



Enhancement-led Institutional Review of Queen Margaret University

Technical Report

April 2018

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About the Enhancement-led Institutional Review method

The QAA website explains the method for [Enhancement-led Institutional Review \(ELIR\)](#) and has links to the ELIR handbook and other informative documents.¹ You can also find more information about the [Quality Assurance Agency for Higher Education \(QAA\)](#).²

Further details about ELIR can be found in an accompanying [brief guide](#),³ including an overview of the review method, information about review teams, and explanations of follow-up action.

About this review

This is the Technical Report of the ELIR conducted by QAA at Queen Margaret University. The review took place as follows: Planning Visit on 27 February 2018 and Review Visit from 16 to 20 April 2018. The review was conducted by a team of five reviewers:

- Mr Matt Adie (Student Reviewer)
- Mr Mark Charters (Academic Reviewer)
- Dr Frank Haddleton (Academic Reviewer)
- Professor Ian Pirie (Academic Reviewer)
- Ms Rhiannon Tinsley (Coordinating Reviewer).

In advance of the review visits, the University submitted a self-evaluative document (the Reflective Analysis) and an advance information set, comprising a range of materials about the institution's arrangements for managing quality and academic standards.

About this report

In this report, the ELIR team:

- delivers a threshold judgement on the current and likely future effectiveness of the institution's arrangements for managing academic standards and enhancing the quality of the student learning experience.

The threshold judgement can be found on page 2, followed by the detailed findings of the review given in numbered paragraphs.

Technical Reports set out the ELIR team's view under each of the report headings. Shorter Outcome Reports are provided that set out the main findings of the ELIR for a wider audience. The [Outcome Report](#) for this review is on the QAA website.⁴

ELIR Technical Reports are intended primarily for the institution reviewed, and to provide an information base for the production of thematic reports that identify findings across several institutions.

¹ About ELIR: www.qaa.ac.uk/scotland/en/reviewing-higher-education-in-scotland/enhancement-led-institutional-review.

² About QAA: www.qaa.ac.uk/scotland.

³ Brief Guide to ELIR: www.qaa.ac.uk/docs/qaa/reports/brief-guide-to-elir-method.pdf

⁴ Outcome Report: www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Queen-Margaret-University-Edinburgh

Threshold judgement about Queen Margaret University

Queen Margaret University has **effective** arrangements for managing academic standards and the student learning experience.

This is a positive judgement, which means that the University meets sector expectations in securing the academic standards of its awards and enhancing the quality of the student learning experience it provides, currently and into the future. This judgement confirms there can be public confidence in the University's awards and in the quality of the learning experience it provides for its students.

1 Contextual information about the institution, student population and the review

1.1 Summary information about the institution, including strategic framework, organisational structure

1 Queen Margaret University can trace its roots to 1875 and was awarded University Title in 2007, having been granted taught and research degree awarding powers in 1992 and 1998 respectively. In 2007, the University relocated to a modern purpose-built campus, six miles east of Edinburgh city centre, by Musselburgh.

2 The University's current strategic focus is in the areas of health and rehabilitation, sustainable business (including hospitality, food and drink), and culture and creativity. At the time of the current ELIR, it had recently been awarded places by the Scottish Government to deliver Professional Graduate Diplomas in Secondary Education (Home Economics) and a new four-year BA (Hons) Education Studies (Primary) degree, with programmes commencing in September 2019. At the time of the current ELIR, the University had embarked on a substantial Portfolio Sustainability Review exercise which was not complete by the end of the ELIR. The ELIR team was able to discuss the Review and its implications with staff and students (paragraph 123).

3 The University's vision is to be a 'University of ideas and influence'. Its Strategic Plan (QM150) was launched in 2015 and contains nine objectives which emphasise the importance of social inclusion, building a broad community of learners without borders or barriers, and enabling all learners to fulfil their potential regardless of background. QM150 places specific emphasis on entrepreneurialism and achieving a personalised and student-centred experience. It was clear from meetings with staff and students that these core values are central to the delivery of QM150 and its supporting strategies.

4 QM150 is delivered through three sub-strategies: Student Experience, Research and Knowledge Exchange, and Internationalisation, and a set of operational plans. These strategies and plans are overseen by the Student Experience Committee (SEC) and the Research Strategy Committee. The University Court has overall responsibility for setting strategic priorities and reviewing progress. The Student Experience Strategy (SES), in particular, is an important component of the University's strategic framework for delivering QM150 and articulating the values and ethos of the institution in a manner which guides the development of learning, teaching, academic quality and the student experience (paragraphs 89-94). During the ELIR visit, the SES was identified as a key reference point by staff.

5 There is substantive evidence of a well-structured approach to developing the vision, mission and strategy, along with integrating and overseeing its implementation and progress towards identified goals. The University's approach to strategy development has been carefully taken forward to ensure widespread involvement, consultation and

engagement with students and staff. With the SES in particular, it is clear that the University has developed a strategy which is iterative, dynamic and embedded in the student experience. The way in which the University has engaged in a partnership with its student body to continue developing its strategic approach is particularly positive.

6 The University's academic portfolio is managed and delivered by two schools: the School of Health Sciences, and the School of Arts, Social Sciences and Management. Each school contains a number of divisions (there are three within the School of Arts, Social Sciences and Management and four within the School of Health Sciences, which also includes the Institute for Global Health and Development). The schools are supported by a cross-disciplinary Graduate School which has responsibility for postgraduate research (PGR) students and a range of professional student and staff support services.

1.2 Composition, key trends and anticipated changes in the student population

7 Based on 2016-17 figures, the University has a student population of 5,874 full-time equivalent (FTE), with 3,755 (FTE) students based on campus and 2,119 (FTE) students studying with collaborative partners. This represents a 10 per cent increase in student numbers since the 2013 ELIR, which is principally due to an increase in the number of students studying with the University's collaborative partners. In 2016-17, around 25 per cent of the students based on the home campus were studying part-time. The overall retention rate (for all programmes and modes of study) is 93.3 per cent and has remained relatively constant since the 2013 ELIR.

8 The number of students studying in Edinburgh has remained relatively constant since the 2013 ELIR and the University confirmed it does not currently plan to increase its on-campus numbers. The University does continue to actively seek new articulation agreements with colleges - 21 per cent of the University's undergraduate entrants join with advanced standing through existing articulation agreements with partner colleges.

9 36 per cent of the University's students now study with its collaborative partners. The majority of the growth has been achieved through transnational education (TNE) partnerships, reflecting the ambitions set out in the University Strategic Plan (QM150) for carefully managed growth and expansion in overseas markets with a small number of select partners (paragraph 149). The University intends to continue this measured approach to the expansion of its collaborative partnerships.

10 The University recognises a gender imbalance in its student population (76 per cent female), which in part reflects the nature of its specific subject provision including nursing and psychology. The University is currently involved in a number of initiatives to actively address this (paragraph 39).

11 The University has effective mechanisms in place to manage its student population and ensure changes and trends are routinely analysed and reflected upon, along with the shifts in market demand and the currency of current provision. This data, along with the outcomes of the recent Portfolio Sustainability Review and the focus provided by QM150 are informing proposed changes to the overall academic portfolio (paragraph 123).

1.3 Commentary on the preparation for the ELIR, including confirmation of the nature and rationale for the contextualised range of topics included in the self-evaluation

12 The ELIR Steering Group (ESG), which has both staff and student representatives, was responsible for managing the ELIR preparations including: developing contextualised themes, managing the consultation process, collating evidence, and drafting the Reflective Analysis (RA).

13 The University identified a set of contextualised themes which were informed by previous ELIR outcomes, institutional strategy, Scottish Funding Council (SFC) Outcome Agreements, analysis of a range of internal and external data, and student voice. The University Senate, Student Experience Committee and school academic boards provided feedback on the themes. Staff and students were consulted and given a range of opportunities, including focus groups and a questionnaire, to further shape the themes.

14 For this ELIR, the University chose to focus on the following themes:

- Student Experience Strategy (SES)
- Employability, enterprise and entrepreneurship
- The Graduate School
- Using evidence to enhance the student experience.

15 From the review documentation and discussions with staff and students, the ELIR team was able to confirm these themes reflect the University's current strategic priorities. In addition to the initial themes identified, the ELIR team and the University agreed that the recent Portfolio Sustainability Review and the implementation of its recommendations would be included as a focus for the current ELIR.

16 Overall, the ELIR team considered the RA was concise, well-structured, and provided an open and balanced self-evaluation of the University's activities linked to learning and teaching, quality and the wider student experience. It drew on quantitative and qualitative information to evidence areas of positive practice and areas which the University recognised required further work. The consultative approach adopted by the University to developing the RA with its staff and students represents good practice.

1.4 Summary of the institution's follow-up to the previous ELIR

17 The Student Experience Committee had responsibility and oversight at University level for ensuring that appropriate actions were taken in response to the previous ELIR, with progress and impact also discussed at the University Senate and Court in the context of the related KPIs.

18 It is evident that the University applied a structured and systematic approach to responding to the recommendations from the 2013 ELIR. Updates were provided for each action, outlining the impact along with any further development and enhancement work being undertaken (paragraph 135).

1.5 Impact of the institution's approach to engaging students in ELIR preparations

19 A range of mechanisms were used by the University to engage students, including having students as members of the University's ELIR Steering Group and holding student consultation groups.

20 Early drafts of the RA were shared with students and staff through institutional committees. In addition, the University produced a summary of key points for students, to support the engagement of all students in the institutional self-evaluation process, regardless of their level of prior knowledge or involvement in quality processes.

21 Inclusion of a permanent member of the Students' Union staff within the ELIR Steering Group is recognised by the ELIR team as good practice, supporting the continuity of student involvement throughout the full timeline of the ELIR process which spans more than one academic session.

22 The University's approach to engaging students represents good practice, especially the range of approaches adopted to support the inclusion and proactive involvement of a broad range of students in the ELIR preparation and the involvement of the Students' Union Academic Council. The ELIR team considered this reflected the University's wider approach to partnership working with its students.

2 Enhancing the student learning experience

2.1 Student representation and engagement

23 The University has effective arrangements in place to support the engagement and representation of students. This is evidenced by a strong ethos of student partnership and a positive working relationship between the University and the Students' Union, underpinned by a joint commitment in both the Student Partnership Agreement (SPA) and Student Experience Strategy (SES) to extend the engagement of students even further.

24 The ELIR team learned that the University and Students' Union have recently revised their SPA, to ensure greater alignment between the activities and priorities identified within the SPA and those within the SES. The Students' Union and University are currently discussing whether a separate SPA would be required in the future given the comprehensive nature of the SES.

Student engagement in enhancement of the student learning experience

25 Appropriate arrangements, consistent with sector expectations, are in place to support the engagement of students at all levels of University decision-making. Students are engaged through the Class Representative System, where student representatives work in partnership with academic staff to enhance the delivery and design of individual modules. The students who met the ELIR team were aware of who their class representatives were and provided clear examples of how student feedback is valued and acted upon to enhance the student experience.

26 Each programme has a committee which includes two students from each year of the programme. Programme committees are responsible for monitoring and evaluating programme design and delivery, and ensuring there are appropriate mechanisms for student feedback. Each committee also considers quality assurance, academic standards and enhancement matters including: considering and monitoring actions arising from student-staff consultative committees, reviewing external examiner reports, engaging with programme amendments, and monitoring the progress of programme and school action plans relating to National Student Survey (NSS) outcomes.

27 The Students' Union is responsible for the recruitment and training of student representatives. The role of Student Representative Assistant (SRA) has been created to support class representative training. The University and the Students' Union offer joint training for class representatives. This training is evaluated on an annual basis by both the

University and the Students' Union with the evaluation outcomes demonstrating that student representatives find the training useful in preparing them to undertake their role.

28 Doctoral candidates are represented separately through the Doctoral Candidates' Association (DCA) (paragraph 76).

29 Students studying on programmes delivered with collaborative partners, typically are represented through the partner organisation's representative systems. The University also administers an annual student survey, the Partner Organisation Student Survey (POSS), to gain independent feedback from students at each partner (paragraphs 33 and 163). While the Students' Union has no formal role in representing students studying with collaborative partners, students can access information related to academic processes through the Union's website, supporting these students to make academic appeals and complaints should this become necessary (paragraph 163).

30 The University acknowledged that it has encountered difficulties in ensuring sufficient formal representation of students studying part-time or at a distance, noting these student groups prefer to provide feedback on an informal and ongoing basis directly to academic staff. The ELIR team recognised the challenges associated with ensuring the engagement of all student groups. Noting the size of the University's part-time and distance learning student population, there would be benefit in the University and Students' Union exploring how the representative system could be adapted to engage all students.

Student engagement in quality processes

31 The University provides opportunities for students to engage in its quality assurance and enhancement activities, for example by participating as panel members during validation or review events. Before joining an event, students are provided with specific training by the Students' Union and the Division of Governance and Quality Enhancement (DGQE) to ensure they can engage fully with the review process. Student representatives who met the ELIR team valued the training made available to them, highlighting how the support arrangements helped prepare them to undertake their role. The University recognises that while student engagement is strong in some aspects of its quality assurance processes, in particular validation and review panels, it has identified that there is scope to further develop engagement in the future, particularly in relation to annual monitoring, and consideration of external examiner and module evaluation reports. The ELIR team considered these would be positive enhancements.

Student surveys

32 The scope and analysis of student surveys was identified as a development point in the 2013 ELIR report (paragraph 135). In response, the University made a number of proposals to the Student Experience Committee aimed at enhancing the coordination and management of student surveys, as well as improving upon the subsequent response and feedback on actions to students. Evidence from the current ELIR demonstrated a strong institutional culture of engagement with student survey results, with staff actively considering these as part of the University's Annual Monitoring Reporting process.

33 The University participates in external student surveys, including the NSS and Postgraduate Research Experience Survey (PRES). It offers its own internal survey (QMU Student Survey, QSS) for students who are not eligible to participate in these national surveys and it has the POSS for students studying on collaborative programmes. The results of these surveys are considered at programme, school and institutional level with annual action plans collated to ensure progress is made against the key areas for development. In addition, professional service departments use a range of internal and external surveys to support evaluation activities and enhancements to the student experience. Monitoring and

oversight of these plans is carried out by programme committees, school academic boards and the Student Experience Committee. The University's NSS Working Group retains responsibility for considering institution-wide trends arising from survey results and identifies appropriate enhancements to address any areas of concern.

34 The University's website and the recent introduction of a Student Surveys Hub allow consistent information to be presented on survey outcomes and actions, and contributes towards encouraging greater student awareness of the surveys. The ELIR team encourages the University to explore how the full potential of the Student Surveys Hub could be realised, particularly in relation to informing students of how their feedback has been used to influence change.

35 In many cases, response rates to student surveys remain below the University's desired level. This is being actively addressed through a range of activities including exploring the move to a single survey season and reducing the numbers of surveys students are asked to complete through targeting specific year groups. The ELIR team considered these were positive ways of encouraging higher response rates.

2.2 Recognising and responding to equality and diversity in the student population

36 The University has effective arrangements in place to promote and respond to equality and diversity within the student experience. This is evidenced by its strong commitment to ensuring an inclusive and supportive learning environment, through the development of appropriate policy and practice, and in curriculum design.

Social justice and equality and diversity

37 The University's commitment to social justice and equality and diversity is identified in its Strategic Plan (QM150), and is also expressed in its Student Experience Strategy, the SFC Outcome Agreement, the Equality Policy and its equality outcomes.

38 The Equality and Diversity Committee (EDC) is responsible for overseeing the development and promotion of strategy and policy in this area and monitors student admissions, progression, completion and attainment by protected characteristic. There is evidence of appropriate staff engagement with this work and of EDC making effective use of the enhanced monitoring information and evidence available to inform decision-making (paragraph 140). Monitoring and collection of students' protected characteristic data has improved since the 2013 ELIR through incorporating data collection annually as part of enrolment.

39 The University recognises it has a significant gender imbalance in its student population, with a ratio of 3:1 in favour of self-identifying women students. The subject areas of nursing and psychology have been identified particularly as having a severe gender imbalance within the University under the definition adopted by the SFC. In line with SFC expectations, the University is working to narrow this imbalance to no greater than 60 per cent of either gender. The University has identified challenges in achieving this target, particularly in nursing, given the low level of male applicants across the sector. To help address this, the University successfully secured funding to take part in the Attracting Diversity project with the Equality Challenge Unit. This project aims to identify and mitigate barriers to access for male applicants in order to increase applications, as well as offer and enrolment numbers for mature male and young male applicants to identified programmes with significant gender imbalances.

40 The University requires all programmes to incorporate curricular and learning strategies that 'recognise diversity in the student body', with each programme team required

to reflect on this in the Annual Monitoring Reporting (AMR) process. Student demographic data as well as retention, progression and attainment data is used in AMR to support staff reflection on teaching practice and support enhancements in relation to recruitment, student support, and curriculum development. Areas for development emerging from the annual monitoring reports are considered at school and institutional level, ensuring appropriate oversight of actions (paragraphs 126-127). The ELIR team noted how clearly the students it met were able to articulate the ways in which equality and diversity are fostered through curriculum, as well as discussing how their programmes of study supported them to consider their own approach to inclusive practices and approaches.

Widening participation and articulating students

41 The University's Strategic Plan (QM150) and SFC Outcome Agreement also articulate its commitment to widening access and participation, outlining a desire to 'attract and retain students from a wide range of backgrounds' and support them to achieve successful outcomes as a result of their studies. The University adopts a broad definition of 'under-represented groups' including first generation students, applicants from low progression schools, students from Scottish Index of Multiple Deprivation (SIMD) 20 and 40 backgrounds, articulating students, disabled students, mature students, care leavers, student carers, Black and Minority Ethnic (BME) students and male students applying to programmes with significant gender imbalance (paragraph 39). For each learner category the targets set by the University have been met or are close to being met.

42 The University's Outcome Agreement, informed by national and sector-wide indicators, sets out high level KPIs and targets for admissions in relation to identified target student groups. The University operates a Contextualised Admissions Policy which draws upon a wide range of factors that may impact on attainment. The policy was updated in December 2017 and is to be reviewed annually by the Student Experience Committee. Monitoring of applications to enrolment is undertaken through the Admissions Office which tracks SIMD20 and SIMD40 applications, offering weekly reports on acceptance rates allowing enhanced monitoring through the admissions cycle. The University notes challenges in growing entrant rates for these identified groups and in response has established the Admissions Decision Monitoring Group to directly monitor progress in recruitment across the range of applicant demographics.

43 The University's Widening Participation and Student Retention (WISeR) Board oversees and evaluates activities in relation to the Outcome Agreement and the use of SFC widening access and retention funding. Each school has a WISeR Coordinator responsible for embedding best practice approaches to widening participation and retention, as well as engaging staff with the University's widening participation priorities.

44 The University offers a wide range of mechanisms to support widening participation activity, for example direct entry students are supported through a week-long induction programme and associate students participate in a longitudinal induction process which includes visits to the University, taster workshops and advice and guidance information. Mature students are offered a three-day pre-entry course called QMAvance, along with a peer mentoring scheme. Articulating students are offered support and guidance, targeted induction and ongoing mentoring following matriculation.

45 Specific support arrangements have also been developed for care leavers including provision of a named contact, proactive identification of support services, and access to additional financial support where available. Working in partnership with Who Cares Scotland, the University has established a corporate parenting policy which guarantees care leavers an accommodation place and advises them of work opportunities within the University. It also has a student carers' policy.

46 Significant steps have been taken by the University to build effective partnerships within the local and wider community. The University supports the Children's University initiative, providing high quality, innovative learning activities and experiences to 3,800 children (aged five to fourteen) and their families within the wider community. This work supports the University in promoting social mobility and raising the aspirations and attainment of participants.

47 The University's holistic and student-centred approach to widening participation represents excellent practice and is commended. Students are supported at each stage of their learner journey and the University's commitment to widening participation and ensuring students succeed is demonstrated through the broad range of outreach activities it has in place.

Disabled students

48 Through its mainstreaming activities, the University has introduced an Inclusive Learning and Teaching Materials Policy to support a planned move away from targeted interventions for specific students to an anticipatory approach to learning and teaching benefiting and supporting the needs of all learners. Each subject area has an appointed Academic Disabled Student Co-ordinator (ADSC) who works in partnership with the Disability Service. ADSCs meet as a network to discuss issues, share practice and propose developments through the Equality and Diversity Committee. The Disability Service is also an approved needs assessment centre supporting students to access Disabled Students' allowance.

2.3 Supporting students in their learning throughout the learner journey

49 The University has an effective, holistic and student-centred approach to supporting students at each stage of their learner journey.

Induction and student retention

50 The University offers a programme of longitudinal induction to support students in making the transition to University. In most cases, the University embeds longitudinal induction within the academic timetable during the first six weeks of study, ensuring high attendance at induction activities by students. The University works closely with the Students' Union to provide a range of social activities to students throughout this induction period. The University regularly seeks feedback from students on their satisfaction with induction arrangements, running an annual QMU Entrants' Survey (QES). The most recent results identified varying levels of satisfaction with the arrangements. In meetings with the ELIR team students were generally positive about their induction, however few felt they had experienced a longitudinal approach. The team learned that the Student Experience Committee undertook a full review of the induction process in 2016-17 resulting in a number of changes taken forward by the Transitions and Induction Working Group at the end of 2016-17 and into 2017-18.

51 The ELIR team found the induction process was generally well coordinated, however it recommended enhancements in relation to the induction resources provided to staff and students, and greater consistency in the approach to induction across different subject areas. Clearly there would be benefit in the University progressing its intention to implement the outcomes of the review.

52 All students have access to a Personal Academic Tutor (PAT), whose role is to act as a key point of contact for students, supporting their academic development by providing advice on personal and pastoral issues. The University refreshed the PAT system following recommendations in the 2013 ELIR (paragraph 135), however the ELIR team learned that

feedback from staff and students continues to show a lack of engagement with the system. It was evident from the team's discussions with students that their experiences of the PAT system are variable. While some students spoke positively about the impact of the PAT role, others indicated they had not met their PAT. The University confirmed that the PAT system is currently undergoing a full review led by the Student Experience Committee. The University should progress its plans to review and revise the PAT system, working with students to agree the minimum, or core, expectations that should be offered to all students irrespective of other variations in approach that might be desirable, for example, to meet particular programme or discipline requirements.

53 An Electronic Registration of Attendance (ERA) system introduced in 2015-16 aims to enhance support for students deemed to be 'at risk' of leaving. ERA data is used by PATs to explore reasons for student non-attendance, signposting at risk students to University support services or referring students to the 'Stay on Course' Retention Project. Staff and students who met the ELIR team highlighted the data is useful in supporting 'at risk' students. The team learned that the University experienced technical difficulties during the implementation of the system, but the institution is committed to refreshing and relaunching the ERA system in time for session 2018-19.

Supporting students' learning

54 Students have access to a range of centralised student support services including: financial advice, counselling and wellbeing, disability services, international student support, careers and employability, library and information services, as well as academic representation and welfare through the Students' Union. These services, through the delivery of their operating plans, are encouraged to coordinate their activities to provide a seamless and supportive student learning experience, which meets the objectives of the Student Experience Strategy. The University provides a range of information to students through its virtual learning environment (VLE), the Hub, ensuring students studying at distance, or on a collaborative programme, can access the support they require. Students who met the ELIR team indicated they felt well supported and satisfied with the range of services available during their studies.

55 Student mental health and wellbeing is an area of focus for the University and Students' Union. The University has seen a significant increase in the number of students accessing the Counselling and Wellbeing Service, experiencing a 68 per cent growth in student contact between sessions 2012-13 and 2016-17. A new Wellbeing Service has been established to help promote better emotional, mental, and physical wellbeing among students. The University and Students' Union have developed a Student Mental Health and Wellbeing Policy in partnership with a range of external stakeholders, such as the National Union of Students (NUS) and NHS Lothian. Implementation of this policy is overseen by the Student Mental Health and Wellbeing Steering Group and promotes a student-centred, holistic approach to mental health support, with links to other institutional policies such as the Student Attendance Policy. The University and Students' Union intend to undertake an evaluation of the interventions delivered through the Student Mental Health and Wellbeing Policy and the ELIR team learned that development of a new policy is one of the identified actions in the new Student Partnership Agreement.

Assessment and feedback to students

56 The 2013 ELIR report identified feedback on assessment as an area for development and, in spite of working to address the ELIR outcomes, the University acknowledged that it continues to be an area where students are less satisfied with their experience. In response to the previous ELIR (paragraph 135), the University made improvements to the arrangements for assessment and feedback, including introducing (in

2013-14) a semi-automated tracking system which monitors both the submission and return of assessments to students. As part of this system, staff and students are informed of the expected deadline for the return of feedback. The ELIR team learned implementation of the system has also helped to address issues with assessment scheduling, providing academic staff with a clear indication of when assessments are scheduled across modules and programmes giving them a helpful view of assessment loads within modules.

57 More recently, the University reviewed its timescales for the return of feedback. The ELIR team noted the University has made progress in implementing a revised standard turnaround time of 15 working days for all assessed coursework. While students who met the team were positive about this development, they indicated a desire for greater consistency in the quality of the feedback provided in order to support student learning.

58 A fully automated Electronic Management of Assessment (EMA) system is currently being piloted in several areas of the University. This system supports electronic submission, marking and feedback, and is viewed by the University as key to enhancing its assessment and feedback practices. Following a consultation with staff in 2017-18, it is the University's intention to fully implement the system across all of its provision, where feasible, from the start of session 2018-19. Collaborative partners are also expected to adopt EMA (or an equivalent process). Students and staff who met the ELIR team were positive about the introduction of EMA in their subject areas, noting the added value it brings staff and students, for example by offering the potential to provide more personalised feedback. The University recognises this fully online approach to the assessment submission, marking and feedback process presents development needs for some staff, and has plans in place to provide a range of support in advance of full implementation. While recognising these positive developments had not been implemented at the time of the current ELIR visit and therefore their benefits were still to be fully realised, the ELIR team was mindful of the students' desire for greater consistency in the quality of feedback and encourages the University to continue working with students to address the improvements they would like to see in the arrangements for providing feedback on assessment.

Graduate Attributes

59 The University has a set of graduate attributes which express the qualities and characteristics expected of all its graduates. The University is committed to reviewing the current set during 2017-18, with the aim of ensuring their ongoing relevance.

Employability

60 A new Employability Strategy was introduced in June 2017 to build on the success of the previous strategy, which saw the University achieve a 98.2 per cent positive destinations rating in the Destination of Leavers of Higher Education (DLHE) survey in 2017. The new strategy aligns with the existing University strategic framework, making appropriate reference to the ambitions of QM150, the Student Experience Strategy, and the Student Partnership Agreement. Key aims of the new strategy include provision of work-based learning opportunities for all programmes by 2025, increased uptake of overseas exchange, increased student engagement in volunteering, the Graduate Attributes review and consideration being given to adopting the Higher Education Achievement Report (HEAR). An implementation group, reporting to the Student Experience Committee, is overseeing progress on the delivery plan and KPIs associated with this strategy. Students who met the ELIR team spoke positively of the University's work to improve employability, noting specifically the extent to which opportunities to support students' personal and professional development were embedded fully into the curriculum. Staff who met the ELIR team were very familiar with the Employability Strategy and discussed using it as a key reference point

for curriculum development as well as for programme validation and review (paragraphs 124-125).

61 The University adopts a student-centred learning approach to programme design and delivery which aims to foster transferable skills and professionally relevant education. The University presented clear and detailed evidence of employability being embedded within academic programmes, and this was supported by staff and students in meetings with the ELIR team. Students discussed experiences of a wide range of mechanisms to support employability including placements, internships, live projects, work-based learning and community engagement projects. They also described using learning and teaching strategies to promote reflection and articulation of their developing personal and professional skills. The extent to which programmes and staff are focused on preparing students for employment represents very positive practice and is commended.

62 While the University offers a diverse range of opportunities outside the curriculum to support students to develop their understanding of the skills and attributes they require to be successful in their career paths, it recognises that current student engagement with these opportunities is lower than the University would like. The University is aware students often do not prioritise engagement with their personal and professional development until later in their programmes. In response to this, the University is considering developing a system to enable recording and reporting of student involvement with extracurricular activities. The ELIR team viewed this as a positive step with the potential to both support greater student engagement and allow students to better articulate to employers how these activities contribute to their personal and professional development. The University is encouraged to continue reflecting on the ways it can recognise and record students' extracurricular skills and activities.

63 Encouraging greater student involvement within sporting and extracurricular events is a strategic ambition within the Student Experience Strategy. To support this, the University is working to reduce the number of scheduled teaching activities that take place on Wednesday afternoons, with a 50 per cent reduction achieved between 2015-16 and 2016-17. Students who met the ELIR team regarded participation in sporting and extracurricular activities as a priority and the team would support the University's efforts to continue providing space in the academic week so students can participate in the activities offered.

Enterprise and entrepreneurship

64 The University has established a number of opportunities for students to develop their enterprise skills and engage in entrepreneurial activities, for example through the Business Innovation Zone and by hosting the Business Gateway on campus. Both these services provide students, staff and graduates with access to high quality information, advice and guidance on starting their own business. A recently launched Enterprise Mentoring programme offers students opportunities to be mentored by local business leaders to support them in their entrepreneurial activities.

65 An Entrepreneurship Framework, launched in 2016, aims to support the University in increasing the engagement of students with entrepreneurship opportunities, targeting a 25 per cent increase in the number of graduate start-ups by June 2017. The Framework and action plan identify a number of specific objectives to facilitate achievement of the University's core ambitions for entrepreneurship. The Enterprise and Entrepreneurship Action Group, which involves appropriate involvement from across the University community, including academic schools and the Research and Knowledge Exchange Development Unit, oversees this work. Academic Champions have been appointed to support and encourage greater entrepreneurial activity both within their subject areas and across the University. The University clearly has put in place a wide range of opportunities to help students prepare for

their careers after graduation. Students and staff spoke positively about the opportunities available and were aware of the University's ethos of wanting all students to succeed.

2.4 Postgraduate taught and research student experience

66 The University has an effective approach to managing and enhancing the postgraduate student learning experience. This is evidenced by the progress the University has made in establishing clear, consistent procedures and structures for overseeing and delivering the learning experience of research and postgraduate taught (PGT) students.

Taught postgraduate student experience

67 The representative structures and the provision of student support for PGT students mirrors that for undergraduate students with the exception of PGT students not being able to apply for certain strands of funding. These funding strands are eligibility for disabled students' allowance and some funding support from the Scottish Government. The University ensures centralised professional services recognise and respond to the differing demands of postgraduate students, for example all services remain open throughout the year and an additional induction programme is offered for students commencing their studies in January.

68 Specific representation for PGT students is available through the Students' Union Postgraduate Officer, however at the time of the current ELIR the role was vacant. The University's experience is that PGT students participate less with formal student representative structures. Students who met the ELIR team were satisfied with the formal structures and confirmed the University view that, where formal representatives were not in place, student issues could be raised through the relevant programme team. Students spoke positively about staff indicating they are approachable, responsive and valued student feedback.

69 PGT student satisfaction is measured annually by the QMU Student Survey (QSS). The University provides programme leaders with a programme-level analysis of these results for reflection and inclusion in the Annual Monitoring Reporting process. Overall satisfaction for PGT students remains broadly comparable to overall satisfaction at undergraduate level. The ELIR team noted the low response rate to the QSS in 2016-17 (16 per cent UG and 19 per cent PGT) and would encourage the University to consider the steps that can be taken to increase this in future years.

70 Fully online and blended induction programmes have been developed to support PGT students who are not based on campus. Some programmes have adopted the use of online discussion forums as means of holding asynchronous student-staff consultative committee meetings and are using online platforms to host synchronous class meetings. The University has also taken steps to ensure those studying at a distance are able to access equivalent support during their studies. Information to students is increasingly being made available online, with significant enhancement to the University's website and increased use of the Virtual Learning Environment (the Hub) to support communication with students studying at a distance. The ELIR team learned that Personal Academic Tutors are making increased use of video technologies, such as Skype, to conduct PAT meetings with students.

Postgraduate research student experience

71 The Graduate School was reviewed and relaunched in September 2015. It has responsibility for overseeing the journey of all doctoral candidates, working in partnership with the existing schools and research centres. The Graduate School aims to promote an inclusive research environment for doctoral candidates, promoting interdisciplinary research, enabling the sharing of good practice internally and supporting external collaboration.

72 A key objective of the Graduate School is to ensure parity of experience for all doctoral candidates, regardless of their mode, location or programme of study. A staffing team to support the work of the Graduate School has been appointed and admissions processes have been standardised. The progression and review of PhD candidates was formalised within the PGR life cycle providing key points of feedback for students and supervisors. Students are allocated a supervisory team, and supervisors are required to undertake training and a biennial refresher in order to continue with PGR supervision. The development opportunities offered to PGR students and supervisors have also been enhanced through, for example, the introduction of doctoral study weeks. In discussions with the ELIR team, students spoke positively about these study weeks which support them to engage in seminars and research activities with fellow students and staff.

73 Following a review of the Graduate School in 2017, the University noted that student satisfaction with supervision arrangements has increased overall although it continues to be variable. In response, the University plans to review and revise the processes for allocating supervisors and develop a supervisor database which will identify all academics eligible to supervise and include information on existing workloads, research expertise and potential supervision capacity.

74 A Graduate School Strategy, developed in partnership with the Doctoral Candidates' Association, was approved in February 2017. This strategy oversees the development and enhancement of the doctoral student experience until 2020. The Graduate School Academic Board, which reports to the Research Strategy Committee, is responsible for implementing the strategy and monitoring progress against the KPIs set.

75 The University provides a range of opportunities for doctoral candidates to provide feedback on their studies and students participate in the biennial Postgraduate Research Experience Survey (PRES). The Graduate School Academic Board (GSAB) has responsibility for monitoring and improving performance in this survey. The University has seen an increase in its PRES performance since 2013, which could indicate a correlation with the enhancements implemented to the Graduate School having had a positive impact on the doctoral candidate experience.

76 The Doctoral Candidates' Association (DCA) also supports students to provide feedback on their studies. Operating independently of the Students' Union, the DCA has four appointed co-chairs who represent the interests of doctoral candidates and are members of the Graduate School Academic Board, Research Strategy Committee and the Student Experience Committee. The DCA also provides a range of social opportunities to support a greater sense of doctoral candidate community. Students who met the ELIR team were satisfied with arrangements for student representation and mechanisms for student feedback, noting that staff valued and responded to student feedback.

77 In session 2016-17, the Researcher Enhancement and Development (READ) programme was developed. This 60 credit, SCQF level 12, doctoral certificate in researcher enhancement and development is a separate qualification from the PhD and recognises students' engagement with activities in support of their doctorate, for example presenting at conferences and running workshops. Students are automatically enrolled on the programme in the first year of their PhD or Professional Doctorate but can choose to opt out with the

agreement of their supervisor team and the Head of the Graduate School. Doctoral candidates spoke very positive about the programme and the benefits it brings in developing their employability.

78 It was evident through discussions with students and staff that the Graduate School is valued. Increases in satisfaction through PRES indicate enhancements to support the PGR student experience have had measurable impact. Overall, the relaunch of the Graduate School has had a positive impact enabling the University to make significant enhancements to its role and operation since the 2013 ELIR, including strengthening the research environment and attracting positive student feedback.

2.5 Learning environment

79 The University has effective arrangements in place for managing the quality of the learning environment. The University's commitment to maintaining a learning environment which supports student success is set out in the Student Experience Strategy (SES). It was evident to the ELIR team from its engagement with staff and students that the University fosters a strong sense of community and belonging.

80 The University has undertaken a major programme of work to enhance its digital infrastructure in response to changes in the technological needs of staff and students. This included upgrades to hardware, software and Wi-Fi and the introduction of reading list software. While students recognised and spoke positively about these developments, they also identified ongoing issues in relation to remote access to software and library resources. Building on the positive developments and recognising ongoing student concerns, the University has developed a Digital Development Road-Map of enhancements scheduled for completion over the next three years, including improvements to remote access and migration to a single sign-in portal to allow access to library resources.

81 Improvements have also been made to the University's Student Records System and Student Portal, providing students with greater access to information about their studies. Again, this was viewed positively by students. Investment in library resources continues with increased availability of space for quiet study and the extension of opening hours for group study spaces. This has led to increased student satisfaction in institutional surveys and sees the library service continue to achieve the Customer Services Excellence (CSE) award.

82 Staff use a range of learning technologies to support the delivery of their teaching. The Virtual Learning Environment, the Hub, hosts all programmes delivered by the University, including a number of programmes delivered in collaboration with external partners. The Technology Enhanced Learning team based in the Centre for Academic Practice (CAP) provides support to both staff and students in relation to the use of learning technologies and work to promote positive approaches and good practice in the use of technology enhanced learning. Overall, students who met the ELIR team were satisfied with the range of technologies used to support their learning but recognised variability in their application and breadth of use. The University recognises there remains variability in how staff use learning technologies to support their pedagogical practice, leading to inconsistency across the University. In response, it has launched an online induction module to support staff and students in using the Hub and has developed templates for use by academic staff to support a consistent user experience.

83 The University notes ongoing challenges in ensuring the physical learning spaces and environment on campus continue to support both current and future demands. In response it has undertaken monitoring of space usage to ensure sufficient capacity of learning spaces for current students, as well as for future increases in student numbers in targeted growth areas. The ELIR team considered this was a prudent response.

2.6 Effectiveness of the approach to enhancing the student learning experience

84 The University has an effective approach to enhancing the student learning experience. This is evidenced by the existence of clear structures to support the engagement and representation of students across all subject areas. Students are provided with a range of opportunities to provide feedback on their studies and there is clear evidence of the University working in partnership with the Students' Union to respond both positively and proactively to this feedback.

85 There is clear recognition across the University of the diversity of the student population with arrangements in place to support all students to achieve success during their time at University. The University has a holistic and student-centred approach to widening participation which is commended. The University should continue with its plans to review and revise the PAT system, working with students to define the minimum, or core, expectations to be offered to all students irrespective of other variations in implementation across the institution.

86 The University has enhanced its approach to assessment and feedback with the introduction of EMA and a shortened timescale for returning feedback to students. In spite of these positive developments, the University recognises that challenges remain. The University is, therefore, encouraged to continue working with its students to fully understand and address the improvements they would like to see in the arrangements for providing feedback on assessment.

87 The extent to which staff and programme curricula are focused on preparing students for employment is particularly positive. Given the University's strategic ambition to encourage student engagement in extracurricular activities, the institution is encouraged to reflect on the ways in which students' achievements can be recognised and recorded.

88 The relaunch of the Graduate School and the subsequent enhancements to the PGR student experience have shown measurable positive impact on student satisfaction. Students and staff value the role of the Graduate School in shaping the PGR student experience and in engaging students and staff within a supportive and developing research community.

3 Strategy and practice for enhancing learning and teaching

3.1 Strategic approach to enhancement

89 The University has a clear and effective strategic framework for enhancing learning and teaching and the wider student experience. This is evidenced through an inclusive and dynamic partnership approach to engaging students and staff in the development of strategy and a well-embedded, systematic and effective approach to implementing and monitoring strategy at all levels. The University's Strategic Plan (QM150) outlines its high level strategic ambitions to enhance learning, teaching and the student experience. The strategy focuses on three key areas relating to learning and teaching: an excellent student experience; a highly visible and strongly promoted academic portfolio; and a motivated, confident and inspiring staff. The University adopts an iterative approach, so its strategies are dynamic, with strategic objectives embedded within key processes, for example curriculum development and annual monitoring.

90 The Strategic Plan is underpinned by three sub-strategies: the Student Experience Strategy (SES), the Research and Knowledge Exchange Strategy, and the Internationalisation Strategy. The implementation and progress of these strategies is

overseen by the Student Experience Committee (SEC) and the Research Strategy Committee both of which report directly to the University Senate. Each strategy has a set of high level outcomes or key performance indicators (KPIs) which are shared with staff and students and reviewed by the appropriate committee. University-level KPIs and strategies are also aligned with the SFC Outcome Agreement. A full review of KPIs is undertaken on a quarterly basis by the Executive Board and the University Court, and subsequently shared with staff through the Intranet. The Strategic Plan and sub-strategies are also supported by a number of enabling strategies covering infrastructure, finance, human resources, marketing, development and widening access and student retention. The University also has discrete strategies outlining ambitions in relation to employability (paragraphs 60-63) and the development of its Graduate School (paragraphs 71-74).

91 Schools and professional services respond to strategies through the production of annual operational plans which inform the development of divisional-level plans which are reviewed through annual monitoring processes. Examples provided to the ELIR team demonstrate alignment both between strategies and operational plans, and between strategies. In discussions with staff, it was clear to the ELIR team that these strategies inform school and professional services activity.

92 The development and implementation of the Student Experience Strategy (SES) was a contextual theme within the ELIR, with the SES being a key reference point for the University's strategic approach to enhancement. The SES was approved in 2015, updated to reflect the University's view of the student experience as incorporating the academic, co-curricular and extracurricular activities of students. The SES focuses on several priority areas for enhancement including taking a co-creation approach to curriculum development, innovation in learning, teaching and assessment, technology enhanced learning, development of graduate attributes, student mobility and exchange.

93 A key feature of the approach to developing the SES was the engagement of staff and students to ensure awareness and ownership. The Strategy Working Group adopted a consultative and iterative approach to the strategy's development, organising a wide range of dissemination activities to communicate the strategy's scope and ambitions. Staff who met the ELIR team were aware of the SES, viewing it positively as a vehicle to articulate the University's values and ethos for learning, teaching and the student experience and as a mechanism to embed these values within practice across the University. Staff also spoke positively about using it to support curriculum development, and key to this was engaging in co-creation of curricula with students through revalidation and review processes. Students' explicit awareness of the SES was more variable but, in discussions with the team, they were able to describe participating in initiatives and experiences which clearly reflected its aims.

94 The University's detailed approach to implementing the SES includes an evaluation of its first year, overseen by the SEC. It is evident that the University has developed and implemented a strategy which is dynamic, iterative and embedded in the student experience.

3.2 Impact of the national Enhancement Themes and related activity on policy and practice

95 The national Enhancement Themes are a key external reference point for the University and make a demonstrable contribution to policy and practice aimed at enhancing learning and teaching.

96 The University engages staff effectively in the work of the Enhancement Themes using a multifaceted approach which operates at strategy, policy, and practice levels. This approach includes institution-level projects and schemes of work such as Projects for the

Enhancement of Teaching and Learning (PETL), the promotion of and contribution to sector events, and the active encouragement and support of staff to engage with and present at the QAA Enhancement Conferences. During the review the ELIR team explored with staff the impact these projects and activities have on policy and practice to support the enhancement of the student experience. It was clear that staff were aware and valued these projects and their positive impact on the student experience, however they were not always clear how these projects directly linked to the work of the Enhancement Theme itself.

97 PETL projects are identified by the University as being significant in engaging subject-level staff with Themes work, with project outcomes shared at the University's annual conference. Recent PETL outputs include policy and practice development in relation to mental health initiatives to support student wellbeing and retention and induction activities.

98 The University also engages actively with other sector activities such as Focus On projects and the national Learning from International Practice project, again using these to support policy and practice developments such as the development of a toolkit to engage students with the challenges of postgraduate study.

99 Overall, the University takes an effective approach to engaging staff with the Enhancement Themes and other sector work. The multifaceted approach to strategy, policy and practice development enables the University to embed learning from the Enhancement Themes within a range of institutional activities.

3.3 Approaches to identifying and sharing good practice

100 The University has an effective and systematic approach for identifying and sharing good practice using a wide range of mechanisms, both formal and informal, as well as drawing on external networks and agencies to support enhancement. The University identifies a key benefit of its small size as the opportunity for close interdepartmental relationships and effective informal opportunities for sharing. Discussions with staff confirmed this view and it was evident the University's small size contributes to its collegial culture.

101 The Centre for Academic Practice (CAP), guided by the Student Experience Strategy and the requirements of the two schools, has a central role in the identification and sharing of good practice. CAP acts as an agent of change across the University and its collaborative partners, working across both the academic schools and professional services to support, identify and champion good practice.

102 CAP operates a range of formal and informal mechanisms to share practice including an annual staff and student conference, programme leaders' network, regular workshops, newsletters and email updates, a range of guidance documents, and a 'CAP Good Practice Hub' hosting multimedia resources. CAP colleagues also work directly with staff to identify good practice and support them to identify the most appropriate mechanism for sharing their work. Staff within the University recognise CAP as a main point of contact for the development and enhancement of their teaching practice, valuing its role and the various networks which it facilitates.

103 The University's governance arrangements also support the identification and sharing of good practice. Each institutional committee, including school academic boards, has specific responsibility within their remits to identify and share good practice. Programme committees and student-staff consultative committees also have specific responsibilities to highlight good practice, with student members encouraged to identify strengths in their programmes. Where practice is viewed as having benefit to the wider University community this is considered by school academic boards and the Student Experience Committee so that it can inform policy developments. A number of quality assurance processes also

require explicit consideration of good practice, for example validation and review, annual monitoring and external examination (paragraphs 124-130).

104 In addition, professional services play a key role in identifying and sharing good practice with academic schools, as well as within and across the range of services. Examples include the annual WISeR event which showcases project outcomes relating to widening participation, the introduction of reading list software led by the Library, and the introduction of mechanisms for data capture and analysis within Student Support Services.

3.4 Engaging, developing and supporting staff

105 The University has effective arrangements in place for engaging and supporting staff in the development of their learning, teaching and scholarly practices, offering a range of formal and informal staff development opportunities.

106 The Centre for Academic Practice (CAP) plays a lead role in the development of academic and teaching related staff, offering a range of development activities which are strategically aligned and responsive to staff needs and feedback (paragraphs 101-102).

107 In addition to CAP's programme of development for academic staff, the human resources department also provides a range of professional development opportunities for all staff, including leadership and management and equality and diversity training. The professional services areas also provide bespoke CPD provision, for example development opportunities in relation to mental health for Personal Academic Tutors. In addition, schools organise school and/or division-level CPD opportunities based on the needs of each academic subject area.

108 Key to the University's approach to staff development is the developmentally-focused Performance Enhancement Review (PER) process which is used in a coordinated manner to support staff to identify and engage with development activities they require. All staff are expected to participate in the University's PER process which has recently been refreshed to align more closely with the Student Experience Strategy. Staff participation in the process is currently around 63 per cent and is monitored through an online tracking system. The University is committed to further developing the tracking system with the ambition of using it specifically for tracking staff engagement in developmental activities. The ELIR team considered that would be a positive development.

109 CAP provides briefings to line managers to promote awareness of academic development opportunities and the University's promotion criteria have been adjusted to recognise achievements in learning and teaching. Staff spoke very positively about the revised PER process and valued the focus on personal and professional development. As well as identifying individual staff development needs, the outcomes of PERs are analysed centrally and inform future development provision offered by human resources and professional services. Schools and divisions are also expected to identify staff development objectives within their operational plans. These are shared as appropriate with the professional services to help support specific school and division needs.

110 CAP is responsible for managing the University's Higher Education Academy (HEA) accredited QMU CPD Scheme. The Scheme contains routes which lead to three categories of fellowship. At the time of the current ELIR, around 60 per cent of staff held fellowships. The CPD scheme is viewed as a positive, development-focused opportunity by staff, as well as an effective mechanism for sharing practice. Staff who are recognised as Senior and Principal Fellows are also offered the opportunity to become trained CPD advisers within their schools and are encouraged to engage in the University's validation and review processes as a way of sharing practice and developing staff awareness of quality assurance and enhancement (paragraphs 124-125).

111 New or less experienced teaching staff, depending on an assessment of their training needs, may be expected to complete the postgraduate certificate stage of the MSc in Professional and Higher Education (PHE), with the full programme open to all staff with a teaching-related role. The programme is also available online for collaborative partner staff. Staff who have engaged with the programme viewed it extremely positively in supporting their teaching practice, and highlighted how they had used live good practice examples from the programme within their own practice.

112 All new staff, including doctoral candidates who are engaged in teaching, are encouraged to attend a week-long short course, Facilitating Learning and Teaching, which is designed to familiarise teaching staff with the philosophy and practices that underpin the University's student-centred learning philosophy. Staff and doctoral candidates who had completed this course described it as being effective in supporting them to undertake teaching and learning activities, as well as providing a forum to network with colleagues and engage with good practice.

113 Doctoral candidates are required to develop a learning contract with their supervisor which details any requirement to undertake teaching duties. Those who agree or are required to engage in teaching as part of this contract are classed as Graduate Teaching Assistants (GTAs). This contract identifies development activities required to support GTAs in their teaching and learning, including completing the week-long short course (paragraph 112). Each contract is then approved by the Graduate School Academic Board, however there is currently no mechanism to record doctoral candidate's participation in the short course. The ELIR team recommends the University considers developing a centralised system for monitoring GTA participation in the course in advance of their undertaking of teaching activities.

114 CAP facilitates a number of peer support networks in line with the University's strategic ambition to develop a 'vibrant staff and student community'. Excellent examples of this are the well-established Programme Leaders Network, and the New to Programme Leadership Network which allow programme leaders to gain a greater understanding of their role and related topics and issues. Staff with experience of these and other networks spoke positively about them, providing specific examples of how their participation had supported them to adopt good practice within their programmes and led to enhancements in fulfilling the programme leader role.

115 The University operates a peer observation policy with an expectation that all academic staff engage in peer observation once each year. The policy has recently been reviewed to refocus on the development of practice. Staff who engage with peer observation are encouraged to discuss outcomes of the process with their line manager, using this to support the identification of development needs. The University recognises uptake and implementation of the policy has been variable. Staff who met the ELIR team viewed the new policy and its approach positively, seeing it as developmentally-focused. The ELIR team would support the University's plans to develop this policy further with the aim of it supporting the identification and sharing of good practice.

116 Staff are also supported to engage in scholarship of learning and teaching (SoTL) through engagement with the MSc in Professional and Higher Education and/or doctoral studies. A range of research-based activities were presented to the ELIR team indicating a significant proportion of the academic community publish on SoTL-related topics, as well as using SoTL activities to inform practice. In addition, programme validation and review processes require explicit consideration of staff engagement with SoTL and how research informs teaching (paragraph 124-125). The ELIR team regarded this as positive practice.

3.5 Effectiveness of the approach to implementing institutional strategies and enhancing learning and teaching

117 The University has a clear strategic framework which sets out its strategic ambitions and direction. Strategies are well embedded within school and division operational plans and are monitored effectively by University and school committees, as well as through annual monitoring which captures curricular-level enhancement.

118 The Student Experience Strategy (SES) outlines the University's strategic approach to the enhancement of learning, teaching and the student experience and clearly articulates its ethos and values and its approach to enhancement. The approach used to develop the SES, which successfully engaged staff and students through a co-creation approach, was viewed by the ELIR team as positive and highly effective

119 The University has successfully embedded Enhancement Theme activity, enabling Theme priorities to be realised in a wide range of institutional policy and practice.

120 The University has an effective approach to identifying and sharing good practice using a range of formal and informal mechanisms. The CAP provides a leadership role in the enhancement of learning and teaching policy and practice, providing a wide range of staff development opportunities which are responsive to the needs of staff and the University's strategic direction. The University has enhanced its support for GTAs and is encouraged to develop a central system for monitoring their attendance on the Facilitating Learning and Teaching short course.

4 Academic standards and quality processes

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

121 The University has effective arrangements in place for managing quality and securing academic standards which meet the expectations set out in the UK Quality Code and the Scottish Funding Council (SFC) guidance to institutions on quality.

122 Students are made aware of regulations, policies and procedures through the University's 'Essential Information' publication, which contains comprehensive details on a range of key information for students. In discussions with the ELIR team, students reported valuing the 'Essential Information' publication along with programme specific information contained in their programme handbooks. The ELIR team considered students have appropriate access to general University information linked to regulations, policies and procedures and any programme-specific requirements.

123 The University recognises that, following the Portfolio Sustainability Review, changes will be required to its quality framework, in particular to support the review recommendation to introduce 20 credit modules across the University. These changes will be introduced in most programmes as they reach their next scheduled periodic review. Any remaining programmes will be required to undergo a separate review process proportionate to the impact of the change on the student experience conducted in accordance with the University's regulations on programme modification. The University confirmed to the ELIR team that, by September 2020, all programmes will be aligned to the revised credit framework. At the time of the current ELIR, a working group of the Student Experience Committee was undertaking a review of the assessment regulations, considering the implications of the Portfolio Sustainability Review recommendations in terms of revisions to the University's quality framework, and whether the move to 20 credit modules would require amendments to assessment regulations. The ELIR team confirmed that the actions identified

by the University are appropriate to ensure the careful consideration of individual student requirements as a consequence of any regulatory and structural changes resulting from the Portfolio Sustainability Review.

Programme approval and review

124 The University's policies and procedures for programme development, approval and review are aligned with sector expectations. Appropriate mechanisms are in place to review them regularly, with the most recent review having taken place in 2016-17. A number of enhancements followed this review including the introduction of standard datasets. A separate review took place of the process for overseas validation and review events, leading to changes in panel composition and agendas, the involvement of a student reviewer, and improved background information for panel members. Both reviews provided effectiveness and efficiency improvements to the processes, and better support to programme teams and partners.

125 The Division of Governance and Quality Enhancement (GQE) website provides detailed guidance to panel members and others engaged in validation and review. The University offers training and support to staff who have less experience of being validation or review panel members. The Students' Union and Division of GQE also provide full-day training for student panel members. The student training is compulsory and evaluated, with results being used to further enhance practice in the next academic session. The ELIR team would encourage the University to continue with this partnership approach to the development of students engaged in validation and review activities.

Annual monitoring

126 Annual monitoring takes place at programme-level, with the academic schools then required to produce a composite school report which draws on all the programme annual reports in the academic area and a range of other information, for example from validation and review activity, professional body accreditation and KPIs. School reports are discussed at the appropriate school academic board and the University Student Experience Committee, with any matters arising used to inform the operational plans of schools, divisions and professional services. Matters arising from the reports can also be referred elsewhere within the University for consideration. This reporting can result in changes to University policy, for example, work within one school resulted in changes to the University-level Recognition of Prior Learning (RPL) process.

127 During the 2013 ELIR, the University was asked to clarify the purpose and benefits of a proposed online continuous monitoring system which would have complemented the Annual Monitoring Reporting process at that time (paragraph 135). The University decided not to proceed with the continuous monitoring system, opting instead to develop and implement a two-stage annual monitoring process across its taught provision, which was first introduced for all reporting in 2017-18. Staff were very supportive of this new approach to annual monitoring, viewing it as more agile and responsive to student feedback, as well as supporting the introduction of programme amendments in a timely manner. Staff also considered themselves to be well supported to interpret the more comprehensive datasets available to them as part of the annual monitoring process (paragraph 139). It was evident to the ELIR team that the revised annual monitoring system is a very positive development. The process makes effective use a range of data to enable programme teams to implement enhancements to programmes in time for the start of the next academic year.

External examining

128 The University makes extensive use of external examiners in both its taught and research degrees, with an examiner appointed for each named award, including those awards delivered by collaborative partners. External examiners submit their annual report using a standard template, with programme leaders required to respond to these reports. Communication with external examiners is typically managed through GQE, who track progress with report and response submission, resulting in high completion rates.

129 Annually, the University undertakes a thorough review of all external examiner reports received in the previous academic session, producing a summary which highlights common or recurring themes, positive practice and areas for development. The summary is circulated via email to all staff and students and is sent separately to all external examiners. The University considers this summary to be useful for its academic staff, as it highlights good practice that might translate well across programmes and includes suggestions for development that could be of interest to the wider University community.

130 GQE provides a range of guidance for programme leaders, students and external examiners on the University's external examiner system. Students who met the ELIR team were aware of this guidance and had a good understanding of the external examining system and the function of external examiner reports. The team also heard that the wider student population do not typically recognise that they have access to external examiner reports, but student representatives confirmed seeing and discussing these reports at student-staff consultative committees.

Assessment and feedback

131 The University reviewed its undergraduate and taught postgraduate grade descriptors in 2014-15, leading to the introduction of an A* grade to encourage markers to recognise outstanding student performance at 80 per cent and above. This followed a review of the University's standard referencing system, allowing better integration with reference management software to support students in gaining confidence in citing and managing references within their academic work. Students who met the ELIR team were aware of the revised descriptors, and welcomed the introduction of an A* grade, but raised issues with its reporting on the student portal which currently does not indicate when the A* grade has been awarded. There would be benefit in the University reflecting on how the student portal could be enhanced to record A* grade information.

4.2 Use of external reference points in quality processes

132 The University makes effective use of a range of external reference points in its academic standards and quality processes. The University's quality framework is aligned to the Quality Code and other external reference points, and is regularly reviewed.

133 The University makes effective use of a range of external stakeholders to inform programme development, including employers, recent alumni and industry bodies as well as the expectations of professional, statutory and regulatory bodies (PSRBs). At validation and revalidation, programme documents demonstrate comprehensive and effective use of external reference points. All programmes are designed to align with the requirements of the Scottish Credit and Qualifications Framework (SCQF). External members of validation and review panels play a key role in confirming the appropriate use of external reference points for all academic provision leading to a taught award of the University, so ensuring an independent view of academic standards setting.

134 As part of their annual reporting, external examiners are required to confirm programmes continue to meet the expectations of relevant Subject Benchmark Statements and PSRBs, and that student achievement is appropriate to the level of study.

4.3 Commentary on action taken since ELIR 3 and identification of matters arising from the AIS not otherwise explored

135 The University has been responsive to the outcomes of its 2013 ELIR, adopting a systematic approach to managing and recording actions, tracking ongoing enhancements and evaluating their impact. In a number of areas, the University is continuing to develop its policy and practice: student surveys (paragraphs 32-35); assessment feedback (paragraphs 56-58 and 131); and the personal tutor system (paragraph 52).

4.4 Approach to using data to inform decision-making and evaluation

136 The University has an effective approach to using data to inform its decision-making. It uses this data to support the development of strategy and inform enhancements to the student experience. The University identified the use of evidence to enhance the student experience as a key focus of the current ELIR. It was clear to the ELIR team from the documentation and discussions with staff that significant progress has been made to enhance the University's systems for capturing, collating and analysing both qualitative and quantitative data to inform decision-making.

137 Information contained in the Advance Information Set (AIS) demonstrated how the University identifies issues, develops actions/responses and monitors the progress made. The increased collation, analysis and use of data to inform and support decisions will make it easier for the University to evaluate the impact of actions taken.

138 Since the 2013 ELIR, there has been a significant growth in the volume of data gathered both internally and externally, with the University taking steps to improve its capabilities for using data from multiple sources including: data captured via online systems such as the Electronic Registration of Attendance (ERA) and the Hub/ePortfolio; and data generated internally and externally to inform the Portfolio Sustainability Review, Teaching Excellence Framework (TEF) and Longitudinal Educational Outcomes (LEO) data. In addition, the University makes use of student demographic data, as well as retention, progression and attainment data to support staff reflection on teaching practice, programme development and enhancements to areas such as student recruitment, support and curriculum development (paragraphs 42-43). Another important source of data is external and internal student survey data which the University actively uses to inform enhancement activity (paragraph 32-35).

139 The new two-stage Annual Monitoring Reporting (AMR) process uses both qualitative and quantitative data to inform and evidence the changes required, with the facility to make timely changes which can enhance the student experience for the start of the new academic session (paragraphs 126-127).

140 An ongoing aim of the University's Enhancement Theme work is to improve how staff and students use the range of evidence available. A specific focus for the University is Access, Inclusion and Retention (AIR), with objectives linked directly to the Student Experience Strategy. A new staff portal has been developed to enable programme teams to access, analyse and reflect on student data and staff are encouraged to use this proactively to identify as early as possible issues related to student retention and attainment and students at risk.

141 In addition to the formal data gathered, staff continue to recognise the value of informal evidence sources, such as the feedback provided by students directly. The small

scale of the University enables frequent dialogue between students and their tutors and it is clear that this is highly valued by staff and students. The ELIR team considered there would be value in the University reflecting on how such information could be captured more systematically and used as part of its wider evidence-base to support decision-making.

142 It is clear that the University recognises the potential benefits that accrue from evidence-informed decision-making, taking steps to develop the infrastructure necessary to support this. The ELIR team learned that students experience variation in the ways institutional practices are implemented. The team recognises that some variation will be intentional to reflect specific programme or discipline requirements while other variations could benefit from being addressed, for example if institutional policy were experienced differently by students studying in different parts of the University. As the University continues to make more data available at the subject level, it is encouraged to support staff in using that evidence to understand and reflect on the extent to which there is potential variation in the student experience across disciplines.

143 The University is aware of the cultural challenges involved in moving to a different approach to the way data is used to inform changes in policy and practice. In discussions with the ELIR team, staff indicated that they recognise and appreciate the rationale for change and the developments being put in place to improve the use of data across the institution. The University confirmed that the necessary planning and resources are in place to continue implementing its systematic approach to data-informed decision-making.

4.5 Effectiveness of the arrangements for securing academic standards

144 The University has an effective approach to securing academic standards. A comprehensive range of policies, regulations and structured processes are in place, which are shared effectively with staff and students, and available publicly on the University's website. The University's quality framework is reviewed regularly and is aligned and referenced to the Quality Code and other external reference points. The review of assessment regulations, underway during the current ELIR, will ensure the University is responsive to the outcomes and forward implications of the recommendations arising from its Portfolio Sustainability Review.

4.6 Effectiveness of the institution's approach to self-evaluation, including the effective use of data to inform decision-making

145 The University has effective measures, structures and systems in place to enable students and staff to develop, implement, evaluate and monitor actions to enhance the student experience. Significant resource has been invested to systematically capture, collate and analyse both internal and external data to enable informed and evidenced-based decision-making and the University is at a stage to capitalise on this strategically. Systems now in place enable good practice to be readily identified and shared and, where appropriate, enable the University to implement more consistent approaches to the benefit of students.

146 The University has effective arrangements in place for the approval, monitoring and periodic review of its programmes, with this activity making extensive use of external and professional reference points. The University's partnership with the Students' Union to offer training to new student panel members and the systematic approach used to evaluate and improve this training following delivery is commended.

147 The University's annual monitoring arrangements include engagement with a comprehensive dataset and support programme teams to enhance their programmes in time for the start of the next academic session.

5 Collaborative provision

5.1 Key features of the institution's strategic approach to collaborative activity

148 The University has an effective approach to managing its collaborative provision including arrangements for securing academic standards and enhancing the student experience.

Institutional strategy

149 Collaborative provision forms an important part of the University's strategy for an increased international reach, with students on collaborative programmes accounting for over one third of its total student numbers. Although the number of collaborative partners has been stable over the past five years, overall student numbers have grown since the 2013 ELIR due to the University's policy of consolidating provision with established partners. This expansion has primarily been focused on provision with one particular partner, Metropolitan College (MC) in Greece.

150 By 2025, the University aims to be operating a broader range of good quality international partnerships in at least eight different countries, including having at least one partnership in each of its divisions, with collaborative students continuing to account for one third of its overall student population. To support the planned increase in partners, the University has provided additional staff posts in Governance and Quality Enhancement (GQE), the School Office, and additional posts within the schools. The University regularly reviews the effectiveness of its partnerships and this has led to a small number of partnerships being discontinued.

151 The Student Experience Strategy (SES) provides a framework for delivering an excellent student experience to all of the University's students, including those studying with collaborative partners in the UK and overseas. All partners are expected to engage with the SES with support from their Academic Link Person (ALP), through discussions at Joint Boards of Studies and through consideration of aspects of the strategy in programme redevelopment in advance of revalidation. The University is clear in its expectations that all collaborative partners must implement the SES and fully engage with the University's ethos, but also recognises the pace of implementation will vary for each partner.

Delivery model

152 The University operates a predominantly traditional model of franchised and validated programmes, delivered and assessed by collaborative partners, with the University being responsible for quality assurance and academic guidance through school academic boards (SABs). It also offers joint degrees with other degree-awarding bodies in the UK and Europe with the University contributing to the teaching in all cases, and a double degree with the British University in Egypt (BUE). The University's quality assurance framework indicates that it expects to teach on the double degrees it validates, as well as host students at the University for part of their studies. The University's Collaborations Manual suggests this is not a requirement and the ELIR team learned the University does not take part in programme delivery on its double award at BUE, or host its students. There would be benefit in the University aligning its documentation and ensuring practice reflects the institution's intentions.

153 At an operational level, central oversight, guidance and support of collaborative activity is managed through the Collaborations Operations Group (COG) which is a sub-committee of SEC, the Division of Governance and Quality Enhancement (GQE) and the

School Office. COG plays an active role in supporting collaborative activity including: sharing good practice; considering operational issues; maintaining a range of useful guidance to partners; supporting ALPs and other staff who undertake moderation of assessment; and holding regular enhancement-focused meetings.

154 The Centre for Academic Practice (CAP) provides a regular programme of workshops to partners on a range of learning, teaching, assessment and learning technology matters, and its Postgraduate Certificate in Professional and Higher Education is available online to all collaborative partner staff. Partners' staff valued the development opportunities available, and those registered on the postgraduate certificate welcomed the opportunity to undertake this programme.

155 The role of the ALP is fundamental to the initial development, management, support and oversight of the University's academic partnerships. Appointed by the school deans to each academic partnership, ALPs are all members of COG and work with both the partner and GQE. In addition to maintaining regular communication with the programme leader, ALPs visit the collaborative partner for exam boards, to deliver staff development, and most importantly to chair Joint Boards of Study. ALPs are well supported to fulfil their role through informal peer mentoring, through membership of and support from COG, and have access to a suite of written guidance. ALPs play a key role in ensuring collaborative partners and their students feel part of the University's community and understand its culture. In discussions with the ELIR team, ALPs reported they consider the written guidance, along with the range of support provided by CAP and GQE to be particularly useful. Based on the evidence presented during the review, the ELIR team considered the ALP role to be particularly effective in guiding partners and assuring academic quality and the student experience.

Arrangements for securing academic standards

Assessment moderation

156 The University's current assessment policies and processes allow it to assure itself that all awards made under a collaborative arrangement are of an equivalent academic standard to those made for programmes delivered solely by the University. This is achieved primarily through its thorough processes for moderation and its external examiner system. Assessment moderation is normally conducted by University staff but for some well-established programmes with a strong academic track record, policies and processes indicate moderation may be delegated to the partner organisation as part of a risk-based approach to the management of collaborations. The ELIR team understood from the University that delegated responsibility is rare and this model is also unlikely to lead to the devolution of internal moderation for international programmes because of their higher perceived level of risk. The team also noted that moderation of marked student work at collaborative partners means those students receive feedback on their assessed work in around 25 days, which is a longer turnaround time than for students on the home campus. As the University progresses its implementation of EMA, there could be value in reflecting on the different turnaround times.

QAA transnational education review - Greece

157 The University's partnership with Metropolitan College (MC) in Greece is its largest and most complex, with over 1,700 students registered on programmes managed by most of its academic Divisions. The MC partnership was subject to a QAA Transnational Education (TNE) Review in November 2015, which commended the cross-school approach of the Academic Link Person Forum (since rebranded as the Greek Partnership Forum) and the attention paid by the University to the student voice. The two review recommendations, regarding the requirement for a cyclical review of the partnership and the need to approve a

policy for delivery in a language other than English, have been implemented and are being monitored by the University.

158 In responding to the TNE review, the University revised its policy for delivery in a language other than English, placing robust requirements on the preconditions for such delivery. The University recognises the challenges involved in procuring and retaining bilingual internal staff and external examiners associated with the revised policy, but does not currently consider this to be problematic. It has contingency plans in place to use an approved translation agency if challenges arise. The University's decision to monitor this policy through both its Portfolio Development Group (PDG) and COG is considered prudent by the ELIR team given the potential challenges identified.

159 One of the University's preconditions for partner delivery in a language other than English is that there is sufficient breadth of academic literature in the language of instruction available at the partner. The ELIR team learned that the University has agreed to the delivery and assessment of identified programmes at MC in the Greek language, despite recognising the limited academic literature in that host language. To support this decision, MC has been required to develop English language modules to ensure students have a minimum level of English language skills. MC aims to develop a minimum level of fluency in English to enable students to access the English language resources available at the College, and the University considers that the language modules instil confidence in students who already have some proficiency in English. Students at MC who spoke with the ELIR team appreciated the English language support in place and considered these skills are likely to enhance their employability.

160 While an English language requirement is specified for students on entry to health programmes delivered in Greek, there is no English language requirement for other MC programmes. The ELIR team considered it unlikely that a student without prior English language capability could develop the level of English language necessary to make effective use of academic literature in English. It is therefore recommended that, where programmes are delivered in Greek, the University ensures students are able to make effective use of academic literature throughout their programme of study, for example by revisiting the English language entry requirements or increasing the availability of learning resources in Greek.

Student support and feedback

161 The University considers and approves collaborative partners' support mechanisms at programme validation and revalidation. Partners are expected to provide a level of student support which is equivalent, but not identical, to that at the University. The University provides additional support through Academic Link Persons (ALPs) (paragraph 155), access to electronic library resources and use of its Virtual Learning Environment, the Hub. The University recognises students' use of these resources is variable, and the continuing need to encourage both partners and students to take greater advantage of them. Those students who met the ELIR team, although aware of the available University support mechanisms, stated they often preferred to access support and guidance through their module tutors, programme leaders and/or supervisors.

162 While there are no formal links between the Students' Union and students studying on collaborative programmes, students are able to access independent academic representation, guidance, and information on issues such as submitting an academic appeal, complaint or statement of extenuating circumstances through the Students' Union's website (paragraph 29).

163 Partners are also required to demonstrate appropriate student feedback arrangements are in place at programme validation and revalidation, with this feedback

considered as part of annual programme monitoring, at Joint Board of Studies and through the University's annual risk assessment process. Students have the opportunity to meet informally with ALPs during their partner visits, and the University also conducts an annual Partner Organisations' Student Survey (POSS) across all partnerships, with the results considered and actioned through COG (paragraphs 29 and 33). The information generated provides University oversight of the student experience across and between partnerships, and allows the institution to compare the experiences of collaborative students with those studying on-campus. The system supports the identification of recurring issues across collaborative partners allowing the University to take forward enhancements, and is an important way of sharing good practice. It is evident that the University uses its POSS systematically as a tool to gather independent feedback from students studying with each of its collaborative partners.

164 In addition to partner-operated programme committees, the University operates Joint Boards of Studies with its partners, providing a holistic overview of programme operation and a regular forum to consider the teaching and learning experience of students as well as providing an opportunity to foster a shared sense of community. The Joint Boards of Study are recognised by staff and students as a valued mechanism for building community identity. They also serve as an important means to inform the academic schools and professional services of the developing needs of its partners.

165 Module evaluation is regularly undertaken by collaborative partners, however the results of these evaluations are not systematically shared with the University. The University is currently taking steps to address this inconsistency, with ALPs being asked to raise and discuss this with their respective partners. Furthermore, the University acknowledged difficulties in promoting a culture of enhancement in some partnerships, and the COG is considering how partner engagement can be improved. Currently, this is mainly fostered through the work of ALPs, through Joint Boards of Studies and as part of programme validation and review processes. The ELIR team would encourage the University to continue progressing both of these areas.

Annual monitoring and review

166 Collaborative programme annual monitoring involves completion of an annual monitoring report (using an adapted version of the report used for University-delivered programmes), which is approved by the relevant Joint Board of Study, and a comprehensive annual risk assessment, which focuses on potential risks to academic standards, quality, staff and student experience, programme management, and other non-academic matters. Resulting actions from annual monitoring are agreed with Heads of Division, and ALPs are responsible for progressing these. The University's Portfolio Development Group also reviews the risks associated with each partnership, as part of the programme annual risk assessment process. Where the results of the annual risk assessment vary significantly between years, the Portfolio Development Group can request that a Partner Review is undertaken.

167 The University has set out its expectations that all collaborative partners must adopt the new two-stage annual monitoring process it has developed (paragraph 126-127). The University acknowledges that the current annual monitoring dataset used for collaborative programmes requires some further development to improve the consistency of data sources used. The ELIR team would encourage the University to continue to work with its partners on this, recognising that the timescales associated with implementing this new approach to annual monitoring across its collaborative provision may require some flexibility.

Periodic review

168 In March 2014, the University approved a process for conducting quinquennial due diligence of its partnerships, in response to the acknowledged need to periodically review its collaborative partnerships separately from its periodic review of academic programmes and irrespective of risk. In addition to a range of financial, legal and governance matters, it was intended that this periodic due diligence would include University academic matters such as policies on appeals, complaints and extenuating circumstances, physical resources, staffing arrangements and student support arrangements. However, the ELIR team learned that current due diligence checks focus only on financial, legal and governance matters.

169 In response to the QAA TNE review of MC (paragraphs 157-160), a full periodic review of this partnership was undertaken in 2017, with the outcomes being monitored by the Portfolio Development Group. MC is currently the only academic partnership to have undergone such a review, as the University considered the process is too resource intensive. Instead, it captures information on partners through the annual risk assessment process, which the ELIR team considers is effective and robust and, as noted earlier (paragraph 166), could lead to the University undertaking a full partnership review.

170 While the ELIR team understands the University's decision on full periodic partnership review, the current position means it is not fully assessing the academic risks of each partnership on a periodic basis. The University is strongly encouraged to extend the use of periodic review across all collaborative partners, recognising proportionality in the approach. This would ensure the quality of the student learning experience is included as a part of the University's ongoing approach to due diligence.

5.2 Effectiveness of the approach to managing collaborative provision including arrangements for securing academic standards and enhancing the student learning experience

171 The University's approach to managing its collaborative provision is appropriate for the current scale of the provision. It has an effective set of arrangements that meet sector expectations and are underpinned by robust policies and procedures, in particular programme approval, annual monitoring and review, and thorough processes for the quality assurance of assessment. Partnerships are well supported through ALPs, the operation of Joint Boards of Study, a range of useful guidance and extensive development opportunities. The University is strongly encouraged to extend the use of periodic review across all collaborative partners, recognising proportionality in the approach adopted.

172 The University is also encouraged to consider monitoring its policy for the delivery and assessment of programmes at MC in Greek given the potential challenges identified. With limited academic literature in the host language, the University needs to ensure that students studying programmes in Greek are provided with clear information on English language prerequisites on entry to ensure they are able to make effective use of academic literature throughout their programme of study.

173 The ELIR team noted the positive work to gather independent feedback from students studying at each of its collaborative partners through the annual Partner Organisations' Student Survey, which is to be commended. The ALP and Joint Boards of Study also make a very positive contribution to the effective management of each partnership and support the enhancement of the student learning experience.

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