

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Monitoring and Evaluation

Expectations for standards

Expectations for quality

- Courses are well designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for standards

Core practices for quality

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider supports all students to achieve successful academic and professional outcomes.

Common practices for standards

Common practices for quality

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

Guiding Principle	Mapping to the University’s policies and/or practices	Additional notes
1. Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently.	<p><u>Oversight at University, College and School level:</u> https://www.ed.ac.uk/academic-services/quality https://www.ed.ac.uk/academic-services/quality/monitoringandreview https://www.ed.ac.uk/academic-services/quality/roles https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p>	

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Annual Monitoring, Review and Reporting Policy

This outlines the University's approach to annual monitoring, review and reporting:

<https://www.ed.ac.uk/files/atoms/files/annualmonrevreppolicy.pdf>

Annual Programme Monitoring

Schools carry out annual programme monitoring, implementing a process which meets both local contexts and institution-wide principles and uses standard data. Schools will decide on the optimum clustering of programmes. All credit bearing courses offered by a School are included. All programmes are monitored annually.

<https://www.ed.ac.uk/sites/default/files/atoms/files/annualprogrammemonitoringtemplate2021-22.docx>

School Annual Quality Report

Schools report annually to Senate Quality Assurance Committee on key themes and actions from in-year monitoring, review and reflection, providing institutional oversight of issues and good practice.

<https://www.ed.ac.uk/sites/default/files/atoms/files/schoolannualreporttemplate2021-22.docx>

College Annual Quality Report

Colleges submit annual quality reports to Senate Quality Assurance Committee outlining their action plan following a reflection on School reports.

<https://www.ed.ac.uk/sites/default/files/atoms/files/collegeannualreporttemplate2021-22.docx>

Internal Periodic Review

<https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review>

Internal Periodic Review outcomes are reported to Senate Quality Assurance Committee

<https://www.ed.ac.uk/academic-services/committees/quality-assurance/terms-reference>

Student Support Services Annual Review (SSAR):

<https://www.ed.ac.uk/academic-services/quality/monitoringandreview/ssar19-20>

Student Support Thematic Review

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	<p>Thematic Review is the process by which the quality of the student experience is reviewed in relation to a particular theme or aspect of student support: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic</p> <p>Student Voice: https://www.ed.ac.uk/students/academic-life/student-voice</p> <p>Student Voice Policy - https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>Student engagement: https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement</p> <p>Enhancement Themes: https://www.ed.ac.uk/academic-services/quality/enhancement-themes-overview</p>	
<p>2. Providers normalise monitoring and evaluation as well as undertaking routine formal activities.</p>	<p><u>Mid-course feedback</u> https://www.ed.ac.uk/students/academic-life/student-voice/enhancing-courses/mid-course-feedback https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/teaching-feedback/mid-course</p> <p><u>Annual Programme Monitoring</u> https://www.ed.ac.uk/sites/default/files/atoms/files/annualprogrammemonitoringtemplate2021-22.docx</p> <p><u>Internal Periodic Review (IPR)</u> IPR operate on a schedule whereby Subject areas/Schools are reviewed on a six yearly cycle. https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review/schedule</p> <p><u>External Examiner system:</u> The External Examiner system forms a key part of the University's quality assurance and enhancement mechanisms https://www.ed.ac.uk/academic-services/quality/external-examining</p>	

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	<p>Student Staff Liaison Committee (SSLC) Policy https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-policy</p> <p>Enhancement-led Institutional Review https://www.ed.ac.uk/academic-services/quality/elir</p>	
<p>3. Providers clarify aims, objectives, activities and actions, and identify the key indicators, issues, questions, targets and relevant information/data.</p>	<p>All the data that the University gathers is used to shape future decisions about the full spectrum of areas that make up the student experience.</p> <p>We analyse the results from the surveys and make recommendations for change based on the findings. Some of the findings may prompt further research so we can gain more of an understanding of how students feel about particular issues.</p> <p>https://www.ed.ac.uk/staff/data-matters</p> <p>Student Surveys: https://www.ed.ac.uk/students/academic-life/student-voice/student-surveys</p> <p>Data to support annual quality processes is available through the Insights Hub, a directory of analysis and insights produced by teams across the University https://www.ed.ac.uk/student-systems/use-of-data/our-data</p> <p>Video Recording of how to use the Quality Data Dashboards : https://edin.ac/32atZe7</p> <p>An analysis of undergraduate degree classifications are discussed annually at Senate Quality Assurance Committee.</p> <p>Accreditation and Collaboration : https://www.ed.ac.uk/academic-services/quality/accreditation-collaboration</p> <p>Student Staff Liaison Committee (SSLC) Policy https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-policy</p> <p>External Examiner system:</p>	

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	<p>The External Examiner system forms a key part of the University's quality assurance and enhancement mechanisms https://www.ed.ac.uk/academic-services/quality/external-examining</p> <p>Student Voice: https://www.ed.ac.uk/students/academic-life/student-voice</p>	
<p>4. Providers decide whom to involve in the different stages of monitoring and evaluation, clearly defining roles and responsibilities and communicating them to those involved.</p>	<p>Information on quality assurance and enhancement roles and responsibilities: https://www.ed.ac.uk/academic-services/quality/roles</p> <p>Responsibilities for programme and course management: https://www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-management https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> <p>Students should be involved in Programme and Course design, development, approval, changes and closure processes: https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Schools Boards of Studies include at least one student member from a relevant discipline: https://www.ed.ac.uk/files/atoms/files/boardofstudies.pdf</p> <p>Student Staff Liaison Committee (SSLC) Policy https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-policy</p> <p>Course organiser role: https://www.ed.ac.uk/files/atoms/files/courseorganiserrole.pdf</p> <p>School Director of Quality role outline: https://www.ed.ac.uk/files/atoms/files/schooldirectorqualityrole.pdf</p> <p>Internal Periodic Review processes, roles and responsibilities. All reviews include a student member on the review team, Review teams meet with students: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review</p>	

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	<p>https://www.ed.ac.uk/sites/default/files/atoms/files/iprhandbook.pdf https://www.ed.ac.uk/files/atoms/files/iprsubjectareasschoolsstudentinvolvement.pdf https://www.ed.ac.uk/files/atoms/files/iprinformationforstudents.pdf https://www.ed.ac.uk/files/atoms/files/reviewteaminternalreviewbriefing.pdf</p> <p>External Examiner role: https://www.ed.ac.uk/academic-services/quality/external-examining/role</p>	
<p>5. Providers evaluate, analyse and use the information generated from monitoring to learn and improve.</p>	<p>Processes for annual monitoring, review and reporting are in place across all credit-bearing provision and support systematic reflection and enhancement: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> <p>Internal Review Themes – enhancements identified in internal periodic review are grouped thematically and disseminated to relevant committees: https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers20220913.pdf (SQAC 1C) https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20210916.pdf (SQAC 1D)</p> <p>College Annual Quality Reports: https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20211209web.pdf (SQAC 2B-D) https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20201217-web.pdf (SQAC 2D-F)</p> <p>Good Practice identified from School Annual Quality Reports is collated and disseminated by Senate Quality Assurance Committee: https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers20220913.pdf (SQAC 1B) https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20210916.pdf (SQAC 1C)</p> <p>Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting</p>	

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	<p>The reports identifying themes of positive practice for sharing and areas for further development at University level are passed to the Institute for Academic Development (IAD) to identify content for Teaching Matters and the Learning and Teaching Conference. Examples of Teaching Matters blog posts that have been identified through quality processes are tagged.</p> <p><u>External Examiner Reporting System (EERS):</u> Designed to facilitate effective qualitative and quantitative analysis of external examiner reports to inform the University's strategic direction on quality assurance. https://www.ed.ac.uk/academic-services/quality/external-examining/external-examiner-reporting-system</p>	
<p>6. Providers communicate outcomes from monitoring and evaluation to staff, students and external stakeholders.</p>	<p>Student Voice Policy https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting</p> <p>The reports identifying themes of positive practice for sharing and areas for further development at University level are passed to the Institute for Academic Development (IAD) to identify content for Teaching Matters and the Learning and Teaching Conference. Examples of Teaching Matters blog posts that have been identified through quality processes are tagged.</p> <p>Good Practice identified from School Annual Quality Reports is collated and disseminated by Senate Quality Assurance Committee: https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers20220913.pdf (SQAC 1B) https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20210916.pdf (SQAC 1C)</p> <p>College Annual Quality Reports: https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20211209web.pdf (SQAC 2B-D) https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20201217-web.pdf (SQAC 2D-F)</p>	

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	<p>The content of the University’s annual statement on institution-led review and enhancement activity to the Scottish Funding Council (SFC) is approved by Senate Quality Assurance Committee https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers20220913.pdf (SQAC 1G)</p> <p><u>Student Support Services Annual Review</u> Student Support Service reports highlight good and promising practice for sharing with other areas and areas for Services to consider and report on progress as part of the next annual review: https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20220224-web.pdf (SQAC 3F)</p> <p>External Examiners feedback – thematic analysis: https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20220224-web.pdf (3C)</p> <p>Closing the feedback loop: https://www.ed.ac.uk/academic-services/staff/closing-feedback-loop</p> <p>Enhancement-led Institutional Review: https://www.ed.ac.uk/academic-services/quality/elir</p>	
<p>7. Providers take account of ethics and data protection requirements when designing and operating monitoring and evaluation systems.</p>	<p>Student Voice Policy https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>Courses and programmes should be design to be accessible so they do not present any unnecessary insurmountable barriers to students with protected characteristics: https://www.ed.ac.uk/academic-services/staff/curriculum/key-issues-to-address-in-proposals-credit-bearing https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Equality, diversity and unconscious bias: https://www.ed.ac.uk/equality-diversity/students/unconscious-bias</p> <p><u>Equality Impact</u> The equality impact of any significant changes to regulations, policies and codes is assessed: https://www.ed.ac.uk/sites/default/files/atoms/files/committeemembersguidance2021.pdf</p>	

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	<p>Equality and Diversity question included on Committee cover sheet: https://www.ed.ac.uk/sites/default/files/atoms/files/senatecommitteespapertemplate.pdf</p> <p>Equality Impact Assessments are published on university website: https://www.ed.ac.uk/equality-diversity/about/reports/impact-assessment/a-z-assessments</p> <p>University data protection policy : https://www.ed.ac.uk/records-management/policy/data-protection</p> <p>Data protection (surveys) : https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement</p> <p>Dignity and Respect Policy : http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Dignity_and_Respect-Policy.pdf</p> <p>The University expects External Examiners to treat confidential information https://www.ed.ac.uk/academic-services/quality/external-examining/data-protection</p>	
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