

*Appendix 1: Template 2a – Self Evaluation Report for Research Programmes*

**Outline of the Self-Evaluation Report**

The template for self-evaluation follows the Framework for Evaluation. The Self-Evaluation Report may attach appendices to provide greater detail about the Programme and its modules and on the infrastructure that supports the Programme. It may also be accompanied by an Improvement Plan. The structure set out below is:

- Background
- Evaluation
- Conclusion
- Improvement Plan

**Background**

This section should include a brief summary of how long the programme has been offered, any substantial revisions, the context in which the programmes is offered (labour market, collaboration with other organisations and the outcomes of any recent review and/or accreditation). The mission statement of the Institution and Faculty should be included here.

<b>1.</b>	<b>How long has the programme been offered?</b>

<b>2.</b>	<b>Substantial revisions:</b>

<b>3.</b>	<b>The context in which the programme is offered (<i>labour market, collaboration with other organisations and the outcomes of any recent reviews and/or accreditation</i>):</b>

<b>4.</b>	<b>The mission statements of the Institution and Faculty:</b>	
4.1.	RCSI:	
4.2.	Faculty:	

**Evaluation**

This section should include a summary of the value of each of the characteristics as set out in the Framework for Evaluation. Highlight good practice, current developments and any gaps, weaknesses and other matters being addressed or requiring improvement. Give evidence, examples and references to supporting documentation where appropriate.

**Indicator 1 – Programme**

The Programme complies with best practice in terms of student progression, supervision and assessment procedures.

<b>1.</b>	<b>There are clearly defined mechanisms for monitoring and supporting research student progress, including formal and explicit reviews of progress at different stages in place. Research students, supervisors and other relevant staff are made aware of progress monitoring mechanisms, including the importance of keeping appropriate records of the outcomes of meetings and related activities.</b>
<b>2.</b>	<b>Research students have appropriate opportunities for developing research, personal and professional skills. Each research student's development needs are identified and agreed jointly by the student and appropriate staff at the start of the degree; these are regularly reviewed and updated as appropriate.</b>
<b>3.</b>	<b>Research degree final assessment procedures are clear and are operated rigorously, fairly, and consistently. They include input from an external examiner and are carried out to a reasonable timescale. Assessment procedures are communicated clearly to research students, supervisors and examiners.</b>
<b>4.</b>	<b>Supervisors with the appropriate skills and subject knowledge are appointed to support and encourage research students, and to monitor their progress effectively.</b>
<b>5.</b>	<b>Each research student has a supervisory team containing a main supervisor who is the clearly identified point of contact.</b>

<b>6.</b>	<b>The responsibilities of research student supervisors are readily available and clearly communicated to supervisors and students.</b>
<b>7.</b>	<b>Individual supervisors have sufficient time to carry out their responsibilities effectively.</b>

**Indicator 2 – Efficiency of the programme**

The Programme is efficient in terms of the use of available resources, the admitted students and the ratio of admitted students to successful graduates.

<b>1.</b>	<b>Admissions procedures for research degrees are clear, consistently applied and demonstrate equality of opportunity.</b>
<b>2.</b>	<b>Only appropriately qualified and prepared applicants are admitted to research degree programmes. Admissions decisions involve at least two members of the higher education provider's staff who have received training and guidance for the selection and admission of research degree students. The decision-making process enables the higher education provider to assure it that balanced and independent admissions decisions have been made in accordance with its admissions policy.</b>
<b>3.</b>	<b>Higher education providers accept research students only into an environment that provides support for doing and learning about research, and where excellent research, recognised by the relevant subject community, is occurring.</b>

4.	<b>Responsibilities and entitlements are clearly defined and communicated to students undertaking research degree programmes.</b>
5.	<b>Research students are provided with sufficient information to enable them to begin their studies with an understanding of the environment in which they will be working.</b>

**Indicator 3 – Academic standards of graduates**

The graduates of the programme meet acceptable academic standards as compared to equivalent programmes in Ireland and worldwide.

1.	<b>Research degree provision is monitored against internal and external indicators and targets that reflect the context in which research degrees are being offered.</b>
2.	<b>Criteria for assessing research degrees enable the Academic Unit to define their academic standards and the achievements of their graduates. The criteria used to assess research degrees are clear and readily available to research students, staff and examiners.</b>

**Indicator 4 – Effectiveness of Quality Management and Assurance**

The arrangements in place for managing the programme, including quality assurance, give confidence in the programme.

1.	<b>Regulations for research degrees are clear and readily available to research students and staff, including examiners. Where appropriate, regulations are supplemented by similarly accessible, subject-specific guidance at the level of the faculty, school, department, research centre, or research institute.</b>

2.	<b>Codes of practice for research degrees are widely applicable, readily available to all students and staff involved in research degrees, and written in clear language understood by all users.</b>
3.	<b>Mechanisms are in place to collect, review and respond as appropriate to evaluations from those concerned with research degrees, including individual research students and groups of research students or their representatives. Evaluations are considered openly and constructively and the results are communicated appropriately.</b>
4.	<b>There are independent and formal procedures for dealing with complaints and appeals that are fair, clear to all concerned, robust, and applied consistently. The acceptable grounds for complaints and appeals are clearly defined.</b>

**Conclusion**

1.	<b>Identified good practice:</b>

2.	<b>Gaps and matters to be addressed:</b>

**Improvement plan** (*Attach a current improvement plan and indicate its status (e.g. draft for further discussion, adopted by Academic Council, implemented, etc.)*)