# UR Device OutlineAnnex 5

## Self-Evaluation Document (SED) for Periodic Review: Guidance notes and template

### Guidance notes

* The Self-Evaluation Document (SED) is the major piece of evidence which will be considered by the Review Panel prior to and during the Periodic Review.
* The SED is intended to provide a reflection of the academic provision under review and applies to all award-bearing taught programmes and taught components of doctorate programmes. The SED identifies how the School/Department has made, and continues to make, available to students appropriate learning opportunities, which enable the intended learning outcomes of the programme to be achieved. The SED also evaluates student attainment of academic standards and allows the University to ensure that the portfolio of programmes aligns with its mission and strategic priorities. The preparation and consideration of an SED will enable the School/Department and University to provide assurance and identify any problems which need to be resolved; it also enables good practice to be identified, built upon and shared and contributes to the continuous improvement of the programmes and enhancement of the student experience.
* When preparing the SED, the School/Department should consider and reflect upon all relevant datasets, broken down by demographics, where appropriate. The SED should be evidence-based with reference to datasets throughout – an indicative list of datasets to be considered is included in the SED template. The SED should also draw upon and cross-reference the Annual Programme Reports (APRs) for the relevant programmes, as well as the School Planning and Enhancement of Learning and Teaching (SPELT) process. The SED will act as a synthesis of these annual reports and provides an opportunity for a deeper reflection upon the achievements/progress arising out of these, identifying opportunities for continuous improvement and enhancement of the student experience.
* Production of the SED should be a collaborative process, enabling all relevant stakeholders (e.g. staff, students, employers) in the School/Department to reflect upon quality assurance and enhancement. The SDTL is responsible for managing Periodic Reviews within Schools and will co-ordinate the preparation of the SED, in conjunction with the Head of School. The SDTL/HoS will identify the main author of the SED, who may wish to assign responsibility for completing certain sections of the SED to colleagues or produce the SED collaboratively.
* The School/Department will receive support from CQSD in the preparation of the SED, including liaison with those contributing to the SED and co-ordinating the preparation of the SED; co-ordinating provision of centrally held data and, where appropriate, analysing data; collating documentation for the submission; and drafting text, where appropriate, on the basis of a clear brief from the School.
* The SED should be clear and concise and the suggested number of pages per section is as follows:
	+ Section 1: Introduction: **In addition to tables, up to three pages if there has been significant change in the School/Department since the last Periodic Review.**
	+ Section 2: Quality Assurance and Enhancement: **15-20 pages**
	+ Section 3: Forward-looking development plan: **five pages**
* Specific guidance on the content of each section is embedded within the SED template.
* It is not necessary to include within the SED significant details of current practices which are operated in accordance with standard University policies and procedures found in the [*Guide to Policies and Procedures in Teaching and Learning*](https://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx). However, where the School/Department confirms its adherence to the relevant policies and procedures within their SED, the Panel may wish to ask for specific examples of practice during their visit and meetings with staff. The SED template includes references to the relevant policies and procedures under each heading in Section 2 and further guidance on policies to consider can be provided by CQSD.
* Schools and Departments should also refer to Annex 9 of this document, *Questions for the School/Department and Periodic Review Panel,* when completing Section 2 of the SED and reflect upon and respond to the questions under each heading in the corresponding section of the SED, as appropriate. The Panel will also consider these questions and the evidence provided by the School/Department when identifying their recommendations and preparing the Periodic Review Report.
* The School/Department should consult the relevant Teaching and Learning Dean if they believe that additional content would be appropriate under any of the headings contained within the template or if they require additional advice.
* The School/Department is required to submit the SED in electronic format to CQSD four weeks before the review visit for circulation to Panel members.
* SEDs are not published, although copies will be retained within the University, as a record and for consultation by others seeking advice and examples. It is, however, likely that the review report will refer to and include quotations from the SED.
* Examples of previous SEDs are available on request from CQSD (subject to the agreement of the relevant Schools).

## Self-Evaluation Document (SED) for Periodic Review of School/Department of X

## Section 1: Introduction

**Contextual/Background information on the School/Department**

1. Please include any contextual/background information on the School/Department under review, including any key changes or developments (e.g. staff, structures, academic provision) since last Periodic Review, which may be pertinent for the Panel. Please also reflect on the One-Year Follow-Up Report to the last Periodic Review in the School and comment upon the impact of these changes.

**List of key members of staff:**

|  |  |
| --- | --- |
| **Head of School** |  |
| **School Director of T&L** |  |
| **Head of Department (where applicable)** |  |
| **Departmental Director of T&L (if relevant)** |  |
| **UG Admissions Tutor(s)** |  |
| **Taught PG Admissions Tutor(s)** |  |
| **Senior Tutor** |  |
| **Examinations Officer** |  |
| **Disability representative** |  |
| **Careers Co-ordinator** |  |
| **Study abroad co-ordinator** |  |
| *(Add others as appropriate)* |  |

**List of programmes (including partnership programmes), programme directors and associated PSRB, if appropriate, included within the Periodic Review:**

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| --- | --- | --- | --- |
| ***Undergraduate programmes*** | ***Programme Director*** | **PSRB (if appropriate)** | ***Commentary (if required)*** |
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| --- | --- | --- | --- |
| ***Postgraduate Taught programmes*** | ***Programme Director*** | **PSRB (if appropriate)** | ***Commentary (if required)*** |
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**Abstract**

1. Include a statement to draw together Sections 2 and 3 (below) and to enable the reader to ascertain the pertinent issues within the SED.
2. The School/Department may wish to raise any specific questions for the Panel or include a brief SWOT analysis at this point of their SED. The School/Department may also wish to identify any areas for enhancement at a University-level or which require University-level support.

## Section 2: Quality Assurance and Enhancement

*This section provides an opportunity for the School/Department to reflect upon its arrangements for Quality Assurance and Enhancement for its programmes (including programmes delivered with a partner) and indicate how it intends to address any of the issues raised under the various headings/sub-headings.*

*Within this section, the School/Department is asked to confirm that it operates its programmes in accordance with standard University policies and procedures and provide details of any particular issues encountered or variations, under the relevant headings/sub-headings, where applicable.*

*The School/Department should highlight any examples of good practice or areas for development under each heading or sub-heading. This includes any strengths, weaknesses or examples of innovative/effective practices.*

*Schools/Departments should draw upon the relevant datasets, broken down by demographic, where appropriate, and covering a three year period, when completing each section.*

*The provision of centrally-held datasets will be co-ordinated by CQSD and from 2017-18 onwards, a ‘Teaching and Learning Dashboard’ is available to Schools/Departments as a comprehensive repository of the relevant datasets. Schools/Departments are responsible for providing some datasets, as indicated below.*

***Datasets to be considered and provided by CQSD include:***

* *Partnership annual review forms for partnership programmes and progression arrangements, where relevant, along with any partner review reports and collaborative partnership agreements;*
* *Standard data that will include datasets relating to recruitment and admissions, student profile, student admission, retention, progression, performance and attainment, and graduate destinations;*
* *External Examiners’ reports;*
* *Annual programme reports;*
* *historic UCAS applications, accepters and decliners; and,*
* *student voice and the Student Submission (including National Student Survey – and optional questions (where available), Postgraduate Taught Experience Survey, the outcomes of student module evaluation).*

***Datasets to be considered and provided by the School/Department include:***

* *Number and profile of academic and support staff;*
* *School/Department SPELT T&L Plans and achievements/progress made;*
* *the most recent Periodic Review report, response and One-Year Follow-Up Report;*
* *PSRB accreditation reports and responses, where relevant;*
* *School/Department Responses to External Examiners’ Reports;*
* *the most recent Programme Handbook for the programmes under review, including the relevant programme specifications;*
* *minutes of relevant Boards of Studies for the previous three years;*
* *minutes of the relevant School Board for Teaching and Learning and any School Teaching and Learning Committees for the previous three years (where available);*
* *minutes of relevant Student-Staff Committees for the previous three years;*
* *relevant module descriptions;*
* *student voice (including the outcomes of School/Department’s programme evaluation, and feedback from the Student-Staff Liaison Committees);*
* *any feedback obtained from staff via committees, surveys or other mechanisms; and,*
* *any data from the Teaching and Learning Dashboard that is over and above the standard datasets provided by CQSD.*

**Committee Structures**

1. Provide an overview of the quality assurance and enhancement committee structures in place within the subject area, including School Boards for Teaching and Learning, Boards of Studies, Student-Staff Liaison Committees and Teaching Enhancement Groups/Forums, if applicable. Please complete the table below for each Board of Studies and Teaching and Learning committee and supplement with a diagram showing the relationship between committees, if possible or provide the relevant membership/terms of reference as an annex.

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| --- | --- |
| **School Board for Teaching and Learning**  | (Give name of Board here) |
| **Chair** | (Name of current chairperson) |
| **Membership** | (List names or titles of members) |
| **Number and timing of meetings per year** | (Give number of regular meetings and term(s) when Board meets) |

|  |  |
| --- | --- |
| **Board of Studies** | (Give name of Board here) |
| **Chair** | (Name of current chairperson) |
| **Programmes** | (List all degree programmes owned by Board. Please also consult the [*Procedure for partner programme review*](http://www.reading.ac.uk/web/FILES/qualitysupport/cpreviewandrenewal.pdf)*,* if provision includes a collaborative programme.)(List of professional doctorate programmes for which the Board provides taught modules) |
| **Membership** | (List names or titles of members) |
| **Number and timing of meetings per year** | (Give number of regular meetings and term(s) when Board meets) |

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| --- | --- |
| **Student-Staff Liaison Committee** | (Give name of SSLC here) |
| **Chair** | (Name of current chairperson) |
| **Programmes** | (List all degree programmes within the purview of the SSLC) |
| **Membership** | (List names or titles of members) |
| **Number and timing of meetings per year** | (Give number of regular meetings and term(s) when Board meets) |

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| --- | --- |
| **Teaching Enhancement Groups/Forums** | (Give name of the Group/Forum here) |
| **Chair** | (Name of current chairperson) |
| **Membership** | (List names or titles of members) |
| **Number and timing of meetings per year** | (Give number of regular meetings and term(s) when Board meets) |

1. Please confirm whether any arrangements within the School/Department vary from the standard University arrangements for the management of quality processes and structures described in the [*Quality Management and Enhancement processes at the University of Reading*](http://www.reading.ac.uk/nmsruntime/saveasdialog.aspx?lID=21013&sID=87193) policy and comment on any specific issues or variations on normal practice.

**Programme design**

1. Please confirm that Programme Specifications, Module Descriptions and Programme Handbooks are developed in accordance with the University’s policies in this area (including the University Credits and Qualification Framework)[[1]](#footnote-1) and comment on any specific issues or variations on normal practice.
2. Please also confirm that programmes are designed in accordance with external reference points, including subject benchmark statements and PSRBs (where relevant) and provide details of any arrangements for PSRB accreditation.
3. Please reflect upon and respond to the questions contained within Annex 9, drawing on the relevant datasets and evidence, as appropriate. Please identify any strengths or areas for development in respect of the questions contained within this section.

**Assessment and Feedback**

1. Please reflect upon and respond to the questions contained within Annex 9, drawing on the relevant datasets and evidence, as appropriate. Please identify any strengths or areas for development in respect of the questions contained within this section of the Annex and also address the following questions.

***Assessment policy, design, methods and arrangements***

1. Please confirm that programmes are operated in accordance with the University’s *Examinations and Assessment Handbook*[[2]](#footnote-2) and describe any variations to standard University procedures in respect of the communication of the assessment criteria; submission of coursework (paper and electronic), collection of feedback/results, arrangements for students with disabilities, anonymous marking, step-marking, moderation of marks for exams and coursework, academic misconduct and consideration of extenuating circumstances.

***Feedback to students***

1. Please confirm that feedback to students is undertaken in accordance with the University’s [*Policy on providing feedback to students on their performance*](http://www.reading.ac.uk/web/FILES/qualitysupport/feedbackonstudentperformance.pdf). Please comment on compliance with the University’s fifteen day turnaround time; feedback policy; quality of feedback; use of feedback forms; use of electronic feedback; feedback on written examinations and dissertations; and extensions, as necessary.

***External Examiners and accreditation***

1. Please confirm that external examiners involvement in the programme is undertaken in accordance with the [*University’s Code of Practice on External Examiners for Taught Programmes*](https://www.reading.ac.uk/internal/exams/staff/exa-EE.aspx). Please comment on any variations in practice, including in respect of: the scrutiny of papers; External Examiner meetings with students; whether External Examiners receive papers in advance or view on site; and how/who responds to External Examiners’ report (s).

**Teaching and Learning**

1. Please confirm that Teaching and Learning is undertaken in accordance with the University’s [*Guide to Policies and Procedures in Teaching and Learning*](https://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx)*,* including the[*Peer review of learning and teaching*](http://www.reading.ac.uk/web/FILES/qualitysupport/peerreview.pdf) and comment on any specific issues or variations on normal practice. In particular, Schools/Departments are asked to include an evaluative review on the effectiveness of the Peer Review process and the outcomes of the process, identifying the coverage of the Peer Review process and highlighting any issues or areas for enhancement which have been identified through the process.
2. Please reflect upon and respond to the questions contained within Annex 9, drawing on the relevant datasets and evidence, as appropriate. Please identify any strengths or areas for development in respect of the questions contained within this section.

**Student admission, retention, progression and attainment**

1. Please confirm that admissions are undertaken in accordance with the [*University of Reading Admissions Policy*](http://www.reading.ac.uk/web/FILES/admissions/University_of_Reading_Admissions_Policy_-_taught_UG_and_PGT.pdf?lID=79097&sID=192465)and comment on any variations on normal practice.
2. Please confirm compliance with the University’s *[Policy and procedure for the Recognition of Prior Learning (RPL)](http://www.reading.ac.uk/web/files/qualitysupport/RPL.pdf)*, where appropriate.
3. Please confirm that matters relating to [*Academic Engagement and Fitness to Study*](http://www.reading.ac.uk/web/FILES/qualitysupport/academicengagement_fitnesstostudy.pdf) and [*Fitness to Practise*](http://www.reading.ac.uk/web/FILES/qualitysupport/FitnesstoPractise.pdf) are managed in accordance with the University’s policies in this area and comment on any specific issues that have been encountered or variations on normal practice.
4. Please reflect upon and respond to the questions contained within Annex 9, drawing on the relevant datasets and evidence, as appropriate. Please identify any strengths or areas for development in respect of the questions contained within this section.

**Learning environment and student support**

1. Please confirm that arrangements for students with disabilities are informed by[*Students with disabilities: key principles for staff, students and applicants*](http://www.reading.ac.uk/web/FILES/qualitysupport/Studentswithdisabilities.pdf) and comment on any specific issues or variations on normal practice and how the School/Department works with the Disability Advisory Service/Student Support Centres.
2. Please reflect upon and respond to the questions contained within Annex 9, drawing on the relevant datasets and evidence, as appropriate. Please identify any strengths or areas for development in respect of the questions contained within this section.

**Employability**

1. Please confirm that programmes are operated in accordance with the University’s policies around careers learning and placements[[3]](#footnote-3), and comment on any specific issues or variations on normal practice and how the School/Department works with Careers.
2. Please reflect upon and respond to the questions contained within Annex 9, drawing on the relevant datasets and evidence, as appropriate. Please identify any strengths or areas for development in respect of the questions contained within this section.

**Enhancement of quality and academic provision**

1. Please confirm that mechanismsused for student evaluation (including module and programme evaluation, student meetings, discussions in Boards of Studies, other meetings, School surveys and the National Student Survey) comply with the University’s policies in this area, including the [*Policy on module evaluation*](http://www.reading.ac.uk/web/files/qualitysupport/moduleevaluation.pdf). Please comment on any specific issues or variations on normal practice.
2. Please confirm whether any arrangements for student representation vary from the policy on *[Student academic representation](http://www.reading.ac.uk/nmsruntime/saveasdialog.aspx?lID=77789&sID=87193)* and comment on any specific issues or variations on normal practice.
3. Please reflect upon and respond to the questions contained within Annex 9, drawing on the relevant datasets and evidence, as appropriate. Please identify any strengths or areas for development in respect of the questions contained within this section.

## Section 3: Forward-looking development plan

1. Please provide a forward-looking development plan for the programme provision, covering the following three academic years. The plan should be a synthesis of the issues raised and areas for development identified in Section 2 of the SED, as well as in the relevant Annual Programme Reports and SPELT Teaching & Learning Plans. Please identify the priorities and associated actions/timescales, as well as the relevant stakeholders.

When considering the plan, please also reflect upon the steps taken towards alignment with the Curriculum Framework so far and any further planned work.

1. See <https://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx> [↑](#footnote-ref-1)
2. The handbook is currently under development and a URL will be available shortly. See also <http://www.reading.ac.uk/exams/> [↑](#footnote-ref-2)
3. See <http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx> [↑](#footnote-ref-3)