

**Evaluation and Development Document**

**1 Information about the Department to include**

*The purpose of this section is to provide context for the Review Panel.*

* Brief overview to provide context for the Review Panel, eg size (students and staff), nature of courses, distinctive features, place within School
* List of courses and award titles with current student numbers for each year of course, indicating any course accredited or endorsed by PSRBs
* Organisational structure
* Staff list and qualifications, including teaching qualifications and HEA recognition
* Quality standing of the Department, citing any appropriate indicators etc
* Current future development priorities.

**2 Academic standards and quality management to include**

*The purpose of this section is to provide an overview of how the Department carries out its responsibilities in relation to the management of academic standards and quality management.*

* How the Department sets and maintains the academic standards and ensures the currency of its courses (with due consideration of subject and PSRB benchmarks etc), indicating any significant changes since the last periodic review and/or plans for the future
* Overview of feedback from external examiners, PSRBs and employers indicating how the Department has addressed any issues identified
* How the Department engages with quality management and enhancement processes, including achieving strong survey and module evaluation response rates, and is pro-active in identifying enhancement priorities through annual evaluation.

**3 Partnerships and collaborative programmes to include**

*The purpose of this section is to provide an overview and assessment of the Department’s responsibilities for the management of academic collaborations.*

* List of all collaborative courses and arrangements by partner, indicating type (eg validated, franchised, dual award etc) showing current student numbers for year of course, and where there is possible progression to UW top-up
* Brief evaluative account of how the Department manages risk in relationship to collaborative programmes and partnerships, drawing on track record in relation to, for example, recruitment, progression to UW and general academic quality matters
* Any specific strengths, weaknesses, opportunities or threats in relation to collaborative partnerships.

**4 Evaluative commentary (drawing on relevant evidence) in relation to each of the Learning and Teaching Strategy strategic goals (as given below)**

* In developing the reflective commentary include consideration of the Department’s position in terms of strengths and weaknesses, drawing on the available evidence (metrics and qualitative evidence) as appropriate, with reference to the Expectations set out in Annex A.

Please structure the commentary under the following sub-headings which relate to the Learning and Teaching Strategy strategic goals, the associated success indicators are also provided.

**Strategic Goal 1: Excellence in teaching and student learning**

To ensure students benefit from inspirational, intellectually challenging and inclusive teaching and learning underpinned by first rate learning environments and resources.  
*(Linked with University Expectations: UE3, UE4, UE6, UE10)*

* Staff with HEA Associate Fellow/ Fellow/Senior Fellow/ Principal Fellow/ NTF status
* Modules with 85%+ satisfaction
* UWSS and NSS satisfaction scores for teaching
* Staff engagement with professional development opportunities for learning and teaching (including participation in peer supported review of teaching PSRT, and TEL development workshops)
* TEL development
* External engagement with learning and teaching innovation, scholarship and development

**Strategic Goal 2: Progressive and inspiring curricula**

To design contemporary and relevant course curricula offering students learning experiences that are research-informed and promote enquiry-based learning and critical thinking

*(Linked with University Expectations: UE2, UE3, UE7, UE13)*

* Courses that successfully recruit
* Employer and student/graduate engagement in course design and review
* UWSS and NSS satisfaction scores for assessment and feedback and course challenge
* Implementation of commitments to embedding information literacy, digital fluency, inclusion, internationalisation and sustainability in student learning experiences
* Staff and student engagement with research informed, led, inspired, engaged teaching
* Course assessment and feedback strategies reviewed through TESTA

**Strategic Goal 3: Highly employable graduates**

To equip students to fulfil their potential and become lifelong learners, with capabilities for employability, enterprise creation and continuing professional development that enable them to be successful.

*(Linked with University Expectations: UE8, UE9)*

* Proportion of undergraduate leavers in work or study
* Proportion undergraduate leavers in graduate level employment
* NSS satisfaction scores for careers education and personal development
* Explicit employability and entrepreneurship strategies (including employer engagement and careers education) at School/Departmental and course levels
* Student take up of placement opportunities

**Strategic Goal 4: Students as partners in learning and academic communities**

To engage students as partners in planning, managing and enhancing learning experiences, and in so doing, support them to develop professional and ethical behaviours consistent with University values.

*(Linked with University Expectations: UE1, UE12)*

* UWSS and NSS satisfaction with StARs system and student feedback mechanisms
* Student engagement with learning (as measured through UWSS and NSS student engagement measures)
* Number of SAP project applications and successful completions
* Course leader engagement in training and development opportunities

**Strategic Goal 5: Supporting academic progression and achievement**

To provide effective Personal Academic Tutoring and support systems that ensure high rates of student retention, progression and achievement

*(Linked with University Expectations: UE3, UE5)*

* Student satisfaction with academic support and Personal Academic Tutor systems (overall and for specific groups, eg mature/disabled/BME groups)
* Student retention, progression and achievement data (overall and for specific groups, eg mature/disabled/BME groups)
* Student and staff feedback on use of learning technologies
* Use of learner analytics to support tracking of student progress

*University Expectations UE11, UE14 & UE15 relate to all above Strategic Goals)*

**5 Enhancement plan**

* Provide a list of the Department’s key enhancement priorities for the next 3 years, indicating who will be responsible, the key actions to be taken, the key milestones and success criteria.