Principles of Review

- Scrutiny by academics and peers. Making use of reference points and drawing on expertise from outside of the programme, both external to the proposing School and external to the University
- Seeking student evaluation and feedback
- Ensuring processes are applied systematically and operated consistently
- Using outcomes of monitoring and review processes for enhancement purposes

Reflection on Rolling Review Process

Rolling review includes module review, programme review, Annual School Review (Student Education) and the Action Planning process

- How effective are the current processes?
- Do the current processes support reflection at the programme level?
- How is student evaluation and feedback used? Ideas for more effective means of gaining student feedback?
- Are processes applied systematically and operated consistently in your School/Faculty?
- Do you have any ideas for new ways to approach rolling review whilst maintaining the principles of review?
- With the introduction of Programme Approval Groups (PAGs) responsibility for modules and minor programme changes are now devolved to Schools – How do we keep a check on the holistic integrity of a programme?

Reflection on Programme Approval Groups

- Have you been involved in a Programme Approval Group?
- How effective was the scrutiny of the new module/programme?
- What are the perceived ‘sticking points’ when bringing forward modules/programmes for approval?