 Critical Friend Report

**Report of the Critical Friend on a new programme / change to programme**

The role of the critical friend is to provide support and expert advice to the proposer, and to provide a short critical report on the proposal to help the committees reach a decision. For further information about the Programme Approval Process, please follow this link: <http://www.bristol.ac.uk/academic-quality/approve/>

|  |  |
| --- | --- |
| **SECTION A: Proposal details** | |
| Proposal title: |  |
| Critical friend: |  |
| Date report written: |  |

|  |
| --- |
| **SECTION B: Report of the Critical Friend** |
| 1. Please use the following checklist, including elements that have been drawn from the [BF Curriculum Framework](http://www.bristol.ac.uk/bilt/supporting-practice/curriculum-enhancement/), to ensure the essential points are covered:   * Is there a clear and comprehensive academic rationale? * Do the units fit together as an integrated programme that will support a student’s development, introducing key concepts at appropriate times, and is the student’s progression coherent? * Is there evidence of research-led teaching? * Is there an appropriate balance between delivery methods e.g. lectures/seminars/group work and practical, and is the balance between directed and independent study appropriate? * Does the programme link with and reference other disciplines as appropriate? * Are the unit and programme learning outcomes set at the appropriate level and is the relationship between them clear? * Is the assessment varied, proportionate and appropriate to the stated learning outcomes? * Has consideration been given to how a student failing one unit, or elements of a unit will be managed? * What are the arrangements for personal tutoring? * What elements of global and civic engagement are included? * Is the student experience likely to be high quality and deliverable? |
|  |
| **2.** For joint honours and interdisciplinary programmes, is the intellectual basis for the programme explicit, is the ownership of the programme clear and is it likely an integrated student experience be offered? |
|  |
| **3. Please also feel free to comment on any other issues, as appropriate, for example:**   * The views of the externals and how these have been taken into consideration * The views of students and how these have been taken into consideration * Alignment with the regulatory framework, specifically Unit size (standard size units ONLY please) * Equality and diversity: has the academic lead provided assurance as to how diverse and representative content is embedded in the curricula * Resources and support are sufficient for the purposes of ensuring high quality academic experience and to allow students to succeed:   + Technology enhanced learning   + Academic support   + Pastoral care of students * Editing points * Areas of innovation to highlight to BILT |
|  |

|  |
| --- |
| **SECTION C: ACADEMIC LEAD’S RESPONSE TO CRITICAL FRIEND REPORT**  Please ensure that you cover all of the points raised and explain how the proposal has been changed if the comments made this necessary. Please return your response to the critical friend and include the report and your response with the academic case that goes forward for committee approval.  Please note that the University Education Director leading on AQSC scrutiny of the academic case will not present the proposal for university-level approval by AQSC if the issues flagged in the critical friend’s report have not been satisfactorily addressed and documents revised where necessary. |
|  |