

University of Surrey

Faculty Name

Department/School Name

**PERIODIC ENHANCEMENT or VALIDATION PROCESS**

Self-Evaluation Narrative

Month / Year of production

**For Validations**

Contextual Information

|  |  |
| --- | --- |
| **Programme and award** |  |
| **Level** |  |
| **Mode of study** |  |
| **Programme length** |  |
| **Entry requirements** |  |
| **Projected student numbers** |  |

**Guidance (for academic members of staff completing the self-evaluation document)**

Please use the following guide to complete the self-evaluation document for the validation process. In order to complete this document please use **pre-validation paperwork** and **initial checks paperwork**.

The document should be written in a way that is suitable for a non-specialist audience, including students.

It is recommended that the following headings be used to structure the document:

* The strategy for education within the Department/School
* Why this new programme is being developed?
* Our approach to learning and teaching
* Our approach to assessment and feedback
* How we will create a positive experience for our students.

Ensure that the following questions are clearly addressed within the document (you can use these questions as sub-headings underneath the headings above):

* Why are we developing the new programme(s) of study?
* What will make the programme(s) appealing to students and applicants?
* How does the programme embed the University’s Curriculum Framework themes?
	+ Global and cultural capabilities
	+ Digital capabilities
	+ Employability
	+ Resourcefulness and resilience
	+ Sustainability

How will the programme be taught and encourage the learning of diverse learners?

* How will the programme be assessed and how will this support student learning?
* Based on anticipated cohort make-up, how will student prior learning and experiences be accommodated and utilised within the programme so the learning can be applied and experiences of our students be relevant within their study?
* What is/are the ‘learning journey/ies’ that students can expect as they progress through the programme? (NB, can be considered generally, but also in terms of progression in each of the five pillars)
* How will learning, teaching and assessment prepare cohorts for where you anticipate they are likely to go after Surrey? (e.g. authentic assessment translating to relevant ‘real-world’ settings)
* What is innovative about the design and assessment of the programme?
* How will students be involved in the evolution of the programme using continuous feedback and discussion?

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| **Surrey Curriculum Framework attributes** | **Employability** | **Global and cultural capabilities** | **Digital capabilities** | **Sustainability** | **Resourcefulness and resilience** |
| Module title | Level  | Credits | Comp/ Core/ Optional | *Professionally focused learning that nurtures career ready graduates*   | *A diverse international and cultural environment at the heart of the learning experience*  | *Contribute to a global, networked digital society*  | *Unique opportunities to develop as a future leader in sustainable thinking*   | *Supported development to become an independent and resourceful learner*  |
| Title 1 | 4 | 15 | Core | **** |  |  | **** |  |
| Title 2 | 5 | 30 | Comp |  | **** |  |  | **** |
| Title 3 | 6 | 45 | Optional |  |  | **** |  |  |
| Title 4 | M | 60 |  |  | **** |  |  |  |
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**For Periodic enhancements**

Contextual Information

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| **Programmes being reviewed as part of the periodic enhancement exercise** |  |
| **Entry requirements** |  |
| **Current student numbers** |  |

**Guidance (for academic members of staff completing the self-evaluation document)**

Please use the following guide to complete the self-evaluation document for the periodic enhancement process. This document should be a reflective analysis which sets out the current position of the Department/School and their strategy for the future.

In order to aid the completion of this document please use **the Continuous Enhancement Plans and Annual Programme Enhancement Reviews.**

The document should be written in a way that is suitable for a non-specialist audience, including students.

It is recommended that the following headings be used to structure the document:

* The strategy for education within the Department/School
* What we have learned since the last periodic review
* How we aim to enhance our range of programmes
* Our updated approach to learning and teaching
* Our updated approach to assessment and feedback
* How we will create a positive experience for our students

Ensure that the following questions are clearly addressed within the document (you can use these questions as sub-headings underneath the headings above):

* What are the strengths and weaknesses of the current programmes within the Department/School?
* How are we changing our programme(s) of study?
* What will make the revised/new programmes appeal to students and applicants?
* How will the programmes embed the University’s Curriculum Framework themes?
	+ Global and cultural capabilities
	+ Digital capabilities
	+ Employability
	+ Resourcefulness and resilience
	+ Sustainability
* How will the programmes be taught and encourage the learning of diverse learners?
* How will the programmes be assessed and how will this support student learning?
* Based on your cohort knowledge, how will student prior learning and experiences be accommodated within the programme so the learning can be applied and experiences of our students be relevant within their study?
* What is/are the ‘learning journey/ies’ that students can expect as they progress through the programme? (NB, can be considered generally, but also in terms of progression in each of the five pillars)
* How will learning, teaching and assessment prepare cohorts for where they are likely to go after Surrey? (e.g., authentic assessment translating to relevant ‘real-world’ settings)
* What is innovative about the design and assessment of the programmes?
* How will students be involved in the evolution of the programmes using continuous feedback and discussion?

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| **Surrey Curriculum Framework attributes** | **Employability** | **Global and cultural capabilities** | **Digital capabilities** | **Sustainability** | **Resourcefulness and resilience** |
| Module title | Level  | Credits | Comp/ Core/ Optional | *Professionally focused learning that nurtures career ready graduates*   | *A diverse international and cultural environment at the heart of the learning experience*  | *Contribute to a global, networked digital society*  | *Unique opportunities to develop as a future leader in sustainable thinking*   | *Supported development to become an independent and resourceful learner*  |
| Title 1 | 1 | 15 | Core | **** |  |  | **** |  |
| Title 2 | 2 | 30 | Comp |  | **** |  |  | **** |
| Title 3 | 3 | 45 | Optional |  |  | **** |  |  |
| Title 4 | M | 60 |  |  | **** |  |  |  |
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