Edge Hill
University

Enhancement Report 2017-18

1. Introduction

The University's validation, monitoring and review processes are designed to meet the UK Quality Code Expectations B1,"Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective processes for the design, development and approval of programmes" and B8, "Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes" [1].

A separate expectation sits outside the main Code[2], concerning the enhancement of students' learning opportunities, and was used during the outgoing QAA Higher Education Review method to establish that "Deliberate steps are being taken at provider level to improve the quality of students' learning opportunities."

The Quality Enhancement Position Statement[3] describes the University's philosophy of, and approach to, quality enhancement. The statement includes eight Enhancement Aims and provides an indication as to how those aims will be delivered. As well as assuring the Academic Quality and Enhancement Committee (AQEC) (and through it Academic Board) that academic standards continue to be met, validation, monitoring and review processes enable good practice to be identified and shared. Meetings provide a valuable opportunity for colleagues to exchange ideas and surface the range of activity being carried out locally in departments. Another rich source of evidence of good practice can be found in our external examiners' reports, as summarised by Faculties[4].

This report brings together, for the consideration of University's Learning and Teaching Committee, the good practice which has emerged from this year's validation and

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[1] http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b.
[2] http://www.qaa.ac.uk/en/Publications/Documents/HER-handbook-15.pdf, p. 32.
[3] QMH, Chapter 1 appendix 1
[4] EESC minute ref. 069/EES/17, document ref. EES/08E/17.

modification activity (2017-18), annual monitoring[5] (for 2016-17) and periodic review (2017-18) and Faculty summaries of external examiners' reports (for 2017-18).

2. Good Practice Citations

Table 1 below lists the good practice identified and its source. Good practice citations have been divided into six categories, which in part indicate the likely route by which they will be further considered and evaluated. As in previous years, good practice will feed into Institutional level project work and to relevant committees. Once fully evaluated, good practice is disseminated via workshops and staff development sessions, where appropriate. The Learning and Teaching Day, facilitated by the Centre for Learning and Teaching (CLT), will also provide opportunities for the University to showcase best practice.

In 2015-16, colleagues in the CLT and the Academic Quality & Development Unit (AQDU) received approval to proceed with a project to develop a searchable repository of good practice citations[6], co-located with the revised Taught Degrees Framework (wiki), which academic staff can use to source specific advice and expertise across the Institution. This is now live, and it is anticipated that the repository (blog)[7] will host examples of transferable good practice as identified in similar reports in future years.

For more details regarding any of the examples listed below, please refer to the individual reports which can be reviewed on request via quality@edgehill.ac.uk:

- Annual Monitoring Reports (HoDs' commentaries and confirmed reports)
- Periodic Review Reports
- Validation Reports
- Faculty Summaries of External Examiner Reports

3. Good Practice Citations from 2015/16: Case Studies

The Centre for Learning & Teaching is committed to offering colleagues professional development opportunities informed by the University's key priorities including faculty learning and teaching objectives and by identified examples of best practice which have emerged from institutional quality processes. These are evaluated by CLT staff who then approach the owners of the examples in order to incorporate them as discrete workshops and presentations in the CLT's Professional Development series which, in turn, map to the UK Professional Standards Framework (UKPSF) and corresponding modules of the Postgraduate Certificate in Teaching in Higher Education (PGCTHE). This

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[5] Including monitoring activity associated with our collaborative partnerships.
[6] 7th February, minute reference 051/AQC/17
[7] Available at: https://blogs.edgehill.ac.uk/clt/.

ensures that the best practice has real impact throughout the institution; they are an integral part of the institution's Continuing Professional Development series where the overarching priority is to support colleagues who in turn influence students' development of their intellectual, practical and creative potential.

Specific examples include the following sessions and workshops hosted via the CLT Professional Development Series:

- **Student retention and progression: using research to support practice**. Using the University priority of retention (BME, BTEC and induction & transition) we will look at how research evidence and methods into teaching and learning can lead to improvements.

  (Wednesday 29th November 2017. Helena Knapton. UKPSF: A4 K5 V3. PGCTHE: THE7003)

- **Lecture Capture and Other Stories.** The emergence of lecture capture as a mainstream technology has raised many pedagogical and practical questions and concerns. This presentation will look (from an academic perspective) at how the underlying technology provides a platform to enhance the student experience, improve quality assurance in assessment and reduce workloads in ways beyond simply capturing lectures.

  (Wednesday 6th December 2017. Dr. Andrea Wright and Dr. Charles Knight. UKPSF: A2 A4 K4 V2. PGCTHE: THE7002)

- **The use of student focussed tasks in pre-course materials with an unashamed career and employment focus.** This session aims to outline employability raising awareness strategies adopted within pre-course preparation activities and Year 1 Autumn term sessions in an undergraduate programme. Discussion will touch upon 'what seems to work' and will provide an opportunity to discuss alternative or additional approaches.

  (Wednesday 7th February 2018. Dr. Gordon Laing. UKPSF: A1 A2 A3 K1 K2 V2. PGCTHE: THE7001)

- **Induction and Transitions: Sharing Strategies.** This session has been designed to support individual staff and departments in their development of best practice in relation to issues around Induction and Transitions in HE. This workshop session has been developed specifically to address the current difficulties which manifest within the context of the Student Experience, the NSS and through retention. This workshop session supplements working group outcomes and the dissemination of shared strategies by the Faculty Induction and Transitions Leads. This workshop, in conjunction with faculty Leads can be delivered to individual departments, please just contact the clt@edgehill.ac.uk or your faculty's Induction and Transition Lead for further information.

(Wednesday 28th March 2018. Dawne Bell, Dr. John Bostock and Emma Hall. With additional dates occurring throughout the academic year. UKPSF A3 K3 V1. PGCTHE: THE7001)

- **Developing academic confident and resilience for students with SpLD dyslexia within an UG programme.** This session provides practical strategies to increase academic confidence, resilience and self-efficacy for students with dyslexia and opportunities for discussion and sharing practice.

  (Wednesday 11th April 2018. Alexis Moore. UKPSF: A1 A2 K3 V2. PGCTHE: THE 7002)

- **Active Learning.** It is widely recognised that engaging learners in active methods of teaching and learning is much more effective, enjoyable and beneficial than other more common methods of delivery. This session discusses and demonstrates examples of how the tutor incorporates active learning by using both role play and interactive diagrams into his sessions using a variety of props. These sessions are always rated highly by students as they help them visualise and engage in key concepts that can sometimes be quite difficult to understand. Whilst the tutor is from a health background, he firmly believes that these methods can be incorporated into other subject areas.

  (Wednesday 25th April 2018. Andy Kirk. UKPSF: A1 A2 K3 V2 V3. PGCTHE: THE7001).

- **Using Augmented Reality to Enhance Modules.** This session seeks to showcase effective engagement in AR technologies which in turn fall under the auspices of successful engagement and adoption with Technology Enhanced Learning (TEL) techniques. The session will in effect be formed of two parts, the first part more of presentation where progress to date on this initiative will be explored in alignment with the session objectives. The second part will be more of a seminar type session where participants will use digital media to interact with real time surroundings to experience AR first hand.

  (Wednesday 13th June 2018. Dave Wooff. UKPSF: A1 A4 K4 V3. PGCTHE: THE7001 THE7002).

For full details of all sessions in the series, please visit the CLT website:
https://www.edgehill.ac.uk/clt/centre-learning-teaching-clt/professional-development-series/

Additionally identified examples of best practice which have emerged from institutional quality processes are also disseminated (via seminars and workshops) during the University Learning and teaching Day (2nd July 2018) and the CLT hosted virtual searchable space: https://blogs.edgehill.ac.uk/clt/ and also located within Learning Edge under the Staff tab: https://learningedge.edgehill.ac.uk/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_231_1

Table 1: Features of Good Practice

Good Practice identified	Planning Unit(s) / Collaborative Partnership / Programme	Source	Early Impact (if known)	To be evaluated by:
Learning & Teaching				
The 'Learning Together' module, co-delivered to level 6 Criminology students and residents of HMP Thorncross, as a successful example of shared community-based learning supported by passionate and committed staff.	Law and Criminology	Periodic Review Report	Although feedback from students as well as residents and staff members of HMP Thorncross, has been overwhelmingly positive, this is a new scheme in its first year of being delivered. However, students have stated that they have benefited from learning collectively and, importantly, that the module has served to break down barriers and stereotypes in both directions. Further, they noted that drawing on experiential and academic knowledge enabled them to relate commonly experienced 'troubles' to broader structural contexts. From a tutor perspective, this is an exceptionally rewarding module as everyone is both teacher and learner. Overall, through participation and active listening, the module helps develop 'empathic imaginations', something which for Adorno (1967), should be the fundamental purpose of all education.	Learning & Teaching Committee
Recruitment of, and support for, student Digital Leaders as a catalyst for promoting staff's digital literacy and	Children, Education & Communities	Periodic Review Report	Students have commented that they feel that the programme impacts them on several levels. The first, and most unexpected impact, has been social. Students feel that having a strong team	

			from across cohorts has given them a very different experience. They feel their experience of peer support and collaboration has been hugely influenced. The students have opportunities to employ their skills in very different environments, whether that is turning the tables in the classroom at University, or in commercial settings. They have reported that this has impacted their confidence and their awareness of employability. Students benefit directly from focused, small group support which is very heavily research informed. They feel that this has improved what they have described as their 'relationship' with research, as they can see an effect, rather than it 'just sitting in an assignment.' Students have also identified that they feel more comfortable in critically analysing their environment in a positive way. They felt that some feedback channels at the University often became overwhelmed with negative feedback and that the DL programme has given them an opportunity to be constructively critical.	
engagement with learning technologies.				
The integration of research throughout the curriculum	Biology	Annual Monitoring Report	Higher scores in dissertation due to greater self-confidence. More students choosing carers in research.	
The introduction of the School Academic Board Week	Business School	Annual Monitoring Report	Improved quality assurance of teaching and learning through:	

			Standardising and cross-checking, e.g. assessment rubrics	
			Dedicated time and space for staff to reflect – in module and programme groups as well as individually – and review the past year's performance and to enhance delivery for the coming year.	
			Timely preparation and moderation of assessments for despatch to external examiners.	
			Identify and share examples of good practice.	
			Ensure teaching content is underpinned by research.	
			Identify any problems that need to be addressed, e.g. group work issues;	
			How the modules build upon modules in previous years or semesters and future years or semesters;	
			Look at overlap and synthesis with other modules in content or assessment particularly within a level.	
The innovative use of Panopto and web-casting, specifically the bite size webcasts for students to access at point of need to develop a range of academic skills, e.g. referencing.	Business School	Annual Monitoring Report	As this is relatively new – the main impact has been measured in terms of informal feedback and also by looking at the stats about viewing figures. At the end of this year, we will have two 'whole cohort' L6 modules (dissertation and Strategy) on the management programmes that have switched to all recorded material. We will therefore be able to compare and contrast in detail with previous years in areas of performance and retention.	

The Department's Annual Critical Review of Module Specifications as an opportunity to review the currency of their curriculum and share good practice.	Pre-Registration Nursing	Annual Monitoring Report	A positive for the student is that by annually looking at the programme staff can ensure that content is current and up to date for students, timetables can be made clearer to students and students can be assured that there is no duplication of content.
The Department's plan to use a conceptual curriculum structure in order to align the key themes of professional practice and the research interests of staff members within the nursing portfolio.	Pre-Registration Nursing	Annual Monitoring Report	Students learn a concept and through the use of exemplars including associated skills and simulation. Learning in this way helps students apply the principles to any given scenario and should enable them to be better prepared for the professional role.
The use of Technology Enhanced Learning for enhancing the student learning journey, in particular the extensive utilisation of Panopto for purposes other than lecture capture e.g. webcasts.	Business School	Validation Report for BSc (Hons) Business Management and Leadership (Chartered Manager Degree Apprenticeship)	Develop confidence in presentation due to being able to watch back their presentation and re-record prior to submission of the final summative assessment presentation.
Social Constructivism Approach	Computer Science	Stage Two Validation Report for MSc Games Programming and Visual Computing And MSc Advanced Computer Networking	The impact of this technique is that it entrenches the concepts of inclusivity, globalisation and discourse within the modules. Students can learn from each others past experiences.
Acknowledging the practical nature of the programmes,	Sport & Physical Activity	Stage Two Validation Report	Impact not yet known.

the comprehensive placement package which also maps to professional standards and competencies.		for MSci (Hons) Sport & Exercise Science and MSci (Hons) Sports Therapy		
The use of lecture capture to disseminate lectures to Business School students outwith their immediate programmes.	Business School	Validation Report for PGCert Employment, Enterprise and Entrepreneurship Development	Impact not yet known.	
The use of online journaling linked with face to face teaching in order to develop understanding of a topic.	Applied Health & Social Care	Stage One Validation Report for MSc Psychotherapy & Counselling – Contemporary Creative Approaches	This approach couples a developmental approach to learning with regular feedback. It is intended to build both confidence and comprehension. Its use in PG education is a new development for the team and will form the basis of a paper.	
HIS3028 Visualising Debate: History Video Project which was noted as being advanced for the subject matter, which the External Examiner stated was neglected within the sector.	English, History & Creative Writing	External Examiner Report	Employability, enjoying the teaching on the course.	
The innovative way in which trips were embedded into the module SPY3035 International Field Trip (International Perspectives On Childhood & Youth) was noted as good	Social Sciences	External Examiner Report	Overall student experience and retention.	

practice which could benefit other modules across the University.				
Negotiated Learning module applied to practice in facilitating its bespoke application to practice	Applied Health & Social Care	External Examiner Report	Maximise opportunity for ensuring a fit for purpose programme of study.	
Course and module development planning, and the student voice feeding into module and course development	Department of Children, Education and Communities and Secondary and Further Education & Training	External Examiner Report	As Programme Leader and Course Leader, we work extremely closely with the student cohort to include them on major decisions around programme design and planning. This is reviewed and students engage in the usual channels such as focus groups, SSCFs, end of module evaluations, end of year evaluations. We also engage our students in transition events from one level of study to the next and we take these opportunities to include them in a discussion around practices of teaching, learning and assessment. For example, a new record template for self-recording of progress and action planning from assessment feedback has been developed and utilised by the students	
Currency and relevance of the programme enhanced by the use of school based practitioners	Department of Children, Education and Communities	External Examiner Report	The programme aims to develop a resilient and resourceful workforce of teachers who are equipped to survive the challenges of a career in teaching. Feedback and excellent employment rates indicate that the currency and relevance of the programme impact strongly on the quality of the workforce.	

The Enhancement Week programme.	Department of Children, Education and Communities	External Examiner Report	The programme aims to develop a resilient and resourceful workforce of teachers who are equipped to survive the challenges of a career in teaching. Feedback and excellent employment rates indicate that this impacts strongly on the quality of the workforce.	
The planned and deliberate approach to developing students' academic skills for assessment across the different stages of the programme.	Applied Health & Social Care	Validation Report of BSc (Hons) Critical Approaches to Counselling and Psychotherapy	The approach builds the confidence of less proficient students by enabling them to manage their emotional state and to focus on the assessment task rather than their own anxiety or negative self-talk. The opportunity to model more able peers provides a rich learning experience that may even be out of the student's awareness. A focus on peer and tutor feedback enables students to make this implicit learning more explicit and therefore more accessible during future assessment tasks. Peer feedback requires students to focus their critical attention on the performance of others, enhancing the modelling process. Students tend to learn and embed skills more quickly and the sense they have of continuous improvement tends to support a continuing commitment to the programme of study.	
The highly formative nature of PBM4035 Exploring Practitioner Research and Research Methods	Professional Learning	External Examiner Report	Students find the very high standard of formative feedback on the MA Education really useful in challenging them to examine rather than merely describe data produced from their research, thus maintaining	

			excellent standards. Tutors regularly engage in exchanges of good practice and collaboration in formative and summative feedback practice, including moderation and standardisation events so that feedback quality is continually enhanced. This has a cumulative effect in that some student dissertations are worthy of further dissemination and publication.	
The effective relationships between programme teams and external examiners and openness to genuine critical dialogue	Department of Children, Education and Communities	External Examiner Report	The Programme Leader & Course Leader have a very open and transparent relationship with Tim Coxon the EE. The dialogue we engage in is a professional exchange of views about our programmes and we have both very willing to share ideas from our programmes with each other. The EE meets each year with a group of students to get a feel for their real experience of the programme and to give that additional perspective. We are happy to engage in a professional dialogue about change and development to the programme with the EE as well as the students as we feel this brings the greatest authenticity and credibility to the currency of our programme and our student experience within it.	
The challenges by assessors in regards to students being asked to examine the data in respect of the literature rather than simply describe their results.	Professional Learning	External Examiner Report	MA Education tutors challenge students to examine the data in synthesis with the literature consulted when reporting research findings in dissertations. This ensures students are aware of the cyclical nature of the research process, the dual	

			impact has the result of deepening self-reflective aspects of research as well as students' academic knowledge and understanding.	
Feedback on academic literacy is substantial in all marking in all modules reviewed. This was a significant development in 15/16 and has continued with consistency in 16/17.	Department of Children, Education & Communities	External Examiner Report	This has been a targeted area of development for the department and the comments are welcomed. This has impacted on the student's confidence and progress across academic modules resulting in excellent grade data.	
The use of lecture capture to disseminate lectures to Business School students outwith their immediate programmes.	Business School	Validation Report for PGCert Employment, Enterprise and Entrepreneurship Development	Impact not yet known.	
The use of online journaling linked with face to face teaching in order to develop understanding of a topic.	Applied Health & Social Care	Stage One Validation report for the MSc Psychotherapy & Counselling – Contemporary Creative Approaches	This approach couples a developmental approach to learning with regular feedback. It is intended to build both confidence and comprehension. Its use in PG education is a new development for the team and will form the basis of a paper	
Student Support				
Development of a bespoke monitoring grid used by students to track their academic progress with personal tutors	Children, Education & Communities	Periodic Review Report	This tracking document has allowed the student and the personal academic tutor to see at a glance where the student's academic progress currently lies. It is used as part of personal academic tutor reflection time to engage in learning	Student Experience Sub-Committee

			conversations and to plan targets for further development.
			It has given students, as well as PATs, a holistic view of students' academic progress and development.
			It has facilitated PATs being able to signpost students for further support and development in their academic skills.
The development and rollout of Academic, Resilience and Confidence (ARC) sessions and a Mental Health Certificate Programme to support students during their learning journey.	Children, Education & Communities	Periodic Review Report	The programme is now open to students across all year groups and the content is bespoke to the needs of the year group but also builds across year groups within key themes. Students that are engaged in year one stay committed to the programme and continue to attend into years two and three.
			Students engaged on the programme report increases in confidence in approaching assignments and this is reflected in improving grades for these students.
			At key points within the year engagement with ARC sessions decrease. This is linked to the increased workloads around the dissertation for 3rd years and due to a break from study at Christmas for the 2nd years. Support to re—engage with the programme is required at these key times.
			Students value the support and advice they receive at the sessions but challenges continue in relation to maintaining attendance levels.

			Final year students who are currently applying for further study and/or jobs are reporting a high level of interest in their qualification. They have been questioned about their training at interview and all have included it on their CV and/or application forms.	
			Anecdotally, students report that they feel it is helping them to 'stand out from the crowd' at interview.	
			Our current second year students who have just completed their accreditation are very keen to explore the area of mental health when seeking out employment opportunities.	
			Students applying for summer work have included MHFA on application forms and they have been questioned about this at interview.	
			The trainers for Mental Health England view Edge Hill as innovative as we are providing this training in readiness for employment. They see this as being particularly proactive.	
The sensitive and supportive way the Department considers applicants who have been unsuccessful, and supports them in securing a place on an alternative programme (if appropriate).	Children, Education & Communities	Periodic Review Report	Opportunity for applicants to enrol on programmes they are most suited to and therefore achieve to their potential, often progressing to post graduate routes onto teaching.	

The student voice calendar initiative.	Children, Education & Communities	Periodic Review Report	Provides students with a clear schedule of opportunities for the student voice to be heard and responded to.
The use of fieldtrips as a means of improving student retention	Biology	Annual Monitoring Report	High retention scores in L4. Strong cohort student support network
The approach to Personal Professional Development	Business School	Annual Monitoring Report	The overall programme increases their level of professionalism; they are given the opportunity to make their own decision as to which route they take. Self-starters will opt for the more individualised route via e-portfolio; others will follow the more structured programme. The learning outcomes are the same for all and there is full equality of opportunity but the experience will be different for individuals.
Use of VLE announcements in managing the student experience	English, History and Creative Writing	Annual Monitoring Report	The first Student Voice Week was held in October 2017. Students expected the sessions and appear to have responded well. In some cases they verbally stated their appreciation and that they felt they were being listened to. In module tutor responses students were able to clearly see what was being done following student feedback.
Cohort Clinics	Social Work	Annual Monitoring Report	Anecdotally, students report feeling more listened to and that their concerns and areas they wish to discuss are aired openly and more frequently. In addition, and again, anecdotally, students feel that staff are more approachable.
The systematic use of 'You said, we did' which provides	Computer Science	Stage Two Validation Report	It is hoped that the impact will be seen in the NSS. As the student concerns are acted

transparent evidence of the Team's accountability to students and inspires confidence in how their feedback is received and responded to.		for MSc Games Programming and Visual Computing And MSc Advanced Computer Networking	up on in a timely manner and reported back to them directly thus improving the NSS score
The approach to managing student retention risk identified through poor attendance/engagement, via collaboration of the Course Leader and the Programme Leader to engage relevant support mechanisms, specifically the Academic and Professional Review meting processes.	Early Years Education	Validation Report for FdA Early Years Education & Leadership, BA (Hons) Early Years Education and BA (Hons) Early Years Leadership	Students are provided with a clear action plan and support mechanisms that help them overcome identified difficulties and get back on track with their studies
The implementation of a 12 month induction for FdA students, which is especially important given the non-traditional backgrounds of applicants.	Early Years Education	Validation Report for FdA Early Years Education & Leadership, BA (Hons) Early Years Education and BA (Hons) Early Years Leadership	Students feel better supported in the development of their study skills, which is reflected in their open comments on NSS and the minutes of SSCF meetings.
The individualised approach to allocating students to mentors, in consideration of students' specific career aspirations.	Applied Health & Social Care	Stage Two Validation Report for BSc (Hons) Health & Social Care Leadership & Management	The direct impact on undergraduate students will be access to a mentor with expertise within their field of interest to offer first hand guidance on employability, career planning and personal development planning. Additionally it is envisaged that placement – shadowing opportunities will

			be offered by the existing maters students. Masters students will benefit from coaching and mentoring training and experience, which can be added to their own C.V.
The development of a Placement Support App.	Applied Health & Social Care	Stage Two Validation Report for BSc (Hons) Health & Social Care Leadership & Management	The Applied Health and Social Care Programmes recognise the employability value of voluntary work experiences for students alongside the need for preparing students for the workplace where there is a high risk to children and vulnerable adults as consequences of error. Therefore the dissemination of professional working standards and policies is deemed as essential to fully prepare the students as they represent Edge Hill University in their work experience conduct. The app will provide students with easily accessible information on the legal and practical requirements whilst working with children/young people/vulnerable adults including safeguarding practices. By better preparing students for engagement in placement, this should in turn generate more employer satisfaction, thus raising the profile of the university.
The range of activities completed by the students in the time given to them, to best prepare them for the HE environment	Fastrack	External Examiner Report	The DASS (Developing Academic Study Skills) Module on Fastrack provides students with a range of sessions introducing them to the generic skills required for HE study. The tasks and assessments students undertake build to make a study skills toolkit, which they can then refer back to when on their degree

			study. Feedback relating to the activities and tasks on Fastrack: "Although it was one of things I dreaded most at the start of Fastrack, being encouraged to engage in class discussions and doing presentations in front of the class, were the most useful skills I gained in Fastrack as they build your confidence massively and are an integral part of all the module seminars I have in my degree" (Current UG Student); "Without the experience of this in Fastrack I think I would have never spoken in class in my degree and probably found it all completely overwhelming." (Current Second year UG student); "Report writing and Harvard referencing are invaluable skills that I learnt during Fastrack, without which I don't believe I would be achieving my current grades." (Current UG student); "A really smooth transition to my degree. I feel ahead of everyone else as i already know about referencing and how to structure an essay." (Current UG student).	
The focus on supporting students' success through a range of interventions, including close monitoring of attendance and achievement, and the development of Student Mentoring.	Department of Children, Education and Communities	External Examiner Report	The programme has a Student Academic mentoring (SAMs) programme and has had since its inception. Year 2 students mentor Year 1 students and support both in and out of sessions across a range of issues by a range of modes (face to face, on line, e-mail, phone). Student attendance is monitored very closely by Course Leader and the tutor	

			team and is acted upon on a weekly basis with follow up e-mails to those missing sessions or WBL. After two weeks the PL intervenes and meets with individual students to keep them on track and engagement with the programme.	
The results of previous module evaluations reported on in the module handbook.	Professional Learning	External Examiner Report	Student comments from module evaluations are reported as one way of enabling a reciprocal dialogue between tutors and students. In this way students know that the programme team listen and act on their feedback in order to develop the student experience.	
The Professional Practice Handbook's clarity and detail.	Professional Learning	External Examiner Report	On the PGCE Primary Education with QTS programme we have two written assessments: one that focuses on critical reflection of professional practice and one that encompasses the literature that surrounds the trainees specialism. The external examiners have highlighted how this assessment is mapped well to learning outcomes and the trainees' school experiences. Feedback by markers has been praised for consistency and detailed information for trainees to develop their academic writing style whilst encouraging them to continue their studies. The role of the Visiting Tutor and Personal Academic Tutor have been recognised as instrumental in enabling students to be able to confidently know where their areas of strength are. Trainees comment on how they have developed their confidence in the	

| | | | classroom especially within their specialism and have returned to meet with tutors in their NQT year to develop their research skills through collaborative working on school-based research.

The implementation of mock interviews by the programme has been praised by the external examiners as they believe it demonstrates how well the school based settings and the university work together to provide realistic support for trainees in their job applications and interviews. As a result of this, trainees feel confident and prepared to apply for jobs and the programme has an excellent employability rate. Feedback from school-based partners also comment on how they feel part of the ITT process as they can give their experience of expectations at interview to the trainees.

This good working relationship extends through the support the schools and trainees are given by the university during the training of the trainees in both standard and school direct routes. | |
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| Evidence of support of non-traditional learners; the achievement and the context of the lives is outstanding and | Professional Learning | External Examiner Report | The Postgraduate Certificate in SpLD (Dyslexia) is part of the Professional Learning Programmes in the Faculty of Education and externally accredited by the British Dyslexia Association. It is a part - time course for trained educators to | |

demonstrates tutor support. Lecturer comments are overwhelmingly constructive and designed to support the student improve.			become specialist teachers and assessors for children, young people and adults with dyslexia. The course includes practice of teaching and assessment. Students are usually in full time employment, some may have been out of education for some time and the course also includes students themselves who have dyslexia. The course is a blended learning course and many of the students are distance learners. Students receive ongoing feedback on lesson planning through Blackboard and formative feedback on their practice of teaching from highly trained tutors is given using the on line Panopto system. Many students report that this improves their practice of teaching in general and supports raising the standards of literacy in schools. Teachers' work commitments are taking into account when the date are set for summative assessment. Students are given additional support with academic writing and formative feedback is given on assignments. Face to Face and online teaching is designed to be accessible to all learners. There is an ongoing dialogue with the external examiner about the challenges of achieving the standards for professional practice at the same time as meeting level 7 requirements which allows the standards on the course to continuously improve.	

The requirement for all personal tutors to complete Mental Health First Aid training.	Applied Health & Social Care	Stage Two Validation report for BSc (Hons) Health & Social Care Leadership & Management	Student stress and depression have a negative impact on students' academic performance, social involvement and interpersonal relationships. This training will provide personal tutors with skills to spot signs and symptoms of mental health issues and provide first aid to their students. Leading to early sign posting and support and promoting protective factors for improved mental health.	
The individualised approach to allocating students to mentors, in consideration of students' specific career aspirations.	Applied Health & Social Care	Stage Two Validation report for BSc (Hons) Health & Social Care Leadership & Management	The direct impact on undergraduate students will be access to a mentor with expertise within their field of interest to offer first hand guidance on employability, career planning and personal development planning. Additionally it is envisaged that placement – shadowing opportunities will be offered by the existing maters students. Masters students will benefit from coaching and mentoring training and experience, which can be added to their own C.V.	
The development of a Placement Support App.	Applied Health & Social Care	Stage Two Validation report for BSc (Hons) Health & Social Care Leadership & Management	The Applied Health and Social Care Programmes recognise the employability value of voluntary work experiences for students alongside the need for preparing students for the workplace where there is a high risk to children and vulnerable adults as consequences of error. Therefore the dissemination of professional working standards and policies is deemed as essential to fully prepare the students as they represent Edge Hill University in their work experience conduct. The app will	

			provide students with easily accessible information on the legal and practical requirements whilst working with children/young people/vulnerable adults including safeguarding practices. By better preparing students for engagement in placement, this should in turn generate more employer satisfaction, thus raising the profile of the university.	
The use of Ivy Street which encourages student engagement with the curriculum, enhances cohort communication and is responsive to student feedback and professional experiences.	Medical School	Validation Report for the PGCert Integrated Palliative and End of Life Care	Motivates the students to engage with the online discussions and amerces their imagination in hypothetical situations. Also promotes multi-professional and multi-agency working.	
The Welcome Back event.	Computer Science	Stage Two Validation Report for BSc (Hons) Robotics & Artificial Intelligence	Students can identify members of staff who they can contact relating to activities etc, while assisting in developing the community of practice that the department actively encourages.	
The use of students as members of the Department's Curriculum Development Group.	Computer Science	Stage Two Validation Report for BSc (Hons) Robotics & Artificial Intelligence	This impacts upon the students as they feel part of the Computer Science Community. Putting forward ideas and being embedded in the development process. They are given space and guidance to suggest ideas and work through ideas for new curriculum. They are also able to meet employers from	

			the employment panels and start networking.	
The use of a common first-year, which supports student opportunities to transfer between programmes, as a means of supporting student retention.	Computer Science	Stage Two Validation Report for BSc (Hons) Robotics & Artificial Intelligence	The majority of programmes offered by the department follow a common first year whereby students in each degree take the same modules for the large part. This approach is adopted in order to provide students with a solid foundation for everyone and provide students with the flexibility of choice. At the end of the first year students have the opportunity to switch streams within the department.	
The pursuit of European Social Fund (ESF) funding for graduate applicants from Lancashire to access the course without charge.	Business School	Validation Report for PGCert Employment, Enterprise and Entrepreneurship Development	Impact not yet known.	
Providing students with free copies of all key texts.	Departments of Law & Criminology and of Social Sciences	Stage Two Validation report for the Politics Joint Awards	Impact not yet known.	
Staff Support				
The arrangements for succession planning, including the identification and operation of a module lead and module assistant across the curriculum.	Sport & Physical Activity	Stage Two Validation report for MSci (Hons) Sport & Exercise Science and MSci (Hons) Sports Therapy	Impact not yet known.	

The requirement for all personal tutors to complete Mental Health First Aid training.	Applied Health & Social Care	Stage Two Validation Report for BSc (Hons) Health & Social Care Leadership & Management	Student stress and depression have a negative impact on students' academic performance, social involvement and interpersonal relationships. This training will provide personal tutors with skills to spot signs and symptoms of mental health issues and provide first aid to their students. Leading to early sign posting and support and promoting protective factors for improved mental health.	
The strong sense of an attitude of continuous improvement within the team expertise and enthusiasm.	Department of Children, Education and Communities	External Examiner Report	The early years undergraduate team consists of 5 full time members of staff and 4 long term associate tutors. Each member of staff has specific expertise in early years and Key Stage 1 but also in terms of research and subject specific expertise. Therefore we feel the trainees are trained by individuals who are experts in their areas and are passionate about early years pedagogy. The external examiner commented on this "expertise and enthusiasm (13)". We feel that this passion is transferred to the trainees with 58% of them achieving grade 1 in their final professional practice in 2017. Feedback via the NQT programme also suggests that NQTs are also making an impact out in settings by implementing play pedagogy into Key Stage 1 and Key Stage 2.	
The grouping of different subject specialists to support each other.	Secondary and Further Education & Training	External Examiner Report	Initially our policy has been to place students in personal tutor groups in essentially an alphabetical order, which automatically has put them into mixed	

			subject groups. Although this has allowed for some mutually supportive behaviour, a more powerful learning and teaching strategy has been to organise mixed-subject groupings in our teaching sessions, particularly when these focus on subject knowledge development e.g. a session on group development of schemes of work where topics given have either been biology, chemistry or physics based. In addition, we encourage the sharing of ideas, plans and resources when PGCE students are on placement and they have a repository of cross-subject materials available on the student shared drive. This has resulted in the contact of subject specialist students (and tutors), depending on the topic being taught. The impact of these aspects of good practice has been the widespread identification and comment on our students' *End of Placement Reports* of good (and sometimes very good) subject and science curriculum knowledge by school-based mentors, as well as their comments about creative and innovative differentiated practice in relation to enabling pupils to develop their understanding of new science concepts.	
The quality of mentor training.	Department of Children, Education & Communities	External Examiner Report	Mentor training face-to-face sessions are led by the Partnership Quality Officer (PQO) or another qualified member of the DCEC	

			staff team. Mentor training has been developed in line with mentor standards and has impacted on the quality of mentoring and therefore training. Outcomes on final professional practice have increased with 60% of trainees gaining a grade 1 in 2017.	
Employability				
The effective collaboration between staff of the Department and Edge Hill Careers Centre, resulting in a coherent and 'joined-up' approach to supporting students' employability.	Law and Criminology	Periodic Review Report	The Department's record of very good National Student Survey scores, and the work and practical experience and professional development opportunities and careers support we provide through, for example, our Pro Bono Law Clinic, the Court Room has also had an impact on our graduate's employability.	Employability Sub-Committee
The range of extra-curricular, industry-driven activities available for students (such as additional certification in software).	Computer Science	Annual Monitoring Report	Students have been impacted by the industry-driven qualifications which they have gained alongside their studies. This has not only given them further qualifications in specific areas, but has also given those students hands on experience of industry –standards, which has been commended by external employers. This could lead to increased confidence in students' abilities in the graduate job market.	
A department-specific Careers Fair, supported by employers, which enhances Computer Science graduates' employment prospects.	Computer Science	Stage Two Validation Report for MSc Games Programming and Visual Computing	Industrial partners have employed our students direct from their initial contact at the careers fair. The industrial partners know that the students who approach them are all Computer Science students so do not	

			have to "sift" through students from other courses. The students benefit from communication with local employers who have opportunities from them so its impact is directly on the employability metric.	
How the programme provides opportunity for students to publish journals and disseminate case studies	Sport and Physical Activity	Stage One Validation Report for MSci (Hons) Sport & Exercise Science and MSci (Hons) Sports Therapy	Previous UG, MRes and PhD students have published elements of their research projects in international, peer reviewed journals. Additionally, students from Levels 6 and above have presented elements of their work at national conferences. This information is shared with Level 4 students (SPT1930, SPT1437) and used as a motivation for Level 5 & 6 students towards developing their own research project (SPT3220). This practice, and previous success of our own students has created a tangible opportunity, aligned with increased esteem and employability potential.	
The integration of theory and practice which aligns with workplace opportunities and takes a student-focussed approach supporting future employability potential	Applied Health & Social Care	Stage One Validation Report for BSc (Hons) Health & Social Care Leadership & Management	1) 'Bedside to Management' progressive model - Stakeholders felt that the bedside to management model would allow students to develop contextual and cultural knowledge before progressing to junior management positions within health and social care organisations. Students will be supported throughout their work based learning with the right level of engagement and responsibility to support the transition to management skills. This is aligned to work related learning	

			requirements within the classroom.	
			2) Placement and Safeguarding Support App - Students have already expressed a keen interest in the app and feel it will be a valuable tool. The app has also supported the development of placement handbooks across AHSC.	
			3) Graduate Employer Symposium & 4) Developed and coordinated the use of the personal and professional development portfolio (PDP) with university employability focus - Graduate employability is up by almost 10% for 2017 graduates (DHLE data) across AHSC programmes, suggesting a link between engagement with PDP and other employability activities.	
			5) Sapra - provides opportunities to reflect openly in a safe forum, with no assessment requirements. Thus encouraging a more veracious appraisal of needs and strengths.	
			6) AHSC Mock assessment day – This evaluated really well and both staff and students found this particularly beneficial.	
			7) Work related assessments – The external examiner and stakeholders felt that these innovative alternative assessments would support students to develop their employability potential whilst at university and beyond.	

The portfolio of short reflective tasks focussing on career planning and management and research understanding in the modules GEO2071 Research Methods for Physical Geography and Environmental Science and GEO2073 Environmental Research in Practice.	Geography	External Examiner Report	Employability, enjoying the teaching on the course.	
The mock interview and personal statement support.	Department of Children, Education & Communities	External Examiner Report	The implementation of mock interviews by the programme has been praised by the external examiners as they believe it demonstrates how well the school based settings and the university work together to provide realistic support for trainees in their job applications and interviews. As a result of this, trainees feel confident and prepared to apply for jobs and the programme has an excellent employability rate. Feedback from school-based partners also comment on how they feel part of the ITT process as they can give their experience of expectations at interview to the trainees.	
Range of non-modular activities such as the journal club.	Department of Computing	Stage One Validation Report for BSc (Hons) Robotics & Artificial Intelligence	The experience students can accumulate through involvement with extra non-modular activities provide students with the opportunity to gather additional material to showcase their potential in application forms and then later, during the selection process. It's essential that students begin to think about how they can	

			stand out from the crowd by taking on additional responsibility within the activities they are involved in and equally importantly, showing commitment to their involvement over the longer haul.	
Assessment and Feedback				
The use of reflective assessment activities as an innovative way to engage students in thinking about their knowledge and skills as required for employment in a range of sectors.	Geography	Annual Monitoring Report	Students begin to recognise the importance of recording their skills development and evidence in the form of a skills portfolio retained using SAPRA. It also gets students to identify and recognise the skills that graduate employers require. Students are encouraged to keep a skills portfolio up-to-date, and the information is used in a mock job application/CV exercise and mock interview at Level 6.	Learning & Teaching Committee
Assessment which require students to work critically with a published paper.	Geography	Annual Monitoring Report	Quality Enhancement (Specific features of good practice with the potential for wider dissemination): What impact has it had on students (directly or indirectly)? Contact Students begin to recognise the importance of recording their skills development and evidence in the form of a skills portfolio retained using SAPRA. It also gets students to identify and recognise the skills that graduate employers require. Students are encouraged to keep a skills portfolio up-to-date, and the information is used in a mock job application/CV exercise and mock interview at Level 6. Nigel Richardson The approach focuses the student's attention to detail, revision and	

			engagement with academic literature. For those students that prepare well, there have been some very good exam essay answers, whilst for those who don't engage and prepare, then the exam performance is weak, with waffly, descriptive answers.	
Use of a reflective journal / log book as a method of assessment to increase student engagement with classes and enable proactive monitoring of student engagement.	Social Sciences	Annual Monitoring Report	An additional positive impact on students is that markers are able to read feedback from students on the teaching and learning on the module and enable MLs to make requisite clarifications should this be required.	
The innovative way in which the very valuable trips are embedded within SPY3035 and tied to assignments is particularly noteworthy and evidence of good practice which might benefit other modules within the university and beyond	Social Sciences	Annual Monitoring Report	There is considerable anecdotal evidence from students that the trip is enjoyable, leads to a stronger cohort identity and increases their confidence.	
Assessment method for SCI2334 Biochemistry and Metabolism which enables students to work with students from another department (Media)	Biology	External Examiner Report	Employability, enjoying teaching on the course.	
Assessment method for SCI2336 Biology of Disease (Case Study) which appears to reduce marking load for academics	Biology	External Examiner Report	Improve quality of feedback and turnaround times.	

Innovative assessment design in BUS3027 Strategic Financial Management and BUS2021 Creating innovation	Business School	External Examiner Report	Employability, enjoying the teaching on the course.	
The focus on teaching industry skills, innovative assessment design and delivery and prompt assessment feedback in BSc Web Systems Development	Computer Science	External Examiner Report	Employability, enjoying the teaching on the course.	
The balance between group and individual assessments was noted as excellent with the External Examiner commenting that this was an issue for the sector in the BA (Hons) Dance and Drama Programme.	Performing Arts	External Examiner Report	Overall student experience.	
The use of videoed mock examinations in SPT2933 Sport & Exercise Rehabilitation	Sport & Physical Activity	External Examiner Report	Formative assessment and student attainment.	
Academic support with detailed constructive feedback	Applied Health & Social Care	External Examiner Report	Positive direction for students facilitating improvement with progression and improved performance.	
Use of Professional Report Writing as a pedagogic tool for inter-professional working	Social Care	External Examiner Report	Promotes opportunities for inter-professional working and understanding of same	
Use of patchwork style of assessment which allows build-up of information	Applied Health & Social Care	External Examiner Report	Application of knowledge	
Generic bank of responses which can be used by others	Applied Health & Social Care	External Examiner Report	Ease of time for markers	

Collaborative nature of OSCEs, with professionals from different specialities collaborating upon exam development and assessment	Health & Social Care	External Examiner Report	Realistic and grounded assessments reflective of practice	
Choice of topic and nature of assessment	Applied Health & Social Care	External Examiner Report	Allows students to play to their strengths and focus upon their specific interests	
The standard of marking of assessments, second marking processes and assessment moderation	Department of Children, Education and Communities	External Examiner Report	Students are reporting confidence in academic ability and progress, impacting on achievement. Degree classification data (26% 1st class degree) indicates that strategies are successful and outcomes are good on the programme.	
Second marking processes ensure that the first assessments are fair and accurate.	Department of Children, Education and Communities	External Examiner Report	Students are able, through tutorial opportunities, to further discuss specific elements of their academic progress.	
The mapping of assessment tasks to Learning Outcomes and School experiences	Department of Children, Education and Communities and Professional Learning.	External Examiner Report	On the PGCE Primary Education with QTS programme we have two written assessments: one that focuses on critical reflection of professional practice and one that encompasses the literature that surrounds the trainees specialism. The external examiners have highlighted how this assessment is mapped well to learning outcomes and the trainees' school experiences. Trainees comment on how they have developed their confidence in the classroom especially within their specialism and have returned to meet with tutors in their NQT year to develop their research skills through collaborative working on school-based research.	

Feedback on academic literacy is substantial in all marking in all modules reviewed. This was a significant development in 15/16 and has continued with consistency in 16/17.	Department of Children, Education and Communities and Professional Learning.	External Examiner Report	This has been a targeted area of development for the department and the comments are welcomed. This has impacted on the student's confidence and progress across academic modules resulting in excellent grade data.	
The very powerful marking grid, and use of concept mapping is innovative in developing pedagogic content knowledge.	Secondary and Further Education & Training	External Examiner Report	The mark grid that we use has three key features, which enable it to provide detailed and specific criteria about specific aspects of an assignment to our student teachers: 1. It is compatible with all other mark grids used by PGCE Secondary courses, because it uses a generic format, based on the assessment of postgraduate work in the Faculty of Education. 2. It has selected criteria, which are coloured differentially (in blue) to the rest of the grid and these criteria are the ones that particularly discriminate between Level 6 and Level 7 work. 3. The grid also consists of criteria that mirror the generic criteria indicated in point 1, but which are specific to the particular PGCE Science assignment and the individual components of it. Concept mapping is a learning and teaching tool that we feel has a wide range of potential for use in the science classroom, in order to find out what pupils might know and what misconceptions they might have.	

			Thus, we devote two teaching session on the course to this aspect of science teaching and we also require students to complete a concept map on a particular topic that they have identified as an area of science subject knowledge weakness as part of the first assignment that they do. As we ask the students to complete a concept map that covers all three secondary key stages, we feel that this is not only helpful in terms of requiring them to research the science content (key areas in the topic), it can also help them to identify *their* misconceptions. Furthermore, it can help them to develop science curriculum knowledge in relation to the progression of the topic through the key stages.	
The innovative assessments, i.e. reflective analysis of a portfolio of images and the critiquing of interviews with professionals.	Department of Children, Education & Communities	External Examiner Report	Reflective analysis of a portfolio of images (TLMP2002: Inclusive Education) This assessment draws on semiotics and asks students to gather images from within their workplace (schools or pupil referral units) that represent, for them, inclusion or exclusion. The students then critique the images taken and, in turn, their practice. The impact has been that students question taken for granted practices surrounding inclusion. They report that they are more reflective in questioning their understandings of inclusion and more aware of the how the use of space, place	

			and positioning can either include or inadvertently exclude.	
			Students liked the focus on semiotics and the use of concepts such as the punctum of an image (the stand out feature) and this impacted on their ways of 'seeing' both in the school and in the wider context.	
			Key articles that underpin the module are Dunne, L., Hallett, F., Kay, V., and Woolhouse, C. 2018 Spaces of inclusion: investigating place, positioning and perspective in educational settings through photo-elicitation'. International Journal of Inclusive Education. 22 (1): 21-37 and DUNNE, L., HALLETT, F., KAY, V. and WOOLHOUSE, C. 2017. Visualising Inclusion: Employing a photo-elicitation methodology to explore views of inclusive education, SAGE Research Methods Cases.	
			Critiquing interviews with professionals (TLMP2003: Meeting Learner Needs) This assessment asks students to interview up to five professionals who work in the area of inclusion and / or special educational needs, such as a Special Educational Needs Coordinator (Senco); a class teacher; Educational Psychologist or Speech and Language Therapist. It enables the student to focus on a particular area of need (such as autism or visual impairment) and to research that need in relation to learning, support and teamwork.	

			An impact is that, by interviewing educational professionals, students gain insight into how the various roles and support strategies interlace to support learners. The interviews allow for exploration of significant issues and themes in relation to provision for inclusive education, such as training, teamwork and collaboration. An impact is that students (who work as support staff, TAs or Mentors) become more aware of their own roles, and their positioning, in relation to other roles, as well as gaining further knowledge and understanding of particular learning needs experienced by the pupils they work with on a daily basis. Recent publications: Dunne, L., Hallett, F., Kay, V., and Woolhouse, C. (2018) 'Spaces of inclusion: investigating place, positioning and perspective in educational settings through photo-elicitation'. International Journal of Inclusive Education. 22 (1): 21-37. Dunne, L., Kay, V., Boyle, R., Obadan, F., and Lander, V. (2018) 'I love a curry': student-teacher discourse around 'race' and ethnicity at a UK university'. Journal of Education and Teaching (44) 2.	
The establishment of feedback/feed-forward across the programme.	Department of Children, Education & Communities	External Examiner Report	The teams approach to feedback and feed-forward has been integrated into the programme learning at the design stage and feeds into all aspects of formatively and	

			summatively assessed work completed at university. It involves encouraging students to engage with tutor, peer and other sources of feedback and feed-forward to take ownership of their learning and become self-regulated autonomous learners who make sustained improvement whilst on programme. Students have ownership of a Progress & Development Profile in which they log all aspects of reflection and action planning across all aspects of their learning. Tutors on the team have received training in the subtle differences of feedback and feed-forward and are able to engage the students in hearing these messages. The results from the students show real impact in grade improvement where they engage fully with the process. This model of working has formed part of a three-year longitudinal research study by the Programme Leader & Course Leader, and is currently being written up for publication. Throughout the research students have been encouraged to become co-creators of practice on the programme.	
The detailed guidance in supporting students with the structuring of the assessment.	Professional Learning	External Examiner Report	The guidance provided to students in structuring their research report is particularly valued by teaching professionals who may have had a break from Post Graduate study. This supports understanding of expectations in relation to	

			developing an academic argument in order to support excellent results.	
The substantial feedback in assessment literacy and the four-part approach to feedback which is a real strength of the assessment strategy. Students are encouraged to look at all four aspects of the feedback (the mark, the highlighted performance criteria, the tutors; comments on the coversheet, and on the margins of assessment).	Department of Children, Education & Communities	External Examiner Report	Students are reporting confidence in academic ability and progress, impacting on achievement. Degree classification data indicates that strategies are successful and outcomes are good on the programme.	
The use of a focus on targets from previous assignments as a starting point for students in their current assignment.	Department of Children, Education & Communities	External Examiner Report	The use of a focus on targets from previous assignments as a starting point for students in their current assignment is a strength. (DCEC, 28) This has impacted on the student's confidence and progress across academic modules resulting in excellent grade data.	
The use of work-based learning in delivering practical assessments suited to the students' career pathways, and way the practical nature of the assessments links with work-based learning and practice.	Early Years Education	External Examiner Report	All the taught sessions are focused on practice with links to theory but also, just as critically, to current policy. The trainees are strongly encouraged to develop their own personal pedagogy through making links with practice, policy and theory. The focus of the practical assessments is always about impact on children and families and trainees are encouraged to present that to the group (see slides). All the sessions are updated regularly so trainees are very	

			aware of the current political context in which they are working and can prioritise teaching accordingly. Quality is at the heart of the work based learning and trainees are taught to develop their own understanding of quality; consider different perspectives of quality and discuss this in relation to Ofsted. Leadership is also a focus for us on the programme. Linking theory to practice is a key focus of the programme and throughout each module, tutors draw on their own experiences, those of the students as they develop and that of colleagues who have a particular expertise in a certain area, to illustrate how this happens. Students enjoy varied approaches in taught sessions as theory, discussion and practical activities are intertwined throughout. This gives students confidence in their understanding when responding to the assignments which are all based on theoretical underpinning of current practice in early years settings.	
Work based learning is a powerful aspect of the programme	Department of Children, Education and Communities and Secondary and Further Education & Training	External Examiner Report	WBL has been integrated into the programme learning at the design stage and feeds into work completed at university. There is an integral link between university modular theoretical study and WBL practices. This is particularly evident in the Personal & Professional development modules and the Research projects undertaken at level 6.	

			Students value the opportunity to engage in WBL and thrive in these situations where learning is evident. This is regarded as a real strength of the programme and a driver for recruitment onto the programme. The students attend a serial practice throughout the year. They attend two days each week and one and a half days in university. This allows them to develop theoretical understanding at the beginning of the week then consider its practical implications while in placement. They then have time to discuss this experience when they return the following day. Students have commented how helpful this is in SSCFs, they develop good relationships with children and parents as well as colleagues in the settings. They are supported in developing Professional Development Profiles and have opportunity to engage with activities and training to develop professional skills, thus enhancing their employability. These range from Safeguarding and PREVENT training, to SEN identification and processes, Paediatric First Aid to organising educational visits (consolidated by a trip to Knowsley Safari Park)	
Feedback is of a very high standard and very useful to students	Department of Children, Education & Communities	External Examiner Report	The academic staff work hard at providing constructive feedback on assignments. Comments will reflect on the previous assignment targets and also make specific	

			suggestions as to how the next assignment can be improved. The focus of the comments on the text encourages trainees to engage more deeply with critical reflection through raising questions about research findings and/or theoretical viewpoints. The use of journals is also stressed so that trainees can provide robust theoretical underpinning to their discussions. Consequently 84% of trainees received first class or 2:1 degrees in 2017 with 37% achieving first class degrees. The external examiner commented that "Feedback is of a very high standard and very useful to students (13)"	
Building communities involving students				
The introduction of the Town Hall meetings	Business School	Annual Monitoring Report	We hope to see an increased willingness of students to share problems as they see a link between raising issues and issues being resolved. We expected to see this discussed at SSCF meetings.	Faculty Learning & Teaching Committees
The use of 'Visualising Success' posters within the Business School building.	Business School	Annual Monitoring Report	The posters have proved to be of interest to current students and particularly to visitors at open days. They are intended to inspire students and to portray the strengths of the Business School through students' own achievements and experiences and through their own stories. We are having an A5 brochure made of the visualising success posters, with the help of Roy Bayfield and his team. These will be sent out to all	

			applicants, visitors at Open days and visit days and also to other stakeholders such as our Employers' panel.	
Practices related to engagement with the student voice.	Secondary and Further Education	Annual Monitoring Report	Practices related to engagement with the student voice Importance of Personal Tutor role in ensuring students are fully aware of personal and academic support available. Establishment of cohort identity at both subject and year group levels - importance of course leader and year leader roles in promoting a meaningful dialogue focusing upon student experience. Ensuring the development of cohort identity over a three-year period, emphasising the course leader role in student success at all levels. Ensuring that students are fully aware of actions taken as a result of feedback, and promoting a continuing dialogue in relation to student experience. Impact can be measured in trend figures for NSS over a five-year period, reflecting the on-going focus on engagement with student voice, particularly at local level where a strong sense of cohort identity and loyalty is clearly evidenced.	
Range of non-modular activities such as the journal club	Computer Science	Stage 1 Validation Report: BSc Robotics & Artificial Intelligence	The experience students can accumulate through involvement with extra non-modular activities provide students with the opportunity to gather additional material to showcase their potential in application forms and then later, during the selection process. It's essential that	

			students begin to think about how they can stand out from the crowd by taking on additional responsibility within the activities they are involved in and equally importantly, showing commitment to their involvement over the longer haul.	
The operation of whole student group community days, as an alternative to SSCFs to enhance student engagement and feedback.	Applied Health & Social Care	Stage One Validation Report for MSc Psychotherapy & Counselling – Contemporary Creative Approaches	This approach has a direct impact on the relationship between staff and students as it promotes communication and discussion – removing the 'funnel' model of SSCFs that narrowed opportunities for staff and students to develop an open dialogue about all aspects of the course.	
The Department's approach to engaging with the Athena SWAN Charter.	Computer Science	Stage Two Validation Report for BSc (Hons) Robotics & Artificial Intelligence	A key strength of the Athena SWAN process is that it facilitates more collaborative work both within and across HEIs. Enhanced communication within the department concerning equality and diversity matters. Provides transparency and cements process for diversity within the department.	
The range of non-modular CPD activities which bring together students from across the Department's provision. Examples include: Tech-Hub challenges; Opportunities to undertake Professional certification; Peer mentoring.	Computer Science	Stage Two Validation Report for BSc (Hons) Robotics & Artificial Intelligence	Good for personal development and enhancing a CV. Can equip and develop students with desirable transferable skills. Helps students to decide early if a particular career is what they really want to do.	
The operation of whole student group community days, as an alternative to	Applied Health & Social Care	Stage One Validation report for the MSc Psychotherapy &	This approach has a direct impact on the relationship between staff and students as it promotes communication and discussion – removing the 'funnel' model of SSCFs that	

		Counselling – Contemporary Creative Approaches	narrowed opportunities for staff and students to develop an open dialogue about all aspects of the course	
Organisation and Management and Communication				
The management of the partnership between the Programme Team and Holy Cross College.	Early Years Education	Validation Report for FdA Early Years Education & Leadership, BA (Hons) Early Years Education and BA (Hons) Early Years Leadership	The Programme team have acquired a lot of experience in managing collaborative delivery, which has a direct positive impact on the students at Holy Cross, as both teams work as a whole to support the students.	Faculty Learning & Teaching Committees
There is a consistent picture for each student and school with partnership development work embedding very well. The priorities of the Department Team and Course Teams are evident in schools and clearly impacting positively upon students. The Department provides excellent support for mentors and maintains close links with schools.	Department of Children, Education & Communities	External Examiner Report	The Partnership Quality Officers ensure that there is consistency in training across the ITE Partnership and identify any effective practice that can be shared across the Partnership. They make up to three school based visits throughout the academic year, but are in regular contact with the settings throughout the year. This has impacted positively on the capacity and quality of our partnership ensuring that all trainees are placed in a timely manner into high quality partner school.	
The new Placement Quality Officer role seems very effective in supporting and quality assuring placement provision, and schools reported that this is	Department of Children, Education & Communities	External Examiner Report	The early years team is supported by a range of associate tutors who act as visiting tutors to trainees on professional practice. Visiting Tutors understand the Edge Hill processes and work closely with Placement Leaders. The Placement Lead is crucial in developing the strong relationships with	

deepening their relationship with the University.			partnership settings. They are in daily communication with Visiting Tutors therefore any issues that arise are dealt with efficiently and effectively. Where necessary the 'at risk' procedure is used to support trainees who are experiencing difficulty. This requires close communication between the trainee, class teacher, mentor, visiting tutor, personal tutor and placement lead. The external examiner commented that the high "quality of relationship with partner schools evidenced in support for students, particularly those struggling (13)	
The quality of the relationship with partner schools evidenced in support for students, particularly those struggling.	Early Years Education	External Examiner Report	Impact not yet known.	
The university is obviously held in high regard by the schools; it provides excellent support for mentors, and maintains close links with schools and lead schools	Department of Children, Education & Communities	External Examiner Report	This good working relationship extends through the support the schools and trainees are given by the university during the training of the trainees in both standard and school direct routes.	

The Learning and Teaching Committee is asked to:

- **Review the features of good practice in table 1 and decide which of the citations merit further evaluation; and,**
- **Agree on a method of evaluation and dissemination.**

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