



University of
St Andrews

Handbook for University-led reviews of learning and teaching

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Handbook for University-led reviews of learning and teaching

June 2021

1. Introduction

This handbook provides guidance to Schools, Departments and Professional Service Units preparing for a University-led review of learning and teaching (URLT). The URLT 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](#)

URLTs form one of the five elements of Scotland's Quality Enhancement Framework (QEF). The QEF was developed by the Quality Assurance Agency (QAA) in conjunction with the Scottish Funding Council (SFC). Grants from the SFC are conditional on adherence to this framework.

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 out-with the School/Department (e.g. the MA in Combined Studies), supervision of research postgraduate (PGR) students, provision delivered in collaboration with others, work-based provision and placements, online and distance learning, and provision which provides only small volumes of credit.

Unit reviews aim to assure and enhance the quality of the student experience by:

- encouraging reflection on the strategic and operational role of the Unit in relation to its impact on the student experience and support for learning and teaching
- promoting reflection on the ways in which the Unit engages with students and other stakeholders to monitor and enhance the quality of its services
- supporting reflection on the ways in which the Unit promotes and supports high quality learning and continuous quality enhancement
- providing an opportunity to discuss good practice with externals and senior colleagues.

3. Frequency and timing of URLTs

All Schools/Departments and student-facing Units are reviewed systematically and rigorously on a six year cycle. A [programme of reviews](#) has been agreed by the Academic Monitoring Group (AMG). The schedule also includes reviews of 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) or Director 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 or Director. At this stage, a mutually suitable date for 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, the 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 or Director in consultation with colleagues in the School/Department/Unit and with input from the Teaching Committee. Please refer to the DoT/Director checklist ([Appendix 2](#)) for further information.

4. Review team

The review team will act as 'critical friends' to the School/Department/Unit 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 – cover all aspects of the discipline. For School/ Departments reviews, the externals will focus on the curriculum and learning aims and outcomes. For Unit reviews, the externals will apply their specialist knowledge and experience to the services provided by the Unit and benchmark against similar Units in the sector. 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/Unit. They will contribute their view in the evaluative report.
- **Director of Education (DoEd):** The sabbatical officer will represent UG and PGT students. They will have an awareness of current issues and good practice and 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/Unit 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 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, for School/Department reviews, active in teaching.

A statement should also be included indicating whether or not the person has had any previous involvement with the School/Department/Unit. Previous involvement will not normally exclude a person from acting as an external. Exceptions to this are where the suggested person has been a member of staff, a student or an External Examiner of the University in the three years prior to the review. In addition, externals will not be appointed if they are research partners or close friends of colleagues in the School/Department/Unit.

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 from 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/Unit.

The externals' fees, accommodation, travel costs and expenses are met by the Quality team's budget. Overnight accommodation arrangements for the external members of the review team are 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.

Members of staff at the University of St Andrews are encouraged to act as external subject specialists for other institutions.

The School/Department/Unit 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. Units may wish to appoint an academic or a colleague from another Unit. The names of three internals (in order of preference) and a rationale for each nomination should be provided. The Chair will make a selection 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 involved in the review process is available in [Appendix 1](#).

6. Documentation to be submitted in advance of the review

The key document produced by the School/Department/Unit 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. Guidance on how to upload the documentation can be found in [Appendix 3](#).

The RA is normally prepared by the DoT/Director 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/Directors are strongly encouraged to begin drafting the RA at least three months prior to the submission date. Guidance on the format of the RA can be found in [Appendix 3](#).

The AIS comprises pre-existing documentation (with the exception of the review day programme) and will help the review team to identify specific areas for exploration during the review. Further information on the AIS can be found in [Appendix 3](#).

A template programme for Schools/Departments can be found in [Appendix 4](#). Where appropriate, the format of the review may be modified in consultation with the Quality team. There is no template for Unit reviews – programmes vary depending on the themes/format suggested by the Unit. The School/Department/Unit is responsible for inviting relevant colleagues to the staff and student meetings in line with the agreed programme. 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. A briefing note for students participating in a School/Department review ([Appendix 6](#)) provides an explanation of the purpose and format of the review process, and can be used when recruiting students.

In addition to the RA and AIS, the School President/nominated student representative 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/nominated student representative, this feedback will be shared with the DoT/ Director in advance of the review. Further information can be found in [Appendix 5](#).

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 worthy of commendation and dissemination across the University.
- Areas of interest to explore on 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/Unit. 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/Unit. 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/Unit, reflect on issues and challenges, and highlight examples of good practice worthy of dissemination across the University. Colleagues are warmly encouraged to contribute as fully and openly as possible in meetings. Aspects evidenced as routinely going well 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 course of the day. Practical arrangements for reviews can be found in [Appendix 7](#).

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/Unit may feel apprehensive about the review. Efforts should be made to ensure that those meeting with the team are made to feel 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 Coordinator 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 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/Unit 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.
- Circulate the summary prepared for SSCC to all students in the School/Department.

Directors are asked to tailor the above process to their Unit. Review outcomes can also be shared in marketing materials and on the School/Department/Unit website.

10. Action plan

The School/Department/Unit will be asked to submit an action plan to outline intended actions and timescales as a consequence of the review team's 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 on the steps taken to share with staff and students the review outcomes and related actions.

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/Unit will be asked to provide a progress update on the action plan one year from the submission of the action plan. This will require the DoT/Director 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 in order to complete the review process.

12. How review data including outcomes are shared/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 set - care will be taken when authoring the Reflective Analysis and compiling the Advance Information Set 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 some of the University's quality monitoring processes (Annual Academic Monitoring, reviews and External Examiner reports). This report highlights common themes arising from reviews for consideration at institutional level by the AMG and the University's Learning and Teaching Committee (LTC).

13. Student engagement

Student engagement is a vital component of the review process. Students will be asked to engage prior to the review, during the review and following the review. As noted in section 6, the School President/nominated student representative 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. A student briefing note ([Appendix 6](#)) explains the purpose of the review and how students can contribute to each stage of the process.

The School/Department/Unit should notify students about the review at an early stage, for example the first SSCC meeting in the academic session in which the review will be held. The RA should be evidenced-based and include reflection on student feedback obtained via routine quality mechanisms such as SSCCs, module evaluation questionnaires (MEQs) and external national surveys.

The DoT/Director and School President/nominated student representative will be responsible for identifying a cross-section of students to meet the review team. They should be representative of the cohort and include (but not be limited to) class reps. The School President will be expected to take part in the meeting with Honours students.

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. Students are encouraged to share any difficulties or shortcomings they have encountered. Notes will be made during the discussions but no comments will be attributed to any individuals. Staff members from the

School/Department/Unit will not be present during the student meetings. Students are also represented on the review team by way of the Director of Education and a PGR representative.

Students will be informed of the review outcomes via a SSCC or other mechanisms as appropriate. Comments should be invited 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: Summary of the review process

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

Timescale	Prior to the review day
Academic year prior to review	The Chair of the review team, Academic Policy Officer and Quality team's Administrator holds an initial meeting with the Head of School and DoT or Unit Director to discuss the review process
Academic year prior to review	The Quality team provides access to the URLT Team and School/ Department/ Unit specific channel in MS Teams
6 weeks prior to review	DoT/Director submits the Reflective Analysis and AIS, and the School President submits a student voice. Process for gathering student feedback for Unit reviews to be discussed during the initial meeting
	Documentation considered by the review team. Some additional information may be requested by the team
2 weeks prior to review	DoT/Director submits an updated version of the programme for consideration at the review team planning meeting. The Quality team's Administrator issues meeting MS Teams invites to attendees. Review team submits key themes
7-10 days prior to review	Review team holds pre-meeting to discuss key themes and programme
1 week prior to review	Collated themes shared with DoT/Director for circulation to review participants
	The review day
	Review team meets with the Head and DoT or Director, and groups of staff and students. Review team meets Head and DoT/Director at the end of day to clarify any points and to formally thank them for their participation. No feedback issued at this stage
	After the visit
1-2 weeks after review	Academic Policy Officer circulates draft commendations and recommendations to the review team for approval
2 weeks after review	Externals submit commentary for inclusion in the evaluative report
3-4 weeks after review	Academic Policy Officer circulates a draft evaluative report to the team for input
6 weeks after review	Report shared with the School/Department/Unit in final draft form to allow for any factual corrections. Once finalised, the School/Department/ Unit shares the report outcomes with staff and students, and the Academic Policy Officer (Quality) shares the report with AMG
	School/Department/Unit shares report outcomes with staff and students
6-8 weeks after report finalised	School/Department/Unit produces action plan in response to the recommendations. Action plan considered by AMG
One year after submission of action plan	School/Department/Unit provides year-on update for consideration by AMG.

Appendix 2: Checklist for DoTs and Unit Directors

In advance of the review

- Attend an initial meeting with the Chair of the review team, the Academic Policy Officer and Quality team's Administrator to discuss the review process.
- Provide nominees for two external subject specialists and a senior internal colleague from a cognate discipline.
- If the review is being held on campus, book suitable venues in the School/Department/Unit 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.
- 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/nominated student representative to recruit students for the student meetings
 - For virtual reviews, nominate a lead for each meeting to field the questions asked by the team to the appropriate attendee.
 - Circulating the final programme to staff and students.

For campus-based reviews, 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 7](#).

On the day of the review

- Provide a 10-minute (max) presentation or introduction at the first meeting of the day. This is delivered by the Head of School and/or DoT or the Director. This should include a brief overview of the School/Department/Unit (e.g. student and staff numbers, management structure, current status of School/Department/Unit and future plans/strategy) as well as what the School/Department/Unit 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/Director 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 8](#).
- Share the review outcomes with students and staff.
- Submit a year-on update one year after submission of the action plan. This will be considered by AMG who will approve the update or recommend further actions.

Appendix 3: Reflective Analysis and Advance Information Set

This appendix provides guidance on the preparation, content and structure of the Reflective Analysis (RA) and advance information set (AIS). The RA and AIS should function as an integrated suite of information.

An effective RA:

- mirrors the headings in [ANNEX A/ANNEX B](#) of this appendix
- takes into account all credit bearing provision, as well as other aspects of the student experience delivered by the School/Department
- is open and honest, and strives to offer not just description, but also analysis and critical reflection with supporting evidence
- 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 (4000 words). A bullet point format is encouraged
- is submitted as a PDF using Calibri typeface at 12 point type size.

The AIS should comprise pre-existing documentation, and it should help the team to identify specific areas for exploration. The information should be presented in an easy-to-use format with an overall summary document to explain the contents.

The format of the RA and AIS for Schools/Departments can be found in [ANNEX A](#) of this appendix. The format of the RA and AIS for Units can be found in [ANNEX B](#) of this appendix. Guidance on how to submit the RA and AIS is available in [ANNEX C](#).

ANNEX A: REFLECTIVE ANALYSIS TEMPLATE FOR SCHOOLS/DEPARTMENTS

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:

- a. Supporting students in their learning
- b. Listening and responding to the student voice
- c. Accessibility, inclusivity and widening participation
- d. Developing employability and graduate attributes

4. Enhancing learning and teaching

Schools are asked to provide brief commentary on the approach to and effectiveness of:

- a. Curriculum design and development (at modular and programme level)
- b. Intended learning outcomes
- c. Assessment and feedback
- d. UG and PGT teaching structures and methods
- e. PGR supervision, review and skills training
- f. Resources for learning and teaching
- g. Identifying and sharing good practice within the School, University and beyond
- h. Engaging, supporting and developing staff
- i. 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

AIS FOR SCHOOLS/DEPARTMENTS

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

File name	Requirements
AIS00 Contents list	Coversheet that briefly outlines the contents of the AIS
AIS01 Draft programme	The draft programme should include the names and job titles of staff in attendance. A final version with student names should be submitted 2 weeks before the review day
AIS02 Cohort handbooks	UG, PGT and PGR handbooks as a single PDF with bookmarks or provide hyperlinks to the handbooks in a PDF
AIS03 SSCC meeting minutes	A sample of (2-3) Student-Staff Consultative Committee meeting minutes. Each meeting should be clearly titled and provided as a single PDF
AIS04 Module handbooks	<u>No more than</u> two module handbooks for each level (1000, 2000, 3000, 4000, and 5000) as a single PDF with bookmarks
AIS05 Staff list	A staff list including teaching and administrative duties
AIS06 External Examiner reports*	External Examiner reports for the previous two years
AIS07 Programme specifications*	A hyperlink to the School/Department's programme specifications
AIS08 AAM report*	Annual Academic Monitoring report from the previous academic year
AIS09 NSS results*	NSS results for the previous academic year
AIS10 Teaching factsheet*	Teaching factsheet produced by Planning
AIS11 URLT year-on update*	Year-on update from previous University-led review of learning and teaching
AIS12 PSRB documentation	Accreditation letter(s)/report(s) from relevant professional, statutory or regulatory bodies (PSRBs) if appropriate

* These files will be uploaded to your School/Department specific channel by the Quality team.

A student voice reflecting on the Unit's strengths and areas for development will also be considered by the review team. (This is gathered by the School president and sent to the Quality team). This feedback will be shared with the Unit in advance of the review with the School President's permission.

ANNEX B: REFLECTIVE ANALYSIS TEMPLATE FOR UNITS

In light of the varied remits of Units, a degree of flexibility is exercised in terms of the structure of the Reflective Analysis. However, Units are asked to ensure the following areas feature:

1. Introduction - *In addition to a general overview, this section should include any specific areas the Unit would like the team to explore and what the Unit would like to gain from the process*
2. Brief overview of provision/structure of Unit
3. Notable achievements and developments since the last review
4. Engagement with students and other internal and external stakeholders
5. Unit's impact on the student learning experience and ways in which the Unit supports high quality learning and teaching and continuous quality enhancement
6. Professional development of staff
7. Space and resources (for Unit staff and students)
8. Evaluation of provision (strengths, weaknesses, opportunities, threats)
9. Points of focus for further development/ambitions
10. Consideration of the values of appropriate University strategies
11. Conclusion

A student voice reflecting on the Unit's strengths and areas for development will also be considered by the review team. The Quality team will discuss this with the Unit and Director of Education to identify the most effective way to gather this feedback. A nominated student will take responsibility for collating the feedback and sharing this with the Quality team. This anonymised feedback will be shared with the Unit in advance of the review with the coordinating student's permission.

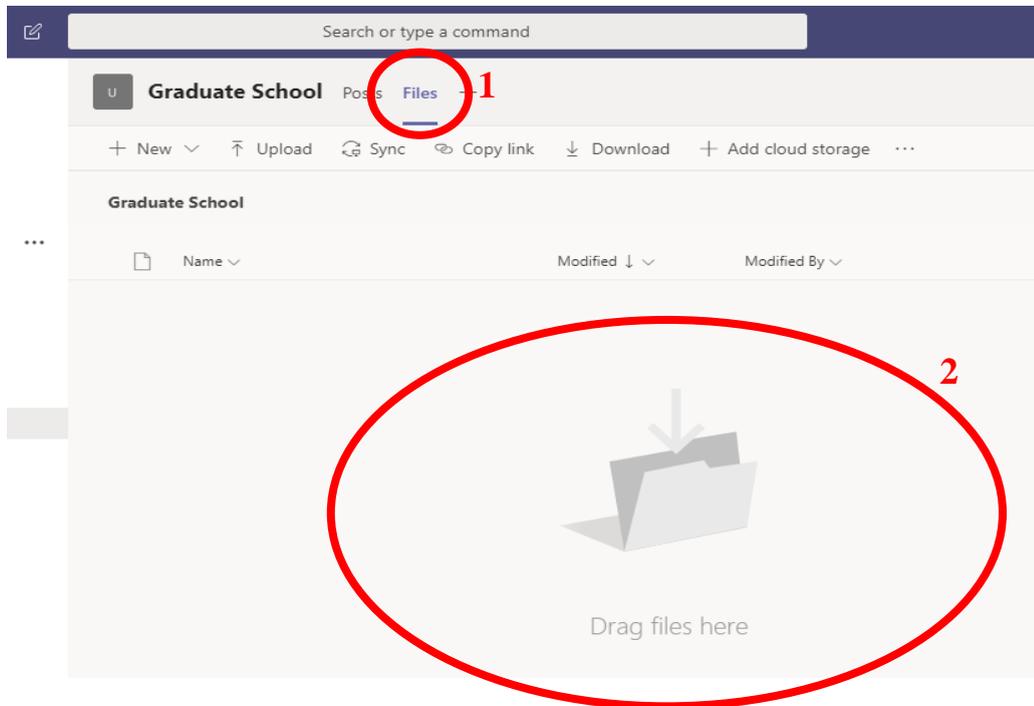
The AIS for Units reviews will comprise:

1. Draft programme with an indication of staff in attendance. (Student names can be added nearer the time of the review day)
2. Organisation chart
3. Staff list including positions held
4. Operational and strategic plans
5. Minutes of management group and Unit meetings (if appropriate)
6. Survey feedback relating to services provided by the Unit (including NSS and iGrad) if applicable
7. Samples of promotional/guidance materials if applicable
8. Any other supporting documentation agreed with the Unit that will help provide an overview of the Unit's activities.

The Quality team will provide the action plan from the previous review.

ANNEX C: SUBMISSION OF THE RA AND AIS

The RA and AIS should be uploaded into the School/Department/Unit specific channel in MS Teams. Select the 'files' tab next to the channel name, under the search bar at the top of the window [1]. Drag and drop the files to be uploaded into the area marked below [2]. Once in MS Teams, files are automatically saved and visible to all within the team/channel.



Appendix 4: Programme for reviews of Schools and Departments

The review day follows a standard format. Two sample programmes can be found below: one for virtual reviews and one for campus-based reviews. There is scope to make some adjustments where appropriate, for example adding an extra meeting with another group of staff. Please discuss this with the Quality team.

University-led review of learning and teaching <School/Department> <Date of review>

Programme for virtual reviews

0850	Review team convenes	
0900	<p>Overview of School <i>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/Department would like to get out of the day</i></p> <ol style="list-style-type: none"> 1. Name, Head of School 2. Name, Director of Teaching 	
1000	Comfort break	
1020	<p>Meeting with support staff</p> <ol style="list-style-type: none"> 1. Name and job title 2. Name and job title 3. Etc 	
1050	Review team convenes	
1100	<p>Recruitment, admissions, advising and exchanges</p> <ol style="list-style-type: none"> 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 4. Etc 	
1135	Comfort break	
1150	<p>Curriculum and assessment (including examinations and feedback)</p> <ol style="list-style-type: none"> 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 3. Etc 	
1230	Lunch	
1315	<p>Meeting with taught Postgraduate students</p> <p><i>School/Department to recruit around 12 students</i></p> <ol style="list-style-type: none"> 1. Name, year and degree programme 2. Name, year and degree programme 3. Etc. 	<p>Meeting with PhD students (including Tutors)</p> <p><i>School/Department to recruit around 12 students</i></p> <ol style="list-style-type: none"> 1. Name and year 2. Name and year 3. Etc.

1345	Comfort break	
1400	Meeting with Sub-Honours students <i>School/Department to recruit around 12 students</i> 1. Name, year and degree programme 2. Name, year and degree programme 3. Etc.	Meeting with Honours students <i>School/Department to recruit around 12 students including the School President</i> 1. Name, year and degree programme 2. Name, year and degree programme 3. Etc.
1445	Comfort break	
1500	Meeting with recently appointed staff 1. Name, job title and start date (month/year) 2. Name, job title and start date (month/year) 3. Etc	
1530	Comfort break	
1540	Review team reconvene	
1550	Management of taught postgraduate programmes 1. Name and capacity within which attending, e.g. Director of PGT programmes 2. Name and capacity within which attending, e.g. Programme Director for X 3. Etc	
1620	Comfort break	
1630	Review team reconvene	
1640	Brief meeting with Head of School and Director of Teaching	
1650	Review team reconvene	
1720	End of visit	

University-led review of learning and teaching
 <School/Department>
 <Date of review>

Main base: <name of room>

Parallel meetings: <Name of room>

Programme for campus reviews

0845	Review team convenes	
0900	Overview of School <i>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</i> 1. Name, Head of School 2. Name, Director of Teaching	
1015	Tour of teaching facilities Name and job title of tour guide	Meeting with support staff 1. Name and job title 2. Name and job title 3. Etc
1045	Coffee	
1100	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 4. Etc	
1145	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 3. Etc	
1230	Lunch	
1315	Meeting with taught Postgraduate students <i>School/Department to recruit around 12 students</i> 1. Name, year and degree programme 2. Name, year and degree programme 3. Etc.	Meeting with PhD students (including Tutors) <i>School/Department to recruit around 12 students</i> 1. Name and year 2. Name and year 3. Etc.

1400	<p>Meeting with Sub-Honours students</p> <p><i>School/Department to recruit around 12 students</i></p> <ol style="list-style-type: none"> 1. Name, year and degree programme 2. Name, year and degree programme 3. Etc. 	<p>Meeting with Honours students</p> <p><i>School/Department to recruit around 12 students including the School President</i></p> <ol style="list-style-type: none"> 1. Name, year and degree programme 2. Name, year and degree programme 3. Etc.
1500	<p>Meeting with recently appointed staff</p> <ol style="list-style-type: none"> 1. Name, job title and start date (month/year) 2. Name, job title and start date (month/year) 3. Etc 	
1545	Coffee	
1600	<p>Management of taught postgraduate programmes</p> <ol style="list-style-type: none"> 1. Name and capacity within which attending, e.g. Director of PGT programmes 2. Name and capacity within which attending, e.g. Programme Director for X 3. Etc 	
1645	Brief meeting with Head of School and Director of Teaching	
1700	Review team reconvenes	
1730	End of visit	

Appendix 5: Guidance for School Presidents

A programme of University reviews is one of the main ways the University checks and improves the quality of learning and teaching. Schools/Departments and student-facing Units are subject to University review on a 6-year cycle and your School/Department is included in the programme for this academic year.

The review is carried out by a staff member from 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).

Role of School President in advance of the review

1. Write and submit a student voice document

The School/Department prepares a Reflective Analysis and other supporting documentation in advance of the review and sends it to the review team. Your DoT should ask you to comment on the Reflective Analysis prior to the submission to the review team.

As a School President, you will be responsible for writing a **short document summarising the student view of the School/Department**. This is your opportunity to bring to the attention of the review team areas that are working well and aspects that could be improved. Please use the template provided on page 7. An exemplar is available on pages 3-6.

Before you write the student voice document, you should gather opinion from a wide range of students in your School/Department. **Please consult with students from all levels of study**, i.e. undergraduate, taught postgraduate and research postgraduate. You should consult with your Class Representatives and PGR rep (if applicable), and gather this feedback via a survey or focus groups.

Microsoft (MS) Teams is used for all review-related communication and documentation. The student voice should be uploaded to the 'Student voice' Team 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. All School Presidents for the Schools/Departments participating in a review in 2021-22 will have access to this space.

2. Identify students for meetings with the review team

On the day of the review, the team will meet with students from the School/Department, and hold separate meetings with members of staff. Together with your DoT, you will be responsible for identifying various students to meet the review team. They should be representative of the cohort not just your friends group or your Class Rep team, although some class reps may be included. As School President, you will also be expected to take part in the Honours students meeting. For further details on the typical format for the day, please see [Appendix 4](#) of the URLT Handbook.

3. Role of School President on the day of the review

1. 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 are present during the student meetings, so please feel free to speak frankly and encourage your peers to do the same.

4. Role of School President 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 within six weeks of the review in final draft form to allow correction of any factual errors.

On receipt of the evaluative report, the School/Department is required to submit an action plan in response to the recommendations. 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 have any queries, please contact the Quality team via the 'Student voice' Team in MS Teams.

Exemplar student view

1. How was the student view gathered?

The view 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 aware 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

Student view
University-led Review of Learning and Teaching
<School/Department of X>

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 have any issues, please contact us via academicmonitoring@st-andrews.ac.uk

1. How was the student view gathered?

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

Undergraduate

Taught Postgraduate

Research Postgraduate

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

Undergraduate

Taught Postgraduate

Research Postgraduate

4. Additional comments

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This feedback can be shared with the School/Department.

<School President to insert their name and the date>

Appendix 6: Briefing note for students participating in a School/Department review

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

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

Information for students

A programme of internal reviews is one of the main ways the University checks and improves the quality of its academic provision and the student experience. Schools are subject to University review on a six year cycle and <School/Department> is included in the programme for this academic year.

The review team

The review is carried out by a senior staff member from the Principal's Office, two external subject specialists from other UK Universities (including one from the Scottish sector), a senior member of University of St Andrews staff from a related discipline, the Director of Education from the Students' Association, a Postgraduate Research Representative, and an Academic Policy Officer (Quality).

On the day of the review

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 help the School/Department to 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.

Meeting times

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

Student group	Time
Sub-honours students	
Honours students	
Taught postgraduate students	
PhD students/tutors	

A meeting invite will be emailed to you, which will contain a link to join the meeting.

Your participation and feedback is an essential part of the review process.

Appendix 7: Practical arrangements for reviews

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/Unit scheduled for review.

All DoTs and Directors will be invited to join the general URLT team and relevant private channel for their School/Department/Unit. Additional colleagues such as the Head of School can also be added to this online space upon request of the DoT. The Quality team's Administrator will upload the Reflective Analysis, evaluative report, action plan and programme from your School/Department/Unit's previous review into the School/Department's private channel for reference. Schools/ Departments will be asked to upload review documentation into their private channel. Please refer to [ANNEX C of Appendix 3](#) for further information on submission and upload.

The Quality team will 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/Unit channel. A general team will be set up for the School Presidents to upload their 'Student voice'.

Virtual reviews

Reviews are currently being carried out virtually via MS Teams. The School/Department/Unit is asked to ensure that all review participants (other than the review team) are comfortable using Teams. Regular virtual meetings can be tiring, therefore additional comfort breaks will be added to the programme. Once a programme has been agreed and uploaded to the School/Department/Unit's Teams channel, the Quality team will send meeting invites to the participants. In order to maintain confidentiality, meetings will not be recorded.

Before the meeting

- Please test your equipment prior to joining the meeting
- Try to minimise background noise and distractions wherever possible
- Mute other devices and close any applications that might distract you in the meeting.

Starting the meeting

- Please join the meeting five minutes before the scheduled meeting time to ensure connectivity, enable a register of attendees to be taken, and allow a prompt start
- Click the link issued to you for the meeting, then join on the web
- Click Join now
- The meeting will not start until the Chair is in attendance
- The Chair will clearly indicate when the meeting is starting.

Guidance for the Chair

- Open each meeting with introductions (unless meeting with the same people at later point of the day)
- Remind attendees to mute their microphones if they are not speaking, and use the 'raise hand' function if they wish to speak for extended periods of time
- Advise attendees that the chat function can be used to ask short questions, agree or disagree with points and raise technical issues without the need to switch on the microphone
- Ensure all attendees are given an opportunity to participate in the discussion
- Allow for delays in internet connections and for time to be taken to ensure that all contributions are heard, and that the Academic Policy Officer has an opportunity to record key points.

Guidance for staff and students attending the meeting

- The Chair will facilitate the meeting and ensure it runs to time
- All contributions will be via the Chair in order to reduce the possibility of people inadvertently speaking over one another
- Please indicate if you wish to speak by making a request to the Chair using the raise hand function. Please wait to be invited to speak by the Chair, who will call you by name
- Please mute your microphones when not speaking and remember to unmute when wish to speak
- Should you wish a point to be repeated or clarified please make a request to the Chair via the Chat function

Campus based reviews

The review team will require a private meeting room within the School/Department/Unit to base themselves during the day. This should be arranged by the School/Department/Unit. The meeting room should be large enough to allow for distancing of the review team within the room.

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

The review team will need access to power sockets to charge laptops throughout the day. If there is not a sufficient number of power sockets in the room, extension cables should be supplied.

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 8: Action plan and year-on update

Schools/Departments/Units are required to submit an action plan in the format below upon receipt of the evaluative report. Recommendations from the report should be added to the 'Recommendation' column and the School/Department/Unit'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. March 2022.

University-led Review of <School/Department>

<Date>

Action plan in response to recommendations

Recommendation	Response/action	Timeframe
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Plan produced in consultation with the School/Department's Learning and Teaching Committee or members of staff in the Unit

Statement on the steps taken to share with staff and students the review outcomes and proposed actions:

Schools/Departments/Units also 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/Unit>

<Date of review>

Year-on update

Recommendation	Response/action and year-on update in red	Timeframe
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Update produced in consultation with the School/Department's Learning and Teaching Committee or members of staff in the Unit

Statement on the steps taken to share with staff and students an update on actions in response to the review recommendations: