

ANNEX 2: SUGGESTED STANDARD QUESTIONS TO GUIDE SCRUTINY PANEL MEMBERS

The questions below are intended as a guide to the evaluation of a new programme that Scrutiny Panel members are expected to undertake and, therefore, to the format of the Report the Panel has to make. They certainly do not represent a set of questions to be posed mechanically in any meeting with the Programme Team/Director-elect. Depending on the type of proposal being made, Scrutiny Panels should select from the questions shown below. The Panel should be mindful that questions 1(e), 1(f) and 5(b) **must** always be considered and satisfactorily answered. The Panel should also note that some areas will require more fulsome responses (for example, questions around the Curriculum Framework), and should always endeavour to provide responses which are readily accessible to a wider audience.

The Chair of the Panel should ensure that areas of investigation are appropriately assigned to specific panellists. Additionally, the Chair and Secretary should make provision for supplementary materials to be made available to panellists in a timely fashion (eg information on the Curriculum Framework and the University's Teaching and Learning Strategy).

Student members of scrutiny panels may respond to any of the questions below, but may be especially interested in the questions on the programme, its delivery and assessment (sections 1, 2, 3 and 5 below, excluding 1(e) and (f)).

1. The proposed programme

- a) How have you ensured that the aims of the programme are clear and appropriate?
- b) Are these aims translated into clear, appropriate and achievable learning outcomes throughout the parts of the programme?
- c) Is it clear how the aims and learning outcomes will be achieved through the design and content of the curriculum?
- d) Is the programme structure coherent and of appropriate breadth and scope?
- e) Have relevant Subject Benchmarking Statements and the Qualifications Descriptors in the Framework for Higher Education Qualifications informed the development of the programme and its intended learning outcomes?
- f) Are the stated learning outcomes of the programme appropriate for the level of award with regard to the relevant Qualifications Descriptor?
- g) How has student, employer and other external stakeholder feedback been obtained and used in the design and development process?
- h) How does the programme help students develop the graduate attributes as laid out in the Curriculum Framework?
- i) Is the programme designed in such a way to support students in building upon previously attained knowledge and skills in order to develop a full and coherent experience of the subject?
- j) Does the curriculum provide students with sufficient opportunities to engage with current research in the discipline?
- k) How does the curriculum engage with global issues and address cultural assumptions and bias? How will students be encouraged to reflect on and expand their global knowledge base?

