## INDICATIVE AGENDA ITEMS FOR AN INTERNAL REVIEW

[Quality Assurance matters for consideration prior to the review

Quality Enhancement matters for consideration at the review]

### GENERAL COMMENTS

**To commend:** general matters such as the nature of the review documentation.

To emphasise the developmental nature of the review in which the Panel will advise and guide the Department/programme team in enhancing their practices by highlighting the strengths of the subject area as well as any possible areas for further development.

To include commendations under the headings given below.

1. **AIMS OF THE PROVISION**
   1.1 Aims of the provision including their context in relation to the College’s mission and the subject (using the QAA’s Subject benchmark statements where applicable) and any relevant professional, statutory or regulatory body requirements
   1.2 How the programmes of study meet the overall aims of the provision
   1.3 Measures in place to ensure that staff and students understand the aims and intended learning outcomes of the programmes including mapping of the learning outcomes to modules
   1.4 Rationale for offering a diverse range of programmes and awards rather than pathways, opportunities for transfer and progression between programmes
   1.5 Programmes run in conjunction with other Departments/Schools – how do joint or interdisciplinary programmes operate from a procedural point of view and who takes the lead? Which modules are provided solely in-house and which are serviced out?
   1.6 Provision of transferable, practical and vocational skills and training

2. **CURRICULA**
   2.1 How the structure and content of the curricula support achievement of the aims and intended learning outcomes and meet the requirements of the College’s Common Awards Scheme and associated policies (including appropriateness of level and progression)
   2.2 Rationale behind the overall strategy for the organisation of the curricula and its effectiveness
   2.3 Currency of the curriculum e.g. inclusion of recent developments in the subject and how this is informed by scholarly research

3. **LEARNING AND TEACHING**
   3.1 Effectiveness of the learning and teaching strategy e.g. range and appropriateness of learning and teaching methods including use of innovative or new technologies and learning materials provided and the rationale behind this
   3.2 How the learning opportunities support achievement of the intended learning outcomes and maintain academic standards
   3.3 Use made of sessional lecturers including practitioners
   3.4 Induction and mentoring of new or sessional staff
   3.5 Role and use made of Graduate Teaching Assistants
   3.6 Supervision processes for dissertations/projects
   3.7 Organisation of laboratory or fieldwork
   3.8 Distribution of student workloads
   3.9 Strategies for staff development to enhance teaching performance
   3.10 Evidence and effectiveness of research-led teaching
   3.11 Evidence and effectiveness of technology enhanced learning

4. **STUDENT ADMISSION & PROGRESSION/STUDENT PROFILE**
4.1 Recruitment, selection, admission and induction of students and training for staff in these processes
4.2 Monitoring and support of student progression from intake to completion including identification of and support given for any special learning needs e.g. study skills sessions and provision for disadvantaged groups (low-income; low linguistic/numeric skills; students with disabilities)
4.3 Feedback and advice to students on their progress
4.4 Overall academic guidance, supervision and tutorial support (including pastoral support)
4.5 Evaluation of enrolment, progression, completion and withdrawal trends

5. LEARNING RESOURCES
5.1 Effectiveness of the learning resources and learning environment (e.g. the set up of a teaching room) including academic staffing, administrative support, library provision, IT facilities including websites, ICT and MOOD, teaching accommodation, special collections
5.2 Liaison between Departments and providers of learning resources including the Subject Librarian and ITS

6. ASSESSMENT
6.1 Rationale and effectiveness of the assessment strategy in relation to the aims and intended learning outcomes
6.2 Appropriateness and variety of assessment methods used and the balance between these
6.3 Promotion of student learning especially through formative assessment, enabling students to demonstrate achievement
6.4 Assessment requirements and criteria and how these are communicated to students
6.5 Marking and moderation practices
6.6 Procedures for submission of work and College procedures for dealing with mitigating circumstances and late submission
6.7 Feedback arrangements and procedures for dealing with plagiarism

7. COLLABORATIVE PROVISION AND FLEXIBLE AND DISTRIBUTED LEARNING
7.1 Evaluation of the special features of these programmes to demonstrate that the quality of the programmes is at least equivalent to that of other programmes at the same level of award not run through these means
7.2 Mechanisms for student communication (such as BLE and ICT) and information including:
   - the mode and nature of delivery by the host Department and partners
   - admissions and induction arrangements
   - explicit intended learning outcomes
   - teaching, learning and assessment methods
   - timetabling of sessions
   - when teaching and assessment materials are to be released, clear guidance on deadlines for submission and return of graded assessments
7.3 Relative contributions of independent, supported and collaborative study
7.4 Support for, and promotion of, autonomous learning including the responsibilities of the learner and the institution
7.5 Academic and technical support
7.6 Facilities for collaborative learning and discussions between students
7.7 Student feedback arrangements
7.8 Appropriate, secure and reliable delivery systems and alternatives in the event of failure
7.9 Currency of the Memoranda of Agreement that specify the contribution to be made to the programme by each partner for collaborative programmes
7.10 Appropriateness of committee structures including the existence of Joint Steering Committees or their equivalent for collaborative programmes

8 RESEARCH DEGREES
8.1 Research environment including facilities to undertake research, opportunities for students to present research, participate in seminars, workshops, conferences, the fostering of a research environment
8.2 How research students are made aware of the Department/School and College procedures and policies
8.3 Admissions and induction procedures
8.4 Provision of both discipline-specific and generic research training
8.5 Awareness of the Birkbeck Graduate Research School (BGRS) and Bloomsbury Skills Network and take up of opportunities offered by both such as generic skills workshops, the Research Resources Room, student representation on the BGRS Steering Committee
8.6 Supervisory arrangements including allocation of principal and second supervisors (or a supervisory team)
8.7 Instances of principal supervisors who are on probation or who have not been a member of a previously successful supervisory team
8.8 Procedures for monitoring students’ progress including annual review of their progress and transfer from MPhil to PhD
8.9 School/Department committees with responsibility for overseeing admission, monitoring and progression of research students
8.10 Training available to research students wishing to become involved in teaching
8.11 Equity of provision for full-time and part-time research students

9. ASSURANCE AND ENHANCEMENT
9.1 Adherence to College codes/regulations and links to overall College strategies
9.2 Effectiveness of procedures at programme, Department, School, and College level for maintaining and enhancing the quality of provision and the security of academic standards including:

- student communication and feedback mechanisms including student-staff exchange committees, student evaluation questionnaires, email, websites, noticeboards etc
- external examiners' reports
- annual programme reporting
- previous internal or external reviews
- professional, statutory and regulatory body accreditation visits
- Department/School committee structures and the reporting lines between each committee
- staff development strategies and plans to enhance teaching performance
- peer review processes
- appraisal
- staff development strategies and plans
- mechanisms for identifying and disseminating good practice
GLOSSARY OF TERMS AND ABBREVIATIONS

ABExCo  Academic Board Executive Committee
BETA   Birkbeck Excellence in Teaching
BGRS   Birkbeck Graduate Research School
BSIS   Birkbeck Student Information System
BSN    Bloomsbury Skills Network
C&IT   Communications and Information Technology
CAS    Common Awards Scheme
CCP    Central and Collaborative Provision
CLPD   Centre for Learning and Professional Development
CMS    Content Management System
CPC    College Programmes Committee
EAP    English for Academic Purposes
eLAG   eLearning Advisory Group
FHEQ   Framework for Higher Education Qualifications
HEA    Higher Education Academy
HEIS   Higher Education Introductory Studies
ITS    Information Technology Services
MOOD   Moodle
NSS    National Student Survey
PDR    Progress and Development Review
PSRB   Professional, Statutory and Regulatory Bodies
QE     Quality Enhancement
ASQ    Academic Standards and Quality
RDP    Research Degree Programmes
SED    Self Evaluation Document
SEWP   Student Experience and Widening Participation
SICS   Specialist Institutions’ Careers Service
SPC    Strategic Planning Committee
SSEC   Student-Staff Exchange Committee
STQEC  School Teaching and Quality Enhancement Committee
TQEC   Teaching and Quality Enhancement Committee (College)
VLE    Virtual Learning Environment
WebCT  Web Course Tools

WEB LINKS
Birkbeck Graduate Research School;
Birkbeck Mission Statement
Collaboration
College’s Common Awards Scheme
Data Protection Code of Practice
Disability and Dyslexia
English Language provision
Financial support information
Framework for Higher Education Qualifications
Higher Education Academy (HEA) Subject Centre;
HE Credit Framework for England,
International Students
ITS (IT Services)
Open evening registration
Postgraduate Training and Research Code of Practice
Professional Accreditation
ASQ
Strategy for Learning Teaching and Enhancement SLATE
Student Union
Subject Librarian
Tableau reports
Term dates
UK Quality Code for Higher Education