



Quality Review Framework Annex 6.2.2:

The Self Evaluative Statement (SES)

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The SES is an evidence-based document. The text of the document should therefore substantiate the statements made therein by cross-reference to the supporting evidence contained in documents listed for submission with the SES.

The SES will normally consist of four sections (in addition to supporting statistical data and other briefing material). These four sections are expected to comprise a total of around 12 pages, although there is no formal prescription of page length.

Section One

Key developments since the last IQR, including progress on implementation of the recommendations made in the previous IQR. This should also include some reflection on any issues arising from the previous year's Augmented Annual Monitoring reports and if relevant, any issues arising from any recent accreditation by a PSRB.

Section Two

A summary statement on the Department's current students, staff and learning resources. This should provide a brief factual description of the Department's current student profile, staff profile and learning resources (in the form of equipment, IT and library resources and teaching accommodation), including details of:

- number of students on each programme (full-time, part-time, full-time equivalent);
- a summary of the Department's participation in inter-departmental programmes if relevant;
- number of academic staff in the Department (ft, pt, fte);
- number of non-academic support staff (ft, pt, fte);
- summary of other staff resources that contribute to the Department's activities.

Section Three

A description of the Department's QME framework and its articulation with faculty- and institution-level QME frameworks. This should comprise a description of the Department's arrangements in respect of those areas of its operations covered by the following constituent sections of the Academic Manual:

- Curriculum planning and design: to include information on the planning, structure, and delivery of the programmes and modules offered by the Department, etc.
- Learning, teaching and assessment: to include the Department's comments on any learning and teaching and assessment strategies, themes arising from External Examiner reports, etc.
- Student recruitment, admission and reception: to include the Department's arrangements for open days, admissions criteria, induction arrangements (UG and PG), etc.
- Student support and guidance: to include a summary of the way in which the Department has responded to (or intends to respond to) its most recent NSS results, particularly in respect of Student Satisfaction. Detailed commentary on arrangements for feedback to students on assessed work. Also should contain explicit information regarding the Department's provision of careers advice and how it embeds employability issues within the support and guidance it offers to students. Departments may also wish to demonstrate awareness of equality/diversity issues, etc.
- Staff support and development: to include arrangements for Induction of New Staff, Peer Observation of Teaching, Appraisal, Review and Development, Sabbatical Leave Policy etc.
- Academic quality review, monitoring and feedback framework: to include commentary on Annual Monitoring, Augmented Annual Monitoring, operation of key departmental committees such as DTCs, DSSCCs, arrangements/mechanisms for student feedback to the Department on their experiences etc.
- Management and organisational framework: to include explanation/diagram of organisational structure, relationship with Faculty, key committees etc.

Section Four

Self-analysis, including summary of the Department's perceived strengths and weaknesses and other matters which the Department wishes to draw to the attention of the review team. This provides an opportunity for the Department to highlight its own view of its strengths and weaknesses, as well as other issues. Where weaknesses are acknowledged, the self-analysis section should include discussion of the actions planned or needed to address these.