APPENDIX 1 – SED TEMPLATE

TEMPLATE FOR THE SELF-EVALUATION DOCUMENT (SED) FOR FULL INTERNAL REVIEW OF TAUGHT AND RESEARCH PROGRAMMES

The Self-Evaluation Document (SED) should provide a strategic review of the programme(s) under review (taught and research), to assess whether their objectives are being achieved and whether current practice can be improved and enhanced. The SED should identify both strengths and weaknesses of the provision and should be based on previous annual/biennial programme monitoring reports (produced since the last internal review).

You should also place your Department’s practices in a wider context, by referring to key College documents: Common Awards Scheme, College’s Strategy for Learning and Teaching Enhancement, Postgraduate Training and Research for the MPhil and PhD Degrees College Code of Practice and QAA documents the QAA’s UK Quality Code for Higher Education, Subject benchmark statements, the Framework for Higher Education Qualifications (FHEQ), and any applicable Professional and Statutory Body requirements.

Please ensure that the completed SED focuses on self-evaluation and analysis, as well as highlighting any difficulties that the panel might be able to assist with.

1. Introduction to the Department:
Provide a descriptive summary statement of the Department; include any information that you feel the internal panel and external reviewers will need in order to understand your learning and teaching provision.

2. Provision:

2.1 Programmes of Study.
List all programmes covered in this review (including both taught and research programmes):

2.2 Educational Aims of the Provision.
List below the overall aims of the subject provision and how these relate to the aims of the College’s Mission Statement and to those of the subject (using the QAA’s Subject Benchmark Statements where applicable) and to any relevant professional, statutory or regulatory body requirements. How do your programmes of study meet these aims?

2.3 New Developments.
Please detail the following and briefly explain the rationale behind their introduction:

i) New programmes.
ii) New developments with respect to student recruitment.
iii) New developments with respect to improving student retention.
iv) New developments related to research initiatives.

3. Curricula:

i) Describe the overall structure and content of the curricula including how this meets the College’s Common Awards Scheme and briefly provide the rationale behind this and give an evaluation of its effectiveness.

ii) Detail any significant changes to undergraduate and taught postgraduate curricula: briefly explain the rationale behind any changes and give an evaluation of their effectiveness.

4. Quality of Learning Opportunities

4.1 Learning and Teaching:

i) Describe the learning and teaching strategy employed by the programme(s). This should include consideration of the use of innovative or new technologies; the learning materials provided; distribution of student workloads; strategies for staff development
to enhance teaching performance including engagement with pedagogical innovation in the subject area such as involvement with the relevant Higher Education Academy (HEA) Subject Centre and Department/School/College learning and teaching days; the induction and mentoring of new or sessional staff.

Departments must make explicit reference to how they are able to:

- demonstrate engagement with research-led teaching
- demonstrate the ongoing development of ranges of varied methods for learning, teaching and assessment appropriate to the diverse group of learners who study at Birkbeck
- demonstrate engagement with technology enhanced learning

ii) Briefly evaluate the rationale for the learning and teaching strategy, detailed in 4.1(i) above, and assess its effectiveness. Explain how the learning opportunities support the achievement of the intended learning outcomes and maintain academic standards.

iii) Detail any significant changes to the learning and teaching strategy. Briefly explain the rationale behind any changes and give an evaluation of their effectiveness.

4.2 Student Admission and Progression:

i) Describe and evaluate the policies and procedures governing the admission of students; this should cover the recruitment, selection, induction of students on undergraduate and taught postgraduate programmes and relevant staff training. Also identify and describe support given for special learning needs e.g. study skills sessions and provision for disadvantaged groups (low-income; low linguistic/numeric skills; students with disabilities); feedback to students on their progress; overall academic guidance, supervision and tutorial support (including pastoral support).

ii) Describe and evaluate the policies and procedures governing the progression of students. Identify and describe support given for special learning needs (see above); feedback to students on their progress; overall academic guidance, supervision and tutorial support (including pastoral support).

iii) Detail any significant changes to student admission and progression policies and procedures: briefly explain the rationale behind any changes and give an evaluation of their effectiveness.

4.3 Learning Resources:

You should consult your subject librarian and ITS in completing this section.

i) Describe and evaluate the learning resources and the learning environment (e.g. the set up of a teaching room) available to students on undergraduate programmes and postgraduate taught programmes. Refer specifically to academic staffing, administrative support, library provision, IT facilities including ICT and the MOOD (Birkbeck Learning Environment), teaching accommodation, special collections, etc.

ii) Detail any significant changes to the learning resources. Briefly explain the rationale behind any changes and give an evaluation of their effectiveness.

5. Assessment:

i) Describe and explain the assessment strategy as it applies to undergraduate and postgraduate taught provision. Include in this an account of the assessment methods used.

ii) Briefly evaluate the rationale and effectiveness of the assessment strategy in relation to the aims and intended learning outcomes of the provision.

iii) Detail any significant change to the assessment strategies for undergraduate and taught postgraduate curricula; briefly explain the rationale for this and give an evaluation of its effectiveness.

6. Collaborative provision and flexible and distributed learning (including distance and e-learning).

i) Describe any collaborative provision and / or flexible and distributed learning (including distance and e-learning) programmes.

ii) Describe how the quality of this collaborative provision or flexible and distributed learning is maintained to a standard at least equivalent to that of other programmes at the same level of award not run through these means.
iii) Detail any significant change to collaborative provision and/or flexible and distributed learning; briefly explain the rationale behind this and give an evaluation of its effectiveness.

7. Research Degrees: In completing this section you should take account of the College’s Postgraduate Training and Research for the MPhil and PhD Degrees College Code of Practice.

i) Describe the policies and procedures for admission of research students
ii) Describe and explain the policies and procedures for supporting research students (including supervisory arrangements; facilities and training provided; opportunities for the presentation of research and the fostering of a research environment. How are postgraduate research students made aware of these procedures and policies?
iii) Describe the progression monitoring of postgraduate research students, including details of the procedures for upgrading students from MPhil to PhD and the annual review of their progress. How are postgraduate research students made aware of these provisions and policies?
iv) Evaluate the success of the provision and policies in sections 7 (i), (ii) and (iii) above, including take up of opportunities offered by the Birkbeck Graduate Research School and Bloomsbury Skills Network.
v) Detail any significant changes to research degree programmes; briefly explain the rationale behind this and give an evaluation of its effectiveness.

8. Student Profile.
Using the analysis provided by Planning and Business Systems, provide an evaluation of enrolment, progression, completion and withdrawal trends relating to the programmes under review.


i) Describe the mechanisms for quality assurance and enhancement on the programmes. For examples of these
ii) Evaluate the success of these mechanisms in enabling you to maintain the quality of your provision.
iii) Provide a brief outline here of one example of enhancement that the Department wishes to present to the panel on the day of the review itself i.e. an aspect of learning and teaching where changes in pedagogy have produced improvements in student learning. This should include an explanation of how the quality assurance mechanisms in place have facilitated this enhancement.

10. Finally, describe the drafting and consultation process followed in producing this SED:
For example, how have staff, full-time, part-time and sessional, and relevant Library and ITS staff been included in the preparation of the SED? At what stage was a draft circulated to student representatives or made available to the student body by some other means? Provide concrete examples of where comments and suggestions for revision have been incorporated.
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<td>ABExCo</td>
<td>Academic Board Executive Committee</td>
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**WEB LINKS**

- Birkbeck Graduate Research School
- Birkbeck Mission Statement
- Collaboration
- College’s Common Awards Scheme
- Data Protection Code of Practice
- Disability and Dyslexia
- English Language provision
- Financial support information
- Framework for Higher Education Qualifications
- Higher Education Academy (HEA) Subject Centre
- HE Credit Framework for England
- International Students
- ITS (IT Services)
- Open evening registration
- Postgraduate Training and Research Code of Practice
- Professional Accreditation
- ASQ
- Strategy for Learning Teaching and Enhancement SLATE
- Student Union
- Subject Librarian
- Tableau reports
- Term dates
- UK Quality Code for Higher Education