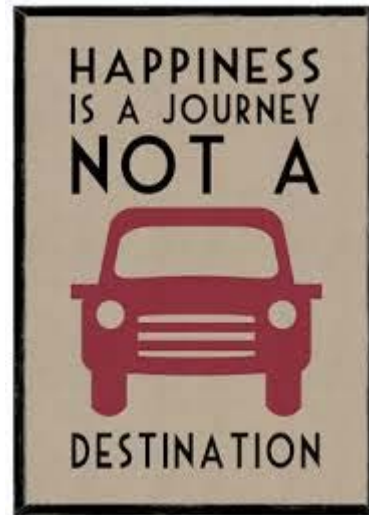


Enhancing Learning and Teaching at HWU: External Assessment (ELIR)

Learning and Teaching Symposium
October 2014

Enhancing Learning and Teaching at HWU



- Enhancement of learning and teaching is.....

a journey not a destination!

Helping us on that journey...

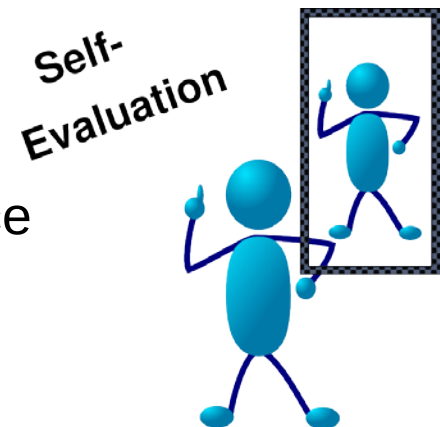
- ELIR – Enhancement led institutional review
- Institution-wide external review conducted by Quality Assurance Agency Scotland on behalf of QAA UK and the Scottish Funding Council
- All Scottish HEI's are reviewed on a 4-year cycle
- Reviews are undertaken by an external Team



Focus of ELIR

The University's approach to:

- Enhancement and how it is implemented at all levels
- self-evaluation, particularly how it evaluates:
 - its strengths;
 - potential risks to quality and standards;
 - improvements to the student learning experience
- partnership with students



What is meant by enhancement?

Enhancement is defined as....

Taking deliberate steps to improve the effectiveness of the student learning experience



ELIR Areas of Review/Reporting

- 1) institutional strategic framework
- 2) student learning experience
- 3) learning and teaching enhancement
- 4) quality assurance and academic standards
- 5) self-evaluation and management of information
- 6) collaborative activity



Scope of ELIR

- 1) Learning and Teaching Activities (not research – only the PGR student learning experience)
- 2) The student learning experience of all categories of students:
 - UG, PGT, PGR;
 - Full-Time, Part-Time
 - UK Campuses
 - Overseas Campuses
 - Associate Campus
 - Partnerships: ALP's, Joint Collaborative, Work Placements
 - Independent Distance Learners



Importance of ELIR

- Overarching judgement impacts on:
 - the University's reputation in the UK and globally
 - its continued operation in Dubai (KHDA) and Malaysia (MOHE/MQA)
 - Interventions by QAA UK and by SFC
- concise *Outcome Report* is designed for applicants, employers etc



HWU's ELIR3: Key Dates

- Submission of documents to QAA Scotland **due by 14 November 2014**
- Review Visit - 2 parts:
 - **Part 1: 28-29 January 2015**
 - **Part 2: w/c16 March 2015** (likely to be 5 days: to be confirmed at end of Part 1 visit).
- Preparations have been underway since **2013**



Format of Review Visits: Part 2

- Week 16- 20 March 2015
- No set format; but typical meetings:
 - UG Students (not reps)
 - PGT and PhD students (incl. teaching role)
 - Academic staff (early career, promoted, new)
 - Professional Services staff
 - Senior academic and administrative staff
- Focus on enhancement, but may ask questions around assurance and academic standards



Engaging Staff and Students in ELIR



Who needs to be involved in Preparations?

- Staff and students in Edinburgh, Scottish Borders, Orkney, Malaysia and Dubai
- ALP students and Approved Tutors
- West London College
- IDL students



Key Role for VP's (Dubai, Malaysia), DLT's and DoPS's in promoting engagement

How are staff and students involved so far?

- Managed by Learning and Teaching Board and ELIR Steering Group
- Discussions at University Committees and Academic Councils (Dubai, Malaysia, West London College)
- Discussions through Student Union
- Providing specific information for the Reflective Analysis document



Involvement?

- Review of draft sections of the Reflective Analysis
- Discussions at School committees/meetings of Professional Service Directorates
- Meetings with ELIR Team (academics; students + student representatives; professional services)
- Providing examples of local enhancements to support the Reflective Analysis document
- Responding to key questions

Collaboration is key!



Key Questions for ELIR

...but not just for ELIR

- How do we identify and share good practice in learning and teaching/service provision?
- How to we enhance the student learning experience?
 - UK campuses, Dubai, Malaysia; ALP and IDL students
 - To what extent do we consider PGT/PGR as well as UG?
- Self-evaluation of learning + teaching/service:
 - How? (student surveys; Annual Monitoring; Periodic Review ...)
 - Effectiveness of self-evaluation? (...Do we “close the feedback loop”?)
- Any other key questions?



Why are we doing this?

- To enhance learning and teaching at HWU



