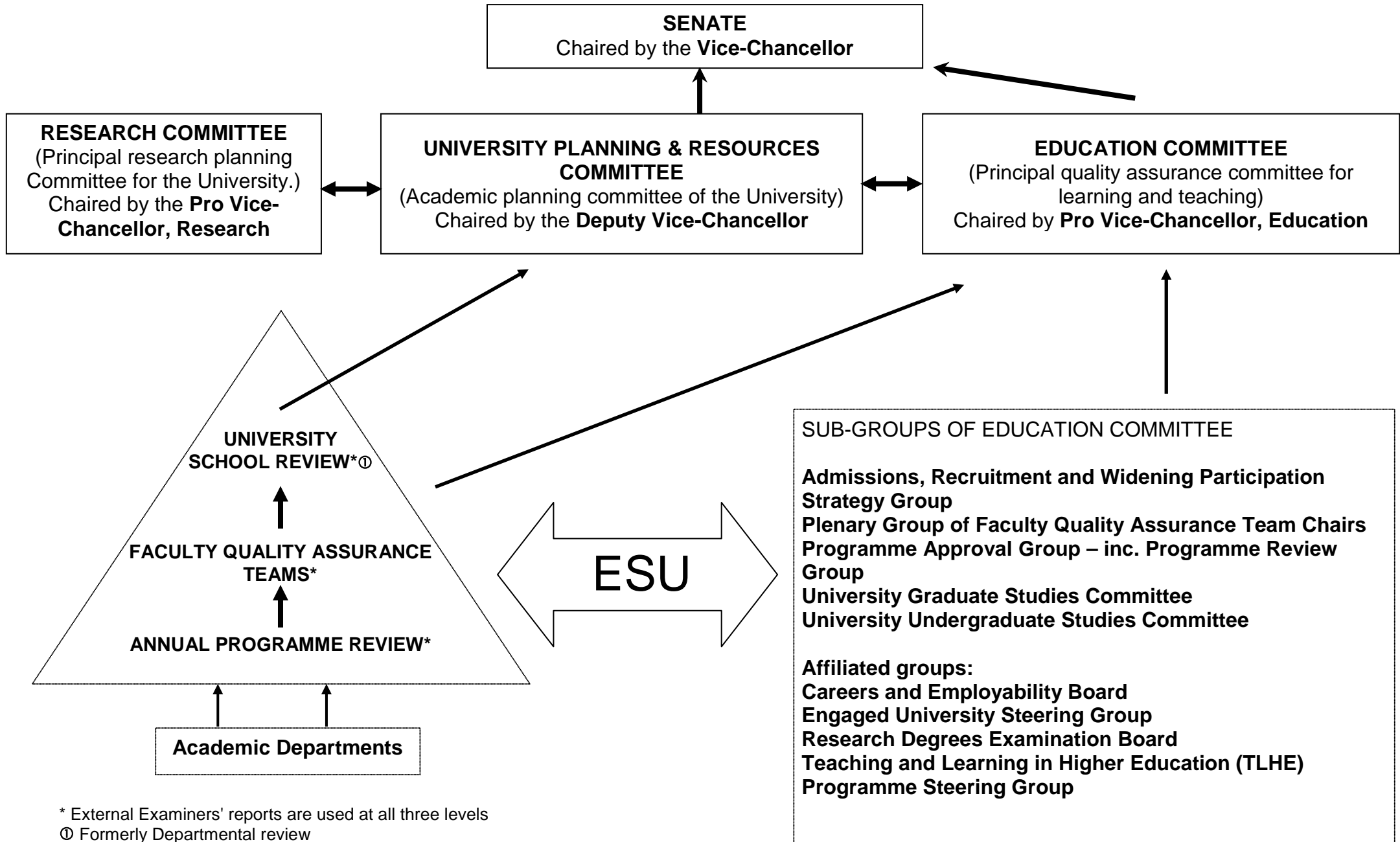


# University of Bristol - Quality Assurance Framework for Learning and Teaching



## Summary of the main features of the University's internal quality assurance procedures

### UNIVERSITY SCHOOL REVIEW

#### **Main functions:**

- To assure the University of the delivery of high quality teaching and research and that they are working effectively in terms of staffing and financial matters
- To identify examples of good practice, areas for improvement and, where necessary, to recommend that departments are given appropriate support to make changes
- To support the schools and the University to prepare for external scrutiny

#### **Summary of process:**

A review panel visits the school for up to two days, meets staff and students and looks at a range of documents. It is chaired by a Pro Vice-Chancellor and includes external member(s) (academic or/and industrial). The report is agreed by the panel and forwarded to UPARC, the Dean of the Faculty and Head of School for action and copied to Research and Education Committees. Approximately one year later the school submits a progress report to Research and Education Committees.

**Frequency:** Every five to six years

### FACULTY QUALITY ASSURANCE TEAMS

#### **Terms of reference:**

- To monitor the work of the [Faculty Quality Assurance Teams](#) and to receive annual reports from each Team.
- To consider annual overviews of external examiner reports and make recommendations to Education Committee as appropriate.
- From the above reports, to identify and determine an appropriate means to disseminate good practice in relation to learning, teaching and assessment and the maintenance of academic standards across the University and to Educational Partners.
- To make annual reports of the findings of FQAT teams to Education Committee.
- To receive reports from other sub-committees with responsibility for considering sections of the QAA Code of Practice and make appropriate recommendations to Education Committee about amendments to University policy as appropriate.
- To monitor implementation of teaching quality information relating to External Examining.
- To monitor the submission of Annual Programme Review reports (APR). This includes monitoring their content and quality and suggesting changes to the APR Guidelines and processes as appropriate.

#### **Summary of process:**

Teams are made up of small groups of academic staff - one team for each of the six faculties. They interact with the academic departments in their faculty, including meetings with students. Each year, a plenary group identifies core themes which all teams pursue, in addition to covering quality assurance topics relevant to the faculty. Teams receive a variety of background information, including APR reports and external examiners' reports. An important part of the teams' work is sharing good practice.

### ANNUAL PROGRAMME REVIEW (APR)

#### **Summary of process**

Each year a department gathers together feedback on its taught undergraduate and postgraduate programmes and its research programmes - from external examiners, students, departmental staff and external organisations. Any reflections or reports on individual units are also taken into account, together with statistical information such as student progression rates, proportions of degrees awarded in the different classes, etc. All these elements are then discussed at a departmental meeting, e.g. teaching and learning committee or staff meeting and a brief summary report written, outlining the positive features of the programme(s) and any action to be taken. Departments often group programmes for review.

**Reporting:** APR reports are made up of the minute of the relevant departmental meeting plus supporting documents. They are considered by Faculty Quality Assurance Teams.

**Frequency:** Annually