# Self-Evaluation Document Template (Periodic Review)

# General guidance on completing the SED

# Annual Monitoring and Periodic Review: Programme Directors are not required to complete the *Annual Programme Director’s Review* during the year in which the programme’s Periodic Review is taking place. This template has been designed to cover both functions.

* **Areas to be covered:** The template has been structured into broad sections, with guidance given under each heading about what should be included. It is intended to be flexible, and staff may adapt to meet the terms of reference of the review.
* **Information to be summarised:** The SED should provide a master overview to help the Panel navigate additional documentation (which should be supplied alongside the SED). Much of the information will already be available in documents such as the programme specification, programme handbook and prospectus. Links to further documentation should be given for referencing, indicating how important each such document is to be scrutinised.
* **Critique to be provided:** As well as summarising factual information, the SED should give a brief, evidenced based critical commentary on the programme – e.g. strengths, or potential weaknesses, or areas due for further development. Consideration should be given to the approaches to learning and teaching, and how they serve to enhance the student learning experience. It will also be appropriate to set out any strategic vision or intentions for the future of the programme.

* **Length:** It is suggested that a typical SED should be approx. 2,500 to 3,000 words, or up to 6 pages. While a version that attempted to cover everything in the template comprehensively would most likely be longer than this, for each point addressed the idea is simply to give a brief summary of practice and highlight/critique any points of particular interest.

# Periodic Review Self-Evaluation Document (SED)

# Name of programme(s) and award(s)

*As per programme specification – give title and name of final award(s), e.g. “MSc and PGDip in Tropical Medicine”.*

# Award levels covered

*As per programme specification – e.g. “all at Masters level (FHEQ level 7)”.*

# Academic year of review

*The year the review is taking place.*

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## Background and context

* Provide any relevant background about history of the programme (focus on last 5 to 10 years) and any significant milestones/developments/changes.
* Summarise key conclusions from the last periodic review of the programme or any other major internal/external reports of relevance. Note progress made on major issues or recommendations.
* Note any recent, current or upcoming developments of relevance for the programme or LSHTM.

## Documentation being provided for review

* ***List*** *all further documentation to be supplied to the External Reviewer – with web links where available.* ***Note*** *how copies will be supplied – e.g. via Moodle/VLE. Key documents should be specifically provided; further or ancillary documents may simply be made accessible. As much as possible, try to* ***distinguish****:*
* *Key documents – e.g. programme specification, programme handbook, prospectus details, module specifications, programme reading list.*
* *Further information – e.g. External Examiner reports, Programme Committee minutes, admissions guidance, project handbook, past review reports, student and alumni evaluation/survey reports, statistical data.*
* *Ancillary information – e.g. module readers, timetables, teaching materials, past exam papers, sample student work.*

## Aims and objectives of the programme

* ***Summarise*** *(based on programme specification) and* ***critique/comment on****:*
* *Aims and objectives of the programme.*
* *Intended learning outcomes.*
* *How modules satisfy overall programme objectives.*
* *Fit to national FHEQ.*

## Recruitment and admissions

* ***Summarise*** *and* ***critique/comment on****:*
* *Target profile – desirable number of students and mix of origins, experiences etc. for each cohort; activities undertaken to recruit to this level.*
* *Entrance requirements, fees, admissions criteria, and operation of admissions cycle (based on programme specification, plus any further documentation e.g. guidance for staff on accepting/rejecting applications).*
* *Materials provided to applicants (prospectus etc.) and those offered a place (application pack or web pages etc.).*
* *Statistics about applications, offers, admissions and student demographics.*
* *Information about scholarships.*

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| **New Registrations** | **19/20** | **%** | **18/19** | **17/18** | **16/17** | **Analysis** |
| Full Time |  |  |  |  |  |  |
| Part Time |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |
| Home |  |  |  |  |  |  |
| EU |  |  |  |  |  |  |
| International |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

## Structure of the programme

* ***Summarise*** *(based on programme specification) and* ***critique/comment on****:*
* *Programme structure – general pathways, not specific content (which is covered in next section).*
* *Learning times, and credit weightings where appropriate.*
* *Standard programme timetable, available study modes and timescales for student completion etc.*
* *Include intentions for future development of programme, e.g. new modules, new assessments etc.*

## Programme content

* ***Summarise*** *(based on programme specification and programme handbook) and* ***critique****:*
* *Programme structure – core and advanced modules and options/recommendations available to students (reference relevant element of programme handbook, blob chart etc.). Mention any module pre-requisites, special activities like field trips or away-days, etc.*
* *Programme materials – key materials (specify type/format) provided for students at programme and module level (link to more detailed lists of materials for each module).* o *VLE usage – what content or activities are provided/conducted via Moodle or other VLE-type tools (link to available content, such as past online discussions, podcast lectures, etc.)*
* *Curriculum review and revision processes – how content and materials are kept up to date (link to Annual Programme Director’s Reviews and Annual Module Review & Action Plans, give examples of updates, describe update timescales, etc.).*

*Areas for development – identify any potential aspects of the programme requiring or with scope for improvement, areas not currently covered, etc.*

## Teaching and learning

* ***Summarise*** *and* ***critique/comment on****:*
* *Teaching methods – mix of and approaches to lectures, seminars, groupwork, peer learning, self-directed learning, online exercises, etc.*
* *Programme materials – appropriateness of current formats/approaches/delivery methods.*
* *VLE usage – more on specific pedagogic and learning activities provided/conducted via Moodle or other VLE-type tools (link to available content, such as past online discussions, tutorial support, etc.)*
* *Learning resources – services and facilities such as library, laboratories, computers etc.*
* *Academic support – describe support available from Programme Directors, Module Organisers, personal tutors and project supervisors.*
* *Exams – support provided for student learning (e.g. pre-exam revision sessions, past papers etc.)*

*Projects – support provided and expectations about the project learning experience.*

## Assessment and student outcomes

* ***Summarise*** *and* ***critique/comment on****:*
* *Assessment methods – types and mix of both formative and summative assessment through the programme (inc. mix across different potential module options, and assessment through exams and projects).*
* *Operation of assessment-setting processes, marking, moderation, and the Board of Examiners (including role of the Chair).*
* *Grading system – brief explanation, also cross-referencing samples of tasks and student work provided.*
* *Assessment feedback supplied to students – brief explanation, also cross-referencing samples provided.*
* *Statistics about pass rates, grade distributions, student progression and completion etc.*
* *Information about student career destinations (as collected via alumni and destination of leavers and graduate outcomes surveys).*

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| **Completion** | **19/20** | **%** | **18/19** | **17/18** | **16/17** | **Analysis** |
| Pass |  |  |  |  |  |  |
| Fail |  |  |  |  |  |  |
| Interruption/  Withdrawal |  |  |  |  |  |  |
| **Attainment** | **19/20** | **%** | **18/19** | **17/18** | **16/17** | **Analysis** |
| Distinction |  |  |  |  |  |  |
| Merit |  |  |  |  |  |  |
| Pass |  |  |  |  |  |  |

## Student support and student experience

* ***Summarise*** *and* ***critique/comment on****:*
* *Key points arising from students and staff feedback at programme level, including PTES, Module Surveys, Forums, and the Programme Committee*
* *Student-facing administrative support provided by LSHTM (and collaborative partners where relevant, e.g. the University of London Worldwide (UoLW)*
* *Non-academic and pastoral support available to students – from academics (e.g. tutors or Programme Directors), Student Advice & Counselling Service, Careers Service, etc.*

*Student and alumni feedback about their experiences with regard to the programme.*

## Quality assurance, programme management & resourcing, and other information

* ***Summarise*** *and* ***critique/comment on****:*
* *Key points arising from the external examiner/s’ reports and any additional verbal feedback. Summarise your approach to actions taken in response to external examiner feedback and the impact of these.*
* *Any accreditation by professional, statutory or regulatory bodies, or other key external/collaborative links (joint programmes should give more extensive information here). Summarise actions taken or changes made to the programme in response to PSRB feedback, and the impact of these. Make particularly clear any significant issues raised in PSRB feedback/ reports/visits.*
* *Processes for annual reporting and monitoring at programme and module level.*
* *Operation of the Programme Committee and role of Programme Directors.*
* *Roles/remit of other key staff inc. Taught Programme Director, Dean of Faculty, etc.*

*Any other useful or relevant information which has not otherwise been presented.*

## Summary – Programme strengths, weaknesses, opportunities and threats

* *Give a SWOT analysis for the programme.*

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| **STRENGTHS:** *e.g. quality of teaching, variation of assessments* |
| **OPPORTUNITIES:** *e.g. opportunities to respond to global issues; emerging markets* |
| **WEAKNESSES:** *e.g. highlighted in student feedback* |
| **THREATS:** *e.g. changes to recruitment trends* |

## Future intentions and strategy

* ***Indicate*** *general intentions and any more strategic vision for the future development of the programme.*

## Authors of SED and date of preparation

* *Please indicate who has written this SED, and the date of the current version.*

## Objectives for Periodic Review

* *Give specific terms of reference for what this particular review should set out to achieve.*

## Summary Action Plan

* *Set out summary outcomes from the previous sections as a programme action plan using the table below*

**Aims and Objectives of the Programme**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Number** | **Reason for Action** | **Planned Action** | **Person Responsible** | **Deadline** | **Outcomes** | **Open/Closed** | **Closure Date** |
|  |  |  |  |  |  |  |  |
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**Recruitment and Admissions**

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| **Action Number** | **Reason for Action** | **Planned Action** | **Person Responsible** | **Deadline** | **Outcomes** | **Open/Closed** | **Closure Date** |
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**Structure of the Programme**

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| **Action Number** | **Reason for Action** | **Planned Action** | **Person Responsible** | **Deadline** | **Outcomes** | **Open/Closed** | **Closure Date** |
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**Programme Content**

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| **Action Number** | **Reason for Action** | **Planned Action** | **Person Responsible** | **Deadline** | **Outcomes** | **Open/Closed** | **Closure Date** |
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**Teaching and Learning**

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| **Action Number** | **Reason for Action** | **Planned Action** | **Person Responsible** | **Deadline** | **Outcomes** | **Open/Closed** | **Closure Date** |
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**Assessment and Student Outcomes**

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| **Action Number** | **Reason for Action** | **Planned Action** | **Person Responsible** | **Deadline** | **Outcomes** | **Open/Closed** | **Closure Date** |
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**Student Support and Student Experience**

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**Quality Assurance, Programme Management & Resourcing, and Other Information**

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