

**SCHEDULED/ENHANCED QUALITY REVIEW**

**SELF-EVALUATION DOCUMENT**

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| **Subject Area** |  |
| **College** |  |
| **Principal author(s)** |  |
| **Student authors(s)** |  |

**This subject area comprises the following programmes:**

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**About the Quality Review Process**

Quality Reviews are administered by Academic Quality Services in Academic Services, and they take two approaches: Scheduled (within a normal 5-6 yearly review cycle) or Enhanced (where performance against metrics indicates one or more risks).

The process is designed to be evidence based, self-reflective and to focus on enhancement, rather than act as an institutional ‘tick-box’ exercise. The data is presented wherever possible at subject (JACS3) level, with relevant information provided at programme level, to ensure sector comparability, and the whole process is focused on how to continue to improve on the student experience, integrating teaching and learning, culture and values and the subjects’ research performance and integration into a single review.

**About this Self-Evaluation Document**

The following is an evidence-based review document. It is completed by the Subject Area/programme under review and should address the Subject Area’s outcomes against its strategies and goals.

Areas of excellence and development opportunities should be identified throughout. Where applicable, actions undertaken or planned actions to address weaknesses should be described.

The review should be conducted in the context of the University’s strategic plans, in addition to the College and Subject Area strategies. National and international trends (where available) will aid the Subject Area under review to reflect on best practice outside of the University and benchmark accordingly.

The review document is divided into six sections:

1. University and College Strategy
2. About the Subject Area
3. Student Experience
   1. Teaching Quality
   2. Learning Environment
   3. Student Outcomes and Learning Gain
4. Research
5. Issues, Trends and Future Development
6. Summary

Please note that the word limits accompanying each section should be used as approximate guides only.

**Completing your Self-Evaluation Document**

To complete your self-evaluation, it is recommended that the Head of Subject Area and Programme Director(s) form a team, including College Quality personnel, supported by the relevant Boards of Studies and Director of Learning and Teaching/Research as required. Student Representatives should also have input into the document. The Head of College should also be consulted during the development phase, notably around section 1, which is designed to facilitate engagement within Colleges.

The Academic Quality Services College Engagement Officers assigned to your College will also be part of the team, to provide advice, guidance and direction in terms of focus for the review.

If you have any questions regarding this document, please contact [quality@swansea.ac.uk](mailto:quality@swansea.ac.uk)

If you have any questions specifically regarding the data, please contact [statistics@swansea.ac.uk](mailto:statistics@swansea.ac.uk)

1. **University and College Strategy**

This section should be written in partnership with the Head of College, Director of Learning and Teaching, and the Associate Head of College/College Manager

1. Strategic Direction and Alignment

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| **Approximate word limit: 250**  Subject Areas are invited to:   * Briefly outline their strategic direction * This should be focused on how they plan to deliver the relevant strands of the University’s strategic plan * Explain how the Subject Area fits into the College’s strategic plan |

1. Business Planning and Financial Position

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| **Approximate word limit: 250**  Subject Areas are invited to:   * Evaluate the Subject Area’s financial position, income generation, expenditure, and approach to Business Planning * Outline the College’s plans for growth investment, and development |

**When reflecting upon the University and College Strategy, please consider the following –**

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| **What is going well?** |
| **What is going less well?** |
| **What actions need to be taken?**  Please ensure that the actions follow the [SMART model](https://www.mindtools.com/pages/article/smart-goals.htm). |

1. **About the Subject Area**

This section should explore the current make up and performance of the Subject Area within the national context, along with the structure, management and values of the Subject Area.

1. **Overview of Subject Area**

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| **Approximate word limit: 300**  Subject Areas are invited to provide an overview of the Subject Area, its structure, and how it caters to the needs of its students, plus how it recognises diversity in the cohort. |

1. **National/International Position and Context *(if available)***

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| **Approximate word limit: 250**  Subject Areas are invited to:   * Reflect on the Subject Area’s national and international position within the League Tables * Outline the philosophy, ethos, approach, and expertise of the Subject Area to establish a context to inform the Review Team |

1. **Student Profile**

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| **Approximate word limit: 250**  Subject Areas are invited to:   * Analyse their student profile * Refer to recruitment trends over time * Reflect on student attendance for core and compulsory modules * Reflect on the Subject Area’s entry tariffs * Reflect on student diversity within the Subject Area |

1. **Staff Profile**

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| **Approximate word limit: 250**  Subject Areas are invited to:   * Reflect on the Subject Area’s staff base and its diversity * Outline where the Subject area has key strengths and expertise * Reflect on the student-staff ratio * Identify the areas that may benefit from further development |

1. **Department/Subject Area Structure**

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| **Approximate word limit: 250**  Subject Areas are invited to:   * Outline the structure of the Subject Area * Evaluate the effectiveness and impact of their approach |

1. **Management, Culture, Values and Behaviour**

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| **Approximate word limit: 250**  Subject Areas are invited to:   * Reflect on the management approach within the Subject Area * Reflect on the behaviour, culture and values of the department and how this reflects in student interactions * Outline how the Subject Area works with students as partners |

1. **Programme Design, Development, and Review**

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| **Approximate word limit: 250**  Subject Areas are invited to reflect on the following:   * The Subject Area’s philosophy and approach to developing new programmes, and ensuring current programmes are regularly reviewed and enhanced following subject developments, including the following: * How the Subject Area engages with development and review processes including Annual Programme Review and ensures content remains current * Inclusivity and accessibility embedded within programme design * Compliance with relevant external benchmarks and QAA Subject Benchmark statements * Development and use of Curriculum maps and Assessment strategies at programme level * Student participation and engagement with programme design, review and enhancement |

1. **Academy Engagement**

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| **Approximate word limit: 300**  Subject Areas are invited to outline how they engage with the University’s four Academies – Swansea Academy of Inclusivity and Learner Success ([SAILS](http://sails.swan.ac.uk/)) which has a remit for inclusive student academic and pastoral support and widening access outreach for schools and Colleges (please see [SAILS toolkits, guides and resources](https://collaborate.swan.ac.uk/Sails/Toolkits,%20guides%20and%20resources/Forms/AllItems.aspx)), Swansea Employability Academy ([SEA](http://www.swansea.ac.uk/sea/)), Swansea Academy of Learning and Teaching ([SALT](https://salt.swan.ac.uk/)), and the [Academi Hywel Teifi](http://www.swansea.ac.uk/academi-hywel-teifi/).  Consider what the balance of engagement is across the Academies proportionally.  **Please also state any requests for members of the above academies to be present at the Quality Review below.** |

1. **External Engagement**
   1. Employer Engagement
   2. Community Engagement
   3. Sector Engagement
   4. Professional/statutory Body Engagement *(if applicable)*

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| **Approximate word limit: 200**  Subject Areas are invited to:   * Provide reflection and narrative on how the Subject Area engages with the wider community, through employers and or/professional bodies |

**When reflecting on the Subject Area section, please consider the following -**

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| **What is going well?** |
| **What is going less well?** |
| **What actions need to be taken?**  Please ensure that the actions follow the [SMART model](https://www.mindtools.com/pages/article/smart-goals.htm). |

1. **Student Experience**

This section should explore the student experience holistically. A clear approach will be required on how the Subject Area plans to improve underperformance, and to maintain and enhance good performance.

This section should refer to Annual Programme Reviews and any previous reviews or engagements in particular, to ensure continuity and consistency of response and to map impact of previous actions.

Please note that the blue line within the graph represents the NSS scores, and the grey line represents SES scores, where available.

Please note that -

* Plotted points in the Red section denote our score is below the median value for all benchmarked institutions.
* Plotted points in the Amber section denote our score is between the median and the 90th percentile for all benchmarked institutions.
* Plotted points in the Green section denote our score is in or above the 90th percentile for all benchmarked institutions.

**In the absence of National Student Survey, Student Experience Survey, and Postgraduate Taught Experience Survey data, please reflect upon Module Feedback reports and any other student feedback.**

1. **Teaching Quality**

**Teaching Quality and Valuing Teaching**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:   * How the Subject Area values and rewards teaching * Inclusivity and accessibility for all * Use of Technology (including compliance with the University’s Blackboard Minimum policy) * Quality of teaching (including compliance with the Peer Observation Policy and teaching qualifications/fellowships) * Innovative teaching and enhancing practices (including engagement with SALT) * Student participation and engagement with Learning * How research informs teaching (both practice and subject), and how student learning involved active engagement with research * How much contact hours a student is subject to and how the students may feel confident that they’re getting “value for money” |

**Assessment & Feedback**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:   * How the Subject Area use Assessment and Feedback to enhance learning and student development * Inclusivity and accessibility for all ([Inclusivity and Universal Design for Learning](https://collaborate.swan.ac.uk/Sails/Toolkits,%20guides%20and%20resources/Forms/AllItems.aspx?RootFolder=%2FSails%2FToolkits%2C%20guides%20and%20resources%2FInclusivity%20and%20universal%20design%20for%20learning&FolderCTID=0x012000FDA74B169184074BAB67A3606A265DAE&View=%7B2706CF21-6343-4C24-AFAF-F8AB3504854C%7D)) * Compliance with the University’s Feedback and Assessment Policy * Use of Authentic Assessment methods to maximise employability * Use of Technology to enhance assessment * Innovative assessment and feedback practices (including engagement with SALT) * Student participation and engagement with assessment and feedback |

1. **Learning Environment**

**Academic Support**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:  How academic support provided to students, including compliance with the University’s Academic Mentoring process  How the Subject Area provides the support students need to succeed  Any other sources of student support, including the Academic Success Programme and Student Support Services   * How academic support provided to students, including compliance with the University’s |

**Organisation and Management**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:  Effectiveness of timetabling (teaching and assessment)  Course organisation, management and support  Communication with students (notably around changes to courses) |

**Learning Resources**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:   * Where Learning Resources available to students, including space, library provision, IT facilities, and other facilities meet student demands and needs * What improvements have been made and what improvements are planned for the future to ensure resources keep pace with student expectations * Where Learning Resources available to students, including space, |

**Learning Opportunities**

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| **Approximate word limit: 300**  Subject Areas should are invited to reflect on the following:   * How the Subject Area has provided students with opportunities for further learning * Whether the students have opportunities to apply their knowledge * How students are encouraged to fully explore their discipline |

**Learning Community**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:  • Whether students feel part of a community at Swansea University  • Whether students have had opportunities to work with other students   * Whether students feel part of a community at Swansea University * Whether students have had opportunities to work with other students |

**Student Voice**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:   * Whether students are aware of how their feedback is being used * If students have had ample opportunity to provide feedback * If students believe that their views are valued by staff * Whether the Students’ Union effectively represents students’ academic interests |

**Overall Satisfaction**

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| **Approximate word limit: 300**  Subject Areas are invited to reflect on the following:  The overall performance in student surveys, in terms of how students view their overall University experience.  Explore the key factors involved in student decision making including the location of the Swansea campuses, community engagement, to what extent students feel part of the University and the overall University experience |

1. **Student Outcomes and Learning Gain**

This section explores the Programmes’ output, in terms of how students’ progress through the programme, achieve good honours degrees and go on to graduate employment or further study. Learning Gain is currently being defined, but in essence it encapsulates the distance travelled by students from enrolment to completion.

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| **Approximate word limit: 350**  Subject Areas are invited to reflect on the following:   * The progression rates for the Subject Area, indicating any clear trends * What actions the Subject Area takes to maximise retention and student success * Any specific local factors which may impact on continuation and retention, including students from non-traditional backgrounds or part time students. * How the Subject Area enhances the students’ personal development * The Subject Area’s overall performance in terms of degree outcomes and Learning Gain (distance students have travelled from enrolment to completion).   Please also outline how you are preventing grade inflation.   * How many students defer, have supplementary examinations, and how many students are required to repeat modules * How many students defer, have |

**Scholarship, Research and Professional Practice**

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| **Approximate word limit: 250**  Subject Areas are invited to reflect on the following:   * How professional practice in key areas informs programme development and teaching/learning. * How research informs teaching (both practice and subject), and how student learning involved active engagement with research * Engagement with external agencies for recognition of teaching, including the HEA Fellowships programme |

**Employment & Further Study**

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| **Approximate word limit: 250**  Subject Areas are invited to reflect on the following:   * The Subject Area’s overall performance in terms of employability, in particular for students entering highly skilled employment following graduation. * How is employability currently embedded into your curriculum? * How do you intend to drive forward employability in your subject area? * What support from [SEA](http://www.swansea.ac.uk/sea/) would you like to assist you? Please also see SEA’s [Employability Resources for Staff](http://sea.swan.ac.uk/) * Further information on the local/subject context which may impact on overall results. * The extent to which students with protected characteristics and/or from a low participation postcode ([WIMD](https://statswales.gov.wales/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation) bottom two quintiles or [POLAR 4](https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/)) enter highly skilled employment or further study following graduation. |

**When reflecting upon the Student Experience section, please consider the following –**

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| **What is going well?** |
| **What is going less well?** |
| **What actions need to be taken?**  Please ensure that the actions follow the [SMART model](https://www.mindtools.com/pages/article/smart-goals.htm). |

1. **Research**

This section should explore the Subject Area’s Research and approach to Postgraduate Research Students. A clear approach will be required on how the Subject Area plans to improve underperformance, and to maintain and enhance good performance.

This section should refer to recent REF and Mini-REF reviews to ensure continuity and consistency of response and to map impact of previous actions. Please contact the Planning and Strategic Projects Unit for this information.

1. **Research Staff Profile**
   * Outputs, citations and grant income
2. **REF & Mini-REF Outcomes**
   * Impact
3. **Research Environment**
   * Seminar Programme
   * Facilities and Equipment
   * External Links

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| **Approximate word limit: 200**  Subject Areas are invited to reflect on the following:   * The research environment for students within the Subject Area and College, including facilities, resources, support, engagement and external links, including support for conference attendance. * The REF and Mini Ref outcomes for the subject area * The research staff profile |

1. **Postgraduate Research Students**
   * Recruitment
   * Supervision
   * Completion
   * Strategy
   * Engagement
   * Student Experience

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| **Approximate word limit: 200**  Subject Areas are invited to reflect on the following:   * The key aspects of the Subject Area’s approach to Postgraduate Research students * How the Subject Area’s approaches align to the University’s strategy for Postgraduate Research. Please see the Portfolio Review exercise data for recruitment numbers, and the Appendix within the document for completion rates. |

1. **Areas of Excellence**

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| **Approximate word limit: 200**  Subject Areas are invited to reflect on the following:  The areas of excellence in research, including research centres, centres of excellence and aspects of research which are internationally renowned. |

**When reflecting upon the Research section, please consider the following –**

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| **What is going well?** |
| **What is going less well?** |
| **What actions need to be taken?**  Please ensure that the actions follow the [SMART model](https://www.mindtools.com/pages/article/smart-goals.htm). |

1. **Issues, Trends and Future Development**

This section is focused on key development opportunities for the Subject Area to enhance or maintain its position nationally and internationally, focused on delivering the University and College strategic priorities identified in Section 1.

1. Subject Area Expertise, Capability and Capacity
2. Potential Future Development/Expansion Areas:

* Undergraduate
* Taught Postgraduate
* Postgraduate Research
* Research

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| **Approximate word limit: 200**  Subject Areas should are invited to reflect on the following:   * Where the Subject Area needs to position itself to meet the College and University strategic ambitions * What potential development areas there may be, as directed by market trends, to ensure growth, income diversification and sustainability   The potential future opportunities both within existing capacity and expertise |

**When reflecting upon the Issues, Trends, and Future development section, please consider the following -**

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| **What is going well?** |
| **What is going less well?** |
| **What actions need to be taken?**  Please ensure that the actions follow the [SMART model](https://www.mindtools.com/pages/article/smart-goals.htm). |

1. **Summary**

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| **What are you doing well?** |  |
| **How will you ensure continuous improvement and sharing of effective practice?** |  |
| **What needs to improve?** |  |
| **What actions will you take to improve?** |  |
| **How have you or will you engage students in solution-finding?** |  |

Please circulate the Self-Evaluation Document to the Head of College and/or Director of Learning and Teaching upon completion for them to provide a response to the document. The Subject Area is then invited to provide a response to this commentary prior to submission to Academic Quality Services.

**College Commentary (Head of College, Director of Learning & Teaching)**

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| **Approximate word limit: 200** |

**Subject Area Response to Commentaries**

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| **Approximate word limit: 200** |