The aim of Annual Quality & Enhancement Review is to maintain quality and improve provision through identifying action that can be taken to improve future student experience.

This form should be used to record the Annual Quality & Enhancement Review Report. The purpose is to capture a focused and concise evaluation (or a reflective summary) of learning and teaching experiences for the last academic session, along with action points. **Bullet list format is encouraged**.

This form can be used:

* as a guide agenda for, and to record discussion from, Annual Quality & Enhancement Review meetings;
* as an outline for the School Annual Quality & Enhancement Review Report where meetings have been held at subject/discipline level;[[1]](#footnote-2)
* as an Annual Quality & Enhancement Review Report for a Unit of Learning; where the person responsible is not able to attend the relevant meeting; or where Annual Quality & Enhancement Review meetings are not held.

In preparation for Annual Quality & Enhancement Review, staff responsible for “Units of Learning” should reflect on provision (including all collaborative provision, where applicable) informed by relevant sources of evidence, including:

|  |  |  |
| --- | --- | --- |
| Course Feedback | Student Performance Data | Staff Feedback |
| External Examiners’ Comments | Student Survey Data | Staff-Student Liaison Committee meetings |

Please note the inclusion of an additional question under the section entitled ’Reflection’ regarding the Accessible & Inclusive Learning Policy.

**PLEASE ENSURE THAT ACRONYMS ARE EXPLAINED IN FULL.**

|  |  |
| --- | --- |
| College |  |
| School/Subject/Discipline*(as* appropriate*)* |  |
| Provision covered[[2]](#footnote-3) | Unit of Learning | Represented by | Input received [at meeting (M)/via form (F)] |
|  |  |  |
|  |  |  |
|  |  |  |
| Comments on new or significantly revised courses or programmes |  |  |  |
| Collaborative Provision covered |  |  |  |
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|  |
| **Reflection**In completing this section it may be useful to refer to the eight themes covered in the College LTE Summary reports [1. Student Support (including mental health); 2. Learning and teaching (including assessment and feedback); 3. Quality and suitability of teaching spaces and timetabling; 4. Staffing levels (including administrative support); 5. University facilities (including IT, conference and library facilities); 6. University systems (including MyCampus, Moodle Turnitin and EvaSys); 7. Marketing, recruitment and admissions; 8. Other themes/issues] |
| What is working well? |
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| What needs work? |
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| Evaluate the accessibility of teaching, learning, and assessment methods in the last academic session. You may wish to refer to the [Accessible & Inclusive Learning Policy](https://www.gla.ac.uk/myglasgow/apg/policies/studentsupport/ailp/policy/). |
| What is working well? |
|  |
|  |
| What needs work? |
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| **Innovation** |
| **Do you have any examples of distinctively innovative practices?**(Please include a named contact for each piece of innovative practice). It may be that not all Schools will report on this each year. | Where, if anywhere, would you disseminate this innovative practice? |
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| **Looking Forward – Please identify any actions that should be completed over the coming year.** (Check with your School or College Quality & Enhancement Officer if advice is needed on which is the most appropriate level) |
| School |
|  |
| College |
|  |
| University |
|   |

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| **Hot Topics** Do you have any comments on the following topics? |
| 1. Have you drawn on approaches to capture the **student voice** in teaching other than the minimum of SSLCs, course evaluation (EvaSys) and Summary and Response Documents (SARDS)? If so, what and has it been effective?  Are you able to respond to student feedback in a way that effectively closes the feedback loop? |
|  |
| 2. Do you think that **student partnership** (part of the Quality Enhancement Framework) is well understood and operated in your courses?  Do you work in partnership in your course? If so, to what extent and to what effect? |
|  |
| 3. Have you **changed your approach to teaching and learning design since the pandemic**, and if so, how?  For example, do you make more use of active learning approaches and/or have you incorporated AI into your teaching practice?  Are there other changes you would note? |
|  |
| 4. Are there any other topics that you wish to comment on? |
|  |

1. Where an Annual Quality & Enhancement Review meeting has been held by a single subject School, the note of that meeting will be accepted as the School Q&ER Report. [↑](#footnote-ref-2)
2. It is expected that information will be provided for all units of learning – please indicate here any units of learning which have not complied with the request for information. [↑](#footnote-ref-3)