Details of the University’s Internal Teaching Review procedures are given in Appendices 3.8–3.11 of the Academic Quality Handbook (AQH). See especially Appendix 3.8: Information For Those Preparing For Internal Teaching Review.

Heads of School are reminded that they must also complete and submit the Appendices listed in Appendix 3.8 of the Academic Quality Handbook.

GUIDANCE FOR COMPLETION OF THE SED

• Try to follow the guidance given for each section as closely as possible, but feel free to include additional information relevant to individual sections.

• 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. Please make reference to matters relevant to all areas of activity as appropriate.

• Show what is distinctive about the School’s provision. Summary ITR Reports and Schools’ responses are published on the University’s StaffNet web pages, and Schools are free to publicise the full ITR Report’s content at their own discretion, so the exercise provides a chance for you to sell yourselves to your colleagues and interested parties outside the University.

• Where asked to evaluate aspects or provision please try to do so. Description alone does little to help the Panel.

• Highlight strengths, and 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.

• Ask the ITR Coordinating Reviewer for clarification and guidance on any aspect of the ITR process at Registry extn 3936; e-mail: academicservices@abdn.ac.uk)

ces@abdn.ac.uk

<insert name of School or discipline>

1. RANGE OF PROVISION

• Describe, in no more than 300 words, the range of provision being reviewed. Include all credit bearing provision, including postgraduate awards, CPD, collaborative and overseas provision, supervision of research students, online and distance learning provision.

• Provide, as an Appendix, a list of undergraduate and postgraduate taught programmes offered in the current academic year.
2. **AIMS OF PROVISION**  
- Describe, in no more than 500 words, the overall aims of the taught provision.  
- These aims should reflect the mission of the University and as well as making reference to particular subjects taught by the School, might place study of a discipline in the following contexts: enabling students to develop their capacity to learn; meeting international, national, regional or local needs; preparing students for employment or further study (which will include the acquisition of transferable skills); widening access to higher education.

3. **STAFFING**  
- Provide as an Appendix, a list of teaching staff for the current academic year, indicating the grade (and, for part-time staff, the fte).  
- Where appropriate, list staff by subject (e.g. where a School offers subjects covered by more than one national subject benchmark statement).  
- Indicate any specific responsibilities allocated to individual staff (e.g. Adviser of Students; Course, Year or Level Co-ordinator; Examinations Officer; Teaching Timetabling or Disabilities Co-ordinator etc.).  
- Comment below on any staffing issues pertinent to academic standards and teaching quality: for instance, current staff-student ratios, staff contact hours and the appropriateness of the size of teaching groups; or the relative appropriateness of the gender, age and subject expertise balance.  
- Please describe future plans or aspirations in regard to staffing e.g. in regard to any prospective retirements.

4. **SCHOOL ORGANISATION**  
- Provide, as an Appendix, a summary of the organisation of the School, including the names of any committees concerned with teaching and learning activities.  
- Summarise below the remit/activities and composition of these committees, including where appropriate, student and graduate membership, and comment on their effectiveness.
5. COURSE AND PROGRAMME DESIGN, ACCESSIBILITY AND APPROVAL

[Note: To avoid duplication, this section should be cross-referenced, where appropriate, with relevant sections of individual Programme Review Reports that are submitted as Appendices to the SED].

- Describe and evaluate the School structures for the development and approval of courses and programmes prior to submission to the College.
- Indicate how effective the involvement of External Examiners, other external Subject Specialists (e.g. professional bodies) students and graduates have been to course and programme design.
- Describe and evaluate the impact of National and International good practice on curriculum design. Describe any European and/or other international collaborations and indicate how these have influenced curriculum design.
- Describe how the School is addressing issues of inclusivity in course and programme design. Cite any examples where changes have become embedded in curriculum design to ensure that courses and programmes are accessible to all students in line with the aims of the University’s Equality and Policy (http://www.abdn.ac.uk/staffnet/governance/policies-proceedures-plans-and-guidlines-399.php). Outline any obstacles to taking forward issues of inclusivity. Indicate how the curriculum deals with questions of Equality and Diversity Policy, and how these aims are built into programmes.

6. TEACHING, LEARNING AND ASSESSMENT

[Note: To avoid duplication, this section should provide cross-references, where appropriate, to the Programme Review Reports or relevant Appendices submitted with the Self-Evaluation Document (e.g. course handbooks or other internal documents that provide details of the innovative practice) or give web-site addresses (e.g. in regard to elearning developments such as Virtual Learning Environments (VLE), online assessment & ePortfolios, problem based learning (PBL))]

- Critically evaluate the quality of the learning opportunities provided for students. Summarise the range of teaching and learning methods employed, and comment on their underlying rationale, identifying particular strengths or weaknesses of provision in these areas. In particular:
- Indicate how your provision meets the expectations of the 2010 Curriculum Reform (http://www.abdn.ac.uk/curriculum-reform/). Describe any particularly successful ways in which the acquisition and assessment of Aberdeen Graduate Attributes (www.abdn.ac.uk/graduateattributes) have been embedded as learning outcomes of courses and programmes;
- Describe any innovations in teaching, learning or assessment, highlighting those which might be considered for wider dissemination within the University;
- Describe any other successful practices (which need not necessarily be innovative) such as peer or group assessment;
- Indicate how teaching takes account of the differing educational backgrounds and needs of students;
- Provide examples of how the curriculum incorporates, and encourages students to understand,
diverse cultural and international perspectives.

- Where you arrange placements (e.g. on exchange programmes) or work experience, describe how these placements are monitored and quality assured, and the steps taken to ensure that employers and other providers follow the University’s equality and diversity policy. Indicate the steps that would be taken if a provider failed to follow these policies.
- Please also comment on your range, methods and criteria of assessment. Indicate how you ensure that criteria for assessment are explicit and fair to all students.

7. COURSE AND PROGRAMME MONITORING AND REVIEW
[Note1: To avoid duplication, this section should be cross-referenced, where appropriate, with relevant sections of individual Programme Review Reports that are submitted as Appendices to the SED].

- Critically evaluate the effectiveness of the curriculum in delivering the intended outcomes of programmes and the effectiveness of assessment in measuring student attainment of the intended outcomes.
- Discuss any perceived strengths of provision, and areas for improvement.
- Describe and appraise mechanisms, (other than the standard University mechanisms such as the Student Course Evaluation Form exercise and External Examiners’ Reports) used to obtain feedback from students, graduates, external examiners and the course/programme teachers, highlighting any that have proved particularly successful.
- Describe and evaluate any mechanisms for reviewing the subject provision in light of feedback (e.g. at an annual meeting of all teaching staff), and indicate how those who have provided feedback, including students, are informed of any changes in courses and/or programmes arising from such a review.
- Describe and evaluate the extent to which PSBs have a role to play in the monitoring and review of course/programmes. Highlight any particularly successful practices in these areas.

8. ACADEMIC STANDARDS AND THE ACADEMIC INFRASTRUCTURE
The “academic infrastructure” of Scottish and UK higher education includes Subject Benchmark Statements, the Scottish Credit and Qualifications Framework (SCQF), the QAA’s Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, and any requirements of professional and statutory bodies (where appropriate).

- Provide, as an Appendix, the Subject Benchmarks for all areas under review.
- Describe how subject provision has been revised as a direct consequence of any aspect of the academic infrastructure. Indicate the School’s approach to ensuring that staff and students understand the concept of aims and learning outcomes.
- Critically evaluate the appropriateness of the academic standards that have been set by the School, and evaluate the relative usefulness of the Programme Specifications from the perspective of (a) the teaching staff and (b) the students.
9. TRAINING AND SUPERVISION OF RESEARCH STUDENTS

[Note: To avoid duplication, this section should be cross-referenced, where appropriate, with relevant sections of the Postgraduate Research Student Training and Supervision Report Form submitted as an Appendix to the SED; For each of the following, please clearly distinguish activities initiated/provided at School level from those provided at Graduate School (College) level.]

- Please summarise the existing arrangements for training and supervision of research students, and comment on the effectiveness of these arrangements. *(Where appropriate, please include detail of: title; duration/length; credit ratings of individual courses in the programme. Please also indicate whether these are generic or subject-specific courses and whether they are delivered by the School, Discipline, College, or as part of a University-wide general research skills programme or by external staff. Append programme details, if appropriate.)*

- Describe briefly the internal procedures that are in place to monitor the quality of such training and supervision, so that the School/Discipline can reassure itself that the research training provided is of an appropriate standard, and comparable to similar institutions in the UK and overseas. Include commentary on the opportunities for students to feedback on their training and supervision experiences.

- Indicate any changes made to provision for research students at the level of the School in response to relevant parts of the academic infrastructure.

- Cite any examples where changes have been introduced to ensure that training and supervision arrangements are accessible to all students, in line with the aims of the University’s Equality and Diversity Policy.

- Discuss any examples of practices within the School that have been particularly successful in regard to research student training and supervision (if appropriate, please provide any supporting documentation as appendices to the SED).

10. PERSONAL DEVELOPMENT AND EMPLOYABILITY (incorporating career education, information and guidance)

- Describe any formal links with the University Careers Service, graduates and employers (e.g. via Partnership Agreements, and Programme Advisory Boards (PABs) or equivalent Employer Liaison Groups).

- Show how the perspectives of these 3 groups feed into curriculum design and review, and critically evaluate how feedback from these groups is used.

- Describe and evaluate how employability skills, knowledge and attributes have become embedded within the curriculum.

- Cite any examples where changes have become embedded in curriculum design to ensure that courses and programmes enhance the employability of all students in line with the aims of the University’s Equality and Diversity Policy.

- Provide a critical commentary on the first destinations of students following graduation in the
previous three years.

- Critically comment on the extent to which you facilitate student engagement with personal development planning, e.g., making use of the ACHIEVE website, as part of the curriculum.

### 11. PROFESSIONAL UNITS/BODIES
- Describe and evaluate the effectiveness of any involvement with the following within the last two years: the University’s Centre for Learning & Teaching; the Higher Education Academy, HEA (including Subject Centres), Student Participation in Quality Scotland (sparqs) and any relevant Professional or Statutory Body.
- Cite any examples of where change to the curriculum and/or learning experience of students has resulted from such an involvement
- Indicate any planned involvement with these units/organisations.
- Indicate the number of staff who are members of the HEA.

### 12. STAFF TRAINING AND EDUCATIONAL DEVELOPMENT
- Using the template provided, list, in an Appendix the training courses or other educational development opportunities (internal and/or external, national and/or international) undertaken by staff within the last two years.
- Indicate the number of staff who are currently enrolled in, or have completed the University’s Postgraduate Certificate in Higher Education Learning & Teaching
- Provide a commentary below on the extent and range of training and development opportunities undertaken, and on their relative effectiveness in staff development: include details of any arrangements for staff mentoring and peer observation of teaching, and how any successful teaching practices are discussed in the School, which others might adopt.
13. STUDENT INVOLVEMENT IN QUALITY PROCESSES

- Give details of student representation on School committees
- Describe and evaluate the School's mechanisms for identifying student representatives, including mechanisms to ensure all students have the opportunity to be considered and represented in line with the aims of the University’s Equality and Diversity Policy. Outline any obstacles to taking forward issues of inclusivity.
- Indicate and evaluate the ways in which students, including postgraduate students, are involved by the School in assuring and enhancing the quality of its teaching and learning provision.
- Indicate if obstacles have been encountered in identifying committee or class representatives and describe the attempts made to overcome these obstacles, with a commentary on the relative success of such measures.

14. PUBLIC INFORMATION/MANAGEMENT INFORMATION

- Indicate the type of information, both qualitative and quantitative, that the School uses routinely in reviewing the quality and standards of its educational provision, to inform planning and decision-making.
- Indicate how you monitor and assess students’ achievements, the progress they make, programme withdrawal and completion by particular categories, e.g. by mode of study (i.e. full-time, part-time, distance learning) and by entrance qualifications.
- Specify any information that is not available centrally but which the School would wish to receive on a routine basis, indicating how such information would be utilised.

15a. STUDENT SUPPORT, RETENTION AND PROGRESSION (part 1)

- Describe and evaluate specific initiatives introduced to support the needs of particular groups of students including those identified as ‘at risk’ of failing courses, students preparing for resit examinations, direct entrants, and students from differing educational backgrounds amongst others.
- Provide any other examples of how the School supports students to achieve their full potential within their programme of study.
- Critically evaluate the impact these support initiatives have had on the School’s retention and progression trends.
15b. STUDENT SUPPORT, RETENTION AND PROGRESSION (part 2)

Please describe the ways in which you have interacted with University Support Service agencies to promote high quality learning and continuous quality enhancement. Please indicate whether there is anything further these support agencies could do to assist you in promoting high quality learning and continuous quality enhancement. Support Service agencies include:

- Student Support Services (inc the Student Advice and Support Office and Counseling Service).
- Centre for Academic Development (inc Student Learning Service)
- Registry
- Careers Service
- Library
- DIT
- Student Recruitment and Admissions

16. RECRUITMENT, ACCESS AND WIDENING PARTICIPATION

- Describe and comment on recent trends in recruitment to programmes and courses at both undergraduate and postgraduate level commenting on cohort composition with respect to relative numbers of Home/EU and International students and students entering via articulation and other routes.
- Indicate any ways in which the School has been particularly successful in attracting students to its programmes and courses.
- Whilst recognising that overall responsibility for improving access and widening participation lies at the level of the institution, please identify and comment on any specific initiatives on the part of the School relevant to this area of study of activity (e.g. contributions to Access courses; collaborations with the Centre for Lifelong Learning, interactions with secondary Schools). Suggest possible ways in which improvements could be made either by the School or by the University in widening access and participation.

17. QAA QUALITY ENHANCEMENT ENGAGEMENTS (www.qaa.ac.uk/enhancement)

Indicate any involvement with the Quality Assurance Agency’s Enhancement Themes and provide a commentary on the relative impact of the themes on the development and enhancement of teaching and learning activities within the School.

18. RECENT DEVELOPMENTS

- If the School and/or subject areas have been previously reviewed via Internal Teaching Review processes since the introduction of the SFC’s Quality Enhance Framework in 2003, indicate the
major issues arising from the previous ITR reports(s) and summarise how these have been addressed.

- If it has not been possible, or considered inappropriate, to implement recommendations from any such report, give reasons.

19. QUALITY ENHANCEMENT AND GOOD PRACTICE
Highlight any aspects of your provision that you consider to have been particularly successful and/or worthy of wider dissemination as examples of good/best practice. Include a short commentary on the rationale for such measures (e.g. comment/recommendation from an External Examiner), and the factors that have contributed to their success. If appropriate, and to avoid duplication, include cross-references to other sections of the SED, the programme review reports or additional documentation submitted as Appendices.

20. IMPEDIMENTS TO QUALITY ENHANCEMENT
Indicate any developments in teaching, learning and/or assessment practice that you would like to implement but are unable to do so, giving reasons. Identify any developments in research training and supervision that you would like to implement but are unable to do so, giving reasons for this

21. ISSUES FOR DISCUSSION WITH EXTERNAL SUBJECT SPECIALIST(S)
Give details of any issues you wish to discuss specifically with the External Subject Specialist(s).
22. OTHER ISSUES
Give details below of any other issues that you wish to discuss with the Panel in regard to teaching, learning and/or assessment. Indicate any aspect of teaching, learning and/or assessment, or any practice, that was a particular feature of a former discipline which has been adopted by, and has become embedded throughout, the School or College.

| Signed: .......................................................................................... Date: .......................................... |
| Head of the School of < > |

23. PRODUCTION AND APPROVAL OF SELF-EVALUATION DOCUMENT
Indicate the mechanisms for producing the Self-Evaluation Document and for seeking the views of staff and students (UG, PT and PGR) on the Self Evaluation Document before its submission.