

**Periodic Review of *[Department name and School]* Self-Evaluation**

This formative self-evaluation document could be used to assist the Head of Department to inform their thinking about each of the University Expectations based on the evidence provided and the discussions that may take place during the review event itself.

Please complete the self-evaluation, making one of four judgements each University Expectation:

* **Commended:** the Department meets the University Expectation and has a number of examples of good practice that merit further dissemination
* **Meets Expectations**: the Department meets the University Expectation
* **Requires improvement to meet the Expectation**: the Department does not currently meet the Expectation
* **Pending**: a decision will be deferred until further information has been provided or action taken, within a timescale specified by the Review Panel.

Please only provide brief notes for the evidence as the Panel will have access to relevant documentation and the completed EDD.

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| **University Expectation** | **Judgement** |
| **UE1:** There are sustainable markets for the Department’s courses, they recruit suitably qualified students from diverse backgrounds, and retention is strong |  |
| **Evidence:** *Link with EDD Strategic Goal 2 & 4* |
| **University Expectation** | **Judgement** |
| **UE2:** Courses are well designed, meeting the University’s design principles, ensuring threshold standards are secure and allowing students to demonstrate achievement of learning outcomes |  |
| **Evidence:** *Link with EDD Strategic Goal 2* |
| **University Expectation** | **Judgement** |
| **UE3:** Teaching and learning strategies are well designed, informed by institutional policies relating to inclusive practice and research inspired teaching and result in strong student engagement, satisfaction and effective challenge |  |
| **Evidence:** *Link with EDD Strategic Goal 1, 2 & 5* |
| **University Expectation** | **Judgement** |
| **UE4:** There is effective use of technology enhanced learning, including use of the VLE, implementation of electronic management of assessment and a strategic approach to developing staff and student digital capabilities |  |
| **Evidence:** *Link with EDD Strategic Goal 1* |
| **University Expectation** | **Judgement** |
| **UE5:** There are effective arrangements for academic support, including for personal academic tutoring, induction, supporting student module choice and monitoring student engagement/attendance |  |
| **Evidence:** *Link with EDD Strategic Goal 5* |
| **University Expectation** | **Judgement** |
| **UE6:** Sufficient and appropriate resources, such as staff and learning resources, are available to underpin the curriculum and permit all students to achieve learning outcomes. |
| **Evidence:** *Link with EDD Strategic Goal 1* |
| **University Expectation** | **Judgement** |
| **UE7:** Assessment outcomes for all students are strong (or issues are being addressed) and underpinned by effective assessment, feedback, standardisation and moderation processes |  |
| **Evidence:** *Link with EDD Strategic Goal 2* |
| **University Expectation** | **Judgement** |
| **UE8:** Graduate employment outcomes are strong and underpinned by clear approaches at course level to developing student employability and the provision of careers education, information, advice and guidance |  |
| **Evidence:** *Link with EDD Strategic Goal 3* |
| **University Expectation** | **Judgement** |
| **UE9:** Courses have well managed work-based learning or placement opportunities and there is good take up of opportunities which provide excellent learning for students |  |
| **Evidence:** *Link with EDD Strategic Goal 3* |
| **University Expectation** | **Judgement** |
| **UE10:** There is a clear commitment to staff professional development and recognition through achievement of HEA Fellowship, and engagement with University teaching development schemes and other professional development opportunities |  |
| **Evidence:** *Link with EDD Strategic Goal 1* |
| **University Expectation** | **Judgement** |
| **UE11:** Management of risk and quality assurance processes, including module and annual evaluation processes, are effective and there is planned continuous improvement and enhancement |  |
| **Evidence:** *Link with all EDD Strategic Goals* |
| **University Expectation** | **Judgement** |
| **UE12:** Students are genuinely involved in quality management and enhancement, courses are responsive to student feedback and work in partnership with Course Representatives |  |
| **Evidence:** *Link with EDD Strategic Goal 4* |
| **University Expectation** | **Judgement** |
| **UE13:** Published information, including programme and module specifications, course handbooks and module outlines, are fit for purpose, accessible and trustworthy |  |
| **Evidence:** *Link with EDD Strategic Goal 2* |
| **University Expectation** | **Judgement** |
| **UE14:** Students have a high degree of satisfaction with their courses and measures of student engagement are strong |  |
| **Evidence:** *Link with all EDD Strategic Goals* |
| **University Expectation** | **Judgement** |
| **UE15:** The management of collaborative partnerships and courses is effective with appropriate attention to risk |  |
| **Evidence:** *Link with all EDD Strategic Goals* |