

# ETS: Quality Assurance Statement

Edinburgh Theological Seminary has undergone an Annual Monitoring for Educational Oversight Review in January 2021 by the Quality Assurance Agency for Higher Education (QAA). The QAA report confirms that the Seminary is 'is continuing to maintain, review and improve/enhance its higher education provision' since the previous visit held in September 2019. The Seminary has prepared and submitted to the QAA an action plan in response to the findings of the report and is currently preparing for a subsequent review in January 2022 undertaken by the QAA as part of the normal cycle.

The QAA final report is available at: <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/provider?UKPRN=10023444>

QAA action plan June 2021: [https://ets.ac.uk/wp-content/uploads/2020/08/QAA\\_Action\\_Plan\\_January\\_2020.pdf](https://ets.ac.uk/wp-content/uploads/2020/08/QAA_Action_Plan_January_2020.pdf)

## How do we continue to ensure the quality of education at Edinburgh Theological Seminary?

1. ETS is committed to the continuous enhancement of the quality of learning opportunities provided. The Seminary has deliberately taken a strategic and evidence-driven approach to improving the quality of learning opportunities.
2. ETS has robust systems in place that generate information indicating the strengths of the learning opportunities that are provided to students. This information is systematically collated, summarized, evaluated in the form of reports and discussed in relevant committees such as the Senate, Seminary Board, Board of Studies and the Joint Board of ETS and the University of Glasgow.
3. ETS has in place formal procedures, which will ensure the Seminary has continuous improvement initiatives in place.

Some of these improvements will be in response to monitoring and review procedures that take place annually: Course Quality Questionnaires; Student Satisfaction Questionnaires; Staff-Student Liaison Group and the involvement of Student Representatives at Senate, Seminary Board, Board of Studies and Joint Board levels. In this way, reactive enhancement takes place.

However, there is also strategic enhancement. The Senate has recently been restructured in terms of personnel to ensure that the governing body (The Seminary Board) is represented on the Senate as well as external educational expertise from outwith the theological education sector, and representatives of the church and mission agencies who tend to be our main client providers.

Alongside this restructure, which in itself opens many opportunities for enhancement, a number of key Senate Subgroups have been formed which are intended to facilitate strategic enhancement in line with the QAA Revised Quality Code. The following Subgroups are now active: Programme Design and Administration (Programme Design, Administration, Admissions and Support); Programme Delivery and Assessment (Teaching, Learning and Assessment); Programme Quality

and Review; Operational Resources; ETS Centre for Mission. Student representation is present on each of these Subgroups.

4. The ETS Senate expect that following its restructure and strategic approach, an annual report will be collated which will result in specific Action Plans. As well as being discussed at the Senate, these will be reported and reviewed at the Seminary Board which is responsible for the governance and finance of the Seminary, whose Chair is also an ex officio member of the Senate. This will help those who govern the Seminary to understand better the range of academic operations of the Seminary and the need for support, personnel, finance and review at management level.

5. All Course Organisers cooperate with the Programme Leaders to complete Annual Course Monitoring Forms which include a summary of student enrolment and progress, and any enhancements and improvements which have resulted from student feedback, external examiner comment and Staff-Student liaison meetings. The forms also include a record of admission, pass and success rates of each course, with a comparison to the data from the previous academic session. These Annual Course Monitoring Form submissions are discussed annually at the Board of Studies at which a University of Glasgow representative is present. This is an indicator that our academic quality and standards are those expected by our validating institution, The University of Glasgow.

6. To ensure the quality of the programmes delivered, ETS engages staff and students in a bespoke quality framework, through a multiplicity of committees (Seminary Board, Senate, Board of Studies, Board of Examiners, Joint Board of ETS and the University of Glasgow and the Staff-Student Liaison Group) which are responsible for the development and enhancement of the quality of the programmes. In addition, all full-time staff are reviewed by the Chair of the Seminary Board and the Principal annually, and Peer Reviews are normally carried out on a regular basis. It is hoped that in the future, these will be used in conjunction with student feedback to ensure that staff are better equipped to deliver the quality teaching the Seminary aspires to from year to year.

7. The Seminary liaises with its External Examiners throughout the year to communicate course information and to raise specific matters for advice. The goal is to benefit from external experts who represent the University of Glasgow, our validating institution.

8. Thus, the Seminary, through its Senate and governing board, assesses the effectiveness of its quality assurance and enhancement frameworks by monitoring relevant performance indicators, including external examiners' reports, quality reports produced by awarding bodies, the outcome of peer reviews, and student feedback.

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