**Quinquennial Review**

**Self -Evaluation Document (SED) Template**

**Introduction**

Departments are responsible for producing the SED and sourcing supporting information in discussion with the Faculty. Timescales for development and submission of the SED can be found in the Policy & Procedure on Quinquennial Review.

The SED should reflect on the experiences of all students within the Department and represent a reflective, critical analysis of a Department’s activities in the period since the last Quinquennial Review, providing an overview of the future focus of the Department. Where challenges are identified, the steps to be taken to address these should be clearly articulated, along with any supporting information to provide further context and evidence of actions taken. Departments should highlight areas of strength and innovative practices.

Authors of the SED should avoid creating a document that is purely descriptive, as information will be provided by supporting documentation, such as student handbooks, programme reports, student survey results etc. **Existing documentation should not be reproduced or condensed within the SED template.**

The SED is intended to offer the Department the opportunity to both reflect on their practice and to share findings with the Review Panel, who will assess both the accuracy and reflectiveness of the SED and the Department’s provision.

A template to assist in the production of the SED is provided below, and presented in two parts:

1. Learning and Teaching;
2. Wider Department activities.

Guidance is embedded within the template, and colleagues are asked to bear the following questions in mind when completing this:

* Where are we now?
* Where do we want to be?
* How will we get there?
* What has worked well?
* Why has it worked well?
* What are the key areas for development and how will these be addressed?

**Section A: Learning and Teaching**

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| **Contextual Information** |
| 1. **Academic Provision**   Provide an overview of the academic provision of the Department, include a list of programmes at all levels of study, include postgraduate research. |
| 1. **Programme Characteristics**   Provide summary background information to offer context for the Review Panel. This should include characteristics of the programmes offered by the Department including but not limited to:   * How the programmes relate to Department disciplines * The history of the programmes * Relationship with other programmes * Mode of teaching (face-to-face on campus, distance learning, blended learning) * Accreditation by Professional, Statutory and Regulatory Bodies (PSRBs) |
| 1. **Student Profile**   Using data generated from SUnBIRD as a source, provide headline information about the Department’s student profile, including but not limited to:   * Student numbers by programme * Breakdown of mode of study, i.e. full-time, part-time * Breakdown of mode of delivery, i.e. blended learning, face-to-face etc. * Student body profile, e.g. gender balance, protected characteristics, age etc. |
| 1. **Viability of Provision**   Provide a commentary on the Department’s evaluation of the viability of its programmes. |
| 1. **Strategic Relevance of the Programmes**   Describe how the programmes contribute to the strategic plans of the Department and the Faculty. |
| 1. **Approach to Developing the SED**   Outline how the SED was developed. Who led the process? Who was consulted? How did the Department decide what to include within the supporting documentation? |
| 1. **Involvement of Students in Developing the SED**   How did you involve your students in the development of the SED? Examples could include use of student-led focus groups, surveys, blogs/online feedback etc. |

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| **Enhancement of the Curriculum** |
| 1. **Programme design**   Describe how the component modules and pathways through the programmes fit with the overall aims and intended learning outcomes of the programmes.  Consider whether all the core and optional modules are still appropriate for the relevant qualifications and/or provide previous annual reports that contain this evaluation.  In what ways have the programmes changed over the past 5-6 years and how have any changes impacted on the student experience?  How are you ensuring that student employability and enterprise skills are embedded within the programmes?  What are your approaches to ensuring that equality and diversity is embedded within the curriculum?  How are you ensuring that digital literacies are embedded within the curriculum?  Outline how you ensure that programmes are current and relevant considering current research, practice and technological advances.  How do you evaluate the impact of student-staff contact time and how staff input supports student learning? |
| 1. **External benchmarks**   Discuss your evaluation of the alignment of the learning outcomes of the programmes and constituent modules with the descriptions set out in the Framework for Qualifications of Higher Education Institutions in Scotland.  How does the notional student effort for the programmes and constituent modules align with the expectations of the [Scottish Credit and Qualifications Framework (SCQF)](file:///C:\Users\kpb09107\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\Z860C850\2.4%20Actions%20arising%20from%20the%20evaluation%20of%20the%20curriculum), where one credit is equivalent to 10 hours of notional student effort for the average learner?  How does the curriculum align with the expectations described in the [QAA’s subject benchmark statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)?  How do the programmes align with expectations of the relevant PSRBs (where applicable)? |
| 1. **Innovation and Good Practice**   Highlight areas of innovative practice within curriculums |
| 1. **Areas for Development**   Confirm identified areas where development of the curriculum is required and how you intend to action this. |

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| **Enhancement of the Student Learning Experience** |
| 1. **Retention and Progression**   Analyse your data on student retention and progression over the past 5-6 years. In developing your evaluation consider the following:   * Are there any significant trends relating to, for example, specific time-related events (including changes to internal and external policy), year groups, specific groups of students or programme pathways? * Have any specific interventions had a positive or negative impact on retention and progression?   In considering retention and progression for specific groups of students:   * How do students who enter the programme(s) through articulation routes, or with advanced standing, compare with other groups? * How do disabled students and students with other [protected characteristics](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics), as defined by the Equality & Human Rights Commission, compare with other groups? * How do widening access students compare with other groups? * How do international students compare with other groups? * How effective are specific support mechanisms for articulating and advanced entry students, disabled students, students with other protected characteristics and widening access students? * How are staff supported in dealing with and supporting these groups of students? |
| 1. **Student Achievement**   Analyse your data on student achievement at all levels of study, including postgraduate research students, over the past 5-6 years. In developing your evaluation consider the following:   * Are there any significant trends? * Are there any modules where students consistently find it particularly difficult to succeed (if already reflected on in annual reports please provide a reference to this information)? * Are there any modules where students consistently find it particularly easy to succeed (if already reflected on in annual reports please provide a reference to this information)?   In considering student achievement for specific groups of students:   * How do students who enter the programmes through articulation routes or with advanced standing compare with other groups of students? * How do disabled students or students with other protected characteristics compare with other groups of students? * How do widening access students compare with other groups of students? * How do international students compare with other groups of students? |
| 1. **Employability**   How employable are your graduates? Provide an analysis of employment statistics, including results of the [Graduate Outcomes Survey](https://www.graduateoutcomes.ac.uk/) if available.  What opportunities do you provide or promote for students to enhance their employability?  In considering employability for specific groups of students:   * How does the employment data for students who enter the programmes through articulation routes or with advanced standing compare with other groups of students? * How does the employment data for disabled students or students with other protected characteristics compare with other groups of students? * How does the employment data for widening access students compare with other groups of students? |
| 1. **Equality and Diversity**   Evaluate your approach to ensuring inclusive practice for all groups of students, to minimise any barriers to success, and highlight any innovative practices.  Consider any specific challenges and how these are being addressed. Advice can be sought from the [Disability & Wellbeing Service](https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/) and the [Equality and Diversity Team](https://www.strath.ac.uk/equalitydiversity/).  What steps are being taken to address the [Scottish Funding Council’s Gender Action Plan](http://www.sfc.ac.uk/publications-statistics/corporate-publications/corporate-publications-2016/SFCCP052016.aspx)? |
| 1. **External Examiners’ Feedback**   What themes have emerged from External Examiners’ reports and comments and how have these been used to enhance the student learning experience?  How do you share external examiner comments and findings with students? |
| 1. **Student Satisfaction**   How does the Department review qualitative and quantitative data from internal and national student surveys, e.g. Module Evaluation, NSS, PTES, PRES, Graduate Outcomes etc?  What developments and plans have you implemented as a result of student satisfaction feedback from students?  How do you inform students of actions you are taking to address findings of student satisfaction surveys? How do you involve students in taking those actions forward?  If you have undertaken any local surveys on student satisfaction, please provide details of these and actions taken as a result. |
| 1. **Student Feedback and Representation**   How do you obtain feedback from students in the Department, other than through surveys? How do you encourage students to engage with the Department?  How does student representation work within the Department?  How often do Staff/Student Liaison Committees meet? What mechanisms do you have in place to ensure that the outcomes of those meetings, and actions taken in response, are communicated to students in a timely manner?  If the programmes have students learning at a distance, how are the challenges for representation at a distance addressed? |
| 1. **Academic and Pastoral Support**   What are the Department arrangements for supporting students, both from an academic point of view and pastorally?  How effective are these mechanisms and how does the Department measure this?  How do you ensure that students have sufficient knowledge of and access to pastoral and academic skills support offered either by the Department, the University or Strath Union?  How do you foster a sense of community and belonging for your students? |
| 1. **Student Placements and Exchanges**   If your Department offers placements and exchanges, provide a commentary on the management of these opportunities and how you evaluate the student experience of these.  How do you support students in transitioning in and out of placements or study abroad opportunities?  How do study abroad or placement students perform when they return to the University and how do they perform at their placements or overseas organisation? Are there any trends that the Department has identified, and if so, what actions are being taken to address these?  Highlight the benefits and challenges offered by placement learning or study abroad opportunities. |

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| **Enhancement of Teaching and Assessment** |
| 1. **Peer Review of Practice**   How does peer review support those with learning and teaching responsibilities?  Is peer review of teaching, assessment and feedback undertaken? How is this managed and how does the Department measure its effectiveness?  What support is provided for teaching assistants and external contributors?  How does the Department ensure postgraduate research students who teach are supported and trained in line with University’s Guidance for Postgraduate Students Who Teach? How does the Department encourage them to attend relevant training sessions? |
| 1. **Staff Development**   How are staff engaging with their ongoing professional development in relation to learning and teaching activities, for example, face-to-face teaching, online teaching, assessment (including online assessment), providing feedback to students, providing students with appropriate learning resources and digital literacy?  Are staff developing their practice through professional recognition for teaching against the [Advance-HE fellowship framework](https://www.advance-he.ac.uk/fellowship)? |
| 1. **Staff Resource**   How is the staffing complement managed to ensure an excellent student learning experience?  What contingency plans does the Department have in place for future planning and to ensure that learning and teaching activities are not reliant on a single point of failure?  If the programmes use associate staff, how is the quality of the contribution of those colleagues measured? |
| 1. **Assessment Strategy**   How does the assessment strategy ensure that assessments are aligned with the intended learning outcomes?  How does the Department encourage its staff to innovate when setting assessments?  What areas of good practice and innovative assessment approaches are taking place within the Department?  How does the Department ensure an appropriate balance of assessment type?  How does the Department ensure that the balance of assessments across modules is appropriate and that students are not over-assessed? |
| 1. **Technology Enhanced Learning**   Describe your engagement with technology-enhanced learning and how this has impacted on the delivery of your programme(s).  What is your approach to online assessment and how effective has this been?  What are your future plans for online assessment on programmes? |
| 1. **Feedback to Students on Assessment**   How do students rate the timeliness of feedback on assessment within the Department? What is the Department’s approach to managing communications with students if feedback is delayed?  What are student views of the quality of feedback on assessment? How visible is the marking criteria to students? How does the Department ensure that the marking criteria is being implemented consistently by staff and that this is reflected in the feedback provided to students?  Are students and external examiners given an opportunity to comment on the marking criteria?  What is the Department’s plan for strengthening the timeliness and quality of feedback on assessment to enable students to enhance their performance as they progress their studies? |

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| **Enhancement of the Organisation and Management of the Programme** |
| 1. **Student Recruitment and Marketing**   Provide an evaluation of the effectiveness of the approach to student recruitment and marketing. |
| 1. **Student Admissions**   Provide an evaluation of the approach to selecting and admitting students. |
| 1. **Timetabling**   Provide an analysis of the effectiveness of the approach to timetabling?  How well does this work for students and staff? |
| 1. **Communication**   How effective is the approach to communication between staff and students, and communication between Department and University committees and teaching staff?    How could communication be enhanced? |
| 1. **Administrative Support**   Describe the administrative arrangements for the Department and its programmes and identify areas of positive practice and areas for development. |
| 1. **Engagement with Central Services**   How are you engaging with the support from central services?  Are there areas of good practice that the Department would like to highlight? Are there any areas for development? |

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| **Enhancement of Learning Resources and the Learning Environment** |
| 1. **Library Resources**   Looking back over the past 5-6 years, how does the Department ensure that learning resources are fit for purpose, up-to-date and accessible?  Are there areas of good practice that the Department would like to highlight? Are there any areas for development?  What feedback do you receive from students regarding the Library and its resources?  How do you ensure that the programme teams are properly informed about the appropriate use of copyrighted material? |
| 1. **Reading Lists**   How effective is the use of the reading list management software?  Identify any areas of positive practice or areas where there are challenges, and how these are being addressed. |
| 1. **IT resources**   Are the IT resources (including software) and the IT infrastructure sufficient for the needs of the Department?  Are there areas of good practice that the Department would like to highlight? Are there any areas for development?  What feedback do you receive from students regarding the IT infrastructure? |
| 1. **Specialist Equipment**   How does the Department ensure it has the specialist equipment required to deliver programmes?  If access to specialist equipment has proved challenging, how is the Department addressing this? |
| 1. **Learning Spaces**   Provide a commentary on the quality and effective use of learning spaces.  What is working well and what could be improved?  What do your students think of the learning spaces? |

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| **Academic Standards** |
| 1. **Approach to Setting, Maintaining and Reviewing Academic Standards**   Describe how the Department makes effective use of the following mechanisms for ensuring academic standards:   * External reference points * Annual programme and module monitoring * Industrial Advisory Boards * Boards of Examiners   What is working well and what could be improved? |
| 1. **External Examining**   How are external examiners inducted? How do you obtain feedback from external examiners regarding their induction experience?  How does the Department act on external examiner comments?  What is the mechanism for updating externals on the actions taken in response to their comments?  Outline the effectiveness of interactions with your external examiners regarding their input into programme development. |
| 1. **Management of Assessment**   How do you ensure that the assessment process is managed fairly and securely and that it is transparent to students?  Are students provided with clear guidance on academic dishonesty and plagiarism, and the penalties that may be applied for academic dishonesty under the [Student Discipline Procedure](https://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/studentdisciplineprocedure/)?  For programmes with a high proportion of written course work how do you guard against students using essay mills?  Is the approach to reasonable adjustments for disabled students effective and equitable?  Looking back over the past 5-6 years do you feel that the use of condonement, compensation or mark adjustments has been fair and transparent? |

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| **Summary** |
| 1. **Additional Reflections**   If the Department wishes to articulate further reflections on learning and teaching activities that are not capture in the sections above, please add these here. |
| 1. **Further Supporting Documentation**   Provide a list of supporting materials and any external references that will be made available to the Review Panel separately from the SED. Please ensure that you reference corresponding supporting materials and references clearly within the SED so the Review Panel can cross reference when reading the document.  Suggested supporting documentation is set out below, however this is not an exhaustive list:   * Programme and Module Specifications * Student Handbooks * Mapping to external reference points   + A mapping exercise for each external policy reference point (e.g. the SCQF, the QAA subject benchmarks, PSRB requirements) should be carried out and include:     - a list of the criteria in the reference points; and     - a list of where in the programme curriculum these criteria are taught, developed and assessed. * A list of staff who deliver the programmes. This should include part-time staff, tutors and teaching assistants. The list should include summary statements about the scope of their respective roles and their qualifications, experience and expertise. * A list of the principal learning resources associated with the programmes. * Copies of publicly available material for prospective students including Department-level promotional material and relevant excerpts from University-level publicity and marketing information, including the hard copy prospectus and online material. * Student retention and progression data   + The underlying data to support the evaluation of student retention and progression. * Student achievement data   + The underlying data to support the evaluation of student achievement. * Graduate employment data   + The underlying data to support the evaluation of graduate employment. * Student surveys data (qualitative and quantitative) * A list of the External Examiners and their annual reports (preferably from over the period of the review cycle). * Notes of stakeholder meetings   + A description of the approach to discussions with stakeholders, such as Professional Services, i.e. who was consulted, and an outline of outcomes and notes of the meetings held with stakeholders in preparation for SED. |

**Section B: Wider Department Activities**

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| **Research** |
| * Research Strategy * Research organisation including research groups * The portfolio * Collaborations (internal and external) * Research pooling activity * Comparison with Benchmark departments and institutions (UK/EU/international) * Indicators of Esteem * Contract researchers * Research students * Research funding * Facilities |

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| **Resources and Planning** |
| * Development of strategy and its coherence with University strategy * Priorities and Targets * Staffing: identifying & nurturing talent * Staffing: staff development * Staffing: career development * Succession planning * Physical resources and any planned developments * Financial position |

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| **Management and Organisation** |
| * Committee Structure * Workload Model * Equality and Diversity compliance * Staff Development |

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| **Knowledge Exchange** |
| * Commercialisation * Knowledge Transfer Grants * Internal funding opportunities * Engagement in agenda setting * Consultancy |