

Internal Teaching review (ITR)

Critical Analysis

Guidance for Completion of the Critical Analysis

The **Critical Analysis (CA)** should be evidence-based, and structured around the headings which follow. Its preparation should involve staff and students, and Schools should refer to their School Action Plans and planning metrics. Annual Course (ACR) and Programme Reviews (APR) and External Examiner Reports since the Schools' previous ITRs should also be drawn upon.

Internal Teaching Review covers **all credit-bearing provision**: i.e. taught undergraduate provision, taught postgraduate provision, and the training and supervision arrangements for research students, online, on campus and at branch campuses. Please ensure the CA make reference to matters relevant to all areas of activity as appropriate.

The CA should identify:

- How it was prepared and approved
- How students were involved and the impact of that student engagement
- Brief background information about the size and scale of the School
- The School's overarching strategic priorities

The CA should provide information about the contextualisation of the School, to include: areas where the School considers it demonstrates good practice, areas prioritised for development and /or enhancement, and areas that continue to present a challenge. This information should be summarised in the opening section of the Critical Analysis, cross referenced to later sections to provide greater detail as appropriate. The School should refer to the data it uses in its School planning process in identifying its strengths and challenges.

Because ITR is contextualised, it is understood that the themes explored in each review will reflect the strategy, priorities, strengths and challenges of the School concerned. Schools are expected to address each of the 5 sections and subheadings of the CA, but it is recognised that the volume and focus of the content provided by each School will vary.

In the context of each of the headings, the CA should indicate:

- What is distinctive and what is typical about the School
- What the key areas of strength and challenge are
- How the School has evaluated its policy and practice
- How the school intends to build on good practice or address areas for development
- Include consideration of Collaborative, Online and Transnational Education (TNE) provision

Be open and honest. Do not be afraid to discuss aspects of concern. The spirit of ITR is intended to be constructive, not judgmental, and the exercise is intended to contribute to enhancement of teaching and learning across the University as a whole.

If you require clarification and/or guidance on any aspect of the ITR process, please contact Academic Services: extn 3936; e-mail: academicservices@abdn.ac.uk.

Critical Analysis

1. School contextual information

- Key features of the School's content and mission
- Composition and key trends in the School's student population, including typical routes into and through the School
- Strategic approach to enhancing and evaluating learning and teaching
- Follow up to previous ITR – areas for development and follow up
- Effectiveness of the approach to implementing strategies

2. Managing Quality & Standards

- Features of School approach to setting, maintaining, reviewing and assessing academic standards, including the management of assessment
- Securing academic standards of collaborative provision
- Use of external reference points in managing academic standards
- Effectiveness of arrangements for managing academic standards
- Effectiveness of School's approach to self-evaluation including the use of data to inform decision making

3. Enhancing Learning & Teaching

- Strategic approach to enhancement
- Impact of the QAA national Enhancement Themes, institutional projects and PSRB requirements (where applicable) on policy and practice
- Approaches to identifying and sharing good practice
- Engaging and supporting staff
- Effectiveness of the approach to implementing strategies, identifying and promoting good practice and enhancing learning and teaching

4. Enhancing the Student Learning Experience – UG, PGT and PGR

- Trends in the student population (retention, progression, awards, outcomes)
- Engaging and supporting students in their learning, including the learning environment
- Student representation and engagement including NSS and Student Engagement Survey
- Supporting equality and diversity in the student population
- Approached to promoting the development of graduate attributes
- Effectiveness of the approach to enhancing the student learning experience

5. Conclusion: Lessons Learned and Forward Planning

- School's reflection on its provision, its effectiveness at managing its learning and teaching and its approach to self-evaluation
- Summary of the School's strengths and areas for future development.