The following is an indicative list of prompt questions relevant to each source of evidence to assist module and programme leaders and Deans of Schools in analysing and evaluating the effectiveness of taught award or credit-bearing provision delivery; it is neither exhaustive nor mutually exclusive.

1. **Student feedback on their learning experience**
2. What did the analysis of the internal modular satisfaction survey tell you about students’ views on learning, teaching and assessment approaches?
3. What did the feedback on the delivery of the provision provided by students at a formal student staff liaison meeting or Board of Studies tell you?
4. What did any informal feedback or comment on learning, teaching or assessment matters provided by students tell you?
5. What did student feedback or comment on the usefulness of the programme handbook or other material provided by the teaching team tell you?
6. For programme leaders, what did the analysis of the most recent National Student Survey report tell you about students’ views on the delivery of the provision?
7. For programme leaders, did students provide any feedback or comment on the usefulness of the information within the programme assessment matrix?
8. How did you respond or how do you intend to respond to matters raised by students either informally or formally?
9. Have you provided students with a response to the action taken or planned by you as a result of their feedback or comment?
10. **External feedback on the quality or standard of the provision**
11. Has an external examiner, professional, statutory or regulatory body, employer or industrial liaison group meeting or other external audit or review process:
12. identified any potential risks to the quality or standard of the provision?
13. included any suggestions on how the student learning experience might be enhanced?
14. provided any other feedback on the provision other than through an annual or other written report?
15. If external feedback has been provided how has or how will it be responded to?
16. Are there any matters which require to be addressed at subject, school or University-level?
17. For programme leaders, are there any recurring topics or themes identified by more than one module leader or external evidence source?
18. For subject group leaders, are there any recurring topics or themes identified by more than one programme leader or external evidence source?
19. For Deans of Schools, are there any recurring topics or themes identified by more than subject group leader or external evidence source?
20. **Analysis of the centrally produced student achievement data set.**

The University’s Business Intelligence system [Cognos](https://businessintelligence.napier.ac.uk/ibmcognos/bi/) provides access to detailed reports intended to support the annual review process. You will find the reports in the ‘Student Performance’ folders in the Team Content section of Cognos. If you need support or guidance in interpreting the reports, you may find the Moodle course developed by Planning & Business Intelligence helpful. This is available from the Cognos homepage. .

**For modules:**

1. How does student achievement in each component of assessment compare with student enrolment?
2. How does student achievement in the module compare with student enrolment?
3. Does an analysis of student achievement raise any concerns?
4. Is overall student achievement comparable with previous cohorts and other modules in the subject group?

**For programmes:**

1. How does student achievement in all assessments within each stage of study compare with student enrolment in each stage of study?
2. Does an analysis of student achievement in each stage of study raise any concerns?
3. Is overall student achievement in each stage of study comparable to previous cohorts and other programmes in the subject group?
4. Is the number of students eligible to proceed to the next stage of study or leave the programme with a final or exit award comparable to previous cohorts and other programmes in the subject group?
5. Is award and honours classification information comparable with previous cohorts and other programmes in the subject group?
6. Does an analysis of employer or destination of leavers information raise any concerns?
7. How does student achievement in this programme compare to the University benchmark for student achievement in a programme?
8. **Feedback from academic peers**
9. How have or how will you respond to informal or formal feedback provided by academic peers through any formal peer review process?
10. For programme leaders, how have or how will you respond to feedback or comment on the usefulness of the programme assessment matrix?