##

## Collaborative Self Evaluation Document Template

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| **Partner Institution** |  |
| **Programme award and title** |  |
| **SIS Code** |  |
| **Alternative exit awards** |  |
| **Approved alternative target awards and title (if applicable)** |  |
| **FHEQ level of study** |  |
| **Mode of study** |  |
| **Mode of delivery** |  |
| **Approved number of intakes per year (indicate month(s) of intake)** |  |
| **Start date** |  |
| **Approved site(s) of delivery of the programme** |  |
| **LJMU Faculty and School/Department** |  |
| **Other Schools/Departments providing service teaching** |  |
| **Professional body/other awarding body relationship to note** |  |
| **Are there any approved variances to the Academic Framework (yes/no and date of approval)** |  |
| **Programme Leader** |  |
| **LJMU Link Tutor** |  |

***Guiding principle*** *- information that has been provided in other key programme documents will not be repeated here and therefore headings have not been provided. These other documents will include the Programme Specification and module proformas. Where applicable, mapping documentation in respect of articulation, recognition and validated advanced standing arrangements will also be detailed separately.*

*Green text is guidance for the author and should be deleted in the final version of the document; text in black should be retained in the document*

The programme(s) were [delete as appropriate] approved/last underwent periodic programme review in [insert year].

The programme(s) have been designed, delivered and managed in accordance with the Expectations of the UK Quality Code and the University Framework for Quality and Standards.

This self-evaluation draws upon the evidence listed in the Appendices and referenced throughout this document.

Partner institutions are required to operate in line with the Liverpool John Moores Academic Policies as detailed in Appendix 10 of the Collaborative Periodic Programme Review Guidance.

*Please provide confirmation that the list of policies has been reviewed in the context of the proposed partner programme, and that they will be adhered to.*

*Where appropriate, please provide details of CPP consideration and approval for the programme to operate outside of this standard agreement.*

**Responsibilities summary**

The table below summarises where responsibility lies within the specified areas. Where the responsibility in an area is shared, some further details should be included in the table or a reference should be made later within the programme document where this is described.

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| **Item** | **LJMU** | **Partner** | **Shared**(where responsibility is shared, please provide some explanation or refer to the appropriate section(s)/page(s) of discussion within this document) |
| **Programme development** |
| Completing review documentation | Yes/No | Yes/No |  |
| Curriculum design and development | Yes/No | Yes/No |  |
| Completing the modules on Modcat and programme specification in Prodcat | Yes | Yes/No |  |
| **Public information** |
| Who produces the marketing and publicity, and recruitment information | Yes/No | Yes/No |  |
| Where is information about the programme approved | Yes | Yes/No |  |
| Student Programme Guide | Yes/No | Yes/No | Responsibility shared, LJMU annually prepare a template, which will be completed by partner college staff and approved by Director of School |
| **Entry** |
| Student selection | Yes/No | Yes/No |  |
| Where is the Accreditation Committee held to consider RP(E)L claims | Yes/No | Yes/No |  |
| Provision of CAS letters and monitoring for UKVI | Yes/No | Yes/No |  |
| Student admissions policy | Yes/No | Yes/No | Responsibilities shared, see Section 3 for details |
| Student admission guidance and induction | Yes/No | Yes/No |  |
| Enrolment | Yes/No | Yes/No | Responsibilities shared, see Section 3 for details |
| **Academic Standards** |
| Setting and maintaining Academic Standards | Yes | Yes/No | See Section 4 for details |
| Appointment of the external examiner | Yes/No | Yes/No |  |
| Sending a formal response to the external examiners report | Yes/No | Yes/No |  |
| Completing Continuous Monitoring and Enhancement | Yes/No | Yes/No |  |
| Completing validation activity | Yes/No | Yes/No |  |
| **Teaching and Learning** |
| Developing module level teaching materials | Yes/No | Yes/No |  |
| Populating and updating Canvas / VLE | Yes/No | Yes/No |  |
| Academic delivery of the modules | Yes/No | Yes/No |  |
| Academic guidance | Yes/No | Yes/No |  |
| **Assessment**  |
| Setting assessments | Yes/No | Yes/No |  |
| First marking of student assignments | Yes/No | Yes/No |  |
| Moderation or second marking of assignments | Yes/No | Yes/No |  |
| Marking of dissertations (if this varies from other modules) | Yes/No | Yes/No |  |
| Giving feedback to students on their assignments | Yes/No | Yes/No |  |
| Chairing Boards of Examiners | Yes | Yes/No |  |
| Where will Boards of Examiners be held | Yes/No | Yes/No |  |
| **Student Support and Guidance** |
| Pastoral support | Yes/No | Yes/No |  |
| Obtaining feedback from students | Yes/No | Yes |  |
| Where will Boards of Study be held | Yes/No | Yes/No |  |
| **Management and Organisation** |
| Monitoring student admission, retention and completion | Yes/No | Yes/No |  |
| Complaints | Yes/No | Yes/No | Responsibility shared |
| Academic Appeals | Yes | Yes/No |  |
| **Resources** |
| Library and learning resources available to students | Yes/No | Yes/No |  |
| Recruitment of academic staff | Yes/No | Yes/No |  |
| Approval of academic staff to teach on the programme | Yes | Yes/No |  |

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| **Executive Summary** |
| • A summary of the strengths, weaknesses and areas for improvement identified throughout the SED. • A summary of any proposed changes to the programme for the next intake.• The future plans that the team have for taking the provision forward. • The issues which the team would wish to highlight for discussion during the event.  |

*Please use the following prompts to critically evaluate strategies that have been adopted and developed during the approval period and the outcomes achieved. Please refer to specific indicators from the Evidence Base which illustrate these points.*

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| **Relationship with University, Faculty and School/Departement Strategy** |
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| **Aims and Learning Outcomes** |
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| **Entry, Progression and Employability** |
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| **Structure and Curriculum** |
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| **Teaching, Learning and Assessment** |
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| **Learning Resources** |
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| **Student Engagement and Feedback** |
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| **Programme Management and Quality Assurance** |
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| **Programme Development Plans** |
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| **Items for discussion with the review panel** |
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**APPENDICES**

Appendix 1: List of evidence