University of Strathclyde Glasgow

EDUCATION ENHANCEMENT

Internal Review Framework

Version No.	Description	Author	Approval body	Effective Date
1.0	Framework describing how the University internally reviews its provision	Education Enhancement	Education Strategy Committee	December 2021
2.0	Revised to reflect recent external regulatory changes ie TQEF; the introduction of our new approach to Professional Services Review; updating of hyper-links and minor wording changes for clarity; removal of references to Schools; and to address the 2024/25 SEAP action regarding review of the existing approaches to annual programme monitoring, a new Annual Programme Monitoring Report Template added as an appendix.	Education Enhancement	Senate	June 2025
2.1	Annual Programme Monitoring Template revised to reflect inclusion of Apprenticeships and UoS Bahrain Programmes and articulation pathways as part of the annual programme review process.	Directorate of Education Enhancement	ESC	October 2025
2.2	Updates to Professional Services Review Section to reflect the new Policy and Procedure for Professional Services Review	Directorate of Education Enhancement	QAC	September 2026

Review Date	June 2027
Section Responsible	Education Enhancement

Purpose of Policy/Procedure
The Internal Review Framework describes the monitoring and evaluation processes in place to review core practices, the outcomes of which are used to drive improvement and enhancement, in line with the UK Quality Code of Higher Education.
Scope of Policy/Procedure
This This Framework should be read in conjunction with the following documents: a. Policy & Procedure for the Quinquennial Review of Academic Provision; b. Policy on Faculty Annual Reports; c. Student Module Evaluation Policy; d. Policy and Procedure for Professional Services Review

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INTRODUCTION

1. Scotland's Tertiary Quality Enhancement Framework (TQEF) is the enhancement-led approach to quality in Scottish higher and further education. TQEF supports institutions in managing the quality of the student learning experience. It also provides public confidence in academic standards and the quality of the student experience. There are five interconnected delivery mechanisms within the TQEF that, taken together, provide assurance on quality and support institutional and sector wide enhancement[1]. The annual Self-Evaluation and Action Plan (SEAP) process and periodic Tertiary Quality Enhancement Review (TQER) are two of the main mechanisms for external assurance of the quality of teaching and learning and the student experience. Institution-led quality activity is a further mechanism, fundamental to the TQEF. The Scottish Funding Council expects all institutions to put in place arrangements and operate systems of annual monitoring and periodic review which are necessary for evaluating their provision. The University of Strathclyde utilises several methods to review its provision and the student experience, and this Internal Review Framework is designed to provide an overview of these activities. Evidence from these internal review activities enables the University to highlight and share good practice, determine areas for development and to evidence the outcome of internal review activities as part of the TQEF and the TQER process.

2. The Internal Review Framework describes the monitoring and evaluation processes in place to review core practices, the outcomes of which are used to drive improvement and enhancement, in line with the UK Quality Code of Higher Education.

ANNUAL PROGRAMME MONITORING

3. Annual Programme Monitoring is undertaken annually by programme teams who are tasked with producing programme-level reports.

4. The aim of Annual Programme Monitoring is to contribute to the maintenance of standards and the enhancement of learning and teaching through the regular scrutiny of the University's programmes. Annual Monitoring also seeks to identify good practice and to encourage staff to reflect on enhancements to the student learning experience.

5. Annual Programme Monitoring Reports, see Appendix 1 for details, form part of the supporting information set for Quinquennial Reviews of Academic Provision and are also utilised by Faculties in the preparation of the Faculty Annual Reports, which are subsequently scrutinised by Quality Assurance Committee (QAC) and the Learning Enhancement Committee (LEC).

6. To support consistency in the process across Departments and Faculties, the Annual Programme Monitoring Template (Appendix 2) should be used to compile the annual programme monitoring report.

7. The Quality Enhancement and Assurance Team (QEAT) will request samples of completed Annual Programme Monitoring Reports from time to time in support of the University's internal and external quality assurance processes and regulatory duties (for example, as set out in the TQEF or requested for the SEAP or TQER).

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1 [1] TQER Guide for Institutions (see: page 6)

FACULTY ANNUAL REPORTS

8. The Faculty Annual Report (FAR) process is focused on reflecting on the Faculty's activities to enhance learning and teaching and to confirm that appropriate quality assurance mechanisms are in place across the Faculty.

9. The FAR Template is designed to focus on the Faculty's enhancement activities and reflect on how these contribute to the delivery of overall strategic priorities. FARs present a valuable resource for sharing good practice. The reflection and action detailed within the Reports provide a critical link between Institutional and local oversight of learning and teaching activities.

10. QAC approves the FAR template at its first meeting of the academic year and confirms a timeline for submission. Once submitted, the FARs are peer reviewed by a Sub-Team of QAC, comprised of the Vice-Deans (Academic) and Faculty Academic Quality representatives and facilitated by QEAT. This peer review meeting is used to identify key themes across each of the FARs which results in the production of a Thematic Summary Report. The Thematic Report also identifies priorities for the following academic year at both Institution and Faculty level.

11. Following the peer review process, FARs are updated to reflect feedback received. Final Reports are then submitted to the annual, joint meeting of QAC and LEC, together with the Thematic Summary Report, for discussion and formal approval.

12. The key themes arising from the Thematic Report are used as the basis for discussion at the joint meeting, with any Faculty-specific points highlighted as appropriate.

13. For further information on the FAR process, including timelines and a link to the FAR template, please refer to the Policy on Faculty Annual Reports.

QUINQUENNIAL REVIEW OF ACADEMIC PROVISION

14. Quinquennial Review of Academic Provision (QQR) is a holistic review of an academic Department's academic provision, student experience and wider strategic aims. A Review Panel is established to review a Self-Evaluation Document, produced by the Department, and subsequently meet with a representative group of students and key staff from within the Department. The Review Panel then produces a report that is a balanced account of strengths, challenges, opportunities and risks, and makes both commendations and recommendations, which the Department is required to respond to directly after the review and 12 months later.

15. The Quinquennial Review Report and the follow-on 12-month update are reported to QAC for approval at the first meeting of each academic year. Emerging themes from QQRs inform the University's annual SEAP process.

16. Each QQR includes scrutiny of all credit-bearing provision at undergraduate and postgraduate level for all modes of study. Any collaborative provision, Continuing Professional Development and continuing education provision, is also scrutinised by the QQR Panel, as is the supervision and experience of postgraduate research students.

17. The Policy & Procedure for Quinquennial Review of Academic Provision contains full details of the process, including timelines, templates and guidance.

TRANSFORMING THE EXPERIENCE OF STUDENTS THROUGH ASSESSMENT (TESTA)

18. The University's Quinquennial Review process incorporates TESTA as an optional part of its methodology. TESTA is a programme-level educational research and development exercise which may be undertaken by the academic Department in the year prior to their scheduled Quinquennial Review. A set of self-assessment resources have been made available for departments looking to make use of TESTA and additional guidance can be provided by the Quality Enhancement and Assurance Team if required.

19. TESTA seeks to provide programme teams with detailed analyses of students' reflections on how assessment and feedback practices shape their learning experience. The focus of TESTA is on supporting programme teams to identify areas of good practice and areas for development and to facilitate discussions and actions which address these.

PROFESSIONAL SERVICES REVIEW

20. Professional Services Review (PSR) is a quality enhancement and assurance process that focuses on all services contributing to the student experience and is designed to be holistic and forward-looking. Approaches within the Institution are reviewed, and best practices and emerging initiatives from across the sector inform discussions.

21. Provision for students is evaluated through two complementary processes: an annual reflective reporting model at Directorate level and periodic review panel scrutiny where all provision is subject to a deep-dive review within a six-year review cycle. Full details about the two processes can be found in the Policy and Procedure for Professional Services Review.

22. Professional Services Review is also intended as a means of identifying common themes across the Institution and potential opportunities for further enhancement and alignment of provision. A key themes paper is produced annually and shared with the Directors of Professional Services, Quality Assurance Committee, Education Strategy Committee and Senate. The review process is driven by self-evaluation and reflection, with an enhancement-led approach and is aligned with the annual SEAP process.

MODULE EVALUATION

23. The fundamental purpose of Student Module Evaluation is to enhance teaching and learning, and the experience of students, through a clear and consistent institutional approach with agreed procedures for gathering, analysing, acting upon and responding directly to student feedback. Student Module Evaluation is required to take place across all undergraduate and postgraduate taught credit-bearing modules.

24. Module-level feedback from students is gathered via Myplace (the University's Virtual Learning Environment) as part of online and face-to-face learning and teaching delivery. Module evaluations can take place at mid-semester, at end-of-semester, or at both mid- and end-of-semester. A summer semester evaluation option is also available for modules that do not follow

the two-semester calendar.

25. For further information on student module evaluation, including timelines, the responsibilities of staff and students and the types of reports that are produced and available within the system, please refer to the Student Module Evaluation Policy.

QAC MONITORING ACTIVITIES

26. Senate has overall responsibility for institutional standards and quality of the University's awards and the academic standing of the University. QAC has delegated authority from Senate to review and assess academic standards and regularly reports its activities to Education Strategy Committee (ESC) and Senate. It does this by annually monitoring and assessing trends of the following key areas:

    a. Student Journeys
    b. Summaries and analysis of External Examiners' annual reports and department responses.
    c. Programme Regulations
    d. Quinquennial Review
    e. Module Evaluation Reports
    f. NSS or PTES Results
    g. Outcomes from the annual joint meeting of QAC and CPA Subgroup
    h. Analysis of Module Monitoring Exercise
    i. Overview and analysis of Senate discipline and appeals cases
    j. Review of student exchange activity
    k. Faculty Annual Reports
    l. Outcomes from the annual joint meeting of QAC and LEC

27. QAC receives an annual Student Journeys Report which provides an overview of patterns of student recruitment, retention, progression and outcomes at all levels of study. These are reviewed at QAC by looking at trends across previous academic years.

28. QAC has institutional oversight of the external examining appointment and reporting process, while scrutiny of external examiners' reports is primarily undertaken within programme teams and other faculty/department platforms. QAC receives an annual report which contains an analysis of external examiner feedback based on annual reports from the previous years' reporting cycle, including a summary report, numerical breakdown of responses, and extracts of external examiner reports. There is an expectation that summaries of external examiner reports and the department responses are made available to students and discussed via Student-Staff Liaison Committees.

29. In addition, QAC has oversight of the review and approval of new/revised programme regulations. The administrative process of reviewing the regulations is overseen/managed by staff from the Quality Enhancement and Assurance Team (QEAT) and faculty representatives, with QAC confirming final approval. The University's general academic and programme regulations for all levels of study can be found in the General and Programme Regulations.

POSTGRADUATE RESEARCH STUDENT MONITORING

30. Regular monitoring of research student progress and supervision is carried out at department and/or Faculty level in accordance with the University's Code of Practice of Postgraduate Research Study and the Postgraduate Research Monitoring Framework.

31. The University maintains oversight of postgraduate research student progression and supervision. Outcomes of this process are also considered as part of Quinquennial Review of Departments.

APPENDIX 1 – ANNUAL PROGRAMME MONITORING

1. For each of the University's award bearing undergraduate and postgraduate taught programmes, the Programme Team monitors the effectiveness of the programme and produces an annual programme monitoring report that is reviewed by the relevant Faculty on an annual basis.

2. The detailed processes used by Departments and Faculties for producing and reviewing the annual programme monitoring report may differ, however the University expects that the review will be based on the following common features:

    a. The report includes consideration of student feedback, external examiners reports, accreditation reports and input from other stakeholders together with an account of follow-up actions resulting from these inputs;
    b. The Faculty Academic Committee with delegated authority from the Board of Study, ensures there is a process of annual review in place for all programme reports and that any summary paperwork is held in the Faculty Office;
    c. Departments or the Programme Team hold any associated detailed documentation associated with annual programme monitoring/review;
    d. Outcomes of the process are considered in the Quinquennial Reviews of Departments and inform the Faculty Annual Reports.

3. In preparing the annual monitoring report, the Programme Director/Programme Team considers the effectiveness of the programme in terms of:

    a. Learning, teaching and assessment strategies;
    b. Student recruitment and outcomes;
    c. Student employability, professional and careers education;
    d. PSRB required competencies as appropriate;
    e. Reference to Subject Benchmark Statements; and
    f. Equality, Diversity, Inclusion and Widening Access policies.

4. Evidence reviewed by Programme Teams in producing the annual programme monitoring report should include, but is not limited to:

    a. Programme Specifications;
    b. Programme/Department/Student Handbooks, curriculum, assessment strategy;
    c. Recruitment statistics;
    d. Student Outcomes Data – this is provided to Departments and Faculties via SUnBIRD (Strathclyde University Business Intelligence Reports and Dashboards) system and the Student Journeys Dashboard;
    e. Information on subsequent employment of students;
    f. Student feedback (module/programme evaluation questionnaires, student/staff committees etc.);
    g. External Examiners' reports and Departmental responses;
    h. Outcomes of external reviews by QAA, Professional Bodies etc.

5. The template provided in Appendix 2 should be used to produce the annual report for review by Faculty Academic Committee and completed reports held in the Faculty Office for a period of 7 years.

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    f. Student feedback (module/programme evaluation questionnaires, student/staff committees etc.);
    g. External Examiners' reports and Departmental responses;
    h. Outcomes of external reviews by QAA, Professional Bodies etc;
    i. Impact of actions from previous programme reviews.

5. The template provided below should be used to produce the annual report for review by Faculty Academic Committee and completed reports held in the Faculty Office for a period of 7 years.

ANNUAL PROGRAMME MONITORING REPORT TEMPLATE[1]

Notes for completion:

Programme teams should review and consider the data sources appropriate to their context which help evidence good practice or the focus for enhancement in learning, teaching and assessment. **The underlying data and evidence sources should be referenced, but should not be repeated in the report**. Instead, programme teams are asked to reflect on the evidence they have drawn upon to evaluate the programme and identify any actions. Where relevant current data is unavailable from the Dashboards, this should be clearly stated.

Where there is sufficient commonality across a 'suite' of programmes these can be combined within a single report. However, please note that **a separate report must be completed for each Bahrain programme.**

PROGRAMME(S): *(Multiple programmes may be included on one form, e.g. Sept and Jan intakes, but any actions should be specific about which programmes they refer to.)*			
Completed by:		**DATE:**	
Accredited by (or N/A):			
Academic year:			
Student Recruitment (links to FAR Section 3). Review your student recruitment statistics on the Student Journey Dashboard (number, equality data [e.g. age, gender, ethnicity, disability data etc.]). Note and explain, if applicable, any recurring issues or variances over the previous 3 years. [NOTE: this section should include references to admissions via RPL and articulation if applicable].			
There is no need to replicate data, instead comment here on any notable data trends or observations - eg Ongoing decline in student numbers; large increase in overseas students in the previous year etc. (There is no need to replicate dashboard data here, though figures could be added to those comments to provide context - eg 50% increase in overseas recruitment from 50 to 75 students in the previous year).			
Student Outcomes (FAR Section 3). Review your students' progression, retention, completion, awards data and Graduate Outcomes using the Student Journey Dashboard and/or SUnBIRD. Highlight and explain, if applicable, any recurring issues or variances over the previous 3 years. This section should also reflect on differences in outcomes for different student demographic groups. [NOTE: you should take account of the potential effect of small sample sizes when considering this data – fewer than 10 students in a given group is considered a small sample size]			
There is no need to replicate data, instead comment here on any notable data trends or observations - eg After a drop in student 'Good Degree' awards, for two consecutive years,			

[1] Note: Graduate and Degree apprenticeship programmes are reviewed annually in line with GADA requirements and make use of a separate template.

the proportion of students achieving a First or 2:1 has improved. (There is no need to replicate dashboard data here, though figures could be added to those comments to provide context - eg 5 percentage point increase in students achieving 'Good Degrees' from 78 percent to 83 percent compared to the previous year).
Student Feedback (FAR Section 2). Provide a high-level summary of student feedback obtained over the past year (from module evaluations, NSS, PTES, SSLC, etc.). Highlight and explain, if applicable, any recurring issues, improvements or changes from previous years.
External Examiners (FAR Section 3). Review and reflect on feedback from your External Examiner reports. Highlight any positive or negative comments.
Impact of External Factors (FAR Section 3). Consider any external factors that have impacted the programme, such as industrial action, placement provision, outcomes as a result of review by or changes in PSRB, subject benchmark statements or regulatory requirements etc.
Faculty/Institutional Priorities (FAR Section 1). Reflect on how the programme aligns with the Faculty's and University's broader strategic priorities, such as student support, diversity, and inclusion etc. Any outcomes of QQR that affect the programme should also be noted here. Any further enhancement activities related to the programme not noted in other sections can be reported here. (e.g., new module offerings, new staff expertise, staff general reflection on the programme etc). If any other departments/faculties contribute modules to the programme, have any changes to those modules impacted on the programme?

Annual Programme Action Plan 20XX – 20XX

The programme action plan should link directly to the reflection on the evidence outlined above. This action plan should be a live document utilised by the programme team to focus on strategic quality assurance and enhancement activities and associated learning, teaching and assessment strategies on an ongoing basis. The timeline for the completion of actions should be suited to the nature of the activity and the context of the programme. Guidance, included in blue font in the table below, should be deleted prior to submission. Common themes arising across programmes and/or departments should provide the programme-level information that informs the Faculty Annual Report.

Area for enhancement or development[2]	**Action(s) and planned impact/ outcomes**	**Milestone(s)/ target date(s), continuing/ carried forward (c/f)**	**Responsible/ Lead**
Example: *Student Feedback (NSS and Module Evaluation): Improve timeliness of feedback across all modules.*	*Example:* *Remind all module leaders of the timescales for providing feedback and the process for informing students if this deadline will not be met.* *Outcome: Improved module and NSS student feedback on timeliness of feedback.*	*It is not expected that all actions will be completed in one year. If an action is continuing or has been carried forward from a previous year, this should be noted here.*	*Use post titles here rather than individual names.*

[2] Please reference evidence upon which changes are being introduced, e.g. student feedback, reflection on RPO data, external changes from PSRB, subject benchmark statements etc.