



SCHOOL REVIEW

SAMPLE QUESTIONS FOR REVIEW PANEL MEMBERS

The following questions are not intended to be prescriptive but to act as a starting point for exploring each area. Please cross-refer to **Annex D** (Suggested Section Headings for the SED) for additional information.

Learning, teaching and assessment

- Are the range and type of programmes offered appropriate?
- Are the programmes mapped to PSRB (Professional Statutory Regulatory Body) requirements, benchmark statements etc?
- How has the School addressed any recommendations made by external examiners and accrediting organisations (if relevant)?
- Are there external collaborations or partnerships? If so what are these, when were they last reviewed and are they working well?
- Does the School have a Learning and Teaching / Education / Assessment strategy? If so, is it realistic and achievable? Does the School's strategy complement the University's strategy?
- If there have been increased numbers of students how has this affected teaching and learning practices?
- How have the teaching, learning and assessment methods developed in the last three - five years?
- Are teaching and learning methods designed to achieve the objectives and enable students to attain learning outcomes? Are the unit outcomes coherent with those of the programme? How are the unit intended learning outcomes (ILOs) mapped to the programme ILOs?
- Are these tested appropriately by assessment methods?
- Does the School anticipate the needs of disabled students when considering curriculum and assessment design, and learning outcomes?
- Is there adequate provision of student induction, both undergraduate and postgraduate?
- How does the personal tutor system work, UG and PGT? Is it effective and in line with University guidelines?
- What are the School's mechanisms for obtaining student feedback? Is it acted upon and are students made aware of the action taken?
- Does student feedback indicate satisfaction with the learning experience?
- How are the Bristol Survey, National Student Survey (NSS) and other survey results discussed and responded to (e.g. PRES)?
- Do the statistics show high retention, progression and completion rates?
- Is the staff/student ratio above or below average? What are the implications?
- How are industry / employers' views taken into account in curriculum planning and development?
- What do the statistics for graduates' first destinations show? What activity does the School undertake in relation to student employability?
- Does the School have any particular issues or concerns connected to the diversity of its student body? What steps might be taken to resolve these?

Questions for students

- Why did you choose this programme/the University of Bristol?
- How did the School and University help you with your induction/transition to University?
- Has the programme met your expectations (for example, flexibility, choice, content)?
- What do you think are the strengths of the programme?
- What are your career aspirations? How is the programme relevant to these?
- Are there opportunities for practical and vocational experience (where appropriate)?
- What do you think about the quality of the teaching?
- What sorts of guidance and support do you receive (e.g. personal tutorial system) and is it appropriate?
- If relevant, what support is there during study abroad/in industry?
- Do you understand the assessment methods and criteria?
- How do you receive feedback on your work?
- How do you engage with Blackboard, what do you think?
- What do you think of the IT provision (wifi, practical access, user support etc) – Mediasite?
- How are the library facilities? (opening hours, practical access, user support, availability of stock)

- Have you used other central support services, e.g. Careers Service, Sports, Exercise and Health - what do you think?
- What is the space in the School like? (teaching accommodation, laboratory or studio provision, space for study or other independent learning, common rooms, refectory, social areas)
- How are your views sought and do you feel that your views are influential?
- Do you receive updates on the actions taken as a result of your feedback (closing the loop)?
- Are you represented on programme/School committees?
- Did you contribute to the School self-evaluation document?

Research, entrepreneurship and engagement

- What are the School's research strengths?
- How does the School research vision & strategy fit into the University Research Strategy?
- Is the School's research strategy realistic and achievable? Will it enable the School to maintain/attain a level in research that matches its own, faculty and University's goals?
- What is the School's Impact strategy? How does the School identify REF impact case studies?
- How does School research performance measure up to international benchmarks?
- What factors are likely to prevent the School from attaining its research goals? What changes could be made to make achievement of the goals more likely?
- Are the research profiles of individual staff sufficiently strong?
- Are there areas of the School's research that could be exploited through entrepreneurial activity without compromising the integrity of the research?
- Does the School support public engagement activity?
- Does the School take a strategic view of its public engagement activity?
- Does the School currently have a portfolio of entrepreneurial activity?
- How does the entrepreneurial activity fit into the School strategy?

Doctoral Training Entities (DTE's)

If the School contains DTE/s:

- What is the position of DTEs within the School? What role do they play?
- How do DTEs contribute to the strategic aims of the School in terms of both education and research?
- How have DTEs influenced PGR training and supervisory practices within the School? If DTEs have taught components, how has that affected teaching and learning practices?
- What is the impact of DTEs on the student experience (both for DTE students and for other PGR students)?

Planning and resource management (including space)

- Is there a School plan and by what is the mechanism by which the School plan is reviewed and updated? Is it made available to staff in an accessible format and are staff encouraged to contribute to the plan?
- What is the mechanism by which the effectiveness of the operation of the management structure and processes in relation to both staff and resources are evaluated by the School?
- How effectively are areas of risk assessed, managed and maintained?
- How does the School plan to use its resources to meet the goals expressed in its School plan, and in its research and learning and teaching strategies?
- How does the School try to maximise its income?
- What policies does the School have to enhance its income over the next three years?
- How does the School prioritise the non-salary spend allocated in its budget?
- Do the organisational structures of the School and the faculty facilitate efficient and effective use of resources?
- How is the School space used? Is the distribution of space between teaching, research, administrative, technical and social activities adequate?

Staff management

- Is the School management and committee structure explicit, are the lines of responsibility and roles of management clear and understood by all staff?
- Does everyone understand how the development of individuals contributes to the School's overall plan?
- Is the School engaged in any specific activity to improve the diversity of staff at particular levels, with a particular focus on gender, race or disability?
- Does the School have any particular issues or concerns connected to the diversity of its staff? What steps might be taken to resolve these?

- Are induction procedures for new staff - academic and support – appropriate and working effectively?
- How does the School support newly appointed academic staff and early career staff?
- How does the School support postgraduates/research staff who teach?
- Are the opportunities for continuing professional and personal development appropriate and are staff supported and encouraged to benefit from them?
- How does the School support staff through promotion/re-grading procedures?
- Does the School actively encourage staff from under-represented groups to apply for promotion?
- How is the Staff Review & Development scheme working?
- What are academic staff loads in terms of teaching, research and administration? How are the work loads for support staff set, agreed and monitored?
- How effective are the School mechanisms for communicating University, faculty and School policies and information to all staff?

Clinical work / links (where relevant)

- What are the implications of the clinical and external links for the day to day work of the School?
- What is the nature and extent of the clinical work undertaken by School staff?
- What contribution is made by clinical staff to School research?
- How are resources managed between the University and the external organisation?
- Are there any geographical constraints that affect the collaborative nature of the work carried out by the School and the external organisation?

Systems administration and Health and Safety (where relevant)

- Does the School feel supported in using the University central records systems, e.g. Finance, Personnel, SITS etc?
- Does the School have robust Health and Safety procedures?
- How are staff and students trained in health and safety in the lab?
- Are there any particular health and safety issues for the School?
- Have there been any recent incidents (any that highlight good practice)?