

Student Reviewers – a checklist

Revalidation panels:

- Rely on the External Subject Specialist for subject specific and other guidance
- Recognise constraints that Schools may have in relation to staffing and resources
- Never directly criticise individuals or Schools
- Appreciate that the programmes may have been running successfully for a number of years
- Aim to foster the long-term development of the School and the University

Evidence of academic ‘progression’ – from foundation to more advanced topics

- Reflected in module titles, content and their ‘learning outcomes’.
- Masters programmes are at a higher level, with greater emphasis on critical thinking, analysis and evaluation and usually include a research-based dissertation

Variety of teaching methods – seminars, lectures, practical or fieldwork, work placement?

- Depend on the subject being taught and its conventions
- Opportunities for students to experience a variety of methods of teaching and learning
- Converting ‘dependent learners’ into ‘independent researchers’
- Balance between contact hours and private study

Variety of assessment methods

- Depend on the subject being taught
- Depend on the outcome being assessed and the discipline conventions
- Avoid over-reliance on a single assessment method
- Monitor assessment ‘load’ - is it comparable across modules and programmes?
- Group work. How will it be organised? Will it be an individual or group mark?
- Are the School trying to link assessment set during seminars to attendance?

Clarity of information from a student’s perspective

- Are the programme aims clear?
- Are the module descriptions clear?
- Are there experience you encountered during your studies that you can draw upon to examine the programmes under scrutiny?
- Evidence of student consultation on the programme development and if it’s been incorporated into the curriculum.
- Do not be afraid to ask a question!

Opportunities for students to develop and demonstrate skills.

These include

- Inter-personal skills – working and interacting with others
- Communication skills – able to communicate verbally and in writing using a variety of methods
- Digital skills – use of the web and other software
- Analysis and problem solving skills
- Working individually or as part of a team to plan and complete tasks
- Research skills – ability to compile and evaluate information from a variety of relevant sources, select and use appropriate research techniques, analyse and evaluate findings

You are not expected to comment on all of these matters in every module or programme.