

Internal Periodic Review University Standard Remit

The University is responsible for its academic standards and the quality of the student learning experience. The Internal Periodic Review (IPR) is the primary mechanism of the University's commitment to reflecting on and systematically reviewing its provision and taking action to enhance the student experience.

The themes arising from the IPR process form the basis of the University's [Self Evaluation Action Plan](#), the annual institutional report to the Scottish Funding Council (SFC) on activities to effectively manage quality assurance and deliver on enhancement. The [SFC Guidance](#) requires reviews to be held on a cycle of not more than six years and to encompass all credit and non-credit bearing provision.¹

The University Standard Remit ensures consistent coverage of key aspects of the student experience across all IPRs (undergraduate and postgraduate). The four sections are aligned to the principles of the [Tertiary Quality Enhancement Framework \(TQEF\)](#):

1. **Excellence in Learning, Teaching and Assessment**
2. **Supporting Student Success**
3. **Student Engagement and Partnership**
4. **Enhancement and Quality Culture**

These four areas are underpinned by two further elements: **Data and evidence** and **Externality**. The relevant data and evidence should be set out by Schools in each of the following four sections and the outcomes of external activities and feedback should inform the evaluation of each section:

1. Excellence in Learning, Teaching and Assessment

How effective is the School in achieving excellence in learning, teaching and assessment, across all locations, subject areas and modes of delivery, and for assuring and maintaining academic standards?

1.1 Strategic Overview

Evidence of the School's approach to oversight including key facts and features of the operating context that influence its approach (e.g. nature of programmes, composition and trends in student population, teaching resources, and recruitment approaches) in line with the University's [Strategy 2030](#).

1.2 Learning and Teaching

Evidence and evaluation of how the School ensures that its programmes of study are current, meet student needs, and align with the three core principles of the University's [Learning and Teaching Strategy 2030](#).

¹ provision delivered in collaboration with others; Transnational education (TNE); work-based provision and placements; Online and distance learning; Continuing Professional Development (CPD); Supervision of postgraduate research students; Postgraduate Professional Development (PPD); Provision which provides only small volumes of credit; Joint/Dual Degrees; Massive Open Online Courses MOOCs

1.3 Assessment and Feedback

Evidence and evaluation of how the School ensures that assessment practice is aligned with the University's [Assessment and Feedback Principles and Priorities](#) employing a variety of methods, embodying the values of academic integrity, and producing outcomes that are comparable across the UK and recognised globally.

1.4 Learning Environment

Evidence and evaluation of how the School ensures accessible and inclusive learning environments (physical and virtual) that offer all students the opportunity to be engaged in their learning experience and facilitate a sense of belonging, in line with the University's [Accessibility Policy](#) and the accessibility principles in [Digital Strategy](#).

1.5 Supporting and Developing Staff

Evidence and evaluation of how the School ensures that staff (including tutors and demonstrators in line with the [Policy for the recruitment, support and development of tutors and demonstrators](#)) are suitably trained and receive ongoing professional development.

2. Supporting Student Success

How effective are the School's arrangements for supporting student success?

2.1 Student Support

Evidence and evaluation of the effectiveness of the School's student support structures and mechanisms and how they align with the University's [Student Support Framework](#).

2.2 Equality, Diversity and Inclusion

Evidence and evaluation of how the School is engaging with the University's [Equality and Diversity Strategy](#) and the [Accessible and Inclusive Learning Policy](#) and action taken to address any retention, progression or awarding gaps.

2.3 Employability and Graduate Attributes/Skills for Success

Evidence and evaluation of action taken to embed employability and Graduate Attributes and plans to transition to the new [Skills for Success Framework](#).

3. Student Engagement and Partnership

How effective is the School in student engagement and partnership?

3.1 Student Partnership

Evidence and evaluation of the School taking deliberate steps to engage students as active partners and co-creators, in line with the University's [Student Partnership Agreement](#), [Scotland's Ambition for Student Partnership](#) and the [Student Learning Experience Model](#).

3.2 Student Voice

Evidence and evaluation of the School's approach to engaging students in dialogue about their learning and wider experience of the University, including

evidence of closing the feedback loop and alignment with the University's [Student Voice Policy](#).

4. Enhancement and Quality Culture

How effective is the School in upholding academic standards and embedding an enhancement and quality culture?

4.1 Academic Standards

Evidence and evaluation of the School's approach to maintaining and enhancing academic standards, in alignment with the University's [Assessment Regulations](#).

4.2 Academic Quality and Enhancement

Evidence and evaluation of the School's approach to maintaining and enhancing the quality of provision, in alignment with the [University Quality Framework](#).