Quality Enhancement and Standards Review

University of St Andrews

Review Report

January 2024

Contents

Introduction

This is a report of a review under the [Quality Enhancement and Standards Review](#) (QESR) method conducted by the Quality Assurance Agency for Higher Education (QAA) as part of Phase 1 of the Scottish Quality Enhancement arrangements at the University of St Andrews.

The review took place on 31 January 2024 and was conducted by a review team, as follows:

- Professor Mark Hunt (Academic Reviewer)
- Tamsyn Lampkin (Student Reviewer)
- Katrina Swanton (Coordinating Reviewer).

QESR is Phase 1 of a two-phase approach that enables the Scottish Funding Council (SFC) to fulfil its statutory obligation under Section 13 of the *Further and Higher Education (Scotland) Act 2005* to ensure that provision is made for assessing and enhancing the quality of fundable higher education provided by fundable bodies for academic quality and enhancement between 2022-24. The second phase of QAA's external quality review arrangements starts in 2024-25 to coincide with the implementation of new tertiary quality arrangements.

The main purpose of this review was to:

- provide assurance about the provider's management of its responsibilities for academic standards to inform an enhancement-led full institutional review in Phase 2

- provide assurance about the provider's management and enhancement of the quality of learning opportunities for students to inform an enhancement-led full review in Phase 2

- report on any features of good practice

- make recommendations for action.

About the University of St Andrews

Founded in the early 15th century, the University of St Andrews is Scotland's first university and the third oldest in the English-speaking world. University buildings are distributed across four principal sites: the town centre, North Haugh, East Sands and, from 2020, the Eden campus in Guardbridge.

The University has 18 schools organised into four faculties (Arts, Divinity, Medicine and Science). A Global Office was established in August 2019 that manages study abroad, collaborative programmes and strategic partnerships, and supports international activities more widely. In 2023, the University merged its School of Management and School of Economics and Finance to create St Andrews Business School, which has three departments - Management, Economics and Finance.

In 2023-24, the University had a total student population of just over 10,000 (of whom 80% were undergraduate and 20% postgraduate). The student body is diverse: 27% of students are Scottish domiciled; 28% are from the remainder of the UK (rUK); 7% are from the European Union (EU); and 29% are international.

As experienced by many higher education institutions, the pandemic caused an unplanned growth to 10,000 students - five years earlier than expected. This unplanned growth represented an increase since 2020-21: in the overall student population by 11%; and the University's EU and international student population by 15%. Following the

pandemic-induced expansion, the expansion has abated and numbers have stabilised.

Findings

From the evidence presented, the review team is confident that the University of St Andrews is making effective progress in continuing to monitor, review and enhance its higher education provision to enable effective arrangements to be in place for managing academic standards and the quality of the student learning experience.

Good practice

The QESR team found the following **features of good practice**.

- **The implementation of strategy to support learning and teaching:** The University demonstrates an effective approach to strategic planning and delivery of learning and teaching. There is evidence of effective engagement and ownership, across staff, of the University Strategy 2022-27 and its associated action plans to support learning and teaching. The University has effective monitoring and evaluation to ensure implementation of strategic goals (paragraph 5).

- **Student partnership:** The University has improved student representation and partnership since 2022. The positive impact of the Reimagining Representation project is clear in the increased diversity and expertise of students participating in university committees and working groups, and is a development well-received by both staff and students (paragraph 11).

- **The strategic approach to grow digital education:** The University Strategy 2022-27 demonstrates a commitment to student-centred, high-quality, research-led digital education that promotes global online learning and emphasises diversity. The Strategy is enabling the University to challenge its traditional approach to teaching and to embrace innovation in technology and pedagogy. Substantial investments have been directed towards supporting leadership and collaboration in digital education across various schools and professional services teams, which enables staff to address challenges and explore opportunities related to artificial intelligence (AI) (paragraph 22).

Recommendations for action

The QESR team makes the following **recommendation for action:**

- **Module evaluation questionnaires:** In its current review of the module evaluation questionnaires (MEQs) process, the University should consider its approach to support a more consistent and diverse level of engagement with students. The University should implement strategies that actively enhance student engagement and completion rates with MEQs, ensuring the collection of data that will facilitate the timely implementation of targeted improvements to further enhance the overall learning experience for students (paragraph 41).

Institutional approach to quality enhancement

Strategic approach to enhancement

1   The QESR team is confident that the University has effective arrangements in place to monitor, review and enhance its strategic approach to enhancement. The team considered a range of documents including: the University Strategy 2022-27; the Education and Student Experience Strategy (ESES); the ESES action plan for 2023-24; the evaluation of 2022-23 ESES action plan; and the Scottish Funding Council (SFC) Outcome Agreement. The team also met with staff and students .

2   The University Strategy 2022-27 focuses on expanding global influence, fostering diversity, cultivating an entrepreneurial culture, promoting research excellence, and emphasising social responsibility through its five core themes: world-leading, diverse, digital, sustainable and entrepreneurial. Each theme incorporates several key delivery objectives which include, for example: fostering students' integral involvement in the educational and student experience; expanding the University community digitally; providing flexible and accessible academic programmes to facilitate broader access and encourage lifelong learning; and integrating digital opportunities and skills development into the University's curriculum and cultural practices. The Strategy also has a focus on supporting students throughout their journey to graduation by fostering a broad portfolio of attributes and experiences, beyond academic proficiency, to prepare them for the future through a high-quality student experience.

3   The University published its updated Education and Student Experience Strategy (ESES) in June 2023, which aims to 'support and endorse our teaching to focus on the student experience, and the successful outcomes of our students by promoting a quality culture throughout the institution, encouraging dialogue between staff and students to ensure that we have a shared goal in the quality assurance, improvement and enhancement of our practices'. The QESR team heard from senior staff that the ESES is informed by key elements of the University Strategy and that it is supported by an action plan that undergoes continuous monitoring through its Business Transformation Board (BTB). Responsibility for the implementation of the ESES is led by two strategic management groups: the Education Strategic Management Group (ESMG) and the Student Experience Strategic Management Group (SESMG). These groups are responsible for managing, through their respective governance structures, action plans arising from the ESES. The QESR team heard in meetings with staff that these groups play a pivotal role in fostering dialogue between staff and students through their collective commitment to quality assurance, improvement and enhancement. To ensure the integration and adoption of the Strategy, the University has conducted workshops and shared action plans with staff and students to keep them informed of progress.

4   The QESR team found evidence of the effective strategic planning and implementation of learning and teaching strategies, with extensive engagement and ownership among staff with the associated action plans. In meetings with the QESR team, staff members exhibited a clear understanding of how these strategies shape institutional priorities, and effective monitoring and evaluation is supporting the successful realisation of goals. The QESR team considers that the management and operation of the committees and working groups play an effective role in supporting the effective engagement and ownership, across staff, of the University Strategy, in relation to learning and teaching, and the ESES. The QESR team considers that there is clear alignment between strategic planning and the priorities of schools and professional services, supporting the effective implementation of institutional strategies.

5   The QESR team considered as a feature of **good practice**, the University's effective approach to strategic planning and delivery of learning and teaching. There is evidence of effective engagement and ownership, across staff, of the University Strategy 2022-27 and its associated action plans to support learning and teaching. The University has effective monitoring and evaluation to ensure implementation of strategic goals.

Student partnership

6   The QESR team is confident that the University has effective arrangements in place to monitor, review and enhance its approach to student partnership. The team considered key documents including: the Student Partnership Agreement; Student Partnership and Engagement update paper; annual report to the Scottish Funding Council and Outcome Agreement; Education and Student Experience Strategy; minutes from key institutional committees; and also met with staff and students.

7   The University has established structures for student partnership across all levels of the institution. Student representatives hold full membership on all university-level committees and their sub-committees. The Students' Association Committee, chaired by the Students' Association Director of Education, include the Vice-Principal Education (Proctor), Assistant-Vice Principal (Dean of Learning and Teaching) and Provost, and Director of Student Experience; this structure is replicated for postgraduate students. At school-level, students are represented through Student Staff Consultative Committees, led by School Presidents and attended by academic staff and class representatives.

8   The QESR team noted that, in 2022-23, there was no Student Partnership Agreement (SPA) in place while a new framework was being developed. During this period, the University used the remapping by the Students' Association of the Student Engagement section of the UK Quality Code for Higher Education to make enhancements to areas including the University-led Reviews of Learning and Teaching and Collaborative Reviews. A new SPA for 2023-24, with the agreement spanning a four-year period, is currently awaiting formal approval. It includes annual priorities that are more closely aligned with the University Strategy, the Students' Association Strategy Plan and Sabbatical Officers' manifestos. The revised four-year planning structure of the SPA provides flexibility to support the implementation of longer projects. In meetings with the QESR team, students and staff confirmed they were aware of the new structure and were positive about the approach.

9   The University has, in collaboration with the student body, established groups and sub-committees at different levels that support ongoing and evolving student engagement and partnership arrangements. The QESR team consider that initiatives - such as the development of the SPA, the Reimagining Representation project (RRP) and the Student Experience Strategic Management Group (SESMG) - demonstrate an effective approach to engaging students, aligning with sector expectations.

10   The QESR team learned of the institutional Reimagining Representation (RRP) project (RRP), conducted with support from sparqs (student partnerships in quality Scotland). The project has focused on reviewing current approaches to student engagement, performance and partnership. As a result, working groups have been established to address areas of relevant interest identified through internal and external annual reports and student engagement. Current topics include the cost-of-living crisis, student mental health, reimagining representation, the Student Partnership Agreement (SPA) and the structure of the Student Experience Strategic Management Group. The RRP was specifically designed to enhance student partnerships and engagement and has received positive feedback from staff and students who met with the QESR team. Key outcomes of the project include, for example, a revised process for appointing student representatives to university committees,

increased support for students to help them contribute to the design and drafting of committee papers, and inductions for student committee members from committee chairs.

11   The QESR team considers that these developments demonstrate an effective approach to student engagement and partnership, and identified this as a feature of **good practice**. The University has improved student representation and partnership since 2022. The positive impact of the Reimagining Representation project is clear in the increased diversity and expertise of students participating in university committees and working groups and is a development well-received by both staff and students.

Action taken since ELIR 4

12   The QESR team is confident that the University has effective arrangements in place to monitor and review its actions taken in response to the Enhancement-led Institutional Review (ELIR 4). The QESR team considered the ELIR 4 follow-up report, the Doctoral 'Students Who Teach' Policy, Student Handbook, Annual Academic Monitoring Handbook, annual report to the Scottish Funding Council and the annual Outcome Agreement self-evaluation report, minutes and papers from key committees and groups, and also met with staff and students.

13   Four recommendations were made during ELIR 4 relating to oversight of postgraduate research students (PGRs) who teach; engagement with staff development; student access to external examiner reports; and external examiner engagement with degree classifications. The QESR team considered that the University had put in place a comprehensive action plan and progress was systematically overseen through meetings of the Academic Monitoring Group (AMG), Academic Monitoring Group (Collaborations and Partnerships) and Academic Assurance Group (AAG). During the review visit, the QESR team confirmed that the University had made progress against all of the recommendations.

14   The University's ELIR 4 update noted several measures that had been implemented to address the first recommendation concerning oversight of postgraduate research students (PGRs) who teach. These included a refresh of the Director of Teaching (DoT) induction process in 2022-23, and the inclusion of support for PGRs involved in teaching as a standing agenda item at University-led Reviews of Learning and Teaching, with outcomes monitored through the AMG. In addition, in April 2023, DoTs were asked to prepare a comprehensive summary of arrangements within their schools, including feedback from PGR students who teach. As a consequence of these actions, enhancements to the policy for Doctoral students who teach were agreed by the Education Strategic Management Group (ESMG). From academic year 2023-24, the following improvements have been introduced for teaching assistants: a DoT start-of-year briefing; a designated school point of contact; an annually updated list of participants; and an end-of-year meeting. When exploring these developments in meetings, the team heard that some variability of practice persisted at school-level. Therefore, while the QESR team could see that some progress to address the recommendation had been made, they would encourage the University to continue to ensure greater consistency of experience for postgraduate research students who teach.

15   The QESR team considered that good progress had been made regarding the ongoing development and implementation of systems to monitor uptake in mandatory areas of training, especially PGR supervisor training. This included the introduction of a new dashboard which tracks information on staff engagement in these activities. The dashboard is also enabling Organisational and Staff Development Services (OSDS) to provide biannual reports on staff completion to Heads of School and Directors of professional service units to support the monitoring of staff engagement. The University categorises designated PGR supervisor training as essential training. During the academic year 2021-22, OSDS

conducted an audit of all PGR supervisors to identify those who had not completed the new supervisor or refresher training, leading to the organisation of additional and enhanced training for those who had not completed. The University's virtual learning environment (VLE) is used to support PGR supervisor training, including a completion tracker, and AMG receive an annual report for monitoring completion rates across schools. Staff confirmed to the QESR team that reports on the completion of PGR supervisor training were distributed to Heads of Schools. The QESR team concludes that the University has made good progress with this recommendation.

16   To ensure that all students can easily access external examiner reports for their respective programme of study, reports are now made available through the VLE. The University has also established an annual reminder to schools and publication of reports is monitored centrally, with reminders issued where necessary. The central Student Handbook now also includes a link to a webpage containing information on the role of an external examiner and a link to external examiner reports. In meetings with students, the QESR team noted there remained a lack of awareness about where they could access external examiner reports, despite the University's efforts to address the issue. The QESR team concludes that the University has established mechanisms to ensure the availability of external examiner reports to students and encourages the University to continue its promotion of the reports to students.

17   The final recommendation from ELIR 4 was that the University should share a final analysis of degree classifications with external examiners and seek their reflections on distribution patterns. Since 2021, the University has provided external examiners with classification data spanning a four-year period, to support the identification of trends. At the same time a new question was added to the annual report to prompt external examiners to provide comments on the classification data provided. Although the annual institutional analysis of undergraduate and postgraduate taught external examiner reports for 2021-22 noted that relatively few made any specific comment on this area, some external examiners had taken the opportunity to provide helpful reflections. The QESR team concluded that the University has addressed the recommendation and implemented systems to provide external examiners with annual degree classification data, enabling them to provide comments on the data.

18   The QESR team also noted that the University had taken a comprehensive range of actions across a number of other areas in response to the areas for enhancement that were noted in the ELIR 4 Technical Report and were able to confirm that the University is consistently enhancing and further embedding the seven commendations from ELIR 4 .

Sector-wide enhancement topic

19   The QESR team is confident that the University has effective arrangements in place to monitor and review its approach to defining and delivering an effective and inclusive digital/blended offering. The team considered a range of the University's initiatives including engagement with the Tertiary Enhancement Topic, the development of 'designed for online' digital programmes and the provision of digital support infrastructure. The team also examined the implementation of online discussion boards within modules and met with staff and students.

20   The QESR team found that the University was undertaking a range of activities related to the sector-wide enhancement topic. This includes research into how students utilise lecture recordings to enhance their studies, engagement in online discussion groups, participation in a digital research study to address the impact of digital distractions on student wellbeing and productivity, and work on resilient learning spaces.

21   The University Strategy 2022-27 reflects a commitment to providing a student-centred, high-quality, research-led digital education that promotes global learning and emphasises diversity. The existing portfolio at the University has been expanded to include new digital programmes, which encompass asynchronous online discussions to encourage peer learning, as well as pre-recorded learning content, drop-in sessions and residential components. Enhancements to support these developments have included the establishment of a new digital media team and associated learning infrastructure to support specialised academics to develop and deliver tailored online content. Cross-institutional development is supported by the inclusion of Digital Education in the Postgraduate Certificate of Academic Practice. Students are supported through the assessing of digital competencies and computing needs, programme guides to assist with software, and induction sessions. In addition, virtual learning environment-based learning analytics are being piloted to provide students with tailored dialogue about their progress against learning plans. The QESR team considered that the adoption of these practices positively illustrates efficacy in decision-making and policy development in this area.

22   The QESR team identified as **good practice** the commitment in the University Strategy 2022-27 to student-centred, high-quality, research-led digital education that promotes global online learning and emphasises diversity. The Strategy is enabling the University to challenge its traditional approach to teaching and to embrace innovation in technology and pedagogy. Substantial investments have been directed towards supporting leadership and collaboration in digital education across various schools and professional services teams which enables staff to address challenges and explore opportunities related to artificial intelligence (AI).

Academic standards and quality processes

Key features of the institution's approach to managing quality and setting, maintaining, reviewing and assessing academic standards

23   The QESR team is confident that the University has effective arrangements for the monitoring and review of its approach to managing quality and to setting, maintaining, reviewing and assessing academic standards. The team considered relevant university handbooks and policies that set out quality processes; University-led Reviews of Learning and Teaching (URLT) reports; annual academic monitoring reports; papers and minutes from institutional committees, and also met with staff and students.

24   The University's arrangements for managing quality and setting standards meet the expectations of the UK Quality Code for Higher Education (the Quality Code) and align with the guidance issued by the Scottish Funding Council (SFC). Institutional policies relating to programme and course development and approval are aligned to sector expectations expressed in the Quality Code, take account of relevant Subject Benchmark Statements, the Scottish Credit and Qualifications Framework (SCQF) and relevant qualification frameworks. It was evident that policies and procedures are monitored by the Learning and Teaching Committee (LTC) or Postgraduate Research Committee (PGRC) with robust and effective approaches to policy management and review .

25   The University's governance structure incorporates specialised committees tasked with monitoring outcomes and trends resulting from internal quality processes, and they initiate enhancement initiatives as needed. The Academic Monitoring Group (AMG) conducts annual reviews of reports on retention and progression, degree outcomes, attainment, complaints, appeals and academic misconduct. The Academic Assurance Group (AAG) evaluates risks that could impact the delivery or quality of learning and teaching, scrutinising actions implemented to mitigate those risks. The AMG is responsible to the AAG for the

quality of educational provision and student experience delivered by the University. The AMG (Collaborations and Partnerships) specifically oversees the management of external collaborative provision and partnerships, ensuring the maintenance of academic standards and enhancing the overall student learning experience. It was evident that reports are considered at the Committee with actions being captured and followed up effectively. Additionally, the online Community for Evidence-Led Practice in Education (CELPiE) hosts various events where staff can share experiences, exchange ideas and showcase good practice. The interconnection between these groups is essential to the University's functioning and is operating effectively, as affirmed by the staff during meetings with the QESR team.

26   The University has recently made a number of enhancements to quality processes. It has developed an Annual Academic Monitoring Handbook to guide schools/departments, outlining the purpose of and process for academic monitoring. Similarly, the policy on collaborative provision of undergraduate and postgraduate programmes has been updated, incorporating a new approval process for collaborative provision. In addition, the University has undertaken a review and revision of the senate regulations, amended the parental leave policy for postgraduate research students and refreshed the GRADskills programme.

27   The Annual Academic Monitoring (AAM) process comprises completion of a report pro forma by August, attendance at a meeting in October with a subset of AMG on a three-year cycle, and attendance at a dissemination event in November. Staff commented on the value of the dissemination events in sharing practice between schools and for facilitating thematic discussions on areas of strategic interest - for example, the use of artificial intelligence (AI).

28   All academic schools and student-facing professional services units participate in the URLT on a six-year cycle, which staff confirmed aligned well with the cyclical AAM dialogues. The institution also operates a five-stage review process for collaborative provision. This includes an agreement renewal review, which is held 15-18 months prior to the expiration of a partnership agreement. The University's current review schedule is for the period 2020-26. Schools respond to review recommendations with an action plan and a year-on update, and these are considered by AMG. The handbook for the URLT process is clear and comprehensive, and the URLT reports confirm that the management of quality and academic standards is embedded. In recognition of its strategic importance for the University's growth and development, a new review process for new postgraduate taught (PGT) programmes will be implemented from 2023-24. The process runs alongside URLTs carried out at school-level and is intended to provide additional granular scrutiny of new PGT programmes to support the development of Digital St Andrews.

29   The QESR team found that URLTs provided evidence of commitment from academic and professional services staff, increased levels of student satisfaction, responsive approaches to student input, carefully crafted curricula, and consideration of inclusivity. However, the QESR team noted several issues highlighted in the annual report which warrant further attention by the University, including heightened pressure due to increased staff workloads as a result of increased student enrolment and student expectations; concerns regarding the availability of teaching technology; and a decline in sense of community among student cohorts within schools. To address some of these areas, the team learned that university initiatives are in progress to improve institution-wide student communications through enhanced segmentation, targeting and the use of digital platforms. Furthermore, efforts are being made to strengthen staff communities to provider additional support.

30   A review of the University's approach to professional service unit review, and the units included in the review cycle, is underway, making use of resources produced in connection with the related QAA Focus On project - Professional Services Partnerships. The QESR team found that professional service departments are key stakeholders alongside the academic schools and students in strategic initiatives to enhance the student experience.

31   The QESR team is confident that the University is managing its arrangements for assessment and feedback effectively. In meetings with the team, students confirmed that an increasing diversity of assessment approaches are being adopted, particularly at honours and postgraduate levels where more authentic assessment tasks are evident, such as the production of policy reports. There is high awareness of academic integrity issues among students, around issues such as plagiarism, with recognition that academic misconduct is taken very seriously. Students are aware of emerging generative AI tools but reported that the University is cautious around their adoption. The panel learned that this is an area of exploration for the University, and that there are pilots underway where use of AI has been incorporated into curriculum design. The QESR team would encourage the University to continue to further develop guidance on the use of generative AI tools in assessment.

32   The University makes effective use of its external examiners, exemplified by the comprehensive external examiner overview report. The QESR team found that all schools maintained standards fairly and appropriately, in relation to assessments undertaken during the COVID-19 pandemic. One area of academic standards that several examiners identified as an area for consideration was the high proportion of first-class and upper second-class degrees being awarded. External examiners were careful to indicate that this is a wider issue for the sector, but several felt that outcomes were increasing to a level with which they were uncomfortable, and the University should continue its work to closely monitor this.

Use of external reference points in quality processes

33   The QESR team is confident that the University has effective arrangements in place to monitor and review its approach to the use of external reference points in quality processes. The team considered a range of evidence including the University's mapping to the UK Quality Code for Higher Education (the Quality Code), overview of external examiner reports, annual report to the Scottish Funding Council, and also met with staff and students.

34   The QESR team found that the University makes effective use of the Quality Code in the development of policies and procedures for quality assurance and enhancement, as demonstrated through a revised mapping to the Quality Code in 2022-23. Actions arising from the revised mapping include the ongoing University review of the use of contextual data to support postgraduate taught student admissions and initiatives to raise awareness of widening access, through staff training and collaboration with Faculty Equality, Diversity and Inclusion Leads. The team additionally found evidence of comprehensive and clearly articulated progress on actions stemming from the previous mapping of the Quality Code.

35   The QESR team found evidence of external reference points informing quality processes and programme development - for example, schools design programmes in accordance with Subject Benchmark Statements and the Scottish Credit and Qualifications Framework (SCQF). The use of these reference points is scrutinised through URLTs. The annual report submitted to the Scottish Funding Council includes a detailed analysis of activities, key findings, institutional actions and their subsequent impact aligned with external reference points.

36   The QESR team found that the University's approach to aligning with external reference points was evidenced through its reviews of policy and practice following the

revised mapping to the Quality Code. Recent developments include a review of the Recognition of Prior Learning Policy to consider online postgraduate programmes and experiential learning and the updating of the Good Academic Practice Policy to address challenges posed by AI in assessment. As a result of the latter, the annual appeals report now includes a section on lessons learned in response to issues raised during the appeals process. Actions relating to the Enabling Student Achievement Advice and Guidance include the introduction of an online training course for staff covering disability awareness and inclusive practices in supporting disabled students, and the development of transition toolkits for incoming students to support orientation and induction.

37   The QESR team noted that the alignment with sector standards was confirmed by external expertise. External examiner reports confirm the provision of high-quality learning and teaching in accordance with sector standards and highlighted the dedication and engagement of staff, innovative teaching and assessment methods, and the effectiveness of quality assurance processes. External accreditation was also confirmed by schools offering degree programmes accredited by professional, statutory and regulatory bodies.

38   The QESR team considers that the use of external reference points in quality processes at the University is effective. The University has systematically aligned its quality processes with the Quality Code, demonstrating comprehensive progress and clear articulation of actions from previous mapping exercises. Moreover, it has effectively explored external reference points during University-led Reviews of Learning and Teaching.

Use of data and evidence to inform self-evaluation and decision-making

39   The QESR team is confident that the University has effective arrangements in place to monitor and review its approach to the use of data and evidence to inform self-evaluation and decision-making. The QESR team considered a range of documents including URLTs, annual academic monitoring reports and external examiner reports. The team also considered evidence of the use of data to inform decision-making across committee meetings and in support of internal reviews and training. The team met with staff and students who confirmed the extensive data collection undertaken by the University and the comprehensive, integrated approach to monitoring and using data related to student retention, progression, degree outcomes and attainment.

40   The QESR team found that the management of data across the University supported reflective and evaluative approaches. The University has an effective approach to the use of data and evidence to inform working groups and uses student surveys, including the National Student Survey (NSS), promptly responding to student and staff needs. This responsiveness contributes to the University's self-evaluation and decision-making capabilities. At school-level, data from both internal and external sources enables schools to regularly review the best approaches to meet the needs of their stakeholders.

41   At the time of the review, the QESR team learned that the University was in the process of reviewing the University's Module Evaluation Questionnaires (MEQs) process. The team found evidence of challenge around student engagement with, and completion of, MEQs impacting on the institution's ability to use module-level data to drive enhancement. The University has recognised these challenges and is taking action on them through a review of the MEQs process. The QESR team **recommends** that in its current review of the MEQs process, the University should consider its approach to support a more consistent and diverse level of engagement with students. The University should implement strategies that actively enhance student engagement and completion rates with MEQs, ensuring the

collection of data that will facilitate the timely implementation of targeted improvements to further enhance the overall learning experience for students.