****

**Guidance and Report Form for student reviewers**

**Structure of the process**

Proposals are developed within a School and undergo a three-stage approval process:

* Strategic approval of the portfolio development
* Academic design phase
* Compliance and University approval

Compliance and University approval is a two-phase stage comprising University confirmation that the proposal complies with YSJU, sector and Professional and Statutory Regulatory Body (PSRB) regulatory and framework requirements followed by an external approval event. External and internal reviewers are involved in the second of these phases.

The reason we involve a student reviewer is to provide a student perspective on the proposal(s).

The comments from the reviewers are considered as part of the decision on whether or not to recommend the course for approval to the University through its Quality and Standards Committee.

**Documentation**

You will receive the:

* Programme specification(s)
* Programme design narrative
* Module specifications

A report form is attached which includes a series of questions which it would be useful for you to address in your review. However, if you have any comments which fall outside these questions, please feel free to include them.

Your report will form the basis of discussion at the external event held to affirm the proposed programme’s relevance and quality and to provide an opportunity for discussions that could develop and enhance the programme delivery.

****

**Student review report form**

|  |  |
| --- | --- |
| **Award and Programme title(s):** |  |
| **Name of student reviewer:** |  |

|  |
| --- |
| **Programme Learning Outcomes (PLOs)**Please comment on the clarity of the wording of the programme learning outcomes. |
|  |
| How student friendly do you find the programme specification? Would this be a programme that you would be interested in studying? |
|  |
| **Learning and Teaching**Is there a suitable range and variety of learning and teaching methods? |
|  |
| **Assessment**Are there adequate opportunities for formative assessment?Is the assessment sufficiently varied and inclusive? |
|  |
| **Employability**Does the documentation provide you with a clear, engaging vision of what ‘employability’ means on the programme? |
|  |
| **Work-related Experiential Learning (WREL)**Are the arrangements for WREL clear? |
|  |
| **Placements (if applicable)**Are the arrangements for placements clear? |
|  |
| **Programme Structure**Does the module structure look appropriate? |
|  |
| **Any other issues/questions?** |
|  |