

Student Academic Experience Review

Self-Evaluation Document

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| **School of** |  | |
| **Date** |  | |
|  | |  |
|  | |  |

The SED comprises three sections:

1. Portfolio and Framework
2. Evaluation
3. Annex

**i) Portfolio and Framework**

1. **List all programmes currently offered by the School (UG, PGT) *(including those in the process of being withdrawn/taught out)***

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| --- | --- |
| **Undergraduate** |  |
| **Programme** | **Notes** |
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| --- | --- |
| **Taught Postgraduate** |  |
| **Programme** | **Notes** |
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1. **List any collaborative arrangements currently active within the School**

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| --- | --- | --- | --- | --- |
| **Partner Institution** | **Type of collaboration *e.g. entry agreement; articulation; dual degree*** | **Entrants to Leeds 17/18** | **Entrants to Leeds 18/19** | **Notes** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Staff Profile** (please attach document illustrating School staffing structure if available)
2. **Academic and Academic-Related Staff**

|  |  |  |
| --- | --- | --- |
| **Category** | **Number** | **Areas of expertise/subject specialisms[[1]](#footnote-1) *e.g. medieval history; evolutionary biology; reproductive medicine*** |
| **Professor** |  |  |
| **Associate Professor** |  |  |
| **Lecturer** |  |  |
| **Teaching Fellow** |  |  |
| **Academic-Related (Teaching)** |  |  |
| **Academic-Related (Technical)** |  |  |
| **Other (not covered by categories above)** |  |  |

1. **Professional, Managerial and Administrative Staff[[2]](#footnote-2)**

|  |  |
| --- | --- |
| **Number** | **Role titles/areas of responsibility covered *e.g. Senior Education Service Officer (assessment, quality assurance)*** |
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1. **Student profile**

Please provide a summary of the School’s current UG and PGT student profile, reflecting on cohort mix and intake diversity (e.g. gender, ethnicity, socio-economic background, home/international), providing data if available.

**ii) Evaluation**

1. **Outline or insert the School’s current strategy for student education, including a summary of the programme portfolio and plans for future developments**
2. **Describe how the School reflects on and reviews its provision and practice, and how it works in partnership with students**
3. **Describe how the School works to support and enhance the student experience (e.g. through staff office hours, personal tutoring, employability provision)**

**iii) Annex**

**Table 1**

Number and percentage of qualifications awarded at the end of the last academic session

**Undergraduate programmes** 2018-2019:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Class I** | **Class II i** | **Class II ii** | **Class III** | **Pass** | **Ord** | **Fail** |
| **3 year programmes** |  |  |  |  |  |  |  |
| **4 year programmes** |  |  |  |  |  |  |  |

**Taught postgraduate programmes** 2018-2019:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Pass** | **Merit** | **Distinction** | **Fail** |
|  |  |  |  |  |

**Table 2**

Number and percentage of undergraduate non-continuing students[[3]](#footnote-3)

|  |  |  |  |
| --- | --- | --- | --- |
| **Entry year** | Sum of entrants | Sum of non-continuers | Percentage of non-continuers |
| **2014/2015** |  |  |  |
| **2015/2016** |  |  |  |
| **2016/2017** |  |  |  |
| **2017/2018** |  |  |  |
| **2018/2019** |  |  |  |

1. Please specify how many staff cover each area of specialism, e.g. medieval history x 2; reproductive medicine x 5 [↑](#footnote-ref-1)
2. This may include both School and Faculty-level SES colleagues [↑](#footnote-ref-2)
3. Students who continue studying at a higher education level at the same or another provider, or who qualify at undergraduate or postgraduate level in the period considered, are deemed to have continued. All other students are deemed non-continuers. [↑](#footnote-ref-3)