5-Yearly Course Review – Guidance for Staff and Students

1   Courses must be reviewed at intervals of no more than five years. The approval of the University's Academic Director of Taught Programmes, acting on behalf of the Learning and Teaching Committee of Senate, will be required for any variation in the Course Review schedule, where a course will be reviewed at an interval longer than five years.

2   Variant procedures will be agreed with those Schools that are subject to periodic re-validation or periodic review by a Professional or Statutory Regulatory Body. The review schedule for these courses will normally be driven by the requirements of the Professional Body.

3   It is recommended that, wherever possible, cognate courses are reviewed together. This is not only an efficient use of time and other resources but also an effective way of ensuring that any issues or changes affecting more than one course are considered and any recommendations for action made at the same time. Where cognate courses are separately reviewed, the outcomes of each Review should be made available to the next Review Panel to promote consistency and coherence. Identical procedures apply where a School conducts a Review of a single course.

4   Where a course has been closed or is in its final year, no review or report is necessary as the reasons for the course closure and the impact on students, school and faculty have been fully considered as part of the Course Closure procedure.

     Where a course has transferred between Schools, it will normally be reviewed within five years of the last review and in line with the review cycle of cognate courses within the new School.

5   FLTQCs will agree with Schools the process for reviewing joint courses (i.e. courses which combine two or more subjects). Where a joint course is comprised of two (or more) parallel subject pathways, the recommended way of conducting such reviews is for the outcomes of one review to be made available to the next Review Panel to ensure consistency and coherence. Each Review Panel will be responsible for considering the contribution of the subject under review to the course as a whole, the experience of students on the joint course and the operation of the joint course. It would be appropriate for a representative of the School offering the joint subject, such as a Course Director or School Director of Learning, Teaching and Quality, to attend the Review Event. The outcomes of a review of a joint course will require follow up in both Schools. Alternatively, Schools may wish to consider conducting a joint Review during which both/all subject pathways are reviewed together.

6   Where a course is subject to external re-validation, re-accreditation or review by a professional or statutory regulatory body, it is likely that this fulfils the UEA Course Review requirements. The FLTQC should confirm that the aims, evidence base and procedures of the professional or statutory regulatory body are broadly consistent with those of Course Review.

The professional or statutory body should give formal agreement that their review may form part of the University review process. Records of such agreements should be retained by the School and the FLTQC.

Where an external review is to be substituted for Course Review, the FLTQC will report the planned date of the external review in the coming academic year to the May/June meeting of the Learning and Teaching Committee of Senate.

As part of the process of preparing for the external review, the FLTQC may undertake a critical read of the documentation prior to it being sent to the PSRB. As part of this process, the Faculty LTQC may identify areas of concern, issues requiring clarification or examples of good practice that the School will be asked to comment upon.

The outcomes of the professional or statutory regulatory body review should be reported to and considered by the FLTQC and included in the annual CR3 report.

7   The Learning and Teaching Service will maintain a master schedule of Course Reviews. The timetable for the forthcoming academic year will be submitted to the first meeting of the Learning and Teaching Committee of Senate in each academic year.

8   It is the responsibility of the School Director of Learning, Teaching and Quality to ensure that course teams undertake Course Review in accordance with the agreed timetable. Once appointed, it is the responsibility of the Chair of the Review Panel to oversee the co-ordination of the Review Event and to agree the agenda for the Event.

9   Key points of reference for Course Review are:

- Subject Benchmarks;[1]
- *The Framework for higher education qualifications in England, Wales and Northern Ireland.*[2]
- Requirements of recent equality legislation (e.g. Race Relations Amendment Act 2001, Disability Discrimination Act 2005, The Equality Act 2006) should also be considered in relation to course content and design*.*

Aims of Course Review

10   Course Review is intended to enable Schools to ensure that:

- at the level of the course, academic standards, learning outcomes and learning, teaching and assessment methods are appropriate and are made explicit to students;

---

[1] http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp
[2] http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp

- modes of learning, teaching and assessment are effective in enabling all students to attain the learning outcomes of the course to the best of their abilities and demonstrating their attainments accordingly;

- timely and appropriate action is taken if significant problems or difficulties are identified or standards perceived to be at risk;

- good practice and innovations in teaching and learning are identified and disseminated, opportunities for enhancement are taken and curricula designed to be fully inclusive;

- we continue to meet our obligations under equality legislation;

- courses continue to be aligned with School/Faculty/University strategic plans and to represent an efficient use of resources as far as possible;

- Schools continue to offer courses that meet student and employer needs/that are attractive to students, offer a quality learning experience and prepare students for employment and/or further study.

11   As an aid to achieving these aims, Schools must have:

- obtained and taken into account the views of the full range of current students;
- obtained and taken into account the views of recent graduates (which may be in addition to the data obtained via the National Student Survey);
- obtained and taken into account the views of relevant employers (where these are identifiable). Alternatively, Schools should consult the Careers Centre for advice and guidance;
- addressed the comments of external examiners (by referring to the actions arising from a consideration of external examiners' reports at the appropriate time).

The procedure for Course Review

12   There are three phases of Course Review:

(i)   preparation of documentation by the Course Director(s);
(ii)   a Course Review event conducted by a Course Review Panel;
(iii)   follow-up and dissemination by the School Director of Learning, Teaching and Quality, the School Board and Faculty LTQC.

Preparation of documentation by the Course Directors

13   The Course Director(s) will review the information shown in Appendix B and prepare the following documents for the consideration of the Review Panel:

- the most recent Programme Specification(s);

- an evaluative report covering:

13.1 Introduction and Background
- a commentary on recruitment, student profile and achievement, including any differentiation of achievement within that profile;
- a statement of educational aims and the intended learning outcomes of the provision (noting the expectations of the QAA's academic infrastructure and any relevant Professional and Statutory Regulatory Body requirements);
- a description of the learning, teaching and assessment methods employed, including any adjustments made in the interests of inclusivity;
- description of changes which have been made during the previous period;
- how the course(s) fit the strategic aims of the School;
- description of any innovative or inclusive teaching or learning strategies;
- evidence of and mechanisms for the maintenance and enhancement of standards and quality;

13.2 Evaluation
- evaluation of the quality of learning opportunities;
- evaluation of the appropriateness of the intended learning outcomes;
- the ways in which the course supports and promotes equality and diversity;
- the degree to which widening participation has been addressed;
- a commentary on student evaluation of the course;
- recruitment, retention and student achievement (including disaggregated statistics by equality target groups);
- the employability of graduates;
- reflections on what has worked well over the previous period;

13.3 Looking Forward
- proposals for the future development of the course(s);
- an assessment of whether the course(s) should be modified or discontinued and whether new courses should be developed;

- Issues for Discussion with the Panel

- supporting documentation as listed in Appendix C.

The Course Director's Report should be available to the Review Panel in sufficient time for them to read the documentation and identify potential lines of enquiry prior to the Event.

Student input into Course Review

14   It is the responsibility of the Course Directors concerned, to ensure that students are consulted in the preparation of documentation and have an opportunity to comment on the report before it is submitted to the Panel.

15   Student representatives from all years of the course(s) under review shall meet formally with the Course Review Panel.

Course Review Event

16   The **Course Review Panel** must include:

- A Chair - Faculty Associate Dean (LTQ), Head of School or School Director (LTQ) who should not be a member of the School(s) whose course(s) is/are under review
- 1 member from another faculty
- A subject specialist external to UEA (must not be an external examiner)
- 2 student representatives
- A service user, if applicable

    The external membership must be appropriate to the range of expertise required for reviewing the course.

- Administrative support is provided by an LTS Co-ordinator, who will be Secretary to the Review Panel

17   The Course Director(s) should not be a member of the Course Review Panel but should be in attendance at the Review Event, with the exception of during the private meeting of the Panel and if the Panel wishes to meet in private with the students.

18   The FLTQC is responsible for approving the membership of the Review Panel (pro-forma CR1).

19   The members of the Course Review Panel should receive the documentation in good time to consider it prior to the Review event. On receipt of the documentation, the Review Panel will agree an agenda for the event with the Chair of the Panel, identifying issues that they wish to discuss.

20   In advance of the meeting, the Chair of the Panel should agree with the School a list of those who will be available at the Event. The Panel may also request that written answers to specific questions are provided. Such requests should be made in good time and the School should endeavour to meet such requests, where possible.

21   The Panel will normally wish to interview the following:

- the Course Director(s)
- members of the teaching team;
- the School Director of Learning, Teaching and Quality;
- a representative of the University's Careers Centre;

- students currently registered on all years of the course(s) under review.

The Panel may also wish to meet

- former graduates;
- relevant employers - the Careers Service may be able to assist in the identification of relevant employers.

22 The Course Director(s) should be invited to give a brief oral presentation at the beginning of the event.

23 The style of the event should be inquiring rather than inquisitorial. It should be characterised by frank acknowledgement of problems or weaknesses, helpful suggestions by Panel members and identification of good practice and opportunities for quality enhancement. Ideally the event should lead towards a common view between the Panel and course team as to how to build on strengths and rectify weaknesses.

24 The Secretary shall prepare a summary report of the Review event (CR2) and an Action Plan, which should be circulated to the members of the Panel and the School Director of Learning, Teaching and Quality for comment and approval within 2 months of the event.

Follow-up

25 The final version of the CR2, including the Action Plan, will be sent to the FLTQC and to the School Director of Learning, Teaching and Quality and the Course Director(s). A copy should also be sent, as a matter of courtesy, to the Careers Centre and any other contributors who request a copy.

26 The FLTQC should scrutinise the CR2, to ensure that the process has been robustly undertaken and to identify areas of good practice and issues requiring broader consideration by the Faculty or University.

27 At the first Learning and Teaching Committee of Senate each academic year, the FLTQC should formally report (CR3) that the process has been duly completed, identifying areas of good practice, of enhancement to standards and/or quality of provision, and action taken on dissemination. Faculties are asked to comment in particular on examples of innovative or excellent teaching and assessment, course design and to provide the Learning and Teaching Committee of Senate with a flavour of the issues being discussed in Course Review Events. The report should also comment on issues of principle, those which have University-wide implications or other issues for consideration by the Learning and Teaching Committee of Senate.

28 Following consideration of the outcomes of the Review by the FLTQC, the School Director of Learning, Teaching and Quality should provide the School Board with a summary of the main outcomes of the Course Review and the Action Plan should be reported to the Board for any appropriate action.

29   The School Director of Learning, Teaching and Quality is responsible for ensuring and confirming formally to the School Board that the following are undertaken:

- appropriate dissemination of the outcomes;
- communication of the main elements of the documentation and at least a summary of the outcomes of the Review to students;
- action and on-going monitoring within the School as necessary;
- communication of comments and information arising from the Review to other interested Schools where appropriate (for example, in the case of joint degree courses or where other Schools offer modules which are required or specifically listed as options within the course(s) reviewed).

30   The School Director of Learning, Teaching and Quality is charged with overseeing the implementation of the Action Plan and must report to the School Board on progress in achieving this. To assist with this process there should be a regular review of the Action Plan. A report on progress with the Action Plan should be made on an annual basis (or more frequently if appropriate) to the FLTQC.

Documentation and records

31   It is essential that the evidence of Course Review and follow-up actions is retained and maintained in good order by the Learning and Teaching Service, the School and Faculty.

Appendix A

Key Questions for Course Review

It may be helpful for Course Directors to have the following questions in mind when preparing their Report. The list is intended for guidance only, it is not prescriptive and it is not anticipated that the Report will comment on each question.

Admissions

o   The actual intake as a percentage of the target intake
o   The ratio of applications to places and offers to admissions
o   The ratio of offers to actual admissions
o   Actual entry qualifications compared with standard offer
o   How the admissions profile has changed over the preceding period
o   Comparison of applications to places with similar courses nationally, and possibly selecting a peer group or group of main competitors
o   Whether there is any difference between the percentage of students from each of the equality monitoring groups applying, receiving offers and being admitted. If there are differences, what might account for these?
o   Comparison between the percentage of applications, offers and admissions for each of the equality monitoring groups for the courses under review, with UEA in general and national figures.
o   Do recruitment targets and admissions criteria remain appropriate?
o   What strategies have been adopted to attract applications from under represented groups of students? How effective have these been?

Course Design and Academic Standards

o   What are students achieving?
o   Do students from the different equality monitoring groups perform as well as each other?
o   Which modules / options are popular?
o   Do students from the different equality monitoring groups choose the same modules?
o   How does the design and delivery of the course and its component modules promote inclusivity?
o   How does the design of the courses relate to that of similar courses in other universities (including language used in titles and descriptors)?
o   Are there any issues from external examiners' reports that remain to be addressed?
o   Does the content of the courses continue to meet Subject Benchmark Statements and reflect the latest developments in the field of study?
o   How has the content of the curriculum taken account of the latest developments in scholarship / research and (where applicable) changes in professional requirements?
o   How is the curriculum informed by the research or professional activity of the teaching team?
o   How does course design, content and organisation support and promote student

learning and the achievement of the learning outcomes for the course as a whole?

- o What are the expectations of students in respect of workload (attendance at formal classes, independent study, assessment)?
- o How do we inform students about what is expected of them?
- o Is it clear to students how modules fit together to make a coherent course?
- o What is the experience of students who are registered on joint courses or take modules across Schools?
- o Has student achievement identified any particular issues, for example in respect of the design of the First Year or demonstration of progression through the course?
- o Are there sufficient opportunities for students to acquire and / or develop skills relevant to future employment or research alongside subject specific knowledge?
- o How have the views of employers or advice from the Careers Centre informed the design of the course / modules?
- o Are mechanisms for sharing information between Schools, in the case of joint courses or where course profiles contain modules in other Schools, working effectively?
- o Why are the courses taught and assessed in the way that they are? Are there examples of innovative or inclusive approaches that could be adopted more widely?
- o How effective have any changes been in enhancing the quality of provision?

Resources

- o Are the available resources likely to continue to support the delivery of the course?
- o Are there resource constraints on the delivery of the course?

Appendix B

Information Pack for Course Review (Documentation and Sources)

There are five sources of the data required to prepare the Course Directors' Report:

- o Admissions and Outreach Office (applications, market information)
- o Careers Centre (employability)
- o Dean of Students Office: Learning Enhancement Service
- o The Planning Office Business Information Unit
- o Learning and Teaching Service/Course Team

The Learning and Teaching Service will provide the above offices with a copy of the schedule of Course Reviews for the coming academic year.

A. ADMISSIONS AND OUTREACH OFFICE

The Admissions, Recruitment and Marketing Office will provide the following:

Full Time Undergraduate degree programmes

For each year covered by the Course Review

- o Entry score by UCAS Tariff band (based on acceptances)
- o Number of applications (note not applicants*)*
- o Ratio of applications compared to target (note that target is set at School / admitting unit level and not by course)
- o Number of Acceptances (note: AAO cannot provide details on actual intake)

Information in relation to applications and acceptances will also be formatted with respect to data on applicants'

- o gender
- o ethnicity
- o age
- o disability (this information has only recently been made available, so will not be available for all years)

Benchmarking:

Information will be provided for the University as a whole for each year of entry in relation to each of the above criteria.

National data for each criterion will be incorporated from UCAS where it is available – note that this information is aggregated into JACS subject line.

Full-time Postgraduate Taught Programmes

For each year covered by the Course Review

- o Number of applications (note not applicants*)*
- o Ratio of applications compared to target (note that target is set at School / admitting unit level and not by course)
- o Number of Acceptances (AAO cannot provide details on actual intake)

Information in relation to gender, ethnicity, age and disability will be provided where it is available, but does not normally exist prior to 2006 entry.

The institutional average for each of the above will be made available for benchmarking.

National comparative data is not available, but the Market Research team may be able to comment in general terms.

Part-time Postgraduate Taught Programmes

For each year covered by the Review

- o Number of applications (note not applicants*)*
- o Ratio of applications compared to target
- o Number of Accepts (AAO cannot provide details on actual intake)

Information in relation to gender, ethnicity, age and disability will be provided where it is available, but does not normally exist prior to 2006 entry.

Benchmarking data is not available.

Programmes offered by the Centre of Continuing Education

All such requests should be referred to the Faculty of Social Sciences Admissions Office.

B. PLANNING OFFICE

The Business Information Unit (BIU) will provide the following information on the profile of the student body. The data can be presented by individual course, but for many purposes aggregating data across cognate courses is advised.

- Student numbers (number of students registered on each year of each course covered by the Review)
- Retention and Progression (number of students progressing between Stages, number of transfers, withdrawals and academic failures)
- Equality data (student numbers and achievement categorised by ethnicity, gender, age, disability and socio-economic group)

- Fees status (student numbers and achievement categorised for Home, EU and International students)
- Qualifications on Admission
- Student Achievement (number of students awarded a qualification and classification)

Benchmarking

The Planning Office will provide comparative data on retention, progression, achievement and equality profile, both for UEA as a whole and (where publicly available) nationally.

Learning and Teaching Service

- Module enrolment statistics from SITS (for each year of the Review period, showing number of students enrolled on each module, including the gender, age, ethnicity and disability profile)
- External examiners' reports and resulting responses and action plans for the period covered by the Review.
- Copy of the previous Course Review documents (Course Directors' Report and Action Plan)

C. LEARNING ENHANCEMENT SERVICE (Dean of Students' Office)

- Commentary on any issues/themes that have emerged in respect of students' use of the Learning Enhancement Service.

D. THE LEARNING AND TEACHING SERVICE/SCHOOL/COURSE TEAM

- Module enrolment statistics from SITS (for each year of the Review period, showing number of students enrolled on each module, including the gender, age, ethnicity and disability profile)
- External examiners' reports and resulting responses and action plans for the period covered by the Review.
- Copy of the previous Course Review documents (Course Directors' Report and Action Plan)
- Programme specifications for each course and each year covered by the Review (showing through tracked changes how these had changed during the period)
- Outcomes of the NSS for each year covered by the Review (including profile by subject area, gender, and other criteria as relevant)
- Comparison with national NSS outcomes for the relevant subject areas for each year of the Review
- Module Review reports for all relevant modules (which may include core, compulsory and option ranges) for each year of the Review period
- Summary of issues emerging from student evaluation of teaching for each year covered by the Review, and any resulting action taken.
- Relevant Subject Benchmark statements

- Framework for Higher Education Qualifications

E. CAREERS CENTRE

- First Destination data

  this can be downloaded from the CCEN web pages at
  http://www.uea.ac.uk/careers/fds/

- Careers Report
  - Analysis of first destination data
  - University League Table information
  - Summary of the usage of the Careers Centre by students covered by the Review
  - Careers provision for students covered by the Review
  - Industrial context

Supporting Documentation to be made available to the Review Panel

These documents should be available to the Review Panel during the Course Review Event but need not be sent to them in advance:

- Current Course Handbooks
- Current Module descriptions
- Statistical appendices to support the contents of the Course Directors' Report (including student progression and retention, student profile)
- Careers Centre Report
- External examiners' reports and School responses for the period covered by the Review

Appendix C

Additional guidance notes for Course Review Panels

The Course Directors' Report will provide a basis for the issues to be explored during the Course Review Event. There are, however, a number of key questions that the Review should address, either through the documentation provided or via the Event itself.

Conclusions on Quality and Standards

- o Do the courses meet the expectations of the National Academic Infrastructure?
    - o Are the course outcomes appropriately aligned to the level descriptors as defined in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)?
    - o Do the courses take appropriate account of the Subject Benchmark Statements where these exist?
    - o Do the curriculum, learning outcomes and assessment strategy take account of the requirements of PSRBs?
- o Is there evidence that the course team and School have taken appropriate action to safeguard quality and standards where concerns have been raised?
- o Is there evidence that good practice is identified and disseminated?
- o How have the course team enhanced quality?
- o What mechanisms are in place for ensuring that the curriculum remains current and is effective in promoting student learning and achievement?
- o Are the School's statements about the courses accurate and appropriate?

Areas of Innovation and Good Practice

- o Are there any examples of good practice and innovation, for example in approaches to teaching and/or learning, assessment design, or student support that should be highlighted and which might be more widely disseminated to enhance quality?
- o There might also be examples of a particular approach to feedback on assessed work, particular learning support materials or student involvement in quality enhancement that should be commended.
- o Do members of the teaching team take advantage of opportunities for professional development?

Ways in which equality of opportunity is supported and promoted

- o What strategies has the School and course team adopted to attract applications from under-represented groups? How successful have these been?
- o Does the curriculum promote inclusivity?
- o Have the course team deployed a range of teaching and assessment styles?
- o Are students made aware of what is expected of them?
- o Do students from all groups perform as well as each other?
- o Are students from all groups as satisfied with their experience as each other?
- o How does course design, including induction, support students to progress?

- What actions have been taken over the period covered by the Review to enhance equality of opportunity?

Currency and validity of courses

- Do the courses take appropriate account of the Subject Benchmark Statements where these exist?
- Has curriculum design taken account of the latest developments in scholarship/research/skills/professional requirements? Do staff draw upon their research or professional activity to inform teaching / the curriculum?
- Does the curriculum, learning outcomes and assessment strategy take account of the requirements of PSRBs?
- Do teaching, learning and assessment methods support students in achieving and demonstrating the intended learning outcomes?
- What changes have been made to enhance learning opportunities and ensure that courses remain current?
- Is there sufficient evidence that the courses are equipping students to progress to employment or further study?
- Do the design and content of the curricula encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and personal development?

Future delivery and development of the courses

- Does admissions information indicate that there is a continuing demand for the courses under review?
- Is the School appropriately resourced to continue to deliver these courses?
- What actions are recommended to enhance provision?

Appendix E

Information for Review of Learning and Teaching Methods

- Which teaching and learning strategies are currently being used?
- Module Review Reports (any changes made to the delivery of modules as a result of trying new approaches to teaching or learning)
- Student feedback on what worked well or was less effective.
- Comments from external examiners.
- Student performance and achievement comparing modules using different learning and teaching strategies.

Information for Review of Assessment Strategy

- Number and type of assessments per module (by Stage)
- Comparative assessment volume for cognate subjects
- Marking load per member of staff
- Student achievement by module and by assessment type (broken down by gender, ethnicity, nationality, age and disability where possible)
- External examiners' reports
- How does assessment design promote inclusivity and provide opportunities for all students to demonstrate achievement?

Information for Review of Learning Resources

- Current library resources
- Current use of VLE (Blackboard)
- School / Course teaching and learning strategy
- Specialist equipment employed

Information for Review of Resources

- List of current staff teaching on the course
- Research interests and expertise of staff teaching on the course
- Professional development opportunities
- NSS outcomes and other student feedback
- Teaching accommodation currently used
- Administrative support for the course

Information for Review of Student Evaluation of Teaching

- Current feedback questionnaires
- Outcomes of the NSS
- Student representatives
- Mechanisms for providing information to students on outcomes from / responses to their feedback

Information for Review of Feedback on Assessed Work

- Outcomes of the NSS and comments from students through School-based surveys
- External examiners' reports
- Feedback cover sheets

Appendix F

Course Review Timeline

The following sets out a suggested timeline for Course Review. It is intended as guidance only. FLTQCs are free to adjust the schedule to meet local requirements.

September
- Learning and Teaching Service reports to FLTQCs and LTC schedule for next academic year
- Planning Office, Admissions and Outreach Office, Learning Enhancement Team and Careers Centre informed by LTQO of schedule
- Preliminary consideration of potential Panel members, including external member and/or employer
- Schools may wish to consider whether additional student surveys are required

Three months prior to Review Event

- Finalise Review Event date and Panel membership
- Submit CR1 to FLTQC
- Provisional room booking
- Statistical data sent to School/Faculty
- Designated Administrator checks data for completeness, formats if appropriate and forwards to School Director of Learning, Teaching and Quality / Course Directors

Two months prior to Review Event

- Course Director reviews data and considers whether additional information is required (including discussion with School Director of Learning, Teaching and Quality)
- Selection of/invitation to students from the courses under review to meet the Review Panel
- Outline or draft of Course Director's Report discussed with students on the course(s) under Review

Four weeks prior to Review Event

- Completed Course Director's Report submitted
- Course Director's Report sent to Chair and Panel members
- Panel Chair and Secretary meet to agree a draft agenda and identify potential witnesses
- Panel Secretary prepares a briefing document for student representatives and timeslot information
- Confirmation of room booking etc.

Two weeks prior to Review Event

- Chair discusses draft agenda and potential witnesses with other Panel members
- Chair invites comments on potential lines of questioning and requests for additional information
- Agenda agreed
- Learning and Teaching Service provides any additional information requested
- Panel Secretary invites witnesses to attend

Three weeks post Review Event

- Completed draft CR2 sent to the Chair for approval by the Panel Secretary
- Panel Chair reviews the documents, provides comments and returns to Panel Secretary for forwarding to other Panel members for comment (requesting that any comment is made within a two-week time period).

Six weeks post Review Event

- Final CR3 including Action Plan approved by the Panel Chair
- Panel Secretary (and potentially the Chair) to meet with the School Director of Learning, Teaching and Quality to hand over the Report and Action Plan
- CR3 submitted to FLTQC for consideration

Subsequent Action

- CR3 considered by FLTQC
- Identification and discussion of any issues of clarification between FLTQC and School
- Consideration of outcomes of Review by School Board

January

- Outcomes of Course Review used to inform Course Update
- Interim review of Action Plan

Twelve months post Review Event

- Review of Action Plan

Appendix G

Guidance Note for Members of the Review Panel

Role of the Chair of the Review Panel

- Identification, in liaison with other Panel members, of issues for discussion at the Review Event, based on the content of the Course Director's Report
- Drafting and approving with the Panel Secretary the agenda for the Review Event
- Orchestration of the Review Event (timekeeping, management of the discussion)
- Oversight of the completion of the Course Review Report and Action Plan
- Briefing the School Director of Learning, Teaching and Quality and the FLTQC on the outcomes of the Review

Role of the Secretary to the Review Panel

- Co-ordination of the organization of the Review Event (invitations to witnesses and Panel members, room booking, catering)
- Co-ordination of Review documentation (provision of data to Course Directors, distribution of Course Director's Report)
- Formulation in liaison with the Chair of the agenda and timetable for the Review Event
- Note taking during the Review Event (to inform summary report for internal use and formal CR2)
- Clarification of matters of procedure or of fact
- Preparation in liaison with the Chair and Panel of summary report and of CR2

Role of the Members of the Review Panel (including the member external to the University and the Student member)

- Read the Course Director's Report prior to the Event
- Act as critical friends in reviewing the Course Director's Report and the evidence provided by the Course Review Event
- Identify issues for discussion and agree an agenda for the Event in liaison with the Chair and Secretary
- Pursue lines of enquiry with those providing evidence to the Event aimed at understanding the nature of the courses under review, confirming appropriate academic standards, enhancing course content and design, and enhancing the student experience
- Agree an Action Plan in liaison with the Course Director(s) and Chair
- Reach conclusions on academic standards and the quality of the student learning experience
- Identify areas of best practice and issues requiring attention

Appendix H

Guidance Note for Student Representatives

Course Review is a vital part of the University's Quality Assurance and Enhancement procedures. It occurs once every five years and is intended to ensure that courses remain fit for purpose and that opportunities for development and enhancement are identified. The University believes that student participation in the process is important and valuable.

There are three main ways in which representatives of the student body are involved in Course Review:

- Consultation on the content of the Course Director's Report
- Membership of the Course Review Panel
- Meeting with the Course Review Panel

Past and present students also contribute to the process through the completion of surveys (including the National Student Survey) and participation on other feedback activities, such as Staff:Student Liaison fora.

Student Member of the Course Review Panel

Each Course Review Panel must include one student member. It is the role of the Panel to act as critical friends to the School and course team in identifying strengths and weaknesses and potential areas for the development of the courses under review. The student member of the Panel is best placed to add a student perspective to the discussion.

The student member of the Review Panel will normally be an elected representative of the student body who has some experience of sitting on other committees, and will, therefore, bring a broader perspective to the role and have some awareness of the issues course teams have to consider. The student member of the Panel cannot be registered in the School under review.

The first step in Course Review is for the Course Directors to consider a range of information about the courses under review and prepare an evaluative report, which forms the basis of the Review. The evaluative report should take into consideration the views of past and present students, raised through module feedback, course surveys or other fora. Current students registered on the courses under review should have been consulted on the content of the report before it is submitted to the Panel.

Once the Course Director's Report has been completed, it will be sent to the members of the Course Review Panel. It is the job of the Panel to consider the contents of the report and identify questions or issues they wish to pursue with the Course Directors or others attending the Review Event. These lines of enquiry may result from a reading of the Course Director's Report or be more general issues. The Members of the Panel may also be aware of general issues that are currently being debated and wish to explore these with the people who meet with the Panel.

In advance of the Review Event, the Chair and Secretary of the Panel will ask Panel members to identify the issues they wish to raise during the meetings. Student members of Panels will be expected to play an active role in the meetings that make up the Review Event. They can ask the Chair to arrange for additional people to come to the meeting if they feel that there is an issue that needs to be addressed, although the Chair retains final discretion as to whether or not to invite them.

The length of the Event and the number of meetings will depend upon the complexity of the course under review, but will normally take most of the day. The Panel will always meet with a range of students registered on the courses under review, with a representative of the Careers Centre, members of the teaching team and the School's Director of Learning, Teaching and Quality. The aim of the Event is to discuss with those in attendance current strengths and weaknesses in the courses, with the objective of identifying ways in which the courses and the student experience can be enhanced.

At the end of the Event, the Secretary to the Panel will ask the Panel to identify an Action Plan for the Course Directors and School, and may also ask the Panel for their conclusions on quality and standards.

After the Event, the Secretary will draft a brief summary of the issues discussed during the Event (which is intended as an aide memoire for the School and Course Directors), a formal report (which will go to the FLTQC) and an Action Plan. The Panel will be asked to review the draft to ensure that it accurately reflects the outcomes of the Event. The student member of the Panel can provide comments and suggest amendments to these documents.

Student Representatives Meeting with the Panel

A key part of a Course Review Event is a meeting between the Course Review Panel and students who are currently registered in the courses under review. Those chosen to meet with the Panel may be existing student representatives who sit on School committees, but should be as representative of the student body as possible, including at least one student from each year of each course, someone who has been on a year abroad or in industry (where relevant), someone from a joint course, a mix of genders, ethnicity, home and international students if possible. The meeting may take place with or without the Course Directors present, although Course Director(s) normally withdraw for this part of the Event. Student representatives may express a view to the Chair of the Panel as to whether the Course Director(s) should be present at this meeting.

The Panel comprises a group of people from UEA and externally whose role it is to question the Course Directors and others on what works well on the courses and how aspects of the courses could be enhanced. The Panel will include a student member who will be a current UEA student from another School or a member of the Student Union Executive. Their aim is to act as critical friends to the Course Directors and School in identifying how the courses could develop over coming years and in ensuring that the courses remain fit for purpose.

The Panel will have identified a range of issues that they wish to explore during the Event, based on an evaluative report prepared by the Course Directors (which should have taken into consideration the views of current students) and their knowledge and experience of current issues in higher education. They may, therefore, have some specific questions that they wish to explore with the student representatives or they may ask more general questions aimed at understanding the student experience or the issues that concern students. The meeting therefore provides an opportunity for students to highlight things about their course, their relationship with the School or their experience as a student in general that they feel work particularly well and could be built upon or shared more widely, as well as commenting on things that they feel work less well or could be improved. A meeting with the Course Review Panel is not a substitute for other staff:student liaison fora, however, and the Panel would not expect to get bogged down in minor issues. They might, however, be interested in the workings of staff:student liaison mechanisms.

In preparing for the meeting with the Panel, student representatives may find it helpful to canvas the views of other students on their course or to familiarise themselves with issues that have emerged in recent years through student module feedback or staff:student liaison fora. The School Director of Learning, Teaching and Quality or Faculty Manager will be able to assist student representatives in this matter.

Appendix I

Guidance Note for External Member of Review Panel

Course Review is a vital part of the University's Quality Assurance and Enhancement procedures. It occurs once every five years and is intended to ensure that courses remain fit for purpose and that opportunities for development and enhancement are identified.

A key component of Course Review is external scrutiny of the long-term achievements and objectives of a course or courses, which cannot always be accomplished via annual dialogue with external examiners. External members of Course Review Panels are selected because of their experience, professional standing and ability to contribute to the process of assessing current standards and identification of future developments. External members may be academics from other higher education institutions, relevant employers or representatives of professional bodies.

Following the preparation of an evaluative document by the School of Studies, a Course Review Panel, which includes a member external to the University as well as members external to the School under review, have the opportunity to discuss a wide range of issues and to meet with members of the teaching team and current students among others.

The role of the external member of the Panel is to:

- Read the evaluative document prior to the Event
- Identify potential points of further investigation and discussion
- Attend the Review Event and make a contribution to the discussion
- Act as a critical friend in identifying strengths and weaknesses in the current design and delivery of the courses under review
- Contribute to the identification of best practice, opportunities for enhancement and potential future development of the courses under review
- Make an input into the Course Review report and action plan
- Provide feedback and comment on the draft report and action plan prepared by the Chair/Secretary to the Panel