

Periodic Review Templates & Forms

Self-Evaluation Document Template

This guidance covers writing the Self-Evaluation Document (SED) for periodic review and should be read in conjunction with the Periodic Review Guide.

1. Dean's supporting statement

Once the SED has been completed by the team, in consultation with the Learning and Teaching Senior Adviser and faculty Head of Quality as appropriate, it should be presented to the Dean and faculty Head of Quality for approval. This should happen at least **ten weeks** prior to the review, and in line with the date agreed at your briefing meeting. As a result of this the Dean will prepare a briefing statement which confirms that the SED is accurate, covers all the information that it should do, and has faculty approval. The statement will also confirm that the faculty has confidence that the learning outcomes of the provision under review are appropriate and are being met, in light of the Quality Assurance Agency (QAA) and Professional Statutory and Regulatory Body (PSRB) benchmarks.

2. Executive summary

This should include:

- A summary of the strengths, weaknesses and areas for improvement identified throughout the SED.
- The future plans that the team have for taking the provision forward.
- The issues which the team would particularly wish to focus on during the review day.

Teams may find it useful to start their preparation of the SED by producing a SWOT analysis. Whichever method of reviewing and evaluating the provision is used it is important that the points which appear here are to be found and expanded upon in the other sections of the SED. There should be nothing which is unique to this section.

3. The scope of the review

Brief factual information to define the scope of the review in terms of academic provision:

- Programme titles within the subject, and associated programmes that draw on the subject, as appropriate.
- Student numbers on programmes, indicating mode of study.
- Location(s) where the subject is delivered, including partner colleges.
- Levels; FE, undergraduate, postgraduate.

Most teams include the information required in a table format as this seems easier to understand. However, it is possible to use this section of the SED to provide contextual information not found elsewhere. For example, some teams include further details on the nature of the programmes they run in order to show that the DMU provision is different from programmes in other HEIs.

4. Faculty strategy

- What is it and how does the provision link to this?
- How does the faculty strategy make links with other, more specific strategies such as the faculty learning, teaching and assessment strategy?

This section should make clear links between the current and future direction of the individual programme(s) and the strategic direction that the faculty intends to take. It is therefore possible to use the faculty strategic plan to explain why the provision is the shape that it is currently and to show that future developments will fit in with the direction that the faculty intends to take.

5. Characteristics and learning outcomes as specified in the templates

In this section the team sets out what the provision aims to do:

- What has informed the intended outcomes for the programmes and how well are the intended outcomes supported by the design and content of the programmes?
- Do staff and students know about and understand the intended learning outcomes? Can all students meet the learning outcomes regardless of diversity related needs?
- If appropriate, how has the curriculum developed since validation and/or the last periodic review?

This section of the SED covers **what** provision the subject team provides through their programmes and how that position has been arrived at. In this sense, it is different from the other sections which are concerned with evaluations of **how** that provision is operating and improving.

A number of teams have used this section as an opportunity to explain the vision and philosophy they have for their subject. Many teams highlight not only the aims of the provision but also the skills that students would be able to demonstrate on completion of their programme. They describe how these overarching skills are linked to the intended learning outcomes of the modules and, in the best cases, to the QAA Subject Benchmark Statements. It may be helpful to look at the learning outcomes mapping grids produced for validation to see how the provision has changed, and for teams to assure themselves that the provision remains appropriate.

Teams have also used this section to explain how students are informed of the learning outcomes and the responsibilities of both staff and students in transmitting, receiving and understanding this information.

6. Curricula and assessment

In this and the following sections, the teams evaluate how the characteristics and outcomes are achieved.

- Teams should include an evaluation of how well the curriculum and its assessment contributes to the achievement of programme outcomes.
- This section should also include an evaluation of the curriculum's approaches to students with protected characteristics.

Try to be concise and focused, remembering there are other sections of the SED which also allow you to reflect upon the curriculum you offer and its effectiveness. Remember also that evidence should be cited to support your statements but need not be included here. It could be contained in appendices or electronically but should be readily accessible to the review panel. It is important to evaluate the curriculum and the way that teaching and learning occur, rather than merely describing it. Some form of judgment is required, preferably with evidence to substantiate any claim.

The key to this section is to ensure that any description is followed by analysis and reflection and that comments are backed by evidence. Keeping to a self-imposed word limit may help to create a certain discipline and shift the emphasis onto evaluation and away from description.

7. Student entry, progression and employability

- Examination of issues relating to recruitment, retention, progression and employability and strategies to address them, if appropriate.
- Are **all** students able to progress (taking into account protected characteristics).

The emphasis in this section is on an examination and evaluation of the data, rather than its

description. All teams should use data provided centrally for any analysis. If there is data held locally by the team then this should only be used in addition to the central data (and tagged as such) and not instead of it.

The University's centrally produced academic management information reporting should be used to produce data on entry profiles, progression and achievement using the Tableau dashboards provided. The Senior Quality Officer (Management Information) in DAQ can be contacted for further guidance on how this can be done effectively. Other centrally produced data can be used to provide additional performance statistics and information relating to student employability (graduate destination survey): this can be obtained from Strategic Planning Services (SPS).

Quality of learning opportunities:

- Are teaching methods effective? Are there strategies for staff development to enhance teaching performance?
- How does the team respond to the ability profile of the student intake?
- Is the approach taken to academic guidance and supervision effective?
- How does the team incorporate approaches to students with protected characteristics, particularly disabled students?

It is not enough in this section to list or describe the types of teaching methods used by the subject team. There is an absolute need to evaluate the effectiveness of the methods used and to show how reflection on current teaching and learning methodologies affects future practice. In other words it is important to show that something has been actioned as a result of any reflection.

It is important that all of the prompts above are addressed. Whilst it may be more difficult to show direct links between academic guidance and student performance, it is certainly worth reflecting upon, even if the action that occurs is to remedy a perceived shortcoming. Similarly, experimentation with new approaches to teaching and learning in order to address the increasingly diverse prior educational experiences and needs of the student intake will by definition not always be successful. However, honest reflection and analysis of these will highlight successes and will allow teams to show that they are constantly trying to improve the way that they deliver their provision.

8. The resource context

- Evaluative comments on the resource provision available to support the programmes, including staff student ratio, library provision, IT, calibre and expertise of the staff team, responding to the needs of students with protected characteristics.
- Is there a strategic approach to ensure resources are effectively managed to support the curriculum?
- Are resources in place to ensure that students from all protected characteristics have fair and equal access and in the case of disabled students that anticipatory action or reasonable adjustments have been explored.

This section is concerned with the resources, human and non-human, available to the subject team and the ways that these are utilised with particular reference to teaching and learning and to improving the student experience. Whilst the last prompt for this section asks the team to address the strategic management of resources, and it is important to do so, it is unlikely that periodic review will by itself result in an increase in resources. Nevertheless, the outcomes of periodic review will be noted in the financial planning process, alongside other factors. As stated above, teams are advised to concentrate upon the ways in which the available resources affect student learning and performance.

Most teams have used this section to briefly describe the composition of their staff teams and to explain how and why they are the most appropriate for the programmes concerned. Some teams also indicated the action required concerning staff development and this emphasis is to be encouraged. Teams have also explained the library stock and other learning resources, including

IT provision, available to students as well as the specialist accommodation used by the staff and students together with the levels of technical, administrative, clerical and secretarial support made available to them. Teams have also described the use they and their students make, or can make, of central services such as careers and the welfare services.

9. Programme management and quality assurance

The review team will not need to see a description or evaluation of how normal DMU quality assurance systems operate. The effectiveness of these is audited under separate Academic Quality Committee (AQC) processes.

- There is an opportunity to evaluate how special arrangements operate, for example to ensure the quality and standards of practice-based or multi-site provision.
- If teams have developed good practice in the quality assurance and programme management arrangements this should be recorded. Further guidance on the identification, verification, dissemination and embedding of good practice is available via the DAQ website.
- Is there particular emphasis on consideration of certain types of data such as results of the National Student Survey (NSS) and programme level feedback?

Most teams have used this section to describe the types of issues discussed at team meetings and/or at programme boards, but the emphasis should be upon issues concerned with teaching and learning. It is advisable to also reflect upon the **effectiveness** of any actions undertaken as a result of these discussions. Is it possible to chart any improvements as a result of actions? Have problems been rectified or do they still exist?

Where teams have multi-site or collaborative provision within their subject it is important to demonstrate how this is included in management considerations and quality assurance systems and to honestly reflect on any difficulties that such arrangements may present. Where there are elements such as placements within a subject's provision, this too should be highlighted. It is also important to move on to analyse the effectiveness of the management and quality systems related to this aspect of provision and to show how improvements have been planned or initiated.

10. The development of the subject

Teams should use this section to outline how they would wish to see the provision develop over the next 5 years, taking into account factors such as faculty and University strategy, economic changes, student demographic changes and government policy.

Teams should ensure that future plans are focussed, concise and in line with the needs and requirements of the faculty and should include suggestions for how these will be taken forward. It is suggested that teams aim for approximately 3 to 4 key objectives.

11. Issues for discussion with the review panel

For many teams this is an important section because the items raised here will often form the basis for the opening discussions the team has with the chair of the review panel and should form at least part of the agenda for the review event itself.

At the end of the review event teams should be able to feel that the issues raised here have been addressed either directly or indirectly. That is not to say that specific answers will always be provided for specific questions/issues but at least the team should feel that there has been discussion and debate.