THE UPCOMING FACULTY REVIEW

QUALITY ASSURANCE OFFICE

WHAT IS FACULTY REVIEW?

- A rigorous, systematic, objective, impartial, expert-based examination, evaluation and self-evaluation of how effectively a Faculty is working in the designated areas of focus.

PURPOSES OF THE FACULTY REVIEW

- Continuous improvement and development;
- To review how the Faculty is implementing its policies on teaching, learning, assessment, student support, involvement and feedback, and QA related to the Faculty, and with what process and outcome success;
- To show that the Faculty has proper procedures and processes for quality assurance, and with particular reference to teaching, learning, assessment, student support, involvement and feedback;
- To show what these are, and where and how these (procedures and processes):
  - are operating;
  - are making a positive difference;
  - are impacting on the work of the Faculty;
- To comment on the strengths and weaknesses of the Faculty in respect of teaching, learning, assessment, student support, involvement and feedback, and to indicate areas for attention, with recommendations for action.

PURPOSES OF THE FACULTY REVIEW

- To contribute to the ongoing processes of QA in the Faculty, its teaching, learning, assessment, student support, involvement and feedback, and QA over and above the other mechanisms and their reporting cycles that the Faculty has for reviewing and improving its work;

- To ensure that the quality of the Faculty is at the highest level in respect of teaching, learning, assessment, student support, involvement and feedback, and QA;

- To ensure that the intended features, standards and outcomes of the Faculty are being achieved in respect of teaching, learning, assessment, student support, involvement and feedback, and QA.

PURPOSES OF THE FACULTY REVIEW

- To establish whether the Faculty continues to be up-to-date, relevant and valid in the light of developments in teaching, learning, assessment, student support, involvement and feedback, and QA;

- To review the quality of the information provided to staff, students, potential and actual applicants about teaching, learning, assessment, student support, involvement and feedback, and QA;

- To identify good practice within the Faculty that can be disseminated both within and outside the Faculty.

KEY AREAS OF FOCUS

KEY QUESTIONS

CORE QUESTIONS

SUMMARY POINTS:

- ✓ Current strengths and weaknesses
- ✓ Future directions
- ✓ Key challenges and prospects
- ✓ Key opportunities

KEY AREAS OF FOCUS

1. Teaching, learning and assessment;
2. Student support, feedback and involvement;
3. Quality assurance;
4. Leadership and management;
5. Staff and staff development.

KEY QUESTIONS

1. How high is the quality of teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty?

2. How do we know, and how will we continue to know?

3. What is being done in the Faculty to improve teaching, learning, assessment, student support, involvement and feedback, and QA?

CORE QUESTIONS

1. What are the policies and strategies for teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty?
2. What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty?
3. How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used?
4. Are the procedures and processes for planning, monitoring, reviewing, and developing teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty in place, operating and effective in meeting its stated mission, values, purposes, policies, self-evaluation contents and criteria for the effectiveness of the Faculty?

CORE QUESTIONS

5. How does the Faculty inform itself/stakeholders about how these procedures and processes for the Faculty are effective in terms of outcomes and quality (i.e. impact analysis)?
6. How high is the quality of teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty, and how does the Faculty know?
7. How has the Faculty improved teaching, learning, assessment, student support, involvement and feedback, and QA over time, and how does it know?
8. What recommendations can be made for needed interventions in, and development of, teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty?
9. What does the Faculty do to monitor and improve teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty?

SUMMARY POINTS

1. Current strengths and weaknesses in teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty.
2. Future directions in teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty.
3. Key challenges and prospects for teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty.
4. Key opportunities for developing teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty.

FACULTY REVIEW INCLUDES . . .

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

WHO WILL CONDUCT THIS FACULTY REVIEW?

1. Faculty members (self-review)
2. A Faculty Review Panel of the university:
   - Internal members of the university:
     - two or more senior officers of the university;
     - a senior academic from another Faculty in the university.

DOCUMENTATION *BY* THE FACULTY REVIEW PANEL *TO* THE DEAN

- Data have been collected; they are currently being processed and will be sent to the Dean

DOCUMENTATION TO BE PROVIDED *BY* THE DEAN *TO* THE FACULTY REVIEW PANEL

- A list of requested documents has been sent to the Dean

THE PANEL REVIEWERS' INITIAL MEETING

- Confirm the scope and nature of the provision for teaching, learning, assessment, student support, involvement and feedback, and QA;
- 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 Faculty;
- 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.

THE PANEL REVIEWERS' VISIT

TWO DAY VISIT:

- Meetings with Dean & Vice-dean
- Meetings with academic staff
- Meetings with administrative staff
- Meetings with students

- Initial feedback at the end of Day Two

WHAT REVIEWERS MIGHT ASK (1)

LEARNING AND TEACHING

- How wide-ranging and appropriate are the teaching methods used in relation to the curriculum content and aims?
- How are increasing demands placed on learners (progression), and in what terms?
- How do the learning opportunities meet the aims of the provision and the intended learning outcomes of the programs?
- How do staff draw on their research and scholarship in their teaching?
- How is student participation encouraged and learning facilitated?
- What are the students' workloads and how defensible are these?
- How does staff development support learning and teaching?
- What arrangements does the Faculty have for reviewing, enhancing and developing quality of teaching and learning?

WHAT REVIEWERS MIGHT ASK (2)

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?
- How well do the resources support learning and encourage students' independent learning?
- What books, journals and electronic media are available for staff and students, and with what access provision?
- What IT resources are available for the Faculty and programs, and with that access?
- What specialist accommodation is provided?
- What arrangements does the Faculty have for reviewing, enhancing and developing quality of learning resources?

WHAT REVIEWERS MIGHT ASK (3)

ASSESSMENT

- How far does the overall assessment strategy have an adequate formative function for students and programs?
- How appropriate are the assessment methods for the nature, intended learning outcomes and levels of the work?
- How is student achievement of intended learning outcomes assessed? How secure are the assessments?
- What criteria are there for assessing different levels of performance?
- 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?
- How do stakeholders contribute to the development of assessment strategies?
- How far are the levels of achievement indicated by statistical data varied/moderated/confirmed/secure?
- What arrangements does the Faculty have for reviewing, enhancing and developing quality of assessment?

WHAT REVIEWERS MIGHT ASK (4)

STUDENT SUPPORT, FEEDBACK AND INVOLVEMENT

- How effective are the overall academic and non-academic support and their relationship to the aims of the Faculty and programs?
- How is learning facilitated by academic guidance, support, feedback and supervision?
- What are the arrangements for academic support?
- What are the arrangements for student support of a non-academic kind?
- What is the quality of written guidance and feedback for students?
- How effective are the arrangements for student support, and how does the Faculty know?
- How, how far, where, when, and with what outcomes are students involved in the work of the Faculty?
- What arrangements does the Faculty have for reviewing, enhancing and developing the quality of student support, feedback and involvement?

WHAT REVIEWERS MIGHT ASK (5)

QUALITY ASSURANCE AND ENHANCEMENT (QAE)

- What does the Faculty 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 responsiveness to review and QA procedures?
- How accurate is the Faculty's self-evaluation? How does the Faculty know?
- What arrangements does the Faculty have for reviewing, enhancing and developing the quality of QAE?

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 (perceived strengths and weaknesses)?
- Is there effective support and guidance for group and independent study?
- What use is made of textbooks?
- How are students' key and subject-specific skills developed?
- How could the teaching be improved?
- Course evaluation questions.

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 information and communication technology provision? Are access arrangements, including opening hours and open-access, the availability of computers and software, connectivity, speed and stability, including subject-specific materials, and user-support, appropriate?
- Are the specialist accommodation, equipment and consumables adequate in terms of quantity, quality, appropriacy, sufficiency and availability?
- Is teaching accommodation suitable? Does it facilitate large and small-group teaching and learning?

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 learning and development of knowledge and skills? What knowledge and skills?
- What is the relevance of the program 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

STUDENT SUPPORT, FEEDBACK AND INVOLVEMENT

- 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

STUDENT SUPPORT, FEEDBACK AND INVOLVEMENT

- How accurate and adequate is the information that the Faculty publishes and/or provides to students?
- Do students know what is expected of them?
- What is the quality of the learning resources?
- What is the quality of the teaching?
- What is the students experience of the learner like?
- What is the quality of the learning support?
- How does the Faculty enhance the students' employability?

MEETINGS WITH STUDENTS

STUDENT INVOLVEMENT/ INPUT IN THE FACULTY

- How are student views sought? For example, are students represented on committees?
- If so, what is their role?
- Do students have a voice in the Faculty, and if so, where and is it listened to?
- How responsive is the Faculty to student feedback?
- Are they invited to attend periodic review events?
- Are there effective channels for eliciting student opinion?
- Are students' views influential? Any examples?
- Did students make a contribution to the self-evaluation report?

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 FACULTY SELF-EVALUATION

1. To bring about improvement;
2. To enable the Faculty to engage in self-review and reflection;
3. To ensure that a Faculty is meeting its goals, and has procedures for informing itself of this;
4. To ensure that the Faculty's statements of quality are evidence-based;
5. To identify and diagnose the strengths and weaknesses of the Faculty in a way that can bring about improvement, i.e. constructive and formative;
6. To report and disseminate the operations of the Faculty in teaching, learning, assessment, student support, feedback and involvement, and QA.

SELF-EVALUATION REPORT

Three main areas:

1. Teaching, learning and assessment
2. Student support, feedback and involvement
3. Quality assurance

(a) How high is the quality of each of the above in the Faculty?
(b) How do we know and how will we continue to know?
(c) What is being done to improve each of the above?

SELF-EVALUATION REPORT

SEVEN KEY FOCI WITHIN EACH AREA:

1. POLICIES AND MAIN STRATEGIES:
   Faculty policies and strategies for each of the areas.
2. MAIN PRACTICES IN THAT AREA:
   Main practices in that area: what is happening in each of the areas.
3. JUDGEMENTS OF QUALITY IN THAT AREA:
   Judgement of overall quality in each of the areas.
4. STRENGTHS AND WEAKNESSES IN THAT AREA:
   Identification of strengths and weaknesses in each of the areas.
5. QUALITY ASSURANCE PRACTICES IN THAT AREA:
   Practices for monitoring and reviewing the actual quality in each of the areas.
6. DEVELOPMENT AND IMPROVEMENT PLANS IN THAT AREA:
   Plans for interventions and staff development to improve the quality of each of the areas
7. STAFF DEVELOPMENT FOR IMPROVEMENT IN THAT AREA:
   The provision of, uptake of, and effects of staff development in each of the areas.

AREAS OF A FACULTY SELF-REVIEW

SECTION 1:   **Preliminary information and organizational structure of the Faculty**

SECTION 2:   **Faculty details**

SECTION 3:   **Teaching, learning and assessment**

SECTION 4:   **Academic and administrative staff to support teaching and learning**

SECTION 5:   **Student support, feedback and involvement**

SECTION 6:   **Quality assurance**

SECTION 7:   **General assessment and recommendations:**

- Strengths and weaknesses of the Faculty in terms of teaching, learning, assessment, student support, involvement and feedback, and QA
- How has the Faculty improved its quality over time in terms of teaching, learning, assessment, student support, involvement and feedback, and QA, and on what evidence?
- Recommendations for improvement in teaching, learning, assessment, student support, involvement and feedback, and QA in the Faculty
- Student learning outcomes
- Progress toward meeting aims of the Faculty for teaching, learning, assessment, student support, involvement and feedback, and QA
- Overall conclusions

APPENDICES

SEQUENCE OF MAIN EVENTS

Notification sent: QA panel prepares

Faculty Working Group prepares

Prepare self-evaluation report

Faculty Panel Review meets

Visit of Faculty Review Panel

Faculty Review Panel report

Final report submitted to university

Action Plan