



University of Benin, Benin City

DIRECTORATE OF QUALITY ASSURANCE

ANNUAL SELF-EVALUATION OF ACADEMIC PROGRAMMES

General guidance on completing the Annual Self-Evaluation Document (ASED)

- **Areas to be covered:** The template has been structured into broad sections, with guidance given under each heading about what should be included. It is intended to be flexible, and staff may adapt to meet the terms of reference of the review.
- **Information to be summarised:** The ASED should provide a master overview to help the Directorate of Quality Assurance (DQA) navigate additional documentation (which should be supplied alongside the ASED). Much of the information will already be available in documents such as the programme specification, programme handbook and prospectus. Links to further documentation should be given for referencing, indicating how important each such document is to be scrutinised.
- **Critique to be provided:** As well as summarising factual information, the ASED should give a brief, evidenced based critical commentary on the programme – e.g. strengths, or potential weaknesses, or areas due for further development. Consideration should be given to the approaches to learning and teaching, and how they serve to enhance the student learning experience. It will also be appropriate to set out any strategic vision or intentions for the future of the programme.
- **Length:** It is suggested that a typical ASED should be approx. 2,500 to 3,000 words, or up to 6 pages. While a version that attempted to cover everything in the template comprehensively would most likely be longer than this, for each point addressed the idea is simply to give a summary of practice and highlight/critique any points of particular interest.

- *Intended learning outcomes.*

- *How modules satisfy overall programme objectives.*

Recruitment and admissions

- **Summarise and critique/comment on:**

- *Target profile – desirable number of students and mix of origins, experiences etc. for each cohort; activities undertaken to recruit to this level.*
- *Entrance requirements, fees, admissions criteria, and operation of admissions cycle (based on programme specification, plus any further documentation e.g. guidance for staff on accepting/rejecting applications).*
- *Materials provided to applicants (prospectus etc.) and those offered a place (application pack or web pages etc.).*
- *Statistics about applications, offers, admissions and student demographics.*

- *Information about scholarships.*

Structure of the programme

- **Summarise** (based on programme specification) and **critique/comment on:**
- *Programme structure – general pathways, not specific content (which is covered in next section).*

- *Learning times, and credit weightings where appropriate.*

- *Standard programme timetable, available study modes and timescales for student completion etc.*

- *Include intentions for future development of programme, e.g. new modules, new assessments etc.*

Programme content

- **Summarise** (based on programme specification and programme handbook) and **critique:**

- *Programme structure – core and advanced modules and options/recommendations available to students (reference relevant element of programme handbook, blob chart etc.). Mention any module pre-requisites, special activities like field trips or away-days, etc.*

- *Programme materials – key materials (specify type/format) provided for students at programme and module level (link to more detailed lists of materials for each module).*

- *Curriculum review and revision processes – how content and materials are kept up to date (link to Annual Programme Director’s Reviews and Annual Module Review & Action Plans, give examples of updates, describe update timescales, etc.).*

- *Areas for development – identify any potential aspects of the programme requiring or with scope for improvement, areas not currently covered, etc.*

Teaching and learning

- **Summarise and critique/comment on:**

- *Teaching methods – mix of and approaches to lectures, seminars, groupwork, peer learning, self-directed learning, online exercises, etc.*

- *Programme materials – appropriateness of current formats/approaches/delivery methods.*

- *VLE usage – more on specific pedagogic and learning activities provided/conducted via Moodle or other VLE-type tools (link to available content, such as past online discussions, tutorial support, etc.)*

- *Learning resources – services and facilities such as library, laboratories, computers etc.*

- *Academic support – describe support available from Programme Directors, Module Organisers, personal tutors and project supervisors.*

- *Exams – support provided for student learning (e.g. pre-exam revision sessions, past papers etc.)*

- *Projects – support provided and expectations about the project learning experience.*

Assessment and student outcomes

- **Summarise and critique/comment on:**

- *Assessment methods – types and mix of both formative and summative assessment through the programme (inc. mix across different potential module options, and assessment through exams and projects).*

- *Operation of assessment-setting processes, marking, moderation, and the Board of Examiners (including role of the Chair).*

- *Grading system – brief explanation, also cross-referencing samples of tasks and student work provided.*

- *Assessment feedback supplied to students – brief explanation, also cross-referencing samples provided.*

- *Statistics about pass rates, grade distributions, student progression and completion etc.*

- *Information about student career destinations (as collected via alumni and destination of leavers and graduate outcomes surveys).*

Student support and student experience

- **Summarise and critique/comment on:**

- *Key points arising from students and staff feedback at programme level, including Module Surveys, Forums, and the Programme Committee*

- *Non-academic and pastoral support available to students – from academics (e.g. tutors or Programme Directors), Student Advice & Counselling Service, Careers Service, etc.*

Quality assurance, programme management & resourcing, and other information

- **Summarise and critique/comment on:**

- *Key points arising from the external examiner/s' reports and any additional verbal feedback. Summarise your approach to actions taken in response to external examiner feedback and the impact of these.*

- *Any accreditation by professional, statutory or regulatory bodies, or other key external/collaborative links (joint programmes should give more extensive information here). Summarise actions taken or changes made to the programme in response to PSRB feedback,*

STRENGTHS: *e.g. quality of teaching, variation of assessments*

WEAKNESSES: *e.g. highlighted in student feedback*

OPPORTUNITIES: *e.g. opportunities to respond to global issues; emerging markets*

THREATS: *e.g. changes to recruitment trends*

Future intentions and strategy

- **Indicate** general intentions and any more strategic vision for the future development of the programme.

Authors of ASED and date of preparation

- *Please indicate who has written this ASED, and the date of the current version.*

Objectives for Periodic Review

- *Give specific terms of reference for what this review should set out to achieve.*

Summary Action Plan

- Set out summary outcomes from the previous sections as a programme action plan using the table below

Aims and Objectives of the Programme

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							
3.							
4.							
5.							

Recruitment and Admissions

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							
3.							
4.							
5.							

Structure of the Programme

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							

3.							
4.							
5.							

Programme Content

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							
3.							
4.							
5.							

Teaching and Learning

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							
3.							
4.							
5.							

Assessment and Student Outcomes

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							
3.							
4.							
5.							

Student Support and Student Experience

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							
3.							
4.							
5.							

Quality Assurance, Programme Management & Resourcing, and Other Information

Action Number	Reason for Action	Planned Action	Person Responsible	Timeline	Outcomes	Commencement Date	Remarks
1.							
2.							
3.							
4.							
5.							

