

The University of Edinburgh

Internal Periodic Review 2019/20

Internal Periodic Review of Centre for Open Learning (COL)

Final report

Section A- Introduction

Scope of the review

Range of provision considered by the review:

The Centre for Open Learning (COL) is divided into the following sections and every section is included in this Internal Periodic Review:

| Section | Full title |
|----------------------|---|
| Access | Part-time Access to University Programme (CAHSS) |
| IFP | International Foundation Programme (CAHSS) |
| ELE | English Language Education (includes contract groups) |
| LfA | Languages for All (matriculated and non-matriculated students) |
| Short Courses | Short Courses for credit and non-credit (matriculated and non-matriculated students; includes International Seasonal Schools) |

| Programmes | Code |
|---|--------------|
| Access Programme (College of Arts, Humanities and Social Science) (ICL) | VSNGUACCPR1U |
| AHSS Cert (HE) International Foundation Programme - UCAS Entry | UTHSSINFPR3F |
| Lifelong Learning (Cert(HE)) | UTCHELLLRN5P |
| Lifelong Learning Courses | UTNGULLLRN1P |
| Pre-Sessional English for Academic Purposes - 10 Weeks | VSNGTPEAP10F |
| Pre-Sessional English for Academic Purposes - 4 Weeks | VSNGTPEAP04F |
| Pre-Sessional English for Academic Purposes - 7 Weeks | VSNGTPEAP07F |
| Pre-Sessional Intensive English Language - 10 Months | VSNGTPIEL10F |
| Pre-Sessional Intensive English Language - 11 Months | VSNGTPIEL11F |
| Pre-Sessional Intensive English Language - 12 Months | VSNGTPIEL12F |
| Pre-Sessional Intensive English Language - 13 Months | VSNGTPIEL13F |
| Pre-Sessional Intensive English Language - 1 Month | VSNGTPIEL01F |
| Pre-Sessional Intensive English Language - 2 Months | VSNGTPIEL02F |
| Pre-Sessional Intensive English Language - 3 Months | VSNGTPIEL03F |
| Pre-Sessional Intensive English Language - 4 Months | VSNGTPIEL04F |
| Pre-Sessional Intensive English Language - 5 Months | VSNGTPIEL05F |
| Pre-Sessional Intensive English Language - 6 Months | VSNGTPIEL06F |
| Pre-Sessional Intensive English Language - 7 Months | VSNGTPIEL07F |
| Pre-Sessional Intensive English Language - 8 Months | VSNGTPIEL08F |
| Pre-Sessional Intensive English Language - 9 Months | VSNGTPIEL09F |
| Summer School (College of Arts, Humanities and Social Science) | VSNGUSSHSS1U |

The IPR of Centre for Open Learning consisted of:

- The University's remit for internal review (listed in Appendix 1)
- The subject specific remit for the review, consisting of the following items:

Remit item 1: Community building and identity

The Centre for Open Learning (COL) would like advice on how we can further develop a community whereby COL students and staff feel integrated and

represented. Being the result of several mergers and having quite distinct areas of provision within the Centre, creating a sense of community in COL continues to be challenging. That said, we have not invested time on what our criteria for this might be and therefore how we can measure success. Our perception of being on the fringes of the University (extra mural studies etc.) means we are still in the early stages of establishing our identity and School-status.

Remit item 2: Continued Professional Development (CPD)/ sharing best practice

We would like exemplars and advice on sharing best practice and promoting continued professional development both within COL, across the wider University and beyond. As mentioned above, sections within COL can be viewed as quite distinct areas and this may be preventing us from sharing best practice across the Centre. There are many instances of excellent practice and many areas of expertise within COL that could be shared more widely.

- The Reflective Report and additional material provided in advance of the review
- The visit by the review team including consideration of further material (*listed in Appendix 2*)
- The final report produced by the review team
- Action by the Subject Area/School and others to whom recommendations were remitted following the review

Membership of the review team

| | |
|-----------------------|--|
| Convener | Robert Mason, School of History, Classics and Archaeology |
| External Panel Member | Maxine Gillway, University of Bristol |
| External Panel Member | Alix McDonald, University of Strathclyde |
| Internal Panel Member | Celine Caquineau, Deanery of Biomedical Sciences |
| Student Panel Member | Helen Jones, School of Chemistry |
| IPR Administrator | Alastair Duthie, College of Arts, Humanities and Social Sciences |

Situate Subject Area/School within its College

The Centre for Open Learning is one of twelve Schools in the College of Arts, Humanities and Social Sciences.

Physical location and summary of facilities

The Centre for Open Learning is primarily based in Paterson's Land on the Holyrood campus at the University of Edinburgh. The facilities are split across a large building, where teaching rooms are shared with the Moray House School of Education and Sport. The building comprises mainly of teaching spaces and staff offices. The building also includes the level one reception desk, the school's Professional Services and a small number of student and staff common rooms.

Date of previous review

This is the Centre for Open Learning's first review.

Reflective Report:

The Reflective Report was prepared by:

- Rowan Murray (Director of Quality)
- Claire Fox (Head of Teaching Office)
- Jenny Hoy (Head of The Centre for Open Learning)

Consultation with academic and professional services staff took place at departmental meetings, COL Quality Committee, and COL Teaching and Learning Committee.

Report input from:

- Anthea Coleman-Chan (Course Co-ordinator International Foundation Programme)*
- Jenny Hoy (Head of Centre and interim Programme Director of Part-time Access and International Foundation Programme, and Senior Personal Tutor)
- Hannah Jones: (Head of English Language Education)
- Thomas Chaurin (Head of Languages for All)
- Kate McHugh (Deputy Head of Short Courses)
- Kathryn Redpath (Director of Learning and Teaching)

*Titles correct at time of the review.

Consultation with student representatives at the end of the 2018-19 academic year helped develop the remit items for the review. Unfortunately, there was not time to invite COL students to read and comment on the reflective report prior to submission.

Section B - main report

1 Strategic overview

1.1 The Centre for Open Learning (COL) is part of the College of Arts, Humanities and Social Sciences (CAHSS) and is based at Paterson's Land on the University of Edinburgh's Holyrood campus. The provision offered to students at the Centre is aimed at learners across all levels of study; some is credit-bearing and some non-credit bearing. It is home to the part-time Access Programme, International Foundation Programme (IFP), English Language Education (ELE), Languages for All (LfA) and Short Courses (SC) at the University of Edinburgh. The part-time Access Programme offers a pathway into undergraduate study for adult returners and the IFP for international school leavers. ELE provide a number of specialist in-sessional and pre-sessional English language skills courses for a wide range of students. Languages for All teach a suite of twenty-three languages, some not widely available (e.g. Swahili), while Short Courses offer courses in a diverse range of fields including Humanities, Social Sciences, Art and Design, Music and many more, with STEM being a growing area for the future.

The Centre has evolved significantly in recent years, growing in size and diversity. The Centre is the result of a series of mergers over a number of years. Most recently, this included the addition of the International Summer School in January 2017. While the Centre has gone through a period of significant change, senior management staff have taken steps to ensure that all sections of COL are fully integrated into a single School unit. The Centre has also worked hard to integrate the School into the wider University. In November 2017, Advance HE were commissioned to undertake a consultative review. Following the publication of its report, the Centre implemented a number of changes to support planning, decision-making and communication including strengthening its governance structures. The changes aim to help the Centre achieve its strategic goals. The Centre's Senior Management Team introduced these changes as part of a wider project – Governance and Academic Structure Project (GASP) – led by the Head of Centre and Director of Professional Services.

This project has already helped the Centre to rationalise its internal structures. Staff have been appointed to key head of subject area and programme director posts, while the Centre has also created a small number of Centre-wide citizenship roles, including appointing a Director of Learning and Teaching and Director of Quality. It will institute new committees to support decision-making and has introduced Boards of Examiners (with External Examiner reporting through the External Examiner Reporting System [EERS]) and Boards of Studies. There are now plans in place to continue this work with plans for managed expansion over the next three to five years. The Centre aims to become sector leading in delivering outstanding and ambitious open learning opportunities. It intends to capture this in a 'Vision' document to be released in 2021 that will link the School's strategic goals to those of the wider University and its own Strategy 2030 document.¹ The Review Team was impressed by the dedicated work that has gone into developing this strategic plan and thinks that the new structures in place will help the Centre achieve its long term goals. It **highly commends** the Centre for the progress it has made and fully endorses the strategy and implementation plan that has been put in place for the future.

1.2 The Centre for Open Learning caters to a diverse student population. Enrolment numbers for the 2018/19 academic session show that around 12,326 students undertook provision offered at the Centre. The vast majority of those students (approx. 70%) enrolled on Short Courses (3,660) or LFA (4,503). A further 3,661 students enrolled on the ELE in-sessional and pre-sessional courses. Access (47) and IFP (51) students along with contract groups and seasonal schools make up the remaining numbers. The Centre for Open Learning continues to reach potential new students through effective marketing, partnership building and outreach work with the local community, using events such as the Meadows Festival and the International Book Festival to recruit new

¹ <https://www.ed.ac.uk/about/strategy-2030>

students. By offering open and accessible courses to current University of Edinburgh students and other learners external to the institution, the Centre has become a diverse hub of learning and teaching activity.

The Centre delivers provision all year round, beginning in June with the Summer School and English language pre-sessional courses. Students engage with the Centre for varying lengths of time and at different points throughout the calendar year. Access students undertake one academic year of study across two semesters (August to May), while students on the IFP complete their study across three 10-week terms (September to June). ELE contract courses run full-time for three to six weeks, with year-round pre-sessional running for 10 weeks across three terms (September to June). Many courses are delivered outside of this structure in order to meet student needs. Short Courses and Languages for All run for 10 weeks across three terms (September to June). The International Seasonal Schools – Summer (June to August) and Winter (January to February) – run courses of 2-4 weeks, while the Festival of Open Learning runs in July and August offering short courses of between a few hours and four weeks.

The Centre works year-round to support students on each of these individual learning journeys, juggling different term dates and competing priorities. Staff in the Centre noted the many challenges that come with teaching such a large and diverse cohort. As noted in the body of this report, the Review Team was impressed by the dedication, hard work and resilience of academic and professional services staff in the Centre, who are doing everything they can to ensure the student experience is of the highest quality, while also looking for ways to enhance it. It is clear that the Centre makes a significant contribution to raising the profile of the University of Edinburgh locally and globally, bringing new learners into contact with the University and into education. The Review Team **recommends** that the University's Senate Education Committee create opportunities for the Centre for Open Learning to fully embed its activities and broad range of expertise in language teaching, adult education and widening access into the fabric of the institution. The Committee should ensure that COL has a voice in institutional discussions about key projects and planning and help raise its profile within the University, ensuring that the excellent progress made by the Centre's own marketing team can be developed to help it grow sustainably. There are a number of specific ways that the Review Team believe the wider University can further support the Centre to achieve its long term goals; these are outlined in section two of the report.

1.3 University recognition and increased visibility across the institution will be key contributing factors in ensuring the future growth of the Centre for Open Learning. The Centre has worked hard to cultivate excellent working relationships with a number of Schools and central services, which has supported the delivery of English Language Education. The rapid growth in the number of students requiring English language support has been met by a parallel expansion in the Centre's activity in this area. However, preparing for the inevitable continued growth of this essential service is contingent on support from the wider University community. The development of collaborative working is currently relationship based. This is effective to a point, but the Centre would like to formalise this by developing stronger and more timely strategic partnerships. By formalising this arrangement, the Centre can plan more effectively and align its activity with the strategic plans of each School and College across the University. In recognition of the type of language support the Centre offers students from a wide range of backgrounds, it is **recommended** that the three College Offices find ways to facilitate deeper collaboration between the Centre and individual Schools, particularly in the areas of ELE and Languages for All.

In order for English Language Education to enhance the service they deliver to Schools across the University, the Centre will also need increased resource and financial support. There was a suggestion that the resourcing model that helps the Centre to deliver English language support may need to be reviewed and augmented to ensure students and staff are able to continue delivering enhanced provision across Schools. The Review Team **recommends** that the Head of the Centre, the Director of Professional Services and College Registrars in each of the three Colleges explore the

options for developing a revised funding model for English Language Education pre-sessional and in-sessional support to ensure future plans for growth can be carried out sustainably in the face of increasing demand.

1.4 The relationship between the Centre for Open Learning and other sections of the University, including Edinburgh Global, could also be enhanced through further partnership working in the areas of Short Courses and Languages for All. The Centre outlined plans to develop its existing portfolio of languages, but in a way that complements the university's language teaching at SCQF level 7 and above. The Review Team **suggests** that the School of Literatures, Languages and Cultures and other parts of the University engage with the Centre for Open Learning to explore ways that provision delivered is complementary and connected, drawing on the expertise in all areas to develop a more longitudinal approach to learning languages at the University of Edinburgh.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

2.1.1 The Centre for Open Learning is one of the largest continuing education providers in the country. Most Higher Education Institutions (HEIs) have moved away from adult education as a stand-alone function. Through Short Courses (including LfA), the Access programme and CertHe, the Centre for Open Learning is one of the few remaining 'pure' adult education centres left in UK HEIs and in Scotland; only Glasgow, Strathclyde and Glasgow School of Art deliver adult education in this way. As noted above, the range of provision offered by the Centre is diverse. Providing these students with transitional support at different stages in their learning journey is at the core of its approach. Students can engage with the Centre for a full calendar year or intermittently, with many learners returning each year to take new courses or to progress through language levels. While the Centre has taken steps to address many of the challenges it faces, a number of barriers exist that make it difficult to achieve some of its long term strategic goals. As noted above, the Centre has made significant progress in aligning itself with University structures and processes. However, due to the nature of some of the provision it offers and term structure, it has had to remain generally flexible and adaptable to policies and practices, in many cases using time consuming and costly manual workarounds to ensure the student (and staff) experience is not compromised.

Many of these learners are not fully matriculated students and are not included in the University's student record system (EUCLID) or other University-wide systems. Students who do not have unique log-ins and cannot access the Wi-Fi network, the library or printers and do not have access to some other facilities and services by default. The Teaching Office must instead register these students as visitors on an individual basis, which is time consuming. Operating outside the student record system also makes it very difficult for the Centre to track enrolment numbers and progression. This is particularly important for those who may begin their learning journeys on the part-time Access Programme, International Foundation Programme, and ELE Summer English Language pre-sessional programme before moving on to further study. A number of the University's Widening Participation (WP) students enter through the Access programme and go on to enrol in undergraduate programmes. The Centre cannot link the record of these students and track their progression, which is a key commitment of the institution's Widening Participation Strategy. The Centre noted that it is receiving data support from the College Office and has appointed a dedicated Business Intelligence analyst in the School.

It was noted that the Centre is currently working in collaboration with Information Services and the CAHSS Chief Information Officer to review systems and system integration. The Review Team **recommends** that Student Systems and Administration, Information Services and other key University stakeholders continue to work with the Centre's Senior Management Team to find a viable solution for better integrating the Centre and its students into the University's systems. This should facilitate the collection of essential data on student admissions, retention and progression, helping to support the Centre's plans for growth. Where students cannot be integrated into the University's existing systems, it is

recommended that the Centre receives the required support and funding to develop existing systems for handling admissions and on-programme tracking of students across all provision. This should include an appropriately modernised public facing payment gateway that will help support the Centre in delivering the best possible student experience, particularly for students on Short Courses and Languages for All. The Review Team felt this was essential, particularly when the Centre continues to raise the profile of the University of Edinburgh both locally and globally.

In addition to the student record system, a number of other systems and platforms are not easily accessible to staff and students in the Centre. The Centre is not included in many central systems, so simple things such as ordering books through the library can be challenging for staff. Platforms such as Learn have not previously been available to students undertaking non-credit bearing courses. However, the Centre has worked around these restrictions to ensure access to Learn is now available to non-matriculated students, using a unique web link. Although this does ensure Learn pages are available to these students, the functionality is limited (e.g. there are no discussion boards). With reference to the points raised above, the Review Team **recommends** that Information Services work with the Centre for Open Learning to ensure their system support needs are considered and addressed.

2.1.2 Curriculum design and review is carried out across all provision. The Centre has worked hard to increase the use of technology by appointing dedicated Learning Technologists (LTs) who consider business cases for new curriculum proposals and advise on how technology can be used to enhance the learning experience. Within English Language Education, LTs already observe teaching to develop first-hand experience of courses and teaching approaches. LTs are currently planning a number of workshops to support the development of a 'storyboard' outlining the types and sequence of learning activities required to meet pre-sessional English language learning outcomes. In parallel to this, the Centre has worked closely with staff to understand digital literacy training requirements and to support staff development in this area with upskilling. The Review Team **commends** the Centre for the approach taken to enhancing the learning experience of both staff and students and identified this as an example of innovative practice that should be shared more widely across the institution. The Learning Technologists are also **commended** for their work in this area.

2.1.3 Short Courses and Languages for All use a separate system for enrolment, which includes a modernised payment gateway (see 2.1.1). This system provides initial registration support for the Centre, but does not capture data on progression, achievement or link records in a way that helps track repeat bookings. This also poses challenges for planning and curriculum design, where uptake numbers and attainment data are critical measures of success. One area where internal communication could be improved is around course registration. Some courses, particularly specialist languages, attract small numbers. If numbers are lower than six, the course may not run but this decision may need to be made quite late. The deadlines for closing registration on Short Courses and LfA courses is currently set at eight days before the class begins. Some teaching staff expressed frustration with this deadline as creating an obstacle for some potential students to join a course. Although Student Administration has held discussions with staff from the sections to explain the reasons for this approach, the Review Team **recommends** that the rationale be reviewed by the School and a constructive dialogue continues regarding this issue ensuring the reasons are communicated clearly to all staff and supported by a clear and consistent policy.

2.2 Assessment and Feedback

2.2.1 Methods of assessment and approaches to feedback vary across the diverse range of provision offered by the Centre. For the Access Programme, careful consideration is given to assessment design - formative assessment is used during semester one to help students prepare for their final submission. This ensures they build steadily towards the start of summative assessment in semester two.

2.2.2 English Language Education's pre-sessional support is very popular with students and enrolments continue to grow year on year. While the courses are not credit-bearing, they are a necessary prerequisite to gain entry into postgraduate study. Some students perceived the level of difficulty on the courses to be too high. It was unclear whether this related to comments from other students or information they had received from the Centre. Some students also noted that they felt some of the course materials needed to be updated. The Review Team **suggests** that the Centre hold focus groups with students on the pre-sessional English language courses to help understand these concerns, which will also help to inform plans for future growth.

2.3 Supporting students in their learning – all aspects of support relevant to students' learning including:

2.3.1 The many learners that are taught by staff at the Centre sit very broadly across the spectrum of previous study experience. Access and International Foundation programme students may be at the beginning of their journey into higher education and at different stages in their life. They may have commitments outside of their studies that many of our full-time students may not have. English Language Education students may be adapting to a new country, preparing to study in English for the first time. Students on Short Courses may be full-time students at the University, taking a language to help their studies, or members of the general public who are interested in furthering their knowledge and skills.

Across all provision, the Centre has had to remain flexible and adaptable to the circumstances of each of their students. Upon meeting some of those students, it was clear that all staff across the Centre, in teaching and professional service roles, are dedicated, enthusiastic and passionately committed to delivering the highest quality teaching and support to all their students. The Review Team found clear evidence of high satisfaction amongst the students across all provision in the Centre and **highly commends** staff for pursuing this as one of their key priorities and for achieving success in this area. Professional Services staff as well as teaching staff are **highly commended** for delivering such a dedicated and consistent level of support to students in the Centre, showing leadership and resilience during a period of significant change. It should also be noted that teaching excellence in the Centre has also been recognised in the high number of staff nominations for the EUSA Teaching Awards.

2.3.2 Upon arrival, students are welcomed into the Centre through induction and orientation support. The type of induction depends of the nature of the provision taken by the student, but formal inductions are held for Access, IFP, year-round Academic English students and students on credit-bearing Short Courses. Students taking non-credit bearing Short Courses receive a welcome email prior to attending the first class. All students who are taking credit-bearing provision must also go through the matriculation process. Students receive pre-arrival support information and guidance electronically and matriculated students have access to all University resources and support services. Many students taking ELE provision have support structures elsewhere in the University (e.g. Visiting Students) and enrol either through the Visiting Students Office (VSO) or as part of their programme. ELE runs a Graduate Writing Centre and a suite of tailored in-sessional academic English language courses to international students across the institution. In-sessional support is mainly delivered to taught postgraduate students (80%) as well as a small number of postgraduate research and undergraduate students. Although these students do not receive a formal induction, some course organisers send preparation material before the classes begin. The Centre also offers free study skills sessions for all students across the year. Most are aimed at short courses, but these are attended from time to time by undergraduate and postgraduate students who see the advert

During the review, it was noted that a great deal of overlap existed between the language support offered by the Centre and the more general study skills support offered by the Institute for Academic Development (IAD). For example, a small number of students taking the year round (AGE) pre-sessional English language courses noted that additional support in developing skills in critical thinking would be useful. It was noted that the Centre and IAD had worked collaboratively to support students across the University. The Review

Team **recommends** that the Centre develops a more structured collaborative working relationship with the Institute for Academic Development (IAD) to ensure language and skills support for students, can be developed and delivered with optimal efficiency drawing on the wide pool of expertise in both areas.

2.3.3 Teaching staff in the Centre have implemented a strong framework of student support using the Personal Tutor System. Personal Tutoring support in the Centre is only available to matriculated students undertaking credit-bearing provision, and students undertaking ELE's year-round Academic and General English course. There are 29 Personal Tutors (PTs) in the Centre, covering Access, IFP, ELE and credit-bearing Short Courses. Two members of professional services staff have a remit for student support and are managed by the Head of the Teaching Office. The Senior Tutor, who has oversight of the system in the Centre, organises annual briefings and training for new and existing PTs. Staff undertaking the role of PT hold regular meetings with their tutees offering advice and guidance during their studies, signposting to central support services when appropriate. Staff are increasing their knowledge and experience in the role, developing stronger networks of support through internal University connections. It was noted that further formal training, particularly in complex areas including mental health support and sexual assault, would be welcomed by staff in the Centre.

The application of the Personal Tutoring System in the Centre also comes with challenges. While the PT-tutee relationship helps to create a connection between students and staff, the mode and frequency of contact varies and must remain flexible to the student's circumstances. Students on the IFP are usually under 18 and adapting to life in a new country, which brings additional support challenges for staff. The Review Team **suggests** that the project team undertaking the Review of Personal Tutoring and Student Support continue to engage with the Centre for Open Learning to ensure that the evolved model of student support is implemented with sufficient flexibility to meet local requirements. It was also noted by some staff that students had reported long waiting times and appointment cancellations at the central student support services (Disability and Counselling). The Review Team **suggests** that student and staff feedback about these issues should be collated and communicated to the Director of Professional Services.

2.3.4 It was clear from meetings with students that it may not always be easy to distinguish between the Centre for Open Learning and the University as a whole. Due to the intermittent nature of the contact some students have with the Centre, it can be challenging to create a sense of local identity and community. The issue of student (and staff) community was identified as a subject specific remit item. The Review Team explored this item in depth during the two days of the review. However, it is clear from the discussions that while staff are concerned about creating a cohort community in the Centre, the students do not always perceive this to be as problematic. The meaning of community and identity means many different things to COL students. While they may not need to be part of a dedicated Centre community, they are often part of other communities. At the same time they find the provision delivered and the support offered through the Centre incredibly valuable. The positive nature of their experience is testament to the dedicated work of staff at the Centre who work tirelessly to support every student in sometimes challenging circumstances. The Review Team **suggests** that the Centre continue to develop its representation structures and student voice mechanisms (see section 2.4), ensuring that student community and identity continue to be monitored using these channels.

2.4. Listening to and responding to the Student Voice

2.4.1 The Centre for Open Learning has worked closely with the Edinburgh University Students' Association (EUSA) to enhance its model of student representation. While it should be acknowledged that the nature of provision offered by the Centre makes introducing student representation challenging, significant progress has been made. The Students' Association has been working closely with other Schools to introduce a programme-level model of representation. This has proven to be challenging for the Centre, where programme representation may work for some provision (e.g. Access and

IFP) but not for all (Short Courses and English Language). In conversation with EUSA, the Centre has adopted a flexible approach, using a mixture of the programme rep system for some areas and maintaining a class representative where appropriate. The Centre is **commended** for the collaborating with EUSA to find an effective system, which seems to be working effectively and is visible to the students.

2.4.2 A similar flexible approach has been adopted for gathering student feedback. The Centre uses both mid-course feedback and Course Enhancement Questionnaires (CEQs) where possible. Mid-course feedback is used across all courses and is usually collected in class in week five using a paper form or postcard. Course teachers then use some time during the following class to respond verbally to this feedback. An end of course questionnaire, in an online CEQ format, is issued during the final week of the course. End of course feedback to the cohort is then posted on Learn. Staff have worked tirelessly to find ways of enhance student feedback mechanisms, while also developing effective ways of closing the feedback loop by communicating the results to students. It was noted that it would also be valuable to communicate this response to student feedback to the next incoming cohort and the Review Team **suggested** that the Centre find ways of adding this to Learn.

The Centre noted that while mid-course feedback can be collected across all provision, it can be challenging for some areas to do this consistently in the absence of EvaSys system support for the delivery of CEQs and Learn pages, if the course is non-credit bearing and not on EUCLID. In these instances, the Centre uses the Jisc online survey tool (formerly Bristol online survey) to deliver questionnaires to students. It was acknowledged during the review meetings that the university is currently reviewing Course Enhancement Questionnaires and it was **suggested** that the Centre participate in the review by feeding comments to the consultative group. The Review Team acknowledges the tremendous amount of work that has gone into embedding student voice mechanisms – particularly mid-course feedback and student representation - in the Centre during the last two to three years. This ensures that the Centre can align with UoE mechanisms in the most appropriate way for their students.

2.5 Accessibility, Inclusivity and Widening Participation

2.5.1 As noted above, the Centre for Open Learning welcomes a diverse student cohort taking provision at different stages in their lives. The age range of students can be anywhere from sixteen to seventy and over. A large number of learners are members of the public who are enrolling on courses for general interest. For that reason, the Centre has to be prepared to support a wide range of accessibility requirements for non-matriculated students in addition to those who are fully matriculated and have full access to University support services. All are covered by the Accessible and Inclusive Learning policy, but the Centre has had difficulty in implementing it for such a diverse range of learners and has had to spend time adapting the terminology.

Paterson's Land and the other nearby teaching spaces used by the Centre are managed by central estates. Paterson's Land is a traditional building, but has been adapted to make it more accessible. Learners with accessibility support needs may require lifts, ramps, hearing loops and accessible classrooms and toilets. These are available in some parts of the estate, but not so easily in others. Lifts are often prone to technical failure and require repair, which can create immediate barriers for accessibility. Classroom furniture is bulky and lacks flexibility, which makes it difficult to move creating challenges for wheelchair access. These challenges are captured in section 2.8, but directly impact accessibility and inclusivity. The Centre works closely with the Student Disability Service (SDS) to ensure adjustments are in place for all students who require them through declaration at the point of enrolment. Personal Evacuation Plans (PEEPS) are in place for students who require support and are available to servitors during out-of-hours classes.

2.5.2 The Centre is aware that it has much to do in terms of diversifying student (and staff) cohorts so they are more representative, but it promotes an inclusive culture and is committed to ensuring all staff and students enshrine these values. Curriculum is

designed and developed with these principles in mind. The Centre offers Short Courses in British Sign Language (BSL) to a wide audience and short taster courses to university staff. COL also work closely with the University's BSL Officer who is a member of staff in the SDS, but is based in Paterson's Land and helps to develop language learning and community building. Staff at the Centre were given the opportunity to sample the BSL course at a recent Away Day. The Centre also actively contributes to the development and implementation of the University's Widening Participation Strategy. The part-time Access Programme currently offers a route into undergraduate programmes in the College of Arts, Humanities and Social Sciences. The programme is currently in its second year and is exploring ways of creating pathways in the Colleges of Science and Engineering and Medicine and Veterinary Medicine, ensuring adult returners have a route into undergraduate and postgraduate study across the University. The Centre also undertakes a wide range of outreach work in the local community, running venue-based teaching of Short Courses in museums, galleries and in partnership with Hibernian Football Club. The Centre is **highly commended** for the excellent activity in these areas.

2.6 Development of Employability and Graduate Attributes

2.6.1 Employability and graduate attributes are considered during curriculum development, which is overseen by the Board of Studies. As mentioned earlier in the report, each section of the Centre has a slightly different focus on the student learning journey. Access and IFP students have a specific purpose in mind – progressing into undergraduate study – which is designed into the programmes. Short Courses and Languages for All also have specific outcomes. English Language Education is in early discussion on the potential development of a new year-round pre-sessional course that links directly to University of Edinburgh graduate attributes, which is intended to enhance the language and skills support for these students.

2.7 Supporting and developing staff

2.7.1 The Centre for Open Learning employs 45 permanent academic teaching staff. It also employs a further 179 guaranteed hours (GH) staff. The number of full-time staff increases temporarily for around three months during the summer. Teaching staff are highly experienced and join the Centre from a wide range of backgrounds to teach across all provision. The Centre is supported by a team of 42 permanent professional services staff. The Teaching Office provides on programme and course support and has oversight of student support arrangements. They work closely with a team of five marketing and recruitment colleagues who handle marketing, recruitment and admissions across all provision, tailoring marketing plans and communications to each section. The Senior Management Team has worked hard to develop a stronger sense of internal community and identity in the Centre for Open Learning. Visible progress has been made including the introduction of staff Away Days, the development of an all staff newsletter and the Christmas party. The Away Day at Pollock Halls was recognised by staff across the Centre as a great success, acting as an opportunity for staff to come together and develop connections. All staff meetings have also been used to bring the Centre together more frequently, and have been used to offer staff the opportunity to participate in tasters of short courses including British Sign Language. These meetings have also been successful in creating working partnerships and projects (see below).

The newsletter has also made a positive impact in the Centre. It includes notifications about social events including charity bake sales and lunchtime exercise classes, as well as staff updates, training opportunities and offers a platform for best practice sharing. Many staff agreed that the newsletter was very informative, but maybe included too much information. There were also concerns that it was not quite achieving some of the Centre's goals in relation to the dissemination of good practice, but the use of SharePoint was mentioned as an alternative. It is clear that much progress has been made in developing a sense of community among staff and the Centre is **commended** for taking such a committed and proactive approach to community building. The Review Team encourages the Centre to continue with these initiatives as time will need to be given before the result of some changes are visible. It also **recommends** that the Centre engage staff at all

levels in the development of its strategic vision for the future, particularly when developing the theme of community and identity. Staff should be consulted through staff forums and workshops, with additional events set up to engage students in these themes. This will help to engage more staff in shaping the Centre's 'Vision' document and plans for the future, while also helping to promote greater transparency in decision-making.

2.7.2 A number of citizenship roles have been introduced to support academic leadership, planning and decision making. Two roles – a Director of Learning and Teaching and a Director of Quality – were the first to be created. Both roles currently have two year terms and are higher than the standard 0.2FTE to reflect the fact they are newly established. There are plans to introduce further roles in the Centre, including a Director of Equality, Diversity and Inclusivity and a Director of Digital Education. Current office-bearers for these roles reflected positively on their experience, noting that they were useful for establishing connections with counterparts in other Schools. However, it was **suggested** that the Colleges could work together to formalise induction and mentoring support arrangements, broadening opportunities and support to office-bearer roles that exist in other Schools in the College and wider University (e.g. Postgraduate Directors and Directors of Quality).

As roles are introduced the Centre have reviewed role descriptors descriptions, giving thought to how different activities can be captured within the workload apportioned to all roles. The Centre has recently assessed the Workload Allocation Model (WAM) and plans to add dedicated time for CPD (5%) and citizenship (10%) to each role. Significant work has also been carried out to review Professional Services structures. Leadership training has also been promoted to staff and many have participated in the Aspiring Managers programme. This has helped academic and professional services staff to develop networks and increase knowledge in their roles. The Centre is **commended** for the work carried out in this area. The Review Team encourages this work to be widely advertised to staff in the Centre, ensuring optimal engagement.

2.7.3 In addition to the initiatives outlined above, the Centre has also sought ways to create a formal framework for Continuing Professional Development (CPD) for academic staff. The framework is designed to support staff development but also aims to create a sense of shared purpose and identity. It was noted that a CPD fund is available for staff to undertake further study, gain Higher Education Academy (HEA) or Teaching English for Academic Purposes (TEAP) fellowships, or to attend conferences. The Centre has already introduced a peer observation programme, which emerged as a suggestion during a staff away day and was subsequently developed by a small group of staff as a pilot project. The peer observation programme brings colleagues from different disciplines together to support reflection on teaching practice. It has helped staff with their own development and to build working relationships across the Centre. The framework was introduced this year and applications opened in February 2020. The project team who developed the peer observation pilot are **commended** for designing the peer observation framework and hope that its introduction in the Centre is successful.

Clear progress has been made in creating an environment where ongoing reflection and professional development are valued (see section 2.7.2). The Director of Learning and Teaching and other Centre staff are **commended** for the dedication shown in developing an effective CPD framework. The peer observation project is an excellent example of effective cross-Centre working and should be celebrated. The Review Team support the Centre in finding ways to expand the peer observation programme across its provision and encourages the Senior Management Team to explore how peer observation is carried out in other parts of the University. The Review Team also encourages staff to organise more projects like this, as an excellent way of fostering links between staff in different sections of the Centre and supports community building.

During the meetings, the Review Team noticed that conversations about CPD and training were often merged together. Mandatory training advertised to the staff was sometimes defined as CPD and it was often difficult for staff to make a distinction between the two. Similarly, there was no clear distinction between a formal peer observation framework and

a process for reviewing teaching. The Review Team **recommends** that the Centre work with the Institute for Academic Development to create a CPD framework for academic staff using the Edinburgh Teaching Award with an in-built mentoring support model. This would provide staff in the Centre with an opportunity to pursue HEA fellowship and provide the Centre with a similar model for developing TEAP fellowships for staff in ELE. It also **suggests** that a clear distinction is made between formal CPD and mandatory training and that the Centre continue to find ways of advertising opportunities to staff.

2.7.4 There was an acknowledgment by the Senior Management Team that the high number of staff on short-term/GH contracts was problematic in creating a cohesive sense of community. These colleagues are less likely to feel connected to the Centre's staff community and often feel unable to participate in activities outside the hours covered by their contracts, including involvement in course development and other strategic conversations. They are often unable to undertake training and CPD opportunities that require an additional time commitment. It was also noted that a large proportion of these staff members do not take up the offer of an annual review, although this is mandatory for staff on contracts of 0.2FTE and above. The Centre noted concerns about the sustainability of this situation and has outlined plans to explore ways of turning some of these contracts into fixed term or open ended posts as part of its future strategic vision. A separate issue was also noted about the many experienced teaching staff who are on grade UE6 and UE7 contracts described as 'early career'. The Review Team **suggests** that the University reviews the language used in central guidance for teaching track promotion routes and aligns this with the principles outlined in the Teaching and Academic Careers pages on the website.²

A large number of staff are employed to teach on Short Courses and LfA. Recruitment is co-ordinated within the Centre and it can be challenging to find teacher with the core skills required. Applicants are asked to show evidence of teaching experience and some training, but formal training is not always available; for example on lesser taught languages. In the short term, the Review Team **suggests** that the Centre outline a minimum expectation of mandatory training that must be taken by all teaching staff prior to entering the classroom. This should be clearly articulated as part of all initial teaching contracts and specific training made a condition of those teaching staff taking up roles in the School. Where physical attendance at training is not possible, the Centre should explore ways of developing an online module. It also **suggests** that all staff should be offered the opportunity for an annual review and that space for this meeting is built into all contracts.

2.8 Learning environment (physical and virtual)

2.8.1 The Centre for Open Learning is primarily based in Paterson's Land. The building was constructed at the turn of the twentieth century as part of the Edinburgh Provincial Training Centre for teacher training, before it became part of Moray House. The building was refurbished between 1996 and 1998, when Moray House merged with the University of Edinburgh.³ Paterson's Land is a multi-purpose teaching space, which includes lecture theatres, a large number of classrooms, offices and communal spaces. The building's main corridors are large and bright and provide access to most parts of the estate. The building can be accessed at two levels – from the lower ground floor with an exit to the south through the main quad to Holyrood Road, and from the north side court yard area near old Moray House.

2.8.2 The Centre for Open Learning shares all of its available teaching space. In Paterson's Land, the space is shared with Moray House School of Education and Sport. The close proximity between the two Schools means that many spaces are shared including teaching space in nearby Thomson's Land and Charteris Land, which are available to the Centre for Open Learning. The Centre also has access to other teaching spaces in the central estate and Kings Buildings for English Language teaching. Having

² <https://www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/principles>

³ <https://www.ed.ac.uk/education/about-us/maps-estates-history/estates/patersons-land>

access to these teaching spaces is essential, but there are particular challenges during the summer when parts of the University estate are under development or are used for the Edinburgh International Festival. The availability of this teaching space has many advantages, but competition for this space can create real challenges for the Centre.

It was noted during the meetings with teaching staff that the room booking system did not always work effectively, sometimes unfairly disadvantaging the Centre. A number of specific examples were given, whereby rooms booked by the Centre were subsequently overwritten by bookings made by Moray House. This gives the perception that preferential treatment is given to staff and students from outside the Centre. Obtaining space for teaching courses can be challenging for all Schools throughout the academic year. Many classrooms in Paterson's Land have a maximum capacity of fourteen and class sizes are often reduced to ensure students are not relocated to other parts of the campus. There is also an additional cost associated with opening additional buildings. The Review Team **recommends** that the Timetabling Unit continue review and enhance the room booking system arrangements for the Centre for Open Learning to ensure it is fair, transparent and does not disadvantage the School in any way.

2.8.3 The relationship between the physical learning environment and community building was discussed in depth during the review. Staff in the Centre have tried to find ways of creating a sense of community, by using the space creatively when possible. The main reception desk, which is situated to the east side of the ground floor, acts as a central hub for staff and students in the Centre. Corridor space throughout the building has been used to display student and staff work, including creative writing, art work, design, film, music, and essays, with an engaging exhibition space in one section. Common rooms are available to students in social spaces with access to vending machines. Similarly, staff common spaces with kitchens have been created with microwaves, fridges and kettles available. Staff and students are **commended** for their attempts to use the space available to them creatively.

Staff in the Centre noted that it can sometimes be challenging to create a sense of community and shared identity on the estate. The social spaces developed for students and staff are split across the building and create artificial divides within and between these groups. For example, staff offices located on different levels mean that professional services and academic staff use separate social spaces. Student spaces are often under-utilised due to them being hived off in secluded areas. Access to hot water and microwaves is not available to students on-site. Wall space in social areas, corridors and teaching spaces is bare and uninviting. In teaching spaces, the furniture lacks flexibility and the layout poorly designed. Chairs and tables are difficult to move or cannot be moved due to the size of the room. Whiteboards and computer screens are often poorly located for classroom use, particularly for language teaching. This also creates challenges for accessibility (see section 2.5).

The Review Team were made aware of these issues during the meetings with staff and students. While the Centre is commended for the progress it has made to date (see above), it **recommends** that a short-life working group is set up to bring staff and students together to discuss and evidence the estates challenges in the Centre. The Review Team believes this will help to identify specific areas that require attention from estates while also helping to establish a structured dialogue between staff and students about community and identity in the Centre.

At the same time, the Review Team **recommends** that the University Estates department support the Centre to establish greater ownership of Paterson's Land by articulating the development options open to the School with a view to giving the Centre more freedom to create a sense of identity in the building for staff and students. Where possible, this should include the development of flexible teaching spaces to ensure they are engaging, functional and meet teaching needs, and communal spaces with improved décor and branding. The lower ground floor space in Paterson's Land should be made available to the Centre for Open Learning for use as the Centre sees fit.

2.8.4 As noted above, the Centre for Open Learning delivers daytime and evening teaching throughout the year. The teaching spaces in Paterson's Land are in heavy use during the evenings with staff and students in the building outside usual teaching hours. In relation to the recommendations under section 2.8.3 and in the context of community building, the absence of large social space with access to microwaves and hot water facilities, or an on-site café, can make the large building uninviting. This has been captured in student feedback. It was noted that the heating is sometimes not activated when evening classes are still being held. Staff also noted that teaching during the evenings often means that Learning Technology Support (LTS) is not available. Some staff gave specific examples of instances when lights, internet or computer access and screens were not working. During the evening, there is no out-of-hours support available from LTS, meaning teaching staff often have to find ad-hoc solutions to problems. The Review Team **recommends** that LTS develop an out-of-hours support model with clear routes for escalating immediate and longer term technology support issues, which is available to staff teaching evening classes in the Centre.

3. Assurance and Enhancement of provision

3.1 Setting and maintaining academic standards

3.1.1 The Review Team are assured that the Centre for Open Learning is investing in information sessions, interviews, open days (online and on campus) and improved webpages to ensure they have the right audiences for their courses, regardless of their prior experience. It is confident that the Access Programme and International Foundation Programme will continue to grow steadily. As noted above, any planned expansion of Short Courses and Languages for All can be managed with support in the requested areas. English Language Education is delivering an essential service to the University. While the Review Team is assured that academic standards are very high, any expansion of student numbers is dependent on factors outwith the control of the Centre. In order for ELE to continue delivering this essential service, the University must take steps to support it by adopting the recommendations outlined above. Student Recruitment and Admissions (SRA) are encouraged to keep the Centre in mind when planning increases and changes to admissions, ensuring staff are included in strategic planning discussions including the Student Population Planning project.

3.2 Key themes and actions taken

3.2.1 The Centre for Open Learning has taken steps to introduce effective measures for monitoring and enhancing its provision. It has adopted Annual Programme Monitoring in a way that support reflection on both credit-bearing and non-credit bearing provision, capturing all sections of COL in the School report. Student feedback and representation structures have been introduced and developed, giving student clear and effective mechanisms for communicating with the Centre. Boards of Studies and Boards of Examiners have been introduced to align the Centre with the rest of the University and provide the School with robust decision-making bodies and mechanisms for approving curriculum and progression. External Examiners have been appointed to ensure external oversight of provision and they now submit their reports through the External Examiner Reporting System, ensuring themes, commendations and issues can be more easily identified and progressed. The Centre is **highly commended** for the progress made in this area.

Section C – Review conclusions

Confidence statement

The review team found that the Centre for Open Learning has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice

Prioritised list of commendations and recommendations

Key Strengths and Areas of Positive Practice for sharing more widely across the institution

| No | Commendation | Section in report |
|----|--|-------------------|
| 1 | The Centre is highly commended for developing such an ambitious strategic plan and vision for the future. It is commended for the work that has been carried out through its Governance and Academic Structure Project (GASP). The Review Team fully endorses the aims the Centre places at the heart of its plans and actively encourages it to pursue those goals, while it begins to involve a wider group of staff and students in those discussions. | 1.1 |
| 2 | The Centre is commended for the collaborative approach taken to enhancing the learning experience of both staff and students, by developing a close working relationship between Learning Technologists and other staff in curriculum development and staff upskilling. The Learning Technologists are also commended for their work in this area. | 2.1.2 |
| 3 | The Review Team found clear evidence of high satisfaction amongst the students across all provision in the Centre and highly commends staff for pursuing this as one of the key priorities. | 2.3.1 |
| 4 | Professional Services and teaching staff are highly commended for delivering such a dedicated and consistent level of support to students in the Centre, showing leadership and resilience during a period of significant change | 2.3.1 |
| 5 | The Centre is commended for developing a strong working relationship with the Edinburgh University Students' Association (EUSA) and for its dedication in creating and embedding an effective system of student representation across all provision. | 2.4.1 |
| 6 | The Centre is highly commended for the excellent local outreach activity and its promotion of inclusivity and accessibility across all provision. | 2.5.2 |
| 7 | The Centre is commended for placing staff community at the forefront of its plans for growth and change. The Review Team endorses the excellent progress in this area, including the all staff newsletter, the Away Days and other events, and encourages the Centre to continue building on these successes. | 2.7.1 |
| 8 | The Senior Management Team is commended for its dedication to the continuing professional development of staff in the Centre, and initiatives including the planned addition of recognised time for CPD activity (5%) and citizenship (10%) in roles and the workload allocation model. | 2.7.2 |
| 9 | Centre for Open Learning staff are commended for introducing a system of peer observation. The project that devised the system helped to facilitate cross-Centre working partnerships that connect staff based in IFP, Access and Short Courses and helped to build community. | 2.7.3 |
| 10 | Staff in the Centre are commended for trying to use the space available in Paterson's Land creatively, by creating exhibition space and upgrading staff common spaces. | 2.8.3 |
| 11 | The Centre is highly commended for the progress made in developing effective governance structures and Quality Assurance processes | 3.2.1 |

| | | |
|--|--|--|
| | including Boards of Studies, Boards of Examiners and External Examiners with access to the reporting system. | |
|--|--|--|

Recommendations for enhancement/Areas for further development

| Priority | Recommendation | Section in report | Responsibility of |
|----------|--|-------------------|---|
| 1 | The Review Team recommends that the University's Senate Education Committee create opportunities for the Centre of Open Learning to fully embed its activities and broad range of expertise in language teaching, adult education and widening access into the fabric of the institution. The Committee should ensure that COL has a voice in institutional discussions about key projects and planning and help raise its profile within the University, ensuring that the excellent progress made by the Centre's own marketing team can be developed to help it grow sustainably. | 1.2 | University Senate Education Committee |
| 2 | The Review Team recommends that Student Systems and Administration, Information Services and other key University stakeholders continue to work with the Centre's Senior Management Team to find a viable solution for better integrating the Centre and its students into the University's systems. This should facilitate the collection of essential data on student admissions, retention and progression, helping to support the Centre's plans for growth. Where students cannot be integrated into the University's existing systems, it is recommended that the Centre receives the required support and funding to develop existing systems for handling admissions and on-programme tracking of students across all provision. | 2.1.1 | Student Systems and Administration and Information Services |
| 3 | The Review Team recommends that the Centre engage staff at all levels in the development of its strategic vision for the future, particularly when developing the theme of community and identity. Staff should be consulted through staff forums and workshops, with additional events set up to engage students in these themes. | 2.7.1 | Senior Management Team |
| 4 | The Review Team recommends that the Centre set up a short-life working group to outline the existing challenges with estates and buildings (including those relating to accessibility) and explore the various options for development through an evidenced report. This will help to identify specific areas that require escalation, while also helping to establish a structured dialogue between staff and students about community and identity in the Centre. | 2.8.3 | COL Senior Management Team |
| 5 | The Review Team recommends that the University Estates department support the Centre to establish greater ownership of its learning and teaching spaces. Estates should support the School to develop the space in | 2.8.3 | Estates |

| | | | |
|----|---|-------|--|
| | Paterson's Land to help create a sense of identity in the building for staff and students. The lower ground floor space in Paterson's Land should also be made available to COL for use as the Centre sees fit. | | |
| 6 | It is recommended that the Timetabling Unit continue work with the Centre for Open Learning to ensure that classrooms assigned are suitable for the teaching needs of each class. The room booking system should also be reviewed and enhanced to ensure that it does not disadvantage the Centre when assigning rooms shared with other Schools. | 2.8.2 | Timetabling Unit; Senior Management Team |
| 7 | The Review Team recommends that Learning Technology Support (LTS) develop an out-of-hours support model with clear routes for escalating immediate and longer term technology support issues, which is available to staff teaching evening classes in the Centre. | 2.8.4 | Learning Technology Support (LTS) |
| 8 | In recognition of the type of language support the Centre offers students from a wide range of backgrounds, it is recommended that the three College Offices find ways to facilitate deeper collaboration between the Centre and individual Schools, particularly in the areas of ELE and Languages for All. | 1.3 | College Offices |
| 9 | The Review Team recommends that the Head of the Centre, the Director of Professional Services and College Registrars in each of the three Colleges explore the options for developing a revised funding model for English Language Education pre-sessional and in-sessional support to ensure future plans for growth can be carried out sustainably in the face of increasing demand. | 1.3 | Head of Centre, Director of Professional Services; College Registrars |
| 10 | The Review Team recommends the Centre develop a more structured collaborative working relationship with the Institute for Academic Development (IAD) to ensure language and skills support for students, can be developed and delivered with optimal efficiency drawing on the wide pool of expertise in both areas. | 2.3.2 | Director of Learning and Teaching; Institute for Academic Development |
| 11 | The Review Team recommends that the Centre develops an internal CPD framework for academic staff using the existing Edinburgh Teaching Award. This should incorporate a mentoring support model and should be facilitated with the help of the Institute for Academic Development (IAD). | 2.7.3 | Senior Management Team; Institute for Academic Development |
| 12 | It is recommended that the Centre review the rationale and deadlines for the course registration process across Short Courses and Languages for All. The Centre should continue to streamline the process where possible, communicating deadlines and reasons for closure in advance of course registration closing, supported by a clear and consistent policy. | 2.1.3 | School Teaching Office; Director of Professional Services |

Suggestions for noting

If an issue is minor but the review team nevertheless wants to flag it as a potentially useful action, it will be couched as a suggestion rather than a formal recommendation. Suggestions are not tracked in onward reporting.

| No | Suggestion | Section in report |
|----|---|-------------------|
| 1 | The Review Team suggests that the School of Literatures, Languages and Cultures and other parts of the University to engage with the Centre for Open Learning to explore ways that provision delivered is complementary and connected, drawing on the expertise in all areas to develop a more longitudinal approach to learning English and other languages at the University of Edinburgh. | 1.4 |
| 2 | The Review Team suggests that the Centre hold focus groups with students on the pre-session English language courses to help understand the feedback about difficulty levels and updating course materials, to help inform plans for future growth. | 2.2.2 |
| 3 | The Review Team suggests that the project team undertaking the Review of Personal Tutoring and Student Support continue to engage with the Centre for Open Learning to ensure that the evolved model of student support is implemented with sufficient flexibility to meet local requirements. | 2.3.3 |
| 4 | The Review Team suggests that student and staff feedback regarding waiting lists and appointment cancellations at the University's central support services (Student Disability and Counselling Services) should be collated and communicated to the Director of Professional Services. | 2.3.3 |
| 5 | The Review Team suggests that the Centre continue to develop its representation structures and student voice mechanisms, ensuring that student community and identity continue to be monitored using these channels. | 2.3.4 |
| 6 | It was suggested that the Centre communicate responses to student feedback to the next cohort of students on each course, as well as to the cohort who submitted the feedback. | 2.4.2 |
| 7 | The Review Team suggests that staff in the Centre continue to participate in the University-wide review of Course Enhancement Questionnaires (CEQs). | 2.4.2 |
| 8 | It is suggested that the Colleges work together to formalise induction and mentoring support arrangements for office-bearer roles ensuring cross-College support networks are enhanced. | 2.7.2 |
| 9 | The Review Team suggests that a clear distinction is made between CPD and mandatory training and that the Centre continue to find ways of advertising opportunities to staff. | 2.7.3 |
| 10 | The Review Team recognises the challenging situation presented by differences in staff contracts across the Centre and the impact this can have. It suggests that the Centre continue to explore the issue with Human Resources colleagues to understand the options available. | 2.7.4 |
| 11 | In relation to the previous item, the Review Team also suggests that expectation of mandatory training that must be taken by all teaching staff prior to entering the classroom, should be clearly articulated as part of all initial teaching contracts. | 2.7.4 |
| 12 | Although the team recognised the challenges that exist with resourcing, they suggest that all staff, including those on guaranteed hours contracts, are offered the option of an annual review. | 2.7.4 |

Appendices

Appendix 1 – University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:

- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

1. Strategic overview

The strategic approach to:

- The management and resourcing of learning and teaching experience,
- The forward direction and the structures in place to support this.
- Developing business cases for new programmes and courses,
- Managing and reviewing its portfolio,
- Closing courses and programmes.

2. Enhancing the Student Experience

The approach to and effectiveness of:

- Supporting students in their learning
- Listening to and responding to the Student Voice
- Learning and Teaching
- Assessment and Feedback
- Accessibility, Inclusivity and Widening Participation
- Learning environment (physical and virtual)
- Development of Employability and Graduate Attributes
- Supporting and developing staff

3. Assurance and Enhancement of provision

The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

- Admissions and Recruitment
- Assessment, Progression and Achievement
- Programme and Course approval
- Annual Monitoring, Review and Reporting
- Operation of Boards of Studies, Exam Boards, Special Circumstances
- External Examining, themes and actions taken
- Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code
- Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

Appendix 2 Additional information considered by review team

Prior to the review visit

- List of Programmes and Courses included in the review
- Glossary of Terms
- School organisational chart
- Current School staff information
- School Personal Tutor Statement
- Academic Standards Comments
- Student Voice arrangements
- Student Representation arrangements
- Student-Staff Liaison Committee (SSLC) meeting minutes
- Quality Assurance model
- School Quality Assurance reports (reports from previous three years)
- External Examiner Summary reports (reports from previous three years)
- Programme Handbooks
- Programme Specifications
- Statistical Information
 - Student Applications
 - Completion rate of entrants
 - Entrants report
 - Progression report
 - School background data for First Destination Statistics (DHLE Survey)
 - Equality and Diversity Student Report
- Comments from Schools and Units working with ELE
- English Language Education Breakdown and Studying for Credit information
- BALEAP Accreditation Scheme (BAS) report
- Edinburgh University Students' Association School report
- Overview of Governance and Academic Structure Project
- Review Information Meeting slides with overview of the Centre

Appendix 3 Number of students

Full enrolment numbers: 2018/19

| Section | Summer | Term/Semester 1 | Term/Semester 2 | Term 3 | Total |
|----------------------------|-----------------|-----------------|-----------------|-------------|---------------|
| Access | N/A | 47 | 47 | N/A | 47 |
| IFP | N/A | 51 | 51 | 51 | 51 |
| ELE (AGE & ELSIS) | 815 PG 65 UG | 391 | 282 | 65 | 1,618 |
| ELE (GWC & School support) | -- | -- | -- | -- | 2,043 |
| LFA | 355 | 1572 | 1508 | 1068 | 4,503 |
| Short Courses | 511 | 1142 | 1175 | 832 | 3,660 |
| Contract Groups | 201 | 33 | 53 | N/A | 287 |
| Seasonal Schools | 90 | N/A | 27 | N/A | 117 |
| TOTAL | 1972 | 3236 | 3143 | 2016 | 12,326 |

Entrants by entry session and entry student type: credit-bearing provision only

| | 2015/6 | 2016/7 | 2017/8 | 2018/9 | 2019/0 |
|----------------------|--------|--------|--------|--------|--------|
| Undergraduate Taught | 53 | 90 | 111 | 199 | 111 |

| | | | | | |
|------------------------|--------------|--------------|--------------|--------------|------------|
| Undergraduate Visiting | 1,014 | 1,540 | 1,188 | 1,447 | 489 |
| TOTAL | 1,067 | 1,630 | 1,299 | 1,646 | 600 |

Appendix 4: Glossary and Acronyms

Access: Part-time Access Programme (CAHSS)
 AGE: Academic and General English (Year-round ELE provision)
 AEIS: Academic English for International Students
 AEVS: Academic English for Visiting Students
 BALEAP: The British Association of Lecturers in English for Academic Purposes
 BAS: The BALEAP Accreditation Scheme
 BEVS: Business English for Visiting Students
 BoS: Board of Studies
 BSL: British Sign Language
 CAHSS: College of Arts, Humanities and Social Sciences
 CARA: Council for At-Risk Academics
 CEFR: Common European Framework of Reference for Languages
 CEQ: Course Enhancement Questionnaires
 CertHE: Certificate of Higher Education
 COL: Centre for Open Learning
 CPD: Continued Professional Development
 EAP: English for Academic Purposes
 EBM: English for Business Masters
 EERS: External Examiner Reporting System
 EHSS: English for Humanities and Social Science
 ELE: English Language Education
 ELLM: English Language for Law Masters
 ELSIS: English Language Support for International Students
 ELTAL: English Language and Applied Linguistics
 ESTM: English for Science, Technology and Medicine
 EUSA: Edinburgh University Students' Association
 EvaSys: Survey Automation Software
 GASP: Governance and Academic Structure Project
 GDPR: General Data Protection Regulation
 GH: Guaranteed Hours
 HEA: Higher Education Authority
 HEI: Higher Education Institution
 IAD: Institute of Academic Development
 IEAP: Integrated English for Academic Purposes
 IELTS: International English Language Testing System
 IFP: International Foundation Programme (CAHSS)
 LEVS: Legal English for Visiting Students
 LfA: Languages for All
 MCF: Mid-Course Feedback
 NSS: National Student Survey
 PEEP: Personal Emergency Evacuation Plan
 PG: Postgraduate
 PRES: Postgraduate Research Experience Survey
 PT: Personal Tutor
 PTAS: Principal's Teaching Award Scheme
 PTES: Postgraduate Taught Experience Survey
 PUGS: Preparing for Undergraduate Study
 QAE: Quality Enhancement and Assurance
 SAMO: School Academic Misconduct Officer
 SCQF: Scottish Credit and Qualifications Network
 SMT: Senior Management Team
 SPROG: Social Programme

SSLC: Student-Staff Liaison Committee
STEM: Science, Technology, Engineering and Mathematics
TEAM: Test of English at Matriculation
TEAP: Teaching English for Academic Purposes
TEFL: Teach English as a Foreign Language
TESOL: Teaching English to Speakers of Other Languages
TOEFL: Test of English as a Foreign Language
UCAS: Universities and Colleges Admissions Service
UG: Undergraduate
UoE: University of Edinburgh
VLE: Virtual Learning Environment