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Strategic Teaching and Learning Review

Context

During 2016/17, the University implemented a project to review the quality assurance architecture for the approval, monitoring and review of its provision. With a view to creating a risk-based, enhancement-led framework, proposals for annual monitoring, periodic evaluation, and re-approval processes were developed in consultation with colleagues from across the institution. The proposed new processes were endorsed by Academic Standards and Quality Committee and Education Committee in 2017.

Built upon practice established by the Annual Teaching Review and Periodic Quality Review, the revised processes provide for disaggregation between the monitoring and re-approval of programmes and the review of academic departments' teaching and learning. This allows for consideration of the operational (with a holistic review of programmes and the student experience), and the strategic (with consideration of academic departments' alignment with strategic objectives and planning processes). The new Programme Re-approval and Strategic Teaching and Learning Review (STLR) processes take effect from 2018/19, with Annual Programme Review (APR) implemented in the following academic year.

Purpose

It is important to note that STLR is not a quality assurance procedure, but a strategic review and planning opportunity. Within the context of the new monitoring and review framework, APR provides assurance that quality and standards of provision are being maintained, Programme Re-approval ensures that the student experience is secure within a coherent scheme of study, and STLR provides academic departments an opportunity to pause and reflect on where they are, look at what's on the horizon, and consider their teaching and learning activities for the next 5 years.

STLR is primarily forward-focused and enhancement-led, providing a space for academic departments to hold discussions about not just **what** the department does (or wishes to do), but also **how** it does it, or might do it, in the future. It encompasses not just the academic provision it delivers, but may also cover, for example, the resources it has to deliver that provision, the partners it works with, and how the research it undertakes informs its teaching and learning and vice versa.

Academic departments are aided in this process by the STLR Panel, which acts in an advisory capacity as a critical friend of the department's reflections, conclusions, and planned future actions; providing guidance on opportunities and a sense-check on stated ambitions, direction and preparedness.

The STLR process is designed to be facilitate and supportive, not prescriptive, and it does not lead to any formal judgement of the department under review. However, it is strongly recommended that the department shares their STLR SED and outcomes report with appropriate faculty colleagues and appropriate committees for information (e.g. Dean, Associate Dean(s), Faculty Teaching Committee).

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The outputs of all STLRs within an academic year will be submitted to ASQC for report alongside an institutional summary report. These will also inform the annual review prepared by AQSC on behalf of the University Council as part of its statutory annual assurance return.

In addition, it is anticipated that the panel event will also provide opportunities to highlight and share effective practice amongst the wider University community, both in terms of current teaching and learning practice, and proposals for future provision.