QAA Enhancement-Led Institutional Review: ELIR4@HWU

Overview and Getting Involved

Produced by Academic Quality

February 2019
What is ELIR?

- 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 or 5 year cycle: now in ELIR4

- Reviews are undertaken by an External Team, including 2 visits to HWU (based at Edinburgh Campus)
Scope of ELIR

1) **Learning and teaching**: all of an institution’s credit-bearing provision, plus PGR student learning experience

2) The **quality of the learning experience** of all categories of students and the **academic standards** of all awards:
   - UG, PGT, PGR;
   - Full-Time, Part-Time
   - UK Campuses
   - Overseas Campuses
   - Partnerships: ALP’s, Joint Collaborative, Work Placements, Graduate Apprenticeships
   - Independent Distance Learners

3) **Equality and diversity** within the student population, including identifying and responding to student needs
ELIR4 Areas of Review/Reporting

• 5 Key Areas:

1) Contextual information about the institution, student population and review
2) Enhancing the student learning experience
3) Strategy and practice for enhancing learning and teaching
4) Academic standards and quality processes
5) Collaborative provision

• 5-6 sub-categories in each, focusing on “approach” and “effectiveness”
Focus of ELIR

- the institution's **strategic approach to enhancement***: effectiveness and local implementation

- A significant focus in ELIR4 on **the institution's** approaches to self-evaluation and use of evidence

- An analysis throughout of **current strengths and areas for development**
  - where are we now?
  - where do we want to be in the future?
  - how are we going to get there?
  - how will we know when we get there?

*Enhancement is defined as **Taking deliberate steps to improve the effectiveness of the student learning experience**: continuous improvement and/or more significant step-changes in strategy, policy and practice.
ELIR3 v’s ELIR4: What’s Different?

• **Contextualisation:**
  – Scope and focus tailored to each institution;
  – Contextualised areas highlighted in Reflective Analysis;
  – Early feedback on contextualised areas prior to Planning Visit;
  – Focus on how students were engaged in selecting the institution’s chosen focal points

• **Evidence:**
  – much greater emphasis on the institution's approach to using evidence to inform its decision-making and the analysis of its strengths, challenges and priorities;
  – holistic, evidence-based evaluation by institutions

• **one-day Planning Visit** (previously, two-day Part 1 Visit)
HWU ELIR4: Key Dates

• Submission of documents to QAA Scotland **due by 15 November 2019**

• Visit – 2 Stages:
  – **Planning Visit**: 30 January 2020
  – **Review Visit**: w/c16 March 2020

  (likely to be 5 days: to be confirmed at end of Planning Visit).

• **2018/19: Critical year for Evidence:**
  – ELIR4 requires an extensive suite of evidence for a full AY before the Review;
  – for HWU, 2018/19 is our key and final year for evidencing the impact of change
### Format of Planning Visit

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Description</th>
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</thead>
<tbody>
<tr>
<td>30 January, AM</td>
<td>Working Meeting with Institutional Contacts (J.Sawkins; M.King)</td>
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<tr>
<td>30 January, AM</td>
<td>Meeting with Student Representatives (incl. PGR)</td>
</tr>
<tr>
<td>30 January, PM</td>
<td>Meeting with School/Academic Staff (quality assurance/enhancement; institution’s contextualised topics)</td>
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<tr>
<td>30 January, PM</td>
<td>Meeting with Institutional Contacts (J.Sawkins; M.King) (agree arrangements for sharing the key themes and programme for the Review Visit, plus any additional documentation etc – 1 week after Planning Visit)</td>
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</tbody>
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Notes: 1 day in ELIR4; 2 days in ELIR1-3: there is no half-day on *Institutional Presentations /Tour* in ELIR4. The 3 Student Presidents and staff from all five campuses will participate in person in these meetings.
Format of Review Visit

- Week 16-20 March 2020

- 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, given HWU’s global reach, likely to be questions around assurance and academic standards
  - themes identified from Planning Visit
  - HWU’s contextualised themes

Dubai + Malaysia by Skype
Preparing for ELIR …

<table>
<thead>
<tr>
<th>Identification of HWU’s Contextualised Topics (Senate/Students): Global Learning + Teaching; Student Engagement; Retention</th>
<th>Evidence: gathering; analysis (Effectiveness)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions of Key Questions + Issues: what can we address/not? UCLT and beyond</td>
<td>Focus on advance help for ELIR Team to “understand” HWU as a global institution</td>
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<tr>
<td>Presentation to + Meetings of: ELIR Steering Group, School Committees and relevant Professional Services</td>
<td>Academic Quality Team: Drafting RA (no Case Study); producing AIS; Key Issues Log; review arrangements…</td>
</tr>
<tr>
<td>Wider ELIR Working Group? (RA, AIS, evidence gathering, advice …)</td>
<td>Mapping to New UK Quality Code</td>
</tr>
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| Staff and Student Engagement beyond Committees | Review of:  
  - Policies and procedures  
  - Key documents |
Outcomes of ELIR: Judgements

ELIR4 judgements contain two elements:

1. a clear statement on the **effectiveness** of the institution's arrangements for quality and academic standards (“quality” refers to the quality of the student learning experience; “standards” refers to the academic standards of awards).

2. a suite of differentiated outcomes identifying good practice (**commendations**) and areas where the institution is asked to improve, or to review its approach (**recommendations**).

As with ELIR3, there are **three categories of effectiveness**: “effectiveness”; “limited effectiveness”; “not effective”. An "effective" judgement can be qualified by a priority action (ie a caveat/proviso).
Outcomes of ELIR: Reports and Impact

- Concise *Outcome Report*: judgement(s), commendations, recommendations (June 2020)
- More detailed *Technical Report* (June 2020)
- Annual ELIR Discussion (September 2020)
- Follow-Up Report and Discussion Event (June 2021)

Impact:
- the University’s reputation in the UK and globally
- its continued operation in Dubai (KHDA) and Malaysia
- Interventions by QAA UK and by SFC
ELIR is all about INSTITUTIONAL APPROACHES …to:

- enhancement
- use of evidence
- self-evaluation
  - where are we now?
  - where do we want to be in the future?
  - how are we going to get there?
  - how will we know when we get there?
Engaging Staff and Students in ELIR4
Who needs to be involved in Preparations?

- Staff and students in Edinburgh, Scottish Borders, Orkney, Malaysia and Dubai
- Academic and Industrial Partners
- Partnership students
- Online/independent distance learning students
- Graduate Apprentices

Key Role for VP’s (Dubai, Malaysia), DLT’s and DoPS’s in promoting engagement
How have staff and students involved so far?

- Managed by UCLT and ELIR Steering Group
- Discussions at University Committees and local groups
- Discussions through Student Union/Council/Association
- Providing specific information for the Reflective Analysis document
Future 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 ....
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