Do you provide support, training and/or guidance specifically for students involved in ILR?

Heads of Department and Programme Leaders are normally responsible for keeping students updated throughout the review (via, for example, Staff Student Consultative Committees).

An information sheet for students is available on Policy and Governance's webpage. Schools are invited to use this as a basis for briefing sessions.

**Institution-Led Review**

# Heriot-Watt University

## Scope

| 1 What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
| X | | | |

| 2 Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | X | |

Any further information:

There are four main processes:

- Academic Review
- Review of Academic-Related Professional Services
- Internal Audit
- Thematic Review

**3 Can you provide a link to your current ILR process?**

www.hw.ac.uk/services/docs/arhandbook-complete.pdf

**Academic Reviews**

Academic Reviews take into account all credit-bearing taught programmes at undergraduate and postgraduate taught level, as well as the postgraduate research student experience, across all locations and modes of study.

Academic Review, which is designed in such a way that it may be demonstrated that academic standards and the quality of the provision are being maintained, is underpinned by other quality processes such as Approval of Courses and Programmes, Annual Monitoring and Review and Professional Statutory and Regulatory Bodies Review.

Although there is some consideration of the role of support services during Academic Reviews, a separate process (also undertaken over a five-year cycle) for the Review of Academic-Related Professional Services is in place which allows the University to review the impact of academic-related services upon the student learning experience.

A separate additional process is in place for high risk activities such as those delivered by independent learning or through Approved Learning Partners (ALP). Internal Audit is an assurance-led process which complements enhancement-led Academic Review. It is designed to ensure that high risk activities are properly managed and the quality and standards of such activities are assured. Internal Audit provides an opportunity to periodically review the effectiveness of Schools' management structures for collaborative activities. This additional process allows Academic Review to have an enhancement focus.

**4        How is postgraduate taught provision reviewed?**

**5        How is postgraduate research provision reviewed?**

Questions 4 and 5 are covered by Academic Review.

**6        In what way do you review professional services?**

**Review of Academic-Related Professional Services**

This process is in place for assuring the quality of academic-related support services.
It is very similar to, and modelled on, the Academic Review process. Post-review activities
are identical to those followed for Academic Review.

**7        Does the ILR cover Professional Services?**

See above.

**8        Do you undertake thematic reviews?**

Yes. Thematic Review is a topic-led approach to institution-wide review of learning and
teaching matters which have been identified as key priorities for the institution. Thematic
Reviews are conducted on an individual topic basis. The process is led by the University
Committee for Learning and Teaching and it has an enhancement focus and purpose.

**9        How often do you review the ILR process?**

At present there is no formalised schedule for reviewing ILR. In practice, however, the
process is reviewed annually. Changes to the process are presented to and approved by the
University Committee for Quality and Standards.

**10       What standard data sets does the panel use and who provides the data?**

For Academic Review:

Each Discipline Team will prepare or collect review documents as detailed in the table
below. The reflective document will be signed off, and approved by the School.
Exceptionally, the Deputy Principal (Learning and Teaching) may provide additional briefing
notes to the Review Team (copies of which will be provided to the School).

- Reflective Analysis (RA) Document.
- Programme specifications.
- The most recent Internal Audit report (as a summary of the external activities).
- School Annual Monitoring and Review Reports for the past two years.
- Organisational chart together with School documents setting out the responsibilities.
- The School's Learning and Teaching Enhancement Plan.
- A summary of enhancement activities.
- Course Descriptors.
- Student Handbooks.

**Panel**

### 11      What is the composition of the review panel?

Review Team:

- Two internal academic members of staff
- Two student members
- Two external academic specialists

Advisers:

- Deputy Principal (Learning and Teaching) and/or
- Academic Review Manager and Facilitator from the Quality and External Partnerships Team
- Student Engagement Manager (Students' Union)

### 12      Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

The Students' Union appoints two students to participate as members of a Review Team. The provision being reviewed will determine whether the students are undergraduate, postgraduate taught or postgraduate research. The Students' Union will provide support and guidance to help students meet their responsibilities.

### 13      Which groups do panels meet with (e.g. groups of students, staff, employers)?

- Meeting with the Management Team
- UG students
- PGT students
- PGR students
- Graduates
- Academic staff (representing delivery at all levels, locations and modes; including new/newer staff)
- Key administrative staff (as appropriate).

Note there is also an enhancement session:

An important aspect of Academic Review is the enhancement session which takes place over a period of approximately two hours (depending upon the size of the discipline being reviewed). Schools will deliver an enhancement workshop on a topic of their choice but which is related to the University's Learning and Teaching Strategy - to enhance learning and teaching provision, in pursuit of the School's individual Learning and Teaching Strategy/Enhancement Plan.

**Post-Review**

## School Response and Action Plan

Following completion of the review report, the Academic Review Facilitator will send the final draft to the School to check for factual accuracy; once this is confirmed the report will be finalised. The School will then be invited to produce an action plan responding to all recommendations. If desired, a more detailed response may also be submitted.

## Committee Approval and Circulation

The final report, response and/or action plan will be considered, and approved, by the University Committee for Quality and Standards.

If the University Committee for Quality and Standards is unable to confirm satisfaction with the School's action plan, this will be reported back to the School, with a request to undertake corrective action. In exceptional circumstances, if an issue cannot be resolved through discussions between the Committee and the School, the case may be referred to the Senate.

The Academic Review report will also be considered by the University Committee for Learning and Teaching to confirm that the actions proposed by the School with respect to enhancement and development are appropriate. The Senate and the University Executive receive the reports and action plans for information.

## Progress Report and Completion of Review Process

One year after the review date, the School (and University if appropriate) will submit to the University Committee for Quality and Standards a progress report to confirm that action has been taken. A follow-up report may also be requested by the University Committee for Learning and Teaching. Once the University Committee for Quality and Standards has approved the progress report, it will report to the Senate that the review process is complete.

The outcomes of Academic Reviews are reported annually to the Scottish Funding Council.

All enhancement workshop briefing papers are provided to the University Committee for Quality and Standards and the University Committee for Learning and Teaching. Additionally, they are provided within the annual summary report which is presented to both these Committees, the Senate and the University Executive.

The Quality Enhancement Officer (QEO) attends all enhancement workshops. The QEO has a key role for developing and leading on activities in pursuit of the University's Learning and Teaching Strategy objectives, and undertakes a 'joining up' role.

**Training/Guidance**

**18      What training is provided for panel members? What form does this take?**

**19      What guidance is given to panel members on reviews?**

Internal academic staff, and student members of the Review Team are required to attend a briefing session delivered by the Quality Assurance Manager in advance of a review taking place. External reviewers are also invited to attend or participate by Skype. The briefing sessions will contain two elements: the first will focus on the role of the Review Team and the process as a whole, the second will focus on the role of a Review Team chair.

The Students' Union provides additional training to student members of a Review Team.

Briefing materials are provided to all members of a Review Team. A briefing document is also made available to students and School staff meeting with the Review Team.

## Students

**20      What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up?**

**21      Do you provide support, training and/or guidance specifically for students involved in ILR?**

All students are full members of the Academic Review Team.

Review Teams meet with students (including by Skype for Dubai and Malaysia) during the review event to obtain feedback. Surveys are used to obtain feedback from students studying at off-campus locations (i.e. independent distance learning and external partnerships). The results of the surveys are summarised by the student reviewers and presented to Review Teams.

Students are provided with an opportunity to write a 'Student Overview Section' for the reflective document. This activity is led by the School Officer and supported by the Students' Union. Following the publication of the revised SFC guidance, a mandatory requirement of the process will be for students to be engaged in the development of the self-evaluation.

Student reviewers are invited to attend briefing sessions delivered by the Quality Assurance Manager. They receive briefing documentation/materials. Additionally, the students are trained and supported by the Students' Union.

Students who meet Review Teams are provided with a briefing document in advance of review meetings.

A review of training provided to student reviewers is currently being undertaken. This will involve consideration of the training provided by sparqs.

**Institution-Led Review**

# University of the Highlands and Islands

## Scope

| 1   What is the unit of review (please tick)? | | | |
|-----------|---------|------------|----------------------|
| Programme | Subject | Department | Other |
|           | X       |            | X - Service Review |

| 2   Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|------|------|-----------|
| Yes  | No   | Sometimes |
|      | X    |           |

Any further information:

Subject review covers a range of programmes accredited by different PSRBs, so it is not practical to combine these processes, but consideration of PSRB accreditation matters is included within the scope of subject review.

### 3   Can you provide a link to your current ILR process?

Subject and Service Review - https://www.uhi.ac.uk/en/t4-media/one-web/university/about-uhi/governance/policies-and-regulations/regulations/regulations-2017-18/section4-subjectreviewandstudentsupportservicereview2017-18.pdf

### 4   How is postgraduate taught provision reviewed?

The University's periodic Subject Review also includes the review of Postgraduate Taught programmes and they are reviewed through the same process as undergraduate programmes.

### 5   How is postgraduate research provision reviewed?

Research supervision is within the scope of the University's Subject Review. This is under review following rDAP, and we are considering the benefits of an approach focused on PGR students, particularly in light of rapidly increasing numbers.

### 6   In what way do you review professional services?

The process for reviewing specific service areas which deal with student support is referred to as the student support service review. The review includes all activities within the service under review which are student-facing and/or intend to enhance the student learning experience. The process covers all academic partners and recognises that services will support both FE and HE students. Student support service reviews are normally scheduled biennially. It is intended to include all student-facing services in time, but prioritising a particular service or theme in consultation with HISA, taking into account student feedback and analysis of KPI data and the schedule is determined by the Quality Assurance and Enhancement Committee (QAEC). In some cases, the review may include more than one student support service.

In addition, support services undertake regular and specific evaluations which include student feedback, feedback from stakeholders. The evaluations measure the overall service through set KPIs and how they have been met, or focus on specific areas.

### 7 Does the ILR cover Professional Services?

There is a separate process which is used to review professional services on a cyclical basis. Within UHI's SFC Annual statement on ILR in academic year 2015-16, the University states that the subject review gives specific attention to how student support services contribute to the quality of the student experience.

### 8 Do you undertake thematic reviews?

No, not to date, although we would consider taking this approach in the future, working across a range of student support services.

### 9 How often do you review the ILR process?

Substantive review every 3-4 years, although procedures and operation are reviewed every year, taking into account feedback from staff, students and panel members.

### 10 What standard data sets does the panel use and who provides the data?

Standard datasets/KPIs are derived from centralised core reporting function, and appended to the self-evaluation document (SED).

Datasets for each subject network include 5 year trend data for student demographics (age/disability/gender/SIMD/ethnicity/fee group/mode of attendance); applications and enrolment (by AP/Head/FTE/programme); retention outcomes (by AP/programme); awards (distribution of/by level). Student survey data including NSS/PTES/PRES/DLHE and internally-managed surveys.

Quality monitoring and assurance evidence e.g. module/programme/Subject Network SEDs and action plans, external examiner reports, approval documentation, committee minutes, etc.

**Panel**

### 11 What is the composition of the review panel?

- A senior academic member of staff (Chair)
- Two external members with relevant subject experience from other UK higher or further education providers
- One or two internal academic members of staff from a different subject area
- A quality manager
- A student member from a different subject area
- An officer from Academic Directorate.

**12   Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?**

A student from a different subject area. These are normally HISA office bearers or class Reps.

**13   Which groups do panels meet with (e.g. groups of students, staff, employers)?**

The panel would usually meet a range of staff from the subject (or service) area, including relevant senior managers; a range of students from different academic partners and programmes; employers, professional bodies and/or graduates.

**Post-Review**

**14   Who considers the outcomes/report of the review (i.e. committees etc.)?**

For subject review, the report is presented to the Quality Assurance and Enhancement Committee and to the Academic Council, as well as to the Faculty Board of Studies.
The subject network leader (or Service Area lead for Service Review) and dean are responsible for addressing and considering the recommendations of the report and drafting an action plan in response.

**15   Does the area under review produce a response?**

The subject network leader (or Service Area lead) and dean are responsible for addressing the report through an action plan which has to be drafted within three months of the review.

**16   Is an interim report/progress update produced by the area under review?**

Within one year of the review, the faculty (or Service Area) is responsible for reporting on how the recommendations and comments of the review report have been addressed in a formal meeting with the Chair of the review panel, Chair of QAEC, the dean and the subject network leader. The formal response is presented to QAEC for approval.

**17   How is good practice from ILR shared?**

Good practice is shared at all stages of the review process, starting with team discussions in preparing the SED, and explored by the review panel. Reports highlight good practice, shared widely through Subject Network, Faculty, Academic Partner and university committees. Action plans from area being reviewed may include specific actions for disseminating or rolling out good practice more widely.

**Training/Guidance**

**18   What training is provided for panel members? What form does this take?**

No formal training, although it is expected that panel members have experience in participating in reviews, or as panel members for other review processes such as academic approval. Staff may observe a review prior to taking the role of a panel member.

**19   What guidance is given to panel members on reviews?**

Prospective panel members receive written guidance documents on the review process and the role of the panel members, and signposted to the relevant sections of ASQR.
A preliminary panel meeting is held prior to the review event, where any queries relating to the process may be discussed. The review Chair and officer are available to provide guidance throughout the review planning period.

**Students**

**20      What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.**

There is a student as a full member of each review panel. The student panel member acts as a full member throughout the process, and as such are involved in the scrutiny of documentation prior to the event, full discussion at the event, and the formulation of outcomes. The review officer thoroughly briefs students prior to confirming them as panel member, and throughout the planning process, and the student also attends the preliminary panel meeting.

Reviews include full panel meetings with a range of students, including different levels, programmes, locations, mode of delivery, etc.

Student input is required for review SED; this can take the form of focus groups, input from Class Reps, use of survey data and other formal/informal student feedback evidence etc. Students are involved in follow-up action plan through committee representation and potentially in implementing some actions e.g. via Class Reps.

**21      Do you provide support, training and/or guidance specifically for students involved in ILR?**

Students who meet with the panel are provided with guidance documents, and a face-to-face briefing is organised with the Student Development Officer (SDO) 2-3 days prior to the meeting. The review officer and SDO are available to respond to student queries throughout the preparation period. Students are informed of changes/improvements arising from reviews through closure of the feedback loop (e.g. 'You said, we did'.)

# Queen Margaret University

## Scope

| 1 What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
| X | | | |

| 2 Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| X | | |

Any further information:

QMU always seeks to align internal and PSRB processes. Where that does not happen, it is usually because the PSRB requests or requires a different approach.

### 3 Can you provide a link to your current ILR process?

Queen Margaret University's quality pages are located at: www.qmu.ac.uk/about-the-university/quality/.

The following link takes the user to specific information on the institution's ILR process: www.qmu.ac.uk/about-the-university/quality/resources-for-validation-and-review/.

### 4 How is postgraduate taught provision reviewed?

Through the same process as undergraduate provision.

### 5 How is postgraduate research provision reviewed?

The Professional Doctorate is subject to the same review process as other programmes with a modular structure. The Research Strategy Committee (RSC) undertakes periodic review and annual monitoring of PhD provision. RSC also oversees the PhD by Publication. Our Graduate School was re-launched in September 2015, and in October 2017 we undertook a thematic review of overall effectiveness of the School, and its contribution to the quality culture of the University.

### 6 In what way do you review professional services?

Professional services' contribution to individual programmes is considered through ILR. We also review professional services separately through a process similar to that used for ILR.

## 7        Does the ILR cover Professional Services?

Yes, this is an embedded part of the programme approval/re-approval and review process. Panels are asked to consider the extent to which the University has been able to provide an environment in which the programme can flourish, and whether appropriate support systems are in place. Teams are expected to engage with relevant professional services in preparation for review. This applies most obviously to library staff, and liaison librarians attend some events as team members.

## 8        Do you undertake thematic reviews?

We undertake thematic reviews where it is more appropriate to do so than to review an individual area in isolation. The advantage of this approach is that we can take a more holistic overview with focus on coherence of the student experience. The main disadvantage is that we can lose some of the granularity that might be achieved through a discrete professional services review.

## 9        How often do you review the ILR process?

All QMU policies, procedures and regulations are subject to review on a five year basis (with some flexibility to accommodate emerging internal and external circumstances). The QAA Quality Code is a key reference point for ILR, and any changes to the Code automatically lead to a review of our ILR process. In addition to these larger scale reviews, we gather feedback from review participants each year. This is summarised and presented in a paper to the Student Experience Committee (SEC) with recommendations, as appropriate. SEC also considers feedback from the Learning and Teaching Panel, which has a remit to review all validation and review reports and make recommendations for development of the process on the basis of that scrutiny.

## 10       What standard data sets does the panel use and who provides the data?

The following documentation is provided to each member of the panel three weeks in advance of the meeting:

- Agenda
- Background document, including the panel's remit.
- List of panel members.
- Copy of documentation provided by the programme team (this includes Review Document/Validation Document/Student Handbook/Programme. Specification/Placement materials (for healthcare programmes only)/(staff CVs)
- A link to the SCQF level descriptors.
- An electronic copy of the checklist for validation or review. The Secretary also provides a copy of the agenda and a list of panel members to the Programme Leader. It is the Programme Leader's responsibility to circulate this information to the team and others attending the event on behalf of the team.

Teams are expected to reflect on the full period of operation since the most recent approval event, drawing on all relevant data, including admission and progression data; survey results; external examiners reports; and qualitative data from other sources. Panels receive External Examiner and Annual Monitoring Reports plus the team's response to the External Examiner as Appendices to the review document.

**Panel**

## 11    What is the composition of the review panel?

The size of the validation or review panel varies depending on the nature of the event, but as minimum guide the following applies:

- A Convener, preferably drawn from the School other than that which houses the programme under consideration.
- Two internal members of staff who have no direct involvement in the programme and who have previous experience as panellists at QMU.
- At least one external panellist (sometimes two).
- One student panellist.
- Members of appropriate professional/statutory bodies if applicable.

To promote staff development, each panel normally also includes at least one internal member with no prior experience of validation and review at QMU.

Where practical, members of a review panel are drawn from the original validation or previous review to ensure continuity. This works well for major change, i.e. changes implemented between five-yearly events. For five-yearly events, it is considerably more difficult to achieve continuity, mainly due to staff changes and availability within overall scheduling constraints.

Internal panellists are nominated by the Division of Governance and Quality Enhancement and are subject to the criteria published on the quality website (section on Programme Development, Modification, Monitoring and Review: https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/.

Student panel members are appointed in consultation with the Students' Union. Training is provided for all Conveners and panel members through the Centre for Academic Practice. Student training is delivered through the Students' Union with input from GQE and academic staff.

External panel members for some validation and review events are nominated by the relevant regulatory or professional body. This applies to all programmes requiring approval from the Health and Care Professions Council (HCPC) or the Nursing and Midwifery Council (NMC). For all other programmes, external panel members are nominated by the Programme Team. Where this applies, it is the team's responsibility to make initial contact with external panel members who meet the criteria identified below and to determine their availability. Once approved, external panellists liaise directly with staff in the Division of Governance and Quality Enhancement regarding their role, documentation, accommodation other arrangements.

All panels are approved by the Deputy Principal and University Secretary on behalf of the University Senate.

## 12    Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

Typically, Class Reps, although for PGR (and some other) events we appoint representatives from our Candidates' Association (DCA). The Students' Union oversees the recruitment and training process (with some input from Governance and Quality Enhancement and academic colleagues).

## 13 Which groups do panels meet with (e.g. groups of students, staff, employers)?

The agenda for programme review is similar to that for a validation event (i.e. private meetings of the panel and a meeting with the Programme Team) with the following additional meetings:

**Meeting with students and recent graduates**

Normally lasts between 30 minutes and 1 hour.

The purpose of this meeting is to allow students and graduates to reflect on their experience of the programme and how it has prepared them for employment. Likely areas for discussion with students and graduates include the following: curriculum; assessment and feedback; placement arrangements; student support; information provided for students e.g. student handbook; proposed changes to the existing programme; student involvement in the review.

For some programmes, including distance learning and part-time programmes, it can be difficult to organise meetings with students. If this is the case, students are invited to provide written comments for the panel's consideration. It is the responsibility of the Programme Leader to provide contact details for students who are willing to provide feedback. The event secretary is responsible for liaison with students who are unable to attend.

**Meeting with supervisors/practice placement educators (programme dependent)**

Normally lasts between 30 minutes and 1 hour.

The purpose of this meeting is to allow supervisors/practice placement educators to reflect on their experience of the programme and working with QMU students. Likely areas for discussion include the following: quality of QMU students and graduates; curriculum and relationship with external benchmarks; assessment; arrangements for communication with QMU and other supervisors/practice placement educators; advice and support provided by QMU for assessing students; proposed changes to the existing programme; employer involvement in the review.

**Other optional meetings**

**Tour of facilities**

The validation or review panel may wish to tour facilities and inspect the adequacy of resources to support the programme. This applies to all collaborative validation events and also to some events involving professional and regulatory body representatives.

In addition to the above, panels for some health care programmes meet with service users. Some teams now include a service user on the group developing the programme, and that person attends the event as a full member of the team. We have recently developed a Service User and Carer Policy and associated materials, including guidance on service user and carer involvement in programme development.

**Post-Review**

## 14 Who considers the outcomes/report of the review (i.e. committees etc.)?

The overall recommendation and any conditions set by the panel are considered by the Learning and Teaching Panel, which recommends approval of the programme to the Student Experience Committee on behalf of Senate. All validation and review reports are also noted by the School Academic Board.

### 15    Does the area under review produce a response?

The team's response to conditions of validation must be submitted, in writing, to the Division of Governance and Quality Enhancement no later than the deadline specified at the event. The response should include a cover page, quoting each of the conditions followed by an indication of how this has been met, plus any supporting documentation required by the panel. The nature of conditions will determine whether or not a revised definitive document needs to be submitted for scrutiny by the panel. The event secretary can advise on the presentation of the team's response to conditions.

While recommendations are advisory rather than mandatory, it is good practice to provide an account of any action taken in response to recommendations shortly after the event. This should be submitted to the Division of Governance and Quality Enhancement at the same time as the response to conditions. Programme Teams' responses to recommendations, some of which encourage action to be taken over a longer period of time, are reviewed through the Annual Monitoring process.

The secretary to the event is responsible for forwarding the response to members of the panel and professional body representatives as appropriate. Panel members are asked to confirm by a specified date that the response is satisfactory. If necessary, panellists can request additional information from the team before recommending approval. If the panel is not satisfied with the response, the issue will be referred to the School Academic Board for consideration. The Division of Governance and Quality Enhancement is responsible for recording the status of conditions and reporting progress to the Student Experience Committee through the Learning and Teaching Panel on behalf of Senate.

Once the panel has approved the response to conditions the Programme Leader receives written notification of this from the event secretary.

### 16    Is an interim report/progress update produced by the area under review?

Programme Teams are required to produce an account of any action taken in response to recommendations shortly after the event. This should be submitted to the Division of Governance and Quality Enhancement at the same time as the response to conditions. Programme Teams' responses to recommendations, some of which encourage action to be taken over a longer period of time, are reviewed through the Annual Monitoring process.

### 17    How is good practice from ILR shared?

Commendations are detailed in the event report and summary and disseminated through meetings of key academic committees.

**Training/Guidance**

### 18    What training is provided for panel members? What form does this take?

Internal panellists are nominated by the Division of Governance and Quality Enhancement and are subject to the criteria on the quality website (section on Programme Development, Modification, Monitoring and Review): https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/.

Student panel members are appointed in consultation with the Students' Union. Training is provided for all Conveners and panel members through the Centre for Academic Practice, and training for student panellists is managed by the Students' Union.

### 19     What guidance is given to panel members on reviews?

Panellists receive a background document with information on their remit plus any restrictions, e.g. where a module has been previously validated through another event, panellists are advised that they may consider the appropriateness of that module for the programme under consideration, but that it is not appropriate to require changes to the descriptor.

Panellists are invited to submit comments on the validation or review documentation prior to the event using the University's validation and review checklists. The purpose of the checklist is partly to act as an aide memoire to ensure all important issues are covered and partly as a tool to help prepare the agenda for the meeting with the Programme Team.

A consolidated version of the checklist is forwarded to the panel and Programme Team, usually no later than three days prior to the event. This process allows for the clarification of questions or concerns prior to the event and for the complete preparation of the team so that the event itself runs smoothly and effectively. Programme Teams are asked to note that, while the checklist is normally used to inform the agenda for the meeting with the Programme Team, it does not constitute an exhaustive list of issues and that panellists can raise other issues as they consider appropriate during the validation or review event.

Panellists who wish to refer to their own checklist, as well as the consolidated version, during the validation or review event are asked to retain a copy for this purpose.

We also have a list of top tips for panel members and conveners. This covers agenda management, time keeping, panel dynamics and conditions/recommendations. We have recently developed enhanced guidance on conditions/recommendations, which we hope to implement from 2017-18.

**Students**

### 20     What mechanisms do you deploy to directly engage students in processes of ILR?

**What form does student engagement take e.g. are students full panel members?**

Yes, students are full panel members for all home events. We recently introduced the practice of including student reviewers on panels for overseas events. The student role in TNE provision is to review documentation in advance and submit comments. We also provide the option for the student to meet the Convener and Secretary to discuss the partnership and particular context.

**Do panels meet students to gather feedback?**

Yes, panels nearly always meet face-to-face with a group of students, and (where possible) recent graduates to discuss their experience of the programme under consideration. Where this is not possible (usually for a distance learning programme), an alternative approach is identified. In recent years we have used the following mechanisms: a written survey/individual phone calls to students. This worked particularly well at one recent event when the external subject specialist led the conversations.

**Do students engage in preparatory discussions for ILR and/or follow-up?**

Yes, students should be included on the programme planning team since they offer a different perspective of the programme from that of staff. Where it is not practical to include students, for example in the development of entirely new programmes, one option might be to recruit students from related programmes at QMU. Where possible, review teams should include both current and former students.

Student reviewers are full members of the panel and (as such) they are required to review and approve the response to conditions.

### 21 Do you provide support, training and/or guidance specifically for students involved in ILR?

See answer to question 17. The Students' Union training for student reviewers takes the form of a full-day session. Students are introduced to the process and their role and participate in role play with academic staff volunteers. The training is evaluated by students following participation and adjusted, as appropriate, in response to this feedback.

In advance of each review, we also provide an opportunity for the student reviewer to meet the Convener and Secretary. The purpose of this meeting is to discuss the overall conduct of the event and how the student reviewer can contribute. It provides opportunity for the student to ask questions and helps reduce anxiety before the actual event.

**Institution-Led Review**

# The Robert Gordon University

## Scope

| 1 What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
| | | X* | |

* It is implemented on a School basis, although makes provision for differing organisational structures across the University, normally to a six-yearly cycle (including the course re-approval element). A single review event normally incorporates all of the eligible subjects at both undergraduate and postgraduate levels hosted by a School. Subject provision is classified, in part, as per the JACS Codes and QAA Subject Benchmark Statements.

| 2 Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| X* | | |

*The timing of the review activity will take cognisance of PSRB requirements. Usually PSRB activity is separate and is more focused on specific course/programme re-approval so PSRB involvement tends to be associated with the Course Re-approval element of Institution-Led Subject Review.

### 3 Can you provide a link to your current ILR process?

Institution-Led Subject Review (ILSR) is the name given to the subject review process at RGU. Guidance on the process is a discrete section in the University's Academic Quality Handbook (Section 3): www.rgu.ac.uk/qualityhandbook

### 4 How is postgraduate taught provision reviewed?

Taught postgraduate provision is included in the ILSR process (refer comment above).

### 5 How is postgraduate research provision reviewed?

Evaluation of the research student experience is reviewed by a separate process focused on the Graduate School (refer to Section 7 of the Academic Quality Handbook) and known as Research Degree Internal Review (RDIR).

The next RDIR is planned for summer 2018, and will be the first held since the dissolution of the Research Institutes and associated Graduate Schools in autumn 2016.

The previous RDIRs had focused on reviewing the research student experience in each of the three Graduate Schools in turn, and closely mirrored the Institution-Led Subject Review process for taught provision. At the time, all research students belonged to the Graduate Schools.

The next RDIR process will differ as research students do not belong to the Graduate School, but in the academic Schools of the University. Although the research student experience will remain as its key focus, it will be coordinated through the single university-

wide Graduate School, implemented as part of the University's *Research Strategy Review*. The RDIR will be convened by the Assistant Chief Academic Officer.

In order to carefully plan the focus and purpose of the RDIR, a meeting has been organised for 3 October 2017 involving the Graduate School, Assistant Chief Academic Officer and the Deputy Academic Registrar.

www.rgu.ac.uk/qualityhandbook

**6      In what way do you review professional services?**

**7      Does the ILR cover Professional Services?**

**8      Do you undertake thematic reviews?**

6, 7 and 8 are covered by what is known as Student-Facing Support Services Review. Annually, based on strategic priorities and/or the Annual Appraisal Process, the University identifies a developmental theme (or themes) to aid the enhancement of student-facing support services or departmental areas. The theme will be identified as a result of evidence-based discussions, and subsequently an appropriate methodology will be agreed which should ensure students are engaged in a meaningful way, and that the output and/or impacts are fittingly captured. The theme may focus on a particular aspect of the student experience, or allow Services to work on similar agendas within the context of their own environments. Further detail is in section 3 of the Academic Quality Handbook.

**9      How often do you review the ILR process?**

The University annually reviews the efficiency and effectiveness of the Review process. To assist in this process, panel members and the Head of School involved in the Review event are asked to complete a Panel Member Questionnaire or Head of School Questionnaire, as appropriate.

**10     What standard data sets does the panel use and who provides the data?**

The Academic Quality Officer (AQO) prepares a report that is based on a cumulative view of annual monitoring data over the period since the previous ILSR. Typically, this data will include, recruitment/admissions, achievement (course/module performance, progression, Honours Classifications) External Examiner feedback, student feedback (NSS and university's own internal questionnaires), DLHE data and outcomes from PSRB activity and new course approvals (validation activity). The School will undertake its own review of the data, drawing on the independent view of the AQO. Data sets are from the University's departments of Academic Administration and Enhancement for Learning, Teaching and Access (DELTA).

**Panel**

**11     What is the composition of the review panel?**

The review panel comprises a combination of external and internal members, intended to provide both subject-specific and generic learning and teaching expertise and perspectives. The composition should reflect the scope and nature of provision. Typically, the review panel has the following minimum composition:

- Assistant Chief Academic officer (Convener)
- One or more student members.

- Two or more external panel members. These individuals should be selected so there is an appropriate balance of subject expertise (academic and industrial/professional) in order that the panel, as a whole, can contribute effectively to the key agenda items. Normally a minimum of one panel member should be from within and one from outwith Scotland. Any previous associations which members of staff have had with the proposed panel members should be declared on the relevant paperwork. The number of external academics and industrial/professional representatives will depend on the subject(s) covered by the Review and any requirements of PSRBs.

## 12    Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

An enrolled student of the University will be appointed in liaison with the Academic Registrar and the Students' Union. The student will be from outwith the host School, may be a part-time, full-time or distance learner and will normally have experience of representing students' interests at School or institutional level. Where there are a number of subjects to be reviewed during an event, with parallel sessions, it may be appropriate to have more than one student panel member.

So, it could be any of the above provided they have sufficient experience.

## 13    Which groups do panels meet with (e.g. groups of students, staff, employers)?

The panel will meet with a range of staff of the School, including senior staff and subject leaders, current students, alumni and employer representatives.

**Post-Review**

## 14    Who considers the outcomes/report of the review (i.e. committees etc.)?

The report will be considered by groups within the host School (for example School Academic Board, Course/Programme Management Teams, student/staff liaison/partnership groups, Employer/Industry Liaison Board, Teaching and Learning Committee) and senior University Committees - the Quality Assurance and Enhancement Committee. Reports from that Committee are then considered by Academic Council.

## 15    Does the area under review produce a response?

The School is required to produce a succinct report in response to the Review report. The School's Response should include the School's view of the panel's commentary contained within the Review report and how this will inform future plans. An updated statement of future directions and plans should be provided where appropriate. The School Response must be approved by the Convener of the Quality Assurance and Enhancement Committee, prior to being issued to the review panel. The School Response must be produced no later than three months after the Review event.

## 16    Is an interim report/progress update produced by the area under review?

Three years after the original review, the School is required to produce a report providing an update on actions/developments arising from the review. The extent of the report will clearly be dependent on the outcome of the initial review. The report will be produced by the Head of School, who is responsible for formally recommending it for approval to the Quality Assurance and Enhancement Committee.

## 17 How is good practice from ILR shared?

Regular meetings of the AQOs and other quality staff ensures that practice is shared. Also through the annual evaluation process.

**Training/Guidance**

## 18 What training is provided for panel members? What form does this take?

New staff panel members have the opportunity to observe an event before formally serving on a panel. In addition, the Academic Quality Officer will brief staff and student panel members on an individual basis. A formal briefing note provides guidance to internal and external panel members on the process and this forms part of the documentation set that is sent to the panel.

## 19 What guidance is given to panel members on reviews?

The formal Briefing Note and panel members are encouraged to contact the relevant AQO or Academic Registrar for guidance/advice. The Assistant Chief Academic Officer (Review Convener) and the AQO also provide guidance to panel members at the commencement of the Review event.

**Students**

## 20 What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

Students are full members of review panels.

Current students meet with the review panel; this meeting is often led by the student panel member. Current students may also be involved in leading any tour of facilities.

Students' views are a critical input to the 'Look inside' part of the evaluation (refer to the process overview diagram) that informs the Reflective Analysis. Inputs should include: routine RGU evaluation questionnaires, National Student Survey results, Student Barometer results and an evaluation of student engagement with their learning, which may be facilitated by DELTA. Students' views are particularly important in informing sections 6 (How Students Learn: effectiveness of learning, teaching and assessment) and 7 (Information on Provision: accuracy and effectiveness) of the Reflective Analysis (refer subsection 2.7 of Section 3 of the Academic Quality Handbook). The expectation would be for students to have the opportunity to review the text in these sections, in particular, prior to finalisation.

In many cases, Schools organise a formal structured approach to gather more immediate student views on their experience. This can take the form of student focus groups and, in some cases, students are encouraged to self-organise and develop online discussion groups/fora, which feed into the self-evaluation process.

**21 Do you provide support, training and/or guidance specifically for students involved in ILR?**

This would be led by the School and, in some cases, has involved SPARQS. One School designated students as Student Partners (Gray's School of Art) who played a significant role in the ILSR process.

**Institution-Led Review**

# Royal Conservatoire of Scotland

## Scope

| 1    What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
| X | | | |

| 2    Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | | Yes |

New MEd was accredited by the General Teaching Council for Scotland in June 2016;

BEd is also GTCS accredited and the PG L and T programmes can also lead to HEA accreditation.

### 3    Can you provide a link to your current ILR process?

Contained within our Quality Assurance Handbook.

### 4    How is postgraduate taught provision reviewed?

It is reviewed on the same basis as undergraduate provision (within the ILR).

### 5    How is postgraduate research provision reviewed?

Postgraduate research provision is validated by the University of St Andrews.
The partnership with the University of St Andrews is overseen by a Joint Board, which holds an annual validation review meeting to evaluate the effectiveness of the collaborative arrangements. The Pro-Dean (Arts) of the University is a member of the Conservatoire's Research Degrees Committee and is responsible for monitoring all decisions on awards on behalf of the University. Individual research student's work is subject to an annual review process, and the Conservatoire indicated that the effectiveness of its arrangements was reflected in the number of on-time completions.

### 6    In what way do you review professional services?

Professional services are reviewed within our programme level ILR but have also recently been explicitly incorporated into the Annual Dialogue (i.e. annual monitoring) process in order to allow these areas of the institution to engage with external 'critical friends' on an annual basis. The resulting action to build good practice in monitoring enhancement was rolled out in 2016-17.

## 7 Does the ILR cover Professional Services?

The 2015-16 report to SFC stated that 'The quality of support services is assessed through Programme Review and the Annual Dialogue processes.'

## 8 Do you undertake thematic reviews?

Yes, in 2017-18 we will review the majority of our undergraduate programmes explicitly addressing the key themes of assessment and feedback; pedagogy; collaboration and choice; equality and diversity; and cost effectiveness.

## 9 How often do you review the ILR process?

Annually, with a full formal review every five years.

## 10 What standard data sets does the panel use and who provides the data?

There is a standard template for the programme document and programme reflective analysis. Each contain a variety of data sets including programme level performance indicators for student achievement rate (SAR), on-time course completion rates (CCR), DLHE, award profile as well as programme application statistics, protected characteristics application and progression data, internal and external survey data and feedback from consultations with students, graduates and stakeholders.

The Academic Administration and Support department provide the data and an initial analysis.

**Panel**

## 11 What is the composition of the review panel?

The panel contains:

- Director of the School not proposing the programme, or her/his nominee (convenor)
- a member of academic staff from the School not proposing the programme, nominated by the Director of that School
- student reviewer nominated by the Students' Union (normally the President of the Students' Union)
- member of academic staff from a comparable programme in another institution;
- professional representative
- employer
- specialist adviser may be co-opted if necessary.

The review panel is convened by the Director of the School not proposing the programme, or her/his nominee; if the programme is being proposed jointly by the School of Drama, Dance, Production and Screen and the School of Music, the member of the Academic Board co-opted from another academic institution will normally convene the panel.

*from 2017-18 onwards the representation will not include a member of the University of Glasgow as the Conservatoire shall be the sole provider for the BEd programme.

## 12 Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

Student reviewer nominated by the Students' Union (normally the President of the Students' Union.

**13    Which groups do panels meet with (e.g. groups of students, staff, employers)?**

- Programme Team and Director of School
- current students
- graduates.

**Post-Review**

**14    Who considers the outcomes/report of the review (i.e. committees etc.)?**

The review report is reviewed by Quality and Standards Committee and approved by Academic Board.

**15    Does the area under review produce a response?**

Yes, to each recommendation and condition. Quality and Standards Committee reviews the report and responses to all recommendations and conditions prior to recommending approval. They also monitor progress on any conditions.

**16    Is an interim report/progress update produced by the area under review?**

In addition to the response outlined in 15, interim reports on progress would be received if there were conditions to be met prior to delivery, and it is not unusual for 1-year-on report to be required following review.

**17    How is good practice from ILR shared?**

We have found that the process of reviewing multiple programmes together has allowed for a sharing of good practice. For example, the theme of assessment and feedback within the 2017-18 review has provided a valuable opportunity to review practices across disciplines, allowing the Conservatoire to agree general philosophies and identify technological solutions to a number of programmes.

We also find the annual dialogue process is a useful mechanism for sharing good practice.

**Training/Guidance**

**18    What training is provided for panel members? What form does this take?**

The Quality Assurance Handbook chapter 3 contains information about the process and support available. The Secretariat, Academic Registrar and Quality Assurance Officer are available for further support.

**19    What guidance is given to panel members on reviews?**

The Quality Assurance Handbook chapter 3 contains information regarding the review process, expectations of academic standards and criteria for the review. With the assistance of the quality assurance staff, the Convenor of the panel provides an outline of potential areas of focus for the review and the review begins with an initial session for the panel to agree its approach. Student members also receive sparqs training.

**Students**

**20     What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.**

All student representatives receive a tailored training from sparqs. Student reviewers are full panel members. Students (and graduates) are also full members of the programme design team and are fully engaged in the entire process.

**21     Do you provide support, training and/or guidance specifically for students involved in ILR?**

Yes, as above, sparqs deliver tailored training to our student representatives and Students' Union council members.

**Institution-Led Review**

# SRUC (Scotland's Rural College)

## Scope

| 1      What is the unit of review (please tick)? | | | |
|---|---|---|---|
| programme | subject | department | other |
| X | | X (school) | |

Within SRUC, programme delivery is organised across six teaching departments with each department covering broadly associated subject areas e.g. Agriculture and Business Management. The Head of Department provides leadership in all aspects of developing, managing and reviewing the Higher and Further Education programmes and training delivery within their curriculum area. They also play a key role in informing SRUC Education Division policy and strategy and provide financial and resource management within their curriculum area. In addition to the six department level reviews, SRUC also undertakes a specific review of Student Support Services within the six-year cycle. The intention is to also include a separate review of postgraduate research provision.

| 2      Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | X | |

No. Currently only one programme with PSRB accreditation and this requires annual discussion with the accreditation body.

Any further information:

### 3      Can you provide a link to your current ILR process?

The Education Manual is not yet available on the external website. When it is a link will be circulated.

### 4      How is postgraduate taught provision reviewed?

As part of the department area ILR process.

### 5      How is postgraduate research provision reviewed?

As indicated above we intend to include a separate review of PGR within the six-year cycle.

### 6      In what way do you review professional services?

Professional services follow the ILR process outlined in SRUC's procedure (found in their Education Manual) just like any of the subject areas within the department level review.

**7      Does the ILR cover Professional Services?**

Yes, at SRUC this is achieved through a separate review of their Student Support Services.

**8      Do you undertake thematic reviews?**

Not as a separate activity. However, the department reports which are a result of the annual monitoring process are reviewed by SRUC's academic development team and form the basis of the annual quality dialogues and help inform the overarching institutional report. In this way themes can be identified and appropriately addressed.

**9      How often do you review the ILR process?**

SRUC's ILR process tends to be updated on an ongoing basis to incorporate good practice and lessons learnt. Currently, the process is undergoing a more significant review as SRUC intends to widen the scope of ILR to include a specific review of postgraduate research provision plus future reviews will also include further education delivery within the departments. In addition, this review will incorporate sector developments e.g. a greater focus on student involvement in the preparation for ILR, particularly in developing the self-evaluation document (SED), and in addressing the outputs/recommendations arising from the reviews. This should include strengthening collaboration between the Academic Development Team and the Learner Engagement Officers who support the SRUC Students' Association. Further review should take place generally every three years although updating on an ongoing basis will continue where appropriate.

**10     What standard data sets does the panel use and who provides the data?**

The SED should provide a critical appraisal of the programmes and therefore the department team are expected to provide the ILR panel with relevant data that evidences the strengths and challenges of the subject areas under review (this would be available from previous annual monitoring reports). For example, enrolments/success/progression data; student feedback on units/modules; relevant employment data; etc.

**Standard documentation for all reviews**

The documents provided to the review panel include at least the following:

- SED, prepared by members of the department team with input from students - the SED should be seen as a reflection on preceding annual monitoring reports with an opportunity for greater degree of analysis and evaluation as a consequence of the longer period of time covered by the ILR process
- programme specifications for the programmes under review
- programme handbooks for the current year
- annual department monitoring reports for the preceding three years
- committee minutes - Department Management Team, Programme Management Team, Student Liaison Group, evidence of department stakeholder engagement (including Industry Liaison or Curriculum Advisory Panel meetings), Board of Examiners and Assessment Board - for the current and previous two sessions
- relevant QAA Subject Benchmark Statement(s)
- previous ILR report.

The SED is central to the process of review. As an objective self-appraisal of academic standards and the quality of learning, it is a structured means by which the department team can identify strengths and good practice as well as areas of weakness. The requirement to provide evidence to justify this appraisal means that the SED acts as a framework for a

process of review in which the Panel explores, tests and seeks to verify the statements made.

Guidance on the structure and content of the SED is given:

| i | Introduction |
|---|---|
| ii | Overall aims of provision |
| iii | Academic standards |

- Learning outcomes
- Curriculum design and content
- Assessment
- Student achievement

| iv | Quality of learning opportunities |
|---|---|

- Learning and teaching
- Student support
- Learning resources

| v | The maintenance of academic standards |
|---|---|
| vi | The quality of the students' learning experience |
| vii | Enhancing the students' learning experience |
| viii | Summary of perceived strengths and areas for improvement in learning and teaching. |

**Panel**

## 11    What is the composition of the review panel?

The review panel normally consists of the following:

- Assistant Principal for Higher or Further Education or nominee (convenor)
- Head of Department **or** Programme Leader (not directly associated with the programmes in the department under review)
- one academic from the validating university, preferably with relevant subject expertise
- two external academics with relevant subject expertise or one academic and one industry practitioner (ideally, one from a Scottish HEI or business and one from outside Scotland)
- one student (not directly associated with the programmes in the department being reviewed)
- Learning and Teaching Enhancement Manager or nominee (reporter).

Revalidation of degree programmes is included as part of the ILR process and therefore the Panel includes an academic from the validating university as indicated above.
One department delivers programmes validated by different universities and therefore this will require a representative of each university. In these circumstances, external academic/industry representation might be reduced to one member.

The department team is required to nominate the external members of the panel.

## 12    Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

There is flexibility on the student panel member. It may be one of the two sabbatical officers as long as they are impartial to the review. Alternatively, it could be a campus officer or class

representative - however, where revalidation of the degree programme(s) is included it is preferable if the student is in their final (honours) year.

Students are consulted during the production of the SED at a programme level through questionnaire evaluations and through the SRUC Students' Association.

Student representation within the academic governance structure (e.g. Academic Board, Learning and Teaching Committee) ensures that the students contribute to scrutiny of institution-led review and its outcomes at all levels within SRUC.

### 13  Which groups do panels meet with (e.g. groups of students, staff, employers)?

The panel's visit comprises a series of meetings with groups of staff and students (possibly by video conference or other means e.g. Skype for the student meetings so as to accommodate students from other campuses who are unable to travel to the review and distance-learning students). These meetings are interspersed with private meetings of the panel. At the initial private meeting of the panel, the timetable for the day and the themes for discussion are confirmed. Thereafter, the normal pattern is that each meeting with staff or students is followed by a brief panel meeting at which the panel agrees:

- the key points learned from the preceding meeting;
- the issues that have been resolved and those that need further exploration;
- the questions to be asked at the next meeting (and the allocation of questions to the different panel members).

Institution-led reviews are not expected to include scrutiny of students' work or observations of teaching.

The schedule of meetings for ILRs that include revalidation of individual programmes must allow sufficient opportunity for scrutiny of programme proposals. The normal process of ILR will deal with the effectiveness of the department team's operation of the policies and procedures that determine academic standards and the quality of the students' learning experience. The additional programme-specific aspects that must be considered are therefore the appropriateness of the proposed curriculum, its justification in terms of the requirements of industry and student demand and its alignment with SRUC's mission. These aspects should be adequately described in the revalidation documentation which is provided in addition to the SED. The review panel, especially those members with subject expertise, will be asked to consider them before the visit to SRUC, bringing with them specific questions to put to the programme development team during the revalidation component of the ILR event. It is important that sufficient time is available to do justice to both institution-led review and revalidation. Therefore, the schedule will normally be spread over two days with the focus on the ILR on day one and on revalidation on day two. SRUC's Education Manual offers this table as an indicative schedule for the review meetings:

| 09.30-10.30 | Private meeting of review panel |
| 10.30-12.00 | Meeting with Head of Department, Programme Leaders, Department Quality Enhancement Coordinator and teams |
| 12.00-12.30 | Private meeting of review panel |
| 12.30-13.15 | Lunch (with students) |
| 13.15-14.30 | Meeting with students |
| 14.30-15.00 | Private meeting of review panel |
| 15.00-15.45 | Meeting with Head of Department, Programme Leaders, Department Quality Enhancement Coordinator and teams |
| 15.45-16.45 | Private meeting of review panel |
| 16.45-17.15 | Feedback to Head of Department, Programme Leaders and Department Quality Enhancement Coordinator |

**Post-Review**

### 14    Who considers the outcomes/report of the review (i.e. committees etc.)

The review report once approved by the panel convenor is submitted to the Programme Approvals and Review Committee which reports to the Learning and Teaching Committee. The report's conclusions and recommendations are made known to the appropriate validating universities as part of the normal annual reporting process. Any supplementary report dealing with programme revalidation is submitted direct to the validating university.

### 15    Does the area under review produce a response?

Within three months of receiving the report, the department team is required to produce an action plan, for scrutiny by the Programme Approvals and Review Committee and subsequent approval by the Learning and Teaching Committee, to show how the recommendations in the report are to be addressed. This consideration by the Programme Approvals and Review Committee also provides a forum to identify and examine deficiencies or challenges that exist beyond the programmes under review.

A progress report on the action taken must be submitted to the Programme Approvals and Review Committee twelve months after receipt of the review report. These reports will be made available to the validating universities.

### 16    Is an interim report/progress update produced by the area under review?

SRUC has 3 month and then 12 month reporting as indicated above. After 12 months it would be expected that progress on any continuing actions required to address recommendations are monitored through the annual monitoring procedure - provided that the Programme Approvals and Review Committee are content that actions are progressing satisfactorily.

### 17    How is good practice from ILR shared?

Scrutiny of the ILR report and the department team's response by the Programme Approvals and Review Committee, followed by the subsequent Learning and Teaching Committee's deliberations, allows good practice to be more generally recognised and disseminated.

**Training/Guidance**

### 18     What training is provided for panel members? What form does this take?

The ILR procedure indicates that training is provided for the student member of the panel through 'student partnerships in quality Scotland' (sparqs), with additional briefing and support from the academic development team in SRUC.

External and internal members of the panel are guided and supported through the ILR process by members of SRUC's academic development team, as required. Internal staff are given the opportunity to shadow a review wherever possible. It is particularly helpful for a Head of Department or Programme Leader whose subject area is scheduled for review in the next academic session to participate on the panel of the review being undertaken in the previous academic year.

### 19     What guidance is given to panel members on reviews?

Guidance and support are provided throughout the ILR process as indicated in question18.

**Students**

### 20     What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

Students are offered the opportunity to comment on the SED. Students are full panel members. Students meet the panel during the schedule of meetings of the ILR visit. Students should be involved in preparation for ILR and the production of the SED although this is an area that we wish to strengthen. There are mechanisms that should provide engagement of students in the follow-up actions arising from the review, however, engagement generally takes place through the sabbatical officers on institutional committees rather than at the programme level. Again, this is an area we wish to strengthen.

### 21     Do you provide support, training and/or guidance specifically for students involved in ILR?

Yes, see question 20.

**Institution-Led Review**

# University of St Andrews

**Scope**

| 1 | What is the unit of review (please tick)? | | |
|---|---|---|---|
| Programme | Subject | Department/school | Other |
| | | X | |

Any further information:

| 2 | Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|---|
| Yes | No | Sometimes |
| X* | | |

Any further information:

*Where possible the ILRs are aligned to PSRB reviews to rationalise some of the documentation requirements. The PSRB reviews are not incorporated into ILR as the requirements for the disciplines can be quite different.

**3      Can you provide a link to your current ILR process?**

www.st-andrews.ac.uk/staff/teaching/monitoring/irlt/

**4      How is postgraduate taught provision reviewed?**

Postgraduate provision is reviewed as an integral part of the ILR process.

**5      How is postgraduate research provision reviewed?**

IRL covers undergraduate, taught postgraduate and research postgraduate students within the school under review. Schools are reviewed on a 5-6 year cycle. We are currently reviewing whether we wish to include anything else in addition to our current procedure.

**6      In what way do you review professional services?**

Student facing professional service units are reviewed using a similar ILR method to that for the academic schools. They are reviewed on a 5-6 year cycle. Guidelines for the reviews are available at:
www.st-andrews.ac.uk/media/teaching-and-learning/documents/qualitymonitoring/Guideline%20for%20Units%20AY%202017-18.pdf.

**7      Does the ILR cover Professional Services?**

Student facing professional service units are reviewed separately from the academic schools but using a similar method. The reviews are customised to suit each service area.

**8      Do you undertake thematic reviews?**

No, schools and service units are reviewed.

**9	How often do you review the ILR process?**

An annual planning and review day is held each June to consider potential enhancements to the process.

**10	What standard data sets does the panel use and who provides the data?**

### Provided by School:
- Reflective Analysis written to a template
- Draft programme with an indication of staff in attendance.
- School Handbook
- Student-Staff Consultative Committee meeting minutes (for previous two years)
- Selection of Module Handbooks
- Staff list including teaching and administrative duties
- Accreditation letter(s)/report(s) from relevant professional, statutory or regulatory bodies (PSRBs) if appropriate.

### Provided by Quality team:
- External Examiner reports
- Programme Specifications
- School's Annual Academic Monitoring report from the previous two years
- NSS results
- Teaching Quality Fact sheet

**Panel**

**11	What is the composition of the review panel?**

- External 1 (from a Scottish institution):
- External 2 (from an institution elsewhere in the UK)
- (For some reviews an international reviewer will attend in advance of the main review day)
- Dean of Science/ Dean of Arts and Divinity
- Senior Member of University staff from a cognate area
- Director of Education, Students' Association
- Postgraduate Research Representative
- Carol Morris, Director of CAPOD and Quality Monitoring or Ros Campbell, Academic Monitoring/Development Advisor, CAPOD.

**12	Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?**

Two students are on the panel:

- Director of Education, Students' Association
- Postgraduate Research Representative.

**13      Which groups do panels meet with (e.g. groups of students, staff, employers)?**

The review includes:

- meeting with support staff (admin/technical)
- recruitment, admissions, advising and exchanges session - This meeting includes the Admissions Officer, Sub-honours and Honours Advisers and the Study Abroad Coordinator
- curriculum and assessment (including examinations and feedback) session - This meeting includes the DoT, Exams Officer and Module Coordinators
- meeting with taught Postgraduate students (Normally six-12 students depending on cohort size)
- meeting with PhD students (including Tutors) (Normally at least 6 students depending on cohort size)
- meeting with Sub-Honours students (12) - To include a balanced mix in terms of gender, level of study, study abroad, home/ international, etc.
- meeting with Honours students (12) - Same as Sub-honours but should also ensure representation from both single and joint honours students. School President to be in attendance
- meeting with recently appointed staff (Lecturers and Associate Lecturers) Normally staff who have been appointed in the previous three years
- management of taught postgraduate programmes session (if appropriate)
- meeting with Head of School and Director of Teaching - Brief mop up for final questions or clarification of points raised during the course of the day. Post-Review.


**14      Who considers the outcomes/report of the review (i.e. committees etc.)?**

The School's Learning & Teaching Committee and Student Staff Consultative Committee will consider the report and the school's response. The Director of CAPOD and Quality Monitoring will follow up on progress on actions and report back to the Academic Monitoring Group within a suitable timeframe agreed with the School. AMG has recently decided to provide a formal response to most action plans.

**15      Does the area under review produce a response?**

Yes, the response outlines the intended actions and timescales as a consequence of the review team's recommendations (a template is provided).

**16      Is an interim report/progress update produced by the area under review?**

The Director of CAPOD and Quality Monitoring follows up on progress on actions and reports back to the Academic Monitoring Group within a suitable timeframe agreed with the School.

**17      How is good practice from ILR shared?**

An annual Monitoring Dissemination event is held in October. Membership/attendance at this event has been opened up beyond Directors of Teaching with a view to identifying and sharing positive practice.

**Training/Guidance**

### 18    What training is provided for panel members? What form does this take?

A guideline is provided to the panel members. A working dinner is held prior to the review when any queries on governance, structure, policy are clarified. 1:1 training is provided by the Director of Quality Monitoring to the student reviewers.

### 19    What guidance is given to panel members on reviews?

A formal guideline document is provided to all panel members www.st-andrews.ac.uk/staff/teaching/monitoring/irlt/.

**Students**

### 20    What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up?

A student view is gathered in advance of the review (a template is provided) and forms part of the documentation set for the review. The School President is responsible for gathering this feedback and submitting it to CAPOD. A guidance document is provided to the School President on their role within the process. Two students are full panel members - see list above. The panel meets a variety of student groups.

The school's report and response to the review should be discussed at the Student Staff Consultative Committee.  It is discussed at the School Teaching Committee of which the School President is a full member.

### 21    Do you provide support, training and/or guidance specifically for students involved in ILR?

Information for students is provided at: www.st-andrews.ac.u/media/teaching-and-learning/documents/qualitymonitoring/Student%20note.pdf

**Institution-Led Review**

**University of Stirling**

**Scope**

| 1    What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
|  |  |  | X |

Any further information:

Quinquennial reviews are carried out on an aggregated subject-area basis.

| 2    Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| X |  | X |

Any further information:

Some reviews are undertaken as join-activities with other bodies, whilst some areas undergo separate reviews and accreditation events, as appropriate.

**3    Can you provide a link to your current ILR process?**

www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/#q-5

**4    How is postgraduate taught provision reviewed?**

**5    How is postgraduate research provision reviewed?**

Reviews consider undergraduate, taught postgraduate and research postgraduate provision.

**6    In what way do you review professional services?**

Currently professional services reviews are aligned with the University planning process, and areas for review/development are coordinated within the Professional Services Leadership Plan. This in turn is directly linked to academic plans, and seeks to support the achievement of learning and teaching objectives. Reviews are undertaken in the context of delivery and impact against the strategic objectives relevant to learning, teaching and the student experience.

**7    Does the ILR cover Professional Services?**

Reviews consider student support services as part of the review. Areas under review are currently asked to consider technology and student services support alongside library support, and other aspects of wider University learning and teaching infrastructure that impact upon provision.

## 8     Do you undertake thematic reviews?

Reviews of professional services tend to be thematically based and provision is reviewed and considered at the institutional level, focusing on a single 'theme' or provision, across all relevant service areas.

## 9     How often do you review the ILR process?

The ILR approach is currently being reviewed. Going forward, it is anticipated that the process and approach will be reflected upon on an annual basis and reviewed at the end of each cycle of quinquennial reviews and therefore every five years.

## 10     What standard data sets does the panel use and who provides the data?

application and admission data
tariff score data
award/student outcome data (including DLHE)
staff data
module evaluations and other relevant formal evaluation data sets
NSS, PTES, PRES results data.
The data is provided by both the Policy and Planning and Student Systems and Data teams.

## Panel

## 11     What is the composition of the review panel?

One external adviser
Deputy Principal (Education and Students)
One dean of faculty or associate dean of learning and teaching from another faculty
       (preferably not from a cognate discipline)
A student representative.

## 12     Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

The student member is selected from the cohort of Faculty Officers by the Students' Union, using guidance produced in partnership between the University and the Students' Union as to how someone should be selected. All Faculty Officers are first asked if they would like to participate in a review, and if they are available on the chosen day, and then the Union makes a selection. Consideration is given for a gender-balanced panel, and that the Officer comes from a different Faculty to that of the subject area being reviewed. Student members are paid for their participation.

## 13     Which groups do panels meet with (e.g. groups of students, staff, employers)?

The panel meets with UG students, PGT students and PGR students as well as staff from the areas under review.

## Post-Review

## 14     Who considers the outcomes/report of the review (i.e. committees etc.)?

Reports are considered by the Faculty Learning and Teaching Committee and this facilitates the preparation of the faculty response. The report and faculty response are subsequently considered and discussed by the University Learning and Teaching Committee. Outcomes are reported to the Education and Student Experience Committee.

### 15    Does the area under review produce a response?

Yes. Responses are prepared at faculty level and provide details of how the recommendations will be addressed.

### 16    Is an interim report/progress update produced by the area under review?

Not currently, follow up reporting and progress monitoring is being considered within the review underway at present.

### 17    How is good practice from ILR shared?

Areas of good practice are considered by the University Learning and Teaching Committee and the Education and Student Experience committee which facilitates dissemination through a variety methods such as via Associate Deans for Learning and Teaching, and Academic Development activity.

## Training/Guidance

### 18    What training is provided for panel members? What form does this take?

Written information and guidance is provided to all panel members on the review process and their role and required contributions within the review. A meeting is held with the Chair and External Adviser prior to the review taking place to ensure suitable preliminary planning, discussion and briefing. The student members are also provided with additional tailored training by the Students' Union.

### 19    What guidance is given to panel members on reviews?

See above.

## Students

### 20    What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students' full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

Student panel members contribute as full members of the panel.
The subject areas being reviewed engage with students in the preparation of the self-evaluation document.
The panel receive written feedback from student and also meet with a range of on the day of the review. Students typically are part of the subject areas SSCC Student-Staff Consultative Committee (SSCC).
When the panel meets with students' discussion is partly based around SSCC agendas and minutes which will have been provided to the panel within the documentation.

### 21    Do you provide support, training and/or guidance specifically for students involved in ILR?

All Faculty Officers are given training on the review process as part of their induction, and then those who are selected to undertake a review are given one-to-one support from the Students' Union. This support includes looking over all of the review documents together, proposing areas on which to ask questions or consider improvements, and going over some of the training materials again. The Students' Union also does a debrief with the student panel member post review, to ask how things went, if they felt able to fully participate and

any suggestions they have of how the whole process could be improved for student panel members.

**Institution-Led Review**

# University of Strathclyde

## Scope

| 1   What is the unit of review (please tick)? | | | |
|---|---|---|---|
| Programme | Subject | Department | Other |
| | | X | X some school-wide |

Any further information:

The Faculty of Humanities and Social Sciences is based on Schools and the other three Faculties have Departments. Although the terminology is different, the process operates in a similar fashion.

| 2   Do you try to incorporate PSRB reviews into the ILR where possible (please tick)? | | |
|---|---|---|
| Yes | No | Sometimes |
| | X | |

**3      Can you provide a link to your current ILR process?**

www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Internal_Review_Policy_Procedure_and_Guidelines_2015_Final.pdf

**4      How is postgraduate taught provision reviewed?**

**5      How is postgraduate research provision reviewed?**

Both PGT and PGR provision is reviewed as part of the ILR.

**6      In what way do you review professional services?**

**7      Does the ILR cover Professional Services?**

**8      Do you undertake thematic reviews?**

Comments respecting interactions with Professional Services (particularly student-facing areas) are contained within Faculty Annual Reports which, following a peer-review process, are shared at an annual joint meeting of the Quality Assurance Committee and Learning Enhancement Committee.

ILR does not currently review Professional Services areas and, although no thematic reviews have taken place to date, such initiatives are being explored informally. However, the University does conduct continuing business improvement processes which operate on a thematic basis.

## 9      How often do you review the ILR process?

Our Policies and Procedures are normally reviewed at least every three years, unless there are specific internal or external drivers to review them within this timeframe.

## 10     What standard data sets does the panel use and who provides the data?

Documentation may include (this list is not prescriptive or exhaustive and requirements should be agreed by the Convener of the review panel and Head of Department/School at an early stage):

- an evaluative, evidence based self-assessment document which signposts and addresses strengths and weaknesses, opportunities, threats and challenges in each of the key areas
- the Department/School's Strategy Statement/Plan and any implementation updates;
- the most recent Internal Review Report
- the most recent reports from accreditation visits by Professional and Statutory Bodies
- a diagram showing the Departmental/School management structure (including committees and subcommittees)
- a set of management information for the department, prepared by the Strategy and Policy and Human Resources Directorates in consultation with the Faculty and Department, including details of: staff names and grades (including research staff and funding sources); numbers of postgraduate research students and funding sources; and trend data for key performance indicators
- minutes of Departmental/School committee/subcommittee/student-staff liaison committee meetings (for the academic year immediately before the review and for the period of the current academic year up to submission of the self-assessment document)
- external examiners' reports and the Departmental/School responses thereto (again, for the academic year immediately before the review)
- course review documents
- summaries of student feedback gathered by or available to the department;
- the University's Strategic Plan and Outcome Agreement (particularly for external panel members)
- additional contextual information for external panel members
- any other material that the Department/School considers essential in allowing the panel to form its views and recommendations.

**Panel**

## 11     What is the composition of the review panel?

The panel will be chaired by a Dean of Faculty or nominee and will comprise the following members:

- two Faculty representatives from outwith the Department or School under review (one professorial, one non-professorial)
- at least two assessors external to the University, including one assessor from outside Scotland
- at least one member (but not normally more than two members) from another Faculty and, where relevant, one senior member (APS 7 or above) from Professional Services. The choice of areas will be determined by the Department's links (past and present) and will vary according to the Department being reviewed

- one student member from another Department within the University (details of selection and training arranged in conjunction with USSA are appended)
- Panel Secretary - typically the relevant Faculty Officer.

The student member will be an equal member of the review panel, but it may be necessary for some issues where sensitive matters relating to particular individuals are to be discussed to be dealt with as Reserved Business. The student member would not be present for discussion of Reserved Business.

## 12 Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

The student representative on the panel is chosen from a pool of students (maintained by USSA) who have undergone ILR training. The pool can include students who hold class or Faculty Rep roles, although this is not a pre-requisite. The student is normally chosen from outwith the Faculty and particularly the Department under review.

## 13 Which groups do panels meet with (e.g. groups of students, staff, employers)?

The agenda and programme should be flexible and include opportunities for the review panel to meet formally with:

- the Head of the Department/School
- the senior management team
- other staff as appropriate, for example:
  - the other academic staff without either the Head or the senior management team present
  - research staff including postgraduate research students
  - the course co-ordinator(s) and teaching support staff
  - other support staff
- postgraduate taught students
- undergraduate students; and including
- international students, full-time and part-time students and Student-Staff Liaison Committee/class/Faculty student representatives.

**Post-Review**

## 14 Who considers the outcomes/report of the review (i.e. committees etc.?)

The final report from the review is submitted to the next Faculty Board of Study. Full reports are considered by the Quality Assurance Committee (QAC) of the University's Senate by the first meeting of the next academic year; however, headline messages are reported to QAC in advance.

## 15 Does the area under review produce a response?

A report on how recommendations have been met is submitted by departments to the appropriate Faculty Committee within 6 months of the review.

Departments must also make a clear plan for sharing the outcomes and communicating feedback to staff and students.

### 16 Is an interim report/progress update produced by the area under review?

Further reports on progress from the area under review are submitted annually to the appropriate faculty committee until all of the recommendations have been overtaken.

### 17 How is good practice from ILR shared?

Notable actions are shared via the Faculty Annual reports process, reviewed in the March following the reporting year.
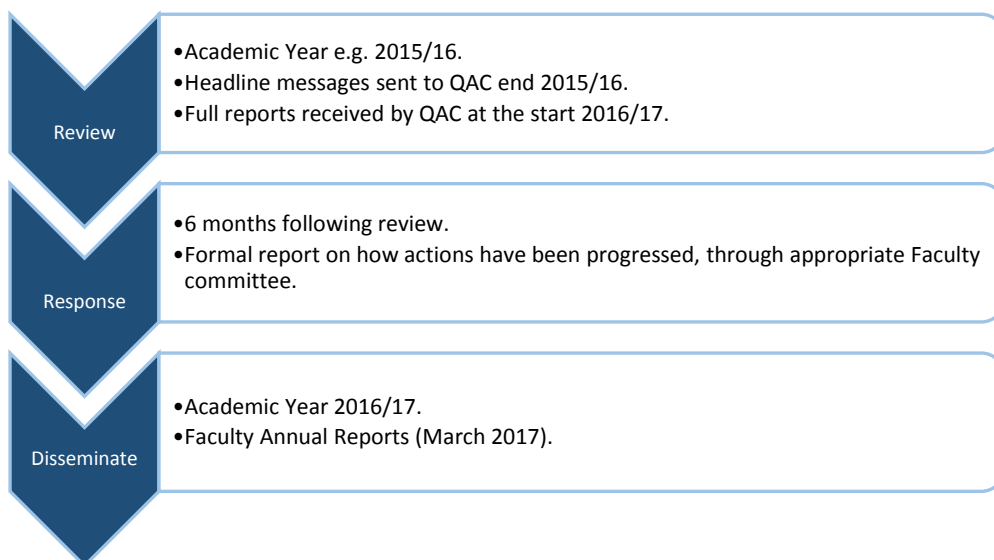
**Review**
- Academic Year e.g. 2015/16.
- Headline messages sent to QAC end 2015/16.
- Full reports received by QAC at the start 2016/17.

**Response**
- 6 months following review.
- Formal report on how actions have been progressed, through appropriate Faculty committee.

**Disseminate**
- Academic Year 2016/17.
- Faculty Annual Reports (March 2017).

Figure A: Internal Review sequence of reporting

**Training/Guidance**

### 18 What training is provided for panel members? What form does this take?

### 19 What guidance is given to panel members on reviews?

A briefing for review panel members including roles and responsibilities document is provided.

Members of the review panel are charged with the responsibility to conduct a thorough and fair analysis of each Department/School and related subject area and to confirm that the documentation provided reflects the reality of the student experience. This applies to all Review Panel members, both internal and external.

Where possible, a review panel will include a member of staff from a Department/School which is scheduled to be reviewed in the next semester/academic session in order to familiarise them with the process.

**Students**

### 20 What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

Student representation is integral to our internal review processes with a student representative forming an essential part of the review panel membership. Meetings are also held with representative groups of students to inform the deliberations of review panels.

## 21 Do you provide support, training and/or guidance specifically for students involved in ILR?

A briefing for student panel members is provided. The critical role of student panel members is often reinforced in a pre-meeting discussion with the Panel Chair.

All student members of internal review teams will receive generic training from sparqs, Strathclyde-specific training involving the Education Enhancement Team and will also have a one-to-one briefing meeting with the appropriate person from the relevant Faculty Office.

In addition, student members will attend the various briefing and preparatory meetings for their Internal Reviews in the same way as the other internal review team members.

**Institution-Led Review**

# University of the West of Scotland

## Scope

| 1    What is the unit of review (please tick)? | | | |
|:---:|:---:|:---:|:---:|
| Programme | Subject | Department | Other |
| X* | X | | |

Any further information:

*While primarily at subject level, some programmes are so niche they are a review in themselves, for example Psychology. We are also open to conversations with schools about holding school-wide events or larger groupings. This may work particularly well for our School of Engineering and Computing. We are keen to work in partnership with our schools to determine the best approach for assuring the health of our portfolio.

The process is called Institution-Led Review

From 2017-18, Internal Review will be known as Institution-Led Review (ILR) at the University of the West of Scotland. Internal Review is defined as the internal and external peer review of the academic health of the total taught and research provision in a subject delivered by the University.

The review forms an integral element of the University's quality assurance system and is intended to provide an opportunity to focus on and to review quality enhancement, learning and teaching, wider research and scholarship in the subject area, and the interactions and interrelations between subjects, together with their future development. The student experience is at the heart of ILR

The University's Education Advisory Committee has confirmed that the following areas should be addressed by ILR, and in the self-evaluation document (SED) prepared by the ILR team:

- Provision
- Learning, Teaching and Enhancement
- Research and Knowledge Exchange
- Student Assessment and Feedback
- Progression and Achievement
- Student Support and Guidance for Learning
- Quality Enhancement and Assurance
- Strategic Development/Five-Year Vision.

Reflection should also seek to illustrate how their schools/subject groups are taking cognisance of the following plans with respect to meeting KPIs.

| 2 | **Do you try to incorporate PSRB reviews into the ILR where possible (please tick)?** | |
|---|---|---|
| Yes | No | Sometimes |
| X | | |

Any further information:

We offer all professional bodies the opportunity to hold joint events to reduce the burden on the team, and to create synergies and deeper understanding of the specific requirements. We have held joint events with the Scottish Social Services Council, the General Teaching Council of Scotland, and the British Psychological Society. However, some PSRB visit schedules do not naturally align with our published ILR schedule.

### 3　Can you provide a link to your current ILR process?

http://www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement/

### 4　How is postgraduate taught provision reviewed?

This is covered by the ILR process under the appropriate subject grouping.

### 5　How is postgraduate research provision reviewed?

The research student experience is covered in the ILR process. We are also proposing to conduct a specific ILR for our Graduate School as part of our forthcoming six-year cycle.

The panel will consider opportunities for research student development, staff development and networking, internally and externally, on research issues in the subject area under review. School plans for research, and the relationship between this and the subject under review, will be scrutinised; these will also be considered in line with the aspirations of the Research, Enterprise and Engagement Enabling Plan 2015. Support mechanisms for staff to undertake research and subject consultancy activity and research-led teaching will be explored. The quality of the research students' experience including supervision, support and appropriate student feedback are reviewed under this heading (research student numbers and staff research profiles should be provided). The panel should have the opportunity to meet research students where there are such students in the subject area.

### 6　In what way do you review professional services?

### 7　Does the ILR cover Professional Services?

Professional services are reviewed as part of ILR. The role of support services is of crucial importance in determining the overall quality of the student learning experience. ILRs should enable the University to be satisfied about:

- the contribution made by support services to the quality culture of the University
- the ways in which services engage with students to monitor and improve the quality of services
- the ways in which the services promote high quality learning and continuous quality enhancement.

## 8 Do you undertake thematic reviews?

The University undertakes regular thematic reviews. These are usually determined by the appropriate Advisory Committee (Education, Global Engagement and Research). Recent themes have included: Structure of the Academic Year, ILR and Graduate Attributes.

These thematic reviews sit alongside a programme of risk-driven audits of key University activities and processes that are undertaken through the institution's Internal Audit Service.

## 9 How often do you review the ILR process?

Periodically, in line with changes from the QAA or Scottish Funding Council - or triggered by internal restructuring to ensure continued alignment and appropriateness of the process. ILR was last reviewed in 2015-16, with two pilots in 16/17, and full roll out in 2017-18.

## 10 What standard data sets does the panel use and who provides the data?

See below, also supported by data and metrics (such as NSS, DLHE, applications, progression, retention, and number of first class honours) provided by our central Strategic Planning and Business Intelligence teams.

Please note: SHR becomes ILR from 2017-18.

> Employment/Destination statistics (where available)

> School Analysis of data (or reference to relevant minutes etc)

**Folder 10 – Staff CVs**

Staff CVs *(most up-to-date)*

**Folder 11 – Examples of Student's work**

> Examples of Student's work *(3 years available)*
In previous sessions, a Base Room existed at the event which contained samples of student work for review. It was agreed to pilot an approach for session 2013/14 that does not include a review of student work. This practice will continue for session 2015/16.
> Panel members are however at liberty to request such information so it is still recommended that Schools retain samples of student work should any requests arise.

**Folder 12 – Background documentation**

Background documentation relevant to the subject

**UWS and Background Documentation**

Campus Maps

SHR Handbook 2016-17

UWS prospectuses

SCQF Information and level descriptors

Regulatory Framework 2016-17

UK Quality Code for Higher Education:
Chapter B8: Programme monitoring and review (October 2013)
Chapter B4: Enabling Student Development and Achievement (March 2013)

Benchmark Statements

**UWS Policies and Strategies ***
> Education Enabling Plan 2015
> Global Reach Enabling Plan 2014
> Research, Enterprise and Engagement Enabling Plan 2015
> UWS Corporate Strategy (2014/20) 'Dreaming/Believing/Achieving – A 21st Century University'
> University Assessment Handbook for Staff (2016-17 Edition)
> UWS Equality Scheme Implementation Plan (2012)
> Personal Development Planning (PDP) Policy (April 2008) *(currently under review)*

**Folder 1 – Self Evaluation Document (SED) & Supporting Material**

Self-Evaluation Document (SED) *(current)*

Footnotes *(as referenced in SED)*
*(styles variable, need clarification)*

Briefing Pack

Previous SHR Report

**Folder 2 – Module & Programme Documentation**

Module Descriptors (current)

(Core modules in briefing packs)

Programme Specifications*(current)*

**Student Handbooks *(most up-to-date)*:-**
> Programme Handbook(s)

> Module Handbook(s) (where available)
> (Panel member may request access to Moodle to view if not been provided)

| Responsibility for providing documentation: |
| --- |
| Quality Enhancement Support Team (QuEST) |
| SHR Team |
| Business Intelligence (Information Technology and Digital Services - ITDS) |

## Panel

### 11    What is the composition of the review panel?

Chair of the ILR: A senior member of staff (from out with the subject under review).
All Chairs must undergo ILR Chair training;

A minimum of two members of academic staff from out with the subject under review. These should normally comprise of either:

- A senior member of academic staff from a subject area that recently underwent Institution-Led Review; or
- One or more members of EAC from a School not connected with the review; or
- One or more members of staff from an area to undergo an Institution-Led Review in the next year (if more appropriate, those with forthcoming ILRs may prefer to act as an observer).

Students' Association President or nominee (not from the subject area under review);

External panel members - there should normally be a minimum of two academics and one professional/industrialist. The School may request additional panel members to cover the specialisms under review.

Observers (as required).

The panel and Chair will be supported by the two members of the QuEST team.

### 12    Which students are on the panel (e.g. sabbaticals, School Officers, Class Reps, others)?

Normally, but not exclusively, they will be sabbatical officers of the Students' Association.

### 13    Which groups do panels meet with (e.g. groups of students, staff, employers)?

See Q 21.

- Current students (representing all levels and programmes under review including UG and PG), recent graduates and alumni. We ensure all campuses, modes of delivery and level of study are represented. Sometimes this is facilitated through Skype or Webex.
- Programme team
- School senior management team
- Representatives from Professional Services (both within and outwith the School)
- Employers, stakeholders and service users as appropriate.

## Post-Review

### 14    Who considers the outcomes/report of the review (i.e. committees etc.)?

The final report will be written by QuEST, usually within 8 weeks after the Phase 2 event and circulated to the panel for confirmation following approval by the Chair of the ILR. Where final reports are not yet completed, draft summary reports shall normally be presented to EAC/AQC in May annually. The ILR team will be given the opportunity to comment on the factual accuracy of the draft final report and provide any outstanding data. The final report should be discussed in detail by relevant Programme Boards and the School Board. The final report will be scrutinised by the AQC (normally in September following review) on behalf of EAC and will report on key themes and monitor follow-up action. Furthermore, where necessary, an institutional action plan will be developed and any wider University issues will be summarised for the attention of the Executive Group. EAC will be responsible for sharing and disseminating good practice arising from ILR.

The outcomes should also be highlighted at relevant Student-Staff Liaison Group (SSLG) meetings with a view to monitoring and review involving student input. Under the new ILR methodology, SSLG members will be asked to review and approve the updated action plan prior to the one-year follow-up event.

### 15    Does the area under review produce a response?

### 16    Is an interim report/progress update produced by the area under review?

The School/ILR team/Programme Board(s) engage with the recommendations of the report and advise EAC/AQC on actions taken within 6 months of receipt of the report (normally in November following review). AQC has developed an action plan template for use by programme teams. (EAC continues to take an institutional overview of the outcomes of ILR while remitting the action plan to AQC to monitor at one-year follow up).

### 17    How is good practice from ILR shared?

See following pages.

Please note: SHR becomes ILR from 2017-18.

In summary, SHR Follow-up activity should consist of the following:

| | School/Other | EAC/AQC/ QuEST/Other | Anticipated Timescale |
|---|---|---|---|
| **SHR Summary Report** | Comment on factual accuracy; Report discussed at Programme Board(s) | **EAC** for consideration | **May EAC** |
| **Full SHR Report** | Comment on factual accuracy; Report discussed at Programme Board(s) | **Full Reports** remitted to **AQC** to identify themes and University wide actions (wider issues maybe referred to the Executive Group).<br><br>This scrutiny of reports will inform the annual letter to SFC. Institutional Action plan prepared. | **August AQC**<br><br><br><br><br><br><br><br>**September** |
| **SHR Team Action Plan** | Programme Board(s) prepare a joint action plan in response to the report. Programme Board(s) and School approval of action plan before November EAC. Desirable for outcomes to be linked to School Plans / EAM.<br><br>*(date for completion of actions is normally within 12 month window – any exceptions should be clearly flagged and justified)* | Action Plan submitted to **EAC** for approval | **November EAC** |
| | Programme Board(s) engages with actions. School monitors progress. | **EAC** remits action plan to AQC to monitor one year follow up | |
| **SHR Outcomes & Action Plan** | Outcomes & Action Plan should be highlighted at relevant SSLG meetings with a view to monitoring and review involving student input. | SSLG meetings | **Sept – April** (as appropriate) |
| **One year follow up** | Programme Board(s) provides update on how actions have been addressed one year later. | AQC convenes formal follow up meeting with | **April AQC** |

| | School confirms that follow up has been addressed.<br><br>*(should comprise evidence of impact rather than simply a narrative of change)* | subject/programme team to seek assurance that actions have been addressed. | |
|---|---|---|---|
| | Programme Board(s) address any outstanding items prior to May EAC | AQC reports to EAC confirming follow up has been completed and advising EAC of any significant issues | **May EAC**<br><br>(12 months after SHR) |
| **Annual Institutional Overview** | Discussion and approval of SFC Institutional letter and agreement of institutional wide actions. | **QuEST/VP (Education)** | **September EAC** |
| **Annual confirmation to COURT/SFC** | Annual statement of assurance to Funding Council from governing body (Court)" | **QuEST /Corporate Support**<br>Return of annual report to SFC on institution led review | **By 30 September to SFC** |
| **Dissemination of SHR Reports /Findings** | The following to receive SHR Reports and/or a summary of findings:<br>• SAUWS<br>• Student body (via relevant SSLGs)<br>• Schools<br>• Learning Innovation<br><br>All reports to be lodged on Education Portal. | **QuEST** | **September Annually** |
| **Sharing of Good Practice** | Learning Innovation to identify good practice and disseminate across the University.<br>Good Practice Staff Seminars proposed. | **Learning Innovation/ QuEST** | **Annually** |
| **Full SHR Reports** | Provided annually to the Quality Assurance Agency (QAA) | **QuEST**<br>Discussed at annual meeting with QAA. | **QAA Annual Meeting**<br>(dates vary) |

Notes:

- The first meeting of AQC is generally in September
- One Year follow up - SSLG input to/comment on the updated action plan prior to the follow-up meeting. Where appropriate, the students should also confirm that actions have been carried out.
- VP Education's new title is 'VP Academic'.
- Learning Innovation should be changed to 'UWS Academy'.

## Training/Guidance

### 18     What training is provided for panel members? What form does this take?

### 19 What guidance is given to panel members on reviews?

We provide comprehensive training for all panel members at the start of each event which follows on from a briefing note they have received as part of their pre-event paperwork and evidence pack. Time for training is built into the Day 1 agenda, and comprises a short film (updated annually) which has input from QuEST, senior management, students, Professional Services, and School staff (sparqs training/or equivalent is provided for all student panel members).

Student panel members are treated the same as all panel members. They will get an induction on QA at the University as part of their wider induction and can access additional training through the NUS and the Students' Association. In terms of ILR, they receive from QuEST the same training and guidance as all panel members.

## Students

### 20 What mechanisms do you deploy to directly engage students in processes of ILR? What form does student engagement take e.g. are students full panel members? Do panels meet students to gather feedback? Do students engage in preparatory discussions for ILR and/or follow-up? Please provide details.

At the start of the session in which the ILR is to take place, the subject/programme team(s) should advise all students of the ILR process. This is facilitated by an 'Informing and Involving Students' leaflet available from the Quality Enhancement Support Team (QuEST). Online video footage is also available. The ILR should be on the agenda of SSLGs to ensure students are aware of the process, how to engage with it and the importance of their involvement. The SSLG also provides a forum for student input to the SED. Responsibility for involving students in the ILR process lies with the Subject/Programme Team.

Students should be engaged in curriculum design, development and review processes. Students are encouraged to engage with ILR on several levels.

- Each ILR has a student representative in full membership of the panel. Normally, but not exclusively, this will be a sabbatical officer of the Students' Association. The student representative will not be/have been a student from the subject area under review.
- The panel will have the opportunity to meet a spectrum of students/graduates (taught and research) from the subject area from all programmes under review. The students invited to these discussions will, as far as possible, reflect the broad diversity of the student cohort.
- Graduates should also be included in the meetings with students. (The School should arrange for an appropriate mix of students/graduates to be available.)
- ILR teams are strongly advised to brief the students who are going to meet the ILR panel on what to expect when meeting the panel. Refer to the QuEST, 'Students Matter - Informing and Involving Students' leaflet. Ideally, this should prepare students for the likely questions they will be asked, but not to script the students.
- As part of the SFC guidance, ILR should explore the ways in which Subject/Programme Teams have generated, considered and acted on feedback from their students in the design and operation of their programmes and the organisation of the students' learning environment.
- SFC guidance also states that the ILR Team should gather additional specific evidence from students in the subject area under review for the ILR panel. Students should be given the opportunity to influence the content of the SED, particularly in contributing to the evaluation of learning, teaching and enhancement and student support and guidance. This may include all or some of the following:

- The report of a special meeting or minutes of specific discussions at an SSLG of the provision under review and the draft SED.
- The report or written commentary of one or more focus groups convened to discuss the provision under review and/or the draft SED (ILR teams should co-ordinate, but QuEST/SAUWS can help contribute at the focus group itself).
- Specifically devised 'ILR' questionnaires.
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- It is recommended that student views are sought, where possible, in a controlled environment.

Whatever methods are employed, the process of collecting the additional student feedback should:

- generate holistic evidence about student views of provision and of their learning experience
- differentiate between the views of different categories of students where these are likely to be significant (for example part-time and full-time, students from different levels of programme, entrants from school and entrants from further education etc.)
- allow identification of distinctive characteristics of major subsets of provision; and
- take account of the view of graduates on the relevance of provision for their careers.

## 21 Do you provide support, training and/or guidance specifically for students involved in ILR?

See above.