#### Institutional Review Self-Evaluation Report

The Institutional Review Self-Evaluation Report template provides the key headings to be addressed within your evaluation document – the list is not exhaustive and partners should add/append to this as appropriate.

The report should be completed by the Collaborative Academic Partner in consultation with the senior managers and members of the teaching team. It is anticipated that the author of this report will liaise with the Academic Liaison Tutor where appropriate.

For information on Institutional Review of an existing Collaborative Academic Partner, please refer to the Collaborative Chapter of the Quality Manual.

In preparation for writing the report you are advised to review previous reports, including but not limited to:

1. Last Institutional Review or Institutional Approval Outcomes Report (including any conditions/ recommendations)
2. Last Periodic Review or Course Validation Outcomes Report (including any conditions/ recommendations)
3. Collaborative Annual Monitoring Statement reports produced during the period covered by the review.
4. Course and Module Action Plans produced during the period covered by the review.
5. Performance Enhancement Monitoring reports produced during the period covered by the review.
6. External Examiner reports produced during the period covered by the review.
7. Continuous Monitoring material produced during the period covered by the review.

You are also advised to refer to the Quality Assurance Agency UK Quality Code (published in March 2018) with Advice and Guidance (published in November 2018)

The Institutional Review Self-Evaluation Report consists of six parts:

* Part A: Collaborative Partner details
* Part B: Looking back
* Part C: Looking forward
* Part D: Resources to support delivery
* Part E: Additional comments
* Part F: List of appendices

The following documentation should be submitted alongside the completed Institutional Review Self-Evaluation Report:

1. Organisational Chart/ Organogram
2. Institution Strategy
3. Financial Reports
4. Updated policies and procedures

##### Part A – Collaborative Partner Details

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| **Collaborative Partner Name** |  |
| **Year of original approval** |  |
| **Year of last review (if appropriate)** |  |
| **Collaborate review reporting period (e.g. 2014 – 2019)** |  |
| **Director/ Chief Executive or Principal** |  |
| **Name and level of course delivered during the reporting period**  **(to include courses currently suspended) and model(s) of collaboration (e.g. validation or franchise)** |  |
| **London Metropolitan University’s School(s) that the Partner is/ has been associated with during the review reporting period** |  |
| **Head of Academic Partnerships during the review reporting period** |  |
| **Academic Link Tutor(s) during the review reporting period** |  |

##### Part B – Looking back (Indicative headings)

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| 1. **Brief history of partnership** |
| * *Please provide a brief re-introduction to the partner organisation.* * *Please provide a brief history of the partnership over the reporting period.* * *Please append an organisational chart showing the structure of higher education responsibilities within the institution. If the partnership has undergone a significant re-structure, please include additional charts to reflect the change(s).* |
| 1. **Overview of partnerships with other Institutions and/or degree awarding bodies** |
| * *Please provide details of any* ***other Higher Education partners*** *and how this fits with the London Met/ School relationship and strategy. Please note that this is solely for information purposes and no references will be sought from other partners.* |

1. **Student numbers (total per course, per year for the last 3 - 5 years)**

*Please provide figures for the entire reporting period (listed by course). Consult with the Academic Liaison Tutor for assistance on figures if needed. Section B3.1 can be duplicated if you have more than one course to report on.*

* 1. **Course Title: Enter Course Title**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** |
| **Applications received** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students enrolled** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of withdrawals** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of suspension in studies** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who achieved 1st grade (if applicable)** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who achieved 2:1 grade (if applicable)** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who achieved 2:2 grade (if applicable)** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who achieved 3rd grade** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who achieved Distinction (if applicable)** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who achieved Merit (if applicable)** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who achieved PASS grade (if applicable)** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Number of students who did not achieve** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |

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| 1. **Student recruitment, retention, progression employability** |
| *Please provide commentary and analysis. The emphasis should be on the examination and evaluation of the data, not just an outline. With reference to employability, please comment for each course on the effectiveness of employability support given to students.* |
| 1. **Brief summary of experience** |
| *Please provide an overall evaluation of the experience of delivering London Met courses since the approval or last Institutional Review. Refer to specific documentation (e.g. External Examiner reports, Annual Monitoring reports, internal management board minutes etc.) for examples and append these to this report, so that the Collaborative Review panel can understand the context.* |
| 1. **Management of the Partnership - Communication** |
| * *Describe how effective liaison has been with the University at senior level within the School.* * *Describe how effective liaison has been with the University at course and module leader level.* * *Describe how effective liaison has been with the University’s professional services e.g. Student Assessment, Student Records, Admissions and Academic Development and Quality departments* |
| 1. **Management of the Partnership - SWOT analysis** |
| *Please provide an analysis of the main Strengths, Weaknesses, Opportunities and Threats associated with the partnership/course(s) and list strategic developments and plans for improvement that have been discussed with London Met.* |
| 1. **Management of the Partnership - Marketing** |
| * *Please provide a list of activities, website information (insert links) and details of all publicity used for recruitment and promotion and append example marketing/publicity material.* * *Universities are subject to consumer rights legislation in relation to the accuracy of information we provide to applicants and students about their programme, including information about programme content and structure, tuition fees and other costs. Please refer to the Competition and Markets Authority guidance to HE providers on consumer rights legislation (March 2015) for more information at:* [*https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students*](https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students) *and describe the process for ensuring compliance; that is, please explain the strategy for ensuring that public information about London Met and its courses are current, accurate and approved by London Met.* * *Comment on the effectiveness of the strategies employed to date and any plans for change in the future. Have these strategies worked differently for some courses or student cohorts than others?* |
| 1. **Relationship with alumni and graduates** |
| *Please describe the mechanisms and strategy for engaging with alumni and how effective this strategy has been.* |
| 1. **Curriculum and Teaching – Enhancement** |
| *Please evaluate the enhancement strategies that may have taken place for the course(s) in consultation with the School(s) over the reporting period – how were these approached, discussed and implemented? Were lessons learned?* |
| 1. **Curriculum and Teaching – Local contextualization** |
| *Please provide examples where content has been contextualized locally and the mechanisms for delivery.* |
| 1. **Approach to Teaching & Learning** |
| * *Please provide examples of implementing teaching & learning strategies and their alignment with London Met. Please make reference to the University Learning and Teaching Framework.* * *Comment specifically on the success of the implementation of the principles of Inclusive Curriculum Design and Inclusive Curriculum Delivery, the Marking Grade Criteria and using the Digital Literacy Checklist.* * *Please comment on how teaching methods have been effective over the reporting period and if these have led to improvements.* * *What has the role of the Student Voice been in this regard and how was it captured?* |
| 1. **Student guidance and support** |
| * *Please provide details of guidance and welfare available to students (formal and informal arrangements) and any specialist HE arrangements – please include details of pre and post-course enrolment.* * *Please provide details of personal tutoring arrangements, including examples of good practice and issues that have arisen.* * *Comment on how the teaching team provides or supports, learning opportunities for students with disabilities, including specific learning difficulties (e.g. dyslexia).* |
| 1. **Student administration and record keeping** |
| * *Please provide an evaluation of how administrative processes have operated over the reporting period (e.g. enrolment/induction) and highlight any issues that have been addressed or are ongoing (and why).* * *Please provide an evaluation of student assessment procedures.* |

1. **Student Complaints**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** |
| **Student Complaints received** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Student Complaints that have escalated to London Met** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Student Complaints that have escalated to the Office of Independent Adjudicators (OIA)** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |

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| *Please write commentary on student complaints in this section, commenting on emerging themes across the academic years, factors that informed the complaints and how they have been addressed at institutional level. Are there any upcoming developments that will help to reduce the number or types of complaints in the future? Please also comment on how complaints are managed when they are escalated to London Met and/or the Office of Independent Adjudicators (OIA).* |

1. **Student Appeals**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** |
| **Student Appeal cases received** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Student Appeal cases that have escalated to London Met** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |

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| *Please write commentary on student appeals in this section, commenting on emerging themes across the academic years, factors that informed the appeals and how they have been addressed at institutional level. Are there any upcoming developments that will help to reduce the number or types of appeal cases in the future? Please also comment on how appeals are managed when they are escalated to London Met.* |

1. **Student Mitigating Circumstances**

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| --- | --- | --- | --- | --- | --- |
|  | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** | ***Enter Academic Year*** |
| **Student Mitigating Circumstances cases received** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |
| **Student Mitigating Circumstances that have escalated to London Met** | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* | *Enter figure* |

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| *Please write commentary on student mitigating circumstances in this section, commenting on emerging themes across the academic years, factors that informed the mitigating circumstances and how they have been addressed at institutional level. Are there any upcoming developments that will help to reduce the number or types of mitigating circumstances cases received in the future? Please also comment on how mitigating circumstances are managed when they are escalated to London Met.* |

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| 1. **Student evaluation and feedback** |
| * *Please outline the methods used to collect student feedback (e.g. surveys, committees, forums).* * *Provide a summary of key issues and how these were responded to. How was feedback on action taken communicated to students?* * *Whether library access and resourcing is evaluated and fed back into service improvements?* * *Highlight any areas for improvement or good practice in relation to this. How has London Met been made aware of these?* |

1. **Quality assurance processes**

**Conditions and recommendations at the previous review or partner approval**

* *Confirm that all conditions have been met (or provide details of any outstanding actions) and how these have been implemented.*
* *Please provide details of progress made on any recommendations.*

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| --- | --- | --- | --- |
| **Action** | **Progress made** | **Further action** | **Target completion date** |
|  |  |  |  |
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| 1. **Please describe the process for preparing the Institutional Review Self-Evaluation Report and the interaction with London Met.** |
| *How are actions from the Institutional Review, Performance Enhancement Monitoring meetings (PEMs), Subject Standard Boards (SSBs) and Annual Quality Monitoring Group meetings followed up with the London Met School?*  *Please describe the normal process – making sure you reflect on any difficulties and how these were overcome - but also evaluate the effectiveness of the actions.* |
| 1. **Please provide a summary of the outcomes arising from these reports and their actions (at institutional level)** |
| *It is helpful for the Collaborative Review panel to work with examples. Please refer to these by referencing the relevant report (e.g. PEM 2017/18, p.3 section ….) and append it to this form. This will enable the Collaborative Review panel to understand and evaluate the context.* |
| 1. **External Examiner reports** |
| *Please provide a summary of key strengths and areas for improvement identified in reports over the reporting period (at institutional level)*  *It is helpful for the Collaborative Review panel to work with examples. Please refer to these by referencing the relevant report (e.g. External Examiner report 2015/16, p.5 section ……) and append it to this form. This will enable the Collaborative Review panel to understand and evaluate the context.*  *Outline the process for sharing the content of reports with staff and students and how any issues raised have been addressed (if none please indicate).* |
| 1. **Good practice at institutional level** |
| *Provide a summary of good practice. Examples of good practice should be new initiatives that have been tried and worked particularly well; any established ways of working that have been modified and improved so as to be presented as examples for other partnerships to consider; innovations that have addressed specific issues successfully; and identified ways of working that have demonstrable positive outcomes.*  *(NB. these items will be noted as areas for consideration at the review meeting).* |
| 1. **Areas for improvement at institutional level** |
| *Provide a summary of areas for improvement. Please indicate when these were identified, what the triggers were, the reasons they are still ongoing and how they are addressed with London Met.* |

##### Part C – Looking forward (Indicative headings)

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| 1. Rationale for continuance |
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1. **Portfolio for the next 3 years**

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| --- | --- | --- | --- |
| **Courses** | **Enter Academic Year** | **Enter Academic Year** | **Enter Academic Year** |
| ***Enter Course Title 1*** | *Enter figure* | *Enter figure* | *Enter figure* |
| ***Enter Course Title 2*** | *Enter figure* | *Enter figure* | *Enter figure* |
| ***Enter Course Title 3*** | *Enter figure* | *Enter figure* | *Enter figure* |
| ***Enter Course Title 4*** | *Enter figure* | *Enter figure* | *Enter figure* |
| ***Enter Course Title 5*** | *Enter figure* | *Enter figure* | *Enter figure* |
| ***Enter Course Title 6*** | *Enter figure* | *Enter figure* | *Enter figure* |
| ***Enter Course Title 7*** | *Enter figure* | *Enter figure* | *Enter figure* |

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| 1. Plans for employment opportunities |
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| 1. **Proposals for change** |
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##### Part D – Resources to support delivery

*The partner institution is responsible for providing core resources for the course(s). Please comment on how the course(s) are/ will be resourced, including the total expenditure for library stock.*

1. **Physical Resources**

*Please provide details of the main learning and teaching environment and any specialist equipment/resources available to students.*

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| --- | --- |
| Resource | Description |
| **Buildings** |  |
| **Libraries** |  |
| **Information Systems and Services** |  |
| **Specialist equipment** |  |

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| 1. Physical resources – Library Stock |
| *Students must have access to sufficient material to underpin their studies. Where possible, material which provides a breadth of reading should be accessible as well as material on reading lists.*  *Please comment on:*   * *How resources are selected and updated* * *Total stock numbers for the course(s)* * *If applicable, how many current journals (either print or electronic) are subscribed to for the course(s)* * *If applicable, what full-text and bibliographic academic databases are available for the course(s)* * *Whether reading lists are made available to staff responsible for library access and resourcing*   *Any reciprocal borrowing schemes or Interlibrary loan services that are available to obtain stock not held at the partner institution.* |

1. **Resources to support delivery – Staffing**

* *Please provide details of current/future staffing levels in support of the course(s) delivered.*
* *Please provide details (dates and topics) of input by visiting lecturers/industry specialists.*

|  |  |  |
| --- | --- | --- |
| Type of role | Current figures | Future projection |
| **Management/ Leadership** |  |  |
| **Academic Teaching** |  |  |
| **Academic Support (Including Library Services)** |  |  |
| **Student Services/ Wellbeing** |  |  |
| **Professional Administration** |  |  |

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| 1. Staff Development to support delivery |
| * *Please provide a summary of staff development activities undertaken or courses attended by teaching staff relevant to delivery of each programme and include future plans already identified.*   *Include details or signpost to a live link of a formal staff development strategy. Indicate if there have been any changes over the reporting period.* |
| 1. **Liaison and communication** |
| *Ongoing communication about library access and resourcing is important.*  *Please comment on:*   * *How staff with responsibility for library access and resourcing become aware of course developments and review, and the effectiveness of communication with teaching staff.*   *Are there any ways to improve communication or further develop links within the partnership?* |

##### Part E – Additional comments

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| *Provide any further comments which have not been covered elsewhere in this form.* |

##### Part F – List of appendices

*Please indicate any supplementary information included as appendices to the completed report.*

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| Appendix 1:  Appendix 2:  Appendix 3:  Appendix 4:  Appendix 5: |