



‘The evolution of an enhancement-led
institutional quality review model:
and the increasing focus on evaluation of impact’

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Overview

- Challenges with *'trying'* to measure and evaluate impact
- Overview, History and Context - *Scotland, UK and Europe*
- IMPACT - data, metrics and performance driven quality assessment
- Scotland's enhancement-led approach
- Challenges, change and evidence of enhancement in the sector

Challenges with 'trying' to measure
and evaluate impact

The UK higher education sector has grown substantially over the last 15 – 20 years, with growth largely supported by public investment

Increased public financial support has inevitably led to increased demand for accountability and for evidence that society is receiving a return on its investment in universities

A group of people, likely students, are gathered around a table, looking at a document together. The image is overlaid with a semi-transparent red filter. The text is centered on the right side of the image.

Through a glass, darkly: Measuring the social value of universities

Ursula Kelly
Iain McNicoll

November 2011

Measuring value in higher education - *contested territory*

- From the outset it should be acknowledged that seeking to place a value on the work universities undertake is a difficult and frequently controversial task
- Some consider it to be - **'giving in to the bean counters'**
- Others believe that measuring **value generation** will tend to be focussed only on the aspects of higher education that are more easily **'counted'**
- For example **'research papers produced'**, **'contracts awarded'**, **'numbers of students taught'** and that this will result in a **superficial**, *'Gradgrindian'* picture of what universities do and how they contribute to society
- Others are also very uncomfortable at the idea that the value of what universities do could be expressed in monetary terms
- And a concern that this will lead to a focus solely on work that generates revenue or is directly 'economically relevant' - and will **overlook 'non-economic'** benefits

'Gradgrindian' - having a soulless devotion to facts and figures

HIGHER EDUCATION AND LOCAL GROWTH

For the full set of reports on the impact of higher education institutions on the UK economy, visit: www.universitiesuk.ac.uk

LONDON

£5.8bn



In 2011–12, universities in London generated output of **£5.8 billion**.

HIGHER EDUCATION INSTITUTIONS: 40



Universities UK

NEW STUDENTS ARRIVE



113,995
students

In 2011–12, universities attracted **113,995** students from other parts of the UK to study in London.

JOBS GENERATED



145,921
jobs

London's higher education institutions, together with the spending of international students and students from other parts of the UK, generated **145,921 jobs** in 2011–12.

This was equivalent to **3.7%** of the 2012 London workforce in employment.

LOCAL ECONOMY

£7.9bn



When combined with the impact of spending of international students and students from other parts of the UK, universities generated total regional GVA of **£7.9 billion** in 2011–12.

This was equivalent to **2.8%** of total 2011 London GVA.



£7.9bn

As well as output of £5.8 billion, through knock-on effects universities in London generated an additional **£7.9 billion** in other industries throughout the UK in 2011–12.

The majority of these effects (**£5.9 billion**) were in London.

Measuring Impact of Higher Education for Development

*'While conventional impact evaluations capture the more immediate and practical outcomes of HE investment, there are **societal benefits** to HE interventions which relate to **social awareness and change**, and **act over long time periods***

*These will not only be **poorly captured** by conventional evaluation, but also by missing these we may be suppressing investment in HE for these important purposes*

***Context is critical** which in an impact context is more than just saying the world is complex, but that the ability to design intervention models that are **effective across a range** of development situations may be **quite limited**'*



**The Association
of Commonwealth
Universities**

Measuring the Impact of Research:

lessons from the UK's Research Excellence Framework 2014

Impactful academic research plays a stellar role in society, pressing to ask the question of how one measures the impact created by different areas of academic research

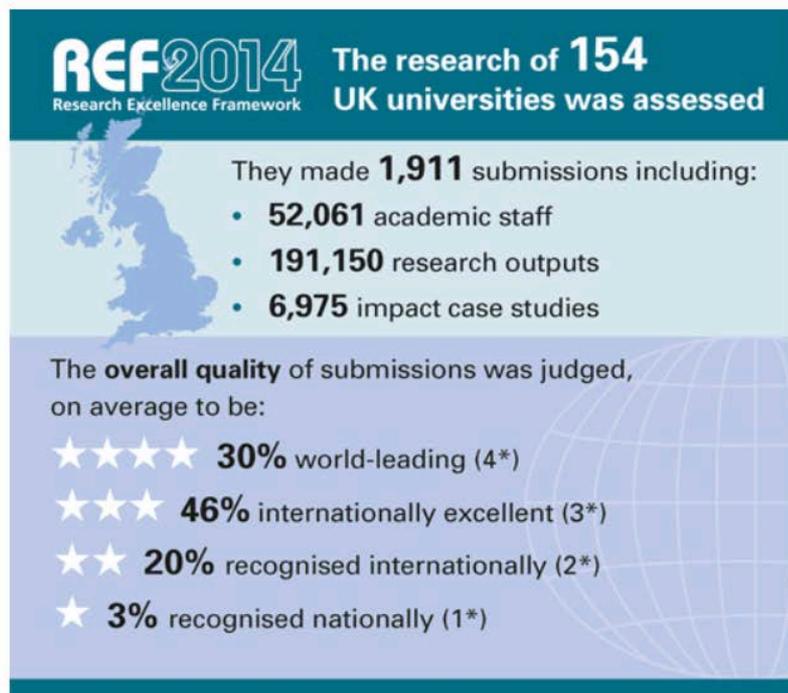
Measuring the societal, cultural, economic and scientific impact of research is currently the priority of the National Science Foundation, European Commission and several research funding agencies

Citation: Chowdhury G, Koya K, Philipson P (2016) Measuring the Impact of Research: Lessons from the UK's Research Excellence Framework 2014. PLoS ONE 11(6): e0156978.
<https://doi.org/10.1371/journal.pone.0156978>

Research Excellence Framework

The Research Excellence Framework (REF) is the new system for assessing the quality of research in UK higher education institutions.

The [results](#) of the 2014 REF were published on 18 December 2014.



REF2014 The research of **154** UK universities was assessed

They made **1,911** submissions including:

- **52,061** academic staff
- **191,150** research outputs
- **6,975** impact case studies

The **overall quality** of submissions was judged, on average to be:

- ★★★★★ **30%** world-leading (4*)
- ★★★★ **46%** internationally excellent (3*)
- ★★★ **20%** recognised internationally (2*)
- ★ **3%** recognised nationally (1*)

REF 2014 - key links

2014 REF [Results and submissions](#)

[Evaluation of the 2014 REF](#)

[REF Manager's report](#) (March 2015)

[Panel overview reports](#) (Jan 2015)

[EDAP's report](#) on equality and diversity (Jan 2015)

[Key facts](#) leaflet about the REF

REF impact case studies

A searchable online [database](#) and an initial analysis of [REF impact case studies](#) are available.

[Contact REF](#) | [Copyright ©2014 REF](#) | [Disclaimer](#)

Measuring the Impact of Research:

lessons from the UK's Research Excellence Framework 2014

- Research **impact evaluation** remains a **major challenge** despite the massive investment in research
- The **absence of a clear set of impact criteria** created a significant degree of uncertainty amongst the submitting HEIs
- The report indicates that 34% and 30% of the impact assessors felt the evaluation process was **unreliable** in assessing the **criterion of significance** and **reach** respectively
- The findings indicate the **different variables** researchers/academics, especially UK researchers/academics in the examined fields, have to consider in order to secure a good impact score

Citation: Chowdhury G, Koya K, Philipson P (2016) Measuring the Impact of Research: Lessons from the UK's Research Excellence Framework 2014. PLoS ONE 11(6): e0156978.
<https://doi.org/10.1371/journal.pone.0156978>

Table 2. Units of Assessment and potential range of impacts (REF, 2015).

	Unit of Assessment (UoA code)	Range of impacts as described in Panel overview reports
Clinical Medicine	1	“included increased life expectancy, reduced morbidity and improved quality of life (for example, as a result of new drugs, vaccines, procedures, interventions and educational programmes); reduced risk of future illness; improved knowledge transfer; improved efficiency and productivity of services; improved safety; improvement in the environment; and a significant contribution to industry, the UK economy and culture. Many research programmes described in the impact case studies had led to a change in clinical guidelines and/or national policy, particularly via the UK National Institute for Health and Care Excellence (NICE).”
Physics	9	“impact received, including impacts on the economy, public policy and services, society, culture and creativity, health, security, products, practitioners and professional services, and the environment. Across all sub-panels a number of case studies were submitted based on public engagement activity. The sub-panels were impressed by the high degree of reach and significance of many of the examples of impact submitted.”
General Engineering	15	
Communication, Cultural and Media Studies, Library and Information Management	36	Impact was observed across various aspects of civil society, cultural life, economic prosperity, education, policy making, public discourse and public services.
Anthropology and Development Studies	24	“influencing professional practice in areas as diverse as building design, the pedagogy of primary school teachers, and the training of elite athletes. It is influencing a wide range of public policies nationally and internationally in sustainable development, regulatory reform, poverty alleviation, child protection and many more areas. It is doing so by changing the climate of public opinion as well as directly influencing policy makers. In some excellent examples the status quo has been successfully challenged and thereby the position of hitherto excluded or disadvantaged groups has been improved.”

Emboldened text indicates the elements theorised to have influenced impact scores

doi:10.1371/journal.pone.0156978.t002

recognising the diversity and value of contribution
made by research in each subject field is
critical and should **not** simply be a hierarchy
of what is perceived to be more important

Overview, History and Context:
Scotland, UK and Europe



University of Aberdeen

Abertay University

University of Dundee

University of Edinburgh

Edinburgh Napier University

University of Glasgow

Glasgow Caledonian University

The Glasgow School of Art

Heriot-Watt University

University of the Highlands and Islands

The Open University

Queen Margaret University

Robert Gordon University

Royal Conservatoire of Scotland

SRUC

University of St Andrews

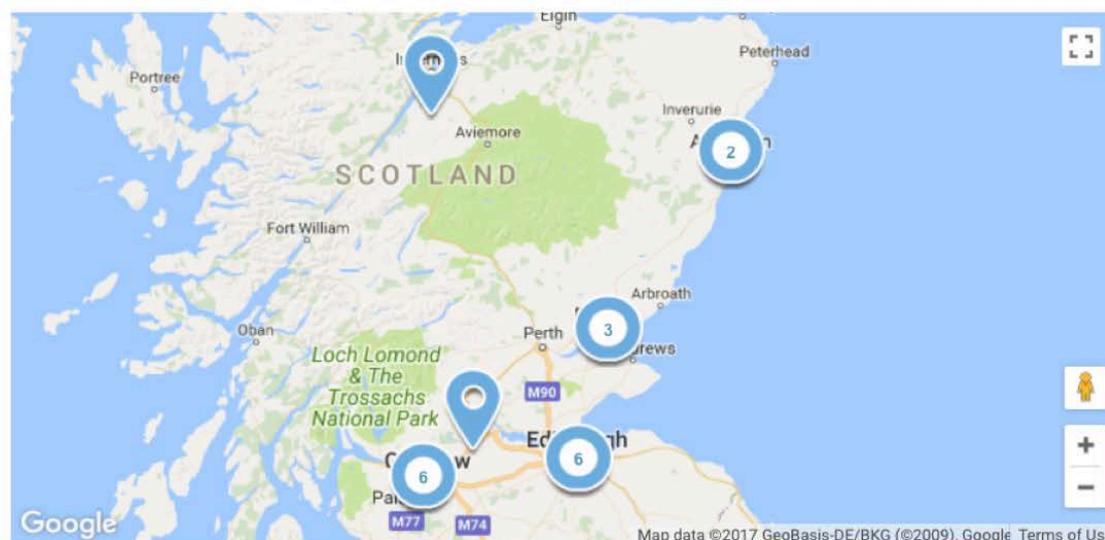
University of Stirling

University of Strathclyde

University of West Scotland

Find a university in Scotland

Scotland is home to an internationally successful higher education sector of 19 distinctive universities including some of the world's oldest and most prestigious as well as the finest modern and specialists institutions. Scotland's universities are able to offer students unparalleled quality and choice.



19 institutions of Higher Education

*“.....the overall learning satisfaction of international students in **Scotland** is better than for both the rest of the UK and for the rest of the world”*

There were **235,565** enrolments at higher education institutions in Scotland in **2015/16**

A total of **184,630** students came from the rest of UK and Europe

50,925 international students amounting to **22%**

Scottish students make up **66%** of the total



Overview, History and Context

- Scottish Credit Accumulation and Transfer (SCOTCAT) **1980s** onwards
- The Bologna declaration **1999**
- Scotland - *credit rating of all provision and adoption of learning outcomes: 1999 onwards*
- England - *introduction of Subject Benchmark Statements*
- Prague communique **2001**
- The Dublin Descriptors - **2002**, presented in **2003**
- QF for the European Higher Education Area adopted in **2005** (*Bergen, Norway*)

Prague communique 2001

- To co-operate in quality assurance
- Mutual acceptance of evaluation and accreditation/certification mechanisms
- To collaborate in establishing a common framework of reference
- To disseminate best practice

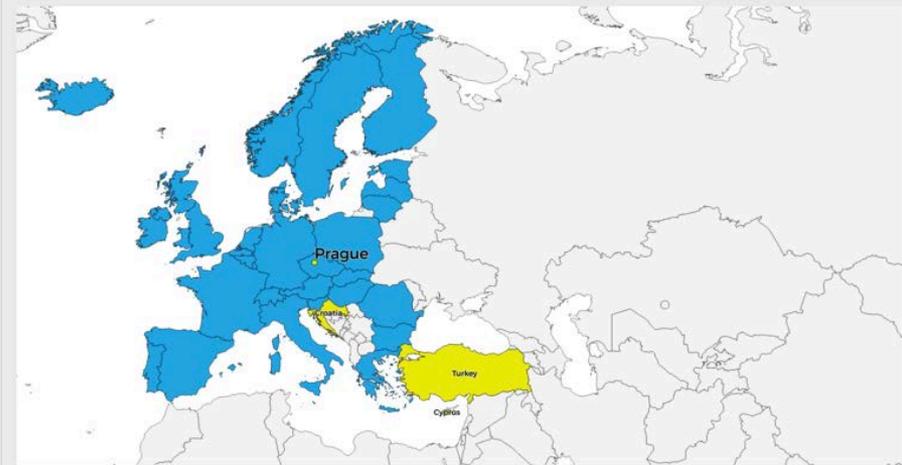
MINISTERIAL DECLARATIONS AND COMMUNIQUÉS

MINISTERIAL CONFERENCE PRAGUE 2001

Ministerial conference

📍 Prague, Czech Republic

📅 18/05/2001 - 19/05/2001



Towards the European Higher Education Area: Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001.

Towards the European Higher Education Area: Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001.



Dublin Descriptors

- Knowledge and understanding
- Applying knowledge and understanding
- Making judgements
- Communication
- Lifelong learning skills



National and European HE Frameworks

- Defined qualification descriptors
- Expected characteristics and attributes for each level of study
- Exit awards required at each level
- Scotland - CertHE, DipHE, Degree, (Hons)Degree, PGCert, PGDip, PGMasters, PhD

National and European HE Frameworks

All countries of the European Higher Education Area committed to developing national qualifications frameworks compatible with the overarching framework of the European Higher Education Area by 2010

This commitment was undertaken in 2005, and the 2007 stocktaking report reasonably showed that this was an area where considerable work remained to be done

National and European HE Frameworks

- Scotland - Levels **7, 8, 9, 10**, Undergraduate: **11** PG Masters: **12** for Doctoral study
- United Kingdom - *linked learning hours to volume of credit awarded*
- **2 x 15** week Semesters = **1200** Learning Hours = **120** Credits (60 ECTS)
- Mobility and the European Credit Transfer and Accumulation System (ECTS)

- HE Qualifications of UK Degree-Awarding Bodies
- Part A: Setting and Maintaining Academic Standards
- Part B: Assuring and Enhancing Academic Quality
- Part C: Information about Higher Education Provision



Learn more about the Quality Code

Find out what the Quality Code is, how it is used, and what it covers.



General introduction

The general introduction document provides an overview of the Quality Code: key features, why it's important and how it's used.



Part A

Part A of the Quality Code covers the setting and maintaining of academic standards.



Part B

Part B of the Quality Code covers the assuring and enhancing of academic quality.



Part C

Part C of the Quality Code covers information about higher education provision.



Build Your Own Quality Code

Create bespoke documents, incorporating only the elements of the Quality Code in which you are interested.



Subject Benchmark Statements

A component of the Quality Code - Part A. Subject Benchmark Statements describe what can be expected of graduates in different subjects.

UK Quality Code PART B: Assuring and Enhancing Academic Quality

- ▶ Chapter B1: Programme Design, Development and Approval
- ▶ Chapter B2: Recruitment, Selection and Admission to Higher Education
- ▶ Chapter B3: Learning and Teaching
- ▶ Chapter B4: Enabling Student Development and Achievement
- ▶ Chapter B5: Student Engagement
- ▶ Chapter B6: Assessment of Students and the Recognition of Prior Learning
- ▶ Chapter B7: External Examining
- ▶ Chapter B8: Programme Monitoring and Review
- ▶ Chapter B9: Academic Appeals and Student Complaints
- ▶ Chapter B10: Managing Higher Education Provision with Others
- ▶ Chapter B11: Research Degrees

Scottish Credit and Qualifications Framework (SCQF)

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Scottish Vocational Qualifications	
12	<p>Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner</p>			Doctoral Degree	
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	SVQ 5
10				Honours Degree, Graduate Diploma, Graduate Certificate	
9			Professional Development Award	Bachelors/Ordinary Degree, Graduate Diploma, Graduate Certificate	SVQ 4
8		Higher National Diploma		Diploma of Higher Education	
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate		Certificate of Higher Education	
6	Higher			SVQ 3	
5	Intermediate 2 Credit Standard Grade			SVQ 2	
4	Intermediate 1 General Standard Grade	National Certificate	National Progression Award	SVQ 1	
3	Access 3 Foundation Standard Grade				
2	Access 2				
1	Access 1				

Scottish Credit and Qualifications Framework (SCQF)

- Qualification and level descriptors
- Defined and expected characteristics and attributes developed at each level

Knowledge and understanding (*mainly subject based*)

Practice (*applied knowledge and understanding*)

Generic cognitive skills (*e.g. evaluation, critical analysis, reflection*)

Communication, numeracy and digital literacy

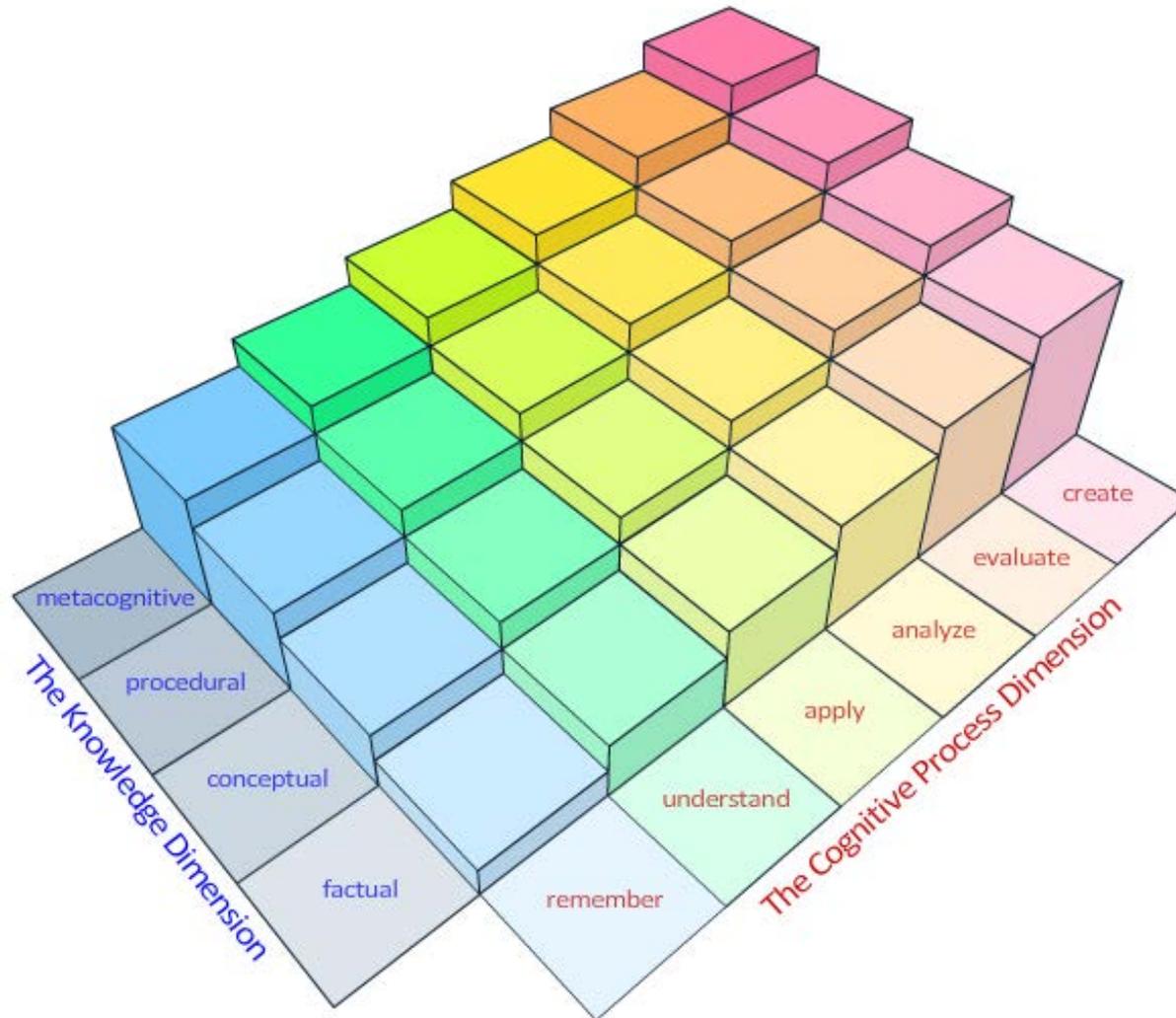
Autonomy, accountability and working with others

Challenges in Programme and Course Design

- Relationship of Programmes and Courses
- Flexibility, Choice and Coherence
- Five Characteristics of Learning
 - 1: KNOWLEDGE AND UNDERSTANDING
 - 2: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING
 - 3: GENERIC COGNITIVE SKILLS
 - 4: COMMUNICATION, NUMERACY AND DIGITAL LITERACY
 - 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS



Bloom's Taxonomy - revised



Knowledge and understanding

Intellectual skills

Knowledge
*Recalling
important
information*

define
repeat
record
list
recall
name
relate
underline

Comprehension
*Explaining
important
information*

translate
restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell

Application
*Solving
closed-ended
problems*

interpret
apply
employ
use
demonstrate
dramatize
practise
illustrate
operate
schedule
sketch

Analysis
*Solving open-
ended
problems*

distinguish
analyse
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
question
relate
solve
examine
categorize

Synthesis
*Creating
'unique'
answers to
problems*

compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare

Evaluation
*Making
critical
judgments
based on a
sound
knowledge
base*

judge
appraise
evaluate
rate
compare
revise
assess
estimate

IMPACT - data, metrics
and performance driven
evaluation

IMPACT - data, metrics and performance driven evaluation

- Higher Education UK Performance Indicators
- National Student Survey (NSS) HEFC for final year undergraduates 2005
- Higher Education Academy (HEA)

Higher Education Policy Institute (HEPI)/HEA Student Academic Experience Survey

UK Engagement Survey (HEA)

Postgraduate Taught Experience Survey (PTES) HEA

Postgraduate Research Experience Survey (PRES) HEA

- Internal Subject Review
- Course / Module Evaluations
- Annual analysis-based reporting to the Scottish Funding Council (SFC)

SFC Outcome Agreements

- Annual reporting to the Higher Education Statistics Agency (HESA)
- Destinations of Leavers from Higher Education survey (DLHE)
- UNISTATS - Key Information Sets (KIS)

UK Performance Indicators

The UK Performance Indicators provide comparative data on the performance of higher education (HE) providers across several areas.

The areas that the Performance Indicators cover are:

- [Widening participation](#)
- [Non-continuation rates \(including projected outcomes\)](#)
- [Employment of leavers.](#)

We have also released [Experimental Statistics](#) on widening participation and non-continuation rates at publicly funded HE providers and alternative providers.

6 July: [Employment of leavers indicator released](#) >

The Performance Indicators also previously included information about [module completion rates](#) and [research output](#).

The indicators cover publicly funded higher education providers in the UK and one privately funded institution, The University of Buckingham. We produce the indicators on behalf of the following bodies:



Data and Analysis
Students and graduates
Staff
Higher education providers
Students, Qualifiers and Staff data tables
Publications
UK Performance Indicators
Introduction
Governance
Widening participation introduction
Widening participation summary
Non-continuation rates (including projected outcomes) introduction
Non-continuation rates summary
Employment of leavers introduction
Employment of leavers summary
Experimental Statistics: Widening participation and non-continuation rates
Archive of summary tables and charts
Releases

UK Performance Indicators



What are UK Performance Indicators?

UK Performance Indicators are a range of statistical indicators intended to offer an objective measure of how an HE provider is performing. They are **not** 'league tables' and do not attempt to compare all providers against a 'gold standard' or against each other (but see below). There are indicators for all publicly funded providers in the UK.

They currently cover:

- Widening participation indicators
- Non-continuation rates (including projected outcomes)
- Module completion rates
- Research output
- Employment of graduates.

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- Employment of graduates.



Why produce UK Performance Indicators?

The UK Performance Indicators have been published by HEFCE since 1996/97 and by HESA since 2002/03.

The purpose of UK Performance Indicators is to:

- Provide reliable information on the nature and performance of the UK higher education sector
- Allow comparison between individual HE providers of a similar nature, where appropriate
- Enable HE providers to benchmark their own performance
- Inform policy developments
- Contribute to the public accountability of higher education.

UK Performance Indicators

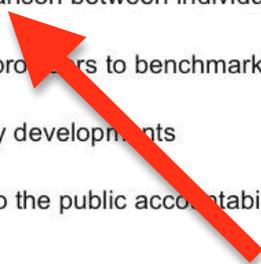


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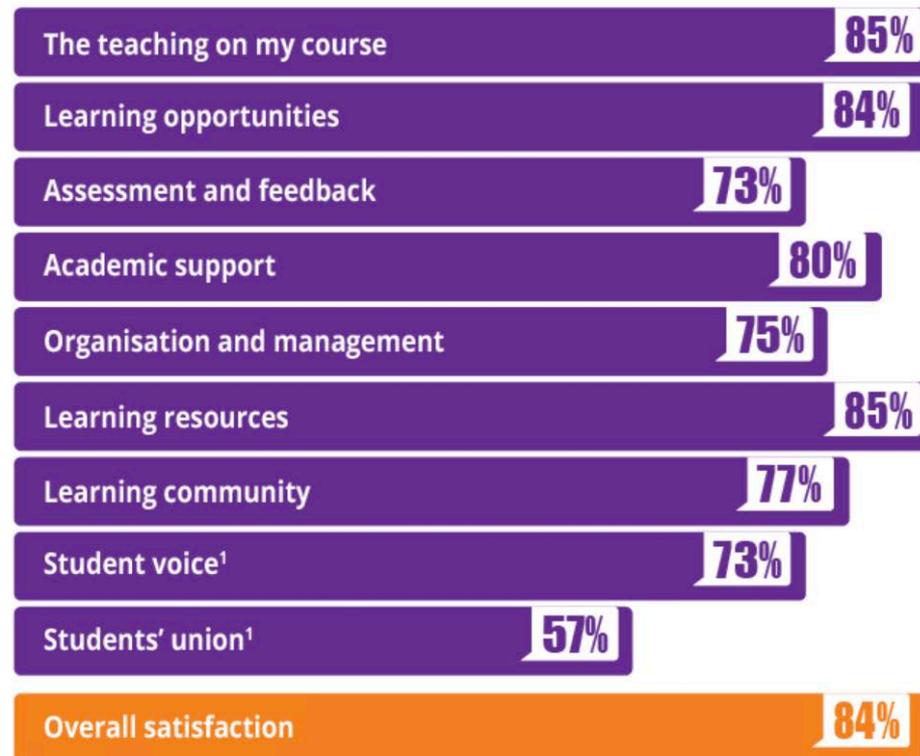
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- Inform policy developments
- Contribute to the public accountability of higher education.



National Student Survey - NSS

2017 National Student Survey

Percentage of respondents who gave the two most positive answers ('definitely' or 'mostly' agree) on:



National Student Survey - NSS

2017 National Student Survey

Percentage of respondents who gave the two most positive answers ('definitely' or 'mostly' agree) on:





Destinations of Leavers from Higher Education Longitudinal survey

The Destinations of Leavers from Higher Education Longitudinal survey captures information about the activities and perspectives of graduates three and a half years after they completed their studies. The following report analyses the 107,340 responses we received to the winter 2016/17 survey which contacted 2012/13 leavers.

Overview	Employment	Further study	Views on HE	Notes
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Overview

Table 1 and Chart 1 provide a summary of the activity of leavers at the time of the longitudinal survey.

Table 1 - Destinations of UK and other EU domiciled leavers by level of qualification obtained, domicile, activity and year

	2002/03	2004/05	2006/07	2008/09	2010/11	2012/13
Full-time paid work	73.7%	76.1%	72.2%	71.8%	73.1%	73.6%
Part-time paid work	6.4%	6.1%	7.9%	8.2%	7.9%	7.4%
Voluntary/unpaid work	0.4%	0.3%	0.5%	0.6%	0.6%	0.5%
Employed mode unknown	0.4%	0.2%	0.2%	0.8%	0.8%	0.2%
Total work	80.5%	82.8%	80.8%	81.4%	82.4%	81.7%
Work and further study	8.8%	6.7%	5.3%	5.3%	5.1%	5.4%
Further study	5.1%	5.7%	6.8%	7.0%	6.4%	6.2%
Creating a portfolio			0.4%	0.8%	1.0%	1.1%
Assumed to be unemployed	2.3%	2.6%	3.6%	3.4%	2.7%	2.3%
Not available for employment	2.8%	2.0%	3.0%	2.0%	2.2%	3.1%
Other	0.5%	0.2%	0.2%	0.2%	0.2%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Base (weighted)	24,180	41,395	49,020	62,195	81,640	107,340

Filter by domicile Filter by level of qualification obtained

[Get the data](#)

Publications

[Destinations of Leavers from Higher Education Longitudinal survey](#)

[Overview](#)

[Employment](#)

[Further study](#)

[Views on HE](#)

[Notes](#)

[Definitions](#)

[Other resources](#)

Subject or course

in

Institution or location

Search

[More search options](#)

Compare: No courses added

The official website for comparing UK higher education course data

Includes official data for undergraduate courses on each university and college's satisfaction scores in the National Student Survey, jobs and salaries after study and other key information for prospective students.

VIDEO GUIDE: USING UNISTATS



Course assistant

Which course features are you interested in?



Subject

View courses by subject



Qualification

Qualification type



Study mode

Full-time, part-time, distance learning



Location

Where would you like to study?



Characteristics

Sandwich year, foundation year, year abroad

Universities & colleges

A-Z

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

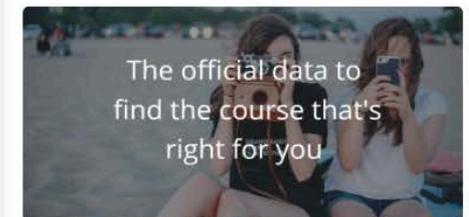
Tweets by [@UnistatsUK](#)



Unistats

@UnistatsUK

Find the course that's best for you using official data on Unistats: buff.ly/2uKXlYr #ResultsDay #Clearing



Aug 17, 2017



Embed

[View on Twitter](#)



The Royal Dick School of Veterinary Studies APPLYING

Applying home

Open Days

Webinars

Virtual Tours

Academic Requirements (GEP)

Academic Requirements (5 year)

2018 Entry Application Calendar

key Information Set (KIS) data

Why Edinburgh?

Contact details

Home > Veterinary Studies > Applying > key Information Set (KIS) data

Contact us

key Information Set (KIS) data

Key Information Sets (KIS) are part of a government initiative to enhance the information that higher education institutions provide about their degree programmes.

KIS are available for most undergraduate programmes and are intended to make it easier for you to find information about the programmes you are interested in studying. It is one of many sources of information available that will enable you to make an informed decision on what and where to study.

You can also use this website to find more information on our programmes and the learning environment you will experience at the University of Edinburgh.

Please note that some programmes do not have data available and will not display a KIS.

The KIS data shown here is for the Bachelor of Veterinary Medicine and Surgery five year programme.

98% Students in work / study six months after finishing

BVMS (Hons) Veterinary Medicine
Full time
Optional year abroad

To see more details and compare with other courses

Visit **UNISTATS**

Official data collected by HEFCE

Teaching Excellence Framework



The UK Government has introduced the TEF to:

- Better inform students' choices about what and where to study
- Raise esteem for teaching
- Recognise and reward excellent teaching
- Better meet the needs of employers, business, industry and the professions





Higher education

Top UK universities miss out on gold award in controversial Tef test

London School of Economics only managed to receive bronze award in teaching quality assessment, but industry figures urge caution over results



 Eight of the 21 Russell Group universities received gold rating. Photograph: Christopher Furlong/Getty Images

Teaching Excellence Framework



The TEF was assessed this year on three sets of metrics:

- students' views of teaching, assessment and academic support from the NSS survey
- student dropout rates
- and rates of employment

<http://www.hefce.ac.uk/lt/tef/>

Teaching Excellence Framework



It is notable that **none** of these metrics directly measure the quality of teaching

<http://www.hefce.ac.uk/lt/tef/>

Scotland's enhancement-led approach

The Scottish Quality Enhancement Framework (QEF)

- The QEF consists of five inter-related aspects:
 - A national programme of enhancement themes
 - A greater voice for student representatives
 - Improved forms of public information about quality
 - A comprehensive programme of institution-led reviews
 - Enhancement-led institutional review (ELIR)

QAA Scotland worked closely with the Scottish Funding Council (SFC), Universities Scotland and NUS Scotland to develop an enhancement-led approach to quality in the Scottish higher education sector



Scottish Funding Council
Promoting further and higher education

The Scottish Quality Enhancement Framework (QEF)

- Three key principles inform and underpin QAE in the QEF:
 - High quality learning
 - Student engagement
 - Quality culture



Scottish Funding Council
Promoting further and higher education

The Scottish Quality Enhancement Framework (QEF)

- The QEF builds on shared values:
 - A collaborative ethos based on partnership working
 - Recognition that the higher education institutions are autonomous, with primary responsibility for ensuring that academic standards are set and maintained and that the quality of provision is assured
 - External quality assurance based on co-regulation and external peer review
 - An enhancement-led ethos, which supports and encourages continuing improvement, innovation and critical self-evaluation
 - Recognition of learning as a partnership with students



Scottish Funding Council

Promoting further and higher education



Enhancement Themes

SEARCH THIS SITE:

SEARCH

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ENHANCEMENT THEMES

CONFERENCE

SHEEC

STUDENT ENGAGEMENT

RESOURCES

NEWS

EVENTS

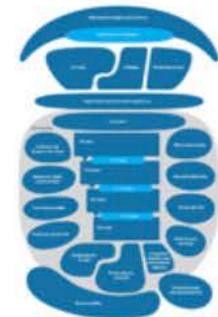
ABOUT US

Explore the Student Transitions Map

The Transitions Map presents examples of practice relating to the way students enter, move through, and ultimately leave university. It is aimed at everyone with an interest in how students enter and transition through higher education.

Student Transitions Map

Exploring the student journey - promoting the skills and support for success

[Explore the Map](#)

[Showcase of institutional multi-media](#)
[Focus On](#)
[Explore the Student Transitions Map](#)
[Flexible Learning](#)
[Student Transitions Enhancement Theme](#)
[Enterprise and Entrepreneurship](#)

Welcome to the Enhancement Themes website

The Enhancement Themes are selected by the Scottish higher education sector and they provide a means for institutions, academic staff, support staff and students to work together in enhancing the learning experience.

Each Theme facilitates both sharing and learning from current and innovative national and international practice. In addition, the Themes promote the collective development of new ideas and models for innovation in learning and teaching.

Support for the Enhancement Themes is provided by the Quality Assurance Agency for Higher Education, Scotland (QAA).

Enhancement Themes

- Evidence-based Enhancement (2017- 2020) - *new and just about to commence*
- Student Transitions (2014 - 2017)
- Developing and Supporting the Curriculum (2011-14)
- Graduates for the 21st Century: Integrating the Enhancement Themes (2008-11)
- Research-Teaching Linkages: enhancing graduate attributes (2006-08)
- Integrative Assessment (2005-06)
- The First Year: Engagement and Empowerment (2005-08)
- Flexible Delivery (2004-06)
- Employability (2004-06)
- Responding to Student Needs (2003-04)
- Assessment (2003-04)

'Synectics' - creative thinking events

Online Networks and Digital Toolkits

- Assessment
- Feedback
- Employability skills and attributes
- My Wellbeing
- Managing my studies

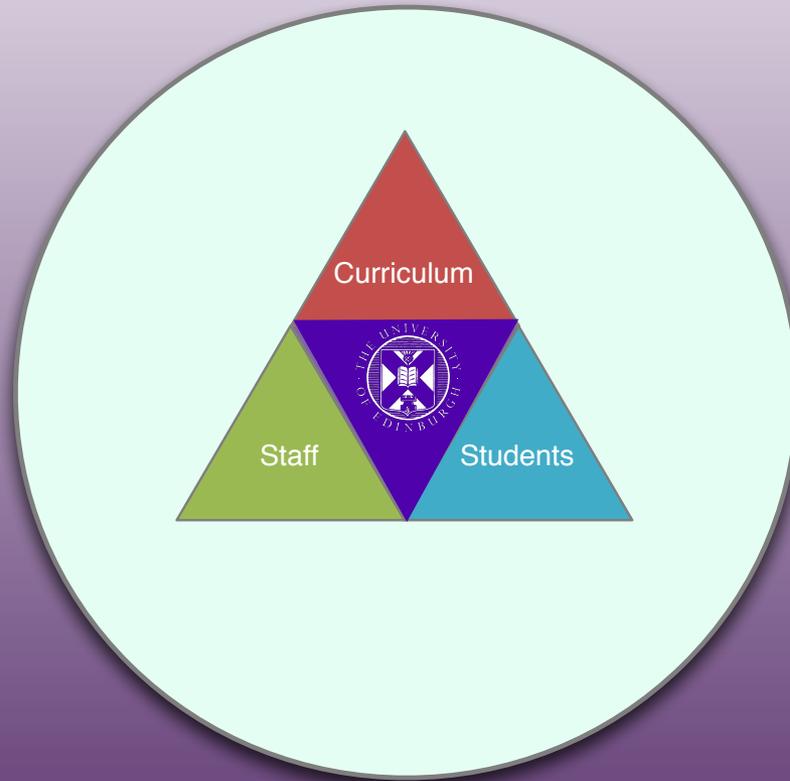


Challenges, change and
evidence of enhancement in
the sector

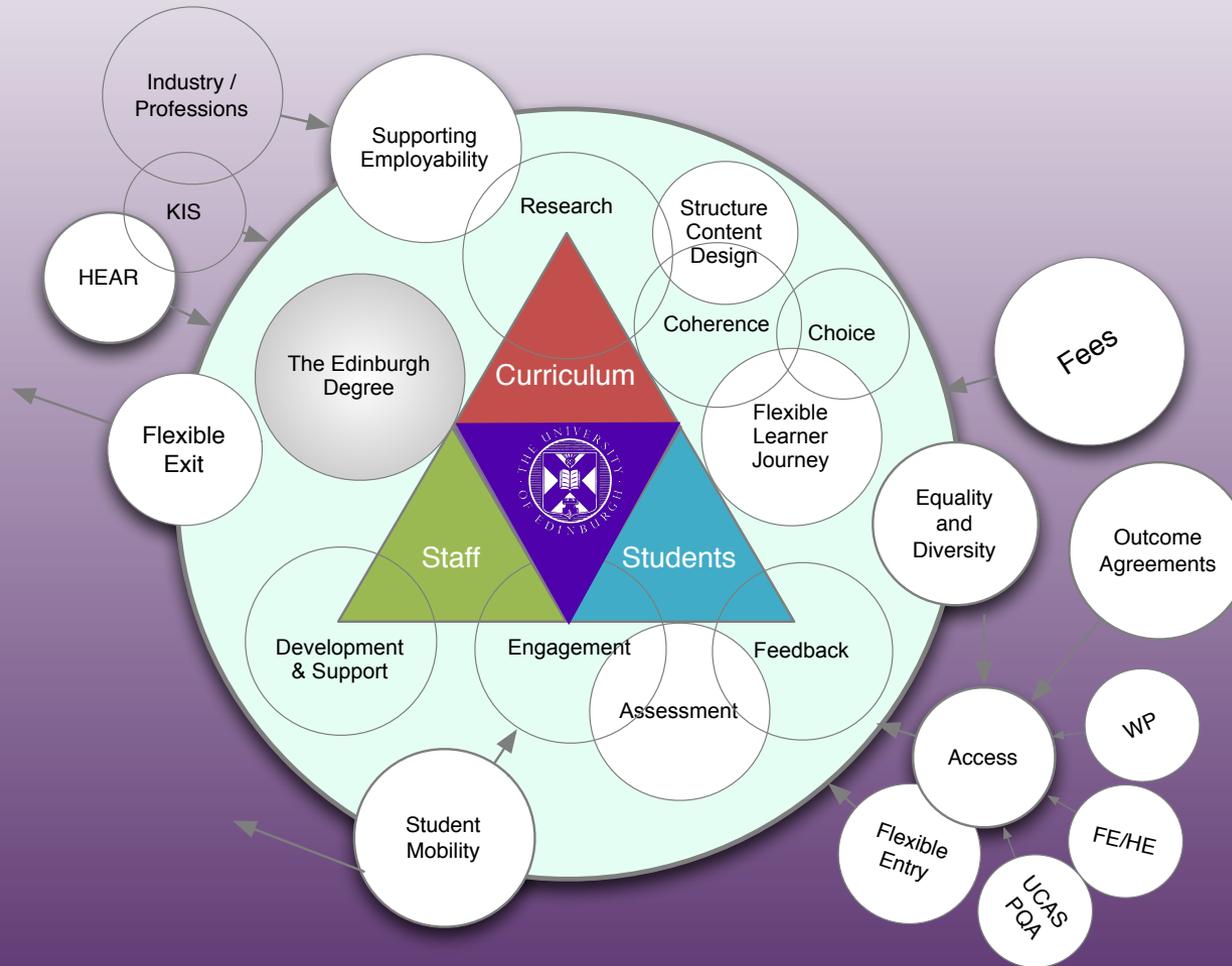
Challenges across the Higher Education sector

- A learning outcomes model
- Curriculum design
- Assessment and feedback
- Self-critical evaluation and measuring impact
- External context
- Explicit transparency and public accountability

the **blank** canvas



the imposed accountabilities



Characteristics of effective practice

..... evidencing deliberate steps to enhancement

ELIR Cycle 4 - *enables a range of outcomes to be achieved*

- Promoting holistic, evidence-based evaluation by institutions and the opportunity to engage in discussion on the outcomes of that evaluation with a team of peers
- Delivering a clear statement on baseline quality and academic standards and, beyond that, providing a suite of differentiated commendations and recommendations
- Enabling whole-sector enhancement and developmental activity to be conducted, drawing on thematic information about strengths and challenges of the institutions reviewed

Enhancement-Led Institutional Review - *continues to evolve*

- ELIR 4 emphasises the contextualisation of each review with the intention to maximise the value to individual institutions and to the sector, acknowledging the importance placed on evidence-based self-evaluation
- Contextualisation allows reviews to focus where there will be most benefit, both to provide assurance and to promote enhancement, sharing good practice, and building the evidence base which demonstrates the effectiveness of the approach to home, UK and international audiences

An Enhancement-Led Approach to QA (ELIR)

1.0 Engaging the wider student and staff community – *why is this needed?*

2.0 Preparing the Reflective Analysis

- The Reflective Analysis – *what does a good Reflective Analysis look like?*
- A contextualised Reflective Analysis – *what needs to be considered?*
- Writing a Reflective Analysis – *who should or needs to be involved?*
- Design, structure and navigation of a Reflective Analysis - *does it function effectively?*

3.0 The Advance Information Set – *what does this need to achieve?*

4.0 Case Studies - *do we still need these?*

5.0 Preparing for Review – *what do we need to consider?*

6.0 The Review - *aims and reflections*

- The Planning Visit - *what is the focus and purpose?*
- The Review Visit - *how does this differ from previously?*

7.0 Post Review – *what now?*

1 Engaging the wider student and staff community

Student engagement is one of the five elements of the Quality Enhancement Framework, and the effectiveness of student engagement is a significant focus of ELIR. Similarly, institutions are encouraged to demonstrate how staff contribute to, and are routinely involved in, ongoing enhancement of the student experience.

1.1 Characteristics of Effective Practice

Engaging the wider student and staff community

a	The use of a number of approaches, for example, conference style events, workshops, focus-groups, social media, web pages, interviews and/or presentations, short booklet or posters on the enhancement-led approach to quality assurance and enhancement are used to promote awareness and opportunities to participate in the preparation phase for an ELIR
b	Using a structured approach to student and staff representation across academic schools and/or departments, along with ensuring opportunities for direct contribution and engagement from across both academic and professional service communities
c	Working in partnership with the student association and the formal inclusion in the review process of the student president, elected officers, student committees and student association staff
d	Evidence of routine and wide engagement from students and staff across different levels of the institution, with identified mechanisms to contribute directly to assuring and enhancing the student experience
e	Involving as many students and staff as is practicable in the review process itself and as appropriate to the scale of the institution
f	Ensuring that the preparation for review is not managed in isolation at a senior level or as an unrelated or separate activity to normal and routine business
g	Providing opportunities for all staff and students to discuss, contribute to and agree the key themes and priorities selected as the focus for the review at relevant committees and fora and at different levels within the institution
h	Implementing a formal and structured approval process for the completed Reflective Analysis which ensures that students and staff have had the opportunity to be fully consulted and encouraged to comment
i	Making the completed Reflective Analysis available to all students and staff in an appropriate form and effectively communicating where to access this or obtain a copy. Some institutions provide all student representatives and staff directly involved in the ELIR their own hardcopy.

1.2 Reflection

How will you evidence and demonstrate to the ELIR team the level of whole-institution involvement in, engagement with and, importantly, the impact of an enhancement-led approach to continually improving the student experience and to the wider assurance of quality and academic standards?

"If you approach it in a deep way, you would actually be using it as a learning process to start developing ideas and developing ways to enhance the institution's approach to policy, strategy or whatever: by the end of the Reflective Analysis process an institution should be able to say 'We are really good at this and we should really focus on this' and then it will be interesting to see how those compare with an ELIR team's judgement."

1.3 Views from the sector

Engaging the wider student and staff community

- Ongoing continuity between reviews and formally starting the preparation early is very important
- Ensuring that the ELIR process is continually discussed and shared with the wider community via their representatives, for example through having standing items on the agenda of the relevant committees, which includes representation from students and professional services, as well as academic staff
- Key themes are identified from 'face-to-face' interviews with a range of staff and large-scale focus groups held with students
- Review workshops, both general and school specific, discussion of the key themes and presentations to the highest academic committees such as Senate, Court and the University Executive are used to inform the university community about the ELIR process
- Briefing papers are presented to all the senior committees and are also sent to heads of division who are also requested to share these widely
- An online survey is used with the programme leaders seeking their ideas, examples and contributions

Engaging students

- As a minimum the sabbatical officer, vice president education or the Students' Association president should be a member of the ELIR working group



ACADEMIC SERVICES

Academic Services home

Quality

Roles and responsibilities

External examining

Monitoring and review

ELIR

Enhancement themes

Student engagement

Accreditation and collaboration

Quality code

Home > Academic Services > Quality > ELIR

Contact us

Enhancement-Led Institutional Review (ELIR)

Information about institutional reviews by the Quality Assurance Agency, including key documents and links to QAA reports on the outcomes.

Enhancement-Led Institutional Review (ELIR) is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. Yearly meetings with the Quality Assurance Agency (QAAS) help support the University's ongoing commitment to quality enhancement.

[QAA website information on ELIR](#)

Institutional Review (ELIR) 2015

The University has received the highest possible judgement from the 2015 ELIR, an outcome of 'effectiveness' in the management of academic standards and enhancing quality. The review team identified many areas of positive practice where the University is doing particularly well; for example, the Edinburgh Award, and initiatives such as the Peer Assisted Learning Scheme (PALS) in which students 'buddy' or mentor other students. The review team have also identified some areas for development, and these are being taken forward by designated theme leads. Progress will be reported regularly to the Senate Quality Assurance Committee, and in March 2017, the University provided a 'year-on' report to the Quality Assurance Agency on its progress in addressing their recommendations.

Key Documents

[ELIR 2015 Technical and Outcome Reports](#)

[ELIR 2015 Reflective Analysis \(718.02 KB PDF\)](#)

[ELIR 2015 Case Studies \(429.06 KB PDF\)](#)

[ELIR Year-On Response Report \(pdf\)](#)

Estates Enhancement

Traditionally restored building fabric to conserve the McEwan Hall for the future

A spectacular ceremonial hall for graduations and events

New tree planting and soft landscaping to create more social space and improved accessibility



McEwan Hall - day



Bristo Square - day

A circular amphitheatre featuring a contemporary glazed entrance pavilion

New visitor and conference facilities

Upgraded energy efficient services



McEwan Hall - evening



McEwan Hall - sectional perspective



Bristo Square Development

Principal's Go Abroad Challenge

A world of choice

We offer outstanding international exchange opportunities, with more than 270 destinations available worldwide

Last year around 300 students studied at one of our international partners in countries as diverse as Australia, Canada, the US, Mexico, Singapore and South Korea

More than 400 students studied or worked in Europe, either with our Erasmus exchange partners or through the Erasmus Work Placement Programme

A further 125 students participated on one of our many short-term international programmes worldwide

Our partners include world-class institutions such as the California Institute of Technology, the Universities of Pennsylvania, Melbourne and Toronto, ETH Zurich, Heidelberg University in Germany and the Universities of Copenhagen and Amsterdam



What students have to say

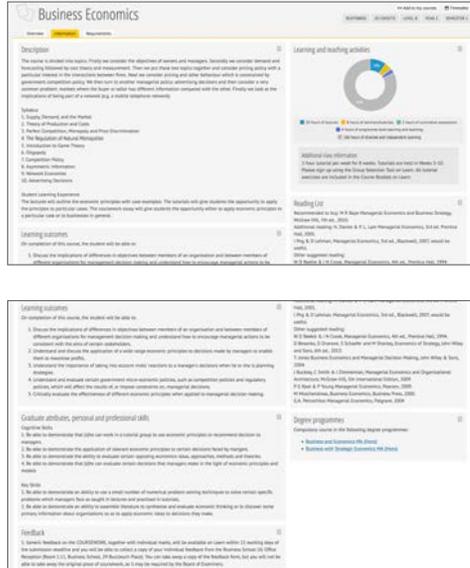
"Whilst you will undoubtedly have a huge amount of fun, you will also be enhancing your academic profile and in a competitive job market – what I believe stands out is this kind of experience working and living internationally."

"It's a cliché but I really did have the best year of my life out there. I'd sign up for another year away in a heartbeat"



www.ed.ac.uk/go-abroad

PCIM



Path

Path is a 'state of the art' web application that presents course information in an easy to read format, both graphically and textually, drawing on the data provided from CCAM and the DRPS.

The flexibility of degree programmes at the University often allows for a huge breadth of choice within a student's individual degree programme - Path simplifies this process and enables students to easily explore the options and pathways available to them.

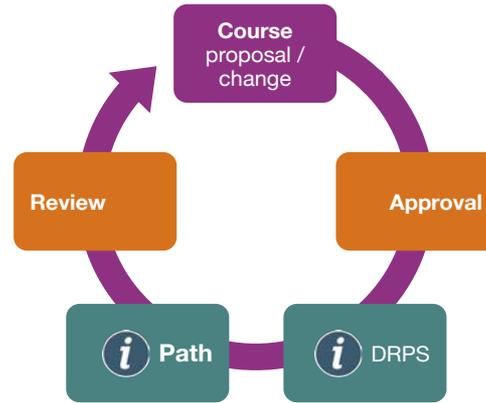
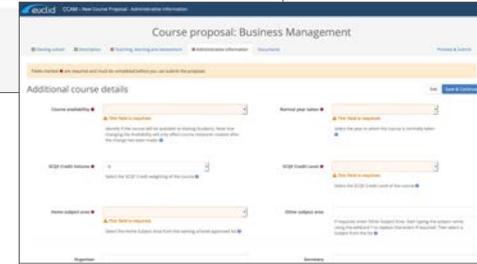
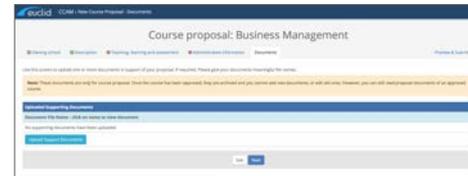


STAFF EDITING SCREENS

The new screens are designed and structured to enable both academic and administrative staff to jointly create and contribute to the course description.

The preview screens are designed to easily identify the completeness and quality of the data entered.

There has been a 165% increase in academic staff using and editing directly in the new system.



DEGREE REGULATIONS AND PROGRAMME OF STUDY

The Degree Regulations and Programmes of Study (DRPS) provides information on the programmes of study offered by the University of Edinburgh, and sets out the regulatory framework by which these are governed, together with the regulations and codes that govern the general context of a student's academic career at the University.

This information is developed from the Course Creation, Approval and Maintenance database (CCAM)



Path

AWARD WINNING

Presented with the 2014 Award for Excellence from UCISA. The system was initially developed by two students to assist their peers in deciding which courses to choose for their next year of study. There were a number of areas that the panel felt were exemplary - the transition from a student developed prototype to a production service, the facility to use student feedback to help inform the selection of courses and the successful roll-out to all schools.

Month	Usage	Schools
August 2012	100 unique users	1
August 2013	1000 unique users	3
September 2014	10,000 unique users	22

10,000 unique users accessed the system 150,000 times with an average of 7 minutes per visit

NEW FUNCTIONALITY

Driven by students, new functionality has been introduced to Path for the 2015/16 academic year:

Ability for students to send their pre-selected course choices to the Personal Tutor ahead of their first meeting.

Guidance for students to review course choices within their programme of study taken by previous students.

FUTURE STUDENT-LED INNOVATION

Our latest student-led innovation project is **ask**.

ask is a Q&A platform with the aim of enhancing the university experience by creating a supportive digital classroom.



Path: Course Selection and Programme Builder

PGR Post Graduate Research

THE EDINBURGH APPROACH

Enhanced, tailored support for all University of Edinburgh postgraduate researchers

Training and development as an expectation

Innovative approach to doctoral cohort funding bids

Enhanced career development support

THE POST GRADUATE RESEARCH STUDENT

All Postgraduate research students have access to local and institutional level training and support

CENTRALISED SUPPORT FOR TRAINING

Institute for Academic Development (IAD)

A wide-range of workshops, short-courses, training, online resources, public and policy engagement for students and staff in support of the PhD experience

Careers Service

PhD alumni careers events and preparation for careers within and beyond academia

THE PHD SUPERVISOR

The University is committed to supporting and developing all PhD Supervisors through:

Compulsory supervisor briefing events. These cover regulations, case studies, and an experienced supervisor talk

Complementary supervisor workshops and sessions.



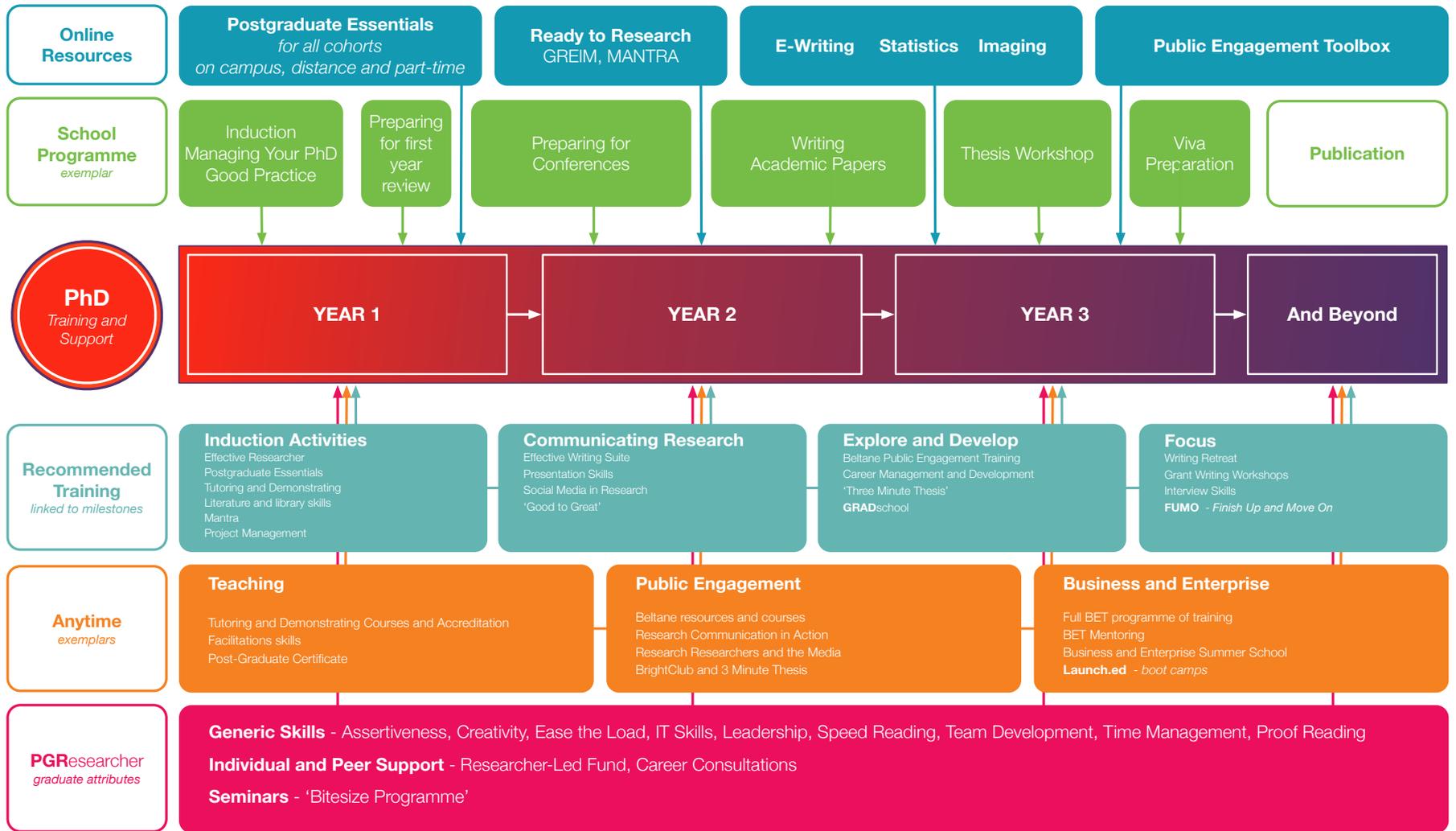
THE THREE-MINUTE THESIS (3MT) 2015 WINNERS

The winner of the 2015 competition was Chen Zhao from the School of Clinical Sciences with her presentation 'Astrocyte: the Star of Motor Neuron Disease' Chen will now go on to represent the University in the UK and Universitas 21 competitions. The Runner Up was Donald Slater from the School of GeoSciences, with his presentation 'The Greenland Ice Sheet: cold ice in a hot drink'. The 'People's Choice' winner was Matthew Simmonte from the School of Chemistry with his presentation "Finding a match - polymer microarrays and internet dating".

The 3 Minute Thesis competition requires PhD students to compete to deliver the best research presentation in just 3 minutes (and on one slide).

Enhancing the Postgraduate Research Student Experience





The Post Graduate Researcher Experience

The Edinburgh Award

DEFINING THE CONTEXT

Agreeing the specific type of co- or extra-curricular activity for a new version of the Edinburgh Award

ACCREDITATION

- Tailored plans are developed by local staff
- Links to the University's Graduate Attributes are defined
- Plans are reviewed against Edinburgh Award Framework
- Accreditation is overseen and supported centrally

STUDENT RECRUITMENT

- Student eligibility criteria are defined
- Version is promoted to relevant students

AT THE START 'ASPIRING' INPUT

- Exploring what excellence means for this co-or extra-curricular activity
- Identifying individual development priorities
- Planning for own development and impact

MIDWAY THROUGH 'DEVELOPING' INPUT

- Surfacing individual progress, development and impact
- Considering steps involved and challenges
- Revising action plans where necessary

AT THE END 'OWNING' INPUT

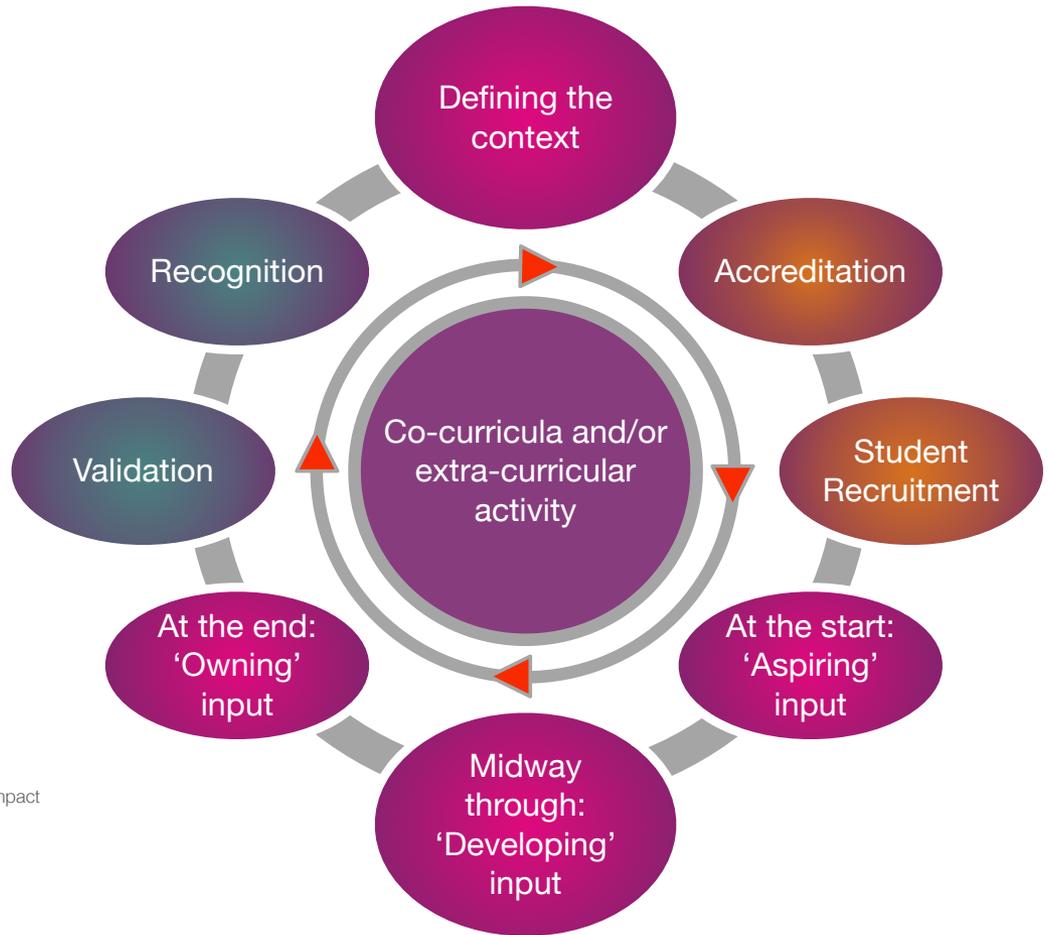
- Recognising and solidifying learning, development and impact achieved
- Using and selling experiences
- Looking to the future

VALIDATION

- Monitoring: engagement at each stage and required level of activity
- Submitting: interim and final reflections capturing development, learning and impact
- Reviewing: by staff and in many versions via peer assessment

RECOGNITION

- Central or local reception event
- HEAR entry
- Certificate



Student - quotes

"The Edinburgh Award has been an absolutely amazing process. It opened my eyes to many things that went unnoticed before. By working on them I've been able to improve myself a lot over the past few months, to which I am really grateful. Being a part of the process has been absolutely priceless".

"In the end, the actual Award certificate mattered little in comparison to the Award journey. The entire self-reflective process helped me learn more about myself as a person, something which is quite hard to get done!"

"I have gained valuable skills and, perhaps more importantly, I feel proud to have been involved in the Edinburgh Award, I feel part of the University community".

"I learned a lot about my strengths and weaknesses, and really improved in some target areas. I feel I now have many more skills, and the ability to explain these to other people. This has been one of the most valuable things I have done in my life as I have learned a lot about myself... I never reflected on myself so much".

"The Edinburgh Award was such a great way to speak to others about their own experiences and hear about their challenges, strengths and weaknesses. We found common points and similar ways we could work towards goals, as well as give advice and encouragement in areas that we differed in".

"The Edinburgh Award was a really good experience, and the benefits were much greater than I initially thought they would be. I realised my strengths and weaknesses, how to overcome these weaknesses and play on my strong assets. I am a much more reflective employee than I was previously".

"It is a fantastic preparation for work after university. The structured reflection and discussions as part of the Edinburgh Award increase awareness of what one learns during this time. A great experience, really fulfilling and equipping me well for the future".

Award Leaders - staff quotes

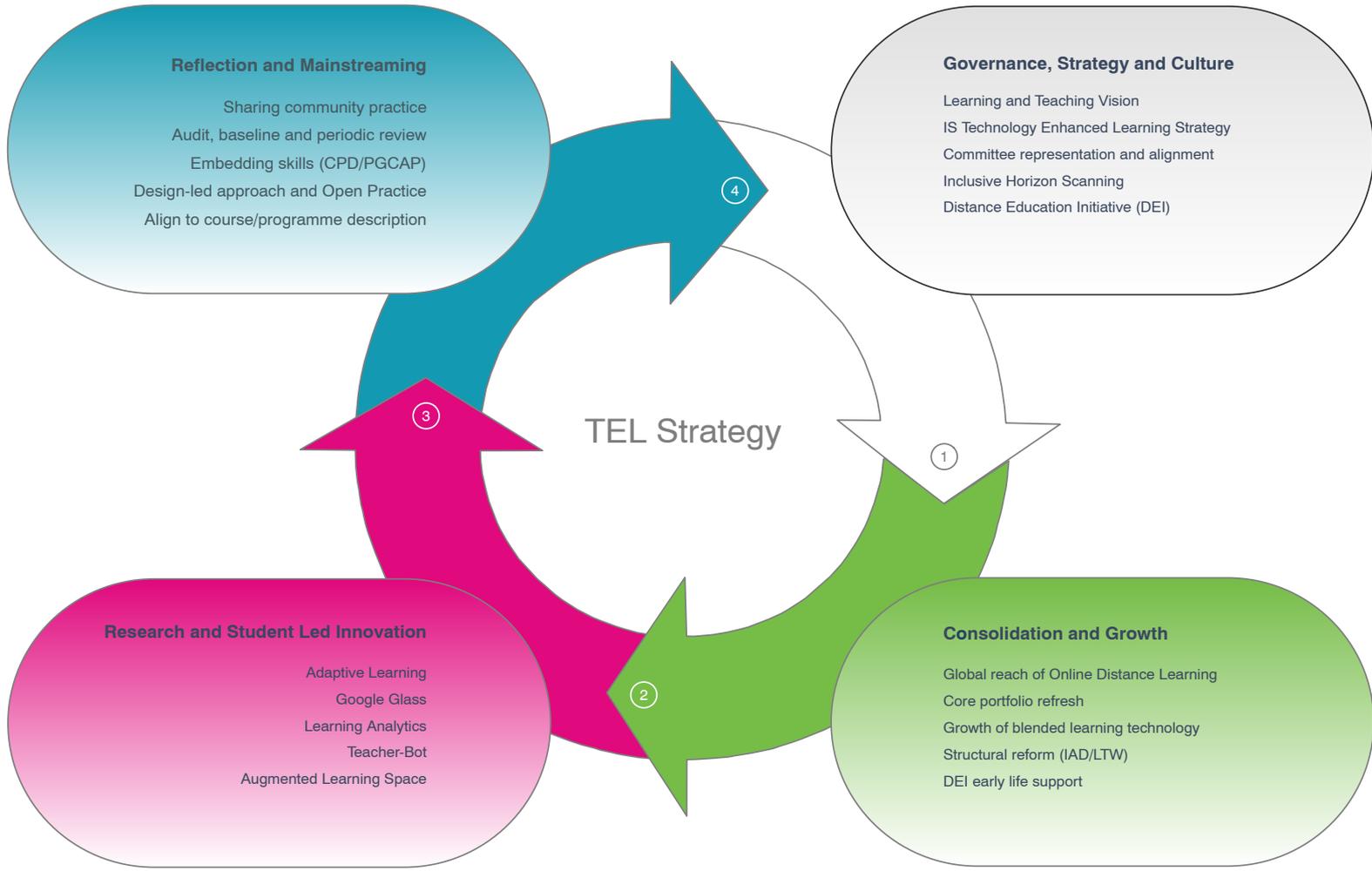
"The Edinburgh Award encompassed a wider range of students than we normally manage to engage with".

"The Edinburgh Award allowed us to engage with students in a way that was truly relevant to them. It had tangible outcomes for both the students and us".

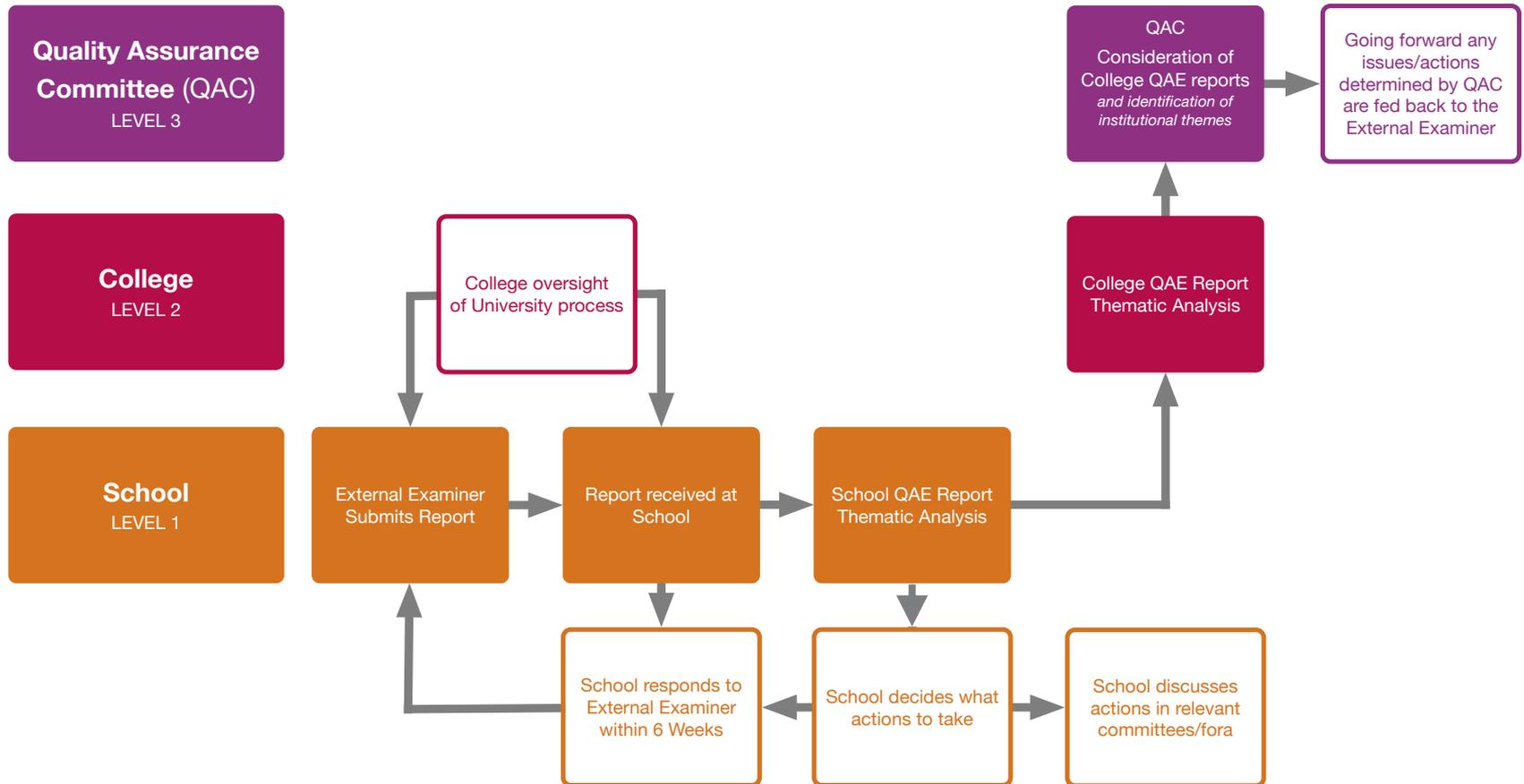
A Celebration



The Edinburgh Award



Consideration of External Examiners Reports





THE UNIVERSITY *of* EDINBURGH

Enhancement-led Institutional Review:

Case Studies

Figure 1.1: Meetings with Personal Tutors

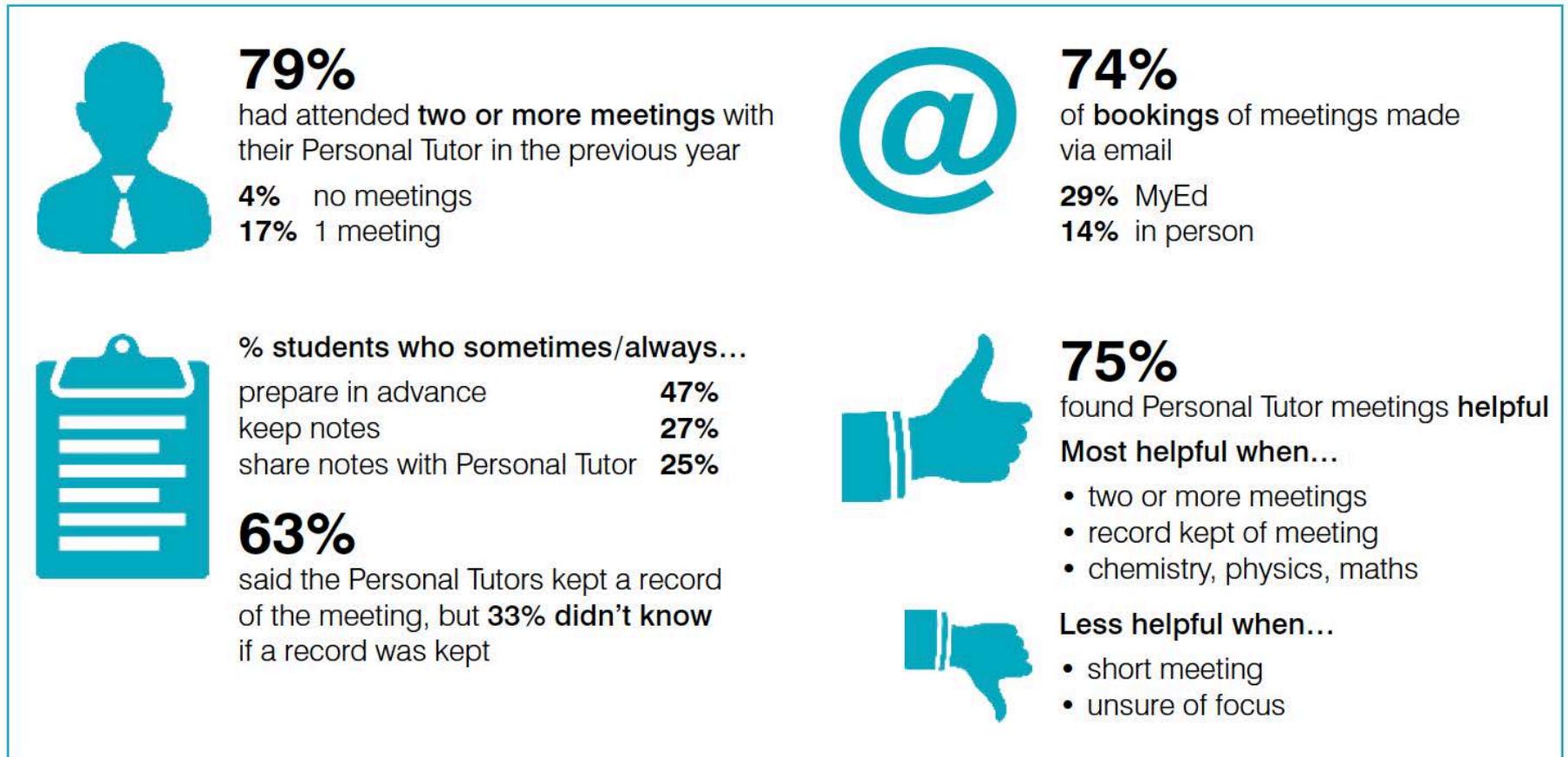


Figure 1.2: Meetings with Student Support Teams



It is critical that we **value** what
we measure and not simply
measure what we can

Effectiveness is what we are after

Effectiveness is what we are after

..... *student satisfaction (i.e. happiness) is a bonus*

Q&A



end

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