

## **Aide Memoire for a Stage Two University 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 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:

- Procedure 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**