

## University of Suffolk

### GUIDANCE NOTES FOR INSTITUTIONAL REVIEW PANEL MEMBERS

You may find it helpful to use the checklist below to guide your consideration of the University of Suffolk partner institution under review. The checklist draws upon guidance in the [UK Quality Code for Higher Education](#).

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#### HE strategy and operational management structures

- Does the partner have a clearly articulated HE strategy? Do institutional strategic aims for HE continue to be appropriate and relevant?
  - Does the partner have appropriate internal mechanisms for the operational management and quality assurance of HE provision?
  - Are relevant internal academic committees operating effectively?
  - Are key staffing roles clear, and are there effective lines of communication between the partner and the University of Suffolk?
  - Are institutional policies and procedures applicable to HE provision operating effectively?
  - Are effective internal academic development, approval, monitoring and review procedures in place? Has the partner been responsive to feedback from the University on previous Annual Monitoring Reports and/or Risk-Based Monitoring and Enhancement (RiME) reports?
  - Is feedback from external examiners being dealt with appropriately? How is this feedback shared with students?
  - Is there evidence of appropriate engagement with the UK Quality Code?
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#### Learning, teaching and assessment strategy

- Does the partner employ a suitable variety of teaching and learning methods to meet the needs of a diverse range of students? How are these perceived by students?
- Does the partner make appropriate use of formative assessment, in order to support the development of students' abilities?
- Do staff provide thorough and timely feedback on students' work?

- Are external examiners generally satisfied with the conduct of the assessment process?
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### **Student recruitment and admission**

- Are admissions procedures fair and transparent, including those for dealing with recognition of prior learning?
  - Are entry criteria for validated/franchised courses clear and appropriate?
  - Are there well-designed arrangements for student induction?
  - Are students satisfied with the enrolment and induction processes?
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### **Student support**

- Are students provided with an appropriate level of academic support?
  - Are arrangements in place to ensure that any additional needs of students are identified and reasonable adjustments are put in place to meet them?
  - Are arrangements for tutorial support clear and generally understood by staff and students?
  - Are appropriate arrangements in place to provide careers guidance?
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### **Student retention, progression and achievement**

- Are levels of student retention, progression and achievement satisfactory? Where issues have been identified, have these been adequately addressed?
  - Does graduate destination data suggest that the partner is preparing students well for their future careers?
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### **Student representation and feedback**

- Are appropriate arrangements in place to gain feedback from students? Are students represented on relevant internal committees?
- Do the outcomes of student satisfaction surveys (internal and external) demonstrate that students are happy with their learning experiences? Where lower levels of satisfaction have been identified, have these been dealt with in a robust manner?

- How does the partner report back to students on action taken in response to their feedback?
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### **Staffing and staff development**

- Are academic staff appropriately qualified and experienced?
  - Is appropriate technical and administrative support available?
  - Are appropriate contingency plans in place to deal with any medium or long term staff absence?
  - Are adequate staff development opportunities available to support staff in terms of their professional development?
  - How is staff performance monitored and reviewed? Does the institution operate a system of peer observation?
  - Are there adequate opportunities for scholarly activity?
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### **Employer engagement and work-based learning**

- Have employers been involved in the ongoing development of HE provision within the partner?
  - Are arrangements for the management and supervision of workplace learning systematic and clear? How does the institution ensure that students gain experience that is appropriate to their programme and level of study? How are placement providers briefed and supported?
  - Are Learning Agreements in place to define the responsibilities of the employers, students, mentors and/or academic tutors?
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### **Facilities and resources**

- Is adequate teaching and learning accommodation available?
- Are learners supported by appropriate and accessible library resources?
- Do students have access to adequate equipment (including ICT)?
- Are appropriate arrangements in place to manage and support the use of online learning environments? Are staff provided with adequate training in this respect?

- Are social spaces available to encourage the sense of a student (HE) community within the partner?
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### **Accuracy and completeness of published information**

- What mechanisms does the partner employ to ensure the accuracy and completeness of published information (for example on its website or in publicity material)? Are effective mechanisms in place to liaise with the University of Suffolk regarding publicity material?
- Are student and course handbooks and other information provided for students clear and complete? How is this audited?
- Are definitive course records published to students in full?