

Self-Evaluation Document (SED) for Institutional Review Guidance for Collaborative Partners

The Self-Evaluation Document (SED) prepared by the collaborative partner institution / organisation should review the effectiveness of the partnership against the terms of the partnership agreement, and draw on the operation of the programme(s) under review. It should include a short critical evaluation of each programme, identifying strengths, weaknesses, innovations and planned developments for quality enhancement.

The SED should not a descriptive account of what the collaborative partner does, nor is it intended to be an updated version of their most recent annual evaluation report (although cross referral might be useful). The Partnership Agreement and Programme Specifications together with associated documentation will provide a substantial description of the partnership and each programme, and panel members will be provided with annual monitoring/evaluation and external examiner reports, together with other existing documentation.

The SED should be evaluative, reflective and self-critical. It is the collaborative partners opportunity to reflect on the overall partnership to-date, whether operationally it works well, and what could be improved in future. Problems or weaknesses should be stated, and steps that are to be taken to address these.

Collaborative Partners should consult with students and ask them what they consider to be the positive aspects of the partnership with the University, what the subject does well and what might be improved, and where appropriate consult with graduates and/or employers.

The University may assist with a 'statistical digest' for each programme under review, showing registrations, withdrawals, completions and award profiles for the last 3 years wherever possible.

SEDs should follow the template below in terms of the required main sections. The bullet points are intended as guidance to aid reflection.

Collaborative Partners should complete Part B as concisely as possible and refer panel members to existing documentation which provide evidence to support claims or demonstrate action taken. **Such evidence is to be submitted in support of the SED** and is likely to include:

- Partner HE strategy documents,
- Annual evaluation reports,
- Committee structure and minutes, including Course Management Committee minutes,
- External examiner reports,
- Post-exam board module moderation meeting notes,
- Course handbooks and module outlines,
- Student surveys
- Statistical data including that related to employability, and employer/mentor feedback where relevant.

The SED document can be used to summarise, highlight and provide an overview without repeating information already available.

The completed form should be submitted to collaborative.provision@rau.ac.uk

Collaborative Partner Self-Evaluation (SED) Template

Section A: Information about the Collaborative Partner to include:

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

Collaborative Partner context and background

Provide a brief introduction (c200 words) to the institution/organisation (eg its history, size, key business, and in particular current education/training activity including HE provision)

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List of Programmes and award titles under review

List in full the award titles, including any named pathways, for all programmes to be considered in this review.

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Development of the partnership with the Royal Agricultural University

Provide a brief overview (c350 words) of how the partnership with the University has developed

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Evaluation of the effectiveness of the partnership

Is the partnership achieving its objectives, as indicated in the partnership agreement? Are all parties fulfilling their obligations? Are there any particular features of the partnership that are successful, and any that are less successful and/or in need of development? (c300 words)

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Section B: Evaluative comments

(these should arise from consultation with the programme team(s)/students, etc)

Critical evaluation, commentary and analysis of each programme, identifying strengths, weaknesses, innovations and planned developments for quality enhancement.

Including:

- *evaluation of demand, recruitment over time and against targets, admissions and career/employment opportunities for students (please include data for each point)*

- *evaluation of student outcomes (retention, attainment, progression, employment outcomes, and academic standards as relevant)*
- *student administration (admissions, enrolment, examinations, complaints, etc) and overall student support provision, e.g. student guidance (welfare, student reps, careers, post-graduate advice etc)*

[Click here to enter text](#)

Academic standards and quality management

In this section provide an overview of how you, as the partner, carry out your responsibilities in relation to the management of academic standards and quality management.

- *Overview of feedback from external examiners, PSRBs and employers indicating how you have addressed any issues identified*
- *How you engage with quality management and enhancement processes, including student engagement and student feedback*
- *Are you pro-active in identifying enhancement priorities through annual evaluation*
- *What are the arrangements for ensuring accuracy of published information for students (course promotional material, student handbooks, module outlines etc)*

[Click here to enter text](#)

Learning opportunities for students

In this section provide an overview of your approach to learning and teaching, addressing

- a) implementation of personal/academic tutoring and PDP*
- b) widening participation and retention*
- c) student employability and entrepreneurship/enterprise*
- d) use of e-learning*
- e) inclusion, particularly in relation to disabled students*
- f) research informed teaching*
- g) internationalisation and sustainability*
- h) staff development and scholarship for learning and teaching*

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Staffing and Staff Development

In this section provide an overview of your approach to

- *the evaluation of staff resources and learning resources*
- *arrangements for staff development*

[Click here to enter text](#)

Section C: Development Plan for the Partnership and Subject/Programme(s)

As the SED is an evaluative and self-critical document, it is likely that the reflective process will have identified a number of areas for development. We ask you to set these out in a development plan, specifying the action to be taken, by whom and by when. You may wish to consider actions arising from the Annual Evaluation or External Examiner reports, student feedback or actions identified through the process of completing the SED itself.

Action	Identified through which process, e.g EE report, student feedback etc	Who is responsible?	Timeframe	Evidence of completion
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
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Completion of Form by:

Name:	Click here to enter text
Title:	Click here to enter text
Date:	Click here to enter text

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