Edinburgh Napier
UNIVERSITY

QUALITY COMMITTEE

Summary report on outcomes from internal review activity during academic session 2008-09 and 2009-10

Purpose

1.   This paper provides a summary of University subject review activity undertaken since the introduction of the University's revised methodology in academic year 2008-09. The purpose of this paper is to identify themes arising from the reviews with a view to this information being disseminated to faculty, school and subject levels as a means of enhancing the quality of the student experience and academic practice University-wide.

Background

2.   This report considers the outcomes set out in the reports and enhancement plans previously received by the Committee.[1] An analysis of the main findings of each review has been undertaken to identify trends in good practice or trends in areas where further development would be of benefit to all subject areas. This report does not analyse the effectiveness of school enhancement plans nor schools' progress in ensuring that their approved plans have been fully embedded within their annual monitoring report to their Faculty Quality Committee.

3.   The analysis of the findings of each review was informed by the Scottish Funding Council expectations for internal subject review, published in Circular letter HE/04/03 dated 23 January 2003 and Enhancement-led institutional handbook: Scotland (Second edition), 2008. For ease of references these are:

   a)   external reference points for internal review

   b)   standard and quality of provision

   c)   taking account of student feedback and student views of the provision

   d)   effectiveness of annual monitoring

   e)   assurance and enhancement.

Themes noted as a result of the analysis

4.   The detailed analysis of each report against Funding Council expectations is provided in Appendix 1. In summary:

   a)   University subject review enables the University to demonstrate that full account is being given to the characteristics of institution-led quality review set out in the Enhancement-led institutional handbook: Scotland (Second edition), 2008 (Appendix 1)

   b)   The academic standard of all programmes of study offered by each of the schools included within the scope of this analysis meet University and sector expectations (Appendix 1, paragraphs 2 and 4)

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[1] The reviews included within the scope of this paper are: School of Computing, February 2009 (QC(08-09)129 refers); School of Accounting, Economics and Statistics, May 2009 (QC(09-10)46); School of Life Sciences, December 2009, (QC(090-10)98); School of Marketing, Tourism and Languages, May 2010 (QC(10-11)17).

c)   full account has been taken of Academic Infrastructure expectations in designing programmes of study and relevant subject benchmark statements and the Scottish Credit and Qualifications Framework in particular (Appendix 1, paragraph 2)

d)   schools and subject areas are engaging in a variety of proactive activities which contribute to maintaining the academic standard of their provision and to enhancing the quality of the learning experience of all students (Appendix 1, paragraph11)

e)   where schools are working in collaboration with partner institutions overseas the commitment of the Edinburgh-based staff to the collaborative programmes is a major contributing factor to their success which is demonstrated by their partners' continuing desire to offer more programmes (Appendix 1, paragraph 19)

f)   Teaching Fellows have a key role in facilitating the sharing of good practice in teaching and learning and in leading the enhancement of the student learning experience University-wide (Appendix 1, paragraph 20).

5.   The analysis has led to the following recommendations:

a)   the content and presentation of programme specifications varies between schools and subject areas and there would be merit in the University reaffirming its expectations as to the purpose of and the audience for programme specifications (Appendix 1, paragraph 3)

b)   faculties, schools and subject areas liaise closely with the School of Life Sciences to ensure that their recognised good practice relating to the range of assessment feedback mechanisms in place is embedded University-wide (Appendix 1, paragraph 8)

c)   students should be given the opportunity to comment on the school's critical reflection before the visit to the school and written comments from students as a result of this consultation should form part of the evidence base scrutinised by the review panel for all future University subject reviews (Appendix 1, paragraph 12)

d)   Convenors of Faculty Quality Committees continue to liaise closely with the Head of Quality Enhancement to ensure that staff undertaking routine monitoring activities are provided with sufficient information to enable them to engage effectively with the procedure before its next implementation at the end of Trimester 1 2010-11 (Appendix 1, paragraph 15)

e)   the University reaffirms its policy on the provision of assessment feedback to students. All faculties, schools and subject areas should ensure that they continue to monitor the provision of assessment feedback to students to ensure that it is available to all students on a consistent and equitable basis and within the three week timescale set out in the University's *Student Charter* (Appendix 1, paragraphs 9 and 10).

Resource Implications

6.   There are no additional resource implications for the Committee to take into account.

Equality considerations

7.   An equality impact assessment is not required to be undertaken in relation to matters discussed in this paper.

Communication

8.   There are no restrictions regarding circulation of the content of this paper.

Responsibility for action

9.   It is recommended that the Convenors of Faculty Quality Committees assume responsibility for ensuring that the good practice and areas for further development are disseminated and acted upon at faculty, school and subject levels. Faculty annual monitoring reports for 2010-11 should include a commentary on how the quality of the student experience or an aspect of academic practice has been enhanced as a result of account being given to the content of this report.

Recommendation

10.   It is recommended that Quality Committee:

    a)   considers and notes the content of this report

    b)   approves the proposed recommendations set out in paragraph 5

    c)   approves the proposed methodology for disseminating this report and the method for reporting on the resulting enhancement activity at faculty, school and subject levels set out in paragraph 9.

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AG Horsburgh
Head of Quality Enhancement

20 October 2010

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Analysis of each University subject review report against Funding Council expectations

1.   The analysis of the findings of each review was informed by the Scottish Funding Council expectations for internal subject review, published in Circular letter HE/04/03 dated 23 January 2003 and Enhancement-led institutional handbook: Scotland (Second edition), 2008. For ease of references these are:

    a)   external reference points for internal review

    b)   standard and quality of provision

    c)   taking account of student feedback and student views of the provision

    d)   effectiveness of annual monitoring

    e)   assurance and enhancement.

Themes noted from the analysis of the use of external reference points for internal review

2.   All reports indicate that full account is being given to University and sector expectations with regard to the use of the Academic Infrastructure. Effective use is made of the Scottish Credit and Qualifications Framework (SCQF) and relevant subject benchmark statements in setting and maintaining academic standards. Subject areas covered by the reviews included within the scope of this analysis are:

    a)   Accounting (2007)

    b)   Biomedical science (2007)

    c)   Biosciences (2007)

    d)   Computing (2007)

    e)   Earth sciences, environmental sciences and environmental studies (2007)

    f)   Economics (2007)

    g)   General business and management (2007)

    h)   Hospitality, leisure, sport and tourism (2008).

    i)   Languages and related studies (2007)

    j)   Mathematics, statistics and operational research (2007).

3.   All programmes included within the scope of each review have an approved programme specification. However, the content and presentation of programme specifications varies between schools and subject areas and there would be merit in the University reaffirming its expectations as to the purpose of and the audience for programme specifications.

4.   All review panels included appropriate external academic peers to enable the panel to comment on the academic standard of the provision and appropriateness of the curriculum and learning, teaching and assessment methods employed by teaching teams. The University's commitment to the Funding Council's approach to enhancement-led review was further demonstrated by the review panel for the School of Marketing, Tourism and Languages including an academic peer from Spain.

Themes noted from the analysis of the standard and quality of provision

5.   A list of all programmes included in the reviews within the scope of this analysis is attached as Appendix 2.

6.   All reports indicate that the scrutiny of programme specifications, module descriptors, the sample of student work, external examiner reports and other supporting evidence enabled the panel to confirm that the provision being provided by each school was continuing to meet subject, University and sector expectations. In each report the importance of relevant professional body accreditation to subject areas is noted. In particular, the *embedding of professionally accredited awards within approved modules* demonstrated the commitment of the School of Computing to *providing students with a relevant and up-to-date learning experience which will enhance their career aspirations*. Similarly the School of Accounting, Economics and Statistics were commended for *the strong relationships developed between the accounting and economics and financial services subject areas with their overseas partners and those in Hong Kong in particular* and *the long-standing and well-established relationships with the accountancy and financial service sectors and a range of relevant and appropriate professional bodies*.

7.   Students met by each of the review panels confirmed that they understood the purpose of staff providing them with feedback on their assessments. The vast majority of students indicated that they received assessment feedback typically within two weeks of submitting their assignments and appreciated that this is shorter than the University expectation of three weeks. In many cases the student learning experience is further enhanced by teaching staff providing students with the opportunity to discuss the feedback on a one-to-one basis should students request this.

8.   The School of Life Sciences was commended for the range of assessment feedback mechanisms in place. National Student Survey results indicated that the School scored an average of 12 points higher in the assessment feedback questions than the University average. This achievement reflects a long standing emphasis on feedback which is underpinned by School-based research, along with the development of novel approaches for the provision of feedback such as the use of audio feedback sent via email. It is recommended that other faculties, schools and subject areas liaise closely with the School of Life Sciences to ensure that account is taken of their good practice and further embedded University-wide.

9.   The analysis of reports found that in some areas of the University students are unaware of the University's *Student Charter* expectation that feedback on coursework will be provided within three weeks of the submission date. Students indicated that the good practice in some areas is not consistently applied to all students in all subject groups and the scrutiny of the sample of student work provided for the reviews confirmed this. The scrutiny of the sample of student work across all reviews also revealed a number of examples of ineligible hand-written assessment feedback. Better examples scrutinised during reviews had been typed. Students indicated that in such cases they did not always seek clarification of what had been written which suggested that the positive features of the feedback process are being undermined.

10. It is recommended that the University reaffirms its policy on the provision of assessment feedback to students. All faculties, schools and subject areas should ensure that they continue to monitor the provision of assessment feedback to students to ensure that it is available to all students on a consistent and equitable basis and within the three week timescale set out in the University's *Student Charter*.

11. A number of examples demonstrating that subject areas are taking proactive steps to maintain the academic standard of their provision and enhance the learning experience of their students emerged from the analysis. The following have been identified as being worthy of further dissemination for consideration by all subject areas:

a) **School of Computing**

- the annual conference hosted by the School Learning, Teaching and Assessment Committee to discuss developments in pedagogic practice

- the innovative approaches to learning, teaching and assessment and the use of technology which are designed to engage students more effectively

- the use of honours and research students to support students in earlier years of study as a means of engaging students in their learning and in involving students in enhancement activities

- the innovative approach to Week 1 induction activities for all years of undergraduate programmes of study which includes a programme of workshops with subject specific, pedagogic and general interest themes which students were invited to attend.

b) **School of Accounting, Economics and Statistics**

- the school's liaison with other schools and subject areas regarding their teaching needs

- strong student support arrangements and the implementation of the Personal Development Tutor scheme in particular

- the steps taken to encourage international student integration into its programmes through the use of group activities at SCQF level 7.

c) **School of Life Sciences**

- the integration of research students into the wider school through delivery of demonstrations and other activities contributes to the development of the research students' individual skill base while providing role models for undergraduate students with research aspirations of their own

- an appropriate range and variety of assessment methods which have been designed to develop students' employability skills

- the proactive and multi-strand approach to internationalising its curriculum which includes combining the experience gained from delivering programmes in partnership with HKU-SPACE in Hong Kong, the development of appropriate case studies to meet the needs of international students studying on Edinburgh-based programmes and the provision of research-driven overseas field trips

- the high level of support for staff development activities in support of excellence in learning, teaching and assessment.

d) **School of Marketing, Tourism and Languages**

- the development of considerable understanding of, and responses to, the challenges presented from working in, and with, people from different countries

- successfully embedding employability in the curriculum and has supplemented this with work based learning or project modules that are effectively managed and supported

- the multi-location and frequency of the *academic best practice sessions* which run across all provision in the school, have reduced the incidences of plagiarism and have provided students with techniques to develop their critical thinking

- the school's continual approach to induction which includes innovations such as the pre-arrival online study skills induction resource (SPICE) and pilot peer mentoring

- the school's proactive and multi-strand approach to deliver an international curriculum as evidenced through the increase in collaborative programmes, partnerships overseas and the internationalisation of Edinburgh based provision. (paragraph 19 refers).

Themes noted from the analysis of taking account of student feedback and student views of the provision

12. The School of Life Sciences encouraged students to comment on their critical reflection before the visit to the school and written comments from students formed part of the evidence base scrutinised by the review panel. This initiative was commended in the report as an example of good practice to encourage students to engage with processes to enhance the quality of their learning experience. This good practice was taken into account by the School of Marketing, Tourism and Languages who provided their students with a similar opportunity. In both cases students welcomed this initiative and it is recommended that this effective mechanism for encouraging student to engage with quality processes becomes standard practice for all future University subject reviews.

13. All subject areas have effective mechanisms in place for gathering student views on their programmes. The School of Computing was commended for its single staff student liaison committee for student representatives from all of its undergraduate and taught master's programmes of study as an effective method for engaging students in the enhancement of their programmes as students from senior stages of study are able to provide peer support and encouragement to junior colleagues. The steps taken by the School of Marketing, Tourism and Languages to encourage students to complete module questionnaires and to increase student participation in the National Student Survey, which resulted in an above sector average completion of 63 per cent in the 2009-10 survey were noted as effective means to further enabled students to engage with quality processes and activities.

Themes noted from the analysis of the effectiveness of annual monitoring

14. A sample of the modules and programmes of study included within the scope of this analysis were scrutinised by the panel during each review. This scrutiny found that the sample of modules and programmes had been approved during the University's move to a 20-credit modular structure and have been subjected to annual review and monitoring in accordance with University procedures in the interim period.

15.   The School of Marketing, Tourism and Languages report noted some variation in the detail presented in module routine monitoring reports. Discussions with staff indicated that the school and faculty were fully aware of this situation and that it had partly resulted from the introduction of the new routine monitoring procedure within the University's *Quality Framework*. It is recommended that Convenors of Faculty Quality Committees continue to liaise closely with the Head of Quality Enhancement to ensure that staff undertaking routine monitoring activities are provided with sufficient information to enable them to engage effectively with the procedure before its next implementation at the end of Trimester 1 2010-11.

Themes noted from the analysis of assurance and enhancement

16.   The scrutiny of programme specifications, module descriptors, sample of student work, external examiner reports and other supporting evidence provided for each review enabled the review panels to confirm that the provision within the scope of this analysis continues to meet subject, University and sector quality assurance and enhancement expectations. Effective mechanisms are in place to manage the academic standard of the provision across all SCQF levels and modes of delivery. In all schools a comprehensive committee structure is responsible to the Head of School for all aspects of school conduct. Both academic and administrative staff are actively involved in all School committees and this close collegiate working relationship between academic and administrative staff helps to ensure that quality assurance and enhancement expectations set out in the University's *Quality Framework* are being met.

17.   External panel members on one review commended the University on the design of the module descriptor whereby all learning outcomes are clearly mapped to an assessment instrument.

18.   Further examples of proactive quality assurance and enhancement activities within schools was demonstrated by the School of Life Sciences intention to undertake a comprehensive review of its entire 20-credit provision following two complete delivery cycles to ensure that it continues to provide a coherent and appropriate learning experience for all of its students at SCQF levels 7 to 11. Similar evidence was provided by the School of Marketing, Tourism and Languages through their constant and extensive dialogue with overseas providers and students for the timely receipt and response to matters affecting the quality and standards of provision. The School of Accounting, Economics and Statistics provided further evidence of enhancement-led activity through module leaders and teaching teams participating in all module routine monitoring activities, peer review of teaching and the provision of teaching packs for Hong Kong-based colleagues. Examples were provided of teaching practice in Edinburgh having been influenced by good practice and enhancement activity in Hong Kong and *vice versa*.

19.   The analysis of all reports found that where schools are working in collaboration with partner institutions overseas that the commitment of the Edinburgh-based staff to the collaborative programmes is a major contributing factor to their success which is demonstrated by their partners' continuing desire to offer more programmes.

20.   A common theme for all reviews was that Teaching Fellows have a key role in facilitating the sharing of good practice in teaching and learning and in leading the enhancement of the student learning experience University-wide.

Programmes included in the reviews within the scope of this analysis

School of Computing, February 2009

1   Undergraduate programmes.

    a)   Integrated Master in Science Computing

    b)   Bachelor of Engineering with honours Computing

    c)   Bachelor of Engineering with honours Software Engineering

    d)   Bachelor of Engineering with honours Internet Computing

    e)   Bachelor of Engineering with honours Computer Networks and Distributed Systems

    f)   Bachelor of Engineering with honours Computer Security and Forensics

    g)   Bachelor of Engineering with honours Mobile Computing

    h)   Bachelor of Engineering with honours Embedded Computer Systems

    i)   Bachelor of Engineering with honours Multimedia Systems

    j)   Bachelor of Science with honours Interactive Media Design

    k)   Bachelor of Science with honours Network Computing

    l)   Bachelor of Science with honours Multimedia Technology

    m)   Bachelor of Science with honours Business Information Systems

    n)   Bachelor of Science with honours Computing

    o)   Bachelor of Science with honours Computing: Digital Media

    p)   Bachelor of Science with honours Computing: Networking

    q)   Bachelor of Science with honours Information Technology

    r)   Certificate of Higher Education Computing

    s)   Certificate of Higher Education Information Technology

2   Taught masters programmes.

    a)   Master of Science Advanced Software Engineering

    b)   Master of Science Advanced Networking

    c)   Master of Science Applied Informatics

    d)   Master of Science Applied Networking

    e)   Master of Science Applied Software Engineering

    f)   Master of Science Business Information Technology

    g)   Master of Science Enterprise Web Development

    h)   Master of Science eLearning Design and Development

    i)   Master of Science Information Systems Development

    j)   Master of Science Information Services Management

    k)   Master of Science Information Systems Project Management

    l)   Master of Science Information Systems for Financial Services

m)   Master of Science Interactive Systems: Usability

n)   Master of Science Interactive Systems: User Experience

o)   Master of Science Software Technology for the Web

School of Accounting, Economics and Statistics, May 2009

1   UK undergraduate programmes:

a)   BA (Hons) Accounting (including named routes – with Law, with Finance, with Economics, with Entrepreneurship, with Marketing Management, with Human Resource Management)

b)   BA (Hons) Business Finance (Accounting)

c)   Certificate in Accounting (being withdrawn)

d)   BA (Hons) Economics with Management

e)   BA (Hons) Financial Services Management

f)   BA (Hons) Business Finance (Economics)

g)   BA (Hons) Business Finance (Financial Services)

h)   BA (Hons) Financial Services Management (flexible)

2   Overseas undergraduate programmes:

a)   BA (Hons) Accounting (Hong Kong) full time

b)   BA (Hons) Accounting (Hong Kong) part-time

c)   BA (Hons) Financial Services (Hong Kong)

3   UK masters programmes:

a)   MSc Accounting and Finance

b)   MSc Corporate Strategy and Finance

c)   MSc Applied Statistics (being withdrawn)

d)   MSc Computer Enhanced Mathematics Education (being withdrawn)

4   Overseas masters programmes:

a)   MSc Investment Promotion and Economic Development

5   Professional programmes:

a)   Chartered Institute of Management Accountants

6   New (proposed) programmes for 2009-10:

6.1   Approved programmes:

a)   BA (Hons) Accounting and Finance

b)   BA (Hons) Accounting and Finance (Hong Kong)

c)   Postgraduate Diploma in Professional Accounting (validated but not currently running, now in the process of being validated as an MSc qualification to commence in 2010)

d)   MSc International Finance

6.2 Programmes subject to approval:

    a) MSc Wealth Management

    b) MSc Wealth Management (Hong Kong)

    c) MSc Professional Banking

School of Life Sciences, December 2009

1 Undergraduate programmes:

    a) BSc (Hons) Animal Biology

    b) BSc (Hons) Biological Sciences

    c) BSc (Hons) Biomedical Science

    d) BSc (Hons) Ecotourism

    e) BSc (Hons) Environmental Biology

    f) BSc (Hons) Forensic Biology

    g) BSc (Hons) Herbal Medicine

    h) BSc (Hons) Immunology and Toxicology

    i) BSc (Hons) Marine and Freshwater Biology

    j) BSc (Hons) Microbiology and Biotechnology

    k) BSc (Hons) Sport and Exercise Science

    l) BSc (Hons) Sport and Exercise Science (Sports Coaching)

    m) BSc (Hons) Sport and Exercise Science (Sports Injuries)

    n) BSc (Hons) Sport and Exercise Science (Exercise Physiology)

    o) BSc (Hons) Sport and Exercise Science (Sport Psychology)

    p) BSc(Hons) Flexible Managed Programme (Life Sciences).

2 Undergraduate programmes delivered in collaboration with a partner organisation:

    a) BSc Biological Sciences (Hong Kong)

    b) BSc (Hons) Sport and Exercise Science (Telford)

    c) BSc (Hons) Sport and Exercise Science (Sports Coaching) (Telford)

    d) BSc (Hons) Sport and Exercise Science (Sports Injuries) (Telford)

3 Taught master's programmes:

    a) MSc Aquatic Ecosystem Management

    b) MSc Biomedical Science

    c) MSc Biotechnology

    d) MSc Conservation and Management of Protected Areas

    e) MSc Drug Design and Biomedical Science

    f) MSc Ecotourism

    g) MSc Pharmaceutical Science

    h) MSc Sport Performance Enhancement

    i)   MSc Wildlife Biology and Conservation

    j)   MSc Flexible Managed Programme.

4   Taught master's programmes delivered in collaboration with a partner organisation:

    a)   MSc Biomedical Science (Biotechnology) (Hong Kong)

School of Marketing, Tourism and Languages, May 2010

1   Undergraduate programmes:

    a)   BA (Hons) Festival and Event Management

    b)   BA (Hons) Festival and Event and Marketing Management

    c)   BA (Hons) Festival and Event Management with Human Resource Management

    d)   Ba (Hons) Festival and Event Management with Entrepreneurship

    e)   Ba (Hons) Festival and Event and Hospitality Management

    f)   Ba (Hons) Festival and Event and Tourism Management

    g)   Ba (Hons) Festival and Event Management with Language

    h)   Ba (Hons) Marketing Management

    i)   Ba (Hons) Marketing Management with Entrepreneurship

    j)   Ba (Hons) Marketing Management with Language

    k)   Ba (Hons) Tourism and Marketing Management

    l)   Ba (Hons) Marketing Studies

    m)   Ba (Hons) Marketing with Digital Media

    n)   Ba (Hons) Marketing Management with Consumer Studies

    o)   Ba (Hons) Hospitality Management

    p)   Ba (Hons) Hospitality and Marketing Management

    q)   Ba (Hons) Hospitality with Human Resource Management

    r)   Ba (Hons) Hospitality Management with Entrepreneurship

    s)   Ba (Hons) Hospitality Management with Language

    t)   Ba (Hons) Hospitality and Tourism Management

    u)   Ba Hospitality Management (International)

    v)   Ba (Hons) Tourism Management

    w)   Ba (Hons) Tourism Management with Entrepreneurship

    x)   Ba (Hons) Tourism with Human Resource Management

    y)   Ba (Hons) Tourism Management with Language

    z)   Ba (Hons) Tourism and Marketing Management

    aa)   Ba (Hons) Tourism Studies

    bb)   Ba (Hons) Hospitality Studies

    cc)   Ba (Hons) Festival and Event Studies

    dd)   Ba (Hons) Tourism and Airline Management (UK)

ee) Ba (Hons) Language with Festival And Event Management

ff) Ba (Hons) Language with Tourism Management

gg) Ba (Hons) Language with Marketing Management

hh) Ba (Hons) International Business Languages

ii) Ba (Hons) Languages and Intercultural Communication

jj) BA (Hons) Language with Hospitality Management

kk) Ba (Hons) International Business Languages with Human Resource Management

ll) Ba (Hons) International Business Languages with Entrepreneurship

mm) Ba (Hons) International Business Languages with Management

nn) English as a Foreign Language

2 Undergraduate programmes delivered in collaboration with a partner organisation:

a) BA Hospitality and Service Management (Hong Kong)

b) BA Tourism and Airline Management

c) BA Hospitality Service Management (India)

d) BA (Hons) Marketing Management

3 Taught master's programmes:

a) MSc Marketing

b) MSc Marketing with Festival and Event Management

c) MSc International Marketing (IPAG)

d) MSc International Marketing with Tourism and Events

e) MSc Intercultural Business Communication

f) MSc Intercultural Communication with TESOL In 2010-2011

g) MSc Heritage and Cultural Tourism Management

h) MSc International Event and Festival Management

i) MSc International Tourism Management

j) MSc Tourism and Hospitality Management

k) MSc Tourism Marketing

l) Chartered Institute of Marketing Postgraduate Diploma in Marketing

4 Taught master's programmes delivered in collaboration with a partner organisation:

a) MSc Marketing (Hon Kong)

b) MSc Marketing with Festival and Event Management (Hong Kong)

Areas of good practice identified during University subject review during 2008-09 and 2009-10

School of Computing, February 2009: QC(08-09)129

• The rapport between staff and students is excellent and students greatly appreciate the personal interest and academic and personal support provided to them by all staff. The positive and friendly atmosphere within the School was cited as a distinctive feature of the computing subject area by students from all levels of study. (paragraph 12)

• *Module boxes* provide a reference point for storing definitive and up-to-date information associated with the learning, teaching and assessment of each module and are a key feature of the management of computing provision at undergraduate and taught masters levels. (paragraph 17)

• The development and introduction of innovative and effective procedures for managing its Boards of Examiners including the use of technology to enable student information to be shared electronically during meetings. (paragraph 21)

• The embedding of professionally accredited awards within approved modules demonstrates the subject area's commitment to providing students with a relevant and up-to-date learning experience which will enhance their career aspirations. (paragraph 22)

• The annual conference hosted by the School Learning, Teaching and Assessment Committee to discuss developments in pedagogic practice. (paragraph 24)

• The innovative approaches to learning, teaching and assessment and the use of technology which are designed to engage students more effectively. (paragraph 25)

• The provision of work-based learning across the undergraduate provision. (paragraph 27)

• The use of honours and research students to support students in earlier years of study as a means of engaging students in their learning and in involving students in enhancement activities. (paragraph 29)

• The single staff student liaison committee for student representatives from all of its undergraduate and taught masters programmes of study is an effective method for engaging students in the enhancement of their programmes as students from senior stages of study are able to provide peer support and encouragement to junior colleagues. (paragraph 34)

• The innovative approach to Week 1 induction activities for all years of undergraduate programmes of study which includes a programme of workshops with subject specific, pedagogic and general interest themes which students were invited to attend. (paragraph 36)

School of Accounting, Economics and Statistics, May 2009: QC(09-10)46

- The school's liaison with other schools and subject areas regarding their teaching needs (paragraph 5).

- The strong relationships developed between the accounting and economics and financial services subject areas with their overseas partners and those in Hong Kong in particular (paragraphs 7 and 8).

- The long-standing and well-established relationships with the accountancy and financial service sectors and a range of relevant and appropriate professional bodies (paragraphs 11 and 16).

- Strong student support arrangements and the implementation of the Personal Development Tutor scheme in particular (paragraph 27, 28 and 31).

- The steps taken to encourage international student integration into its programmes through the use of group activities at SCQF level 7 (paragraph 34).

School of Life Sciences, December 2009: QC(09-10)98

- The flexibility provided by the suite approach to curricular design contributes to the enhancement of the students' learning experience as it enables students to specialise in a chosen field or to change their direction of study at set points without compromising the integrity of their final award. The suite approach and the resultant sharing of teaching across modules is also an efficient use of learning and teaching resource (paragraphs 3 and 4).

- Providing first year students with an appropriate mix of separate theory and practice modules which provide students with applied scientific and employability skills. The move in the second year to merged modules assists students to develop their scientific skills in preparation for their research project (paragraph 12).

- The integration of research students into the wider school through delivery of demonstrations and other activities contributes to the development of the research students' individual skill base while providing role models for undergraduate students with research aspirations of their own (paragraph 14).

- All four subject areas employ an appropriate range and variety of assessment methods which have been designed to develop students' employability skills (paragraph 15).

- The provision of academic support to first-year biological sciences students without a firm background in biology through additional tutorials to assist them in their learning (paragraph18).

- The School's proactive and multi-strand approach to internationalising its curriculum which includes combining the experience gained from delivering programmes in partnership with HKU-SPACE in Hong Kong, the development of appropriate case studies to meet the needs of international students studying on Edinburgh-based programmes and the provision of research-driven overseas field trips (paragraph 26).

- The lead role taken by the School's Teaching Fellows in assisting colleagues to engage with a variety of University initiatives (paragraph 27).

- Encouraging students to comment on their critical reflection before the visit to the School and including written comments from students as part of the evidence base scrutinised by the Panel which encouraged students to engage with processes to enhance the quality of their learning experience (paragraph 31).

- The high level of support for staff development activities in support of excellence in learning, teaching and assessment (paragraphs 31 and 32).

School of Marketing, Tourism and Languages, May 2010: QC(10-11)17

- The School's established and successful collaborative and overseas provision, within which full and active use are made of University mechanisms. These mechanisms, coupled with the Schools robust approach, ensure consistency amongst all provision. Consequently all provision in the School has equally high academic standards and impressive module options available. (paragraphs 4, 7 and 30 refer).

- The effective management of, and staff commitment to, student support which has helped ensure that the School's growth has not negatively impacted on the student learning experience. (paragraph 8 refers).

- The development of considerable understanding of, and responses to, the challenges presented from working in, and with, people from different countries.   (paragraph 29 refers).

- The School has successfully embedded employability in the curriculum and has supplemented this with work based learning or project modules that are effectively managed and supported. Members of staff in the School have established business contacts and the curriculum is linked to industry. (paragraphs 10, 21 and 37 refer).

- The multi location and frequency of the *academic best practice sessions* which run across all provision in the School, have reduced the incidences of plagiarism and have provided students with techniques to develop their critical thinking. (paragraph 14 refers).

- The School's continual approach to induction which includes innovations such as the pre-arrival online study skills induction resource (SPICE) and pilot peer mentoring. (paragraph 14 refers).

- The lead role taken by the School's Teaching and Senior Teaching Fellows in ensuring that members of School staff engage in a number of University initiatives and in promoting and disseminating the School's good practice across the University. (paragraph 17 refers).

- The extent and success of the inter-Faculty work which the School undertakes (paragraph 18 refers).

- The School's proactive and multi-strand approach to deliver an international curriculum as evidenced through the increase in collaborative programmes, partnerships overseas and the internationalisation of Edinburgh based provision.   (paragraph 19 refers).

- The coordination of activities across teaching teams which not only improve the learning opportunities for students but enable good practice to be shared throughout the School. (paragraph 23 refers).

- The positive impact on the quality of the student learning opportunities and experience that the results from the School's engagement with the *quality enhancement themes*. (paragraph 24 refers).

- The inclusion of the subject librarian as a full member of the academic team. (paragraph 30 refers).

- Providing the majority of undergraduate students studying in the UK with international exchange opportunities. (paragraph 31 refers).

- Use WebCT and other technologies to support, enhance and assess learning. (paragraph 33 refers)

- The international focus to the School's engagement with the subject review as illustrated in presentation of views from international students and the Panel including one non-UK reviewer.

Recommendation made during University subject review during 2008-09 and 2009-10

School of Computing, February 2009: QC(08-09)129

- reviews its policy on the provision of written feedback to ensure that this is consistently provided to all of its students in a typed format (paragraph 19)

- continues to ensure that assessment briefs are used consistently across the subject area and that these contain clear and appropriate assessment criteria which are easily understood by students (paragraph 20)

- continues to support the University-led work to introduce a version control system for its module descriptors to ensure that the most recent version and that the date of the changes made are clearly identifiable (paragraph 23)

- continues to engage with the University-level debate on internationalising the curriculum and contributes to this by exploring a clearer definition of the term which takes into account the notion of the subject discipline being international and the need to provide support for international students (paragraph 31)

- continues to expand its existing personal development tutor scheme to all taught provision during the remainder of this and subsequent academic sessions (paragraph 37)

- continues to monitor student retention, progression and achievement statistics with a view to identifying any trends which might help to improve this quantitative data (paragraph 38)

- in order to prevent the need for unnecessary remedial work in future projects the subject area ensures its internal communication mechanisms take account of University and faculty policy (paragraph 41)

School of Accounting, Economics and Statistics, May 2009: QC(09-10)46

- continues to explore ways in which students might be encouraged to better engage with group and peer assessment (paragraph 23)

- continues to provide staff with support advice and guidance to enable them to take full advantage of the scope of the virtual learning environment as an inter-active learning tool and that it is used consistently by all subject areas (paragraph 24)

- takes appropriate and timely action to ensure that all students are provided with written feedback on all coursework assessments in accordance with University expectations. In so doing the school is encouraged to take account of the examples of existing good practice in the School and ensure that this is consistently applied to all students in all subject areas (paragraph 26)

- continues to monitor and review the effectiveness of its student retention initiatives with a view to ensuring that students are provided with sufficient and relevant information to enable them to engage fully with their programme (paragraph 35)

- continues to monitor and evaluate the learning experience of its research students as a means of ensuring that their personal development expectations and needs are being met (paragraph 36)

- reviews its Week 1 programme of activities and its engagement with the *Confident Futures* programme to ensure that these are tailored to the needs and expectations of all of its students. In so doing, the school should take account of good practice identified in other areas of the Business School and University as appropriate (paragraph40)

- reviews its mechanisms for providing students with information on how a matter raised by then has been addressed and ensures that this information is readily available to all students and staff and consistently applied across all subject areas (paragraph 41).

School of Life Sciences, December 2009: QC(09-10)98

- continues to explore whether alternatives to the current compulsory research project for students studying a bachelor's degree with honours should be introduced, for example, introducing an SCQF level 10 60-credit dissertation to be offered alongside the existing research project might be attractive to students wishing to pursue a scholarly career (paragraph 10)

- continues to review the decision to discontinue accreditation of the biomedical sciences provision with the Institute of Biomedical Sciences with a view to ensuring that its students are not disadvantaged because their awards do not carry professional body accreditation or recognition (paragraph 11)

- continues to monitor the provision of assessment feedback to students to ensure that it is available to all students on a consistent and equitable basis (paragraphs 13 and 17)

- continues to monitor the effectiveness of the part-time student learning experience and to continue its participation in University discussions relating to part-time study (paragraphs 19 and 20)

- completes a review of its operation of the personal development tutor scheme and shares its findings with a view to enhancing the University-wide system (paragraph 28)

- continues to evaluate the use of technology as a means of engaging students in their learning with a view to developing good practice guidelines (paragraph 30).

School of Marketing, Tourism and Languages, May 2010: QC(10-11)17

- (in light of its growth) Seek to maximise staff resource. (paragraph 9 refers)

- review the approach to the *personal development tutor* (PDT) system and pursue the planned enhancements to week one activities (paragraph 20 refers)

- monitor engagement with Professional and Statutory Body (PSRB) to ensure continued longevity to programme demand. (paragraph 22 refers)

- communicate to students the purpose of the inclusion of group work for their learning and skills development (paragraph 26 refers)

- communicate to students the purpose of the inclusion the Edinburgh Napier Business School compulsory modules (paragraph 25 refers)

- encourage and facilitate students undertaking a period of study abroad. (paragraph 31 refers)

- develop student feedback mechanisms to enhance the consistency of its quantity and format. (paragraph 31 refers and see also paragraph 15)

- improve student engagement with formal surveys. (paragraph 36 refers)

- progress the development of research within the School. (paragraph 38 refers).

Recommendation for the Faculty to consider:

- monitor the School's staffing levels to ensure that changes in student population and academic portfolio are matched by appropriate resources. This should be done in the context of specialist provision of the School. (paragraph 9 refers).

Matters to be referred outside the School (to be forwarded by the Clerk to the relevant individuals).

- continue with the corrective action to resolve the issues identified by students in the School of Marketing, Tourism and Languages with the Research Methods module. (paragraph 27 refers)

- note student views of the existing student association facilities. (paragraph 28 refers).