



University of Strathclyde

Follow-up Report to the Enhancement-led Institutional Review (ELIR)

July 2015

Preface

One year after publication of their ELIR Outcome and Technical Reports, institutions are asked to submit a Follow-up Report to QAA Scotland. These reports are also submitted to the Scottish Funding Council. Follow-up Reports are written in the institution's own words and require to be endorsed by the institution's Governing Body prior to publication on the QAA website. Guidance on the content and structure is provided by QAA Scotland.

Institutions are asked to focus on the action they have taken since the review and to include an indication of the effectiveness of that action. ELIR reports highlight positive practice as well as areas for development, and institutions are encouraged to comment on key areas of activity relating to good practice that they have prioritised since the ELIR.

Follow-up Reports are discussed with institutions as part of the ELIR annual discussion meetings. They also form the basis of a follow-up event which involves institutions that were reviewed around the same time coming together to explore the ways they have responded to their ELIR outcomes. This activity is intended to emphasise the enhancement-led nature of the review method.

1. Context

- 1.1. The University of Strathclyde formally engaged with the QAA Enhancement Led Institutional Review 3 method through institutional visits during February and March 2014. The overarching judgement from the ELIR team noted that the University has effective arrangements for managing academic standards and the student learning experience. This judgement confirms the team's confidence that these arrangements are likely to continue to be effective in the future.
- 1.2. Alongside this positive judgement, the University received the formal Outcome and Technical Reports from the ELIR team, which recognised areas of positive practice and made recommendations on areas for development. These areas concurred with the University's own self-reflection identified during the preparation of the formal submission to the panel: the *Reflective Analysis*, *Case Studies* and documentary evidence in the *Advance Information Set*.
- 1.3. This external reflection on the effectiveness of our strategic approach to quality enhancement and assurance of the student experience has provided helpful perspective for the University's new executive lead for Education (the Vice Principal) and the supporting Associate Deputy Principals (Learning & Teaching). The new senior team succeeded the former senior officers effective from academic year 2014-15; the Vice Principal and ADPs respectively hold convenorship for the three committees of Senate focused on Education (*Education Strategy Committee*, *Quality Assurance Committee* and *Learning Enhancement Committee*).
- 1.4. A refreshed University Strategic Plan, covering the period 2015-2020, has recently concluded its staff consultation phase. The refresh retains the cores strategic themes, including our commitment to an '*Outstanding teaching and student experience*'.

2. Embedding the outcome: follow-up preparation

- 2.1. The recommendations from the Outcome Report were reviewed alongside the following: the University's strategic priorities for education and supporting *Education Strategy Action Plan*; reflection on the operation of the senior education committee of Senate and its sub-committees; and the approach for managing priorities across committees.
- 2.2. The University's Education Strategy Committee, reporting to Senate, agreed a revised model of operation to committee business and management of the action plan, which distinguished between high-level strategic projects and on-going enhancements, to endorse a co-ordinated and complementary framework supporting the University's shared institutional strategy. The framework incorporates strengthening of the frequency and reporting on priority projects, a renewed approach to risk management and provides a mechanism for increasing cross-institutional engagement with project priorities and associated progress. Key messages from the ELIR Outcome and Technical Reports are embedded within this framework, with areas for development identified as priorities and monitored within the appropriate sub-committee.
- 2.3. Supplementing this approach, in 2014-15 the three committees introduced an annual reflective report, in addition to the existing practice of reporting formal minutes to Senate and quarterly business reports to Court. The annual report includes details and reflection upon highlights, successes and areas for further discussion and/or focus in the forthcoming session. The reports facilitate broader engagement in the business of the committees, at Senate and Court, by raising

awareness on the detail of Education action and priorities. This engagement extends across the institution through submission of the reports to Faculty Academic Committees and supporting enhancement forums, facilitating deeper engagement and connections between University priorities and faculty-level business.

- 2.4. The University's existing student representation structure has facilitated student engagement in both high level reflection on priorities, processes for ongoing monitoring and direct engagement in specific projects and activities arising from the Outcome Report. This has been achieved through: University of Strathclyde Student Association (USSA) active participation by sabbatical officers in formal committees of the University; representation on working groups; and continued engagement of student interns on enhancement projects monitored through the committees, including standing items on USSA-led enhancement projects. The Principal and other senior University staff continue to engage with USSA's annual Student Congress, a full day event that is committed to engaging, developing, informing and inspiring student representatives at Strathclyde. In 2014 USSA introduced Faculty Congress to complement this, attended by Deans and senior members of the Faculty. Supplementing this are regular meetings between the USSA executive, senior management of the Student Experience and Enhancement Services Directorate and Associate Deputy Principals; regular meetings between USSA and the Principal and Vice Principal; and at a disciplinary level, regular Student-Staff Liaison Committees (SSLCs).
- 2.5. The first draft of the *Follow-up Report* was prepared by the Deputy Director (Education Enhancement) for consultation with the University Vice Principal, staff and student membership of the University's Education Strategy Committee, Quality Assurance Committee and Learning Enhancement Committee. Formal consideration of this report was sought through submission to the University Senate (10 June 2015), prior to endorsement by University Court (24 June 2015).

3. *Actions and reflections on areas for development*

- 3.1. The Outcome Report indicated the following areas for development which have been incorporated into the University's education priorities for 2014-15:

Institution-led quality review

- 3.1.1. *Make demonstrable progress, within the next academic year, in revising the approach to periodic institution-led review to ensure that the revised process gives adequate scrutiny to learning and teaching across all parts of the institution. The University should consider the scope, focus, granularity and consistency of implementation across the institution. It should also consider the linkages with the existing, and effective, annual monitoring processes.*
- 3.1.2. The University established an Internal Review Working Group under the leadership of an Associate Deputy Principal (Learning & Teaching), with representative membership from the faculties, student body and professional services. The scope of the work was clearly defined with an intended outcome that the University's existing policy, procedures and resulting internal review reports will demonstrate a stronger emphasis on the scrutiny of learning and teaching and the student experience. The Working Group will recommend a new approach underpinned by revised policy and procedures, which will be formally approved by Senate, to take effect for all reviews scheduled from academic year 2015-16 onwards.

- 3.1.3. The Working Group, informed by the messages within the ELIR Outcome and Technical Reports, has considered the following in its review of existing policy and process: sector approaches to Internal Review; the UK Quality Code for Higher Education expectations and the SFC guidance to higher education institutions on quality (SFC/14/2012); a review of related messages arising from ELIR thematic reports; and reflection upon procedures in place for external accreditation through professional bodies.
- 3.1.4. The Group has also carefully reflected upon the institutional context in which Internal Review takes place and how this should be balanced with external expectations. Our approach and implementation of Internal Review of Learning & Teaching has been considered in the context of other key institutional processes including: annual planning in context of the institutional strategic plan and Outcome Agreement with the SFC; strategic monitoring against KPIs and targets; course review; annual faculty reports and the operation and follow-up on Student-Staff Liaison Committees (SSLCs).
- 3.1.5. The Technical Report noted there should be consideration given to the linkages with the existing, and effective, annual monitoring processes and institution-led review. To assist with this, the Working Group developed a schedule which identifies the underpinning documentation and background datasets available during the quinquennial review cycle; this schedule acts as an 'annual planner' which demonstrates the relationships between ongoing annual monitoring and the existing quinquennial internal review method. This has been reviewed across Faculties and Professional Services to ensure a consistent and unified approach to the preparation of self-evaluation documentation. Alongside this, the Group considered the methodology informing the 'faculty annual report' process, which is a linchpin in institutional annual monitoring activities and noted the annual discussion meetings, led by the Vice-Dean (Academic) with Heads of Department and Directors of Teaching, which explore all aspects of learning and teaching captured and recorded in annual course review reports. Reflection on the current process across the faculties will inform the development of clearer expectations and stipulations of documentation to be scrutinised by the review panel, along with evidence of impact in the resultant review reports. The University's Quality Assurance Committee, with a remit for monitoring these processes at an institutional level is currently undertaking a review on the existing annual schedule of business and programme of annual monitoring to further support the implementation of this approach.
- 3.1.6. The Working Group has also given consideration of the extent to which this analysis, synthesis and reflection undertaken during periodic review connects with the learning experience of all students. An opportunity has been identified for further incremental reflection on issues and departmental responses raised within Student-Staff Liaison Committees (SSLCs) in the intervening period between reviews. To support this, the Group are currently reviewing the inclusion of a student-led reflective document in the evidence set considered by forthcoming review panels. Complementing this, USSA is updating current student rep training and plans to schedule student reviewer training pre-Christmas to meet requests from Faculties for student reviewers; with support from with the University, USSA are also looking to increase the existing pool of trained student reviewers and the revised policy will include specific question for the student reviewer to bring forward at the proposed panel pre-meeting (see: 3.1.7). The engagement of students in the full review process and the institutional expectations for sharing of key messages will be articulated within the revised policy and procedures. Furthermore specific guidance on addressing the student experience will be provided on key questions for the panel, informed by the student profile for the reviewing area, for example, proportions of undergraduate, postgraduate taught and postgraduate research students.

- 3.1.7. Reflections upon the method and preparation for the Enhancement Led Institutional Review 3 process and the operation of the visiting ELIR team have also informed the draft recommendations of the Group. The revised policy and procedures will therefore mirror key elements of ELIR reviews to incorporate: expectations of review format (in accordance with size of department/subject area); expectations for formal pre-meeting and meeting schedules and associated timescales; and clear indication of the information and data set which has underpinned the review, including a preface/checklist to ensure appropriate reference to supporting documentation is included in the report. Finally, the self-evaluation document should be sub-divided into appropriate sections with signposting to underlying data and background information to enable the panel members to focus on specific aspects of learning and teaching.
- 3.1.8. The Group will recommend to Senate that the University retains the current practice of holistic Internal Review of Learning and Teaching, in the context of teaching, research and management and the interaction between these functions, with the following stipulation: there will be minimum expectations for the time allocated to learning and teaching, proportionate with the size of the unit under review, to ensure parity across the institution. The inputs and outputs of the process *must* produce demonstrable consistency in emphasis on teaching and learning and the student experience, as articulated through the elements described in 3.1.7. This must be evident through the resultant reports considered by the University's formal committees and for onward scrutiny. This will be defined within the revised policy in line with sector expectations, articulated within the UK Quality Code for Higher Education and the broader Scottish Quality Enhancement Framework.
- 3.1.9. Prior to submission to Senate, the revised policy and procedures will be shared externally with a 'critical friend', who has knowledge of existing procedures and the institution, ahead of final drafting for formal endorsement by Senate in September 2015, for application within reviews taking place after that date.
- 3.1.10. The effectiveness of the new approach will be monitored through the following mechanisms: revised policy and procedure to inform annual QAA meeting (September/October 2015); reflection of review process incorporated in to QAC schedule of business for 2015-16; and feedback on 2015/16 reports to be scheduled with critical friend (end 2015/16).

Assessment and feedback

- 3.1.11. *Continue to progress work to enhance assessment and feedback policy and practice. The University is asked to place particular emphasis on the scheduling and sequencing of assessments and the related feedback, making the policy explicit to students.*
- 3.1.12. At the time of the institutional visits, the University highlighted the work of an Assessment and Feedback Working Group, which delivered a revised *Policy and Procedures for Assessment and Feedback* for endorsement by Senate in March 2014. Continuing our commitment to enhance all aspects of assessment and feedback practice, a further suite of guidance has been produced to augment the policy and encourage widespread uptake of positive practice. The suite includes guidance on: providing feedback to large classes; the use of computers in examinations; use of Turnitin; online assessment submission and a revised policy on invigilation of examinations.
- 3.1.13. Supplementary to formal policy and guidance documentation, the focus of the Working Group in 2014-15 has been to *put policy into practice*. This has been supported through the development of a resource base, working with student interns and staff to produce good practice guides, including a student-led guide to develop students' understanding of

assessment and feedback.

- 3.1.14. In June 2015, the University will launch the new *Strathclyde Teaching Excellence Programme* and community of practice, developed to complement existing HEA-accredited formal staff development degree course. The programme will be comprised of master-classes targeting key priorities for the institution, including enhancing assessment practice.
- 3.1.15. In March 2014, the consideration of the revised Policy and Procedures on Assessment and Feedback prompted reflection in Senate on wider assessment practices and challenges. The following areas were highlighted for further investigation: the timing of the semester 1 examination diet; the timing and role of Boards of Examiners; 'exam bunching' and assessment load; and accommodating students with additional needs. The ELIR Outcome Report served to reinforce the requirement to consider the effectiveness of all our assessment processes.
- 3.1.16. The ELIR panel's recommendation on Assessment and Feedback, has been considered alongside a further 'area for development' to *continue to explore opportunities for increased curriculum flexibility*, and the wider context of the University's strategic aims to increase and diversify our population. The outcome of this has been the recommendation by our Education Strategy Committee that the University should review the shape of our academic year. The vision and scope for this work has been refined during 2014-15 and is intended to deliver recommendations for consideration in 2015-16.

Curriculum flexibility

- 3.1.17. *Continue to explore ways in which there can be increased flexibility to enable more students to engage in the types of innovative and active experiential learning that the University is providing.*
- 3.1.18. The recommendation to extend curriculum flexibility to enable more students to engage in innovative and active experiential learning is right at the heart of our education strategy. It forms the essence of the student experience: the intersection between the University environment, technical infrastructure, pedagogic innovation and our commitment to producing graduates who are engaged, enterprising, enquiring and globally, culturally and commercially aware.
- 3.1.19. The ELIR Technical Report recognised the University's strength of strategic emphasis on experiential learning and research-teaching linkages and encouraged the University to explore ways to enable students to further engage in these types of learning activities (for example Vertically Integrated Projects). A number of strategic and operational activities are underway to facilitate this. The shape of the academic year project (3.1.16) has *increasing the opportunity for flexibility* as one of the key aims, alongside the focus and structure of our assessment activities. Our focus on widening participation and access throughout the learner journey is also shaping our plans for increasing flexibility across our student population (highlighted in 4.1.4). These strategic initiatives will have important ramifications in the operational implementation of our supporting infrastructure, including timetabling, IT and student systems.
- 3.1.20. Curriculum flexibility has been a priority for the Learning Enhancement Committee (LEC) in 2014-15 and will continue to inform development and enhancement work in 2015-16. We have reflected upon this in the widest sense, considering the requirements of our technological infrastructure for increasing capability and capacity, in order to ensure we have a *fit-for-purpose* environment which facilitates academic innovation and supports student success.

- 3.1.21. In January 2015, the University's Strategic meeting of Senate concurred with the need for continuous investment in learning and teaching technology, reflecting on the gains delivered through the Unified VLE, alongside the emerging lessons learned and opportunities from our partnership with FutureLearn and our strategic MOOC pilots. Combined with the enhancements in the delivery of 'realtime' online searchable student profiles and data (through the Strathclyde University Business Intelligence Reports and Dashboards (SUnBIRD) project) and the forthcoming implementation of the new Student Information Management System (SIMS) project, we are better placed than ever to deliver greater flexibility and opportunities for innovation across learning and teaching.
- 3.1.22. While technological innovation and infrastructure are key enablers, the committee has also reflected upon examples of curriculum flexibility at the disciplinary level and considered the factors required to be in place to increase these opportunities. This has resulted in the articulation of shared *vision for learning flexibility* - one which *affords multiple opportunities to support our students in becoming engaged, enterprising; enquiring; ethically, culturally and globally aware while taking advantage of international, commercial, industrial and public sector partnership opportunities*. Principles for high quality flexible learning have been drafted, which will form the basis for reflection on all our enhancement projects going forward – in order to ensure we are promoting a joined-up vision of increased learning flexibility.
- 3.1.23. In support of this vision for learning flexibility, the LEC recently approved a proposal to develop a strategy for technology enhanced learning, underpinned by the principles of flexibility to extend the opportunities of innovative and active experiential learning to our increasingly diverse population. The development of the strategy and accompanying action plan will form a significant part of the committee's work in 2015-16.

Embedding graduate attributes in curriculum design

- 3.1.24. *Make more explicit reference to the University's redefined graduate attributes (the 4Es – engaged; enterprising; enquiring; ethically, culturally and globally aware) in the development of the new online Course and Class Approval Process (C-CAP). This would ensure that the graduate attributes are embedded in the curriculum and would promote student awareness of their importance in learning and teaching.*
- 3.1.25. The university recognised the need for more widespread and explicit reference to our graduate attributes and is reviewing the mechanisms through which this should best be achieved. The Panel recognised that our students' experience resonated with the core messages of our graduate attributes, but that there was limited awareness of the terminology.
- 3.1.26. At an institutional level, the graduate attributes will be reinforced through our refreshed University Strategic Plan for 2015-20. The Plan includes a performance measure focusing on graduate employment/further study. A wider set of sub-measures underpinning the student experience part of the plan will be developed through Education Strategy Committee in 2015-16. A sub-group of ESC is currently reviewing a framework for collating and monitoring our student experience and opportunities across the following areas: international, internships and industry, which will directly underpin more explicit communication of opportunities in the context of graduate attributes.
- 3.1.27. Supplementing this activity, related policy and curriculum design guidance materials will be updated, including course and class approval documentation. This will be developed in preparation for wider changes to the course and class approval process which will be realised through the implementation of the Student Information Management System (SIMS) project;

work with the commercial supplier will commence in summer 2015.

Postgraduate research staff-student contact

3.1.28. *Promote the equivalence of the postgraduate student experience across the institution by developing an approach to staff workload planning that recognises all aspects of learning and teaching, including research student supervision.*

3.1.29. This issue is being addressed in consultation with the Vice Deans Research to ensure that the application of policy is aligned with institutional expectations, outlined within the University's Policy and Code of Practice for Postgraduate Research Programmes. Disciplinary areas are to report on application in practice and report back to the University's Quality Assurance Committee for September 2015.

3.1.30. Supplementary to this specific monitoring exercise, further opportunities for continued enhancement of the wider experience of the postgraduate research student are being taken forward through the University's Researcher Development Strategy and action plan, under the remit of our Researcher Development Group (see also: 4.1.6).

4. Embedding areas of positive practice

4.1. The Outcome Report identified eight areas of positive practice, which we continue to build upon and use to inform ongoing enhancement priorities and projects.

Development and communication of a clear strategy and vision and Staff engagement in institutional strategy

4.1.1. The University has a strong vision and strategy which has been clearly articulated across all areas of business. The key themes underpin strategic planning processes at all levels: institutional; faculty/department/service; and individual. This cohesion in core message permeates all our activities (operational and strategic) and has facilitated the focusing of efforts and resource on key institutional priorities. Staff engagement with and commitment to our vision and strategy is further reinforced through our University values and the recent introductions of the Strathclyde Medal Awards in recognition of staff who consistently demonstrate the University's values in their work and relationships.

4.1.2. A refreshed University Strategic Plan, covering the period 2015-2020, has recently concluded its consultation phase. This plan provides the University's community with a framework to build on our position as a leading international technological university. The refresh, which retains the core strategic themes and accompanying measurement framework, has provided opportunity to refine the education strategic aims and objectives and rearticulate our overall vision for education and the student experience.

4.1.3. In reviewing our strategic aims and objectives, the Education Strategy Committee has utilised the model for reflection on the learner journey, which also underpins our engagement in the QAA Enhancement Theme on Student Transitions, to reflect on high level objectives which support successful transition in to, through and onward from our institution.

Approach to widening participation

4.1.4. Our commitment to widening participation has recently been reinforced with the articulation of a broader vision for widening participation and access which, aligned with the strategic plan refresh, outlines a framework which follows the learner journey. Widening participation is viewed in the broadest sense, including all aspects of under-representation. To continue enhancement of how we plan, implement, monitor and evaluate these activities, the University Executive Team has recently endorsed a framework for mapping against three core underpinning principles: The Learner Journey Model; Harnessing Technologies; and Vertical Enhancement. The implementation of this will be monitored through Education Strategy Committee.

Support for innovation in learning and teaching

4.1.5. The ELIR panel recognised our culture of encouraging and supporting teaching initiatives that enhance the student learning experience. Continued enhancement and extension of this practice has been the focus for our Learning Enhancement Committee during 2014-15, as outlined in section 3.1.20. The launch of the University's Strathclyde Teaching Excellence Programme, alongside the implementation of a vision and strategy for technology enhanced learning, underpins our commitment to extending and supporting this culture.

Researcher Development Programme

4.1.6. Enhancements to the programme and availability of provision continue through the work of the Researcher Development Group (RDG). The RDG recently consulted on a refreshed Researcher Development Strategy and Action Plan 2015-18, reporting in to the University's Research and Knowledge Exchange Committee. A short life working group is to be established to work with faculties to inform developments within the Researcher Development Programme and supplementary support from the Organisational and Staff Development Unit.

Support for Student Mobility

4.1.7. The University is continuing its commitment to enhancement of student mobility and the broader student international experience through the development of a framework to systematically collate, maintain and review data associated with the student experience. A sub-group feeding in to the Education Strategy Committee will deliver recommendations to inform the development of high level measurement of our activity, in addition to wider operational system and process requirements for this area.

Data analysis and reporting of information from external examiners and student surveys

4.1.8. Continued enhancements to the process of external examiners reporting have been delivered to support effective and timely use of the key messages and analysis from reports. The external examining process continues to inform wider quality assurance work, including that of the Internal Review Working Group, Annual Faculty Reports and reflections on our assessment and feedback processes.

4.1.9. A local re-structuring within the Student Experience and Enhancement Directorate has facilitated the move of the Student Surveys Team from the 'Student Experience' area into the Education Enhancement team, which oversees institutional educational strategy, quality assurance and learning enhancement activities. This has provided an opportunity for reflection upon the onward analysis and reporting on our suite of surveys, linking in with strategic planning and staff development priorities. This took effect in January 2015.

Peer review in annual quality monitoring

- 4.1.10. The ELIR team recognised the effectiveness of our cross-faculty peer review in annual monitoring and reporting processes. This practice continues in our annual quality monitoring activities and has informed the dialogue and proposals within the work of the Internal Review Working Group (see: section 3.1.5). Greater focus on the inputs to our internal review process, across the faculties and sharing effective local practice, has informed the recommendations for the forthcoming revised policy and procedures for institutional review. Peer review in student facing support services will also be considered by the Education committees in 2015-16, in line with the recommendations of the Technical report.
- 4.1.11. More broadly, cross-faculty engagement in the identification and sharing of good practice has been a key feature of many other activities over the past year, including the development of the Student Transitions Network, the continued development of a distinctive approach to Widening Participation and Access, and the development of a resource base for enhanced Assessment and Feedback practices. Continued enhancement to this culture of identifying and sharing good practice will be supported through the Strathclyde Teaching Excellence Programme and the accompanying community of practice, to be launched in June 2015. Monitoring of the effectiveness of these initiatives will be ongoing through the Education Committee structure and reporting method.

5. *Final commentary and future plans*

- 5.1. The process of preparing for, engaging with and evaluating the outcomes of ELIR 3 has been an important driver in continuing to enhance our ongoing quality assurance and enhancement processes, the functions of our committees and the onward connections with schools, departments, faculties and professional services.
- 5.2. Looking ahead to 2015-16, in addition to the ongoing projects already reported within sections 3 and 4, the following activities will form part of our approach to ongoing enhancement of the student experience:
- 5.2.1. There will be continued focus on the development of a framework, through Education Strategy Committee, to monitor data and activity underpinning our objectives and strategies for delivering an *outstanding teaching and student experience*. This will inform our activities across internationalisation, widening participation and delivering a distinctive student experience *throughout* the learner journey.
- 5.2.2. A focus on the management and review of student data and the impact of our Education strategy will continue through the committees. This will be supported through a refreshed approach to our cross-institution student survey reporting (supported by the organisational restructure of the surveys team (see: 4.1.9); and the continued development of SUnBIRD (referred to in section: 3.1.21) and the delivery of retention, progression and outcomes online data views to complement the student profile views enabling the monitoring of a wide range of data, facilitating further reflection upon the characteristics of our student population and implications for future enhancement activities.
- 5.2.3. Complementing our enhanced knowledge of our population through SUnBIRD, we also plan to further our understanding of the student learning experience through the undertaking of a learning analytics pilot. We recognise that the range of student data now captured within our student systems provides a Strathclyde student data “footprint” which can provide useful indicators of the student learner journey. By reviewing and potentially integrating the

information available, we have identified an opportunity to enhance the student experience by providing information to improve student retention, performance and success. The intended outcome of the pilot is to inform a strategy for utilisation of learner analytics in support of the student experience and the learner journey at Strathclyde, being mindful of the ethical, legal and pedagogic issues to consider in this area.

- 5.2.4. Reinforcing the links between Education Strategy Committee and other strategic areas will remain in focus. By example, the monitoring of work underpinning the Equality Outcomes 2013-2017 and Athena SWAN action plans will be reinforced through enhanced reporting between the University's Equality and Diversity Strategy Committee and the Education Strategy Committee, from 2015-16 onwards. This is to ensure that the underlining principle that all students have equal opportunity to thrive at the University is embedded in all that we do.
- 5.2.5. The Technical Report highlighted our long-term engagement with the QAA national Enhancement Themes. This has continued in 2014-15 with widespread engagement in the new theme, *Student Transitions*, the development of a Student Transitions Network and informing the aims within our strategic plan refresh. Wide spread engagement and sharing of good practice in this area will remain a focus for 2015-16, augmented by two recently successful applications under the HEA 'Supporting successful student transitions' grant.
- 5.3. The key messages highlighted within the ELIR Outcome and Technical Reports have provided a pivotal framework to our strategic priorities for education over 2014-15; aligning with our self-evaluation and coalescing with our high level strategic plans for education. The review outcomes have proved a timely external reflection on our progress to date and serve as an important driver for action into 2015-16, as we seek to embed the revised approaches to enhancing our processes developed over the past year.

QAA1294 - July 15

© The Quality Assurance Agency for Higher Education 2015
183 St Vincent Street, Glasgow G2 5QD

Tel: 0141 572 3420

Email: enquiries@qaa.ac.uk

Website: www.qaa.ac.uk

Registered charity numbers 1062746 and SC037786