

*\*this can be changed to the departmental sub-brand logo*

**Self-Evaluation Document**

Department of \_\_\_\_\_\_\_\_\_\_\_\_

**Periodic Programme Review**

[Month / Year]

*This SED was compiled by*

|  |  |
| --- | --- |
| *Dean / Director (as applicable)* |  |
| *Head of Department (if applicable)* |  |
| *Chair of the PPR Committee / Board of Studies (as applicable)* |  |
| *Members of the PPR Committee / Board of Studies* |  |
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|  |
| *Any other members of staff involved (if applicable)* |  |
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**Section One: Overview**

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| --- | --- |
| *Title of the programme and the award to which it leads* |  |
| *Length of programme (in semesters)* |  |
| *Date programme first offered* |  |
| *Name of programme coordinator* |  |
| *Name of collaborating FICS as appropriate* |  |
| *Mode of learning (e.g. full-time, part-time, online learning, blended learning)* |  |
| *Number of students on each programme (full-time, part-time, etc.)* |  |
| *Categories of students benefiting from the programme (main area of study, subsidiary area of study, etc.)* |  |
| *Number of academic staff contributing to the programme (full-time, part-time, etc.)* |  |

**Section Two: Introduction**

*(Briefly provide a rationale and/or description of the programme.)*

**Section Three: Critical Narrative**

## **3.1. Continuous enhancement**

*(Provide a brief commentary of important changes emerging from the previous Periodic Programme Review Report, if applicable.)*

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| --- | --- |
| **Recommendation** | **Actions implemented** |
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## **3.2. Design of programme**

*(Provide a brief commentary on how:*

* *the overall aims of the programme are still valid, given the changing external contexts of the University of Malta (e.g. similar academic progress locally and overseas) and the local development of the country;*
* *the programme ensures that there are opportunities for all students, from a range of backgrounds and situations to succeed in the programme;*
* *the programme covers topics that are contemporary and provide knowledge and skills that are necessary and valued for professional and/or academic careers (where applicable).)*

## **3.3. Student-centred learning, teaching and assessment**

**Explain how the delivery of the programme provides students with opportunities to engage in activities that support their learning and development.**

*(Explain how the modes of delivery, such as tutorials, placements, use of digital technologies, etc. are being planned to provide the students with multiple ways to comprehend information and experiences and to connect with the students’ interests, supporting self-reflection of learning and fostering varying levels of challenge.)*

**Describe how the intended learning outcomes are designed and aligned to relate to the overall aims of the programmes.**

*(Explain how the outcomes are designed to achieve the overarching aim of the programme e.g. the intended learning outcomes are designed around knowledge, skills [transferable, employable, etc.], understanding, capabilities, personal development, etc. in relation to the programme.)*

**Describe your programme-wide approach to an appropriate range of effective and proportionate assessment.**

*(Explain how formative and summative assessment is being planned to provide learners with different methods of demonstrating what they learnt and different ways of managing information, such as through assignments, multimedia presentations, concept maps, reflective forums, practical placements, etc.)*

**Describe how the assessment is designed and mapped out to the learning outcomes and how it is communicated to the students.**

*(Explain how the assessment criteria in formative and summative assessment are being used to judge students’ achievement and are aligned to the intended learning outcomes, and how these are communicated to the students.)*

**Describe how you ensure that students receive feedback that is timely and useful throughout their programme including fieldwork/placements.**

*(Provide an overview of the programme’s system to ensure that students are receiving regular feedback to guide their learning and development throughout their programme.)*

**Describe how you ensure consistency of feedback provision.**

*(Provide an overview of the programme’s system to ensure consistency of feedback to students across the units and throughout the duration of the programme.)*

## **3.4. Students’ voice**

**Describe the opportunities available to students to provide feedback on their course.**

**Describe the mechanisms that ensure it is clear to students that their feedback has been acted on.**

## **3.5. Teaching staff**

**Provide a brief commentary on your staff professional development and training needs analysis.**

## **3.6. Learning resources**

**Provide a brief commentary on what resources are available for students and academic staff.**

*(Resources may include technical, administrative, library, IT, physical space, etc.)*

## **3.7. Student support**

**Describe how students access support at all stages of their programme.**

*(Provide an overview of how the programme offers support which may be academic or pastoral throughout the programme and how easily this may be accessed.)*

## **3.8. Ongoing monitoring and review**

**Provide a brief commentary on how the programme collects regular feedback from internal and external stakeholders and how this information is used to steer enhancement.**

## **3.9. Student progression, completion and destination patterns following graduation**

**Provide a review of the admission, progression, completion and attrition patterns over the years of the programme and going back at least 5 years, if applicable.** (*This data can be provided by SIMS. Please see the sample table below.*)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. of Students** | **Current cohort** | **Immediately preceding cohort\*** | **Cohort from 2 years preceding current cohort\*** | **Cohort from 3 years preceding current cohort\*** |
| **Starting programme** |  |  |  |  |
| **Passed 1st year** |  |  |  |  |
| **Graduating** | *N/A* | | |  |
| **Self-Withdrawals** |  |  |  |  |
| **Failed & repeating** |  |  |  |  |
| **Failed & withdrawn** |  |  |  |  |

\**For programmes which are not offered every year, the data should refer to the previous three intakes.*

**Provide a trend analysis of the destinations of graduates of the programme under review. Describe critically what the trend analysis suggests about the usefulness of this programme to its graduates.**

**Section Four: Critical evaluation of merit or worth**

**Following the review of evidence and the findings emerging from the analysis, identify the strengths and the areas for enhancement****.** *(Propose recommendations and list any current or future opportunities and/or threats. You may wish to present this information through a S.W.O.T. analysis.**)*

|  |  |
| --- | --- |
| **Strengths**   * [Strength 1] * [Strength 2] * [Strength 3]   *etc.* | **Weaknesses**   * [Weakness 1] * [Weakness 2] * [Weakness 3]   *etc.* |
| **Opportunities**   * [Opportunity 1] * [Opportunity 2] * [Opportunity 3]   *etc.* | **Threats**   * [Threat 1] * [Threat 2] * [Threat 3]   *etc.* |

**Annexes**

**SED core documentation to be included as Annexes:**

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| --- | --- |
| Recommendations from the Board of Studies as evidenced in the minutes for the last 3 years. | *(Check [X] if supplied)* |
| Recommendations from the Board of Examiners as evidenced in the minutes for the last 3 years. | *(Check [X] if supplied)* |
| Annual reports for the last 3 years. | *(Check [X] if supplied)* |
| Student Handbook for the current year (*if available*). | *(Provide link to online handbook)* |
| Assessment brief for overall programme that would include the learning outcomes, modes of assessment (formative and summative) and assessment criteria and/or marking scheme. | *Refer to assessment brief template in Annex 4* |