Enhancement-led Institutional Review of University of St Andrews

Technical Report

October 2020

Contents

About the Enhancement-led Institutional Review method

The QAA website explains the method for Enhancement-led Institutional Review (ELIR) and has links to the ELIR handbook and other informative documents.[1] You can also find out more about the Quality Assurance Agency for Higher Education (QAA).[2]

Further details about ELIR can be found in an accompanying brief guide,[3] including an overview of the review method, information about review teams, and explanations of follow-up action.

About this review

This is the Technical Report of the ELIR conducted by QAA at the University of St Andrews. The review took place as follows: Planning Visit on 6 February 2020 and Review Visit on 26-30 October 2020. The review was conducted by a team of six reviewers:

- Emma Hardy (Student Reviewer)
- Associate Professor Asa Kettis (International Reviewer)
- Professor David Lamburn (Academic Reviewer)
- Professor Susan Rhind (Academic Reviewer)
- Professor Jon Scott (Academic Reviewer)
- Katrina Swanton (Coordinating Reviewer).

In advance of the review visits, the University submitted a self-evaluative document (the Reflective Analysis) and an advance information set, comprising a range of materials about the institution's arrangements for managing quality and academic standards.

The impact of COVID-19

The Review Visit was originally scheduled to take place during March 2020. This was after the start of the national lockdown due to the COVID-19 pandemic, which resulted in the Review Visit being postponed. In discussion with the University and the Scottish Funding Council, the Review Visit was rescheduled to October 2020. QAA made some amendments to the ELIR process to accommodate the ongoing pandemic, most notable of which was that the Review Visit was conducted entirely online.

The ELIR was undertaken while the pandemic, and the institution's response to it, was a key part of the context. The University was given the opportunity to outline their arrangements in response to the COVID-19 pandemic in an update paper that was made available to the ELIR team prior to the Review Visit. Although this was part of the context of the review, the team considered the institution's approach to quality and standards from the time of the last ELIR in 2014. It is acknowledged that the review took place at what was a very challenging time for the University, and the ELIR team and QAA Scotland are grateful to staff and students for their engagement in the review.

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[1] About ELIR:
www.qaa.ac.uk/scotland/en/reviewing-higher-education-in-scotland/enhancement-led-institutional-review.
[2] About QAA: www.qaa.ac.uk/scotland
[3] Brief Guide to ELIR: www.qaa.ac.uk/docs/qaa/reports/brief-guide-to-elir-method.pdf

About this report

In this report, the ELIR team:

- delivers a threshold judgement on the current and likely future effectiveness of the institution's arrangements for managing academic standards and enhancing the quality of the student learning experience.

The threshold judgement can be found on page 3, followed by the detailed findings of the review given in numbered paragraphs.

Technical Reports set out the ELIR team's view under each of the report headings. Shorter Outcome Reports are provided that set out the main findings of the ELIR for a wider audience. The Outcome Report for this review is on the QAA website.[4]

ELIR Technical Reports are intended primarily for the institution reviewed, and to provide an information base for the production of thematic reports that identify findings across several institutions.

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[4] Outcome Report:
www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/University-of-St-Andrews

Threshold judgement about the University of St Andrews

The University of St Andrews has **effective** arrangements for managing academic standards and the student learning experience.

This is a positive judgement, which means that the University meets sector expectations in securing the academic standards of its awards and enhancing the quality of the student learning experience it provides, currently and into the future. This judgement confirms there can be public confidence in the University's awards and in the quality of the learning experience it provides for its students.

1 Contextual information about the institution, student population and the review

1.1 Summary information about the institution

1   Founded in the early 15th century, the University of St Andrews is Scotland's first university and the third oldest in the English-speaking world. University buildings are distributed across four principal sites: the town centre, North Haugh, East Sands and, from 2020, the Eden campus in Guardbridge.

2   The University's mission is to attract and nurture the best staff and the most promising students from around the world and provide an environment in which they can produce their best work for maximum societal benefit. The University's strategic plan embraces four themes: World-leading, Diverse, Global and Entrepreneurial. Implementation of the strategy is supported by five new enabling strategies: accommodation, estate, finance, digital and people.

3   Social responsibility is a core aspect of the strategy. Within it the University commits itself to acting ethically, transparently, sustainably, and for the wider public benefit at all times. In 2019, a new post of Community Engagement and Social Responsibility Officer, reporting directly to the Principal, was created in order to provide a focus for the University's social responsibility activities.

4   The University has 20 schools in four faculties (Arts, Divinity, Medicine and Science), each led by a Head of School. All schools have Directors of Teaching, Directors of Postgraduate Studies (Taught) and Directors of Postgraduate (Research), although in some smaller schools these two roles are combined.

5   A new Global Office was established in August 2019. The Office manages study abroad, collaborative programmes and strategic partnerships, and supports international activities more widely. A new Centre for Educational Enhancement and Development (CEED) has been created. CEED reports to the Vice-Principal (VP) Education (Proctor) and supports the development of teaching, and academic skills and qualifications of postgraduate research students (PGRs) and academic staff who teach. CEED also supports Technology Enhanced Learning, academic learning skills in students, pedagogical research skills in staff, pedagogical research through the St Andrews Learning and Teaching Initiative (SALTI), and research into higher education in the wider sense through the Centre for Higher Education Research (CHER).

6   The VP Education (Proctor) is responsible for learning and teaching, and student business including student experience, welfare and discipline. New roles have been added to the Proctor's office since the 2016 ELIR. These include two Associate Dean Education roles and four Academic Policy Officers supporting pedagogical research and sector-wide

initiatives such as employability, sustainability and enterprise in the curriculum, as well as external initiatives.

7   The University offers Gateway Programmes for disadvantaged students, articulation arrangements with local colleges where students enter directly into the second year, and part-time study for adults. The University also offers many postgraduate taught (PGT) programmes, including a small number of collaborative and distance-learning programmes. Most postgraduate students study for a PhD, out of which some take joint degrees.

1.2   Composition and key trends in the student population

8   In 2018-19, the University had a total student population of just under 9,000 with broadly 80% undergraduate and 20% postgraduate students. The student body is diverse with 27% being Scottish, 28% from the remainder of the UK (RUK), 11% EU and 35% overseas. Since the last ELIR, the University's EU and overseas student population has grown by 15% - in line with the growth in overall student numbers.

9   The University's strategic objective is to grow to 10,000 students by 2025, retaining the balance between undergraduate and postgraduate students. Such growth will require investment in the estate with a planned series of refurbishments and new builds to create additional capacity.

10   In 2017-18, the University saw 49% of its undergraduate Scottish entrants and 19% of students coming from RUK flagged with an access marker. By academic year 2020-21, the University aimed to have 10% of its Scottish domiciled undergraduate entrants from Scottish Index of Multiple Deprivation 20 (SIMD20) areas. This goal was achieved in academic year 2018-19. In academic year 2017-18, the proportion of female research postgraduate students increased from 42% to 46%. The undergraduate gender mix has remained around 60%. In academic year 2017-18, 14% of the student body declared a disability - up from 10% in 2013-14.

1.3   Commentary on the preparation for the ELIR, including confirmation of the nature and rationale for the contextualised range of topics included in the self-evaluation

11   The preparations and the ELIR visit were coordinated by the Vice-Principal Education (Proctor) and overseen by an ELIR Steering Group which comprised senior staff responsible for learning and teaching, and quality and standards, and the Students' Association. There were four writing groups reporting to the Steering Group. Staff were involved through focus groups, at the Learning and Teaching Committee, Postgraduate Research Committee, and Academic Council.

12   The Steering Group was closely involved in drafting the Reflective Analysis (RA), which had also been considered widely through the University's committee structure. The University actively involved students by including them in each of the writing groups, through focus groups and opportunities at formal meetings. The ELIR team met staff and students who demonstrated a thorough understanding of the process and were well-prepared to engage in discussion.

13   The University asked the ELIR team to focus on two aspects of its strategy - Diverse St Andrews and Entrepreneurial St Andrews - which constitute two out of four themes in the University's Strategic Plan. The University believes that it has made great strides in order to increase diversity and continues to strive for greater racial and ethnic diversity. The University has also undertaken a number of initiatives to strengthen engagement with the rest of society, such as the partnership with the NHS to meet the

pressing need for more generalist practitioners in Scotland (ScotGEM), and the creation at the Eden Campus of an entrepreneurial hub for staff and industry and business partners. However, the University wants to further develop its capacity in this area.

14   From the review documentation and discussions with staff and students, the ELIR team was able to confirm that the themes of diversity and enterprise represent a key focus for the University of St Andrews as an institution. The University viewed the ELIR process as an opportunity to reflect on its recent work in these areas and how it could enhance this further.

1.4   Summary of the institution's follow-up to the previous ELIR

15   The University has taken relevant action to address each of the 11 areas for development identified in the 2015 ELIR. One such area was the further integration of the School of Medicine. Since the last ELIR, the Dean of Medicine has become part of the Strategic Curriculum Approvals Group, the Director of Teaching is involved in working groups, and two senior members of the School have become Associate Deans within the Proctor's office. The University's response to the rest of the recommendations are addressed in relevant sections below, and include: academic oversight of collaborative activity (paragraph 5.1); role, status and promotion structure for teaching-only staff (paragraph 3.4); contextualised support for postgraduates who teach (paragraph 2.4); academic engagement in annual monitoring (paragraph 4.1); use of technology to support learning and teaching (paragraph 2.5); engaging with the student experience in the context of a more diverse student body (paragraph 2.2); develop a community of practice in pedagogical research (paragraph 3.3 and 3.4); increase support for mid-career and longer serving researchers (paragraph 3.4); student performance and assessment (paragraph 4.1); and publication of external examiner reports (paragraph 4.1). The ELIR team finds that the actions taken have been satisfactory but encourages the University to further address the support for postgraduates who teach, and the publication of external examiner reports, as reflected in the recommendations in the Outcomes Report.

1.5   Impact of the institution's approach to engaging students in ELIR preparations

16   Student representatives were involved in the ELIR Steering Group, and in all writing groups. School Presidents and other sabbatical officers were consulted, and the RA was discussed at the Students' Association and the Postgraduate Society. The University sought student input through focus groups and formal meetings. Students confirmed that they had a high degree of involvement in the process, and that the contextualised themes were relevant to them. The ELIR team considered the University's approach to engaging its students in preparations for ELIR to have been effective.

2   Enhancing the student learning experience

2.1   Student representation and engagement

17   The University has a well-established system of student representation with a strong and effective student voice supported by the Students' Association. This reinforces the University's recently published *Education Strategy* (March 2020), which states that the University will 'Embed the student voice at all stages of educational delivery and governance'. At university level, the student representation is clearly visible through the Students' Representative Council and through student representation on all key education-related committees. Postgraduate students, both taught and research, are also represented effectively at university level by elected executive representatives.

Student representation

18   The University has effective arrangements in place to support the engagement and representation of students. The overarching framework for student engagement is set out in the Partnership Agreement. The Partnership Agreement sets out the priorities agreed between the VP Education (Proctor) and the Students' Association Sabbatical Officers for staff-student collaborations. The Partnership Agreement was initially drafted by students, based on the sabbaticals' priorities for the academic year, and is updated each year. The value of the Partnership Agreement and the associated engagement were recognised by student representatives.

19   At school level, student representation is through elected representatives who attend the Student-Staff Consultative Committees (SSCCs). These include both undergraduate and postgraduate students and are chaired by the elected School Presidents. Academic staff clearly demonstrated an openness to feedback from students, and addressed issues raised by students quickly and fully (paragraph 22). School Presidents welcomed the opportunity to discuss broader issues with the VP Education (Proctor) and the Faculty Deans at the regular School Presidents' Forum.

20   The Centre for Academic, Professional and Organisational Development (CAPOD) - now replaced by the Centre for Educational Enhancement and Development (CEED) - and the Students' Association provide training for representatives and School Presidents. This is highly valued by students who spoke particularly positively regarding the training in facilitating meetings. However, postgraduate representatives met by the team felt that the training they received was more appropriate for undergraduates in terms of the information provided and the approaches to activities such as surveying student groups. The University may wish to consider providing more focused training for the postgraduate representatives.

21   The ELIR team received very positive statements from the Students' Association Officers regarding the University's approach to dealing with the pandemic, and the ways in which they had been integrated into all the workstreams and involved as partners in decision-making processes.

Responding to student feedback

22   The ELIR team was able to identify examples of the positive impact of student representation at institutional and school levels, including developments around assessment and curricular inclusivity, student wellbeing activities, the increasing adoption of lecture capture and curricular enhancements. The schools took different approaches to the identification of topics raised by students and the way they were recorded. However, the undergraduate and postgraduate students met by the ELIR team, all spoke positively about the schools listening and responding to their feedback. They particularly welcomed how academic staff had explained the rationale in the event it was not possible to make a change.

23   Students spoke positively about the roles undertaken by the class representatives and the School Presidents in taking their requests forward and in feeding back to the student body. Examples cited were the use of Facebook groups by the class representatives and the weekly memos sent out by the School Presidents. They also reflected positively on actions taken in response to module evaluation questionnaires, such as the addition of maths support in some social science disciplines, but also that the staff were open about issues that could not be resolved in the short term.

24   The University has taken action to improve its engagement with postgraduate (PG) students, including additional training for the PG representatives, though the team noted that the training was not always directly relevant to them (paragraph 20). The postgraduate

students met by the ELIR team, were appreciative of the inclusion of PGR representation on the Postgraduate Research Committee. They were also aware of who their representatives were and observed that their schools were open and responsive to their feedback.

25   The University takes account of institution-wide feedback, in particular the National Student Survey, the PGT Experience Survey (PTES) and the PGR Experience Survey (PRES). These are considered through the Annual Academic Monitoring Reports which are discussed by the Academic Monitoring Group, and the Learning and Teaching, and Postgraduate Committees, respectively. The University paid good attention to the survey data, developing associated actions as well as identifying areas of good practice, and reporting on the actions from previous years. Senior staff who met with the ELIR team supported the importance of these analyses of student views. Overall, the review team commends the University for its partnership working and responsiveness to the student voice.

2.2   Recognising and responding to equality and diversity in the student population

26   The ELIR team recognised that the University is actively engaged in supporting widening access through a range of outreach programmes underpinned by the use of contextual information which has contributed to significant increases in the proportions of disabled students and those from disadvantaged backgrounds. It is also taking strategic actions to enhance its approach to diversity and address the current attainment gaps for minority student groups (paragraphs 31-34).

27   The University identified Diverse St Andrews as one of the four key themes in the new University Strategy that was launched in 2018. This theme sets out the intention that: 'Diversity and inclusion should be at the heart of the St Andrews experience, and should inform all that we do. As a truly international and world-class university, our ambition is to be a beacon of inclusivity.' The ELIR team noted that the Principal saw inclusion as one of the defining aims for the University and her Principalship. In 2019, the University established a new senior leadership role in the form of Assistant Vice-Principal for Diversity.

Widening access and outreach

28   The University is actively engaged in supporting widening access, including through a range of outreach programmes. The First Chances Fife Project aims to raise the aspirations and achievements of pupils from the end of primary education through to university entry, and includes workshops and summer schools for senior pupils. The University also has two articulation routes with local colleges which involve small numbers of students who transition to the 2nd year of the FE-HE pathway. The University has also adopted the use of contextual indicators as part of the information set informing the admissions process. Transitioning to higher education is also supported through the Gateway programmes and targeted support schemes.

29   The team noted that these initiatives have had considerable impact. The University has significantly increased the proportion of students from disadvantaged backgrounds, with the relative intake of students from SIMD40 backgrounds increasing from 8.2% in 2007-08 to 19.6% in 2017-18, while the proportion from SIMD20 backgrounds has doubled over the last four years. Likewise, the proportion of disabled students has also increased in recent years in both the undergraduate and postgraduate populations.

30   Within the Diverse St Andrews theme, the University also identifies as a priority the aim of increasing racial and ethnic diversity and improving the experience of students from black, Asian and minority ethnic (BAME) communities through interventions in recruitment, representation and curriculum reform. While there is still progress to be made in this regard,

as the proportion of UK domiciled BAME students in the undergraduate population has remained relatively unchanged at 10.9% for 2018-19, there have been increases in the proportions studying at PGT level. Taking account of the University's pro-active approach to widening access, the review team found the support for access, diversity and inclusion to be commendable.

Student progression and attainment

31   Staff met by the ELIR team observed that a current focus of the University was on the development and analysis of data focusing on student diversity and attainment, and that this was beginning to inform a more detailed understanding of the attainment of different student groupings.

32   The University recruits a higher proportion of disabled students compared with the average for the UK (17.6%, compared to 14% in 2018-19) and recognises that, while the continuation rates for disabled students are good, there is a relatively large attainment gap of 4.5% for Good Honours and 11.2% for first-class degrees in 2018-19. Each school has a Disability Coordinator who works closely with the Director of Teaching and coordinates teaching and exam adjustments. The University approved a policy on Academic Adjustments for Disabled Students for implementation in 2019-20 which includes new procedures for requesting alternative modes of assessment.

33   The University is investigating the possible causes of the attainment gap including an ongoing review of academic adjustments and assessment policies. All pieces of assessment are identified by student number alone, wherever practicable, and, in 2016, the University launched the Online Unconscious Bias Training Module which has been undertaken by a majority of staff. The University's BAME attainment gap is significant. In 2017-18, the Good Honours attainment gap was 14.6% and 12.3% for first-class degrees for UK-domiciled BAME undergraduates - both of which are higher than for Scotland as a whole. However, the overall retention gap at 1.9% is lower than the UK average.

34   The University has recently taken a series of additional actions to understand and address the attainment gaps recorded for the different student groupings. A Race Equality Working Group was established in December 2019 with the remit of working towards gaining the Advance HE Race Equality Charter. In March 2020, the University made new appointments to support equality, diversity and inclusion (EDI) initiatives with a Research Fellow and Project Manager in Equalities to support the work of the Associate Vice-President Diversity. The University is working to provide more detailed data regarding the admission, progress and attainment of different ethnic groups to help inform understanding of the gaps. Students met by the ELIR team, recognised the challenges the University faces but also observed that staff work hard to accommodate issues around diversity - for example, through the introduction of unconscious bias training in relation to admissions and assessment practices.

Inclusivity

35   The University is taking deliberate steps to support increased diversity in the curriculum, including a session on inclusivity during a recent Learning and Teaching Away Day for Directors of Teaching, specific projects including decolonising the curriculum, and broadening of reading lists. The Inclusive Curriculum Toolkit provides clear guidance for staff comprising extensive information about curriculum design, delivery and inclusive practice including exemplars of good practice from across the sector. At the time of the ELIR visit, the University was reviewing the impact of the Toolkit. The University also plans to adjust the new module proposal form to invite module coordinators to think about and comment on inclusion during module development. These approaches are supported effectively by the inclusion of the EDI Directors at school level in the approval processes for new modules and

curricular changes, which were welcomed by staff and ensure that attention is paid to inclusivity.

36   The University has established a Central Equality, Diversity and Inclusion Committee (CEDI) which is chaired by the Associate Vice-President (Diversity) and has student representation. This structure is replicated at school level where the EDI Directors are represented on the management teams, their presence being welcomed by the academic staff as an active signal of the importance attached by the University to ensuring a continued focus on EDI issues. The University holds a Bronze Athena Swan award and 16 of the 20 Schools hold awards. The University has signalled its intent to progress this work through the development of plans to apply for an institutional Silver award in 2022.

37   The University's senior leadership demonstrated good awareness of the current issues affecting different groups of students as a result of the pandemic. The University is managing a short-term working group operating in conjunction with the Planning Office to provide ongoing monitoring of student retention and progression. Also, in support of students who are experiencing access difficulties in the pandemic, the University has made funds available for the purchase of IT equipment, including laptops and broadband packages. Student representatives met by the ELIR team, confirmed that they were working closely with university leadership and welcomed the support provided to the student population.

2.3   Supporting students in their learning at each stage of the learner journey

38   The University of St Andrews has demonstrated a track record for the provision of an excellent overall student learning experience, which is evident through its Gold TEF award and NSS rankings, where it has been placed top 11 times in the last 13 years. At the time of the visit, the University was in the process of reviewing its Student Experience Strategy which has been developed through widespread engagement involving staff and students across the University.

Admissions and transition to university

39   The University has developed a suite of outreach programmes to support its widening participation agenda. These programmes involve support activities such as mentoring and workshops and are underpinned by contextual admissions offers. The University has an FE-HE Supported Pathway which provides an entry route for further education students onto the general degree programme, with linked support and guidance that is promoted through the work of the Lifelong Learning Team. The University also provides five Gateway programmes to support admission and transition of about 10 widening participation applicants each year to specific disciplines. The transition of these students to the University is supported through academic and pastoral support as well as peer mentoring. Students met by the ELIR team who had entered the University through some of these programmes, spoke very positively.

40   More generally, the ELIR team considered that there is an effective framework of induction and support in place for incoming students which includes visit days and an Orientation Week app. The University also provides a pre-arrival Transitions Toolkit which was launched in 2018 followed by a postgraduate version in 2019. This is designed to develop students' appreciation of the learning environment prior to arrival and to reflect on their approaches to learning. Students met by the ELIR team all spoke positively of their experience of induction and the provision of support, in particular for students from the college and access routes. All first-year undergraduates are guaranteed a place in residential accommodation where they are supported by the Hall Wardens. Again, students reported having a very positive experience of the pastoral support provided within the Halls.

41   The University provides international students with pre-sessional orientation courses delivered by the International Education Institute. The international students met by the ELIR team also commented very positively on the assistance provided by the pre-sessional courses that are designed to help students with the transition to degree programme study. In summary, the ELIR team commends the University for its framework of induction and support for incoming students, in particular, focusing on the transition of widening participation students into higher education.

Academic and pastoral support

42   Support for student wellbeing is provided through the Student Services Unit which operates across the University, fronted by the Advice and Support Centre. With the exception of the School of Medicine, the University does not operate a personal tutor model of pastoral support. Academic adviser roles are focused on academic guidance. The ELIR team considered that this approach was effective in delivering academic and pastoral support for students.

43   Access to pastoral support has been enhanced through the recent introduction of Wellbeing Officers within some of the schools. In August 2020, the University set out the commitment to 'ensure that all Schools and Units have a School Director of Wellbeing and an Equality and Diversity Officer in place by the 2020-21 academic year' along with a commitment that these officers would be provided with training to promote positive mental health and wellbeing. At the time of the current ELIR, consultation was underway to finalise the role descriptors with the aim of recruiting to the positions early in 2021. The team viewed the role descriptor as representing a significant enhancement to the student support network.

44   Students met by the ELIR team spoke very positively of the academic support provided by their schools, in particular, the approachability of the academic staff. This support was particularly evident during the period of lockdown. However, students also reported that there was variability of experience within the different schools which was particularly noted by joint honours students whose studies crossed different schools.

45   Through the Student Services Unit, the University provides a comprehensive website with a range of online resources, workshops and individual support for student wellbeing, including the development in 2018 of a Student Health Hub in conjunction with the NHS to reduce waiting times. However, students met by the ELIR team expressed concern about the University's plans for the expansion of student numbers in light of the existing challenges for the recruitment of sufficient numbers of counsellors.

46   The University identified mental wellbeing as a specific focus. Its Mental Health Strategy was developed in consultation with staff and students. Of particular note is that the Student Services Counselling, Wellbeing and Mental Health Matching Care Framework was accredited in 2019 by the Royal College of Psychiatrists in partnership with the British Psychological Society. Student Services have delivered Mental Health Toolkit training to 500 staff and schools have also organised Wellbeing Days. A Mental Health Task Force is focused on mental health support for students and staff to support the implementation of the Mental Health Strategy and the development of a university-wide wellbeing strategy. The ELIR team noted that a number of other universities had expressed interest in adopting the University's model of the Student Mental Health Agreement and commends the University for the deliberate steps it has taken to address the mental wellbeing of students.

Assessment and feedback

47   The University is developing a focus on skills development linked to a widening of the range of assessment formats to provide more diverse opportunities for students to

demonstrate their learning. Students and staff met by the ELIR team confirmed that there was a range of assessment formats in use and that the programme structures ensured each student engaged with a variety of assessment.

48   The University has a feedback policy setting out the general parameters for the provision of feedback. There is no institutional directive regarding the return-time for individual assessments, other than the guidance that: 'feedback should, whenever possible, be delivered in time for students to benefit from it in their next assignment'. Academic staff met by the ELIR team confirmed that, while there was no overarching policy specifying turnround times, students were informed in advance of the return dates and that work was returned prior to submission of the next assignment.

49   A minority of previous Annual Academic Monitoring reports indicate student dissatisfaction with feedback. However, students met by the ELIR team confirmed that they were made aware of when work was to be returned and that this was done within specified time frames. They also confirmed that the feedback was constructive. Students have access to a Moodle site which provides guidance on how to use feedback, and which has been viewed by one-third of students. Academic staff are supported in developing their feedback practices through an M-level module delivered by CAPOD which is available to all academic staff who teach. The team took the view that, although there was no direction regarding absolute turnround times for feedback provision, students did receive feedback within pre-stated timeframes commensurate with the progression of their learning.

Employability and entrepreneurship

50   The University maintains a strong performance in graduate employment with over 95% of graduates in employment or further study. However, the University is aware that performance of Scottish-domiciled students is below the national average, particularly those from more disadvantaged neighbourhoods. The team was informed that data are being used more effectively and programmes are being developed though, as yet, at a very early stage, to target support for identifying and raising aspirations for these students. The Careers Centre provides a range of workshops and employer events as well as individual support. Careers Link academics liaise between the schools and the Careers Centre, as do the School Presidents who receive training from the Careers Advisers.

51   The Careers Centre organises a programme of careers fairs, with attendance increasing over the last three years. These are mainly focused on Law, Management and Finance, and Science and Technology. The University has also developed an alumni engagement platform through which alumni are registered for providing mentoring and internship opportunities. Students confirmed that the Careers Centre and the schools provide an extensive range of activities and that there is very effective communication regarding the events and opportunities available.

52   The University recognises the challenge of balancing demand to resource and has invested in the engagement of student CV advisers to provide more capacity for individual appointments. It was reported in meetings with students that they appreciated the additional resource being made available in this area. There have also been initial discussions to develop bespoke support for the widening participation students. The Careers Centre is piloting a registration project to increase engagement by identifying students who are currently under-engaged.

53   At the time of the ELIR visit, the University had recently developed a Graduate Attributes Framework aligned with the revised University Strategy setting out the skill sets students can develop.

54   The Professional Skills Curriculum (PSC) provides undergraduate and postgraduate students with the opportunity to access a range of employability training activities. Participation in the PSC is linked to an award which is gained through attendance at workshops and completion of a reflective essay, with recognition in the Higher Education Achievement Report (HEAR). Students receive 'passport stamps' for attendance, with some 600 students having attended at least one workshop a year, and around 100 students having completed the award. Students met by the ELIR team reported that it could be difficult to get a place on the PSC programme. However, the team was informed that the physical restrictions on the numbers of places had been removed following the move to put the PSC fully online as a result of the pandemic. The team also heard that, as a consequence, there was an increase in enrolment in recent months. In summary, the review team commends the University for strong performance in graduate employment underpinned by the support provided through the Careers Centre and the recent development of the Graduate Attributes Framework aligned with the University Strategy.

55   Students who have successfully completed the PSC can undertake PSC Plus, which is delivered by CEED. This enables participants to develop specific skill sets, for example, in IT, investment banking, communications or consultancy. Successful completion is further recognised on the students' HEAR.

56   Employability activities are also being developed through Enterprise Education as part of the Entrepreneurial St Andrews theme which was supported by the Enterprise Education Working Group and Enterprise Education Network. Subsequently, these two bodies have been replaced by a new Entrepreneurial Education Working Group in order to bring together more closely the work of incorporating entrepreneurial approaches within the curriculum.

57   The University offers a range of enterprise-focused modules that are widely available to students. Those students met by the team who had engaged with the modules spoke very positively about the experience. However, not all students expressed awareness and some also noted that they would have liked to take part, but their timetable was already very full. The University has recently completed an exercise to map the delivery of enterprise through the curriculum, developed in consultation with students and aimed at enabling students to log their skills' acquisition.

58   In recent years, the University has introduced Vertically Integrated Projects (VIPs). These VIPs are broad-based research projects undertaken by groups of students from across schools and years under the supervision of a member of academic staff. The projects enable students to gain a range of research and employability skills, along with credit on their academic record as an adjunct to their mainstream studies. In 2018-19, the Proctors' Office also introduced the Enterprising Mind of the Year Award which can be evidenced through curricular or co-curricular activities.

59   The University offers a range of opportunities for internship programmes, a scheme to enable some undergraduates to undertake a research placement within their academic school, work placements and study abroad. First Abroad, which was developed since last ELIR, provides opportunities to visit US partners supporting internships and aims to broaden the potential uptake. Study Abroad Co-ordinators in each school support students in selection processes. Additional support has been put in place for students seeking placements or overseas positions including workshops being developed to support CV writing. The academic grades achieved by students from the host university on approved programmes contribute to their overall academic award. Students met by the team observed that the Careers Centre and their schools provided extensive information regarding the different opportunities and that there was a good range available. They also viewed preparation for internships as being very helpful.

2.4   Postgraduate taught and research student experience

60   St Leonard's Postgraduate College provides a strong community base for PGT and PGR students. The Graduate School for Interdisciplinary Studies comes under the umbrella of St Leonards College. In 2019, a Director of the Graduate School was appointed with responsibility for the postgraduate student experience. In association with the Postgraduate Society, the College runs a series of events to develop the community. The ELIR team noted that one of the perceived upsides to the pandemic has been that a large number of events have been put online which has enabled more PG students to participate. The College is considering how this can be maintained in future.

61   As part of the University's development plans, there is the objective to grow the postgraduate population by a further 200 students over the next five years with some 40% of them coming from overseas. Linked to this, the University is establishing a postgraduate hub for St Leonard's Postgraduate College and the Graduate School for Interdisciplinary Studies which will move to a new site to include additional study and social spaces for all postgraduate students.

PG support

62   The University has put in place an effective framework of support for postgraduate students. Incoming students are provided with comprehensive induction information and associated events as well as a specific induction Orientation Week for Postgraduate Taught students (PGT). The St Andrews Master's and St Andrews PhD annual events, which support induction are also available online. The Postgraduate Research students (PGR) met by the ELIR team, reflected positively on contact with their schools and the University prior to arrival. Two schools have developed pre-arrival mentoring schemes which were set up by PG students and attracted high levels of engagement.

63   Postgraduate students who met the ELIR team valued the personal support provided through Student Services, which include a Postgraduate Wellbeing Adviser and Coach and a Mental Health Development Worker. Postgraduates can also access pastoral support through the residences for those in university accommodation. All postgraduate students have access to non-academic mentoring schemes. The Wellbeing Working Group has identified postgraduate wellbeing as a focus, informed by a wellbeing research project which included identification of optimal times for provision of support. At the time of the review, the actions from this research had been put on hold due to the pandemic, although staff observed that the schools were already being more pro-active in supporting and engaging with the community through the representatives.

64   In 2015-16, the University revised its policies on the annual progress review for PGRs to clarify the purpose of the annual review, the composition of the panel and the subsequent outcomes, including feedback to the student. Since 2019, Directors of Postgraduate Studies (Research) are now also required to report on the progression data generated from these review panels. PGR student progress is now recorded online to enable more effective monitoring across the schools and allow oversight of all dissertations and project submissions by the Pro Dean Postgraduate, providing an additional level of quality assurance.

65   In 2018, the University also amended its regulations to allow master's degrees to be awarded at pass, merit and distinction levels, which has resulted in a broadening of the range of marks awarded. Alongside these changes, the University also introduced greater flexibility within the PGT pathways, allowing students to change their programme when their circumstances change, a move that was introduced to increase retention.

Skills development

66   Skills development for PGR students has been delivered both by Centre for Academic, Professional and Organisational Development (CAPOD) and the schools. In future, this will be shared between the Centre for Educational Enhancement and Development (CEED) and St Leonard's College. The team noted that the GRADskills Programme includes a wide range of workshops which are mapped to the Vitae Researcher Development Framework. However, a significant element of training is devolved to supervisors within the schools.

67   CAPOD, now CEED, also delivers a range of skills development programmes for PGT students. There is a joint Careers-CAPOD Officer role to support developmental skills training and skills advice, which is mainly focused on science students. This role operates alongside an Opportunities Manager position in Careers. Postgraduate students can also engage with the Professional Skills Curriculum (PSC) which was welcomed by the students who met with the ELIR team, although they observed that it had been difficult to get places on the programme as numbers were restricted. As a consequence of the pandemic, the PSC programme has been placed fully online and that has had the benefit of ensuring sufficient spaces for all students who wish to engage.

68   Student feedback through the Postgraduate Research Experience Survey (PRES) indicates satisfaction well above sector averages at 87%, and 90% of students satisfied with their supervision. From the start of the 2019-20 session, the University introduced a mandatory online training programme for new supervisors with the School PGR Director having oversight of completion. The ELIR team noted that the Organisational and Staff Development Services (OSDS) is currently working with the Business Transformation Portfolio Office to implement a system to enable the University to monitor completion of mandatory training. The University is also currently reviewing the support for ongoing supervisors to keep them up to date.

PGRs who teach

69   Ensuring that all PGR students who teach receive support from their schools for undertaking this role was one of the actions arising from the 2015 ELIR. All such PGRs are now required to attend training delivered by CAPOD (now CEED) along with discipline-relevant training delivered by the schools. The University policy - 'Doctoral students who teach' - sets out the scope and range of teaching and assessment that may be undertaken and schools are required to ensure that the core training has been undertaken before the student teaches.

70   Some schools have established the role of PGR mentor who provides local support for the PGRs who teach. However, normally it is the responsibility of the programme or module leader to provide discipline-specific guidance and support. The University is currently working to establish parity of payment for the teaching activities of the PGRs. The PGR students met by the ELIR team all confirmed that they had undertaken the University's training programme. However, they reported variable experiences in the support and guidance provided by their schools for their teaching and marking activities, and associated workloads. The University is recommended to develop more effective oversight of the training and support provided at school level to PGRs who teach to ensure a more consistent experience in terms of the provision of guidance, support and workload management.

71   Postgraduate tutors can obtain Associate Fellowship of the HEA (AFHEA) through taking the two modules 'Introduction to University Teaching'. Since 2009, some 180 PGs have obtained recognition through this route. However, none of the PGR students met by the

team, who engage in teaching, were aware of this route to recognition, which may reflect an area for further signposting.

2.5   Learning environment, including the use of technology

72   The University has effective arrangements in place concerning its learning environment. Teaching space design was explored through the work of consultants and the Jisc Student Digital Tracker Survey, which revealed that students were dissatisfied with the design of teaching rooms. In response, the University has repurposed three teaching rooms as Technology Enhanced Active Learning (TEAL) spaces along with provision of additional TEAL space for staff. Initial feedback from staff and students is positive, with 74% of students considering that these spaces facilitated interaction.

73   The University is planning to provide additional teaching spaces, though the pressure on lab space is a constraint that is being reviewed by external consultants. Availability of study space is also identified as an existing problem and is being addressed through long-term plans to free-up existing space from other purposes. Students met by the team expressed concern about the growth in student numbers and the associated pressures on the estate for both teaching and social activities. The University has already reached their goal of 10,000 students but, due to the COVID-19 pandemic moving all teaching online, this has not proved to be a problem for the University's spaces.

74   The University has also begun a review of its planned study spaces to determine whether the original plans are suitable in the medium and long term following the changes to teaching. The University has issued surveys to determine whether students will have a quiet space to complete their exams, and it hopes to be able to support them in finding suitable bookable spaces for studying and exams if students do not have ready access. These changes have all been made in consultation with the student sabbatical officer team to ensure the student perspective is heard.

75   The University is moving to a new physical location for the postgraduate community, which will allow them to develop a range of extracurricular events that cater to a broader range of students, such as adding a children's play area to the site for students' children.

76   The University uses two main university-level virtual learning environments (VLEs) plus two more which are only used within the School of Medicine. Only 42.5% of students agreed that the VLE is well-designed, and only 51.1% agree that 'when digital technologies are used on my course, I understand things better'. The University recognises these issues and has just completed work to develop a single interface and improve student involvement. The students met by the ELIR team recognised the actions being taken by the University to simplify access to the VLEs.

77   Lecture capture is a developing teaching resource, following a pilot in 2016-17, and is popular with students. Helpful resources are in place to support staff. There are also developments in blended learning, such as the use of conferencing software to bring together students teaching online. Students identify fragmentation of information as an issue as they struggle to find information online from relevant webpages. Due to the COVID-19 pandemic, more lecture-capture equipment has been provided and rolled out for staff to use. Students have generally responded positively to the introduction of lecture capture, although they also expressed worry that this would disappear post-pandemic. The pandemic has also led to many staff uploading pre-recorded lectures before class and using their contact hours for greater discussion - a move that has also been well received by students.

78   Although their responses were generally positive, students also expressed some issues with the move to online learning as a result of the COVID-19 pandemic. Students felt

that they could have been given better guidance on how to use the video conferencing platforms that were introduced, including the standard protocols for using these platforms. Students were also concerned about library resources that had not been digitised. The University intend to continue digitising resources as demand requires.

2.6 Effectiveness of the approach to enhancing the student learning experience

79   The University has in place a well-established and effective system of student representation at all levels with a strong student voice, fully supported by the Students' Association. The overarching framework for student engagement is established in a Partnership Agreement through which priorities are agreed between the VP Education (Proctor) and the Students' Association Sabbatical Officers. In the context of the University's approach to dealing with the pandemic, the team received very positive statements from the Students' Association Officers regarding the ways in which they had been integrated into all the workstreams and involved as partners in the decision-making processes.

80   The students met by the ELIR team all spoke positively about the openness of the schools in listening and responding to their feedback provided both through the Student-Staff Consultative Committees (SSCCs) and questionnaire feedback, such as the module evaluations. In discussions with the team, the students cited a range of examples of responsive actions, or how the academic staff had explained the rationale in the event it was not possible to make a change. The review team commends the University for its partnership working and responsiveness to the student voice.

81   The University is actively engaged in supporting widening access through a range of outreach programmes underpinned by the use of contextual information which has contributed to significant increases in the proportion of students from disadvantaged backgrounds. It has also taken strategic actions to enhance its approach to diversity and address the current attainment gaps for minority student groups. These include senior staff appointments and curricular initiatives such as the development of the Inclusive Curriculum Toolkit. Supporting these developments, EDI Directors at school level are involved in the approval of new modules and curricular changes to ensure that attention is paid to inclusivity. Taking account of the University's proactive approach to widening access, the review team found the support for access, diversity and inclusion to be commendable.

82   The University has a very strong reputation for the provision of an excellent overall student learning experience, evident through its Gold TEF award and its NSS rankings where it has been placed top 11 times in the last 13 years. This is underpinned by a very effective framework of induction and support in place for incoming students, in particular focusing on the transition of widening participation students, with ongoing academic and pastoral support. Students met by the team, spoke very positively of the support they had received and of the willingness of academic staff to help them, in particular during the pandemic. They also reflected positively on the strongly collegial culture of the University. The University is commended for its comprehensive and proactive student support which underpins the provision of an excellent learning experience.

83   The University is commended for its strong performance in graduate employment. This is underpinned by the support provided by the Careers Centre and the establishment of a Graduate Attributes Framework which is aligned with the University Strategy. Engagement with the Graduate Attributes Framework is facilitated through the Professional Skills Curriculum which is open to all students and recognised through the HEAR.

84   The University of St Andrews has effective provision for the learning environment. The University is cognisant of space issues on campus and is putting plans in place to

counteract growth in student numbers, including developing new styles of teaching space in response to the Jisc Student Digital Tracker Survey. Their technological provision was received positively by both staff and students who met with the team.

85   The University has put in place clear guidance regarding the generic teaching training provided to PGR students who teach which is mandatory. Disciplinary oversight of teaching and marking is the responsibility of the academic staff within the schools and students report a variable experience in terms of guidance, support and workload management. The University is recommended to develop more effective oversight of the training and support provided at school level to PGRs who teach.

3   Strategy and practice for enhancing learning and teaching

3.1   Strategic approach to enhancement

86   The University has effective and established systems in place to promote the strategic enhancement of learning and teaching, including robust annual monitoring and strong academic leadership linking the educational strategy to the overall University Strategy. The ELIR team noted the University's commitment to teaching and learning is evident in a new education strategy, which was approved by the Academic Council in spring 2020 together with a range of underpinning enhancement activities, such as staff development, sharing best practice opportunities, and engagement with the enhancement themes in a manner aligned to institutional priorities.

87   The Education Strategy was developed under the leadership of the VP Education (Proctor), in consultation with UG and PG students and a range of academic and professional services staff. The Strategy is aligned with and supports the four distinct themes in the overall University Strategy - World-Leading, Global, Diverse and Entrepreneurial St Andrews. The Strategy will be accompanied by a set of KPIs, which are under development.

88   The pandemic has not caused the University to substantively alter the strategy, although the pace of change of both the digital strategy and increasing student numbers has slowed. The University is carefully considering the impact of the strategy to increase student numbers and its impact on future planning and the balance of face-to-face and online study.

89   Since the last ELIR, the strategic approach to enhancement has been reinforced, for example, by the appointment of an Education Strategy Manager, and creation of an Education Strategic Management Group (ESMG) chaired by the Proctor. The group was established in 2019 with plans to develop working groups and task groups to take forward specific pieces of work. For academic year 2020-21, two new groups have been established which report to ESMG - an Education Delivery Group and an Education Communications Group. The University has established a new Centre for Educational Enhancement and Development (CEED). The Director of CEED reports to the VP Education (Proctor) and is a member of ESMG. The membership of ESMG spans academic and professional services, and is designed to ensure an integrated approach to ownership of the strategy and monitoring of its impact against key deliverables.

90   Each school has a Director of Teaching (DoT), Director of Postgraduate Studies (Taught) and Director of Postgraduate (Research), with responsibility for the design and maintenance of modules, assessment, recruitment of tutors, teaching allocation and representing the school at the University's Learning and Teaching Committee (LTC). The FTE commitment to the role varies across schools and some have a deputy director role in support. Since the LTC is attended by all the DoTs, and led by the Proctor, the strategic and operational activities are well aligned.

3.2 Impact of the national Enhancement Themes and related activity on policy and practice

91 The University has effectively engaged with the national Enhancement Themes in recent cycles with evidence of activity and impact. This has been particularly evident in the postgraduate context leading to regulatory and policy revision at institutional level. The University has also ensured that successful local school innovations are being adopted more widely in the institution, such as the Academic Skills Project that originated in History. The University's approach to managing the Enhancement Themes since the last ELIR has changed from a large institutional group to a smaller steering group led by the Academic Policy Officer, working with a staff and student team to align to institutional priorities. This group provides regular updates to relevant university committees.

92 At the local school level, for the Transitions Theme, 28 student and staff-led projects (across 14 schools and four professional service units) were funded by the University, demonstrating breadth of involvement both by discipline and across academic and professional services roles. Evidence of impact includes establishment of a Wellbeing Working Group and a new academic advising system. Survey results indicate the latter has improved student satisfaction with academic advice.

93 The University also encouraged the introduction of new practices at local level such as the establishment of peer mentoring schemes in a number of schools. These involve more experienced students acting as mentors to Freshers, or, in the PG context, experienced students mentoring new students. In 2018, 1411 students were registered as mentors or mentees; in 2019, this had grown to 2174. The University aspires to every school having mentoring opportunities for their students. To address issues of inconsistent student experience and excessive responsibilities on school coordinators and presidents, a proposal to change the structure of student mentoring schemes and incorporate all incoming pre-arrival schemes into a single scheme managed by CEED was approved in February 2020.

94 The University's engagement with the 'Evidence for Enhancement: Improving the Student Experience' Theme has resulted in more elaborated analyses of attainment gaps and NSS data, as well as the development of teaching fact sheets and data dashboards. The University has also been involved in other Enhancement Themes in collaboration with other higher education institutions, including Learning Analytics, Employability and Distance Learning. Staff and student attendance at the QAA's annual Enhancement Theme conference has significantly increased since the last ELIR (from 2015 to 2018, it increased from 5 to 14).

3.3 Approaches to identifying and sharing good practice

95 The University has effective approaches to identifying and sharing good practice. Key elements of the University's academic monitoring and review are within Annual Academic Monitoring (AAM) and a rotating cycle of University-led Reviews of Learning and Teaching (URLT). There is evidence that the AAM process leads to enhancements such as alterations in workload, increased resource availability and curriculum change. Themes and good practice emerging from this process are shared with the Academic Monitoring Group, the Learning and Teaching Committee, and the Postgraduate Research Committee, and feed into relevant university committees for wider dissemination. An annual dissemination event was established in session 2012-13 in response to requests from the Director of Teaching (DoT) for more opportunities to share experiences across schools.

96 The Learning and Teaching Committee (LTC) is a major vehicle for discussing and sharing practice. It is attended by all the DoTs and provides a forum to discuss topical issues

such as feedback and the student experience. As a result of the pandemic, the increased intensity of dialogue with DoTs has facilitated a shift in emphasis of the LTC to focus on more strategic issues, such as online examinations and future learning spaces.

97   The University runs a well-attended annual 'away afternoon' providing LTC members an opportunity to focus on areas of strategic importance to the development of the wider learning and teaching strategy. The 2019 event included sessions on equality and diversity in the curriculum, pastoral care and the university mental health agenda. In addition, to ensure all students and staff can engage with areas of strategic importance, twice-yearly academic fora are open to all students and staff. Less formal lunchtime seminars are also popular and considered by attendees as useful vehicles for sharing best practice and networking between schools.

98   The University presents awards for outstanding teaching at an annual Teaching Excellence Award ceremony held by the Students' Association and the Principal's Office. Award winners are invited to contribute to dissemination events or training courses organised across the University. Since the last ELIR review, the University has introduced master classes for early career members of academic staff in the Arts Faculty. In addition, the University awards bursaries to staff who advance the scholarship of learning and teaching.

99   Since the last ELIR, the University has taken steps to develop a community of practice in pedagogical research by the establishment of the St Andrews Learning and Teaching Initiative (SALTI). SALTI focuses on the development of pedagogical research, while the Centre for Higher Education Research (CHER) supports higher education research more broadly. The work of SALTI and CHER is supported by the new Centre for Educational Enhancement and Development (CEED). Until 2018-19, a well-regarded Teaching Development Fund existed to support projects impacting the transitional culture of learning and teaching. This has been on hold since then but will be revisited as part of the ongoing review of SALTI/CHER and CEED. The institution has early plans to further develop pedagogical research to inform best practice in both learning and teaching.

100   Peer observation is a requirement for research postgraduate students who teach. However, engagement by staff more generally is inconsistent across schools with no evidence of systematic monitoring. The team encourages the University to consider ways to encourage greater awareness and engagement with the scheme.

101   The team commends the wide range of opportunities to share good practice. The many possibilities are clearly appreciated by staff, including the variety of modes. Staff value that there are both formal and informal ways of sharing, within as well as beyond their own school. They also find that the online approach has become an enabler to access more sharing opportunities than before, particularly beyond the school.

3.4   Engaging, developing and supporting staff

102   The University has effective approaches for engaging, developing and supporting staff at different levels. Organisational and Staff Development Services (OSDS) (originally part of CAPOD) oversees a range of generic staff development activity including leadership development and succession planning in schools.

103   The University has developed a more strategic approach to academic leadership development supported by the restructure of its Organisational and Staff Development Services (OSDS) and an ongoing review of the relationships between a number of other professional service units engaged in academic and educational development. The dedicated mentoring and support provided by OSDS for heads of school and directors of

teaching has been particularly positive and the visibility of education-focused pathways promotes interest among staff in teaching leadership positions.

104   All new academic staff are encouraged to engage with the online Academic Induction Resource (AIR) accessible from various locations on the university website. However, the system cannot currently provide engagement data to monitor take-up although this will be addressed with the developments outlined in paragraph 108. Feedback from academic staff indicates the resource is a useful introduction. In addition, there is a general university staff induction event - a specific session for academic staff covering the University's strategies for learning and teaching, and research - and a 'New Staff Essentials' course covering health and safety, diversity awareness and career development. Heads of School meet with new academic staff to set objectives for the probationary period. The head of school (or deputy) reviews all academic and research staff annually.

105   All academic staff are encouraged to participate in the Academic Staff Development Programme (ASDP). In academic year 2017-18, 120 academic staff participated in the programme, although since then there has been a drop in total attendances from academic staff evenly distributed across all disciplines. Those who do attend report a high level of satisfaction. Attendance data are monitored longitudinally and although the proportion of attendances by discipline are roughly proportionate to staff numbers in that discipline, there are some significant variations in levels of engagement year-on-year, and between disciplines which the University is investigating in order to improve engagement.

106   The University recently reviewed the programme for PhD supervisor training and launched an online training package in 2020 with mandatory elements for supervisors with engagement followed up by heads of school. 34% of total supervisors have attended face-to-face training since 2015-16 and 29 have completed the new online refresher since June 2020. In addition, some schools organise their own local and discipline-specific refresher training. Organisational and Staff Development Services (OSDS) is currently working with the Business Transformation Portfolio Office to implement a system that will allow the University to monitor the completion of all mandatory training for staff, including supervisor training, in order to increase compliance. The timescale for completion is not yet clear. The ELIR team recommends that the University should continue developing systems to monitor staff engagement with mandatory training.

107   The University has been reviewing its strategic approach to staff development in learning and teaching and has recognised the need to reorganise and clarify the relationships of CEED, SALTI and CHER. CHER has been in existence for around 10 years and, following a period of limited activity, is beginning again to promote educational research and networking of colleagues active in this area. The review team commends the University's more strategic approach to academic leadership development supported by the restructure of its Organisational and Staff Development Services (OSDS) and the increased efforts to underpin the curriculum by pedagogical research, while also recognizing the need to clarify the roles of, and interaction between, CEED, CHER and SALTI.

108   CAPOD also supports colleagues developing applications for Higher Education Academy Fellowship via the individual route (funded by the institution since 2018-19). In 2018, CAPOD introduced a fund to cover the cost of individual route applications by staff to Advance HE, in addition to running workshops to support individual route applications. Since the fund was introduced 13 staff have successfully submitted applications. The University also recognises that staff can apply direct to Advance HE and achieve Fellowship without the University's knowledge. In addition, the University is planning to introduce a new Postgraduate Certificate in Higher Education in time for the upcoming academic year or the next.

109   The University has been involved in the Aurora programme since 2014-15, with 72 participants having successfully completed to date. The programme was seen as very beneficial by staff with appreciation for the mentorship aspect managed by CAPOD.

110   The University has developed a new education-focused pathway with a route available to Professor linked to adjustment of the weighting of research versus teaching in the promotions criteria. The route is being actively utilised with evidence of successful applications across all faculties at grades 7 and 8. At present, there has only been one successful application to the grade 9 level on the education focused pathway. An indirect benefit of the education focused pathway is an increase in interest in teaching leadership positions. The ELIR team recognises the University's positive development with regard to the further recognition of teaching.

3.5   Effectiveness of the approach to implementing institutional strategies and enhancing learning and teaching

111   The University has an effective approach to implementing institutional strategies. The Proctor's Office performs a pivotal role in providing institutional oversight and supporting schools to ensure systematic adherence with University policies and requirements that is coherent and timely. The staff located in the Office provide effective leadership for quality assurance and enhancement including responsiveness to, and engagement with, external and internal initiatives.

112   The University has developed a more strategic approach to academic leadership since the last ELIR. The dedicated mentoring and support provided by OSDS for heads of school and directors of teaching has been particularly positive and the visibility of education focused pathways promotes interest among staff in teaching leadership positions. The review team commends this more strategic approach to academic leadership development.

113   The University has an effective approach to enhancing learning and teaching which is underpinned by established quality processes. The University has been proactively engaged in recent national Enhancement Themes. This has resulted in the development of a wide range of activities and resources linked to student transitions, mentoring and exploring the use of evidence to enhance the student experience.

114   The team commends the wide range of opportunities to share good practice. The many possibilities are clearly appreciated by staff, including the variety of modes. Staff value the range of opportunities available - both formal and informal, and within and beyond their own school.

115   The University is developing new mechanisms to collect and monitor data on engagement with staff development events and resources. The ELIR team recommends that the University continues with its development and implementation of systems to monitor staff engagement with mandatory training.

4   Academic standards and quality processes

4.1   Key features of the institution's approach to managing quality and setting, maintaining, reviewing and assessing academic standards

116   The University has effective arrangements for managing quality and securing academic standards. These meet the sector expectations expressed in the UK Quality Code for Higher Education (Quality Code) and the Scottish Funding Council guidance. Although not required to do so, the institution has mapped its processes and policies to the Quality Code, which has enabled the identification of areas for further development. The overall

approach is driven by principles of consistency, standardisation and shared responsibility for standards and quality. As a result, institutional procedures are clear, comprehensive and standardised, which permits significant devolution of responsibilities to schools.

Governance

117   The University has an established and conventional governance framework. Senate has overall responsibility for quality and standards, although most of its business is devolved to Academic Council (AC), to which report the Learning and Teaching Committee (LTC) and the Postgraduate Research Committee (PGRC). These advise AC on learning and teaching policy and practice at undergraduate and postgraduate levels. The Audit and Risk Committee of the University Court provides an additional level of monitoring through the receipt of annual reports. Institutional committee structures are not directly mirrored at faculty or school levels. Faculties do not have governance structures relating to the management of quality and standards, but Pro Deans and Associate Deans at faculty level play important roles and lead strategic initiatives.

118   Each of the University's 20 schools has a Teaching Committee. The institution does not prescribe common terms of reference for these, but it was clear from documentation provided to the ELIR team and meetings with relevant staff, that they fulfil broadly similar functions. School Teaching Committees are chaired by Directors of Teaching and, in order to ensure a consistent approach, the University provides common key roles for Directors of Teaching of Postgraduate Studies (Taught), and of Postgraduate Studies (Research).

119   The established committee structure is augmented by the key role of Academic Monitoring Group (AMG) in receiving reports of external examiners, collaborations and partnerships, Annual Academic Monitoring (AAM) reports, AAM dialogues, feedback data, periodic review organisation, data on student progression and attainment. The Academic Assurance Group (AAG) is an effective mechanism for identifying and reporting to LTC features of good practice and identifying areas for enhancement. These processes ensure that schools, which have significant areas of autonomy, comply with institutional requirements. The ELIR team noted that School Directors of Teaching play central roles across the full range of learning and teaching activities.

120   The Proctor's Office has a major role in supporting schools and in strategic management of education. It has invested heavily in the human resource required to fulfil its tasks, including the creation of Policy Officer roles and Associate Dean roles. The institutional response to the pandemic has resulted in a greater intensity of dialogue with schools and their Directors of Teaching, which in turn has enabled the LTC to give greater attention to strategic elements in its remit. It was evident to the ELIR team that the Proctor's Office and its members have a pivotal role in providing institutional oversight and supporting schools to ensure adherence with university policies and requirements, and respond to external and internal initiatives. The staff located in the Office provide effective leadership for quality assurance and enhancement. The ELIR team commends the role of the Proctor's Office in supporting Schools in ensuring compliance with institutional requirements, responding to external and internal initiatives and educational issues, and the provision of strategic management of education**.**

Programme approval

121   New programme and associated module proposals are required to meet the University's academic strategies and plans. Institutional policies relating to programme development are aligned to sector expectations and take into account appropriate Subject Benchmark Statements; professional, statutory and regulatory body (PSRB) requirements; and relevant qualifications frameworks; as well as the University's regulations relating to student support and development and module structures, credits and academic levels. The

University provides appropriate and clear guidance for module and programme developments (including matters requiring approval at institutional level), standard templates and a centralised electronic portal to promote a consistent approach. Deans, through the Curriculum Approvals Group (CAG), have delegated authority for the approval of new modules and significant changes to modules or programmes. Academic Council has ultimate authority to approve new programmes and to authorise the withdrawal of existing programmes. The process requires schools to align the format of assessment to intended learning outcomes, consult with relevant stakeholders, provide appropriate progression and exit points, and develop academic and business cases.

122   There is appropriate distance between the approval of academic and financial rationales to ensure that academic approval is not in response to financial imperatives. Externality is provided by external examiners. The process, which is supported by a dedicated Curriculum Officer, is sufficiently flexible to permit the institution to respond in an agile fashion to necessary changes. The University provides supportive staff development and training and keeps the process under review in order to make enhancements. Documentation seen by the ELIR team confirmed that institutional and sector expectations were adhered to and that processes were robust. Staff demonstrated a good understanding of requirements.

Monitoring and review

123   The University has three processes which enable it to have effective oversight of, and opportunities to, enhance its academic standards and the quality of its provision - module evaluation, Annual Academic Monitoring (AAM) and University-led Reviews of Learning and Teaching (URLT). In the current pandemic, the institution has enhanced its monitoring process in order to protect outcomes for students. Research student progress is monitored through the annual review process.

124   Student evaluation of modules is undertaken through structured questionnaires consisting of a standard set of questions which may be augmented by additional school-specific questions plus a Question of the Year. The latter is intended to enable the University to gather information and respond to topical issues and areas for enhancement, for example, around the Careers Link role in schools. In semester 2 of the academic year 2019-20, the use of module evaluation questionnaires was suspended and replaced with student surveys in order to provide feedback on online learning, remote examinations and study abroad. Module-level reports are available to module coordinators, with individual and generic feedback being available to lecturers. Results are analysed at school, faculty and university levels, and formal and informal feedback is provided to schools and individual members of staff as appropriate. The University provides appropriate guidance on the interpretation of module evaluations and Directors of Teaching receive detailed comparative reports. The review team noted variability in the module evaluation questionnaire response rates. Schools are required to give feedback to students on issues raised through module evaluation questionnaires.

125   Module evaluation feeds into the Annual Academic Monitoring (AAM), which provides an opportunity for schools to reflect on their learning and teaching provision through a self-assessment process. Reports are intended to be a reflective, focused and concise evaluation of learning and teaching experience. The process has been designed to enable the dissemination of good practice, identify institution-level themes and areas where institutional intervention may be desirable. It is evidence-based, using data from student surveys, module evaluation questionnaires and external examiners. Since the 2015 ELIR, the process has been enhanced to engage a wider group of academic staff, reduce the level of documentation required from schools by utilising central data, and by requiring discussion of postgraduate research degree information.

126   From 2019 onwards, data provided on a dashboard has enhanced the ability to analyse more effectively. Examples of AAM reports seen by the ELIR team indicated a good level of reflective engagement and analysis. All AAM reports are considered by AMG and Deans of Faculty in a dedicated meeting where themes are identified. A concise summary of the generic matters arising from AAM forms part of an annual report to the University's Learning and Teaching Committee. The ELIR team saw clear evidence of how specific matters arising from AAM were addressed. The formal AAM reporting is augmented by AAM dialogues in which one-third of schools each year are invited to follow-up discussions to discuss issues in greater depth. Taken as a whole, the AAM process enables issues to be identified and addressed and good practice to be identified.

127   University-led Reviews of Learning and Teaching (URLTs) are the institution's periodic review process. The composition of review teams is appropriate. Panels are led by the appropriate Dean, include two representatives external to the institution, a member of university staff from a cognate area, two student representatives and either the Head of Education Policy or the Academic Policy Officer (Quality). Documentation sets are required from departments and the University, along with a reflective analysis from the school or service department. There is clear guidance for the School President on gathering feedback from undergraduate, taught postgraduate and research postgraduate students to enable the production of a student view of the unit under review. Reviews culminate in the production of a report to a common template with recommendations and commendations. Schools are required to produce action plans, implementation of which is monitored by the Academic Monitoring Group (AMG). The University keeps the process under review and reports themes arising annually to the University's Learning and Teaching Committee. The ELIR team was able to confirm that the process is robust and thorough, and outcomes meet the expectations of the University and the Scottish Funding Council.

128   The University's practices and policies relating to the monitoring of research degrees align with sector expectations and the requirements of the Quality Code. There are clear policies relating to supervision, progress reviews and termination of studies, assessment and examination. The University reviews its policies continuously to ensure compliance with external regulations and to support students. Students the ELIR team met were clear about expectations relating to progression and examination. Procedures relating to the establishment and operation of Doctoral Training Partnerships and Centres for Doctoral Training operate in accordance with documentation relevant to their establishment. The Academic Monitoring Group receives annual reports on postgraduate research student progression and data. Reports are comprehensive, covering, for instance, the numbers of students achieving their intended award, time taken, the disability attainment gap, retention and data on annual progress reviews. Although there are variations between schools, it was clear to the ELIR team that institutional oversight was thorough and robust.

129   Taken as a whole, the institution has effective and systematic processes to monitor and review academic standards.

Assessment

130   The University expects students to be exposed to a variety of forms of assessment which are designed to enable them to demonstrate achievement of module and programme learning outcomes. This is monitored and approved by CAG to ensure compliance with the institution's Policy on Assessment. In response to student feedback and supported by research into practice elsewhere, some schools have reviewed and changed assessment strategies.

131   Schools are required to publish marking criteria, marking descriptors, and turnaround time for assessments. There are appropriate arrangements for moderation to

ensure consistency and maintain and enhance standards, and assessment results may be tested to ensure consistency and reliability. University regulations are clear and comprehensive.

132   The University has appropriate arrangements to accommodate students with individual needs through reasonable adjustments in order to ensure that assessment is inclusive and equitable. Arrangements for the management of academic appeals conform to sector expectations. The University restructured its policy on good academic practice in 2018-19. All students are required to complete training in good academic practice.

4.2   Use of external reference points in quality processes

133   The University effectively uses a range of external reference points in the setting and management of its academic standards and quality processes.

134   The University's policies and frameworks are aligned to the Quality Code. Following the introduction of the new Quality Code, the University carried out a comprehensive mapping exercise to ensure that it complied with the expectations and practices set out. As a result, it is aware of areas where further development is required, for instance, around assessment and appeals, as well as where there is full alignment. It intends to undertake such an exercise each year which will be monitored by the Education Strategic Management Group.

135   The University integrates the Quality Enhancement Framework, the Scottish Credit and Qualifications Framework (SCQF), and Subject Benchmark Statements into its procedures. Subject Benchmark Statements are used effectively in programme design. Programme specifications show the appropriate SCQF level and reference relevant accrediting body alignments where appropriate. Outcomes from URLTs reflect the use of external reference points.

136   The University makes appropriate use of external expertise in the development of new (and significant amendments to existing) modules and programmes, through consultation with external examiners. For new programmes, schools may also seek the advice of other external subject specialists who are not external examiners. External advisers serve on URLT panels and there is provision for senior international assessors to be appointed where appropriate. Requirements of accrediting bodies are also considered in the development and review of programmes.

137   Eight schools in the University deliver programmes which have PSRB accreditations. Where possible, the University seeks to align reaccreditation visits with its URLT processes and to minimise the burden on departments. Institutional oversight is provided by the Academic Monitoring Group (AMG) and some, but not all, schools routinely provide details of accreditation visit outcomes and evaluations to the AMG. The University recognises the benefits which would accrue from greater consistency in practice and oversight, for example, by requiring schools to provide letters of accreditation and evaluative reports to AMG for it to identify institutional themes.

External examining

138   The University regards the external examining system as a crucial part of its approach to quality assurance and enhancement. It has a clear and recently updated policy that specifies its criteria for nomination and describes procedures for the appointment and term of office, setting out the purposes of the external examining system in ensuring the standards of its awards, the comparability of its standards and the role in the assessment and examination process. The role which external examiners play is further described in the University's Assessment Policies and Procedures. Broadly these adhere to sector

expectations. External examiners are also consulted on new modules and programmes. External examiners report annually to the University through an online system, which are then distributed to Heads of School before consideration by the Proctor's office. Reports are analysed at faculty level with emergent themes being drawn out for further consideration by AMG and LTC.

139   The 2015 ELIR asked the University to reflect on the role of external examiners in degree classification. The focus of external examining is principally at the module level. Final-degree classification is algorithmic, based on aggregation of module performance. There are no discretionary border zones and there is no external examiner role in the determination of final-degree classification. The ELIR team noted that the University was satisfied with its current approach, and that analysis of classification of joint degrees indicated no substantive or significant differences to single honours degrees. However, the University also indicated that, on reflection, it would be useful to share the final analysis of degree classification with external examiners and ask them to consider distribution patterns when submitting their final reports. At the time of the review visit such an approach had not been confirmed as university policy. The ELIR team recommends that the University implement its intended approach to sharing a final analysis of degree classification with external examiners during 2020-21 academic year**.**

140   The 2015 ELIR asked the University to 'publish external examiner reports in order to give students the opportunity to engage in discussion and consideration of this element of the assessment process'. In response, the University amended its external examining policy, required schools to summarise key issues raised by external examiners, list actions taken in response and present these to SSCCs. Although schools were reminded of the requirements, adherence was inconsistent. In the academic year 2019-20, the University decided to make reports available to students 'through Moodle or other means'. Students the ELIR team met confirmed that they had never seen external examiner reports and were not aware of having access to them. The ELIR team recommends that, by the end of the academic year 2020-21, the University should ensure that all students have easy access to external examiners' reports for their programme of study.

141   Overall, the ELIR team considered that the University makes systematic and appropriate use of its external examiners and other external stakeholders in approval and review mechanisms.

4.3   Commentary on action taken since ELIR 3

142   The University was requested to address 10 areas for development in the 2015 ELIR. The current ELIR team considered that the University had made satisfactory progress in addressing these, although there was some ongoing work. In making this progress the University has made some structural and procedural improvements to core quality assurance and quality enhancement processes. These have involved investment in human and technological resource, revisions to academic monitoring and feedback arrangements and investment in online management capabilities. It was also clear to the ELIR team that the University had continued to develop its approach in these areas since the Follow-up Report in 2016.

143   In addition, the ELIR team noted that there was substantial evidence that the institution was continuing to build upon and embed the areas of positive practice referred to in the 2015 ELIR - for instance, relating to the enhanced role of the Proctor's office, the approach to widening participation, and promotion of equality and diversity. It also continues to identify areas for further enhancement of the student experience.

4.4   Approach to using data to inform decision-making and evaluation

144   The University has an effective approach to the use of data to inform its reflection, decision-making and enhancement processes. Its approach continues to develop in order to support strategic priorities. Since the 2015 ELIR, it has developed its digital systems to enhance its ability to meet changing needs. The University has also used its engagement with Enhancement Themes, such as 'Evidence for Enhancement: Improving the Student Experience' Theme, and Learning Analytics, to inform its approach.

145   The institution's overall approach is strategic and evidence-led, to ensure that stakeholders have access to a broad suite of essential information. The Planning Office works with schools and professional services to enhance the portfolio of data. Of note is its IMEDA programme, established with IT services to develop data assets and management capabilities to deliver cultural changes to working practices and thus embed new capabilities.

146   Data is generated from a range of sources, including its Planning Office, student surveys, module evaluation questionnaires, HESA, graduate outcomes, research postgraduate progress reviews, retention rates and degree outcomes. These feed into annual strategic planning meetings with schools' management teams and the Principal's Office. At the institutional level, data suites are provided to the Student Experience Committee, the Learning and Teaching Committee, the Postgraduate Research Committee, AMG and Academic Council. Qualitative data inform the organisation of teaching enhancement events. The Proctor's Office is responsible for the analysis of module and programme outcomes and results, with the assistance of software which identifies outliers. Work is continuing on the provision of more data to inform understanding of progress and attainment of different ethnic groups. The University's strengths in the National Student Survey have been used to identify and work on successes and weaknesses. In particular, the provision by the Planning Office of Teaching Fact Sheets for every school, provide key information to aid effective decision-making. Part of the work of the short-life working group reviewing the institution's approach to quality mechanisms in the light of the pandemic, is working with the Planning Office to collect and review data on student progression and outcomes.

147   Overall, the University recognises the benefits accruing from its approach to data-informed decision making and the way in which extensive suites of data are made available.

4.5   Effectiveness of the arrangements for securing academic standards

148   The University has an effective approach to securing academic standards. Policies are comprehensive, regularly reviewed and updated, with appropriate regulations and structured processes. Its overall quality framework is aligned to the Quality Code and other reference points. Students are appropriately engaged in quality processes. The University makes effective and systematic use of its external examiners. The institution is aware of areas where improvements can be made and of opportunities for enhancements, especially relating to feedback on teaching, and the use of marking scales and in module grade distribution between different schools.

149   It was clear to the ELIR team that schools enjoyed a relatively high degree of autonomy and that in order to ensure consistent and equitable treatment of students, the institution needs to maintain its systematic approach to monitoring the application of university policies.

4.6   Effectiveness of the institution's approach to self-evaluation, including the effective use of data to inform decision-making

150   Overall, the University has effective arrangements for self-evaluation, including its use of data to inform decision-making. Extensive data suites are widely available and inform evaluation within schools and university committees. Evaluative mechanisms apply to student facing services as well as academic units. The University has appropriate systems which enable the identification of good practice for wider dissemination. The way in which the institution has built on and developed areas of positive practice since last ELIR demonstrate the institution's determination to improve the overall student experience.

5   Collaborative provision

5.1   Key features of the institution's strategic approach

151   The University has a strategic approach to the development of partnerships which support research and teaching. Global St Andrews is a key element of the institution's strategy. A new VP (International Strategy and External Relations) and a recently created International Committee steer the approach to international strategy and partnership development, driven by synergies in teaching and research. Other partnerships arise through proposals submitted from schools, but with the International Committee retaining oversight. Support is provided by a new Global Office. Staff the ELIR team met were clear that partnerships were developed in accordance with the University's Strategy, to support and enhance its academic reputation and its widening access ambitions.

152   The framework within which collaborative provision is developed and managed was approved by the Academic Council in January 2020. It sets out the principles underpinning activity in this area, institutional responsibilities, a taxonomy of provision, approval and monitoring arrangements. The framework articulates arrangements put in place following the 2011 ELIR, especially relating to the five-stage review process, but also reflects in part the institution's response to a recommendation in the 2015 ELIR. The University was strongly encouraged to ensure: 'clear academic oversight of collaborative activity, including the systematic engagement of academic staff in the arrangements for monitoring student performance as well as reflecting on the wider student experience'. The institution's response was fourfold. From professional services, the creation of a new Global Office in 2019 which, with its Director, manages all of the University's collaborative programmes (including those which are UK based) and study abroad opportunities. The AMG receives annual reports of collaborative agreements and study abroad. A new AMG (Collaborations and Partnerships) meets each semester and monitors quality assurance and enhancement. Finally, as well as the new framework, there is a new policy on the Management of Work Placements and annual training events for study abroad coordinators in schools. The University indicated to the ELIR team that its approach to academic oversight of collaborative activity continues to develop. The view of the ELIR team was that the institution's current approach was effective and would be enhanced by planned developments

153   The majority of the partnerships which the University has with other institutions are at postgraduate level, in particular joint doctoral programmes. Since 2018, the University has preferred to establish what it describes as 'umbrella' arrangements (at school, faculty or university level) for collaborative PhDs in preference to individual co-tutelle arrangements. These have been found to be effective in enhancing the research student experience and strengthening the support available to, for example, supervisors and partners.

154   The University intends to expand its provision of articulation and pathway arrangements, providing flexible entry and FE-HE supported pathways. It has a clear

approach to their development and management. Articulation agreements offer entry to science and arts programmes with flexible routes. It plans to develop such pathways through expanding the range of subjects into which students can articulate and develop further agreements with two additional further education colleges.

155   Other developments since the last ELIR include a joint PhD programme and award validation, an innovative and complex collaboration for the Scottish Graduate Entry to Medicine (ScotGEM) programme between the University, two other higher education institutions and four NHS trusts, a graduate apprenticeship programme, and a new undergraduate degree with partner-taught elements. There are also long-standing partnerships for taught programmes at undergraduate and postgraduate levels which the University continues to develop and enhance.

156   Since the last ELIR in 2015, the University has established a set of template contracts for the management of collaborative arrangements, which ensure compliance with institutional policy and legal requirements. Due diligence processes are robust and appropriate and are managed through the Global Office.

5.2   Effectiveness of the approach to managing collaborative provision including arrangements for securing academic standards and enhancing the student learning experience

157   The establishment and management of collaborative programmes are a joint enterprise between academic and professional services. Proposal and approval processes, though aligned to those for non-collaborative proposals, are bespoke in order to secure standards and a shared understanding between the partners. The ELIR team saw examples of completed documentation which complied with institutional requirements and the expectation of the Quality Code. Collaborative proposals are detailed, receive input from the Pro Dean Postgraduate (Taught and Research) and the Pro Deans Curriculum, before being reviewed and approved by the Principal's Office. The Global Office ensures that policy, regulatory, assessment requirements are considered. Academic consideration of collaborative programmes is undertaken through the CAG, with external input.

158   Review processes are structured and embedded, although there is ongoing work around the renewal of agreements and the framework to support them, and ensuring the timely signing of memoranda of agreement. The University recognises that it is responsible for the academic standards and quality of collaborative awards and expects review procedures to be adhered to as rigorously as for internal provision, but proportionate to the nature of the collaboration. At an institutional level, the AMG (Partnerships and Collaborations) oversees standards and quality for all collaborative provision. Reviews take place at an early stage in a new collaboration to monitor progress and resolve issues. Collaborative programmes are included in school annual academic monitoring processes. Full reviews take place prior to the end of the period of any agreement to review the management and development of the partnership and are considered by AMG. Documentation seen by the ELIR team confirmed that these arrangements were in place. It noted the recommendations to the University arising from the First Collaborative Review of the ScotGEM programme, especially around risks, supporting the development of new programmes, resources and timescales.

159   Collaborative doctoral programmes are monitored, and student progress is clearly defined and operated in accordance with the progress review policy. Supervisors are required to hold at least one joint supervision session with the student each year.

160   The taught collaborative degree programmes are overseen by joint committees of the institutions to ensure that academic standards are monitored effectively, although the

constitution of each committee is bespoke. The AMG is working with the Global Office and schools to harmonise the structure and remit of these joint committees, intending to have a standardised joint committee meeting at least once each year. The intention is to ensure that this structure applies to all collaborative programmes when they are due for review and renewal. The AMG works with schools and the Global Office to ensure consistency and the new AMG (Collaborations and Partnerships) monitors quality assurance and enhancement arrangements.

161   The University has a programme of work underway to enhance the experience of students on collaborative programmes, including the development of new websites, provision of information, an expansion to the joint programme with the College of William and Mary, a fresh approach to transition between institutions and careers development.

162   Overall, the University has an effective approach to the management and enhancement of its collaborative provision. It is aware of the areas where further development is required, for example, the remit and structure of joint committees, and is taking appropriate action.