

# Periodic School Review: Guidance on writing the School Reflective Analysis Document (SRAD)

## 1. Introduction

- 1.1 This Supplement provides guidance to Schools on preparing the School Reflective Analysis Document (SRAD) for Periodic School Review.
- 1.2 The SRAD is central to the Periodic School Review process and is the only item of documentation prepared specifically for the review.
- 1.3 It is important that the SRAD is a genuinely evaluative document that provides a critical analysis of:
  - a. the effectiveness of the School's approach to quality assurance and enhancement including policy, procedures, and oversight and;
  - b. the ways in which the School ensures the quality and enhancement of student learning opportunities.
- 1.4 The SRAD is likely to be the starting point for members of the review panel. It should, therefore, provide a brief overview of the School: its structure; discipline areas; particular strengths; and current strategic aims. The key role of the document, however, is to demonstrate to the panel how the School knows that the expectations set out in the review framework are being met across the School. A critical reflection of practice which demonstrates, through carefully chosen and referenced evidence, the School's commitment, strategy and approach to addressing identified issues.
- 1.5 Given that the review panel will be guided to form their judgments on the basis of the extent to which the range of expectations are being met by the School, the structure of the SRAD should ensure that the panel can easily identify evidence and evaluation which maps onto these expectations, and the related factors. (See Quality Handbook (QH) Section 7).
- 1.6 The document should be evidence-based. Claims made must be supported by evidence which might be described in the document itself, or clearly cross-referenced to where it has been provided in the electronic repository. Referencing between the SRAD and the electronic repository should be clear and systematic for the panel to navigate.

- 1.7 It is important to note that the Reflective Analysis Document cannot discuss *all* aspects of the School's processes and practice in detail, nor can it anticipate the extent of the questions that the review panel members will have. Information provided in the electronic repository will allow the panel to assess the effectiveness of a range of practice, and this will be supported by discussions with colleagues and students during the review event itself.
- 1.8 A final role of the Reflective Analysis Document is to provide information about good practice. When considering the evidence being used to support the claims being made, the School should ensure that examples of what the School considers to be particularly good, or innovative practice are included.

## 2. Proposed structure

### Section A

#### Overview of School

This section of the SRAD should include a brief introduction to the School: its size, subject areas, relationships with external partners, current strategic aims, current challenges etc. This section should also include information about the School's structure and committee framework (with details provided in SRAD Appendix 2).

### Section B

#### Review aspect 1: Standards and quality management

This section of the document evaluates, and points to evidence about how the School manages its quality assurance and enhancement procedures and processes. The expectations associated with this aspect under review are as follows:

- The governance, and quality management strategy and processes, ensure that academic standards are secure and provide a sound framework for course development and enhancement.
- Course design, development, and approval, enables standards to be set; allows students to demonstrate learning outcomes; and meets University goals and strategies.
- Design, approval, monitoring and review of assessment, is effective in ensuring that students have the opportunity to demonstrate learning outcomes.
- The use of external examiners is strong and appropriate.
- Monitoring and review processes are effective and inform enhancement activity.
- Students are genuinely involved in a range of activity related to quality management and enhancement, and understand relevant processes and practice.
- The management of School-based collaborations and partnerships is effective in ensuring that academic standards are maintained.

The range of specific factors associated with these expectations is detailed in Quality Handbook Section 7. The School may want to make use of these factors to demonstrate effective practice in relation to the expectations outlined above. A strong SRAD will go beyond a brief description of practice to reflect critically on the effectiveness of practice, providing specific examples and related evidence as illustration.

## Section C

### **Review aspect 2: The quality and enhancement of the student learning opportunities**

This section of the document evaluates the School's success in providing high quality, valid, relevant and inclusive learning opportunities that enable students to achieve the University's awards. The expectations associated with this aspect under review are as follows:

- Deliberate steps are being taken to improve the quality of students' learning opportunities.
- Professional standards for teaching and learning are supported.
- The quality of learning resources is appropriate.
- The quality of learning opportunities meets the needs of protected groups, international students, and 'hard-to-reach' students.
- The quality of learning opportunities delivered with others is managed effectively to enable students to achieve their awards.
- The quality of learning opportunities delivered through work-based learning and placements is managed effectively.
- Effective arrangements are in place to support students in their learning.

As with review aspect 1, there are a range of factors associated with these expectations and these are provided in detail in QH Section 7. The School Reflective Analysis Document needs to discuss these expectations and provide supporting evidence (either in the electronic repository or in the document itself) to demonstrate the effectiveness of its practices.

## Section D

### **Developments and Initiatives**

This section provides the opportunity to report significant initiatives which have taken place during the years between reviews that have led to, or have the potential to lead to, practice or process enhancements and good practice.

The Reflective Analysis Document requires the following appendices:

*Appendix 1*

The full list of all taught courses provisioned by the School, with student numbers and mode of study: undergraduate and postgraduate, including courses delivered in partnership with others (see Quality Handbook Section 10) and in categories 1-5 (See Quality Handbook Supplement 5I).

*Appendix 2*

Committee and management structure (best provided in a diagram and related table) indicating frequency of meetings, membership and relationships between committees.

*Appendix 3*

Presentation and analysis of data related to undergraduate and postgraduate taught courses in their various modes of delivery. This will include student intake data, progression and achievement data, and data on withdrawals and student employment for the last three years. (N.B. the analysis of progression and achievement data mirrors that previously provided in the annual School Standards and Quality Report). It will also include data and analysis related to the National Student Survey.

### 3. Technical Detail

- 3.1 The SRAD should be produced in a sans-serif font of at least size ten.
- 3.2 Linking within the SRAD to the electronic repository should be supported by a strong referencing system to allow the user to find the referenced document should the link fail

<b>Policy owner</b>
CADQ

<b>Change history</b>			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2016	30.09.16	01.10.16	Addition of option for Electronic Repository to be provided via SharePoint.
Sept 2016	12.09.17	01.10.17	Addition of 3.1 and 3.2

<b>Equality Impact Assessment</b>		
<i>Version:</i>	<i>EIA date:</i>	<i>Completed by:</i>
Sept 2016	NA	