



THE UNIVERSITY *of* EDINBURGH

Periodic Enhanced Review: Information Services

Report of the Review

27th and 28th February 2014

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1. Review Context

1.1 The Periodic Enhanced Review (PER) of Information Services (IS) at the University of Edinburgh is part of the University's quality assurance framework and procedures, and is complemented by the Senatus and College Quality Assurance Committees' monitoring and reporting. Periodic Enhanced Review is the process by which the quality of the student experience of some key student-facing services is reviewed in more depth and over a longer term than through the submission of an annual report. Through Periodic Enhanced Review the University aims to take a wider strategic overview of the impact of the support service and its impact in relation to the other services.

The review considered three areas of Information Services' provision: Computing Services (specifically IT Administration), Library and Collections, and Learning Technology /Technology

Enhanced Learning (TEL) in terms of their contribution to the student experience and of the quality of provision provided in relation to this.

1.2 The review consisted of:

- The University's standard remit for Periodic Enhanced Review - Annex A
- Service-specific remit items - Annex A
- Further remit items proposed by the wider university
- The Analytical Report written by Information Services¹ and supporting documentation prepared by Information Services
- The review team visit which took place over 1.5 days, and consisted of a series of meetings (Annex B) with members of staff from Information Services and student users
- The report from the review team

1.3 The members of the review team were:

Convener - Professor Peter Higgins, Dean of Students, College of Humanities and Social Science

External member – Mr Mark Toole, Head of Libraries and Learning Resources, Nottingham Trent University

Internal member – Mr Robert Lawrie, Director, Scholarships and Student Funding, Academic Registry, University of Edinburgh

Internal member – Ms Erin Jackson, Distance Learning Manager, School of Law, University of Edinburgh

Student member – Ms Katerina Konarikova, Student representative, University of Edinburgh
Administrator – Mrs Marion Judge, Academic Services, University of Edinburgh

2. Information Services Group: Review Background

Information Services Group is headed by Vice Principal Professor Jeff Haywood, Vice Principal Knowledge Management, Chief Information Officer and Librarian to the University. The divisions of Information Services contributing to the review meetings were: Library and University Collections, User Services Division, Applications and IT Infrastructure. In the course of the review the Review Team had discussions with Professor Haywood, Jo Craiglee Head of Knowledge Management and Planning, Directors of Information Services and their representatives, and a selection of their colleagues from Information Services, staff/service users from other areas of the University and student users of the service. Student users included international students, students returning from their year abroad, and both undergraduate and postgraduate students. The full list of those who attended the review is included within the review schedule at Annex B.

2.1 The Analytical Report from Information Services was submitted by Jo Craiglee, Head of Knowledge Management and IS Planning, and PER Liaison. The Analytical Report was helpful

¹ <https://www.wiki.ed.ac.uk/download/attachments/186821152/IS%20Analytical%20Report%20-%20final.pdf?version=1&modificationDate=1391012524000&api=v2>

to the review team and provided a sound basis for discussion in the meetings held with staff and students.

2.2 Information Services provided the Review Team with a wide range of supporting information, in advance of the review visit, and made available to Review Team members through a Wiki². This included: policy framework information, staffing composition and organisational charts, annual reports to Quality Assurance Committee subcommittee/and other QA and relevant committees, student survey results, feedback gathered about the Service, minutes of student focus groups, and other relevant documentation.

3. Report Overview

3.1 The main themes that emerged in the review were:

- The rapid pace of technological developments and consequent impact on the Service
- Quantity and quality of library study space
- Increasing demands in the level of student learning /electronic resources and consequent student expectation and impact in relation to this
- Degree of user engagement in projects
- Supporting mobile devices and associated ecosystems
- Identifying and satisfying user demands for resources (both library and IT tools), and related complexities around prioritising demands
- Communications – with Schools and the wider University
- Diversity of student body
- The need for IS to be more visible within academic structures
- The changing scholarly publication environment

Overarching themes emerging from the review were: partnership working; communications; staff development; student engagement. These themes are covered in detail below.

Information Services demonstrated to the Review Team that the Service's enhancement plans are aligned with University key strategies, and with key, relevant College and School strategies such as Learning and Teaching, and Planning strategies. Information Services takes a strategic approach to planning across three horizons: a one-year approach, including annual planning discussions with the Colleges, EUSA and other Support Groups; a 3-5 year Strategic plan which provides a high-level framework mapped to the University's planning time frame which can be used in the University to inform decision-making; and a wider 10-12 year planning horizon whereby the Service monitors the quality of what it does, whilst at the same time reviewing required investment and resource needs to ensure it is building a Service fit not only for a 3-5 year horizon, but looking beyond even to 20 years ahead. The Review Team **commends** Information Services for this broad-ranging, forward looking approach.

² <https://www.wiki.ed.ac.uk/pages/viewpage.action?title=Home&spaceKey=ISPER14>
NB – the Wiki is password protected

- 3.2 The review team has confidence that Information Services fully meets and satisfies the requirement of the University's standard remit items, and has in place effective quality assurance and enhancement processes and procedures which adhere to Scottish and UK good practice. The Review Team **commends** Information Services for setting and attaining high standards, in line with the University's international reputation.
- 3.3 The review team found the Periodic Enhanced Review to be a positive experience, finding the review area to be extremely well organized with many areas of the service's provision being held in high regard by students. Information Services is clearly operating well, is fully aware of and is responding well to the many challenges it faces, as highlighted in points below.
- 3.4 Information Services has undergone significant changes between 2009 and 2013³. IS is responding well to meet these changes in the light of an unprecedented rate of technological change. Information Services is clearly following the direction set by the University. The Service is self-evaluating and is self-critical, ensuring that it evolves to meet the challenges it faces. It is evident that this culture of reflection and critical self-evaluation leads to a readiness to initiate and support (often major) transformational projects for the benefit of the University community. The Review Team **commends** Information Services for its self-evaluative and self-critical approach.

4. Effectiveness of the management of the student support experience.

- 4.1 The Review Team has confidence that Information Services is effectively managing the Service in relation to the student support experience. The Service is following the direction set by the University, ensuring that it is matching the University's aspirations as one of the world leading Universities, by providing a leading edge, quality service and one which itself sets the highest standards. The Review Team met with the Head of Information Services, Directors and managers of the Service who demonstrated to the Review Team that the Service has transparent, open and effective mechanisms and processes in place for the management of the Service in relation to the student experience.
- 4.2 The Service demonstrates commitment to partnership working with students, the Colleges and other University services, thereby creating a coherent service, beneficial to the student experience. Collaboration and partnership is a key theme of the Service's strategy, with students at the heart of this strategy. As a key support service to the University, Information Services interfaces with a wide range of stakeholders across the University. Its services are a key part of the student experience. Whilst functioning as an independent unit, Information Services is by the nature of its business interdependent, with many complex partnerships. It is crucial that Information Services continues to be involved in planning, particularly in the planning of new projects where IS resource is involved.

The review team welcomes discussion that happen at strategic level, ensuring IS is involved in the University's planning processes. The review team observes that engagement across the whole University requires a great deal of communication and encourages IS's continued engagement with Colleges in decision making processes.

³ See Information Services Analytical Report, section 1.1

- 4.3 The Service actively encourages student participation in design and development of services and encourages engagement with Library Services. This is proving effective, with many positive examples, such as the complete overhaul of the Main Library opening hours. Whilst there is student input through for example focus groups, and student representation through User Group testing, partnerships with EUSA, and EUSA representation on committees, it is **suggested** that IS also use additional channels such as Class Reps, Student Councils.
- 4.4 Information Services is **commended** for its positive engagement with students. The Service is responding well to changing student demographics and the diverse needs of the student body, with the needs of students driving many of Information Service's projects. It is acknowledged that the Service is responding well to the student voice, for example by: carefully assessing student needs and planning surveys in a way that is not disruptive to the students (e.g. outside of exam diet).
- 4.5 The Review Team **commends** Information Services for developing a Technology Enhanced Learning (TEL) Strategy, and through its approach based on a Memorandum of Understanding enhancing collaborative working with other Services and the Student Experience Project.
- 4.6 Information Services has consistent process improvement in operation and its decision-making processes on choices of new service implementation are diverse and robust. However, IS recognises that there is a need to re-think the scaling back non-essential services, and acknowledges the need at times for more than one solution. The Review Team would **suggest** that there is a need for appropriate cost-benefit analysis processes within the University which would enable Colleges and Support Groups to engage in re-prioritising those services most relevant to their business.
- 4.7 One of the key challenges facing Information Services is the need to respond and adapt to an extremely rapidly expanding and complex technological field, and to increasingly diverse mobile technology challenges. IS recognises that different groups of students have different needs, e.g. tools and systems introduced to support the Distance Learning Initiative. Increases, for example, in the number of mobile devices owned by users has meant greater pressures on resources and challenges to convert applications to make them accessible on the devices that students and staff wish to use. Consequently there is a need to enhance levels of user awareness and user understanding. The Review Team found that the Service is responding well in this area, and recognises that such challenges in themselves raise further challenges in terms of setting priorities. IS is aware that it will need to assess evolving needs and ensure that systems can be developed accordingly.

Information Services is **commended** for its responsiveness in introducing systems, whilst adapting to a fast-moving environment, and maintaining a leadership role in the University. It is **recommended**, however, that appropriate ways of introducing processes for more systematic, planned, strategic and well-communicated approaches to introducing new services and tools, based on consultation and dialogue, are considered by the Service.

- 4.8 The impact on resources of increasing numbers of students, and consequent increases in academic staff numbers, presents challenges to Information Services, in terms of responding to an increasing demand on all resources provided by the Service. The Review Team *recognises* this and *encourages* IS to continue dialogue with the University in relation to securing the resources required to accommodate this increased need for facilities and support.

4.9 *Technology Enhanced Learning*

As part of its 10-12 year planning horizon, Information Services is about to undertake a review of its IT infrastructure and a new division will be in place from 1st August 2014 which will bring some IS services that currently fall outside the TEL domain into the new Learning, Teaching and Web Services Division. IS recognises that whilst TEL is doing very well, there are difficulties in positioning TEL within the University's structures, and considers that some aspects of TEL's more innovative work need higher visibility. The Review Team **commends** Information Services' approach and vision in its forthcoming infrastructure change to better position TEL, thereby responding to change.

4.10 The Review Team is optimistic about the potential for the new division to respond appropriately to the University's ambitions in TEL, and that this move will provide a foundation for constructive partnerships in future. The Review Team **commends** the Service's strategic plan to integrate DEI and MOOCs into the new division, and **recommends** that necessary structures are implemented effectively to support integration of DEI and MOOCs into the new division, and to ensure that appropriate links are established and communications of the proposed change are effectively disseminated by IS and the University across all relevant academic and support areas.

4.11 Information Services notes⁴ that the range of services offered centrally within its TEL portfolio is not currently in need of significant expansion, with some services being little used. Survey feedback indicates that the TEL portfolio of services is largely delivering high student satisfaction. TEL services are broadly accessible to students, with good use of channels to notify students of any issues. However, IS notes⁵ that "There has been no over-arching Equality and inclusion audit of TEL services in the reporting period", suggesting a review would be beneficial in identifying any priorities for further improvement. The Review Team endorses this and **suggests** that a review, possibly in partnership with the Disability Service, could be done as soon as is practicable.

4.12 The Review Team notes IS's awareness of the need for long term planning and innovation in relation to step changes in online learning, and is *supportive* of its recommendations (noted in the Analytical Report) as a result of consultations through active leadership of TEL Horizon Scanning, EDUCAUSE attendance and blogging.

4.13 *Library and Collections*

The Review Team is confident that IS is providing an excellent library service to users. Usage is high and is increasing, extending widely across the whole student community. IS has met consequent demands well, and is proactive in assessing the needs of students and providing users with high quality study spaces.

4.14 Between 2009 and 2013 IS developed its library provision significantly: the Main Library Building was redeveloped to provide attractive, high quality user space; the Lady Smith of Kelvin Veterinary Library opened in 2011 at Easter Bush; the ECA library was integrated into

⁴ Analytical Report 2.C.1

⁵ Analytical Report 2.C.1

the group of libraries; at the King's Buildings the new Noreen & Kenneth Murray Library was opened. IS provides an enviable library resource and is **commended** for the substantial contribution it makes to the student experience.

4.15 The Review Team **commends** IS for its provision of library resources to students, for the student-centred approach, the high quality of its study spaces including its student-friendly study areas, its flexible library collections policy and its open access policy.

4.16 IS has responded well to student needs with regards to the flexibility of the Main Library opening hours which are regularly monitored and adjusted to suit both the locality and the business priorities. Where possible, opening and closing hours have been standardised and IS understands it now has a framework in place that is well accepted by users. Comments made to the Review Team by students returning from study abroad were that Main Library's opening hours were largely better suited to students' needs than those of the institutions they had returned from. However, it was also noted by these students that there seems to be some variation in Site Libraries' opening hours. The Review team **suggests** that this is reviewed to establish if there is merit or need to make changes.

4.17 The library faces significant pressures and challenges with regards to its collections: these include: demands for extensive digitisation of analogue content; a 40% increase in usage of eBooks from 2011/12 to 2012/13. The library is currently in a hybrid situation, moving from printed material to print *and* digital resources which presents a significant challenge, with eBooks a developing market which has not yet reached the stage of maturity of eJournals. Information Services is *encouraged* to use what influence it has to help this market to mature in line with the needs of distance learners and on-campus students in accessing electronic resources. IS is further *encouraged* to ensure the right balance of print and electronic resources is established, through dialogue with student and staff users.

4.18 The Service, in its Analytical Report and during the review, highlighted a desire for further investment in library collections, and in particular in finding a method of funding library collections purchasing which takes into account issues such as publisher inflation, erosion in purchasing power and changes to VAT. Information Services highlighted to the Review Team examples of further demands on its service, for example the extensive digitisation of analogue content which has put strains on the library service. The Review Team is highly **supportive** of further investment in library collections, including digitisation, content purchasing and related required support. The Review Team is further supportive of the procurement of a new library management system, and efforts to respond to student needs for improved resource discovery. .

4.19 Whilst library materials are clearly of high standard, IS is aware that this is the area that attracts most comment from students. The service faces issues such as assessing projected demand, often not knowing the volume of materials resource that is required by students. In addition, assessing the varying resource needs of Colleges and of individual Schools within each College, some requiring very high volumes of digital resource and others much less, poses issues.

It is **recommended** that further enhancement in terms of improved engagement and communications networks with Schools would help to ascertain resource need, for example by involving relevant IS staff in discussions of new courses and programmes through engagement with Boards of Studies. It is noted, however, that some Schools are interacting well with IS in this respect. Examples of good practice in this area are noted below.

4.20 Students are generally expressing satisfaction with the quality of study space provided. The library is commended for recognising the need for quality study space. Students enjoy the space and the sense of community it provides them with. Several major study space developments have been completed or are at the advanced stage of construction. However, IS faces issues of providing adequate study space for students at peak periods. The Review Team **suggests** that visibility of study spaces could be improved by clearer signage. It is further **recommended** that Schools could help alleviate the pressure on IS study spaces at peak times by making available any suitable free space they have for students. Closer dialogue through appropriate channels with Schools to discuss this would be beneficial. While group pods are useful during the academic year, students commented to the Review Team that the noise from pods can be disruptive during exam time. It is consequently **recommended** that reconsideration of the group study policy is made, in relation to exam periods.

4.21 In relation to issues concerning “policing” of study desks, i.e. the situation where study desks are temporarily vacated by students though effectively “reserved” by them when personal effects are left on desks, it is noted that this is difficult for IS to manage, and it is acknowledged that various approaches have been tried to find a solution to this problem. IS recognises that whilst this is problematic for students requiring study desks, particularly at peak periods, there is no easy solution. The Review Team **suggests** IS continues to monitor usage of study desks, and discusses this issue with EUSA representatives as well as requesting feedback and suggestions from students on the way to ensuring fair access.

4.22 *Administrative IT*

Information Services’ administrative IT provision has significantly enhanced the student experience. In order to satisfy increased usage and related demands, Information Services recognises the need to expand and develop. The Service faces major challenges to continuously update its services in the light of increased expectations and aspirations amongst its users, and to ensure minimum disruption and periods of ‘down time’.

4.23 The Review Team noted that Information Services recognises the benefit of greater alignment with the University Risk Register, in particular assessing the risks and costs of both undertaking and *not undertaking* projects.

4.24 Information Services’ engagement with initiatives from within the University has led to some excellent results (e.g. PATH system), leading to significant enhancements. The Review Team **commends** Information Services’ engagement with innovation, however notes that care

should be taken to ensure that such initiatives do not become institutionally bound and that School/ College based initiatives are further developed where they are more generally applicable. The use of secondments between IS and College staff might be a cost-effective way of raising awareness of different viewpoints in service delivery.

4.25 The Review Team noted that many systems are functioning very well, noting in general student satisfaction with computing support and in particular College satisfaction with systems such as the events booking system. In addition, students are particularly satisfied with, for example Cloud Printing, the move to Office 365, and the enhancements to the web portal MyEd. Users commented to the Review Team, however, that the proliferation of systems can be confusing to students and staff, as well as adding to the pressure of students who are on shorter courses (in particular PGT students). It is **suggested** that IS should maintain awareness of the impact on students of using overlapping School-IS and School-School systems in future planning.

4.26 Information Services demonstrates effective processes are in place to handle the needs of its Distance Learning (DL) students, for example by providing 24-hour assistance for DL students through the “NorMAN” service. Further possible enhancement measures being considered include remote application delivery to allow students to log in from anywhere in the world.

4.27 In relation to inter-relations between IT systems across the University, Colleges commented to the Review Team on problems of interaction between systems arising from varied ownership of systems, for example multiple manual entries for recording student marks with the system owned by Student Systems, though interacting with IS owned systems. To address such issues, it was noted that there may be scope for further, closer partnership working across the University where such issues arise, and it is **recommended** that IS explores the scope for further, closer partnership working with owners and stakeholders of interacting systems.

5. Effectiveness of the management of quality and standards

5.1 The Review Team is confident that Information Services has effective quality structures in place, and takes a rigorous approach towards the setting and maintaining of standards.

5.2 The Review Team **commends** the Service’s quality assurance and governance structures: the effectiveness of its Quality Enhancement Group (QEG) which reviews quality assurance across the group on a regular basis; the approach to surveying staff and students on the services they provide; User Services IT Consultants who liaise and interact with Colleges and Schools on all things related to Information Technology; User Services Library Academic Support Librarians who do the same on library issues, for example. Current governance structures would appear largely to involve the right stakeholders, however it is **recommended** that there could be more School-level representation within structures to ensure better cohesion, for example when planning for peaks in resource load (*see Section 4.19 above*).

5.3 Reporting processes are functioning well in relation to quality and standards, with the Service regularly reviewing its performance and reporting its achievements through various

mechanisms including the annual reporting structure through Senatus Quality Assurance Committee (SQAC). It is noted, however, that the task of synthesizing the annual report in a Service of its size is a challenge, and it is therefore **suggested** that SQAC may wish to reflect on the best approach for the Service's annual quality reporting.

- 5.4 Information Services emphasized to the Review Team the benefits in being an integrated service following the merger of teams within the Service: forming a single point of contact, for example, has been a successful model. Whilst Information Services can demonstrate that there are good communications channels in place, it was noted through discussions with College representatives during the review that at user level it can be difficult at times for users to find the correct communications channel because of the complexity and sheer size of the Service, and that in addition it can be difficult for users to identify which area is responsible for particular tools, whether for example Information Services or Student Systems.

Whilst the emphasis that IS places on partnerships and communications is recognised and **commended** (*see 5.5 below*), it is **recommended** that there might be benefit in standardising processes and clarifying communications routes to Colleges. This may be partially addressed through the current work of Information Services on a Change Management system which is intended to provide greater visibility of services, and will provide a typology of all IS's IT layers, allowing staff to identify the area that is responsible for particular IT systems, tools and processes.

- 5.5 Information Services has in place various structures for interaction with staff across the wider University: community learning, Horizon Scanning whereby colleagues come together to share insights into new technologies and opportunities in learning and teaching that could be open to the University in the future, service user forums, and service-specific or discipline specific platforms. In looking ahead to the future, this provides IS with chance to design into its planning and pave the way for future requirements and enhancements.

The Service can demonstrate effective partnership working, such as within the Distance Learning initiative where a "community" approach is taken to enable those involved in the project to come together at various levels, to interact and to identify potential issues. The Service works closely with the Institute for Academic Development (IAD) which engages with IS project groups.

The Review Team **commends** Information Services for its partnership approach and good links through working groups, and **recommends** that this could be further enhanced by developing closer links with local staff where appropriate.

- 5.6 Information Services provided the Review Team with a wide range of information in relation to feedback it receives from students and staff, for example student survey responses; for example, ESES, NSS, PRES, PTES, LibQual, ISB⁶. The Service demonstrated to the Review Team

⁶ See list of Acronyms at Appendix C

that it is effectively responding to and engaging with feedback mechanisms, although it is not always explicit in articulating follow up actions. The Service demonstrates sensitivity in noting awareness of staff “survey fatigue”, and having rested staff surveys for a year, plans to run staff surveys in future. It is important that IS continues to foster methods of asking for broad-based staff feedback.

- 5.7 Information Services constantly assesses itself as a Service against both internal and external targets, and reflects on survey data it receives, giving careful thought to target audiences for surveys, ensuring that respondents (students as well as staff) are not overloaded by survey requests. This academic year the Service has selected a new target user group - Chancellors Fellows – and will tailor survey questions to this specific group’s needs. Regarding interpretation of survey data, it was noted that often respondents do not make a distinction between the physical and virtual library. It is **recommended** that Surveys Team ensures that the distinction is made between physical and virtual library in any relevant surveys and explicit ways of eliciting specific feedback on virtual/physical library are clarified.
- 5.8 Information Services clearly puts its staff at the forefront of its agenda, providing induction programmes and staff training programmes that are comprehensive and effective. Information Services has mechanisms for team development and sharing information, and is making efforts to engage User Services representatives in new project teams, which it considers would be of benefit to staff in general, and in addition would help to ensure the right user documentation is written. The Review Team is supportive of IS’s efforts in this area, and **suggests** a review of the use of social media might help to raise awareness of IS’s services and interaction with students and staff.
- 5.9 The Review Team noted, from comments given by the sample of students who took part in the review, that students returning from study abroad rate the Library highly, in comparison to those of institutions where they had studied during their time abroad. They indicated overall satisfaction with its provision, in particular commenting on the friendly and accessible approach of Helpdesk staff. The Review Team **commends** library helpdesk staff for their friendly and accessible approach in their student-facing role.
- 5.10 Information Services demonstrated to the Review Team that it is using a range of effective tools and strategies in relation to the management of quality and standards. For example, ITIL (Information Technology Infrastructure Library) processes have been adopted which IS finds effective as a process improvement tool, providing an effective framework for developing conversion of problems reported to resolution as well as informing service development, where appropriate, using well understood international standards.

Information Services is providing many practical strategies through Technology Enhanced Learning: eTutorials, sessions with Schools, working with IAD, for example. These are proving to be effective in addressing the needs of the student and staff communities.

- 5.11 Information Services is keen to develop deeper student engagement, working with students as partners in further developing systems as well as in testing, e.g. the CapturED lecture

capture service. The Review Team notes, however, that the short term nature of EUSA sabbatical representation can be an issue and **recommends** that IS pursues with EUSA sabbaticals, the possibility of using Class Representatives, and if appropriate School Council representatives, as a means of recruiting students to engage with IS.

5.12 Information Services acknowledges that the implementation of local IT solutions to satisfy an immediate need can bring definite benefits, but can at times run the risk of creating sub-standard service. The Review Team therefore **recommends** that the University implement a more rigorous ranking structure to ensure appropriate prioritisation of resources. This should fit within a context of discussions with staff and planning of IT needs across the whole of the University. It is **suggested** that care be taken to ensure that new and creative approaches that may turn out to have University-wide benefits are not dismissed at an early stage. At the same time it is acknowledged this is a very difficult area in which to make decisions, and that the process will require careful thought. The Review Team would **suggest** using established communication channels and partnership working processes as mechanisms to ensure effective planning and discussion across the whole of the University regarding IT needs.

6. Effectiveness of the management of enhancement and sharing of good practice

The review team identified many areas in the course of the review where the Service is clearly managing enhancement and sharing good practice. The following areas of enhancement and good practice are highlighted, as well as some suggestions for further enhancement:

6.1 The Review Team **commends** Information Services for the effective processes it has in place around surveying, and setting standards, its use of Key Performance Indicators (KPIs) and metrics, such as specific issue surveys, usage metrics, and analysis of incidents logged via Unidesk. However, the Review Team notes that IS is aware⁷ that (national) student feedback surveys generally do not have the granularity to allow IS to target service improvements.

6.2 The Review Team **commends** Information Services on its approach to partnership working for example working with IAD, and to its efforts to promote wider staff development and employability through, for example, secondments and internships. Information Services plans to go out to Schools in order to give them hands-on experience in for example work-based training in order to help staff develop confidence in systems. The Review Team **suggests** that IS will need to maintain constant focus on staff development and ensure that it meets current needs as well as possible future needs.

6.3 The Review Team **commends** Information Services for its engagement with staff development, and its approach to skills development both internal for its own staff and for the benefit of the wider university's staff. It is acknowledged that IS has shaped its training to be convenient and suitable for participants, for example by providing workshops in Schools. Information Services demonstrates that it is forward-thinking in terms of providing a range of resources, self-help tools and online guides within the range of IT tools it offers. In addition, the Review Team notes that IS is increasing effort in the area of IT awareness for staff in Schools, reinforcing IS's view that it is essential for Schools to buy in to training

⁷ Analytical Report 2.B.3

provision. **Recommendation** to University: encourage a strategy for wider engagement of staff in new processes/tools.

- 6.4 The Review Team considered Information Services' planned implementation of a Configuration Management Database to provide greater visibility of its services and change management capabilities as well as helping to build up a topology of all IS's IT layers, as a useful tool and **suggest** that this model might be applied, where appropriate, across other areas of the University's business.
- 6.5 The Review Team **commends** the Library for responding proactively to survey results and for investigating causes rather than "raw scores". Examples include: expansion of study spaces, and employing students to signpost available available study spaces at peak times.
- 6.6 The Service is listening to the "student voice" and to staff and is responding, as well as making its response visible for example through the "You Said, We Did" approach to student feedback. The Review Team noted that Information Services intends to include online induction videos on its web pages for students as of the next academic year 2014-15, (possibly using YouTube) as a communications medium for this information. Students who met with the Review Team commented that sometimes, however, that there can be a lack of information about available services throughout their period of study, not just during their first year. The Review Team note embracing current student social communications platform is **good practice**, and encourages IS ensure visibility of service information throughout the students' academic journey.
- 6.7 The Review Team **commends** IS for encouraging and capturing innovation (e.g. PATH system) and for effectively building on enterprise developments, as well as supporting Schools by providing useful tools (e.g. Clickers etc).
- 6.8 The practice of continuous review of documentation, as well as examination of the process for handling change more formally in relation to problem management are noted as **good practice**.
- 6.9 Several Schools have an IT support team which passes issues on to the College IT consultants in IS . These relationships are seen to be working effectively and are **commended** as good practice. In order to further enhance this, the Review Team would **suggest** looking at how to help Information Services to identify ways in which this could be improved.
- 6.10 Some Schools are working effectively with Library Services by giving advanced notification of their resource needs for new courses. The Schools of Divinity, History, Classics and Archaeology and the School of Literatures, Languages and Cultures are highlighted in this area for **good practice**. The Review Team **supports** IS's view that this model should be promoted further as good practice.
- 6.11 Information Services is **commended** for its efforts to develop the community of those involved in MOOCs, and is advised to work with this community in order to disseminate lessons learned from MOOCs to a wider internal audience.

7. Service-Specific Remit

In relation to remit items raised by Information Services the following specific points are addressed:

7.1 *Library & Collections*

Comments on the interaction between academic mechanisms for introduction of new programmes and the impact on library collections:

See **4.13 – 4.21** and in addition:

- 7.1.1 Whilst the library and IT services are rising to the challenges of increased demand brought on by expansion in programmes, the Review Team noted that help could be given to IS in various ways, such as by identifying areas of high demand for library materials through greater visibility of curriculum. To this end it is **recommended** that representatives from IS are formally involved at an early stage in academic course development and review processes.
- 7.1.2 It is **recommended** that there is better recognition within academic governance of the impact of (new) strategies and policies on IS's work.
- 7.1.3 The Review Team was made aware of the complexities faced by IS in the issuing of licences for eJournals/ebooks. It is **suggested** that IS may look at ways of improving the service by displaying parameters regarding the availability of these resources online.
- 7.1.4 It is **suggested** that it may be helpful for IS to canvas student opinion on issues such as: loans (and related timescales); the availability/format of books (i.e. that eBooks are not always the preferred format); the possibility of charging a small fee for electronic versions of core texts; and students' preferences on e-books or hard copy. This could be done by surveying students, and by targeting specifically according to discipline and mode of study.

7.2 *Technology Enhanced Learning :*

Are the online services for learning and teaching (Learn, Collaborate, etc.) good enough / reliable enough? Students have welcomed Learn as a more than adequate replacement for WebCT.

See sections **4.9- 4.12** and in addition:

Colleges commented that students have high expectations, but that the services provided by IS are of high quality and support is good, for example VLE support was noted as being particularly good. It was recognised that there are some limitations with some packages, such as LEARN, and that open access could be more widely available for some students.

Students attending the review commented that some issues had been noted by some students (numbers/details not specified) returning from their year abroad with respect to the change from WebCT to LEARN, which they found confusing. In addition students suggested that training in systems should be more widely available during induction weeks, and could be

made available online for those who cannot attend courses. IS has advised that as of academic year 2014-15 more training materials as part of induction for students will be made available online. It is **suggested** that publicity about training courses could be more visible in a structured format, given that students had observed that although a lot of training is available, it is not generally known about.

7.3 The communications challenge – IS continues to make improvements and would be interested in feedback regarding where they have reached. Should more be done on the social toolset?

The Review Team noted from the documentation supporting the Analytical Report, that Information Services has in place a “Communications Framework”, which provides Users and staff with a comprehensive guide on the most appropriate communications channels to use, promoting effective communication not only within IS, but University-wide. This strategic approach to communications is **commended** and **suggests** that this approach might be disseminated across the wider University.

The Review Team, whilst acknowledging the improvements in communications made by Information Services, felt that there was perhaps room to expand on making their strategy more visible to users, particularly regarding a need for greater clarity about the boundaries between IS, centrally owned IT Services and other infrastructure and service provision. USD IT Consultants and Library Academic Support Librarians are seen to be working effectively and this is acknowledged as an enhancement in collaboration, engendering trust and involvement within the user community.

7.4 Help and Advice to Students: Do students find help, advice etc. from our website/helpdesks/helplines adequate?

The Information Services helpline is considered to be very effective, with a quick turnaround and clear instructions given to users. The Review Team noted no issues with help and advice to students.

7.5 Study spaces - do we have the right and best publicity we could have?

See Sections 4.2, 4.14 and 6.5 above

Remit items proposed by Colleges, Deputy Secretary Student Experience and IAD were covered as far as was possible within the time available in the review. These remit items are addressed within the report above.

8. List of commendations and prioritised recommendations:

8.1 Commendations

	Commendations: Key Strengths <i>(in no particular order)</i>	Paragraph for ref
	General Commendations	
	The Service’s collaborative approach	
	The Service’s positive approach to taking on challenges	
	Staff development training	

	The Service's effective approach to self-evaluation	
	The helpful and facilitative approach of front-facing staff	
	The substantial contribution made by IS to the student experience.	
1	Broad-ranging, forward looking approach	3.1
2	Setting and attaining high standards, in line with the University's international reputation	3.2
3	Self-evaluative and self-critical approach	3.4
4	Positive engagement with students	4.4
5	Developing a Technology Enhanced Learning (TEL) Strategy and Memorandum of Understanding approach to enhance collaborative working with other Services, and the Student Experience Project	4.5
6	Responsiveness in introducing systems, whilst adapting to a fast-moving environment, and maintaining a leadership role in the University	4.7
7	Approach and vision in its forthcoming infrastructure change to better position TEL, thereby responding to change.	4.9
8	IS's Strategic plan to integrate DEI and MOOCs into a new division being created	4.10
9	The substantial contribution the Library makes to the student experience.	4.14
10	IS provision of resources to students, its student-centred approach, the high quality of its study spaces including its student-friendly study areas, and its flexible library collections policy and its open access policy.	4.15
11	Information Services' engagement with innovation	4.24
12	The Service's effective quality assurance and governance structures	5.2
13	Information Services' partnership approach and good links through working groups	5.5
14	Helpdesk staff for their friendly and accessible approach in a student-facing role.	5.9
15	Effective processes that are in place around surveying, and setting standards	6.1
16	Approach to partnership working, for example working with IAD, and efforts to promote wider staff development and employability through, for example, secondments and internships	6.2
17	Engagement with staff development and its approach to skills development both internal for its own staff and for the benefit of the wider university's staff	6.3
18	Responding proactively to survey results and for investigating causes rather than "raw scores"	6.5
19	Encouraging and capturing innovation	6.7
20	IS for creating a sense of community by its utilisation of library spaces	6.9
21	Efforts to develop the community of those involved in MOOCs	6.11
22	Strategic approach to communications	7.3

8.2. Recommendations and suggestions for enhancement/Areas for further development.

Recommendations are prioritised and ranked in order of importance. Suggestions are made for potential enhancements, to be considered by Information Services. Suggestions are not formal action points and are not tracked for completion.

Recommendation No.	Recommendations for enhancement/Areas for further development	Responsibility of	Paragraph for ref	Suggested priority level (1 = highest, 2 moderate, 3 = low)
1	Recommend that appropriate ways of introducing processes for more systematic, planned, strategic and well-communicated approaches to introducing new services and tools, based on consultation and dialogue are considered by the Service	<i>IS</i>	4.7	1
2	Recommend necessary structures are implemented effectively to support integration of DEI and MOOCs into a new division and to ensure that appropriate links are established and communications of the proposed change are effectively disseminated by IS and the University across all relevant academic and support areas	<i>IS – VP Haywood -</i>	4.10	1
3	Recommend further enhancement in terms of improved engagement and communications networks with Schools would help to ascertain library resource needs.	<i>IS Library Academic Support/ School library representatives</i>	4.19	1
4	Recommend schools could help alleviate the pressure on Library study space at peak times by making available any suitable free space they have for students. Closer dialogue through appropriate channels with Schools to discuss this would be beneficial.	<i>IS/ Timetabling Unit Support contacts/School Directors of Professional Services</i>	4.20	2
5	Recommend reconsideration of the group study policy is made, in	<i>IS – new Learning, Teaching and Web S Division</i>	4.20	2

	relation to exam periods			
6	Recommend that IS explores the scope for further, closer partnership working with owners and stakeholders of interacting systems.	<i>IS – Student Systems – and other owners of interacting systems</i>	4.27	2
7	Recommend that there could be more School-level representation to ensure better cohesion when planning for peaks in resource load.	<i>IS/School Directors of Professional Services</i>	5.2	1
8	Recommended that there might be benefit in standardising and clarifying communications processes to Colleges	<i>IS User Services Division</i>	5.4	2
9	Recommend enhancement in partnership approach by developing closer links with local staff where appropriate.	<i>IS/School contacts</i>	5.5	3
10	Recommend that Surveys Team ensures that distinction is made between physical and virtual library in any relevant surveys and explicit ways of eliciting specific feedback on virtual/physical library are clarified	<i>Surveys Team- Lisa Scattergood</i>	5.7	2
11	Recommend that IS pursues with EUSA sabbaticals the possibility of using Class Representatives, and if appropriate School Council representatives, as a means of recruiting students to engage with IS.	<i>IS/EUSA sabbaticals, School Council representatives</i>	5.11	2
12	Recommend that the University implement a more rigorous ranking structure to ensure appropriate prioritisation and care in use of resources – both within IS and the Schools.	<i>IS/ appropriate VP – see point 1 suggest including in the discussion</i>	5.12	1
13	Recommend that the	<i>Discussion between</i>	6.3	2

	University encourages a strategy for wider engagement of staff in new IS processes/tools.	<i>IS and College Registrars/HR Teams – re staff development IAD</i>		
14	Recommend that representatives from IS are formally involved at an early stage in academic course development and review processes.	<i>IS/ Directors of Learning and Teaching</i>	7.1.1	1
15	Recommend that there is better recognition within academic governance of the impact of (new) strategies and policies on IS's work.	<i>Discussion between IS and Academic Services</i>	7.1.2	1

	Suggestions	Responsibility of:	Paragraph for Reference:	<i>Suggestions are not tracked</i>
1	Whilst IS encourages student participation in design and development of services and encourages engagement with Library Services, it is suggested that IS also use additional channels such as Class Reps, Student Councils.	<i>IS to discuss with: EUSA/Student Councils</i>	4.3	
2	Suggest need for appropriate cost-benefit business-benefit analysis processes, and appropriate visibility to senior managers and relevant staff to help Information Services with prioritising its business	<i>IS – Vice Principal & Head of IS Planning</i>	4.6	
3	Suggest a review be done of TEL services in relation to Equality and inclusion, possibly in partnership with the Disability Service, as soon as is practicable.	<i>IS Disability Information Officer – Disability Service (Head of)</i>	4.11	
4	Suggest that visibility in site library opening hours is reviewed to establish if there is merit or need to make changes.	<i>IS User Services Division</i>	4.16	
5	Suggest that visibility of study spaces could be improved by clearer signage.	<i>IS – new Learning, Teaching and Web Division</i>	4.20	

6	Suggest IS continues to monitor usage of study desks, and discusses this issue with EUSA representatives as well as requesting feedback and suggestions from students on the way to ensure fair access.	<i>IS/EUSA</i>	4.21	
7	Suggest that IS should maintain awareness of the impact on students of using overlapping School-IS and School-School systems in future planning.	<i>IS</i>	4.25	
8	Suggest that SQAC may wish to reflect on the best approach for the Service's annual quality reporting	<i>SQAC – Convener – via Secretary (Marion Judge)</i>	5.3	
9	Suggest a review of the use of social media might help to raise awareness of IS's services and interaction with students and staff	<i>IS</i>	5.8	
10	Suggest that care be taken to ensure that new and creative approaches that may turn out to have University-wide benefits are not dismissed at an early stage Suggest using established communication channels and partnership working processes as mechanisms to ensure effective planning and discussion across the whole of the University regarding IT needs	<i>IS</i> <i>IS</i>	5.12	
11	Suggest that IS will need to maintain constant focus on staff development and ensure that it meets current needs as well as possible future needs	<i>IS</i>	6.2	
12	Suggest that Change Management Database model might be useful for other areas of the University's business, where applicable	<i>University - Unidesk User Group convened by IS User Services Division</i>	6.4	

13	Suggest looking at how to help Information Services to identify ways of improving use of College IT liaison/consultancy	<i>IS and College Computing Advisory Groups (CCPAGs)</i>	6.9	
14	It is suggested that IS may look at ways of improving the service by displaying parameters regarding the availability of these resources online	<i>IS Library</i>	7.1.3	
15	Suggest that it may be helpful for IS to canvas student opinion on issues such as library loans	<i>IS – User Services Division</i>	7.1.4	
16	Suggest that publicity about IS training courses could be more visible, as students noted that although a lot of training is available, it is not generally known about.	<i>IS Skills</i>	7.2	
17	Suggest that use of Communications Framework approach might be disseminated across the wider University.	<i>Communications and Marketing? Start with the large Service Desks in the University e.g. Finance, Registry, Accommodation Services</i>	7.3	

9 Conclusion

The Review Team has overall confidence that Information Services has in place effective quality assurance and enhancement processes and procedures in relation to its management of the student support experience, management of quality and standards and management of enhancement and sharing good practice.

The Review Team **commends** Information Services for the rate at which it has proactively adapted and responded to a wide variety of demands, consolidated its provision and where appropriate introduced systems that are both fit for purpose currently and as far as practicable for the future. The Team also **commend** the manner in which it has done so, taking a leadership role within the University and demonstrating engagement with and responsiveness to both with students and staff.

Information Services is effectively managing the student support experience within its remit, and feels well supported by the University both in general and in relation to on the challenges it faces, which it manages in a positive and effective way, maintaining quality and enhancement of its services which is embedded in the Service's strategic approach. The Service's broad-ranging and

forward-looking approach has helped it to respond well to these challenges in the light of rapid technological change and the increasing size and diversity of the student body, with its resultant diversification in needs. It is critical to ensure that Information Services continues to be involved and supported in planning and discussion at strategic level.

User satisfaction with the quality of services provided by Information Services was apparent throughout the review, with many examples provided. The Service is constantly self-evaluating and self-reflecting, against both internal and external indicators and drivers, in order to ensure the quality and standards of its provision.

Information Services is recognised for providing an excellent service and for making a substantial contribution to the student experience. The University is encouraged to maintain its awareness of the considerable pressures and constant changes facing the library service and to provide the necessary levels of support to enable IS to meet the specific challenges it faces in this area.

Systems provided by Information Services are supporting the student body well, and the TEL services are accessible and largely delivering high student satisfaction. The Service clearly engages with innovation, both externally and internally, including with the student body. It acknowledges, however, the need to scale back in some areas of its IT provision. Clearer visibility when prioritising business within the University would be helpful.

Information Services demonstrates that it has effective quality structures in place, and takes a rigorous approach towards the setting and maintaining of standards. Governance structures are effective, however more School-level representation within structures would help IS in resource planning.

Information Services raised in its remit for the review the issue of communications and the challenges this presents. The review highlighted that there would be benefit in clarifying communications channels and boundaries, and in standardising related process information. It is acknowledged that the Service is taking steps towards this.

Information Services places a high value on its staff, engaging effectively with staff development both within IS and in Schools, taking the view that it is essential for Schools to buy in to training provision. The Review Team is supportive of this view and encourages the University to further endorse the strategy for wider engagement of staff in this area. IS is encouraged to maintain its focus on staff development thereby ensuring that it meets current and future needs.

The Review Team was provided with many examples of good practice and effective management of enhancement, as listed above. The Review Team was satisfied that the Service has robust processes in place for the management of the student support experience, quality and standards, and management of enhancement and sharing good practice, and is confident that Information Services are meeting required quality assurance standards in relation to the student experience.

The Review Team expresses thanks to Information Services for its input and co-operation in this successful review.

10. Appendices

Appendix A

The University of Edinburgh

Periodic Enhanced Review of Information Services

27th and 28th February 2014

Review Remit

1. Scope of the review

Confirmed as covering Computing Services, Library Services, and Technology Assisted Learning including specific coverage of technologies for learning and teaching, and study spaces. The review will cover UG, PGT and PGR student experience.

2. Remit items

University standard remit for all periodic enhanced reviews

- 2.1 Effectiveness of the management of the student support experience.
- 2.2 Effectiveness of the management of quality and standards
- 2.3 Effectiveness of the management of enhancement and sharing of good practice

3. Service-specific remit items

Remit items specific to the review of Information Services are confirmed below. Input from the review to inform service development for PGT students will be particularly welcome, and this will be kept visible throughout the review.

3.1 Library Collections

To have a focus on the interaction between academic mechanisms for introduction of new programmes and the impact on library collections. The expansion of PGT programmes is particularly relevant here.

3.2 Are the online services for learning and teaching (Learn, Collaborate, etc.) good enough / reliable enough? Students have welcomed Learn as a more than adequate replacement for WebCT.

The significant diversity of provision across the University noted, with some online services being provided by Schools rather than IS. The PGT student experience to be explored under this item.

3.3 Communications will always be the challenge - we continue to make improvements but would be interesting to hear where we've reached. Should we do more on the social toolset?

To be explored in the context of the size of IS and the challenge of communication in the University in general. Student input before the review and student meetings during the review to be asked to reflect on this issue.

3.4 Do students find help, advice etc. from our website/helpdesks/helplines adequate?

Student input before the review and student meetings during the review to be asked to reflect on this issue.

3.5 Study spaces - do we have the right and best publicity we could have?

The PGT student experience to be explored.

4. Remit items proposed by Colleges, Deputy Secretary Student Experience and IAD:

4.1 Alignment of Information Services' enhancement plans with University, College and School learning and teaching strategies, and approaches to funding enhancements, and discussion of impact of change to a longer planning horizon.
Relates to service-specific remit item 1, Library Collections.

4.2 Approach to project management/working in partnership with groups/initiatives

Items 1 & 2 confirmed as major remit themes. Remit items 3-9 below to be included as part of standard lines of enquiry in periodic enhanced review.

4.3 Learning resources: are physical and virtual resources, including VLE and assistive technology and help services appropriate, accessible, inclusive and reliable?

4.4 How is the service responding to the increasing diversity of the student body?

4.5 INFORMATION SERVICES's strategic contribution to enhancement of the student experience, through for example support for assessment and feedback and how this is used to enhance and develop the service. Consideration of how IS plans to build on the success of the IT tools supporting the Personal Tutor system.

4.6 How IS uses student feedback systematically as a basis for enhancement and development

4.7 How does IS contribute to creating a sense of community for students? - the culture and ethos created by learning resources

4.8 To what extent is IS able to contribute to the University's Employability Strategy and support for co-curricular developments, e.g. through workplace or placement settings, e.g. internships in Library

4.9 Supporting the academic community, for example the contribution of the Technology Enhanced Learning Programme team and IS Special Project team to developments and support to the academic community that are responsive to student requirements

5. Remit items from students

The remit items above include themes identified through student feedback mechanisms.

Any further items to be identified by IS from scheduled meetings with student feedback groups before the review, with a priority focus on the PGT experience.

The review team will meet with a cross-section of students during the review visit.

Appendix B

The University of Edinburgh Periodic Enhanced Review of: Information Services Schedule of Visit

Thursday 27th and Friday 28th February 2014

Location: The Review meetings on both days will take place in meeting room 1.09, Main Library, George Square

Day One - Thursday 27th Feb

Session	Time	Purpose	Attendees (Title & role)
1.1	09.00 - 09.45	Review team meeting <ul style="list-style-type: none"> To discuss the format of the review and lines of enquiry and issues to be pursued. This meeting could also usefully discuss the documentation provided for the review and any issues arising 	Review Team
1.2	09.45 - 10.30	Meeting with Head of Support Service and Periodic Enhanced Review Liaison <ul style="list-style-type: none"> This meeting is for the Head of Support Service/key staff to give an overview of the Service, with reference to the analytical report; to raise any key issues facing Information Services; to discuss for example governance and policies, management of the service in relation to service users, strategic issues, and lines of responsibility for management. 	Vice Principal Professor Jeff Haywood, Head of Information Services Jo Craiglee, Head of Knowledge Management and Planning IS. Directors: Richard Battersby – Deputy Director, User Services Division Mark Ritchie – for IS Applications Division Bryan MacGregor – Head of User Services Division Chris Adie – for IT Infrastructure
1.3	10.30 - 10.45	Morning break	

1.4	10.45 - 11.30	<p>Meeting with Quality Enhancement Group</p> <p>To include:</p> <ul style="list-style-type: none"> • <i>Quality assurance, including reflection and action on student feedback.</i> • <i>Ways in which the services engage with students to monitor and improve the quality of services, Key Performance Indicators (KPIs) service standards, external benchmarks, results of any external reviews in the year of reporting.</i> • <i>How do monitoring and quality assurance take account of all students?</i> • <i>Good practice and ways in which the service promotes high quality learning provision and continuous quality enhancement</i> 	<p>Profesor Haywood, Jo Craiglee, and</p> <p>Amy Woodgate Project Officer, IS Projects</p> <p>Mark Whetton – Learning Services, User Services Division</p> <p>Richard Battersby - Deputy Director, User Services Division</p> <p>Stuart Lewis - Deputy Director of Library & University Collections</p> <p>Stuart McFarlane – Head of Service Management, Applications Division</p>
1.5	11.30 - 12.15	<p>Student Experience Meeting</p> <p>To discuss:</p> <ul style="list-style-type: none"> • <i>Student Experience – how is IS as a central service enhancing the Student Experience?</i> • <i>Large project interfaces with IS. e.g. Personal Tutors, subject-specific skills training (in the context of the project lead/ownership being outside IS); engagement with VLE</i> • <i>Partnership working with Colleges/Schools/IAD, e.g. administration: opportunities/pressures on professional staff</i> • <i>Access to infrastructure/resources: library opening hour, study space, etc</i> • <i>How is the service responding to the diversity of the student body</i> 	<p><i>Cross-College Representatives:</i></p> <p>Dr Sarah McAllister for College of Science and Engineering</p> <p>Janet Rennie & Fraser Muir for College of Humanities and Social Science</p> <p>Dr Jo-Anne Murray, College of Medicine and Veterinary Medicine</p> <p>Kay Williams & Donna Murray from Institute of Academic Development</p>
1.6	12.15 - 13.15	<p>Lunchtime Meeting with Student Users</p> <p>Meeting with selection of student users (drawn from existing EUSA groups e.g. EUAS Academic Services Liaison Group).</p> <p>Discussion will include:</p> <ul style="list-style-type: none"> • <i>the effectiveness of the Service in contributing to a high quality student experience</i> • <i>effectiveness of way in which Service engages with students to monitor and improve the quality of service, including surveys used (e.g. a three yearly survey with 2000 responses)</i> • <i>Agreed at remit meeting: communications: how to ensure students have a greater awareness of IS services.</i> • <i>Do students find advice from website/helpdesks/helplines useful?</i> 	<p>Students – from a range of courses, including International students, students returning from Year Abroad, Undergraduate and Postgraduate students.</p>

1.7	13.15 - 14.15	<p>Service Specific Meeting: Computing Services</p> <p>Each Service-Specific meeting will include common core themes together with specific lines of enquiry relevant to the individual Service</p> <p>To discuss:</p> <ul style="list-style-type: none"> • <i>Strategic focus</i> • <i>The interaction of major University student-facing projects and of incremental developments in academic provision on the Computing Services (specific software to be identified)</i> • <i>Technology-assisted learning development e.g. IS role in LEARN (relates to ELIR recommendation para. 54 'there would be benefit in the University identifying minimum expectations (NB: VLE will be covered under meeting 1.10)</i> 	<p>Professor Haywood, Jo Craiglee, and Heads of Service/representatives: Bryan MacGregor, Chris Adie, Mark Ritchie</p>
1.8	14.15 - 15.15	<p>Service Specific Meeting: Technology-enhanced learning</p> <p>Each Service-Specific meeting will include common core themes together with specific lines of enquiry relevant to the individual Service</p> <p>To discuss:</p> <ul style="list-style-type: none"> • <i>Strategic focus</i> • <i>Any aspect of provision that impacts upon major University student-facing projects</i> • <i>Taking account of feedback in TEL implementations / enhancements</i> • <i>Take-up of TEL services across Schools and localised innovation in TEL</i> • <i>Funding issues related to TEL projects</i> • <i>Support and training for staff</i> 	<p>Professor Haywood and Jo Craiglee. Service Directors and representatives: Bryan MacGregor, Mark Ritchie, Amy Woodgate, Mark Wetton</p> <p>Dr Jon Turner Head of Institute of Academic Development</p>
1.9	15.15 - 15.30	Afternoon Break	
1.10	15.30 - 16.30	<p>Service Specific Meeting: Library</p> <p>Each Service-Specific meeting will include common core themes together with specific lines of enquiry relevant to the individual Service</p> <p>To discuss:</p> <ul style="list-style-type: none"> • <i>Strategic focus</i> • <i>Study spaces.</i> • <i>Promotion/awareness of Library services</i> • <i>Online resources</i> • <i>Funding issues</i> 	<p>Service Directors: Bryan Macgregor & Richard Battersby (for John Scally). Laura Macpherson: Library (Acting Head of Collections Development and Management), Professor Jeff Haywood and Jo Craiglee</p>
1.11	16.30 - 17.00	<p>Review team meeting</p> <p>To discuss:</p> <ul style="list-style-type: none"> • <i>Day One, outline initial comments, commendations and recommendations to discuss further on Day Two</i> 	

Day Two – Friday 28th Feb

Session	Time	Purpose	Attendees (Title & role)
2.1	08.30-9.00	Review Team Meeting – Tea/coffee <ul style="list-style-type: none"> confirm plan for Day Two 	
2.2	09.00 – 09.30	Meeting with support staff <i>Discussion will include:</i> <ul style="list-style-type: none"> Views on how to maintain and enhance the student learning service. What could help to facilitate that process and what are the inhibitors? What key issues cross-relate to Colleges? What could be done to make things easier? 	Bryan MacGregor Allyson Hayes - Manager of the IS Help Desk at Main Library, and Lisa McDonald - User Support Manager in charge of IS Helpline.
2.3	09.30 - 10.00	Meeting with Head of Support Service and Periodic Enhanced Review Liaison <ul style="list-style-type: none"> discuss any issues arising during the review any additional points that should be noted? Confirmation of arrangements for feedback meeting Explanation of how findings will be fed back 	Bryan MacGregor & Jo Craiglee
	10.00	Tea/coffee	
2.4	10.00 - 12.00	Review Team Meeting <ul style="list-style-type: none"> To discuss review and the suggestions, comments, commendations and recommendations that will be included in the feedback meeting, based on the meetings held during the review. 	
2.5	12.00 - 13.00	Feedback meeting Meeting with Head of Support Service, Periodic Enhanced Review Liaison person and other senior members of staff from the service. <ul style="list-style-type: none"> To feed back on the broad outline of comments, commendations and recommendations that will be included in the report. 	Jeff Haywood, Jo Craiglee Bryan MacGregor, Mark Ritchie, Brian Gilmore, Richard Battersby.
2.6	13.00	Close	

Appendix C

List of Acronyms

IS – Information Services

TEL – Technology Enhanced Learning

PATH - a decision support tool for selecting courses and building degree programmes.
Currently being run as a pilot in the College of Science and Engineering

ESES – Edinburgh Student Experience Survey

NSS - National Student Survey

PRES - Postgraduate Research Experience Survey

PTES - Postgraduate Taught Experience Survey

LibQual – Library Quality Survey

ISB – International Student Barometer

capturED - system for automatically capturing event and lecture presentations

EUSA – Edinburgh University Student Association

VLE – Virtual Learning Environment

*Marion Judge
With the input of the Review Team
Academic Services
4th April 2014*