

QAA Enhancement-Led Institutional Review: ELIR4@HWU

Overview and Getting Involved

Produced by Academic Quality

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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?

How do we know
if we have made a
difference?

*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

Global Learning + Teaching

Student Engagement:
Fostering Partnership
Cultures and Communities

Retention

- **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)

EVIDENCE BASED



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

30 January, AM		Working Meeting with Institutional Contacts (J.Sawkins; M.King)
30 January, AM		Meeting with Student Representatives (incl. PGR)
30 January, PM		Meeting with School/Academic Staff (quality assurance/enhancement; institution's contextualised topics)
30 January, PM		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)

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 ...

<ul style="list-style-type: none"> • Identification of HWU's Contextualised Topics (Senate/ Students): Global Learning + Teaching; Student Engagement; Retention 	<ul style="list-style-type: none"> • Evidence: gathering; analysis (<i>Effectiveness</i>)
<ul style="list-style-type: none"> • Discussions of Key Questions + Issues: what can we address/not? UCLT and beyond 	<ul style="list-style-type: none"> • Focus on advance help for ELIR Team to "understand" HWU as a global institution
<ul style="list-style-type: none"> • Presentation to + Meetings of: ELIR Steering Group, School Committees and relevant Professional Services 	<ul style="list-style-type: none"> • Academic Quality Team: Drafting RA (no Case Study); producing AIS; Key Issues Log; review arrangements...
<ul style="list-style-type: none"> • Wider ELIR Working Group? (RA, AIS, evidence gathering, advice ...) 	<ul style="list-style-type: none"> • Mapping to New UK Quality Code
<ul style="list-style-type: none"> • Staff and Student Engagement beyond Committees 	<ul style="list-style-type: none"> • Review of: <ul style="list-style-type: none"> • 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 Malays
 - Interventions by QAA UK and by SFC



Key Messages ...

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?

Effectiveness

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

Collaboration is key!



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