SCHOOL REVIEWS

SUGGESTED SECTION HEADINGS FOR SELF-EVALUATION DOCUMENT AND GUIDANCE ON CONTENT

This document gives an outline of the areas that could be covered in each of the sections within the SED.

Executive Summary

This section should provide a brief summary of the self-evaluation. The summary should not exceed two sides of A4 in length and will be appended to the Review report when it is discussed by UMT and will be published alongside the review report (see School Review Guidelines).

Teaching, Learning and Assessment

Information on all taught programmes should be included in this section including joint awards and programmes offered through educational partnerships.

- **Degree programmes** - educational aims of the provision, learning outcomes, curricula and assessment, any accreditation by PSRBs and responses to reports
- **Quality of learning opportunities** - learning resources, eLearning initiatives and evaluation of School teaching and learning practice in the light of University policy, including the Education Strategy, and other key documents such as the University Regulations and Code of Practice for the Assessment and Progression of Students on Taught Programmes etc [http://www.bristol.ac.uk/academic-quality/facultyadvice/policy/#regs](http://www.bristol.ac.uk/academic-quality/facultyadvice/policy/#regs) and Regulations and Code of Practice for Research Degree Programmes [http://www.bristol.ac.uk/academic-quality/pg/cop-research-degrees.html](http://www.bristol.ac.uk/academic-quality/pg/cop-research-degrees.html)
- **Feedback and engagement with students** - methods for providing feedback to students, both on individual pieces of assessed work and in general; role of SSLC; work with academic societies
- **Employability and enterprise skills** - study abroad/industry opportunities, transferable skills
- **Student Admission** - admission numbers, trends
- **Student Progression** – support for student progression, progression and completion rates
- **Maintenence of quality and standards** - Arrangements for peer observation/peer review of teaching
- **PGR students** - selection and monitoring, training, role of any Graduate Office/School
- **Surveys** - The School should indicate how it has used/responded to the National Student Survey (NSS) data, or similar survey information e.g. Postgraduate Research Experience Survey (PRES), YourBristol Survey
- **Interdisciplinary working in teaching**
- The data provided by the Strategic Planning & Projects Office should be used wherever possible to support statements made in this section. Trends and anomalies in the statistics/data should also be covered (where possible comparisons of statistics (e.g. on intake and completion) should be made with similar Schools in other Universities).

- [other]

Research, Entrepreneurship and Engagement

- **Overview of Research Strategy** - School research strategy in relation to staff expertise available (now and in the future), taking account of national and international benchmarks and trends. Evaluation of the School’s research vision & strategy in terms of measurable and achievable goals (research contracts, overhead recovery etc), research impact strategy
- **Research Groups** – structures, rationale
- **REF** - Feedback (and outcomes) from the Research Excellent Framework (REF)³

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¹ These data (except for completion rates) is included in the data pack provided by the Strategic Planning & Projects Office for use in the development of the School’s SED (see Annex F).
² Student survey results data is provided in the data pack from the Strategic Planning & Projects Office for use in the development of the School’s SED (see Annex F) but any actions arising from the surveys should be provided by the School.
³ Data around the REF is provided by the Strategic Planning & Projects Office as part of the data pack for use in the development of the School’s SED (see Annex F).
- **Research Achievements** - Measures of esteem, research collaborations (UK and overseas), Grants, Overview of staff publications

- **Teaching Informed by research** - The extent to which the School’s teaching and learning activities are informed by research

- **Outreach activities** - Public engagement activities in which the School and its students are involved

- **Entrepreneurial activities** - in which the School and its students are engaged

- **Links with industry** – and other links e.g. GW4 Alliance

- **Interdisciplinary working in research**

**Planning and Resource Management (including space)**

- Summary of financial position
- School Planning
- Resource Provision
- Space
- Risk management
- Relationship to faculty planning

- Give a summary of the School’s financial position, this should include reference to the financial information sheets which will be included in the data pack provided by the Strategic Planning & Projects Office and is included as an annex to the SED.

- Detail all sources of income and, where relevant, suggest which income stream(s) are likely to increase or diminish; why this might happen and what action the School is taking to maximise its income (see above re FIS)

- Detail the main headings of expenditure and explain how they are prioritised, particularly in relation to staffing distinguishing between core funded and externally funded staff.

- Outline the various aspects of School activity and plans for the next 5-10 years (as indicated in the School and faculty plans), evaluate the extent to which the School is achieving and updating its objectives, and indicate the mechanisms by which staff are involved in the planning and resource management process.

- Evaluate the extent to which resources and space are available to enable the School to meet its academic aims and objectives (such as library and computing provision, quality of research and teaching space, and the quality of office and social space).

- Evaluate the procedures by which risk is assessed, managed and monitored

- Highlight any faculty-wide issues which affect the work of the School.

**Staff Management**

At a general level this section should evaluate the extent to which there is an integrated approach to staff and resource planning and management in the light of University, faculty and School objectives. This section should address:

- Staff profile and how this affects the ability to achieve School goals and plans
- Staff roles and communication
- Workload management
- Staff review and development
- Training and personal development
- Promotion and progression
- Equality and diversity performance information e.g. Athena Swan
- The extent to which School management structures and the roles of individuals within that structure are clearly defined and understood by all staff (academic, administrative, technical and manual).
- The extent to which staff induction management, development and training enables all staff to fulfil the School’s expectations of them and to achieve personal goals.

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4 Some data for this is provided by the Strategic Planning & Projects Office as part of the data pack for use in the development of the School’s SED (see Annex F). Please speak to a member of the Strategic Planning & Projects Office for more information.

5 FIS sheets are included in the data pack provided by the Strategic Planning & Projects Office to inform the development of the School’s SED (see Annex F)

6 Data around the academic staff profile is included in the data pack provided by the Strategic Planning & Projects Office to inform the development of the School’s SED (see Annex F)
• How the School ensures new staff or postgraduates/research staff who teach receive training in learning, teaching and assessment in line with University guidelines and are provided with School mentors.
• The nature and effectiveness of the support and encouragement system for all staff in meeting both individual continuing professional development needs and overall School objectives
• Mechanisms for communicating University, faculty and School policies and information to all staff
• The operation of the annual Staff Review and Development process and its outcomes
• The operation of the annual promotions procedures and their outcomes for academic staff
• The mechanisms by which effectiveness of the management structure and processes are evaluated
• How the School workload allocation model is managed and communicated to staff
• Staff survey results and School action plan

Clinical Work / Links (where relevant)

• The extent and nature of the clinical work undertaken by staff in the School
• The balance (if appropriate) between their clinical work and other duties (e.g. teaching)
• The contribution to clinical research made by staff
• The contribution of the external organisation to research and development
• The implications of clinical and external links for the day to day working of the School
• The constraints of professional programme including requirement for accreditation by GMC/GDC/RCVS

Systems Administration and Health and Safety (where relevant)

• This will cover the administrative and computing systems in the School and the extent to which the School interacts with University systems.
• This will cover how the School uses and is supported to use University central records systems, e.g. Finance, Personnel etc
• Relationships/ integration with faculty and professional service procedures?
• IT Services relationship/liaison?
• Library Services relationship/liaison?
• Relationships with other Professional Services Divisions and/or Faculties/Schools

Conclusions

This section should be written as a SWOT analysis.

This is an important part of the self-evaluation. It should identify strengths, and how the School plans to build upon these. It should also highlight areas to be targeted for improvement and include plans for action in these areas. Such developments may result from feedback obtained by the School or from internal initiatives in response to perceived needs. Evidence of continuous self-assessment and striving for improvement in a range of School activities will be helpful and should be cross-referenced here. New staffing arrangements or changes in student numbers or ftes should also be referred to.

The self-evaluation should be analytical rather than descriptive and this section should summarise the results of the analysis.

Existing Documents

The self-evaluation should refer to existing documents, such as the School plan, research strategy or accreditation reports, etc.; it is helpful to add these as appendices to the SED. To avoid duplication, it is usually helpful to cross-refer to such documents rather than reproducing sections of them in the self-evaluation

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7 Staff survey results are included in the data pack provided by the Strategic Planning & Projects Office to inform the development of the School’s SED (see Annex F)
Appendices

The documents referred to in Annex F will be sent to the Panel with the SED as appendices. The School can ask for other documents to be appended as appropriate.

A list of School staff and their roles and responsibilities, including any Faculty or University roles, should be appended to or included in the self-evaluation, as should a diagram showing School organisation, committee and management structures, and any other relevant material the School thinks would be useful to the Panel e.g. School plan, research strategy, teaching & learning strategy. The School must provide a copy of the recent student survey action plan. The School must also produce a progress update on progress made since the previous School review.

Self-Evaluation Document (SED) – Key Features

Since the emphasis in the review process is on self-evaluation, the production of the self-evaluation document (SED) by the School is a most important part of the exercise and takes most of the time. The SED should include ‘core’ information presented in a structured way and be analytical and evaluative rather than descriptive. It should emphasise future plans including student numbers, programme development, research and entrepreneurship and financial projections. It must contain an analysis of strengths, weaknesses and ability to meet objectives.

It is essential that during the preparation period full consultation takes place with all members of the School. The draft SED should be submitted to all members of academic staff for comment and fully discussed at a meeting of the School. It is important that the opportunity is taken at the School meeting to consult Professional Services staff (and technical staff, where appropriate) and students who also contribute to the academic work of the School.

Students should also be given the opportunity to comment on the SED, this can often best be done either through a special meeting, in consultation with the School student reps and/or student/staff liaison mechanisms.

The document should aim to be around 12-15 pages and should not exceed 15 pages (excluding appendices: appendices should be no more than 30 pages long, except in exceptional circumstances, which the School should discuss in advance with the Review Co-ordinator). Schools which exceed the 15 pages, without discussing this with the Chair first, may be asked to refine their SED before it is shared with Panel members.

The section headings and guidance on content of the SED are included above. These headings provide the broad framework for the review. Other headings may be added, depending on the School’s priorities. The detailed programme for the review meetings will be informed by the SED.

Examples of previous School Self-Evaluation Documents are available from the Strategic Planning & Projects Office. It is useful to read example SED’s as they can act as guidance for the development of your own SED.

When writing your own document, please consider the above guidance when writing Self Evaluation Documents.

Schools should refer to the data included in the data pack (see Annex F of the School review guidelines for more information about what is included in the data pack).

If required, the Review Co-ordinator can provide copies of self-evaluation documents from recent Reviews, for the School’s reference.