

Self-Evaluation Document Guidance

The Self Evaluation Document should be based on the evidence supplied in the supporting documentation and provide an analysis of strengths and weaknesses of provision, as well as any plans for improvement or enhancement.

It should provide a summative evaluation of what has gone well and a reflection on any issues or problems during delivery of the provision, including actions taken to resolve these. It should also update on progress against any actions that arose from the last institutional and annual reviews.

Context, background and future plans for the partnership

Please provide an overview of the partner's infrastructure and management and a summary of the collaborative arrangements in place.

Give an overarching evaluation of the effectiveness of the partnership and the relationship between UoL and partner. Have there been any significant developments and enhancements which have taken place since the partnership was established or since the last Institutional Review? Has the partnership operated according to the terms of the agreement?

Discuss the future of the partnership in light of the strategic aims of both UoL and the partner.

Curriculum Development, Learning, Teaching and Assessment

Please discuss any modifications to the programme(s) made since the last review, identifying areas of the curriculum to be further developed or enhanced, and methods of maintaining the currency of the programme. Include outcomes of any professional body accreditation process, where appropriate.

You should also consider:

- student learning skills and employability skill development
- technology enhanced learning
- good practice or innovation in curriculum design and delivery
- research-led teaching
- initiatives to involve students in the development and enhancement of the student experience
- interaction with employers/ representatives from industry
- the process for approval and communication of changes to all stakeholders
- variety and range of assessment methods

Facilities and Resources

Evaluate the students' learning environment and learning resources, as well as any plans for further development of facilities. Detail how the department adopts a strategic approach to linking resources to intended programme outcomes and to enhancement of the student experience.

Recruitment, Enrolment and Induction

How has the student profile changed over the duration of the agreement? Have student numbers increased/decreased? How is the nature of the arrangement conveyed to students? How effective are the processes for induction?

Student Support

Summarise the various mechanisms for student support, including: recruitment and induction; provision for students with special learning needs; feedback to students on their progress and academic guidance and supervision.

Student Representation

Summarise, with reference to supporting evidence: effectiveness of the course representatives and the Staff Student Liaison Committee; main issues (positive or negative) that have arisen and been discussed at SSLC; the ensuing actions by the Department and subsequent response from the students; examples of good

practice in promoting and improving student engagement with module and programme evaluations (or any hindrances to such student engagement)

Please include summaries of the outcomes of module and programme evaluations and any examples of initiatives to improve student engagement in their academic studies and student experience

Student complaints and appeals

Please provide a summary of any complaints and appeals made in relation to the collaborative provision, including the outcomes. Are there any perceived trends in the nature of complaints? How have complaints and appeals, even if unsuccessful, helped inform and influence practice? Is the effectiveness of complaints and appeals handling evaluated and reviewed on a regular basis?

Student Achievement

Identify and evaluate trends in student admissions, retention, progress and achievement that are of particular interest or that need to be addressed. Make comparisons with the attainment of the standard entry students where applicable.

Staff Development

Summarise, with reference to supporting evidence, the effectiveness of the systems for staff induction, mentoring and staff development. Evaluate the collective expertise of the academic staff suitable for effective delivery of the curricula, for the overall teaching, learning and assessment strategy, and for the achievement of the intended learning outcomes.

Quality and Enhancement Management

How does the department/school review and seek to enhance standards and quality and how effective are their methods or strategies? Please summarise, with reference to supporting evidence:

- the effectiveness of the contribution students make to the quality assurance and enhancement processes
- responses to issues raised through standard processes for the enhancement of the quality of learning opportunities and to information and feedback from:
 - The University of Liverpool
 - External Examiners
 - external bodies, such as professional, statutory or regulatory bodies
 - students and graduates
 - employers
- the effect of any activities or development to address problems that have been highlighted through performance indicators
- the effect of any activities or developments to promote or further enhance positive performance indicators
- the means by which colleagues remain conversant with new or revised UoL policies and procedures, where applicable

Student Feedback on the reflective commentary

The completed Self-Evaluation Document should be shared with students for feedback. This might be within SSLC meetings, scheduled focus groups, online forums etc.

Students should be asked to confirm if the SED is a fair reflection of the programme(s), resources and facilities, to comment upon the issues and good practice raised and highlight any concerns not covered, if relevant.

They should also comment on the effectiveness of the mechanisms for obtaining student views and if they feel their voice is valued and influential.

UoL Head of Department Feedback on the Reflective Commentary

The completed Self-Evaluation Document should be shared with the UoL Head of Department/School where applicable, for the opportunity to comment on the information provided, and on the arrangement in general.

Information Audit and Approval				
Please confirm the process for audit and approval of all materials relating to the partnership and/or programmes. Please refer to the UoL Public Information Protocols for further guidance.				
Area for Review	Process for Audit and/or approval	Responsibility	Date Completed	Comments
Websites	How is the information verified as accurate and up to date? Who is responsible for reviewing the pages?	The individual/role with the responsibility for approval and signs off.	Date of latest audit	Any issues with audit, processes for making changes where inaccuracies have been highlighted, etc.
Student Handbooks	How is the information verified as accurate and up to date? Is student feedback on the handbook sought?			
Programme Information	Latest versions of programme and module specifications – where held, how checked, where do students have access?			
Assessment Regulations	How are students signposted? If regulations are included in handbooks and other printed matter, who updates this information and ensures the latest changes (including mid-year when relevant) are communicated to staff and students?			
Marketing Materials	How is the information verified as accurate and up to date? Who is responsible for reviewing the details?			
External Examiners	Where are details of EEs published? Are reports and responses made available to students in a timely fashion? Are students able to access this information easily?			

Head of School/Institute Endorsement	Head of Department Endorsement
The Reflective Commentary should signed-off as endorsed by the relevant UoL Dean/institute and Head of the Department before it is submitted, with accompanying evidence, to AQSD.	
Name:	Name:
Signature:	Signature:

Date:

Date: