WHAT IS PROGRAM REVIEW AND WHAT IS SELF-EVALUATION FOR PROGRAM REVIEW?
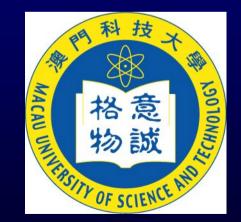
QUALITY ASSURANCE OFFICE

CONTENTS OF THE SLIDES

WHAT IS PROGRAM REVIEW?

- Program Review is a rigorous, systematic, objective, impartial, expert-based examination, evaluation and self-evaluation of how effectively a Program is working.

PURPOSES OF PROGRAM REVIEW

- Continuous improvement and development of the Program;
- To ensure that the quality of the Program is at the highest level;
- To show that the Program has proper procedures and processes for quality assurance;
- To show where and how these (procedures and processes):
  - are operating;
  - are making a positive difference;
  - are impacting on the Program;
- To comment on the strengths and weaknesses of the Program, and to indicate areas for attention, with recommendations for action.

PURPOSES OF PROGRAM REVIEW

- To contribute to the ongoing processes of QAE in the Program, its teaching, learning, student assessment, program evaluation and student outcomes, over and above the other mechanisms and their reporting cycles that the Program has for reviewing and improving its work;
- To ensure that the intended features of the Program are being achieved;
- To ensure that the teaching, supervision and learning opportunities and outcomes are of the highest quality;
- To ensure that the intended standards of the Program and student outcomes are being achieved;
- To ensure that the Program's awards are fair and appropriate;

PURPOSES OF PROGRAM REVIEW

- To ensure that the Program specifications are being addressed and delivered;
- To establish whether the Program continues to be up-to-date, relevant and valid in the light of developments in the environment, the discipline, the curriculum, supervision and in teaching and learning;
- To review the quality of the information provided to staff and students and to potential and actual applicants;
- To review how the Program is implementing its policies on all matters related to it, and with what process and outcome success;
- To identify good practice within the Program that can be disseminated both within and outside the Program.

WHAT IS PROGRAM REVIEW?

Program Review addresses questions such as:

1. What does the Faculty and Program *say* it is doing and values about the Program?

2. What *procedures* do the Faculty and Program have for planning, monitoring, reviewing, developing what it says it does and values about the work of the Program?

3. What *processes* do the Faculty and Program have for planning, monitoring, reviewing, developing what it says it does and values about the work of the Program?

4. How do the Faculty and Program know and inform itself and stakeholders if these procedures and processes are *working/being used*?

5. Are the procedures and processes in place, operating and *effective* in meeting the Program's stated mission, values, purposes, policies, self-evaluation contents and criteria for the effectiveness of the Program?

6. How do the Faculty and Program *inform themselves and stakeholders* about the procedures and processes for planning, monitoring, reviewing, developing what it says it does and values about the work of the Program?

WHAT IS PROGRAM REVIEW?

7. How do the Faculty and Program inform themselves/stakeholders about how these procedures and processes for the Program are effective in terms of *outcomes* and *quality* (i.e. impact analysis)?

8. How high is the quality of the Program and its elements?

9. What benchmarks and benchmarking does the Program operate?

10. How has the Program *improved* its quality over time, and how do we know?

11. What recommendations can be made for needed *interventions and developments*?

12. *How* and *where* can the quality of the Program be improved and enhanced, *by whom* and in what *time frames*?

PROGRAM REVIEW INCLUDES . . .

- Preparation and submission of a self-evaluation document;
- Review of the self-evaluation document by the Program Review Panel;
- Collection and submission of additional documentation to the Program Review Panel;
- Scrutiny of the documentation by the Program Review Panel;
- A visit by the Program Review Panel to the Program and its members;
- The production of a report on the Program: strengths, areas for improvement, and recommendations for further action.
- Following the receipt of the report, a follow-up action plan for the Program's development.

WHO CONDUCTS A PROGRAM REVIEW?

1. Program members
2. A Program Review Panel of the university:
   - Internal members of the university:
     - two or more senior officers of the university (one of whom may be the Head of the Learning and Teaching Committee or his/her nominee);
     - a senior academic from another Faculty in the university;
     - the Dean of the Faculty in question.
   - External members to the university:
     - one or more external consultants who have the appropriate academic expertise and experience in the field concerned.

DOCUMENTATION BY THE PROGRAM REVIEW PANEL TO THE DEAN

- Principles, purposes and intended outcomes of Program Review
- Membership and terms of reference of the Program Review and the Program Review Panel
- Procedures for the Program Review
- Responsibilities and tasks of all parties involved in the Program Review
- Schedule, dates and times of submissions, events and requirements for the Program Review
- Key events before, during and after the visit of the Program Review Panel
- Follow-up requirements from the Program Review
- Agendas and arrangements for meetings and the visit of the Program Review
- List of documents required by the Program Review Panel
- Templates and pro-formas for submission of data
- Code of conduct for the Program Review and the Program Review Panel
- Request for a suitable room for the Program Review Panel and documentation

DOCUMENTATION TO BE PROVIDED TO THE PROGRAM REVIEW PANEL BY THE DEAN

Documents about:

- Handbooks and Public Information
- Regulations, Policies and Codes of Practice
- Reports and Plans
- Program Documentation and Data
- Leadership and Management
- Program and Staff
- Students
- Quality Assurance

FOR EACH PROGRAM

MINUTES

- **PROGRAM COMMITTEE**
- **BOARD OF EXAMINERS**
- **STAFF-STUDENT CONSULTATIVE COMMITTEE**
- **EXTERNAL EXAMINERS' REPORTS**

ORGANIZATION

- **ORGANOGRAM & COMMITTEE STRUCTURE**
- **PROCEDURES**
- **STAFFING**
  FT/PT, CVs, research, publication, turnover, age, sex, qualifications
- **STUDY PLAN**
- **TEACHING & LEARNING**
- **ASSESSMENT**

RESOURCES (staff/non-staff costs, budget, library)

PROGRAM EVALUATION

STAFF DEVELOPMENT

DOCUMENTATION

- **HANDBOOKS**
- **PROGRAM REPORT**
- **STRATEGY PAPERS**
- **SELF-EVALUATION**
- **STUDENT EVALUATIONS**

COURSE DOCUMENTS

Course report (aims, objectives, skills, content, intended outcomes, teaching and learning, supervision, assessment
Course evaluations (student)
Course self-evaluation
Course details and materials
Spreadsheet analysis (numbers, completions, exam data, dropout, transfer)
Action points

AREAS OF FOCUS IN A PROGRAM REVIEW

- How, and how well, the Program meets its own and the Faculty's/university's mission and strategy;
- How effectively the Program meets its stated aims and objectives, and the evidence that the program uses to evaluate its own achievement of these;
- The quality of the Program and its achievement of intended learning outcomes by students;
- The quality of the contents, structure, delivery, teaching, learning and assessment on the Program, and the mechanisms and procedures to assure and enhance these;
- The quality of the research and supervision (where relevant) on the Program;
- The quality of the awards gained by students on completion of the Program;
- Admission, retention, progression, achievement and graduation rates and levels of the students on the Program and how these can be improved;
- The quality of the staffing of the Program and their suitability for the courses that they teach;
- Workloads of the staff;
- The quality of the resources, support and training for teaching, learning and research (where relevant) that are provided on the Program;

AREAS OF FOCUS IN A PROGRAM REVIEW

- Links that the Program makes to outside parties, and the public information that is provided on the Program;
- Leadership and management of the Program;
- The quality of the quality assurance mechanisms and procedures of the Program;
- Standards reached by students and the strategies to review and improve these;
- Comparability of standards of the Program and student achievement with those elsewhere;
- Student representation and support on the Program;
- The quality of the Program evaluation and self-evaluation, review and self-review, and development;
- Strategic planning and action planning on the Program;
- Staff recruitment, retention and development on the Program;
- Gathering, commenting on and acting on students' views and experiences of the Program;
- Administrative support on the Program;
- Strengths and weaknesses of the Program;
- Areas for development and improvement in the Program and the terms of action plans to achieve these.

THE PROGRAM REVIEWER'S INITIAL MEETING

- Confirm the scope and nature of the provision for learning and teaching;
- Confirm the key features of the process of review and its intended outcomes;
- Clarify roles of reviewers;
- Confirm the reviewers' understandings of, and comments on, the self-evaluation document and any other documents provided by the program members;
- Identify key questions for exploration at the Review visit;
- Evaluate the evidence gathered, to form preliminary judgements;
- Agree the program of activities in the visit.

OBSERVING TEACHING

Reviewers might observe teaching if:

- There are questions that the reviewers feel would be best addressed by such observation;

- Observation might help confirm a judgement about exemplary provision or practice;

- The Faculty has not provided evidence of that teaching of the program is of an appropriate quality;

- There are indications that the learning opportunities for students are not satisfactory.

WHAT REVIEWERS MIGHT ASK (1)

AIMS AND OUTCOMES

- How effective are the content and design of the curriculum in enabling students to be given opportunities to achieve, and actually to achieve the intended learning outcomes of the program?
- Is the curriculum appropriate for the level of the award?
- How are increasing demands placed on learners (progression), and in what terms?
- How is student achievement of intended learning outcomes assessed? How secure are the assessments?
- What criteria are there for different levels of performance?
- How well do the intended learning outcomes relate to the aims and enable the aims to be met?
- How well are the intended learning outcomes communicated to students, staff, external reviewers?
- How do the learning opportunities meet the aims of the provision and the intended learning outcomes of the programs?
- What academic support is provided for students throughout their program?
- Are the learning resources sufficient for the program? How effectively are they used to support intended learning outcomes?
- What arrangements does the program have for reviewing, enhancing and developing quality?

WHAT REVIEWERS MIGHT ASK (2)

CURRICULA

- How does the program plan its curriculum design and the content, structure and sequencing of its courses in the program?

- How do the design and content of the curriculum encourage achievement of the intended learning outcomes?

- How far are the design and content of the curriculum informed by recent developments in learning, teaching, research and scholarship?

- How does the program ensure that the design, content and organization of the curriculum provide appropriate academic and intellectual progression and promote student learning and achievement of intended outcomes?

WHAT REVIEWERS MIGHT ASK (3)

ASSESSMENT

- How far does the overall assessment strategy have an adequate formative function for students on the program?
- How appropriate are the assessment methods for the nature, intended learning outcomes and levels of the work?
- How are criteria used to differentiate levels of student achievement, and how are these communicated to students?
- How secure and equitable are the assessment procedures and their moderation in the program?
- How do stakeholders contribute to the development of assessment strategies?

WHAT REVIEWERS MIGHT ASK (4)

ACHIEVEMENT

- How far does students' work demonstrate achievement of intended learning outcomes?
- How effectively are students prepared for employment?
- How far are the levels of achievement indicated by statistical data varied/moderated/confirmed/secure?
- How does the program promote student retention and achievement?

WHAT REVIEWERS MIGHT ASK (5)

LEARNING AND TEACHING

- How wide-ranging and appropriate are the teaching methods used in relation to the curriculum content and aims?

- How do staff draw on their research and scholarship in their teaching?

- How is student participation encouraged and learning facilitated?

- How well do the resources support learning and encourage students' independent learning?

- What are the students' workloads and how defensible are these?

- How does staff development support learning and teaching?

- How is ICT used in teaching and learning?

WHAT REVIEWERS MIGHT ASK (6)

STUDENT PROGRESSION

- How effective are the arrangements for recruitment, admission, induction and retention of students?
- How effective is the overall academic support and its relationship to the aims of the Faculty and the program?
- How is learning facilitated by academic guidance, support, feedback and supervision?
- What are the arrangements for academic support?
- What is the quality of written guidance for students?
- How effective are the arrangements for facilitating student progression and completion of their program?

WHAT REVIEWERS MIGHT ASK (7)

LEARNING RESOURCES

- What are the staffing levels and how suitable are staff (qualifications and experience) for their work?
- What professional development and updating are undertaken by staff?
- What books, journals and electronic media are available for staff and students, and with what access and provision?
- What IT resources are available for the program, and with what access?
- What specialist accommodation is provided?

WHAT REVIEWERS MIGHT ASK (8)

QUALITY ASSURANCE AND ENHANCEMENT (QAE)

- What does the program do for QAE?
- What use is made of quantitative and qualitative data for QAE?
- What use is made of student feedback for QAE?
- What is the Faculty's and program's responsiveness to review and QA procedures?
- How accurate is the program's self-evaluation?

CAPSTONE 320 QUESTIONS (1)

ACADEMIC PLANS

- Are academic development plans guided by an institutional/Faculty philosophy or mission?
- Is there a systematic and integrated approach to academic and resource decisions?
- Is the program planning responsive to the changes in educational philosophy?
- Are there opportunities for staff and students to contribute and participate in the evolution of academic plans?
- Are there mechanisms to allow input from the academic/professional community external to the institution?

CAPSTONE 320 QUESTIONS (2)

PROGRAM APPROVAL, MONITORING, REVIEW

- What are the policies and procedures for program approval, determination of outcome standards, monitoring, management and review?
- What are the processes to determine that the program meets a community need?
- Through what means do the academic staff make a full contribution to the design and development of new courses and the program overall?
- What are the Faculty's policies on the structure and requirements of the program?
- What are the processes for benchmarking the outcome standards of the program, including benchmarking?
- How is the effectiveness of these processes reviewed?

CAPSTONE 320 QUESTIONS (3)

STAFFING

- What are the staffing strategies of the program and how do they support the attainment of the program's strategic goals?
- Is the staffing situation in the program healthy and robust to sustain its present activities and long-term development?
- Are academic staff qualified and experienced to teach the content and degree/award level?
- Is there appropriate academic leadership on the program?
- Is there a sufficient pool of full-time staff to provide the appropriate level of teaching, tutoring and counselling for students ion the program?
- Is there a sound system to ensure the quality of part-time academic staff on the program?
- What are the quality criteria for the teaching staff and how are they monitored and maintained?
- Are administrative, counselling and academic support staff qualified and experienced to meet the stated purposes of the program?

CAPSTONE 320 QUESTIONS (4)

STAFF DEVELOPMENT

- What are the Faculty's policies and measures for providing orientation/training to existing staff/newly appointed staff on the program?
- Are there staff development policies to ensure that staff are appropriately trained/upgraded? What incentives are given to staff? What is the staff's record in this respect?
- Does the Faculty encourage consultancy and collaboration with industry and/or professional collaboration with local and non-local operators of higher education in connection with the program?
- How is developmental activity used to the benefit of the students and the development of the program?
- How do staff members influence staff development policies?

CAPSTONE 320 QUESTIONS (5)

STUDENT ADMISSION

- What are the admission requirements and what is the level of compliance with the admission requirements?
- How are the students selected for entry to the program?
- How have the resource support and community need been taken into consideration with due regard in the student number projections for the program?

CAPSTONE 320 QUESTIONS (6)

STUDENT SERVICES AND STUDENT RECORDS

- How are students guided on their program and learning experiences on it?
- What are the standards of student counselling, financial assistance, career advisory, and recreational and other communal facilities/services and life skills development?
- Are student records accurate, up-to-date and readily accessible to students and their advisers? Do the records show clearly each student's academic requirements and the progress toward meeting those requirements?
- Are there adequate provisions being made for the encouragement of corporate and social life and for recreation?

CAPSTONE 320 QUESTIONS (7)

QUALITY ASSURANCE

- What are the program's policies and processes for monitoring the quality of its educational provision and the effectiveness of its operations?

- Are there internal processes and systems for new proposals, for regular review and for change to the program?

- Are there mechanisms and processes to obtain feedback from students on the quality of teaching and on the program, student support and facilities? Are there mechanisms whereby these feedbacks are acted upon for the improvement of teaching and the enhancement of the program?

- Are there processes for collating feedback from staff/external advisors/external examiners/employers and do processes exist for action to be taken and results to be monitored?

- Are there senior personnel in the Faculty that take responsibility for the monitoring, control, review and continuous enhancement of the quality of the program and its educational services?

- If past reviews have been conducted, has the program taken account of advice given or recommendations made following these past reviews (either internal or external)?

CAPSTONE 320 QUESTIONS (8)

RESOURCES

- Are there sufficient and appropriate financial and physical resources to support teaching and learning? Are spaces, equipments, library resources, information technology, student services at the appropriate level and sufficiently up-to-date?
- Are there established mechanisms for staff and students to propose changes to resource provision?
- Is resource administration and management of an appropriate standard?
- Are the estimates of recurrent expenditure sufficient and apportioned appropriately? Do they match the future development of the program?

MEETINGS WITH STUDENTS

INTRODUCTORY QUESTIONS

1. How accurate and adequate is the information that the program publishes and/or provides to students?
2. Do students know what is expected of them?
3. What is the quality of the learning resources?
4. What is the quality of the teaching?
5. What is the students experience of the learner like?
6. Do students have a voice in the program, and is it listened to?
7. How responsive is the program to student feedback?
8. What is the quality of the learning support?
9. How does the faculty enhance the students; employability?

MEETINGS WITH STUDENTS

INTENDED LEARNING OUTCOMES AND CURRICULA

- Are students made aware of the intended learning outcomes by program specifications and/or other means?
- What is the match between the expectations of students, the intended learning outcomes and the curricular content?
- Does the curricular content encourage the development of knowledge and skills? What knowledge and skills?
- What is its relevance to further study and prospective employment?
- Are workloads and timetables planned and manageable?
- What opportunities are there for practical and vocational experience?

MEETINGS WITH STUDENTS

ASSESSMENT AND ACHIEVEMENT

- Do students understand the criteria for assessment and the methods employed?
- Is there an assessment schedule, which is communicated clearly to students?
- Are assessments linked explicitly to intended learning outcomes?
- Is assessment formative as well as summative?
- What feedback do students receive on submitted work? Is it prompt, detailed and helpful?
- In their experience, do students feel that they have achieved the intended learning outcomes?
- Are students' further study and career aspirations likely to be satisfied?

MEETINGS WITH STUDENTS

TEACHING AND LEARNING

- Is the range of teaching and learning methods appropriate for delivering the curriculum?
- How do students perceive the quality of the teaching?
- Is there effective support and guidance for group and independent study?
- How are students' key and subject-specific skills developed?

MEETINGS WITH STUDENTS

STUDENT PROGRESSION AND SUPPORT

- What are the admission and induction procedures? Are they helpful?
- How and when are students' learning support needs identified?
- Do academic staff discuss students' progress with them on a regular basis?
- What are the arrangements for academic support? Are they sufficient and effective?
- Are they proactive or reactive?
- Do these arrangements extend to work experience and other off-site experiences, placements and study overseas?
- What careers advice, guidance and support is provided? Is it effective?

MEETINGS WITH STUDENTS

LEARNING RESOURCES AND THEIR DEPLOYMENT

- How good are the library services in terms of access, including opening hours, the quantity, availability and currency of books and journals, and user-support?
- What is the availability and location of the ICT provision? Are access arrangements, including opening hours and open-access, the availability of computers and software, including subject-specific materials, and user-support, appropriate?
- Are the specialist accommodation, equipment and consumables adequate in terms of quantity, currency and availability?
- Is teaching accommodation suitable? Does it facilitate large and small-group teaching and learning?

MEETINGS WITH STUDENTS

STUDENT INPUT INTO THE MAINTENANCE AND ENHANCEMENT OF STANDARDS AND QUALITY

- How are student views sought? For example, are students represented on committees?
- If so, what is their role?
- Are they invited to attend re-validation or periodic review events?
- Are there effective channels for eliciting student opinion?
- Are student views influential? Can they provide examples?
- Did students make a contribution to the self-evaluation?

UNIVERSITY OF STIRLING'S QUESTIONS FOR STUDENTS

1. Adequacy & Quality of Information Provided to Students

How does the experience of being a student here compare with the information provided prior to admission, in prospectuses and brochures? How did they find the induction process? How useful do they find the Program Handbook(s)? Do students understand the assessment process, criteria for assessment and grading scheme? Do students consider the assessment process to be fair and consistent? How satisfied are they with feedback on coursework? Do they perceive that the assessment relates to the intended learning outcomes?

2. Quality of Learning Resources

How good is the library provision, in terms of opening hours, access, user support, availability of books and journals? How good are the computer laboratories in terms of opening hours and access to P-C's? Is the equipment reliable? Is there adequate IT support available, in the event of queries, or in the event of technical failure? Are there sufficient workstations available and is the software appropriate? What are students' views of the quality of classrooms and lecture theatres, and their equipment?

UNIVERSITY OF STIRLING'S QUESTIONS FOR STUDENTS

3. Learning and Teaching

How do students perceive the quality of teaching? How effective are the lectures, seminars and tutorial classes? How satisfied are they with the structure and content of the curriculum, and the teaching methods employed? Do they perceive that the curriculum encourages the development of knowledge and skills? How satisfied are they with timetables and workload? In general, does their program of study meet their expectations? Are tutors and the Departmental Advising Teams available to provide support and guidance, when academic problems and queries arise?

4. Responsiveness of Department to Student Feedback

How effective is the Staff: Student Consultative Committee? Are students represented on any other departmental committees? Is student feedback taken into account in terms of teaching delivery, curriculum structure and assessment?

UNIVERSITY OF STIRLING'S QUESTIONS FOR STUDENTS

5. Quality of Learning Support

Are students able to access specific learning support, if required? Is effective support provided for work experience, placements, study abroad and other off-campus experiences? How effective do students' find the Department Advising Team system?

6. Employability

Do students perceive that they are gaining skills which are relevant to further study and prospective employment? How effective do students find the Careers Development Centre? Are further study and career aspirations likely to be satisfied?

SELF-EVALUATION

- The provision of information about specified issues upon which judgements are based and from which decisions for action are taken.
- Judgements of *value/worth*.

PURPOSES OF PROGRAM SELF-EVALUATION

1. To enable the Program members to engage in self-review and reflection;
2. To bring about improvement;
3. To ensure that a Program is meeting its goals, and has procedures for informing itself of this;
4. To ensure that the Program's statements of quality are evidence-based;
5. To identify and diagnose the strengths and weaknesses of the Program in a way that can bring about improvement, i.e. constructively and formatively;
6. To report and disseminate the operations of the Program.

PURPOSES OF PROGRAM SELF-EVALUATION

Australian Universities Quality Agency (2008)

- 'Verifying that processes are in place, and whether these are operating effectively.
- Determining whether existing policies and procedures are effective in meeting institutional goals, and identifying any gaps.
- Providing information that may not normally be evident (such as localised innovative practices in teaching and learning).
- Enhancing understanding (across staff, student and/or other stakeholders) of organisational processes and outcomes.
- 'Reality testing' achievements toward strategic goals Increasing engagement with change.
- Disclosing weaknesses and forcing confrontation.
- Promoting honest communication.
- Encouraging benchmarking, internally and/or externally.
- Providing a base for ongoing comparison and benchmarking.
- Identifying activities that are misaligned with organizational goals/objectives.
- Providing evidence of quality processes in place.
- Promoting empowerment and engagement of participants.
- Promoting an evidence-based culture.
- Promoting learning.
- Enabling self-identification of improvement gaps and development of associated strategies to address these prior to external audit.'

AREAS OF A PROGRAM SELF-REVIEW

SECTION 1: **Preliminary information**
SECTION 2: **Leadership and management of the Program**
SECTION 3: **Program details, including:**
- Rationale, aims & objectives, curriculum, intended and actual outcomes, structure and sequence, student learning , collaborative learning, teaching, differentiation, progression, research (where relevant), supervision of research students (where relevant), assessment, resources, program evaluation, quality assurance

SECTION 4: **Students**
SECTION 5: **Academic staff**
SECTION 6: **Quality assurance**
SECTION 7: **Strategic planning**
SECTION 8: **General assessment and recommendations:**
- Strengths and weaknesses of the Program
- How has the Program improved its quality over time, and on what evidence?
- Recommendations for improvement
- Student learning outcomes
- Progress toward meeting aims of the Program, Faculty and the university
- Overall conclusions

APPENDICES

THE SELF-EVALUATION DOCUMENT (SED)

The SED should demonstrate that the program has evaluated the:

- appropriateness of the academic standards set;
- effectiveness of the curriculum in delivering the intended outcomes;
- effectiveness of assessment in measuring the attainment of the intended outcomes;
- extent to which the intended outcomes are met by students;
- quality of learning opportunities for students;
- quality of learning resources, including staff and library resources.

QUESTIONS PANEL REVIEWERS MIGHT ASK OF A SELF-REVIEW DOCUMENT

- Is the program clearly identified within the self-review?
- Are the overall aims clear and do they provide a reasonable basis for the planning and conduct of the review?
- Does the self-review address academic standards, and in particular:
  - the appropriateness of the academic standards set for the program?
  - the effectiveness of the curriculum in delivering the intended outcomes of the program?
  - the effectiveness of student assessment in measuring attainment of the intended outcomes?
  - the extent to which students achieve the intended standards and outcomes?

QUESTIONS PANEL REVIEWERS MIGHT ASK OF A SELF-REVIEW DOCUMENT

- Does the self-review address the quality of learning opportunities and, in particular:
  - the effectiveness of teaching and learning?
  - student progression and, in particular, the effectiveness of strategies of academic support?
  - the adequacy of learning resources and the effectiveness of their utilization?
  - Does the self-review address the maintenance and enhancement of standards and quality in the subject?
  - Does the self-review address both strengths and areas of importance of the program under review?
  - Is there evidence for the strengths and an action plan for areas of importance?
  - Are any program specifications missing?
  - Do the program specifications contain learning outcomes?

QUESTIONS PANEL REVIEWERS MIGHT ASK OF A SELF-REVIEW DOCUMENT

Does the self-review address the quality of learning opportunities and, in particular:

- Is the self-review evaluative? Is it helpfully structured? Is any essential information missing?
- Can the review proceed on the basis of this self-review?
- Should this self-review be returned to the institution for amendment?

THE REVIEW VISIT

The Review Visit is aimed at gathering and testing sufficient evidence on the provision in a program so as to form a collective judgement on the quality of education and student achievement, measured against the subject providers' aims and objectives.

The visit is conducted in a spirit of dialogue and communication between the program members and the review team. It can be helpful if the institutional facilitator informs reviewers upon their arrival to the institute of any matters from the institutional perspective which may be important to their understanding of the program to be reviewed.

THE REVIEW VISIT

The activities carried out during a review visit include:

- careful and thorough examination of institutional and course documents, reviews and reports, including external examiners reports;
- sampling of student work examination scripts, coursework, projects and dissertations;
- observation of various forms of teaching and learning being carried out during the review visit direct observation of classes, seminars, workshops, tutorials, practicals as appropriate;
- meeting with academic, administrative and support staff;
- meeting with students, former students and, where appropriate, employers;
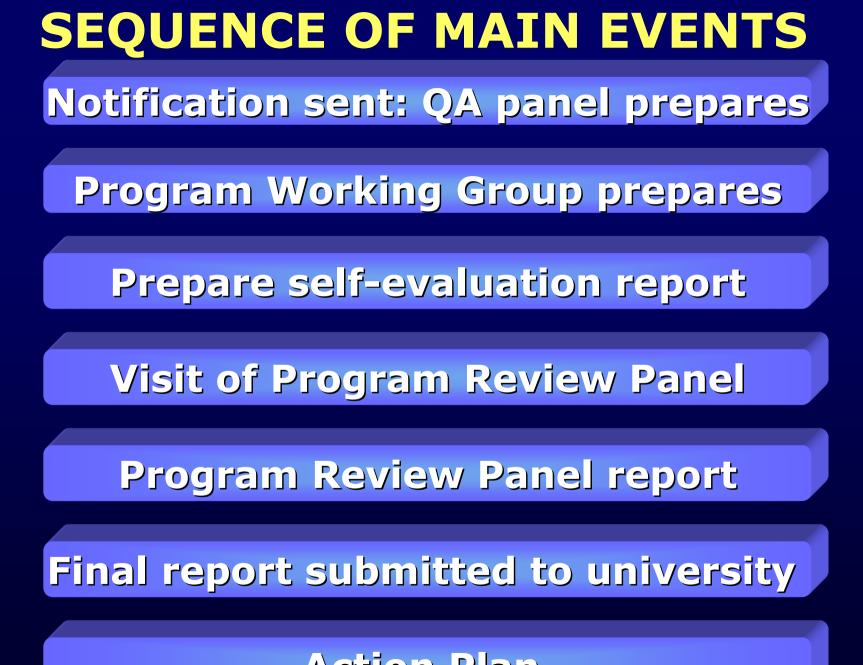- consideration of learning resources.

THE REVIEW VISIT

An initial meeting with available program staff on the afternoon of the visit allows an opportunity for the staff representatives to make a brief presentation on the provision to be reviewed. This is also an opportunity for the staff representatives to inform reviewers of any developments since the self-assessment was undertaken. Student representatives may participate in this initial meeting. The team chair, with the team members present, may remind staff of the program review method and its protocols.

The review chair maintains an overview of the range and balance of review activities. He/she guides program specialist reviewers in apportioning their time. Due to the emphasis on learning outcomes, reviewers should allocate sufficient time for reading student work.

THE REVIEW VISIT

With the aim to obtain a collective view of the quality of teaching and learning and to add to the overall understanding of the quality of the student learning experience, the reviewers observe a reasonably representative range of teaching and learning sessions. Each program and each level are covered in this observation. Understanding the overall purpose of the teaching and learning session is significant, i.e. a lecture delivered for the express purpose of transmitting information will be structured differently from one designed to elicit student participation or stimulate further reading. Reviewers do not make comments during a lecture, seminar or tutorial. They are not intrusive and do not engage directly in the teaching and learning After the session the reviewer may offer a brief oral feedback to the member of staff. The oral feedback is confidential to the member of staff its purpose is to offer constructive comment on the observations made and not to prescribe preferred practice. Reviewers are to preserve the anonymity of staff in all written reports and discussions with other members of the institution.

THE REVIEW VISIT

Students engaged in learning activities in practical sessions may be asked by reviewers to talk about their learning experiences. Reviewers also gather evidence through direct examination of the student learning resources they visit which the program has made available to the reviewers, and may observe staff and students using specialist IT or other equipment in the course of teaching and learning activities. In evaluating the quality of learning resources, reviewers' direct observations of facilities are considered alongside evidence from student work, written documentation, meetings with relevant staff, and meetings with students.

THE REVIEW VISIT

The views of students about the quality of their learning experience and achievements are important evidence. The meetings with the students last in general an hour and are chaired by the review chair. The student views are valued considerably for the program review is focused on the student learning experience and student achievement. Confidentiality is respected and generality is of interest and thus students attending are reminded that the contributions made will not be attributed to individuals. Reviewers are interested in views of students on all aspects of provision, and allow enough time for students to raise points. The reviewers may also take into account the views of recent graduates. These students may be able to give an overview of the provision or of the quality of the diplomas/certificates.

SEQUENCE OF MAIN EVENTS

Notification sent: QA panel prepares

Program Working Group prepares

Prepare self-evaluation report

Visit of Program Review Panel

Program Review Panel report

Final report submitted to university

Action Plan