

External Adviser Report from Document Review**Guidance Notes for External Advisers**

The Periodic Review Process is one of the key quality assurance mechanisms for the University. It is a forward-looking process to help support the enhancement of the student learning experience, student outcomes, School/Faculty development and strategic fit of provision. An important part of this process is the contribution of external subject specialist advisers.

We ask you to provide written advice to enable Course Teams to develop and improve existing provision and to attend the Periodic Review meeting to discuss the provision with relevant Course Teams and School staff. The University also wishes to identify any areas of good practice and this should be borne in mind when providing your reports.

The focus of the event will be on the content of the Self Evaluation Document (SED). Courses will have been reapproved previously and therefore there is no need to scrutinise full sets of course documentation. You will have been supplied with approved programme specifications and will be asked to confirm the 'good standing' of those courses so do have the opportunity to comment if you have serious concerns.

You are asked to review the documentation provided by the School and to provide written advice, which relates to the prompts on the attached proforma.

The University will issue you with an electronic version of this proforma so that you are not constrained in submitting your comments by the size of the boxes.

The University values your input into this process and is grateful for your help.

Your written comments should be returned to the University by: _____

This date is critical so that Chairs have time to review your comments and finalise the planning of the event.

Please return your comments to the Reporting Officer by email.

Periodic Review

PR (Exad)

External Subject Specialist Report

Completed by:

Please address the following prompts in the completion of your report and refer to the guidance notes provided and indicate any good practice which you wish to highlight as well as any suggestions for improvement. The comments you submit will contribute to the formulation of an agenda for discussion at the Periodic Review event.

A Self-Evaluation Document (SED) is a summary which demonstrates that a school has evaluated the following, in a constructively self-critical manner:

- the appropriateness, effectiveness and quality of the curricula of its programmes, including;
- the quality and appropriateness of the learning environment provided for all students;
- the quality of the support provided for all its students;
- the quality of the support and development opportunities provided for staff;
- the appropriateness and effectiveness of its management of the academic standards and quality enhancement.

The Curricula

(issues for consideration could include academic and intellectual progression within the curriculum, appropriateness of content in relation to the level of the award, inclusion of recent developments in the subject, reflection of best practice in pedagogy)

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Teaching and Learning

(such as inclusive learning and teaching strategies, Research-led teaching, innovative modes of delivery, learning and study skills strategies)

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Assessment and feedback

(including the range and variety of assessment methods used, effectiveness of assessments in discriminating between different categories of performance, the effectiveness of the assessments used in promoting student learning, use of feedback to support student achievement)

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Employability and Enterprise

(including relevance of employability skills and strategies and how this is embedded within the curriculum, where are employability skills taught, practiced, assessed and developed (where needed), how is the effectiveness of its employability strategies and engagement or interactions with employers assessed.

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Work placements and options for study abroad

(to demonstrate and evaluate how these are managed and the value to the student experience and, if not provided, what alternative strategies the school has to provide students with opportunities to engage with employers

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Student Support and Guidance

(to articulate and evaluate the student support systems in place for the whole student journey for all students, to include recruitment and induction of students; identification of and action of any special learning needs; feedback to students on their progress, overall academic guidance and the use of e-learning platforms for the enhancement of the student experience)

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Learning Environment

(linking resources to intended programme outcomes and to enhancement of the student experience, adequacy and effectiveness of the learning environments provided for the different cohorts of students)

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Staff Development

(demonstration of the systems and strategies in place for staff induction, mentoring and development and evaluation of their effectiveness in delivering a high-quality student experience and for enhancing teaching performance)

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Quality Management and Enhancement

(evaluation of the effectiveness of the measures taken to enhance the quality and standards of provision, with particular focus on how the school develops its staff in a systematic and strategic manner; how the school enhances the quality of learning opportunities by building upon information or feedback from a variety of sources (i.e. External Examiners, external bodies, students and graduates, continuous course enhancement), and how the school identifies and disseminates good practice.

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Commendations - (what the School does well and should be congratulated for)

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Innovative Practice - (new methods or original and creative thinking for sharing more widely)

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Signed:
External Subject Specialist

Date:
