

**Evaluation and Development Document**

**1 Information about the Department**

*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 of the departments and its relationship within the School
* Staff list and qualifications, including teaching qualifications and HEA recognition
* Current future development priorities.

**2 Evaluative commentary**

In developing the reflective commentary include consideration of the Department’s position in terms of strengths and weaknesses, effective innovation and good practice, drawing on the available evidence (metrics and qualitative evidence) to demonstrate impact on student learning, experience and outcomes as appropriate. Please structure the commentary under the following sub-headings.

An indication of success indicators and reflective commentary is provided; this should not be used as a checklist, rather it provides guidance on what might be considered in each section.

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| **UE1 Recruitment & Demand*** There are sustainable markets for the Department’s courses
* The Courses recruit suitably qualified students from diverse educational and social backgrounds
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| * Recruitment trends for all courses over the last 3 years
* Data on student characteristics over last 3 years
* Commentary on recruitment, outreach and other activities to sustain markets and broaden intakes
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| **UE2 Access & Inclusion**The Department demonstrates active implementation of commitments to widening access, inclusion and participation in higher education practice and effectively monitors and addresses differential student outcomes gaps. |
| * 3 years data on retention/continuation attainment and progression by student characteristic
* Evaluation and commentary on inclusive practice and accessibility, taking account of intake, and on action to address differences in outcomes by social group
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| **UE3 Education for Sustainable Futures**The courses are well designed and align with the University values for inclusion, internationalisation, ethical and socially responsible global citizenshipCourses have (or are in the process of) embedding the University graduate attributes |
| * CES and NSS satisfaction scores for teaching
* Evaluation and commentary on embedding relevant graduate attributes in the curriculum, including SDA goals and commitments to internationalisation and global citizenship
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| **UE4 Applied and Research Inspired Education*** Learning and Teaching is research inspired
* Curricula provide opportunities for students to engage with research processes and professional enquiry
* The Department demonstrates commitment to staff development and professional recognition, and extending its external profile for excellence in learning and teaching
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| * Data on staff teaching qualifications, professional recognition, external publications and presentations
* Commentary on Departmental approach to knowledge exchange, including external engagement with learning and teaching innovation, scholarship and development
* Evidence of research inspired teaching and how students are engaged with research and professional enquiry and knowledge exchange
* Evidence of commitment to professional development in teaching and learning and to scholarship of learning and teaching, including PSRT and engagement with staff development opportunities and teaching innovation.
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| **UE5 Assessment**Assessment outcomes for all students are strong (or issues are being addressed) and underpinned by effective assessment, feedback, standardisation and moderation processes |
| * CES and NSS satisfaction scores for assessment and feedback and course challenge
* Data on pass/fail rates at module and course level; review of grade and classification profiles and outcomes against external subject related benchmarks where possible
* Evaluation and commentary on effectiveness of assessment and feedback management policy /practice, drawing on evidence from student surveys and external examiners etc. and including plans for enhancement and continuous improvement etc
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| **UE6 Academic Support*** There are effective arrangements for academic support, including for personal academic tutoring, induction, supporting student module choice and monitoring student engagement/attendance
* Student retention, progression and completion is strong
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| * Student satisfaction with academic support and Personal Academic Tutor systems (overall and for specific groups, eg mature/disabled/BME groups)
* Data/metrics over 3 years on retention, progression and completion against available external subject related benchmarks where possible
* Evaluation and commentary on the effectiveness of academic support, including PAT systems in the light of data/metrics and other feedback
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| **UE7 Student Voice and Satisfaction*** The Department demonstrates a commitment to working in partnership with students, with genuine involvement of students in quality management and enhancement
* Students have a high degree of satisfaction with their courses and measures of student engagement are strong.
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| * CES and NSS satisfaction with student feedback mechanisms
* Student engagement with learning (as measured through CES and NSS student engagement measures)
* Number of SAP project applications and successful completions and their impact
* Evaluation and commentary on effectiveness of working in partnership including arrangements for student representation and response rates for module evaluation and surveys etc.
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| **UE8 Employability and Work-based learning*** Graduate employment outcomes (progression to highly skilled employment or further study) are strong and underpinned by clear approaches at course level to developing student employability and the provision of careers education, information, advice and guidance
* The Department engages with external communities and employers
* Students have the opportunity to apply their learning through collaboration with employers and/or community organisations
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| * NSS satisfaction scores for careers education and personal development
* Data/metrics regarding progression to graduate destinations and further study and other outcome related measures – eg LEO and career-readiness, for 3 years to show trends and externally benchmarked where possible
* Evaluative commentary might include reference to:
* Explicit employability and entrepreneurship strategies (including employer engagement and careers education) and their effectiveness at School/Department and course levels
* Employer and student/graduate engagement in course design and review
* work-based and work-related learning
* Management of placements and take up
* Employer links and collaborations
* Good practice and plans for enhancements etc
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| **UE9 Active Flexible Learning*** There is effective use of learning technologies for active flexible and accessible learning.
* Staff and student have well developed digital capabilities
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| * Student and staff feedback on use of learning technologies and their impact on student learning, experience and outcomes
* Strategy for developing the digital capabilities of staff and students and its effectiveness
* Evaluation of effectiveness of learning and teaching approaches for ‘active flexible learning’ and digital capabilities of staff and students, drawing on evidence from surveys and more generally.
* Use of JISC digital capabilities framework
* Embedding of digital citizenship as graduate attribute
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| **UE10 Resources**There are sufficient and appropriate resources, including staff and learning resources, specialist facilities and equipment to underpin the curriculum and permit all students to achieve learning outcomes. |
| * Effective use of resources and their impact on student learning, experience and outcomes
* Evaluation of resource adequacy
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| **Academic Partnerships** (where relevant)**UE11 Academic Partnerships** * The management of collaborative partnerships and courses is effective with appropriate attention to risk.
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| * Recruitment, retention and completion data for 3 years
* Challenges and opportunities presented by partnership arrangements and cost/benefit analysis
* Effectiveness of risk management
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| **UE12 Academic and professional standards** * Courses are aligned with external reference points and benchmarks (including the FHEQ and where relevant qualification and classification descriptors)
* Courses meet the requirements of PSRB or other accrediting bodies
* Students achieve appropriate standards
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| * External examiner and PSRB reports
* QAA Benchmark statements
* Evidence based assessment of academic standards (and where relevant professional standards)
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| **UE13 Applicant and student information*** Published information, including programme and module specifications, course handbooks and module outlines are fit for purpose, accessible and trustworthy
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| * Review of course webpages and course documentation
* Evaluation of management of applicant and student information in terms of accuracy and currency etc. including accessibility
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| **UE14 Quality assurance and enhancement*** The department uses data to identify and manage risk, and to drive continuous improvement
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| * Course AERs and enhancement plans
* Evaluation of approach to and effectiveness of quality management and enhancement
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**3 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.