

Aide Memoire for a Stage Two Partner Periodic Review meeting

This aide memoire is intended to provide a starting point for an agenda for Stage Two Review Panels. Any areas identified at Stage One which need to be discussed more specifically should also be included.

1. Meeting with Students

- Why did you choose the College / University of Plymouth and your programme of study?
- Has the programme / university met your expectations?
- Awareness of learning outcomes, assessment and grading criteria
- Awareness of Turnitin
- Availability of staff
- Do you know who your External Examiner is? Have you met him / her?
- Opportunities to develop employability skills
- Opportunities for WBL / Placements
- Development of Digital Literacy Skills
- Personal Tutors
- Student Representation and Programme Committees
- Access to resources
- Research Informed Teaching
- Are there any changes you would make?

2. Meeting with Staff

Enhancement of curriculum

- To what extent do the programmes within the review remain current and valid in light of developing knowledge in the discipline?

Consideration should be given to:

- Process of review of curriculum, input from students, employers and professional bodies. Evidence for effectiveness of changes e.g. re recruitment, student achievement / employment
- Changes to subject benchmarks, relevant professional or statutory body requirements; how these are changing / are being responded to; and alignment with the Framework for Higher Education Qualifications (FHEQ)
- Current research and practice in the application of knowledge in the relevant discipline(s), technological advances, and developments in teaching and learning
- Future developments, future markets, market research, possible new programme planning proposals (although we are not undertaking approvals at this stage)

Assessment

- Do the curricula and assessment remain effective in relation to the intended learning outcomes as described into the programme specification?
- How is the University's Assessment Policy 2014-20 implemented? What assessment practices are in place in relation to:
 - The use of inclusive assessment to support learning
 - Timely and constructive feedback
 - Clear and transparent assessment guidelines and briefs
 - A range of assessments
 - Use of anonymous marking

Student Learning Experience

- What are the views of students on their programmes, and how have they been responded to?
- How effective are the student feedback mechanisms?
- Personal Tutors
- Access to staff
- WBL / Placements
- Involvement of employers (employability)

National Drivers and University Strategies

- How is the provision responding to university policies, strategies and developments e.g. Education & Student Experience Strategy 2018, Assessment Policy 2014-20, Internationalisation, Sustainability strategy?

Staffing

- Are the staffing arrangements still sufficient/ sufficient for the changes anticipated in programme design/ delivery?
- How effective are the mechanisms for staff Performance Development Review (PDR)/ how are staff development needs being identified/ met? Include pedagogic as well as scholarship/ research agendas.

Learning resources

- Are these sufficient/ fit for purpose? Include specialist facilities, equipment, library stock, computing; student portal; consider planned changes to delivery/ learning / assessment and their impact on future resources.
- Research Informed Teaching
- Staff Development

3. Meeting with Head of School

- Issues identified from previous meetings to feedback
- Future plans

January 2019