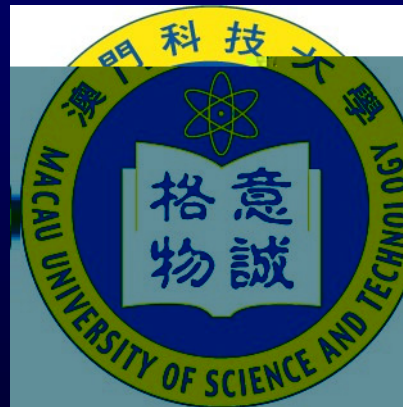# WHAT IS FACULTY REVIEW AND WHAT IS SELF-EVALUATION FOR FACULTY REVIEW?

## QUALITY ASSURANCE OFFICE

# CONTENTS OF THE SLIDES

# PURPOSES OF FACULTY REVIEW

# PURPOSES OF FACULTY REVIEW

- To contribute to the ongoing processes of QAE in the Faculty, its teaching, learning, research, publications and evaluation, over and above the other mechanisms and their reporting cycles that the Faculty has for reviewing and improving its work;
- Improvement and development;
- To ensure that the quality of the Faculty is at the highest level;
- To ensure that the intended features of the Faculty are being achieved;
- To ensure that the research, publication, teaching, supervision and learning opportunities and outcomes are of the highest quality;
- To ensure that intended outcomes are being achieved;
- To ensure that the intended standards of the Faculty, staff and student outcomes are being achieved;

# PURPOSES OF FACULTY REVIEW

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

## Faculty Review addresses questions such as:

*say*

*procedures*

*processes*

*working/being used*

*effective*

*inform itself and stakeholders*

outcomes    quality

improved

interventions and developments

12.How        where

by whom                    time

frames

# WHO CONDUCTS A FACULTY REVIEW?

# DOCUMENTATION BY THE FACULTY REVIEW PANEL TO THE DEAN

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

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

Documents about:

# THE PANEL REVIEWERS' INITIAL MEETING

- Confirm the scope and nature of the provision for learning and teaching;

- Confirm the key features of the process of review and its intended outcomes;

- Clarify roles of reviewers;

- Confirm the reviewers' understandings of, and comments on, the self-evaluation document and any other documents provided by the Faculty;

- Identify key questions for exploration at the Review visit;

- Evaluate the evidence gathered, to form preliminary judgements;

- Agree the program of activities in the visit.

# OBSERVING TEACHING

- Reviewers might only observe teaching if:
- There are questions that the reviewers feel would be best addressed by such observation;
- Observation might help confirm a judgement about exemplary provision or practice;
- The Faculty has not provided evidence of that teaching of the program is of an appropriate quality;
- There are indications that the learning opportunities for students are not satisfactory.

# WHAT REVIEWERS MIGHT ASK (1)

**AIMS AND OUTCOMES**

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

# WHAT REVIEWERS MIGHT ASK (2)

## CURRICULA

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

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

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

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

# WHAT REVIEWERS MIGHT ASK (3)

## ASSESSMENT

- How far does the overall assessment strategy have an adequate formative function for students and programs?

- How appropriate are the assessment methods for the nature, intended learning outcomes and levels of the work?

- How are criteria used to different levels of student achievement , and how are these communicated to students?

- How secure and equitable are the assessment procedures and their moderation?

- How do stakeholders contribute to the development of assessment strategies?

# WHAT REVIEWERS MIGHT ASK (4)

## ACHIEVEMENT

- How far does students' work demonstrate achievement of intended learning outcomes?

- How effectively are students prepared for employment?

- How far are the levels of achievement indicated by statistical data varied/moderated/confirmed/secure?

- How does the Faculty promote student retention and achievement?

# WHAT REVIEWERS MIGHT ASK (5)

## LEARNING AND TEACHING

- How wide-ranging and appropriate are the teaching methods used in relation to the curriculum content and aims?
- How do staff draw on their research and scholarship in their teaching?
- How is student participation encourages and learning facilitated?
- How well do the resources support learning and encourage students' independent learning?
- What are the students' workloads and how defensible are these/
- How does staff development support learning and teaching?

# WHAT REVIEWERS MIGHT ASK (6)

## STUDENT PROGRESSION

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

# WHAT REVIEWERS MIGHT ASK (7)

## LEARNING RESOURCES

- What are the staffing levels and how suitable are staff (qualifications and experience) for their work?

- What profession development and updating are undertaken by staff?

- What books, journals and electronic media are available for staff and students, and with what access provision?

- What IT resources are available for the Faculty and programs, and with that access?

- What specialist accommodation is provided?

# WHAT REVIEWERS MIGHT ASK (8)

## QUALITY ASSURANCE AND ENHANCEMENT (QAE)

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

# CAPSTONE 320 QUESTIONS (1)

## ACADEMIC PLANS

- Are academic development plans guided by an institutional/Faculty philosophy or mission?
- Is there a systematic and integrated approach to academic and resource decisions?
- Is academic planning responsive to the changes in institutional profile and educational philosophy and vice versa?
- Are there opportunities for staff and students to contribute and participate in the evolution of academic plans?
- Are there mechanisms to allow input from the academic/professional community external to the institution?
- What strategies and mechanisms are in place to develop learning programs at bachelor's degree level?

# CAPSTONE 320 QUESTIONS (2)

## PROGRAM APPROVAL, MONITORING, REVIEW

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

# CAPSTONE 320 QUESTIONS (3)

## STAFFING

- What are the staffing strategies of the institution and how do they support the attainment of the Faculty's strategic goals?

- Are there established mechanisms, criteria, and processes for the appointment, appraisal, and promotion of staff? Do these processes involve appropriate personnel at different levels? Are these mechanisms and criteria transparent to all staff?

- Is there an appropriate staffing structure with competitive remuneration package and terms of service to attract, retain and motivate qualified staff members?

- Is the staffing situation in the institution healthy and robust to sustain its present activities and long-term development?

- Are academic staff qualified and experienced to teach at degree level and / or higher education studies as appropriate?

- Is there appropriate academic leadership?

- Is there a sufficient pool of full-time staff to provide the appropriate level of teaching, tutoring and counselling for students?

- Is there a sound system to ensure the quality of part-time academic staff?

- What are the quality criteria for the teaching staff and how are they monitored and maintained?

- Are administrative, counseling and academic support staff qualified and experienced to meet its stated purposes?

# CAPSTONE 320 QUESTIONS (4)

## STAFF DEVELOPMENT

- What are the Faculty's policies and measures for providing orientation/training to existing staff/newly appointed staff?
- Does the Faculty encourage scholarly and developmental activity, including research and innovation?
- Are there staff development policies to ensure that staffs are appropriately trained/upgraded? What incentives are given to staff? What is the staff's record in this respect?
- Does the Faculty encourage consultancy and collaboration with industry and/or professional collaboration with local and non-local operators of higher education in research and development work?
- How is developmental activity used to the benefit of the students and the development of the program/the Faculty?
- Do staff members have an avenue for influencing staff development policies?

# CAPSTONE 320 QUESTIONS (5)

## STUDENT ADMISSION

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

# CAPSTONE 320 QUESTIONS (6)

## STUDENT SERVICES AND STUDENT RECORDS

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

# CAPSTONE 320 QUESTIONS (8)

## RESOURCES

- Are there sufficient and appropriate financial and physical resources to support teaching and learning? Are spaces, equipments, library resources, information technology, student services at the appropriate level and sufficiently up-to-date?
- Are there established mechanisms for staff and students to propose changes to resource provision?
- Is resource administration and management of an appropriate standard?
- Are there suitable office accommodation and facilities for staff?
- Are the estimates of recurrent expenditure sufficient and apportioned appropriately? Do they match the future development of the Faculty?
- Does the faculty have a contingency plan in place including strategies for termination of programs and a sufficient financial reserve?

# MEETINGS WITH STUDENTS

**INTRODUCTORY QUESTIONS**

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

# MEETINGS WITH STUDENTS

## INTENDED LEARNING OUTCOMES AND CURRICULA

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

# MEETINGS WITH STUDENTS

## ASSESSMENT AND ACHIEVEMENT

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

# MEETINGS WITH STUDENTS

## TEACHING AND LEARNING

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

# MEETINGS WITH STUDENTS

## STUDENT PROGRESSION AND SUPPORT

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

# MEETINGS WITH STUDENTS

**LEARNING RESOURCES AND THEIR DEPLOYMENT**

- How good are the library services in terms of access, including opening hours, the quantity, availability and currency of books and journals, and user-support?

- What is the availability and location of the information and communication technology provision? Are access arrangements, including opening hours and open-access, the availability of computers and software, including subject-specific materials, and user-support, appropriate?

- Are the specialist accommodation, equipment and consumables adequate in terms of quantity, currency and availability?

- Is teaching accommodation suitable? Does it facilitate large and small-group teaching and learning?

# MEETINGS WITH STUDENTS

**STUDENT INPUT INTO THE MAINTENANCE AND ENHANCEMENT OF STANDARDS AND QUALITY**

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

# UNIVERSITY OF STIRLING'S QUESTIONS FOR STUDENTS

## 1. Adequacy & Quality of Information Provided to Students

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

## 2. Quality of Learning Resources

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

# UNIVERSITY OF STIRLING'S QUESTIONS FOR STUDENTS

## 3. Learning and Teaching

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

## 4. Responsiveness of Department to Student Feedback

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

# UNIVERSITY OF STIRLING'S QUESTIONS FOR STUDENTS

## 5. Quality of Learning Support

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

## 6. Employability

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

# What are we doing, why, how and how well?

# SELF-EVALUATION

*value/worth*

# PURPOSES OF FACULTY SELF-EVALUATION

# AREAS OF A FACULTY SELF-REVIEW

**SECTION 1:** **Preliminary information**

**SECTION 2:** **Leadership and management of the Faculty**

**SECTION 3:** **Faculty details, including:**

- Curriculum, student learning , teaching, research, supervision of research students, assessment, program evaluation

**SECTION 4:** **Students**

- Access and uptake, developing capacity to learn, preparing students for employment

**SECTION 5:** **Academic staff**

**SECTION 6:** **Quality assurance**

**SECTION 7:** **Strategic planning**

**SECTION 8:** **General assessment and recommendations:**

- Strengths and weaknesses of the Faculty
- How has the Faculty improved its quality over time, and on what evidence?
- Recommendations for improvement
- Student learning outcomes
- Progress toward meeting aims of the Faculty and the university
- Overall conclusions

**APPENDICES**

# QUESTIONS PANEL REVIEWERS MIGHT ASK OF A SELF-REVIEW DOCUMENT

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

## QUESTIONS PANEL REVIEWERS MIGHT ASK OF A SELF-REVIEW DOCUMENT

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

# QUESTIONS PANEL REVIEWERS MIGHT ASK OF A SELF-REVIEW DOCUMENT

- Does the self-review address the quality of learning opportunities and, in particular:
- Is the self-review evaluative? Is it helpfully structured? Is any essential information missing?
- Can the review can proceed on the basis of this self-review?
- Should this self-review be returned to the institution for amendment?

# EXAMPLE OF A STRUCTURE FOR A FACULTY REVIEW REPORT

- Section 1: Introduction and background
- Section 2: Faculty management of academic standards
  - Effectiveness of internal processes in ensuring that academic standards are secure;
  - Use made of external reference points
  - Judgement on the confidence that can be placed in the soundness of the Faculty's present and likely future management of the academic standards of its awards.
- Section 3: Faculty management of learning opportunities
  - Quality of learning opportunities to achieve desired academic standards
  - Support for students to achieve desired academic standards
  - Use made of external reference points to ensure effective management of learning opportunities
  - Judgement on the confidence that can be placed in the soundness of the Faculty's present and likely future management of the qualit6y of the learning opportunities available to students.

# EXAMPLE OF A STRUCTURE FOR A FACULTY REVIEW REPORT

- **Section 4:** Faculty approach to quality enhancement
  - Effectiveness of steps taken to improve the quality of learning opportunities
- **Section 5:** Collaborative arrangements
- **Section 6:** Faculty arrangements for postgraduate research students
- **Section 7:** Published information
- **Section 8:** Recommendations and features of good practice

# SEQUENCE OF MAIN EVENTS

**Notification sent: QA p...**

**Faculty Workin...**

**Prepare sel...**