Students Matter: Closing the Feedback Loop

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The UK Quality Code for Higher Education

UK higher education providers are regulated by an independent body - the Quality Assurance Agency (QAA) – all UK universities must align their practices with the expectations (and indicators of sound practice) set out in the QAA’s UK Quality Code.

**Part A:** Setting and maintaining academic standards including national frameworks, subject benchmarks and governance arrangements.

**Part B:** Assuring and enhancing academic quality, including:

- programme design and approval
- recruitment and admission
- learning and teaching
- student development and achievement
- student engagement
- assessment and recognition of prior learning
- external examining
- programme monitoring and review
- complaints and appeals
- collaborative taught provision
- research degrees.

**Part C:** Information about higher education provision, where HE providers are expected to make available valid, reliable, useful and accessible information about their provision.
HE qualification frameworks in the UK

Scotland works within a different qualification framework to the rest of the UK.


The Scottish Credit and Qualifications Framework (SCQF)


Also….. QAA Scotland (QAAS) is part of the UK QAA, but there are different quality arrangements in Scotland from the rest of the UK.
Scottish Universities work within a **Quality Enhancement Framework.**

‘A system ......for ensuring that academic standards are set and maintained appropriately and that quality is evaluated systematically and enhanced deliberately’

- **Institution-led quality reviews (reported to the SFC)**
- **Enhancement-led Institutional Review (ELIR)**
- **Public information about quality**
- **Student engagement in quality**
- **Quality enhancement themes**

*external review equivalent to the Higher Education Review in England and Northern Ireland, and the Higher Education Review: Wales*
Student representation at Dundee

- DUSA Executive
- Court, Senate and their Committees
- College Boards
- School Staff-Student Liaison Committees

Interconnected with:

- Student Representative Council
- School Presidents
- School Boards
- School Staff-Student Liaison Committees

- Class/Module Representatives
- The Student Body

Activities:
- Informal feedback to staff
- Module feedback surveys
- National Student Survey
- Programme Review Panels
Overview of Review Processes at the University of Dundee

Students are involved in (almost) all elements of our review processes.

Public body input, review & frameworks
- Scottish Funding Council, QAA, QAA Scotland, SCQF & PSRB expectations

Strategy / planning
- University Strategy
- University L&T Strategy
- Operational Plans

Periodic review
- PSRB Accreditation
- Programme Review

Annual Review
- L&T Enhancement Reports
- Annual programme review
- Annual module review

Module and Programme Approval / Withdrawal
Annual programme monitoring and review at Dundee

Student engagement at every stage.
Institution-led periodic programme review

Process

Evaluation, consultation and planning

Programme review board

Implementation and review

Actions and documentation

Student engagement at every stage.

- Formal analysis of operation
- Programme evaluation summary
- Programme development plan
- Supporting documentation
- Consideration by School, College and University Committees.

Supporting documentation

Programme development plan

Programme evaluation summary

Formal analysis of operation
Periodic review of the student support environment

Evaluation, consultation and planning

Review board

Implementation and review

Based on a similar format to periodic programme review

Co-chaired by the President of DUSA and the Vice-Principal for Learning and Teaching.

Supported by A Student Experience Operations Committee – co-chaired by the President of DUSA and the Vice-Principal for Learning and Teaching
Enhancement-led institutional review (every four years)

Develop a Reflective Analysis (RA) and case studies

Provide advance information sets

Two visits from the reviewing team to examine our approach to:

• Enhancement of the student learning experience
• Enhancement in learning and teaching
• Academic standards
• Self-evaluation and management of information
• Collaborative activity

Report published with a judgement on whether our approach is ‘effective’, ‘of limited effectiveness’ or ‘not effective’
Developing the reflective analysis

A Small Steering Group (including the president of DUSA)

A Working Group with College, DUSA and Directorate Representation

A Series of Workshops with Staff and Students

Wider consultation across the University on drafts of the RA

One Main Coordinator and Author/Editor of the RA
The workshops

1. ‘Four years on from ELIR 2’ (mixed groups).

2. Quality enhancement (Colleges and Schools)
   - Enhancing the student experience
   - Enhancement of learning and teaching

3. Quality assurance and academic standards (Colleges and Schools)

4. Refining the RA (mixed groups)
Working with the students to develop the RA

DUSA President was a full and active member of the ELIR steering group – involved at all stages of drafting the RA (including writing the parts of the RA relating to student representation).

President and Deputy President were full and active members of the ELIR working group.

Student reps (School presidents and class reps) were part of all the ELIR workshops.

DUSA President led discussions on the development of the RA and on the ELIR method at meetings of the Student Representatives Council.

Entire DUSA executive team invited to comment and feed into drafts of the RA.

Incoming DUSA executive team were engaged with the ELIR method immediately post-election.
Student involvement with the review visits

The ELIR visiting team comprises six peer reviewers: a student reviewer; three UK-based senior academic reviewers; and international reviewer; and a coordinating reviewer.

Students’ Association sabbatical officers are heavily involved in hosting and participating in the visits.

The part 1 visit includes a meeting with students who hold University representative roles.

The part 2 visit includes meetings with different groups of students.
The outcomes from ELIR are publicly available.

‘You said….. We did’ or (and) a partnership approach?

A Student Partnership Agreement – reviewed annually and aligned with the DUSA manifesto and the University Quality Enhancement Strategy.