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| **Good Practice** | **Action** | | | | |
| The University takes an inclusive, developmental and enhancement-oriented approach to its engagement with its extensive and complex range of collaborative partner institutions (Expectation B10) | The University continues to take a proactive approach to the development of partner staff, extending its approach to enhancement to its collaborative partners and encouraging the sharing of good practice and innovation. Some examples of further developments since the review include:   1. **Link Tutor Symposium**   The Link Tutor Symposium, a recommendation that emerged from the recent link tutor research project endorsed by the University, is to be an annual event. The Inaugural Symposium is to be held in June 2016 and will help link tutors to critically review and reflect on their practices in order to help drive improvements and ensure standards are being safeguarded in a diverse and culturally rich collaborative context. The Symposium will also help unite link tutors and offer an opportunity to network, interact and connect with their peers. It will provide a valuable opportunity for roundtable discussions and will enable link tutors to learn from challenges and successes across the breadth of the University. Emphasis will be placed on exploring, promoting and discussing issues that emanate from the day to day practices of link tutors. The aim is also to provide on-going support and bespoke training relevant to the needs of link tutors.   1. **On-going research on the quality enhancement of collaborative provision**   Current research is being undertaken in the University on the voices and experiences of both staff and students on franchised programmes. The recommendations from this research are expected to help drive improvements in the management of our partnerships as well as enhancing the student experience.   1. **Dissemination of good practice to the UK HE sector**   University staff have recently presented at national events (organised by (i) QAA Scotland and (ii) The Council of Validating Universities) on the University’s approach to collaborative provision, with the intention of disseminating the good practice that has been identified in this review.   1. **Partner attendance at the University’s Annual Learning and Teaching Conference**   Invitations to attend the University’s Annual Learning and Teaching Conference have been extended to all staff at our partner Institutions. Partner staff now have the option to attend in person or online through use of Adobe Connect as a virtual classroom. | | | | |
| The University promotes a strong cohort identity among its research degree students, within a stimulating and supportive learning environment (Expectation B11). | The Doctoral College will maintain its strategy of targeted activity enabling a cohort identity and a supportive learning environment. We will do this through:   1. Facilitating annual PGR conferences, social events and networking activities to encourage further engagement and cohort identification; 2. Participation in the QAA Postgraduate Advisory Group both to gauge and advise on best practice; 3. Expansion of our Researcher Development Programme to encompass more subject specific and interdisciplinary provision; 4. Maintaining and further enhancing our support for PGR teaching through the Researcher Development Programme; 5. The implementation of a new system to support both PGR students and staff in highlighting and progressing through key milestones throughout the student journey; 6. Continued participation in the Postgraduate Research Experience Survey (PRES) which allows the opportunity to enhance our provision in response to student feedback. | | | | |
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| **Affirmation** | | | | | |
| The University is taking action to improve the quality and utility of marker feedback on assessed work, to meet the needs of all students (Expectation B6). | The University set up a Working Group on Assessment and Feedback in May 2015 with an equal number of staff and student members drawn from every School. Taking a workshop approach at each meeting, the group explored assessment and feedback challenges and made a series of recommendations through an Action Plan which was reported to the Student Education Experience Committee in May 2016. All recommendations are either in the process of being implemented or are complete. The Working Group will reconvene in 12 months’ time to review the Action Plan and assess the effectiveness of the implementation of the recommendations.  In terms of this specific affirmation, the following actions are being taken (extracted from the complete Assessment and Feedback Working Group Action Plan): | | | | |
| **Action** | **Responsibility** | | | |
| Continue to ensure Assessment for Learning principles are addressed as a key aspect of programme periodic review and validation to ensure that variety, authenticity and efficacy of assessment are considered appropriately and enhanced going forward | Learning, Teaching & Innovation Centre (LTIC) and  Centre for Academic Quality Assurance (CAQA) | | | |
| Use the feedback/comments from the benchmarking exercise to enhance our guidance and support to enhance the quality of feedback (Five Feedback Commitments) | LTIC | | | |
| Create guidance/resources for staff around moderation process (marking and moderation flow chart); moderation record form; team approach to marking; suggestions for managing workloads; ideas for marking days; procedure for dealing with marking errors (eg counting, marks missing) etc. | LTIC | | | |
| Develop guidance associated with improving the quality of feedback (should relate to University Policies & Regulations (UPRs) in terms of actions identified during moderation processes) | LTIC and CAQA | | | |
| Produce guidance on feedback on exams to move towards a more consistent approach across Schools | CAQA and Associate Deans (Academic Quality Assurance) (AD(AQA)s) | | | |
| Create clearer guidance on what is actually provided to students (eg agreed mark only, second marker comments etc. in cases of blind double marking) | CAQA and LTIC | | | |
| Encourage module and programme teams to use StudyNet Assignment system to allow creation of assessment landscape | LTIC, Learning Technology Development Unit (LTDU) and Programme Tutors | | | |
| Request changes to online marking environment on StudyNet to improve marking/moderation process – eg remove ‘I agree with original mark’ tick box; change ‘second marker’ to ‘moderator’; remove the student view of the moderator’s comments; provide marker distribution graphs by individual marker for moderator to view | LTDU | | | |
| Pilot to trial co-marking/moderating with Office 365 to consider how it may be useful for staff and students in relation to efficiencies within assessment and feedback | LTIC and Associate Deans (Learning & Teaching) (AD(LT)s) | | | |
| Liaise with CAQA around proposed changes to wording in Marking and Moderation UPRs and feed back to SEEC/ASAC | CAQA and LTIC | | | |
| Feedback to University about continuing concerns over wording of UPR 5.8 (iii). Group suggested further clarification | LTIC | | | |