



Guidance on the Development of the Reflective Analysis

In developing and constructing the RA the structure and guidance shown below should be followed. No limits are prescribed on the length, but 30 – 40 pages (excluding the annexes, references and supplementary material) is the expected norm. Note that programme teams are encouraged to be succinct and evaluative in their approach to developing the RA, and there should be references to annexes or supplementary material rather than reproducing such material within the body of the RA.

A template for completing the RA is provided as a separate Word document. Whilst it is not a requirement for programme teams to use the suggested Word template, all of the headings in the guidance below must be used and appropriately addressed.

1. CONTEXTUAL INFORMATION

1.1 Scope of the review: Provide a list of programmes included in the review.

1.2 Background information: Provide summary background information to give context for reviewers. This should include a biography of the programme(s) including, for example, how the programme(s) relates to School disciplines, the history of the programme(s), relationship with other programmes (if any), mode of teaching (face-to-face on campus, distance learning, blended learning) and accreditation by Professional, Statutory and Regulatory Bodies (PSRBs). Provide headline information about student numbers, student body profile (e.g. gender balance, protected characteristics, age) the teaching team and administration. Describe any relevant recent developments at University, School, discipline or programme levels.

1.3 Sustainability of the programme(s): Provide a commentary on the School's evaluation of the sustainability of the programme. A record of the outcome of School's evaluation of sustainability should be provided as supplementary material.

1.4 Strategic relevance of the programme(s): Describe how the programme(s) relates and contributes to the strategy of the School(s) and operational plan(s), and the University's 25 year Transformation Vision and its rolling 5-year strategies.

1.5 Approach to developing the RA: Describe how the RA was developed. Who led the process? Who was consulted? How was it brought together?

1.6 Involvement of students in developing the RA: How did you involve your students in developing the RA? Examples could include use of student-led focus groups, surveys, blogs/online feedback, drafting the RA etc.

2. ENHANCEMENT OF THE CURRICULUM

2.1 Programme design: Describe how the component modules and pathways through the programme fit with the overall aims and intended learning outcomes (ILOs) of the programme. Consider whether all of the core and optional modules are still appropriate for the relevant qualification(s). In what ways has the programme(s) changed over the past 5-6 years and how have any changes impacted on the student experience? How are you ensuring that student employability and enterprise skills are embedded into the programme(s)? What are your approaches to ensuring equality and diversity is embedded in the curriculum? How are you ensuring that digital literacies are embedded in the curriculum? How do you ensure that students benefit from a research- and/or profession-led curriculum? Describe how the programme(s) is still current and valid in light of current research, practice and technological advances? Describe your evaluation of student-staff contact time and the effectiveness of contact time in supporting student learning?

References should be made to Annex 1 and other supporting material.

2.2 External benchmarks: Discuss your evaluation of the alignment of the intended learning outcomes (ILOs) of the programme(s) and constituent modules with the descriptions set out in the [Framework for Qualifications of Higher Education Institutions in Scotland](#)? How does the notional student effort for the programme(s) and constituent modules align with the expectations of the Scottish Credit and Qualifications Framework (SCQF), where one credit is equivalent to 10 hours of notional student effort for the average learner? How does the curriculum align with the expectations described in [QAA's subject benchmark statements](#)? How does the programme(s) align with expectations of the relevant PSRBs (where applicable)?

Reference should be made to Annex 2, which contains the mapping exercise(s), and other supporting material.

2.3 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

2.4 Actions arising from the evaluation of the curriculum: Provide a list of any actions required following the evaluation of the curriculum. Where the evaluation has resulted in any proposed significant changes to programme and module specifications these may be considered at the Periodic Programme Review event, where the panel can make a recommendation for approval. The approval of any such changes still must be formalised through relevant School committees and the University Quality and Academic Standards Committee (QASC).

3. ENHANCEMENT OF THE STUDENT LEARNING EXPERIENCE, INCLUDING PASTORAL AND EXTRA-CURRICULAR ASPECTS OF THE STUDENT EXPERIENCE

3.1 Retention and progression: Analyse your data on student retention and progression over the past 5-6 years. In developing your evaluation consider the following:

- Are there any significant trends relating to, for example, specific time-related events (including changes to internal and external policy), year groups, specific groups of students or programme pathways?
- Have any specific interventions had a positive or negative impact on retention and progression?

In considering retention and progression for specific groups of students:

- How do students who enter the programme(s) through articulation routes or with advanced standing compare with other groups?
- How do disabled students and students with other protected characteristics¹ compare with other groups?
- How do widening access students compare with other groups?
- How do international students compare with other groups?
- How effective are specific support mechanisms for articulating and advanced entry students, disabled students, students with other protected characteristics and widening access students?
- How are staff supported in dealing with and supporting these groups of students?

Ask Registry for advice on the data to support the analyses.

3.2 Student achievement: Analyse your data on student achievement (e.g. number of first class, upper and lower second class or third class honours, number of ordinary awards, number of fails, number of merits and distinctions and the module grades) over the past 5-6 years. In developing your evaluation consider the following:

- Are there any significant trends?
- Is the award spectra over the years roughly consistent with sector norms?
- How does the award spectra compare with other University subjects?
- Are there any modules where students consistently find it particularly difficult to succeed (e.g. where less than 60% of the cohort receive B3 or above)?
- Are there any modules where students consistently find it particularly easy to succeed (e.g. where more than 80% of the cohort receive B3 or above)?

In considering student achievement for specific groups of students:

- How do students who enter the programme(s) through articulation routes or with advanced standing compare with other groups?
- How do disabled students or students with other protected characteristics compare with other groups?

¹ The protected characteristics described in the Equality Act 2010 are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Note that data will only be available for protected characteristics that are part of the University's statutory returns. These are age, disability, race and sex.

- How do widening access students compare with other groups?
- How do international students compare with other groups?

Ask Registry for advice on the data to support the analyses.

3.3 Employability: How employable are your graduates? Provide an analysis of employment statistics.

Recent DHLE data is available in the Learning and Teaching Information Section on My Dundee. The Careers Service can provide historic and more detailed data to aid the analysis. What opportunities do you provide or promote for students to enhance transferable and employability skills?

In considering employability for specific groups of students:

- How does the employment data for students who enter the programme(s) through articulation routes or with advanced standing compare with other groups?
- How does the employment data for disabled students or students with other protected characteristics compare with other groups?
- How does the employment data for widening access students compare with other groups?

3.4 Equality and diversity: Evaluate your approach to ensuring inclusive practice for all groups of students and to minimise any barriers to success. Highlight any innovative practices. Consider any specific challenges and how these are being addressed. Advice should be sought from the Head of [Disability Services](#) and the Head of [Equality and Diversity](#).

What steps are being taken to address the [SFC's Gender Action Plan](#)?

3.5 External examiners' feedback: What themes have emerged from external examiners' reports and how have these been used to enhance the student learning experience?

3.6 Student satisfaction: What have you learned from analysis of national survey (NSS, PTES, ISB) data?

3.7 Student feedback and representation: Describe the approach and its effectiveness to seeking and responding to feedback from students. Describe and evaluate the effectiveness of the approach to student evaluation of modules, and how the feedback loop is closed. Describe the student representation system and how well this is working. From the perspective of your programme(s) how well do Student-Staff Liaison Committees (or equivalent) work? If the programme(s) has students learning at a distance how are the particular challenges for representation for distance learning students addressed?

3.8 Student engagement: How effective is the approach to engaging students with their learning? How do you foster a sense of community and belonging for your students?

3.9 Academic and pastoral support: How effective is your Academic Advisers system? Describe and evaluate the academic and pastoral support mechanisms that are in place. How do you ensure that students have sufficient knowledge of and access to pastoral and academic skills support offered either by the School, the University or DUSA?

3.10 Interdisciplinary learning: Provide an evaluation of how your students benefit from interdisciplinary learning opportunities.

3.11 Student placements and exchanges: Provide a commentary on opportunities for work placements and student exchanges, and how successful they are (where relevant). How do students manage with transitioning in and out of placements or study abroad opportunities? How well do study abroad or placement students perform when they return to the University and how well do they perform at their placements or overseas organisation? Highlight the benefits and challenges offered by placement learning or study abroad opportunities. State 'not applicable' if no placement or study abroad opportunities are offered.

3.12 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

3.13 Actions arising from the evaluation of the student experience: Provide a list of any actions required following the evaluation of the student experience.

4. ENHANCEMENT OF TEACHING AND ASSESSMENT

4.1 Peer review of practice: How does the programme support learning and teaching staff by peer review of teaching, assessment and feedback? Does this approach cover both the face-to-face and online environments? How effective is the approach? What support is provided for teaching assistants and external contributors? How do you ensure engagement by postgraduate students who teach with training and support, e.g. through undertaking the specific programme for postgraduates offered by the Academic Skills Centre ((ASC)?

4.2 Staff development: How are staff engaging with their ongoing professional development including, for example, face-to-face teaching, online teaching, assessment (including online assessment), providing feedback to students, providing students with appropriate learning resources and digital literacy? Are staff developing their practice through professional recognition for teaching against the HEA Fellowship Framework? Advice should be sought from [ASC](#), the [Library and Learning Centre](#) (LLC) and [CTIL](#).

4.3 Staff resource: How is the staffing complement managed to ensure an excellent student learning experience? If the programme(s) uses associate staff, how is quality managed? What is the approach to inclusive practice?

4.4 Assessment strategy: How does the assessment strategy ensure that assessments are aligned with the ILOs?

4.5 Technology enhanced learning: Describe your engagement with technology-enhanced learning and how this has impacted on the delivery of your programme(s). What is your approach to online assessment and how effective has this been?

4.6 TESTA and programme level analysis of assessment and feedback: Describe how the approach to assessment and feedback for the programme(s) has been informed by TESTA. If the programme(s) has not worked with the TESTA method, how has the programme team learned from the TESTA method from a similar programme or applied a similar process to analyse the approach to assessment at the level of the whole programme? What do your students think about the approach to assessment and feedback?

4.7 Marking criteria: What is the approach to providing marking criteria? How visible is the marking criteria to students? Is the approach working well? What do students, markers and external examiners think?

4.8 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

4.9 Actions arising from the evaluation of teaching and assessment: Provide a list of any actions required following the evaluation of teaching and assessment.

5. ENHANCEMENT OF THE ORGANISATION AND MANAGEMENT OF THE PROGRAMME(S)

5.1 Student recruitment and marketing: Provide an evaluation of the effectiveness of the approach to student recruitment and marketing. How effective is the Web presence? Advice should be sought from External Relations and UoDIT.

5.2 Student admissions: Provide an evaluation of the approach to selecting and admitting students.

5.3 Timetabling: Provide an analysis of the effectiveness of the approach to timetabling? How well does this work for students and staff? Advice should be sought from Registry.

5.4 Communication: How effective is the approach to communication between staff and students, and communication between School and University committees and teaching staff? How could communication be enhanced? Advice should be sought from the School Associate Deans for Learning and Teaching and for Quality and Academic Standards and the respective administrative leads.

5.5 Administrative support: Describe the arrangements for administration of the programme and identify any areas of positive practice and areas for development.

5.6 Engagement with Professional Services: How are you engaging with the support from Professional Services? What is working well and what needs development?

5.7 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

5.8 Actions arising from the evaluation of organisation and management: Provide a list of any actions required following the evaluation of organisation and management.

6. ENHANCEMENT OF LEARNING RESOURCES AND THE LEARNING ENVIRONMENT

6.1 Library resources: Looking back over the past 5-6 years how are you engaging with the support provided by the LLC to ensure that the learning resources are fit for purpose, up-to-date and accessible? Are the library resources sufficient for your needs? How do you ensure that the programme team(s) are properly informed about the appropriate use of copyrighted material? Advice should be sought from the LLC.

6.2 Reading lists: How well are reading/resource lists being managed? How effective is the use of the reading list management software provided by the LLC? Identify any areas of positive practice or areas where there are challenges, and how these might be addressed.

6.3 IT resources: Are the IT resources (including software) and the IT infrastructure sufficient for your needs? What is working well and what needs to improve? How well are you working with UoD IT to consider areas for development (if applicable)? What do your students think of the IT infrastructure? Advice should be sought from [UoD IT](#).

6.4 Specialist equipment: How do you ensure you have the specialist equipment you need to deliver the programme(s)? If access to specialist equipment is not as good as you would wish, how will you address this?

6.5 Learning spaces: 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? Advice should be sought from [Estates and Buildings](#).

6.6 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

6.7 Actions arising from the evaluation of learning resources and the learning environment: Provide a list of any actions required following the evaluation of learning resources and the learning environment.

7. ACADEMIC STANDARDS

7.1 Approach to setting, maintaining and reviewing academic standards: Describe how you effectively use, for example, external reference points, annual programme and module monitoring, your Programme Board(s), your Board(s) of Examiners and the external examining system in the setting, maintaining and review of academic standards. How do you act on and share external examiner reports? Describe the effectiveness of interactions with your external examiners with regard to their input into programme development? How are external examiners inducted? What is working well and what could be improved?

7.2 Management of assessment: How do you ensure that the assessment process is managed fairly and securely and that it is transparent to students? Are students provided with clear guidance on academic dishonesty and plagiarism, and the penalties that may be applied for academic dishonesty? For programmes with a high proportion of written course work how do you guard against commissioning? Do your Board(s) of Examiners and Mitigating Circumstances Committee(s) work effectively to ensure fairness to all students? Is the approach to reasonable adjustments for disabled students effective and equitable? Looking back over the past 5-6 years do you feel that the use of condonement, compensation or mark adjustments has been fair and transparent? Registry will provide relevant data if required.

7.3 Evaluative summary: Provide a summary of the outcomes of the evaluation highlighting areas of positive practice (including any innovations with positive impact or showing potential for positive impact) and areas for further development.

7.4 Actions arising from the evaluation of the approach to securing academic standards: Provide a list of any actions required following the evaluation of the approach to securing academic standards.

8. CONCLUSION

Provide an overarching evaluation of the effectiveness of the quality, delivery and management of the programme based on the evaluation summary statements in the previous sections.

9. DEVELOPMENT PLAN AND TIMESCALES FOR TAKING FORWARD

Drawing from the action points described in the previous sections, provide a development plan for the programme(s), listing distinct short-term goals and five-year objectives. Indicate how you will measure the impact of the proposed developments.

10. REFERENCES

Provide a list of the annexes, other supporting material and any external references. The annexes and other supporting material should accompany the RA, and should normally be made available to PPR Board members on Box.

Annexes to the Reflective Analysis

The following annexes must be provided as part of the RA.

Annex 1: Programme and module specifications: Provide the programme and module specifications using the University's standard [Programme and Module Specification and Supporting Information](#) forms.² If, as a result of their evaluation, the programme team proposes changes to the programme and/or module specifications and supporting information, this annex should include the proposed revised documentation, with the older programme documentation provided as additional supporting material for reference.

Annex 2: Mapping to external reference points: A mapping exercise for each external policy reference point (e.g. the SCQF, the QAA subject benchmarks, PSRB requirements) should be carried out and include:

- a list of the criteria in the reference points; and
- a list of where in the programme curriculum these criteria are taught, developed and assessed.

Annex 3: Teaching staff: A list of staff who deliver the programme. This should include part-time staff, tutors and teaching assistants. The list should include summary statements about the scope of their respective roles and their qualifications, experience and expertise.

Annex 4: Learning resources: A list of the principal learning resources associated with the programme.

Annex 5: Student recruitment materials: Copies of publicly-available material for prospective students' including School-level promotional material and relevant excerpts from University-level publicity and marketing information including the hard copy prospectus and online material.

Annex 6: Completed inclusive curriculum checklist: Copy of the completed [checklist](#) for inclusive practice.

Annex 7: Student retention and progression data: The underlying data to support the evaluation of student retention and progression.

Annex 8: Student achievement data: The underlying data to support the evaluation of student achievement.

Annex 9: Graduate employment data: The underlying data to support the evaluation of graduate employment.

Annex 10: Student satisfaction data: National (NSS, PTES), international (ISB) and local data sets to support the evaluation of the student experience over a range of areas.

The annexes should not be 'physically' appended to the primary RA document. They should, however, be available so that all reviewers can easily access the relevant data and supplementary information.

Additional supporting material for the Reflective Analysis

In addition to the annexes described above, the following documentation should also be available for reference by the PPR Board in advance of the review event.

The additional supporting documentation should normally include:

- all references cited in the RA (with the exception of any deemed by the Dean to be commercially confidential — e.g. student recruitment and marketing reports);
- student handbooks (see [Senate policy on content](#));

² The programme and module specifications must be provided on the revised University templates available at <https://www.dundee.ac.uk/qf/qualityassurance/newtaughtprovision/>

- annual module and programme review reports since the last programme review and relevant extracts of School Board (or designated subcommittee) minutes where issues arising from these have been discussed;
- the previous PPR report (where applicable) and the School's year-on response to the report;
- a list of the external examiners and their annual reports (at least from the previous three years, but preferably from over the period of the review cycle);
- the most recent PSRB reports, where applicable;
- set of examination papers and coursework assignments (most recent year);
- a record of the outcome of School's evaluation of the sustainability of the programme(s);
- a description of the approach to consultation with Professional Services, i.e. who was consulted and an outline of outcomes; and
- any other materials deemed relevant by the programme team;

Members of the PPR Board are also at liberty to request from the School copies of any additional supporting information that they would like to see in advance of or during the review event. Where any such requests cause issues in terms of data protection or commercial confidentiality, this information may be withheld with an appropriate explanation.

It is encouraged that all or parts of the documentation to support the RA are made available in electronic format with suitable access facilities — for example, on Box.