

The University of Edinburgh
Senate Quality Assurance Committee

**Meeting to be held on Tuesday 13 September 2022
at 2pm in the Raeburn Room, Old College and via Microsoft Teams**

A G E N D A

- 1. Welcome and Apologies**
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- 12. Any Other Business**
- 13. Date of Next Meeting:** Thursday 8 December 2022 at 2pm in the Cuillin Room, Charles Stewart House

The University of Edinburgh
Senate Quality Assurance Committee

**Minutes of the meeting held on Thursday 19 May 2022
at 2pm in the Cuillin Room, Charles Stewart House
and via Microsoft Teams**

Present:

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| Professor Tina Harrison (Convener) | Assistant Principal Academic Standards and Quality Assurance |
| Marianne Brown | Co-opted member with expertise in Student Systems |
| Brian Connolly | Head of Quality Assurance and Enhancement Team (Interim), Academic Services |
| Sinéad Docherty | Academic Policy Officer, Academic Services |
| Olivia Eadie | Assistant Director and Head of Operations and Projects, Institute for Academic Development |
| Dr Katherine Inglis | School Representative (Literatures, Languages and Cultures), College of Arts, Humanities and Social Sciences |
| Professor Linda Kirstein | Dean of Education Quality Assurance and Culture, College of Science and Engineering |
| Stuart Lamont | Edinburgh University Students' Association Representative |
| Dr Paul Norris | Dean of Quality Assurance and Curriculum Approval, College of Arts, Humanities and Social Sciences |
| Dr Claire Phillips | Dean of Quality Assurance, College of Medicine and Veterinary Medicine |

Apologies:

| | |
|------------------------|--|
| Dr Gail Duursma | School Representative (Engineering), College of Science and Engineering |
| Tara Gold | Vice President (Education), Students' Association |
| Dr Jeni Harden | School Representative (School of Molecular, Genetic and Population Health Sciences), College of Medicine and Veterinary Medicine |
| Professor Leigh Sparks | Deputy Principal, University of Stirling |

In attendance:

Antony Maciocia

Dean of Postgraduate Research, College of Science and Engineering

Fiona Philippi

Head of Doctoral Education | Deputy Head of Researcher Development, Institute for Academic Development

1. Welcome and Apologies

The Convener extended particular thanks to Dr Claire Phillips for her contributions to the Committee and noted that her work has greatly enhanced quality at the University of Edinburgh. The Committee noted that Fiona Philippi and Antony Maciocia would be in attendance to discuss the proposed review of the Doctoral College.

2. Minutes of the meeting held on Thursday 28 April 2022

The Committee approved the minutes of the previous meeting, with the following amendment:

- Point 5 paragraph 4 to be amended to “work related to awarding gaps across CSE.”

3. Matters Arising

There were no matters arising.

For Discussion

4. Sector Developments

The Committee discussed the following sector developments:

4.1 Scottish Funding Council (SFC) Review of Coherence and Sustainability

The SFC will update the sector on the Review in due course, with the new framework expected to be implemented from 2024/25. A set of high level principles has been outlined and the SFC is looking for more input as it develops the framework and principles. The Committee agreed that more information is needed on the proposed framework and the University should be willing to offer its involvement for the development and implementation of the framework. The Committee noted that the collaborative nature of the sector in Scotland will be a benefit when working within the new framework.

4.2 External Examiner Principles

External Examiner principles have been developed in response to criticism that the system is not sufficiently independent, nor effectively assuring standards. The principles have been shared with the Convener and relate to the work of External Examiners and institutions. The Convener noted that the

principles will support the External Examiners working with University, and also colleagues who act as External Examiners in other institutions.

The Committee agreed that there were examples of good practice locally throughout the University in relation to the induction of External Examiners, and that this foundation should be built on at University level. It was also noted that the principles will work to protect the values of enhancement and reflection, as well as assessment metrics.

4.3 UK Quality Code for Higher Education

The Quality Assurance Agency (QAA) is working with its partners to incorporate hybrid learning into the framework and the SFC is looking to develop a national standard for online learning. The Committee agreed that it would expect to see diversity in the approach to this.

It was also noted that the Office for Students (OFS) had removed the UK Quality Code from institutional requirements in England. The Committee noted concern that this would undermine the strength of the QAA but that Scottish institutions will look to retain the UK Quality Code.

4.4 Subject Benchmark Statements

The Committee welcomed the new statements and noted they will align well with the Curriculum Transformation Project objectives.

5. Enhancement Led Institutional Review (ELIR): Draft Follow-on Report

The Convener reported that a detailed update on the University's ELIR action plan would be presented to the next meeting of Senate (due to be held on 25 May 2022).

The Committee discussed progress in response to ELIR recommendations. The Committee considered which mechanisms would best demonstrate the impact of the new Student Support system and suggested that response times, wait times for meetings and the student voice survey may be ways in which progress could be measured. The Committee noted that more details were needed on how the changes to Student Support will be evaluated, especially around how the evaluation of phase 1 will impact on phase 2.

The Committee agreed that there is a need for more information and a clearer strategy in regard to Theme 2: Change Management, particularly in relation to ongoing change management projects such as the People and Money system. Learnings from the implementation of this project must be shared and taken forward to future change management projects.

The Committee noted that the ELIR Oversight Group will approve the final version of the follow-up report before it is submitted to the QAA in July 2022

(with the proviso that it will need to be endorsed by University Court in October 2022 before the final version can be published).

6. **Thematic Review 2018-19 - Progress Update**

The Convener noted that since the publication of the final report of this Thematic Review, new structures have been put in place and progress has been made against many of the recommendations. The Committee noted that the recommendation in relation to the Sense of Belonging group had not progressed and suggested that another avenue for this recommendation should be explored if this Group was no longer active. The Committee encouraged the application for the Race Equality Award.

7. **Student Support Services Annual Review**

The Committee discussed the reporting template for this year and agreed that it should be expanded to allow space for reflection that is not explicitly related to Covid and/or industrial action. The Committee approved the use of the template pending this change in format.

Action: Academic Services to update template to include space for reporting on challenges other than Covid and industrial action.

8. **Terms of Reference: Academic Collaboration**

The Committee approved the proposed change to include the following Academic Collaboration clause in the Terms of Reference:

“In relation to academic collaborations with partner institutions: maintain oversight of development, approval, monitoring and review / renewal processes; receive annual reports on activity and identify any areas where action is required to maintain academic standards and the quality of the student experience.”

It was noted that this change will enable the Committee to take on a formal role to provide greater oversight of the processes and guidance relating to the approval of academic collaborations. SQAC would also be asked to review information relating to the University’s portfolio of academic collaborations, and data regarding the quality and student experience on these programmes. This additional scrutiny would help to mitigate risks relating to the University’s management of academic collaborations, and to identify any gaps or areas for improvement.

9. Annual Monitoring and Internal Periodic Review Themes 2020-21: University Level Actions

The Committee noted an update on University level actions agreed in response to issues identified as areas for further development in School Annual Quality Reports 2020-21 and themes that emerged from teaching/postgraduate programme reviews held in 2020-21.

10. Operation of Senate Standing Committees

10.1 Annual Report of the Senate Standing Committees

The Committee noted the draft annual report to Senate from the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. The Committee approved the reported activities in 2021-22 and the proposed priorities for 2022-23.

10.2 Annual Review of Effectiveness of Senate Standing Committees

The Committee discussed the importance of the role of the Senate committees in demonstrating engagement, reflection and evaluation in relation to the review. The Committee agreed that the various standing committees reinforce the connection between Colleges, Schools and Senate and the value this holds.

The Committee noted the plans for the annual review of Senate Committees' effectiveness. Senate Committee members will be invited to respond to an online questionnaire during summer 2022 (managed by Academic Services). A report on responses will then be presented to Senate and the Senate Standing Committees in September / October 2022. If the review identifies required actions or enhancement opportunities, these will be taken forward by Academic Service (if directly related to the functioning and support of the Senate Committees) or referred to the appropriate body for consideration.

10.3 Senate Presentation and Discussion Themes 2022-23

The Committee was invited to suggest themes for next year's Senate meetings. The following suggestions were noted: change management - what has been learned (particularly in relation to the ongoing People and Money project and the impending Curriculum Transformation Project); a student-led Senate discussion; musical interludes / student showcase; a celebration of successes and inclusive cultures. Members were invited to send any further suggestions to the Committee Secretary by Thursday 26 May 2022.

11. Proposed Review of the Doctoral College

The Doctoral College was established early 2020 (coinciding with the start of the Covid-19 pandemic) and currently sits outside the existing QA

frameworks as it is neither a service nor an academic unit. The Doctoral College has proposed the review as it is looking to (i) proactively enhance its work, (ii) support the preparation for ELIR response, and (iii) raise the profile of postgraduate research and the Doctoral College itself. The Doctoral College would like the Committee's approval to initiate this review and guidance on timing and process. The Doctoral College also stated a preference for external involvement in the review.

The Committee discussed the possible remit of the review and the best timing to ensure that the output will be valuable to the Doctoral College. The Committee advised the Doctoral College to allow at least one more year of operating normally post pandemic before undertaking a review to evaluate its work against its original aims.

Action: The Committee requested that the Doctoral College submit a paper/presentation in early 2023 outlining the shape of the review, taking into account their learning and experience of 2022/23.

For Information and Formal Business

12. Enhancement Themes: Year Two Update

The Committee noted the updates to the enhancement theme "Resilient Learning Communities".

13. Internal Periodic Review: Reports and Responses

The Committee approved the final report for the School of History, Classics and Archaeology and confirmed that it was content with progress in the 14 week response from the School of Health in Social Science.

The Committee noted concern in relation to point 8 in the 14 week response from the School of Law. The response did not adequately address the recommendation for training for PGR tutors nor their involvement in course and programme development. The Committee also queried the response to the recommendation regarding automated captions; the response outlined challenges that the ISG had in resourcing and funding automated captioning services.

Action: Academic Services to investigate requirements around automated captioning and accessibility and to establish if this is the responsibility of ELS.

14. Any Other Business

There was no other business.

15. Date of Next Meeting:

Provisional meeting dates 2022-23 (all meetings take place between 2-4pm, venue TBC):

- Thursday 15 September 2022
- Thursday 8 December 2022
- Thursday 23 February 2023
- Thursday 27 April 2023
- Thursday 18 May 2023

The University of Edinburgh
Senate Quality Assurance Committee

13 September 2022

**School Annual Quality Reports
Sub-Group**

Description of paper

1. This report updates the Committee on the Sub Group tasked with reviewing School annual quality reports.

Action requested / recommendation

2. Discuss the positive practice and themes for further development at University level and agree on recommended actions.

Background and context

3. Senate Quality Assurance Committee (SQAC) decided to maintain the light touch, interim approach for the 2021-22 reporting cycle with the same streamlined [reporting template](#) .
4. This year Schools were informed that reports should include consideration of the approach and effectiveness of student voice activities in line with the new Student Voice Policy and the move to locally managed course level feedback. They were also advised that SQAC would be particularly interested in their reflections on student progression and outcomes (focussing on the difference in attainment of groups of students with in year, rather than comparing against other years); and student support (in relation to the current Personal Tutor system and wider support for students). Also, whether the industrial action has impacted the quality of provision and student experience, and, if so, how this has been mitigated.
5. To aide their reflections, student data was available at the Insights Hub and the Student Analytics, Insights & Modelling SharePoint with online training available at PowerBI help videos.

Discussion

6. See attached paper.

Resource implications

7. Resource implications will be considered as part of any proposed actions.

Risk management

8. The paper does not require a risk assessment.

Responding to the Climate Emergency & Sustainable Development Goals

9. This paper does not contribute to the Sustainable Development Goals. It is a regulatory requirement.

Equality & diversity

10. Equality and diversity will be considered as part of any proposed actions.

Communication, implementation and evaluation of the impact of any action agreed

11. The Committee Secretary will inform the relevant areas of the Committee's decisions.

Author

Brian Connolly
September 2022

Presenter

Brian Connolly

Freedom of Information Open

The University of Edinburgh
Senate Quality Assurance Committee

**School Annual Quality Reports
Sub-Group**

Meeting held on Thursday **1 September 2022**
via **Microsoft Teams**

Notes

Present:

| | |
|---------------------------------------|--|
| Professor Tina Harrison (Convener) | Assistant Principal, Academic Standards and Quality Assurance |
| Brian Connolly | Acting Head of Quality Assurance and Enhancement Team, Academic Services |
| Professor Linda Kirstein | Dean of Education Quality Assurance and Culture, College of Science and Engineering (CSE) |
| Sam MacCallum | Vice President (Education), Students' Association |
| Dr Paul Norris | Dean of Quality Assurance and Curriculum Approval, College of Arts, Humanities and Social Sciences (CAHSS) |

1. Convenor's Update

The Convenor reported that the College of Medicine and Veterinary Medicine (CMVM) was in the process of appointing a new Dean of Quality and that in the interim the Group had received comments on each of the CMVM reports from the College Quality Officer.

2. Update on University Level Actions

The Group received an update on University level actions in response to issues identified as areas for further development in School Annual Quality Reports 2020-21.

3. Consideration of School Annual Quality Reports

The Group noted that Senate Quality Assurance Committee (SQAC) decided to maintain the light touch, interim approach for the 2021-22 reporting cycle with the same streamlined [reporting template](#).

This year Schools were informed that reports should include consideration of the approach and effectiveness of student voice activities in line with the new Student Voice Policy and the move to locally managed course level feedback. They were also advised that SQAC would be particularly interested in their reflections on student progression and outcomes (focussing on the difference in attainment of groups of students with in year, rather than comparing against other years); and student support (in relation to the current Personal Tutor system and wider support for students). Also, whether the industrial action has impacted the quality of provision and student experience, and, if so, how this has been mitigated.

To aide their reflections, student data was available at the Insights Hub and the Student Analytics, Insights & Modelling SharePoint with online training available at PowerBI help videos.

3.1 Positive practice for sharing across the University

The following themes of positive practice for sharing across the University were noted:

3.1.1 Community Building

The sense of community and support that academic and professional service staff provided for their students and each other within Schools was again a strong positive theme throughout the reports.

Examples include:

- A number of community building initiatives in Moray House School of Education have received positive feedback and good up-take where offered, including: Peer Assisted Learning Scheme (PALs); Ed Buds; PGT Dissertation Buddies; Community Champions.
- Community-building activities in the School of Literatures, Languages, and Cultures (LLC) including the appointment of cohort leaders to provide academic and pastoral support, research events, course playlists, picnics, and padlets.
- Weekly “Discussion with Director of Teaching” sessions for undergraduate student representatives in the School of Biological Sciences, with all concerns raised are reported back on within a fortnight (most immediately in the discussions) and posted for access to all students in the relevant years on a year-specific LEARN site.
- Weekly discussion meetings and InfConnect initiative has had a cohort building effect in the School of Informatics.
- MathClans is a student-led initiative that helps new undergraduate students join and settle into the academic community in the School of Mathematics, in addition to a new Support and Wellbeing Newsletter.
- bringing learners from the health and social care sectors to ‘sample’ online learning, by completing one or more courses was a great success for the Deanery of Molecular, Genetic and Population Health Sciences. Learners created a strong community, which was maintained after the

courses ended and supported the cascade of impact within clinical/care environments.

3.1.2 Online/Hybrid Enhancements

In response to the pandemic, Schools/Deaneries developed new approaches to teaching & learning and administrative systems and procedures. As the University transitioned back to 'business as usual' the reports highlighted innovations that Schools and Deaneries are seeking to adapt and maintain.

Examples include:

- online exams will be maintained in the School of Divinity because they believe they more closely replicate students' normal working conditions, are easy to share between markers, moderators and external examiners, are always legible and do not require physical transits between locations.
- online meetings facilitated reform to the structure and operation of Board of Examiners and Board of Studies meetings in the School of Economics, introducing a substantial asynchronous element - a change was welcomed by the members of the boards, internal and external.
- with the development of online teaching platforms (such as Microsoft Teams), distance participation training in the School of Health in Social Science remains a fully online synchronous and asynchronous teaching model providing a more equitable experience regardless of geography/trainee employer.
- implementation of zero-credit courses in the School of Engineering has enabled students to catch-up on hands-on practical work missed during the pandemic.
- retaining some of the best practices and the digital resources developed for online teaching over the last two years, and using these to support and supplement in-person classes this year, has enabled the School of Geosciences to diversify assessment practices and may also have contributed to the increased engagement and satisfaction reported by students in NSS and PTES this year.
- regular meetings of year directors and other teaching leadership colleagues in the Royal (Dick) School of Veterinary Studies worked well through the pandemic to share practice and keep on top of student experience issues.
- those courses that have retained online exams in the Deanery of Biomedical Sciences have redesigned assessment to address issues such as plagiarism and the Deanery has also produced a guide to designing assessment to assist course organisers in navigating these and other issues.

3.1.3 Assessment and Feedback

Schools/Deaneries continue to seek innovative approaches to the design and management of assessment and feedback.

Examples include:

- building on a study that consulted students on their expectations and needs from feedback and Learning and Teaching priorities, Moray House School of Education implemented a range of mechanisms, support structures and processes to facilitate the creation of high quality, meaningful feedback and student feedback literacy.
- Assessment and Feedback project in the School of Informatics to change and improve the design of assessments and the quality of feedback and learning outcomes.
- Assessment calendar was launched in School of Mathematics as a first step towards a fuller review of the schedule of taught assessments.
- Assessment structure of Lab programme in School of Physics and Astronomy changed to provide students with faster/earlier feedback to improve writing skills.
- Guide to designing assessment produced by Deanery of Biomedical Sciences to assist course organisers, including both general principles for designing assessments and notes on a wide range of specific forms of assessment.

3.1.4 Student Support

Schools/Deaneries reported on initiatives and activities in relation to the current Personal Tutor system and wider support for students at the University.

Examples include:

- ‘Students of Concern’ monitoring system was developed by the Edinburgh College of Art to provide structure in triaging students in need of support and reduce risk for the most vulnerable. This system has since come to be used more widely in the University.
- new Head of Student Experience and two new Student Support Officers were appointed by the School of Chemistry to help manage the increasing numbers of students suffering mental (and physical) illness. Students requiring support often need immediate help/advice and the new team are able to respond much more effectively with sustained support.
- Support and Wellbeing Newsletter was launched by the School of Mathematics this year and received positive feedback from the Student Staff Liaison Committee (SSLC).
- Mental Health First Aid Training for postgraduate research student support teams was implemented by the Deanery of Clinical Sciences.

3.1.5 Student Voice

The implementation of the new Student Voice Policy resulted in a number of initiatives and activities in response to the move to locally managed course level feedback.

Examples include:

- requirement in School of Biological Sciences to run mid-course feedback with good practice of students being in charge of the process. Plans to develop course evaluation around 4 clearly defined pillars.
- School of Informatics engaged with students on a broad spectrum of platforms and enabled feedback through student reps in a more “real-time” fashion.
- online MS Form in the School of Physics and Astronomy to gather information from the students was made available via ‘Have your say’ in Learn.
- low survey completion rates addressed in School of Physics and Astronomy by encouraging students to complete the NSS survey in return for a School-branded fleece (response rates have increased to over 70%).
- a blend of formal and informal mechanisms was employed by the Royal (Dick) School of Veterinary Studies including the Student Staff Liaison Committee (SSLC) meetings, mid-course feedback and new decentralised end course questionnaire.

3.1.6 Equality, Diversity and Inclusion - there were a number of initiatives by Schools/Deaneries striving to promote an inclusive learning environment.

Examples include:

- Classroom Support Assistants (generally practitioners or PhD students) in Moray House School of Education play a key role in supporting students with Widening Participation backgrounds adjust to academic study and adopt academic writing skills.
- The Skills Centre in the School of Philosophy, Psychology, and Language Sciences (PPLS) has been using feedback from Widening Participation students to develop guidance for all students.
- PPLS has also made Decolonising the Curriculum a priority in the 2022-2025 PPLS EDI Action Plan, and the PPLS EDI Committee has launched a new annual speaker series featuring live talks about, and by speakers from, the Global South.
- introductory course ‘Understanding Race and Colonialism’ was launched by the School of Social and Political Science (SPS), under the auspices of RACE.ED, open to students from across the University.
- a number of networks have been established in the School of Physics and Astronomy targeting Equality, Diversity and Inclusion: parents and carers; LGBTQ+; black, Asian and minority ethnic (BAME); EqualiTea.

3.2. Areas for further development at University level

The following themes for further development were noted:

3.2.1 Extensions and Special Circumstances (ESC)

The significant increase in students seeking extensions and special circumstances in the recent period is an increasing cause of concern across the Schools and

Deaneries, in particular leading to knock-on effects in delays for marking and feedback turnaround times. Concerns were also raised about potential issues with communication between the recently developed central ESC system and local course teams in Schools making it difficult to manage expectations and local communications with students.

3.2.2 Resourcing

A number of issues have been grouped under a broad theme of resourcing; including estates/space, IT/systems, and staff workload/welfare. As the University returned to campus and 'business as usual', reports noted difficulties accessing suitable teaching and office space particularly given the move towards new ways of hybrid working and the expansion of various professional service teams (due to the new student support approach). Reports also noted issues arising from the EUCLID system 'going down' at key times (e.g. welcome week and awards publication) and the knock-on effects of certain publication dates (particularly on Fridays). It was noted that these resource issues exacerbated existing concerns in relation to staffing and workload pressures and there is a need to consider these holistically.

3.2.3 On-Campus Transition

Schools and Deaneries reported concerns that student on-campus lecture/class attendance remained relatively low compared to pre-pandemic levels. While the return to on-campus teaching was broadly welcomed, reports noted specific challenges related to teaching on-campus when Covid cases are high. It was also suggested that some students may be unused to on-campus teaching and may have struggled to attend for personal reasons and that some have adjusted to online provision and may prefer this mode of delivery for reasons of increased flexibility or accessibility.

3.2.4 Student Voice Policy

The first year of operation of the new Policy, with a move from centralised to localised management of Course Evaluation Questionnaires (CEQs) (in response to requests from Schools/Deaneries) was welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools. Schools took varying approaches to implementation with a number of Schools taking a School-wide approach. Further monitoring will continue to ensure effective approaches are taken in Schools and effective approaches are shared. Some Schools also queried how locally managed course evaluation data could be used as benchmarked evidence of excellence in teaching.

4. Reflection on the Process

The Group was in agreement that the streamlined interim process had worked well again this year and commended the Directors of Quality and all the School staff

who had collaborated in the process for their excellent work under very challenging circumstances.

The Group noted that the reports represented a rich depository of good practice that should be shared across the University. It was agreed that the College Deans would nominate outstanding examples of innovative learning and teaching practice for Academic Services and the Institute for Academic Development to share at University level. It was also noted that the School and Programme Quality System (SPQS) had again worked very well and that a move to a fully online reporting process across all three Colleges would allow for more efficient analysis and utilization of the data held within the reports.

The Group agreed that a themed template would allow for a more standardised approach to reporting while also allowing Schools the scope to expand on specific local issues and activities. It was agreed that Academic Services would explore reporting options, and the plans for the next QA reporting cycle, and discuss with the College Deans during the 2022-23 academic year.

Brian Connolly,
Academic Services

September 2022

The University of Edinburgh
Senate Quality Assurance Committee

13 September 2022

Internal Periodic Review Themes 2021-22

Description of paper

1. Identifies areas of good practice and further development arising from internal periodic reviews held in 2021/22, and proposes responsibility for action in response.
2. This paper does not contribute to the Strategy 2030 outcomes. It is a regulatory requirement.

Action requested / recommendation

3. For discussion and approval of proposals for responsibility for action in response.

Background and context

4. Nine internal periodic reviews (IPRs) were held in 2021/22:
 - Biological Sciences (postgraduate research)
 - Biological Sciences (undergraduate and postgraduate taught)
 - Data Science, Technology and Innovation *online distance learning programme* (postgraduate taught) [**DSTI**]
 - Health in Social Science (all) [**HiSS**]
 - History, Classics and Archaeology (undergraduate) [**HCA**]
 - Informatics (undergraduate and postgraduate taught)
 - Law (all)
 - The Royal (Dick) School of Veterinary Studies (postgraduate taught) [**Vets PGT**]
 - The Royal (Dick) School of Veterinary Studies (undergraduate) [**Vets UG**]
5. A normal number of reviews took place in 2021/22 (typically there are ~10 each year) and a range of provision was covered. Overall, there were 99 commendations, 100 recommendations and 49 suggestions across the nine reviews.
6. Recommendations and commendations have been themed and, where possible, sub themed, to support the analysis of the outcomes of IPRs. This has been done retrospectively and to the most pertinent theme and/or sub theme (as outcomes may span multiple themes and/or sub themes). Due to the qualitative nature of recommendation and commendations, the process is not formulaic. Some overarching themes also received a high number of recommendations across reviews but those recommendations were review-specific and/or so varied that a strong theme for further development at University-level could not be extracted.
7. The Quality Team in Academic Services have identified the need to develop and agree consistent themes and sub themes to support effective recording and

analysis of the outcomes of quality processes as a priority development aligned to the recommendations from the Digital Maturity audit carried out in 2020/21. However, the Team have been unable to progress this due to current resourcing.

8. Individual review reports are available at: [2021-22 | The University of Edinburgh](#)

Discussion

9. The following areas of good practice are drawn from commendations which are not review-specific, appear across a number of reviews, and/or align to a broader theme.

- The dedicated commitment, collegiality, and support shown by both academic and professional services **staff**, including in challenging circumstances due to the pandemic, was recognised in 20 commendations across all nine reviews. Examples include:
 - The Graduate School Administrative Team and the Facilities Managers on their professional, dedicated and student focused approach, and their appreciation of, and respect shown towards, students [Biological Sciences PGR]
 - The work of the technical staff who are dedicated to the job and committed to providing high quality experiences in the labs [Biological Sciences UG and PGT]
 - The engaged and committed programme team and their efforts in engaging across multiple Schools [DSTI]
 - The dedication of academic staff, particularly during challenging circumstances, and their commitment and passion for their subjects [HiSS]
 - The Professional Services staff of the School, specifically the Informatics Teaching Organisation and the Student Support Office [Informatics]
 - The cohesion between academic and professional services staff within the school, which enhances the overall operations of the School and underpins the student experience [Vets UG]
- **Student support** as a theme was recognised 11 times across seven reviews, including four commendations relating to the Personal Tutor system. Aspects covered support structures, learning support, and the support provided by staff in key roles. Examples include:
 - The excellent pastoral follow up with students who make requests for extensions [Biological Sciences UG and PGT]
 - The School commitment to student support, including the appointment of two Disability Officers, and planned appointment of additional student support for PGT students [Law]
 - The clear dedication and commitment of the School Student Support Team and their student-centred approach [HiSS]
 - The StatsGuru role which provides students with additional expert support for data and experiment design [Vets PGT]
- **Community building** was commended 9 times across five reviews. The strong sense of community and activities to build a sense of belonging were recognised across the reviews. Examples include:

- The School for maintaining a sense of community under challenging circumstances [HCA]
 - Initiatives to build community; the students clearly felt part of, and wanted to contribute to the academic community within the School [Law]
 - The School's strong and vibrant PhD student community [HiSS]
 - The provision of live digital sessions which are much appreciated by students, and also help in fostering a sense of community for students [Vet PGT]
- Approaches to listening and responding to the **student voice** were commended seven times across six reviews. Examples include:
 - The School on its attentive and responsive approach to the student voice [HCA]
 - Several clear routes for dialogue between students and Programme Teams, for example through Student Staff Liaison Committees where agenda setting and minute taking is student-led [Vet PGT]
 - There is a culture of openness and willingness to regularly seek suggestions and feedback from students [Informatics]

10. Areas for further development:

| Area | Proposal for responsibility of action: |
|--|---|
| Staff support and development (11 recommendations across six reviews). Recommendations covered: guidance, training and support for postgraduate tutors and demonstrators; and fora for sharing practice | Align with ELIR recommendation action <i>Fora for schools review-specific.</i> |
| Equality, diversity and inclusion (nine recommendations across six reviews). Recommendations related to attainment gaps (including using data to understand and address these gaps), widening participation, and accessibility requirements. | EDI Committee (aligns with ELIR recommendation) |
| Allocation of staff workload (eight recommendations across five reviews). Recommendations related to ensuring the appropriate and equitable distribution of workload. | Review-specific. For individual review areas to progress. |
| Student voice (five recommendations across five reviews). Recommendations covered closing the student feedback loop and proactively engaging students. | SQAC to discuss – closing the student feedback loop. <i>Engaging students review-specific.</i> |

11. Academic Services will work with the Institute for Academic Development to share examples of good practice across the University.

Resource implications

12. There are no additional resource implications associated with this paper at this point.

Risk management

13. Failure to respond to areas for further development would constitute an institutional risk.

Responding to the Climate Emergency & Sustainable Development Goals

14. This paper does not contribute to the Sustainable Development Goals. It is a regulatory requirement.

Equality & diversity

15. The paper itself does not require an Equality Impact Assessment. The Equality Impact Assessment for internal periodic review processes is published at:
<https://edin.ac/2p3B7WZ>

Communication, implementation and evaluation of the impact of any action agreed

16. Responsibility for action in response will be communicated to those allocated the role, along with example recommendations to provide context.

17. College Deans of Quality are asked to communicate the areas and the outcome of the discussion to relevant College committees.

18. Academic Services will communicate the areas and responsibility for action in response to Schools/subject areas which had provision reviewed in 2021/22.

19. Academic Services will work with the Institute for Academic Development to share examples of good practice across the University.

20. Areas for further development will also be reported to University Executive.

Author

*Nichola Kett
5 September 2022*

Presenter

Brian Connolly

Freedom of Information *Open*

Senate Quality Assurance Committee

13 September 2022

Edinburgh University Students' Association

Vice President Education Priorities 2022/23

Description of paper

1. This paper provides an overview of the Students' Association Vice President Education's priorities for the academic year 2022/23.

Action requested / recommendation

2. For information and comment from Committee members.

Background and context

3. Following the Students' Association elections in March 2022, Sam Maccallum was elected as Vice President Education for the 2022/23 academic year. They are one of five elected Sabbatical Officers who work full-time within the Students' Association to represent students' interests. The Vice President Education is responsible for representing and advocating for students in areas of learning and teaching. This paper outlines their priorities for the academic year and highlights key areas of work.

Discussion

4. For the 2022/23 session, Sam will be focusing on the following areas:

Increasing academic transparency and student academic support

The last two years of pandemic-altered teaching have demonstrated that substantial change can happen quickly when needed. From assessment methods to student support, the pandemic has demonstrated that policy changes can act reflexively and with timely implementation. With a full-scale return to in-person teaching and assessment now imminent, the University will need to work quickly to ensure adequate provisions are in place to support students through this transition, and to consider alternative methods of assessment where possible to ensure accessibility and equitable outcomes.

Sam will work to address the substantial risk associated with an abrupt return to in-person assessment, particularly for Undergraduate students entering honours this year without previous experience of in-person examinations. They believe that the University must recognise post-pandemic assessment literacy as a key priority for their students, and they will lobby against decisions regarding assessment which will not support the interests of already disadvantaged students.

Narratives have surfaced regarding academic misconduct and student integrity surrounding online assessment methods. In response, Sam will be working to improve student awareness of academic expectations and clarifying grading processes.

Working towards a more accessible and inclusive curriculum

In line with the University's own commitment to improve student satisfaction, Sam will be prioritising overall student experience and staff workloads within the next stages of the Curriculum Transformation Programme. Sam will be working to encourage increased involvement of student voice within decision making related to curriculum content and delivery.

As a global institution, Edinburgh should be giving due consideration towards the diversity of its student body when approaching curriculum reform. Using Curriculum Transformation as a platform to address systemic issues within the curriculum will demonstrate the University's commitment to creating meaningful change for its future students. Sam will push to create spaces for staff and students to work together on key issues surrounding curriculum decolonisation to inform design priorities.

Sam will also be working to ensure that experiential learning within teaching is accessible, particularly for disabled students and those from Widening Participation backgrounds, so that all students feel able to fully engage with opportunities available to them. Sam is hoping to work within student engagement and experiential learning discussions to prioritise the early incorporation of reasonable adjustments into experiential learning structures, prioritising students' needs over a focus on diagnosis.

Improving staff and student engagement with student voice

As the key Sabbatical Officer contact for Programme and School Representatives, Sam will continue to improve engagement and overall awareness with the Association's student voice structure across the University. They will work towards ensuring that student representatives have greater agency in learning and teaching matters, and that staff and students are partners in decisions impacting academic experience.

Sam will be chairing monthly School Representative Forums and will use these spaces to amplify engagement between our School Representatives and the wider University community. They will work to facilitate the effective escalation of issues and strengthen existing feedback mechanisms between staff and students. A key focus throughout their term will be creating accountability methods for feedback gathered from students, and streamlining the process of navigating university structures. Sam aims to develop a greater sense of trust and belonging within the University community, and enhance connectivity and collaboration between students and staff.

Resource implications

5. To be agreed if specific actions arise from the paper.

Risk management

6. To be agreed if specific actions arise from the paper.

Responding to the Climate Emergency & Sustainable Development Goals

7. The Students' Association recognises the urgency of the Climate Emergency and the Sabbatical Officer team will be working in collaboration with the university to educate and empower our students to tackle this important issue.

Equality & diversity

8. The principles of equality, diversity and inclusion remain at the heart of the Students' Association's work, and this paper reflects that. Equality and diversity implications will be considered if specific actions arise from the paper.

Communication, implementation and evaluation of the impact of any action agreed

9. To be agreed if specific actions arise from the paper.

Author

*Name: Sam Maccallum
Vice President Education, Edinburgh
University Students' Association
Date 02/09/2022*

Presenter

*Name: Sam Maccallum
Vice President Education, Edinburgh
University Students' Association*

Freedom of Information This paper is open.

The University of Edinburgh
Senate Quality Assurance Committee

13 September 2022

Personal Tutor System Oversight Group

Description of paper

1. This paper provides an update on the activities of the Personal Tutor (PT) System Oversight Group and notes initial plans for the monitoring and evaluation of the new arrangements for student support.

Action requested / recommendation

2. For Information and discussion.

Background and context

3. The PT System Oversight Group was established in 2015 and tasked by Senate Quality Assurance Committee (SQAC) with the responsibility for quality assurance (QA) oversight of the PT system. Membership of the Group is as follows: Assistant Principal, Academic Support (Convenor); College Deans of Students; College Deans of Quality; Students Association VP Education. The primary responsibility of the Group has been to ensure that each School remains aligned to the University's commitment to a quality student experience across the PT system, as enshrined in the School Personal Tutoring Statement (SPTS).
4. The 2022-23 academic session will be a transitional year for student support across the University with some areas implementing the new model for some students in September 2022 (ahead of full implementation in September 2023). Those areas adopting the new model from September 2022 are submitting plans to the Student Support Project Board, setting out their baseline provision for students under the new system and how this aligns with current PT provision. The current PT system will still remain in place for the majority of students during the coming year and therefore the existing quality assurance processes for the PT system will also continue for one more year.
5. Therefore, in preparation for the next academic session Senior Tutors were asked to review their School/Deanery/Centre SPTS to ensure that it is still aligned to the University standard template and that any local information is current or refreshed if need be. The SPTSs were uploaded to a SharePoint site for the Oversight Group to view and comment on. Members were asked to judge whether each statement was sufficiently aligned to the University's minimum requirements as set out in the template. Once all members had a chance to comment a list of decisions was circulated to the Group, with each SPTS either approved or approved with amendments (based the Group's comments). When the Group was content with the decisions, each Senior Tutor was informed so that they could make arrangements to publish their SPTS on the School/Deanery/Centre website for the start of the academic year.

Discussion

6. The Student Support Project Board will continue for an agreed period beyond September 2023 in order to monitor consistency of implementation and evaluate the impact of these changes on the student experience. However, once mainstreamed, SQAC will have a central role in monitoring the quality and effectiveness of the new student support arrangements.

7. The Student Support Project Board has approved a central approach to evaluation and monitoring of the new support model in the initial phase of implementation. This will include a range of measures collected throughout the academic year to understand the success of the implementation, aiming both to facilitate continuous improvement in-year and to support development of plans for Phase 2 implementation. Evaluation will look at the function aspects of the model, as well as student and staff satisfaction. Data gathered in previous surveys will be used to provide a baseline for satisfaction outcomes. The approach taken to evaluation in the implementation period is more rigorous than expected as the model moves into Phase 2 and business as usual. A transition plan will be developed, and a revised set of success measures will be identified, in alignment with SQAC requirements as implementation progresses.
8. A comprehensive overview of evaluation and monitoring plans during the implementation period and proposals for mainstreaming will be presented to SQAC at the December meeting for further consideration and discussion, including the remit and membership of the PT System Oversight Group going forward.

Resource implications

9. To be considered by the Student Support Project Board as an integral part of the implementation of the new system of student support.

Risk management

10. Enabling a smooth transition between the PT system and the new system of student support will be vital to ensuring the quality of the student experience at the University.

Equality & diversity

11. Considered as part of the original Enhancing Student Support (ESS) project and to be an ongoing aspect of the work of the Student Support Project Board.

Communication, implementation and evaluation of the impact of any action agreed

12. Academic Services communicates the decisions of the Oversight Group to the relevant Senior Tutor. The Student Support Project Board is responsible for the communication and implementation of actions in relation to the new system of student support.

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Freedom of Information

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The University of Edinburgh
Senate Quality Assurance Committee

13 September 2022

**Terms of Reference,
Senate Committees Members' Guidance,
and Committee Priorities 2022/23**

Description of paper:

1. This paper notes the Committee's Terms of Reference, Senate Committees Members' Guidance and outlines the planned priorities for 2022-23.

Action requested / recommendation:

2. For information.

Background and context:

3. Presented to the Committee annually for information and reference.

Discussion:

4. Key areas of activity which will affect the cycles of business of all three Senate Committees will include the evolving approach to Curriculum Transformation, response to the ELIR outcomes, and the quality of academic experience for students and learners at all levels.

Resource implications:

5. Resource implications would be considered as part of any proposed actions in relation to the Committee priorities.

Risk management:

6. Risks will be considered as part of any proposed actions in relation to the Committee priorities.

Equality & diversity:

7. Equality and diversity will be integral to the Committee's work.

Communication, implementation and evaluation of the impact of any action agreed:

8. Committee Secretary will feedback comments to relevant areas.

Author

Brian Connolly,
Academic Services
September 2022

Presenter

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Freedom of Information: Open

**Terms of Reference,
Senate Committees Members' Guidance,
and Committee Priorities 2022/23**

The **Terms of Reference** can be found at the following link:

<https://www.ed.ac.uk/academic-services/committees/quality-assurance/terms-reference>

Senate Committees Members' Guidance can be found at the following link:

<https://www.ed.ac.uk/files/atoms/files/committeemembersguidance.pdf>

The Committee identified the following **priorities** for 2022/23 which were approved by Senate in May 2022:

| Activity: |
|---|
| Oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR). |
| Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme and other areas. |
| Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data. |
| Continue to monitor the implementation of the Student Voice Policy via annual quality assurance processes. |
| Engage with the QAA and Universities UK review focused on strengthening the external examining system. |

The University of Edinburgh
Senate Quality Assurance Committee

13 September 2022

**Annual Report to the Scottish Funding Council
on Institution-led Review and Enhancement Activity 2021/22**

Description of paper

1. The University is required on an annual basis to provide the Scottish Funding Council (SFC) with a report on its activities to effectively manage quality assurance and deliver on enhancement. This annual report requires approval by Court.
2. This paper does not contribute to the Strategy 2030 outcomes. It is a regulatory requirement.

Action requested / recommendation

3. Approval of the contents of the report.

Background and context

4. The University's annual report to the SFC on its institutional-led review and enhancement activity is produced in accordance with guidance prepared by the SFC. The exact format is at the discretion of the institution.

Discussion

5. The report is relevant to the Committee's responsibility for the quality assurance framework and is attached.

Resource implications

6. There are no specific resource implications associated with the report.

Risk management

7. The provision of a high quality student experience is a high level risk on the University's Strategic Risk Register, and is overseen by the Risk Management Committee reporting to Audit & Risk Committee and Court. Additionally, failure in effectiveness of the quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

Responding to the Climate Emergency & Sustainable Development Goals

8. This paper does not contribute to the Sustainable Development Goals. It is a regulatory requirement.

Equality & diversity

9. Quality assurance policies and processes are subject to Equality Impact Assessment.

Communication, implementation and evaluation of the impact of any action agreed

10. The report will be transmitted simultaneously to eSenate (14-28 September 2022) for comment and noting and to University Court on 5 October 2022 for approval. Any comments from eSenate will be provided to Court members. Once approved, the report will be submitted to SFC by Academic Services.

Author

*Brian Connolly, Professor Tina Harrison,
Susan Hunter and Nichola Kett
September 2021*

Presenter

Brian Connolly

Freedom of Information *Open*



The University of Edinburgh

Annual Report to the Scottish Funding Council (SFC) on Institution-led Review and Enhancement Activity 2021/22

Summary of the institutional-led review outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations

The University carries out regular reviews of its subject areas and Schools as one of the main ways in which it assures itself of the quality of its academic provision and the student experience. The reviews are carried out on a six-yearly cycle and take the form of internal periodic reviews (IPRs).

IPRs – 2021/22¹

- Biological Sciences (postgraduate research)
- Biological Sciences (undergraduate and postgraduate taught)+
- Data Science, Technology and Innovation online distance learning programme (postgraduate taught)
- Health in Social Science (all)+
- History, Classics and Archaeology (undergraduate)+
- Informatics (undergraduate and postgraduate taught)+
- Law (all)+
- The Royal (Dick) School of Veterinary Studies (postgraduate taught)
- The Royal (Dick) School of Veterinary Studies (undergraduate)

+ As a result of the Covid-19 pandemic and Enhancement-led Institutional Review, these IPRs were postponed from 2020/21.

Additionally, permission was sought and granted from QAAS and SFC to reschedule the following IPRs from 2021/22 to 2022/23:

- Divinity (postgraduate)
- GeoSciences (postgraduate taught)
- Edinburgh College of Art (undergraduate)
- Mathematics (taught)
- Philosophy, Psychology and Language Sciences (undergraduate)

For rescheduled IPRs, all provision will continue to be reviewed through annual monitoring, with School annual reports being considered by Colleges to inform their annual reports and a Sub Group which provides a report to Senate Quality Assurance Committee (SAQC). These existing processes will continue with any issues requiring attention being acted upon in the meantime.

¹ Reports available at: <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review/reports>

All IPRs again took place online in 2021/22 and supporting guidance², informed by benchmarking with other Scottish higher education institutions, was developed. It is planned that all IPRs review visits will revert to in-person, on campus for 2022/23.

SQAC receives an annual report in September each year on areas of good practice and for further development from IPRs and remits actions as necessary³. A progress report on actions is then considered by SQAC at an appropriate point. The areas of good practice and for further development from 2021/22 reviews are:

Areas of good practice

- The dedicated commitment, collegiality, and support shown by both **academic and professional services staff**, including in challenging circumstances due to the pandemic, was recognised in 20 commendations across all nine reviews. Examples include:
 - The Graduate School Administrative Team and the Facilities Managers on their professional, dedicated and student focused approach, and their appreciation of, and respect shown towards, students [Biological Sciences PGR]
 - The work of the technical staff who are dedicated to the job and committed to providing high quality experiences in the labs [Biological Sciences UG and PGT]
 - The engaged and committed programme team and their efforts in engaging across multiple Schools [Data Science Technology and Innovation]
 - The dedication of academic staff, particularly during challenging circumstances, and their commitment and passion for their subjects [Health in Social Science]
 - The Professional Services staff of the School, specifically the Informatics Teaching Organisation and the Student Support Office [Informatics]
 - The cohesion between academic and professional services staff within the school, which enhances the overall operations of the School and underpins the student experience [Royal (Dick) School of Veterinary Studies UG]
- **Student support** as a theme was recognised 11 times across seven reviews, including four commendations relating to the Personal Tutor system. Aspects covered support structures, learning support, and the support provided by staff in key roles. Examples include:
 - The excellent pastoral follow up with students who make requests for extensions [Biological Sciences UG and PGT]
 - The School commitment to student support, including the appointment of two Disability Officers, and planned appointment of additional student support for PGT students [Law]
 - The clear dedication and commitment of the School Student Support Team and their student-centred approach [Health in Social Science]
 - The StatsGuru role which provides students with additional expert support for data and experiment design [Royal (Dick) School of Veterinary Studies PGT]
- **Community building** was commended 9 times across five reviews. The strong sense of community and activities to build a sense of belonging were recognised across the reviews. Examples include:
 - The School for maintaining a sense of community under challenging circumstances [History, Classics, and Archaeology]

² <https://www.ed.ac.uk/files/atoms/files/ipr-digitalmeetings.pdf>

³ Example from last year [sqac-agendapapers-20210916.pdf \(ed.ac.uk\)](https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20210916.pdf) (Paper D)

- Initiatives to build community; the students clearly felt part of, and wanted to contribute to the academic community within the School [Law]
 - The School’s strong and vibrant PhD student community [Health in Social Science]
 - The provision of live digital sessions which are much appreciated by students, and also help in fostering a sense of community for students [Royal (Dick) School of Veterinary Studies PGT]
- Approaches to listening and responding to the **student voice** were commended seven times across six reviews. Examples include:
 - The School on its attentive and responsive approach to the student voice [History, Classics, and Archaeology]
 - Several clear routes for dialogue between students and Programme Teams, for example through Student Staff Liaison Committees where agenda setting and minute taking is student-led [Royal (Dick) School of Veterinary Studies PGT]
 - There is a culture of openness and willingness to regularly seek suggestions and feedback from students [Informatics]

Areas for further development (identified in multiple reviews)

- **Staff support and development (11 recommendations across six reviews).**
Recommendations covered: guidance, training and support for postgraduate tutors and demonstrators; and fora for sharing practice.
- **Equality, diversity and inclusion (nine recommendations across six reviews).**
Recommendations related to attainment gaps (including using data to understand and address these gaps), widening participation, and accessibility requirements.
- **Allocation of staff workload (eight recommendations across five reviews).**
Recommendations related to ensuring the appropriate and equitable distribution of workload.
- **Student voice (five recommendations across five reviews).**
Recommendations covered closing the student feedback loop and proactively engaging students.

Annual monitoring, review and reporting – 2021/22⁴

A Sub Group of SQAC reviews School annual quality reports and submits a report to SQAC on the outcomes, identifying areas of good practice and for further development and remitting actions as necessary⁵. Responses to the additional School-, College- and University-level actions arising from the review of School annual quality reports are then made available to SQAC.

2021/22

In April 2022, SQAC approved amendments to the reporting templates to support the continued suspension of normal annual monitoring, review and reporting processes due to the Covid-19 pandemic and the interim process to review and reflect on 2021/22. The light-touch process

⁴ <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting>

⁵ Example from last year <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20210916.pdf> (Paper C)

continued, focussing on the impact and learning from the Covid-19 pandemic as well as including updates on actions identified from previous years' reporting cycles and a reflection on other aspects of academic standards, student performance and the student learning experience.

Themes of positive practice for sharing at University level:

Examples of good practice were identified in every School annual quality report. The following themes reflect the areas where there was a critical mass of good practice examples.

- **Community Building** - the sense of community and support that academic and professional service staff provided for their students and each other within Schools was again a strong positive theme throughout the reports. Examples include:
 - A number of community building initiatives in Moray House School of Education have received positive feedback and good up-take where offered, including: Peer Assisted Learning Scheme (PALs); Ed Buds; PGT Dissertation Buddies; Community Champions.
 - Community-building activities in the School of Literatures, Languages, and Cultures (LLC) including the appointment of cohort leaders to provide academic and pastoral support, research events, course playlists, picnics, and padlets.
 - Weekly “Discussion with Director of Teaching” sessions for undergraduate student representatives in the School of Biological Sciences, with all concerns raised are reported back on within a fortnight (most immediately in the discussions) and posted for access to all students in the relevant years on a year-specific LEARN site.
 - Weekly discussion meetings and InfConnect initiative has had a cohort building effect in the School of Informatics.
 - MathClans is a student-led initiative that helps new undergraduate students join and settle into the academic community in the School of Mathematics, in addition to a new Support and Wellbeing Newsletter.
 - bringing learners from the health and social care sectors to ‘sample’ online learning, by completing one or more courses was a great success for the Deanery of Molecular, Genetic and Population Health Sciences. Learners created a strong community, which was maintained after the courses ended and supported the cascade of impact within clinical/care environments.

- **Online/Hybrid Enhancements** - in response to the pandemic, Schools/Deaneries developed new approaches to teaching & learning and administrative systems and procedures. As the University transitioned back to ‘business as usual’ the reports highlighted innovations that Schools and Deaneries are seeking to adapt and maintain. Examples include:
 - online exams will be maintained in the School of Divinity because they believe they more closely replicate students' normal working conditions, are easy to share between markers, moderators and external examiners, are always legible and do not require physical transits between locations.
 - online meetings facilitated reform to the structure and operation of Board of Examiners and Board of Studies meetings in the School of Economics, introducing a substantial asynchronous element - a change was welcomed by the members of the boards, internal and external.
 - with the development of online teaching platforms (such as Microsoft Teams), distance participation training in the School of Health in Social Science remains a fully online synchronous and asynchronous teaching model providing a more equitable experience regardless of geography/trainee employer.

- implementation of zero-credit courses in the School of Engineering has enabled students to catch-up on hands-on practical work missed during the pandemic.
 - retaining some of the best practices and the digital resources developed for online teaching over the last two years, and using these to support and supplement in-person classes this year, has enabled the School of Geosciences to diversify assessment practices and may also have contributed to the increased engagement and satisfaction reported by students in NSS and PTES this year.
 - regular meetings of year directors and other teaching leadership colleagues in the Royal (Dick) School of Veterinary Studies worked well through the pandemic to share practice and keep on top of student experience issues.
 - those courses that have retained online exams in the Deanery of Biomedical Sciences have redesigned assessment to address issues such as plagiarism and the Deanery has also produced a guide to designing assessment to assist course organisers in navigating these and other issues.
- **Assessment and Feedback** - Schools/Deaneries continue to seek innovative approaches to the design and management of assessment and feedback. Examples include:
 - building on a study that consulted students on their expectations and needs from feedback and Learning and Teaching priorities, Moray House School of Education implemented a range of mechanisms, support structures and processes to facilitate the creation of high quality, meaningful feedback and student feedback literacy.
 - Assessment and Feedback project in the School of Informatics to change and improve the design of assessments and the quality of feedback and learning outcomes.
 - Assessment calendar was launched in School of Mathematics as a first step towards a fuller review of the schedule of taught assessments.
 - Assessment structure of Lab programme in School of Physics and Astronomy changed to provide students with faster/earlier feedback to improve writing skills.
 - Guide to designing assessment produced by Deanery of Biomedical Sciences to assist course organisers, including both general principles for designing assessments and notes on a wide range of specific forms of assessment.
- **Student Support** - Schools/Deaneries reported on initiatives and activities in relation to the current Personal Tutor system and wider support for students at the University. Examples include:
 - ‘Students of Concern’ monitoring system was developed by the Edinburgh College of Art to provide structure in triaging students in need of support and reduce risk for the most vulnerable. This system has since come to be used more widely in the University.
 - new Head of Student Experience and two new Student Support Officers were appointed by the School of Chemistry to help manage the increasing numbers of students suffering mental (and physical) illness. Students requiring support often need immediate help/advice and the new team are able to respond much more effectively with sustained support.
 - Support and Wellbeing Newsletter was launched by the School of Mathematics this year and received positive feedback from the Student Staff Liaison Committee (SSLC).
 - Mental Health First Aid Training for postgraduate research student support teams was implemented by the Deanery of Clinical Sciences.

- **Student Voice** - the implementation of the new Student Voice Policy resulted in a number of initiatives and activities in response to the move to locally managed course level feedback. Examples include:
 - requirement in School of Biological Sciences to run mid-course feedback with good practice of students being in charge of the process. Plans to develop course evaluation around 4 clearly defined pillars.
 - School of Informatics engaged with students on a broad spectrum of platforms and enabled feedback through student reps in a more “real-time” fashion.
 - online MS Form in the School of Physics and Astronomy to gather information from the students was made available via ‘Have your say’ in Learn.
 - low survey completion rates addressed in School of Physics and Astronomy by encouraging students to complete the NSS survey in return for a School-branded fleece (response rates have increased to over 70%).
 - a blend of formal and informal mechanisms was employed by the Royal (Dick) School of Veterinary Studies including the Student Staff Liaison Committee (SSLC) meetings, mid-course feedback and new decentralised end course questionnaire.
- **Equality, Diversity and Inclusion** - there were a number of initiatives by Schools/Deaneries striving to promote an inclusive learning environment. Examples include:
 - Classroom Support Assistants (generally practitioners or PhD students) in Moray House School of Education play a key role in supporting students with Widening Participation backgrounds adjust to academic study and adopt academic writing skills.
 - The Skills Centre in the School of Philosophy, Psychology, and Language Sciences (PPLS) has been using feedback from Widening Participation students to develop guidance for all students.
 - PPLS has also made Decolonising the Curriculum a priority in the 2022-2025 PPLS EDI Action Plan, and the PPLS EDI Committee has launched a new annual speaker series featuring live talks about, and by speakers from, the Global South.
 - introductory course ‘Understanding Race and Colonialism’ was launched by the School of Social and Political Science (SPS), under the auspices of RACE.ED, open to students from across the University.
 - a number of networks have been established in the School of Physics and Astronomy targeting Equality, Diversity and Inclusion: parents and carers; LGBTQ+; black, Asian and minority ethnic (BAME); EqualTea.

Areas for further development at the University level:

- **Extensions and Special Circumstances (ESC)** - the significant increase in students seeking extensions and special circumstances in the recent period is an increasing cause of concern across the Schools and Deaneries, in particular leading to knock-on effects in delays for marking and feedback turnaround times. Concerns were also raised about potential issues with communication between the recently developed central ESC system and local course teams in Schools making it difficult to manage expectations and local communications with students.
- **Resourcing** - a number of issues have been grouped under a broad theme of resourcing; including estates/space, IT/systems, and staff workload/welfare. As the University returned to campus and ‘business as usual’, reports noted difficulties accessing suitable teaching and office space particularly given the move towards new ways of hybrid working and the expansion of

various professional service teams (due to the new student support approach). Reports also noted issues arising from the EUCLID system 'going down' at key times (e.g. welcome week and awards publication) and the knock-on effects of certain publication dates (particularly on Fridays). It was noted that these resource issues exacerbated existing concerns in relation to staffing and workload pressures and there is a need to consider these holistically.

- **On-Campus Transition** - Schools and Deaneries reported concerns that student on-campus lecture/class attendance remained relatively low compared to pre-pandemic levels. While the return to on-campus teaching was broadly welcomed, reports noted specific challenges related to teaching on-campus when Covid cases are high. It was also suggested that some students may be unused to on-campus teaching and may have struggled to attend for personal reasons and that some have adjusted to online provision and may prefer this mode of delivery for reasons of increased flexibility or accessibility.
- **Student Voice Policy** – the first year of operation of the new Policy, with a move from centralised to localised management of Course Evaluation Questionnaires (CEQs) (in response to requests from Schools/Deaneries) was welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools. Schools took varying approaches to implementation with a number of Schools taking a School-wide approach. Further monitoring will continue to ensure effective approaches are taken in Schools and effective approaches are shared. Some Schools also queried how locally managed course evaluation data could be used as benchmarked evidence of excellence in teaching.

Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting

The reports identifying themes of positive practice for sharing and areas for further development at University level are passed to the Institute for Academic Development (IAD) to identify content for Teaching Matters⁶ and the Learning and Teaching Conference. Examples of Teaching Matters blog posts that have been identified through quality processes are tagged⁷. Good practice is also shared at College-level⁸.

Ways in which support services were reviewed

Student Support Services Annual Review (SSSAR) – reporting on 2020/21

Student-facing support services are reviewed annually by a sub-committee of SQAC. The sub-committee usually submits a report on the outcomes of the review process to SQAC annually in early December, however this year the report was considered at the February meeting⁹. For reporting on 2020/21, the streamlined process was maintained and focused on impacts of industrial action and the Covid-19 pandemic. Services were invited to submit their reports from the end of August 2021 for a mid-November deadline to a SharePoint site, which facilitated sharing of experience and good practice.

Each service receives individual feedback on their report, including commendations and areas of good practice. As with the previous year, no sub-committee meetings were held but each service

⁶ <https://www.ed.ac.uk/staff/teaching-matters>

⁷ <https://www.teaching-matters-blog.ed.ac.uk/tag/quality-enhancement-report-examples/>

⁸ For example [CMVM Good Practice Showcase 2021 Recording - Media Hopper Create](#)

⁹ <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20220224-web.pdf> (Paper F)

report was reviewed by the external and the Students' Association members. Common themes arising from service reports were:

- Staff response to challenges: staff commitment, flexibility and creativity provided an impressive response to the pandemic.
- Working across boundaries: increased collaborative working with other teams, services, Colleges and Schools.
- Digital processes for enhancement: digital processes provided improvements and streamlining.

The streamlined approach to reporting will continue for reporting on 2021/22 and we hope to hold an online event to share good practice and discuss themes.

Student Support Thematic Review

Thematic reviews focus on the quality of the student experience in relation to a particular theme or aspect of student support which can span both student support services and academic areas. They are reserved for significant issues requiring in-depth exploration that often cannot be achieved via IPRs or SSSAR. Topics are influenced by the outcomes of SSSAR and discussion with the Students' Association. As planned, no thematic review was carried during 2021/22, however, SQAC considered updates on actions from the thematic review of black and minority ethnic (BME) students' experiences of support at the University. Relevant actions from this review and the Mature Students and Parents and Carers review are being progressed by the SQAC Data Task Group which has been established to examine data and methodological options for the systematic monitoring of data in relation to the student journey (i.e. retention, progression, attainment data) with the aim of ensuring that all groups of students have an equitable experience during their time at the University. Additionally, the University's Equality, Diversity and Inclusion Committee is driving forward the recommendations from the thematic review of BME students' experiences of support at the University.

Role and nature of student engagement in institution-led review

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement.

IPR and thematic reviews both include student members on review teams. The student is a full and equal member of a review team and, as with other team members, will typically convene one or more meetings during the review. Membership of a review team is included in the student's Higher Education Achievement Record. In addition to having student members on review teams, engagement of students from review areas as a part of IPRs is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide review areas on how to engage their students with reviews. The review area consults with students when defining their remit items.

Contextual information and key messages from analysis of data

Overall satisfaction rose in student surveys from 2021 to 2022 – 4.7% in the Postgraduate Taught Experience Survey (PTES) and 1.74% in the National Student Survey (NSS). In the NSS, this resulted in an increase of five positions in the overall satisfaction ranking of the Russell Group (RG), to 17, up from 21 in 2021. Edinburgh saw particular increase in satisfaction with learning resources (increase of 13%) and learning community (increase of 3%). However these themes were most heavily impacted by pandemic measures in 2021, and are still below satisfaction outcomes pre-pandemic. As a whole, Edinburgh remains below the Russell Group in all NSS themes; most markedly in Assessment and Feedback (8 percentage points lower than RG) and the Students' Union (12

percentage points lower than RG). There has also been a decline in satisfaction in Student Voice outcomes, with only 34% of students clear how their feedback on a course has been acted on, 11% below the RG average and 3% lower than last year. Open comments from these surveys highlight the variation in experience between students; with positive and negative themes arising regarding teaching quality and student support and communication. In-year Pulse Surveys have shown challenges in availability of support, especially around mental health and counselling wait times.

SQAC considers a report on degree classification outcomes in April each year. Any subject areas judged to have diverged substantially from either the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School annual quality report. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek appropriate local solutions. In April 2022 SQAC considered the annual analysis of degrees awarded by the University in the 2020-21 academic year, benchmarked against the Russell Group and including data on attainment gaps for key student groups. Edinburgh's proportion of Firsts awarded increased relative to Russell Group peers, and now sits at 5th highest in the group. Prior to 2019/20, Edinburgh broadly matched the Russell Group average. The attainment gap (Firsts awarded) for UK domicile black, Asian, and minority ethnic (BAME) students at the University has narrowed, but remains material (-10.3 to -4). While the gap between disabled and non-disabled students continues to narrow, the gap between male students and females continues to widen (with higher awards gained by female students). However, caution around trend data is required following impact from pandemic impact mitigation policies.

Analysis of progression data showed that the University markedly outperformed the Scottish sector average and the UK sector averages for the relevant HESA Performance Indicators (non-continuation and projected outcomes), and also outperformed the HESA benchmarks for these indicators. As part of a reset of the University's Equality and Diversity monitoring, patterns of retention and outcomes will be assessed through an E&D lens.

An analysis of 2020/21 undergraduate and taught postgraduate¹⁰ external examiners' reports shows that there continues to be a high number of commendations and a low number of issues across the University. The main theme commended in undergraduate reports across all three Colleges was the assessment process, with the sub-theme of good practice and innovation (in the programme development theme) most commented on. The main theme commended in taught postgraduate reports was also the assessment process. Many commendations were course or programme specific, however the most often occurring type of commendation related to the range, quality and diversity of teaching, learning and assessment. A small number of issues raised by external examiners related to the (often timely) provision of information to examiners. No University-level action was required.

We remain committed to widening access and our students from SIMD20 areas represent 11.4% of this past year's full-time Scottish-domiciled undergraduate intake (2021 entry) – this is a significant increase since 2015 when just 6% of our Scottish domiciled students were from SIMD20 background. We have also been pleased to notice a year on year increase in applications and acceptances from care-experienced students which we expect to be reflected in an increased number of care experienced students starting with us this September.

Summary

¹⁰ <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20220224-web.pdf> (Paper C)

The previous year's IPRs and annual monitoring, review and reporting processes have identified good practice examples and it is important that these are shared across the University. Areas for further development have also been identified, and these will be considered and acted upon accordingly.

The University's approach to improving the learning, teaching and the student experience can be summarised in the ongoing and planned work outlined below, the pace and scale of which is being balanced according to the Enhancement-led Institutional Review recommendations and priorities and the ongoing effects of and pressures of the pandemic.

Actions Undertaken and Planned

Enhancement-led Institutional Review (ELIR)

The ELIR Action Plan, setting out the University's response to the review recommendations, was approved by Senate in October 2021 and an ELIR Oversight Group established to provide direction and oversight of the actions. The ELIR Oversight Group is convened by the Assistant Principal Academic Standards and Quality Assurance and the membership comprised of: Vice Principal Students; Edinburgh Students Association Vice President Education; Deputy Secretary Student Experience; Director of the Institute of Academic Development; Director of Strategic Change; and Head of Quality Assurance and Enhancement, Academic Services. The ELIR Oversight Group formally reports to the University Executive, advising on progress and any concerns, and also provides regular updates to Senate Quality Assurance Committee (SQAC).

The Action Plan takes a themed approach to the implementation of the ELIR recommendations in order to ensure alignment with existing learning and teaching priorities and senior leadership responsibility. Actions are grouped as follows:

- assessment and feedback;
- student support (the personal tutor system);
- strategy, growth and planning (encompassing the oversight and planning for growth of student numbers, and the strategic approach to the enhancement of learning and teaching);
- change management (and the pace of change);
- monitoring consistency of implementation of strategy, policy and practice (encompassing specifically oversight and implementation of policy and practice, and training for postgraduate research (PGR) students who teach);
- developing and promoting teaching excellence (encompassing the recognition and support for academic staff development, and promotion of academic staff based on teaching); and attainment gap monitoring.

Two of the recommendations (relating to assessment and feedback and student support) were prioritised for action over the course of the academic year. We have made significant progress in relation to these two areas in terms of establishing an agreed approach that will take effect from the start of the coming academic year (2022/23).

Assessment and feedback

The ELIR panel recommended that the University "*make demonstrable progress, within the next academic year, in prioritising the development of a holistic and strategic approach to the design and management of assessment and feedback.*" In response an Assessment & Feedback Task Group (co-convened by Professor Tina Harrison, Assistant Principal, and Dr Sabine Rolle, Dean for Learning and Teaching CAHSS, and reporting to the Curriculum Transformation Board) was established to take forward this work.

Following extensive research, external benchmarking and internal consultation throughout semester 1, the Task Group proposed a “*holistic and strategic approach to the design and management of assessment and feedback*” which was initially discussed at the 10th March 2022 Senate Education Committee and subsequently approved at the 12th May 2022 Senate Education Committee meeting. The overall approach (effective from the start of academic year 2022/23) comprises four key aspects: Assessment and Feedback Principles (that set out baseline expectations for quality); Assessment and Feedback Priorities (that set the strategic direction for enhancement and align with the direction of travel for Curriculum Transformation); Support/guidance for staff; Guidance for students (co-created with students). A recent Teaching Matters Blog, provides an overview of the principles and priorities.¹¹

In relation to the subsequent recommendation about ensuring consistency in implementation of policy and practice, we are in the process of identifying agreed baseline indicators from which we can track implementation and success, which will be embedded in the School Quality Assurance reporting.

Student Support

Another key area highlighted by the ELIR Panel was student support, with the recommendation that “*The University should make demonstrable progress within the next academic year in respect of ensuring parity of experience for students and effective signposting to support services and delivery of an agreed and consistent baseline level of provision. As part of its approach, the University is asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience.*”

At the time of the ELIR review, the timeline for the implementation of the new student support approach was planned for academic year 2023/24. We were asked “*to reflect on whether the current timescale for implementation is sufficiently ambitious.*” We did reflect on this and accelerated the timeline, which is on target for phased implementation across the University for new incoming students from September 2022, one year earlier. A Student Support Project Board has been established and there has been a commitment that the Board will continue for an agreed period beyond September 2023 in order to monitor consistency of implementation and evaluate the impact of these changes on the student experience. The current Personal Tutor (PT) system will remain in the short-term for continuing students and student experience of the PT system will continue to be monitored until it is fully phased out at the end of academic year 2022/23.

The new approach comprises a new layer of professionalised support, including the appointment of 35 Student Advisers and 20 Wellbeing Advisers. Wellbeing Advisers will be managed centrally (through a hub and spoke model) and will provide a layer of support between the School-based Student Advisers and the central specialist counselling and disability services. This is a transformational investment in mental health services for our students and will provide proactive and reactive wellbeing support. The completion of this recruitment has mitigated the highest risk within the project.

The academic support will be provided via a new ‘Cohort Lead’ role. This replaces the PT role as the single point of individualised support and forms part of an eco-system of support where the Cohort Lead provides an exciting opportunity through the oversight of a group of students to build community. The operation of Cohort Lead roles will be tailored to the specific academic needs of students within their programmes and disciplines.

¹¹ <https://www.teaching-matters-blog.ed.ac.uk/welcome-to-july-august-1t-enhancement-theme-assessment-and-feedback-principles-and-priorities/>

Student Journey maps are being developed to provide an overview of the expected experience, touch points and the likely forks in the road where students will take different pathways. To ensure a baseline level of provision we have developed functional specifications in the form of a series of statements on what students can expect from both academic guidance and support and personal and wellbeing support.

Strategy and Strategic Projects

Curriculum Transformation Programme

The University has committed to undertaking a major Curriculum Transformation Programme. The programme, which began with a soft launch in April 2021, is a major long-term initiative for the University, closely aligned with the University Strategy 2030. The programme is moving through several distinct phases over the next 4 to 5 years. Over academic year 2021/22 the focus has been on creating a vision for the Edinburgh Graduate and Edinburgh Curriculum and developing curriculum design principles and curriculum archetypes that are currently being tested in co-design workshops with staff and students. Further information on the programme (including a selection of briefing papers and other resources) is available from the programme website.¹²

Student Voice

A new approach to course level feedback was implemented in 2021/22 academic year following the change from centrally managed Course Enhancement Questionnaires (CEQs) to locally managed course evaluation. The rationale for the new model was to give ownership of course level feedback to Schools, enabling local areas to gather feedback according to their own (and their students) requirements and allow for closer staff-student interaction, while in alignment with the revised Student Voice Policy. A toolkit to support development of feedback mechanisms was developed centrally to support staff. Initial studies have been undertaken with both staff and students to understand the success of this approach, and further information has been gathered through quality assurance processes (reported earlier). The student guide on giving feedback has been reviewed as part of our work on the Enhancement Theme. Through this review, we realised that another version for postgraduate research students was needed and this was subsequently developed. The updated guides are available on the University's website. Additional resources both relating to feedback mechanisms, and analysis and closing the feedback loop are being developed as required in response to initial feedback.

At institutional level, Pulse Surveys continued to run, although reduced in frequency to October, December, February and April. The Pulse Survey is under review but it is likely it will be continued in some form while we remain in a transition period until there is development of a broader institutional survey. It continues to provide a useful barometer of student satisfaction across the academic year.

A light touch study was undertaken with the Student Panel to understand their views on Student Voice activity (course and institutional) in more depth. Outcomes will shape the future direction of the Pulse Survey for 2022/23, and future student voice activity. A holistic review of Student Voice activity is currently on-going.

The University continues to operate a Programme Representative system, delivered in partnership with the Students' Association, supporting approximately 1400 volunteer student representatives. All Programme Representatives continue to receive a two-part online training and induction package, consisting of an asynchronous self-study module, followed by a live, interactive training workshop delivered by staff within the Students' Association's Student Voice team. In

¹² <https://www.ed.ac.uk/staff/teaching-matters/curriculum-transformation-programme>

2021/22, 71.6% of Programme Representative completed both elements of the training, with 74.6% completing the self-study module and 84.4% attending a live training session. The Students' Association continues to provide on-going training and development opportunities for Programme Representatives, through the workshop calendar for volunteer student leaders, as well as access to multiple reward and recognition schemes, from HEAR recognition to the Edinburgh Award for Student Leadership, and for the first time this year, the nationally-recognised Saltire Award.

The Academic Representation Forum on MS Teams, which brought together Programme and elected School Representatives, allowing them to share and escalate feedback, continued to be well-used, although, as-expected, engagement did drop-off as in-person activity returned over the course of the academic year. In 2022/23 the Student Voice team will be introducing a Student Voice Forum, also on MS Teams, which will bring Programme Representatives together with the Students' Association's full cohort of over 90 Elected Representatives, responding to feedback from student representatives that they would like the opportunity to engage with a broader range of non-academic activity, particularly around inclusivity and sustainability.

In 2021/22, the Student Voice team also reviewed the handover process for Programme Representatives, and the more streamlined approach resulted in 46.7% of student representatives completing their handover documents. These documents, which highlight ongoing issues and key contacts, will be made immediately available to new Programme Representatives in 2022/23 as part of their induction, ensuring that student representatives are able to make an efficient and effective start in their roles.

Widening Access

As part of our ambition to establish more pathways into the University of Edinburgh for a more diverse student body we have begun new college partnerships and access routes (Articulation from Edinburgh College to MSC Health in Social Science) as well as new SWAP college routes for adult learners to Medicine and Veterinary Medicine (Scotland Widening Access Programme).

We recognise the challenges that the last few years have brought for students and have done all we can to mitigate for that within our admissions processes. We had a dedicated helpline for students on results day and rang all those who had received widening access offers with us to congratulate them on their offer and to offer any support and guidance with next steps. For 2023 entry we have also made changes to our contextual admissions criteria in order to address the underrepresentation from state school students, with a particular focus on students from the rest of the UK – recognising that the levels of underrepresentation in our own student body lies within those students coming from the rest of the UK outside of Scotland.

Indication of institution-led reviews for the forthcoming cycle

Please see Appendix 1. Please note that specific timings may be subject to change to reflect schedules in Schools.

List of subject areas/programmes reviewed by other bodies

In 2021/22 10 professional bodies carried out reviews resulting in all programmes being successfully accredited/reaccredited (Appendix 2).

6 September 2022

Appendix 1 - Internal Periodic Review forward schedule

| | |
|----------------|---|
| 2022/23 | <ul style="list-style-type: none"> • Business (Postgraduate Taught and Postgraduate Research Provision) • Divinity (Postgraduate Taught & Postgraduate Research Provision) rescheduled from 2021/22 • GeoSciences (Postgraduate Taught Provision) rescheduled from 2021/22 • Ecological and Environmental Sciences (Undergraduate provision) • Economics (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • Edinburgh College of Art (all undergraduate provision) ¹³ rescheduled from 2021/22 • History, Classics and Archaeology (Postgraduate Research & Postgraduate Taught provision) • Literatures, Languages and Cultures (all undergraduate provision) ¹⁴ • Mathematics (Undergraduate & Postgraduate Taught provision) rescheduled from 2021/22 • Moray House School of Education and Sport (all undergraduate provision) ¹⁵ • Philosophy, Psychology and Language Sciences (all undergraduate provision) ¹⁶ rescheduled from 2021/22 • Physics and Astronomy (Postgraduate Research provision) |
| 2023/24 | <ul style="list-style-type: none"> • Biomedical Sciences (Undergraduate & Postgraduate Taught provision, inc Zhejiang) • Chemistry (Postgraduate Research provision) • Clinical Sciences (Postgraduate Taught Provision) • Engineering (Postgraduate Research provision) • Medicine (Undergraduate provision) • Molecular, Genetic and Population Health Sciences (Postgraduate Taught Provision) • Physics and Astronomy (Undergraduate & Postgraduate Taught provision) • Social and Political Science (all undergraduate provision) ¹⁷ |
| 2024/25 | <ul style="list-style-type: none"> • Earth Sciences (Undergraduate provision) • Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision) • Engineering (Undergraduate and Postgraduate Taught provision) |

¹³ To include Architecture, Music, Art, Design, History of Art

¹⁴ To include Asian Studies, Celtic & Scottish Studies, English Literature, European Languages and Cultures, Islamic and Middle Eastern Studies.

¹⁵ To include Applied Sports Science, Childhood Practice, Community Education, Physical Education, Primary Education with Gaelic, Sport and Recreation Management.

¹⁶ To include Psychology, Linguistics and English Language, Philosophy

¹⁷ To include Politics & International Relations, Social Anthropology, Sociology & Sustainable Development, Social Policy, Social Work (which will include the Master of Social Work programme)

| | |
|----------------|---|
| | <ul style="list-style-type: none"> • GeoSciences (Postgraduate Research Provision) • College of Medicine and Veterinary Medicine (Postgraduate Research provision) |
| 2025/26 | <ul style="list-style-type: none"> • Business School (Undergraduate provision) • Centre for Open Learning (Undergraduate provision) • Chemistry (Undergraduate provision) • Divinity (Undergraduate provision) • Geography (Undergraduate provision) • Informatics (Postgraduate Research Provision) • Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision) • Social and Political Science (Postgraduate Research Provision) |
| 2026/27 | <ul style="list-style-type: none"> • Clinical Education (Postgraduate Taught provision) • Mathematics (Postgraduate Research Provision) • Moray House School of Education and Sport (Postgraduate Research & Postgraduate Taught provision) • Oral Health Sciences (Undergraduate provision) • School of Philosophy, Psychology and Language Sciences (Postgraduate Research & Postgraduate Taught provision) • School of Social and Political Science (Postgraduate Taught provision) |
| 2027/28 | <ul style="list-style-type: none"> • Biological Sciences (postgraduate research provision) • Biological Sciences (undergraduate and postgraduate taught provision) • Data Science, Technology and Innovation online distance learning programme (postgraduate taught provision) • Health in Social Science (including Nursing undergraduate provision, postgraduate taught & postgraduate research provision) • History, Classics and Archaeology (all undergraduate provision) • Informatics (undergraduate and postgraduate taught provision) • Law (undergraduate, postgraduate taught & postgraduate research provision) Moray House School of Education and Sport (postgraduate taught & postgraduate research provision) • The Royal (Dick) School of Veterinary Studies (postgraduate taught provision) • The Royal (Dick) School of Veterinary Studies (undergraduate provision) |

Appendix 2 – Degree Programmes Accredited in 2021/22

| Accredited Programmes | Accrediting Body Name |
|--|---|
| MBA Business Administration - 1 Year | Association of MBAs (AMBA) |
| MBA Business Administration - 16 Months | Association of MBAs (AMBA) |
| MSc Human Resource Management - 1 Year | Chartered Institute of Personnel and Development (CIPD) |
| MSc International Human Resource Management - 1 Year | Chartered Institute of Personnel and Development (CIPD) |
| Primary Care Ophthalmology (Online Distance Learning)(ICL) (MSc) - 6 years | Royal College of Nursing (RCN) |
| MSc Dance Science and Education with TQs - 15 Months | General Teaching Council for Scotland (GTCS) |
| BEng (Hons) Chemical Engineering | Institution of Chemical Engineers (IChemE) |
| MEng (Hons) Chemical Engineering | Institution of Chemical Engineers (IChemE) |
| MSc Advanced Chemical Engineering | Institution of Chemical Engineers (IChemE) |
| MSc Applied Psychology for Children and Young People - 1 Year | British Psychological Society (BPS) |
| MSc Psychology of Mental Health (Conversion) - 1 Year | British Psychological Society (BPS) |
| MSc Psychology of Mental Health (Conversion) (ICL) - 2-6 Years | British Psychological Society (BPS) |
| BEng (Hons) Computer Science | BCS the Chartered Institute for IT |
| Law (LLB Ord) | Law Society of Scotland |
| LLB (Hons) Law | Law Society of Scotland |
| LLB (Hons) Law and Accountancy | Law Society of Scotland |
| LLB (Hons) Law and Business | Law Society of Scotland |
| LLB (Hons) Law and Celtic | Law Society of Scotland |
| LLB (Hons) Law and Economics | Law Society of Scotland |
| LLB (Hons) Law and French | Law Society of Scotland |
| LLB (Hons) Law and German | Law Society of Scotland |
| LLB (Hons) Law and History | Law Society of Scotland |
| LLB (Hons) Law and International Relations | Law Society of Scotland |
| LLB (Hons) Law and Politics | Law Society of Scotland |
| LLB (Hons) Law and Social Anthropology | Law Society of Scotland |
| LLB (Hons) Law and Social Policy | Law Society of Scotland |

| | |
|---|---|
| LLB (Hons) Law and Sociology | Law Society of Scotland |
| LLB (Hons) Law and Spanish | Law Society of Scotland |
| LLB (Ord) Law (Graduate Entry) | Law Society of Scotland |
| BSc (Hons) Psychology | British Psychological Society (BPS) |
| MA (Hons) Philosophy and Psychology | British Psychological Society (BPS) |
| MA (Hons) Psychology and Business | British Psychological Society (BPS) |
| MA (Hons) Psychology and Economics- 4 Years | British Psychological Society (BPS) |
| MA (Hons) Psychology and Linguistics | British Psychological Society (BPS) |
| MA (Hons) Sociology and Psychology | British Psychological Society (BPS) |
| BSc (Hons) Social Work | Scottish Social Services Council (SSSC) |
| MSW Social Work - 21 Months | Scottish Social Services Council (SSSC) |

Delayed Accreditations

The below programme was due to have its accreditations reviewed but was delayed as a result of Covid. It will be reviewed in academic year 2022/23:

| | |
|--|-------------------------------------|
| PgCert Clinical Education (Online Learning) - 1 Year | Academy of Medical Educators (AoME) |
|--|-------------------------------------|

Removed Accreditations

The following programmes are no longer accredited and/or no longer offered by the University:

| Programme Name | Name of Accrediting Body | Status |
|--|--|-------------------------|
| MBA Executive Business Administration - 27 Months | Association of MBAs (AMBA) | Programme is now closed |
| MFA Film Directing - 21 Months | ScreenSkills | Programme is now closed |
| MA (Hons) Primary Education with Earth Sciences | General Teaching Council for Scotland (GTCS) | Programme is now closed |
| MA (Hons) Primary Education with History | General Teaching Council for Scotland (GTCS) | Programme is now closed |
| MA (Hons) Primary Education with Mathematics | General Teaching Council for Scotland (GTCS) | Programme is now closed |
| MA (Hons) Primary Education with Modern Languages (German) | General Teaching Council for Scotland (GTCS) | Programme is now closed |

| | | |
|--|---|-------------------------|
| MA (Hons) Primary Education with Religious Studies | General Teaching Council for Scotland (GTCS) | Programme is now closed |
| MA (Hons) Primary Education with Scottish Studies | General Teaching Council for Scotland (GTCS) | Programme is now closed |
| MSc Transformative Learning and Teaching (P5 - S6 Physics) 21 months | General Teaching Council for Scotland (GTCS) | Programme is now closed |
| BEng (Hons) Computer Science and Electronics | Institution of Engineering and Technology (IET) | Programme is now closed |
| BEng (Hons) Electronics | Institution of Engineering and Technology (IET) | Programme is now closed |
| BEng (Hons) Electronics and Software Engineering | Institution of Engineering and Technology (IET) | Programme is now closed |
| BEng (Hons) Engineering for Sustainable Energy | Institution of Engineering and Technology (IET) | Programme is now closed |
| MEng (Hons) Electronics | Institution of Engineering and Technology (IET) | Programme is now closed |
| MEng (Hons) Engineering for Sustainable Energy | Institution of Engineering and Technology (IET) | Programme is now closed |
| BEng (Hons) Artificial Intelligence and Software Engineering | BCS the Chartered Institute for IT | No longer accredited |
| BEng (Hons) Artificial Intelligence with Management | BCS the Chartered Institute for IT | No longer accredited |
| BEng (Hons) Computer Science and Electronics | BCS the Chartered Institute for IT | No longer accredited |
| BEng (Hons) Computer Science with Management | BCS the Chartered Institute for IT | No longer accredited |
| BEng (Hons) Software Engineering | BCS the Chartered Institute for IT | No longer accredited |
| BEng (Hons) Software Engineering with Management | BCS the Chartered Institute for IT | No longer accredited |
| BSc (Hons) Artificial Intelligence | BCS the Chartered Institute for IT | No longer accredited |
| BSc (Hons) Artificial Intelligence and Computer Science | BCS the Chartered Institute for IT | No longer accredited |
| BSc (Hons) Artificial Intelligence and Mathematics | BCS the Chartered Institute for IT | No longer accredited |
| BSc (Hons) Cognitive Science | BCS the Chartered Institute for IT | No longer accredited |
| BSc (Hons) Computer Science | BCS the Chartered Institute for IT | No longer accredited |

| | | |
|--|--|-------------------------|
| BSc (Hons) Computer Science and Management Science | BCS the Chartered Institute for IT | No longer accredited |
| BSc (Hons) Computer Science and Mathematics | BCS the Chartered Institute for IT | No longer accredited |
| BSc (Hons) Computer Science and Physics | BCS the Chartered Institute for IT | No longer accredited |
| MInf (Hons) Informatics | BCS the Chartered Institute for IT | No longer accredited |
| MSc Advanced Design Informatics - 21 Months | BCS the Chartered Institute for IT | No longer accredited |
| MSc Artificial Intelligence - 1 Year | BCS the Chartered Institute for IT | No longer accredited |
| MSc Artificial Intelligence - 2 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Artificial Intelligence - 3 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Cognitive Science - 1 Year | BCS the Chartered Institute for IT | No longer accredited |
| MSc Cognitive Science - 2 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Cognitive Science - 3 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Computer Science - 1 Year | BCS the Chartered Institute for IT | No longer accredited |
| MSc Computer Science - 2 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Computer Science - 3 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Design Informatics - 1 Year | BCS the Chartered Institute for IT | No longer accredited |
| MSc Informatics - 1 Year | BCS the Chartered Institute for IT | No longer accredited |
| MSc Informatics - 2 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Informatics - 3 Years | BCS the Chartered Institute for IT | No longer accredited |
| MSc Book History and Material Culture - 1 Year | Chartered Institute of Library and Information Professionals (CILIP) | Programme is now closed |
| MSc Book History and Material Culture - 2 Years | Chartered Institute of Library and Information Professionals (CILIP) | Programme is now closed |
| MA (Hons) Psychology | British Psychological Society (BPS) | Programme is now closed |

N.B. In relation to the Informatics school, the decision to withdraw programmes from accreditation by the British Computer Society (BCS) was influenced by a range of factors, including the tightening BCS restrictions which do not permit compensation – credits to be awarded on aggregate – in accredited programmes.

The University of Edinburgh
Senate Quality Assurance Committee

13 September 2022

**Enhancement Themes:
End of Year 2 Report**

Description of paper

1. Presents the University's end of year two report on Enhancement Theme activity.
2. This paper does not contribute to the Strategy 2030 outcomes. It is a regulatory requirement.

Action requested / recommendation

3. The Committee is asked to note the end of year two report (attached).

Background and context

4. The Enhancement Themes are a programme of activity involving the whole higher education sector in Scotland. Staff and students collaborate on one or more topics to improve strategy, policy and practice. The current Theme (2020 to 2023) is Resilient Learning Communities. Engaging with the Enhancement Themes is part of the Scottish Quality Enhancement Framework.

Discussion

5. Activity has focussed around:
 - Appointing PhD Interns to support Theme work;
 - Developing a Theory of Change model; and
 - Gathering and sharing good practice examples of community building.

Resource implications

6. There are no resource implications identified in the report.

Risk management

7. The report does not identify any risks. Risks are considered as part of individual activities/projects.

Responding to the Climate Emergency & Sustainable Development Goals

8. This paper does not contribute to the Sustainable Development Goals. It is a regulatory requirement.

Equality & diversity

9. Equality and diversity will be considered as part of individual activities/projects.

Communication, implementation and evaluation of the impact of any action agreed

10. Enhancement Themes activity is communicated through a variety of mechanisms, including websites, SharePoint sites, emails, network meetings, and Teaching Matters.

Author

Nichola Kett
2 September 2022

Presenter

Tina Harrison

Freedom of Information

Open



End of Year 2 Report for: University of Edinburgh

The key purposes of this report are to:-

- provide a framework for HEIs to report on their Theme activity that has taken place over the year
- help share information across the sector on the benefits and challenges around Theme engagement.

Please report under the headings below. The report should be about 6 to 8 sides of A4 in length.

Institutional team

Identify any changes in Theme leadership, TLG and institutional team membership since details were reported in the institutional plan developed at the start of the academic year.

Two PhD Interns joined the Institutional Team from March to July 2022.

Evaluation of activities/outcomes

To make evaluation processes more accessible and user friendly, we have attempted to simplify (not minimise) the evaluation reporting process into 7 key questions (see below). Prior to completing these, it would be useful to refer to the QAAS website resource: [A Guide to Basic Evaluation in HE](#) (specifically, Section 8, Summary overview on page 23, and the Evaluation Checklist – Appendix A, on pages 28-29).

Please report each activity/intervention against the following questions in the Evaluation part of the template.

N. B. You may have already realised some of your objectives and/or these might be ongoing, so please delineate each question according to whether activities or interventions have been completed already in this reporting year or are in process.

(Easiest way is to delete **either/or** options highlighted in **red** in questions below):

Evaluation

| |
|---|
| Title of project/activity |
| (1) Appoint two PhD Interns to support Theme work and new activity |
| 1. What change has been made? (Brief description(s) of overall activity/intervention) |
| <p>The PhD Interns have led, supported, contributed to and engaged with various activities both internally and externally with the aim of gathering evidence to understand what works for student and staff in community building:</p> <ul style="list-style-type: none"> • Provided support to the project supporting students with disabilities (Health in Social Science) • Engaged with community building activities, including Community Champions (Moray House School of Education and Sport) • Supported the sharing of examples of practice and communicating the University's Theme work through the Teaching Matters blog and conferences • Contributed to the development of postgraduate researcher networking events • Contributed to the sparqs postgraduate researcher representation project • Developed a Theory of Change model (see below under 'Processes') • Implemented a postgraduate researcher representative roundtable+ • Updated the student feedback guide+ <p>+see below (project/activity 3)</p> <p>Supporting new activity aimed to focus on those activities that make the most impact, that reduce attainment gaps and align with institutional strategic priorities as appropriate.</p> |
| 2. Why have we made it? (Rationale for the change) |
| <p>We appointed the PhD Interns in order to be able to build on year one Theme work through more targeted activities (listed above) and to continue to engage students in our Theme work. The PhD Interns have brought a different range of skills and perspectives to the University's Enhancement Themes work. The PhD Intern posts also enabled co-creation of activities with students, for example the student feedback guide, the postgraduate researcher representative roundtable and the Theory of Change model. The Theory of Change model has been and will continue to be used to guide activities.</p> |
| 3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged) |
| <p>Through the activities listed above we aim to identify what works for students and staff in community building. Outcomes are envisaged in the Theory of Change model.</p> |
| 4. How will we know? (How is the change measured) |
| <p>The outputs from the PhD Internships will be considered by the Institutional Team. Possible measurements of impact are detailed in the Theory of Change model.</p> |
| 5. Who has been involved in making any judgements? (Who decides on effectiveness) |
| <p>The PhD Interns have been supported by the staff Theme Leader and the Institutional Team in terms of identifying and prioritising the activities listed above.</p> |
| 6. Any lessons learned to apply already? (Applied ongoing learning) |
| <p>Not at this stage.</p> |
| 7. Any things you have stopped doing? (Any unsuccessful elements) |

The opportunity to work with [Mastercard Foundation Scholars Program](#) students to explore community building and sense of belonging arose in year 2, however, it was not possible to progress this work during the PhD Interns appointments. We will consider how to continue this work in year 3.

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| Title of project/activity |
| (2) Share examples |
| 1. What change is being made? (Brief description(s) of overall activity/intervention) |
| A continuing exercise to gather and reflect on good practice examples of community building activities from across the University and Students' Association. See 'Dissemination of work' below for examples. |
| 2. Why are we making it? (Rationale for the change) |
| <ul style="list-style-type: none"> To enable sharing of good practice examples of community building activities. To learn what activities make a positive impact in order to inform policy and/or practice |
| 3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged) |
| <ul style="list-style-type: none"> An increase in good practice examples being shared and action taken as a result. For activities which make a positive impact on community building to have informed policy and/or practice and be embedded within institutional strategic priorities as appropriate. Ultimately, an increase in the effectiveness of community building activities. |
| 4. How will we know? (How is the change measured) |
| <ul style="list-style-type: none"> An increase in good practice examples being shared e.g. in network meetings and through Teaching Matters and examples of where action has been taken as a result of this. Changes to policy and/or practice have been implemented and embedded within institutional strategic priorities as appropriate. Ultimately, through student feedback and attainment data. |
| 5. Who has been involved in making any judgements? (Who decides on effectiveness) |
| Good practice examples were identified through: School annual quality reports, Learning and Teaching conference submissions, the Principal's Teaching Award Scheme projects, and Student Partnership Agreement projects. |
| 6. Any lessons learned to apply already? (Applied ongoing learning) |
| Not at this stage. Sharing good practice examples will continue in year 3 of our Themes work. |
| 7. Any things you need to stop doing? (Any unsuccessful elements) |
| Not at this stage. |

| |
|---|
| Title of project/activity |
| (3) Progress specific recommendations from the 2020/21 PhD Internships |
| 1. What change has been made? (Brief description(s) of overall activity/intervention) |
| The year 2 PhD Interns were tasked to: |
| 1) Implement a postgraduate researcher representative roundtable |

| |
|---|
| 2) Update Giving Feedback: A Student Guide |
| 2. Why have we made it? (Rationale for the change) |
| In response to recommendations from PhD Interns appointed in year one of the Theme. |
| 3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged) |
| 1) Postgraduate researcher student representatives will have had the opportunity to find out about different community building practices and to share successes and failures. 2) Students will be clearer on the student voice mechanisms. |
| 4. How will we know? (How is the change measured) |
| Student feedback. |
| 5. Who has been involved in making any judgements? (Who decides on effectiveness) |
| The PhD Interns led these developments in consultation with students and staff from the University and the Students' Association. |
| 6. Any lessons learned to apply already? (Applied ongoing learning) |
| Despite concerted efforts, the inaugural postgraduate researcher representative roundtable had no attendees. This is being reflected on by one of the PhD Interns and recommendations for how to progress with this initiative will be provided to the Institutional Team for consideration. Through the updating of the student feedback guide, we realised that another version for postgraduate research students was needed and this was subsequently developed. |
| 7. Any things you have stopped doing? (Any unsuccessful elements) |
| See 6 above 'lessons learned'. |

Dissemination of work

Which mechanisms have been most effective in disseminating outcomes and resources internally, and to the sector? Please provide examples.

If there are materials and resources you can share with the sector, please provide details below.

The Institutional Team have continued to use existing committees, groups and networks to communicate about the Theme, to engage staff and students in Theme work, and to disseminate University and sector Theme outputs.

The May-June Learning and Teaching Enhancement Theme on the University's Teaching Matters blog was building community. The PhD Interns worked with the Editor to curate a series of blog posts:

- [Introductory post](#)
- [PhD Intern post](#) (another post will be published)
- [Building community theme tag](#)

Community and academic community are established tags on the [Teaching Matters blog](#).

A blog post was also written for the Equality, Diversity and Inclusion Teaching Matters theme: [Prioritising equality, diversity and inclusion activities through the Enhancement Themes – Teaching Matters blog \(ed.ac.uk\)](#)

Information on the methodology and outcomes of the Health in Social Science project to improve the experience of students with disabilities has been shared across the University, including at the Directors of Teaching Network.

Building community was a theme of the University's [Learning and Teaching Conference](#) and there were many sessions delivered throughout and an exhibit stand on day 1 which was run by the staff Theme Leader and the Building Community PhD Interns. The Institutional Team were involved in developing the programme for the conference.

The staff Theme Leader and the two Building Community PhD Interns presented at the Enhancement Themes conference in June 2022.

Abstract and reports of Principal's Teaching Award Scheme projects on the theme of learning communities: [Learning communities | The University of Edinburgh](#)

A member of staff from the Institute for Academic Development, contributed to the Scotland-wide [Decolonising the Curriculum in the time of Pandemic](#) collaborative cluster in 2021/22. As a result, they created the Decolonising the Curriculum Hub to support work being carried out across the University to support thinking and action on decolonising the curriculum. The [Hub outlines how to make a start at decolonising](#) the curriculum alongside supporting resources and case studies.

Collaboration outwith your institution

How have you collaborated with other institutions? This could be informally by growing networks or contacts, or more formally for example, through collaborative clusters or sector work. If you have been collaborating with others, briefly explain what this has involved and what have been the benefits and challenges.

Due to the size of the University, it is not possible for the staff Theme Lead to know when staff and students are involved in Themes activity.

The University was one of the leads for the year 1 collaborative cluster Re-imagining Resilience for Postgraduate Taught Students. Additionally, as outlined above, a member of staff was involved in the Decolonising the Curriculum in time of Pandemic collaborative cluster in year 1.

University and Students' Association staff and students presented at and attended the Enhancement Themes conference.

University and Students' Association staff and students also attended the creative evaluation methods and sensational surveys sessions.

One of the PhD Interns made use of the Focus On materials [Building a research community for PGRs \(qaa.ac.uk\)](#)

Although, outwith the Enhancement Themes, the University is a partner in the QAA Collaborative Enhancement Project: [Defining, measuring and supporting success for PGRs from Diverse Backgrounds](#)

We have also regularly attended Theme Leaders' Group and Scottish Higher Education Enhancement Committee meetings.

Supporting staff and student engagement

How have staff and students been supported to engage in Theme activities? Please provide examples.

As outlined above, the Institutional Team have continued to use existing committees, groups and networks to communicate about the Theme, to engage staff and students in Theme work, and to disseminate University and sector Theme outputs.

Student and staff involvement with the Theme itself has primarily been through the Institutional Team. However, we have supported staff and student engagement with Theme activities (not necessarily badged as such) through mechanisms such as the Learning and Teaching Conference and the Directors of Teaching Network.

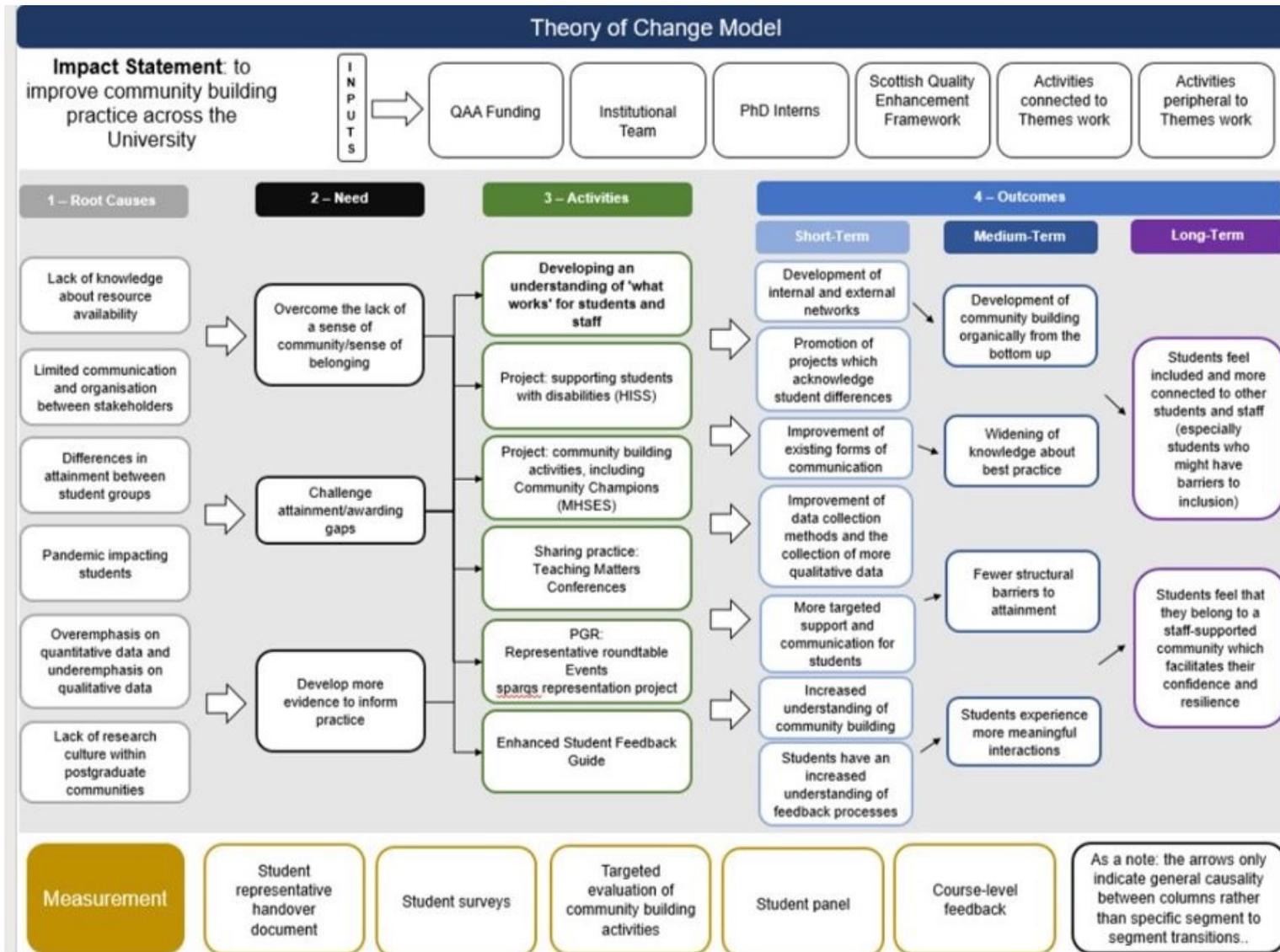
Processes

What are you learning from the processes, approaches and structures you are using to support this Theme?

How will this report be used/distributed within your institution?

A theory of change model (below) has been developed to support our work on and develop our understanding of the opportunities and challenges within community building at the University. The model identifies root causes (as identified by the year 1 PhD Interns), needs, activities (with an overall activity of developing an understanding of 'what works' for students and staff), and short-, medium- and long-term outcomes. An overarching impact statement – to improve community building practice across the University – is accompanied by inputs and possible measurements of impact. This model will inform our approach in year 3 of the Theme where we will seek to take our learning on 'what works' in community building and identify opportunities to embed this in the University's strategic projects and activities. Primarily, these will be: the Curriculum Transformation programme; the Student Support and Personal Tutor project; and the Digital Education strand of the Digital Strategy. We will continue to use the Theory of Change model to monitor our progress.

This report will be submitted to the Senate Quality Assurance Committee and used to guide year 3 work on the Theme.





Looking ahead

In session 2022-23 we will be starting to consider what the next Enhancement Theme might focus on. We are interested to know about the discussions, hot topics and issues that are emerging in your practice and gaining increasing attention. Please share your thoughts and views below.

- Reflection on the impact of the pandemic on teaching practices. What changes made as a result have been kept and why? What changes haven't and why? Have positive and long-lasting changes been made as a result of what we have learnt during the pandemic?
- Understanding what works in learning and teaching. This could include: a focus on scholarship in learning and teaching; how individuals can evaluate and understand their teaching and student learning; potential actions at various levels throughout an institution; and perhaps a focus on sharing what hasn't worked and understanding why.

| | |
|-----------------------|--|
| Report Author: | Nichola Kett with contributions from the Institutional Team |
| Date: | 30 June 2022 |

The University of Edinburgh
Senate Quality Assurance Committee

13 September 2022

Internal Periodic Review

Description of paper

1. Final reports, a year-on report, and a 14 week response from Internal Periodic Reviews (IPRs).

Action requested / recommendation

2. The Committee is invited to approve the final reports, confirm that it is content with progress in the year-on response, and note the exemplars of positive change.

Background and context

3. The following final reports and year-on response are published on the Committee wiki (<https://www.wiki.ed.ac.uk/display/SQAC/Tuesday+13+September+2022>):

Final Reports:

- Biological Sciences (undergraduate and taught postgraduate provision)
- Data, Science, Technology and Innovation (postgraduate taught online provision)
- Informatics
- Royal (Dick) School of Veterinary Studies (postgraduate taught provision)

Year-on Report:

- Oral Health

14 Week Response:

- Biological Sciences (postgraduate research provision)

Discussion

4. See wiki.

Resource implications

5. No additional resource implications.

Risk management

6. No risk associated.

Equality & diversity

7. An Equality Impact Assessment was carried out on the IPR process.

Communication, implementation and evaluation of the impact of any action agreed

8. Comments will be reported back to the School/Subject Area. The final reports and year-on response will be published on the Academic Services website.

Author

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Presenter

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Freedom of Information - Open