# Handbook: University-led reviews of learning and teaching (Schools/Departments)

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<td>Purpose</td>
<td>Guidance for Schools/department on University-led reviews of learning and teaching.</td>
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<tr>
<td>1.1</td>
<td>Appendix 3 updated to reflect ELIR recommendations.</td>
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<td>Quality team, Proctor’s Office</td>
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Handbook: University-led reviews of learning and teaching (Schools/Departments)

July 2022
1. Introduction

This handbook provides guidance to Schools and Departments preparing for a University-led review of learning and teaching (URLT). The URT process meets the requirements set out by the following external reference points:

- Scottish Funding Council guidance to HEIs on quality
- The UK Quality Code
- Standards and guidelines for quality assurance in the European HE area

2. Purpose and scope of URLTs

As outlined in the SFC guidance, URLTs are designed to:

a) Provide assurance of the quality and standard of the learning and teaching provision.

b) Encourage and support critical reflection on policy and practice.

c) Promote dialogue on areas where quality could be improved and ensure these are addressed.

d) Identify good practice for dissemination within the institution and beyond.

URLTs in Schools/Departments cover all undergraduate (UG) and taught postgraduate (PGT) awards, contributions to programmes offered outside the School/Department (e.g. the MA in Combined Studies), supervision of research postgraduate (PGR) students, collaborative provision, work-based provision and placements, online and distance learning, and provision which provides only small volumes of credit.

3. Frequency and timing of URLTs

All Schools/Departments are reviewed systematically and rigorously on a six-year cycle approved by Academic Monitoring Group (AMG). The schedule includes reviews of professional service units and collaborative programmes under the University's five-stage review process for collaborative provision.

Schools/Departments with programmes accredited by professional, statutory, and regulatory bodies (PSRBs) are encouraged to explore appropriate ways of aligning PSRB activity with URLTs. This might include the use of common documentation or joint processes which meet the needs of both the URLT and external accreditation.

The Quality team will contact the Head of School/Director of Teaching (DoT) in the academic year prior to the review. They will be invited to attend an initial meeting with the Chair of the review team, the Academic Policy Officer (Quality) and the Quality team's Administrator to discuss the review process. Thereafter, the Administrator will act as the first point of contact for the DoT. At this stage, a mutually suitable date for the review will be agreed. Reviews are not normally held at the beginning of Semester one or during Independent Learning Week, spring vacation, revision periods and examination periods. For this reason, reviews are typically held in October, November, February, March, and April when students are available to meet with the review team. Preparations for the review are led by the DoT in consultation with colleagues in the School/Department and with input from the Teaching Committee. Please refer to the DoT checklist (Appendix 1) for further information.

4. Review team

The review team will act as 'critical friends' to the School/Department and bring a range of experience and perspectives. The team typically comprises:
• **Senior member of the Principal’s Office:** The Chair of the review team sets the tone for the review meetings, facilitates the introductions, leads the dialogue, and ensures discussion is kept on track. They have final sign-off of the review report.

• **External subject experts:** Two external subject experts – one from the Scottish sector and one from elsewhere in the UK will focus on the curriculum and learning aims and outcomes. Externals will collaborate to provide a summary of their views on these areas and other aspects of the learning and teaching provision/support for the evaluative report.

• **Internal staff member:** A senior role holder from a cognate area in the University will share their experience and learn from the School/Department. They will contribute their view in the evaluative report.

• **Director of Education or delegate:** The elected sabbatical officer who represents UG and PGT students will have an awareness of current issues and good practice and will incorporate discussion of these during the review. They will contribute their view in the evaluative report.

• **PGR representative:** A PGR student from a cognate area will represent research students. They will have an awareness of current student issues and incorporate discussion of these during the review. They will contribute their view in the evaluative report.

• **Academic Policy Officer (Quality):** As Coordinator for the review, they will attend the review, take notes, and draft the evaluative report drawing on the review team’s views.

The School/Department will nominate external subject specialists for selection by the Chair via their channel in Microsoft (MS) Teams in the following format:

- The names of three externals (in order of preference) from the Scottish sector, links to their biographies and the rationale for each nomination.
- The names of three externals (in order of preference) who work elsewhere in the UK, links to their biographies and the rationale for each nomination.

They may come from across the UK, from industry, professional practice or may have wider international experience. Externals should be well-respected colleagues in their discipline and active in teaching.

A statement should also be included indicating whether the person has had any previous involvement with the School/Department. Previous involvement will not normally exclude a person from acting as an external. Former staff, students, and External Examiners of the University in the three years prior to the review will not be appointed as externals. Nor will those who are research partners or close friends of colleagues in the School/Department.

Schools/Departments typically nominate externals from Higher Education institutions. However, it may be most appropriate in some reviews for the second external member to be from a PSRB or industry. The SFC does not expect review teams to routinely include members from outside the UK, although institutions are encouraged to actively consider the scope for this option.

Once the Chair has selected their preferred externals, the Quality team will issue a formal invitation and notify the School/Department.

The externals’ fees, accommodation, travel costs and expenses will be met by the Quality team’s budget. Overnight accommodation arrangements for the external members of the review team will be made by the Quality team. This will normally be for the night before the review but can be extended to the night of the first day where appropriate.
The School/Department will also be asked to nominate internal staff members from a cognate area. These should be academics who have a key role in overseeing learning and teaching provision in their own Schools/Departments and have a strong understanding of the institution’s learning and teaching priorities and agenda. The names of three internals (in order of preference) and a rationale for each nomination should be provided. The Chair will select from this list or appoint an alternative staff member.

The Quality team will appoint a PGR student from a cognate area who is currently undertaking (or has recently completed) the HEA-accredited ‘Introduction to teaching’ modules offered by the Centre for Educational Enhancement and Development (CEED). The inclusion of a PGR student member on the team will encourage a greater focus on the PGR student experience.

5. Summary of the review process

A summary of key stages, and indicative timeframes, involved in the review process is available in Appendix 2.

6. Documentation submitted in advance of the review

a. Reflective Analysis

The key document produced by the School/Department is the Reflective Analysis (RA). This is accompanied by an Advance Information Set (AIS). The RA and AIS are submitted via MS Teams six weeks in advance of the review day. The Quality team will arrange access to a private channel in MS Teams in the months preceding the review.

The RA is normally prepared by the DoT with input from colleagues. Where possible, students should also be consulted, and the School President should be given an opportunity to comment on the RA prior to submission. DoTs are strongly encouraged to begin drafting the RA at least three months prior to the submission date.

An effective Reflective Analysis:

- Follows the headings in Appendix 3
- Considers all credit bearing provision, as well as other aspects of the student experience delivered by the School/Department
- Is open and honest, and offers analysis and critical reflection with supporting evidence
- Includes reflection on student feedback obtained via routine quality mechanisms such as SSCCs, module evaluation questionnaires (MEQs) and external national surveys.
- Identifies good practice, areas prioritised for development and/or enhancement, and areas that continue to present a challenge
- Is a collective and inclusive endeavour with content based on student and staff consultation, and evidence of shared ownership and contribution
- Is easy to read and navigate, focused, succinct and of appropriate length. It should not exceed 15 pages. A bullet point format is encouraged
- Is submitted as a PDF using Calibri typeface at 12-point type size.

b. Advance information set

The AIS comprises pre-existing documentation and will help the review team to identify specific areas for exploration during the review. The RA and AIS should function as an integrated suite of information. AIS guidance can be found in Appendix 4.
c. **Programme**

Reviews follow a standard format. A template programme can be found in *Appendix 5*. Where appropriate, the format of the review may be modified in consultation with the Quality team. The School/Department is responsible for inviting relevant colleagues to the staff and student meetings in line with the agreed programme. Please refer to section 13 of the handbook for guidance on the student meetings.

d. **Student voice**

The School President will gather feedback from students from all levels of study to produce a ‘Student voice’. This will summarise what is working well and areas for development for exploration on the review day. With the permission of the School President, this feedback will be shared with the DoT in advance of the review. Further information on the student voice document and the School President’s role in the review process can be found in *Appendix 6*.

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### 7. Review of the documentation

The review team will be asked to provide the following reflections based on their analysis of the RA, AIS and student voice:

- Examples of good practice
- Areas of interest to explore on the review day
- Quick questions for the School/Department to clarify in advance of the review day.

These key themes will be collated and discussed by the review team during a planning meeting, which will be held one week in advance of the review via MS Teams. The key themes will also be shared with the School/Department. The review team may request additional information up to ten days prior to the review.

### 8. The review day

Reviews are normally held over one day. The review is intended to be a positive and valuable process for the School/Department. It aims to recognise and commend good practice and support the enhancement of provision and the student learning experience. Colleagues will be encouraged to discuss the operation of their School/Department, reflect on issues and challenges, and highlight examples of good practice worthy of dissemination across the University. Colleagues are encouraged to contribute fully and openly in meetings. Due to time constraints on the review day, aspects evidenced as routinely positive may not be discussed during the review day but may feature in the evaluative report. The review team will focus on innovative activities and areas of interest identified in the key themes document. Other discussion topics may emerge during the review day. Practical arrangements for reviews can be found in *Appendix 8*.

The student meetings will be conducted via parallel sessions to ensure the views of each level of study are represented and captured. The review team will split in two; one half of the team will meet with Sub-honours and PGT students, and one half will meet with Honours and PGR students. The review team should be mindful that colleagues in the School/Department may feel apprehensive about the review. Staff and students meeting with the review team should be made as comfortable as possible. The Chair should ensure the meetings are conversational and that all colleagues are given an opportunity to share their views.
The team is encouraged to note examples of good practice and areas for development throughout the course of the day for easy retrieval at the final meeting of the day. The final meeting will be an opportunity for the review team to reflect on commendations and recommendations. These will be captured by the Academic Policy Officer (Quality) and will form the basis of the evaluative report.

9. Evaluative report

The evaluative report will be written to the same headings as the RA and will conclude with a series of commendations and recommendations for action, as well as a confidence statement (‘confidence’, ‘limited confidence’ or ‘no confidence’).

The Academic Policy Officer (Quality) will share a list of commendations and recommendations with the review team within two weeks of the review. (Feedback from the final meeting of the review day will form the basis of the commendations and recommendations). The review team will be asked to provide feedback via tracked changes. The externals will be invited to provide commentary for two sections of the report within three weeks of the review day, taking account of any relevant commendations and recommendations that have been agreed by the team.

The Academic Policy Officer (Quality) will circulate a draft report to the review team for feedback within four weeks of the review. Once approved by the team, the report will be provided to the School/Department within six weeks of the review. This will be in final draft form to allow the correction of factual errors. A final version of the report will be submitted to AMG. Recommendations that pertain to other areas of the University will be forwarded to the appropriate colleague/committee/Unit.

The DoT is asked to share the review outcomes with staff and students as follows:

- Meet with the School President to discuss the evaluative report
- Prepare a summary for SSCC comprising: the commendations and recommendations arising from the review; the outcome of the review (confidence statement); the School/Department’s proposed actions in response to the recommendations; and a formal note of thanks to those who participated in the process. The DoT may wish to provide SSCC with a progress update at a future meeting
- Share the summary with the School/Department’s Teaching Committee
- Circulate the summary prepared for SSCC to all students in the School/Department.

Review outcomes can also be shared in marketing materials and on the School/Department website.

To assist the Quality team in identifying enhancements to the review process, the review team, Student President, and DoT will be asked to complete a short survey.

10. Action plan

The School/Department will be asked to submit an action plan (Appendix 9) to outline intended actions and timescales in response to the review recommendations. The action plan should be discussed with the School/Department’s Learning & Teaching Committee and Student Staff Consultative Committee (SSCC) prior to submission, and actions should be clearly understood by students. The action plan should include a statement outlining the steps taken to share the review outcomes and related actions with staff and students.

AMG will review the plan to ensure that the recommendations have been adequately addressed, and that staff and students received feedback on the outcomes of the review and were consulted on the
production of the plan. AMG may request further follow-up reports in certain circumstances, for example where the plan indicates the setting up of a working group, pilot, or initiative.

11. Year-on update

The School/Department will be asked to provide a progress update (Appendix 9) one year from the submission of the action plan. The DoT will be asked to revisit the action plan and provide a short update in red for each action. AMG will consider the update and either approve or request additional information to complete the review process.

12. How review data is used

Personal data will be shared in line with the statutory code for information sharing. When planning and conducting reviews, the University will only share personal data as necessary to meet the requirements of the review process. DoTs are asked to take care when authoring the RA and compiling the AIS to ensure that individuals and their experiences are only identified where necessary to inform the review process. The Quality team and the University Data Protection Officer are available to provide advice and support.

The University reflects on strategic issues arising from reviews and other quality processes and makes use of this information as part of its strategic approach to quality enhancement.

The Quality team produces an annual summary of themes and feedback from the University-led reviews of learning and teaching for the AMG and the University’s Learning and Teaching Committee.

13. Student engagement

Student engagement is a vital part of the review process. Guidance on the School President’s role in the review process can be found in Appendix 6.

a. Prior to the review

The School/Department is encouraged to notify students of the review at an early stage, for example the first SSCC meeting of the academic session in which the review will be held, and an email to all students. Schools/Departments are encouraged to use/adapt the student briefing note (Appendix 7). This outlines the purpose and format of the review and how students can contribute to each stage of the process.

The RA should include reflection on student feedback obtained via routine quality mechanisms such as SSCCs, module evaluation questionnaires (MEQs) and external national surveys.

As outlined in section 6 of this handbook, the School President will gather student feedback to produce a ‘Student voice’. Further information on this document can be found in Appendix 6.

The DoT and School President will be responsible for identifying a cross-section of students to meet the review team. Efforts should be made to ensure that the students are representative of as many different sections of the student body as possible. For example, those with experience of articulation and other widening access entry routes, international and home students, and students studying on a joint degree programme and a collaborative programme. The student groups should include (but not be limited to) class reps. The School President will be expected to take part in the meeting with Honours students.
b. **On the review day**

The review team will ask students about their experiences, for example in relation to assessment and feedback, the availability and quality of learning resources and study space, and support services such as the Library and Careers. Students will be able to raise and discuss other topics and are encouraged to share any difficulties or shortcomings they have encountered.

Whilst notes will be taken during the discussions, no comments will be attributed to any individuals. Staff members from the School/Department will not be present during the student meetings. Students are also represented on the review team by way of the Director of Education from the Students' Association and a PGR representative.

c. **After the review**

As noted in section 9 the DoT is asked to share the review outcomes with students as follows:

- Meet with the School President to discuss the evaluative report
- Prepare a summary for SSCC comprising: the commendations and recommendations arising from the review; the outcome of the review (confidence statement); the School/Department’s proposed actions in response to the recommendations; and a formal note of thanks to those who participated in the process. The DoT may wish to provide SSCC with a progress update at a future meeting
- Share the summary with the School/Department’s Teaching Committee
- Circulate the summary prepared for SSCC to all students in the School/Department.

The DoT should invite comments from the School President on proposed actions to be taken in response to the review team’s recommendations prior to the submission of an action plan. The action plan and year-on update will require input and approval from the Teaching Committee.
Appendix 1: Checklist for DoTs

In advance of the review

- Attend an initial meeting with the Chair of the review team, the Academic Policy Officer, and Quality team Administrator to discuss the review process.
- Provide nominees for two external subject specialists and a senior internal colleague from a cognate discipline.
- Book suitable venues in the School/Department to act as the main base for the review team and for any parallel meetings. The main base must comfortably accommodate up to 16 people.
- Notify students of the review at an early stage, for example the first SSCC meeting in the academic session in which the review will be held and an email to all students.
- Draft the Reflective Analysis (RA) in collaboration with colleagues.
- Submit the RA and Advanced Information Set (AIS) to the relevant channel in Teams.
- Create a programme for the review day in consultation with the Quality team. This includes:
  - Determining the sequencing of the meetings for the review day
  - Recruiting the relevant staff for each meeting
  - Working with the School President to recruit students for the student meetings
  - Circulating the final programme to staff and students.

The Quality team will organise travel and accommodation for the review team, and catering for the review day. Further information on practical arrangements is available in Appendix 8.

On the day of the review

- Provide a presentation or introduction of no more than 10 minutes at the first meeting of the day. This is delivered by the Head of School and/or DoT. This should include a brief overview of the School/Department (e.g. student and staff numbers, management structure, current status of School/Department and future plans/strategy) as well as what the School/Department would like to get out of the day.
- Attend other relevant meetings including the last meeting of the day. The review team would like to meet with a wide selection of staff, so it should not be necessary for the DoT to attend all meetings.

After the review

- Review the draft evaluative report produced by the review team and notify the Quality team of any factual corrections.
- Provide a response to the recommendations arising from the review by way of an action plan. A template is available in Appendix 9.
- Share the review outcomes with students and staff.
- Submit a year-on update one year after submission of the action plan. A template is available in Appendix 9. This will be considered by AMG who will approve the update or recommend further actions.
## Appendix 2: Summary of the review process

The key stages of the process are summarised below along with indicative timeframes.

<table>
<thead>
<tr>
<th>Timescale</th>
<th>Prior to the review day</th>
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<tbody>
<tr>
<td>Academic year prior to review</td>
<td>Chair of review team, Academic Policy Officer, and Quality team Administrator hold an initial meeting with Head of School and DoT to discuss review process</td>
</tr>
<tr>
<td>Academic year prior to review</td>
<td>Quality team provides access to URLT Team and School/Department specific channel in MS Teams</td>
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<tr>
<td>6 weeks prior to review</td>
<td>DoT submits RA and AIS, and School President submits student voice</td>
</tr>
<tr>
<td></td>
<td>Documentation considered by review team. Some additional information may be requested by the team</td>
</tr>
<tr>
<td>2 weeks prior to review</td>
<td>DoT submits updated version of the programme for consideration at review team planning meeting. Quality team Administrator issues meeting MS Teams invites to attendees. Review team submits key themes</td>
</tr>
<tr>
<td>7-10 days prior to review</td>
<td>Review team holds pre-meeting to discuss key themes and programme</td>
</tr>
<tr>
<td>1 week prior to review</td>
<td>Collated themes shared with DoT for circulation to review participants</td>
</tr>
<tr>
<td></td>
<td><strong>The review day</strong></td>
</tr>
<tr>
<td></td>
<td>Review team meets with Head and DoT, and groups of staff and students</td>
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<tr>
<td></td>
<td><strong>After the visit</strong></td>
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<tr>
<td>1-2 weeks after review</td>
<td>Academic Policy Officer circulates draft commendations and recommendations to review team for approval</td>
</tr>
<tr>
<td>2 weeks after review</td>
<td>Externals submit commentary for inclusion in evaluative report</td>
</tr>
<tr>
<td>3-4 weeks after review</td>
<td>Academic Policy Officer circulates draft evaluative report to team for input</td>
</tr>
<tr>
<td>6 weeks after review</td>
<td>Report shared with School/Department in final draft form to allow for any factual corrections. Once finalised, School/Department shares report outcomes with staff and students, and Academic Policy Officer (Quality) shares report with AMG</td>
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<tr>
<td>6-8 weeks after report finalised</td>
<td>School/Department produces action plan in response to recommendations. Action plan considered by AMG</td>
</tr>
<tr>
<td>One year after submission of action plan</td>
<td>School/Department provides year-on update for consideration by AMG</td>
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Further to the Enhancement-led review of learning and teaching (ELIR) held in 2020, it was agreed that the following areas for enhancement would be followed up at University-led reviews of learning and teaching: School-based training and support for PGRs who teach; MEQ response rates; and staff engagement in peer observation of teaching. Please ensure commentary is provided in these areas.

REFLECTIVE ANALYSIS
SCHOOL/DEPARTMENT OF XXXX
<DATE OF REVIEW>

1. Introduction (no more than 2 pages)
   a. The development and approval process for the RA
   b. What the School would like to gain from the review process and specific areas the School would like the review team to explore
   c. A brief update on actions taken in response to the previous review

2. School/Department context and strategy (no more than 2 pages)
   a. Range of provision under review
   b. Staffing
   c. Significant changes since the last review
   d. Student numbers, composition, and key trends
   e. Strategic priorities and alignment with the Education Strategy themes, i.e. world-leading, global, entrepreneurial, and diverse St Andrews

3. Enhancing the student experience

   Schools are asked to provide brief commentary on the approach to and effectiveness of:
   Supporting students in their learning
   a. Listening and responding to the student voice
   b. Accessibility, inclusivity and widening participation
   c. Developing employability and graduate attributes

4. Enhancing learning and teaching

   Schools are asked to provide brief commentary on the approach to and effectiveness of:
   Curriculum design and development (at modular and programme level)
   a. Intended learning outcomes
   b. Assessment and feedback
   c. UG and PGT teaching structures and methods
   d. PGR supervision, review, and skills training
   e. Resources for learning and teaching
   f. Identifying and sharing good practice within the School, University and beyond
   g. Engaging, supporting, and developing staff
   h. Engaging with the Enhancement Theme
5. Managing quality and academic standards

Schools are asked to provide brief commentary on the use (and usefulness) of external and internal benchmarks in the design and delivery of programmes.

a. UK Quality Code, SCQF and Subject Benchmark Statements
b. Professional, Statutory and Regulatory Bodies (if relevant)
c. Course and programme approval
d. Annual Academic Monitoring
e. External Examining
## Appendix 4: Advance information set

For ease of reference, documents should be converted into PDFs and labelled as follows:

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<thead>
<tr>
<th>File name</th>
<th>Requirements</th>
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<tr>
<td>AIS00 Contents list</td>
<td>Coversheet that briefly outlines contents of AIS</td>
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<tr>
<td>AIS01 Draft programme</td>
<td>Include names and job titles of staff. A final version with student names should be submitted two weeks before the review</td>
</tr>
<tr>
<td>AIS02 Cohort handbooks</td>
<td>UG, PGT and PGR handbooks as a single PDF with bookmarks or provide hyperlinks to the handbooks in a PDF</td>
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<tr>
<td>AIS03 SSCC meeting minutes</td>
<td>Sample (2-3) of Student-Staff Consultative Committee meeting minutes. Each meeting should be clearly titled and minutes should be combined into a single PDF</td>
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<tr>
<td>AIS04 Module handbooks</td>
<td>No more than two module handbooks for each level (1000, 2000, 3000, 4000, and 5000) as a single PDF with bookmarks</td>
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<tr>
<td>AIS05 Staff list</td>
<td>A staff list including teaching and administrative duties</td>
</tr>
<tr>
<td>AIS06 MEQ response rates*</td>
<td>Last two years’ data showing School, University and highest School response rates.</td>
</tr>
<tr>
<td>AIS07 External Examiner reports*</td>
<td>External Examiner reports for previous two years</td>
</tr>
<tr>
<td>AIS08 Programme specifications*</td>
<td>Hyperlink to the School/Department’s programme specifications</td>
</tr>
<tr>
<td>AIS09 AAM report*</td>
<td>Annual Academic Monitoring report from previous academic year</td>
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<tr>
<td>AIS10 NSS results*</td>
<td>NSS results for previous academic year</td>
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<tr>
<td>AIS11 Teaching factsheet*</td>
<td>Teaching factsheet produced by Planning</td>
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<tr>
<td>AIS12 URLT year-on update*</td>
<td>Year-on update from previous review</td>
</tr>
<tr>
<td>AIS13 Strategic plan/statement*</td>
<td>A hyperlink to the School/Department’s strategic plan/statement on the School/Department website, if available</td>
</tr>
<tr>
<td>AIS14 Attainment gap data*</td>
<td>Attainment gap data for gender, disability and ethnicity for School and University provided by Planning</td>
</tr>
<tr>
<td>AIS13 PSRB documentation</td>
<td>Accreditation letter(s)/report(s) from relevant professional, statutory, or regulatory bodies (PSRBs) if appropriate</td>
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* These files will be provided to the review team by the Quality team.
Appendix 5: Programme for reviews of Schools/Departments

The review day follows a standard format. There is scope to make some adjustments where appropriate, for example adding an extra staff meeting. Please discuss this with the Quality team.

University-led review of learning and teaching

<School/Department>

<Date of review>

Main base: <name of room>

Parallel meetings: <Name of room>

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
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</thead>
<tbody>
<tr>
<td>0845</td>
<td>Review team convenes</td>
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| 0900  | **Overview of School**
   This will include a 10-minute (max) presentation or introduction by the School/Department. This should include a brief overview of the School/Department (e.g. student and staff numbers, management structure, current status of School/Department and future plans/strategy) as well as what the School would like to get out of the day
   1. Name, Head of School
   2. Name, Director of Teaching |
| 1015  | **Recruitment, admissions, advising and exchanges**
   1. Name and capacity within which they are attending, e.g. Admissions Officer
   2. Name and capacity within which they are attending, e.g. Study Abroad Coordinator
   3. Name and capacity within which they are attending, e.g. Sub-Hons Adviser
   Etc |
| 1100  | **Coffee**                                                                 |
| 1115  | **Curriculum and assessment (including examinations and feedback)**
   1. Name and capacity within which they are attending, e.g. Director of Teaching
   2. Name and capacity within which they are attending, e.g. Exams Officer
   Etc |
| 1200  | **Tour of teaching facilities**
   Name and job title of tour guide |
| 1230  | Lunch                                                                      |
| 1330  | **Meeting with taught Postgraduate students**
   School/Department to recruit around 12 students
   1. Name, year and degree programme
   2. Name, year and degree programme
   3. Etc. |
|       | **Meeting with PhD students (including Tutors)**
   School/Department to recruit around 12 students
   1. Name and year
   2. Name and year
   3. Etc. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1415</td>
<td><strong>Meeting with Sub-Honours students</strong></td>
</tr>
<tr>
<td></td>
<td><em>School/Department to recruit around 12 students</em></td>
</tr>
<tr>
<td></td>
<td>1. Name, year, and degree programme</td>
</tr>
<tr>
<td></td>
<td>2. Name, year, and degree programme</td>
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<td></td>
<td>3. Etc.</td>
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<td></td>
<td><strong>Meeting with Honours students</strong></td>
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<td></td>
<td><em>School/Department to recruit around 12 students including the School President</em></td>
</tr>
<tr>
<td></td>
<td>1. Name, year, and degree programme</td>
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<td>2. Name, year, and degree programme</td>
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<td>3. Etc.</td>
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<tr>
<td>1500</td>
<td><strong>Recently appointed academic staff at all levels</strong></td>
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<td></td>
<td>1. Name, job title and start date (month/year)</td>
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<td></td>
<td>2. Name, job title and start date (month/year)</td>
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<td></td>
<td>3. Etc.</td>
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<tr>
<td>1545</td>
<td>Coffee</td>
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<tr>
<td>1600</td>
<td><strong>Management of taught postgraduate programmes</strong></td>
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<tr>
<td></td>
<td>1. Name and capacity within which attending, e.g. Director of PGT programmes</td>
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<td></td>
<td>2. Name and capacity within which attending, e.g. Programme Director for X</td>
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<td></td>
<td>3. Etc.</td>
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<tr>
<td>1645</td>
<td>Review team reconvenes</td>
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<tr>
<td>1650</td>
<td><strong>Brief meeting with Head of School and Director of Teaching</strong></td>
</tr>
<tr>
<td>1700</td>
<td>Review team reconvenes</td>
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<td>1730</td>
<td>End of visit</td>
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</tbody>
</table>
Appendix 6: Guidance for School Presidents and student voice template

A review of learning and teaching is being carried out in your School/Department this academic year. As School President, you are asked to participate in the review process prior to the review, on the review day and following the review. The School President plays an important role in the review process and your contribution is very much valued.

A University-led review of learning and teaching allows the University to explore all aspects of learning and teaching within the School/Department to enhance the quality of academic provision and the student experience. All reviews of Schools/Departments and student-facing units are carried out on a six-year cycle. These reviews meet external requirements for Higher Education Institutions.

The review is carried out by a senior member of the Principal’s Office, two external subject specialists (from the same subject area in other Higher Education institutions in the UK), an internal member of academic staff from a related discipline, the Students’ Association Director of Education or delegate, a Postgraduate Research (PGR) representative and an Academic Policy Officer (Quality) (‘the review team’).

At the beginning of the academic year, you will have the opportunity to meet with the Quality team to discuss the role and ask any questions. A ‘Student Voice’ team will be set up in MS Teams for School Presidents involved in reviews being held during the academic year and School Presidents are invited to use this channel to contact the Quality team for advice/questions. The Students’ Association Director of Education also has access to this channel and can offer guidance to School Presidents, such as best ways of gathering feedback or good questions to include in a survey, as well as offering support in other areas.

1. In advance of the review

The School/Department prepares a Reflective Analysis and other supporting documentation in advance of the review. The DoT will discuss the Reflective Analysis with you and ask you to comment on the document. The Reflective Analysis is submitted to the Quality team for circulation to the review team six weeks prior to the review day.

Write and submit a student voice document

As School President, you will be responsible for gathering student views for your School/Department to produce the ‘Student Voice’. The Student Voice is a summary of student feedback. A sample Student Voice is provided. Student views are an important and valuable contribution to the review. It provides students with an opportunity to bring to the attention of the review team areas that are working well in the School/Department as well as any areas that could be enhanced. School Presidents are encouraged to use an online survey to collect feedback from students at all levels of study (undergraduate, taught postgraduate and research students). The survey questions should include:

- What is working well?
- Could anything be improved?
- Any additional comments?

In addition to a survey, some School Presidents gather feedback from discussions they have had with class reps/students as part of their School President role. Feedback should be collated and summarised in the template student voice provided. The student voice document is to be uploaded to the ‘Student Voice’ channel in MS Teams six weeks prior to the review day. You will be sent a link to this Team well in advance of this deadline.
Identify students for meetings with the review team

On the day of the review, the review team will meet with students from the School/Department and hold separate meetings with members of staff. The DoT may ask for your assistance in recruiting students to meet the review team. As School President, you will be expected to take part in the Honours students meeting. For further details on the typical format for the day, please see Appendix 5.

2. On the day of the review

The meetings with students will be an opportunity for the review team to follow up on anything highlighted in the student voice document and to ask about the student experience of studying in the School/Department at St Andrews. The review team may also ask the students about: their introduction to the School; their learning experience; assessment and feedback on their work; opportunities for them to provide feedback on their experience; the availability and quality of learning resources and study space; support services, e.g. Library and Careers.

Students will also be able to raise and discuss other topics. Reviewers wish to explore commendable aspects of the degree programmes and student experience. This will enable good practice to be reinforced and disseminated to other School/Departments as appropriate. Students should also tell the team about any difficulties or shortcomings they have encountered, as one of the aims of this review is to help the School/Department improve the quality of provision and the student experience.

Notes will be made on all discussions held during the review but no comments will be attributed to any individuals. No members of staff from the School/Department are present during the student meetings, so please feel free to speak frankly and encourage your peers to do the same.

3. After the review

The review team will write an evaluative report, which will incorporate a summary of the principal strengths and weaknesses of the School/Department’s provision, as judged by the review team, together with its commendations and recommendations for possible action. The report will normally be provided to the School/Department within six weeks of the review in final draft form to allow correction of any factual errors.

The DoT is asked to share the review outcomes with staff and students as follows:

- Meet with the School President to discuss the evaluative report
- Prepare a summary for SSCC comprising: the commendations and recommendations arising from the review; the outcome of the review (confidence statement); the School/Department’s proposed actions in response to the recommendations; and a formal note of thanks to those who participated in the process. The DoT may wish to provide SSCC with a progress update at a future meeting
- Share the summary with the School/Department’s Teaching Committee
- Circulate the summary prepared for SSCC to all students in the School/Department.

As noted above, the DoT should discuss the outcomes of the evaluative report with you, and you should have an opportunity to feed into discussion and production of the action plan.

If you would like to discuss the role further or if you have any queries, please contact the Quality team via the ‘Student Voice’ Team in MS Teams.
Sample student voice

1. How was the student voice gathered?

The student voice was gathered in a number of ways. Primarily, a school-wide online survey was circulated via email. The survey contained very open-ended questions as below to determine an unbiased view. Students were asked their year, what was working well, and what could be improved. This survey was then mentioned in lectures by class reps, encouraging the students to follow my email link and complete the survey. As well as this, class reps gathered feedback from their individual modules, which was then discussed with me. The whole-school survey was interacted with well, gaining nearly 100 responses, including representation from every year group (including postgrads).

Outside of surveys, as school president I have spent a lot of time talking with diverse groups of students in all year groups and modules, in order to develop a rounded student view. The majority of the information on this form is from the school wide survey, and the additional comments have come from my experience in discussions.

2. What is working well in the School? Please provide feedback at each level of study

Undergraduate

Students commented on the smooth running of all lectures/labs/tutorial/workshops – the organisation of the school is working like clockwork. As well as this, the resources provided by the school and different lecturers have received high praise: lecture notes, reading material, lectures themselves are all regarded as very high quality and easy to access. Many students also discuss the enjoyment of tutorials – most appreciate the ability to discuss xxx outside of the lecture theatre in small groups alongside fellow students in a supportive atmosphere. Following from this, the level of challenge in the degree is appreciated. While students feel challenged and that they are working hard, most comment on this in a positive light, they are enjoying the xxx they are learning and feel it is at the appropriate level.

The standard of teaching in the school is very high. Students often comment on their enjoyment of the interactive side of lectures. The school uses “clickers” to promote active response and participation in the lectures. A large number of the survey questions mention clickers, noting how helpful they are, and how they encourage positive learning by building from mistakes rather than shutting them down. Interactive learning is also present in workshops, which are highly regarded.

The community and support in the school are the things I personally am most proud of. A number of responses both in the survey and during discussions reflected the same opinion. Often commented on is the excellent signposting from the school. People know where to go and who to talk to if they have issues. Furthermore, a number of staff members adopt an ‘open-door’ policy, encouraging students to speak to them about anything, whether it is school related or not. This is very appreciated by everyone in the school. As far as community, we have several group study spaces which foster a great community atmosphere. Most students are part of some kind of study groups, whether that be as part of a module or just as friends. The teamwork aspect of xxx is very important to us, both inside and outside of the classroom, and common spaces such as these allow for all years to mix together and for
students to gain a lot of insight from those with different university experiences. This community is also reflected in strong student-staff relations.

**Taught Postgraduate**

Similar praise as undergraduate. All lectures/labs are well run, and organisation is clear and well signposted. The timetable is sympathetic and fits well with other schedules. As the taught postgraduate classes are very small, there is a great community that forms amongst them, and most also integrate well with the undergraduate students. Again, teaching is appreciated and students find the course interesting. Masters students are represented by both their own class rep and also the respective representatives from their individual module, this works well and ensures a full student view for the student staff council.

**Research Postgraduate**

Good pastoral support both for incoming PhD students and also continuing support throughout their time here. As well as this pastoral support, PGR students also remark on there being a great deal of academic support over their PhD. They find the first year reviews very helpful, and appreciate the measures in place to ensure people are on track with both their research and their wellbeing. Students feel they have good relationships with their supervisors, which is professional without being distant. Within the research groups at the school, there is a good social aspect, with meetings, journal clubs, and lunchtime discussions fostering good relationships between students and staff. There is good funding available, and support for this. People are proud of the work and resources the department creates.

### 3. Could anything be improved in the School? If so, please provide details.

**Undergraduate**

Students ask for more support during the labs – this has come up several times, and usually comes down to difference in demonstrator style/approach. As is expected, there is also difference between the tutors, with comments that some tutors are less engaging than others. Every year, we run tutor specific surveys to identify the strengths and weaknesses of each of the tutors, following this up to help them improve.

There has also been a call for a student mentoring scheme: partnering up older undergraduates with entrant students to improve inter-year socialising and provide guidance to younger students. This is something that I as school president and a couple of other students have been working towards this year alongside the Director of Teaching, and will hopefully be in place by the next academic year (if not earlier).

With regard to clickers: as mentioned, they are very much enjoyed by students, to the extent that many survey results mention wanting more clickers in lectures, and harder questions put on them.

As many xxx take a number of maths modules during their time at St Andrews, it is important to work closely with the school of maths to ensure there are as few as possible clashes with regards to timetabling, deadlines etc. While the DoTs for both departments work hard in tandem to find the best compromise possible, of course there will always be clashes and deadlines close together. Several students have commented on this as a negative aspect of
their degree experience, sometimes feeling overwhelmed by the timings of class tests. This is revised year on year, and hopefully we are able to improve the timetable again next year.

**Taught Postgraduate**

As some students will be entering the MSc course without necessarily a xxx undergraduate degree, it is important to make the course accessible for anyone we accept, without assuming xxx degree knowledge. It has been commented that this is perhaps not recognised by all lecturers/tutors. So, it will be useful in the future for anyone teaching MSc students to have an idea of their backgrounds beforehand, to avoid any assumptions made in teaching.

**Research Postgraduate**

The main issues that come out of discussions with PhD students are remarks relating to the social aspect of their time at St Andrews. It is noted that, while the community is strong within research groups, it is lacking between different groups. Students have suggested that they would appreciate more PhD events across the whole school, to learn more about the research that goes on within the school, and to feel more involved with university life. As well as this, some students feel that not all information (such as guidelines for taking holidays/maternity or paternity leave) is not 100% clear, sometimes resulting in a bad work-life balance caused by uncertainty.

**4. Additional comments**

We are lucky in xxx to have our own building, with multiple spaces dedicated to just xxx students. This has fostered a very supportive community, with people very willing to help each other both pastorally and academically. While we do have this support network, it does not mean that xxx students are invincible. In fact, many of us will face some kind of stress related mental health problems over our time here (as in most schools). This is particularly prevalent in the junior honours year, where deadlines increase and work becomes harder. The school has responded well to this, making people very away of the support available to them (student services, nightline, members of support staff) and continually revises the JH structure to improve strains on students. Myself and the previous school president also have welfare at the top of our agendas: implementing wellbeing training for staff and introducing a whole school "wellbeing day".

xxx UK-wide has a problem with gender balance. We are lucky at St Andrews to see a large number of our staff being women, including those in important roles. We had a comment on the survey saying it felt like there was “no gender, racial, or LGBT+ bias” in the school, which was great to see. The equality and diversity committee is constantly and diligently working towards eliminating that gender gap, and looking at how to tackle any other imbalances we may have.

Another area under current maintenance is the coding preparation we do. As xxx worldwide turns away from paper and pen and towards computer models, universities must respond with their teaching. We are looking at how to better include coding in our curriculum, and student societies are running pioneering workshops alongside computer science for a number of coding languages.

Careers, while not mentioned in the survey, are something highly focussed on by the school. We have both a designated member of staff as a ‘link’ with the careers centre, and a careers
representative on the Student Staff Council. We work to make everyone aware of the opportunities available to them, and host events including but not limited to: internship panel discussions and PhD information sessions. The careers centre comes into talk to students about scholarship and internship funding, and the university-wide science careers fair hosts many XXX relevant employers (from the industry, financial, and academic sectors). A careers survey will be circulated to determine what students feel is lacking from our approach to careers soon.

Finally, I will comment on academic representation. As well as the school president, every year has their own class reps (3 for each year), including representation for MSc and PhD students. People feel well represented by these people, and comment on how nice it is to see changes in the degree programme acted out as a direct response to their comments and suggestions. We take our student representation very seriously in XXX, with two student staff council meetings per semester, as well as a mid-semester survey half way through each semester to gauge student experience as we go along, rather than all at the end. As well as academic reps, we also have representation for careers, disabilities, and the library, meaning students are very involved with the inner workings of the school, and student-staff relations are close.

☑ This feedback can be shared with the School/Department.

School President Signature
Date
When gathering feedback from **undergraduate, taught postgraduate and research postgraduate students**, you may wish to ask for their opinion on aspects such as the curriculum, assessment and feedback, learning and teaching provision, study abroad and work placements (if applicable), progression (for example the transition from junior honours to senior honours), and learning resources. Once you have collated this information, upload this form to the ‘Student voice’ team in MS Teams. If you need any advice or support, please contact us via the MS Teams channel.

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<thead>
<tr>
<th>1. How was the student voice gathered?</th>
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<tr>
<th>2. What is working well in the School? <em>Please provide feedback at each level of study</em></th>
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<tbody>
<tr>
<td>Undergraduate</td>
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<tr>
<td>Taught Postgraduate</td>
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<tr>
<td>Research Postgraduate</td>
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<th>3. Could anything be improved in the School? If so, please provide details.</th>
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<tr>
<td>Undergraduate</td>
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<td>Taught Postgraduate</td>
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<td>Research Postgraduate</td>
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<th>4. Additional comments</th>
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<td>☐ This feedback can be shared with the School/Department.</td>
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*<School President to insert their name and the date>*
Appendix 7: Communication with students regarding the review and student meetings

The School/Department is encouraged to adapt the information below when notifying students of the forthcoming review and recruiting and briefing them in preparation for the review day.

Suggested text for circulation to students from DoT regarding upcoming review

Draft text suggested for circulation to students prior to a review of School/Department. The text may be emailed to students or circulated via any other medium. The text may be amended.

I am writing to inform you that the <School/Department> is scheduled for a University-led review of learning and teaching (URLT) on <date>. The URLT allows the University to explore all aspects of learning and teaching within the School/Department with the aim of enhancing the quality of academic provision and the student experience.

Student participation in the review process is very much valued and provides an opportunity for students within the School/Department to contribute to the process and have their views heard. The School President, <name of School President>, will be in touch with a short survey to ask for your views on what is working well in the <School/Department> and what could be improved. I would very much appreciate if you could take the time to complete this short survey.

Your feedback will be collated to produce a document, the Student Voice, which will be circulated to the review team in advance of the review day. On the review day, the review team will meet with small groups of students to explore any issues raised in the Student Voice. Following the review, a summary of the review outcomes will be circulated to all students in the <School/Department>.

Briefing note for students who have agreed to participate in a review meeting

University of St Andrews
University-led Review of Learning and Teaching
<School/Department>
<Date of review>

Information for students

A University-led review of learning and teaching is being carried out in the <School/Department of X> on <date>. Reviews of Schools/Departments are carried out on a six-year cycle and allow the University to explore all aspects of learning and teaching within the School/Department to enhance the quality of academic provision and the student experience. Students play an important role in the review process and their contribution is very much valued.

Groups of students from all levels of study are asked to attend a short meeting on the review day to chat with the review team about their experiences at St Andrews. Your School President will already have gathered student feedback and produced a document, the Student Voice. This is circulated to the review team in advance of the review day. Following the review, a summary of the review outcomes will be circulated to all students in the <School/Department>.

The review is carried out by a senior member of the Principal’s Office, two external subject specialists (from the same subject area in other Higher Education institutions in the UK), an internal member of academic staff from a related discipline, the Director of Education (DoEd) from the Students’ Association, a Postgraduate Research (PGR) Representative and an Academic Policy Officer (Quality) (‘the review team’).
Meeting with the review team on the review day

The review team will talk to representative groups of students and staff about learning and teaching. They will ask about your experience of studying <subject> at St Andrews, for example in relation to:

- your introduction to the School/Department
- your learning experience
- assessment and feedback on your work
- opportunities for you to provide feedback on your experience
- the availability and quality of learning resources and study space
- support services, e.g. Library and Careers.

You will also be able to raise and discuss other topics. The reviewers wish to explore commendable aspects of the teaching you receive and the learning opportunities you are given. This enables good practice to be reinforced and disseminated to other Schools/Departments as appropriate. You are also encouraged to tell the team about any difficulties or shortcomings you have encountered, as one of the aims of this review is to improve the quality of provision in the <School/Department> and the student experience.

Notes will be made on all discussions held during the review but no comments will be attributed to any individuals. No members of staff from the <School/Department> are present during the student meetings, so please feel free to speak frankly.

Meeting times

The review team will divide for parallel undergraduate Sub-Honours and Honours meetings and also for the postgraduate meetings. Meetings will take place at the following times:

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<tr>
<th>Student group</th>
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<tr>
<td>Sub-honours students</td>
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<td>Honours students</td>
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<td>Taught postgraduate students</td>
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<td>PhD students/tutors</td>
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A meeting invite will be emailed to you advising you of the location of the meeting.

Your participation and feedback in the review process is very much valued and appreciated.
Appendix 8: Practical arrangements for reviews

Communications and documentation

MS Teams is used as a platform/portal for review-related communication and documentation for all reviews. A general URLT team has been set up in MS Teams as well as a private channel within this team for each School/Department scheduled for review.

All DoTs will be invited to join the general URLT team and relevant private channel for their School/Department. Additional colleagues such as the Head of School can be given access upon request of the DoT. The Quality team Administrator will upload the Reflective Analysis, evaluative report, action plan and programme from your School/Department’s previous review into the School/Department’s private channel for reference. The Administrator will also upload RA and programme templates into the general URLT channel which can be downloaded and used by all Schools/Departments when they begin drafting their review documentation. Schools/Departments should upload their own review documentation into their private channel when ready to do so.

The Quality team will also post a list of key dates for the review process (including the submission deadline for the Reflective Analysis and evaluative report) in the School/Department channel. A general team will be set up for the School Presidents to upload their ‘Student voice’.

Requirements for the review day

The review team will require a meeting room within the School/Department to use as their main base on the review day. This should be arranged by the School/Department. The meeting room should be large enough to accommodate the review team as well as colleagues invited to the meetings (6 members of the review team and approx. 10 staff members/students. As lunch and refreshments will also be served in this room, please ensure there is an additional surface/table available for this use. A meeting room will also be required for the parallel sessions with students.

The review team will require access to the meeting room from 0830 until 1730. The School/Department is asked to ensure that the review team can enter and exit the building with ease at these times.

Access to power sockets for charging laptops throughout the day will also be required. Extension cables should be supplied if there is an insufficient number of power sockets in the room.

Lunch and refreshments for the review team will be arranged by the Quality team through University catering. Dietary requirements will be requested in advance of the meeting.
Appendix 9: Action plan and year-on update

Schools/Departments are asked to submit an action plan in response to the recommendations outlined in the evaluative report. Recommendations from the report should be added to the ‘Recommendation’ column and the School/Department’s intended actions in response to the recommendations should be summarised in the ‘Response/action’ column. Timeframes for the completion of actions should also be provided. These should be as specific as possible, e.g. May 2023.

University-led Review of <School/Department>
<Date>
Action plan in response to recommendations

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<th>Recommendation</th>
<th>Response/action</th>
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☐ Action plan produced in consultation with the School/Department’s Learning and Teaching Committee

Statement on the steps taken to share with staff and students the review outcomes and proposed actions:
Schools/Departments are also asked to submit a year-on update in the format below. The action plan can be used a starting point. The short year-on updates should be provided in red, and the title of the document should be updated to clearly indicate that is it a year-on update.

**University-led Review of <School/Department>**

<Date of review>

**Year-on update**

<table>
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<tr>
<th>Recommendation</th>
<th>Response/action and year-on update in red</th>
<th>Timeframe</th>
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☐ Update produced in consultation with the School/Department’s Learning and Teaching Committee

Statement on the steps taken to share with staff and students an update on actions in response to the review recommendations:
<table>
<thead>
<tr>
<th>Version number</th>
<th>Purpose / changes</th>
<th>Document status</th>
<th>Author of changes, role and school / unit</th>
<th>Date</th>
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<tbody>
<tr>
<td>1.0</td>
<td>Guidance document reviewed for Schools and Departments only. (See separate guidance for Professional Service units)</td>
<td></td>
<td>Quality team, Proctor's Office</td>
<td>August 2022</td>
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