**Guidance for external 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 PSRB regulatory and framework requirements followed by an external approval event. External reviewers are involved in the second of these phases.

The reason we involve an external reviewer is to provide a subject specialist perspective independent from the proposing School. External reviewers can comment on matters of quality and standards that are specific to that discipline area and make comparisons against national standards and similar courses elsewhere.

The comments from the external reviewer 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 programmes relevance and quality and to provide an opportunity for discussions that could develop and enhance the programme delivery.

**External review report form**

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| **Award and programme title:** |  |
| **Name of external reviewer:** |  |
| **Job title & institution:** |  |

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| Please comment on the aims and learning outcomes of the proposed programme in respect of:   * subject content; * subject specific skills; * transferrable skills. |
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| Please comment on how the aims and learning outcomes of the programme meet the subject benchmark statements, the relevant level descriptor of the Framework for Higher Education Qualifications[[1]](#footnote-1) and standards set by PSRBs (where relevant). |
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| Please comment on how the proposed modules enable student to meet the learning outcomes for the programme |
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| Please comment on the suitability of the proposed methods of assessment including the suitability of the type and spread of assessment, in relation to the aims and learning outcomes of the programme, and in comparison to similar courses elsewhere.  If exams form part of the assessment strategy, do you consider them to provide an authentic form of assessment that enables students to meet the programme learning outcomes? |
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| Please comment on how the curriculum enables the aims and learning outcomes to be met in respect of:   * subject content * subject specific skills * transferable skills * progression of skills and knowledge through the programme.   If not, please indicate ways in which this might be addressed. |
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| Is there evidence that the curriculum is informed by recent developments in the subject? If not, please indicate ways in which this might be addressed. |
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| For BSc/MSc awards, please comment on whether the proposal clearly articulates the scientific nature of the programme and/or meets the particular implicit norms of scientific enquiry for the discipline |
|  |
| Please comment on whether the programme provides a relevant and up-to-date preparation in relation to educational/professional/vocational norms and level of qualifications for this area? If not, please indicate ways in which this might be addressed. |
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| Do you have any other comments on any aspect of the documentation? |
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1. <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> [↑](#footnote-ref-1)