The University of Dundee Reflective Analysis for the QAA Scotland Enhancement-Led Institutional Review (ELIR), Autumn 2013

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1. Introduction

1.1 Overview

1 The University of Dundee’s Reflective Analysis (RA) aims to capture the key features of our approach to quality enhancement, and to highlight our evaluations and conclusions from reflecting on our strategic approach to enhancement of the student experience. Guidance on the structuring of the RA was taken from the *Enhancement-Led Institutional Review Handbook, 3rd Edition*, the document *Good Practice in Reflective Analysis when Preparing for Enhancement-Led Institutional Review* (Universities Scotland Teaching Quality Forum Project, November 2008) and an ELIR preparation workshop held at the University of Glasgow (March 2013). Additional advice was provided by the Quality Assurance Agency, Scotland (QAAS).

2 The University provides learning opportunities for students across a broad range of subjects, and is committed to excellence in learning and teaching. We are a research-intensive institution and aim to ensure that our students have a first-class learning experience that is informed and influenced by research. Our teaching provision has a strong focus on the professions, and approximately half of all students graduate with professionally accredited degrees. The University is committed to student engagement, and we have a strong ‘community’ ethos, with good relations amongst academic and support staff and students. This leads to effective formal and informal feedback systems and high levels of student satisfaction in many areas. We have strong links with the local Tayside and Fife communities, from the perspective of both public engagement and widening access for students.

3 We have a well-established framework for quality assurance and enhancement, and our approach is based on the premise of collective responsibility at all levels throughout the institution. Whilst there is provision of clear guidance on procedures and practices centrally, the University recognises that most of the detailed decision-making about the curriculum should reside with the discipline experts. This decision-making is carried out in a way that is transparent and open to scrutiny and debate. The University’s [Quality Framework](#) and embedded [Quality Assurance Infrastructure](#) reflect the philosophy of shared responsibility and peer accountability.

4 This RA has been developed in consultation with staff and students, and individuals have been encouraged to reflect on University practices and processes, contribute to the construction of the RA and identify enhancement opportunities.

1.2 Outline of the Reflective Analysis structure

5 The structure of the RA is aligned with the format described by QAAS in the *Enhancement-Led Institutional Review Handbook, 3rd Edition*, with the following sections:

1. Introduction
2. Institutional context and strategic framework
3. Enhancement of the student learning experience
4. Enhancement in learning and teaching
5. Academic standards
6. Self-evaluation and management of information
7. Collaborative activity
8. Conclusions
9. Abbreviations
10. Annexes to the Reflective Analysis.

6 In order to distinguish between purely descriptive text and narrative that concentrates on reflection, evaluation and forward planning, pale blue text boxes are used to highlight the text
where there is focus on the latter areas, including recent developments. At the end of each relevant section, there is an evaluative summary which identifies key strengths and areas for development and outlines specific forward planning initiatives.

**Advance Information Set**

7 The Advance Information Set contains a mapping of the University’s policies and processes to the UK Quality Code for Higher Education, full reports of the institution-led periodic programme reviews from the previous academic year, the Scottish Funding Council (SFC) annual returns for the period since the previous ELIR, a sample of annual monitoring reports, an analysis of the external examiner reports for the previous academic year and our analyses of the National Student Survey (NSS) and International Student Barometer (ISB) results for the previous academic year.

**The Case Studies**

8 The University has selected two case studies to illustrate our approach to enhancement, self-evaluation and management of change. The case studies are provided in the Appendix to the RA, and are as follows:

   1. assessment and feedback
   2. review of the academic year.

**1.3 Background information about the University of Dundee**

9 The University of Dundee became an independent university in 1967, having been a college of the University of St. Andrews since 1897. It retains several features of its ancient heritage, and aspects of its governance and reporting structures are akin to those of the ancient universities of Scotland. The University experienced a period of rapid growth between 1994 and 2001 as a result of mergers with Duncan of Jordanstone College of Art and Design, Tayside College of Nursing and Midwifery, Fife College of Health Studies and the Dundee Campus of the Northern College of Education. It now has approximately 16,500 enrolled students (of which approx. 11,000 are undergraduates), over 3,000 staff and an annual turnover of over £220 million.

10 The majority of the University’s activities are now located at our campus in the centre of the city. Important additional campuses are located at Ninewells Hospital, Dundee, which is the main base for our Medical School, and Kirkcaldy, where a proportion of our Nursing provision is delivered.

11 Following a programme of restructuring in 2006, the University’s academic activities are organised into four Colleges involving 15 Schools (Figure 1). Each College is led by a Vice-Principal and Schools are led by Deans. The Vice-Principals also play key roles within the senior management of the University, and some have additional corporate roles including responsibility for Research, Wider Impact and Employability. There is a separate Vice-Principal for Learning and Teaching, who has responsibility for strategic management of learning and teaching at the level of the Institution, and four Deputy Principals with University-wide responsibilities for Internationalisation, Knowledge Exchange in the Creative Arts, Research Governance and Public Engagement.
The Graduate School of CMDN and the Centre for Anatomy and Human Identification are shown in italics as neither is constituted as a ‘School’ in terms of the University Ordinances. The Graduate School of CMDN has responsibility for oversight of the quality assurance and enhancement of postgraduate programmes within the College. The Centre for Anatomy and Human Identification moved from the College of Life Sciences to the College of Art, Science and Engineering in August 2013; it operates as an independent unit within the College, but is not a formal School of the University.

12 The University Court is the governing body of the University and the Senatus Academicus (Senate) is the ultimate academic authority. Membership of the University, as defined by our Statutes, comprises the Chancellor, the Rector, the Principal, the Vice-Principals, the members of Court, the members of the Senate, the members of the academic staff, the Secretary to the University, the Librarian, the graduates, the students and other officers identified by Court or through the Ordinances. Operational decision-making is through the University Senior Management Team (SMT), which comprises the Principal (Vice-Chancellor), the Vice-Principals, the University Secretary, and the Director of Finance, and attended by the Director of Human Resources, the Director of External Relations, the Director of Strategic Planning and the Director of Policy, Governance and Legal Affairs (PGLA).

13 The academic activities of the University are supported at College and School levels, as well as through University-wide Student and Academic Support Services (SASS). Whilst the University is distinctive in its highly devolved structure, the SASS Directorates play an important role in supporting learning and teaching. Figure 2 shows the SASS Directorates at the University of Dundee.

14 As part of our heritage and adherence to Scottish ancient university governance structures, our students are represented by a Student Representative Council (SRC). The Dundee University Students’ Association (DUSA) plays a critical role in oversight of the SRC, working in close partnership with the University. Figure 3 gives an overview of student representation at Dundee. Every year, the University and DUSA produce a joint information leaflet called ‘Student Matters’ (which is also
available as a pdf from the Quality Framework website) to encourage students to engage with our representation system.

Figure 2: Student and Academic Support Services at the University of Dundee
Abbreviation: OPD, Organisational & Professional Development.

![Diagram showing student and academic support services](image)

Figure 3: The student representation network at the University of Dundee

15 DUSA plays a key role in student representation at Dundee. Within the association, there are four sabbatical officers (President, Deputy President, Vice-President of Communications and Campaigns and Vice-President of Student Activities) and three non-sabbatical officers (Vice-President of Engagement, Vice-President of Student Welfare and Honorary Secretary). DUSA
Sabbatical officers are members of almost all of the main decision-making bodies\(^1\) of the University, and play a central role in our quality assurance processes and approach to quality enhancement.

16 In common with the ancient Scottish universities, students at Dundee are represented by a Rector, who is elected by our matriculated students. The Rector is a full member of the University Court (although he/she may appoint an Assessor to fulfil this responsibility, as is the case with our current Rector), and has the responsibility of representing his/her electorate. Our current Rector is Brian Cox, the Hollywood actor and Dundonian, who was re-elected for a second term of office in February 2013 (the period of office is three years, with the possibility of being elected to serve for subsequent three-year terms).

1.4 Vision and strategic priorities of the University

17 Our Royal Charter states ‘The objects of the University shall be to advance and diffuse knowledge, wisdom and understanding by teaching and research and by the example and influence of its corporate life’. With these core aims in mind, the University has recently developed a 25-year vision for the future, which focuses on the theme of Transformation and captures what is distinctive about the University of Dundee. The University Vision centres on transforming lives, locally and globally, through the creation, sharing and application of knowledge. Five core values that are integral to the approach of the University of Dundee underpin our Vision:

- valuing people
- working together
- integrity
- making a difference
- excellence.

18 Our ultimate goal is to become Scotland’s leading university - ‘celebrated internationally for the quality of our graduates and the impact of our research’.

19 Three broad areas were identified where it is believed that the University of Dundee can make a tangible difference and transform lives:

- promoting the sustainable use of global resources
- shaping the future through innovative design
- improving social, cultural and physical well-being.

20 The Principal of the University conducted a series of ‘road shows’ during 2012 to encourage staff and students to engage with the vision and to be part of a positive contribution towards the route map for the future.

21 As part of the first steps towards the realisation of our Transformation Vision, a University Strategy to 2017 (Annex 1) was developed in consultation with staff, students and the academic and governing committees of the University. The University Strategy to 2017 is underpinned by nine component strategies, with three top-level categories (learning and teaching, research and wider impact), two cross-cutting themes (internationalisation and the 3 ‘E’s - employability, enterprise and entrepreneurship) and four enabling elements (people, information, estate and financial sustainability). Key performance indicators (KPIs) have been developed in order to measure

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\(^1\) We do not have student membership on the SMT, the Directors and College Secretaries Group, the Court Remuneration Committee, the Court Human Resources Committee or the Senate Research Committee. The principal University committees and subcommittees are shown in Figure 5 (page 15).
progress against aims. Each of these supporting strategies is available through My Dundee. The strategies that relate to learning and teaching, wider impact, internationalisation, employability, enterprise and entrepreneurship, estate and information are provided as Annexes 2, 3, 4, 5, 6 and 7 respectively.

1.5 Engagement with ELIR

It is important to us that the ELIR approach and method has a positive impact on the way forward for our University, and that outcomes and recommendations help us to realise our Vision for the future (see above). Specifically, we are engaging with ELIR to promote the development of the quality culture at Dundee through interpretation of ‘enhancement’ in its broadest sense. We wish to ensure that we consider enhancement of the student experience, from pre-application to post-graduation, in a way that looks at all aspects – not solely from the perspective of learning opportunities. To this end, we are developing an overarching quality enhancement strategy (see Section 2.2) that will support and align with the enabling strategies and themes within the University Strategy to 2017. Engagement with ELIR is crystallising our thinking about our approach to the development of a quality enhancement strategy that takes a holistic view of the student experience, encompassing learning opportunities, communication, enhancement in learning and teaching, recognition and professionalisation of teaching, and enhancement of student support and engagement.

1.6 Method used to produce the Reflective Analysis

We took the approach that the RA should be a document that was developed by staff and students of the University, containing a collective evaluation of the areas where we are strong, areas where there needs to be development, and of our strategic approach to quality enhancement. In order to ensure that there was appropriate consultation on the drafting of our RA, we set up an ELIR Steering Group (which acted as the executive team) and an ELIR Working Group (which was a larger consultation group) to manage the process. The roles of the two groups were to monitor progress with the RA, contribute to it and validate its content. The ELIR Steering Group comprised:

- the Deputy Principal (Learning and Teaching)\(^2\)
- the DUSA President
- the Director of Policy, Governance and Legal Affairs
- the Director of Learning & Teaching Strategy Implementation
- the Assistant Director of the Library and Learning Centre (Educational Development)
- the Policy Officer (Academic Governance) and;
- the Director of Quality Assurance.

Units, key individuals and committees with direct roles in quality enhancement and assurance, and how they relate to each other, are shown in Annex 8.

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\(^2\) Following the retirement of our previous Vice-Principal (Educational Development) in 2011, a Deputy Principal (Learning and Teaching), who had a dual role as Dean of the Life Sciences Teaching School, was appointed. In recognition of the demands required for strategic leadership in Learning and Teaching, it was later decided by the University Court to appoint a full-time Vice-Principal for Learning and Teaching. The Vice-Principal for Learning and Teaching joined the University of Dundee in July 2013.
The ELIR Working Group, whose membership is shown in Annex 9, comprised members of the University Quality Forum (described in Section 3.3.4, and which includes College Heads of Learning and Teaching and College Heads of Quality Assurance or Enhancement, DUSA representatives and SASS representatives) and additional co-opted members. Regular Quality Forum meetings were combined with ELIR Working Group meetings. The Steering Group met on nine occasions and the Working Group met on six occasions between November 2012 and June 2013. Notes from the meetings of the ELIR Working Group and the Quality Forum are available to the ELIR team from My Dundee.

Key to our approach on consultation on the development of the RA was a series of four workshops held between January and June 2013 to promote discussions on major themes relating to the focus of the RA. College and Directorate teams, including academic and administrative staff and students, participated in the workshops. The outcomes from the discussions contributed to the development of the RA, and informal feedback from several of the participants as well as discussions at the Quality Forum suggest that the inclusive workshop approach to consultation on quality enhancement is a productive way to develop thinking and ideas, and provides a useful platform to share and disseminate good practice.

The initial drafting of the RA was carried out by the ELIR Steering Group. This group worked closely together to develop an outline RA for sharing with the Working Group and the wider University community. An ELIR Working Group website was set up on My Dundee for internal communication with members between meetings, and for sharing iterations of the RA.

College Heads of Learning and Teaching and College Heads of Quality Enhancement/Assurance made a major contribution to the consultative process of the RA development through communication to and from College and School reporting structures. The designated College leads for learning and teaching and quality enhancement/assurance fed in and fed back from the perspective of the College or School using formal University reporting structures along with informal approaches. College Secretaries also played key roles. Deans and School Secretaries were invited to contribute to the RA working drafts and seek input from their Schools. Drafts of the RA were discussed at ELIR Working Group meetings and the University Quality Forum, and minutes were reported to the University Learning and Teaching Committee. Post-holders with specific areas of responsibility and expertise from Schools, Colleges and Directorates contributed to particular elements of the RA within their specialist areas. Our Highlighter newsletter was used to raise awareness of ELIR throughout the University. The wider University community was also invited to contribute to development of the RA through communications to Academic Council and a message through our HERMES email system (which is used to communicate important announcements to University staff and students).

A working draft of the RA was presented to the Learning and Teaching Committee at its final meeting of the academic year (14 May 2013), and members were invited to comment and contribute to the draft. A subsequent iteration was presented to Senate for consultation at its final meeting of the academic year (29 May 2013), with a request for the Senate to assign authority to the Vice-Principal for Learning and Teaching to approve the final composition of the documentation. University Court members were also invited to review and comment on the draft RA.

We also obtained input from an external ‘critical reader’ (Dr Robert Saunders, Head of the Department of Life, Health and Chemical Sciences, the Open University), particularly from the perspective of clarity to an external audience.
1.7 Involvement of students in the production of the Reflective Analysis

30 DUSA and student representatives played a major role in the development of the RA as described below:

- the President of DUSA was a full and active member of the ELIR steering group and was closely involved at all stages of the drafting of the RA
- the DUSA President and Deputy President (with the Vice-President for Communication and Campaigns deputising where necessary) were full and active members of the ELIR Working Group and Quality Forum
- the DUSA President and Deputy President were each involved in discussions with QAA Scotland officers during the early stages of preparing for ELIR
- student representatives contributed to all four ELIR workshops, and the DUSA President and Deputy President played active roles in developing the formats of the workshops, facilitating the discussions and reporting on the outcomes
- the DUSA president led discussions on the development of the RA and the ELIR method at meetings of the SRC (which includes School Presidents)
- the DUSA president, with input from the DUSA executive team, drafted the parts of the RA that relate to student representation and DUSA
- all members of the DUSA executive team were invited to comment on and feed into drafts of the RA
- members of the incoming DUSA executive team for 2013/14 were engaged in the ELIR method shortly after their election in March 2013 through (post-election) participation in the ELIR workshops, engagement with the ELIR steering and working groups, involvement in discussions about ELIR at the final meetings of Learning and Teaching Committee and Senate at the end of the academic year 2012/13 and participation in specific ‘hand-over sessions’ prior to their formal take-up of their DUSA executive roles.

31 We set out on the development of the RA on the premise that our University is student-centred and that student-staff relationships are effective. Student engagement with the process confirmed this, and ensured that our ethos of engagement and partnering with our students is appropriately highlighted in the document. The involvement of students was also particularly helpful in identifying and profiling areas where there are challenges and opportunities for development.
2. Institutional context and strategic framework

2.1 Key features of the University’s context and mission

32 As indicated in Section 1.3 above, the University undertook a substantial restructuring exercise in 2006, where academic units were organised into Schools and Colleges. Our College structure is designed to ensure that administrative support is appropriately aligned with academic units, and much of the University management responsibilities are devolved to Colleges and Schools. Details of the Colleges and Schools management and governance structures are shown in Annex 10.

33 The academic governance framework, which includes our Quality Assurance Infrastructure, is provided by the relatively new Directorate of Policy, Governance and Legal Affairs (PGLA). Figure 4 shows the areas for which PGLA has oversight and responsibilities.

![Diagram of the Directorate of Policy, Governance and Legal Affairs: areas of responsibility](image)

34 The PGLA Directorate, which was founded in 2011, plays a major role in enhancement of the student experience through liaison with DUSA, leading on enhancement-focused projects and development of policies and practices. The Educational Development Division of the Library and Learning Centre (LLC, Annex 11) takes the lead role in learning and teaching enhancement, and there is a close working relationship between the LLC (Educational Development) and the PGLA Directorate.

35 Institutional oversight of quality enhancement initiatives is through the Learning and Teaching Committee and Senate. The former is supported in the area of quality enhancement and assurance by the University Quality Forum (Annex 12), which is an advisory group to the Learning and Teaching Committee. Within our current reporting and governance structures, the Postgraduate Research Degrees Subcommittee, the Postgraduate Taught Degrees Subcommittee and the e-Learning Subcommittee (each of which report to the Learning and Teaching Committee) also play important roles in enhancement within their relevant areas. Our reporting structures that support quality enhancement and assurance are areas for review by our recently appointed Vice-Principal for Learning and Teaching.
The Learning and Teaching Committee, which reports to Senate, has responsibility for quality assurance. Our consultation, reporting and management structures through principal committees and subcommittees of the University are shown in Figure 5.

**Figure 5: Principal committees and subcommittees of the University**

Subcommittees are shown in brackets. The Research Degrees Subcommittee reports both to the Learning and Teaching Committee, which has responsibility for quality assurance, and the Research Committee.

### 2.2 Strategic approaches to enhancing learning and teaching

The current strategic approach to enhancement of learning and teaching is embedded in our *Learning and Teaching Strategy to 2017* (Annex 2). This new strategy for learning and teaching was developed during 2012 under the leadership of the Deputy Principal (Learning and Teaching). Part of its purpose was to review the way that we looked at enhancement of the student learning experience, and this is reflected within certain key areas of the strategy. Development of the strategy was a consultative and iterative process with input from student representatives and academic and administrative staff, with oversight and endorsement by the Learning and Teaching Committee. It was accompanied by a critical review of whether the aims of the previous *Learning and Teaching Strategy 2006-2010* (described in Section 2.3) had been achieved. The new *Learning and Teaching Strategy to 2017* contains relevant performance indicators to measure progress. In order to facilitate appropriate delivery of the aims of this new strategy, the University appointed a Director of Learning and Teaching Strategy Implementation during 2012.

The *Learning and Teaching Strategy to 2017* is one of the key enabling components of the University *Strategy to 2017* (see Section 1.4 and Annex 1), and is aligned with our overarching...
Transformation Vision. Specifically, the Learning and Teaching Strategy to 2017 sets out the principle that the ‘education our students receive will be high quality, internationally focused, a transformational experience informed by research, and offering a breadth and depth of experience, preparing students for leadership and global citizenship’. It details five primary aims:

1. **Graduate outcomes:** graduates will make an impact in their chosen fields.
2. **Delivery and content:** the curriculum will have breadth and depth and allow for experimentation, change and diversity, in order that our graduates have developed critical enquiry and deep-thinking skills, enabling them to have open minds to challenge problems.
3. **Recognition and reward:** excellence in learning and teaching will be recognised and rewarded.
4. **Applicants and access:** individuals with the highest potential to benefit from our courses will be identified and supported, no matter what route they take.
5. **Physical and learning resources:** a sustainable learning environment which exploits all the appropriate approaches and technologies will be further developed to ensure that all our students are supported for success.

Although it is implicit that the Learning and Teaching Strategy to 2017 is about enhancement of student learning opportunities, the approach to quality enhancement is explicit in specific sub-aims. The sub-aims that are focused on quality enhancement are listed below:

**Sub aim 1.1.** We will regularly review and reflect on the structure, content and enhancement of our taught programmes at all levels to make sure that they meet the needs of current and future graduates, the demands of the professions, and the requirements for employment and life in a global society.

**Sub aim 1.2.** We will improve and develop our postgraduate provision, ensuring sustainability, developing our postgraduate student support systems, and aligning our provision to support our research strengths.

**Sub aim 1.5.** All parts of the University community, including Dundee University Students’ Association, the Institute of Sport and Exercise, the Library and Learning Centre, and Student Services will ensure that the non-academic, informal environment is as much a part of the learning experience as formal teaching.

**Sub aim 1.6.** We will develop support systems and academic tutoring and advisory procedures to help all students to make full use of appropriate academic and pastoral support, through all the routes available.

**Sub aim 2.1.** We will enhance our learning and teaching approaches and practices through rigorous and appropriate assessment and feedback systems, recognising that these areas are the most likely to make a significant difference to the success of our graduates and to their satisfaction with the student experience.

**Sub aim 2.3.** We will actively engage with all the appropriate Professional and Statutory Regulatory Bodies to ensure the excellence and enhancement of our provision within regulated frameworks to enable all our learners to benefit from our evidence-based Quality Enhancement approach.

**Sub aim 2.4.** We will further develop inter- and cross-disciplinary approaches to our programmes that mirror the research excellence taking place across traditional boundaries, preparing graduates for the borderless world they will be working in.
Sub aim 4.2. We will work within Tayside and Fife to develop appropriate pathways, partnering with all the educational providers to create effective and efficient routes which recognise the individual learner.

Sub aim 4.3. We will develop alternative degree and other qualification paths, including 3 and 4 year degree options, and part-time opportunities, tailored to learners with different prior experience, while ensuring that they are fully part of the community of the University of Dundee.

Sub aim 5.1. We will review, reflect upon, and develop the learning environment to promote innovation and the development of best practice in e-learning and distance learning, embedding technology within the learning and teaching processes of the University, ensuring appropriate resource and support, and encouraging the individual development of our staff to do this.

40 Whilst quality enhancement is firmly embedded in our Learning and Teaching Strategy to 2017, it is recognised that short-term and longer-term goals for overall enhancement of the student experience are not specifically articulated in a separate ‘enhancement’ strategy, and that some of our short-term approaches to enhancing learning and teaching and the student experience may be fragmented. At the time of writing the RA, consideration is being given to better alignment of the enhancement-focused activities of PGLA, the LLC (Educational Development) and Student Services. The starting point for this is the development of a separate strategy for quality enhancement. This emerging strategy aims to pull together the different quality enhancement-focused strands from the nine enabling strategies that underpin the University Strategy to 2017, as well as including additional areas for enhancement which are not currently highlighted within the existing enabling strategies.

41 In developing our quality enhancement strategy we are taking the approach of interpreting the definition of quality enhancement in its broadest sense, and the emerging strategy includes enhancement of learning and teaching, the student learning experience, student engagement (for both taught and research students), communication and the student support environment.

42 The quality enhancement strategy is being developed in partnership with DUSA, and its implementation will be supported by the Quality Enhancement Officer within the PGLA Directorate, who was appointed in August 2013 (see Annex 13 for a description of the role), and a Democratic Services Policy Manager (to be appointed by DUSA during autumn 2013). The latter post has been created by DUSA in recognition of a need for continuity in support of the executive team. A draft of the quality enhancement strategy will be available for the ELIR team to comment on during its visits in autumn 2013. The quality enhancement strategy is likely to include the following six enhancement-focused themes:

1. The student support environment. Following on from the pilot of our periodic (quinquennial) review of the student support environment at Dundee, which was undertaken in June 2013, the strategy will aim to ensure that ‘non-academic’ student support is appropriately profiled, evaluated and considered as part of a group of activities that are in the foreground of our approach to enhancement. The principal elements of this part of the enhancement strategy will include the student support that is offered on a University-wide basis (e.g. from Student Services and the LLC) as well as the support that is provided at programme, School and College levels (e.g. local induction schemes and other pastoral and academic support mechanisms). This part of the strategy will cross-refer to sub aims 1.5 and 1.6 of the Learning and Teaching Strategy to 2017, sub aim 2.2 of the Internationalisation Strategy to 2017, sub aims 2.1, 4.1, 4.3 and 4.4 of the Employability, Enterprise and Entrepreneurship Strategy to 2017 and sub aims 1.1, 1.2 and 4.1 of the Information Strategy to 2017.
2. The student learning experience. As well as pulling in strands from the learning and teaching enabling strategy, such as our approach to assessment and feedback, the enhancement strategy will include enhancement of the learning experience of students on distance or flexible learning programmes. There will also be a focus on enhancement of the learning experience of research students and students on taught postgraduate programmes. In addition, the quality enhancement strategy will recognise the importance of organisation and management in underpinning a positive student learning experience, and will aim to address our relatively poor student satisfaction scores from the National Student Survey in this area. This part of the strategy will cross-refer to sub aims 1.1, 1.2, 1.6, 2.1, 2.2, 2.3, 2.4, 4.4, 5.1 and 5.2 of the Learning and Teaching Strategy to 2017, sub aims 4.2 and 4.3 of the Research Strategy to 2017 and sub aims 2.1 and 3.1 of the Employability, Enterprise and Entrepreneurship Strategy to 2017.

3. Enhancement in learning and teaching. Although the Learning and Teaching Strategy to 2017 is explicit in its aims to recognise, reward and professionalise teaching within the context of our University Vision and Strategy to 2017, it is important that our emerging, cross-cutting quality enhancement strategy has overt reference to this area. The quality enhancement strategy should highlight our approach to educational development and sharing and disseminating good practice in teaching and assessment. It is essential that there is strategic consideration of the value of academic staff engagement with enhancement initiatives and for their continual professional development as university teachers. This part of the strategy will cross-refer to sub aims 3.1 and 3.2 of the Learning and Teaching Strategy to 2017.

4. Engagement with the national Quality Enhancement Themes. The quality enhancement strategy will ensure that the University’s commitment to engagement with the national Quality Enhancement Themes is appropriately embedded in the Institution’s approach to quality enhancement.

5. Communication with stakeholders. In terms of quality enhancement, it is important that we have a cohesive, strategic and enhancement-focused approach to communication with prospective students, current students, alumni and the general public. At present, different Directorates (as well as Schools and Colleges) are responsible for elements that fall within these areas. Although this parallel approach is sound, we are of the view that it could be improved if communication to external and internal audiences was part of an enhancement-focused strategy that encompasses each of the key areas in an integrated way.

6. Partnership with students. The University has a very good relationship with our students’ association, and whilst our student representation system is sound, we need to ensure that we continually develop our approach to student engagement through a stronger focus on partnership. This will include undergraduate and postgraduate students who study on campus as well as students on flexible or distance learning programmes.

Our approaches to the latter three areas (engagement with the national Quality Enhancement Themes, communication, and partnership with students) are not currently formally articulated through specific sub aims in any of the existing University enabling strategies.

2.3 The University’s approach to implementing strategies

Guidance on strategy development and planning is provided by the Director of Strategic Planning, who is based in the Principal’s Office (Figure 4). Two examples of the University’s approach to implementing strategies, which are of particular relevance to our current ELIR, are described below.
Both examples relate principally to the implementation of our previous Strategic Framework to 2012.

2.3.1 The University strategic framework

44 Our previous Strategic Framework to 2012 comprised 7 specific aims:

   Aim 1: Attract high achieving students and those with high potential
   Aim 2: Provide the best student experience
   Aim 3: Increase postgraduate activities
   Aim 4: Promote research excellence and profitable partnerships
   Aim 5: Contribute to knowledge transfer and the development of Dundee and Scotland
   Aim 6: Improve the responsiveness of support services
   Aim 7: Ensure the University’s long-term financial sustainability

45 Each of the aims was accompanied by specific objectives with identified senior leadership. The objectives had measurable KPIs which were reported regularly (within the appropriate areas) to the Learning and Teaching Committee, the Research Committee, Senate and Court. Colleges each had strategies that were aligned with the University Strategic Framework to 2012, and detailed reports of performance at the level of Schools and Colleges with respect to KPIs were also provided to Colleges and their Boards to monitor progress against the KPIs.

46 Our evaluation of our approach to the implementation of the strategy in the period covered by the Strategic Framework to 2012 is that it was satisfactory, with some areas identified for improvement. The Strategic Framework to 2012 was approved by Court and Senate in 2006. This included approval of a performance management framework and a reporting cycle on progress. It is worth noting that the Strategic Framework to 2012 represented a step change for the organisation in its approach to developing strategy, implementing strategy and reporting on performance.

47 The development of the Strategic Framework to 2012 included consultation with a wide range of people (students, senior academic and support staff, the SMT, members of Senate and Court and external stakeholders). Dissemination of the strategy development beyond staff with managerial responsibilities was, however, somewhat limited, and this resulted in a small amount of push-back on the strategy and associated targets. For example, the link between the strategy and operational planning was not always obvious to staff. Although this push-back was limited, it informed our approach to the next strategic planning period and led us to ensure that we fostered a wider sense of ownership for the new strategy across the University.

48 The main strength of the Strategic Framework to 2012 was its performance and progress monitoring framework. This represented a significant change from the previous reporting regime. The aims of the Strategy (detailed above) were organised into three logically coherent groupings. Aims 1, 2 and 3 related to Learning and Teaching. Aims 4 and 5 related to Research and Knowledge Exchange. Aims 6 and 7 were grouped together as they related to central services, management and financial sustainability. With the University Court having ultimate responsibility for monitoring the effectiveness of the implementation of the Strategy, five reporting cycles were developed to culminate at each of the five Court meetings in each academic year. The three groupings were each assigned to a reporting cycle to allow an in-depth review of performance for these Aims. Another cycle looked at performance over time and against targets for the quantitative measures. The final cycle presented benchmarking information showing performance against a group of comparator institutions. This approach allowed a multi-dimensional assessment of performance each year,
providing commentary, performance against target, performance over time and performance compared to other institutions. Examples of the data considered in these reports are shown in Annex 14.

49 Each cycle began with the collation of data for the performance indicators. These were then circulated for commentary to the responsible officers. The commentary and data were then collated into a report that went to the Court or Senate Committee with responsibility for those aims. For example, for Aims 1, 2 and 3 the report was given to the Learning and Teaching Committee for a review of performance and inviting comment and approval for the report to progress. After being communicated to the relevant Committee, the report was considered by the University Senior Management Team (SMT). After the SMT’s review of performance and comments, the report was presented to Court for a review of performance, comment and approval. In parallel to this, the minutes of the responsible Committee were reported to Senate or Court with the comments of the relevant Committee on progress. Any feedback from SMT and/or Court was reflected back to the relevant officers, committees and academic leads by the Director of Strategic Planning either to seek further information, clarification or to inform practice.

50 Each of the Colleges and principal SASS Directorates are represented on the SMT. Relevant representatives were charged with the responsibility for disseminating the reports on progress to the relevant operating units. The success of this cascade was variable. Better connection of the operational units with strategic planning and outcomes was identified as an area for improvement for the next strategy period.

51 The University made satisfactory progress towards achieving the aims of the Strategic Framework to 2012. The final report to Court on progress over time and against target indicated that good progress was made over the period, though not all targets were achieved. This is in part due to the fact that several targets were revised upwards in 2008 in response to excellent performance in some areas. This additional challenge drove further improvements, but not all of the restated targets were achieved.

52 For the University Strategy to 2017, (Section 1.4) which covers the planning period from 2012/13 to 2016/17, several changes in approach to strategy implementation were adopted to improve on earlier approaches. First and foremost, the process of consultation to develop the strategy was widened to allow space for all members of staff to comment and have input into the emerging strategy. This fostered a wider sense of ownership of the strategy. To further strengthen ownership, the Senate and Court committees with responsibility for areas of activity led the development and drafting of the strategy sections. Whilst the Director of Strategic Planning supported and advised the committees through this process, the content was suggested and developed by the committees.

53 In addition, the strategy development process led directly to the establishment of two new committees of Senate to take responsibility for the areas of ‘Wider Impact’ and ‘Internationalisation’. These are key themes of the University Strategy to 2017 which had not previously been subject to such oversight. The emphasis on employability and graduate attributes was also increased through the development of a cross-cutting strategy on employability, enterprise and entrepreneurship, with revision of its supporting committee structure to increase its effectiveness. The Employability, Enterprise and Entrepreneurship Committee reports directly to Senate. Each of the enabling strategies and cross-cutting themes that cover the University’s academic activities now has a formal supervisory committee with senior academic leadership.

54 Although this is likely to represent an enhancement in our practices, it is essential that the effectiveness of the University committee structures is kept under review. The PGLA Directorate has oversight of this area.
Student engagement was a key part of the process of development of the University *Strategy to 2017*. At the planning stage, DUSA was asked to identify the best ways to engage students in the process. DUSA opted to have all consultation directed through their executive team, and led the consultation with student representatives on the emerging strategy. DUSA representation on Court, Senate and relevant subcommittees also created space for DUSA to contribute to the strategy development.

Another improvement in the University *Strategy to 2017* is coordination between operational planning at the level of Schools and Directorates and institutional strategic priorities. As outlined above, the linking of performance management processes to operational units (Schools and Directorates) depends on a flow of information to and from the SMT. A new approach to this, using a more coherent operating planning process, was developed so that each School and Directorate must now comment on their progress in achieving the aims of the strategy and outline what actions they are planning to deliver the aims. School operating plans are coordinated by Colleges to ensure coherence in planning at College level. Operating plans are considered by the designated lead for each strategic area to ensure that the aims of each part of the strategy are being addressed. The SMT then makes an overarching evaluation of the operating plans to ensure that School and Directorate plans are delivering the strategic aims of the University, and feedback is given to Schools and Directorates where further developments are required. This has resulted in a more iterative process, and also a more coordinated approach across the piece.

Just as with the *Strategic Framework to 2012*, the University Court has ultimate responsibility for monitoring the effectiveness of implementation of the *Strategy to 2017*, and performance indicators will be considered by Court in a structured way, similar to the reporting cycles developed for the *Strategic Framework to 2012*.

### 2.3.2 Strategic approaches to learning and teaching

A *Learning and Teaching Strategy to 2010* was developed to align with the *Strategic Framework to 2012*. The high-level aims were articulated as follows:

The University’s principal aim in relation to all its taught provision is to realise, within the resources available, the highest quality of learning and teaching possible for its students, and to sustain a high-attaining and successful international student community. This is to be achieved through pursuing several subsidiary aims:

1. To support Colleges and Schools in their review, and where appropriate extension, of undergraduate, postgraduate and CPD programmes, ensuring that these are internationally attractive and competitive, responsive to the needs of business, the professions and the community, are inclusive in their design and delivery, and provided within a supportive, research-active and/or professionally-involved environment.

2. To recruit and sustain a more geographically dispersed and diverse student body, increasing the proportion of international students and other under-represented groups at undergraduate and especially postgraduate level, attracting high-attaining students and maintaining a policy of fair access.

3. To continue to develop a modern infrastructure for learning, making the best use of information technology and providing suitable, accessible and up-to-date teaching and library accommodation, centralising services where necessary to ensure maximum efficiency, equity of provision and sustainable high quality.

4. To enhance the quality of educational provision continuously, through careful monitoring of provision and standards and through the evaluations of students and staff, learning from the
University’s own diversity of approaches to learning, teaching, assessment and curriculum development as well as from good practice in other comparable institutions, and maintaining a culture that values high-quality learning and teaching and equality of opportunity.’

59 The Learning and Teaching Strategy to 2010 contained detailed sub aims and an action plan, with timeframes and responsibilities. Oversight of implementation was through the Colleges and the Learning and Teaching Committee, with Institutional leadership from the Vice-Principal (Educational Development) and support from the Academic Affairs Directorate. Many of the elements within the strategy were achieved, including instigation of a centralised timetabling system, development of annual awards for excellence and innovation in learning and teaching, streamlining the student representation system, development of three-year degree programmes, review and implementation of the assessment policy and the development of library facilities and learning technologies. Other areas proved to be more challenging, including the development of more consistent workload models across Schools, recognising and rewarding staff for excellence in learning and teaching and reaching targets for recruitment of international students. These are areas of continuing development.

60 A key element of the previous Learning and Teaching Strategy to 2010 was the instigation of School Learning and Teaching Development Plans and College Learning and Teaching Strategies, which were designed to pull together quality assurance and enhancement with strategic and operational planning, and to reflect the then new College structure of the University. Whilst this approach was effective during the first stages of its implementation, it became less valid as the University’s approach to operational planning matured. Following consultation with academic staff, support staff and students, the University is set to adopt a revised approach to aligning quality enhancement and assurance with operational planning. This is described in more detail in Section 3.3.4.

61 Most, but not all aspects of the Learning and Teaching Strategy to 2010 were followed through. For example, one area that was not taken forward was a plan to conduct an annual University-wide student evaluation and feedback survey. This was largely as a consequence of joining the National Student Survey (NSS) in 2007. Although the Learning and Teaching Committee played a key role in oversight of implementation of specific areas that had been articulated in the strategy, it did not routinely map progress against the strategy as had been intended. It is recognised that strategies are, by their nature, live and evolving documents, and that formal regular reviews in appropriate fora are desirable. Our future approach will be to ensure that the Learning and Teaching Committee has the formal opportunity to consider progress with the new Learning and Teaching Strategy to 2017 on a regular basis, and contribute to its continuing evolution in response to internal and external influences.

62 Work is currently being undertaken to implement aspects of the new Learning and Teaching Strategy to 2017 described in Section 2.2, and progress is being overseen by the Learning and Teaching Committee. Four key sub aims of the Learning and Teaching Strategy to 2017 have been prioritised in the short term:

1. Widening participation, including approaches to recruitment and retention (sub aim 4.3)
2. Our approach to assessment and feedback (sub aim 2.1)

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3 The Directorate of Academic Affairs is no longer in existence. Its functions have been incorporated into the Directorate of Policy, Governance and Legal Affairs.
3. Enhancement of the student support environment (sub aim 1.5)
4. Recognising and rewarding excellence in learning and teaching (sub aims 3.1 and 3.2).

These will be described in more detail in Sections 4 and 5.

### 2.4 Evaluative summary of the University’s strategic framework

#### Strengths

63 The University has sound, consultative processes for the development of high-level strategies, and aims to achieve engagement at all levels. We place great importance on the involvement of students with strategic developments, and highly value their contributions. In terms of strategy development, we have learned from previous successes and challenges, and have ensured that the ‘lessons’ are applied to future approaches. Our processes for reporting and follow-through of strategies at the top level are robust and improving. Our use of KPIs and benchmarking ensure that mapping progress against strategy is measurable and there are opportunities to analyse, reflect and act upon performance.

#### Areas for development

64 Within the recent strategic planning cycle, measures have been put in place to ensure better connections between high-level strategies and on-the-ground activities at the level of Colleges, Directorates and Schools. We need to ensure that we evaluate the effectiveness of the new approaches, and that quality enhancement is considered as a key part of operational planning.

#### Forward planning

65 In order to ensure that enhancement of the student experience is embedded in almost everything that we do, a cohesive quality enhancement strategy, which will complement the current relevant enabling strategies, is under development. A draft of the strategy will be available to the ELIR team during its visits in the autumn of 2013.
3. Enhancement of the student learning experience

3.1 Composition and key trends in the student population

The student population at the University of Dundee comprises ~ 66% undergraduates, 30% taught postgraduates and 4% research postgraduates. As described in Section 6.2, we routinely benchmark our performance with other institutions, and Figure 6 shows how our student population by level of study compares with the universities that we normally use as reference points.

![2011/12 Student Body Analysed by Level of Study (FPE)](image)

**Figure 6: Analysis of the student population at Dundee and comparator institutions by level of study**
The data are presented as full person equivalents (i.e. total ‘head-count’). Abbreviations: FPE, full person equivalent; RPG, research postgraduate; TPG, taught postgraduate; UG, undergraduate. Data source: heidi.

The data show that, within our comparator group, we have the highest proportion of taught postgraduate students and a relatively low proportion of research postgraduate students. When the data for taught postgraduate students are considered as full-time equivalents (calculated using credits according to HESA guidance) as opposed to full person equivalents, our proportion of taught postgraduate students is low in comparison with our benchmarking group (Figure 7). This reflects our high number of part-time and distance learning postgraduate students.

![% TPG in Student Body in 2011/12](image)

**Figure 7: Analysis of the taught postgraduate student population at Dundee and comparator institutions by full person equivalent and full time equivalent**
Abbreviations: FPE, full person equivalent; FTE, full-time equivalent. Data source: heidi.
Our undergraduate population is predominantly from the UK (Figure 8) and with a significantly higher proportion of female students (approx. 60% of the population) than male students. The postgraduate population is more mixed in terms of nationality and has a more balanced profile.

Figure 8: Analysis of the student population at Dundee and comparator institutions by domicile
Data source: heidi.

Our proportion of disabled students is in line with our comparator group (Figure 9) indicating that we are successful in attracting disabled students to study at the University and encouraging disability disclosure. Our proportion of disabled students has remained similar over the past five years.

Figure 9: Analysis of the student population at Dundee and comparator institutions by percentage of students with a disability
Data source: heidi.

For many years the University has been committed to widening participation so that individuals from non-traditional or disadvantaged backgrounds have meaningful opportunities in higher education. This commitment to widening participation is reflected in our relatively low entry tariffs (Figure 10), as the tariffs published by UCAS do not take into account qualifications such as HNCs or successful completion of summer schools, which provide a significant access route to higher
education for our students. An internally calculated adjustment which excludes these students (Figure 11) shows that our entry tariffs would be closer to the upper end of our comparator group.

Figure 10: Analysis of the undergraduate student population at Dundee and comparator institutions by UCAS entrance tariffs
Data source: The Complete University Guide.

Figure 11: Analysis of UCAS entrance tariffs at Dundee excluding ‘non-tariffable’ qualifications

The signing of the first Outcome Agreement (Annex 15) between the Scottish Funding Council (SFC) and the University during late 2012 highlighted the need for the University to further develop its approach to selecting the best students regardless of background and to further widen participation. The signing of the Outcome Agreement was accompanied by an invitation by the SFC for Universities to bid for additional funding to support government priorities in the areas of widening access, developing articulation with FE Colleges and increasing the number of undergraduates and postgraduates who could support key areas of the Scottish economy. Following a successful bid, the University was awarded an additional 150 widening access places, 50 articulation places and 49 taught postgraduate places for the academic year commencing 2013. A newsletter was produced to ensure robust communication of the initiative to the wider University community, and to highlight progress as well as the challenges.
A critical component of our approach to widening participation, as well as articulation with FE Colleges, is student support and retention. This is described in more detail in Section 3.3.4.

3.2 Supporting equality and diversity in the student population

The University is committed to providing inclusive and equitable learning opportunities for all prospective and current students. This commitment is reflected in relevant policies and guidelines described in the University’s Equality and Diversity website, the Disability Services website, the Quality Assurance Infrastructure and the Admissions and Student Recruitment website. University policy development recognises the responsibilities and requirements described in the Equality Act 2010.

The University supports disabled students through a range of dedicated facilities and services offered by Disability Services (part of the Student Services Directorate), including a regional Access Centre with up-to-date facilities for evaluating and supporting a wide range of student needs, and training on enabling technologies to assist learning. The work of the Access Centre is externally validated by the Scottish Government. An Alternative Formats Service has also recently been established to support staff in the conversion of material into accessible formats for disabled students and to support the development of accessible Microsoft Office templates for teaching and marketing purposes.

Disability Services works closely with staff across the University to ensure reasonable adjustments for disabled students are implemented and to raise awareness of inclusive practice, including through the provision of a range of staff development opportunities.

Evaluation of the effectiveness of these services is undertaken annually with consideration of the feedback received from all stakeholders. Annual reports, summarising Disability Services’ activities, evaluation outcomes and progress against identified priorities, are published on the Disability Services website. Disability Services takes a robust approach to seeking and acting on student feedback. Disability Services has also taken a proactive approach to consultation and engagement with the University’s pilot process for periodic review of the student support environment.

In 2009, the University introduced an online equality and diversity training programme in order to ensure that staff members were appropriately informed about their responsibilities and legal requirements. All members of staff are required to complete the following four modules:

- diversity in the workplace
- disability
- stress in the workplace
- a manager’s guide to stress.

Staff involved with learning and teaching are also required to complete a Diversity in Learning and Teaching module. All new academic staff members are required to complete the online training as a condition of their probation.

Staff participation in the training modules is monitored by our Human Resources Committee and reported to University Court. Approximately 30% of staff have completed the mandatory on-line training, and specific checks (with regard to the quality of the student learning experience) have been introduced as part of our quality assurance processes to address progress in this area. Specifically, our periodic programme review and programme approval procedures require the completion of an inclusive practice checklist to ensure that due consideration has been given to equality and diversity and associated training requirements. In addition, we have recently reviewed
our processes for annual review of taught provision (Annex 16), and revised processes include a requirement to review the take-up of the training modules by teaching staff and, where necessary, report on the development of an action plan to address staff training requirements in equality and diversity. Work is currently underway for the launch of an online equality and diversity module aimed specifically at students. It is anticipated that the module will be available during Semester 1, 2013.

80 A key development in raising awareness of the importance of an inclusive curriculum was the instigation of our annual Honorary Graduates’ Award for Inclusive Practice in 2011/12. The award was developed to recognise and promote the provision of inclusive practice in order to help remove barriers to access for students across the University who are protected by the Equality Act (2010). The Award is open to academic and support staff, and to both individuals and teams, and takes the form of a £1,000 practice development fund. In addition, an Inclusive Practice Showcase has recently been established to publicise examples of efforts aimed at improving inclusion across the University’s activities (including the winners of the Inclusive Practice Award), and to encourage and inspire staff to adopt similar good practice.

81 The University’s response to the Public Sector Equality Duty, including our Mainstreaming Report and Equality Outcome Plan, is available at http://www.dundee.ac.uk/hr/equality/psed/.

3.3 Engaging and supporting students in their learning

82 The University has a strong student-centred approach to learning and teaching. We recognise that an important factor in student engagement is the relationship between those delivering and supporting teaching and the students. High quality academic staff with a strong commitment to teaching are key to an excellent learning experience for students, and we are dedicated to supporting and encouraging staff to provide that experience (see Section 4). The University has an excellent relationship with its student body through DUSA and our student representation system. This is exemplified through our joint statement on student representation, our joint publications (Student Matters and NSS Matters), full student involvement in quality assurance processes and broad student representation on University committees and other decision-making bodies (e.g. appointing committees for key staff such as the Principal, the University Secretary, the Director of Information and Communication Services and the Vice-Principal for Learning and Teaching).

3.3.1 Infrastructure to support students in their learning

Library and Learning Centre

83 A high-quality library and learning infrastructure is a key priority for the University. The LLC encompasses library facilities (including physical and digital resources for learning and research), the on-line learning environment and educational development to support enhancement in learning and teaching.

84 The University currently operates six library sites: a Main Library at the heart of the University campus; the Matthew Building Library (the School of Duncan of Jordanstone College of Art and Design, also located within the city campus environment); the Medical School Library at the Ninewells Campus; a Nursing School Library at the Kirkcaldy (Fife) campus; and two further facilities at NHS hospitals in Perth and Stracathro. These libraries are available to all students and staff. The University supports separate physical library sites in recognition of the importance of convenient environments for study and access to resources which are close to students’ teaching environments and where they live.
The libraries form some of the busiest parts of the campus, with combined visits frequently exceeding 7,000 ‘footfalls’ per day. Open from 7:30 a.m. to 2:30 a.m., the Main Library is divided into nine zones and includes a number of study areas that are bookable by students. Developments in the libraries (including opening hours) have been robustly informed by feedback from and consultation with students.

The provision of resources for learning and research is a key function of the LLC. The resource budget represents an annual spend of £2.5M, and encompasses journals, databases, books, multimedia and software provision. Most of this resource spend is digital in format, and student activity with laptops, tablets and fixed PCs illustrates this dependency. The University is a leading partner of the Scottish Higher Education Digital Library (SHEDL) consortium for the efficient and shared acquisition of Library resources across Scotland. While we are investing heavily in digital materials, the value of physical stocks are recognised, supported and continue to grow.

The Main Library offers first-class facilities for students, including comfortable, informal networking and learning spaces, Wi-Fi access, power socket provision at all desks and both silent and collaborative study places. Comparable facilities are provided at the other library sites where possible (within physical and resource constraints). Recent developments in the Medical School Library to achieve this aim are described below.

Student satisfaction with their library facilities is high, as judged by our 2012 NSS scores in this area (the full University NSS report is part of the Advance Information Set, and the summary report that was submitted to Court is provided in Annex 17). For question 16 of the NSS, 89% of students definitely agreed or mostly agreed with the statement ‘the library resources and services are good enough for my needs’. The top quartile average was 86% and the Scottish average was 84%.

LLC Liaison staff play an important role in information literacy tuition throughout the Schools of the University, and in most Schools these activities are embedded in assessed activities within the curriculum. Instruction in the use of advanced literature searches, systematic literature searches and reference management is provided by the LLC, as well as discipline specific skills such as the use of advanced databases and information sources.

LLC activities that support academic staff development and quality enhancement and assurance of teaching programmes are provided in more detail in Section 4.

The LLC supports a sophisticated set of online learning software that includes My Dundee, online assessment tools (e.g. Questionmark Perception and ExamOnline), and a range of collaboration and documentation systems. The online learning environment is available for all students and includes support for a range of broader community activities such as student societies, clubs and for student representation and engagement activities (including support to engage with the National Student Survey). The University supports student mobile device access to the My Dundee environment via Blackboard Mobile Learn and for the last two years this has provided comprehensive support for the delivery of course materials to Android and iOS devices.

Further enhancements to our online learning and teaching systems are underway at present, and include the deployment of the Turnitin academic integrity system and consideration of the Talis Aspire reading list management system. At the time of writing the RA, consideration is being given to development of a University-wide policy on our approach to reading lists. A Reading Lists Working Group, led by PGLA, comprising DUSA representatives, academic staff and library staff will
review current practices, and make recommendations to the Quality Forum and the Learning and Teaching Committee.

93 Research students are supported through the LLC in their requirements for access to high quality discipline-specific literature, and for publication and data management services. Increasingly, students and staff seek to publish the results of their research in open access formats, and the LLC has a team which supports the operation of the University repository for green open access publishing, and can facilitate the services and payments required to achieve gold open access publishing. The LLC oversees the management of research degree thesis deposits and publication, as well as the institutional funds that support open access publishing.

94 Following the successful development of the central, physical hub for the LLC on the city campus during 2008, there have been two further major enhancement-focused initiatives. The development of first-class library facilities at Ninewells as part of the new build/refurbishment of the Medical School (see the Estates developments described below) was undertaken following effective consultation and input from students. The Medical School Library now has modern facilities that ensure that students have access to both physical and electronic resources. High capacity Wi-Fi, and power sockets at every study desk, are now embedded within the new library environment. At the time of writing the RA, a significant refurbishment development of the main library on the city campus is ongoing. There was an inclusive approach to the developments, taking on board the views of students and staff. The work is being undertaken in phases and involves the relocation of the Law Library to the Main Library, renovation of the ground floor of the main library to include an additional 350 study places and the development of a new ‘variable’ study zone to allow library zones to be changed to match student demands for collaborative and silent study modes at different times of the year. High specification student study rooms are also being created on the ground floor and in the new Law Library.

Campus Services

95 The focus of our Estate Strategy to 2017 (Annex 6) is to maintain a world-class physical environment for the benefit of students, staff and visitors. Following a substantial investment in recent years in new and refurbished buildings, the strategy for the next few years is to ensure that our buildings and open spaces are seen as a major factor in the enhancement of the student experience. The quality of teaching rooms, for example, is a key element of this experience, and so facilities such as cleaning and janitorial/security services are being given high priority. The external environment is also seen as important to the student perception, and so great attention is paid to grounds maintenance, car parks and footpaths.

96 The University is committed to an ongoing programme of accessibility improvements to its estate. In recent years this has included the provision of pager systems for people with hearing difficulties in key teaching and public access buildings and increased provision of push pad door openings. We also plan to increase the number of wheelchair accessible rooms in our student residences by 2013/14. Further details of our physical access improvements and the work of our Campus Accessibility Group are available from http://www.dundee.ac.uk/estates/facilities/dda. The University’s entry on the national access register, DisabledGo (launched in 2010 and updated annually), also provides detailed information on the accessibility of each of the University’s buildings.

97 There are several substantial estate projects at the University of Dundee that have either recently been completed or are ongoing, including upgrading the environment and accessibility of the
buildings that house teaching for Architecture (School of the Environment) and Art and Design (School of Duncan of Jordanstone College of Art and Design). Two recent high-profile estate developments that relate to enhancement of the student experience are described below.

1. Refurbishment of the Medical School facilities at the Ninewells Campus. Much of the learning and teaching for medical students is delivered on-site at Ninewells Hospital (and other connected, specific clinical locations) where the University teaching staff and students are co-located with the clinical environment. The School of Medicine has recently remodelled its physical environment for the delivery of Library and IT support to medical students at the Ninewells Campus through a substantive programme of new build and refurbishment works. Workshops and meetings were held with student representatives at the design stage to incorporate their input in the early design, and the involvement of students occurred during the construction process via participation in promotional days and the 'Considerate Constructor' scheme under a Building Research Establishment Environmental Assessment Method (BREEAM) scheme. In addition, medical student representatives gave talks to construction personnel on manual handling, asbestos removal, back pain and other work-related issues so that the interaction was a two-way process. The teaching of Medicine at the University of Dundee is characterised by high levels of teaching in small groups (as attested by the fact that Dundee was ranked as having the highest level of contact time and small-group teaching in the recent WHICH survey). The refurbishment work has provided enhanced small group teaching facilities, and further work is planned to bring innovative small group teaching seating clusters within a traditional lecture theatre setting. The teaching facilities will be developed so that they can accommodate mixed-mode operation from large groups to small groups within a session, with technology backup to serve both sizes of groups.

2. Development of a mortuary for new advances in anatomical instruction. The Centre for Anatomy and Human Identification has recently transformed its approach to anatomy teaching and research through the development of the Thiel embalming methodology. This led to the development of a new mortuary facility which opened in autumn 2012. The Thiel technique provides students with the opportunity to experience learning in the field of anatomy using life-like cadavers, which is of particular benefit not only for the study of anatomy, but also for the training of dentists and surgeons.

98 Whilst these developments demonstrate our commitment to continuous improvement of our estate as part of enhancement of the student experience, we recognise that there are areas that present challenges. In particular, it is recognised that parts of our Kirkcaldy campus still require attention. The Kirkcaldy campus was highlighted as an area for development from our previous ELIR. Although progress here has been slower than we would have liked, principally due to resource constraints, recent and ongoing refurbishment works have resulted in significant improvements.

Information and Communication Services

99 The Directorate of Information and Communication Services (ICS) provides IT accounts for students and access to University of Dundee email accounts. It has oversight of network security, and provides support for students to access University IT facilities remotely. ICS is also responsible for maintenance of the IT suites in the libraries and supporting the standard operating environment (which includes most of the commonly-used software within the University) for shared PCs for students or the managed desktop for PCs for staff within their Schools or Directorates.

100 Students have access to reliable, high speed internet connections, access to their University email accounts through the web, learning and teaching areas equipped with wireless network access
and widely available PCs in convenient locations. With regard to email accounts, the University switched from its Groupwise system to a Microsoft cloud-based email service, dmail, early in 2012. Staff and students now have 25 GB of mail storage and ‘anywhere’ web access to email and calendars.

101 There is high student satisfaction with the IT facilities at Dundee as considered by our 2012 NSS scores in this area (Annex 17). For question 17 of the NSS, 91% of students definitely agreed or mostly agreed with the statement ‘I have been able to access general IT resources when I needed to’. The top quartile average was 87% and the Scottish average was 86%. Our score in this area has been consistently high since 2007, ranging between 89% and 92%.

102 The ICS Directorate is responsible for the provision of IT support for disabled students in liaison with Disability Services. This support is coordinated by the University’s IT Disability Support Specialist who also works closely with the LLC. The IT Disability Support Specialist provides advice and guidance to the University to ensure equal access to communication and information technology facilities. Duties include evaluation of IT systems to ensure legal compliance, assistive technology training and IT exam support for disabled students. The ICS Directorate also provides support for staff to ensure that all of our webpages are as accessible as possible through the University’s Web Accessibility Service.

103 A new Chief Technology Officer, who is also the Director of ICS, was appointed at the end of May 2013, and he is in the process of reviewing strategic priorities and the roles and responsibilities of the Directorate.

3.3.2 College- and School-led activities to engage and support students in their learning

104 As described above, one of the most important factors in student engagement and support of their learning is the direct relationship between those delivering and supporting teaching and the students. At the level of the Colleges and Schools, there are a range of activities in place to enhance student engagement and support their learning. These include:

- student-staff liaison committees
- the use of informal learning spaces
- module journals and blogs
- discipline- or School-specific societies
- attendance monitoring schemes (and proactive support for students at risk of disengaging with their learning).

105 Students have advisors of studies within their Schools. Advisors of studies assist students in their academic decisions (e.g. module choices, degree pathways, progression). Each School also has a Disability Support Officer whose role is to liaise with Disability Services and provide programme-specific advice to students who have disclosed a disability. All Schools have a designated Library Liaison Officer.

106 Student feedback is an important instrument to inform Schools and programme teams on the development of practices to support and engage students in their learning. The operational approaches taken by Schools to gathering and responding to feedback are tailored to meet the requirements of Schools and programmes, and student feedback is an area that the Schools and the University take very seriously. There is a requirement for formal reflection on student feedback as part of annual reviewing of taught provision, and Schools are also proactive in developing
mechanisms to close the feedback loop. We do not have a University-wide template that is used for gathering feedback, and whilst this allows Schools to design their approaches to obtaining feedback to suit their modules and programmes, it means that this feedback is mainly constrained to local use. The University is considering whether to take a more structured approach to gathering student feedback and the Life Sciences School of Learning and Teaching is currently piloting the use of Evasys software with a view to wider roll-out if successful. The School submitted a report to the Learning and Teaching Committee on progress in May 2012.

107 The NSS is an important mechanism to inform Schools about the satisfaction of their students, and Schools make a public response, which is posted on the Quality Framework website, to the survey results every year. Some Schools have developed a partnership approach to analyse the NSS results and consider ways to improve satisfaction. For example, the School of Duncan of Jordanstone College of Art and Design held a student-staff workshop during the autumn of 2012, which was a useful activity to engage both staff and students. The University also participates in the International Student Barometer, and the Higher Education Academy (HEA) Postgraduate Research Experience Survey (PRES) and Postgraduate Taught Experience Survey (PTES), which are all important tools for Schools, Colleges and Directorates to gauge student satisfaction and respond to any areas of concern.

108 Figure 12 shows that our overall undergraduate student satisfaction in 2012 was at its highest level for 5 years (NSS question 22, ‘Overall, I am satisfied with the quality of the course’), and our score matched the top performers in our comparator group4. The annual report (2012) provided by ASRS on the International Student Barometer is provided as part of the Advance Information Set, and shows high levels of satisfaction from our international student body. At the time of drafting the RA, the results from the 2013 PRES and PTES have not been subject to analysis by the Institution (they were published during June 2013), but the previous reports from 2011 (which can be accessed from the Registry website) show that most postgraduate students are generally satisfied with their experience at Dundee, and that our satisfaction scores align with national averages. The 2013 PRES and PTES results will be available to the ELIR team during their visit in the autumn of 2013.

109 Appropriate induction and orientation for students within their Schools is an important mechanism to engage students from the outset, and examples of local induction programmes are shown in Annex 18. The activities at School-level complement the University Welcome Week described in Section 3.3.4.

110 Schools have different mechanisms in place to provide local pastoral support and we do not currently have University-wide guidance for such support at the level of Schools/disciplines (e.g. for a personal tutor scheme). Feedback from the SRC suggests that the approach to local pastoral support is variable, and this is an area for review that DUSA plans to lead on, in collaboration and with the support of the University, during 2013/14. The work will be part of the development of our new retention strategy and commitment to widening participation, and will be informed by effective practices in our Schools as well as the approaches taken by other Universities.

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4 The complete set of NSS results for 2013, which includes data from comparator institutions, was not available to make comment on within the RA at the time of going to print.
3.3.3 DUSA-led activities to engage and support students in their learning

111 DUSA is frequently ranked as the best students’ association in Scotland by a number of external sources including ranking bodies such as the Times Higher Education, and has featured in the top five student unions in the UK since 2010. Student satisfaction with DUSA is high, as judged by our 2012 NSS score in this area (Annex 17), where 82% of students definitely or mostly agreed with the statement ‘I am satisfied with the Students’ Union (Association or Guild) at my institution’. This compares with the sector average score of 66% and the top quartile average score of 71%.

112 DUSA plays an important role in student engagement through its oversight of the SRC, which includes all of the School Presidents, and also plays a role in supporting students in their learning through engagement with the University Quality Forum, the Learning and Teaching Committee (and its subcommittees), the Research Degrees Subcommittee of the Research Committee and Senate. Students are represented on the University Court by the DUSA President as well as an independent student member. The independent student member is elected by the student body as part of the elections run by DUSA but is not part of the DUSA executive team (the ‘DUSA Executive’, which comprises four sabbatical and three non-sabbatical officers as described in Section 1.3).

113 DUSA is responsible for organising the election and training of all student representatives with support from University staff. Formal training of student representatives utilises sparqs training officers in addition to DUSA and University staff. The seven-member DUSA Executive sits at the head of a ‘pyramid’ representation structure which has been designed to ensure that student representatives are involved at every level of decision making within the University (Figure 3). The structure also ensures that issues are dealt with at the appropriate level within the Institution’s hierarchy. For example, matters concerning a specific module can be addressed by class representatives directly with the module leader (with involvement of School Presidents where appropriate) without the need to escalate local issues. On the other hand, where an issue is of relevance to the entire student community it can be reported through the representation structure to the SRC and ultimately the DUSA Executive for consideration and action through formal (through the University committee structures) or informal mechanisms (through communication from the...
President or Deputy President with the Principal, the University Secretary, the Vice-Principal for Learning and Teaching or directors/leaders within relevant areas of the PGLA, LLC and Student Services or other Directorates).

114 In the academic year 2009/10 the SRC was reconstituted and its membership was enlarged. This change enabled the creation of dedicated representative roles with remits that include consideration of matters relating to learning and teaching as well as services and facilities. The elected SRC representatives with responsibilities for these areas hold regular meetings with all School Presidents to consider developments within their portfolio and report back to the SRC on any matters of note.

Our student representative structure has served the University well since its introduction in 2009. Over the past four years the DUSA Executive has undertaken a number of projects in response to student feedback to improve the overall learning experience. During 2010/11 the DUSA Executive launched the ‘Review Your Uni’ survey which received over 1400 responses from all sections of the student body. The aim of this survey was to allow all students the opportunity to assess their learning experience in a similar manner to that afforded to final year students in the National Student Survey. The impressive response rate allowed DUSA to identify areas for improvement, which were communicated to the University. The most notable outcome of the 2010/11 survey was an extension to the Library opening hours. More recently the DUSA Executive and SRC have led on projects which, for example, have resulted in Wi-Fi internet access at all of the University residences at the City Campus and earlier publication dates for the examination timetable. DUSA also plays a key role in encouraging participation from final year students in the NSS.

116 The DUSA Executive has recently launched a review of the entire student representation structure to ensure that the system meets student and staff expectations. The review is being conducted in two stages. The first stage of the review was initiated in December 2012 and considered the role of the School Presidents. As a result of this process the decision was taken to elect School Presidents in September each academic year (rather than in March at the same time as the elections for the DUSA Executive). This change was instigated so that the election for the entire SRC would happen at the same time, giving cohesion to the process. Also, this now gives first year students the opportunity to vote for their School President. Concern has been raised by some Schools about the change in arrangements, as it means starting Semester 1 without a School President in position from the outset. It is planned that the success of the changed arrangements will be reviewed during Semester 1, 2013.

117 The second stage of the review, to be conducted during 2013/14, will consider the effectiveness of the class representative framework as well as the connectivity between each of the elements of our representation structure. The second part of the review will also consider whether the election of a College President would be appropriate.

118 In order to further develop our approach to student engagement, DUSA and the University are currently considering the development of a Student Partnership Agreement. After initial hesitation on behalf of DUSA concerning the purpose and value of ‘partnership agreements’, work is now underway to create an overarching statement of principles to guide student engagement at Dundee. It is also intended that the resulting partnership agreement will be a ‘living’ document containing priorities that are agreed on an annual basis and which align with the DUSA manifesto. The work will review our Student Code of Conduct that our students sign up to on matriculation (Annex 19), our Joint Statement on Student Representation and our outdated Student Charter, and will renew the University’s commitment to high level and meaningful engagement with our students.
In addition to being the cornerstone of our student representation structure at Dundee, DUSA also supports students in their learning experience by assisting individuals during times of challenge. The President and Deputy President of DUSA each have important responsibilities within the University’s academic appeals and complaints framework. The Deputy President assists and guides students through the various stages of lodging academic appeals. This support role may take the form of helping to draft letters of appeal, explaining procedures or undertaking to represent students at disciplinary hearings. The President of DUSA is an ex officio member of the Senate Termination of Studies Committee, and is also a full member of committees such as the Undergraduate Appeals Committee, the Academic Dishonesty and Plagiarism Committee and the Monitoring and Advisory Group on Appeals, Complaints and Discipline Procedures.

During 2012/13 DUSA worked with the University to develop plans to co-locate a number of the University’s advice and support units to vacant space within the main Student Union building. It is anticipated that the proposed new student support hub will significantly improve recognition of the University’s support structures and ensure closer alignment between the various support units, thus having a positive impact on the student experience. This new development will be informed by our recent periodic review of the student support environment described below in Section 3.3.4.

The DUSA Executive has also played key leadership roles in projects designed to support student learning opportunities. An example is the DUSA-led project on assessment and feedback (Annex 20) outlined in Section 3.3.4 below and described in more detail as part of our case study on assessment and feedback (Case study 1, provided in the Appendix).

3.3.4 University-level activities and arrangements to engage and support students in their learning

At the University level, there are a range of specific services, activities and initiatives that support students in their learning and welfare, as well as promote engagement.

Pre-entry preparation

Applicants to the University of Dundee are given access to My Dundee, the University email system and our Student Management System through eVision. Access to My Dundee provides applicants with information about their degree programme, the School and the University as well as providing an opportunity to familiarise themselves with electronic communication mechanisms and learning support at the University. Admissions and Student Recruitment Services (ASRS), within Student Services, also provide applicants with the opportunity to engage in web chats (http://www.dundee.ac.uk/admissions/webchats/) which provide informal fora for students to ask questions of Schools or ASRS. Transcripts of the chats are often available for International students.

Of particular importance in supporting students for entry to University are our Discover Learning at Dundee Online Access Programme and DUAL Summer School. Whilst the former enables learners from across the globe to prepare and qualify for undergraduate study, the latter – running in 2013 for the 21st time – has helped prepare and qualify over 1,500 entrants to date. In 2013, the DUAL Summer School is being used to support the commitments made in our Outcome Agreement with the SFC. Over 600 candidates were invited to take part in Summer School 2013, which is a 15-fold expansion on previous activity. Whilst a short (6-week) course cannot compensate for a lifetime of adversity and disadvantage, tracking has shown strong levels of progression for past cohorts. For the Class of 2008, 60% of those who graduated from this cohort four years later earned an upper-second or first class honours degree. Several candidates from earlier cohorts who have gone on to successful degree-level study now have careers in secondary, further or higher education.
Welcoming students to the University of Dundee

The University runs a ‘Welcome Week’ to complement the traditional Freshers’ Week organised by DUSA. The Welcome Week takes place in September and January, and is specifically designed to induct students into university life at Dundee. It provides a range of social events and information, as well as study skills support. It is aimed at all entrant students, not just undergraduates.

Study skills support

We have an Academic Skills Centre (ASC, previously known as the Academic Achievement Teaching Unit) to support students at all stages in their academic journey to achieve academic success. The centre works in close collaboration with the Schools of the University and takes both responsive and strategic approaches in order to support individual student requirements and the needs of student cohorts. The ASC offers one-to-one sessions with individual students who require support, specific induction and support programmes for cohorts, and a Personal Academic Student Skills Module (a 20-credit module that can be taken as part of certain programmes at Scottish Higher Education (SHE) level 1). The ASC also contributes bespoke lectures within the curriculum of specific degree programmes alongside academic colleagues. In addition, the ASC works closely with the LLC to provide a number of academic skills online resources for students. These include ‘Write Attributes’ (available to students through My Dundee) and advance@dundee. These resources have been in place for a number of years and are currently being updated. Support for students with resits is provided through our Preparatory Resit Exam Programme (PREP). PREP provides students with a series of supportive tutorials and workshops in the summer during the lead-up to the resit diet, and helps with planning, peer support, progress monitoring, providing a positive learning experience, exam tactics, stress alleviation and study skills.

Since the last ELIR report, the ASC has incorporated English Language Teaching (ELT) for students who enter the University with English as a second or other language. ELT provides a number of pre-sessional courses for those applying to Dundee wishing to study at both undergraduate and postgraduate levels, as well as a range of in-sessional programmes for students who have been admitted to degree programmes and who need to continue to improve their language skills. In the past year the ELT team has also introduced one-to-one language support sessions for those students in particular need of confidence building and individual advice.

The ASC, in conjunction with partners such as the Counselling Service, also offers workshops open to any student or staff member on topics such as time-management and procrastination. These have proved useful and regularly attract 15+ students.

Further detail on the activities of ASC is provided in a report made to the Learning and Teaching Committee (May 2013) which is provided as Annex 21.

Student retention

The University developed a five-year strategy for student retention in 2007 in order to improve retention and completion rates through proactive intervention. The strategy resulted in the development of several valuable initiatives delivered and supported by the ASC (described above), including an online induction programme and the preparation for resits programme. The Welcome Week was also instigated as part of the initiative to improve retention.

We are above the sector average for retention in the overall Scottish student entrant population and the MD20% group, but despite our proactive efforts to continually improve retention, we have seen a small decline since 2008/09. Retention is a key consideration in our Outcome Agreement with the SFC (described in Section 3.1 and detailed in Annex 15), and to ensure that the University takes an effective approach to student retention, we will build on our previous work in collaboration
with student representatives to develop a new operational plan to improve performance in this area. Figure 13 shows that our projected completion rates, as published by HESA, are lower than some of the universities in our bench-marking group.

132 During 2013/14 we will establish a Student Support & Retention Forum which will comprise representatives from the Colleges, relevant SASS Directorates and DUSA and will report to the Learning and Teaching Committee on the implementation of this aspect of our Learning and Teaching Strategy to 2017. The Forum will be responsible for:

1. Developing and implementing a student retention strategy for 2013-2017
2. Evaluating the impact of current student support initiatives on student retention and the overall student experience
3. Ensuring the University has in place support for students from looked-after backgrounds
4. Providing leadership, profiling and support in the area of student retention
5. Disseminating good practice in the area of student support and retention.

Figure 13: HESA projected completion rates at Dundee and comparator institutions
Data source: heidi.

Personal development planning

133 All students are encouraged to engage with personal development planning through our My PDP resource (see Section 3.4).

The Library and Learning Centre

134 As described in Section 3.3.1, the LLC provides a range of student learning support facilities, both through first-class physical learning hub structures and robust e-learning support systems.

Student Services

135 Our Student Services Directorate (Figure 14), which includes ASRS, ASC and Disability Services described above, also comprises units which provide a range of advisory and pastoral support services including careers, health and wellbeing, international advice, peer connections, nursery, a ‘nightline’ support service, accommodation, student advice, student funding, a student support worker and a pastoral support officer.
The Institute of Sport and Exercise

136 The Institute of Sport and Exercise (ISE) provides first-class facilities for students and staff to engage in exercise, fitness training and sport. It also makes a significant contribution to the University’s BSc in Sports Biomedicine, working in close collaboration with the College of Life Sciences.

The Chaplaincy

137 The Chaplaincy, which forms part of the Principal’s Office, provides a multi-cultural and supportive environment for various religious faith groups as well for students with no religious beliefs. Its services and resources are available to all students and staff.

The Early Dispute Resolution (edr) Service

138 The edr initiative, led by the Director of Legal Services within the PGLA Directorate (Figure 4), is an in-house operation to assist staff and students in anticipating, avoiding, preventing and resolving disputes. It provides a mediation service that is available to students and staff. The edr service works in close consultation with DUSA and Student Services.

The Quality Framework

139 A critical component of our approach to enhancement of the student experience is our Quality Framework, where initiatives, policies and quality assurance procedures are developed to support enhancement through the Directorate of PGLA and the LLC (Educational Development). Oversight of quality enhancement is through the University Quality Forum, which is an advisory group to the Learning and Teaching Committee on quality assurance and enhancement matters, including, but not limited to, the following:

- review and development of policies and processes underpinning the quality framework to ensure best practice and compliance with QAA principles and SFC requirements
- development of quality assurance processes to stimulate enhancement
alignment of quality assurance and quality enhancement practices with institutional strategies

institutional oversight of annual monitoring of taught provision

institutional oversight of periodic reviews

responses to student feedback, and development of evaluation practices

student engagement and representation

an inclusive curriculum

local and national quality enhancement initiatives

sharing of best practice between Colleges, Directorates and Schools

ELIR (follow up on recommendations and preparation for the next ELIR)

overview and check on the quality assurance and enhancement aspects of the University strategy.

The Quality Forum was instigated in September 2012, following restructuring of the subcommittees of the Learning and Teaching Committee and Senate. The Forum was initially set up with a purpose to enhance learning and teaching at Dundee through leading forward on both short-term priorities (such as preparation for ELIR) and longer-term strategic initiatives to ensure a quality culture for all aspects of the student experience at the University. The Forum’s purpose, remit and composition (Annex 12) will be reviewed as part of the development of our overarching quality enhancement strategy.

In addition to acting as the Working Group to take forward preparations for ELIR, the Forum has been involved in three key projects that are aligned with the priorities of the Learning and Teaching Strategy and that focus on enhancement of the student learning experience. These are outlined below:

1. Review of the student support environment

Our previous approach to incorporating the role of non-academic student support into our approach to quality enhancement was to include input from support units into our periodic programme review processes. Following informal consultation with DUSA, University Directorates and the Quality Forum, it was recognised that the University should take a more cohesive approach to review of the student support environment through a formal periodic review process involving Student Services, the LLC, ICS and Campus Services. Through discussions with DUSA, the appropriate Directorates (and relevant subunits), the University Secretary, the Director of PGLA and the Quality Forum, a pilot process for the periodic review of the student support environment was developed (Annex 22). The first review event took place in June 2013, and details of the outcomes (including the formal report and resulting action plan) should be available to the ELIR team during their visits in the autumn of 2013.

2. Approach to assessment and feedback

Our Learning and Teaching Strategy to 2017 details the need to ‘enhance our learning and teaching approaches and practices through rigorous and appropriate assessment and feedback systems, recognising that these areas are the most likely to make a significant difference to the success of our graduates and to their satisfaction with the student experience’. Furthermore, student feedback (through the NSS) on our approach to assessment and feedback suggests that this is an area for improvement (see the Advance Information Set, which includes our full report on the NSS results for 2012, and Annex 17). In order to address the NSS student feedback and take forward this strategic priority, two complementary projects were taken forward during 2012/13.
The first project was participation in the HEA Assessment and Feedback Change Programme in an evaluation of the Transforming the Experiences of Students Through Assessment (TESTA) methodology. The outcomes highlighted the value of the TESTA approach and wider adoption of the methodology as a pre-periodic programme review activity was strongly supported by the Learning and Teaching Committee, along with a recommendation to the Senior Management Team of the University that an appropriate staff resource should be available to support the project. In recognition of the importance of this area in quality enhancement, the University has recently appointed a quality enhancement officer (from 1 August 2013), whose role includes support for TESTA.

The second approach was a DUSA-led project on analysis of student views on assessment and feedback at the University of Dundee (Annex 20). The project was carried out in close collaboration with (and support from) PGLA and the LLC (Educational Development). A triangulated approach was taken where NSS scores, open comments from the NSS and the outcomes of focus group interviews with students were examined together to identify common themes where improvements could be made. The report contained several recommendations, including changes in the approach to our annual module and programme review processes (see below), which are being taken forward by the Quality Forum in its capacity as an advisory body to the Learning and Teaching Committee.

These complementary approaches described above are the subject of our first case study on the University’s approach to enhancement in the area of assessment and feedback, and are described in more detail therein (Appendix).

3. Review and revision of annual monitoring of taught provision

As part of the development of the University Vision and Strategy to 2017, a review was undertaken during 2010/11 of the University’s approach to the operation of Schools, Colleges and Directorates. These units are now required to produce detailed rolling three-year operational plans which are reviewed annually. The operational plans include learning and teaching plans, and it was recognised that these partially duplicate an (as then) existing requirement for Schools and Colleges to produce annual updates to Learning and Teaching Development Plans and Strategies. Our previous approach had been to combine School-level reflection and operational planning on learning and teaching within specific School Learning and Teaching Development plans that fed into College Learning and Teaching Strategies (see Section 2.3). In consideration of the effectiveness of Institutional oversight of annual monitoring of taught provision, and with the introduction of operational plans, the methodology for annual review of learning and teaching was reviewed and revised during early 2013. The re-developed process involves the production of annual learning and teaching enhancement reports by Schools instead of the learning and teaching development plans. These enhancement reports will feed into School and College operational plans to ensure that operational and strategic planning take full account of enhancement in learning and teaching.

As part of the revision to our annual monitoring and reporting processes, we took the opportunity to ensure a more enhancement-focused approach to annual reviewing, and make more explicit reference to assessment and feedback as a critical part of annual review. Our revised approach to annual monitoring was developed through extensive consultation with students, academic staff and School secretaries, and the new procedures are shown in Annex 16.

The Research Degrees Subcommittee

The Research Degrees Subcommittee was instigated in 2012/13 following a review of the Senate committees and subcommittees. Prior to this, we had piloted the concept of a single Postgraduate
Affairs Subcommittee to have oversight of both postgraduate taught and research degrees. It was subsequently recognised that, as the focus for each of the two areas is very different, the Postgraduate Affairs Subcommittee was having a limited impact in either area. There are now two separate committees for research degrees and taught postgraduate programmes.

150 The remit of the Research Degrees Subcommittee encompasses quality assurance and enhancement and is as follows:

- to provide institutional leadership and promote best practice on all matters relating to research degrees and research students
- to consider strategic issues in relation to research degrees and students
- to provide a forum for the discussion of external policy issues relating to research degrees and students, for instance from the Research Councils or other funding bodies
- to oversee generic degree regulations for all research degrees
- to oversee programme approval mechanisms for new research degrees
- to oversee the content and implementation of the Code of Practice for Supervised Postgraduate Research, including determining institutional mechanisms for monitoring student progression on research degrees
- to oversee quality assurance arrangements for research degrees including the periodic review of research programmes in individual Schools and/or Colleges
- to ensure the appropriate training and development of research supervisors.

151 A current priority for the subcommittee is review and revision of our Code of Practice for Supervised Postgraduate Research. This is ongoing at the time of drafting the RA and the revised code will be available to the ELIR team during their visit in autumn 2013.

152 The subcommittee reports to the Research Committee and also to the Learning and Teaching Committee, which has responsibility for quality assurance.

The Postgraduate Taught Degrees Subcommittee

153 Oversight of quality enhancement and assurance for all taught programmes is provided by the Learning and Teaching Committee with advice from the Quality Forum. It is, however, recognised that undergraduate programmes tend to dominate the enhancement agenda, and the Postgraduate Taught Degrees Subcommittee is the ‘champion’ for specific issues that relate to postgraduate programmes. It contributes to enhancement of the taught postgraduate student experience by ensuring that appropriate consideration is given to this group of students. The remit of the subcommittee is as follows:

- to provide institutional leadership on generic issues relating to taught postgraduate programmes and their articulation with undergraduate and research programmes
- to consider strategic issues in relation to taught postgraduate programmes, including business planning and sustainability
- to oversee generic regulations for taught postgraduate programmes
- to consider external policy issues relating to all taught postgraduate provision
- to oversee generic policies relating to taught postgraduate students
• to oversee the content and implementation of the Code of Practice for Taught Postgraduate Programmes
• to provide a forum for the dissemination of best practice in taught postgraduate provision.

The subcommittee reports to the Learning and Teaching Committee.

**The e-Learning Subcommittee**

154 The **e-Learning Subcommittee** plays a key role in leading initiatives to enhance the student learning experience through developments in electronic learning resources. One of our biggest challenges for enhancement of student engagement and representation is within the area of distance or flexible learning programmes. Schools have several effective practices in place to support distance learners and encourage engagement (exemplified by one of the learning and teaching award winners shown in Annex 23). The e-Learning Subcommittee, whilst having oversight of e-learning for both face-to-face teaching and distance learning, is the focal point for enhancement of the learning experience of off-campus learners. It subsumed the activities of our previous Distance Learning Forum, which was disbanded following a review of Senate committees and subcommittees in 2011.

155 The remit of the subcommittee is as follows:

• advise the University on the pedagogical and functional aspects of the effective delivery of e-learning and distance learning
• consider the financial, legal, technical and security aspects of the delivery of e-learning and distance learning
• contribute to the monitoring of future developments in e-learning and distance learning and to consider their impact on the University.

The subcommittee reports to the Learning and Teaching Committee.

156 The recently-appointed Vice-Principal for Learning and Teaching is planning to review the remit and membership of the e-Learning Subcommittee to ensure that there is sufficient focus on enhancement of the experience of distance learners.

3.4 Approaches to promoting the development of graduate attributes including employability

157 Figure 15 shows that the percentage of our graduates in employment or further study has declined over the past 5 years. Although a general decline can also be seen across the comparator group, probably as a consequence of the economic downturn, Dundee is at the low end of the spectrum. The percentage of graduates in graduate-level employment is shown in Figure 16, where a similar trend can be seen, although the University outperforms both the UK and Scottish averages for this measure.
Figure 15: The percentage of graduates from Dundee and comparator institutions in employment or further study
Data source: heidi.

Figure 16: The percentage of graduates from Dundee and comparator institutions in graduate-level employment
Data source: heidi.

The University is taking deliberate steps to address performance in this area. Specifically, the University Strategy to 2017 includes employability, enterprise and entrepreneurship as a cross-cutting enabling strategy (Annex 5), and the Learning and Teaching Strategy to 2017 details the importance of embedding graduate attributes into curricula (Annex 2). The Employability, Enterprise and Entrepreneurship Committee, which reports to Senate, is responsible for taking forward the Employability, Enterprise and Entrepreneurship Strategy to 2017.
The previous Employability Strategy (2009-2012) recognised the importance of graduate skills and employability, and there are several important initiatives that are currently in place. These include:

**Credit-bearing modules that focus on careers and employability**

The Careers Service offers five undergraduate and two postgraduate credit-bearing modules. The Career Planning Module, the Career Planning Module Online and the Internship Module are open to students from the College of Arts & Social Sciences, the College of Art, Science & Engineering and the College of Life Sciences (where degree pathways allow). The Career Planning Modules help students understand themselves, explore options after graduation and learn the techniques needed to compete successfully in the graduate marketplace. The Internship Module is open to the same students but here students complete a 30 hour work placement with an employer or organisation during the semester whilst reflecting on their personal development. Second year Law students have the option to take a Law Career Planning Module while Business Management students have a compulsory Business Management Internship Module in their second year. Each of the above modules are at Scottish Higher Education (SHE) level 2 (SCQF level 8) and carry 20 credits that count towards the students’ degree. The Careers Service also runs two postgraduate modules: the [Scottish Internship Graduate Certificate](https://www.dundee.ac.uk) (SIGC) and the [Global Internship Graduate Certificate (India)](https://www.dundee.ac.uk) (GIGC). Both of these modules offer intensive careers education alongside a 6-month work placement in either Scotland or India.

The SIGC is a credit-bearing academic qualification from the University of Dundee designed to provide students with access to high quality work experience, helping them to build skills and confidence and enhance their employability. It consists of a 6-week intensive taught module and a 6-month quality internship placement with a Scottish employer. Students are supported throughout their placement and have access to professional training on topics such as leadership and effective negotiation. They receive intensive support to build effective CVs, practise their interview techniques and engage in self-assessment and career management. The intensive and bespoke nature of this support prompted its external examiner to comment that SIGC is the ‘Rolls Royce of coaching programmes in the UK’. One graduate described SIGC as ‘A perfect stepping stone from university to employment and a brilliant opportunity to gain relevant work experience’.

The SIGC works with employers in a range of sectors offering a flexible, cost-effective option and meeting their needs in terms of recruiting their future workforce. Across Scotland we are working with a range of multi-national and national companies and SMEs (small and medium enterprises). Last year, all but one participating graduate was retained by their internship company, with the remaining graduate having secured permanent employment elsewhere. Employer feedback has been positive to date, and with one employer stating that this is ‘the best University course I have been involved with’.

The GIGC has been developed from the success of the SIGC, and offers internships in Delhi, India. This development has initially been funded for 1 year by the British Council’s Work Placement Programme. We work with the British Council and our partner in India, Sannam S4, to deliver the Indian internships. The programme has, so far, placed 9 students with multi-national and Indian companies for a period of 3 to 5 months. Feedback received so far has been positive with three students being offered full time positions within their placement organisations. A number of other students have reached the final stages of the recruitment process for large multinational organisations.
The Dundee Graduate Skills Award

164 The Dundee Graduate Skills Award, which is hosted by the Careers Service, is designed to give students recognition for specific skills that they have gained from activities that have been undertaken alongside their university studies. The activities include student representation roles, volunteering, university/community activities and involvement with student societies. Students are required to build up a portfolio of evidence and self-reflection (through a Graduate Skills tab on My PDP) and are entitled to apply for the award once they have reached their third year of study. The award is endorsed by the Confederation of British Industry.

Personal Development Planning

165 Students are encouraged to engage with the on-line My PDP resource provided by the Careers Service through the My Dundee portal. It is an e-portfolio-based system designed to help students reflect on their learning, skills and attributes while building a portfolio of evidence.

The Placement Base

166 The Careers Service offers a ‘one-stop-shop’ for various kinds of work experience, including internships, volunteer work and placements, with the recognition that work experience helps with employability. The Placement Base service is open to all students at all levels.

The Enterprise Gym

167 The Enterprise Gym (TEG) initiative was developed by the University in 2005, with a mission to ‘help students from all disciplines to improve their self-reliance and employability through engaging with business enterprise and developing entrepreneurial skills’. It was created in response to government concern over graduate ‘business readiness’.

168 Key to the success of our Enterprise Gym is the deep involvement and support of the business community in helping to deliver learning that is fun, interactive and rewarding. All activities are extra-curricular, thus demonstrating that the students who engage with TEG are motivated, willing and able to undertake activities above and beyond their core degree programme. Students are awarded certificates based on performance and attendance. The award certificates are modelled on the University sports awards structure of Blues, Half Blues, Colours and Merits.

169 The vast majority of TEG events are delivered by practising business professionals. TEG activities are supported by a team of paid student interns. The experience of supporting and organising TEG events and activities provides these student interns with opportunities for development of their own skills and competencies in order to enable them to ‘stand out from the crowd’.

170 TEG programmes and events are open to our current undergraduate and taught postgraduate students as well as students who have graduated from the University of Dundee in the last two years. TEG works closely with the Colleges and Schools of the University through a student ambassador system. It also welcomes participation from students from neighbouring institutions, including the University of Abertay, the University of St Andrews and Dundee College.

171 Since its instigation, TEG has seen continued growth in student numbers, events offered and the level and number of top awards earned by the students who participate.

The Professionalism and Employability Toolkit (PET)

172 PET is available to staff on My Dundee, and provides support in the development and review of programmes, with particular focus on graduate skills and employability. There has not been a wide take-up of PET as a programme development aid, and it is unclear whether this is due to lack of awareness of its existence, lack of engagement from staff or whether the toolkit itself needs to be...
redeveloped. This is an area that is being reviewed, with leadership from the Employability, Enterprise and Entrepreneurship Committee, within the strategies for learning and teaching and employability, enterprise and entrepreneurship.

**Generic skills training for research students**

173 Generic skills training for research students is provided by Organisational and Professional Development (OPD). The training programme, which was previously delivered for a number of years through our GenericSkills Dundee unit (now incorporated into OPD), is based on the principles of the Roberts Review 2002 (Set for Success). All research students are expected to undertake the equivalent of two weeks per year of activity that will contribute to their transferable skills sets.

**The Greenhouse**

174 The University offers a business pre-incubator facility for students (and staff) with ideas for starting their own business.

175 In addition to the activities describe above the University has plans to develop an Employability, Enterprise and Entrepreneurship hub. This will involve a physical centre that will include the Careers Service, the Enterprise Gym and aspects of Research and Innovation Services.

176 Personal development planning (with the use of My PDP) is an important component of our approach to employability, and several programmes (including Law, Life Sciences and Art and Design) have engagement with My PDP embedded in the curricula. Although Dundee’s work on personal development planning has been sector-leading, as exemplified by the QAA commission to write a PDP toolkit, Institutional surveys of students and staff in recent years have revealed a reduced awareness of, engagement with, and potentially understanding of, the PDP process and outcomes. Ongoing challenges, which are not unique to Dundee, are likely to have contributed to diminished engagement. These include the aim to develop a portable and transferable PDP portfolio artefact; the aspiration to provide a seamless process across the sectors from school, college, university and the workplace; and the need to ensure that the University's PDP process is integrated with professional approaches to PDP so that our students in the professions see relevance and value in the Institutional approach. It is anticipated that ongoing work to deal with these issues will increase student and staff engagement with My PDP. Recent work has been undertaken by the Careers Service and the LLC (Educational Development) to explore different avenues with the aim of re-vitalising the current system, including consideration of a more ‘light-touch’ approach linked to the Graduate Skills Award, involvement of students in generating ideas and suggestions for future development of the system, and potential links with the new Careers Planning tool Abintegro. It has been agreed that a more fundamental review of the institution’s approach to PDP may be desirable, particularly in light of the changing student demographic, as a result of increasing numbers of articulation agreements with FE Colleges, and the work of the Curriculum for Excellence and the opportunities it provides for a cross-sectoral perspective. My PDP will continue to be maintained until the outcome of the review.

177 Following the Graduate Attributes for the 21st Century national Quality Enhancement Theme, our approach to graduate attributes has been the subject of internal debate about whether these should be generic to the University of Dundee or whether they should be more specific to the programme or discipline. More recently, the outcomes of discussions at committee level as well as at the ELIR workshops, suggest that graduate attributes are more meaningful in the context of the discipline. The Learning and Teaching Strategy to 2017 is explicit within sub aim 1.3 that ‘we will embed graduate attributes and ideas of global and social sustainability into curricula so that all students will benefit from them in developing their personal futures, while creating opportunities for
internships, work-placement experiences and employability skill development’. The performance indicator is the proportion of programmes using graduate attribute mapping to enhance their curriculum.

178 Many of our programmes already have explicit graduate attributes and skills embedded within their aims and learning outcomes and it will be important to evaluate wider take-up over the next four years of the implementation of the Strategy to 2017. One way of approaching this is through annual monitoring and review, and our re-developed annual programme review process (Annex 16) includes specific reference to graduate skills and attributes, and asks programme leaders to ‘provide an evaluation of the cohesiveness of the programme considering compulsory and optional modules and student choices. In terms of graduate skills and attributes, and the intended learning outcomes of the programme, reflect on the content of constituent modules, the balance between compulsory and optional modules and whether opportunities for students to take modules out-with the School are optimal. Describe plans for enhancement of graduate employability (including, for example, engagement with the initiatives/modules offered by the Careers Service, work placements, study abroad opportunities, off-campus study trips’). Another approach to supporting the development of graduate attributes is the mapping project being undertaken by the LLC, beginning summer 2013, which aims to identify the digital literacies associated with the intended learning outcomes of academic programmes across the institution, and to align the training and development offered by the LLC with these programmes, while also identifying and addressing gaps in provision.

179 The approach to embedding graduate attributes into curricula is aligned with the Employability, Enterprise and Entrepreneurship Strategy to 2017.

3.5 Evaluative summary of the approach to enhancing the student learning experience

Strengths

180 The University’s relationship with DUSA and our approach to student representation are solid. There is a collaborative approach to quality enhancement and assurance, and DUSA has taken a leadership role in driving certain recent enhancement-focused projects forward with the support of the PGLA Directorate and the LLC (Educational Development).

181 Student feedback (through national surveys such as the NSS as well as local evaluations) is taken very seriously, and all areas of the University are responsive to student feedback. Proactive approaches to closing the feedback loop are being taken at School and University levels, with Student-Staff Liaison Committees generally working well at School level, and there is good engagement of DUSA with College Boards. The NSS is an important instrument for consideration of the student voice, and the University provides an annual report on the NSS (see the Advance Information Set for a copy of the 2012 report) which is available to University staff and students. The report is also circulated to Deans of Schools, who are asked to respond within their own areas. The responses are available to students and staff within the Quality Framework website. The full annual report on the NSS is considered by the Quality Forum and the Learning and Teaching Committee. An executive summary of the results (with the full report being available on request) is presented to Senate and Court (Annex 17) with an invitation for comments and contributions. The joint publication from DUSA and the University (NSS Matters) aimed at students and staff contains a ‘you said, we did’ section, which demonstrates responsiveness to student feedback.

182 Student satisfaction (as judged by the NSS and the ISB, amongst other surveys) is very good in many areas. Noteworthy highlights from the NSS include overall satisfaction with the quality of our courses, satisfaction with IT and library facilities, as well as satisfaction with support for
communication and confidence-building skills. Our students are also highly satisfied with their Students’ Association.

183 Our approach to providing a first-class learning environment for our students is exemplified by the enabling components of the University Strategy to 2017 and its underpinning ethos of providing a high-quality student learning experience within an inclusive community.

184 Within the area of learning and teaching, the University’s approach to consultation and engagement is one of our key strengths, especially in consideration of our highly devolved School and College structures. Our approach to consultation and engagement with students and staff is exemplified in our second case study (Appendix).

Areas for development

185 Feedback from the SRC suggests that local pastoral and academic support for students works very well in some areas, but not across the piece. Although the University employs a student pastoral support officer within the Student Services Directorate, it is recognised that it is preferable that students have a first-line support system at School-level. The Learning and Teaching Strategy to 2017 highlights our intention to ‘develop support systems and academic tutoring and advisory procedures to help all students to make full use of appropriate academic and pastoral support, through all the routes available’. Review and development of this area will be part of our new retention strategy.

186 The NSS indicates that we have relatively poor student satisfaction in the area of assessment and feedback, and steps are being taken to address this as described in detail above and within our first case study (Appendix). Another area of poor student satisfaction is organisation and management, where our 2012 NSS scores showed that we were below the sector average for each of the three questions that relate to this area. Although not the sole reason, a contributing factor may be the introduction of a centralised timetabling system in 2010, where there have been ongoing challenges with its implementation. The project board was reconvened in 2012 to address our timetabling issues, and this is work in progress.

187 The percentage of graduates who are in graduate-level employment, in common with our peer group, is relatively low. The University recognises this as a priority area and is taking steps to address its approach to employability and graduate attributes.

Forward planning

188 As indicated earlier, a key priority for the University is a first-class student support environment. The proposed development of a ‘one stop shop’ co-located with the Students’ Union will provide a central hub where students can receive guidance and advice. The University is also investing in the development of a physical centre for employability, enterprise and entrepreneurship. The appointment of the Quality Enhancement Officer from August 2013 (Annex 13) will allow us to progress our plans to improve our approaches to assessment and feedback, as well as supporting other enhancement-focused projects that relate to the student experience.
4. Enhancement in learning and teaching

4.1 Approaches to identifying and sharing good practice

The LLC (Educational Development) plays a key role in leading initiatives (several of which are carried out in collaboration with PGLA) to identify and share good practice in the area of enhancement in learning and teaching. There are a number of formal and informal means of identifying and sharing good practice in teaching and assessment practice. The informal methods arise through networking opportunities, where the LLC (Educational Development) picks up on ‘word of mouth’ examples and individuals can then be invited to speak at a seminar, contribute to the inspirED workshop programme (described in Section 4.3.1) or contribute a piece to our Highlighter newsletter. These activities are further informed by information obtained from annual and periodic programme reviews.

Specific examples of our approaches to identifying and sharing good practice are given below:

The Friday Fry-Up

The ‘Friday Fry-Up’ provides a monthly lunchtime networking opportunity with a focus on a particular topic. Colleagues use the forum to share ideas on ‘what works’ in their teaching practice. For example, ‘gamification’ in learning’, was a recent topic. The Fry-Up provides a good example of academics and central services working together, where LLC (Educational Development) was approached by an academic colleague interested in establishing a forum, modelled on a ‘staff club’, to provide colleagues from across the institution with an opportunity to meet regularly to discuss learning and teaching issues. The LLC (Educational Development) supports the venture by providing accommodation, promotion and light refreshments but the initiative is run solely by the academics concerned. The idea behind the Fry-Up has been disseminated across the sector through a Universities and Colleges Information Systems Association (UCISA) publication (Boyle, L & Walsh, L, 2011, ‘The Friday Fry Up’. In: Engaging Hearts and Minds Best Practice Guide, UCISA). Informal feedback from staff suggests that the initiative is a valuable opportunity to develop practice in teaching and assessment through an informal approach to networking and ‘sharing stories’.

The Highlighter Newsletter

The printed word, either in hard copy or electronic format, remains a very useful medium to share good practice. The Highlighter newsletter, which is partly funded by the national Quality Enhancement Themes (QET) programme and is jointly produced by the LLC (Educational Development) and the PGLA Directorate, provides a regular opportunity for colleagues to write up short articles on their practice. It includes a regular column on institutional QET activities, a section on ‘Teachnologies’ (which focuses on new e-learning tools and technology-led approaches to teaching) and good examples from academic practice across the institution. Highlighter also aims to promote and support discussion around key issues relating to quality enhancement in learning and teaching at Dundee. For example, two related issues featured articles on ‘Is there a pedagogy of e-learning?’ which linked to an associated seminar series. Highlighter also aims to stimulate ideas around learning and teaching and recently featured a piece on the use of the University’s Botanical Garden as a teaching tool. There are regular opportunities for student-led issues and guest article contributors from other institutions. In addition to the standard issues of Highlighter, there is also a Teaching Awards special issue that is published during the summer.

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5 Gamification is the application of game mechanics (i.e. the principles of gaming, such as competition and reward, which make computer games ‘addictive’) to teaching in order to enhance learner engagement.
Highlighter is distributed to all teaching staff and copies are also sent to research units, central University services and sector colleagues in hard copy. It is also available as a pdf on the LLC Educational Development website and is ‘pushed’ out to staff through our institutional online weekly news bulletin, Hermes.

Chalkdust

In addition to Highlighter, a new one-page newsletter, Chalkdust was re-launched this spring by the LLC (Educational Development). Chalkdust is a double-sided A4 newsletter which focuses solely on e-learning and e-assessment issues. As the LLC (Educational Development) has a leadership role in this area and makes a substantial input into associated activities, it was felt that a regular e-learning focused newsletter was required to help staff to keep abreast of developments. Chalkdust is produced monthly as a pdf, with a restricted print-run for senior management, senior academics and senior administrators.

Learning and teaching awards

University- and College-led teaching awards: In addition to rewarding and recognising excellence and innovation in learning and teaching, our annual learning and teaching awards provide the opportunity to showcase and share good practice. The University has a number of teaching awards in the following areas:

- innovative teaching
- inclusive practice
- excellence in teaching
- lifetime contribution to teaching.

In recent years, these top level awards have been supplemented by College-level awards which act as a filtering mechanism where only winners at College level can apply for a University level award (the exception to this is the Inclusive Practice award which is open to individuals and teams from SASS in addition to academic areas).

At College-level, part of the judging process normally includes an event (where nominees present their work) to which all staff are encouraged to attend in order to celebrate good practice and learn from each other. Colleges have discretion on how they wish to run and disseminate the outcomes of their award events. Examples of submissions from College award winners are provided in Annex 23.

Winners of the University awards are invited to present their work to the University community and the wider public as part of our annual Discovery Days events, where the newest professors and award-winning teachers showcase and share excellence in teaching and research. Winners of the Chancellor’s award for a lifetime contribution to teaching receive their award at their respective College graduation event.

A condition of the award for inclusive practice is the demonstration of a commitment to disseminate the practice within the relevant College/Directorate and the wider University community. Winners are also required to submit a report or case study for publication on the University’s Inclusive Practice website.

Student-led learning and teaching awards: DUSA initiated and runs its own complementary teaching award scheme where students are invited to nominate the best lecturer, advisor or tutor in a variety of different categories including:

- most inspirational teaching of undergraduates
- most inspirational teaching of postgraduates
most inspirational teaching from graduate tutors
most innovative teaching, best student advisor or personal tutor and;
best teacher for assessment and feedback.

200 The judging is carried out by the DUSA Executive with input from the PGLA Directorate and the LLC (Educational Development), and the nominees are all invited to attend a celebratory dinner where the winners are announced. As for the winners of the University awards, the achievements of the winners of the Student-Led Learning and Teaching Awards are celebrated in a special edition of Highlighter. The Student-Led Teaching Awards have made an extremely useful addition to identifying and sharing good practice in learning and teaching, where the student voice contributes to the selection of the University’s finest teachers.

201 Visibility of the award winners at the time of the awards ceremonies is high but further work could be done to support wider engagement with both the winners and their teaching in order to disseminate good practice more effectively. Initial progress in this area has been made through the annual special Teaching Awards edition of Highlighter and including presentations from University teaching award winners as part of our annual Discovery Days event. In addition, anonymised information from the nominations for the student-led teaching awards is being used to contribute to the development of a shared and agreed model of teaching excellence (see Section 4.3.2). Other areas for development could include identifying and supporting winners as ‘champions’ and involving them more directly in the inspirED programme and the Postgraduate Certificate in Teaching in Higher Education programme as role models for good practice and potentially mentors. With this in mind, plus the growth in central awards and others across the University (e.g. the FaME awards which focus specifically on medical educators) it is felt to be timely that a review of the framework, scope, intention and operation of the awards is undertaken in academic year 2013-14.

The Learning and Teaching Committee (and subcommittees), Senate and Court

202 Although the relevant University committees are important mechanisms to ensure that communication of innovative and excellent practice in learning and teaching is appropriately disseminated, we recognise that more could be done through the University committee structures to ensure that practice in learning and teaching is given a sufficiently high profile. This will be addressed as part of our emerging quality enhancement strategy.

Periodic and annual programme reviews, and annual School learning and teaching enhancement reports

203 The identification and reporting of good practice is encouraged as part of the periodic programme review reporting process and through our annual processes for review of taught provision (see Section 3.3.4 and Annex 16). The Annual Institutional Statement on Internal Subject Review to the Scottish Funding Council reports on areas of good practice, and this is disseminated to staff and students through reporting to the Quality Forum and the Learning and Teaching Committee.

204 The challenge with attempting to disseminate good practice through reporting through formal committee structures is the extent to which this reaches beyond immediate committee members. Informal feedback from academic staff about our periodic programme review process suggests that more could be done to headline examples of good practice that are identified during reviews. In
recognised that this is an area for development, our first steps to address this include plans for an annual feature on the outcomes of annual and periodic reviews, with focus on sharing and disseminating good practice, in our Highlighter newsletter described above.

**eContact**

205 The regular eContact electronic news bulletin for staff and students provides a communication mechanism to highlight newsworthy developments in teaching, research and knowledge exchange.

**College and School initiatives**

206 As well as the awards in learning and teaching described above, Colleges and Schools have a variety of activities to disseminate practice in learning and teaching. Examples are outlined below:

*The College of Art, Science and Engineering (CASE)*

CASE holds regular, themed, College fora to provide opportunities for staff to meet and exchange ideas on key issues in learning and teaching and research.

*The College of Arts and Social Sciences (CASS)*

CASS has held annual senior staff retreats for the past 6 years. These retreats focus on both research and teaching, and provide the opportunity to network and disseminate practice. The College also produces a regular newsletter which is distributed throughout the College and the wider University community.

*The College of Life Sciences (CLS)*

In the CLS, there is a weekly seminar series in the Life Sciences School of Learning and Teaching, which focuses on teaching practice and the review of innovative approaches. Speakers are drawn from within the University and externally. The seminars are attended by a selection of staff from across the Institution.

*The College of Medicine, Dentistry and Nursing (CMDN)*

CMDN held a College retreat that focused on sharing practice in learning and teaching between the three Schools for the first time in early 2013. The constituent Schools of the College have ‘away-days’, events and residential retreats that focus on the individual professional disciplines.

207 Each College has a forum to discuss enhancement of learning and teaching, whether in the form of a learning and teaching committee or academic standards committee, and these fora provide opportunities for sharing and disseminating practice. School Boards and their relevant subcommittees are other areas where practice in teaching and assessment can be shared amongst academic staff and student representatives.

208 The Schools of Duncan of Jordanstone College of Art and Design, the Environment (Architecture) and Computing run ‘Degree shows’ where students’ work is showcased to the University and the public. These successful annual events provide an excellent opportunity to disseminate and share practice both internally and externally.

**4.2 Impact of the National Enhancement Themes and related activity**

209 The University engages with the national Quality Enhancement Themes (QET) through a variety of means:

- at the Scottish Higher Education Enhancement Committee (SHEEC)
- through the institutional team (known as the SHEEC group)
through involvement in QET-related projects, events and the annual conference.

210 There are a number of projects currently ongoing as part of the work of the institutional team under the current Theme of Developing and Supporting the Curriculum (DSC) and our current QET case studies involve a focus on:

The Curriculum for Excellence across the sectors. Work under this strand is considering and evaluating a range of intervention methods to raise awareness of the Curriculum for Excellence across a variety of University groups, both students and staff, and utilising a variety of media, including workshops, external and internal speakers, hard copy and electronic dissemination of materials. The draft Curriculum for Excellence Admissions Policy is provided in Annex 24.

Flexibility in the curriculum. Following on from recent curriculum reviews in Life Sciences and Engineering, this strand of work considers the idea of flexibility from multi-positional perspectives: students, staff, the institution and PSRBs.

Supporting staff. As described in more detail in Section 4.3.1, teach@dundee is a new academic induction programme led by the LLC aimed at all new teaching staff (from probationary lecturers to professors) focused on ‘how we do things’ at Dundee. This strand of activity has supported the first pilot run of the programme, which is now in the evaluation stage with a view to its next run in August 2013.

211 The institutional team (SHEEC group) includes College Heads of Learning and Teaching, College Heads of Quality Assurance or Enhancement, the Assistant Director LLC (Educational Development), the University Director of Quality Assurance and DUSA representation. A good spread of disciplines is represented, which is valuable from the perspective of taking ideas and initiatives back to the subject areas, and working with colleagues at this level. As noted above in the description of the QET case studies, the strands of work being taken forward as part of the institutional Theme activities also include a significant discipline-based component.

212 Involvement at the discipline level is a deliberate strategy as this has been shown to work well with the previous QETs, such as Research-Teaching linkages, where we had significant engagement from our School of Life Sciences (Learning & Teaching). Other means employed to engage staff with the Themes include a regular column in the Highlighter newsletter, clear branding of QET-supported events and workshops, and support and encouragement for individuals to attend and present at the annual QET conference. This year we had several members of staff running workshops at the June event. There is now a regular standing item on QET activities at the University Quality Forum meetings and Schools are also encouraged to incorporate updates within their local meetings, as appropriate.

213 Widespread engagement with the QETs remains a challenge. As with many staff development-related activities there are certain individuals who engage purposefully and to good effect on a regular basis but there are others who will have limited knowledge of the QETs while being aware of the impact of QET-related activity. For example, a recent workshop focusing on teaching excellence, run under the banner of the QETs in relation to the ‘supporting staff’ strand of Developing and Supporting the Curriculum, attracted engagement from a good number of colleagues from a wide range of disciplines. It is uncertain that colleagues appreciate that it is the QETs that provide the impetus for such activities.

214 It is planned that the Assistant Director LLC (Educational Development) and the Director of Quality Assurance will work with the Vice-Principal for Learning and Teaching to incorporate a specific strand within the evolving quality enhancement strategy that deals specifically with raising
the profile of the QETs and their related activities. Awareness-raising will be aimed at both staff and students, locally and across the sector. Ideas on good practice in this area will be drawn from QET institutional planning and activity update reports from across the sector, and ‘Learning from ELIR: Staff Development – Developing, sharing and recognising good practice’, to consider what works well generally and what might work effectively at Dundee. This issue could also form a useful topic for the occasional joint institutional staff development events that are run with the Universities of St Andrews and Abertay as an opportunity to share and discuss good practice.

215 We have used the Enhancement Themes to support our own strategic developments, so that the work becomes fully embedded. This is expressed in the outline of our approach to ‘Developing and Supporting the Curriculum’ submitted in 2012 (Annex 25). The main elements are shown below:

1. ‘Key continuing aspects of Developing and Supporting for Dundee will be:
   a. Communication about and raising the status of excellence in learning and teaching
   b. Employability, through the Professionalism and Employability Toolkit

2. New areas of work, aligning with the new strategy, around:
   a. Local and regional curriculum discussions for articulation, looking at the efficient and effective learner journey;
   b. Partnership working over curriculum development, with learners, with employers and with other local providers;
   c. Assessment and feedback, both within the institution and more broadly, as successful articulations are likely to need mutually respected assessment strategies based on agreed learning outcomes;
   d. Programmes which address the need for flexible entry and exit points, recognising the variety of experiences learners may bring with them, and the different routes that would best suit them.

3. Our major themes will be around partnership working, shared outcomes, excellence and flexibility of provision, and how we can develop and support the curriculum to deliver these aims.’

216 The effectiveness of this approach can be seen in the outcomes of the strategic discussions across the Institution, where these ideas, supported through the Enhancement Theme, became embedded as part of our new Learning and Teaching Strategy to 2017.

4.3 Engaging and supporting staff

217 The University recognises the importance of engaging and supporting staff in their approach to quality enhancement.

4.3.1 Staff development

218 The LLC (Educational Development) is the key central resource for academic staff development in approaches to learning, teaching and assessment. As well as providing a comprehensive programme of education and professional development activities (including tailored workshops on assessment and feedback), the division provides support for e-learning and e-assessment. The LLC also offers accredited learning opportunities through on-line modules in ‘Learning and Teaching Online’ and ‘Assessment Online’. The modules can be used to contribute towards the Postgraduate Certificate in Teaching in Higher Education (PGCertTHE) programme, which is accredited by the
Since 2005, newly-appointed academic staff with significant teaching roles are required to undertake the Learning, Teaching and Assessment module of the PGCertTHE. Successful completion of the module is a condition of probation, and staff engagement has been good. Postdoctoral research assistants employed through externally-funded research grants, and postgraduate tutors, may also undertake the module in order to support their academic career development if they wish to do so. Completion of the module provides eligibility for associate fellowship of the HEA. With regard to fellowship status within the HEA, it is recognised that, in recent years, the University has not taken a proactive approach to encouraging staff to become fellows of the HEA. This is an area of focus in our emerging quality enhancement strategy (see Section 2.2).

The ‘training’ side of educational development activities ebbs and flows in relation to the number of new academic staff joining the institution at any one time and the extent of activity around new tools or approaches. The introduction of Turnitin in autumn 2013, for example, will see a significant increase in information sessions, hands-on ‘training’ workshops, and associated seminars focusing on the concept of academic integrity and how plagiarism can be designed out of the curriculum. However, levels of interest in scholarship-related, peer-led and peer-informed activities remains high, such as our seminar series, symposium and conference. Central to the success of these initiatives is their peer-led nature. LLC (Educational Development) adopts an approach which is based on providing supporting expertise and guidance but which foregrounds academic-led learning.

The inspirED educational development programme, provided by the LLC, offers a range of workshops and lunchtime meetings to support learning and teaching and academic practice. Regular features of the programme include workshops aimed at new teaching staff, such as ‘Voice Care’ and introductions to using tools and systems, such as My Dundee. More experienced staff are catered for through advanced sessions on the use of the Questionmark Perception e-assessment tool and Adobe Connect web conferencing. Desktop delivery of ‘bite-sized’ units of learning has also proved popular, as demonstrated by our ‘Take 5’ series of connected learning units looking at e-learning tools such as wikis, blogs etc. Whilst providing valuable CPD opportunities for academic staff, the development programmes and workshops also serve as fora for networking and sharing good practice in teaching and assessment.

Any elements from the inspirED programme can be delivered as bespoke options to programme teams and Schools. For example, sessions on good practice in assessment and feedback have been delivered to local teams. New ideas to continually develop the programme are welcomed. Individual members of academic staff, in addition to LLC (Educational Development) staff, contribute to the priorities of the inspirED programme. For example, consultation and feedback has led to the provision of interactive whiteboard training and statistics training. The central programme is complemented by the inspirED seminar series which includes invited external speakers. Sessions are usually based around a theme, such as the pedagogy of e-learning or appropriate use of social media in learning and teaching.

A further complementary set of activities is provided by our range of annual conferences, which currently includes an e-learning symposium, run in conjunction with the University’s e-Learning Subcommittee and e-Assessment Scotland. This is an international conference, now in its 5th year,
which attracts several hundred participants every summer (see Annex 26 for the evaluative report of the e-learning symposium that was led by the University in May 2013).

224 An additional activity that was piloted for the first time this year during semester 2 is an induction programme on learning and teaching for recently appointed staff. The programme (teach@dundee) is delivered by LLC (Educational Development) in collaboration with DUSA. It is distinctive in that it focuses on the Dundee context, and provides information about local practices, regulations and resources including the rationale for our practice in relation to e-learning, our focus on employability and internationalisation and the profile of the Dundee graduate. It is designed to ensure that all new staff have the opportunity to develop their approaches to module and programme design, delivery and support with a good understanding of Dundee policies and procedures, the vision and culture of the University (including the close relationship between staff and the student body) and the resources that are available to support learning and teaching. The first run of the teach@dundee programme received positive feedback from participants, and the involvement of DUSA in the delivery of key elements was viewed as being particularly useful in raising awareness of the importance of student engagement in developing practice in learning and teaching. It is anticipated that the development of teach@dundee, in collaboration with our student association, will become a key underpinning initiative to support academic staff members in their approaches to learning and teaching.

225 The LLC (Educational Development), in collaboration with the PGLA Directorate, also provides staff development sessions for supervisors of PhD students. During 2011/12, the University Court approved a proposal that all staff involved in the supervision of PhD students should undertake mandatory training and CPD activities (Annex 27), and a programme of workshop-style events hosted by Schools and Colleges was rolled out during 2012/13. An on-line CPD programme is currently under development to complement the face-to-face training opportunities. The face-to-face training has generally been well received, and the success is partly due to delivery in the context of the discipline or group of disciplines. Based on both formal and informal feedback, we have recognised the importance of having experienced supervisors from the Schools or Colleges to contribute to the delivery of the training. This not only ensures that Institutional policies and School practices and regulations are appropriately communicated to supervisors, but also provides an additional element of contextual credibility and consistency.

226 In addition to the academic staff development opportunities delivered by the LLC (Educational Development) which relate to the support of learning and teaching, the University has also recently launched an initiative to support all staff in their professional development through the instigation of an Organisational and Professional Development (OPD) unit within the Human Resources Directorate. The OPD delivers staff development programmes that provide a broad scope of training for clerical, technical, manual, administrative and academic staff as well as tailored development opportunities for postgraduate researchers (including research students (see Section 3.4) and postdoctoral research staff). In terms of enhancement of the student experience, the OPD unit complements the educational development initiatives offered by the LLC to ensure that professionalism of staff is embedded in our approach to all aspects of management of student support, and that research students and early career researchers are given appropriate opportunities to develop their transferable skills and consider career prospects.

227 The University also delivers specific masters-level programmes to support clinical teaching. These are the Master of Medical Education, delivered by the Centre for Medical Education and the MSc Advanced Practice (Practice Education) delivered by the School of Nursing and Midwifery.
The LLC (Educational Development) is currently leading on the development of the University’s HEA-accredited Professional Learning Framework, which will provide an integrated platform for academic staff to access CPD opportunities and to gain a level of Fellowship from Associate to Principal Fellow on the UK Professional Standards Framework.

The principal mechanism to support staff in their engagement with professional development opportunities is through our Objective Setting and Review (OSAR) process. The OSAR process ‘supports the University’s strategic aim of embedding and supporting a culture of performance management and improvement throughout the institution to unlock the full productive capacity of staff during the challenging times ahead’. OSAR was launched for all staff (except manual staff with no supervisory responsibilities) during 2010, and this maturing process gives staff the opportunity to identify and develop their professional development needs.

As noted in Section 2.3.2, the development of a consistent approach to workload modelling for academic staff has proved challenging for the University, particularly with regard to embedding protected time for CPD within workload schedules. Workload planning is now embedded in all Schools, but approaches vary in different areas. An analysis of College and School approaches to workload planning has been the subject of a recent project that was instigated as part of the implementation of the new learning and teaching strategy.

4.3.2 Rewarding excellence in learning and teaching

As described in Section 2.2, one of the specific aims of the Strategy for Learning and Teaching to 2017 is to recognise and reward staff for excellence in learning and teaching publicly and through promotion. It is a priority project for the University. As outlined above in Section 4.1, public recognition of excellence in learning and teaching is achieved through our learning and teaching awards schemes. The development of a formal policy and framework to reward excellence in learning and teaching through promotion has been more challenging, and the University is taking steps to address this.

A working group drawn from across the Institution, including support from Human Resources, has been meeting for the past year to formulate a policy for the recognition of excellence in teaching and scholarship. Using funding from the QAA’s Quality Enhancement Theme resource, the project included an event in September 2012 with invited speakers from Scotland (Edinburgh and Glasgow) and England (Manchester and Birmingham). This provided an opportunity to share experiences of the challenges of reward and recognition, to debate key issues, and to discuss particular hurdles that had been experienced in other Institutions.

Recognising the need for external input, the University successfully applied to be part of the HEA ReTE (Recognition of Teaching Excellence) change programme running this year. The teams included two others from Scotland (the University of Glasgow and the Glasgow School of Art) with whom we are now working.

Our approach to rewarding excellence in learning and teaching is a work in progress. At present, specific criteria are being developed for each stage of promotion (i.e. senior lecturer, reader and professor) for academic staff whose achievements mainly relate to teaching and scholarship. This is to provide greater clarity in relation to career progression through a predominantly teaching and scholarship route. It is anticipated that a revised approach will be in place in 2014.
4.4 Evaluative summary of the approach to promoting good practice in learning and teaching

Strengths

235 The academic input to the CPD activities led by the LLC (Educational Development) ensures that staff development activities are relevant and well-received. The requirement for all new staff with teaching roles to undertake the Learning, Teaching and Assessment module of the PGCertTHE as a condition of their probation means that staff understand the importance of good practice in learning and teaching at the outset of their academic careers.

236 The College, University and Student-Led Learning and Teaching Awards are successful events that showcase and reward good practice in learning and teaching. They provide valuable opportunities for the dissemination of innovation and excellence in learning and teaching, and are the subject of a special issue of our Highlighter newsletter in order to widen awareness.

237 The University engages with the national QETs through an institutional team that includes a wide range of disciplines, which means that there is an opportunity for strands of the QETs to have an impact at the subject level. The Enhancement Themes have been used to support our own strategic developments. This is exemplified by our approach to ‘Developing and Supporting the Curriculum’ where ideas that were developed through engagement with the Enhancement Theme became embedded in our enabling Learning and Teaching Strategy to 2017.

238 We are proactive in developing our approach to good practice in learning and teaching through engaging with HEA change programmes and ensuring that this engagement is appropriately taken back to the University and has a positive impact on enhancement.

Areas for development

239 The reach of our approaches to promoting good practice in learning and teaching is not always as good as it could be. For example, it has proved challenging to broaden understanding of the QETs and engagement, and we are considering ways to address this. Our learning and teaching awards provide an excellent opportunity to share practice, but it is unclear whether showcasing excellence and innovation in learning and teaching has an impact on practices at the local level. This is another area for review. We also need to develop better ways to disseminate the good practice identified as part of our annual and periodic review processes.

240 Work is ongoing to develop our approach to recognition of excellence in teaching and scholarship, particularly in the areas of recognition of CPD as a valued activity within workload planning and in the development of more transparent criteria for promotion of academic staff whose achievements mainly relate to enhancement of learning. The University has not been proactive in its approach to encouraging staff to become fellows of the HEA and this is an area we will seek to address as part of our emerging quality enhancement strategy. Reward and recognition of excellence in learning and teaching is a priority area of our Learning and Teaching Strategy to 2017.

241 It is anticipated that improved co-ordination of the CPD opportunities offered by LLC (Educational Development), OPD and the School of Education, Social Work and Community Education will be achieved through the current review of the University’s Personal and Professional Development Policy, the development of a central portal through which all CPD opportunities can be accessed online, and the development of the HEA-accredited Professional Learning Framework for academic staff.
Forward planning

242 A key component of our draft quality enhancement strategy is enhancement in learning and teaching. Within this area, detailed consideration will be given to how best to ensure that our University teachers are appropriately exposed to good and innovative practices in teaching and assessment that are happening locally, and then supported to embed relevant approaches into their own practice. A further area that needs to be reviewed is our approach to peer review of teaching. Informal feedback suggests there is not a consistent approach across the University, and this is an area that will be considered as part of our overarching strategic approach to enhancement.

243 During the workshops that were held as part of the preparation for ELIR, it was highlighted that the visibility of the LLC (Educational Development) in its leadership and delivery of CPD for academic staff in learning and teaching is not as high as it should be. We are currently considering ways to ensure that this important area is appropriately profiled, and whether there should be a closer formal alignment with the PGLA Directorate with an all-encompassing quality enhancement ‘branding’.
5. Academic standards

5.1 Approach to setting, maintaining and reviewing academic standards

244 The University’s institution-led monitoring and review schemes are part of the Quality Assurance Infrastructure within our Quality Framework. Our quality assurance processes are aligned with the expectations set out in Part A of the UK Quality Code for Higher Education (Setting and Maintaining Academic Standards) and the relevant chapters in Part B of the Quality Code. The Advance Information Set shows the mapping of our policies and practices to the Quality Code.

245 The University’s programme and module approval processes are designed to ensure that proposals for new taught provision satisfy academic standards benchmarks as described in the QAA Quality Code. Specifically, the programme and module approval pro formas ask for the key reference benchmarks (including the SCQF, QAA subject benchmarks, PSRB statements) used in the design of a programme, and suggest the learning aims and outcomes should be mapped to the reference points. The Director of Quality Assurance is available to provide individual advice to staff where necessary and the LLC (Educational Development) provides support and training for staff on developing and assessing learning outcomes.

246 The programme and module approvals processes involve scrutiny of programme/module rationales by a specially-convened panel, or by an academic standards committee, at School or College level, and include an external view of the proposals. Whilst there may be minor differences in approach (such as business planning processes and the conduct of approval events) between Colleges, procedures follow the principles detailed in the Quality Framework. Proposals for new modules and programmes are also posted on the Quality Assurance Infrastructure website prior to their consideration at School Boards, and there is notification of the postings to College Heads of Learning and Teaching and College Heads of Quality Assurance/Enhancement, the LLC, PGLA and key individuals in Student Services with an invitation to comment. Formal approval is by School Boards, reporting to College Boards and Senate. Figure 17 provides an overview of the programme approval process, and the links between academic activity and central services.

247 In consideration of the effectiveness of our programme and module approval procedures, feedback from academic and School support staff suggests that the process has grown over time into an unwieldy exercise where staff are asked to complete multiple forms, many of which require duplication of information for different purposes. In terms of securing and maintaining academic standards, the process is robust, although there is not always consistent understanding from programme and module leaders of how learning outcomes should be described. The LLC (Educational Development) plans to take a more active involvement in assisting staff with developing learning outcomes, and feedback suggests that their scrutiny at the web-posting stage is too late in the process. In order to rationalise and improve the programme and module approval procedures (including the business planning aspects), a formal ‘root and branch’ review will be undertaken during 2013/14. A University-wide workshop will be held early in Semester 1, 2013 to consult with academic and support staff and students in order to develop an improved, more streamlined approach to approval of taught provision. This will be the first of a series of enhancement-focused workshops which will be led by the PGLA Directorate and the LLC (Educational Development) to support our new quality enhancement strategy.
As well as being focused on enhancement, our annual review processes require that there is appropriate consideration of academic standards at the level of module, programme and School (Annex 16). Reports are considered by School and College Boards and feed into School and College operational plans. Institutional oversight is now provided through annual reviews of School learning and teaching enhancement reports by the Vice-Principal for Learning and Teaching, with assistance from the Quality Forum.

Module teams are required to:

- consider aspects of student performance and achievement
- take account of feedback and observations from students, staff and external examiners
- consider the effectiveness of teaching and assessment practices and their alignment with the aims and learning outcomes of the module
- reflect on the effectiveness of feedback on assignments and exam performance to students
- review past changes to the syllabus and its delivery, and consider how these aspects could be enhanced for the future
- identify good practice in teaching and ensure it is shared
- consider approaches to equality and diversity
• take into account recommendations or needs identified from previous annual quality enhancement reports, annual and periodic programme reviews, reports from Professional, Statutory and Regulatory Bodies (PSRBs) where relevant, School learning and teaching enhancement reports or School and College operational plans as appropriate.
• ensure that recommendations for actions are followed up appropriately.

250 Programme teams are required to:
• ensure that the programme remains current and valid in light of developing knowledge in the discipline, practice in its application, and internal and external initiatives.
• consider the cohesion of the programme in terms of the content of the modules, module choices and graduate skills.
• consider the extent to which the intended learning outcomes are being attained by students.
• evaluate the continuing effectiveness of teaching and assessment practices in relation to the intended learning outcomes.
• map assignment deadlines (where possible) to ensure that students do not experience unreasonable workloads at specific times.
• ensure that external examiners’ views are taken into account.
• take account of student views as expressed by representatives or through internal and external feedback processes.
• reflect on the effectiveness of feedback to students.
• consider the approach to communication with students.
• identify and disseminate good practice within the programme.
• consider approaches to equality and diversity.
• consider potential strategic programme developments in light of annual module reviews, periodic programme review, PSRB reports, any relevant changes in PSRB accreditation or QAA subject benchmarking and how these are being addressed, the School learning and teaching enhancement report or School and College operational plans.
• ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings.

251 Schools are required to:
• provide an overview of the School’s programme and module portfolio, and consider new programme development and programme withdrawal.
• evaluate information from the School’s annual programme and module reports, accreditation events (where relevant) and substantive matters arising from external examiners’ reports.
• consider student feedback obtained through both internally-organised schemes (e.g. the student representative system, module feedback surveys and minutes from student-staff liaison committee meetings) and those organised externally (e.g. the National Student Survey and the International Student Barometer).
• consider and respond to information and recommendations from periodic programme reviews.
• provide a commentary on retention and progression rates across the School’s portfolio of programmes.
• take account of a range of internal and external reference points and initiatives (including, for example, the University Learning and Teaching Strategy, the QAA subject benchmark statements, the QAA Quality Code, the QAA Scotland Quality Enhancement Themes, the most recent ELIR report and PSRB requirements where relevant).

252 As described in Section 3.3.4, our annual review processes were recently revised in order to further embed enhancement into annual monitoring and ensure that operational planning at School and College levels takes appropriate recognition of quality enhancement. The focus on maintaining and reviewing academic standards is largely unchanged from our previous format, as the approach in this area was felt to be fit-for-purpose and maps to the expectations of the QAA UK Quality Code for Higher Education (the Quality Code).

253 Our periodic programme review process was reviewed as part of a comprehensive review of the quality assurance framework in 2008, and is viewed as one of the primary instruments for assuring quality and standards as well as for enhancement. There have been some minor changes to the process which have been formally approved over the past 5 years, and it is now timely to review the process and its effectiveness. This review will be led by the Director of Quality Assurance during 2013/14.

254 Many of our programmes are accredited by PSRBs and our policy on Programme Review in the Context of Accreditation of Programmes by Professional or Statutory Bodies gives Schools the flexibility to decide whether accreditation events have an equivalent status to periodic programme review. In the majority of instances, a joint accreditation/periodic programme review event takes place, aligned with the PSRB procedures. In deciding whether joint events are appropriate, consideration of whether PSRB accreditation events fulfil University expectations for enhancement and student engagement is balanced with the practicalities of staff potentially having to undertake near-duplicate reviews.

255 Our policy on external examining was revised during 2012 to align with the redeveloped Quality Code on external examining (Chapter B7). External examiners are specifically asked whether the standards achieved by students are consistent with standards elsewhere in UK universities and with national subject benchmarks, the SCQF, programme specifications and PSRB requirements. Institutionally, external examiners’ reports are regarded as a fundamental mechanism for the maintenance of academic standards. Outcomes of reports and discussions at exam board meetings are considered directly by Schools and within annual module and programme reviews. The Director of PGLA undertakes an annual evaluation of external examiners’ feedback from across the University. The Director of PGLA responds to external examiners, and any specific issues are followed up with the Deans of the Schools. The PGLA Director’s annual overview report is submitted to the Learning and Teaching Committee for consideration of any problematic areas, as well as for highlighting good practice. His annual report to the Learning and Teaching Committee on examiners’ reports for the academic year 2011/12 is provided as part of the Advance Information Set.

256 Responsibility for implementing the policies and processes detailed within the University Quality Assurance Infrastructure lies with the Schools and Colleges, and each College has a Head of Learning and Teaching and Head of Quality Enhancement/Assurance who is responsible for oversight of implementation of the University processes within their Colleges. These individuals are all members of the University Quality Forum which reports to the Learning and Teaching Committee of Senate.

257 In recognition of the inherent risk of the University’s highly devolved College and School structures (i.e. where autonomy could lead to disengagement with the collective Institutional ethos), our reporting and committee structures are designed so that there is robust communication between Colleges and that there is Institutional oversight of these key activities. For example, there
is cross-membership of School and College Boards and periodic programme review and programme approval boards; the Annual Institutional Statement on Internal Subject Review (which contains a summary of University-level issues as well as highlights of good practice) submitted to the SFC is considered by the University Quality Forum and Learning and Teaching Committee, as well as Senate and Court; and the Vice-Principal for Learning and Teaching (in keeping with practices of the predecessor roles) takes an overview of the annual reviews/monitoring of taught provision. With regard to the latter, our revised processes for annual review of taught provision address a brief disconnect between institutional oversight of enhancement-focused annual review of taught provision and School and College operational planning. This disconnect was caused, at least in part, by simultaneous changes in approaches to operational planning processes and changes in institutional leadership for learning and teaching.

5.2 Management of assessment

258 A University policy for assessment of taught provision was introduced in 2006, where a series of principles guiding assessment practice were set out. The assessment policy was given a thorough, consultative review in 2008, which resulted in the development of the policy that is currently in use (http://www.dundee.ac.uk/academic/assesspolicy.htm, subject to minor amendments made in 2012). The policy takes recognition of the broad range of disciplines in the University, the role of PSRBs where relevant and the devolved nature of the Institution. It aims to ‘strike a balance between broad issues of principle (with scope for local interpretation and definition at College and School levels) and common, detailed requirements and procedures (e.g. reporting scales) that are generally applicable’.

259 Following the publication of the results from the DUSA-led project on assessment and feedback (see Section 3.3.4, and our case study on assessment and feedback (Appendix), the Quality Forum will take forward a review of the assessment policy. It is likely that the revision of the assessment policy will involve more emphasis on good practice on feedback to students. The review of the assessment policy will be undertaken in two interrelated phases. The first phase will focus on quality enhancement and assurance. The second phase will review the effectiveness of the use of our alpha-numeric marking scale (described within Section 3 of our Assessment Policy) which was introduced in 2005. Our review will consider the views of students, academic staff, support staff and external examiners. The review will also take practices in other Higher Education Institutions into account as well as national projects led by the QAA and HEA in this area such as the project on understanding assessment for early career staff published in 2011.

260 In response to our NSS scores in the area of assessment and feedback, as well as the DUSA-led project mentioned above, consideration of assessment and feedback is now much more explicit within our annual review processes (Annex 16).

261 An Institutional policy for student handbooks was introduced in 2010 in order to ensure that there is robust and consistent communication to students about their programme of study, and how it is assessed. In relation to assessment and feedback, the policy is explicit in the requirement that handbooks must include:

- definitions of plagiarism and academic dishonesty as they apply within the programme discipline and types of assessment used
- descriptive marking criteria allied to the marking scale or reporting scale
• the scale or scales used for marking, and their relationship to the reporting scale and descriptors (where marking does not take place using the reporting scale)
• details and format of assessments (including, for example, weighting between in-course and end-of-module assessments, number and types of questions on each paper, duration of paper, word count for coursework exercises, weightings applied to component assessments, peer assessment details)
• details of the mark aggregation process, where multiple assessments are involved, including weighting of elements among and within assessments or exam papers
• details of criteria for achieving merit and distinction (for those taught postgraduate degrees where this is relevant)
• for group work and peer-assessed work, assessment procedures and criteria and procedures for dealing with problems
• opportunities to receive formative assessment and feedback
• penalties to be applied for late submission and plagiarism and the appeal procedures for extenuating circumstances
• provisional nature of results, especially for Semester 1 modules or assessments
• attendance and participation criteria and assessment, including use of registers, counts of online visits, and engagement in activities that may be taken into account and any penalties that may be applied
• learning outcomes at appropriate levels, as deemed appropriate (lecture, practical, tutorial, topic, module, programme)
• scheduling and submission dates for assessments and coursework, including, potentially, an assessment timetable (or information about where this will be published, and when) and information on any penalties for late submissions.

262 Responsibility for ensuring that programme and module handbooks are aligned with University policy lies with Schools. The LLC holds a repository of these handbooks. Although handbooks are normally considered as part of the periodic programme review process, the effectiveness of the policy on handbooks will be examined by the PGLA Directorate and the LLC (Educational Development) during 2013/14 through sampling of student handbooks and working with DUSA and the SRC to consider the student view.

5.3 Use of external reference points in managing academic standards
263 In common with other Scottish Institutions, the University primarily uses the SCQF and QAA subject benchmarks to develop and assess learning outcomes. For standard undergraduate programmes (e.g. MA, BSc) Scottish Higher Education (SHE) levels 1-4 map to SCQF levels 7-10 respectively. As many of our programmes are accredited by PSRBs, the academic standards prescribed by accrediting bodies are also used as reference points. Programme and module approval processes also require that the credit-rating is mapped to the European Credit Transfer system. Our periodic programme reviews include external representation and take account of the views of employers and former students.
5.4 Evaluative summary of the arrangements for securing academic standards

Strengths

264 The University’s approach to securing academic standards is embedded in our policies for assessment and examining, procedures for quality assurance (programme approval, annual and periodic reviews of taught provision), annual reporting to the SFC and engagement with QAAS and ELIR. Consideration of academic standards is a key part of each of the reporting processes that fall within our quality assurance infrastructure, and our processes are designed to ensure that there is appropriate externality (from outwith the relevant School and College and the University) as well as input from the student body.

Areas for development

265 A key area for consideration is how best to align quality assurance with quality enhancement, so that the terms are not disaggregated, and that the ‘quality control’ aspects of learning and teaching do not result in a diminution of engagement from staff with enhancement through having to deal with a perceived bureaucracy of University processes for quality assurance. It is recognised that formalisation of processes to address quality assurance and enhancement can result in ‘box-ticking’ exercises which may underplay the importance of informal approaches to reflection and enhancement. Our emerging quality enhancement strategy should provide a focal point for enhancement of student learning opportunities and support of their experience at Dundee in an overt way, and ensure that our approach to quality assurance continues to be firmly embedded within our quality enhancement agenda.

Forward planning

266 Our revised approach to annual review of taught provision will be piloted during 2013/14, and its effectiveness will be reviewed by the Learning and Teaching Committee, with support from the University Quality Forum. As indicated above, we plan to review and refresh our approach to programme and module approval, and this will be the one of the first themes of our proposed enhancement-focused workshops during 2013/14. The University’s approach to periodic programme review is also an area that will be subject to a quinquennial evaluation during 2013/14.
6. Self-evaluation and management of information

6.1 Key features of the University’s approach

6.1.1 The approach to self-evaluation

267 The University has taken an evidence-based approach to self-evaluation since the development of its Strategic Framework to 2012 and its subsequent Strategy to 2017 (see Section 2.3). The Strategic Planning Office (which is part of the Principal’s Office, nested within the PGLA Directorate, Figure 4) plays a key role in developing and monitoring performance indicators. Performance is scrutinised by Court, Senate and relevant committees. Reports are also disseminated through the College structures for consideration by College Boards so that there is operational oversight as well as the strategic oversight provided by Court and Senate.

268 In line with our new Vision and Strategy to 2017, where ‘valuing people’ is a key element, the University has conducted a comprehensive staff survey to establish what staff feel about working at the University of Dundee and how their development needs are being addressed. The use of an external company will enable benchmarking of the results against other institutions, whilst also allowing Dundee-specific questions. The staff survey has only just been completed at the time of drafting the RA, and it is unlikely that the analysis of the data will be available to feed in to the ELIR.

269 In terms of learning and teaching, we have a culture of reflective practice that is embedded in our quality assurance procedures (through periodic and annual programme reviews). Whilst our periodic and annual review processes are enhancement focused, they also encourage critical analysis of performance through the examination of student performance data and feedback.

270 The University also uses data from the NSS and other national student surveys (the International Student Barometer, the PRES and the PTES) to evaluate its performance. This is described in more detail in Section 3.3.2.

6.1.2 The approach to management of information

271 As outlined in Section 1.4, one of the enabling strategies for University Strategy to 2017 is an information strategy, where it is recognised that effective use of information is essential to allow the University to reach its goals (Annex 7). The Information Management Committee, which reports to the SMT (Figure 5), is responsible for taking the Information Strategy to 2017 forward with leadership from the Chief Information Officer (the Director of the LLC) and the Chief Technology Officer (the Director of ICS). The new Information Strategy to 2017 builds upon the previous Information Management Strategy (2008-2012), and contains 4 main aims:

1. Develop and maintain an excellent information environment for staff, students and stakeholders characterised by responsiveness to new technologies supported by a more coherent relationship between central and departmental support functions.

2. Improve use of and value for money from core systems and supplement them selectively with integrated reporting facilities and new functions supporting the Information Management Strategy.

3. Ensure that all staff display appropriate levels of competence in using the systems and devices they require to perform their roles. Provide remedial and developmental training as necessary.

4. Maintain a rolling programme of investment in facilities and systems, supported by modernisation of management processes in Information Services departments.
272 A notable development in the Information Strategy is the plan to introduce a document management system to support the academic and administrative activities of the University.

273 Advice and guidance on records management, information policy and implementation is provided by Archive, Records Management and Museum Services (ARMMS). The Records Management Services is the key component of ARMMS which deals with records management, data protection, freedom of information and environmental information.

274 All matriculation and assessment-related student data are held on the Student Information Technology Services – Student Management System (SITS-SMS) which is managed by Student Services. Data are initially entered by ASRS and responsibility is passed to Registry at the point of matriculation. The SITS-SMS database is integrated with the University VLE software (Blackboard, branded as My Dundee) to ensure students have access to the appropriate VLE modules and course information. Assessment marks are added to the database using a defined protocol, and described as preliminary until ratified by the relevant exam board. Whilst Schools may keep provisional assessment data on local databases, they must follow recommendations regarding data storage.

275 Designated academic and administrative staff have access to student management information via the SITS-SMS. Reports available to staff via the eVision extension include: class list reports; student numbers; module pass statistics; progression and retention statistics; reasonable adjustments for individual disabled students. Training events for School Secretaries and other staff who need to use the system regularly are organised by Registry and ASRS. Students can access their own information via eVision at any point, except when certain provisional exam results are being entered.

276 ASRS provides information on student recruitment to Schools, Colleges and University management through a spread-sheet database system known as ARMI (Admissions and Recruitment Management Information). This allows features and trends in recruitment and admissions profiles to be analysed. Regular ARMI updates are available to staff through My Dundee. Within the Admissions Information Section of My Dundee, ASRS also provide procedural information, news bulletins as well as certain student survey results, including i-graduate and the International Student Barometer.

277 University managers have access to a suite of information provided by Registry including:

- matriculation data by School, programme, module and fee
- postgraduate research students by number, category, fee status start/end years
- class and student lists (eVision)
- teaching timetables
- attendance lists (where relevant)
- assessment weighting
- progression rates by module, level and programme
- exam and assessment marks
- degree classifications
- nationality of students and diversity statistics of graduates (gender, race, age, disability)
- graduate destinations
- student retention and progression statistics
- other student information including, for example, withdrawals, repeats and terminations.
These sources of data are used for reports to HESA, for annual module, programme and School level reviews and periodic programme reviews. The information is also used to monitor progress against performance indicators described in the previous and new University Strategy to 2017.

The University has invested in improving its management information environment in the last two years including investment in its business intelligence software through an upgrade to the latest Cognos reporting environment. This gives the University additional capacity to make information available at all levels of the organisation. This is work-in-progress, and there is a commitment to improving our approach to information management in the Information Strategy to 2017 and from the University Senior Management Team.

The University has recently appointed a new Director of ICS (from May 2013), who is also the designated Chief Technology Officer of the University. A new Chief Information Officer for the University (who is also the Director of the LLC) was also appointed in June 2013, and it is likely that they will undertake a joint review of our approach to information management. The outcomes of the review will feed into the development of the quality enhancement strategy described in Section 2.2.

Statistical information relating to complaints and appeals is monitored by the Monitoring and Advisory Group on Appeals, Complaints and Discipline Procedures which reports to Senate. The group examines any trends which may require attention or review. At the time of writing the RA, the University is in the process of adopting the Scottish Higher Education Model Complaints Handling Procedure, and our approach to evaluating statistical data in this area will change in the future.

Communication of information about modules and programmes to current students is normally managed at School-level, using My Dundee as a platform. University policy statements, regulations and guidance for staff and students are managed by PGLA. All students are provided with programme handbooks (and relevant module handbooks as appropriate), which include signposting to relevant regulations and policies. Mandatory, recommended and optional elements of the handbooks are described in a specific University policy. Responsibility for ensuring that accurate information is provided to students in the handbooks lies with the Schools.

Up until 2011, entrant students were given a hard copy of a University-wide student handbook to supplement programme and module handbooks. In recognition of the increasing use by students of mobile devices to retrieve information, the handbook was replaced by a ‘student dashboard’ to provide students with essential information about the University, news and signposting to resources such as My Dundee, dmail, timetables and eVision. Students are also provided with a ‘Welcome’ handbook during Welcome Week, which contains generic information about Dundee, the University and preparation for study.

6.2 Use of external reference points in self-evaluation

The use of external reference points are embedded in our annual module and programme review procedures and in our periodic programme process. In our annual review process (Annex 16), there are specific sections for consideration of SCQF levels, QAA subject benchmarks, PSRB requirements and the views of external examiners. The periodic programme review process is also designed to give appropriate consideration to external reference points, including the views of employers.

External reference points are also used in self-evaluation of the services that we provide for students. The recent periodic review of the student support environment makes explicit reference
to external reference points (e.g. the QAA UK Quality Code), and several of our support services are accredited by external agencies (e.g. the Careers Service has Matrix accreditation).

The University uses HESA data from other institutions to benchmark its performance. Comparisons of our performance with other institutions are regularly reported to University committees as part of monitoring our performance within the context of the University Strategy (see Section 2.3.1 and also Section 3.1). Examples of the benchmarking data are provided in Annex 14. The University also considers the information published by ranking bodies (league tables). Although the appropriateness of the methodologies of ranking bodies is often the subject of debate, the individual measures within the rankings provide additional information about our performance in relation to other universities. Analyses of the main UK and world rankings are carried out by the strategic planning officer and circulated to SMT, College Secretaries and other relevant parties for appropriate internal dissemination.

In addition to the above, we regularly undertake audits of our performance using independent internal and external auditors such as KPMG and PWC. With respect to the student experience, audits have been undertaken of DUSA, DUSA Support Services, Student Services, Student Records Management, Student Recruitment, the LLC, Centralised Timetabling and Workload Planning since 2008/9 (Annex 28). The results of these audits are reported to Court’s Audit Committee where the outcomes are scrutinised, management responses agreed and any follow up actions monitored.

### 6.3 Management of public information

The University adopted the Model Publication Scheme 2013 developed by the Scottish Information Commissioner, and publishes all information that we hold which falls within the different information classes within the scheme. Details of this can be found on our Records Management Services website.

Responsibility for management of public information lies within the separate Directorates, Colleges, Schools or units with responsibilities in the different relevant areas. The approaches of the key outward-facing units are described below.

#### Admissions and Student Recruitment Services

Admissions and Student Recruitment Services (ASRS) provides information to prospective students, current students on study abroad opportunities, parents and families, and schools and colleges. It produces the University undergraduate and postgraduate prospectuses, which are available in hard copy and electronic formats. The ASRS website is the key portal for prospective students (undergraduate and postgraduate) and gives clear direction on how they can apply as well as information about entry requirements, course content, teaching and assessment, career prospects, and fees and funding. Key to the accuracy of this information is input from Schools. Our programme approval process (Figure 17) involves close liaison between ASRS and programme leaders throughout the process. Our quality assurance procedures for making changes to programmes incorporate engagement with ASRS to ensure that our outward-facing information is accurate and up to date. ASRS also proactively engages with Schools on a regular basis to ensure that programme information is accurate. For each undergraduate programme, there is a Key Information Sets dashboard, and a link to the Unistats website.

#### Records Management Services

Records Management Services is responsible for publication of the information within the Model Publication Scheme (described above), responding to and providing guidance on freedom of information requests, providing guidance and training on data protection, and monitoring and reporting (to Court) on requests for information made to the University under the Data Protection

The Strategic Planning Office

The Strategic Planning Office works in partnership with Student Services to coordinate the provision of information that is part of the Key Information Sets (KIS). The information is collated centrally wherever possible to reduce the burden of data collection on academic units. Where information is not available centrally, it is collected from the academic units delivering the courses in question. The main conduit for the collection and checking of data is our eVision system (part of SITS) and is a familiar interface for staff. The data checking and collation templates are available to module leaders and support staff in Schools. All of the information collated centrally is issued to academic units for checking prior to submission to HESA in order to ensure that the information being returned is as accurate as possible.

External Relations

The Directorate of External Relations is responsible for communicating the purposes and value of higher education to the public at large. This is core to our strategy for Wider Impact (Annex 3). The seriousness with which the Institution approaches this is evidenced by the fact we have a Vice-Principal with responsibility for leadership of this area. The Directorate of External Relations is involved in a wide variety of activities, all aimed at engaging the wider world with what being a University in the 21st century means and giving insight into the impact of our teaching, learning and research.

We have an extremely proactive press office which works with media at local, national and international levels. They also produce a quarterly ‘Contact’ magazine for distribution across the University community and to an external audience, and print our annual magazine ‘The Bridge’, which is given to all new graduates, another 6500 alumni around the world, and to an external audience. Notable new developments and news features are published on the front page of the University website.

The University hosts a strong programme of public events, including the Saturday Evening Lectures, the Dundee Literary Festival and the annual School of Duncan of Jordanstone College of Art and Design Degree Show, aimed at bringing the local community onto the campus. These events attract around 20,000 people each year. Our ‘Revealing Research’ programme has brought the work of academics and researchers directly to the public through events like Café Science, Dundee Arts Café, and Doors Open Days. The University is a key partner in the Dundee Science Festival. The vast majority of these events are free for the public to attend.

The University is a founding partner of the V&A at Dundee, a project which has attracted massive public interest. We have also taken a leadership role on key projects such as 5 Million Questions, which is an initiative to analyse Scotland’s forthcoming referendum on independence, and Design in Action, a knowledge-exchange hub which aims to bring academia and industry closer together. A key purpose of these activities is to place the University of Dundee at the heart of communicating on how universities have an impact on society at large. This helps to demonstrate the value of what a University can contribute in addition to its core functions in learning and teaching and research.

Colleges and Directorates

Colleges and Directorates are each responsible for the accuracy of the information that they provide about themselves through the web, newsletters, brochures or any other medium.
Whilst our devolved approach to the management of information that we present to the public is sound, it is recognised that this area is not currently contained within any of the University enabling or cross-cutting strategies. Our recently appointed Chief Information Officer for the University has management of public information incorporated into his remit in order to ensure that there is appropriate strategic leadership and oversight in this area. The current *Information Strategy* to 2017 will be reviewed following the new appointments of Chief Information Officer and Chief Technology Officer, and management of public information will be part of the revised strategy.

6.4 Evaluative summary of the approach to self-evaluation and management of information

**Strengths**

The University has been making systematic use of KPIs and benchmarking since the development of its *Strategic Framework 2006-2012*. At the level of learning and teaching, our quality assurance processes for reviewing taught provision are designed to ensure thorough evaluation of performance, using appropriate external reference points and with external input. We also use results from national student surveys to help evaluate our performance, and work to respond to areas of concern (see, for example, our first case study shown in the Appendix).

We have made significant investments in the management information environment over the past couple of years, and there has been good progress with upgrading our business intelligence software.

**Areas for development**

We recognise that there are areas within our approach to information management which are still work in progress. For example, we are working towards a more consistent approach to the presentation of management information through better use of the Cognos reporting system. We also need to ensure that there is a more strategic focus to how we communicate with all stakeholders, including prospective students, current students and the public. Management of public information falls within the remit of our Chief Information Officer, and this area will be considered as part of the review of the *Information Strategy to 2017*.

**Forward planning**

Communication is one of the themes of our developing quality enhancement strategy, and within this area we will consider how we can take a holistic approach to enhancement of how we communicate to external and internal audiences.
7. Collaborative activity

7.1 Key features of the University’s strategic approach

Historically, the University has been cautious in its approach to collaborative activity, and the majority of our current activities are articulation agreements with international institutions and student exchange schemes. At the time of writing the RA, we have several articulation agreements in place, two validation agreements, one franchise-type agreement and a very small number of joint research degree arrangements. We also have three ‘flying faculty’ blended learning programmes in Kuwait, Egypt and Greece which have been developed over the past two years. Our collaborative activities are listed in our Register of Collaborative Agreements.

We have clear guidelines and templates for developing standard articulation agreements (described within the Quality Assurance Infrastructure), and the Director of Legal Services and the Director of Quality Assurance work together to provide tailored advice on legal and quality assurance aspects respectively for new collaborative proposals. New collaborative proposals are dealt with on a case-by-case basis, and to date we have taken a bespoke approach to approval of new collaborations, ensuring appropriate recognition of Chapter B10 of the QAA UK Quality Code.

The changing political landscape in Scotland and the wider globalisation climate have, however, caused us to rethink our conservative approach to collaborative provision. The University Strategy to 2017 (and its underpinning learning and teaching and internationalisation strategies) is explicit in its commitment to develop collaborations and partnerships, and it is important that we ensure that we are appropriately equipped to take a robust approach to considering responsibilities, due diligence and risk registers, and ensuring that our local approaches to quality enhancement and assurance are appropriately applied within a wider-reaching collaborative context.

With regard to the increasing importance of developing strategic international collaborations, a Deputy Principal for Internationalisation was appointed in 2012. An enabling Internationalisation Strategy to 2017 was subsequently developed during late 2012 (Annex 4) as part of the University Strategy to 2017, and its implementation is supported by an Internationalisation Committee that reports to Senate. The Internationalisation Strategy to 2017 has four principal aims:

- to build sustainable high-level international partnerships
- to bring the world to Dundee
- to take Dundee to the world
- to develop capacity and resource to support internationalisation.

During the first year of the strategy implementation, the focus has been on understanding our current position. The International Student Barometer has been a valuable instrument to identify our strength in the student experience at Dundee from the perspective of international students. Future work will include the development of clearer processes for developing international partnerships in learning and teaching, and ensuring that there is good sign-posting to help staff consider the detail of risks for academic delivery at a distance, either through ‘flying faculty’ approaches or through joint arrangements. A ‘risk-register’ template for teaching collaborations has recently been developed, and this will be part of a comprehensive handbook to guide staff in developing teaching partnerships.
The Scottish Government agenda and the requirements of the SFC have been important drivers of our recent approaches to collaborations with FE colleges and relationships with school-entry applicants. There is a view from the Scottish Government that there is often a repetition of learning at SCQF levels 7 and 8 within the Scottish system of education, and that universities should be doing more to facilitate access to higher education through FE college routes, as well as developing advanced entry routes from schools so that there is not repetition of levels between the different learning routes. Working closely with FE colleges also addresses our commitment to widening participation, which is described in Section 3.1.

In order to address these national drivers for change, three important initiatives have been set up at Dundee, with the former two being relevant to ‘Collaborative Activity’ and described in more detail below:

1. Refinement of articulation agreements with FE colleges
2. Development of the STEM (Science, Technology, Engineering and Mathematics) widening access initiative
3. Promotion of advanced entry three-year degrees.

**Refinement of articulation agreements with FE colleges.**

The University has been working closely with local FE colleges to increase articulation links and develop new pathways to University study at SCQF levels 8 and 9. This aligns with Scottish Government policy which seeks to avoid repetition of levels of study wherever possible. The Outcome Agreement with the SFC (Annex 15) builds on this by identifying and further developing specific Higher National routes into University, where the students will become associate students of the University from the start of their period of study at a partner College. Following a successful bid to the SFC by the University, Dundee was awarded an additional 50 articulation places for associate students. The first agreement with Dundee (and Angus) College has been signed and an agreement with Fife College is due to be signed shortly. These will be available for the ELIR team visit in the autumn of 2013.

**Development of the STEM widening access initiative**

The STEM widening access initiative involves collaborative provision of learning opportunities from Dundee College and the University of Dundee in a ‘co-curriculum’ approach in order to prepare students fully for advanced entry to University of Dundee STEM degree programmes. It is a way to address widening access to higher education in STEM subjects, and recognises that not all individuals can directly access higher education through traditional routes for a variety of reasons. The University has partnered with Dundee College in order to give such individuals a new route into higher education, initially in the areas of life sciences, environmental sciences and computing. In this novel approach, students will spend the first year of their degree being provided with learning opportunities and support from Dundee College (75%) and the University of Dundee (25%) before moving into SHE level 2 of relevant degree programmes at the University of Dundee.

The collaborative provision arrangements for this initiative (to commence in academic year 2013/14) were considered through our quality assurance procedures as if they were new programmes, in order that due consideration was given to academic standards, the student experience and appropriate learning outcomes for that first year of study. At the time of drafting the RA, the collaborative arrangements are being finalised, and details will be available for the ELIR team visit in the autumn of 2013.

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6 Dundee College and Angus College are in the process of merging during 2013.
7.2 Securing academic standards of collaborative provision

313 The University takes its responsibilities for collaborative provision very seriously with due recognition to the expectation that the Institution is responsible for the learning opportunities for students registered on its degree programmes and for the academic standards of any award that is given by the University of Dundee. We have been risk-averse in our approach to collaborative arrangements and engaging with joint/partnership arrangements with other institutions.

314 Guidance on approaches to collaborative provision is given within the Quality Assurance Infrastructure and bespoke advice and guidance is provided by the Director of Legal Services, the Director of Policy, Governance and Legal Affairs and the Director of Quality Assurance on a case-by-case basis in the development of collaborative arrangements. Responsibility for academic quality is devolved to Colleges and Schools who report and consult on developments through the University committee structures, including the SMT and Court as appropriate.

7.3 Enhancing the student learning experience on collaborative programmes

315 As indicated above, the University has a fairly limited portfolio of collaborative taught provision. That said, we take the view that all students of the University should be given appropriate opportunities to engage with our student representation system and that matriculated students who are part of collaborative arrangements should have equivalent opportunities and support from the University. We recognise the challenges and risks of ensuring that students on collaborative programmes don’t ‘fall through the cracks’ and our collaborative agreements are developed to ensure that the responsibilities of the collaborating partners are clearly articulated.

7.4 Evaluative summary of the approach to managing collaborative activity

Strengths

316 We are very risk-aware (and somewhat risk-averse) where it comes to collaborative provision, and this can be viewed as a strength (or an area for development, see below). Our strengths lie in our case-by-case approach to robust consideration of legal contracts, securing academic standards and ensuring that we are vigilant in our responsibilities to all of the students of the University, whether on campus or at a distance.

Areas for development

317 Our approach to the legal aspects, quality enhancement and quality assurance of collaborative taught provision has been manageable to date through a small advisory team (the Director of Legal Services, the Director of Policy, Governance and Legal Affairs and the Director of Quality Assurance’). The team acts in an advisory capacity within a governance framework where responsibilities for implementation lie within the Schools and Colleges. Whilst this approach has been manageable and effective with the relatively small number of collaborative arrangements that the University has engaged with to date, it is recognised that this is now a growing area. We need to give careful consideration to the resource that is required to ensure appropriate support and oversight of collaborative arrangements, as well as give thought to the further development of ‘template’ processes for the quality assurance of joint taught provision.

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7 A similar service was delivered previously through the Academic Affairs Directorate, which is no longer in existence. Responsibilities for collaborative arrangements have since been subsumed by the Directorate of Policy, Governance and Legal Affairs.
Forward planning

318 The recently constituted Internationalisation Committee, with leadership from the Deputy Principal for Internationalisation, will take responsibility for the University’s approach to international partnerships with input from the Colleges, the Directorate of Policy, Governance and Legal Affairs and the Student Services Directorate.

319 Local articulation agreements with further education colleges are in a development phase to minimise duplication of learning at SHE levels 1 and 2 (SCQF levels 7 and 8). The University is confident that there is appropriate recognition of our responsibilities for the quality of student learning opportunities as well as the assurance of the quality of academic standards for all of our credit-rated taught provision that contributes to a degree-level award.

320 The Student Support & Retention Forum, to be convened during 2013/14 and which will report to the Learning and Teaching Committee, will take a leadership role in the further development of articulation agreements with FE colleges, working closely with the PGLA Directorate.
8. Conclusions

321 In conducting this reflective analysis of our approach to quality enhancement at the University of Dundee we have identified many areas of strength. The review and evaluation of our activities through the ELIR method has confirmed our view that we are a student-centred University, where the continuous improvement of the student experience is a top priority. Our enhancement developments are robustly informed and implemented through effective engagement with DUSA and the student body via our student representation system. We are responsive to student feedback at all levels, including national surveys such as the NSS, and take deliberate steps to address areas of concern or dissatisfaction.

322 We have a broad framework that supports academic professional development in the enhancement of learning and teaching. It is informed by the University Vision and associated enabling strategies, wider sectoral initiatives, and the needs of our current and future students. The LLC (Educational Development) is central to this framework, and its provision is complemented by a range of generic and discipline-specific teaching in higher education programmes and modules offered by the Schools, the work of the recently established Organisational and Professional Development unit, and College-led CPD opportunities. The current work being undertaken to embed these elements of provision within an HEA-accredited Professional Learning Framework will establish an integrated approach to developing excellence in the provision of CPD for the enhancement of learning and teaching.

323 Our academic policies and quality assurance processes are sound and enhancement-focused, and have been developed in consultation with students and staff. One of our significant strengths is our approach to consultation and engagement in the area of learning and teaching and the student experience (exemplified by our second case study on the review of the academic year).

324 We also identified certain key areas for development. These include strategic approaches to information management, communication with stakeholders and the need to build on current activity in the dissemination and sharing of good practice in learning and teaching. Most importantly, we identified a need for a more cohesive framework to take forward our quality enhancement agenda.

325 Through engagement with the ELIR self-evaluation exercise we recognised that our strategic approach to quality enhancement could be strengthened, as areas that fall outside the sphere of learning and teaching are not contained within an overarching quality enhancement strategy. Indeed, certain components such as engagement with the national Quality Enhancement Themes, communication with stakeholders and partnership with students, which we wish to take forward to enhance the quality of the student experience at Dundee, are not currently captured in any of the University enabling strategies. This recognition led us to consider the development of a cross-cutting Quality Enhancement Strategy, and the ELIR method has focused our thinking about which elements the emerging strategy should encompass, and how the strategy should relate to the other relevant enabling strategies that underpin the University Strategy to 2017. At the time of drafting the RA, the proposed six key components of our Quality Enhancement Strategy (see Section 2.2) are as follows:

1. The student support environment
2. The student learning experience
3. Enhancement in learning and teaching
4. Engagement with the national Quality Enhancement Themes
5. Communication with stakeholders
6. Partnership with students.
It is recognised that, for the areas that overlap with other enabling strategies that support the University Strategy to 2017, we will need to ensure that there is appropriate alignment of priorities as well as clarity about where responsibilities lie. Our initial thinking is that the proposed Quality Enhancement Strategy could act as a catalyst to help the other relevant enabling strategies to interact with each other more effectively.
## 9. Abbreviations and Glossary of Terms

### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASRS</td>
<td>Admissions and Student Recruitment Services</td>
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<td>ARMI</td>
<td>Admissions and Recruitment Management Information</td>
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<td>ARMMS</td>
<td>Archive, Records Management and Museum Services</td>
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<td>ASC</td>
<td>Academic Skills Centre</td>
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<td>CPD</td>
<td>Continuing Professional Development</td>
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<tr>
<td>CASS</td>
<td>College of Arts and Social Sciences</td>
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<td>CASE</td>
<td>College of Art, Science and Engineering</td>
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<td>CLS</td>
<td>College of Life Sciences</td>
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<tr>
<td>CMDN</td>
<td>College of Medicine, Dentistry and Nursing</td>
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<td>DUAL</td>
<td>Dundee University Access to Learning</td>
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<td>DUSA</td>
<td>Dundee University Students’ Association</td>
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<td>DSC</td>
<td>Developing and Supporting the Curriculum</td>
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<td>EDR</td>
<td>Early Dispute Resolution</td>
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<td>EEE</td>
<td>Employability, Enterprise and Entrepreneurship</td>
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<td>ELIR</td>
<td>Enhancement-Led Institutional Review</td>
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<td>ELT</td>
<td>English Language Teaching</td>
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<td>FE</td>
<td>Further Education</td>
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<td>GDC</td>
<td>General Dental Council</td>
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<td>GMC</td>
<td>General Medical Council</td>
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<td>HEA</td>
<td>Higher Education Academy</td>
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<td>HEIDI</td>
<td>Higher Education Data Inventory</td>
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<td>HESA</td>
<td>Higher Education Statistics Agency</td>
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<td>HNC</td>
<td>Higher National Certificate</td>
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<td>HND</td>
<td>Higher National Diploma</td>
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<td>ICS</td>
<td>Information and Communication Services</td>
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<td>ISE</td>
<td>Institute of Sport and Exercise</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>KIS</td>
<td>Key Information Set</td>
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<td>KPI</td>
<td>Key Performance Indicator</td>
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<td>LLC</td>
<td>Library and Learning Centre</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>NES</td>
<td>NHS Education for Scotland</td>
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</table>
Glossary of Terms

Articulation arrangement: A process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree-awarding body. These arrangements, which are subject to formal agreements between the parties, normally involve credit accumulation and transfer, so that credit achieved for the approved study at the first provider is transferred to

8 From the UK Quality Code for Higher Education.
contribute to the programme and award completed at the second (the degree-awarding body). The two separate components are the responsibility of the respective organisations delivering them but, together, contribute to a single award (of the degree-awarding body). Students normally have a contractual relationship with the organisation which delivers the first component and subsequently with the degree-awarding body.

**Franchising:** A process by which a degree-awarding body agrees to authorise a delivery organisation to deliver (and sometimes assess) part or all of one (or more) of its own approved programmes. Often, the degree-awarding body retains direct responsibility for the programme content, the teaching and assessment strategy, the assessment regime and the quality assurance. Students normally have a direct contractual relationship with the degree-awarding body.

**Flying faculty:** An arrangement whereby a programme is delivered in a location away from the main campus (usually in another country) by staff from the degree-awarding body, who also carry out all assessment. Support for students may be provided by local staff.

**Validation:** A process by which a degree-awarding body judges a module or programme developed and delivered by another organisation and approves it as being of an appropriate standard and quality to contribute, or lead, to one of its awards. Students normally have a direct contractual relationship with the delivery organisation.
Case Study 1: Assessment and Feedback - Enhancing Practice and the Student Experience

Introduction

A focus on excellence is at the core of the University’s new 25-year Vision with the aim of becoming Scotland’s leading university. To achieve our vision, it is recognised that we must put in place mechanisms to further enhance our learning and teaching processes to ensure our programmes and systems of assessment produce the types of student experiences and graduates we desire.

This case study provides an overview of three projects which demonstrate the University’s commitment to improving assessment and feedback practice. It illustrates that student engagement is embedded in our approach to enhancement; that the student voice can influence curriculum development and institutional policy; and the willingness of the University to engage with wider sectoral initiatives to share and draw upon good practice.

The case study relates to four key areas of ELIR. Specifically, the case study illustrates the Institution’s ‘Strategic approaches to enhancing learning and teaching’ (Section 2.2 of the RA); demonstrates our approach to ‘Engaging and supporting students in their learning’ (Section 3.3 of the RA); provides evidence of initiatives focused on ‘Engaging and supporting staff’ (Section 4.3 of the RA) and exemplifies our efforts to maintain and enhance standards through our ‘Management of assessment’ (Section 5.2 of the RA).

Background

The University of Dundee ranks highly on the basis of overall student experience (rated number No.1 in the UK in the 2012 Times Higher Education Student Experience Survey\(^9\)). Although instruments such as the National Student Survey (NSS) also show high levels of student satisfaction in many areas, the NSS has consistently indicated that our students, in common with the wider sector, are notably less positive in relation to assessment and feedback. The University’s strategic focus places significant emphasis on the need to develop assessment and feedback practices which test not just the knowledge a student has, but the higher level skills they have developed to be able to use that knowledge.

In our highly devolved organisational structure, a single uniform approach to addressing this complex (and often contentious) challenge, was recognised as being unlikely to bring about the level of embedded and ongoing change required to meet our priorities in this area. Instead a series of interrelated initiatives were identified and undertaken including:

- engagement with the Higher Education Academy (HEA) Assessment and Feedback Change Programme to evaluate the Transforming the Experiences of Students through Assessment (TESTA) methodology as a potential means to effect changes in assessment practice at the level of the curriculum

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\(^9\) Times Higher Education Student Experience Survey 2012, [http://www.timeshighereducation.co.uk/419771.article](http://www.timeshighereducation.co.uk/419771.article)
Student involvement in both of these change initiatives was deemed crucial to the success of any proposed reforms. The University prides itself on the value it places on student feedback. Deepening our understanding of the student experience of assessment and feedback at all levels was therefore an essential first step to enhancing the assessment environment and student learning opportunities. Representatives of the Dundee University Student Association (DUSA) were directly involved in the leadership of all three initiatives, while project aims were disseminated to the wider student and academic body to foster engagement and ownership across the institution.

HEA assessment and feedback change programme - TESTA

The University of Dundee was one of 7 UK institutions selected to participate in the 2012 HEA Assessment and Feedback Change Programme in a one-year evaluation of the Transforming the Experiences of Students through Assessment (TESTA) methodology. The Change Programme represents an established model for supporting institutional initiatives through the provision of structured support for the planning, dissemination and ongoing evaluation of change initiatives.

Through involvement in the programme our aim was to evaluate the effectiveness of the TESTA model as a potential component of the University’s quality assurance infrastructure, aligned with programme review. Specifically, the project sought to establish the effectiveness of TESTA across different disciplinary contexts, modes of delivery and the scalability of the process. The TESTA methodology examines programme-level assessment environments with data obtained and triangulated by means of a programme audit, assessment experience questionnaire administered to all students in their final year of study, and focus group interviews with final year students. The output is a case study which is shared with the participating programme team to help inform future programme development.

A cross-institutional team including the Deputy Principal (Learning and Teaching) and a student representative from Duncan of Jordanstone College of Art and Design (DJCAD) project-managed the pilot implementation of the TESTA methodology for two distinct degree programmes. Evidence produced by the original HEA-funded TESTA project led by the University of Winchester indicated that the model aligned well with traditional, on-campus programmes. Dundee’s pilot sought to evaluate the model’s utility in non-traditional course contexts (and by extension its suitability in an institution with a diverse portfolio of disciplines and course offerings) by selecting the online, distance learning BA Childhood Practice and the studio-based BDes (Hons) Textile Design to form the basis of the pilot.

The TESTA methodology was well received by both participating programme teams. As part of the pilot, the two Programme Directors were asked, in conjunction with their teams, to reflect on the process and provide a response to the institutional project team. Feedback from staff indicated:

- that the process had been of value, with comments describing the approach and evidence gathered as robust, positive and relevant – giving “…a new perspective on our assessment procedures”
- that the process “…did not add to the workload of the team” nor did it duplicate existing evaluative or regulatory processes, suggesting that the process would be scalable
• the evidence-based nature of the TESTA model was a powerful means of encouraging reflection and cross-programme discussion around potential enhancements to programme structure and associated assessment strategies.

As well as representing a potential means of delivering systemic change in our approach to the enhancement of assessment practices through support for the periodic review of taught provision, the pilot implementation of TESTA highlighted that institutional adoption could present additional benefits in terms of demonstrating responsiveness to student feedback; the identification of recurring issues in assessment and feedback practice across the institution; and providing a mechanism to aid the identification and sharing of good practice.

A proposal to implement TESTA as a centrally-supported resource for use in periodic programme reviews was strongly supported by the University’s Senate Learning and Teaching Committee. The proposal included recommendations that a Quality Enhancement Officer post (reporting to the Director of Quality Assurance in the Directorate of Policy, Governance and Legal Affairs) be created to support core TESTA activities. Programme teams will be expected to engage with the TESTA process one year ahead of periodic programme review to allow sufficient time for reflection and evidence-informed interventions to be implemented. To build capacity to support potential high uptake and spread expertise across the institution, a development group (co-ordinated by the Quality Enhancement Officer) will be formed to support collection of data and presentation of findings to programme teams. As a final requirement of the process, programme teams must ‘close the loop’ by disseminating back to their students the key findings to emerge from application of TESTA and the actions taken in response to these findings.

The strength of support for the project by academic staff, students and the University Senior Management Team (SMT) provides evidence of the value of identifying from the outset all key stakeholders and the importance of maintaining extensive and regular communication. The involvement of a student representative on the institutional team, engagement with DUSA from the development stage of the project and provision of frequent progress reports to key individuals and committees ensured that there was a clear understanding of the rationale behind the initiative and scope for any interested party to input into the project.

Information about the TESTA project was disseminated via the University’s Highlighter newsletter and the SMT, College Heads of Learning and Teaching and School Heads of Learning and Teaching were all briefed throughout on the aims, potential benefits and likely resource requirements (on the part of the Institution and individual Schools). It is recognised that the TESTA methodology will not in itself provide solutions to address issues in assessment practice resulting from programme design. Its value will be as an evidence-based change enabler – facilitating discussion, development and delivery of interventions (within and across programmes) to enhance the student experience of assessment and feedback.

**Toolkit on feedback on assessment**

To augment wider institutional efforts to enhance assessment practice, a working group of Senate Learning and Teaching Committee was established, tasked with developing a mechanism to support the continuing professional development of academic staff and the identification (and sharing) of good practice in provision of student feedback.

The sparqs Development Advisor was engaged on a consultancy basis to lead the development and pilot implementation of a **Toolkit on Feedback on Assessment**. The initial development of the Toolkit was informed by research into existing good practice across the sector and through interviews with senior academic staff and students from the Schools of Law, Nursing & Midwifery and DJCAD.
The Toolkit consists of four sections each accompanied by a series of activities and associated resources. Topics include:

- principles of feedback
- methods of feedback on assessment
- evaluating feedback practice
- identifying and sharing good practice.

Student participation is a core principle of the Toolkit with the first three sections specifically designed to involve staff and students (including student representatives) in small group tasks which aim to stimulate reflection and discussion on existing practices and opportunities for enhancement. The potential to repurpose and adapt the content and activities to suit different contexts and disciplinary needs was recognised as being essential to ensuring widespread application across the institution.

A draft version of the Toolkit was initially piloted with a small group of staff from the School of Nursing and Midwifery. While feedback indicated that the resource was of value and activities outlined were worthwhile, to be of optimal benefit it was apparent that student input would be essential to better understand expectations around feedback and where possible to close the gap between existing and desired levels. A subsequent pilot workshop was held with a larger group of staff from DJCAD but this time involving a comparable number of students to balance the discussions. Feedback from both staff and students following this pilot was extremely positive, with the School subsequently deciding to implement further generic events to continue the dialogue with students that the workshop had initiated.

Feedback from the Working Group highlighted the need to ensure that consideration be given to how the Toolkit might be used with taught postgraduate and distance learning students. A finalised version of the Toolkit was subsequently made available to Schools (and is available from the Quality Framework website), supported by Library & Learning Centre’s Educational Development Division, and in 2012 formed the basis of workshops with staff and students from the School of Life Sciences and School of Law. The School of Nursing and Midwifery, involved in the original pilot of the Toolkit, held a follow up workshop with members of the School’s Student Forum in May 2013 using some of the other exercises to evaluate existing feedback practice and identify where enhancements to consistency of approach could be implemented.

**DUSA-led assessment and feedback project**

The University’s performance in the 2012 National Student Survey (NSS) revealed a small improvement on the previous year’s results in the five questions relating to assessment and feedback. The scores however continued to indicate a level of student dissatisfaction with practice in this area. To inform future developments and support wider initiatives seeking to enhance institutional performance in relation to assessment practice, the University Quality Forum (which acts as an advisory group on quality enhancement and assurance to the Senate Learning and Teaching Committee) expressed a view that the NSS data be subject to further analysis. The DUSA executive team, working in collaboration with the Directorate of Policy, Governance and Legal Affairs and the Library and Learning Centre, were invited to lead a project with a view to establishing a clearer understanding of the student experience of assessment and feedback at Dundee.

A graduate intern (a former Deputy President of DUSA) was contracted on a short-term basis to assist with the collection and analysis of data, working alongside the current DUSA President and Deputy President. The approach taken to examining the student view of assessment and feedback involved collation and evaluation of three data sources:
1. Quantitative data derived from the results of the 2012 NSS. A framework was adopted which analysed (by subject area and school) the percentage of scores from students who agreed or strongly agreed with the statements relating to assessment and feedback with a cut-off value of 75% used to identify areas for development.

2. Qualitative data derived from responses to the open questions in the 2012 NSS. The comments were quantified within overarching themes and analysed to identify common areas where changes in institutional practice or policy development could make a positive impact.

3. Structured focus group interviews (facilitated by members of the DUSA Executive) were conducted with a sample of students from four Schools (Life Sciences, Business, Computing and Engineering, Physics and Maths). The focus groups sought to develop a richer picture of student experiences to aid the interpretation of the quantitative findings.

The three data sets were analysed independently then the results were triangulated to identify common themes with regard to perceived issues and expectations in relation to assessment and feedback. Six main themes were identified: clarity of expectations for assignments; consistency in marking; feedback as an important component of learning; timing of assessments and distribution of effort; timeliness in giving feedback; and assessment methods.

As an enhancement-led initiative the project identified numerous aspects of good practice, although the focus of the project was very much on identifying areas for development and addressing problems in existing practice. The findings highlighted the importance of ensuring that assignment requirements and associated marking criteria are clearly specified and aligned to learning outcomes. Linked to this, the issue of consistency underpinned many of the student concerns - in relation to marking, methods of feedback and forms of assessment used across modules/programmes.

The finding that competing assessment deadlines across programmes and heavy assessment loads was of particular concern to students further supported the University’s decision to implement TESTA as part of the periodic programme review process to assist programme teams to map programme assessment environments and, where possible, try to design these pressure points out of curricula.

The project report included a series of recommendations to be considered by the University when updating or producing future policies, guidelines and processes that relate to assessment and feedback. The project was endorsed by Senate Learning and Teaching Committee where it was agreed that the report’s recommendations should be taken forward by members of the Quality Forum. Certain of the recommendations, including changes to annual programme and module monitoring reports requiring reflection on effectiveness of assessment and feedback methods, have already been implemented.

The report (and its conclusions) has been disseminated to all levels of the Institution, where relevant School and College committees have been asked to discuss the findings with a view to informing practice at a local level. The report was made available to members of the Student Representative Council (SRC), and was an item for discussion at one of the scheduled SRC meetings.

**Conclusions, monitoring and future plans**

Figure C1 summarises how the strands of the University’s approach to addressing enhancement in the area of assessment and feedback link together.
Figure C1: Assessment and feedback enhancement initiatives to support the University’s Learning and Teaching Strategy to 2017

The impact and effectiveness of our ongoing initiatives to enhance practice in assessment and feedback will be monitored by the Quality Forum (where Assessment and Feedback is a standing item on the agenda) and the Learning and Teaching Committee. The new Learning and Teaching Strategy to 2017 includes performance indicators based on student satisfaction in assessment and feedback (via measures including the NSS). Further evidence of our efforts to enhance and share good practice in assessment and feedback will be monitored through our new learning and teaching enhancement reports (with an annual Institutional review to be undertaken by the Vice-Principal for Learning and Teaching with support from the Quality Forum) which feed into School and College operational plans. This is important in order to ensure that quality enhancement is appropriately considered alongside financial and research-focused operational developments.

The detailed analysis of the student comments together with the quantitative data obtained from the NSS was identified as being of significant value. In the DUSA-led project described above, this was limited to the data relating to the assessment and feedback questions within the survey. Discussions are taking place within the Quality Forum as to how this might be expanded to include the full data set, and development of this area is part of the remit of the Quality Enhancement Officer appointment (described within the HEA Assessment and Feedback Change Programme – TESTA section of this case study).

The data obtained through the DUSA-led Assessment and Feedback project will feed into a planned review of the University’s Assessment Policy on Taught Provision with a view to redeveloping it as an Assessment and Feedback Policy.

In addition to the initiatives outlined in this case study, academic professional development provision in this area has been expanded. For example, our new teach@dundee academic induction programme for new members of staff involved in the design, delivery or support of teaching includes significant input on the institutional approach to assessment and feedback and awareness-raising on supporting policies and procedures. Also, a new 20 credit module, Assessment and Feedback for Learning, is scheduled to be available from 2013-14 as an elective module within the University’s HEA/Nursing and Midwifery Council accredited Postgraduate Certificate in Teaching in Higher Education (PGCertTHE) programme. These developments will further serve to enhance future learning and teaching practice and wider aspects of curriculum design across the institution.

Feedback obtained during the development of the Toolkit on Feedback on Assessment highlighted the importance of monitoring the applicability/availability of professional development provision in relation to the growing number of distance learning programmes. There may be a need for better guidance (for both staff and students) on how to produce and make effective use of feedback in these delivery modes. A three-year Jisc-funded project, InterACT, led by the University’s Centre for Medical Education, is evaluating dialogic approaches to assessment and feedback in the context of
online distance learning courses. The findings from this project will be useful in identifying issues specific to this learning context and how they might be addressed (principles of effective feedback, examples of good practice etc.).

Finally, this case study highlights the value that the University places on input from the student body in the development of Institutional quality enhancement initiatives and underpinning policy developments. Within the context of the University’s approach to enhancement of practice in assessment and feedback (through the initiatives described above), some concerns were raised from the Learning and Teaching Committee about drawing conclusions and implementing changes to policy or practice based predominantly on student perceptions. We recognise that this debate is in itself constructive and healthy. Students and staff have engaged in productive discussions around the respective roles played by student feedback, disciplinary pedagogies, professional body requirements and Institutional structures with regard to future enhancements around learning, teaching and assessment. The approaches outlined in this case study, combined with the enhancements to monitoring and reporting that have resulted, ensure that multiple sources of evidence are available to aid decision-making with respect to any developments in teaching and assessment practice or policy. The approach taken in these initiatives will serve to inform future projects, with the methods of student engagement and stakeholder communication acting as a robust starting template for our enhancement-led developments.
Case Study 2: Review of the Academic Year - Effective Consultation and Engagement with Students and Staff

Introduction

Where possible, the University takes the approach that reviews of its activities and resulting proposals for change should be accompanied by consultation with students and staff. Our emerging view is that, although robust and meaningful consultation can cause developments to take longer, proposals that have been developed with input from the wider community are more likely to be implemented effectively. The case study described below is an illustration of the University’s approach to self-evaluation, review and change implementation through consultation and responding to feedback. It is an example of how we would like to routinely approach self-review in the future, rather than how we have necessarily always gone about this in the past.

Background

For the academic session starting in September 2003 the University restructured its teaching into two semesters from its traditional three-term structure. The new first semester began early in September and ended before Christmas with two weeks of exams; the second semester began in mid-January, with teaching ending at the end of March, followed by a three-week Easter vacation and then the second semester exam diet, with the teaching year officially ending at the very end of May/beginning of June.

In 2008, the University agreed to lengthen semester 1 by one week by starting one week earlier. The academic justification for this was as a means to enhance induction in the early weeks of the session, and thereby to ameliorate any acculturation difficulties of new students. It was also hoped that retention issues could be addressed in a more strategic way. One consequence of this, however, is that the academic session at Dundee starts earlier than almost all other UK universities.

Recognising the potential risks of such an early start on student recruitment, particularly from the rest of the UK and from the EU and overseas, the Senate at its meeting in February 2012 requested a review of the academic year. It particularly asked for three issues to be considered:

- the timing of the beginning of the academic year, which some people felt was too early;
- the timing of the semester 1 exams, which was thought might be too close to the end of teaching in semester 1 to allow students to properly assimilate content and also may put undue strain on lecturing staff to complete evaluation of scripts during the Christmas vacation period; and
- the positioning of the resit diet in August, which many staff in particular had felt caused additional strain in the run-up to the new academic session.

Senate was clear that the review should take account of:

- the impact of any changes on the student experience;
- the need for a clear academic rationale to the structure of the academic year;
- the knock-on effects of moving the start of the academic year on other University events, such as graduation;
- the views of students, academic and support staff;
- the differing requirements of professional programmes (teaching, medicine, dentistry, law, nursing, etc.);
- the effects on students’ accommodation contracts.
Consultation

A working group was established under the convenership of a senior academic with membership including: students, academics, academic administrators and directors of central support services. Early meetings of the group concentrated on discussing a range of related issues as a means to determine the areas for further research and consultation, and also to ensure that no possible aspect of the underlying problems could be overlooked.

In Semester 1 of academic session 2012/13, the group commissioned two student consultation exercises. The first was targeted at entrant students and was included as part of the routine entrant online survey about the recruitment process. It asked them for their views on whether the structure of the academic year, and in particular the early start, was a factor in their consideration of accepting Dundee’s offer.

The second was targeted at continuing students and taught postgraduates and took the form of a bespoke online survey. It sought feedback on a series of areas: start of the academic year; placement of semester 1 exams; desirability of reading weeks; placement of resit exam diet, etc. Responses were received from over 2000 students, representing around a 30% response rate.

At the same time as the student surveys were conducted, a survey of academic and administrative staff was carried out. In this survey, Schools and Directorates were asked to provide collective responses from their own areas to a series of specific questions seeking views on the advantages and disadvantages of a series of potential scenarios. All academic schools provided a response, and a series of support services also responded.

The working group analysed the feedback from all of these exercises and provided a set of draft proposals for further consultation. During this second consultation phase, small targeted stakeholder groups were interviewed: school administrators, Registry staff, students, College Heads of Learning & Teaching, Human Resources, Residences and the Academic Skills Centre. Each of the campus trades unions was also specifically asked for additional feedback on the draft proposals. External examiners on taught courses were also asked for their views on the draft proposals and in particular on the proposed changes to the resit diet.

Outcomes and Proposals

Throughout the review, the working group was clear to emphasise that whatever proposals it devised at the end of the process, it would ensure that wherever possible there was a pedagogically sound academic rationale for any changes. That said, the group did not ignore organisational considerations, but it was decided early on that these should not be the sole motive for change.

In response to the feedback from the consultations and surveys, the conclusions of the review were that:

- the start of the academic year should remain as it is, with the possibility of postponing the start in years where the calendar progression made available an additional week directly before Christmas;
- semester 1 exams should remain scheduled before Christmas;
- no change be made to existing Semester 2 arrangements;
- resit exams should move from early August to early July.

In reaching these conclusions, the working group was struck by the clear preference amongst students that Semester 1 exams should be completed before the Christmas vacation. This was also strengthened by a good deal of support amongst staff, despite the fact that this meant a tight turnaround for exam assessment often encroaching on the vacation period.
The group had expected that there would be strong reaction against the current early start of the academic session. It had been thought that it might provide a barrier to recruitment particularly to overseas and EU students, although there was little real evidence to support this explicitly. In the event, students were relatively unconcerned about the early start, particularly continuing students, and were far more concerned to retain semester 1 exams before Christmas.

The consultation responses showed overall support for the current structure of Semester 2.

The greatest debate and discussion centred on the resit diet. It had been suggested for some time that the late resits coupled with the early start of the academic session placed undue pressure on students, academics, and administrative staff. Students who performed poorly often did not know whether they would be allowed to progress until the new session had already begun, and academics and administrators were rushing to complete assessment and progression requirements whilst at the same time preparing for the new intake and the new semester. This did not seem to be efficient or effective, and the group explored ways of trying to relieve the pressure.

Continuing students were asked for their views as part of the online survey, and the results appeared to show a marginal preference for moving the date of the resits to earlier in the year. Staff also had mixed opinions: some in favour of bringing them earlier as a means of ensuring students stayed focused on the subject; others against, maintaining that shortening the revision period was not in the students’ best interest, particularly for students prevented from participating in the main diets through illness or bereavement.

The working group sought external views on this issue from external examiners, and also found some evidence in the literature that moving exams closer to the end of the teaching period to which the exams related led to better pass rates. There was considerable anecdotal evidence that students required to resit exams became disengaged from their learning between May and August, and the evidence from the Preparatory Resit Examination Programme (PREP; a two-week long preparation programme for students with resits) was that students often relied on the programme to provide the revision that was necessary; a symptom of too little, too late. External examiners also sat in two camps, although marginally in favour of trialling a move to see whether pass rates would improve.

The group carefully considered the responses and the available evidence and was persuaded that moving resits to early July might prove beneficial to students’ performance. The group was also struck by the Academic Skills Centre’s commitment to redesign PREP to ensure students who needed to resit did not have the opportunity to disengage between May and July.

Nevertheless, in parts of the University there is some disquiet at the move, particularly with regard to the requirement for some change to summer routines for many staff and students. Staff in particular are unsure about the potential consequences for annual leave. To alleviate this issue, the group has undertaken to work with staff in the Directorate of Policy, Governance & Legal Affairs on revised examination regulations. It is hoped that some additional flexibility on the question of invigilation arrangements, assessment turnaround deadlines, and grade submission, for instance, can be introduced to lessen the impact on academic staff in particular. These revisions will be worked on during 2013/14, and it is envisaged that the new academic year structure will be in place for academic session 2014/15.

Reflection on the Process

From beginning to end the review process took around one year, and whilst some observers might say that the review did not effect much change, the inclusive nature of the consultation process and the focus on academic justification mean that the outcomes were able to attract significant support within the institution, when Senate finally approved them in March 2013.
Throughout the various phases of the review, regular updates on progress were submitted to the University’s Senate, which in turn was also invited to submit additional comment or concerns to the working group for further consideration. For example, the decision to canvass external examiners was in direct response to a suggestion at an earlier Senate meeting; and external examiners were very positive about having been given the opportunity to comment on proposals for change.

Seeking the views of 11,000 undergraduate students and more than 3,000 staff is a difficult task to do efficiently and effectively. The survey of continuing students was carried out using an incentive to win shopping vouchers, and the 30% response rate, while modest, was seen as a success in comparison with other internal surveys of this type. Targeting staff through the University structures seemed the most efficient way of ensuring responses were received from all areas of the University, and additionally a number of staff submitted individual responses.

The structure of the academic year is a notoriously difficult issue, for which there is no solution that will be acceptable to all, and this was borne out by the consultation process. Of greatest importance during this exercise was to ensure that all individual stakeholders and all stakeholder groups felt consulted, whether they decided to submit comments or not.

One potential improvement for future similar exercises would be to set up an intranet site for regular updates, so that all staff, and not just those with an ear to Senate, could keep abreast of the debates and proposals.
10. Annexes to the Reflective Analysis

The annexes (Section 2), which include supplementary information to the RA, are provided as a separate document for the print copy of the RA, and are appended to the pdf version with hyperlinks.
The University of Dundee Reflective Analysis for the QAA Scotland Enhancement-Led Institutional Review (ELIR), Autumn 2013

PART TWO
SECTION 10 (ANNEXES)
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Our Vision

The University’s core purpose is the transformation of lives, working locally and globally through the creation, sharing and application of knowledge. We will mobilise our efforts and focus our energies on three big challenges facing society:

- Promoting the sustainable use of global resources
- Shaping the future through innovative design
- Improving social, cultural and physical wellbeing.

We have identified five core values which will underpin everything we do. These are valuing people, working together, integrity, making a difference and excellence.

We intend to become Scotland’s leading university.

Achieving this goal will be demanding and will take a long time – perhaps 25 years. Over that period a variety of strategies and tactics will be needed, reflecting the changing pattern of conditions to which we must respond. As a first step on this journey we require a route map covering the five years to 2017. While strategy should be under constant supervision it is useful to identify a planning period which allows a significant set of actions to be planned, implemented and assessed before a new comprehensive review of strategy is conducted.

The *University Strategy to 2017* fulfils this requirement.

The Context

The University is a dynamic organisation, at various stages of development. In some respects, and in some places, we can already claim to be Scotland’s leading university. Eminence in research in biomedicine, art and design, civil engineering and history reflects a well-established insistence on excellence. In learning and teaching, our capacity to transform lives is supported by current students, who this year voted us top in the UK in the student experience we are able to provide.

But challenges are also apparent. While we can show good examples of progress through working together, we have opportunities for further alignment of teaching and research. We must drive to be a first or second choice for applicants to all our programmes, reflecting excellence across the board. Our provision is sometimes more costly than that of our competitors. We can do more to attract, develop and keep the very best teachers and researchers. Once students are here all must be helped to progress academically and to absorb the attributes and experience which will help them compete in the labour market.

These challenges and opportunities arise at a time of flux and uncertainty. The economic environment is volatile and challenging. Our funding sources – governments, industry, charities, individuals – are all constrained in different ways. Job opportunities for our graduates, and the intermediate employment experiences that can unlock them, are fiercely contested. While our areas of excellence operate on a global stage more of our provision could be stimulated by international experience and ideas.

However, the changing world does offer us real opportunities to improve. This will require strong leadership throughout the University. We share the Scottish Government’s desire for a more coherent and focused provision of post-16 education, and we can lead in the
creation of a successful regional, national and international model with our contribution focusing on higher level teaching and learning. In dealing with our wish to change lives we will develop and invest in vigorous wider access programmes. Our early adoption of three year degrees aimed at the newly unregulated markets offers scope for growth. The increasing emphasis by stakeholders on ‘wider impact’ plays to our strengths as a strong regional force for growth and civic improvement, as well as reflecting our influence in global life expectancy through our work in neglected diseases.

The Approach

The University Strategy to 2017 comprises nine sections which consider these various challenges and opportunities. Each section is underpinned by a separate enabling strategy which develops the objectives and performance indicators in more detail. The nine sections make clear what is required across generic themes and complement the three global challenges we aim to address.

Firstly, we address the three broad categories of services we provide. These are Learning and Teaching, Research and Wider Impact.

Secondly, we consider two cross-cutting themes which we judge to be of critical importance during the next planning period. These are Internationalisation, and Employability, Enterprise and Entrepreneurship.

Finally, the Strategy addresses four enabling themes which represent the resources we apply to achieve our aims. These are People, Information, Estate and Financial Sustainability. These sections are addressed to the University as a whole, not just to those providing support services. These themes impact on every aspect of the University and require attention from all staff.

We have identified 15 Key Performance Indicators (KPIs) to help assess progress on our strategic journey. These will be measured annually and compared with our own targets and, where possible, the performance achieved by comparator institutions. Whilst these KPIs cannot reflect all aspects of performance they serve as useful proxies and each enabling strategy will expand on these in more detail. Importantly, these measurements of progress will be supplemented by regular, structured dialogue with our key constituencies – students, staff and stakeholders. While many of the aims which follow in this document relate to the need for us to be responsive to individual students, we also value greatly the opportunity to engage collectively with the student body through DUSA.

Learning and Teaching

The University fosters an inclusive community of scholars and learners, creating a culture of achievement, committed to excellence and working together with our students at every level and in every form of learning. We will focus on high quality, high value outcomes produced efficiently through judicious investment in an atmosphere of world-class research. The knowledge we share will make an important contribution to tackling key societal challenges.

Our goal drives us to be a leader in learning and teaching. This means becoming a destination of choice for the ablest candidates. We are also determined to continue to drive our wider access agenda, ensuring that we can attract able but previously disadvantaged entrants. Outstanding entrants give us the best opportunity to transform lives and thus make an impact on society, so long as we also add value during the student journey. We will do this in part by correlating our learning and teaching strategy with research. Many teaching programmes will be mirrored by strong research programmes; all will be informed by excellent research. We will concentrate on those areas where we have, or are
developing, strength. More will be done to share and learn from excellence in teaching through a thematic approach where the subject discipline boundary is less important than the pedagogic approaches needed to help our students to succeed. Our students need to be prepared to shape the world in which they live, not simply fit into pre-defined roles using pre-defined skills. This argues for less emphasis on disciplinary boundaries and more collaboration, flexibility, and a wider set of graduate attributes reflecting employability, enterprise, an entrepreneurial approach and a world view.

Our starting position as we embark on our five year plan period is varied. In some respects – medical and dental education, our Graduate School, the student experience we offer – we are already a leading player. We have the opportunity to do more, however, in a number of areas. We must reduce our reliance on local entry – while maintaining our commitment to our city-region - and increase our representation in markets where our freedom to recruit can be focused on excellence, unrestricted by quotas. This will increase diversity and our ability to raise horizons and fund investment. The value we add to the student journey can be increased through improving progression rates, while the recognition and promotion of excellence in our teachers requires further attention. We will improve our cost efficiency and effectiveness. The aims below set out a means of tackling these challenges and fixing a course on excellence in learning and teaching.

**Aim 1: Ensure that our graduates and postgraduates are able to make an impact in their chosen fields, with the skills and knowledge to shape and lead society in the professions, research and the wider world**

- review and reflect on the structure, content and enhancement of our taught programmes at all levels
- engage students in our priority areas for joint working – sustainable resource use, designing our future and enhancing well-being
- improve and develop our postgraduate provision
- increase our representation in unregulated markets
- embed graduate attributes and ideas of global and social sustainability into curricula
- create overseas opportunities for students through new and stronger international partnerships
- provide excellent support systems through academic tutoring and pastoral support
- ensure that the non-academic, informal environment is vibrant and supports an outstanding student experience.

**Aim 2: Design curricula for breadth and depth allowing experimentation, change and diversity and the development of critical enquiry and deep thinking skills**

- apply rigorous and appropriate assessment and feedback systems
- engage actively on the excellence and enhancement of our provision with the appropriate professional and regulatory bodies, and promote and learn from pedagogic research in general
- develop interdisciplinary approaches to our subjects
- ensure inclusion of the broader curriculum, including languages and other graduate skills.

**Aim 3: Recognise and reward staff excellence in learning and teaching publicly and through promotion**

- develop a robust staff professional development framework to support staff engagement with good teaching practice
• develop better procedures for the reward and promotional recognition of excellence in teaching and supporting learning.

Aim 4: Identify and support those with the highest potential to benefit from our courses, no matter the route they take

• identify and recruit standard route entrants with high qualifications
• seek out and support entrants with high potential from non-traditional backgrounds who may not have high qualifications through developing and implementing a formal widening participation and access strategy
• increase the proportion of unregulated student numbers in UG and PG programmes.
• work with other educational providers in Tayside and Fife to create effective learning routes which recognise the individual learner
• develop alternative degree and other qualification paths and part-time opportunities tailored to learners with different prior experience, while ensuring that they are fully part of the community of the University of Dundee.

Aim 5: create a sustainable learning environment which exploits all the appropriate approaches and technologies to ensure that all our students, in Dundee and elsewhere, are supported for success

• provide efficiently high quality building, materials and equipment for learning and teaching
• review and develop the learning environment in e-learning and distance learning to enable robust distance and blended learning styles and embed digital literacies in our curricula
• review teaching programme costs and reduce where appropriate
• reduce the number of academic modules catering for small number of students.

Performance Management
KPI 1 Overall student satisfaction
KPI 2 Progression Rates
KPI 3 Undergraduate learning and teaching added value
KPI 4 Undergraduate entry qualifications for standard routes
KPI 5 Proportion of students admitted from deprived areas or circumstances
KPI 6 Total unregulated learning and teaching income.

Research

We will support world-class research, carried out by the highest quality academic staff. It will be strongly translational in nature, and effectively connected through well-supported knowledge transfer to whoever can best apply it to achieve benefits to society. New areas of research will be aligned with our key challenges, addressed by people working together across the disciplines. Our research will have high impact, will be funded from a more diversified range of sources and will stimulate the sustainable growth of the University. We will train and develop the next generation of researchers by increasing the quality and number of Research Postgraduate students, providing them with excellent support.

Dundee has breadth and depth in world-class research. Our proportion of total income from research grants and contracts (30%) is well above the sector average, with a value of over £70m, a 67% increase since 2006. Our research in cell signalling, early drug discovery, health
informatics and cancer is world-leading and is underpinned by large private, public and charity collaborations. The University’s reputation as Scotland’s leading centre for Art and Design research underpins the V&A at Dundee project which will transform perceptions of our home city. Across the arts and social sciences and elsewhere we have staff who are at the forefront of their disciplines.

Notwithstanding our growth in research income, the current external research environment is challenging and too much of our present research activity is unfunded, with effort expended in areas that could be better directed. We need to attract more high quality research postgraduate students. Our reaction to these challenges will be to raise standards to meet the best, to pursue excellence in appointments and appraisal and to seek out profitable collaborations within the University, within Scotland and overseas.

**Aim 1: Engage in world class research with high impact**

- critically evaluate research quality to invest in areas of high quality, and to disinvest in areas which are unlikely to meet appropriate standards. We will seek out internal interdisciplinary opportunities particularly relating to our three long-term global challenges:
  - Promoting the sustainable use of global resources.
  - Shaping the future through innovative design
  - Improving social, cultural and physical well-being
- continue to invest heavily in areas of research strength, developing further our critically important relationships outwith academia – with business, government and charities
- maintain our research reputation, income and future investment projects through achieving the best possible ratings in REF 2014 and subsequent evaluations, in part by investing in key appointments
- build on our current strong translational research reputation in biomedical sciences through close alignment with commercial partners and national and international healthcare providers through the development of an Academic Health Science Network
- intensify research collaborations nationally and internationally, especially in relation to our three global challenges
- ensure that research is visible to learners and inspires them.

**Aim 2: Provide the highest quality research environment and facilities with regard to people, materials, buildings and equipment**

- identify and apply rigorous performance review criteria, including probationary procedures, to all research staff
- provide the best possible physical facilities for research, consistent with rigorous capital project appraisal and subsequent monitoring of investment return.

**Aim 3: Increase research income and overhead recovery**

- diversify the funding base for research through better engagement with industry and international funding agencies including the European Union, as well as better targeted application to Research Councils
- identify and reduce unfunded research.

**Aim 4: Attract more and better research postgraduate students**
• increase the number and quality of RPG students, particularly through developing international partnerships
• significantly improve support to RPG students.

Aim 5: Review and improve our current research policies and governance

Performance Management. The following performance indicators will be measured to assist in assessing performance in meeting these Aims:

KPI 7  Total research income
KPI 8  Number of staff with personal fellowships, investigator awards or programme grants
KPI 9  Research income and overhead recovery per academic FTE.

Wider Impact

In Transforming Lives our impact must extend beyond learning and teaching and research. We will seek to spread the knowledge and skill we create by engaging with business, with individuals and with civil society. In so doing we will create income and reputation for the University, develop our city region and its economy, improve health and the environment and enrich the lives of a wide range of individuals. We will ensure that these outputs are fully valued in the University, that inputs are applied to realise them and that leadership in wider impact is achieved.

The core business of a University has often been regarded as learning and teaching on the one hand, and research on the other. However, it is increasingly recognised that the creation and dissemination of knowledge have important wider impacts. This is a process of exchange with knowledge moving back to the University as well as outwards to recipients. The University has developed a strong platform in this broader aspect of its remit, as seen in its interface with the world of business and in its public engagement and outreach. These activities address directly the requirements of our mission and the expectations of our stakeholders as we transform lives and focus on our key challenges. They also provide stimuli to growth as we spread our knowledge for public good and our own financial sustainability, as well as creating further demand for our learning and teaching, research and expertise.

The wider impact agenda is broad and complex. For our purposes we can usefully consider it as dividing into two overlapping elements. Firstly, there is commercial knowledge exchange, our direct engagement with entities, both private and public, in the world of commerce and business. This has at its heart the exploitation of discrete packages of knowledge created through research, teaching and scholarship. This exploitation can be for financial gain or for other benefits, such as our contribution to economic growth, a particularly important outcome for our government stakeholders. The University employs a wide range of collaborative models with industry, ranging from multi-partner consortia to single-body partnerships. Through successful and innovative commercialisation we have an opportunity to create real distinctiveness.

The second area is that of public engagement and outreach, where our audiences are broader, and the interface is less concerned with individual pieces of intellectual property. Our work here is channelled to two overlapping audiences. Firstly, there is the individual recipient of our knowledge, services and facilities. This covers a wide range of artistic, educational and cultural and business interests provided locally and increasingly further afield, not least through alumni. Secondly, there is our civic role, where we interact at a collective level. Our local civic relationships are strong and creative, reflecting the direct benefit which accrues to the University from being part of a more prosperous and attractive Dundee and vice versa. More widely we seek impact opportunities through economic
development, for example through the V&A at Dundee project, and through our contribution to health, education and societal change in the developing world.

**Aim 1: Distinguish the University through innovative and effective knowledge exchange to become the partner of choice for a broad range of external collaborators**

- encourage and promote knowledge exchange among staff and students by celebrating the value and impact of enterprise as an output of research, learning and teaching and by linking it to staff performance management
- establish new mechanisms for partnering with industry and the public and third sectors. Become a preferred source of advice, information and consultancy.

**Aim 2: Translate research outputs through knowledge exchange to address societal challenges and through our impact provide reputational and financial benefits to the University**

- increase licensing of technologies and innovation to a wide range of third parties
- assist new company formation and wider Scottish company growth, thereby supporting local economic development
- develop consultancy.

**Aim 3: Grow our impact with individual recipients of knowledge and ideas**

- understand, measure and evaluate our provision of social, health, educational and cultural services to the general public
- prioritise the development of new engagements beyond Dundee.

**Aim 4: Through our civic role, help to create a stronger and more attractive Dundee City Region, and contribute to progress in Scotland and the world**

- help to build a ‘better Dundee’, fostering growth and reducing inequality
- support progress in developing countries
- improve professional and artistic practice and influence policy making.

**Aim 5: Support wider impact activities by the creation of supporting infrastructure**

- develop an excellent system of alumni development support
- implement a customer relationship management system, focused on our most important relationships and partnerships
- identify a single system for identifying, recording and appraising our wider impact work.

**Performance Management**

KPI 10  Income from industry and “other” sources.

**Internationalisation**

We need a determined focus on internationalisation to help deliver our objectives in learning and teaching, research and wider impact. We are already an international university in many respects and will go further in bringing to our students and staff programmes, inputs and outputs with international content, experience and reach. We will do this by bringing the world to Dundee – through new students and new teaching – and by taking Dundee to the world – through transnational modes of learning, through alumni and through sustainable partnerships with world-leading institutions, so improving our reputation.
Much of the University is already international. Almost a quarter of our students by headcount are from outside the UK. A significant proportion of our research and teaching is world class and addresses issues of global concern. We are recognised as one of the top 200 world universities, with a variety of teaching and research partnerships with institutions overseas.

Nevertheless, we can do more to fully integrate an international approach across all of our activities in research, teaching, student support, wider impact and administration. We will critically assess our portfolio of partnerships to ensure that we are effectively expanding our knowledge base and making our ideas known to the world. Our traditional overseas business model – attracting young people to spend several years at Dundee – is under threat from a number of sources. New models, particularly related to higher value offerings, to partnership relationships of equals, and to the blended/distance learning spectrum – are required.

These requirements are consistent with recognition that the University performs a vital regional and national role also. All our students, whatever their origin, must be prepared for careers in an increasingly globalised world.

**Aim 1: Build sustainable, high-level international partnerships**
- establish procedures to identify, select, manage and develop international partnerships at different levels of complexity
- foster a select and managed group of high-level partnerships using a customer relationship management approach.

**Aim 2: Bring the world to Dundee, by recruiting overseas students, by providing a safe and supporting environment, and by internationalising the curriculum and wider experience of all our students**
- recruit more high-quality international students
- enhance the campus experience for international students and staff, and for British students through exposure to cultures and ideas from overseas
- develop the skills and knowledge of our students to enable them to work effectively in a global environment
- recruit teaching and research staff with international experience.

**Aim 3: Take Dundee to the world, by promoting the University as a world centre for research, teaching and innovations, often in collaboration with high-quality partners**
- promote the University as a world centre for research, teaching and innovation
- expand and improve our provision of viable, remotely-provided degree and professional development courses
- develop networks of international alumni and links with business overseas.

**Aim 4: Develop and resource the Internationalisation Strategy**
- embed internationalisation into decision-making structures
- develop and enhance systems, policies and procedures to support the management of compliance, risk and quality assurance in international settings
- develop capacity and capability amongst University staff in internationalisation and support this with a communication plan.

**Employability, Enterprise and Entrepreneurship**
The range of activities we offer to support student employability and to encourage enterprise and entrepreneurship development are well regarded. We are conscious however of the need to do more. For employability, this will be seen in significantly improved levels of graduate level employment and in access to advanced programmes of study. Our graduates will have an ‘edge’ in the employment market through employability-related activities delivered through mainstream programmes and through extra-curricular and voluntary opportunities. Of equal importance is the acquisition of enterprise skills – including creativity, leadership, ideas development, critical thinking and problem solving – and the ability to apply these in organisational settings. We will encourage and nurture students who demonstrate individual entrepreneurial potential. Our commitment to improving student employability and the development of enterprising attitudes, skills and ability must permeate the institution and requires staff engagement and student participation.

The University uses a variety of means to encourage students to recognise and develop the specific skills, knowledge and personal attributes which will transform their attractiveness in the labour market. However, some employers report a gap between their expectations and graduates’ readiness for employment. This issue becomes more serious when weighed against increased competition, both for jobs themselves and for the placement and internship opportunities which research shows are crucial enablers of future employment success. As part of our transformative mission we must work to ensure that more of our graduates are equipped for successful careers whether in the public, private or voluntary sectors.

We will ensure that awareness of employability as an issue and the importance of the development of enterprising attitudes and abilities is threaded into the fabric of academic course work. This applies across the institution and will include disciplines and student cohorts which have been less engaged in the past. These include students in ‘vocational’ disciplines where employment outcomes were previously more straight-forward, and our Scottish students, who have sometimes been left behind by their overseas counterparts particularly in seizing the opportunities there are to nurture and develop as enterprising and potentially entrepreneurial graduates. Our Careers Service will intensify efforts to provide work placements and voluntary opportunities, and to understand and pass on intelligence on what the job market requires. All of this will require more and deeper links with employers at local level and with business organisations such as CBI and the Chamber of Commerce. Our Enterprise Gym is well established as an agent for student development in enterprise and entrepreneurial skills, but this needs to be linked seamlessly with other relevant activities within the institution.

Aim 1: Enable our student leavers to secure graduate level employment or to further their careers through higher level study, and assist in developing the potential of those students who demonstrate entrepreneurial capability

Aim 2: Ensure that our staff and students regard employability and enterprise as important and, accordingly, support activities designed to promote these

- encourage staff and student engagement with employability and enterprise activities, stimulate demand for the Dundee Graduate Skills Award (DGSA) and record and report employability skills, knowledge and attributes robustly.

Aim 3: Embed employability and enterprise in mainstream learning and teaching

- embed relevant credit-bearing content in academic programmes, incorporate opportunities for employer liaison and ensure that relevant learning in employability is taking place.
Aim 4: Students should have access to a comprehensive range of opportunities, within programmes as well as voluntary and extra curricular, to enhance their employability and to nurture enterprising and entrepreneurial attitudes and apply these

- develop and enhance the suite of provision provided by the Careers Service, including the Enterprise Gym, particularly in relation to providing more and better internships and placements
- improve the uptake and spread of key activities by School, by UG/PG status, and by country of origin
- develop relevant attributes through broader extra-curricular activities
- provide support for staff, student and graduate start-up businesses.

Performance Management

KPI 11  Graduate level employment and uptake of programmes of further study.

People

The University will achieve its goal of leadership primarily through its people and our strategy aims to ensure we attract and recruit the highest calibre people and develop and motivate them. All staff will understand their role in building success and their performance and development will be managed carefully. Clear pathways will be created for employees to develop their careers and to enable succession planning. We will develop a new generation of leaders. Our provision of a supportive and equal working environment will be complemented by employees who take seriously their responsibilities for the health, well-being and safety of all, and for taking opportunities for personal growth.

Over the last planning period a number of key People objectives have been met. A robust methodology for job evaluation now exists, and the development of a performance review system, OSAR, is also in place although it is not yet used to its full potential. The University now has a systematic methodology for defining the size and weight of jobs, for agreeing personal aims and objectives and for reviewing performance. Progress has also been made in integrating staff development activities and in introducing e-recruitment. We have good, recent experience in managing and supporting staff through periods of change. This will underpin the new Strategy and provide a platform for significant further gains in developing, managing and communicating with our people.

Aim 1: Attract, recruit, develop, retain and reward the highest calibre people

- understand and implement the most effective recruitment methods
- maintain the University’s reputation as an “employer of choice” in the local market
- provide a fair, supportive and stimulating culture and work environment for staff.

Aim 2: Ensure that staff understand their personal responsibilities and objectives and meet them

- ensure that performance is managed comprehensively, using the OSAR procedure, assisted by staff training in objective setting.

Aim 3: Provide staff with a fair and transparent career progression path consistent with the University’s criteria of excellence

- develop and implement clear and firm probation and promotion criteria.

Aim 4: Provide opportunities for professional and leadership development to underpin improved performance, career development and succession planning

- identify and develop leaders
• identify staff with potential and nurture this talent through training and development
• improve staff induction
• support team-based development
• strengthen communication and engagement between staff and University.

**Aim 5: Create a framework for effective two way communication between the University and staff**
• discover the views and the extent of engagement and satisfaction of staff as part of a comprehensive survey of key constituencies – staff, students and shareholders
• enhance staff engagement by developing a framework for effective, two-way communication
• enhance the relationship between the University and the representative bodies.

**Aim 6: Effect change quickly and flexibly whilst managing people sensitively and ensuring consultation and legal compliance**

**Aim 7: Promote and support equality of opportunity for all staff and students in a healthy and safe environment**

**Performance Management**

**KPI 12  Staff satisfaction.**

**Information**

Effective use of information is a precondition of success in higher education. We must understand and respond to the fast-changing information environment, as the demand for multiple connectivity and the adoption of new technology increases. We will continuously improve and make more efficient our facilities and core business systems. We will ensure that our staff are able to use information effectively and that they are appropriately supported.

We plan in a complex and ever-changing environment. Student expectations are of a University whose network is fully connectable with the full range of available hardware and software. Similarly staff expect and require the University to adopt new technologies and approaches whilst providing an effective information environment which is efficiently delivered. This strategy seeks a balance which combines genuine academically led innovation with robust enterprise systems. This will require a review of working relationships, communications and efficient coordination of resources in those teams supporting information systems across the University.

Our plans for improving the content, scope and management of business systems are well developed. Their implementation will continue, reducing duplication in data holding. A research information system (PURE) will be rolled out in the plan period, and further use of cloud computing will be explored. The provision of library and learning materials has been overhauled through the introduction of self-service technologies and the expansion of electronic resources. Further change is scheduled including the achievement of increased efficiencies in the use of library buildings and the development of a more effective and manageable support function in e-learning. Attention is also required to increase personal competence amongst staff in the use of information systems. This will strengthen the link between the potential of our information assets and the ability of staff to secure this advantage. This will complement our continuing investment in physical assets, software solutions and access to facilities.
Aim 1: Develop and maintain an excellent information environment which is responsive to new technologies and which is supported by a more coherent relationship between support functions

- improve the capacity of underlying communications infrastructure and support staff resources to deal with multiple personal devices. Provide an updated wireless network and implement identity management systems
- develop a collaborative, standards-based approach to managing commodity IT and core systems, eliminating duplicated and parallel activity
- ensure that we comply with regulatory and stakeholder expectations in information provision.

Aim 2: Improve the use of and return from core systems, adding to them carefully with integrated reporting facilities and new functions

- improve the quality of data to allow the introduction of integrated reporting
- improve and add to core business systems
- increase the transparency of system management and improve collaboration throughout the product lifecycle from procurement to decommissioning.

Aim 3: Define for staff groups appropriate levels of information competences and ensure these are acquired, maintained and displayed

Aim 4: Maintain a rolling programme of investment in facilities and systems, supported by modernisation of management processes

- meet the expectations of users of the Library and learning support through the improvement of physical and electronic facilities
- ensure adequate current investment to maintain the integrity and capacity of core infrastructure and systems.

Estate

We will provide efficiently the best possible facilities for learning and teaching and research. The way in which we use, develop and manage our land and buildings demonstrates our public responsibility, our internal sustainability and our commitment to the health, safety and productivity of our staff. We will act to reduce and control our use of resources, particularly, but not exclusively, energy and space, maintain our estate, and look for opportunities to improve the overall environment of the University community. This is a shared responsibility across the University. We will be a “good citizen” in demonstrating overall environmental sustainability through reducing our carbon footprint.

Our estate can be described as the University environment within which we work including older buildings adapted to new needs, new buildings, the utility services we supply, and the spaces between buildings. Our challenge is to design and create environments fit for the needs of our students and staff in the 21st century and at the same time be effective stewards of the resources with which we are entrusted. This involves a drive to reduce our carbon footprint, both for its own sake and also as a means of bearing down on recurrent costs.

Our approach to developing and managing our estate has to respond to a challenging funding environment. As well as cost pressures on utilities, our capital funding from Government has been decreased, causing us to alter priorities. Our capital programme, which has yielded significant improvements in the quality of our estate in recent decades, will be much reduced for the foreseeable future. For the plan period our focus will be on monitoring and, to an extent, reducing our building footprint, making more efficient and
imaginative use of it, and reducing our consumption of energy. At the same time, we must be ready to respond to opportunities to support academic growth and to enhance the quality and appearance of external spaces.

**Aim 1: Use building space efficiently, vacating sub-standard space and maximising intensity of use**
- reduce the historical space holding
- use space efficiently through improved space management.

**Aim 2: Maxmise energy efficiency**
- minimise energy use consistent with the need to support a growing portfolio of productive activity
- improve the efficiency of energy supply and conservation and demand management.

**Aim 3: Improve the overall environmental sustainability of the University**
- reduce our carbon footprint
- improve understanding, awareness and monitoring of sustainability issues and better align responsibilities for required improvements
- integrate sustainability into the curriculum, taking advantage of the estate as an asset in learning, teaching and research
- ensure that approval, procurement and building procedures take account of full life cycle issues of cost and carbon use.

**Aim 4: Improve and maintain the condition of the estate**
- improve the quality of buildings
- take forward a capital programme characterised by whole life cost appraisal, sustainability impact and academic and financial return
- develop and implement a programme of works to develop and exploit the external environment and green spaces of the estate, including the Botanic Gardens.

**Performance Management**

**KPI 13  Quality of buildings.**

**Financial Sustainability**

A key consideration of our Strategy, when set against a difficult and uncertain economic environment, is the achievement of financial sustainability. Our current surplus target of 3% is too low, given our cost inflation and the considerable refurbishment demands imposed by the estate. Determined actions on raising income and controlling costs will provide an annual financial operating surplus equal to 6% of turnover. This will itself require judicious revenue–saving investment. Improved financial forecasting and investment appraisal will allow well-judged strategic investment decisions to be made.

The external financial environment as we approach our new planning period is one of uncertainty and volatility. This directly affects the decision-making of prospective students and the investment decisions of research funders, both public and private. The ability of government to support our capital programme has reduced sharply. Against this background the University must set a financial course which enables it to have the flexibility to adapt to any financial shocks – or opportunities – which may arise. It must also provide funds for continued investments towards achievement of our long term goal.
In recent years the University has been unable to generate sufficient cash from its operating activities year on year in order to fund strategic investments at the level desired. It cannot be expected that Government awards in capital expenditure will return quickly to previous levels, and so we must ourselves achieve an appropriate level of investment from our operational activities. The selected quantum is an annual financial surplus of 6% of turnover. As well as working hard in both income and expenditure to achieve this, we must also be able to withstand the impact of economic downturns and/or funding reductions. This will be done through robust forecasting, risk management and contingency planning.

The University will seek to maximise its income by increasing unregulated activity and by diversifying across activity and funders. Our dependency on Scottish Funding Council grants will continue to reduce. Core funding and unregulated income will be supplemented by philanthropic giving. In parallel with measures to safeguard and where feasible grow income we will bear down on costs without impairing income – generating capacity. For capital projects, the whole life cost of assets will be appraised to ensure that up-front savings are not cancelled out by higher on-going costs.

Aim 1: Generate sufficient surplus to fund investment at 6% turnover
- control costs and generate cash to meet short term liabilities and to fund strategic investments
- develop and implement systems for reviewing the financial sustainability of taught courses, in collaboration with the Quality Enhancement process.

Aim 2: Carry out robust forecasting
- improve accuracy of cash and annual surplus forecasting.

Aim 3: Ensure that unregulated income creates a surplus, except in exceptional and justified circumstances
- develop course-level contribution reporting to make visible the surpluses or losses which are generated.

Aim 4: Maximise income from non-core commercial activities
- ensure that each area of non-core commercial activity has a business plan in place.

Aim 5: Require capital investments to meet clear strategic and financial returns
- develop further investment appraisal methodology and post-implementation review.

Performance Management
KPI 14 Operating surplus
KPI 15 Total income per academic FTE.

Summary of Key Performance Indicators
KPI 1 Overall student satisfaction
KPI 2 Progression rates
KPI 3 Undergraduate learning and teaching added value
KPI 4 Undergraduate entry qualifications for standard routes
KPI 5 Proportion of students admitted from deprived areas or circumstances
KPI 6 Total unregulated learning and teaching income
KPI 7 Total research income
Annex 1

KPI 8  Number of staff with personal fellowships, investigator awards or programme grants
KPI 9  Research income and overhead recovery per academic FTE
KPI 10 Income from industry and “other” sources
KPI 11 Graduate level employment and uptake of programmes of further study
KPI 12 Staff satisfaction
KPI 13 Quality of buildings
KPI 14 Operating surplus
KPI 15 Total income per academic FTE.

Graham McKee
Director of Strategic Planning
Version 12/03/2013
Annex 2

Approved by SMT 10/10/2012

University Strategy to 2017

Enabling Strategy: Learning and Teaching

Summary

We are an inclusive community of scholars and learners, creating a culture of achievement; committed to excellence; working together with our students at every level and in every form of learning, focusing on high quality, high value outcomes in an atmosphere of world-class research, aiming for local and global impact.

Context

The Learning and Teaching Supporting Strategy concentrates on a variety of ideas, and more detailed aims and sub-aims. For those to be of value, we need to have a clearer view of where we want to go.

Where do we sit as a University? The University of Dundee is a highly regarded institution with an international reputation and growing strengths. It is one of the many universities and higher education institutions in the UK that together contribute billions to the economy, act as hubs of research and knowledge generation and exchange, and produce tens of thousands of graduates each year.

Created out of local need, and still a very proudly Scottish institution, Dundee has an international reach, and an international impact.

While UK HE is well regarded around the world it is living through a time of upheaval and uncertainty, and its mission as a centre of learning and teaching is ripe for redefinition. This opportunity helps us to ensure that we are able to make objective judgements about our current and future provision, and that we clearly communicate to students, government, employers and other relevant stakeholders what the ‘Dundee experience’ offers.

We have areas of excellence in learning and teaching, and areas of excellence in research, but the two do not always coincide. The areas of our learning and teaching that are excellent do not, and perhaps should not, always align with our successful research themes. If our aspiration is to be a research-intensive institution which uses that research strength to contribute to a first-class learning experience for our students, then we need to look at how resources can be best deployed to support that. We are not trying to be a ‘full service’ University, covering all areas at the same level: focus is essential and we should concentrate on those areas where we have, or are developing, strength. But to develop graduates for the 21st century, we also have to develop and support areas which will not of themselves be areas of intensive research, but which underpin and contribute to the excellence in learning and teaching, and the University experience. This reflects the segmented market in which we work, and helps support the graduate attributes identified through local, national and international work over the past few years.

By working across disciplines and units, successful research demonstrates breadth and integration, and reflects our success in applied and translational areas. Our curricula benefits from working together, but we should still aim to reflect on our practice and do more. We must recognise that, where there is excellence in our teaching, be it subject specific or interdisciplinary, we should find ways of sharing that, and learning from it to support areas where we need to develop and enhance our learning and teaching practices. We should take a thematic approach where the subject discipline boundary is less important than the pedagogic approaches we think are needed to enable our students to succeed. The aims and sub-aims of the supporting strategy are directed at enabling this change.
Vision

We believe that our students will shape the world in which they live, not simply fit in to pre-defined roles carrying out pre-defined skills. We know that the world our students will live in is vastly different to the one we know today, and that the world when they retire will be largely unrecognisable to those who have taught them. Former notions of national boundaries are changing, and disciplinary boundaries are disappearing – to our students they have already disappeared – to be replaced by more collaboration, less formality, greater flexibility, and more openness.

We work in partnership: with students, employers and with local, national and international institutions, to ensure a smooth and stimulating learning journey, which supports and challenges; developing partnerships of equals for exchange and mutual benefit, because we are part of a global community, and need to work in a multicultural world.

The education our students receive will be high quality, internationally focused, a transformational experience informed by research, and offering a breadth and depth of experience, preparing students for leadership and global citizenship. It is the beginning, not the end of their learning journey.

That is why our new strategy embraces the ethos of partnership, global vision, interdisciplinary breadth and specialist depth across all programmes, tailored to professional contexts across our Schools and Colleges.

This will be realised through:

- focusing on partnerships
- enhancing flexibility and curriculum review
- investing in and valuing staff of all grades
- embedding breadth, depth, employability and the global view, within sustainable curricula
- recognising the diverse backgrounds our students come from and providing flexible approaches to preparing them for our research-led and informed programmes
- supporting students so they can benefit from the formal and informal learning experiences we will provide
- ensuring Dundee is the destination of choice for students who wish to create impact in their chosen fields.

Review of the previous Strategic Framework

We achieved many of the aims in the last Strategic Framework, however:

We still largely rely on local entry, and are not yet achieving the level of growth in unregulated and overseas students which we would like to have. Increasing diversity in this way would help to broaden the horizons of our whole student body, and thereby increase their employability, as well as supporting the financial headroom we need.

While students value coming here on exchange, our efforts to do the reverse have not been very successful.

Likewise while our use of e-learning technologies, and employability initiatives are successful in themselves, the impact on the whole student body is low.

Employability figures are not as good as we would like – we are still not providing the kind of experience that gives all our students the edge, whether that is about
professionalism, exposure to different ways of thinking, or development of generic and subject specific skills, embedded in our curricula.

We are good at working with local schools, but our progression statistics and widening access provision are poor. In part, this is because learners exit early, suggesting we do not take proper account of the individual learner journey, and where it should start and stop.

Our student satisfaction is high and recognised, but others have caught up, and the NSS suggests we have significant work to do in the area of assessment and feedback, and in our organisational abilities.

While we are getting better at recognising excellence in learning and teaching via our learning and teaching awards and the introduction of award winners as speakers at the annual Discovery Days event, we are still not giving it the priority it deserves, nor rewarding the excellence through promotion, both for academic and support staff.

There are still significant gaps in the area of postgraduate activity, and in the integration of Student Services, in terms of support and success, and we need to think deeply about how we can address these issues to make sure that the learning experience, both formal and informal, supports students at all levels to get the best out of their association with the University of Dundee.

Aim 1: Our graduates and postgraduates make an impact in their chosen fields, with the skills and knowledge to shape and lead society in the professions, research, and the wider world

Sub Aim 1.1. We will regularly review and reflect on the structure, content and enhancement of our taught programmes at all levels to make sure that they meet the needs of current and future graduates, the demands of the professions, and the requirements for employment and life in a global society.

PI LT 1 (KPI 1): Overall student satisfaction

Sub Aim 1.2. We will improve and develop our postgraduate provision, ensuring sustainability, developing our postgraduate student support systems, and aligning our provision to support our research strengths.

Sub Aim 1.3. We will embed graduate attributes and ideas of global and social sustainability into curricula so that all students will benefit from them in developing their personal futures, while providing greater opportunities for internships, work-placement experiences and employability skill development. (See also Employability).

PI LT 2: Proportion of programmes using attribute mapping to enhance their curriculum

Sub Aim 1.4. We will identify overseas partners for collaborative and partnership approaches which will increase the number of local students studying abroad. Through inward exchanges our local students will experience the global view. (See also Internationalisation).

Sub Aim 1.5. All parts of the University community, including Dundee University Student Association, the Institute of Sport and Exercise, the Library and Learning Centre, and Student Operations will ensure that the non-academic, informal environment is as much a part of the learning experience as formal teaching.

Sub Aim 1.6. We will develop support systems and academic tutoring and advisory procedures to help all students to make full use of appropriate academic and pastoral support, through all the routes available.

PI LT 3 (KPI 2): Progression rates
Annex 2

PI LT 4 (KPI 3): Undergraduate learning and teaching added value

Aim 2: Our curricula are designed for breadth and depth allowing for experimentation, change and diversity: breadth to recognise the need for our graduates to experience inter-and cross-disciplinary learning; and depth, because our graduates need to develop critical enquiry and deep thinking skills, enabling them to have open minds to challenge problems.

Sub Aim 2.1. We will enhance our learning and teaching approaches and practices through rigorous and appropriate assessment and feedback systems, recognising that these areas are the most likely to make a significant difference to the success of our graduates and to their satisfaction with the student experience.

PI LT 5: Student satisfaction with assessment and feedback, and organisation and management.

Sub Aim 2.2. We will promote and learn from pedagogic research within and between disciplines so that our teaching is informed by the latest thinking and, in turn, contributes to the global understanding of how students learn.

Sub Aim 2.3. We will actively engage with all the appropriate Professional and Statutory Regulatory Bodies to ensure the excellence and enhancement of our provision within regulated frameworks to enable all our learners to benefit from our evidence-based Quality Enhancement approach.

Sub Aim 2.4. We will further develop inter- and cross-disciplinary approaches to our programmes that mirror the research excellence taking place across traditional boundaries, preparing graduates for the borderless world they will be working in.

Aim 3: We recognise and reward our academic excellence in learning and teaching publicly and through promotion. (See also People)

Sub Aim 3.1. We will develop a robust staff professional learning and development framework to support staff engagement with the development, implementation and dissemination of good teaching practice across the University.

PI LT 6: Academic Professional Development targets in School L&T plans

Sub Aim 3.2. We will develop University procedures for the reward and promotional recognition of excellence in teaching and supporting learning, including significant contributions to the curriculum and to professional and disciplinary standards, and for excellence in the management of programmes and teaching teams, thereby recognising academic excellence through promotion.

PI LT 7: Numbers promoted to Senior Lecturer/Professor

Aim 4: We seek to identify those with the highest potential to benefit from our courses, no matter the route they take. Our curricula recognise the variety of prior learning experiences of our students, and provide the flexibility to allow students to enter and leave their education with us at the most appropriate stage, while recognising their achievements.

Sub Aim 4.1. We will identify and recruit students who can most benefit from our vision in Learning and Teaching, supporting growth, and growing the excellence in learning and teaching across our themes.

PI LT 8 (KPI 4): Undergraduate entry qualifications for standard routes

Sub Aim 4.2. We will work within Tayside and Fife to develop appropriate pathways, partnering with all the educational providers to create effective and efficient routes which recognise the individual learner.
Sub Aim 4.3. We will develop alternative degree and other qualification paths, including 3 and 4 year degree options, and part-time opportunities, tailored to learners with different prior experience, while ensuring that they are fully part of the community of the University of Dundee.

PI LT 9: Number of students articulating into SCQF8 and above

Sub Aim 4.4. We will further develop our admissions, induction and transition procedures, at all levels, to ensure that students who join us for study are set up for success, and are fully integrated into the University community.

Sub Aim 4.5. We will develop a formal Widening Participation and Access strategy, using scholarships, bursaries, credit transfer and excellent student operational systems to enable those who are challenged by circumstance to access and benefit fully from their time at Dundee.

PI LT 10 (KPI 5): Proportion of students admitted from deprived areas or circumstances

Aim 5: We will create a sustainable learning environment which exploits all the appropriate approaches and technologies, maximises income and ensures that all our students, in Dundee and elsewhere, are supported for success

Sub Aim 5.1. We will review, reflect upon, and develop the learning environment to promote innovation and the development of best practice in e-learning and distance learning, embedding technology within the learning and teaching processes of the university, ensuring appropriate resource and support, and encouraging the individual development of our staff to do this.

Sub Aim 5.2. We will provide a supportive, learning environment, including providing resilient and reliable mechanisms to teach remotely, able to robustly support distance and blended learning styles, and embedding digital literacies in our curricula where this is cost effective.

PI LT 11: Income from distance/blended learning options

Sub Aim 5.3. We will review teaching programme costs and reduce where appropriate.

Sub Aim 5.4. We will increase our learning and teaching provision in unregulated markets.

PI LT 12 (KPI 6): Total unregulated learning and teaching income\(^\text{10}\).

David Coates

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\(^{10}\) ‘blended learning’ is defined here as requiring a mixture of face-to-face and distance learning approaches, i.e. some modules or parts of modules require the physical presence of the student in Dundee, or on another campus with Dundee staff, while other parts of the programme are offered at a distance, with a range of pedagogic approaches being used.
University Strategy to 2017

Enabling Strategy: Wider Impact

Summary
In transforming lives our impact must extend beyond learning and teaching and research. We seek to spread the knowledge and skill we create by engaging with business, with individuals and with civil society. In so doing we create income and reputation for the University, develop our city region and its economy, improve health and the environment and enrich the lives of a wide range of individuals. We will ensure that these outputs are fully valued in the University, that inputs are applied to realise them and that leadership in wider impact is achieved.

Introduction
The core business of a University has often been regarded as learning and teaching on the one hand, and research on the other. However, it is increasingly recognised that the creation and dissemination of knowledge have important wider impacts. This is a process of exchange, with knowledge moving back to the University as well as outwards to recipients. The University has developed a strong platform in this broader aspect of its remit, as seen in its interface with the world of business and in its public engagement and outreach. These activities address directly the requirements of our mission and the expectations of our stakeholders as we transform lives and focus on our key challenges. They also provide stimuli to growth as we spread our knowledge for public good and our own financial sustainability, as well as creating further demand for our learning and teaching, research and expertise. Our students benefit from exposure to our wider impact.

The wider impact agenda is broad and complex. For our purposes we can usefully consider it as dividing into two overlapping elements. Firstly, there is commercial knowledge exchange, our direct engagement with entities, both private and public, in the world of commerce and business. This has at its heart the exploitation of discrete packages of knowledge created through research, teaching and scholarship. This exploitation can be for financial gain or for other benefits, such as our contribution to economic growth, a particularly important outcome for our government stakeholders. The second area is that of public engagement and outreach, where our audiences are broader, and the interface is less concerned with individual pieces of intellectual property. This Strategy considers how we can build in both of these areas, and identifies some common enabling requirements.

Commercial Knowledge Exchange
The University wishes to build on its reputation for successful and innovative knowledge exchange and so create real distinctiveness. To achieve this we will work to ensure that commercial collaboration is valued as an output throughout the University, that new approaches are constantly sought, and that academics wishing to engage with business are properly supported.

The University employs a wide range of collaborative models with industry, charities and other organisations. A particularly well-regarded and successful example is the College of Life Science’s Division of Signal Transduction Therapy (DSTT). This consortium model involves six major pharmaceutical companies and the Medical Research Council. This project, which is now in its third renewal, delivers benefits in economic development, reputation and income. Other models involving single-body partnerships (Storz, GSK) can
offer further societal benefits such as health improvements and effective translation of research results.

We can measure our income from industry and other organisations with which we engage in knowledge exchange, and this gives us a Key Performance Indicator. However, valuable though that indicator is, it must be remembered that it does not measure our activity or success in the broader area of public engagement and outreach.

**Aim 1: Distinguish the University through innovative and effective knowledge exchange to become the partner of choice for a broad range of external collaborators**

Sub Aim 1.1. Encourage and promote knowledge exchange among staff and students by nurturing, recognising and celebrating the value and impact of enterprise as an output of research, teaching and learning.

Sub Aim 1.2. Establish, tailor and adopt new mechanisms and structures for partnering with industry and the public sector.

Sub Aim 1.3. Facilitate and grow knowledge exchange activity by the provision of a professional support structure with knowledge of University assets and the autonomy to complete deals and develop new relationships

**PI WI 1 (KPI 10): income from industry and “other” sources.**

Our intellectual property will be creatively employed through a mixed portfolio of flexible deal structures which embrace the diversity of opportunities arising from the research base. Sometimes we will make IP available at little or no cost, for example, to help the development of new medicines for poorer countries. Our approach will be pragmatic, accessible and flexible. Deal structures will be tailored to the situation and will consider not only the financial benefits but also the potential societal impact and the sharing of risk and reward. A premium will be put on relationship building with strong and committed partners.

At the same time we will look for opportunities to assist in the creation and growth of new companies whether this involves University intellectual property or not. The primary driver here will be economic development.

Consultancy is used successfully in some parts of the University as a means of knowledge exchange. We need to understand better where opportunities exist to further develop consultancy which can often deepen relationships leading to further interventions in teaching and research. In part this is connected with ease of access to our expertise by business. Infrastructure such as our Innovation Portal and incubators can assist in removing barriers to impact.

**Aim 2: Translate research outputs through knowledge exchange to address societal challenges and provide reputational and financial benefits to the University**

Sub Aim 2.1. Effect innovative, rapid and pragmatic deals to increase licensing of technology and innovation to a wide range of third parties.

**PI WI 2: licensing: income and number of transactions.**

Sub Aim 2.2. Where appropriate, assist the formation and development of sustainable spin out and start up companies using University intellectual property and know-how.

**PI WI 3: number of spin out/start up companies created.**

Sub Aim 2.3. Engage in consultancy where the University has a competitive advantage and where there is alignment with University strategies. Review and where necessary change policies on consultancy.

**PI WI 4: consultancy: income and number of transactions.**
Annex 3

Sub Aim 2.4. Support economic development by working with Scottish and other companies.

Public Engagement and Outreach

The breadth and depth of the University’s immersion in the life of its home area – the Dundee city region – is important and distinctive. Our size and weight relative to our home city and its economy exceed that of our sister universities in the main Scotland cities, while our physical location, in a self-contained but central main campus, reinforces our local prominence. This gives us a platform to project ourselves nationally and internationally and to have real impact on one of our key challenges – improving social, cultural and physical wellbeing. Our work in public engagement and outreach is channelled to two overlapping audiences. Firstly, there is the individual recipient of our knowledge, services and facilities. Secondly, there is our civic role, where we interact at a collective level.

Our direct engagement with our local public is considerable. We make available charged services through the Institute for Sport and Exercise and through Continuing Education, together with an array of often free provision. This includes high profile events such as the Saturday Evening Lecture Series, the Dundee Literary Festival and Comics Festival, Women in Science Festival, and the Duncan of Jordanstone Degree Show along with the Café Arts, Café Science and Dundee Science Festival programmes. These cover a wide range of artistic, educational and cultural interests. There is an opportunity to capture and evaluate the range of provision and identify where support infrastructure could be improved – in standard setting, publicity, tracking and appraisal, costing and pricing – to ensure impact is efficiently maximised. Increasingly our “direct to the public” provision is not limited to the Dundee City region. Our public lectures can be captured and distributed digitally, while Dundee University Press, the Dundee International Book Prize and various TV series engage users from elsewhere. This builds our reputation, as does our participation in international conferences and in the receipt of prizes and awards. All of these beneficial interactions need to be understood, recorded and measured. This will provide a mechanism for identifying the most beneficial activity and recognising the staff and students who excel in these activities.

Engagement can be said to begin at home. It is vital that the University community understands and engages in the projection of our wider benefits, beyond the narrow range of individual disciplines. Staff members often give time to extra curricula work, and this can be developed and supported. Members of Court, Graduates Council and our Honorary Fellows, as well as a range of more informal “friends” have key roles in spreading our knowledge and growing our reputation. The development of our alumni networks is vital in fundraising and via the provision of additional offerings to alumni which benefit the University through assisting with recruitment, spreading knowledge of learning and teaching and research opportunities (including CPD) through new international networks.

As is the case with our outreach to individuals, our civic relationships are also strong locally. It is our responsibility and to our direct benefit for us to contribute to the creation of a stronger, more prosperous and more attractive Dundee. Working with local authorities and other educational providers we work to improve the “learner journey” ensuring smooth linkages and progression. We work with schools and, through public engagement, with the population in general to raise aspirations and promote wider access. Through the deep and wide interactions of our Medical and Dental Schools with the NHS we have a direct beneficial impact on the health of the regional population. We engage bilaterally with partners, and also contribute actively to collaborations such as the Dundee Partnership, BioDundee, the Dundee and Angus Chamber of Commerce, and the promotion of Dundee. Increasingly we seek wider impact further afield through relationships in economic development, as with the CBI on the employability agenda. We influence policy making in governments, for example in legal matters. Our activities contribute to progress in health,
education and societal change in the developing world, for example through nursing education in East Africa and our work in ‘orphan’ diseases.

While we must develop a diverse portfolio of interactions it is important to concentrate some significant effort around larger initiatives where we can work with partners to ensure step changes in perceptions of Dundee and in our own reputation. The V & A at Dundee, which has a University initiative at its heart, is an example of a game-changing collaboration. On the horizon, we look forward to the opportunities for impact afforded by our forthcoming 50th Anniversary in 2017.

**Aim 3: Grow our impact with individual recipients of knowledge and ideas**

Sub Aim 3.1. Understand, measure and evaluate our provision of social, educational and cultural services to the general public.

**PI WI 5: public attendance at social, educational and cultural events**

Sub Aim 3.2. Maximise the engagement of our ‘home team’ – staff, ‘friends’, alumni.

Sub Aim 3.3. Prioritise the development of new engagements beyond Dundee.

**Aim 4: Through our civic role, help to create a stronger and more attractive Dundee City Region, and contribute to progress in Scotland and the world**

Sub Aim 4.1. Help to build a “better Dundee”, fostering growth and reducing inequality, in part by positioning the University as a source of ideas, advice and inspiration.

Sub Aim 4.2. Achieve a positive benefit from partnership working through a selective focus on high impact initiatives such as V&A at Dundee.

Sub Aim 4.3. Support progress in developing countries.

Sub Aim 4.4. Improve professional and artistic practice.

Sub Aim 4.5. Influence policy making in government.

**Enabling Activities**

All our wider impact efforts will be underpinned by certain common enabling measures. Our work with alumni, which already produces important returns, requires to be supported and promoted by further technical and managerial developments. Core systems and regular contacts will be provided centrally, with the main exploitation effort of this channel falling to Schools.

This work will benefit other business areas beyond wider impact. The same is true of relationship management. Much of the impact of the University is achieved through the channels of collaborations, partners and stakeholders. ‘Working together’, with partners as well as within the University, is one of our core values. The relationships involved vary in importance and size. If relationships are important they should be managed and supported. This ensures that the work of individuals across the University is better supported, that benefits are maximised, and that reputational and other risks are minimised. Our important relationships are often complex and multi-dimensional. It follows that resources are required to manage each relationship and that this resource should be allocated firstly to our most valuable relationships. We need to understand our relationships and segment them by value.

A ‘customer’ analysis of our wider impact agenda would suggest that we have a number of candidate relationships, all of which have a value to the University. These would range from business partners (such as pharma companies and biotechs), local stakeholders (such as
Councils and Government Departments) and key collaborators (such as V&A at Dundee, Dundee Rep, Dundee Science Centre and DCA).

Internationalisation is another area which would benefit from customer relationship management. It is proposed that a simple but clear protocol for identifying and managing a select group of priority relationships is put in place.

The identification of wider impact as an important strategic topic in its own right is new, and requires to be reflected in the resource planning of the University and its staff. Training and recognition of staff in wider impact require to be resourced and implemented. This has implications for workload planning and performance standard setting and appraisal. Appropriate training for staff, for example in media handling and writing for the general public, should be made available and embedded within the training of probationary lecturers.

Another requirement is that of the measurement of our wider impact. We need to capture and evaluate the breadth and depth of our engagements. The measurement of research impacts is a key requirement of the REF process, and the University will meet these needs. By developing means by which to measure our impact beyond the purely REF approach we will be able to reinforce our REF messages, and demonstrate effective reach and societal impact to our stakeholders.

**Aim 5: Support wider impact activities by the creation of supporting infrastructure**

Sub Aim 5.1. Develop an excellent system of alumni development support.

*PI WI 6: number of alumni actively engaged*

Sub Aim 5.2. Implement a customer relationship management system, and in particular identify the 50 most important relationships relating to wider impact and internationalisation, identify relationship managers and define and agree an agile approach to managing these relationships to achieve maximum value.

Sub Aim 5.3. Ensure that relevant staff and postgraduate students are appropriately trained in skills relevant to wider impact work, and that such work is planned, appraised and recognised through OSAR review with staff.

Sub Aim 5.4. Establish and implement a simple system for identifying, recording, and appraising our Wider Impact work.

Graham McKee

Version approved by SMT on 10/10/2012
Enabling Strategy: Internationalisation

Summary
We need a determined focus on internationalisation to help deliver our objectives in learning, teaching, research and wider impact. We are already an international university in many respects and will go further in bringing to our students and staff programmes, inputs and outputs with international content, experience and reach. We will do this by bringing the world to Dundee – through new students, new teaching and research collaborations – and by taking Dundee to the world – through transnational modes of learning, through alumni and through sustainable, high-level research and teaching partnerships. Through internationalisation we will focus our ambition and improve our reputation.

This enabling strategy sets out our direction in internationalisation over the next five years, in the context of the overall University Strategy to 2017.

Context
Internationalisation underpins our vision of the University as internationally leading, creating global opportunities and experience for our graduates, acting as a magnet for the recruitment of staff and growth of new businesses, and a source of civic pride.

This vision reflects a University with its origins in a city built on manufacturing and international trade and a University which through its research and teaching has supported the subsequent transformation of the city and region. Despite great changes – in the University as well as city – the University remains true to its founding values by continuing to strive for excellence in research and teaching with global impact.

Internationalisation is critical to sustaining excellence and impact in these and other areas of activity. Much of the University is international. We currently have almost 4000 matriculated students from outside of the UK (22% of the student body). Around 15% of our students, by headcount, come from outside of the EU. A significant proportion of our research and teaching is world-class and addresses issues of global concern. We are recognised as one of the top 200 Universities in the world. We have a highly active international team and several teaching and research partnerships with institutions in other countries.

Nevertheless, Dundee has some way to go before internationalisation is fully integrated across all of our activities in research, teaching, student support, wider impact and administration.

Internationalisation means seeking sustainable partnerships abroad in order to expand our knowledge base and to make our ideas known to the world; it means having staff able to research and teach in their subjects to an international audience; it means a safe and supportive environment for our international students; it means preparing our students – both home and international – for careers in an increasingly globalised world. Underpinning all – by accessing new and diverse sources of income – internationalisation promises academic and financial sustainability.

This vision is consistent with a recognition that the University performs a vital regional and national role also. A majority of our students will continue to be British, and many will require teaching which focuses clearly on the requirements of British professional standards. Nevertheless, an international awareness here is vital, as the professions demand levels of
understanding and experience which require that we consciously provide an international context.

Our Approach to Internationalisation

Internationalisation must engage all aspects of teaching, research, service, outreach, and administration at the University. For this reason, this Internationalisation Strategy contributes to, and is aligned with the University’s strategies in each of these areas. For instance, one objective of the Learning and Teaching Strategy is to enhance the employability of our graduates. Employability is significantly improved by international experience – achieved through student mobility, and/or by delivering an educational experience rich in international content and delivered by staff with international experience. Similarly, international research partnerships support research excellence by enabling us to address global challenges and/or by bringing additional capacity and resources to create critical mass, and to support knowledge dissemination.

The Internationalisation Strategy must also take account of the University’s devolved management structure. At the University level, we will set an overall internationalisation agenda that defines goals and integrates and enhances efforts in the Colleges and Schools. We will also work to promote a select number of activities with strong visibility and high impact.

Internationalisation must be embedded in research and teaching in order to be relevant and meaningful. For this reason, Colleges and Schools will lead in implementing the Internationalisation Strategy, supported by the Directorates.

Different disciplines and academic environments may need different levels of support from the University. Some Colleges (and Schools) already have a significant portfolio of international activities, while others are at an earlier stage of exploring opportunities. In some disciplines internationalisation is a natural, well-established and necessary part of academic life – in others increased focus on internationalisation will mean changing working methods and priorities.

Strategic Aims

Our key aims are to bring the World to Dundee and to take Dundee to the World in part by building Sustainable International Partnerships. These will be underpinned by a range of supporting activities enabling us to effectively develop and resource the Internationalisation Strategy. We identify ten Performance Indicators to help us judge progress towards meeting the aims.

Aim 1: To Build Sustainable High-Level International Partnerships

Many partnerships exist at the institutional, School and College level with overseas institutions. There is a need to understand and segment them, with the University as a whole taking a direct interest in a relatively small number of high-level, strategic partnerships. These will be characterised by the depth and breadth of the interactions, by the high status or strategic importance of the partnering body, and by the degree of fit with our academic and geographical priorities. We will be more proactive in developing, growing and where necessary terminating partnerships at all levels, reserving most attention for high-level relationships. Decision making will be underpinned by a clear understanding of the financial characteristics of different recruitment and research markets.

Sub-aim 1.1. Establish procedures to identify, select, manage and develop international partnerships at the University, College and School level.

Sub-aim 1.2. Develop and grow a managed group of high-level partnerships, using a customer relationship approach.
**PI IL 1: Number of significant collaborations in place with top 500 THES/QS universities**

**Aim 2: To Bring the World to Dundee**

We will ‘bring the World to Dundee’, by recruiting – within the constraints imposed by the UK Border Agency (UKBA) – high-quality students from a range of locations, avoiding undue concentration; working with DUSA, we will seek to give them a safe and supportive environment in Dundee; we will seek to internationalise the curriculum and the wider experience of our students to equip them for global careers, in part by encouraging greater interaction between our international and home students; we will seek to increase the number of our students spending part of their education overseas; we will seek to recruit staff with international experience and we will seek to attract more international research to Dundee.

Sub-aim 2.1. Recruit high-quality international students.

**PI IL 2: Unregulated fee income from overseas students matriculating in Dundee-located courses**

Sub-aim 2.2. Enhance the campus experience for international students and staff, and for British students through exposure to cultures and ideas from overseas.

**PI IL 3: International student satisfaction as reflected in ISB surveys**

Sub-aim 2.3. Develop the skills and knowledge of our students to enable them to work effectively in a global environment.

**PI IL 4: Number and diversity of international learning exchanges for students**

**PI IL 5: Number of students/graduates placed in international internships**

Sub-aim 2.4. Attract more international research to Dundee.

**PI IL 6: Research income from international sources**

Sub-aim 2.5. Recruit teaching and research staff with international experience.

**PI IL 7: Proportion of academic staff from overseas or coming from an overseas position**

**Aim 3: To Take Dundee to the World**

We will ‘take Dundee to the World’, promoting Dundee as a world centre for research, teaching and innovation. We will deliver teaching and learning to individuals who do not wish to attend full-time courses in Dundee through a range of transnational modes from distance learning through blended learning to face-to-face course provision overseas, working with trusted partners. We will undertake globally relevant and recognised research – and disseminate the results of our research – through collaboration with partner institutions and industry. We will seek to continue to add value to the lives and careers of our alumni across the world.

Sub-aim 3.1. Promote the University as a world centre for research, teaching and innovation.

**PI IL 8: Position in THES/QS/ARWU international league tables**

Sub-aim 3.2. Expand and improve our provision of viable remote degree and professional development courses – delivered face-to-face through partnership and/or through distance and blended learning.

**PI IL 9: Income from matriculated students in remote modes of teaching and learning**

Sub-aim 3.3. Encourage our research staff and research students to become more connected to the global research community.
Sub-aim 3.4. Develop networks of international alumni and links with businesses overseas.

PI IL 10: Number of registered and active overseas alumni

Aim 4: Develop and Resource the Internationalisation Strategy

Successful Internationalisation requires effective management structures, processes, capacity and resourcing. The University has weaknesses in each of these areas. We will review the existing management structure and make changes to ensure ‘joined-up’ decision-making – with planning cascading down from the institutional Strategy through the College and School Business Plans to individual activity – reinforced by the objective setting and review (OSAR) process, and supported by professional development in areas related to internationalisation. We will review and revise the University’s Quality Assurance Framework (QAF) to support our international aims for research and learning and teaching – with the developing emphasis on transnational education (TNE). We will ensure that our core values are adhered to in all our international work, including the promotion of equality and freedom of expression.

Sub-aim 4.1. Embed internationalisation into decision-making structures at the University, College and School level through the establishment of a Senate International Committee and integration of internationalisation plans in School/Directorate Operational Planning.

Sub-aim 4.2. Develop and enhance systems, policies and procedures to support the management of compliance and risk and quality assurance relevant to international activities.

Sub-aim 4.3. Develop capacity and capability amongst University staff to support delivery of the Internationalisation Strategy.

Sub-aim 4.4. Develop a communication plan to ensure staff and students understand internationalisation and to highlight international opportunities for staff and students.

Next Steps

An early action will be the creation of a new committee of Senate to oversee and drive this strategy over the next five years. In recent years internationalisation activity has increased considerably within the University. A priority now is for a more measured, prioritised and sustainable approach to be adopted, to ensure that our international work achieves the largest possible return.

Margaret Smith

Version approved by SMT 10/10/2012
University Strategy to 2017

Enabling Strategy: Employability, Enterprise and Entrepreneurship

Context

Employability: A set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy (Yorke, M., 2006). Transferable skills of this kind are to a greater or lesser extent taught and acquired in all degree programmes.

Employability skills and attributes include: problem solving capability, high level of literacy, an ability to communicate clearly, numeracy, IT awareness and capability, self management, experience and capacity to work as a team member, business and customer awareness, a positive ‘can do’ attitude. Enterprise is defined here as the ability to recognise problems and challenges and the ability to treat these as opportunities for the application of creative ideas and innovative thinking. Entrepreneurship is the application of enterprise skills specifically to create new businesses and organisations and contribute to the effectiveness and success of those that exist already. The University aims to develop these skills and attributes in our students and also to assist students to recognise, hone, articulate and apply them.

Current Position

The University has for many years been encouraging staff and students to recognise and develop transferable skills as part of the teaching and learning process, the aim being to give our students the opportunity to maximise their potential after graduation, whether as employees, employers, entrepreneurs or innovators. The University’s Employability Strategy 2009-12 was built around three pillars:

I. Facilitating the acquisition by the University’s students and graduates of employability skills, knowledge and personal attributes regardless of degree programme
II. Raising awareness of and articulating employability skills, knowledge and attributes in ways that are clear to students and can be understood by potential employers
III. The establishment of a centrally-led drive to draw together and link coherently and effectively the many activities within the Colleges, Schools and Academic and Student Support Services designed to enhance the employability of the University’s students and its graduates.

Implementation of the Strategy was based on a partnership approach acknowledging the important role of staff and the engagement of students if the strategy’s aims were to be achieved. Implementation was centred on six key objectives:

I. To better articulate in the context of the University’s many degree programmes the specific skills, knowledge and personal attributes that the University’s students acquire during their time at the University;
II. To provide opportunities for the continuous development of these skills, knowledge and personal attributes though a student’s career at Dundee. This through existing academic programmes but also by ensuring that these employability-relevant activities were appropriately supported and resourced and the outcomes reported and recorded. Central here was the launch of the Dundee Graduate Skills Award;
III. Where necessary, the development of more effective liaison between the University and prospective employers and employment sectors, to ensure that the University’s teaching provision is attuned to employers’ existing and likely future needs from their graduate workforce;
IV. The provision of user-friendly information and support to ensure that all students from the outset of their academic careers at Dundee are able to appreciate fully the value of developing and demonstrating their employability skills, knowledge and attributes, particularly at a time of global economic uncertainty, and its negative impact on graduate employment;

V. The development of robust records systems to ensure that students’ achievements in acquiring or developing their employability-related skills, knowledge and personal attributes are recorded systematically, regardless of degree programme;

VI. The development of effective means by which students can record and promote their relevant skills, knowledge and personal attributes to prospective employers, the key vehicle in this regard being the *My PDP*.

Aspirations

Progress has clearly been made across the range of employability objectives, but there is more to be done.

Recent research shows that nationally as well as locally at Dundee, there is still something of a gap between employer expectations and graduates’ readiness for employment. With a slowly growing economy, reductions in public sector employment, higher unemployment levels and reduced graduate employment – at a time when the cost of higher education for students is increasing and set to rise further – employability becomes even more important for the University and its students. Employers whether in the public, private or voluntary sectors are keen to secure graduates well-prepared for their future roles in the economy.

By declaring its commitment to employability and ensuring that this is more than rhetoric, the University will more easily attract high quality students – regardless of social background - who can be assured of an excellent teaching and learning environment at a university which is committed to preparing its graduates for the world of work. The employer gains by being able to recruit graduates who are well-prepared to make a productive contribution to their workforce. A series of case studies reported by Universities UK and the CBI demonstrates ways in which universities and employers can add value for students, and learn new ways to impress upon students the importance of engaging at university with opportunities to enhance their employability.

Effective leadership within the institution and a commitment across the institution to employability are crucial to success. Employability has to be threaded through the academic experience, preferably at the start of the student’s learning journey – thus the requirement for a high-level institutional lead, taking strategic responsibility for the role of co-ordinating and promoting employability and enterprise.

At the University of Dundee we provide work placement opportunities for students: in our vocational programmes in, for example, Nursing, Medicine, Education, Social Work, Community Learning & Development, and those made available through the Careers Service (Placement Base, Internships, Dundee University Temporary Employees DUTE). We are also actively developing formal relationships with our overseas partners in for example India and Brazil, which incorporate internships as part of the academic programme of study. However, we can build on this to develop innovative programmes which integrate a period of work into the academic experience - and by supporting students in demonstrating the importance of such experience we can help bridge the gap between academia and employment.

There is a perception amongst employers that graduates from the STEM (science, technology, engineering and mathematics) subjects are better prepared for the world of work – because of their analytical, problem-solving and numerical skills, as well as for their technical competence. Whilst this is in part a perception rather than reality, the University
has a responsibility to ensure that the broader range of students, from the arts and humanities and social sciences and non-vocational subjects, acquire and develop their employability skills, knowledge and attributes and can convince employers they are fit for employment. Employers are prepared to recognise the value of independent thinking, analytical skills and creativity, and of graduates who are schooled in the art of using and analysing a variety of often imperfect sources and texts and who can draw convincing conclusions and develop arguments on the basis of well-informed judgement.

Closer collaboration with employers (in business but across the board in areas where graduates are recruited) is crucial if we are to ensure the relevance for employability of existing degree programmes and as we develop new curricula – although this is not to suggest that employability should be the sole or even the primary consideration for all programmes and modules. Continuing to build partnerships with local and national employers, both at the University level but also within specific discipline areas is vital. In the Universities UK and CBI study, when employers were asked what universities should prioritise, over three quarters of employers chose, ‘improving their [students] employability skills’; the next highest ranking priority was ‘work with employers to provide more work experience placements’. The University should build on the relationships it already has with employers, at discipline level where appropriate, but also with CBI Scotland, the local chambers of commerce and other employer organisations, as well as utilising the experience and wisdom of the recently established University Honorary Fellows group and the many external contributors to the activities of the Enterprise Gym.

The University provides a means by which students can better recognise and systematically record their developing employability skills – My PDP. Supplementing this, students can now also participate in and earn the Dundee Graduate Skills Award, which is a framework not only for encouraging students to become aware of the issue of employability but also to gain recognition for participating in activities that improve their employment prospects, whether through work placements, extra curricular committee work or volunteering, taking Careers modules or engaging with the Enterprise Gym. Work needs to be done to raise the profile of the Graduate Skills Award and encourage a much higher proportion of our students to participate. We need strategies that will encourage students to take responsibility for understanding and developing their employability skills, and help them to recognise the significant economic contribution they can make and benefit from after graduation.

The University is also uniquely positioned to provide a further benefit for our graduating students – the development of their enterprise potential and even as entrepreneurs. The Enterprise Gym is open to all students and provides credit rated and non-credit bearing opportunities to engage with employers, but also too for nurturing the ambitions of those students who aspire to establish enterprises of their own, to become entrepreneurs or indeed, ‘intrapreneurs’ (that is contribute in enterprising ways to an existing organisation). The Gym has recently been relocated onto the central campus alongside the Careers Service and provided with additional resource, in order to expand and enhance its impact.

The University also provides opportunities for aspiring innovators through the provision of support, guidance and, crucially, incubator space to provide a springboard for the future. Thereafter, the University can help to support spin out companies and guide their development in the formative years.

We must equip our graduates for employment by providing them with the skills needed to maximise their own potential as well as to make a positive contribution to society, regardless of a student’s degree pathway. We must strive to understand the needs of employers and ensure that our students understand why it is important to think beyond the confines of their discipline study programmes.
Analysis of what has to be done

Work has begun and the infrastructure put in place to continue the University’s work to support staff and their students in understanding and engaging with employability, enterprise and entrepreneurship. Strategic leadership at a senior level has been forthcoming, so underlining the institution’s commitment to these issues, with a Vice-Principal taking on the role of figurehead and champion for employability, reporting to the Senior Management Team. Further, an Employability Committee has been established to co-ordinate employability efforts across the University and which reports to Senate. This is chaired by the Vice-Principal with representation from across the staff and student body, including: the University Secretary; senior students (from DUSA); each of the four Colleges; the Careers Service; the Enterprise Gym; and key employers. Also on the committee are a member of the University Fellows group and the Director of Strategic Planning.

Work to be completed in the coming years will be challenging if we are to achieve our goal of becoming one of the best universities in Scotland for graduate employment. Accordingly we must:

I. Establish better communications on employability issues at all levels between the Colleges, Schools, SAAS and other key parts of the University; foster a productive dialogue between the Employability Committee and cross-University contacts, not least to persuade all parties that employability is not solely the responsibility of the Careers Service but as issue which concerns us all; establish in each School an Employability Forum or similar (i.e. to create employer-academic partnerships); build enduring relationships with key employers and sectors; develop and retain long term relationships with our graduates through alumni relations activities; audit our enterprise opportunities e.g. Venture Programme and the business pre-incubator facility, raise awareness of the possibilities available to staff and students; establish a University-level group to take responsibility for receiving and processing new programme proposals/ideas linked to employability and enterprise from any agency whether this be employers, students, programmes or Schools; ensure that there is a symbiotic relationship between the University’s Employability Committee and those responsible for teaching and learning, especially the relevant Deputy Principal.

II. Continue to engage with the student community (largely via DUSA) to establish ways of raising awareness amongst all student groups and where necessary to encourage them to recognise the value and transferability of employment and enterprise skills and attributes.

III. Develop reporting lines that are seamless and effective, built into the existing School, College and SAAS structures; promote employability as a standing agenda item for each School Board; explicitly embed employment skills, knowledge and attributes within the University’s programme development and programme review processes.

IV. Promote more actively existing employability-linked opportunities, such as: the Dundee Graduate Skills Award; the Enterprise Gym; credit-bearing Career Planning modules; student placements and internships; international exchange; the Professionalism and Employability Toolkit (PET); MyPDP.

V. Agree a set of targets and measure success through: readily understood, meaningful KPIs; DLHE statistics, student and employer satisfaction data (see below); progress reports from Colleges and Schools, and to work with the data warehouse and business intelligence team to provide reliable and consistent data on an annual basis.
Aims and Sub Aims

Aim 1: Enable our student leavers to secure graduate level employment or to further their careers through higher level study, and assist in developing the potential of those students who demonstrate entrepreneurial capability

Sub Aim 1.1. To ensure that all of our students are well prepared for careers after graduation, whether this is in graduate level employment, including self-employment, or postgraduate study, both in the short term and throughout their lifetimes.

PI EE 1(KPI 11): Graduate level employment and uptake of programmes of further study

Aim 2: Ensure that our staff and students regard employability and enterprise as important and, accordingly, support activities designed to promote these

Sub Aim 2.1. Raise awareness of the benefits and importance of employability and enterprise activity through the Employability Committee and relevant supporting teams – Careers, Enterprise Gym and DUSA – as well as in collaboration with Colleges, Schools and programmes.

Sub Aim 2.2. Stimulate demand for the Dundee Graduate Skills Award (DGSA) and create robust systems to record and report employability skills, knowledge and attributes for individual students.

Aim 3: Embed employability and enterprise in mainstream learning and teaching

Sub Aim 3.1. Working with the Learning & Teaching Committee, embed relevant credit-bearing modules in the curriculum and ensure that relevant learning is taking place across the institution.

Sub Aim 3.2. Oversee the embedding of employability and enterprise into mainstream activity through School Operating Plans and Learning and Teaching Development Plans.

Sub Aim 3.2. Maintain links with employers and industry at the discipline level through employer liaison activities, e.g. the establishment of an Employability Forum.

Aim 4: Students should have access to a comprehensive range of opportunities, within programmes as well as voluntary and extra curricular, to enhance their employability and to nurture enterprising and entrepreneurial attitudes and apply these

Sub Aim 4.1. Develop and enhance the suite of provision provided by the Careers Service, including The Enterprise Gym. In particular, provide more internship and placement opportunities through better links with employers and at School, programme and module level. Work with the Internationalisation Committee to maximise the employability benefits of international exchanges.

Sub Aim 4.2. Improve uptake and spread of relevant activities. Increase participating numbers and improve distribution by Schools and programmes, by UG/PG status, and by country of origin. Direct efforts towards ‘hard to reach’ groups, not least Scottish students.

Sub Aim 4.3. Promote the virtues of participating in activities designed to improve employability skills and attributes through extra-curricular provision – in sports, the arts, student societies, volunteering, etc.

Sub Aim 4.4. Spearhead demand for improved support for enterprising, entrepreneurial students in the form of accommodation, equipment, advice and mentoring for staff, student and graduate start-up businesses.

PI EE 2: Proportion of students engaged in voluntary activity related to employability, enterprise and entrepreneurship
Annex 5

PI EE 3: Proportion of modules with embedded material on employability, enterprise and entrepreneurship

Christopher Whatley
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Enabling Strategy: Estate

Summary

The way in which we use, develop and manage our land and buildings demonstrates our public responsibility and our internal sustainability. We will act to reduce and control our use of resources, particularly, but not exclusively, energy and space, maintain our estate, and look for opportunities to improve the overall environment of the University community. We will be a ‘good citizen’ in demonstrating overall environmental sustainability through reducing our carbon footprint.

Introduction

The University’s last Estate Strategy was produced in 2008 covering the period to 2018. That strategy was produced in a period of substantial growth for the University and, as such, the document looked at major investment in the estate. However, the economic landscape has changed significantly and we must respond to this.

The investment over the last ten years has seen prestigious new developments and major refurbishment of existing buildings. This strong base must now be built upon if the University is to remain a leading international institution and the estate must respond flexibly and quickly to changes in a competitive environment.

This Enabling Strategy will show how our estate can best be used to help facilitate the University’s leading academic, teaching and research strategies but also show how we might become more efficient and effective in relation to stated specific aims.

Estates Vision

Our campuses and buildings must be appropriate for the activities we undertake. They must be appropriately located, sized and serviced. Given the pace of change, they also need to be adaptable but, above all, operating environments need to be safe and contribute positively to staff and student health and wellbeing.

Our estate can be described as the University environment within which we work, from the new spaces we create and the climate within them, to the external fabric and spaces between buildings.

Our vision is to design and help create environments for the future that meet the challenges of higher education in the 21st Century and use our own resources effectively, and global resources carefully, to maintain the campus in a condition that provides an outstanding experience to students and staff.

Whilst demands on the estate will surely increase as investment reduces, further adding to our maintenance backlog, we must seek more efficient ways of working.

Opportunities to dispose of excess space, and to make retained space more versatile, need to be grasped whilst alternative space planning and charging techniques must be imposed to “tighten” the estate, particularly at Ninewells.

Additional external funding opportunities need to be explored to supplement internal sources and all investment subjected to payback analysis.

The role of the estate in relation to academic, teaching and research strategies

With fast moving digital technology academic activity will have to constantly evolve, as will the design of the spaces these activities take place in. Students will demand new learning styles and our estate must be flexible as we respond to deliver an effective service.
In addition to providing support for University priorities, some of the underlying themes in the University wide academic, teaching and research strategies are directly transferable to estate policy.

The University Strategy refers to promoting creativity and developing a problem solving ethic and this will underpin our approach to managing our estate.

In support of the strategy for improving human health and well-being we will help create suitable operating environments throughout our campuses, and in designing for the future we will employ the highest standards in building and landscape design. Following the lead of designing for the future, we must drive further advantage from the use of new technology, particularly in relation to our plant and services infrastructure.

In support of managing global resources we will promote carbon reduction at every juncture, both locally and in procurement policy.

It is only through collaborative working across Schools, Colleges and Directorates that we can realise cost savings and, through time, true innovation in our estate and curriculum. For example, our mechanical plant contains cutting edge technology that is directly relevant to engineering and sustainability based academic courses. Synergies with information services need to be explored. Significant potential also exists to exploit the Botanic Garden resource throughout the University science and sustainability community. Some of the estate, and much of the estate activity, could be seen in future as much more of a learning resource for the University.

Controlling our resources

We have an overriding duty to contribute to the effective management of global resources and to meet our minimum statutory obligations. Failure to meet statutory requirements may result in hefty financial penalties.

One of our biggest challenges relates to the control of resources across the institution. University space, carbon and energy use are largely governed by personal attitudes and historical precedent. Significant change is only possible through the integration of our key estate aims into University policy and governance, into the operating plans for Schools and Directorates, and through better educating our staff and students of their responsibilities in managing resources carefully.

Training for existing staff and introducing specific induction topics for new staff will help to embed new cultural attitudes for areas such as the management of space and energy. It is only through having ownership and responsibility for these areas in Schools, Colleges and Directorates that targets will be achieved. Tailored and specific objectives will be generated for each College for each key estates aim.

We must work more closely too, with local partners and develop new relationships with business to seek effective solutions and particularly with the University of Abertay and Dundee College where significant potential exists for shared services and income generation in estates matters.

Aims, Sub Aims and Performance Indicators

Aim 1: Improve the overall environmental sustainability of the University

Sub aim 1.1. Reduce carbon footprint

PI ES 1: Carbon Footprint
Sub aim 1.2. Improve understanding, awareness and monitoring of sustainability issues and better align responsibilities for required improvements. Representative Carbon Reduction governance structure fully in operation. Operating Plans to include sustainability issues.

Specifically, we will improve governance in this area by arranging for:

- the Carbon Reduction Committee to meet at least twice a year with a representative from each College and SASS Directorates to be present.
- raising awareness on how to reduce the carbon footprint of the University and managing demand along with staff and students, by making information available on performance in their area.

Sub aim 1.3. Develop programmes to improve sustainability in travel, procurement and waste reduction.

Sub aim 1.4. Integrate sustainability into the curriculum, taking advantage of the estate as an asset in teaching learning and research. This should be achieved by working with the Students’ Association and by delivering training for existing staff and induction for new staff which will define actions that can be undertaken to reduce the carbon footprint (see. (See also People).

Sub aim 1.5. Ensuring that BREEAM standards are complied with in building projects. Ensuring that the full life cycle implications of capital spend are considered for both buildings and equipment (see also Financial Sustainability).

Sub aim 1.6. Ensuring that procurement practices consider carbon footprint as a key factor and minimise waste production in choosing the best option (see also Financial Sustainability).

**Aim 2: Maximise energy efficiency**

Sub aim 2.1. Minimise the use of energy, consistent with the need to support a growing portfolio of productive activity.

**PI ES 2: Consumption of energy**

Sub aim 2.2. Improve the efficiency of energy supply and conservation through capital investment and maintenance.

Sub aim 2.3. Investigate the feasibility of improving demand management by local energy charging. We will identify and fill gaps in policy by promoting best practice guides.

**Aim 3: Use building space efficiently, vacating sub-standard space and maximising intensity of use**

Sub aim 3.1. Reduce the historical space holding.

Sub aim 3.2. Use space efficiently regarding hours and intensity of use.

**PI ES 3: Total learning and teaching space utilisation**

**PI ES 4: Overall space per student**

Sub aim 3.3. Improve space management through assessing options for assigning responsibility more effectively and implementing preferred option.

Sub aim 3.4. Use our space more efficiently by:

- Improving our space utilisation rates across all space types
Annex 6

- Fully realising the potential of central timetabling by maximising the use of our teaching space, particularly our best quality teaching space (and thereby improving the student experience)
- Maximising revenue returns from external bookings
- For flexible degrees structures, co-ordinating teaching blocks so that space utilisation can be maximised
- Ensuring that space planning is intrinsically linked to strategic, academic and operational planning of the University and the emerging learning and teaching requirements. Also communicating the cost of space, particularly the inefficiencies in under-utilising space, to the University community.

Aim 4: Improve and maintain the condition of the estate

Sub aim 4.1. Improve the quality of our buildings.

PI ES 5 (KPI 13): Proportion of estate classified as new or sound (City Campus)

Sub aim 4.2. Develop, publicise and implement a programme of capital works and maintenance, rigorously appraised to reflect whole life costs, sustainability impact and academic and financial return.

Sub aim 4.3. Develop, publicise and implement a programme of works to develop and exploit the external environment and green spaces of the estate, including the Botanic Gardens.

Sub aim 4.4. Improve understanding of the investment required for maintaining our estate by communicating how savings from energy usage and disposal of space will be re-invested in improving existing estate.

Jim McGeorge/Colin McNally

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University Strategy 2017

Enabling Strategy: Information

Summary

Effective use of information is a precondition of success in achieving the University’s goals. We must understand and respond to the fast-changing information environment, as the demand for multiple connectivity and the adoption of new technology increases. We will continuously improve and make more efficient our facilities and core business systems. We will ensure that our staff are able to use information effectively and that they are appropriately supported.

1. Our Approach

There is no part of learning, research, management, or indeed the day-to-day functioning of an individual student or member of staff, which would not benefit from better management and use of the information resources that underpin everything we do.

An information strategy must address both physical systems and the people who create, develop and utilise these systems. We are reasonably effective at managing the physical systems: networks, computers and straightforward applications. We must enhance these achievements with multi departmental systems and business processes. We will work collaboratively across the university to improve the productivity of individuals and the systems they require to complete their work efficiently and effectively. Our approach will develop the precepts and policies adopted in the 2008 Information Management Strategy. In essence these recognised the importance of doing the basics well and encouraging better use of information systems and assets as part of the drive to maximise the productive capacity of staff.

2. Developing and managing the changing information environment

We plan in a complex and ever changing environment. One of the principal drivers of development in both software systems and the underlying hardware infrastructure will be the continued growth in the “Bring Your Own Device” phenomenon. This encourages a belief that laptops, smartphones, tablets or other connectable devices can be used on our network, as often as not simultaneously. Even though people will not necessarily be connecting to our facilities, it is expected that on campus we are providing their gateway to the Internet as part of an acceptable student and, increasingly, staff experience. We currently plan for three network connections per user in the most intensively used areas with wireless coverage and should extend that figure to six or eight in residences.

The impact on infrastructure is one of scale and is easier to manage than the system changes required. These include major investments in user identity management and network access software, developing interfaces that work on multiple device types and organising information resources much more effectively.

Looking ahead, the number of web-connected devices extends far beyond computers and consumer electronic devices to engineering plant, white goods and even clothing. These devices already outstrip the number of connected people, and promise development opportunities that add further layers of complexity that we will be expected to manage without appreciable increases in resources. If we are to remain competitive and credible in our information service provision we must find ways of using our staff resources properly and develop a more sophisticated, agile and nuanced approach to managing the information environment.
Many staff and students will expect the University to follow them in adopting new technologies and approaches immediately. There is no virtue in restraining the adventurous impulses of the technologically ambitious. Equally there are dangers in allowing the adoption of the latest technologies to compromise the effectiveness of the established systems on which the majority rely. We must find a balance that combines genuine academically led innovation with robust enterprise systems. Promoting personal preference for a particular package over the use of established or planned central systems may be more self-indulgent that innovative.

We recognise that across the board adoption of conventional best information management practice is unachievable in the heterogeneous university environment. We do, nevertheless, need to eliminate obvious bad practice such as duplication of effort or the perpetuation of inefficient processes. It is possible to develop a model that provides top quality standardised basic and commodity systems for the majority, whilst encouraging the deployment of genuine state of the art technologies and practices.

The fact that the proposed model does not already prevail is due to the nature of the university. It is a devolved, networked organisation in which local and discipline based relationships are stronger than those with the institution as a whole. Local ICT staff necessarily respond more quickly to new requirements and their very proximity engenders greater trust than is reposed in the more distant centralised departments. The individual, the department and the wider University are badly served when this intimate relationship overlooks or ignores the advantages of a broader, institution wide and standards based approach to the management of core information assets and systems.

A key element of the strategy for information will be the overhaul of working relationships, communications and division of labour amongst the various departments, units and individuals responsible for supporting information and systems across the University.

**Aim 1: Develop and maintain an excellent information environment for staff, students and stakeholders characterised by responsiveness to new technologies supported by a more coherent relationship between central and departmental support functions**

Sub Aim 1.1. Improve the capacity of underlying communications infrastructure and support staff resources to deal with multiple personal devices alongside conventional PCs. Provide an uprated wireless network and implement identity management systems.

Sub Aim 1.2. Develop a collaborative, standards based approach to managing commodity IT and core systems (such as the Microsoft application development) and focus departmental support on added value activity related to learning and teaching and research, eliminating duplicated and parallel development.

Sub Aim 1.3. Ensure that our information environment meets the highest standards expected of it, both in terms of the regulatory framework within which it operates and the quality of information expected by the bodies to which we report.

**PI IF 1: Student satisfaction with information services and library provision**

**PI IF 2: Staff satisfaction with information services and library provision**

**PI IF 3: Availability of core information systems**

**3. Improved business systems and new applications**

The well-developed strategy for improving the content, scope and management of central information and related systems will continue.

Core central systems should continue to be enhanced, particularly as a result of reviews of business processes and practice across the University. This process will be extended to
eliminate School and Directorate replication of data held in the three principal systems covering students, staff and finance. Assuming this results in significant improvement in data quality and standardisation of procedures, the University will be in a position, towards the end of the planning period, to consider the implementation of a modern, integrated Enterprise Resource Planning system with the potential to improve administrative efficiency and significantly reduce costs.

Two important initiatives will add significantly to the scope and quality of information available to staff. The first, a research information system (PURE) is designed to provide a unified set of publication, grant and other research related information hitherto unavailable. The initial collection of material for the 2014 REF will be supplemented in due course to provide a comprehensive record of all research activity. The second development, centred on the programme of work to improve the quality and transparency of data held within all core University systems, will be achieved through the development and implementation of improved data management policies, procedures and associated technology, including integrated reporting facilities capable of linking with secondary internal and external data sets. This will improve the breadth, quality and availability of operational and strategic data, providing better support for decision making within the University.

Information filing, storage and retrieval were highlighted as major problem areas in the Information Management Strategy. A document management system will be implemented in administrative offices, initially for committee administration from Court and Senate through to School Boards and their Sub Committees and Working Groups. The pilot phases will concentrate on developing procedures for creating and storing documents that can be more widely adopted, particularly to support academic activity directly.

The University will take advantage of externally hosted or “cloud computing” developments wherever they can be shown to provide better services at equivalent or lower cost to managing them internally.

Further service improvement using cloud facilities is potentially transformational and must be fully explored in full recognition that it adds a further layer of complexity to what is already a very diverse and challenging environment. The email system is one facility in a suite that includes office applications, integrated communications and document management, all of which should be appraised and made available if they are judged appropriate.

The use of Web enabled applications to provide access to systems and information will expand further, driven by both supplier enhancement of systems and their greater acceptance by the user community. The process of rationalizing the University’s online information resources must accelerate to satisfy demands for more intuitive organisation and views of data tailored to individual roles and requirements.

**Aim 2: Improve use of and value for money from core systems and supplement them selectively with integrated reporting facilities and new functions supporting the Information Management Strategy**

Sub Aim 2.1. Improve the quality of data in core systems to allow the introduction of integrated reporting and the elimination of parallel and duplicate systems.

Sub aim 2.2. Improve core business systems and where appropriate implement new systems, either locally or in the cloud, which meet the evolving needs of the University community.

Sub aim 2.3. Increase the transparency of system management and support and improve collaboration throughout the product lifecycle from procurement to decommissioning.
4. Increasing personal competence in the use of information.

The proposed clarification and restatement of relationships and planned system improvements will improve the quality and management of the information environment but will not fulfill their potential without a shift in attitudes to staff training. (See also HR).

The University cannot afford the waste of staff time caused by people not having appropriate levels of competence to do the work expected of them efficiently: it defeats the strategic aim of unlocking the full productive capacity of our staff. All staff should be provided with a schedule of competencies needed to do their job. Particular emphasis will be placed on changing behaviour to enable organisational efficiencies to be achieved. We should aspire to standardised calendaring, communication and document management. Particular attention will be paid to frontline academic systems such as the VLE and the CRIS systems, ensuring that staff receiving training, guidance and support in the effective utilisation of these critical tools.

Aim 3: Ensure that all staff display appropriate levels of competence in using the systems and devices they require to perform their roles. Provide remedial and developmental training as necessary

Sub aim 3.1. Use the OSAR process to raise levels of staff competence in information use.

5. Continuing investment in good facilities and improvements in service quality

The quality of the information environment in both the systems-related context so far discussed, and the wider one involving physical assets and access to facilities, depends critically on the capacity of Information Services departments. They need to react effectively to ensure the underpinning academic services are available to support the strategies set by the University. They also need to be proactive, particularly in mediating the changing expectations and technical and other developments in ICT, academic publishing and the information environment. Between 2008 and 2012, staff costs have been reduced in central information services by the order of 20%, and quality has been maintained and improved in most front line activity. However, operations have been slimmed down to the extent that the major challenge for the next few years will be in managing service development with limited opportunity for recruitment or expansion.

The Library and Learning Centre continually develops its service delivery models, offering varied study environments across 5 University campuses. The Main Library building should be the focus of the student study facilities and continue to develop its opening hours and environment according to student expectation. Not all LLC patrons use the physical resources that are the library buildings and instead judge LLC service quality by availability of appropriate resources to support their teaching and research. Continual investment in this area is critical to the University's ability to compete nationally and internationally in top quality research and to provide high quality resources to support the student learning experiences.

Extension of Library opening hours adds further to the inter-dependencies with other service providers (cleaning services, security services). Experience has shown that other service budgets are less easily adjusted to accommodate the changes within the LLC, and a more holistic approach to service provision generally should be taken in any future enhancement to LLC services.

There is continual pressure on study space particularly during the exam diets. Pressure on physical storage space is also increasing with the off-site storage facilities unlikely to be available in the longer term. Acceptance within the academic community that the Library
will need to reduce its overall footprint (which will result in little-used materials being relegated or discarded) is essential.

The Main Library will be remodeled to include a Law Library and the Duncan of Jordanstone Library upgraded. Renewal of the Ninewells Library, with support from the Medical School and the NHS, will be completed.

The eLearning support function will provide necessary support for the initiatives trailed in the Learning & Teaching strategy. In order to ensure concentration on strategically important activity it will wish to benefit from the improved regime for managing applications outlined in section 5.2. The eLearning environment is currently extremely complex, with many sub systems in use that have overlapping functions. A concentration on supporting best of breed and widely used applications and a reduction in the number of systems in use will allow the development of a more effective and manageable support function. This is an area in which the activities of pioneering academics impact particularly heavily, so the LLC will receive guidance from the eLearning Sub Committee, and the Learning and Teaching Committee, to provide guidance and support on the balance between supporting the base systems and providing assistance to those initiating development.

Information and Communication Services is one of the UK HE leaders in the implementation of a modern IT service management framework. The introduction of industry standard approaches to managing behind the scenes processes has increased the range and robustness of the services provided. Further work is required on some aspects such as capacity management. Some operational and financial pressures are relieved with the emergence of viable cloud computing services, though the need to maintain a strong local infrastructure is a long-term certainty that will remain whatever the outcome of national initiatives on shared services.

ICS will be the key supplier of generic and commodity ICT systems and services. Reflecting the proposed concentration of IT support in Schools on academic activity, there should be a parallel review of IT support staff in central services, where the proliferation of local activity is not justified by discipline related learning or research activity.

System management will continue to focus heavily on automation and rationalization to minimise complexity and insure against further financial and staff reductions. ICS currently devotes 90% or more of staff time to keeping systems running smoothly. More time has to be found for system development and improvement through reducing the amount of staff time spent on business as usual activity.

High performance computing services will be provided for the College of Medicine, Dentistry and Nursing by extending the model developed in the College of Life Sciences: funded from research income and managed by dedicated College staff.

**Aim 4:** Maintain a rolling programme of investment in facilities and systems, supported by modernisation of management processes in Information Services departments

Sub aim 4.1. Meet library user expectations through improvement of physical and electronic facilities.

Sub aim 4.2. Ensure adequate recurrent investment to maintain the integrity and capacity of core infrastructure and systems.

**PI IF 4: Information facilities’ and services’ share of total University expenditure**

Jim McGeorge/Tom Mortimer/Richard Parsons

Version approved by SMT on 10/10/2012
Units, individuals and committees with direct roles in quality enhancement and quality assurance

Individuals with their names in brackets are not members of the Quality Forum.

In addition to the individuals and structures described above, the School Secretaries play a principal role in the implementation and development of quality assurance and enhancement policies and procedures. College Secretaries are line managers for the School Secretaries, and have overarching responsibility for operational aspects.

The Head of Disability Services (Ms Shirley Hill) and the Equality and Diversity Officer (Mr Ajit Trivedi) also play key roles in enhancement of the student experience in their respective areas.

The remit and membership of the Quality Forum (as agreed by Senate in May 2012) is described in Annex 12.
ELIR 3 Working Group membership

Prof David Bearn, College Head of Learning and Teaching, Medicine, Dentistry and Nursing
Prof David Coates, Deputy Principal (Learning and Teaching) and College Head of Learning and Teaching, Life Sciences
Dr Stuart Cross, Convenor of the e-Learning Subcommittee
Ms Rachael Doherty, Deputy President of DUSA
Ms Paula Elliot, Director of Learning and Teaching Strategy Implementation
Dr Martin Glover, Policy Officer, Academic Governance
Ms Shirley Hill, Head of Disability Services
Dr Janet Hughes, College Head of Learning and Teaching, Art, Science and Engineering
Mr Iain Kennedy, President of DUSA
Ms Ellen Keir, Acting Director, Information and Communication Services
Dr Neal Laker, Director of Policy, Governance and Legal Affairs
Ms Heather Marr, College Head of Quality Enhancement, Medicine, Dentistry and Nursing
Dr Lesley McLellan (Convenor), Director of Quality Assurance
Dr Carey Normand, College Head of Learning and Teaching, Arts and Social Sciences
Mr Graham Nicholson, Acting Director, Student Services
Dr Karen Petrie, Head of Undergraduate Studies, School of Computing
Dr Alison Reeves, College Head of Quality Enhancement, Arts and Social Sciences
Mr Wesley Rennison, Planning Officer
Ms Lesley Sinclair, College Secretary, Arts and Social Sciences
Mr Ajit Trivadi, Equality and Diversity Officer
Dr David Walker, Lead for Assessment and Feedback, Library and Learning Centre
Dr Lorraine Walsh, Assistant Director, Library and Learning Centre
Ms Vivienne White, School Secretary, Engineering, Physics and Maths
Dr William Whitfield, College Head of Quality Assurance, Life Sciences (School of Learning and Teaching)
College management and governance structures

The focus of this annex is on the management and governance structures that relate to learning and teaching and quality enhancement and assurance. Details of the composition, powers and functions of College and School Boards are set out in the University Ordinances in Ordinance 56 and Ordinance 57 respectively.

College of Art, Science and Engineering

The College of Art, Science and Engineering (CASE) is headed by Professor Stephen Decent. As well as being Head of College, Professor Decent is the University Vice-Principal for Wider Impact. The College Head of Learning and Teaching (Director of Education) is Dr Janet Hughes, who also currently has responsibility for quality assurance and enhancement across the College. At the time of drafting the RA, the College is in the process of appointing a separate Head of Quality Enhancement (see also Annex 8). The College Secretary, who has overarching responsibility for operations at School and College level, is Ms Ilona Mair.

CASE comprises three Schools: Computing, Duncan of Jordanstone College of Art and Design (DJCAD) and Engineering, Physics and Mathematics (EPM). From 1 August 2013, the Centre for Anatomy and Human Identification (CAHID) moved from the College of Life Sciences to CASE. Although CAHID operates as an independent unit within the College, it is not a formal School of the University. Its reporting structures and quality assurance arrangements are being finalised at the time of writing this RA, and will be conducted through the School of EPM.

CASE committee structures relating to learning and teaching are shown in Figure A10.1.

Figure A10.1: CASE committee structures relating to learning and teaching

Annual reviews of taught provision, periodic programme reviews and reaccreditation processes in CASE are conducted at School level, and as for all of the Colleges, reported and formally approved via the relevant School Board to College Board. Different structural arrangements are in place in the academic Schools to suit their varying sizes and levels of complexity. For example, DJCAD has a Quality and Enhancement Committee with the remit of ensuring academic quality and enhancement, leading the learning and teaching agenda,
and the approval of new modules and programmes (ensuring compliance with University and national policies, benchmarks and regulations on academic quality). This committee reports to the DJCAD School Board. The School of Computing has a Quality Management Committee responsible for exam and peer reviews, and the School Board deals directly with annual reviews of taught provision and the approval of new programmes and modules. EPM offers a number of diverse degrees, most of which are moderated and accredited by different professional bodies. Periodic programme reviews and accreditation procedures are therefore carried out and monitored through discipline-specific programme boards that report to the School’s Learning and Teaching Committee. This committee is responsible for ensuring academic quality and enhancement in learning and teaching, and reports to the School Board.

Proposals for the development of new programmes are initially considered by the College Management Team on the basis of a short business case and financial plan. Once the Team are satisfied with the strategic benefits and the financial plan, the detailed development of programme and module specifications and rationale takes place. These are considered along with the business plan by the relevant subcommittee or School Board (as described above), and formal approval is sought through the relevant committee structures described in the University Quality Assurance Infrastructure.

Deans of the Schools, with support from the School Secretary and programme leads, are responsible for the production of annual Learning and Teaching Enhancement Reports (in place from 2013/14), which in turn feed into School and College operational plans. The operational plans contain forward-looking learning and teaching plans which are informed by the detailed enhancement reports.

**College of Arts and Social Sciences**

The College of Arts and Social Sciences (CASS) is headed by Professor Chris Whatley. Prof Whatley is also the University Vice-Principal for Employability, Enterprise and Entrepreneurship. The College Head of Learning and Teaching is Dr Carey Normand and the College Head of Quality Enhancement is Dr Alison Reeves (see also Annex 8). The College Secretary, who has overarching responsibility for operations at School and College level, is Mrs Lesley Sinclair.

CASS comprises 7 Schools and Continuing Education, and offers a diverse range of educational and research programmes. The constituent Schools are as follows:

- Business
- Education, Social Work and Community Education
- Environment
- Graduate School of Natural Resources Law, Policy and Management
- Humanities
- Law
- Psychology

The CASS student base makes up over half of the University student population, and there are more than 30 cognate groupings of taught programmes. In any one year there will be at least 6 programme review events.

CASS committee structures relating to learning and teaching are shown in Figure A10.2.

The Schools within CASS are responsible for approving modules and programmes, and any changes to these. The size, diversity and range of provision in CASS requires that Schools evolve procedures to suit their needs, within the overarching Quality Assurance
Infrastructure of the University, and in consultation with the College Heads of Learning and Teaching and Quality Enhancement.

For annual reviews of taught provision, different Schools use different committees as an interim stage in the reporting and approval process. These may be specific School Quality Committees, Learning and Teaching Committees or Learning and Teaching sub groups (undergraduate and postgraduate) (Figure A10.2). Where modules are not attached to a specific School (e.g. Careers Service modules), the review is conducted by the College Quality Assurance Sub Group (Figure A10.2).

Figure A10.2: CASS committee structures relating to learning and teaching
The College Head of Learning and Teaching and the College Head of Quality Enhancement receive the papers for the Academic Quality Committee and the Learning & Teaching Committee respectively to ensure connectivity between the two committees.

School Secretaries are responsible for organising periodic programme reviews in their respective Schools. The College Head of Quality Enhancement, or her deputy, normally convenes each programme review. Administrative support on the day of each review is provided by the College Administrative Officer. The finalised review report is sent to the School Board for onward reporting to College Board.

Each of the Schools in CASS has some professional accreditation, although there is more focus on PSRB accreditation in some Schools (Law, Business, Environment, Education, Social Work and Community Education and Psychology) than others (Humanities and the Graduate School).

As for annual review of taught provision, approval of new programmes and modules is dealt with by different committees in the Schools, in line with the University Quality Assurance
**Infrastructure.** Admissions and Student Recruitment Services liaise with Schools in order to develop and market new modules and programmes.

Deans of the Schools, with support from the School Secretary and programme leads, are responsible for the production of annual Learning and Teaching Enhancement Reports (in place from 2013/14), which in turn feed into School and College operational plans. The operational plans contain forward-looking learning and teaching plans which are informed by the detailed enhancement reports.

**College of Life Sciences**

The College of Life Sciences (CLS) is headed by Professor Doreen Cantrell. The College Head of Learning and Teaching and Dean of the School of Life Sciences Learning and Teaching is Professor David Coates, and the Head of Quality Assurance is Dr Will Whitfield (see also Annex 8). The College Secretary, who has overarching responsibility for operations at School and College level, is Mr Ian Leith. Mr Leith is also College Secretary for the College of Medicine, Dentistry and Nursing.

CLS consists of two Schools, the School of Life Sciences Learning and Teaching and the School of Research. Teaching is carried out by academic staff from both Schools (supported by administrative and dedicated technical staff) but overall responsibility for all taught provision and teaching-related administration rests with the School of Learning and Teaching. PhD students are the responsibility of the School of Research.

CLS committee structures relating to learning and teaching are shown in Figure A10.3.

![Figure A10.3: CLS committee structures relating to learning and teaching](image_url)

As with all School Boards, the Board of the School of Learning and Teaching is constituted according to the University Ordinances (Ordinance 57), and as well as academic staff from the School of Learning and Teaching, the Board also has as full members a number of staff from the School of Research in their capacities as programme or module leads. The School Board also includes the School of Research Associate Dean for Research-Led Teaching. The Dean of the School of Learning and Teaching is a member of the Board of the School of Research. The Board of the School of Learning and Teaching acts as the College Learning and Teaching Committee.
There is a College-level Academic Standards Committee that deals with academic standards matters before reporting to School and College Boards. The Academic Standards Committee has initial oversight of new programme and module approvals and annual review of taught provision.

Periodic programme reviews are led by the School of Learning and Teaching, with close involvement of academic staff from the School of Research. The undergraduate degree programmes, which represent the majority of the teaching activity in CLS, are reviewed as a cognate group, and the most recent periodic programme review resulted in substantive changes to the Life Sciences curriculum and degree pathways.

The Dean of the School of Learning and Teaching, with support from the School Secretary and programme leads, is responsible for the production of annual Learning and Teaching Enhancement Reports (in place from 2013/14), which in turn feed into School and College operational plans. The operational plans contain forward-looking learning and teaching plans which are informed by the detailed enhancement reports.

**College of Medicine, Dentistry and Nursing**

The College of Medicine, Dentistry and Nursing (CMDN) is headed by Professor John Connell. Professor Connell is also the University Vice-Principal for Research. The College Head of Learning and Teaching (and Head of the College Graduate School) is Professor David Bearn and the College Head of Quality Enhancement is Ms Heather Marr (see also Annex 8). The College Secretary, who has overarching responsibility for operations at School and College level, is Mr Ian Leith. Mr Leith is also Secretary to the College of Life Sciences.

CMDN is made up of three Schools: Medicine, Dentistry and Nursing and Midwifery. It also has a Graduate School which, whilst not constituted as a ‘School’ in terms of the University Ordinances, has overarching responsibility for quality assurance of postgraduate programmes across the College.

CMDN committee structures relating to learning and teaching are shown in Figure A10.4.

The undergraduate professional programmes in the College of Medicine, Dentistry and Nursing are heavily guided by the requirements of their relevant professional bodies, which are the General Medical Council, the General Dental Council and the Nursing and Midwifery Council respectively. At the same time, each of the ‘professional’ Schools gives appropriate consideration to University (and national) expectations for quality enhancement and assurance as part of their programme developments.

Within the School of Medicine, the MChB curriculum has a ‘phase’ and ‘block’ structure, and annual reviews of these components feed into the annual programme review which is produced by the teaching Dean and considered by the Undergraduate Medical Education Committee (UMEC). The other undergraduate programme offered by the School of Medicine is the intercalated BMSc. This is a one-year honours degree for students who have successfully completed Phase 2 of the MBChB or year 2 of the BDS. Annual review is coordinated by the BMSc chairman and considered by UMEC.
Figure A10.4: CMDN committee structures relating to learning and teaching
Abbreviations: MSET, Medical School Executive Team; JCAPCC, Joint Clinical Academic Professional Collaborations Committee; PMEC, Postgraduate Medical Education Committee; UMEC, Undergraduate Medical Education Committee.

The five-yearly review of undergraduate teaching by the General Medical Council (GMC) is regarded as a joint accreditation/periodic programme review for the Medical School (following agreement between the Teaching Dean and the previous Director of Quality Assurance that the activities of the GMC visit map closely to those for periodic programme review). The previous Director of Quality Assurance participated in the last GMC accreditation event and attended the GMC summary meeting following its review. Since 2012 the GMC also require the School of Medicine to produce an annual reflective report on its undergraduate teaching. In addition, clinical teaching in Medicine is monitored by NHS Education for Scotland (NES).

The School of Dentistry delivers two undergraduate degree programmes, Bachelor of Dental Surgery (BDS) and BSc in Oral Health Sciences. The BDS programme is divided into ‘years’ and quality assurance procedures at programme and ‘year’ level follow standard University processes. Annual review of taught provision is coordinated by the Year Convenors and reported to the Year Committees and then the Dental School Academic Quality Committee. The BSc Programme Director coordinates the annual review of the BSc Oral Health Sciences. Annual programme level review is coordinated by the School Associate Dean for Learning and Teaching and the School Curriculum Officer.

The General Dental Council (GDC) periodically reviews both the BDS and the BSc Oral Health Sciences. Although the School had taken the view that the conduct of a joint accreditation/periodic programme review event would be a desirable way forward, the frequency of the GDC accreditation visits is not currently sufficient for University or national requirements. The School conducted a separate periodic programme review of the BDS and BSc programmes during 2013 in advance of the expected GDC visit in 2014.

The School of Nursing and Midwifery is subject to annual monitoring by the Nursing and Midwifery Council (NMC). Monitoring takes place against five risk standards and specific
aspects within the standards are published in advance by the NMC. A detailed report and action plan are produced by the review team and agreed with the NMC. The report and action plan are submitted to the relevant Programme Boards, Academic Quality Committee and School Board. The School also carries out its own separate annual reviews of its taught provision following the standard procedures described in the Quality Assurance Infrastructure.

The School of Nursing and Midwifery is also subject to annual performance management by NES, regarding its delivery of the Scottish Government’s contract for pre-registration nursing and midwifery education.

The development of new programmes and modules is informed by new health or social care priorities and the views of staff, students and clinical partners. The School also responds to invitations to tender for specific work. Proposals are then developed as appropriate following the guidance described in the University Quality Assurance Infrastructure.

The School of Nursing and Midwifery has a calendar of periodic programme reviews which is reported to, and monitored by the School’s Academic Quality Committee. For undergraduate teaching, programme reviews are joint events with the NMC-commissioned body, Mott MacDonald, which delivers the NMC quality assurance framework. The School has a long tradition of working with PSRBs in this way, and review processes are managed so that requirements of all parties are met.

Regarding quality assurance for taught postgraduate courses in CMDN, the College Graduate School takes overall responsibility in this area reporting to School and College Boards. The College Graduate School has oversight of the annual review of postgraduate programmes, approval of new programmes and modules and periodic programme reviews.

The Deans of each of the Schools, with support from the School Secretary and programme leads, are responsible for the production of annual Learning and Teaching Enhancement Reports (in place from 2013/14), which in turn feed into School and College operational plans. The operational plans contain forward-looking learning and teaching plans which are informed by the detailed enhancement reports.
Figure A11.1: The Library and Learning Centre (LLC): organisation, operations and development

Abbreviations: ACP, Article Processing Charges; CILIP, Chartered Institute of Library and Information Professionals; DUSA, Dundee University Students’ Association; ICS, Information and Communication Services; HEA, Higher Education Academy; HELF, Heads of E-Learning Forum; JISC, Joint Information Systems Committee; QAA, Quality Assurance Agency; SCONUL, Society of College, National and University Libraries; SCURL, Scottish Confederation of University Libraries; SEDA, Staff and Educational Development Association; UCISA, Universities and Colleges Information Systems Association.
Figure A11.2: Library and Learning Centre: contributions to learning and research
Remit and membership of the Quality Forum

The remit and membership that was approved by the Learning and Teaching Committee at its meeting of 14 May 2012 is shown below. A change of name to the ‘Quality Forum’ to reflect a broader remit, which included quality enhancement aspects of the student support environment, was approved by the Learning and Teaching Committee on 13 November 2012. The membership was revised to include the President of DUSA, the Acting Director of Information and Communication Services and the Acting Director of Student Services. The membership and remit of the Quality Forum is currently under review by the Vice-Principal for Learning and Teaching, and the draft membership for 2013/14 is available on the Quality Forum website.

University of Dundee Learning and Teaching Quality Forum

The remit of the forum is to act as an advisory group to the Learning and Teaching Committee on quality assurance and enhancement matters, including, but not limited to, the following:

- review and development of policies and processes underpinning the quality assurance framework to ensure best practice and compliance with QAA principles and SFC requirements
- development of QA processes to stimulate enhancement
- alignment of QA and QE practices with institutional strategies
- institutional oversight of annual monitoring of taught provision
- institutional oversight of periodic reviews
- responses to student feedback, and development of evaluation practices
- student engagement and representation
- an inclusive curriculum
- local and national quality enhancement initiatives
- sharing of best practice between Colleges, Directorates and Schools
- ELIR (follow-up on recommendations and preparation for the next ELIR)
- overview and check on the QA/QE aspects of the University strategy.

The purpose of the group is to enhance the learning and teaching environment at Dundee through leading forward both short-term priorities (such as preparation for ELIR) and longer-term strategic initiatives to ensure a quality culture for all aspects of the student experience at the University.

The proposed initial membership is shown in the appendix, and the final membership and remit will be agreed at the first meeting of the group.
## Appendix

### Proposed Membership

<table>
<thead>
<tr>
<th>Role</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Quality Assurance (Chair)</td>
<td>Lesley McLellan</td>
</tr>
<tr>
<td>CASE Head of Learning and Teaching and Head of Quality Assurance, Institutional QET Lead</td>
<td>Jonathan Baldwin</td>
</tr>
<tr>
<td>CASS Head of Learning and Teaching</td>
<td>Carey Normand</td>
</tr>
<tr>
<td>CASS Head Quality Assurance</td>
<td>Alison Reeves</td>
</tr>
<tr>
<td>CLS Head of Quality Assurance</td>
<td>Will Whitfield</td>
</tr>
<tr>
<td>CMDN Head of Learning and Teaching</td>
<td>David Bearn</td>
</tr>
<tr>
<td>CMDN Head of Quality Enhancement/Assurance</td>
<td>Heather Marr</td>
</tr>
<tr>
<td>E-Learning Sub-Committee Convenor</td>
<td>Stuart Cross</td>
</tr>
<tr>
<td>DUSA Deputy President</td>
<td>Stuart Fitzpatrick/Rachael Docherty</td>
</tr>
<tr>
<td>Assistant Director of the LLC (Educational Development), Head of E-Learning</td>
<td>Lorraine Walsh</td>
</tr>
<tr>
<td>Assessment Development and Enhancement Lead</td>
<td>David Walker</td>
</tr>
<tr>
<td>School Secretary representative</td>
<td>TBC (nominated from the School Secretaries’ Forum)</td>
</tr>
<tr>
<td>Policy Officer (Academic Governance)</td>
<td>Martin Glover</td>
</tr>
</tbody>
</table>
Role Profile of the Quality Enhancement Officer (appointed 1 August 2013)

**Job Category:** Academic Related, Grade 7

**Duration of Post:** 2 years

**Location:** Directorate of Policy, Governance & Legal Affairs

**Responsible to:** Director of Quality Assurance

**Purpose of Post:** To take forward specific projects that focus on enhancement of the quality of the student experience at the University of Dundee. The major focus of the post is on implementation of *Transforming the Student Experience through Assessment* (TESTA) methodology, which is to be developed as part of the Institutional periodic Programme Review process. The role will also encompass other areas including our forthcoming Enhancement Led Institutional Review (ELIR), evaluation and responses to student feedback, student engagement, quality of the student support environment and evaluation of effectiveness of academic policies in promoting enhancement.

**GENERAL**

The Quality Enhancement Officer will be part of the team within the Directorate of Policy, Governance & Legal Affairs (http://www.dundee.ac.uk/academic/), and will also work closely with the Educational Development team within the Library and Learning Centre. This new post has been created to support the development of initiatives to enhance the quality of the student experience in its broadest sense, encompassing both academic and extracurricular activities. The post holder will provide core support for implementation of TESTA methodology as part of the periodic Programme Review process, and will work closely with the Director of Quality Assurance to develop quality enhancement initiatives that have been identified as priority areas for the University.

**PRIMARY RESPONSIBILITIES**

The primary responsibilities described below are indicative and are not intended to be exhaustive. They may be amended or added to by the Director of Quality Assurance.

1. **TESTA**

   Working across Schools and degree programmes, the post-holder will:
   
   - take a leadership role in working with programme teams to implement TESTA research methodologies
   - produce case study reports and communicate research results to programme teams, Schools, the University Quality Forum and the Learning and Teaching Committee
   - contribute to relevant group and committee meetings, providing information, data and evaluations
   - assist in the collection and dissemination of examples of good assessment practice
   - coordinate the various strands of TESTA activities and ensure appropriate liaison with programme teams, members of the TESTA development group, the University Quality Forum and the Learning and Teaching Committee
   - ensure confidentiality of participant data gathered as part of research process.

   It is anticipated that development and implementation of the TESTA methodology will constitute at least 50% of the role.

2. **Student feedback**

   Working across Schools, Programmes and SASS Directorates, the post holder will:
   
   - examine current practice on evaluation and response to student feedback and, together with the Director of Quality Assurance (and in consultation with DUSA and the Student Representative Council, Schools, Colleges, the Vice-Principal for Learning and Teaching and Student and Academic Support Services Directorates) develop recommendations for Institutional oversight of gathering and responding to student feedback
• work with the Director of Quality Assurance in the evaluation of the NSS results, particularly with regard to analysis of the free-style student comments.

3. Student engagement
The post holder will:
• be a principal University contact for liaison with DUSA and the Student Representative Council in order to increase student involvement in enhancing the quality of the student experience at Dundee
• lead the development of a student engagement/partnership agreement that aligns with expectations of the Scottish Government
• take a leading role in evaluation of the effectiveness of student representation and engagement frameworks at the University of Dundee
• play a key role in training student representatives for their participation in quality assurance processes and events.

4. ELIR
The post holder will assist the Director of Quality Assurance and the Vice-Principal for Learning and Teaching in preparation for ELIR and implementation of subsequent recommendations.

5. Periodic review of the student support environment
The post holder will engage in the support of specific aspects of recommendations that arise from the quinquennial reviews of the student support environment where there is focus on enhancement the quality of the student experience.

6. Evaluation of the impact of Institutional policies and quality assurance processes on quality enhancement
The post holder will work with the Director of Quality Assurance in evaluation of current policies and processes with regard to their relevance and effectiveness in quality enhancement.

PERSON SPECIFICATION
• educated to degree level
• good understanding of the current landscapes and challenges in Higher Education, particularly with regard to quality enhancement and student engagement
• knowledge of contemporary student needs
• good analytical skills and an aptitude for research
• high level of oral and written communication skills, with the ability to communicate effectively and diplomatically across hierarchical and committee structures
• ability to produce and present clear and accurate reports
• ability to work to deadlines and to meet milestone targets, with good time management and multitasking skills
• good team worker with the ability to work independently with minimal supervision. Evidence of effective team working and relationship building.
• creative thinker with the ability to communicate ideas effectively
• sound knowledge of MS Office products.
## Comparator data from HESA and performance indicators

### Part 1: HESA Data

The student numbers displayed are based on Full Person Equivalents.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate %</th>
<th>Taught Postgraduate %</th>
<th>Research Postgraduate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee</td>
<td>65% 67% 68% 66% 66%</td>
<td>31% 29% 28% 30% 30%</td>
<td>4% 4% 4% 4% 4%</td>
</tr>
<tr>
<td>Aberdeen</td>
<td>74% 73% 74% 76% 77%</td>
<td>19% 21% 20% 18% 16%</td>
<td>7% 7% 6% 6% 7%</td>
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<tr>
<td>Cardiff</td>
<td>75% 71% 73% 74% 74%</td>
<td>19% 24% 22% 21% 20%</td>
<td>6% 6% 6% 6% 6%</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>72% 68% 71% 69% 69%</td>
<td>17% 21% 18% 20% 20%</td>
<td>11% 11% 11% 11% 11%</td>
</tr>
<tr>
<td>Glasgow</td>
<td>79% 76% 79% 78% 76%</td>
<td>14% 18% 14% 15% 17%</td>
<td>7% 7% 7% 7% 7%</td>
</tr>
<tr>
<td>Newcastle</td>
<td>76% 71% 74% 72% 71%</td>
<td>15% 20% 17% 19% 20%</td>
<td>10% 9% 9% 9% 9%</td>
</tr>
<tr>
<td>St Andrews</td>
<td>83% 77% 79% 78% 79%</td>
<td>9% 15% 12% 12% 12%</td>
<td>8% 9% 9% 9% 9%</td>
</tr>
<tr>
<td>Stirling</td>
<td>74% 71% 75% 75% 70%</td>
<td>22% 25% 20% 20% 24%</td>
<td>4% 4% 4% 5% 5%</td>
</tr>
<tr>
<td>Strathclyde</td>
<td>65% 71% 68% 68% 71%</td>
<td>31% 24% 26% 25% 22%</td>
<td>5% 6% 6% 6% 7%</td>
</tr>
<tr>
<td>Surrey</td>
<td>66% 65% 65% 67% 71%</td>
<td>27% 28% 28% 25% 21%</td>
<td>7% 7% 8% 8% 8%</td>
</tr>
<tr>
<td>Warwick</td>
<td>69% 67% 67% 64% 62%</td>
<td>26% 28% 27% 29% 29%</td>
<td>5% 5% 6% 8% 8%</td>
</tr>
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## Annex 14

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### Part 2: Performance indicators

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### PI 2.2.3: Student Staff Ratios

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### PI 7.2.3: Usage of Learning and Teaching Space

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The first outcome agreement between the University and the Scottish Funding Council

UNIVERSITY OF DUNDEE

OUTCOME AGREEMENT WITH THE SCOTTISH FUNDING COUNCIL

Introduction

1. This document represents a final draft outcome agreement between the University and the Scottish Funding Council (SFC) following a number of meetings between members of the Senior Management Team and SFC officers. The draft has been shared with the Dundee University Students’ Association and will be considered by the University Court at its meeting on 3 September 2012.

2. We are currently finalising our new Vision & Strategy to 2017, which will include the setting of detailed performance indicators and targets for all areas of activity. Our outcome agreement therefore at this stage outlines the University’s baseline performance in relation to certain outcomes and provides a high level description of the performance indicators that will be used to measure its achievements in relation to the various activities set out in this agreement. However, more detailed trend data and targets will be agreed with the SFC in September 2012 once the process of finalising the performance indicators and targets for our new Strategy has been completed.

Outcome 1: Improve university/industry collaboration and the exploitation of research

3. The University has a leading position in Knowledge Exchange (KE) and significantly outperforms the sector average in almost every area, mainly through its strengths in the Life Sciences. Our Strategy to 2017 embeds Wider Impact (including KE and public engagement) as a core academic purpose alongside Learning and Teaching and Research. We wish to explore with SFC how, in partnership with other institutions (and in the context of the establishment of ICs and a Single Knowledge Exchange Organisation), Dundee might take a role in KE for the Life Sciences commensurate with its record of achievement in this area.

4. Strategically, we aim to maintain and, where possible, further enhance our performance through applying the expertise gained in the Life Sciences to other areas of research strength. In setting targets for KE both in our University Strategy to 2017 and this outcome agreement, we will consider performance over a five-year time frame with annual review. The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 1 are as follows:

- Income from industry and ‘other’ sources;
- Licensing income and number of licensing transactions;
- Number of spin-out/start-up companies created;
- Consultancy income and number of consultancy transactions;
- Number of projects funded through the Portal and BioPortal.

Enhancing engagement with business and industry

5. In 2010/11 the University reported in its SFC KT return a total income of £41.1m against a sector average of £18.8m, with £11.8m of grants from industry (sector average £4.7m) and income from consultancy, translational awards and venturing of £5.6m, £7.3m and £6.8m respectively against sector averages of £3.6m, £0.8m and £0.5m. The aim of our engagement with business and industry in future is to maintain and build upon existing relationships and to increase the number, quality and (where appropriate) financial value of new relationships. Specifically, we will:

(a) Leverage our IP assets to create sustainable investable companies and transfer knowledge and innovation to existing companies and organisations, for example by
continuing to work with Frontier IP to develop sustainable spin-out propositions. Our models are flexible and reflect the diversity of opportunities with which we work, with examples including:

- **Aridhia Informatics**: The University, NHS Tayside and Scottish SME Aridhia Informatics, have entered into an agreement with the Dasman Diabetes Institute and the Ministry of Health in Kuwait to allow the partners to explore collaborative opportunities to jointly develop education, clinical networks and informatics proposals linked to improving health care in Kuwait, with an initial focus on diabetes. We have also partnered with Aridhia, the University of Edinburgh and NHS Health Boards of Tayside and Lothian on a TSB funded programme to support the development of targeted treatments for cancer;

- **Star Dundee**: Star Dundee is a successful ten-year spin-out focused on space wire technology. The company has strong international links in Europe, China, Japan and the USA, with one of its key customers being NASA. Recently, in partnership with the University and collaborators based in Israel, Germany and Italy, it has received an EU award of £1.87m. The company continues to license and develop Dundee technology and Research & Innovations Services has developed a sustainable KE approach with the company enabling the University and the company to share knowledge and IP for mutual benefit.

- **M Squared Lasers**: The University has established a KE relationship with the Scottish SME M Squared Lasers in the development of lasers for industrial use. This has led to M Squared and the University partnering on 3 KTPs, a major FP7 programme and licensing of two of the 2 University's patents to M Squared. The first EU programme, coordinated by the University has generated over 100 publications and conference presentations and 4 patent applications. M Squared received £400k of EU funding and has already benefited from sales of products developed through the collaboration.

(b) Retain and develop targeted, dedicated support for SMEs including incubation and company-creation support in addition to the Innovation Portal and our work with Interface.

(c) Create new models of cooperation and for investment in our research and translation of research results. For example:

- **Design in Action (DIA)**, which is a KE hub interfacing with the Creative Industries sector as well as sectors that have not traditionally employed design as a core component of their business systems. DIA is a £6.5m collaboration among major academic partners in Scotland funded by the AHRC, industry and cultural and business agencies and will provide a vehicle through which Scottish industry can increase competitiveness and adopt and sustain innovation. The initiative is fully engaged with the development of the V&A at Dundee and ultimately some DIA activity will be located within the flagship premises. KE methodology will be flexible and include Open Innovation participation.

- Future developments include an aspiration to collaborate with Abertay to innovate in the connected digital economy, operating across the areas of content, technology and tools driving the growth of this economy across platforms. Research and KE will have a particular focus on interactive entertainment, education, publishing, social networks and other related business-to-consumer propositions that link users to digital information.

(d) Engage in partnerships globally and nationally to achieve effective KE, where we have a reputation for successful engagement with industry through consortia. The much-cited Division of Signal Transduction Therapy (DSTT) partnership, first established in 1998, involves six of the world’s leading pharmaceutical companies (http://www.lifesci.dundee.ac.uk/research/dstt/). It will provide core support of £14.4m
Annex 15

for research on the development of new drug treatments for major global diseases, having been renewed for a further four-year period from July 2012 to June 2016. In continuing to fund the programme, the member companies are explicitly recognising the KE value of the arrangement. Dundee has also engaged in other consortia and increasingly in large EU funded partnerships between academia and industry.

(e) Incentivise staff across the University to engage in high impact KE through explicit revenue sharing and promotional strategies. For example, in the last 12 months two staff have been promoted to Professorial positions primarily on the basis of achievements in KE and KE/innovation are explicitly recognised in the University's Objective-Setting & Review process that informs the promotion of staff.

6 The University will continue to work effectively in supporting the Government’s Key Economic Sectors. In the Life Sciences, we are a major player, with over 85% of the value of research-related awards across all funders (including industry) being directed at work that encompasses basic, translational and clinical research as well as medical devices and plant sciences. Our College of Art & Design is central to our links to the Creative Industries, illustrated by developments such as the KE hub, Design in Action. In the area of Energy, our focus is on renewables, where niche strengths in engineering and areas of energy law and policy are complemented by expertise at other universities, while we have sought to enhance our engagement with the Food & Drink sector over recent years.

7 The University has been increasingly successful in EU Framework Programmes, which are natural vehicles for KE. In seeking to grow this funding we will actively support (with our resources) applications that engage with Scottish companies, contributing to innovation and company growth across the key sectors and potentially attracting inward investment.

8 Over recent years, we have increased the use of student placements and initiatives like the Enterprise Gym as mechanisms for employer engagement and skills development. In 2011/12, over 500 students participated in activities in the Enterprise Gym, which focuses on encouraging the development of enterprise and entrepreneurial skills in students. In 2012/13 we plan to expand the Enterprise Gym opportunity to 700 students, create a post of ‘entrepreneur-in-residence’ and launch a Graduate Enterprise Scheme to identify and support students with potential business propositions. In 2012/13 this newly-developed scheme will aim to secure sponsorship from local businesses to support four students with business propositions to develop their business ideas through the provision of a placement, stipend, working space and free expert mentoring. If successful, it is anticipated that the scheme will be mainstreamed and expanded if appropriate from 2013/14 onwards.

Removing barriers to the exploitation of research for economic and wider societal benefit

9 Our intellectual property (IP) is creatively employed through a mixed portfolio of flexible deal structures. Easy Access IP will be incorporated into our approach from 2012/2013 and our IP portfolio has been reviewed to identify suitable candidates for inclusion which will be posted on our own website and www.university-technology.com. We are actively involved in the development of sector-wide template agreements for collaboration with business and industry and are committed to avoiding individual negotiation of contracts wherever possible. We will participate fully in the debate around the development of the best model for a single knowledge exchange organisation for Scotland and any associated consultation exercises.

10 While the University does not consider that the various SFC research pools have a primary role in KE, appropriate outputs from pools will be handled on a consultative and collaborative basis between the relevant institutions and we will continue to make business development support from Research & Innovation Services available to them. Other means of managing KE include the contribution by individual institutions and/or through the work of the ICs and proposed Single Knowledge Exchange Organisation.

Extending and improving engagement with Scottish SMEs
11 The Innovation Portal responds to Interface enquiries and is a gateway for SMEs to access the expertise and facilities of the University of Dundee, Abertay University and the James Hutton Institute (JHI). The Portal has worked with companies and organisations from various sectors within Tayside and across Scotland and manages the SFC Voucher Scheme in parallel with its own Small Grants Scheme. Over the last five years, it has engaged with 197 companies, funding 95 projects with a cumulative SME spend of £3.67m. An independent evaluation in 2010 covering the previous 4 years estimated 138 additional jobs and a cumulative GVA increase of £19.6m for the Tayside economy by 2013. Over that time, some 1,000 Interface enquiries have been processed, leading to 17 conversions to business engagement; data on the full economic value of Interface based developments is not available to us. We believe that a range of approaches to suit individual company needs is best, and that the two approaches are complementary.

12 As an extension to the Innovation Portal, the BioPortal works alongside Bio Dundee and Dundee City Council to focus specifically on bio/medical companies. With the addition of a Bioko Fund to its Small Grant Scheme (SGS), the Portal can provide grants to companies to facilitate the commercialisation of IP from any of the academic partners. Designed on an Easy Access IP model, the fund introduces a shared risk and reward strategy in response to the needs of bio/medical SMEs.

13 We will work with our partners to ensure that both the Portal and BioPortal are actively marketed and fully utilised. In doing so, we will consider on an annual basis over the five year time-frame of our strategy any opportunities for expansion, both in terms of the scale of the facilities and level of investment available. The Portal and BioPortal have a single Steering Group and integrated management structure, with the BioPortal having been created to enhance the performance of the Biosciences industry in Dundee and provide dedicated grant schemes and initiatives suited to the particular needs of that industry.

14 The University’s strategy for engaging the wider community with the outputs of its research is premised on:

- Enhancing the skills and employability of researchers by providing them with communication training and support;
- Promoting the profile of our researchers through organising events and co-ordinating with regional and national activities;
- Supporting colleagues to secure funding for their own public engagement projects;
- Advising on impact statements required by funders to increase research grant success;
- Supporting administrators as they prepare for the impact assessment within REF.

15 Our public engagement office is responsible for supporting the achievement of these aims. Our direct engagement with the public is considerable, but in 2012/13 we will enhance the ways in which we capture and evaluate these interactions to ensure their impact is measured, identify the most beneficial types of activity and further improve our support infrastructure.

**Outcome 2: Enhance the international competitiveness of research at the University**

16 Given that this outcome is not the focus of attention for 2012/13 agreements, we have chosen to provide only a brief overview of our work in this area.

17 Through our research strategy, we will enhance our reputation as a university delivering research that is internationally excellent, has high impact and is focused in ways that are distinctive and create intensity. Investment will be targeted strategically on areas of current and potential strength, with interdisciplinary and collaborative opportunities sought in relation to our three key challenges of promoting the sustainable use of global resources, shaping the future through innovative design and improving social, cultural and physical well-being.
The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 2 are as follows:

- Total research income
- Proportion of total research income derived from peer-reviewed grant awards
- Number of staff with personal fellowships, investigator awards or programme grants
- Success rate of applications to RCUK, Wellcome Trust, EU and major charitable funders
- Research income and overhead recovery by academic FTE
- Diversity of research income across all sources including EU, industry and business collaborations
- Number of research postgraduate students
- Increase in the number of international research postgraduate students
- PhD completion rates within four years

We will focus effort on areas where the breadth, depth and intensity of research meet the highest standards of excellence. Within this context we will seek to continually evaluate the quality of our research on an ongoing basis in order that we can invest in areas of high quality and, where necessary, disinvest in those that are not. We will work to achieve the highest possible ratings in the Research Excellence Framework 2014, through ensuring that only staff producing internationally-leading and world-class research (as defined by outputs at 3* or 4*, with a maximum of one 2* output for staff on an upward trajectory) are returned. The SFC Research Excellence Grant will continue to be focused on work that meets these standards and on supporting the infrastructure required to sustain them into the future. The issue to address here is the basis of our focus and intensity. Disinvestment means not allocating staff time to undertake research that does not meet our standards and which does not attract high level sustainable funding, but rather creating pockets of intensive excellence within and across disciplines linked to our three key challenges. To achieve this we will continue to evaluate research performance of staff annually through a rigorous objective setting and review process and will not allocate research time to staff where there is clear evidence over a three year cycle of failure to sustain a research portfolio which meets our excellence criteria.

We will develop the potential to grow high quality research by expanding these intensive clusters internally and through collaborative models such as research pooling, partnerships with industry and working with applied research institutes such as JHI.

The retention and recruitment of research staff of the highest calibre will be central to our strategy, based on clear excellence criteria and rigorous tenure evaluation; and we will continue to have in place career development pathways and training for all research staff. We will maintain a framework of research governance and policy that is of the highest standard and is actively disseminated across the research community.

In 2011/12 our income from research grants and contracts is likely to exceed £90m (attracting overheads of £11.2m), which would represent a welcome return to the level achieved in 2009/10 (£93m) following a dip to £69.2m in 2010/11. We will seek progressively to increase research income and associated overhead recovery, and to diversify the funding base through better engagement with business and industry, international funding agencies and more targeted applications to grant awarding bodies such as the research councils. Research collaborations, both nationally and internationally, will also increase.

The University will enhance the quality and number of its research postgraduate students by building international markets that match institutional research strengths. We will introduce a University-wide research postgraduate student support and development network and optimise the use of dedicated space and facilities for such students.

Outcome 3: Access for people from the widest possible range of backgrounds

Introduction
24 Within our new vision, the concept of Transforming Lives is defined as the University's core purpose. Widening access is therefore central to our vision and our intentions are expressed in the Learning and Teaching Strategy to 2017, which states that:

- We will seek to identify those with the highest potential to benefit from our courses, no matter the route they take;
- We will develop a formal Widening Participation & Access Strategy in 2012-13, using scholarships, bursaries, credit transfer and excellent student operational systems to enable those who are challenged by circumstance to access and benefit fully from their time at Dundee;
- We will work within Tayside and Fife to develop appropriate pathways, partnering with all the educational providers to create effective and efficient routes which recognise the individual learner and which will be reported upon in the 2013/14 agreement with the SFC. These relationships are being built through the Articulation Hub, with two of our Schools having received Hub funding to develop joint courses with Dundee College and another agreeing a student exchange system; and
- We will develop alternative degree and other qualification paths, including 3 and 4 year degree options, and part-time opportunities, tailored to learners with different prior experience, while ensuring that they are fully part of the community of the University. Four Schools in the University are already offering 3 year degrees (Law, Life Sciences, Duncan of Jordanstone College of Art & Design and Computing) tailored to students entering at SCQF level 8. Part of the ‘contextualising admissions’ work will also look at how to encourage suitably-qualified Scottish candidates to choose these routes, rather than repeat the SCQF 7 year unnecessarily.

25 The performance indicators that will be used to measure the University's achievements in relation to the range of activities set out for Outcome 3 are as follows:

- Undergraduate learning and teaching added value
- Number of students articulating into SCQF level 8 and above
- Number of students admitted from deprived areas or circumstances, including MD20% and MD40% students

Promote access to the University through an outreach strategy

26 The University has a significant track record in outreach aimed at widening participation, including published research. Current activities for 2012/13 include our Discovering Degrees programme for S2 pupils from low progression secondary schools, Reach Scotland, ACES Scotland, Inspiring Future Nurses, the City Campus project (see below), our long-standing Access Summer School, the online Discover Learning at Dundee programme and a new initiative for the 2012/13 cycle designed to provide additional pre-conversion support for MD20% and MD40% candidates, including those from a looked after background, and engaging fully with the Schools for Higher Education Programme, and the Scottish Wider Access Programme. Further details of the University’s current outreach programmes can be found in the Annex.

27 However, 2012/13 will be a year in which we will bring forward a new Widening Participation & Access Strategy to 2017 that will better reflect the changing educational landscape. This will review current activities to identify those that most effectively support our access ambitions, while identifying gaps in our ability to attract students to Dundee from disadvantaged backgrounds.

28 Our analysis indicates that some individuals and groups do not see higher education at Dundee as a possible destination, despite having the required qualifications and potential to benefit. The net result, coupled with a tendency towards all institutions becoming selecting (rather than recruiting) due to student demand is that the landscape has shifted. While an element of this phenomenon probably reflects long-standing educational and societal factors, in 2012/13 we will investigate the underlying causes and bring forward plans to try to address them for implementation in 2013/14 with a view to achieving targeted increases in our number of MD20% students in particular.
In terms of overall student numbers, the sixth SFC ‘Learning for All’ report showed that among the eight pre-92 universities in 2010/11 the University was second only to Strathclyde for its proportion of MD20% students (10.8% against a sector average of 8.0%) and was third behind Strathclyde and Stirling for its proportion of MD40% students (25.4% against a sector average of 20.8%). The equivalent figures for young full-time entrants only were 7.6% (average 6.3%) in relation to MD20% and 19.8% (average 17.4%) in the case of MD40%. Against our SFC comparator group, we had a higher proportion of MD20% students (10.8%) than both Heriot-Watt (7.9%) and Stirling (9.2%) but lower than Strathclyde (12.8%); while for MD40% we had a higher proportion of students (25.4%) than Heriot-Watt (20.3%) but lower than Strathclyde and Stirling (27.9% and 27.0% respectively).

Our view is that success in widening access is not only about the number of students who matriculate from MD20/40% and other backgrounds, but also about those who successfully complete: it is the graduates from our programmes who are the true measure of our success in widening access. Our associated performance indicators will therefore contain several strands of baseline data, including progression rate at each stage (not just level 1 to level 2); graduation achievements, data on recruitment and matriculation of MD20/40% and relating to those from other deprived backgrounds. To gain full value from this information, we will be instituting in 2012/13 a tracking mechanism in order not only to be able to identify which programmes and routes are favoured, but the relative success of these students in graduating with their qualification of choice.

Baseline data from the Reach Scotland and ACES projects show how Dundee performs in four key areas of widening participation. This shows that slightly fewer than half as many Q1 and Q2 students apply to Dundee as might be expected. This is currently being addressed for certain professional degrees by the Reach Scotland, ACES and Inspiring Future Nurses projects, lessons from which will be applied more widely through expanded outreach work.

The disadvantaged nature of our local catchment has meant that historically such students have gravitated to us naturally; however, SFC data suggests that more recently factors such as increases in entry grades and reduced school subject choices, have reduced this flow. We know that around 50% of Q1 and Q2 students offered places at Dundee decline them. The University has responded through a City Campus project that provides on-campus teaching space for four Advanced Higher subjects to Dundee City Council, which supplies teachers, materials and pupils. Not only has this maintained the range of qualifying subjects open to local pupils at a time of reduced school provision, but also given them a taste of the campus that is now appearing positively in, for example, UCAS Personal Statements. The outcomes of this activity will be evaluated in 2012/13.

It is important that activities undertaken by the University to seek to increase its numbers of MD20% and MD40% students are not implemented at the expense of other local institutions. We will therefore aim to work closely with the University of Abertay Dundee and local further education colleges to ensure that our initiatives in this area are co-ordinated and that together we achieve an overall increase in the total population of such students entering higher education.

The review of the effectiveness and value for money of our current initiatives will lead to recommendations for change being brought forward by April 2013 that will be implemented in session 2013/14. Given our ongoing strategic commitment to access, budgets will need to be reassessed where funding is moving in-house following the loss of widening participation and associated grants. Further, we will take a more holistic approach to access; while Summer Schools work well for preparing students for HE where there is no prior experience, ours are currently not solely aimed at those from disadvantaged backgrounds and so we will review how they are targeted.

Additionally, Summer Schools cannot replace years of poor development in mathematical, numeracy and science skills, which makes transition to STEM in higher education especially difficult. This is a joint problem of the secondary, further and higher education systems. We
will work in partnership with all our stakeholders, including close collaborations with Tayside and Fife further education and secondary school systems. In particular, we have identified an opportunity for significant co-curricular work around SCQF 7 in 2012/13, which would start to address the issue of candidates being poorly prepared in their skills and knowledge for studying STEM subjects. Currently (2012/13) two Schools have Articulation Hub funding for joint developments (Nursing & Midwifery, and Computing), and a third has agreed student and module exchange opportunities (Life Sciences, with 20 students this year from Dundee College taking a Life Science module). We would welcome the opportunity to explore this work further with the Funding Council.

36 Initiatives to deliver further improvements in our recruitment of MD20% and MD40% students and to take forward co-curricular work around SCQF 7 are both likely to require significant and focused investment. We would welcome the opportunity to discuss funding opportunities with SFC against plans for delivering targeted improvements in performance in these areas.

Enable and encourage admissions from the widest possible range of backgrounds

37 The University is in the process of rolling out a contextually admissions process over the period to 2013/14 designed to take account of the fact that applicants come from different backgrounds and have not all had the same opportunities to realise their academic potential. Currently, contextually admissions is very subject specific (for example, in relation to Medicine), but during 2012/13 we will review approaches to the use of such systems across Scotland and the UK, and present proposals of the approach we feel would be most appropriate to Dundee. Realistically, a review reporting in 2012/13 can only be implemented at the earliest in 2013/14 for entry the following session, though of course any obvious changes we can make without disadvantaging applicants will be implemented as soon as possible.

Outcome 4: Efficiency of the learner journey and improved retention

Description of efforts to improve retention and completion rates

38 The University has been continuously active in its efforts to support the learner journey through the implementation of our 2007 Retention Strategy which led to enhanced induction processes, embedded academic skills provision, re-orientated support services and greater student engagement. Key initiatives have included the Gateway to Learning Induction Programme, our Personal Academic Student Skills module and the Preparatory Resit Exam Programme. We will build on this work in partnership with the student body and student representatives in developing a new retention strategy from 2012.

39 The performance indicators that will be used to measure the University's achievements in relation to the range of activities set out for Outcome 4 are as follows:

- Progression and attainment rates, including for MD20% and MD40% students
- Overall student satisfaction
- Graduate level employment and uptake of programmes of advanced study
- Proportion of students engaged in activity related to employability, enterprise and entrepreneurship

40 For 2012/13 we will establish a Student Support & Retention Forum which will report to the Learning & Teaching Committee on the implementation of this aspect of our Learning and Teaching Strategy. The Forum will be responsible for:

- Developing, by April 2013, and implementing, a student retention strategy for 2013-2017;
- Evaluating the impact of current student support initiatives on student retention and the overall student experience;
- Ensuring the University has in place support for students from looked after backgrounds
- Providing leadership, profiling and support in the area of student retention; and
- Disseminating good practice in the area of student support and retention.
The overall retention rate for Scottish domiciled undergraduate full-time students for academic year 2010/11 was 88.3%, against figures of 90.1% and 90.35% for 2008/09 and 2009/10 respectively. The retention rate for MD20% undergraduate full-time students in academic year 2010/11 was 84.8%, against figures of 87.2% and 86.4% for 2008/09 and 1009/10 respectively.

Targets for improvement in student retention and completion.

We are above the sector average for retention in the overall Scottish student entrant population and the MD20% group, but internally have seen a small decline in our retention since 2008/09. We will seek to achieve targets of 90.3%, 90.5% and 90.7% for our overall population for the three years starting from 2012/13; and of 86.4%, 87.1% and 87.2% over the equivalent period for the MD20% group.

Outcome 5: Equality and diversity

We are committed to an inclusive learning environment for students and staff and to enhancing equality and diversity in areas where there is an evident challenge. We will publish equality outcomes that help enable us to meet our obligations in terms of the equality duty by April 2013 and put in place specific equality and diversity outcomes from session 2013/14 onwards. Our data management systems for reporting upon equality outcomes for students and staff will be further enhanced to underpin the analysis of our performance and influence future decision-making and target-setting.

The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 5 are as follows:

- Outcomes of equal pay audits
- Outcomes of staff surveys in relation to work/life balance
- Uptake of the University’s online equality and diversity training
- Attainment of Athena Swan awards

Diversity of student intake

The University has a long-standing commitment to best practice in its student recruitment processes and to the concept of fair admissions. We have reviewed our student population by protected characteristic group using 2010/11 HESA data, although this analysis is complicated by internal factors such as subject mix and location, as well as external factors such as the attainment of such groups in the secondary education system and broader societal stereotypes.

In terms of gender, the University’s UK first degree population was 64% female, similar to that of Stirling University and significantly higher than the other institutions in its comparator group. This reflects the University’s subject mix, with a relatively large proportion of students in Nursing and Primary Education which have long-standing records of appealing to female applicants. Similar imbalances in Dentistry and Medicine reflect the differential performance of female pupils in the secondary education system, especially at the very highest levels of entrance qualification. The University has a higher proportion of male students in areas such as science, mathematics and engineering. While we will continue to seek ways to encourage applications from those subjects where one gender appears to be under-represented, on the basis of our analysis we do not feel that there is a need to set targets in that regard.

Insofar as ethnicity is concerned, our proportion of black students (0.8%) is broadly consistent with the sector average and our comparator group. The position in respect of Asian students (3.2%) is similar, while at 1.3% our proportion of students from other racial groups is below the sector average but consistent with our comparator group. The University has a relatively low level of students whose ethnic background is not known (2.1%). In the context of its size, subject mix and location, this analysis suggests that the University does
not have a challenge in terms of the ethnic diversity of its student population and so targets for improvement are not required.

48 The University has a record of providing excellent support for disabled students. Comparator data indicates that the small specialist institutions (for example, Edinburgh College of Art, Glasgow School of Art and the Royal Conservatoire of Scotland) have significantly higher proportions of disabled students than the rest of the sector. However, outside that group, our proportion of disabled students (9.1%) is in line with the sector average and comparator institutions. This analysis suggests that the University does not have a challenge in terms of its recruitment of disabled students and so targets for improvement are not required.

_Athena Swan Charter_

49 Having signed the Athena Swan Charter, we will submit for a Bronze award at University level in November 2012. In the medium term we are committed to bringing all Schools to the Silver Award level, with the emphasis in the early stages being on STEM disciplines. In 2012/13 we will prioritise the achievement of the Silver Award level by the School of Research in the College of Life Sciences and the School of Medicine.

**Outcome 6: A more coherent pattern of provision in the higher education sector**

_Appropriate and responsive provision_

50 The University is committed to a portfolio of appropriate, attractive and high quality academic programmes consistent with its long-term strategic aspirations and has taken a strategic decision to retain its academic footprint as it is for the foreseeable future. While it is happy to keep SFC informed of any significant plans to add to, restrict or withdraw provision, it therefore does not anticipate significant departure from its current range of subject areas.

51 We are committed to maintaining our total student numbers within the SFC’s consolidation limits for Scottish-domiciled and EU students and to a broadly similar student population size to 2011/12. This necessitates a reduced intake in 2012/13. One of the unintended consequences of the changes in Scottish Government policy in relation to student fees is that a higher proportion of our SFC-funded entrants for 2012/13 is likely to be from the EU.

52 The University will continue to deliver strategically-funded places now embedded within the main grant, specifically in relation to 5FTE taught postgraduate places in Creative Arts & Hospitality and 12.5FTE taught postgraduate places in Teaching Quality for Further Education; and will continue to provide students in the majority of subject areas with opportunities to undertake foreign language modules through its School of Humanities. We have allocated our additional 25 funded STEM places evenly across our STEM subjects on the basis that all such subjects have been teaching significant numbers of ‘fees only’ students for some years, but will nevertheless seek to increase our total STEM student numbers to reflect the additional places.

_Collaboration across the sector_

53 We are open to collaboration with other institutions where there is mutual strategic benefit and to liaising with the SFC in respect of its duty to deliver coherent provision.

54 We will continue to pursue collaboration with the universities of Glasgow and Aberdeen in Dentistry through the Board of Academic Dentistry, focusing in 2012/13 on the sharing of resources in areas such as e-learning and anatomy. We are currently in the early stages of exploratory discussions with the University of Aberdeen that may identify opportunities for synergies, efficiencies or new markets for our provision and are happy to brief the SFC on any formal proposals if and when they emerge. In addition, the University is considering collaboration with the University of Stirling in the area of Nursing, where together we have the potential to compete in research terms with the strongest institutions in the UK. We will also
lead discussions with key regional partners in the NHS and other institutions on how nursing education provision might best be managed in the context of workforce requirements, academic sustainability, research excellence and student access.

Further outcomes and activities

55 The University has recently revised its Estate Strategy. The previous strategy delivered significant enhancements to the campus and was greatly facilitated by funding from SFC and the UK Government. The significant reduction in such funding means that future developments will be funded mainly through our own resources, borrowings and capacity to attract external charitable and philanthropic donations. The focus of the new strategy is on making more efficient and imaginative use of existing buildings and reducing our overall space to deliver benefits in terms of energy consumption, facilities management and carbon footprint. Nevertheless, we will continue to seek opportunities to support new developments for academic growth and to enhance the quality and appearance of external campus spaces.

56 The University is happy to engage in discussions around its use of SFC strategic funds.

University of Dundee
August 2012
Revised procedures for annual review of taught provision

A book-marked version of this document is available from the University’s Quality Framework.

Annual Review of Taught Provision

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5. Annual Institutional Quality Enhancement Review

Appendix 1: *Pro forma* for annual module quality enhancement reports
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1. Outline and rationale

Taught programmes and their constituent modules are reviewed on an annual basis to ensure that forward planning is based on focused reflection and evaluation of data and relevant feedback, with a view to continuous enhancement of our taught provision. Responsibility for conducting the processes of annual review of taught programmes and modules lies with the Schools of the University. The outcomes from annual review of modules and programmes are used to create quality enhancement reports which feed into the development of annual School learning and teaching enhancement reports. The latter inform operational planning processes at School and College levels, as well as the Institutional overview of quality enhancement of taught programmes.

The primary aim of completing annual module and programme quality enhancement reports is to formalise the process of reflection on taught provision with the goal of enhancing future delivery. The aims of completing annual School learning and teaching enhancement reports are to:

- synthesise the outcomes of the reflective processes that have been undertaken at module and programme level, in order to ensure that School and College strategies and operational plans are enhancement-focused with respect to learning and teaching and the student experience
- assure the University that annual reviews of taught provision have been undertaken effectively (i.e. that annual review processes are based on reflection and evaluation of evidence and take account of student views and feedback) and that the enhancement of student learning opportunities have been appropriately considered.

An Institutional overview of the School learning and teaching enhancement reports is conducted annually, where the Vice-Principal for Learning and Teaching produces a Quality Enhancement Review with the assistance of the University Quality Forum. The purpose of the Institutional overview is to:

- advise the Learning and Teaching Committee on outcomes from annual learning and teaching reviews in order to inform the development of appropriate, supportive and enhancement-led policies and processes
- ensure that issues that have arisen from annual learning and teaching reviews are dealt with appropriately and that there are opportunities for good practice to be shared
- assure the Quality Assurance Agency Scotland and the Scottish Funding Council that the University takes an enhancement-focused approach to learning and teaching through our regular review processes.

The quality enhancement reporting structure has been designed to link to strategy development and operational planning at School, College and University levels. An outline of the relationships and reporting structures is shown in Figure 1.
Figure 1: Relationship between annual reviews of taught provision and University processes and reporting structures.

This policy and the processes described below apply to all undergraduate and postgraduate taught programmes and modules. Whilst the policy and associated processes are centred round ‘standard’ undergraduate programmes, Schools should ensure that annual quality enhancement reporting is appropriately adapted for programmes and modules that do not fit within our semester structure for full-time students. For taught postgraduate, part-time and distance learning programmes and modules, this might be appropriately achieved by grouping cognate programmes and modules or by considering them on an individual programme or module basis. The scheme used for 'standard' taught undergraduate programmes and modules should be modified appropriately and annual reports made for consideration at School level as for 'standard' programmes and modules.

In cases where all the modular components of a programme are wholly exclusive to that programme, subject to agreement by the relevant School board, an annual programme review can encompass all the component modules and there would be no need to produce separate annual module reports.

2. Annual module review
2.1 Overview
The module leader (or equivalent), in consultation with the module team, is expected to:

- consider aspects of student performance and achievement
• take account of feedback and observations from students, staff and external examiners (the views and contributions of external examiners can, where appropriate, be captured from exam/programme boards\(^{11}\))
• consider the effectiveness of teaching and assessment practices and their alignment with the aims and learning outcomes of the module
• reflect on the effectiveness of feedback on assignments and exam performance to students
• review past changes to the syllabus and its delivery, and consider how these aspects could be enhanced for the future
• identify good practice in teaching and ensure it is shared
• consider approaches to equality and diversity
• take into account recommendations or needs identified from previous annual quality enhancement reports, annual and periodic programme reviews, reports from Professional, Statutory and Regulatory Bodies (PSRBs) where relevant, School learning and teaching enhancement reports or School and College operational plans as appropriate
• ensure that recommendations for actions are followed-up appropriately.

2.2 Responsibilities and timing
Responsibility for producing annual quality enhancement reports ultimately lies with the Dean of the School with appropriate delegation in consultation with programme leaders. Development and production of the reports would usually be carried out by the module leader (or equivalent) and the team, with the involvement and support of the School Secretary.

Module teams are expected to include all those contributing to the module, including technical and administrative staff as appropriate. It is essential that the views of appropriate student representatives are included in the development of annual module quality enhancement reports.

As far as possible, Schools should produce and discuss the annual module reports before (or at the same time as) considering arrangements at programme level for the following year’s teaching delivery, so that any changes can be formally agreed, documented and incorporated into the strategy for programme development. The timing of the reporting deadlines should be arranged such that:

• student assessment results are available from the first sitting of the end-of-module exams and/or coursework
• student end-of-module feedback results are available
• the experience of delivering and assessing the taught material is fresh in the minds of staff and student representatives.

Ideally, annual module quality enhancement reports should be completed within a month following publication of assessment results, and must be completed (at least in final draft form) by early July in order to usefully inform the development of annual programme enhancement reports. The indicative timings for reporting are shown in Appendix 4.

2.3 The annual module review process

\(^{11}\) It is recognised that, in many instances, the formal, written external examiners’ reports will not be available to inform annual module reviews within the suggested timeframe. Should formal examiners’ reports flag-up any urgent issues that were not communicated during exam/programme board meetings or other interactions, Schools should ensure that these are addressed appropriately.
The module leader or equivalent, working with the School Secretary, should first collate all the statistical, feedback and other information required for the annual module quality enhancement report.  

The module leader should then convene a meeting of the module teaching team (or equivalent) and student representatives to discuss the above information and agree on any potential changes for the next schedule of teaching, recording these in the annual module quality enhancement report.  

The report should be submitted to the programme leader so that outcomes and any proposed changes can be considered as part of the annual programme review process.  

If the annual module review process results in proposals for substantive alterations to module or programme specifications, the reporting and consultative procedures outlined in Changes to Programmes or Modules must be carried out, including consideration at School Board level or through the University Emergency Powers process where necessary.  

2.4 Production of annual module quality enhancement reports  

The recommended timing for completion (see Section 2.2 above) is to ensure that any proposed changes are aligned with strategic developments at programme level and incorporated into the curriculum for the following academic year where appropriate (and subject to resolution of any timetabling issues). It is also important that there are opportunities for module and programme handbooks to be revised to reflect any changes, and that there are robust mechanisms in place to communicate any changes to students. Note that during annual programme reviews, there must also be opportunities for strategic developments at programme level to feedback into module development. Annual module quality enhancement reports are therefore not formally finalised until they have been considered as part of the annual programme review. Full achievement and progression data are considered at programme level.  

The annual module quality enhancement report pro forma (which includes guidance notes for completion) is provided in Appendix 1. Short, simple responses such as ‘None’ or ‘Not applicable’ may be appropriate for certain elements marked *, otherwise all parts should be completed.  

3. Annual programme review  

3.1 Overview  

The programme leader (or equivalent), in consultation with the programme team, board (or equivalent) is expected to:  

- ensure that the programme remains current and valid in light of developing knowledge in the discipline, practice in its application, and internal and external initiatives  

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12 It is the intention that we will work towards the development of pre-populated annual module quality enhancement report templates in the future, where quantitative data from SITS is provided to module leaders in a standard, useful format.  

13 Where module review meetings fall within a period where student representatives are not available to attend a face-to-face meeting, efforts should be made to ensure that student representatives have other opportunities to contribute to the review process.  

14 While the Emergency Powers process may be appropriate for making small changes to module delivery and content, it is not an appropriate way to approve new modules or programmes, except in exceptional circumstances.
• consider the cohesion of the programme in terms of the content of the modules, module choices and graduate skills
• consider the extent to which the intended learning outcomes are being attained by students
• evaluate the continuing effectiveness of teaching and assessment practices in relation to the intended learning outcomes
• map assignment deadlines (where possible) to ensure that students do not experience unreasonable workloads at specific times
• ensure that external examiners' views are take into account\textsuperscript{15}
• take account of student views as expressed by representatives or through internal and external feedback processes
• reflect on the effectiveness of feedback to students
• consider the approach to communication with students
• identify and disseminate good practice within the programme
• consider approaches to equality and diversity
• consider potential strategic programme developments in light of annual module reviews, periodic programme review, PSRB reports, any relevant changes in PSRB accreditation or QAA subject benchmarking and how these are being addressed, the School learning and teaching enhancement report or School and College operational plans
• ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings.

In the case of jointly taught provision, the annual module and programme review processes should comply with the University's Policy on the Quality Assurance for Joint Degrees and Jointly Taught Programmes and Modules.

The effectiveness of collaborative arrangements such as articulation agreements with other institutions/organisations should be considered specifically as part of the annual programme quality enhancement report.

3.2 Responsibilities and timing
Responsibility for producing annual quality enhancement reports ultimately lies with the Dean of the School who will ensure appropriate delegation. Development and production of the reports would usually be carried out by the programme leader (or equivalent) and the team, with the involvement and support of the School Secretary.

Programme teams would normally be expected to include the programme leader, Dean(s) or individual(s) with delegated authority for learning and teaching within the School, leaders of component modules and, where appropriate, administrative and technical staff. It is essential that the views of appropriate student representatives are included in the development of annual programme quality enhancement reports. Where student representatives are not available to attend a face-to-face meeting, efforts should be made to ensure that student representatives have other opportunities to contribute to the review process.

The timing of the formal annual programme review process should follow the module review process, but ideally should begin informally during the course of module review. It is

\textsuperscript{15} It is recognised that, in many instances, the formal, written external examiners’ reports may not be available to inform annual programme reviews within the given timeframe. Should formal examiners’ reports flag-up any urgent issues that were not communicated during exam/programme board meetings or other interactions, Schools should ensure that these are addressed appropriately.
important that, where possible, module review is carried out in the context of relevant programme(s) and is robustly aligned with annual programme review.

It is suggested that (for most undergraduate programmes) the formal process of annual programme review should begin in late June/early July and is completed before teaching commences so that any changes in practice can be incorporated into the programme delivery for the up-and-coming academic year\textsuperscript{16}, and that any modifications can be incorporated into programme handbooks. Within these suggested timings, the pass rates of component modules would be considered for the first sitting, and outcomes from the resit diet would be added as later addenda.

3.3 The annual programme review process

The programme leader or equivalent, working with the School Secretary, should first collate all the statistical and student feedback information required for the annual programme quality enhancement report\textsuperscript{17}.

The programme leader should note relevant outcomes from the annual review of all compulsory or optional modules, and in consideration of the cohesion of the programme and graduate skills, should liaise with module leaders on iterations of module reports if required. Where possible, programme leaders should reflect on how modules link together in terms of assessment practices, to ensure that there are not unreasonable workload expectations for students at specific times during the semester. The programme leader should note within the report:

- any aspects of module reports that affect the programme, or strategic programme developments that impact on modules
- whether assignment deadlines are appropriately distributed (where possible)
- any potential impacts for the School operational plan.

The programme leader should convene a meeting of the programme team or equivalent to discuss the module reports and any proposed programme developments (in response to strategic internal factors or external influences). Any potential changes for the next iteration of teaching within the programme, should be agreed and recorded in the report.

The programme team should report on any outcomes from the annual module and programme reviews that should be considered by School Board (or designated sub-committee that reports to School Board).

The annual programme quality enhancement report should be submitted to the School Board (this may be via a designated sub-committee that reports to the School Board) along with all relevant module quality enhancement reports. If changes are being proposed that affect the delivery of the programme in Semester 1, Schools should consider mechanisms by which School Board members can consider any proposed changes to the programme or enhancement-focused developments in advance of formal meetings of the School Board. School Boards should consider issues that arise and report these to College level and/or integrate responses with the periodic Programme Review process. Annual programme quality enhancement reports should feed into School learning and teaching enhancement reports, which in turn inform School and College operational plans. Indicative timings are shown in Appendix 4.

\textsuperscript{16} Note that consideration must be given to any impact on the timetable, and potential knock-on effects to the Central Timetabling System.

\textsuperscript{17} It is the intention that we will work towards the development of pre-populated annual programme quality enhancement report templates in the future, where quantitative data from SITS is provided to programme leaders in a standard, useful format.
College Boards should oversee reports from their constituent Schools.

If the annual programme review process results in proposals for substantive alterations to module or programme specifications, the reporting and consultative procedures outlined in Changes to Programmes or Modules must be carried out, including consideration at School Board level or through the University Emergency Powers process where necessary.

3.4 Production of annual programme quality enhancement reports
The annual programme quality enhancement report pro forma (which includes guidance notes for completion) is provided in Appendix 2. Short, simple responses such as 'None' or 'Not applicable' may be appropriate for certain elements marked *, otherwise all parts should be completed.

4. Annual School learning and teaching enhancement reports
4.1 Overview
Deans (or designated School teaching leads) are expected to reflect on and summarise the experience of running existing programmes. Where there is considerable divergence in focus between disciplines within a School, and where the development of an over-arching enhancement report becomes so challenging that it loses meaning and purpose, Schools may wish to develop more than one learning and teaching enhancement report. Schools wishing to take this approach should first obtain agreement from the Vice-Principal for Learning and Teaching. The School learning and teaching enhancement reports should be informed by annual programme reviews, periodic programme reviews and other internal and external influences. They should highlight key points relating to recruitment, progression, student feedback and achievement for the School’s programmes and respond to any issues and trends in these areas.

The School learning and teaching enhancement reports should inform the development of School and College operational plans and contribute to the University’s oversight of quality enhancement. The School learning and teaching enhancement reports should:

- provide an overview of the School’s programme and module portfolio, and consider new programme development and programme withdrawal
- evaluate information from the School’s annual programme and module reports, accreditation events (where relevant) and substantive matters arising from external examiners’ reports
- consider student feedback obtained through both internally organised schemes (e.g. the student representative system, module feedback surveys and minutes from staff-student liaison committee meetings) and those organised externally (e.g. the National Student Survey and the International Student Barometer)
- consider and respond to information and recommendations from periodic programme reviews
- provide a commentary on retention and progression rates across the School’s portfolio of programmes
- take account of a range of internal and external reference points and initiatives (including, for example, the University Learning and Teaching Strategy, the Quality Assurance Agency (QAA) subject benchmark statements, the QAA Quality Code, the QAA Scotland Quality Enhancement Themes (QET), the most recent QAA

18 While the Emergency Powers process may be appropriate for making small changes to programme delivery and content, it is not an appropriate way to approve new modules or programmes, except in exceptional circumstances.
Enhancement Led Institutional Review (ELIR) report and PSRB requirements where relevant).

4.2 Responsibilities and timing
Responsibility for ensuring that annual School learning and teaching enhancement reports are appropriately developed lies with the Deans of Schools. Deans (or individuals with designated responsibility for learning and teaching within the School) should consult with programme leaders, and decide whether more than one learning and teaching enhancement report should be produced for the School. There should be appropriate delegation for authoring separate reports if this is required. Note that the production of more than one learning and teaching enhancement report for a single School would be the exception to the norm, and should only be considered where the divergence in disciplines within a School is such that a single report would be meaningless and ineffective. The School learning and teaching enhancement reports should be developed by mid-November in order to feed into the drafting of School and College operational plans (see Appendix 4).

4.3 The annual School learning and teaching enhancement reporting process
The Dean (or School lead with responsibility for learning and teaching, to whom authority for production of the Learning and Teaching Enhancement Report has been delegated), working with the School Secretary and the School Student President, should evaluate the information provided through the programme quality enhancement reports with a view to the continuous enhancement of the quality of taught provision within the School.

Consideration should be given to the constituent annual programme quality enhancement reports as well as national student survey results (e.g. the National Student Survey, the International Student Barometer and the Postgraduate Taught Experience Survey as appropriate). Whilst the focus of the learning and teaching enhancement reports is on enhancement of the quality of programmes and the student experience at Dundee, the reports should take recognition of School business planning developments and the sustainability of programmes and modules.

Given the timings for the development of iterations of School and College operational plans, consultation on the development of School learning and teaching enhancement reports with School Boards (or relevant subcommittees) could be conducted electronically if the timings for face-to-face School Board meetings present logistical challenges.

The annual School learning and teaching enhancement report should be submitted to the School Board (or designated subcommittee that reports to the School Board). School Boards should consider any issues or areas of good practice and report these to College level. Schools and Colleges should ensure that there are appropriate mechanisms in place for the learning and teaching enhancement reports to robustly connect with the development of School and College operational plans.

4.4 Production of annual School learning and teaching enhancement reports
The annual School learning and teaching enhancement report pro forma (which includes guidance notes for completion) is provided in Appendix 3.

5. Annual Institutional Quality Enhancement Review
Schools should submit the annual learning and teaching quality enhancement reports to the Vice-Principal for Learning and Teaching before the end of November. The Quality Forum (which includes College Heads of Learning and Teaching and College leads for Quality Assurance as well as DUSA representatives and representatives from relevant Directorates) will assist the Vice-Principal in developing the Annual Quality Enhancement Review, which will be considered by the Learning and Teaching Committee at its meeting in March (see Appendix 4).
**Pro forma for annual module quality enhancement reports**

<table>
<thead>
<tr>
<th>Annual Module Quality Enhancement Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Module details</strong></td>
</tr>
<tr>
<td>Include: title, registry code and credit rating (level and no. of credits).</td>
</tr>
<tr>
<td><strong>2. Academic Year</strong></td>
</tr>
<tr>
<td>e.g. 2013/14</td>
</tr>
<tr>
<td><strong>3. School</strong></td>
</tr>
<tr>
<td>The School with chief responsibility for the module. Also note other Schools involved, if applicable.</td>
</tr>
<tr>
<td><strong>4. Module Leader/Organiser</strong></td>
</tr>
<tr>
<td>e.g. Dr John Smith (lecturer)</td>
</tr>
<tr>
<td><strong>5. Student numbers, achievement and progression</strong></td>
</tr>
<tr>
<td>Note data available at the time of completion – for modules where reports are completed prior to the Summer vacation, this is likely to be the pass rate at first sitting. Possible data to include (and appropriate methods of calculation where relevant) are as follows:</td>
</tr>
<tr>
<td>(a) number of students starting. This is defined as the number of students who were enrolled on the module at the ‘cut-off’ date - last opportunity for a student to change choice of modules</td>
</tr>
<tr>
<td>(b) number of students withdrawing. This defined as the number of students registered by the School Secretary as having withdrawn or discontinuing from the module. This list should be finalised by a specified date prior to the first diet of assessment for the module - i.e. there should be no retrospective classification of withdrawal if a student does not turn up for the first diet of assessment</td>
</tr>
<tr>
<td>(c) percent of students withdrawing. (((b)/(a) \times 100))</td>
</tr>
<tr>
<td>(d) pass rate at first sitting. (((number\ passing)/(a)-(b)) \times 100))</td>
</tr>
<tr>
<td>(e) overall pass rate. (((total\ number\ passing\ at\ main\ and\ resit\ diets)/(a)-(b) \times 100)). This can be added as an addendum</td>
</tr>
<tr>
<td>(f) spectrum of grades awarded (% A, B, C, D, MF etc)</td>
</tr>
</tbody>
</table>

Comment on aspects of student performance and achievement that were significant this year, for example:

- extent to which specific aims and intended learning outcomes were achieved
- the grade spectrum
- any issues associated with pass rate(s)
- trends in student intake and/or pass rate(s)
- participation and performance by students - in general and/or by specific groups
- trends in performance in this module over the past few years
- any issues associated with student placements (where relevant)
- any issues associated with specific groups of students (e.g. ethnicity, gender, disability, widening participation, non-native English speakers).
6. Evaluation of the operation of the module

Provide an evaluation of the operation of the module (including learning resources such as staffing, equipment, accommodation and budget). Areas of good practice and areas where there are concerns should be highlighted. The evaluation should be informed by the following:

- students – for example, from module feedback data, surveys or questionnaires, via complaints and grievances, from Staff-Student Liaison Committee meetings (Note, questionnaires/surveys should, where possible, capture equality data to enable analysis by protected characteristics)
- staff - for example, via personal observations, peer observation or School Board discussions
- external examiner(s) – for example, if there were any module-related comments at exam/programme boards.

7. Evaluation of approach to teaching, assessment and feedback

Provide an evaluation of the effectiveness of teaching, assessment and feedback practices. Areas of good practice and areas of concerns should be highlighted. The evaluation should be informed by feedback and observations as described above, and should consider the following:

- how suitable the methods of teaching were to help students achieve the intended learning outcomes
- how suitable the methods of assessment were for evaluating achievement of intended learning outcomes
- the effectiveness of feedback given to students in helping them with their learning and approach to future assignments and exams
- the timeliness of feedback
- the effective use of marking criteria
- clarity of marking criteria to students
- distribution of workload for students.

A summary of feedback data should be attached as an appendix.

8. Inclusive nature of the curriculum

Note any changes made to take account of the Equality Act 2010 or examples of good practice in the area of equality and diversity. See http://www.dundee.ac.uk/qaf/equalitysupport.htm and http://blog.dundee.ac.uk/inclusivepractice/

Confirm whether all staff who teach on the module have undertaken the online training programme on equality and diversity (http://www.dundee.ac.uk/hr/equality/training/). If not, outline plans for ensuring that all teaching staff have undertaken the relevant training.

9. Effect of past changes*

Comment on the impact of any changes at module level that were implemented this year, for example, in response to issues identified in earlier years, annual programme reviews, in the Programme Development Plan (periodic programme review), PSRB reports (where relevant) or the School learning and teaching enhancement reports or operational plans.

10. Proposed future changes*

Consider what new needs or opportunities for change at module level were identified this year. Include changes to the operation of the module, assessment and feedback practices and resource and/or staff development needs. Note that any proposed substantive changes should be considered in the context of the programme(s) to which the module contributes, and there should be dialogue with programme leaders and teams at the earliest opportunity. Discuss how and when the proposed changes would be implemented and, where appropriate, attach draft modified documentation, such as the proposed revision to the module specification for onward communication to programme teams.
11. Other comments

Comment on any other issues considered significant this year, including aspects of good practice. This section should cover, for example, approaches, developments or innovations that have proved successful or challenging and may be of interest to other staff, including:

- dealing with specific student groups (e.g. new entrant students, EU/international students, students who enter through the Widening Participation route, mature students, or disabled students)
- promoting student motivation
- promoting student achievement and progression
- practice in student representation and engagement
- promoting learning of transferable skills
- effective classroom techniques
- effective use of technology.

12. Certification: Signature and printed name of person completing the form, with date of signing.
**Pro forma for annual programme quality enhancement reports**

<table>
<thead>
<tr>
<th>Annual Programme Quality Enhancement Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Programme details</strong></td>
</tr>
</tbody>
</table>
| Name of programme(s). A number of programmes that are cognate may be aggregated for reporting - e.g. ‘Undergraduate programmes in Law’.

| **2. Academic Year** |
| e.g. 20013/14 |

| **3. School** |
| The School with chief responsibility for the programme. Note other Schools involved, if applicable. |

| **4. Programme Leader** |
| e.g. Dr Jill Smith (senior lecturer) |

| **5. Student recruitment** |
| Comment on trends in student number(s), qualifications, or characteristics. Consider: |
| - number of applications per place |
| - number and proportion of home/rest of UK/EU/overseas student applications and enrolments |
| - average entry tariff of students recruited (UG programmes). |
| Identify any aspects of student intake to the programme that were significant this year. |

| **6. Student retention** |
| Consider student retention issues at programme level where possible. Comment on any trends or issues that were significant this year. Whilst is noted that this can be complex in situations where students can exercise choice between a number of programme pathways post-entry and beyond, it is important that programme teams take a view on approaches to student retention and support. |

| **7. Student progression and achievement** |
| Analyse student pass rates and grades in component modules using data from the main exam diet. Pass rates from the resit diet should be considered in an addendum at a later date. Consider pass rates with and without withdrawals. |
| Identify any modules that were particularly successful or problematic in relation to Institutional and discipline norms. Note any high fail rates and any modules with a particularly high proportion of grades at C or lower (e.g. more than 40 % of the student cohort), as well as any modules with a particularly high proportion of grades at B or above (e.g. more than 60 % of the student cohort). Give an evaluation of consistency of marking (with reference to SCQF levels, PSRB requirements (where relevant), learning outcomes as described in programme and module specifications and the QAA Quality Code). |
| Consider whether there are any significant variations in the distribution of grades between modules, and whether the marking scale is being used consistently and effectively. Describe plans to deal with any issues that have been identified. |
| Discuss any other notable trends or issues that have been identified at module-level in the context of the programme. |
| Final award: Comment on trends or issues that were significant regarding the cohort of students that completed the programme this year. Include consideration of the pattern of final awards (e.g. |
honours classifications) and the overall performance of this cohort of students from admission/intake.

**Specific groups or types of student:** Comment on any issues that were significant regarding specific groups or types of students (e.g. EU/international students, students who entered through the Widening Participation route, students admitted under articulation agreements, advanced entry students, mature students or disabled students).

Summarise any proposed actions within the area of student progression and achievement, giving consideration to the sharing of good practice and an open and transparent approach to dealing with areas for development.

8. Communication of information to students

Reflect and comment on the effectiveness of the approach to communicating information to students through, for example, programme and module handbooks and websites.

Consider whether there is effective communication of:

- programme and module specifications
- learning outcomes
- assessment criteria.

Consider and comment on whether student handbooks are appropriately aligned with the requirements of the **University policy on programme and module handbooks**.

Summarise any proposed actions within the area of communication of information to students, giving consideration to the sharing of good practice and an open and transparent approach to dealing with areas for development.

9. Outcomes of annual module reviews

Give an overview of outcomes of the annual quality enhancement reports for component modules. Describe how any proposed changes have been considered in the context of the programme and how these contribute to the forward-plan for the delivery of the programme.

10. Module choices and graduate skills/attributes

Provide an evaluation of the cohesiveness of the programme, considering compulsory and optional modules and student choices. In terms of graduate skills and attributes, and the intended learning outcomes of the programme, reflect on the content of constituent modules, the balance between compulsory and optional modules and whether opportunities for students to take modules outwith the School are optimal.

Describe plans for enhancement of graduate employability (including, for example, engagement with the initiatives/modules offered by the Careers Service, work placements, study abroad opportunities, off-campus study trips).

11. Graduate destinations

Where possible, consider the most recent first destination statistics for all graduates and also any graduate-related feedback from other sources. Identify any significant issues and, where relevant, consider whether any aspects of the programme should be reviewed in light of these (see also above).

12. Evaluation of the operation of the programme

Provide an evaluation of the operation of the programme (including learning resources such as staffing, equipment, accommodation and budget). Areas of good practice and areas where there are concerns should be highlighted. The evaluation should be informed by:

- the annual module quality enhancement reports and relevant supporting material such as student feedback forms
- external examiners’ comments (comments at exam boards, comments on exam papers and/or coursework assignments and formal reports, where available)
13. Approach to teaching, assessment and feedback

Give an overview of approaches to teaching, assessment and feedback, highlighting areas of good practice and areas for development that have been identified through annual module reviews.

Comment on:
- the overall suitability of teaching methods in helping students achieve the intended learning outcomes
- the overall suitability of assessment methods in evaluating achievement of intended learning outcomes of the programme
- the overall effectiveness of feedback to students.

Where possible, map assignment deadlines across modules throughout each year, and identify whether there are any specific times where students might experience unreasonable workloads. Consider whether changes in practice could alleviate assessment overload.

Summarise any proposed actions within the area of teaching, assessment and feedback, giving consideration to the sharing of good practice and an open and transparent approach to dealing with areas for development.

14. Student placements*

Comment on the success of student placement activities and identify any noteworthy areas of good practice or significant issues that need to be addressed.

15. Accreditation and PSRB and/or QAA subject benchmarking*

Comment on:
- any relevant changes in PSRB accreditation or subject benchmarking and how these are being addressed
- management of relationships with professional accrediting bodies.

16. Collaborative arrangements*

Provide an evaluation of the effectiveness and impact of collaborative agreements/contracts with other institutions/organisations where relevant. This should include reflection on arrangements for articulation agreements, joint or dual awards, and any validation or franchise agreements.

17. Inclusive nature of the curriculum

Note any changes made to take account of the Equality Act 2010. Reflect on the inclusivity of the curriculum and highlight examples of good practice related to equality and diversity as well as areas for development (see [http://blog.dundee.ac.uk/inclusivepractice/](http://blog.dundee.ac.uk/inclusivepractice/) and [http://www.dundee.ac.uk/qaf/equalguidenote.htm](http://www.dundee.ac.uk/qaf/equalguidenote.htm)).

Drawing from the information provided in the annual module quality enhancement reports, confirm whether all staff who teach on the programme have undertaken the online training programme on equality and diversity ([http://www.dundee.ac.uk/hr/equality/training/](http://www.dundee.ac.uk/hr/equality/training/)). If not, provide an overview of the plans provided in the module reports to ensure that all teaching staff have undertaken the
18. Evaluation of past changes*
Comment on the impact and effectiveness of changes at programme level that have been implemented as a result of previous reflective analyses.

19. Quality enhancement and future changes
Consider the opportunities for enhancement (or needs for change) at programme level that were identified this year through reflection and review.

Describe the steps that are being taken to enhance the learning opportunities for students. Include, for example, consideration of:
- employability
- student mobility (e.g. study abroad opportunities)
- internationalisation of the curriculum
- research-teaching linkages
- student support mechanisms (including retention and the first year experience where appropriate)
- student engagement/representation
- feedback to students
- approaches to assessment
- approaches to teaching (including the use of technology and e-learning)
- academic staff development opportunities
- equality and diversity
- organisation and management.

Describe how and when future changes will be implemented.
Where appropriate, attach modified documentation such as programme specification or schedule of modules, for consideration by School Board members. Highlight any potential impacts on the School’s operational plan.

20. Other comments
Note any other issues considered significant this year at programme level, including aspects of good practice. This section should cover, for example, approaches, developments or innovations that have proved successful or challenging and may be of interest to other staff, including:
- dealing with specific student groups (e.g. new entrant students, EU/international students, students who enter through the Widening Participation route, mature students, or disabled students)
- promoting student motivation
- promoting student achievement and progression
- practice in student representation and engagement
- promoting learning of transferable skills
- effective classroom techniques
- effective use of technology.

21. Certification: Signature and printed name of person completing the form, with date of signing.
**Pro forma for annual School learning and teaching enhancement reports**

### School Learning and Teaching Enhancement Report

**A. Review of the portfolio of taught provision**

Review the following aspects as appropriate, with action points.

#### 1. Existing portfolio of degree programmes and modules

Provide a narrative overview of the School’s taught provision (note that under exceptional circumstances, Schools may find it more meaningful to provide more than one Learning and Teaching Enhancement Report. This should only be considered where there is a substantial difference in approach to the discipline (or undergraduate or postgraduate level of study), and must be agreed in advance with the Vice-Principal for Learning and Teaching).

A list of the School’s current portfolio of programmes, modules and other credit-bearing activities, including collaborative provision, should be provided as an appendix to the report.

Provide a brief commentary on any areas that have been highlighted from the annual or periodic review of programmes and modules. Examples for consideration include:

- approaches to enhancement of student learning opportunities
- pedagogical effectiveness
- whether the programme aims and objectives are being met
- the portfolio of programmes in the context of the University transformational vision and enabling strategies
- accreditation by PSRBs and responsiveness of the School to external accrediting bodies
- whether the curriculum is up to date and fit for purpose, and opportunities for developments.

Provide action points as appropriate.

#### 2. Quality assurance, including periodic programme reviews, annual reviews of programmes and modules, and external examiners’ reports

Provide a commentary on any areas that have been identified as good practice or requiring action from annual and periodic reviews of taught provision, or from external examiners’ reports or PSRB recommendations. Examples for consideration include:

- any new or recurring issues and how these are being managed
- good practice that should be disseminated more widely across the School, College and University
- whether programmes are being evaluated adequately and how developments and reporting at modular level align with programme, School and College strategies
- outcomes of annual and periodic review processes and progress on follow-up actions with a view to academic standards, quality assurance and quality enhancement*.

Provide action points as appropriate.

*Within the context of the Scottish Quality Enhancement Framework, ‘enhancement’ is defined as *taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students.*

#### 3. Student population

Provide an evaluation on how the School considers its current student population for all credit-bearing taught provision. This should include how the School considers comparator data (e.g. entry tariffs, student retention, student achievement). Outward-facing, public data such as those presented...
through the Key information Set (KIS) should also be considered.

Comment on:

- whether numbers and qualifications of entrant students are satisfactory
- any issues relating to specific student groups such as: students entering through Widening Participation routes, students with disabilities, APEL/APL students, part-time students, flexible or advanced entry students, international students
- the approach of the School to the Scottish Funding Council Outcome agreement and the widening participation agenda, where relevant
- how the School addresses public information (e.g. KIS) about its programmes, and strategic developments in this area.

Provide action points as appropriate.

### 4. Staffing and workloads

Comment on developments in the following areas:

- the effectiveness of workload planning in ensuring high quality programme delivery
- the expectations of students in terms of contact and support (giving consideration to a changing political environment, where the university experience now has a huge cost to many students).

Provide action points as appropriate.

### 5. Recruitment targets (in the context of the experience of the student cohort)

Comment on relevant targets and key performance indicators in the context of staffing levels, admissions criteria and student retention, and how these align with enhancement of student learning opportunities.

### B. Enhancement of learning and teaching and the student experience

Review the following aspects, as appropriate, with action points:

#### 1. Student induction, achievement, progression and retention

Provide an evaluative commentary on developments in the following areas:

- student support mechanisms and communication with students
- the preparedness of students to achieve learning outcomes
- induction processes and preparation of students for entry into your programmes
- retention rates (more than 10% drop-out/failure might represent a problem – poorly prepared students, out of date curriculum, insufficient teaching, over assessment etc)
- opportunities to enhance achievement and progression by students
- support of at risk students (e.g. through personal tutor schemes, interviews, workshops) and support of students with resits
- the attention given to needs of specific student groups (e.g. EU/international students, students who enter through the Widening Participation route, mature students or disabled students).

Provide action points as appropriate.

#### 2. Student and staff feedback (including student module and programme evaluation feedback, DUSA student surveys and feedback, the National Student Survey (and PTES results as appropriate), and other ad hoc surveys)

Provide an evaluative commentary on developments in the following areas:
- the involvement and consultation with students on the management of learning and delivery of teaching
- canvassing and responding to student views, and closing the feedback loop through communication back to students
- the effectiveness of Staff-Student Liaison Committee structures from the perspective of both students and staff
- the inclusivity of Staff-Student-Liaison Committees.

Provide action points as appropriate.

### 3. Approach to assessment and feedback

Provide an evaluative commentary on developments in the following areas:

- how current assessment practices enhance student learning and what changes might be considered to ensure that feedback on assignments and exams informs learning
- whether students consider that they can measure their own progress through formative assessment
- whether students find feedback from assessments useful in informing their learning and approaches to future assignments (also consider timeliness of feedback)
- the student view on the amount of assessment
- the distribution of work-effort for students over the semesters and whether this has been appropriately considered as part of the annual programme review process
- the potential for liberalisation of regulatory frameworks to allow resit opportunities.

Provide action points as appropriate.

### 4. Employment and employability including transferable skills, enterprise and approaches to personal development planning

Provide an evaluative commentary on developments in the following areas:

- the employability of your students
- the School’s approach to improving student employability
- the success of embedding personal development planning measures in the curriculum
- the School’s response to Careers Service and DUSA comments about programmes, and whether employers and/or alumni are involved in programme reviews and, if appropriate, programme delivery
- the flexibility of the curriculum and whether students are allowed to pick up modules which might be useful in terms of employability as part of their programme of study
- whether students are encouraged to join the Enterprise Gym or other initiatives with focus on entrepreneurship and employability.

Provide action points as appropriate.

### 5. Teaching/learning delivery modes including e-learning and information technology

Provide an evaluative commentary on developments in the following areas:

- alignment of modes of teaching/learning with attainment of learning outcomes
- the balance between teaching and independent learning, and whether there is an appropriate balance between instruction and self-directed learning in the context of Scottish Credit & Qualifications Framework (SCQF) levels and student ability (see [http://www.scqf.org.uk/Resources/](http://www.scqf.org.uk/Resources/) for further information on the SCQF)
- practice around inquiry based learning and other modes of teaching designed to foster student engagement with their own learning opportunities
- approaches to teaching students how to learn
- clarity to students about programme objectives and learning outcomes and whether students understand them
- utilisation of My Dundee and information resources, and how they can be used to enhance the delivery and assessment of modules and programmes
- flexibility of current curriculum delivery and whether there are opportunities for developments in distance, blended or part-time learning.

Provide action points as appropriate.

6. Other discipline-specific issues in learning & teaching
Consider (as appropriate):
- aspects and trends identified by PSRBs or QAA subject benchmark statements (see http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx for information on subject benchmarking statements). Provide action points as appropriate.

7. Engagement with national Quality Enhancement Themes
Provide an overview of how the learning experience of students on taught programmes is enhanced by School/College/University engagement with national Quality Enhancement Themes (see http://www.enhancementthemes.ac.uk/). Provide action points as appropriate.

8. Engagement with Student and Academic Support Services
Provide an evaluative commentary on developments in the following areas, as appropriate:
- opportunities for Student and Academic Support Services to contribute more towards teaching support and your students’ learning experience
- the level of involvement of staff from central support services (e.g. Library & Learning Centre, Liaison Librarians, ICS, Student Services, Policy, Governance and Legal Affairs) in learning & teaching processes
- the engagement of the School with the Academic Skills Centre (ASC, previously known as the Academic Achievement Teaching Unit – AATU) and the incorporation of academic study skills in curricula, e.g. writing skills, literature searching, referencing
- University (and DUSA) induction/welcome processes and alignment with local induction processes and the requirements of the School.

Provide action points as appropriate.

9. Inclusiveness
Provide an evaluative commentary on developments in the following areas:
- on-going developments of staff awareness of legislation (the Equality Act), underpinning UoD policies (which include academic adjustments for disabled students and module and programme review guidance) and Teachability
- the adequacy of current procedures in the area of inclusive practice, and engagement of academic staff with the mandatory online training programme on equality and diversity
- practice in learning & teaching provision to:
  encourage and support equality of opportunity
  promote a culture that values and encourages equality of opportunity.

Provide action points as appropriate.
10. Internationalisation
Provide an evaluative commentary on developments in the following areas:

- international learning opportunities for students (e.g. study abroad initiatives, study trips, other international dimensions of the curriculum)
- approaches to enhancement of the learning opportunities of international students within the School
- English language preparedness and on-going in-programme support.

Provide action points as appropriate.

11. Externality
Provide an evaluative commentary on how the School seeks input from external stakeholders and alumni to enhance the student experience.

Provide action points as appropriate.

12. Staff development
Provide an overview of developments in the following areas:

- approaches to the professional development of academic staff in their practice in learning and teaching, and encouragement of staff to undertake the PGCertTHE (or relevant modules) and engage with the Higher Education Academy
- participation in internal and external development programmes
- peer review of teaching
- School methodologies for learning from each other in terms of good practice and encouraging effective innovations.

Provide action points as appropriate.

<table>
<thead>
<tr>
<th>Conclusions and forward planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distil the key points that have emerged from the School’s evaluation of the annual programme quality enhancement reports and give a synopsis of enhancement-focused action points that should be considered as part of the School’s operational planning.</td>
</tr>
</tbody>
</table>
Indicative timings for the production of enhancement reports

- Annual Module Review: Jan-July
- Annual Programme Review: July-August
- Learning & Teaching Enhancement Reports: November
- Vice-Principal's Annual Quality Enhancement Review: March

School Operational Plans

College Operational Plans
Relevant quality assurance and enhancement resources

Disability Services’ Guidance
https://secure.dundee.ac.uk/studentservices/disabilityservices/dundeeonly/staff-resources-guidance.htm

Higher Education Academy http://www.heacademy.ac.uk/

LLC (Educational Development) http://www.dundee.ac.uk/library/teachingexcellence/

QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

QAA Quality enhancement themes http://www.enhancementthemes.ac.uk/


QAA Subject benchmark statements http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

Scottish Credit and Qualifications Framework http://www.scqf.org.uk/

Teachability http://www.teachability.strath.ac.uk/

University of Dundee Quality Framework http://www.dundee.ac.uk/qf/
Report to Court on the 2012 NSS results

Summary and Overview of the NSS Results 2012
Report for University Court
Background and Introduction

This is the University’s sixth set of results from the National Student Survey (NSS). The NSS originated in 2004 as part of the quality assurance arrangements for higher education in England and Wales, but the majority of Scottish universities subsequently joined the scheme on a voluntary basis. It became a widely used indicator of the quality of the student learning experience, and the data sets from the NSS now form part of the Key Information Sets (KIS) that are designed to help prospective students gather information to aid their choices for higher education. Outcomes from the NSS are available through the Unistats web site (http://unistats.direct.gov.uk/), which is designed to help prospective students to compare courses at different universities with respect to student satisfaction (NSS), jobs and salaries after graduating, contact hours, assessment, accommodation costs and other important information.

Our participation in the NSS enables us to monitor student satisfaction with their learning experience over time, and take action to remedy areas of concern. We are also able to benchmark our performance against other institutions. It is important to note that the NSS results are used to inform university league tables as indicators of teaching quality and student satisfaction.

The NSS consists of 23 questions divided into 8 sections (see Appendix):

The Teaching on My Course (4 questions)
Assessment and Feedback (5 questions)
Academic Support (3 questions)
Organisation and Management (3 questions)
Learning Resources (3 questions)
Personal Development (3 questions)
Overall Satisfaction (1 question)
Student’s Union (1 question)

Students are asked to rate each statement on a 5-point scale: (1) Definitely disagree, (2) Mostly disagree, (3) Neither agree nor disagree, (4) Mostly agree, (5) Definitely agree, or to acknowledge that it is not applicable (N/A). Students have an opportunity at the end of the questionnaire to add comments on particular positive or negative features of their university experience.

All undergraduate students due to graduate in the summer of 2012 were invited to complete the survey. Initial invitations were emailed to students towards the end of January and questionnaire completion took place between then and the end of April when the survey closed. Most completions were done online, but postal questionnaires and some telephone interviews were conducted in the later stages. 1284 students responded, representing 63% of those eligible (an increase of 2% over 2011).

The full Institutional report on the NSS results for 2012 is available at http://www.dundee.ac.uk/qaf/qafnss.htm. The complete NSS data set can be provided on request to the Director of Quality Assurance (l.i.mclellan@dundee.ac.uk). An overview of the results is given below.

Results at the institutional level

Table 1 indicates how responses overall for the University compare over the last six years. The percentages refer to the proportion of students either ‘definitely agreeing’ or ‘mostly agreeing’ with each statement (see Appendix for details of the statements). The strongest improvements (+4%) were for Q21 (‘As a result of the course, I feel confident in tackling unfamiliar problems’) and Q22 (‘Overall, I am satisfied with the quality of the course’). We also had notable improvements (+3%) for Q3 (‘Staff are enthusiastic about what they are teaching’), Q4 (‘The course is intellectually stimulating’) and Q6 (‘Assessment arrangements and marking have been fair’). The biggest falls were in Q15 (-4%) (‘The
course is well organised and running smoothly’) and Q14 (-3%) (‘Any changes in the course or teaching have been communicated effectively’).

**Table 2** shows how Dundee compares with sector wide average scores, with the top quartile for each question and with the Scottish sector.

We are above or equal to the sector wide average score for 16 of the 23 questions (Qs 1-4, 9-12 and 16-23). We are above or equal to the top quartile for 9 of the 23 questions (Q2 and Qs 16-23). We are above or equal to the Scottish sector for 17 of the 23 questions (Qs 1-4, 7-10, 12 and 16-23). Our score for Q23 (‘I am satisfied with the Students’ Union (Association or Guild) at my institution’) has the highest score in Scotland, and is in the top ten for the UK. In terms of overall satisfaction (Q22), we have the second highest score in Scotland, jointly with St Andrews.

Our weakest areas continue to be in ‘Assessment and Feedback’ (in particular Qs 5-8) and ‘Organisation and Management’ (Qs 13-15). These have been consistent areas of weakness during our 6 year period of engagement with the NSS. Whilst scores in ‘Assessment and Feedback’ have shown an overall improvement from last year, the scores in ‘Organisation and Management’ have declined further.

**Table 3** shows how Dundee compares with a selection of individual Scottish Universities.

**Results at the subject level**

The NSS reports its results in subject groupings that map to the HESA JACS (‘Joint Academic Coding System’) codes. It is not always straightforward to map subject areas to programmes, particularly in the case of joint honours degrees, as several programme routes have more than one JACS code. Whilst mapping is quite evident for many subject areas (e.g. Architecture), as in previous years, there are some anomalies and ambiguities.

In order for the responses to be in the public domain, a threshold of 50% and 23 respondents must be met. This year 11 of our subject areas did not meet the threshold limits for publication of the data. In these cases, the data presented in the detailed Institutional report are for internal analyses, and should not be shared outwith the institution. Note that, where the thresholds are not met, the KIS data is derived from either an amalgamation of data sets from the previous year or a higher NSS subject level.

In the detailed report that is considered by the Learning and Teaching Committee, the NSS data are presented as a breakdown of all the questions by subject area, identifying those areas where there is high satisfaction (90% agreement or above), satisfaction (75%-89% agreement), some concern (50%-74% agreement) and major concern (where less than 50% of respondents are in agreement with the statement). Areas of improvement from last year’s areas of concern are highlighted, as well as previous areas of concern where there have been no improvements, and areas of concern that have worsened.

In many subject areas, it is clear that considerable efforts have been made by Schools to address previous areas of dissatisfaction by our students, and marked improvements in concern areas are evident. There are, however, a number of areas where there has been no shift out of the ‘some concern/major concern’ band from last year, and a small number where there has been a worsening from ‘some concern’ to ‘major concern’.

The data are also presented visually by subject area (**Table 4**) using ‘traffic light’ indicators for satisfaction (75% agreement and above), some concern (50%-74% agreement) and major concern (less than 50% agreement). From the 23 questions for each of the 32 subject areas, the vast majority fall within the ‘satisfaction’ category (71 %). There are, however, areas of ‘some concern’ (24 %) and major concern (5 %) that will require to be addressed.

In addition to benchmarking at the institutional level and the overview of student satisfaction at the subject level, the detailed Institutional report on the NSS provides a comparison of the results for each subject with the 2011 results (where available), the sector average and other individual Scottish universities or comparable English universities (where Scottish comparators are few or non-existent). The lowest and highest result amongst the compared institutions are highlighted, as well as areas where
the subject result is above or equal to the Sector average, or below the Sector average. This provides Schools with comparative, quantitative data that can be discussed at staff-student liaison committees, School Boards and relevant sub-committees and management groups, as well as relevant College committees.

**Open comments from students**

As well as being asked to score the Institution for satisfaction in specific areas, students are asked for their open comments on positive and negative aspects of their experience at university. ‘Looking back at your experience, are there any particularly positive or negative aspects you would like to highlight?’ These are reported by School rather than by subject or programme. Whilst the student comments can add a rich source of qualitative data to augment the quantitative questionnaire ratings, they also require some careful interpretation. For example, in the case of multi-disciplinary Schools it can be difficult to know which programmes students are actually referring to. Whilst we do not currently have the resource to undertake a detailed, structured analysis and evaluation of all of this qualitative data at the Institutional level, we are analysing the open comments with respect to Assessment and Feedback. Whilst this analysis is part of a wider project to address our approach to Assessment and Feedback, it will also serve as a pilot project to consider future approaches to making better use of the qualitative feed-back from the NSS.

**Further analysis and actions**

As in past years, all Deans are requested to discuss their School results with staff and students and to formulate a School response, and where appropriate develop an action plan to deal with any outstanding areas of concern. It is also suggested that the results are discussed at an early meeting of the relevant staff-student liaison committee(s). Individual School responses are posted on the University’s NSS website [http://www.dundee.ac.uk/qaf/nss/](http://www.dundee.ac.uk/qaf/nss/). This helps to make the effects of the NSS transparent to students and to encourage their participation in future years.

As can be seen from previous years’ efforts, Schools that have identified areas in need of improvement and have systematically aimed to address these have generally managed to make a significant impact on their results this year.
Table 1. University of Dundee: Overall responses for 2007-2012
Percentages of all respondents ‘Definitely Agreeing’ (5) or ‘Mostly Agreeing’ (4) with each question

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Green shading represents an improved (or equal) score relative to the previous year. Red shading represents a lower score relative to the previous year.
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|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Dundee 2012 | 91  | 86  | 89  | 87  | 71  | 75  | 61  | 66  | 63  | 78  | 86  | 75  | 72  | 66  | 67  | 89  | 91  | 84  | 83  | 88  | 86  | 90  | 82  |
| Sector 2012  | 89  | 82  | 87  | 85  | 75  | 76  | 66  | 69  | 63  | 77  | 85  | 74  | 80  | 76  | 75  | 83  | 85  | 78  | 80  | 83  | 80  | 85  | 66  |
| Top Quartile 2012 | 92  | 86  | 90  | 91  | 77  | 80  | 72  | 72  | 67  | 81  | 90  | 78  | 85  | 83  | 84  | 86  | 87  | 80  | 81  | 83  | 81  | 90  | 71  |
| Scotland 2012 | 91  | 84  | 87  | 86  | 74  | 77  | 55  | 59  | 57  | 77  | 87  | 73  | 82  | 74  | 73  | 84  | 86  | 80  | 81  | 85  | 82  | 86  | 65  |

Green shading indicates where Dundee is above or equal to sector to sector-wide scores. Red shading indicates where Dundee falls below sector-wide scores.
Table 3. Comparison of the University of Dundee with a selection of other Scottish institutions

Percentages of all respondents ‘Definitely Agreeing’ (5) or ‘Mostly Agreeing’ (4) with each question

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Green shading represents the highest score between comparator institutions. Red shading represents the lowest score between comparator institutions.
### Table 4. Summary data by subject area

Percentages of all respondents ‘Definitely Agreeing’ (5) or ‘Mostly Agreeing’ (4) with each question

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Numbers of respondents are indicated in parentheses after the subject heading. Data is only given where there are 10 or more respondents. Green shading represents areas of satisfaction (75-89%) and high satisfaction (≥ 90%). Orange shading represents areas where there are some concerns (50-74%). Red shading represents areas where there are major concerns (≤ 49%).

Annex 17
NSS Questions

The teaching on my course
1. Staff are good at explaining things
2. Staff have made the subject interesting
3. Staff are enthusiastic about what they are teaching
4. The course is intellectually stimulating

Assessment and feedback
5. The criteria used in marking have been clear in advance
6. Assessment arrangements and marking have been fair
7. Feedback on my work has been prompt
8. I have received detailed comments on my work
9. Feedback on my work has helped me clarify things I did not understand

Academic Support
10. I have received sufficient advice and support with my studies
11. I have been able to contact staff when I needed to
12. Good advice was available when I needed to make study choices

Organisation and Management
13. The timetable works efficiently as far as my activities are concerned
14. Any changes in the course or teaching have been communicated effectively
15. The course is well organised and is running smoothly

Learning Resources
16. The library resources and services are good enough for my needs
17. I have been able to access general IT resources when I needed to
18. I have been able to access specialised equipment, facilities, or rooms when I needed to

Personal Development
19. The course has helped me to present myself with confidence
20. My communication skills have improved
21. As a result of the course, I feel confident in tackling unfamiliar problems

Overall Satisfaction
22. Overall, I am satisfied with the quality of the course

Students’ Union (Association or Guild)
23. I am satisfied with the Students’ Union (Association or Guild) at my institution
Examples of local induction programmes for entrant students

The School of Law

The Law School has linked pre-sessional processes with level 1 induction and the first teaching experiences in the compulsory level 1 Foundations of Law module. In August, prior to the start of the new academic year, all incoming level 1 students are contacted by the Law School as the first stage of the welcome/induction/teaching experience. The core document used at this stage is a bespoke hard/electronic copy document ‘Preparing for Law’, which gives a wide range of information about the Law School generally and two specific sessions explaining level 1 and Induction in particular. As part of this process students are also sent a digitised copy of Chapter 1 of Lord Bingham’s book ‘The Rule of Law’. This is one of the sources used to link induction and week 1 teaching on Foundations of Law.

Induction itself is heavily skills based and iterative in nature. Basic exercises involving analysis of topical news stories lead into more formal problem solving sessions and conclude with a task based on the ‘Rule of Law’ chapter. The key skills day in induction takes place on the Thursday of the pre-sessional week. The first tutorials and teaching sessions on the Foundations of Law module take place from the Monday of the following week (week 1). For those first tutorial sessions students are required to bring along a hard copy and submit an electronic copy of a short summary of the Rule of Law chapter. Those summaries are exchanged by students in class and are used as the basis for a tutorial based discussion on the need for a ‘Rule of Law’. The hard copies are used in a formative sense to identify students who may have potential writing problems and, by the end of week 1, students who have presented work which shows any issues with writing are contacted and then met by the module organiser who identifies any potential support needs.

In parallel, students are introduced to the My PDP system and the first task expected of students is to reflect on and record their transition experiences and to identify key plans for the semester.

Student feedback on induction has been consistently good.

Life Sciences School of Learning and Teaching

Welcome Week Programme for Life Sciences

In Life Sciences there are several distinct groups of new students who commence their studies in September. These are 1st year entrants, 2nd year entrants, 3rd year entrants, exchange students and co-curriculum students. The School feels that it is important to make sure that all these groups receive both generic information about their studies, but also more specific information according to their requirements. It is also important they get opportunities to mix on an informal basis with not only their own group, but also with existing students and staff rather than their first encounters being in a formal class setting. To facilitate these interactions both formal and informal sessions are held for each group and for all new students.

New students matriculate in their groups so they can start to mix. This is followed by induction sessions specific to each group’s requirements. The final day’s sessions start with all new students together in one lecture theatre and introductions to all teaching staff and their roles and to student representatives and the School President. After a general Question and Answer session, students are divided up into small groups accompanied by an existing student and/or member of staff and then then set off for the “sandwalk” - a tour of campus which includes all the main teaching venues used for Life Sciences classes. The tour culminates on the lawn outside the Carnelley building (the main teaching building) where there are drinks and refreshments and informal chats. The School notes that students make
friends at this session who they then choose to work with in group activities during the semester.

**College of Arts and Social Sciences**

**Induction for the MA Programme**

The MA, is by its nature complex as it involves a range of Schools and Programmes. Students have a meeting with the principal adviser for the MA where the regulations and processes of matriculation are explained. They also have material via *My Dundee* all about arrival week and are given a booklet which explains about all the possible modules for them to take. They are then allocated an adviser of studies in the relevant school/programme of study with whom they meet to agree their module choices. There are also welcome meetings in the four Schools of the MA programme which are held later in the week and which are more 'social' in nature as well as giving students an understanding of how the school works. Students are free to meet with their adviser of studies at any point, should they wish to have further discussion about their studies and they are invited to attend a meeting in the middle of semester 1 to see how they are settling in. Different methods have been used for this in the past, including MyPDP, though this is no longer used as few students made use of it. Different Schools in the MA have adopted different approaches, for example by using personal tutors (Psychology).

**The School of Psychology**

The School provides its own *Welcome* webpage as part of its approach to induction.
Student Code of Conduct

Being a student of the University of Dundee carries with it a number of responsibilities on your part. You are expected to:

- Attend welcome and induction events and actively and enthusiastically participate in all timetabled classes and meetings with tutors and supervisors
- Take responsibility for managing your learning, spend sufficient time in private study and submit work on time and in a professional manner
- Treat staff and your fellow students with respect and in accordance with the University’s policies on equality, diversity and dignity at study and work
- Respect the physical environment of the University and the surrounding City and behave in a responsible manner ensuring your actions always reflect well on the reputation of your University
- Value the contributions of your fellow students, staff and visitors to the University and use these contributions in support of your learning
- Make the most of your time at the University and take every opportunity to benefit from participation in our diverse, exciting and stimulating learning environment
- Support your course representatives and participate in surveys and feedback to the University which will help us improve the quality of teaching and learning
- Provide us with accurate information and keep that information updated responding promptly to all communications from the University
- Ensure you pay all tuition fees and other charges on time
- Obtain agreement from your School in advance for any essential absences and provide medical certificates or supporting evidence for any unplanned absences
- Tell us as soon as you can if you are having any difficulties personally or with your programme of study and seek the help of your School and support services.
DUSA-led Project on Assessment and Feedback (Executive Summary)

The full report was considered by the Learning and Teaching Committee meeting at its meeting of 11 March 2013 and by the Quality Forum/ELIR Working Group at its meeting of 13 March 2013, and is available on the Quality Framework website.

Assessment and Feedback: Report and Recommendations to the Senate Learning and Teaching Committee

A Dundee University Students’ Association (DUSA)-Led Collaborative Project on Analysis of the Student View of Current Practice at the University of Dundee

Executive Summary

Our National Student Survey (NSS) scores for 2012 indicate a level of student dissatisfaction in the area of assessment and feedback that is not acceptable. It is therefore important to understand further the student view of assessment and feedback at Dundee in order to develop changes in practice to enhance student learning opportunities.

A DUSA-led project to address this issue was undertaken during late 2012 in collaboration with the Library & Learning Centre (LLC) and the Directorate of Policy, Governance & Legal Affairs (PGLA). A triangulated approach was taken, where NSS scores, open comments from the NSS and the outcomes of focus group interviews with students were examined together to identify common themes where improvements could be made. The over-arching themes that were identified are detailed below:

Clarity of expectations for assignments: One of the main messages that emerged from this project was the need to ensure that the requirements and expectations for assignments/tasks are clearly explained to students, along with robust communication about marking criteria. Students need comprehensive guidance on how to approach assignments as well as being given a clear understanding on how assignments will be marked.

Consistency in marking: A major theme that came out of the analysis of the qualitative material was that of variability in the ‘harshness’ of marking. The data suggest that students do not always perceive marking to be fair and equitable. There were views that standards for assessment can be dependent on the individual assessor. Whilst it is interesting to note that analysis of the NSS scores did not flag-up fairness in assessment as an area for concern, there is a strong indication from the qualitative data that consistency and fairness in marking is an area that needs to be addressed through taking a transparent and criteria-focused approach (see also above).

Feedback as an important component of learning: The critical role that feedback plays in student learning, as well as in helping students with their approach to future assignments and exams, was identified as a key area for development. This theme emerged from all of the approaches taken in the present study. There was a strong message that students recognise the importance of assessment in their learning, and that they want to learn from their performance in assignments and exams in order to be successful in the future. Whilst it is apparent that there are examples of very good practice across the University, performance in this area is clearly patchy.

Timing of assessments and distribution of effort: An area that was highlighted as an area for improvement is the approach to the setting of deadlines for assignments. Students expressed concerns about conflicting deadlines, unreasonable workloads at certain times
during the semester and the need for time to be able to assimilate taught material before learning is assessed.

**Timeliness in giving feedback:** There is a clear indication from the quantitative data that this is an area of concern for our students. Although the number of open comments that relate to timeliness was relatively few, it is notable that some students commented that they had to wait weeks or months to receive feedback.

**Assessment methods:** Whilst the NSS data do not highlight this as an area that students have concerns with, the message from the focus group work suggests that students would prefer a better balance between coursework and exams in terms of contribution towards their grades. In addition, there is an indication that students find approaches to group assessments unsatisfactory.

The Learning and Teaching Committee is asked to support and respond to the recommendations outlined below, consider and agree necessary actions and responsibilities for implementation of the recommendations as appropriate (specifically with regard to the development of future policies, guidelines and processes) and monitor progress through receiving regular reports. The recommendations arising from this project are as follows:

- learning outcomes and the way that these are assessed need to be clearly explained to students. Consideration also has to be given to approaches to alignment of assessments with learning outcomes and the Scottish Credit & Qualifications Framework and how this is properly understood by students and staff
- annual (taught provision) monitoring templates should be modified to give a higher profile to assessment and feedback practices. For the programme monitoring template, this should include a request for reflection, where possible, of how modules link together in terms of assessment practices, to ensure that there are not unreasonable workload expectations for students at specific times during the semester
- the programme/module approval templates should be modified to encourage greater consideration of distribution of student effort across a programme/module of study. Programme teams should map the sequence of assessment deadlines across levels of study to try and minimise coincidental submission dates where possible
- programme/module approval templates should be modified to encourage greater consideration of alignment of proposed assessment practices with learning outcomes
- emphasis on assessment and feedback should be increased as part of academic staff development initiatives and CPD opportunities
- good examples of feedback templates should be available as a central resource though the Quality Enhancement Framework website
- a specific question on the quality of feedback to students should be included in the external examiners report form under Section 4: Areas of good practice and opportunities and opportunities for quality enhancement
- consideration should be given to the reintroduction of the over-arching University Student Handbook, or the development of a ‘Frequently Asked Questions’ page for students within the Quality Enhancement Framework website, so that key points that relate to assessment and feedback are clearly communicated to students
• the wording in the University guidelines for the mandatory elements of student handbooks should be reviewed and modified to ensure that there is an expectation that detailed, descriptive marking criteria allied to the marking scale should be included

• the University Assessment Policy should be reviewed in light of the findings of the present study, and should be up-dated to become an over-arching Assessment and Feedback Policy that includes elements of good practice on feedback

• a copy of the final version of this report (endorsed by the Learning & Teaching committee) should be circulated to Schools for information, and made available on the web for University staff and students.

Iain Kennedy, Rachael Doherty, Stuart Fitzpatrick, David Walker and Lesley McEllan, 5 March 2013
Report from the Academic Skills Centre (ASC\textsuperscript{19}) to the Learning and Teaching Committee

Academic Achievement Teaching Unit
Report for Learning & Teaching Committee

The Academic Achievement Teaching Unit (AATU) exists to support students and staff with appropriate academic skills resources across the University. This report was requested by Prof. David Coates to highlight the role the AATU plays as part of the Student Services Directorate.

AATU aims to support students and staff in maintaining and improving standards of academic work and teaching. AATU staff work collaboratively with individuals, small groups, whole classes, and academic and other staff to achieve these objectives. The academic skills covered can range from academic writing and presentation skills through to confidence-building and the avoidance of procrastination, to give just a few examples. AATU also offers English Language Teaching (ELT) and support for students with English as a second or other language.

Our approach to working with students is to support the individual in ways that allow them to develop the skills they require to progress into further learning or transfer into new situations. Whether working with an individual or with groups and classes, our aim is to offer students a set of tools with which to unlock their academic potential rather than simply demonstrating how a particular problem can be resolved. AATU also support academic colleagues who feel that their students require specific academic skills inputs. Working alongside them AATU tutors can help develop bespoke responses and solutions to situations, issues and teaching & learning strategies that draw on our breadth of experience from programmes across the University. We have worked with students from all 16 Schools, and have worked closely with many staff in a number of the academic disciplines including: Applied Computing, Architecture, Art & Design, Business Management, CEPMLP, Dentistry, Education, Social Work & Community Development, Engineering, Environmental Management, Law, Medicine, and Nursing. In each School AATU has provided one or more workshops, often delivered in a team-teaching scenario with academic colleagues from the specific discipline.

The Writing By Appointment (WBA) programme runs in conjunction with the Royal Literary Fund (RLF) Writing Fellows support of students. WBA allows individual students to work with a tutor on a one-to-one basis analysing their academic writing and developing skills in the use of style, tone, structure, critical thinking and other academic skills vital to the production of good written assignments. These students are seen by a mixture of permanent teaching staff and sessional tutors.

Since 2005, the AATU has had the privilege of hosting Writing Fellows from the Royal Literary Fund. At present we have two RLF Writing Fellows, each giving the unit two days per week during semester time. As professional writers who come from outside the University, the RLF Writing Fellows are an excellent addition to the academic writing support AATU is able to offer students. Their focus is more specifically on academic writing issues such as; style, genre or grammar. Our relationship with the RLF continues to be a strong one with both Writing Fellows presently with us returning for AY 2013/14.

\textsuperscript{19} The Academic Achievement Teaching Unit changed its name to the Academic Skills Centre in June 2013.
AATU staff not only teach on their own undergraduate module - P@SS - they also support a wide range of other programmes such as the wider access and participation agenda, through the DUAL Access Summer School and DLAD distance learning access course, in partnership with the Access & Participation Unit. AATU staff have worked with external bodies such as NES, SWAP East and SHEP. Other activities include working with colleagues in the Student Services Directorate for Welcome Week, delivering Procrastination workshops in conjunction with the Counselling Service and developing a new credit-bearing Enterprise module for delivery in Semester 2 of AY 2013/14 alongside the Enterprise Gym. AATU staff are closely involved in supporting the enhancement of progression and retention issues throughout the University, and are presently supporting the programme to increase the number of students being admitted from MD40 backgrounds.

English Language Teaching (ELT) – students come from both undergraduate and postgraduate courses. Individuals are enrolled in classes dependent on their level of English as defined by the in-house tests they take at the beginning of the academic year. ELT staff also provided support for the development of a PhD programme with the School of Nursing. As part of the University’s desire to recruit suitably qualified international students, ELT staff organise a ten-week Pre-sessional course over the summer months to improve the English of prospective international students. This is a fee-paying, qualifying course.

The Preparation for Resit Exams Programme (PREP) is specifically designed to support students with resit exams in the summer exam diet and improve the University’s retention rates. This programme has been running for 12 years and continues to provide both exam strategy & technique advice in workshops, alongside individualised support for each student attending. PREP currently runs in late July, immediately prior to the resit exam diet. PREP has recently undergone an internal review and when the Academic Year changes – as expected for 2014/15 – PREP will be delivered through a blended learning approach via online as well as on-campus provision.

One area of difficulty remains the provision of Maths support for students in non-Maths subjects, through the Count Me In (CMI) programme. A dearth of suitable tutors has meant that CMI cannot be offered on a regular basis.

The AATU will be rebranded as the Academic Skills Centre (ASC) from June 2013. This is in line with the desire to improve the clarity of the purpose of units within the Student Services Directorate. The ASC webpages will also be developed over time to provide a more comprehensive level of information and advice to be made available for students at any time.

**Key Data:**

Writing By Appointment (WBA) = 593 student appointments since Sept’ 2012.
PREP Course = 110 students attended July 2012
English Language Teaching: Pre-sessional Course = 55 attended
No of students tested during AY 2013/14 Welcome Weeks = 403
In-sessional Course = 366 students enrolled.

Michael Allardice, Unit Head, 07/05/2013
Pilot process for the review of the student support environment

A book-marked pdf version of this document is available from the University’s Quality Framework.

Enhancing the Student Experience: Periodic Review of the Student Support Environment

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Appendix 3: Template for structuring the Review Board report

Appendix 4: Abbreviations
1. Rationale and overview

Enhancing and assuring the quality of services that support the learning and teaching environment and the out-of-classroom student experience is a critical part of our approach to the development of the quality culture at Dundee. The principal aim of periodic review of the student support environment is to promote improvement of services and the overall support environment by providing a framework to:

- evaluate the effectiveness of support provision
- reflect on how provision could be improved for the future
- plan and implement changes.

Additional important aims of the review process are to identify and share good practice, develop areas of collaboration between units and Directorates and, importantly, ensure a holistic approach to the quality of the student support environment at Dundee.

As for the periodic review process for taught programmes (‘Programme Review’), periodic review of the student support environment should be carried out in a spirit of open, collegial discussion, with the aim of enhancing future provision. It is not an audit of past performance.

The quinquennial periodic review process will be supplemented with thematic reviews that will be undertaken mid-cycle or on an ad hoc basis to ensure agility to respond to strategic initiatives. The process will take account of, and be informed by, existing annual service evaluation processes (where relevant) as well as emerging user needs and internal and external drivers such as changes in legislation and quality assurance requirements.

The periodic review process involves the development of an overarching, evidence-based Student Support Environment Reflective Review (SSERR) of the support of the learning and teaching environment and the out-of-classroom support at the University of Dundee, which is informed by structured self-evaluation reports from each support unit.

The SSERR captures the key messages that have emerged from unit/Directorate self-evaluation reports, and contains an enhancement-focused forward plan. The SSERR is considered by a Review Board, which examines submitted documents and supporting material, and meets with the relevant groups of staff and students to discuss their views and experiences.

The Review Board comprises administrative and academic staff and student sabbatical officers from within the Institution, as well as at least one external representative. The Board develops a formal report (which should include commendations and recommendations, and may include priority recommendations) which informs the development of an implementation plan.

The report and implementation plan are considered by the Quality Forum (QF), Directors’ & College Secretaries’ Group and the Learning and Teaching Committee (LTC), before formal approval by Senate and Court. The outcome of the review is reported as part of the Annual Institutional Statement to the Scottish Funding Council on Internal Subject Review:

(http://www.sfc.ac.uk/news_events_circulars/Circulars/2012/SFC1412.aspx). Note Section A, paragraph 19. ‘The role of support services (guidance, learning resources, ICT, recruitment, student finance and so on) is of crucial importance in determining the overall quality of the student learning experience. Institutions should satisfy themselves that there are appropriate mechanisms in place to facilitate periodic review of the strategic and operational role of support services in relation to their impact on the student experience…..’.

2. Outline of the process

The process for review of the quality of student support has been designed to align with expectations of the Quality Assurance Agency (QAA, see the UK Quality Code ‘Assuring Standards and Quality’, especially Chapter B2: Admissions and Chapter B4: Supporting student achievement) and with the Scottish Funding Council’s Council Guidance to Higher Education Institutions on Quality (2012).

2.1 Applicability and timing
There should be a periodic review of the student support environment every 5 years. Any deviation from the 5-yearly cycle of review must be discussed with and formally approved by the Vice-Principal for Learning and Teaching in consultation with the Director of Quality Assurance.

It is envisaged that at least four Directorates should form part of a collective review of student support:

**Student Services (comprising the units detailed below).**

- Academic Achievement Teaching Unit
- Admissions and Student Recruitment Services
- Advice Team
- Careers Service
- Counselling Services
- Disability Services
- Enquiry Centre
- Enterprise Gym
- Health Service
- International Advice Service
- Nursery
- Peer Connections
- Registry
- Residences
- Student Funding
- Student Support Team
- Widening Participation.

**Information and Communication Services**

**Library and Learning Centre**

**Estates and Buildings.**

Other Directorates and units that support the student experience at Dundee may be asked to contribute as the review process is developed further.

**2.2 The process**

The review process involves four main stages:

1. evaluation, consultation and planning at the level of each Directorate/unit
2. development of an over-arching Student Support Environment Reflective Review
3. a formal Review Board event that will develop commendations and recommendations
4. development of an implementation plan and review of planned changes.

**2.3 Responsibilities within the review process**

The relevant Student and Academic Support Services (SASS) Directors (or designated deputies) have collective responsibility for the conduct of the review. Guidance on the conduct of the review will be provided by the Director of Quality Assurance.

Responsibility for ensuring that the Review Board is appropriately supported by a Review Board secretary lies with the University Secretary.

The primary responsibility for organising the review process and developing the SSERR lies with the Directors (or designated deputies) of the relevant SASS Directorates. It is recommended that one of those individuals takes overall responsibility for authoring the final draft of the SSERR. The duty to develop a reflective review for each individual support unit rests with service unit managers and their staff.

Students will have opportunities to engage in the process by:
• informing the evaluation and consultation stage with feedback and suggestions for improvement
• participating in the Review Board event.

Students should be included in the evaluation process in ways that:
• are systematic and rigorous, but are appropriate and sensitive to the nature and diversity of the student body
• positively encourage students to contribute their views on the effectiveness of the service and to make suggestions on how it could be improved.

2.4 Scope of the review
The unit reflective reviews and the SSERR should address the standard and quality of the service, with particular focus on the following aspects:
• the role and effectiveness of the service in providing high-quality support to students and other users
• feedback and enhancement arrangements
• resources and the environment
• partnerships and collaboration
• benchmarking
• external accreditation where applicable
• barriers and challenges.

The reflective reviews should highlight areas of strength and areas where good practice should be shared. They should also summarise needs and opportunities for change, providing an evidence-based case for areas that require development. Opportunities for collaborative working should be identified where appropriate. The reviews should also identify areas where resource constraints exist as well as areas where savings might be made. Reference should be made to previous efficiency measures and their impact, where relevant.

The reflective reviews should draw upon the outcomes of annual service evaluations and existing Directorate operating plans. They should contain proposed development plans, containing short-term targets (for the next planning cycle) and longer-term goals over the 5-year review period as well as taking account of the Transformation Vision for the University. Priorities should be highlighted. Where appropriate, performance indicators should be identified and used to analyse progress during subsequent annual service evaluations.

2.5 Conduct of Review Boards
The Review Board includes University administrative and academic staff members external to the Directorates being reviewed, student sabbatical officers, and at least one external expert. Its discussions are managed by two co-convenors (the President of DUSA and the Vice-Principal/Deputy Principal for Learning and Teaching), supported by a Review Board secretary.

Review Board members should receive relevant documentation at least three weeks prior to the event (including access details for any online materials supporting the submissions). The convenors should arrange an opportunity to review and discuss the information provided prior to meeting panels of staff and students.

Membership of these panels (see Section 3.2.2) should be agreed by the Review Board convenors and the Director of Quality Assurance in consultation with the relevant SASS Directors.

Following these meetings, the Review Board arrives at a formal conclusion in relation to future operating arrangements and considers any commendations and recommendations they may wish to make.

A formal report is drafted by the convenors, agreed by the Review Board members, checked for factual accuracy by the lead author of the SSERR, and then submitted to the relevant SASS Directors, the Deputy President of DUSA, the University Secretary, The Director of PGLA and the Director of Quality Assurance. The report informs the development of an implementation plan. Formal approval
of the report and implementation plan is at the level of Senate and Court, via relevant subcommittee structures.

The SASS Directors should ensure that the report and implementation plan are disseminated to their support teams, and are discussed at a follow-on meeting that should include unit managers, relevant SASS Directors (or their deputies) and members of the DUSA Executive Team.

2.6 External audit
The review and enhancement processes should be organised, referenced and archived in ways that could be easily audited, for example, as a sample within an external review of the University at institutional level.

2.7 Recognition of the importance of quality reviews
The University recognises:

- the importance of the review of the student support environment in assuring and promoting the enhancement of standards and quality
- the administrative expertise and time required to implement the process effectively.

Commitment and effective effort by individual members of staff in review activities should be recognised and valued in staff promotion and advancement as evidence of contribution to continual enhancement and excellence in all aspects of the student experience.

2.8 Costs of the Review Board event
The costs associated with the Review Board event will be met by PGLA.

External members of Review Boards will be:

- reimbursed for all reasonable expenses associated with travel, subsistence and accommodation
- granted an honorarium payment in recognition of their time. In keeping with current practice for reimbursement of external members of Programme Review Boards, the current recommendation is 500 pounds.

2.9 Monitoring and review of this policy
The University QF, reporting to the LTC, will monitor the implementation and effectiveness of the policy, procedures and guidance.

3. Guidenotes and templates
These guidenotes provide advice on the conduct of periodic review of the student support environment and describe the formats for development of self-evaluation reviews from each support unit/Directorate and the overarching SSERR.

3.1 Evaluation, reflection and planning within the review process

3.1.1 Self-evaluation of each support unit/Directorate
The aim of the self-evaluation process is to analyse and judge the effectiveness of each support service unit/Directorate and develop ideas and plans for future enhancement. The formats of the unit self-evaluation reports and the SSERR are similar, with the latter providing a distillation of the key points from the unit self-evaluation reports. A template for structuring the self-evaluation document is provided in Appendix 1, though with the recognition that units/Directorates may wish to modify the structure of their reports to reflect the focus of their activities.

3.1.2 Development of the Student Support Environment Reflective Review
The SSERR is the top-level over-arching reflective review of the student support environment at Dundee. This review should distil key points from self-evaluation reviews of units and Directorates, taking into account their individual self-evaluations and proposed forward plans. Whilst responsibility for authoring of the review should lie with one individual (in a senior management role with responsibility for student support), it is important that the review comprises a collective and holistic view on the quality, effectiveness and integration of student support at the University of Dundee rather than a summary of the separate inputs from individual units. The review should contain a
commentary on how the final review report was developed and how the various support units contributed to the over-arching report. A template for structuring the SSERR is provided in Appendix 2.

3.2 Conduct of the Review Board

3.2.1 Composition of the Review Board

Membership of the Review Board will be agreed by the President of DUSA, the Vice-Principal/Deputy Principal for Learning and Teaching and the Director of Quality Assurance, in consultation with the relevant student support Directors. It will normally comprise:

1. the President of DUSA (co-convenor)
2. the Vice-Principal/Deputy Principal for Learning and Teaching (co-convenor)
3. the University Secretary
4. a DUSA sabbatical officer (normally the Deputy President)
5. the Director of Policy, Governance and Legal Affairs
6. a College Secretary
7. at least two experienced members of academic staff (normally with a quality enhancement/assurance role) from within the Institution
8. a minimum of one external expert with experience in student support and quality enhancement. Additional external reviewers could be an employer representative and/or a member of staff from the secondary education sector.

The Review Board convenors should be supported by a Review Board secretary nominated by the University Secretary. The chief role of the Review Board secretary is to support the convenors in the preparation of the report. The Review Board secretary should have experience in the support of academic ‘Programme Reviews’. Additional administrative support should be provided by an organising secretary, who should contact proposed members well in advance to agree availability.

3.2.2 Composition of student support environment review panels

The Review Board examines submitted documents and other information and meets with separate panels comprising:

a. heads of student support units and relevant Directorates
b. operational staff from within the relevant support units and directorates
c. students (nominated in consultation with DUSA sabbatical officers and the University Equality and Diversity Officer, and reflecting the diversity of the student population at Dundee)
d. School secretaries and relevant College administrative staff
e. academic staff (including College Heads of Learning and Teaching or nominees, and other academic staff with key student support roles identified by College Heads of Learning and Teaching).

There should not be merging of the panel meetings. Whilst there is not an expectation that all of the School Secretaries will attend the meeting of Panel d, all School Secretaries should be invited and encouraged to contribute and attend.

All of the panel members should be given the opportunity to access and read the supporting documentation, which should be made available through My Dundee.

3.2.3 Conduct of the Review Board event

A recommended model, which assumes the Review event lasting two days, is as follows:

1. Before the Review Board event. The organising secretary should ensure that members receive electronic copies of the following documentation a minimum of three weeks prior to the Review Board event (preferably earlier).
Organisational information:

- membership of the Review Board and panels
- timetable for the event, including location and maps.
- for external members, an expenses claim form.

Reference documentation

- a copy of this policy and guidance
- guidance for participants
- a copy of the relevant chapters of the QAA Quality Code.

Review documentation

- a copy of the SSERR, with supporting appendices (this may be via hyperlinks to a dedicated website) that include the individual unit/Directorate self-evaluation reports.

Members should be invited at the outset to declare any prior interests or connections within the context of the Review.

If a Review Board member has any questions, or wishes hard copies of any of the supporting documentation (including copies of any of the references cited), they should contact the organising secretary in the first instance.

The convenors may request preliminary written comments by Review Board members to be submitted prior to the Review Board event.

2. Private pre-meeting of the Review Board. This may be held on the morning before the first meetings with the Student Support Review Panels. Here, members of the Review Board will be introduced, and will be asked to give their initial views of the submitted materials. The convenors should then ask for topics and issues that the Review Board members would like to pursue with the different groups, and agree upon who will lead on these issues during the face-to-face meetings, and the panels at which each topic should be addressed. The convenors should discuss and finalise a plan of action, which should be agreed by the Board.

3. Meetings with the Student Support Review Panels. The meetings will normally take place during the afternoon of the first day and morning of the second day. It is suggested that the Board meets with the unit/Directorate heads panel first to clarify and address the points that emerge from the SSERR. At the discretion of the convenors, this meeting may include a short presentation from the designated Director to highlight key points. The presentation should not dominate the meeting, and should be used as an opportunity to highlight areas of good practice and areas where there are challenges. The meeting with unit/Director heads should be followed with a meeting with the operational staff, then students, then School secretaries (and College administrative staff where appropriate), then academic staff. It is recognised that the order of the meetings may need to be adjusted to accommodate availability of students and staff. The order does not reflect the importance of the input from each of the panels.

4. Second private meeting of the Review Board. The Review Board discusses the Review and agrees conclusions. This should cover:

- recommendations to Senate and Court regarding the effectiveness of the student support environment and proposals for future operations
- aspects of good practice that the Review Board wishes to highlight
- suggestions regarding the future conduct of periodic (and thematic) review of the student support environment
- any additional comments.

A synopsis of the conclusions of the Review Board may be given orally to the lead Director and the designated heads of student support units and relevant Directorates. Before doing this, the
convenors should confirm the wording of the Board’s decision (including any good practice to be commended and areas that require development).

5. Meeting with the lead Director for the student support environment (SSERR author) and designated heads of student support units and Directorates. One of the convenors conveys the synopsis of the collective view of the Review Board to the lead Director and designated heads of student support units and relevant Directorates (including recommendations and points of good practice to be highlighted). This is an initial reporting meeting rather than a discussion meeting. The convenor should describe the key points of the conclusions and recommendations to the group, then close the event, indicating approximately when the formal report will be available.

6. Drafting of the report. The convenors and Review Board secretary are responsible for preparing the report. They may invite individual Review Board members to prepare drafts of specific sections. Having drafted the report, the Review Board secretary should circulate this to Board members for comment and suggestions for revision. A final draft report should be circulated to the lead author of the SSERR for comments on its accuracy. Any comments on the accuracy of the report should be addressed by the Review Board convenors and secretary (ensuring consultation and agreement with the Review Board members), before submission of the final report.

7. Submission of the final report and development of an implementation plan. The convenors submit the agreed, final report to:

- the University Secretary
- the Director of PGLA
- the Director of Quality Assurance
- the relevant SASS Directors
- the Deputy President of DUSA.

The University Secretary, in consultation with the relevant SASS Directors and the DUSA President, develops an implementation plan with proposed timescales.

The SASS Directors should ensure that the report and implementation plan are disseminated to their support teams, and are discussed at a follow-on meeting that should include unit heads, relevant SASS directors and DUSA sabbatical officers.

The Director of Quality Assurance ensures that the report and implementation plan are conveyed to the appropriate University committees, and that key points are highlighted for the attention of the University Senior Management Team.

3.2.4 Suggested areas of focus for Review Board Members

Suggestions on areas of particular focus for individual members are outlined below. It should be noted, however, that all members, including the convenors, have both the authority and responsibility to comment on any aspect or issue.

The DUSA sabbatical officer

The student representative should, in general, read and comment on the documentation and plans from a student perspective and specifically:

- consider how the elements of the student experience for which SASS is responsible are being supported and whether the needs of all students (on- and off-campus) are being addressed appropriately (comments on areas that fall outwith the scope of the review should also be explored, to aid the development of the review process in the future)
- comment on the approach to enhancement. In particular, scrutinise the ways in which student (and other user) feedback is taken into account and acted upon, and fed back to users of the services
- examine the approach to equality and diversity
Annex 22

- comment on the management of communications and public information for students where relevant.

The University Secretary

The University Secretary should focus on the effectiveness of the student support environment in the context of the University vision and strategy, and specifically:

- consider how the development plan supports the University vision, strategy and relevant Directorate operating plans
- comment on the proposed forward plan for managing the environment for student support
- examine the evaluation and proposed forward plan for resourcing future operation of the student support environment.

The Director of PGLA

The Director of PGLA should consider the documentation and review in the context of policy development to support the ambitions of the student support environment. It is suggested that the PGLA Director should concentrate on:

- the alignment of University policies and regulations with practice in the arena of the student support environment
- how student support operations map to external guidelines and expectations (e.g. the QAA Quality Code).

College Secretary

The College Secretary should focus on how the central student support services align with support at College and School level. Specifically, the College Secretary should:

- consider how communication works between College, School and central support services
- explore and comment on areas where there might be overlapping provision in student support
- explore and comment on issues that cut across one or more units or Directorates and how well these are integrated from a user perspective
- consider the resourcing of student support across the Institution.

The academic staff members

The academic members of staff should focus on:

- the effectiveness of the central support environment on enhancing the overall student experience
- the contribution of the central support environment to the development of graduate skills and attributes
- the effectiveness of central student support units/Directorates in supporting the needs of academic staff in terms of their delivery of learning and teaching
- challenges faced by student support units/Directorates in accommodating the varying needs and approaches of different Schools and Colleges.

The external expert(s)

The external member(s) of the Board should focus on:

- the effectiveness of the student support environment in the context of national, European and international developments and best practice
- the reflection, evaluation and development plan in the context of national government agendas
opportunities for internal and external collaborations
the benefits from existing or potential accreditation by external bodies where relevant.

3.2.4 Structure of the Review Board report
The Review Board Report should be structured as shown in Appendix 3.

3.2.5 Status of the Review Board report
The status of the Review Board Report is that of a recommendation to the University Senate, Court and the Senior Management Team. An implementation plan developed by the University Secretary, SASS Directors and the DUSA President (see Section 3.2.3, sub-section 7) will be considered alongside the Review Board Report by relevant Senate and Court Committees. The implementation plan should inform the future development of Directorate operational plans. Subsequent annual service evaluations should identify progress against the implementation plan.

Dr Lesley McLellan, Director of Quality Assurance, February 2013
PART 1: INTRODUCTION

1.1 Name of unit or group of units
(e.g. Careers Service)

1.2 Key features of the service provision

1.2.1 Purpose and role
Provide a brief statement of purpose and role of the support unit(s).

1.2.2 Distinctiveness and relevance
Describe the distinctiveness of the provision and relevance to the student population (and staff client population where relevant).

1.3 The evaluation process
Give a brief explanation of how the evaluation was undertaken - e.g. how it was structured, who did what, how the views of students (and other users or stakeholders) were taken into account.

PART 2: REFLECTION AND EVALUATION

2.1 The role and effectiveness of the service in providing high quality support to students and other users

2.1.1 Profile of the service provision

- alignment of activities with the University Strategy and Transformational Vision
  Describe (where relevant) how the role and purpose of the unit/Directorate aligns with the University Strategy and Vision.

- scope and operating statistics
  Give a detailed description of the scope and operating statistics of the unit/Directorate.

- key activities and responsibilities
  Describe the activities that the unit/Directorate has responsibility for (breadth and depth).
  How many staff support the unit/Directorate?
  What is the user profile?
  What are the trends in use of the service?

- notable characteristics of the student/user profile and analysis of future needs
  Include any notable characteristics of the student/user profile, implications for management of enhancement of the student experience and any future discernible trends. Give an assessment of the ability of the service to meet current and likely future demands for its provision.

2.1.2 Approach to quality enhancement

- approach to obtaining feedback and evaluating quality
  Describe the unit’s/Directorate’s approach to routinely obtaining, evaluating and responding to feedback from students and other users, and how feedback influences practice. Provide an evaluation of the unit’s effectiveness of obtaining and responding to feedback.

Units may find it helpful to illustrate the report with case studies as examples of practice.
feedback. Describe the unit’s/Directorate’s approach to equality and diversity, and ensuring appropriate staff/student training.

- key messages from feedback
  Where possible, provide a collation of quantitative feedback on satisfaction with the support unit from the preceding year(s), and indicate the response rate where appropriate. Give an evaluation of the themes arising from qualitative feedback (i.e. comments and recommendations from students/users). Where appropriate, this can be drawn from annual service evaluation activities, which should be referenced through web-links or added as appendices.

- approach to acting on feedback
  Give an overview of the key themes arising from feedback, highlighting areas of high satisfaction as well as areas where there are challenges, and describe how the unit/Directorate has acted (or plans to act) on feedback. Use examples as appropriate.

- Evaluation of approach to quality enhancement
  Provide an evaluation of the unit’s/Directorate’s effectiveness in responding to feedback. Use examples (e.g. you said, we did) as appropriate, highlighting areas where the unit/Directorate could or could not respond to feedback in a satisfactory way. Give an evaluation of other approaches to quality enhancement as appropriate.

2.1.3 Approach to communicating with students and other users
Describe how the unit/Directorate communicates with students and other users and, where possible, provide an evaluation of the effectiveness of the approach to communication.

2.2 Resources and the environment
Describe and comment on the resources and the environment under the suggested headings given below, and provide an evaluation of effectiveness. This commentary and evaluation of effectiveness should be supported by evidence (referred to in appendices or web-links to on-line supporting materials as appropriate). Cross-referencing to feedback reports and annual service evaluations may be useful.

- the location
- accessibility for students and staff
- facilities
- staffing levels
- the operating budget where relevant.

2.3 Partnerships and collaborations
2.3.1 Approach to working with internal operative units
- collaborations with internal units/Directorates
  Give details of the unit’s/Directorate’s approach to working with and partnering with other support units, Schools, Colleges, Directorates and DUSA. Highlight successful collaborative initiatives as well as any barriers to collaborations.

- evaluation of the effectiveness of collaborative working
  Provide an evidence-based evaluation of the effectiveness the unit’s/Directorate’s approach to collaborative working within the Institution.

2.3.2 Approach to working with external organisations and stakeholders
Describe the unit’s approach to working with external organisations and stakeholders where relevant, and provide an evaluation of the unit’s/Directorate’s effectiveness in this area.
2.4 Benchmarking

2.4.1 Approach to benchmarking with external reference points
Describe the mechanisms that the unit has in place for benchmarking with external reference points (e.g. the QAA Quality Code and/or external Professional Bodies).

2.4.2 Mapping to external reference points
Provide a mapping of practice to external benchmarks (where appropriate) and an evaluation of whether practice fits with external norms.

2.5 External accreditation (where applicable)
Give details of accreditation by external bodies where relevant. Describe the benefits and costs.

2.6 Barriers and challenges
Describe any difficulties that the Directorate/unit face which result from issues outside its control. Examples of these may be external factors like legislation and statutory responsibilities, or internal factors such as varying practice and differing demands across Schools and Colleges.

PART 3: CONCLUSIONS

3.1 Summary of strengths and good practice
Identify points of strength and areas where good practice can be shared.

3.2 Summary of needs and opportunities for change
Provide an evidence-based case for areas that require development. Consider the appropriateness of existing structures and options for enhancement. Consider areas where collaborative working and sharing of resources could be strengthened. Using appropriate evidence from evaluations described in Section 2 above, identify areas that are under-resourced and identify areas where there are opportunities for efficiencies.

PART 4: DEVELOPMENT PLAN

This should indicate how the unit proposes to manage and enhance the service for the future. The plan should contain ideas for short-term targets (for the next planning cycle) and longer-term goals over the 5-year review period and beyond towards the University Transformational Vision.

Priorities should be highlighted.

Plans should be evidenced-based, building on the evaluation and reflection of the effectiveness of the service, as well as drawing upon the national (and international) quality context and the developing quality agenda.

Where appropriate, performance indicators should be identified and used to analyse progress during subsequent annual service evaluations.

PART 5: REFERENCES AND APPENDICES. Refer to on-line materials through web-links where possible.
Template for structuring the SSERR

PART 1: INTRODUCTION

1.1 Scope of the Review
1.2 The evaluation process

Give an overview of the how the SSERR was developed and how units and Directorates contributed to the SSERR.

PART 2: REFLECTION AND EVALUATION

2.1 The role and effectiveness of the services in providing high quality support to students and other users

2.1.1 Over-arching profile of the student support environment at Dundee

- overview
  
  Provide an overview of the student support environment, drawing upon the data provided within the self-evaluation reports.

- scope and operating statistics
  
  Describe the scope and operating statistics e.g. staffing, user ‘foot-fall’, annual budget.

- analysis of current and future effectiveness
  
  Provide an evaluation of the effectiveness of the current provision, and an assessment of the ability of the service to meet likely future demands for its provision.

2.1.2 Approach to quality enhancement

- overview
  
  Give an overview of the practices of units/Directorates in routinely obtaining and responding to feed-back from students and other users, and how feedback is used for quality enhancement.

- assessment of effectiveness of approach to quality enhancement
  
  Provide an assessment of the effectiveness of approaches to quality enhancement. Describe how the units/Directorates approach equality and diversity, and ensure appropriate staff/student training, and give an evaluation of the effectiveness of the approaches.

2.1.3 Approach to communicating with students and other users

- overview
  
  Give an overview of the practices of units/Directorates in communicating with students and other users.

- assessment of effectiveness of approach to communication
  
  Provide an assessment of the effectiveness of approaches to communication.

2.2 Resources and the environment

Provide an overview of the resources and the environment under the suggested headings given below, and **provide an evaluation of effectiveness**. This commentary and evaluation of effectiveness should be supported by the evidence provided by the self-evaluation reports from units/Directorates (referred to in appendices or web-links to on-line supporting materials as appropriate).

- locations of units/Directorates
- accessibility for students and staff
- facilities
- staffing levels
- operating budget.

### 2.3 Partnerships and collaborations

Give an overview of the approach to collaboration between units/Directorates within the Institution. Highlight successful collaborative initiatives as well as any barriers to collaborations. Provide an evidence-based evaluation of the effectiveness of the approach to collaborative working within the Institution.

Describe the approach to working with external organisations and stakeholders, and provide an evaluation of effectiveness in this area.

### 2.4 Benchmarking

Provide an overview of the mechanisms in place for benchmarking with external reference points (e.g. the QAA Quality Code and/or external Professional Bodies), and an evaluation of whether practice maps to expectations of relevant external bodies.

### 2.5 External accreditation

Give a summary of services that are accredited by external bodies. Provide a view on the benefits (or otherwise) of current accreditation of activities and opportunities for further development.

### 2.6 Barriers and challenges

Give an overview of the external and internal challenges that the units/Directorates face. In particular, highlight areas where solutions could be found by changes in practice at School, College or other Directorate level.

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### PART 3: CONCLUSIONS

#### 3.1 Summary of strengths and good practice

Identify points of strength and areas where good practice can be shared.

#### 3.2 Summary of needs and opportunities for change

Provide an evidence-based case for areas that require development. Consider the appropriateness of existing structures and options for enhancement. Consider areas where collaborative working and sharing of resources could be strengthened. Using appropriate evidence from evaluations described in Section 2 above, identify areas that are under-resourced and identify areas where there are opportunities for efficiencies.

---

### PART 4: DEVELOPMENT PLAN

This should give a broad, over-arching description of proposed plans for management and enhancement of the student support environment for the future. The plan should contain priorities for short-term targets (for the next planning cycle) and longer-term goals over the 5-year review period and beyond towards the University Transformational Vision.

The over-arching development plan should be evidenced-based, referring to unit/Directorate proposals with the provision of hyperlinks as appropriate, as well as drawing upon the national (and international) quality context and the developing quality agenda.

Where appropriate, performance indicators should be identified and used to analyse progress during subsequent service evaluation activities.

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### PART 5: REFERENCES AND APPENDICES

Individual self-evaluation reports should be included as appendices (preferably via hyperlinks to online material).
## Template for structuring the Review Board report

### Introduction
Provide an introduction to the context and scope of the review. Give the names and roles of the members of the Review Board as well as the Student Support Review Panel members that were interviewed as part of the event. Provide a précis of how the review event was structured.

### Observations and questions to Student Support Review Panels
The detailed report should be presented under the focus headings of the SSERR, with outcomes of the discussions with each Panel being highlighted within each section:

1. the role and effectiveness of the services in providing high quality support to students and other users
2. resources and the environment
3. partnerships and collaborations
4. benchmarking and external accreditation
5. barriers and challenges.

### Summary of the Review Board’s views
Identify areas of strength and where good practice can be shared.
Provide an assessment of the approach to enhancement and student engagement.
Identify areas where there are needs and/or opportunities for change, including structural change.
Give a commentary on the approach to equality and diversity.
Provide a view on effectiveness, sustainability, the appropriateness of the resource (staff and estate) and agility to respond to local, national and international agendas.
Comment on the effectiveness of communications, and how the student support environment aligns with the University vision and strategy, and the focus on quality enhancement of the student experience.

### Conclusions
Provide recommendations on the future operation of the student support environment. It may be appropriate to develop priority recommendations.
Commend areas of good practice.
Give any suggestions regarding the University policy and process for periodic review of the student support environment.
Provide any other constructive comments.
Abbreviations

DUSA: Dundee University Students’ Association
LTC: Learning and Teaching Committee
QAA: Quality Assurance Agency
QF: (University of Dundee) Quality Forum
PGLA: Policy, Governance and Legal Affairs
SASS: Student and Academic Support Services
SSERR: Student Support Environment Reflective Review
Examples of College Learning and Teaching Award nominees and winners

COLLEGE OF ARTS AND SOCIAL SCIENCES
Staff Self-Nomination Form
College Level Innovation in Teaching Award (Form 4)
Staff name:  TQ(FE) Programme Team.  Aileen McGuigan, Programme Director; Lorraine Syme-Smith, Depute Director; Lucy Golden, Carey Normand, Glynis Gibbs, Moira Glencorse, Danny McDougall, Lynn Gray and Lynn Boyle, Programme Tutors.
School/Discipline: ESWCE

TQFE-Tutor

What is it?
TQFE-Tutor is an integrated communications system, which promotes meaningful online interactivity beyond the traditional Blackboard virtual learning environment,

- Tutor to learner
- Learner to tutor, and
- Learner to learner

incorporating:
- A GroupWise email account: TQFE-Tutor@dundee.ac.uk
- A purpose-built Wordpress blog: http://blog.dundee.ac.uk/tqfe-tutor/
- A Twitter microblog: https://twitter.com/tqfe_tutor

See Appendices 1-3 for annotated screengrabs of each of the above.

What’s the innovation?
TQFE-Tutor brings together the Teaching Qualification (Further Education) tutoring team to ‘work as one’ online across three different media on a rota basis, enhancing the learning of our 200 participants annually.

How does it enhance learning?
TQFE-Tutor allows the TQ(FE) tutor team to:

- Guarantee our participants a response to any email enquiry to our TQFE-Tutor GroupWise account within two working days.
- Provide high quality individualised support by email or telephone tutorial.
- Promote independent, self-directed learners, through tailored responses to enquiries which are subsequently made available to all via our TQFE-Tutor blog – all learners potentially benefit from advice sought by just one.
- Quality assure our online teaching – all tutors, regardless of their FTE on the TQ(FE) programme have access to all the teaching via TQFE-Tutor, leading to tutoring that maintains a high standard and does not vary in quality or content.
- Gradually build a fully tagged and categorised knowledge databank for our participants on our customised blog, allowing participants to access accurate information both easily and quickly.
- Tweet snippets of news via Twitter.

What else?
TQFE-Tutor further benefits the programme’s learners in:

- Providing them with a forum in which to raise issues.
- Giving them opportunities to interact and collaborate with each other as well the tutor team.
- Introducing them to innovative use of Web 2.0 social media tools, which they can in turn incorporate into their own teaching (in keeping with SGov (2006) recommendations in the Professional Standards for Scotland’s College Lecturers as well as wider European ambitions (for instance, TQFE-Tutor pertains to two of the Lifelong Learning Programme’s Key Competences for lifelong learning (European Communities, 2007): digital competence and learning to learn).
In short, TQFE-Tutor gives our learners much more than they might expect from a ‘Personal Tutor’, without, however, experiencing the associated problems. In addition to the many benefits for our learners, TQFE-Tutor effects a range of benefits to the Tutor Team. In this regard, TQFE-Tutor:

- Enables us to learn from each other and thereby improve our practice.
- Allows each of us an oversight of all contact with all of our programme participants.
- Negates the need for one tutor to deal alone with a participant who requires a disproportionate amount of support - responsibility for this is shared.
- Provides a convenient central repository of all programme tutoring, with associated advantages, such as affording a swift overview of the ‘state of play’ during staff absences as well as an ideal resource for the induction and training of new tutors on the programme.
- Avoids the necessity of repeat effort: once one tutor has dealt with a question or appeal for advice, all tutors have access to that information (as of course do all the participants).

**Rationale and pedagogical approach**

Web 2.0 social media tools are increasingly being used in online programmes in Higher Education to supplement and complement course materials. With our new fully integrated TQFE-Tutor communications and tutoring system, the TQ(FE) Team have innovatively utilised such tools on our online distance professional education programme for in service college lecturers. In so doing, we have provided our learners with the individualised support that they need not only in order to successfully compete their TQ(FE) studies, but also to impact upon their practice beyond the end of the programme; we aspire to open our learners up to the ethos of the lifelong learning agenda and TQFE-Tutor is integral to that aspiration.

Through our annual programme monitoring, the TQ(FE) team identified various issues to do with the personal tutor system which had been employed since the inception of the online version of the TQ(FE) programme in 2006. The TQFE-Tutor system avoids that traditional time and labour intensive mainstay of distance education, the ‘Personal Tutor’, a role which in some online learning contexts can result in patchy support being given to learners (see list below for further details). By bringing together the tutor team into one collective unit via the TQFE-Tutor utilities, our innovative system ensures that all our learners have access to the same high quality level of support throughout their studies.

**Issues with the personal tutor system resolved by our innovation**

- Variation in tutor availability: there is only one full-time tutor on the TQ(FE) programme; the other eight tutors vary in FTE from 0.1-0.7, thus a participant whose tutor was part-time could have a long wait – up to and sometimes even more than a week - for an email response to an enquiry made to their own personal tutor. When other programme work – such as workshops, observations, assessment – was underway, even those tutors with a big FTE commitment to the programme could legitimately – and unavoidably - take several days to respond to a participant email.
- Personal differences (sometimes there is an unavoidable ‘personality clash’ between a personal tutor and a programme participant and by ‘sharing’ all the participants, TQFE-Tutor allows us to neutralise that problem).
- Range in quality of response (the central TQFE-Tutor system means we are able to quality assure and moderate each other’s tutoring as a matter of course).

**Inclusion**

The TQ(FE) programme has been designed in keeping with relevant legislation and University guidelines relating to inclusion. Given the online delivery of the programme, there is an expectation that TQ(FE) programme participants will, at the time of joining the programme, already have attained a certain level of digital competence (indeed SCQF level 5 in ICT is an entry requirement). TQFE-Tutor resources (the GroupWise account, the blog and the Twitter site) all use appropriate fonts and screen backgrounds to accommodate the widest possible range of learners.

**A case study**

The new tutoring system allows the more isolated learners, those with little or no access to support in their workplace ready access to tutor support. It also allows additional more personalised support to be offered to learners with specified needs. For example one dyslexic learner, who was diagnosed...
after joining the programme, has benefited from detailed and directed written feedback on assessment tasks supplemented with aural feedback.

Innovative design

A design ethic lies at the heart of the TQ(FE) programme. Norman (2004) summarises the importance of aestheticism to positive affect as follows: ‘good human-centered design practices are most essential for tasks or situations that are stressful: distractions, bottlenecks, and irritations need to be minimised. In pleasant, positive situations, people are much more likely to be tolerant of minor difficulties and irrelevancies. In other words, although poor design is never excusable, when people are in a relaxed situation, the pleasant, pleasurable aspects of the design will make them more tolerant of difficulties and problems in the interface.’

TQFE-Tutor embodies the notion that learners being able to collaborate/communicate in communities online is not enough per se: the space where this happens has to be attractive so that the emotional (affective) domain of the learner is engaged. The positive affective response (according to Norman, citing Isen, 1993) can make difficult tasks easier: ‘The positive affective system seems to change the cognitive parameters of problem solving to emphasize breadth-first thinking, and the examination of multiple alternatives’. The in service college lecturers who are currently the main participants on the TQ(FE) programme, like teachers in all sectors – not least in universities – need this kind of ‘breadth-first thinking’, this kind of philosophical stance which encompasses an openness to wider possibilities. Lecturers should exemplify in their own values and practice the lifelong learner they aspire to ignite in their own learners; by designing the TQFE-Tutor’s integrated utilities with the affective (attitudinal) domain always in mind, the tutor team believe they make a significant impact on their participants’ in this endeavour.

Evaluation from current participants:

In module evaluations, on a Lickert scale with a range of five options from ‘strongly disagree’ to ‘strongly agree’:

- 100% agreed or strongly agreed with the statement ‘Any questions that I had for TQFE-Tutor were responded to quickly’.
- Some 70% of participants agreed or strongly agreed with the statement, ‘I would like to introduce a blog to my own teaching’.
- More than 80% of participants completing the evaluation agreed or strongly agreed with the statement ‘The TQFE-Tutor blog was effective for sharing information’.

The evaluation also elicited comments from participants, which were almost all positive in tone and included:

‘It could be useful particularly if people are struggling with the same issues and have found useful resources that they could share with others’.

‘[I could use blogs] more and will in the future!’

‘[Blogging] would be useful for [my] groups of students’.

Evaluation from tutors in the TQ(FE) team:

‘Since joining the team at the beginning of this academic session, I’ve learned so much from TQFE-Tutor. I can browse around other tutors’ assessment feedback to participants and responses to questions raised by the learners. This has been great for inducting me into the role of the tutor and to consolidate my learning. TQFE-Tutor has made me feel confident about giving advice to participants on a complex programme that is all new to me.’

‘TQFE-Tutor saves lots of time – I can quickly get an overview of any participant’s progress without having to refer to lots of different sources of information.’

‘TQFE-Tutor has meant that there’s much less repetition of effort on the part of tutors.’

‘Working together on TQFE-Tutor has helped to strengthen the team.’

Conclusion

With its innovative design, integrating three different online communication tools (email/blog/microblog) along with all the positive elements of the former personal tutor system, whilst greatly diminishing its drawbacks, TQFE-Tutor goes from strength to strength.
The TQ(FE) tutoring team deserve recognition for the innovative TQFE-Tutor system, which simultaneously improves the learner and tutor experience in this online distance learning context, and commend it for wider use around the University and beyond, where it can enhance online student learning.

References:

Any other comments you would like to make?
Although it is no doubt unusual for the whole teaching team of a programme to nominate themselves for this award, in the case of TQFE-Tutor, this has been a decidedly full team effort, with everyone involved in the development of the system, from its first use (September 2010) to date.

TQFE-Tutor is just one of a number of innovations which have recently been introduced to the TQ(FE) programme and have enhanced our learners’ experience of online distance learning, for example we could have nominated other innovations such as:

* Online tutorials on topics suggested by our participants, which are recorded 'live' and the recording then linked to the TQFE-Tutor blog, so that participants who are unable to attend don't need to miss out;

* Navigational pathways, which guide new learners through the online programme materials and encourage them to participate in peer- and tutor-reviewed activities, thereby building learner confidence;

* Comprehensive interactive referencing support in the form of FAQs and a quiz.

One of the great advantages of an online programme of study for distance learners is the capacity for agile development; improvements big or small - may be incorporated incrementally throughout the academic session, as and when ideas develop. The TQ(FE) team has worked collectively to produce and continuously develop and improve the innovative TQFE-Tutor system, at the same time as pioneering a range of other groundbreaking initiatives, all of which we believe have benefited our learners immensely. Along with the many innovations in the TQ(FE) programme, the TQFE-Tutor system has great potential to be adapted for use in other online distance learning programmes across the University and indeed the tertiary education sector more widely.

Please submit the completed nomination form in electronic format to Alison Glassey, (a.glassey@dundee.ac.uk), CASS College Administrative Officer on or before Monday 7 March 2011 at 12 noon.
Annex 23

Appendix 1: TQFE-Tutor blog

The TQ(FE) logo – a Q (for ‘qualification’) comprised of concentric circles, is used throughout the materials and ‘badges’ the blog for our learners.

Each of the headings in this bar leads to other blog pages, where participants may post – in response to prompts in the VLE or to introduce a fresh query or topic of interest. Both tutors and co-participants may respond to any postings here.

The site is conveniently searchable and posts are tagged to enable this.

Blog posts on the home page are posted by tutors and include news and reminders to participants.

The off-white background helps to include all learners, as does the ‘uncluttered’ design of the blog more generally.
Appendix 2: TQFE-Tutor email account

All programme tutors and the programme administrator have access to the TQFE-Tutor GroupWise account.

Tutor duties are organised on a pro-rata basis and by posted appointments in this calendar – everyone can quickly see who’s ‘on’.

The rota ensures that email from participants is always dealt with quickly, regardless of tutors’ other commitments or annual leave. Our participants want a speedy response and TQFE-Tutor enables this. Further, no single tutor has to deal with a disproportionate amount of email correspondence from participants.

Items with relevance to the whole tutor team are stored in named folders (e.g. FAQs - regarding tutor duty, reading recommendations - from other team members, issues with SafeAssign).

Correspondence between TQFE-Tutor and each participant (of the 200 enrolled on the programme annually) is stored in folders organised by participant name – this allows the tutor ‘on duty’ to quickly assess the ‘state of play’ regarding any participant’s progress. Correspondence includes assignment submissions and feedback.
The microblogging site has been somewhat underutilised by the programme team thus far. However, Twitter’s enablement of ‘short, timely messages’ has lots of potential for tweeting snippets of news (e.g. reminders of assignment deadlines and requirements) and plans are afoot to make more use of this facility in future (we are taking this forward for the 2011 cohort).

Participants can be updated of TQFE-Tutor tweets via mobile devices as well as online via the internet.

Again, the TQ(FE) logo is used and colours echoed in the off-white background, without clutter, making the microblog an environment that looks familiar to our participants as well as attractive and highly accessible.

The TQFE-Tutor Twitter site (as well as the blog site) can be accessed by all, without having to log into My Dundee.
COLLEGE OF ARTS AND SOCIAL SCIENCES

Student Nomination Form
College Level Excellence in Teaching Award (Form 1)

<table>
<thead>
<tr>
<th>Lecturer's Name:</th>
<th>Dr. Jodi-Anne George</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer's School/Discipline:</td>
<td>Arts and Humanities / English Literature</td>
</tr>
<tr>
<td>Nominated by:</td>
<td>Grace Gourlay</td>
</tr>
</tbody>
</table>

Please provide a short supporting statement drawing on criteria examples to explain why you think this lecturer should win an award for excellence in teaching:

Dr George's lectures are always engaging, well paced and highly interesting. She not only introduces the texts, but displays their interrelating aspects, and shows us ways to think about them which gives us the opportunity to explore themes in a more meaningful manner. In tutorials, she draws out opinions from each student, and is always encouraging. Furthermore, in order to further assist her students, she runs extracurricular classes in Middle English and other subjects to add to our understanding. Her mediaeval drama society, Joot, not only gives students another way in which to engage with literature, but also provides a wonderful social setting where students can make friends that they may have missed otherwise. It's a fantastic group, and has been an ambassador for the University. This is all the more impressive when one considers that Jo runs it on her own and in her own leisure time. All in all, I feel that Dr George deserves recognition for what she does for her students, both in and out of the lecture hall.

Are you happy for College Office to inform the lecturer that you have nominated them? Yes

Any other comments you would like to make?

*College check – has this nominee been employed by the university for at least three years?*

Please submit the completed nomination form in electronic format to Alison Glassey (a.glassey@dundee.ac.uk), CASS College Administrative Officer on or before Monday 11 February 2013 at 12 noon.
COLLEGE OF ARTS AND SOCIAL SCIENCES
Nominee Supporting Statement Form
College Level Excellence in Teaching Award (Form 3)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr Jodi-Anne (Jo.) George</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Discipline:</td>
<td>Humanities/English</td>
</tr>
</tbody>
</table>

Please provide a short supporting statement explaining why you think you meet the criteria for the Excellence in Teaching Award:

I have always passionately supported the idea that students retain and achieve a great deal more when they are actively involved in the learning process. I therefore do not hold to the idea that a lecturer simply speaks at their students while they passively take notes. Rather, one has to create an environment in which all the students are comfortable and relaxed, for only then will they have the confidence to contribute and to learn.

Moreover, when one teaches, as I do, the oldest existing texts in the history of English literature, many of which are written in “dead languages” such as Old English, or dialects such as Middle English, one must be extremely careful to provide a context through which the students can gain access to these works. To do this, I believe that one needs to bring the past to life. I have endeavoured to do this in several ways. For example, each year I hold language classes for all students of Old and Middle English. Although these classes have always been an optional extra, over the past decades I have been thrilled to see that the majority of the students have diligently given up their free time to attend these sessions. I also take full advantage of the University’s resources, and work closely with colleagues in English and Film Studies; History; Archives, Records Management and Museum Services; Library Services, and, in past years, the Book and Paper Conservation Studio. For instance, with History, ARMMS and the Library I have designed a module on Book History, which is strongly aligned with both Old and Middle English and allows learners to develop skills in Paleography and gain hands on experience with Mediaeval Manuscripts and early printed books. The archive-based coursework some of these students have produced has been described by one external examiner as “of a postgraduate standard”, and the experience of teaching this relatively new module has led me to include more class trips to the archives, and to other institutions, such as the NLS, on this and the existing Old and Middle English modules. In addition to these activities I also try to use the latest technology to supplement my students’ understanding of the oldest examples of English literature and alongside CD and DVD-ROMs, and extensive use of the VLE, I am moving into using Facebook for online discussion of Mediaeval literature. I have also, for the past six years, been co-teaching a module called “Mediaevalism at the Movies” with colleagues in Film Studies. This consistently popular module, which brings together students from both a Medieval and Film Studies background, teaches both the literature of and films about the Middle Ages in a mutually illuminating and interdisciplinary way.

However, of all the activities I undertake with the students, it is the JOOT Theatre Company of which I am most proud. I have always maintained that one cannot fully understand a play until one has seen it performed, or better still, performed in it and JOOT seeks to make this possible for students. For almost twenty years JOOT has been performing Mediaeval and Early Modern plays with a cast and crew made up of students and a few members of staff. I am happy to say that student get a great deal out of JOOT, and in addition to gaining knowledge about Mediaeval drama, they become part of close-knit community which brings together students from disciplines outside of English and former students who simply wish to remain in the Company. The camaraderie and team work I have witnessed in JOOT, and the joy students get from working together and performing has also led me to include a performance element in the assessment for the English programme’s new Shakespeare module, and it has so far been a resounding success, with students rehearsing and making new friends in their free time.

unusually high number of students seeking to study the Early Periods at Postgraduate level. To meet this demand, I will be spearheading a new MLitt in Old and Middle English with assistance from colleagues in several disciplines. This expansion is perhaps the strongest vindication of my work, for at a time in which universities across the UK are closing down courses on Old and Middle English and related skills such as Paleography, the subjects are not just surviving here in Dundee, but actually thriving.
JOOT has also acted as an international ambassador for the University, performing at a Mediaeval Drama Festivals in Denmark in 1998 and being invited to give a performance of Everyman at the Sorbonne in 2008. This later performance was watched by over 400 people, including numerous academics from around France, and it has subsequently led to invitations to give papers and the establishment of one Erasmus exchange with Dundee, and another in the pipeline. I am also humbled to say that the students are forever shedding new light on plays I know intimately and my experiences with JOOT have fed directly into my research, and in addition to numerous articles about staging Mediaeval plays, I have given conference papers about JOOT productions and discussed how performance can be used pedagogically. Moreover, I am currently co-authoring a book about *Everyman* in performance, for the Sorbonne University Press, based partly on the Paris production.

Finally, due to the passion for Mediaeval literature that these modules and activities have instilled, Dundee has an unusually high number of students seeking to study the Early Periods at Postgraduate level. To meet this demand, I will be spearheading a new MLitt in Old and Middle English with assistance from colleagues in several disciplines. This expansion is perhaps the strongest vindication of my work, for at a time in which universities across the UK are closing down courses on Old and Middle English and related skills such as Paleography, the subjects are not just surviving here in Dundee, but actually thriving.

<table>
<thead>
<tr>
<th>Any other comments you would like to make?</th>
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<td>No.</td>
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</table>

*College check – has the nominee(s) been employed by the university for at least three years?*

Please submit the completed nomination form in electronic format to Alison Glassey (a.glassey@dundee.ac.uk), CASS College Administrative Officer on or before Monday 11 February 2013 at 12 noon
Curriculum for excellence draft admissions statement

University of Dundee

Curriculum for excellence draft admissions statement, August 2013

1. Overview

The University of Dundee supports the implementation of the Curriculum for Excellence and recognises the importance of its aims to help our young people develop the relevant knowledge, skills and attributes that will help prepare them for learning, life and work.

With the first cohort of undergraduate students who have followed the Curriculum for Excellence Senior Phase due to start their undergraduate studies in 2015, this statement aims to give an overview of the University of Dundee’s approach and changes to current admissions policy.

The University of Dundee offers a broad range of academic, vocational and professional degree programmes and consistently graduates more students into the professions than any other Scottish institution. Our degree programmes do not require entrants with academic ability alone, but with a range of skills which show the suitability of a candidate for the subject of their choice.

Transforming lives locally and globally through the creation, sharing and application of knowledge is the University of Dundee’s reason for existing, and this is clearly stated in our Transformation Vision. As such, the ethos and vision of this institution closely mirrors that of the Curriculum for Excellence and it is our aim to graduate confident, successful individuals who will use the experience, skills and opportunities gained throughout their University career at Dundee to contribute effectively to society.

2. Admissions to undergraduate programmes

Based on the unique range of degree programmes available at the University of Dundee, it is rare that decisions on entry are based on academic ability alone. However, it is important that all candidates are adequately prepared for the rigours of Higher Education and have the potential to cope with both the breadth and depth of study expected at degree level.

A combination of academic and non-academic entry criteria are assessed in our admissions process, therefore candidates can be assured that any non-academic skills-focused options that they select as part of their Curriculum will be highly advantageous in meeting the requirements of our non-academic selection procedures. These can include aptitude tests, interviews, skills audits, Personal Statement selection or research/essay writing assessment.

Integral to all of our admissions procedures is the ethos that all candidates are assessed fairly and equally irrespective of their learner journey prior to commencement of degree level study. Therefore, in addition to considering the context of each application we will endeavour to consider all of the academic qualifications that candidates present to us certified in the Senior Phase of school study. Our policy on contextualised admissions allows us to make decisions based on more than just academic qualifications but also considers a range of additional factors (contextual data) so that a candidate’s potential to succeed is also assessed.

Our admissions policy and selection procedures are reviewed annually. As such the University’s consideration of Curriculum for Excellence qualifications and their flexibility in presentation will also continue to be assessed regularly as part of this policy. Our policies and selection procedures are available on our website (www.dundee.ac.uk/admissions/contact_us/admissions_policy.htm) and on our individual course pages (http://www.dundee.ac.uk/undergraduate/).
We would advise that this statement is reviewed in combination with our printed prospectus and/or individual course webpages, which advise of our minimum entry requirements, any essential subjects and desirable non-academic entry criteria for each undergraduate programme.

3. National 5 qualifications

A number of our programmes currently require minimum SCQF Level 5 Standard Grade or Intermediate 2 qualifications in key subjects. The University will now consider National 5 qualifications using the following key principles:

(a) National 5 qualifications graded as A, B, C will be viewed as equivalent to our current requirements for Standard Grade 1, 2, 3 or Intermediate 2 A, B, C.

(b) A minimum number of National 5 qualifications will be not required for consideration to any of our degree programmes.

(c) If candidates have not presented an essential subject at SCQF Level 5, a Higher at Grade C in that subject would be considered as an acceptable alternative.

4. Examination diets and ‘one sitting’

At present, our published entry requirements are expected to be met in one examination diet. Curriculum for Excellence introduces more flexible pathways and allows students to present for the most appropriate qualification at the most appropriate stage of their learner journey. With this in mind, the University of Dundee will take a more flexible approach to assessing the suitability of each student’s academic profile when making admissions decisions. We would encourage applicants to consider the following key principles:

(a) All Highers completed by the end of Year 2 of the Senior Phase (S5) will be regarded as completed in a single examination diet or over “one sitting”.

(b) In one year of the Senior Phase candidates would be advised to complete a minimum of 3 subjects at Higher and/or Advanced Higher level.

(c) Highers achieved at Grade C or below in one year of the Senior Phase will be considered if re-sat the following year.

(d) Medicine and dentistry require 5 subjects at Higher or Advanced Higher to be completed in one year of the Senior Phase.

5. Advanced Higher and Scottish Baccalaureate study

The University of Dundee is keen to continue considering both Advanced Highers and the Scottish Baccalaureate. These SCQF Level 7 qualifications offer an excellent foundation in the more independent approach to study that is offered at degree level. Dundee is keen to expose each student to the academic challenge which most appropriately matches their abilities and therefore would encourage candidates studying these qualifications to consider Advanced Entry to Level 2 of our undergraduate degrees.

6. Glossary of terms

This Curriculum for Excellence statement was written to be accessible for all key audiences, including the learners themselves and their families. We have added this glossary to help explain some terms where the meaning may not be immediately obvious.
Academic entry criteria - The minimum/typical qualifications, subjects and grades an applicant must obtain and/or be predicted to obtain to be considered by the University.

Admissions decisions – Universities will assess all applications and make one of the following decisions:

- unconditional offer (if you have obtained all the necessary entry qualifications)
- conditional offer (if you still need to obtain the passes/grades specified in the offer)
- rejection (if you are not suitably qualified).

Contextualised admissions – Universities recognise that applicants come from a variety of different backgrounds and have not all had the same opportunities to realise their full academic potential. Universities use additional factors (known as contextual data) alongside academic qualifications to assess an applicant’s potential to succeed when making admissions decisions. Additional factors could include: attendance at a school where very few students continue on to higher education or where the number and level of exam passes is below the national average; living in an area identified by the Scottish Index of Multiple Deprivation, as an area of deprivation; having been in care; being the first in your family to attend university; having experienced serious disruption to your education etc.

Curriculum for Excellence Senior Phase - Takes place from S4 to S6 in schools and includes ages 16 to 18 out of school. This is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. ([www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp](http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp))

Examination diet - The period of time in which SQA exams are held.

Learner journey – A term used to describe how an individual student will move through each year group. Individual learners will progress at their own pace through the Curriculum Levels (See [https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/04/nps_learner_journey_printfriendlyfinal.pdf](https://blogs.glowscotland.org.uk/glowblogs/NPF/files/2013/04/nps_learner_journey_printfriendlyfinal.pdf) for a user friendly chart by the National Parent Forum of Scotland).

Non-academic entry criteria – Alongside academic entry criteria we also take non-academic things into account, e.g. participation in extra-curricular activities, commitment to study a particular subject, relevant work experience. If a degree programme requires something in particular, this will be stated alongside academic entry requirements in our prospectus or on our individual course webpages.

Non-academic selection procedures – Some degree programmes will request that applicants also complete additional steps after submitting an application to give them more information in which to base their decision. These can include aptitude tests, interviews, skills audits, writing assessment, portfolio submission etc. If a degree programme requires something in particular, this will be stated alongside academic entry requirements in our prospectus or on our individual course webpages.

One sitting – Completing all your exams in the same examination diet, e.g. completing four Highers in one sitting means sitting and passing four Highers in one year, i.e. May/June 2013.

Transformation Vision – The University of Dundee’s New Vision for the next 25 years. Our big goal is to become Scotland’s leading University, celebrated internationally for the quality of our graduates and the impact of our research. ([www.dundee.ac.uk/transform](http://www.dundee.ac.uk/transform)).
University of Dundee: Developing and Supporting the Curriculum

4. The University of Dundee is currently developing its Institutional Strategy for the next six years, and is still in the consultative phase: as such, the future plans for Learning and Teaching, and how we wish to develop and support the curriculum, are still fluid.

5. The intention is to have a clearer picture and direction as we come up to mid-December, which means we haven’t yet fully articulated our plans for the current SHEEC programme: nonetheless, the timing is perfect, as the review means we can work on addressing the many challenges around the curriculum which are being highlighted through the various Government white and other papers.

6. Key continuing aspects of Developing and Supporting for Dundee will be:
   a. Communication about and raising the status of excellence in learning and teaching
   b. Employability, through the Professionalism and Employability Toolkit

7. New areas of work, aligning with the likely new strategy, may be around
   a. Local and regional curriculum discussions for articulation, looking at the efficient and effective learner journey;
   b. Partnership working over curriculum development, with learners, with employers and with other local providers;
   c. Assessment and feedback, both within the institution and more broadly, as successful articulations are likely to need mutually respected assessment strategies based on agreed learning outcomes;
   d. Programmes which address the need for flexible entry and exit points, recognising the variety of experiences learners may bring with them, and the different routes that would best suit them.

8. Our major themes will be around partnership working, shared outcomes, excellence and flexibility of provision, and how we can develop and support the curriculum to deliver these aims.

David Coates
Deputy Principal (Learning & Teaching)

Wednesday, 30 November 2011
Report from the Library and Learning Centre on the eLearning Symposium
held 31 May 2013

Summary

The University of Dundee’s third eLearning Symposium, organised by Library & Learning Centre (LLC) Educational Development in partnership with the eLearning sub-committee, took place on 31st May 2013. Over 75 participants, including staff and students, attended this annual event which aims to recognise, share and celebrate good practice in eLearning throughout the University. The Symposium represents a valuable opportunity for colleagues to learn about current research and projects, make new contacts and re-establish links with other like-minded professionals from the University community.

This year’s theme was ‘The Digital University’, with presentations and workshops showcasing technology-enhanced learning initiatives or projects within and beyond the University. Sheila MacNeill (Jisc CETIS http://jisc.cetis.ac.uk/) and Bill Johnston (University of Strathclyde) gave the keynote presentation on this subject, and they were followed by presentations and workshops from five Schools across the University, as well as a lively plenary session on Creating a Social Networking Policy, led by Karen Petrie from the School of Computing. Topics ranged from the introduction of an online induction process in the TQFE programme, to the creation of an interactive eLearning package in oral biology, to using Twitter to teach public health (see programme).

Students were involved in the presentation of two of the sessions; in one, a group discussed students as producers of learning; in another, a student presented on her design of an iBook on the subject of remote and rural medicine.

Attendees

<table>
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<tr>
<th>College</th>
<th>School</th>
<th>Attendees</th>
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<tbody>
<tr>
<td>CASE</td>
<td>Engineering, Physics and Mathematics</td>
<td>4</td>
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<tr>
<td></td>
<td>DJCAD</td>
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<tr>
<td></td>
<td>Computing</td>
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<tr>
<td>CASS</td>
<td>Humanities</td>
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<td></td>
<td>ESWCE</td>
<td>9</td>
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<tr>
<td></td>
<td>Grad. Sch. of Nat. Resources Law, Policy &amp; Management</td>
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<td>Business</td>
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<td><strong>Total</strong></td>
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<tr>
<td>CMDN</td>
<td>Medicine</td>
<td>18</td>
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<tr>
<td></td>
<td>Nursing &amp; Midwifery</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Dentistry</td>
<td>5</td>
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</tbody>
</table>
**Feedback**

Overall, feedback from the event was extremely positive with almost all respondents who completed the evaluation form agreeing that they had found the day informative, enjoyable and well-presented, and saying they would attend next year.

Selection of Comments:

‘Very useful, informative and practical – loads of ideas to think about’

‘The social networking policy workshop was great.’

‘Really interesting: maybe advertise event to students?’

‘I invited 4 medical students who thoroughly enjoyed it.’

**Next Steps for LLC Educational Development & the eLearning sub-committee**

- Develop a formalised approach to sharing good practice in e-learning eg. sharing examples of good practice in MyDundee modules
- Move forward in understanding what a social networking policy might look like, with the first steps being involving Karen Petrie in facilitating her session more widely across the University
- Consider suggestions given by attendees for future topics for exploration and incorporate as appropriate into next semester’s inspirED programme
- Publicise the event more widely to students next year.

**For further reflection**

- To what extent does ‘digital’ = transformation in learning?
- What makes a digital university? Where is it located?
- Is the digital university actually embodied in the teachers and what they do? (MacNeill & Johnston) – and perhaps also in what the students do? (Walsh)
- Does digital = global?
- To what extent is digital citizenship a positive choice or an imposition?

*M.Matthews/L.Walsh/June 2013*
<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
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<tbody>
<tr>
<td>9.30</td>
<td>Registration</td>
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<tr>
<td></td>
<td>Refreshments available in the Dalhousie Foyer</td>
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<tr>
<td>10.00</td>
<td>Welcome (Lecture Theatre 1)</td>
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<tr>
<td></td>
<td>Stuart Cross, Convener, eLearning Sub-Committee</td>
</tr>
<tr>
<td>10.15</td>
<td>Keynote (Lecture Theatre 1)</td>
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<tr>
<td></td>
<td><em>Moving from ‘e’ to ‘d’ – what does a digital university really look like?</em></td>
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<tr>
<td></td>
<td>Sheila MacNeill, Jisc CETIS and Bill Johnston, University of Strathclyde</td>
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<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>10.45</td>
<td>Parallel Session A (Room 2F14)</td>
</tr>
<tr>
<td></td>
<td><em>Log on, post up, join in; active online learning from induction onwards</em></td>
</tr>
<tr>
<td></td>
<td>Aileen McGuigan and Lucy Golden, School of Education, Social Work and Community Education</td>
</tr>
<tr>
<td></td>
<td><strong>eLearning in oral biology practical teaching - control of jaw muscles</strong></td>
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<tr>
<td></td>
<td>Mounir Atassi, School of Dentistry</td>
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<tr>
<td>11.45</td>
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<tr>
<td></td>
<td><em>Creative learning: supporting students to be producers of learning</em></td>
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<td></td>
<td>Natalie Lafferty, Elizabeth Ferris, Scott Kendall, Annalisa Manca and Sato Orihashi, School of Medicine</td>
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<td>1–1.20</td>
<td>Optional Session (Lecture Theatre 1)</td>
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<tr>
<td></td>
<td><strong>Remote and Rural Medicine iBook</strong></td>
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<td></td>
<td>Emily Tait, Student, School of Medicine</td>
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<td>1.30</td>
<td>Plenary (Lecture Theatre 1)</td>
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<td></td>
<td><em>Creating a social networking policy</em></td>
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<tr>
<td></td>
<td>Karen Petrie, School of Computing</td>
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<table>
<thead>
<tr>
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<td>BREAK</td>
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<tr>
<td>2.45</td>
<td>Parallel Session C (Room 2F14)</td>
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<tr>
<td></td>
<td><em>The creation of autonomous learners through blogs</em></td>
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<tr>
<td></td>
<td>Anna Robb, School of Education, Social Work and Community Education</td>
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<tr>
<td></td>
<td><strong>Using Twitter to teach public health to undergraduate medical students - #flusenario</strong></td>
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<td></td>
<td>Ellie Hothersall, Annalisa Manca and Natalie Lafferty, School of Medicine</td>
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<tr>
<td>2.45</td>
<td>Parallel Session D (Room 2F15)</td>
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<tr>
<td></td>
<td><em>Exams: first answer or best answer?</em></td>
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<tr>
<td></td>
<td>Angela Dunsire, CEPMLP and Janet Hughes, School of Computing</td>
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<td></td>
<td><strong>Supporting feedback dialogue through technology</strong></td>
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<tr>
<td></td>
<td>Susie Schofield, Centre for Medical Education and David Walker, Library and Learning Centre</td>
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<tr>
<td>3.45</td>
<td>Close (Lecture Theatre 1)</td>
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<tr>
<td></td>
<td>Lorraine Walsh, Assistant Director LLC (Educational Development) and Head of eLearning</td>
</tr>
</tbody>
</table>
Proposal for the mandatory training of staff involved in the supervision of PhD students (approved by Court during 2011/12)

Enhancement of the Research Postgraduate Student Experience: A Proposal to Introduce a Structured Mandatory Training Programme for Supervisors

Background and Rationale: The precepts described in the QAA Code of Practice for Postgraduate Research Programmes (Sept 04, [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/postgrad2004.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/postgrad2004.pdf)) form the basis for recommendations for local good-practice in Dundee, which are described in detail in our own Code of Practice for Supervised Postgraduate Research (Nov 2007, under review, [http://www.dundee.ac.uk/registry/main/pg/pgcode/](http://www.dundee.ac.uk/registry/main/pg/pgcode/)). It is explicit in both documents that new supervisors should undertake relevant training to assure their competence in the role. Furthermore, the QAA Code of Practice recommends that existing supervisors should ‘demonstrate their continuing professional development (CPD) through participation in a range of activities designed to support their work as supervisors’.

Through discussions at the Postgraduate Affairs Sub-committee and elsewhere, it has become clear that there is not a uniform approach to supervisor training across our Schools and Colleges. A working group was convened over the summer to develop a proposal to ensure consistent provision (and take-up) of supervisor training across the Institution. The conclusions and recommendations of the working group are outlined below.

The Proposal:

- Training should be mandatory for all supervisors
- A series of workshop-style training events should be run throughout the year (approx. 6 to be delivered in the first year) with priority booking for new supervisors, but open to existing supervisors. The number of workshops delivered in each following year would depend on demand
- The organisation of the workshops should be managed centrally through the Library and Learning Centre (LLC) Educational Development, and should be delivered in collaboration with Colleges, Organisational and Professional Development, Registry and the Directorate of Policy, Governance and Legal Affairs as appropriate. The workshops should be tailored for the needs of Colleges or Schools
- The content of the workshops should include good practice in supervision, roles and responsibilities, governance issues and case studies, and the format should incorporate reflective and group discussion exercises (a draft programme is outlined in the Appendix)
- An on-line resource and training programme should be developed by LLC Educational Development to complement the offering of face-to-face training and to serve as an alternative ‘refresher’ training opportunity for existing supervisors
- Existing supervisors should undertake refresher training every 3-5 years, either through the on-line or face-to-face route

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21 As described in the QAA code of practice for postgraduate research programmes 2004. It applies to research degrees and all forms of taught or professional doctorate.
To ensure that all supervisors understand their obligation to undertake initial training and continuing professional development in this area, it is proposed (in the first instance) that the student application form should contain a declaration box to be signed by the supervisor, stating that they have undertaken training within the past 4 years, or intend to do so within the next year. A system for monitoring supervisor participation will be developed in due course.

The on-line training programme should be further developed and expanded to provide an accredited development opportunity within the University's Higher Education Academy accredited CPD framework, for those supervisors who wish to pursue this option as part of their ongoing CPD.

**Implementation Plan:** If there is support for this proposal, the series of workshops, mandatory for new supervisors, would be delivered from Feb 2012, with the schedule of programmes being developed with Colleges by November 2011. If sufficient demand exists currently, then workshops could be run from November 2011 in advance of the implementation of the mandatory requirement. The on-line training would be developed and in place by Sept 2012, with further development taking place during AY 2012-13.

The proposal was considered and supported at the Postgraduate Affairs Sub-Committee meeting of 13 Sept 2011. The Learning and Teaching Committee and the Research Committee are invited to discuss the proposal and if so minded, make a recommendation for approval to Senate.

**Lesley McLellan and Lorraine Walsh, on behalf of the Research Supervision Working Group**

17 September 2011.

*Sam Crouch, Paul Crocker, Stuart Fitzpatrick, Martin Glover, Nicholas Hopkins, Nigel Johnson, Carol MacKintosh, Lesley McLellan (co-convenor), Christine Milburn, Murray Simpson, Emanuele Trucco, Lorraine Walsh (co-convenor).
Annex 27

Appendix

Supporting Effective Practice in Postgraduate Supervision (Draft/Example Programme)

** Pre-circulated activity to complete a ‘job description’ for a research supervisor **

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>9.45</td>
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<tr>
<td>10.00</td>
<td>Introduction, aim and outcomes</td>
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| 10.05 | Discussion point – What is ‘supervision’?  
(Look at and discuss the job description pre-workshop activity) |
| 10.20 | Roles & Responsibilities Exercise  
(Paper-based exercise which always stimulates a lot of discussion). |
| 10.40 | Rules & Regs Input (plus introduction to the ‘Rough Guide to the Code of Practice’) |
| 11.00 | BREAK |
| 11.10 | Issues in Pg Supervision  
(Case studies and discussion) |
| 11.40 | Good Practice in Pg Supervision  
(Discussion around examples of good practice – suitability for Dundee, different disciplines, etc.) |
| 11.55 | Resources and Conclusions |
| 12.00 | Thanks and Close |
| 12 -12.30 | Option to include a buffet lunch – the opportunity to continue discussions is often a very fruitful one |
## Index of internal audits from 2008/9

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| long-term strategic & financial planning           |  |
| Research Cash flow forecasting                     |  |

| 2012/13                                            |  |
| Bribery & corruption                              |  |
| Internationalisation                              |  |
| Implementation of strategy and Project management | in progress |
| BCP                                                |  |
| Student Numbers                                    |  |
| Schools Review                                     | in progress |
| PURE                                               | pending     |
| Procurement                                        | in progress |
| DUSA                                               | in progress |
| IT Review                                          | pending     |
| Payroll and Human Resources                        | pending     |
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