



University of the Highlands and Islands

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

September 2017

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.



Enhancement Led Institutional Review University of the Highlands and Islands One year follow-up report

Introduction

The university found the ELIR review process highly useful, and welcomed both the positive overall judgement and the ELIR reports, which highlighted many areas of good practice and recognized our ongoing enhancement work in partnership with our students. The recommendations on areas for development were valuable, and broadly affirmed and supported our enhancement plans and priorities for the coming years.

The outcomes and reports were disseminated widely throughout the university partnership, including academic committees at all levels, the students' associations and the student body, academic partner (AP) structures, staff and practitioner groups, and other stakeholders. The reports were made available via the university website, and promoted through internal newsletters and social media channels.

The Quality Assurance and Enhancement Committee (QAEC) is responsible for overseeing our ELIR response and action planning. The ELIR Steering Group, established to coordinate preparations for the review and led by the Academic Registrar, met to give initial consideration to the areas of positive practice and areas for development in the Technical Report, and to advise QAEC how these might be taken forward. Topics were presented in a table structure, with recommendations grouped together thematically where appropriate, and mapped to numbered paragraphs in the Technical Report for ease of reference. In many cases, the topics could be explicitly aligned with initiatives and activities already underway through existing Quality Monitoring themes and workstreams. QAEC assigned each topic to a senior management lead to determine how it should be taken forward, how it might integrate with and influence current and planned initiatives and activities, and to report on progress to QAEC. Members were also asked to consider opportunities for building on and extending areas of positive practice. QAEC requested initial progress reports in December 2016, and a subsequent update in June 2017, so that it could be assured that all areas were being addressed on an appropriate timescale. The annual discussion with QAA Scotland took place in March 2017, providing a useful opportunity for sharing progress to date.

The Highlands and Islands Students' Association (HISA), including the Depute Presidents and class reps in each academic partner, are actively contributing to and influencing a range of the developments outlined in this follow-up report, some of which are reflected in the Student Partnership Agreement. Student representatives on QAEC and other committees have a key role in both contributing to the drafting of the follow-up report, and dissemination to the student body.

Key developments in the university since the ELIR team visit

We were advised in June 2017 that the university had been granted research degree awarding powers (rDAP), this formal confirmation having been delayed due to other parliamentary priorities. We have been preparing for rDAP for some considerable time, and regulatory and operational process arrangements for implementation are already in place to support a smooth transition. We are delighted that the majority of eligible research students have chosen to transfer their registration in order to achieve an award from the University of the Highlands and Islands.

Our senior management team has been strengthened by identifying a number of new Vice Principal posts, bringing expertise and perspectives from within the partnership to focus on our strategic plan objectives. Remits include internationalisation, further education, work-based learning, and our development as a tertiary institution, providing dedicated strategic direction in these key areas, relevant to this follow-up report.

The new Learning and Teaching Enhancement Strategy 2016-17 – 2020-21 (LTES) was approved in June 2017 following extensive consultation (already in progress at the time of the ELIR visit). The strategy has been developed to align with our strategic plan, addressing the dimension of 'Our Students' in particular, and is orientated towards current and emerging educational developments and practices in the tertiary education sector. The strategy is intended to provide a 'common language' for the recognition, development and sharing of good practice across the university partnership, and reflects both areas of existing strength and areas for development, with a set of implementation actions and objectives across its five year timescale.

Working in partnership with students

HISA has become increasingly well-established, with an expanded staffing base supported by the university, and a successful election for the 2017-18 officer and depute president positions. The separate students' associations at our two largest academic partners decided to merge with HISA, a further indicator of its progress. The ELIR team commended the strong sense of belonging and community among students in our distributed structure. Nonetheless, student survey feedback continues to reflect low awareness and/or satisfaction with students' association activities, and below average on the new NSS Learning Community question, so this is an area of ongoing focus. The Class Rep Group (CRG), comprising HISA staff and officers and university staff has been established to support and expand the class rep structures throughout the partnership, for example through development of an online training module to ensure a higher percentage of class reps are trained each year. HISA also carried out a class rep mapping project which documented the different structures in place at the different partners, to inform a developing vision of what future structures should look like.

Each year three themes for the Student Partnership Agreement (SPA) are agreed jointly between the university and HISA which we work on together over the course of the year. In February 2017, HISA's Regional Council included an SPA session which generated a shortlist of six potential themes for 2017-18. All students were invited to rank these in an online poll. The top three were Mental Health, Learning Resources and Sustainability and the environment, and these themes were endorsed by QAEC. The university has identified mental health support services as the focus of its next service review, as part of its commitment to this theme. A joint working group between the university and HISA has been established as an ongoing mechanism to oversee progress on the SPA, reporting into respective committee structures (the student engagement practitioners group and QAEC for the university). It is chaired by a HISA staff member (to support continuity year on year) and the university lead is the Student Engagement Manager. The working group agrees a set of activities for each theme (which may extend over more than one year) including evaluation and gathering evidence of impact.

In 2017-18, a fixed-term Student Experience Working Group will be convened, co-chaired by the HISA President and Dean of Students, with a majority student membership. Its remit is to take an evidence-based approach to a review of the student experience, at all levels of the curriculum; to identify areas of required improvement; and to identify ways in which the student experience could be enhanced. It will report to the university Senior Management Team and Partnership Council in January and May 2018.

The university and HISA will continue to use student satisfaction surveys to evaluate impact, both on awareness and recognition of the students' association generally, and in relation to the identified SPA themes.

Analysis of NSS and PTES survey outcomes is undertaken by the Quality Enhancement Impact Officer and Student Engagement Manager; institution-level reports are disseminated widely to curriculum managers, programme leaders and quality managers, and considered by QAEC and other committees. More detailed programme-level and AP outcomes, including free text responses, are made available to relevant programme leaders and managers. The Dean of Research and the Research Degree Committee is responsible for the analysis of PRES outcomes and trends, and taking forward appropriate actions, also overseen by QAEC.

The NSS Strategic Steering Group, chaired by the Deputy Principal and meeting 3-4 times a year, has been convened to provide leadership on institution-wide strategies to improve NSS satisfaction

scores. As this PI forms one of the critical performance indicators in our strategic plan, the group reports to both QAEC and University Court. The Deputy Principal leads dialogues with faculty deans and AP senior managers to review NSS outcomes, and agree action plans at the appropriate level to address areas of lower student satisfaction, where this has fallen below benchmark. Targeted areas and programmes are required to report on progress to the NSS Steering Group in January and May each year. In most cases, this targeted and high profile approach to action planning, based on in-depth analysis of NSS data, has seen a positive impact on subsequent results, so this will be continued.

Student representatives also provide formal and informal feedback and evidence to course committees and in AP staff:student fora. Reflection and comment on student feedback from all sources is an explicit element in self-evaluation documents (SEDs) at each level (programme, Subject Network and AP) within the annual monitoring / action planning cycle, overseen at institutional level by QAEC.

Student communications and closing the feedback loop

Led by the Dean of Students, the university has developed an annual cycle of activity related to student surveys and how we respond to them. While this is primarily scheduled around the NSS, it also supports our efforts in improving our communications to all student groups and closing the feedback loop more effectively. In the last 18 months we have sought to link institutional-level actions more explicitly to student feedback. We have added further website information about the different student surveys we operate, and examples of specific actions taken in response, highlighted through posters and webpages, and links sent to students. APs use the 'You said, we did' approach to highlight local developments and changes on noticeboards, rolling screen displays in public areas, social media posts and college webpages. We are supporting HISA in strengthening class rep structures across the partnership, and engaging these key individuals to communicate directly with the student body about actions.

During 2016-17, the NSS Operations Group (chaired by the Dean of Students) organised and led a number of staff events emphasising the need to ensure that students are aware of the value we attach to their feedback, and the actions that have taken place as a result of previous feedback. These included our first partnership-wide NSS staff conference in September 2016, and several Programme Leader workshops held in APs to enable targeted discussion of specific programmes. The second NSS staff conference was held in September 2017 focussing on using NSS for enhancement, again with external speakers to share good practice from elsewhere in the sector. At the ICT service review in May 2017, there was extensive discussion about closing the feedback loop to students, and an appreciation by ICT staff that this was an area for further development, leading to recommendations to review student communications. The Head of Learning and Information Services (LIS) will report progress on this action to QAEC by May 2018.

The operation of the Red Button, an informal problem resolution and feedback mechanism, was recognised by the ELIR team as a valuable feedback device. During 2016-17, the Student Engagement Manager has worked with AP quality managers on further awareness raising about the purpose and impact of the Red Button, through local promotion and information in college-based materials. AP quality managers have also been more frequently involved in the investigation and resolution of issues raised. Examples of issues raised through the Red Button, and actions taken as a result, are posted on the website and refreshed periodically, and have featured in the monthly student e-newsletter.

We seek to ensure students are informed about our quality framework, how they can get involved through representative roles and how their feedback influences decision-making. Programme Leaders and AP quality managers provide information in student handbooks and at induction, working in partnership with HISA and class reps, and students are also signposted to information on the website. Responding to a recommendation from the ELIR team, a Sharepoint site accessible to all HE students and staff has been set up for external examiners' reports to provide improved transparency. Reports for 2016-17 are being tagged and uploaded as they are received, while previous years' reports are being transferred from the current shared folder in a phased approach. This will be launched in 2017-18 and promoted via the student portal and newsletters, again working in conjunction with HISA and class reps.

As outlined above, we will continue to use student satisfaction surveys, in particular NSS, PTES and PRES questions relating to the student voice, to monitor how effective these measures are, drilling down to programme and AP level. Survey data will continue to be triangulated with other sources of student feedback such as class reps and liaison with HISA.

Student retention and support

The non-continuation strategic working group (NCSWG) was convened in December 2016 to provide an institutional focus for student retention, and coordinate a number of process, data and student support initiatives to improve HESA and internal non-continuation outcomes and performance indicators (PIs). The HESA non-continuation PI forms one of the critical performance indicators in our strategic plan, so the group reports to both QAEC and University Court. It is chaired by the Deputy Principal, and meets three times a year, with the following remit:

- To monitor non-continuation rates;
- To provide strategic guidance to improve (a) published HESA non-continuation rates and (b) internal non-continuation rates;
- To request and monitor actions to improve student retention, and to evaluate the impact of these.

It is extremely encouraging that the most recent HESA non-continuation statistics showed significant improvement on the previous year, and we are now at or better than benchmark. Data management and internal monitoring processes are robust, as evidenced through accurate forecasting of HESA outcomes. However, early withdrawal and non-progression rates (ie students exiting with lower level award) are areas requiring continuing effort. One of the developments being led by NCSWG is an internal Student Success KPI focussing on retention and achievement, which will be meaningful across the wide variety of HE programmes and student groups (eg part-time, HN, unstructured pathways).

In 2017-18, the Academic Registrar and AP quality managers will pilot a more longitudinal approach to programme level monitoring, with structured review stages during the academic year to enable more timely interventions and targeted support if required. Following evaluation of the pilot and review by QAEC, it is anticipated that this will be rolled out further in AY 2018-19.

A programme of work led by the Head of the Learning and Teaching Academy focused on identifying and operationalising an extended set of student engagement indicators will be taken forward in 2017-18. The indicators will be used to identify and offer responsive support to students 'at risk', in addition to enhancing our evidence base relating to student engagement. Our work in this area will be central to institutional activity for the new Enhancement Theme relating to evidence-based practice. As part of our engagement with the Transitions Enhancement Theme, we funded a number of research projects focussing on topics supporting successful transitions, and leading to improvements in retention. These include enhanced online induction materials, and supporting students progressing from HN to degree study.

Student support, both academic and pastoral, continues to be a strength and an important factor influencing retention, as evidenced through student feedback across all groups giving positive feedback on areas such as assessment, tutorial support and advice services. The ELIR team also highlighted our proactive and multi-faceted approach to widening access, including continued support after admission. The Personal Academic Tutor (PAT) system is well-embedded and effective, and we reviewed the role description during 2016-17 to ensure that this key element of student support is delivered as consistently as possible for all students. The forthcoming workstream relating to mental health, in partnership with students, also forms part of our strategy to support students throughout their learner journey with us.

Reflection and comment on student retention, progression and engagement indicators is an explicit element in self-evaluation documents (SEDs) at each level (programme, Subject Network and AP) within the annual monitoring / action planning cycle, overseen at institutional level by QAEC.

Learning, teaching and assessment

The implementation of the new Learning and Teaching Enhancement Strategy will provide the platform for the review of the Blended Learning Standards. A key objective for 2017-18 is to "Revise the existing Blended Learning Standards into new Learning Standards which provide specific guidance on designing and facilitating learning and teaching in the areas of practice covered within the values [of the strategy]". It is acknowledged that one of the challenges to wider uptake of the Blended Learning Standards is the title "Blended Learning", as some staff have understood these to apply only to online or video-conference (VC) learning and teaching, rather than all modes of delivery. The adoption and embedding of the revised Learning Standards, led by the Head of Academic Development, will be a key focus of the mid-point evaluation of the LTES to be undertaken in 2018-19, and for which a range of adoption and impact indicators will be employed.

Student-facing Information and Communication Technologies (ICT) services formed the focus of the student support service review in May 2017. This was a wide-ranging review, including VLE and VC as key areas impacting on student experience, also discussed during the ELIR review. The review

identified a number of strengths and recommendations for the Learning and Information Services (LIS) team and the university partnership more widely. These include establishing a minimum set of service standards to ensure an agreed level of consistency across the network, with KPIs linked to the strategic plan. A communications strategy for staff and students about the implementation and training materials relating to new and existing ICT products and services will be developed, and improving feedback to students about actions taken in response to user surveys. An action plan will be submitted to QAEC in autumn 2017 to set out next steps across all the review outcomes, including potential staff development needs for digital skills linked to the values articulated in the LTES regarding the use of technology.

One of the SPA 2016-17 workstreams focused on the Blackboard VLE and IT issues, picking up on student concerns, and facilitating further student input into the service review. HISA met with LIS representatives to identify where they could work together to seek improvements. The LIS team have implemented a programme of improvements to the VC service during 2016-17. The helpdesk service has been restructured to respond more quickly to resolve basic VC issues, and VC service guide leaflets have been refreshed. Fixed dial-in codes and 'pre-start' scheduling for timetabled classes have been introduced to enable students to join more easily. The VC timetabling team has been created to coordinate the planning of VC activity across the network, working with academics and room bookers in each academic partner to ensure classes are sympathetically scheduled, taking into account related programme activity, room availability and bridge capacity. A new desktop VC client has been successfully trialled and will be introduced as the main VC client for AY 2017-18. Additional capacity has been added to the VC bridging system, allowing more concurrent conferences. We are continuing to upgrade data connection capacity to our sites when new links become available under the Scottish Wide Area Network (SWAN) roll out. We have also refreshed the local area network at five AP sites to increase capacity and resilience. Procurement of the next generation VC service is underway for AY 2018-19, giving greater flexibility to increase capacity as and when it is needed. The success of these measures is monitored through the volume and nature of helpdesk requests, and issues reported via the Red Button. These show a downward trend overall, and there were virtually no VC code changes in Semester 2 of 2017-18 (an indicator of disruption). The VC timetable planning process is smoother and classes are being scheduled and inputted into the VC system earlier than before. Together with improved communications to students outlined above, it is anticipated this will result in higher student satisfaction relating to course organisation and management.

The Head of LIS has initiated a VLE review to evaluate the institutional VLE (FE and HE) provision and associated technologies informed by strategic drivers, delivery models, pedagogy, and student requirements. Student representatives are members of the review steering group and will be fully engaged at all stages of the review. The review, reporting to QAEC and Partnership Council, should lead to the selection and implementation of a flexible learning environment suited to our tertiary educational needs and requirements, thus future proofing fully online and blended curriculum delivery.

Within our assessment feedback and feedforward policy, overseen by the Head of Academic Development, there is a clear expectation that marking criteria, assessment format, submission requirements and the feedback/feedforward return date will be published in the module handbook, on VLE and/or other module materials, as appropriate, at the outset of the module. Implementation of the policy is being actively monitored through the subject network leaders, in annual SEDs, and through normal approval and review processes. In responding to comments raised by students during the ELIR review, we have undertaken an initial sampling of modules across all areas of provision to ascertain the consistency of provision of marking criteria specifically. This will be extended to a more extensive audit in 2017-18 as part of the assessment feedback and feedforward policy implementation plan, which will review assessment briefs and feedback sheets. Where there is variability beyond the guidance parameters, and/or there are areas where student feedback indicates lower satisfaction or non-compliance, programme teams will be required to address this within their action plan. Through induction and other student communications, we continue to reinforce student understanding of criteria and their use, and the types of assessment feedback they should expect. We will monitor closely student satisfaction indicators in relation to assessment and feedback, given that this is an area which students tend to rate less positively at national level. This will be both through programme and module level annual monitoring, and the evaluation of the assessment and feedback policy and LTES, reporting to QAEC. It is encouraging that the 2017 NSS results indicate we are performing 3% above the Scottish sector for Assessment & Feedback, with responses to the items concerning feedback being the most positive. The PTES survey also showed we scored strongly on thematic areas relating to assessment and feedback.

Staff development

As part of the university's change programme for 2017-18, the Principal has established a fixed-term Staff Project Group, reporting to the Senior Management Team and Partnership Council. Its remit is to explore and make recommendations for enhancing staff experience and organisational culture, based on the findings of the 2016 staff report, and reflecting the ELIR recommendation for a more coherent and coordinated approach to support greater alignment of professional development activities with institutional strategy. Key areas for consideration include:

- Further alignment of university and AP strategy, identity and brand
- Development of a common partnership-wide staff induction.
- Identify mechanisms to further develop communities of practice and peer to peer interaction.
- Development of a model for job-shadowing and role-sharing which improves the experience of staff across the partnership, including further development of communities of practice.
- Development of a stronger research/scholarship culture across the institution which fully relates to our tertiary nature.

The Learning and Teaching Enhancement Strategy, which was in development at the time of the ELIR visit, was formally adopted in 2017 following extensive consultation. One of the values in LTES is Supporting Professional Development in learning and teaching and sets out our strategic approach to staff development, drawing on expertise and resources across the partnership. In 2016-17, we commenced alignment of current and planned professional development opportunities in learning and teaching with the values of the strategy. This ongoing work includes the activities of the Learning and Teaching Academy and other professional development opportunities in learning and teaching, including educational scholarship and research, provided by the university centrally and within academic partners.

ALPINE (Accredited Learning, Professional development and Innovation in Education) is our professional recognition framework for recognising good practice and innovation in learning and teaching, learning and teaching support, and educational leadership in higher education, aligned with the Higher Education Academy's UKPSF. ALPINE is a key element in supporting the LTES, and several rounds of recognition panels have taken place during 2016-17. ALPINE has, to date, resulted in the award of 63 Fellowships and seen our total number of Fellows increase to over 200. This includes a significant increase in the number of Senior Fellows (from 1 to 31), and the awarding of 2 Principal Fellowships with several other applications for PFHEA currently in progress.

We held the inaugural university Learning and Teaching Conference in June 2017, co-hosted by one of the APs and the Learning and Teaching Academy, timed to coincide with the formal launch of LTES. Organised around the themes of Informing, Inspiring and Innovating, the well-attended conference featured a range of presentations, interactive workshops and discussion sessions to share good and emerging practice, and to highlight and promote professional development opportunities. The award-winning Educational Development Unit (EDU) showcased a number of projects where they have provided training to support staff in delivering online teaching.

With respect to establishing and further developing research-teaching linkages, also embedded within LTES, several module and programme teams are involved in a three year project to embed a range of research-based learning and teaching approaches across disciplines, and to evaluate their effectiveness. A key output of the project will be a toolkit of guidelines and exemplars to support the embedding of research-teaching linkages across our provision.

We have acted to address the training needs of our doctoral students in a number of areas, including further development of the pilot 'training to teach' sessions already running. We plan to deliver an annual practical training workshop focussing on an introduction to the basics of HE teaching, informed by the outcomes of the national Focus On PGR Student Experience theme. The session will be available to attend in person or by VC; and recorded and thus made available to students at any time, and to return to as needed. It will be delivered by experienced staff across the partnership, covering different discipline backgrounds, and including face-to-face, digital mediated/VC-based delivery, tutorials, and introduction to methods of assessment. The content of this introductory workshop can then be expanded at the local level according to the needs of each student's discipline, and in the context of their AP. The workshop will be compulsory for all PGR students wishing to teach (if not already staff members), and a detailed programme will be prepared for delivery in early 2017-18.

Employer engagement and employability

Our employer engagement strategy for 2017-22 was approved by Partnership Council in spring 2017. It is an umbrella strategy entitled "UHI for Work and Enterprise" which aims to enhance connections

between our curriculum and employers and the workplace, and to work with public and private sector partners to identify and address local and regional skills needs. There are three broad operational areas: the student journey, research and innovation, and workforce development and continuing professional development (CPD).

The Student Journey aspect relates directly to the Learning for Employment value in the LTES, articulated as opportunities for students to engage in learning activities and experiences that will help them to transition into the working environment. This aspect includes placements/internships, curriculum design and assessment, PSRB accreditation, employability skills and graduate attributes, and entrepreneurship / intrapreneurship. Programme teams and the Careers and Employability Centre (CEC) will have key roles in activities in these areas, and an operational plan will be developed in Summer/Autumn 2017. There is opportunity for significant expansion of apprenticeship provision across the university partnership's tertiary spectrum, led by the Work Based Learning Hub. This will include the development of foundation and graduate level apprenticeship programmes to complement the more established modern apprenticeship arrangements already in place. The implementation of the strategy will be overseen by a Programme Board with senior management from across the university partnership, reporting into academic, quality and planning committees as appropriate. Central to this delivery is the use of a Customer Relationship Management (CRM) system, which will allow the activities carried out under UHI for Work and Enterprise to be recorded consistently, facilitating monitoring and reporting against KPIs in the strategic plan, our Regional Outcome Agreement and other relevant benchmarks.

The CEC is working effectively with the management lead for employer engagement, and has adopted the CRM system which will further strengthen employer engagement and coordination between the two departments. Referrals are handled effectively and have resulted in a number of positive results including the development of the Royal Bank of Scotland mentoring programme. Employer engagement activity within the curriculum will be enhanced through the appointment of six new fixed term sector engagement posts within the CEC team. Focused on increasing the impact of employer engagement in curriculum development and design, the posts will support cognate areas aligned with the regional skills investment plan (SIP) and regional skills assessments. The CEC team will work directly with three programme teams (Accounting, Computing and Business) during AY 2017-18 to devise a programme of timed communications targeted at staff and students. They will agree a joint action plan for a range of employability interventions, such as delivery of timetabled sessions, at induction and key points throughout the year, facilitation of employer class visits, and options to incorporate employability learning materials within course modules. Evaluation will be undertaken using student and staff feedback and to inform future roll out to other curriculum areas and teams. CEC staff will also undertake student-focussed research to explore potential barriers to taking up placement opportunities.

A Graduate Attributes steering group, chaired by the Careers Manager, has been meeting during 2016-17 to progress a revised set of graduate attributes, initially drafted in 2014 as discussed at the ELIR visit. The proposed attributes have now been mapped against the LTES, and reviewed against key public policy and other documentation produced since 2014. The group has also designed and undertaken a consultation process with staff, students and employers, particularly to seek ideas for branding and promotion of the attributes. Initial findings were presented at the Learning and Teaching Conference in June 2017. The group reported to QAEC on outcomes from the consultation and mapping exercises in August 2017, and the final attributes were adopted. The group will develop an implementation plan during 2017-18, including a baseline survey to establish the level of recognition of the Graduate Attributes, enabling the university to measure progress.

Collaborative partnerships

Building on achievements to date, the university recognises that there is a need to strengthen its strategic approach to priorities in external collaboration, and a new post of Vice Principal for International and External Engagement was secured in summer 2017 to provide leadership in this area. This will involve further work to draw together the collaborative developments initiated by academic partners, where they have strengths in specific discipline areas or existing relationships. The Principal is working with the postholder to determine key workstreams for progression in 2017-18 and beyond, in support of strategic objectives in relation to growth and internationalisation. The existing governance structures continue to provide assurance that monitoring and review of collaborative partnerships, and the consideration of new proposals, are undertaken in line with Quality Code expectations. These are supported by staff guidance, such as the Collaborations Handbook, which received positive comment in the ELIR report.

Mapping policy and practice against the Quality Code

Each chapter of the Quality Code has been presented in a matrix format so that the Expectations and associated Indicators can be mapped systematically against current policies, guidance and procedures. Lead individuals, in consultation with relevant stakeholders have been asked to complete the matrices, and take forward any areas for development or required changes, reporting back by the end of AY 2016-17. The matrices provide the mapping information, with signposting and hyperlinks to other documents. These are available to all staff on a Sharepoint site, which facilitates version control and archiving as the mapping is periodically reviewed. This approach provides reassurance that the university's quality framework is benchmarked against this external reference point, and may also be used as an introductory development resource for staff and student groups.

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