



University of the West of Scotland

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

April 2016

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.

University of the West of Scotland ELIR ONE YEAR FOLLOW UP

Introduction

The University has continued to progress with its ambitions programme of activities aligned to the Corporate Strategy. Since the Enhancement-led Institutional review in December 2014, the following significant developments have taken place in the university;

- Enhancements to the learning environment and social spaces on Paisley campus, including the development of an Enterprise hub;
- Development of a [Student Partnership Agreement](#) between the University and SAUWS;
- Revised structure of the academic year to enable greater flexibility in delivery, innovation and personalisation of learning;
- Opening of a 5th campus in London;
- Investment in IT infrastructure to support student learning including digital literacies and eLearning development;
- Academic portfolio review, with a focus on internationalisation of the curriculum, employability and enterprise activities;
- Re-organisation of professional support departments (*Transformation programme*) to align with new senior appointments including Chief Operating Officer and Director of Student Life.

The University is also continuing to explore options for our Lanarkshire campus to provide a contemporary 21st century student learning environment. At a meeting of the University Court in December 2015, it was agreed to bring forward a business case in relation to campus relocation on the Hamilton International Technology Park.

Three Enabling Plans in Global Reach; Education; and, Research, Enterprise and Engagement have been approved to drive forward the aspirations of the Corporate Strategy 2014/20 to provide a transformational learning experience for students. The Education Enabling Plan in particular draws on the themes identified in the ELIR report and benefitted from discussions during the ELIR events. More detail on some of the activities and KPIs associated with these Enabling Plans are outlined in the relevant sections below. A further three enabling plans around Engagement; People and Infrastructure and IT development are in progress.

Building on areas of positive practice

Through the enabling plans described above, the University continues to monitor and develop the following areas of good practice.

- 1 ***Widening participation*** - *there are well-established relationships with schools and colleges that facilitate successful transitions to the University for students from non-traditional backgrounds. A range of activities aimed at widening participation are carried out including providing access to University learning resources for groups of college students who are given associate student status. Student mentors who had participated in the 'Routes for All' programme, an initiative that provides academic and study skills support for senior year high school pupils, were very positive about their experience.*

Response

The University continues to employ 40 student mentors to facilitate *Routes for All* sessions. These mentors are interviewed, fully trained and PVG checked which enables them to work with young people. *Routes for All* is part of the FOCUS West programme and funded through the Scottish Funding Council as part of the national Schools for Higher Education Programme (SHEP). This enables UWS to work with 21 schools with the lowest progressions rates for Higher Education. Workshops are delivered to S5 and S6 pupils on topics including interview

skills, preparing application forms and personal statements, confidence building, presentation skills, careers research, setting goals and future planning.

The relationship with eight local partner colleges is supported via two College Engagement Advisers within the External Engagement Team. The Associate Student scheme which began in 2014 provides students on articulating UWS programmes with a UWS card which facilitates access to the library, Sports Facilities, the Students' Union and a dedicated VLE site. Over 1500 cards have been issued since 2014. Around one thousand HND students per year on articulating programmes benefit from Study Skills workshops delivered by the College Engagement advisers. The *Next Steps to University* module is also delivered either by UWS to specific cohorts within colleges or to entrants from a variety of colleges on UWS campuses. Around 50-100 students per annum benefit from this flexible delivery approach. The College Engagement Advisers also work with Academic Schools in UWS to provide additional support for articulating students and transition in general, for example through subject seminars where subject teams from Colleges meet together with the subject leads at UWS to share student support and curriculum developments.

- 2 ***Culture of personalised learning support*** - the University has developed a suite of activities and initiatives aimed at improving progression, retention and engagement, in alignment with its strategic aim to provide a transformational student experience. This approach includes compulsory and supported personal development planning and the introduction of school enhancement developers across all schools to promote student engagement. Both of these activities are designed to link with the Personal Tutor System.

Response

A series of initiatives and activities around programme primacy are articulated in the Education Enabling Plan which was approved at Senate in June 2015. These include support for programme leaders in the development and enhancement of curricula and a revised academic year structure to support innovative approaches to learning, investment in School student enhancement developers, mapping of timing of assessment and balance of formative/summative assessments across the student journey, a focus on continuous improvement of individual modules including greater use of data from surveys such as EVASYS, digital literacy and e-Learning development programme and increase in legal and open source content embedded in the VLE. All of this is underpinned by a professional academic development framework.

There are a number of development in progress to refresh the personal tutoring scheme following the institutional seminar on Personal Tutoring held in March 2015, which will draw on good practice from pilots in two Schools. This includes developments within the School of Health Nursing & Midwifery regarding 'emotional touchpoints' to offer a context for personal tutoring that is authentic to the disciplines taught within the School. Colleagues in the School of Media, Culture and Society will be evaluating the effectiveness of the group tutoring model over the course of Trimester 2 of session 2016/17 leading to university wide recommendations in May 2016.

A number of initiatives focussed on the current *Transitions* Enhancement Theme aims to build a sustainable legacy via a database of best practice for effective transitions, including review of assessment practices to maintain momentum of study, support for second diet and back on track initiatives and standardised and refreshed arrangements for engagement with secondary schools, Colleges and others, including the Children's University.

In June 2015 Senate approved proposals for additional flexibility in the academic regulations around programme structure and delivery to enable programme teams to maximise the potential

for innovative approaches to learning in terms of module size and pace of delivery to suit the specific requirements of learners within programmes.

Together, all of these initiatives have supported significant progress in improving progression for projected completion of award from 71.4% in 2013/14 to 81.8% in 2014/15. This represents significant progress across UWS and exceeds the initial target within the Corporate strategy by 7 percentage points.

- 3 ***Systematic approach to equality and diversity*** –staff are required to consider and address equality and diversity issues in all module descriptors and programme specifications, ensuring a systematic approach to their identification and resolution.

Response

Work has continued in the University to embed equality and diversity within the curriculum. A number of training events and workshops have been held to facilitate staff development. This has included unconscious bias training and workshops on transgender, religion and multiculturalism, as well as Aurora Women's development training and mentoring. The pursuit of Athena SWAN Bronze award has also contributed mainstreaming equality and diversity across institutional culture generally.

- 4 ***Professional development of academic and professional support staff*** - the University's commitment to the development of professionalism in learning and teaching is underpinned by ambitious targets in its Corporate Strategy. For example, it aims to have all academic staff affiliated to the Higher Education Academy Fellowship Scheme through the UK Professional Standards Framework and encourages uptake of the Standards by professional support staff.

Response

UWS continues to provide opportunities for staff to achieve Associate, Fellow, Senior and Principal Fellowship (corresponding to Descriptors 1-4 of the UKPSF) of the Higher education Academy. The Corporate Strategy KPI indicator is that 100% of academic staff will have Fellowship by the end of AY 19/20. Current performance data, as measured within the UWS Dashboard (2014/15), was 42%. Data for 2015/16 are being collected and it is anticipated that the progress will continue in line with the targets. A number of professional support staff have also engaged with the HE fellowship scheme. To date there are six Associate Fellows, twelve fellows, one senior fellow and five further professional staff aiming to seek fellowship. All staff in the university are expected to have a continuing professional learning plan and data collection on this target is ongoing. The University also supports recognised teachers of the University involved in local College partnerships to achieve HEA fellowship and to enable students to benefit from current best practice in learning and teaching.

All staff are expected to complete a Continuing Professional Learning Plan as part of the performance and development review process and the department of People and Organisational Development provides a range of opportunities for training and development.

- 5 **Promoting staff use of the virtual learning environment** - in order to stimulate staff usage and development of the virtual learning environment (VLE), the University awards medals that recognise defined levels of good practice in online design. Targets for the achievement of medals are driving change and staff commitment to ensuring the ongoing improvement of learning sites. A variety of small working groups have also been established to provide direct help to staff on technology-enhanced learning. The University is encouraged to continue to progress this work to ensure consistency in the quality of VLE provision across all schools.

Response

The Education Enabling Plan identifies a number of actions around the VLE and technology enhanced learning. These include the digital literacy and e-learning development programme being led by the department of Learning Innovation. Two projects are being taken forward in these specific areas under the umbrella of the Enhancement and Improvement Programme. The *Digital Literacies* project sets out the University's expectations for the provision of digital technologies and services across the institution primarily to enhance the quality of the student experience. During session 2016/2017, students and staff at the UWS will begin to make use of a consistent suite of digital technologies and services, which support learning, inspire students to reach their full potential and enhance the student experience.

Under the auspices of the UWS Transformation Project the *Learning Innovation: E-Learning and Technical Advancement Project* seeks to establish UWS as the go-to University for excellence in contemporary higher education learning, teaching and pedagogy that supports the University's strategic goal of putting students at the heart of what it does. The project aims to establish an infrastructure to drive forward digitally enhanced education, within pedagogically underpinned contemporary curricula, delivered by a professionalised academic workforce. Both projects are being taken forward by Project Teams that are scheduled to meet regularly. *Digital Literacies* is currently scheduled to complete initial work by June 2016 while *Learning Innovation: E-Learning and Technical Advancement* is scheduled to deliver recommendations to the Transformation Project Board by April 2016.

Learning Innovation continues to provide analytics on the use of Clickview, Turnitin and Campus Pack. Assistant Deans (Education) are informed regularly of the medals achieved by the modules within their School. Learning analytics software (Gismo) has been installed on every module to allow staff to monitor student engagement and resource relevance. A hierarchical structure is being introduced to Moodle which will provide more consistent access to materials. Each School will have their own module which links to Programmes which in turn link to modules. Resources will be situated at the appropriate level within the structure to minimise duplication of materials within modules and improve consistency of content.

Medals continue to be monitored on a monthly basis and the relevant data supplied to Assistant Deans (Education). It is anticipated that this information will be made available as a Dashboard for wider dissemination. The individual School targets should ensure that the Education Enabling Plan target for Silver medals this year are met. The data from Moodle are planned to feed into an overarching analytics system which will help identify students at risk.

A Technical Advisory Committee has been established to engage with staff representatives about the ongoing technological initiatives that are being progressed. A TAC Operational sub-group is in the process of being established that will examine the operational implications as regards teaching and learning. This is a progression from the informally established VLE Development group and provides a means for staff to report into the committee structure.

A separate group is being established, with input from all Schools, ITDS and Learning Innovations, to examine specifically classroom pedagogy and the technological provision for the future. This group will have highly motivated, futurist representation from each School. It is being supported by community discussion groups at the Paisley Campus which is focussing on

existing technologies and their future relevance. This is the progression from the LATTE (Learning and Teaching Technology Enhancement) group.

At the Hamilton campus regular Transformation Huddle sessions are being established to build a community of staff willing to incorporate high impact, low effort technological initiatives. This is a natural progression from the previous HINT (Help, I'm No Techie) group.

The existing Moodle Champions are encouraged to extend their area of influence and become Blended and Online Learning Advisors which would then encompass both classroom and online technologies. The advisors would then deal with local queries as the implementation of a wide variety of technologies.

6 ***Integrated quality assurance and enhancement procedures*** - *the University continues to have a comprehensive and robust approach to self-evaluation using a number of review methods including institution-wide holistic review, subject health review, policy review and thematic reviews. The methodologies used allow the University to be responsive, carrying out mid-term adjustments, where appropriate, to policies and strategies. An example of this approach can be seen in the annual updating of the Assessment Handbook to reflect changes in regulations and current good practice, based on sector benchmarking and reflection on external examiners' comments and the outcomes of annual monitoring. The outcomes of institution-led quality reviews, including annual monitoring processes, are effectively disseminated to staff and students, with students having a leading role in the conduct of reviews. The University is encouraged to continue ensuring the consistent application of processes intended to promote the visibility, accessibility and use of examples of good practice in learning and teaching which are already gathered through a range of positive approaches. The continued consistency and rigorous application of all of these quality assurance and enhancement processes is of particular importance, given the extensive institutional change in which the University is currently engaged.*

Response The Quality Enhancement Unit oversees the approach to quality assurance and review and maintains a robust approach to review in light of the significant institutional change. A new Head of QEU was appointed in November 2015, who works closely with the Director of Learning Innovation to share the outcomes of reviews via the annual Learning and Teaching and Programme Leaders' Conferences. Such events along with regular updates and training session, particularly targeted at programme leaders, enables a high degree of awareness and consistency of best practice.

Changes to the approach to periodic review (Subject Health Review) in light of the institutional focus on programme primacy as a driver for enhancement, are being implemented in session 2015/16. The link between quality assurance processes and sharing good practice in learning developments will be improved as a result of the Director of Learning Innovation chairing all of the Subject Health Reviews. This is designed to ensure consistency of approach and follow up of outcomes across the University.

Through the Education Enabling Plan, the Education Advisory Committee is overseeing the establishment of an Education portal on the staff intranet to enable the sharing of good and exemplary practice as identified through annual and periodic review processes.

The Assessment Handbook continues to be updated annually. The Assessment Policy and Practice Committee takes a proactive approach to communicating the changes to staff and students and publishes regular newsletters outlining the changes and updates. This includes an annual newsletter specifically targeted to external examiners on assessment matters and how their feedback has been addressed.

7 **Effective use of data** - learner analytics are being used effectively by staff to: inform programme developments; identify performance and attainment data; and analyse student feedback. The data is easily accessible to staff through a series of dashboards and can be used to support internal and external comparisons.

Response

The 'dashboard' facility has provided a significant additional facility to staff at all levels in the University to enable access to real time data and to undertake fine-grained and local analysis at programme level. This information provides information in relation to the Key Performance Indicators (KPIs) in the Corporate Strategy, which is regularly reported to Court.

Performance data helps to inform progress across a number of areas in the university, including graduate destinations – those entering professional or managerial employment. While the data show an improvement, it is a matter of significant importance and area for development to the University. A number of initiatives via the Education Enabling Plan are ongoing including:- a programme of peer assisted learning; mapping of employability in the curriculum and assessment; employer engagement workshops; and structured volunteering initiatives.

Data from the NSS are made widely available for analysis at University meetings and committees. In addition, the University built on the success of the previous UWS NSS Conferences by holding a one day Employability Conference (based on awareness of DLHE) in November 2015 to review the data in detail and to make significant recommendations for progress. Further, for the first time, the University subscribed to the International Student Survey Barometer survey during 2015/16 to give further refinement to understandings of student experiences on our campuses.

The University will also continue to host the now annual NSS Conference in October 2015 to evaluate outcomes from the 2015 NSS survey and develop appropriate actions to support further improvement in the areas assessed by the survey.

Funded by the HEA strategic leaders Fund, the University is piloting a student dashboard intended to empower students to interrogate their experiences based upon real data, and in time to ensure they can actively use this intelligence to become genuine co-creators of their learning. This is being piloted in one School (Media, Culture & Society) under the leadership of the Vice Principal (Engagement).

As noted earlier, the HESA-derived progression statistics indicated that the overall UWS figure had increased from 71.4% for 2013-14 outcomes to 81.8% for 2014-15. This is a significant positive step for the university, and indicates that the initiatives put in place over the past 3 years are beginning to have a positive impact on progression. As this has been a major area of focus for UWS, this level of increase is particularly welcome.

Improved data on students' attendance, and action arising from engagement panels, has contributed to improvements in module success rates and overall progression, with the SEDs in each School having a key role in this area. Monitoring of student engagement will be strengthened further by the development of a student dashboard application, currently being tested in one School prior to full implementation in session 2016-17. This uses smartcard technology to track student attendance and other markers of engagement such as use of the library and VLE activity. The dashboard generates an overall 'engagement score' for each student; the intention is that this will help inform the student and the personal tutor and highlight any areas of non-engagement.

Areas for development

The University has progressed with the areas for development as summarised below.

- 1 **Support the pace of international expansion** - *given the pace of change required to meet stretching targets for international expansion in collaborative provision, ensure that robust processes are in place for evaluating, monitoring and reviewing the planned expansion and its impact on the student learning experience, both for existing and new students.*

Response

The International Advisory Committee under the leadership of the Vice Principal (International) oversees the planned development of international expansion in line with our Global Reach Enabling Plan. The Vice Principal holds regular meetings with the Assistant Deans (International) from each School to review progress and to share practice and monitor the equivalence of experience across partnerships.

The Collaborative Forum continues to play a key role in terms of oversight of the student experience and it reports to both the International Advisory Committee (in relation to the range and type of international partnerships) and to the Education Advisory Committee for oversight of the student experience. The Committee has a protocol in place for monitoring, review and evaluation of international developments (approved June 2015) to ensure the equivalence of student experience. The University, through the Collaborative Forum and supported by the Quality Enhancement Unit, has robust arrangements in terms of pre-collaborative planning and post approval review to assure Senate and Court that the student learning experience for existing and new students is maintained.

There is a significant programme of staff development planned to support staff in meeting the aspirations of the Global Reach Enabling Plan. This progressed from a review of staff development needs undertaken by the International Centre and has enabled the prioritisation of workshops and training. A revised Performance and Development Review process is underway, and a menu of development opportunities is being prepared.

The International Centre hosted an International Day in January 2016 to support staff in engaging positively with international developments. Over 150 staff participated in a range of workshops around TNE, recruitment, research, the admissions journey for international student, cultural awareness, student and staff mobility and international student expectations.

Link tutors (UWS member of staff appointed by the School to co-ordinate the collaborative arrangement and highlight any matters to the School) have a key role in supporting students and staff involved in international partnerships and TNE partners. Recognised Teachers of the University are encouraged to engage with the PgCert in Learning & Teaching in Higher Education and the HEA Fellowship scheme.

The University anticipates that there will be positive impacts on the student learning experience of existing and new students. The Student Partnership Agreement has outlined as one of its themes for 2015/16 is the establishment of a joint institutional working group between the University and SAUWS to review engagement with Global Reach and international activity in UWS. The expected outcome is improved integration between home and international students through the production of shared work. This is linked to the co-creation of an award in Global Citizenship (student-led) where international curriculum and cultural developments and activities can be recoded in HEAR.

The University has recently engaged with the International Student Barometer survey and will reflect on the outcomes to improve on the experience of both international and home students. The University is aware of the impact of the planned growth and is taking cognisance of feedback in informing future developments.

- 2 ***Internationalisation of the curriculum*** - consider how internationalisation of the curriculum can be progressed and delivered in ways that all students can access, building on positive student feedback from the implementation of the Global Citizenship module. The University is currently engaged in reviewing its approach to programme design which is also likely to offer an opportunity to embed internationalisation into the curriculum. In taking forward its plans for internationalisation of the curriculum and increasing its international student community, the University is encouraged to take advantage of appropriate international academic reference points.

Response

The University is continuing to explore opportunities for all students to benefit from an academic portfolio which will provide our students with globally relevant skills. A number of opportunities and activities are taking place in Schools and across the University to support the aspirations of our global reach ambitions. Schools have engaged with the *Higher Education Academy - Framework for Internationalising Higher Education* and Assistant Deans (International) and Assistant Deans (Education) are working together within Schools to embed within in the curriculum.

As noted above the award in Global Citizenship which has been developed in partnership with SAUWS, drew on the content and experience of the pilot global citizenship module.

The staff development programme noted above will also support staff with internationalisation of the curriculum (IoC). The Postgraduate Certificate Teaching and Learning in Higher Education (PGCert TLHE) is a professional development programme required for all newer UWS teaching staff; as such it is well-placed to provide opportunities for staff to learn about and engage with internationalisation. The programme is designed to embed internationalisation into provision, through comparative and collaborative activities (this trimester participants are undertaking a peer dialogue with Canadian Masters students), and resources (journal articles, audio-visual materials and visiting scholars) from across the spectrum of global higher education. The benefits are twofold: firstly, teaching staff benefit from engagement with an internationalised curriculum as they study, and secondly, they are then able to apply teaching and learning ideas and examples of internationalisation they have gained, into their own curriculum for the benefit of their students.

The Department of Learning Innovation (through the Learning Developers) is working with Assistant Deans (Education)/ Assistant Deans (International) in and across Schools to review curriculum utilising the *HEA Internationalisation of the Curriculum Framework* and Self-Assessment tool and also drawing on recognised good practice across the sector. For example, the School of Media, Culture and Society is investigating a model called Collaborative Online International Learning (COIL) implemented at Glasgow Caledonian University, as a programme approach within which IoC will fundamentally feature. This will be driven through embedding IoC into programmes at all levels.

Representatives of MCS are presenting at the Collaborative Online International Learning (COIL) conference at State University New York (SUNY) where they will also register UWS as a partner network to allow the School and wider institution to establish and develop COIL projects with other SUNY COIL partners in Universities around the world. Learning Innovation will support and facilitate the dissemination and implementation of this practice across the institution.

The School of Business and Enterprise has embraced globalisation within the curriculum and has engaged in a number of international events which will enable some students to experience working with international partners including participation in the European Markstraat Marketing Game trip to Germany to study international business and students attending and participating in the Entrepreneurship Institute of India's annual impresario student conference in Gurjuat. The School will also host a one week conference for international partners in September 2016 to engage staff, students and partners around an international theme which will be led by scholars with a global reputation. This is one of many activities designed to support academic and professional staff and students engage in international activities without the need to travel.

- 3** *Implementing strategy for work-related learning - in order to make demonstrable progress with targets outlined in the Learning, Teaching and Assessment Strategy, include a wider variety of opportunities for assessed work-related learning for all students, especially those in non-professional areas, and make certain that students are aware of these opportunities.*

This is a significant area for development within the University as recognised in one of the key performance indicators of the Corporate Strategy to improve the percentage of graduates entering professional/managerial employment to 80% by AY 19/20. This recognises that every learner on an award bearing programme will be given the opportunity to engage in WBL and have access to work related learning opportunities within their programmes. A revised Policy for Work Based Learning was approved by Senate in June 2015.

The Education Enabling Plan sets out a number of activities around the employability agenda in order to meet the challenging target set in the Corporate Strategy of 80% of our graduates progressing to professional or managerial employment. These include the growth and recording of WBL and placement opportunities for all students whether at home or abroad, greater engagement and with DLHE information sessions and programme performance, employability mapping across assessments and programme learning outcomes, and an increase in campus bases employer engagement activities to secure effective work based learning. A pilot Employability award is being progressed in trimester 2 of 2015/16 with a view to rolling out in 2016/17. In addition, the Student Partnership Agreement includes the creation of a recognition system where representation, partnership activity and engagement can be recorded on the HEAR to support employability and the co-creation of an award in Global Citizenship.

The co-location of the Careers and Employability Service along with the University's Enterprise and Engagement Teams in a bespoke space on the Paisley campus indicates a new approach to meeting the targets around opportunities for work related learning. The Careers & Employability Service has launched a new online student portal which includes a CV Builder, Careers eLearning Modules, an Interview Simulator, a comprehensive library of employer videos, and online appointment booking to make the service more accessible to students.

The University is keen to promote different approaches to learning and teaching and a significant focus on embedding enterprise activity in the curriculum is encouraged.

In recognition of the internationalisation ambitions for the University (see above) and the promotion of student mobility (including overseas work placements), the Dean of the School of Engineering and Science is leading a University wide project entitled ASPIRE (A Student - Professional Initiative for Resilience in Employment) to pull together the aspirations of both growing opportunities and strengthening student capacity and aspiration to broaden the idea of employment through volunteering, international trips and entrepreneurship.

This is an ambitious programme of activities, which aims to significantly raise the profile and outputs of employability activities and a subsequent improvement in graduate employment

results. It is anticipated that the outcomes of the project will be shared at the UWS Learning and Teaching Conference 2016.

- 4 **Visibility of graduate attributes** - progress its plans to ensure the visibility of graduate attributes to students both through its work on personal development planning and through the promotion and use of graduate attributes in module descriptors, programme specifications and learning outcomes.

Response

During 2015, the Department of Learning Innovation led a review of programme specifications and learning outcomes to ensure visibility of graduate attributes while implementation work led by Information Technology and Digital Solutions (ITDS) will be completed by Feb 2016 to link graduate attributes in all Programme specifications and module descriptor templates. More broadly, Learning Innovation, through the University's Learning Developers are raising the profile and supporting embedding graduate attributes in new and existing programme developments.

For example, the School of Media Culture and Society has been leading the University in developing School- based graduate attributes informed by work undertaken through the Graduates for the 21st Century Enhancement Theme and the capacities outlined by Curriculum for Excellence and plans to embed these within a revised School portfolio of programme from September 2016. This work has been recognised by the Education Advisory Committee and as such a proposal to refresh and reframe the UWS graduate attributes was approved in February 2016.

The success of this approach will be closely monitored through annual monitoring and periodic review to support institutional learning.

- 5 **Overseeing and supporting student mobility** - *in view of the University's intention to increase student mobility, review the processes in place for overseeing student exchange programmes, paying particular attention to: curriculum matching, ensuring the comparability of academic content in the host institution; student support on placement; re-integration of students on return to the University; and use of student feedback following their return from exchange.*

Response

The Student Outward Mobility Working group consisting of staff and students across the University is developing an Outward Mobility Plan (expected date of approval at the International Advisory Committee in May 2016) to support a variety of opportunities for outward mobility in its widest sense. A number of different types of experience are being explored, both curricular and extra-curricular, including scholarly activity – Erasmus + exchange and outward mobility, professional mobility – undertaking a work placement overseas, and overseas volunteering. This will be complemented by a variety of opportunities to gather international experiences in shorter trips or for student who are not able to travel overseas – including short visits, joint modules run in partnership with overseas universities or collaborative working between students on projects with an international focus.

The implementation of the Strategy will be overseen by a cross institutional Outward Mobility Group, including representation from Schools, SAUWS, International Centre, Careers and Employability, Student Services, Learning Innovation, Quality Enhancement and Marketing. This combined and permanent Outward Mobility group will have a clear focus on both increasing and improving opportunities for outward mobility and on learning from student feedback to support future mobility opportunities.

The *Languages for All* project being led by the School of Education was launched in September 2015 and offers all students and staff the opportunity to learn an additional language through credit and non-credit bearing modules and short courses.

- 6 ***Optimising the use of technology*** - ensure the recent significant investment in information and communications technology (ICT) infrastructure will be used to enrich the learning experience of students. There would be benefit in further developing technology-enhanced learning to enable a consistent learning experience, for example when programmes are delivered across multiple sites.

Response

As noted above, the University has established a Technology Advisory Group reporting directly to Senate and the Executive to oversee the implementation of technology enhanced learning. It is co-chaired by the Chief Information Officer and the Director of Learning Innovation to ensure that the student experience and support for student success are the driving forces behind the technological solutions being implemented. The committee and its membership, which includes students, has oversight of infrastructure, staff development, communication and investment prioritisation and provides expert advice to the University Executive and Senate on technology focussed enhancements, driven by sound pedagogical principles.

A detailed masterplan outlining developments and timescales is being prepared to help with monitoring and evaluation of the impact in relation to the KPI for an enhanced student experience.

Conclusion and Future Plans

The ELIR visits in 2014 coincided with the launch of the 2014-2020 Corporate Strategy and the start of a significant period of change and development, as acknowledged in the ELIR report. The Corporate Strategy and its attendant Enabling Plans, with the focus on student success, internationalisation and enterprise provide a very strong and clear future direction for the University. Good progress is being made in a number of the ambitious KPIs particularly on progression to honours and proportion of academic staff achieving HEA fellowship.

A number of annual events in the University calendar help to consolidate the improvement focused nature of the activities supporting student learning. These include the Learning and Teaching Conference, Programme Leaders Conference, NSS conference and most recently the Employability conference. This supports the sharing best practice within UWS and across the sector. Significant improvements in the dashboard facility for data analysis and regular Red/Amber/Green (RAG) reports on implementation plans have strengthened the institutional arrangements for self-evaluation.

QAA1605 - May 16

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