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**PGR PERIODIC REVIEW**

APPENDIX 2

SELF-EVALUATION DOCUMENT TEMPLATE

Guidelines for producing the SED for Periodic Review

**1. GUIDANCE**

The Self-Evaluation Document (SED) is a statement which demonstrates that a review area has evaluated its provision in a constructively self-critical manner.

The self-evaluation document should be between 10-20 pages long and should cover the following:

* Research environment (including skills training and employability)
* Student support (including admissions, induction, supervision, progression and professional support)
* Management of PGR provision (including complaints and appeals)
* Staff engagement (including staff development)
* Quality and enhancement management (including collaborative provision)
* Student engagement with the review process

The review area should evaluate its provision and highlight both the strengths and weaknesses in the sub-sections provided. The SED is an opportunity for the review area to demonstrate how the strengths of the provision identified in any previous reviews have been built upon, and how any weaknesses identified have been addressed. The Review Panel will recognise appropriate remedial plans that effectively address any acknowledged weaknesses. You may wish to incorporate information from the School/ Institute’s Planning Statement about future plans or priorities.

Where evidence is available to support statements made in the SED this should be stated in the relevant sub-section and be made available to the review panel on request.

The student community should be engaged in the development of the SED; the review area should outline how students have been engaged in Section 7.

The SED should be developed with reference to the [QAA Quality Code](http://www.qaa.ac.uk/).

**2. TEMPLATE**

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| **SECTION 1: DESCRIPTION OF PGR PROVISION** | | |
| * Give details of the programmes that are delivered, the mode of study and student body profile * Where programmes are delivered with partners please ensure Appendix 3 has been completed and submitted with the additional supporting documentation * Provide an executive summary of key issues arising within the School/ Institute during the review period | | |
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| **SECTION 2: RESEARCH ENVIRONMENT** | | |
| * Evaluate the mechanisms in place for ensuring students are admitted into good research environments(review area’s REF results, academic structure, access to or involvement with research groups/ clusters, instances of cross-disciplinary research, journal clubs and physical resources such as Labs, office, library and social spaces) * Explain how the review area encourages and facilitates a vibrant and participatory research culture, including the opportunities available to PGR students to fully engage with this culture * Evaluate the mechanisms in place for identifying and reviewing students’ skills/ training needs * Describe the opportunities available to students within the review area to access training from elsewhere in the University and outside of it * Evaluate the efficacy of training available to students in the review area including training delivered with partners * Explain how the review area assesses the effectiveness of its employability strategies, including support for diverse career paths, and its engagement or interactions with employers * Explain how placements are managed and evaluated in respect of the student experience. If placements are not currently arranged the SED should explain if there are plans to develop them in the future or what alternative strategies the review area has to provide students with opportunities to engage with employers * Evaluate the Equality, Diversity & Inclusion initiatives and training opportunities in place for staff and students | | |
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| *Evidence base:* | | |
| *Please highlight particular strengths:* | | |
| *Please highlight areas needing development:* | | |
| **SECTION 3: STUDENT SUPPORT** | | |
| The SED should articulate and evaluate the student support systems in place for the whole student journey covering aspects that include the following: recruitment and induction of students; identification of and action on any special learning needs; feedback to students on their progress; overall academic guidance and supervision:   * Evaluate the review area’s adherence to the Policy on PGR Admissions (clarity of the responsibilities of individuals, timely decision-making, admissions criteria) <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix-1-PGR-CoP.pdf> * Describe the information provided to students prior to starting their programme, including student feedback on the information provided * Evaluate the induction arrangements, including feedback from students * Evaluate how students’ skills/ training needs are identified, provided for and managed within the review area * Describe the academic and pastoral support in place for research students within the review area * Describe the opportunities available within the review area for developing research, personal and professional skills * Explain the review area’s mechanisms for communicating responsibilities and entitlements of students * Describe how the review area ensures the responsibilities of supervisors are communicated to supervisors and students, including the expectations of the supervisor in support of the production of the thesis * Evaluate the review area’s processes for managing the progress of students and the students’ records with reference to the PGR Code of Practice <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix-3-PGR-CoP.pdf> * Describe the roles and responsibilities of individuals within the review area in relation to managing student progress * Describe the review area’s approach to preparing students for examination with reference to the PGR Code of Practice <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix-8-PGR-CoP.pdf> * Evaluate the review area’s management of the examination process | | |
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| *Evidence base:* | | |
| *Please highlight particular strengths:* | | |
| *Please highlight areas needing development:* | | |
| **SECTION 4: MANAGEMENT OF PGR PROVISION** | | |
| * Explain the process for selecting and training admissions tutors\* * Evaluate the processes for appointing supervisors and designating Primary/Second supervisor status and the percentage splits of the supervisory team * Describe how the review area expects the relationship between the Primary Supervisor and Second Supervisor(s) to operate, including how communication, expectations and responsibilities are managed * Explain the mechanisms for ensuring that supervisors are trained, kept up to date with training and how new supervisors are mentored * Describe how the review area ensures supervisors have sufficient time to carry out their responsibilities effectively and how the review area recognises the contribution of PGR supervisors * Evaluate the review area’s provision of supervision for PGR students, including using student feedback on supervision * Evaluate the review area’s adherence to the PGR Code of Practice on supervision of research students <https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix-2-PGR-CoP.pdf> * State what area-specific guidance or policies are in place within the review area (e.g. ethical approval processes) * Describe how the review area implements and embeds University policies with reference to how policies are communicated to staff and students * Evaluate the review area’s compliance with University policies * Describe how student complaints are managed within the review area and whether there have been any recurrent themes * Describe the nature of appeals that been submitted * Evaluate the review area’s response to both complaints and to appeals   \*Or those involved in making an academic decision on admissions | | |
|  | | |
| *Evidence base:* | | |
| *Please highlight particular strengths:* | | |
| *Please highlight areas needing development:* | | |
| **SECTION 5: STAFF ENGAGEMENT** | | |
| * Describe how staff within the review area have been engaged in the development of the SED * Explain the systems and strategies in place for staff induction, mentoring and development and evaluate their effectiveness in delivering a high quality student experience * Explain the mechanisms in place for communicating the responsibilities, entitlements and expectations of staff in regard to PGR provision | | |
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| *Evidence base:* | | |
| *Please highlight particular strengths:* | | |
| *Please highlight areas needing development:* | | |
| **SECTION 6: QUALITY AND ENHANCEMENT MANAGEMENT** | | |
| The SED should evaluate the effectiveness of the measures taken to enhance the quality and standards of provision. In particular, the SED should evaluate the review area’s effectiveness in setting and maintaining approved standards by showing:   * How the review area enhances the quality of learning opportunities by systematically building upon information or feedback that may come from: students, external examiners, external bodies, such as professional, statutory or regulatory bodies, graduates, employers, the University’s Strategic Plan, previous periodic reviews * How the department/school identifies and disseminates good practice * The systems in place to review/ monitor provision (other than periodic review) * The mechanisms in place to collect feedback from students, supervisors and examiners within the review area * How feedback from these groups is reviewed and responses managed * The effectiveness of the management of collaborative provision within the review area, including how a strategic view is taken to start up or to end a collaborative agreement, the role of/ relationship with central departments, how feedback is collected from students who have spent time at a partner institution (*N.B Appendix 3 should be completed in association with this section)* | | |
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| *Evidence base:* | | |
| *Please highlight particular strengths:* | | |
| *Please highlight areas needing development:* | | |
| **SECTION 7: STUDENT ENGAGEMENT** | | |
| * Describe how the student body has been engaged in the development of this SED * Describe how students are engaged with the review area * Describe how feedback from students is collected | | |
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| **SECTION 8: ADDITIONAL SUPPORTING DOCUMENTATION** | | |
| List the Additional Supporting documentation that the review area has not been able to provide to the Panel, noting next to each item why this has not been possible | | |
| **Item** | | **Reason** |
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| **SECTION 9: SIGN OFF**  (To be completed by the Dean of the review area) | | |
| Name |  | |
| Signature |  | |
| Date |  | |

**SUGGESTED TEMPLATE FOR THE STUDENT COMMENTARY ON THE SELF-EVALUTION DOCUMENT (SED) FOR PERIODIC REVIEW**

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| **SCHOOL/INSTITUTE:** |
| **DATE OF PERIODIC REVIEW:** |
| **COMPILED BY/DATE**: |
| **Please outline how students have been engaged in the development of the SED:** |
| **Do students think the evaluation in the SED is a fair reflection of the School’s/Institute’s provision for PGR students?** Please provide details/comments as necessary. |
| **Does the SED reflect the strengths and weaknesses identified by the students?** Please provide details/comments as necessary. |
| **Are there any additional matters the students would like to highlight to the review panel?** |