**Questions to consider**

The below details a series of prompts that the Review Panel/Faculty/Department/Programme/ Cluster may wish to consider in the lead up to, and during, the **Faculty Programme Enhancement Process (FPEP)**. These are structured around the suggested themes that may frame a review.

FPEP Review Panel/Faculty/Department/Programme/Cluster may also find the [Teaching and Learning Support Handbook](https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/lts/) useful to prompt lines of enquiry during the review.

In response to each prompt, the programme/cluster should consider what can be done to enhance the programme offering.

**IMPORTANT**: This is **not intended to be an exhaustive list**, and not every question may be relevant for every Review, but these are provided to initiate and support Reviews. This list can be adapted/added to. It is at the **Faculty’s/programme’s/cluster’s discretion** as to what is asked by Panel members.

1. Questions to consider throughout all reviews:
	1. **Other recent reviews and use of External Expertise**
		1. Has this programme/cluster been involved in a wider discipline or departmental review, and if so are there any outstanding actions?
		2. If relevant, are there any outstanding actions from recent Professional Statutory and Regulatory Bodies (PSRB) reviews which the programme(s) needs to address?
	2. **Compliance with the Office for Student’s (OfS) B Conditions for Quality and Standards**
		1. How can the programme/Faculty/Department evidence compliance with the B Conditions? <https://www.officeforstudents.org.uk/media/084f719f-5344-4717-a71b-a7ea00b9f53f/quality-and-standards-conditions.pdf>
		2. Are you aware of any dips below the Student Outcomes thresholds (B3) set by the OfS for Continuation, Completion, and Progression, and if so, how are you working to mitigate these?
	3. **Compliance with the OfS’ other relevant Conditions of Registration:**
		1. A - Access and Participation for Students from All Backgrounds
		2. C - Protecting the Interests of All Students
		3. D - Financial Sustainability
	4. **Equality, Diversity, and Inclusivity (EDI) review**
		1. Are there any specific Faculty/Department initiatives supporting EDI themes that could be extended to or further development within the programme(s) under review?
		2. How are students’ individual needs identified and appropriately accommodated? For example:
			1. How is teaching and assessment reviewed?
			2. How does the programme/module accommodate a range of learning styles and diversity considerations?
2. Questions related to our University Strategy:
	1. **Sustainable, healthy, and socially just futures**
		1. How does the programme/cluster support the purpose stated in the University’s 2030 strategy “To use the power of our education and research to create a sustainable, healthy and socially just future”, and the related Transformative Education framework: <https://www.exeter.ac.uk/about/vision/successforall/transformativeeducation/>
		2. How far does the programme/cluster support the University’s 2030 strategy commitments to: a) transform human health and wellbeing, and b) progress towards creating a fair, socially just, and inclusive society?
	2. **Cultural competence and global citizenship.**
		1. Climate and environment emergency
			1. How far does the programme/cluster support the University’s 2030 strategy commitments to take meaningful action again the climate emergency and ecological crisis?
			2. Please tell us which, if any, of the UN Sustainability Goals does your programme/cluster contribute to? (The 17 Sustainable Development Goals aim to end poverty, achieve prosperity, and protect the planet by 2030. Education is vital if all 17 goals are to be achieved. <https://sdgs.un.org/goals> ) You may also wish to consider: <https://www.qaa.ac.uk/quality-code/education-for-sustainable-development>
			3. To what extent have you enabled students to develop key skills and competencies related to sustainability within your programme/cluster? How did you achieve this?
		2. Cultural competencies
			1. A guiding resource has been developed which may help your review of this area: <https://universityofexeteruk.sharepoint.com/sites/EducationToolkit/SitePages/Cultural-competence-in-education-environments.aspx>Does the programme:
				1. Deliberately create an environment in which students are empowered to respectfully address and examine different cultural situations and perspectives from multiple experiential viewpoints?
				2. Explicitly explore assumptions, biases, and ‘established knowledge’ that arise from various cultural affiliations and consider their impact the learning process?
				3. Directly link the acquisition of cultural competencies, skills, and knowledge to success not only in the programme/cluster, but to life beyond the degree programme (in employment or otherwise)?
			2. To what extent has the educator demonstrated cultural competence in their creation of the curriculum and approach to teaching and learning support?
			3. How are students being supported in gaining cultural competence?
	3. **Innovation, entrepreneurship, and digitalisation.**
		1. How does the programme/cluster support students to acquire enterprise and entrepreneurial skills?
		2. How does the programme/cluster support students to obtain digital literacies?
3. Questions related to recommended themes that may frame a review:
	1. **Programme design and enhancement**

You may wish to refer to [**https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/course-design-and-development**](https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/course-design-and-development)

* + 1. Programme design
1. What are the unique design/selling points of the programme compared with competing offerings e.g. learning and teaching and/or assessment methods, student experience, placements, bursaries etc?
2. How does programme design fit with the Faculty portfolio strategy and build on our research activity?
3. How has the programme been designed to maximise delivery efficiency e.g. use of existing content, number and size of modules, degree of optionality, desk based vs wet lab/dry lab content etc?
4. In terms of specialist skills / knowledge etc or entry requirements what design considerations have been made to maximise potential student intake while maintaining Exeter’s entry standards (e.g. incorporating pre-/co-requisite modules, extra curricula support, softer skill requirements, etc)?
5. As well as external scrutiny, what other references or sources have been used to inform programme design and specific learning outcomes e.g. subject benchmarks, official market consultations, employer feedback, etc?
6. Does the programme design/title fully reflect this external intelligence and meet market expectation – if not which areas have been compromised and why?
7. Have any other compromises been made to the design or delivery of the programme in order to rapidly launch or exploit a perceived market opportunity?
	* + 1. How are students involved in the development and enhancement of teaching methods, assessments, programme and curriculum, design, etc?
			2. How do the curriculum and learning and teaching methods on the programme/s provide students with equal opportunities in achieving learning outcomes?
			3. How does the programme embed the principles of Transformative Education Framework in the curriculum and pedagogy? i.e., Inclusive Education, Racial and Social justice, and Sustainability in education. (<https://www.exeter.ac.uk/about/vision/successforall/transformativeeducation/>)
		1. Enhancement
			1. How do programme teams engage with professional development opportunities and how are these monitored and managed?
			2. What steps have been taken to ensure the continuing currency and relevance of module content and learning outcomes
	1. **Admissions, recruitment, and enrolment**
		1. Student recruitment
			1. Is the Cluster meeting its admissions quotas?
			2. Is the programme or programme cluster progressing in accordance with market trends for the subject, if available?
			3. What is the ratio of applicants to entrants? What are the trends?
			4. What is the proportion of applicants in relation to gender, students declaring a disability, students declaring an ethnic minority background, school type, mature students, international and UK-domiciled students?
			5. How does the programme/cluster consider and meet access, success, and progression targets for widening participation?
			6. Are the admissions and entry requirements suitable, including English language and academic proficiency?
			7. Are non-traditional entry routes (e.g. BTEC, Access, 2nd year entry, IYO) accepted and if so, are these students fully supported on the programme?
			8. Are there any concerns about the admissions process that may be hampering recruitment?
		2. Marketing and sector comparability
			1. Has any feedback indicated that materials are not clear to students and applicants in terms of Programme Specifications, Module Descriptors, Intended Learning Outcomes (ILOs), Assessment Criteria, and assessment methods?
	2. **Portfolio/programme costs, e.g., direct/indirect costs, pricing, module costs workload costs, etc.**
		1. Student Staff ratios
			1. What is the overall ratio of students to staff, and Are there any concerns regarding this ratio?
			2. What is the comparison of international student numbers and overall student numbers compared to the benchmark target for the programme/Faculty?
		2. Financial impacts of teaching (costings for module and programme)
			1. What is the financial health and sustainability of the programme/cluster?
			2. To what extent does the programme utilise modules that are shared across multiple programmes?
			3. What is the ratio of optional to mandatory modules within the programme, and what affect does this have on programme/portfolio costs?
	3. **Attendance and engagement**
		* 1. How are you recording and monitoring attendance and/or engagement?
			2. What steps are you taking to facilitate engagement in a variety of ways? This can include online options such as Ms Teams chats and padlet, as well as verbal and in person engagement.
			3. Are there any concerns in relation to student engagement and if so, how might these be rectified?

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* 1. **Assessment and feedback**
		1. Assessment
			1. Are the modules and programme(s) designed in accordance with University Policy and how is this assured? e.g., <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/cqf/academiccredit/> and <http://as.exeter.ac.uk/tqae/qualityandstandards/programme-module-development/programme-module/>
			2. If the programme recently undergone a significant amendment, or is a new programme, how is the performance of new assessment activity being monitored?
			3. How is assessment devised at the programme-level to measure student progression?
			4. Does the programme/programme cluster team plan assessment submission dates with regard to student and staff workload and what has been the response?
		2. Feedback
			1. Are the assessment feedback timescales being met and if not what steps have been taken to support staff to achieve them?
			2. Is there evidence that feedback to students is of high quality and supports students to develop and progress?
			3. Have issues arisen from student feedback regarding assessment and feedback methods for this programme(s), and what steps have been taken to address these if so?
			4. Are there any barriers that make it difficult for staff to provide quality feedback and if so, how could these be resolved?
		3. Marking and moderation
			1. How is assurance provided that all marking and moderation is undertaken in accordance with the University’s agreed principles and practices?
			2. What steps are taken to ensure that marking is aligned both across different modules of the programme(s) and with related programmes or disciplines, for example, by undertaking calibration activities?
		4. Mitigation
			1. How does the level of mitigation requests compare to the previous year?
			2. Are there any themes or commonalities to the mitigations requested?
	2. **Progression, stage outcomes and degree outcomes**
		1. Standards
			1. What steps have been taken to ensure that the academic intended learning outcomes for your programme/cluster remain aligned to recognised sector standards?
			2. How do External Examiners contribute to the setting, maintaining, and review of the academic standards of your programme/cluster?
		2. Non-continuation and completion rates
1. Are there any common factors influencing withdrawal, transfer, and/or non-continuation rate and if so, what steps are being taken to address them?
2. To what extent are their opportunities to redesign elements of teaching, learning and assessment in response?
	* 1. Degree outcomes
			1. Is the awarding pattern for good honours degrees and first glass degrees in line with the Degree Outcomes Benchmarking Data for the discipline with which your programme/cluster is most closely associated?
			2. What steps have been taken to further investigate or address known stage attainment gaps or final awarding gaps between students from different demographic groups?
	1. **Student support and community**
		1. Student welfare and wellbeing
			1. Are students aware of the wellbeing and welfare service, and information is provided on accessing support?
			2. What induction procedures are utilised within the Department/Faculty?
			3. How many students have an Individual Learning Plan and how many students have been supported under Health Wellbeing and Support for Study ([HWSS](https://www.exeter.ac.uk/students/wellbeing/talk/welfare/))??
		2. Learning Environment
			1. Provide a commentary on the quality and effective use of learning spaces. What is working well and what could be improved. What do your students think of the learning spaces?
			2. How are you engaging with the library and is this in a in a timely fashion to ensure that learning resources are appropriate, up to date and available for student use?
			3. Are the IT resources and equipment sufficient for the programme/cluster?
			4. Have there been any barriers identified in learning spaces - including barriers to access for physical and sensory disabilities?
	2. **Student surveys and student feedback**
		1. Student Satisfaction
			1. Are students supported to succeed, with reliable information published regarding what they should expect from their learning experience?
			2. What have been the core issues arising from NSS/PTES?
			3. Have issues arising from student feedback, such as Student Staff Liaison Committees (SSLCs), been addressed effectively?
			4. Has the student Pulse Survey score improved or worsened from its latest iteration?
	3. **Employability**
		1. Graduate Outcomes
			1. How does the programme/s provide students with equal skills at a graduate level?
			2. Is there a labour market demand for graduates of this programme/with these skills?
			3. Will this programme address any specific ‘gaps’ in terms of graduate outcomes metrics for the University?
		2. Employability
			1. What careers are graduates from the programme/s looking for? Does the Department/Faculty provide skills students need to achieve this?
			2. Can work authentic assessment methods be considered as part of this programme? More information on “authentic assessment methods” can be found here: [https://www.researchcghe.org/perch/resources/working-paper-58final.pdf](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.researchcghe.org%2Fperch%2Fresources%2Fworking-paper-58final.pdf&data=05%7C01%7CH.Cameron2%40exeter.ac.uk%7C01203954266843bdf97308da696b3433%7C912a5d77fb984eeeaf321334d8f04a53%7C0%7C0%7C637938206392501906%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=GfrCoeSCp0NFEK0dywgsjajRGa%2BVXHnguaMn966sgeQ%3D&reserved=0) This may be more relevant to certain sectors of industry than others.
			3. Have resource requirements been factored into the delivery plan – how much time/input is required from the Student Employability and Success (SEAS) team, how will this be resourced?
			4. Does the programme have a specific plan for encouraging engagement with careers services?

[end]