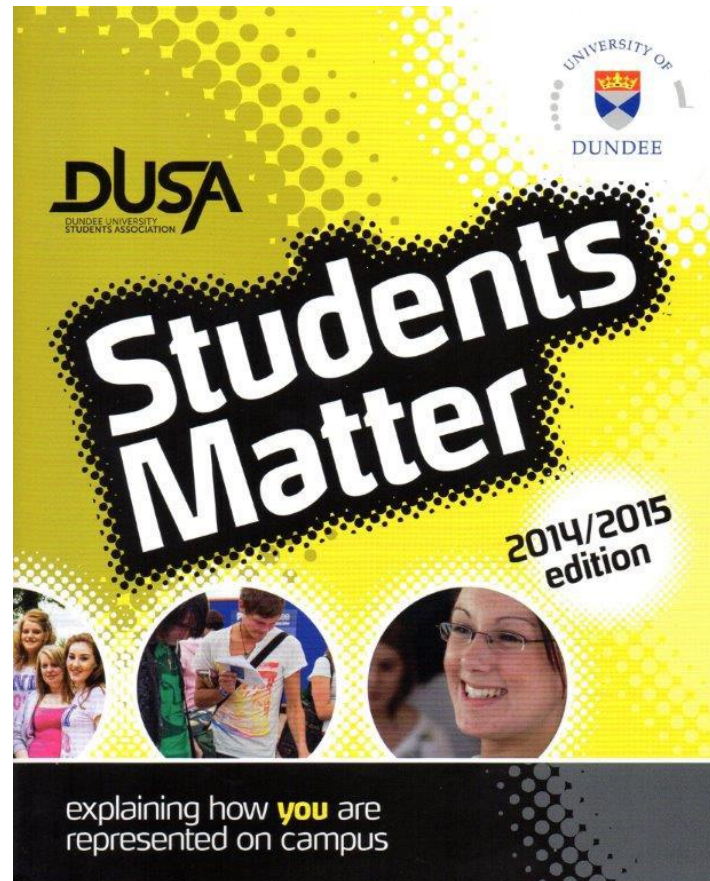


# Students Matter: Closing the Feedback Loop



Dr Lesley McLellan, Director of Quality Assurance  
University of Dundee

# 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.

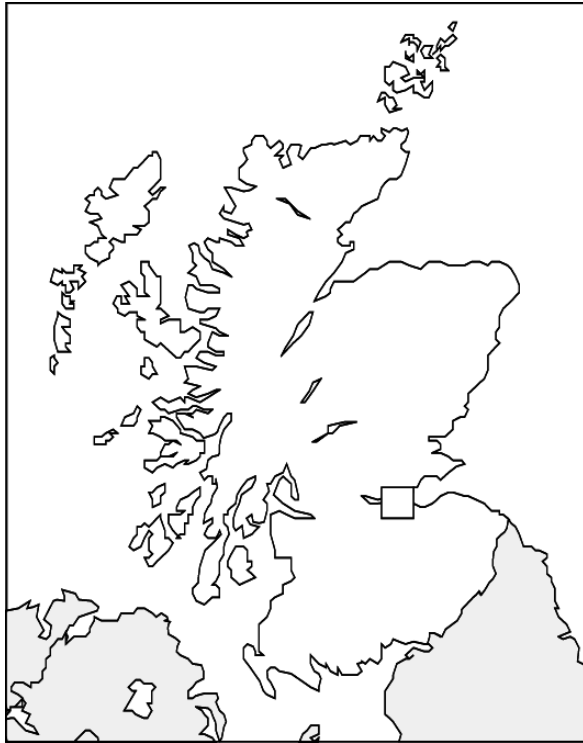
**Part B:** Assuring and enhancing academic quality, including:

- 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 Framework for  
Qualifications of  
Higher Education  
Institutions in  
Scotland.

**The Scottish  
Credit and  
Qualifications  
Framework  
(SCQF)**

The Framework for  
Higher Education  
Qualifications in  
England, Wales and  
Northern Ireland.

Also..... QAA Scotland (QAAS) is part of the UK QAA, but there are different quality arrangements in Scotland from the rest of the UK.

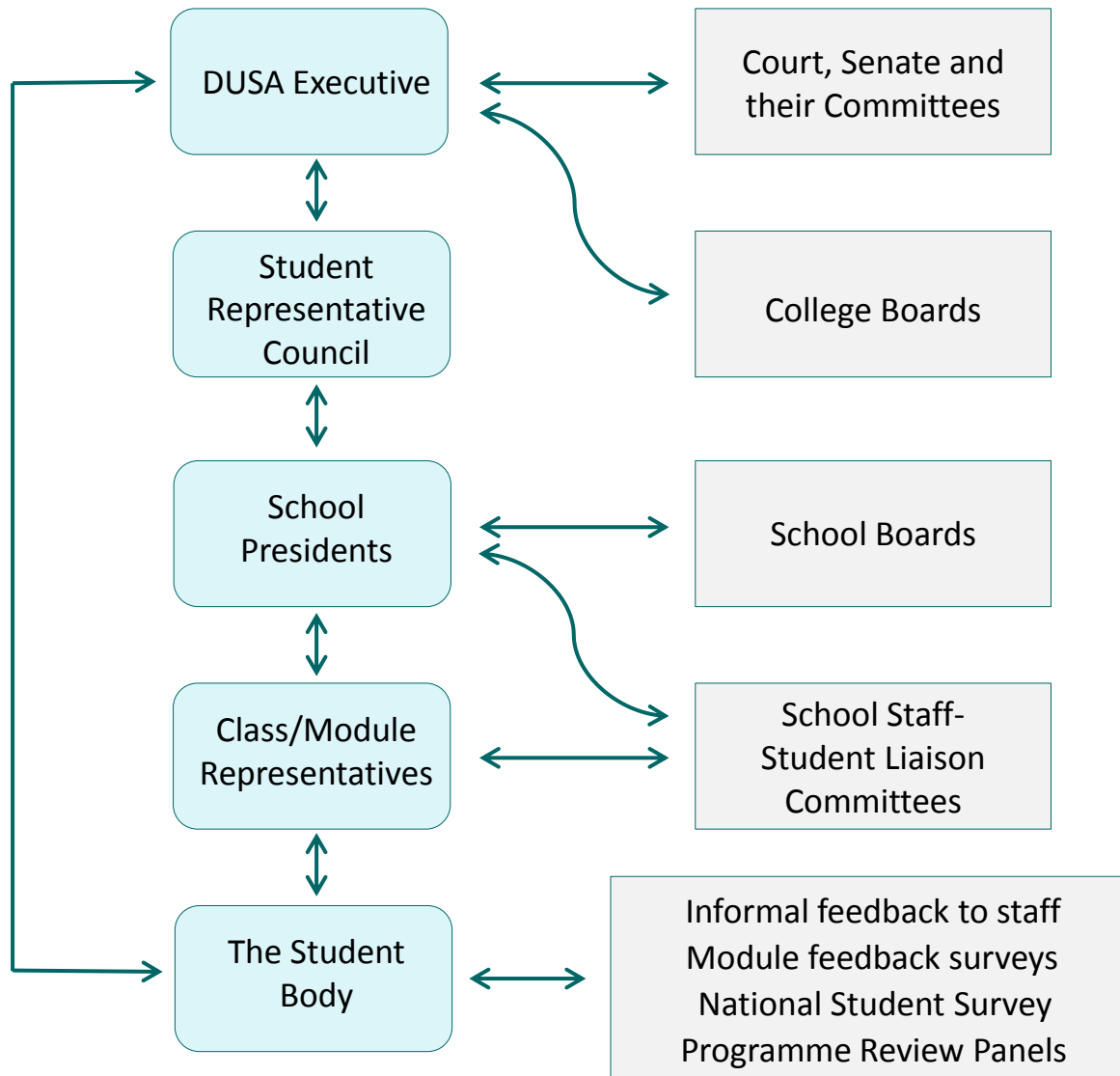
# Scottish Universities work within a **Quality Enhancement Framework.**

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

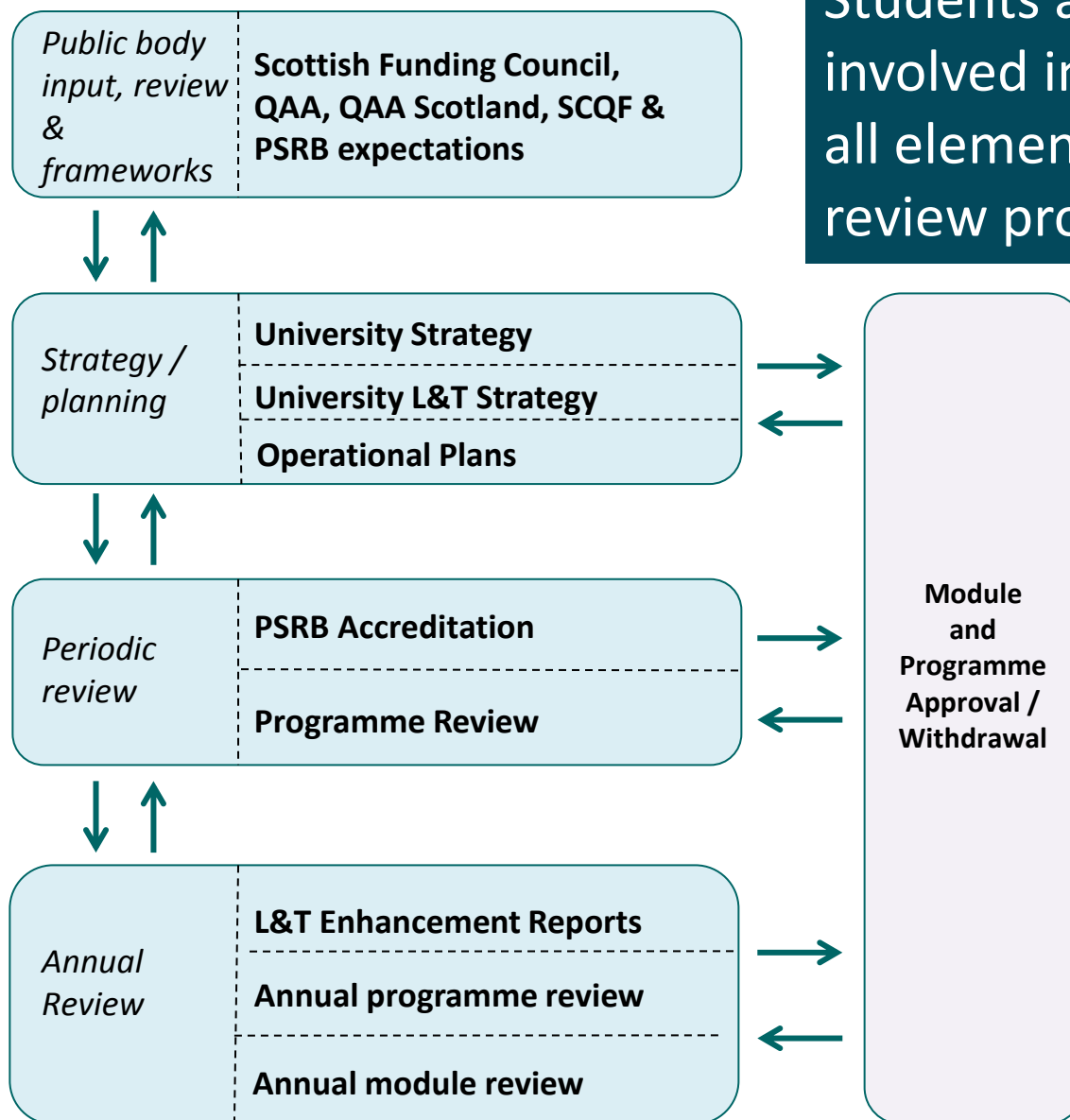
- **Institution-led quality reviews (reported to the SFC)**
- **Enhancement-led Institutional Review (ELIR)\***
- **Public information about quality**
- **Student engagement in quality**
- **Quality enhancement themes**

\*external review equivalent to the Higher Education Review in England and Northern Ireland, and the Higher Education Review: Wales

# Student representation at Dundee

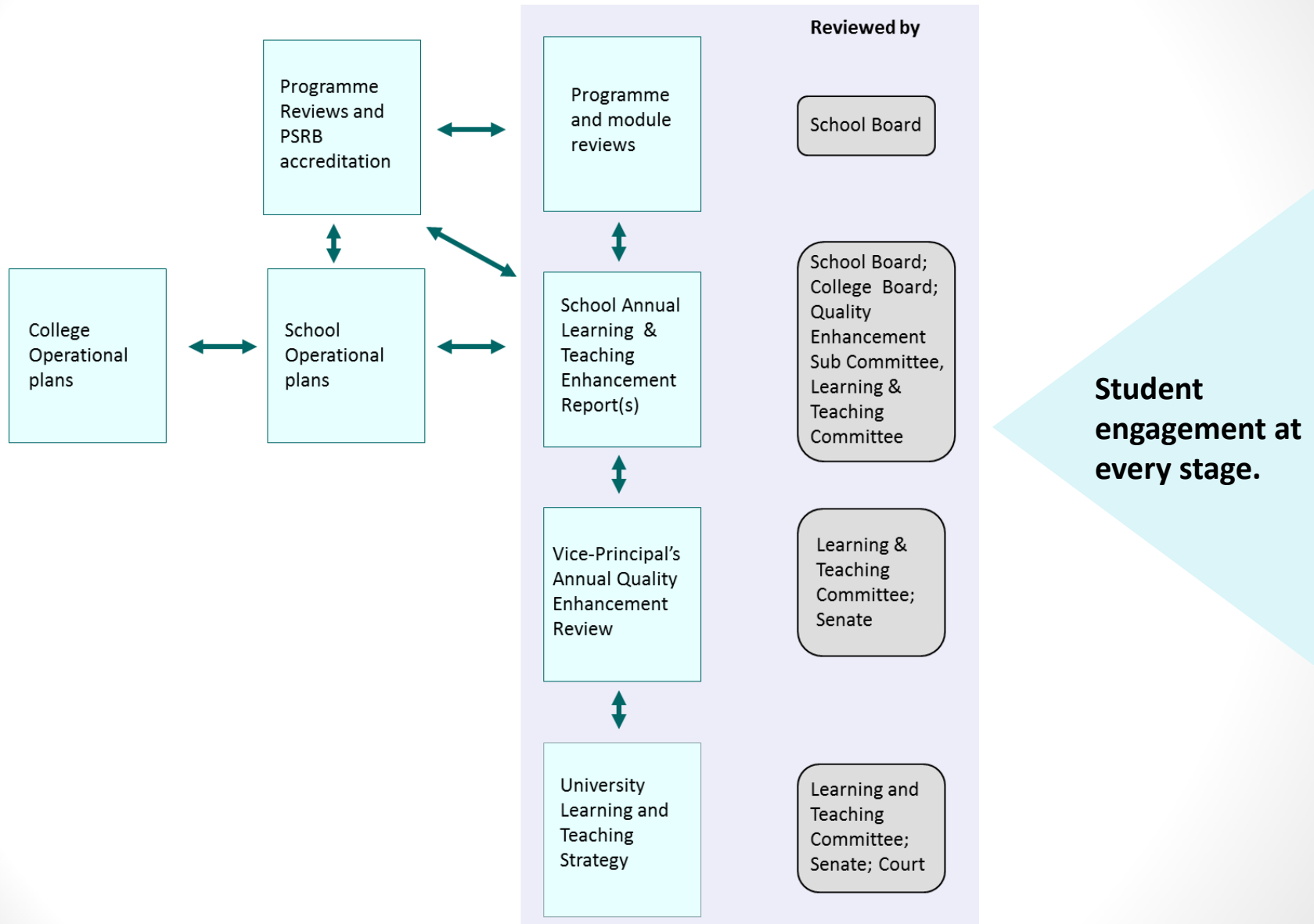


# Overview of Review Processes at the University of Dundee

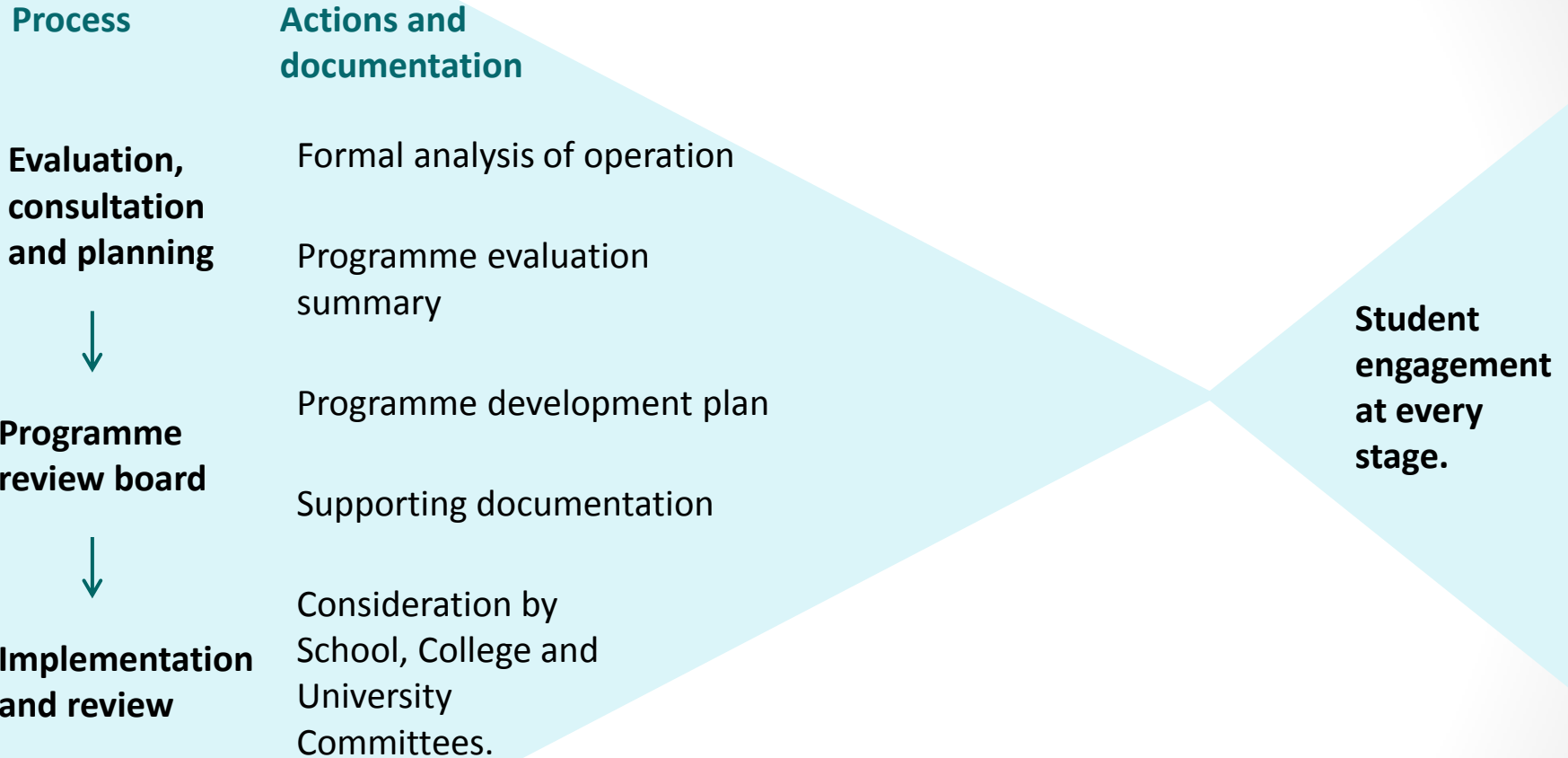


Students are involved in (almost) all elements of our review processes.

# Annual programme monitoring and review at Dundee



# Institution-led periodic programme review





# 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

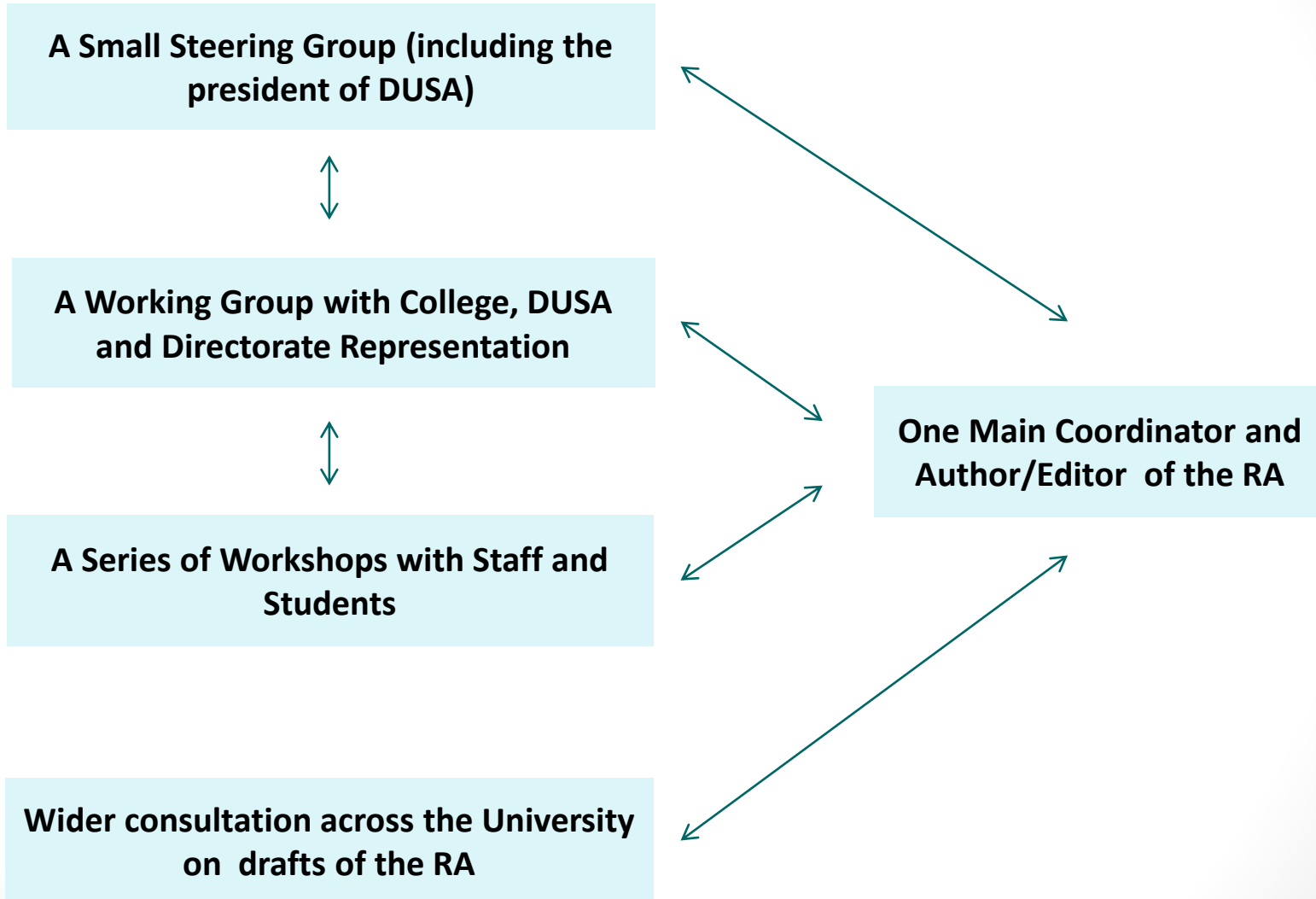
Provide advance information sets

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



# 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.

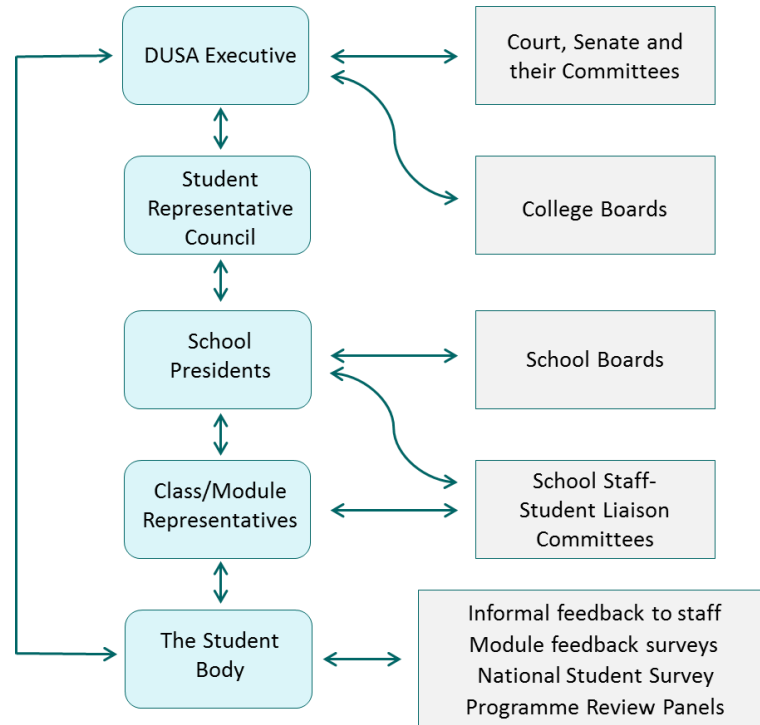
Students' Association sabbatical officers are heavily involved in hosting and participating in the visits.

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.

# Closing the feedback loop.....

At Dundee – this is mainly through our student representation structure



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.