

The University of Edinburgh

Internal Periodic Review

Year on response report

**Internal Periodic Review of:** Undergraduate Provision at the University of Edinburgh Business School

**Date of review:** 18-19 February 2020

**Date of 14-week response:** 25 August 2020

**Date of year on response:** 19 May 2021 (extended with permission to 23 July 2021)

The School/Subject Area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Rec. no	Recommendation	Timescale for completion	Comments on progress towards completion and/or identify barriers to completion	Completion date
1.	It is strongly <b>recommended</b> that the identification of appropriate, high quality space for the Business School is prioritised by the College. The lack of capacity to have any undergraduate teaching in the building is likely to continue to be a very significant negative factor in terms of student experience, and act against efforts to build a community of practice.	Unclear	<b>Year on Response – 23 July 2021</b> - The dialogue on space issues between UEBS, College and the central University continues. Whilst there has been some discussion about the impact of hybrid working on the central area estate, we are a long way from seeing any movement on central space issues. As part of the University of Edinburgh Business School (UEBS) Student Experience Strategy (currently in the final stages of development and expected to be in final form in August 2021), there is a high-level goal to review current building use to ensure that as many students as possible can use UEBS space safely, and that the use of space is reviewed to support hybrid learning and working. COVID 19 and the provision of priority allocated teaching space has unexpectedly required us to bring Undergraduate (UG) and Postgraduate Taught (PGT) teaching into our main building, 29 Buccleuch Place. This has shown us what is possible if we think creatively about how to share the learning and teaching (as well as other social) space, though it is worth nothing that we still require additional rooms (approximately 6) outside the main UEBS building to accommodate the 2021/2022 teaching requirements.	Ongoing

2.	<p>The review team <b>recommends</b> that the Business School is supported by the College to engage proactively with the central timetabling unit to ensure that room scheduling and timetabling is efficient and effective. Currently, the scheduling of concurrent classes which are not proximate is highly detrimental to students and staff, and also raises concerns about accessibility.</p>	Unclear	<p><b>Year on Response – 23 July 2021</b> – We have worked very closely with the Central Timetabling Unit (TTU) to manage timetabling requirements for UG programmes and courses throughout 2020/2021. This has required much closer collaboration and sharing of spaces with our PGT colleagues. Working with our set of priority allocated rooms, we strived to maximise the amount of in person teaching, which was possible in Semester 1 2020/2021 under the 2 metre social distancing requirements for both UG and PGT. A similar approach has been adopted for 2021/2022 Semester 1 timetabling with additional space being allocated both from within UEBS (our conference room has been brought into use for Semester 1 teaching) and outwith with four additional 12 capacity rooms requested and allocated to accommodate UG Non-Honours small group teaching. All of this was done in collaboration with the TTU. They have been hugely supportive, agile and responsive to our complex needs and the difficult demands, which we have been working under. Whilst the constraints of COVID 19 have been extremely difficult, what has been really helpful is having a pre-allocated set of rooms, to which we know we have full access. All these rooms are either in or very close to the main UEBS building and this has helped to address some of the concerns raised in the Internal Periodic Review (IPR). From a UG perspective, we would be very supportive of the system of pre-allocation of rooms continuing post COVID 19, especially for small group teaching spaces, as this is helping enormously with Teaching Assistant allocation and their on the ground experience, because they are not needing to transfer between multiple rooms on multiple parts of the central campus.</p>	Ongoing
3.	<p>The review team <b>recommends</b> that there is School-level teaching practice training provision for Postgraduate Tutors, and that this is compulsory and paid for. Furthermore, Postgraduate Tutors should be mentored and signposted to courses by IAD and programmes and fellowship routes by Advance HE. We also <b>recommend</b> strongly that Postgraduate Tutors be given the</p>	We hope to be able to implement this for the AY 2021/2022	<p><b>Year on Response – 23 July 2021</b> – University of Edinburgh Business School has around 50 Teaching Assistants. Throughout 2020/2021, the School’s Senior Teaching Assistant Coordinator, the Director of Faculty, Director of UG Programmes and School Human Resources (HR) Team have worked on improving the systems for the recruitment, support and mentoring of Teaching Assistants. The results of this work were presented to the</p>	Ongoing

	<p>opportunity for meaningful annual review of their teaching in line with University policy.</p>		<p>School's Learning and Teaching Forum on 16 June 2021. This will be further backed up by a written statement in Autumn 2021. This work has both explored the themes recommended by the IPR Review Team (training, mentoring, signposting to courses, meaningful annual review) and has extended into other areas (communication and consultation, reinforcing that Teaching Assistants are staff, treating all Teaching Assistants as one community, improving recruitment processes).</p> <p>Tara Morrison, one of the UEBS Senior Teaching Fellows in Business Education, is putting together a Faculty Pedagogic Development Strategy, which includes a comprehensive set of training and development for Teaching Assistants, with support from the Director of Faculty and Director of UG Programmes. Simultaneously, the UEBS Director of Quality and Accreditations is working with the Director of Faculty on an induction site for all new staff, about teaching. The Senior Teaching Assistant Coordinator is working on the Teaching Assistants' Learn site and handbook and the HR Team have taken on responsibility for managing Teaching Assistant related queries and supporting the recruitment and contracting process. The role of Course Organisers in guiding their Teaching Assistants has been made more explicit. Payment arrangements for Teaching Assistants now include an allowance to cover regular meetings between Course Organisers and Teaching Assistants (up to 10hrs per semester). We have reinforced that Course Organisers and Teaching Assistants should meet on a regular basis and that Course Organisers are responsible for briefing Teaching Assistants on whatever teaching they are delivering and whatever marking they are completing. The annual reviews of Teaching Assistants will take place in August 2021 with the review meetings being shared out between the Senior Teaching Assistant Coordinator and the Director of UG Programmes. These will continue thereafter on an annual basis. These will be light touch annual reviews with each Teaching Assistant being met one to one. Going forward, these will be carried out by the School's Senior Teaching Assistant Coordinator, who can call upon the Director of Faculty; the Director of UG Programmes and</p>	
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			<p>the Director of PG Programmes, to share the workload involved, as necessary.</p> <p>Efforts have been made to be more communicative with the Teaching Assistants as a community in 2020/2021. Those involved in developing the new Teaching Assistant processes have regularly met with the Teaching Assistants and attended the PhD townhall meetings. The Teaching Assistants themselves developed a survey questionnaire about their role. The Senior Teaching Assistant Coordinator, Director of Faculty and Director of UG Programmes have been responding to this survey and working through it. The Teaching Assistants suggested and it was agreed that there would be a new paid role of Teaching Assistant Representative or Senior Teaching Assistant Representative. A job description for this role is being developed and the role requires an experienced Teaching Assistant.</p> <p>Although we have different types of Teaching Assistants (including students at different stages in their PhD; self funding PhD students; scholarship PhD students; and external Teaching Assistants, not taking a PhD), we aim to treat all Teaching Assistants as one community. Particular efforts are being made to reinforce that Teaching Assistants are staff – for example, an inbox with questions from Teaching Assistants, mainly concerning their payment and the management of their contracts is now clearly directed to the UEBS HR team.</p> <p>Feedback has been taken from the Teaching Assistants on the Teaching Assistants’ Learn site and handbook and these will be much improved for 2021/2022. Recruitment processes have improved. A new Teaching Assistant application form has been designed. The Teaching Assistants community was nominated for a collective College Award for their contribution to the UG programme in March 2021. Allocation of Teaching Assistants for Semester 1 related work in 2021/2022 will be completed by late July 2021 with some minor assessment and marking confirmations to follow, in August 2021. We aim to have</p>	
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			<p>Semester 2 allocation confirmed by November 2021 in line with the Semester 2 timetabling dates.</p> <p>A comprehensive bespoke Teaching Assistant training programme for 2021/2022 will start in September 2021 (as the Faculty Pedagogic Development Strategy is awaiting approval and is planned for a 2022 start – see response to recommendation 4 below). The September 2021 training will cover general introduction to Teaching Assistant work in UEBS, sessions from our Senior Tutors on student support, sessions on Equality and Diversity from the School's Equality and Diversity Director, sessions specific to assessment and marking, key learning platforms and technology, the School's new UEBS Competency Framework and the E-Time payment system. This will be led by the Senior Teaching Assistant Coordinator with support from other Faculty and professional services staff.</p>	
4.	<p>The review team <b>recommends</b> that the School invests in providing teaching staff with increased opportunities for teaching practice training and reflection, and signposting to the relevant courses by IAD and programmes and fellowship by Advance HE. This is particularly important for new members of faculty staff.</p>	Unclear	<p><b>Year on Response – 23 July 2021</b> – In 2020/2021, Tara Morrison has been working on developing a new Faculty Pedagogic Development Strategy. This strategy aims to cultivate and sustain a strong culture of Pedagogic Continuous Professional Development (CPD) as a means of enhancing staff and student development and experience. This will be developed through: evidencing and sharing good and/or innovative practice; engaging in leadership activities in learning and teaching (L&amp;T) development; participating in regular (formal and informal) L&amp;T related reflective practice; undertaking recognised teaching practice awards and applying for appropriate L&amp;T related professional membership/fellowships; working with, and learning from, relevant learning technologies, technologists and digital spaces; and promoting pedagogic scholarship and research within UEBS. This new strategy targets all staff involved in L&amp;T related activities including Faculty, guaranteed hours Teaching Assistants and selected professional service staff involved in L&amp;T and student support facing roles. A full draft is currently under review and a final paper is expected to be reviewed by the School Executive and School Learning and Teaching Forum in September 2021. If approved, we anticipate</p>	Ongoing

			that the next planning and development stages (including the development and resourcing of a programme of events) will take place in 2021/2022 with the aim to have the programme ready to launch in 2022.	
5.	Building on the School Forum, the review team <b>recommends</b> that the School investigate ways of providing more and better advertised opportunities to share good practice in relation to teaching.	Unclear	<p><b>Year on Response – 23 July 2021</b> – UEBS has benefitted from a wide range of all staff opportunities for meetings during March 2020 to July 2021. The COVID 19 “work from home where possible” instructions, resulted in our hour long Keeping Connected Sessions and also in other initiatives, for example: a Live Staff Question and Answer Session on Semester 1 planning; a UEBS festive quiz; and the initiative called “Practice Worth Sharing” launched in May 2021. In 2020/2021, Keeping Connected sessions replaced School Forums with staff requiring more regular updates and the formats being very similar. The Dean is currently considering whether these “Keeping Connected” sessions will continue in 2021/2022 but based on the excellent attendance and the success of them in 2020/2021 it is expected that they will continue in some form. Currently we aim to have a Keeping Connected meeting every 5-6 weeks, with the next one scheduled for the 23 August 2021 and then 27 September 2021.</p> <p>Altogether, 20 all staff meetings have been held online from 17 March 2020 to 23 July 2021. Staff have shared their perspectives on online teaching or “new normal teaching”. There have also been opportunities for: New Starts to Say Hello (regular); an Update on Welcoming back students (September 2020); a guest speaker from “Health in Mind”; a contribution from a UG student on “Hybrid teaching: increasing student engagement in tutorials” and a contribution on “Student Experience Good Practice” from our Head of Student Experience.</p> <p>In May 2021 we launched an initiative called ‘Practice Worth sharing’ to:</p> <ul style="list-style-type: none"> <li>• Provide a supportive mechanism for staff to share skills, knowledge and practice with other UEBS staff;</li> </ul>	Ongoing

			<ul style="list-style-type: none"> <li>Facilitate a structured way for staff to come together to share practice, tips and challenges of shared interest;</li> <li>Increase opportunities for building community across common areas of work that affect the staff and student experience.</li> </ul> <p>This takes place monthly with 15 minutes from the presenter, followed by 15 minutes of questions and answers and is open to all staff and Postgraduate Research (PGR) students both as presenters and participants. The first session was led by the School Representatives for UG and PG. Future sessions confirmed include 'How to offer course online'; 'What makes for good student communications'; and 'Ideas for excellent Personal Tutor practice'.</p> <p>Our Learning and Teaching Forum has started to discuss "investigating ways of providing more and better advertised opportunities to share good practice in relation to teaching" (in May 2021). Whilst these discussions started in 2020/2021, they need further time and as such, more time will be scheduled to discuss the same topic in a Learning and Teaching Forum meeting in 2021/2022.</p>	
6.	It is <b>recommended</b> that the School consider whether the apparently wide number of Honours option courses available meet the School's educational goals, and also meet with student demand and expectation.	Unclear	<p><b>Year on Response – 23 July 2021</b> – 2021/2022 planning has resulted in a small reduction in the number of Honours courses, after consultation with the Subject Groups. The Director of UG Programmes and the UG Programme Manager met with each Head of Subject Group (6) and their Subject Group UG Teaching Champions to discuss the full portfolio of Honours courses offered by each group. During these discussions, due consideration was given to the minimum number of Honours courses required based on the predicted student numbers, the preferred range of choice offered, available faculty resources and any constraints associated with sabbatical and other related leave. Through these detailed discussions, the Director of UG Programmes is confident that the agreed final portfolio is both sufficient and diverse enough to satisfy our programmes, provide sufficient optional choice whilst also reflecting the available</p>	Completed [though annual discussions will be had as described]

			faculty resource. As such, we believe we have reached the optimum portfolio size for Honours optional courses.	
7.	The review team <b>recommends</b> that the School works with the College to ensure that the professional services UG support resourcing model is adequate for current and future needs.	Unclear	<p><b>Year on Response – 23 July 2021</b> – The intake of 2020 saw an increase in UG numbers, and 2021 will similarly see a further increase. This will have an impact, not only on these 2 years, but for the subsequent 4 years, with the students progressing through their courses. In response to the increase in UG admissions for September 2021, some additional fixed term staffing (12 month posts) has been agreed.</p> <p>We attach a short appendix on student numbers to this report, because the Undergraduate student numbers are now different from those at the time of the Undergraduate Internal Periodic Review (February 2020), due to the September 2020 increase. <b>(Please see appendix 1. – Current Student Numbers)</b> Particularly, in table 2, this shows a 21% year-on-year growth in UG student numbers from 2019/2020 to 2020/2021.</p> <p>A review of the Teaching Offices is well underway. As well as planning to create a new larger teaching office (combining Undergraduate and MSc support together), we are also looking at how practice can become more efficient. (This new Teaching Office does not take in all teaching in UEBS. MBA teaching support, PGR teaching support and Executive Education teaching support are within other structures in UEBS. What it does is to combine together all the teaching office support, which currently reports to our Head of Student Experience, Helen Ryall.) Currently, we have a Undergraduate Support Team of 13, an MSc Support Team of 10, and 2 further student experience positions.</p> <p>Two open ended and one fixed term grade 4 posts have been recruited to the current Undergraduate Teaching Office. These new staff will start in early August 2021 and will help to provide essential course management support. An additional grade 5 fixed term post (Student Support Officer - 12 months) has been approved and is due to be advertised shortly. This post will</p>	Ongoing

			<p>primarily be focused on providing much needed additional student support to cope with the additional workloads associated with special circumstances, transfers and authorised interruptions of study. This is key – not only due to the increased demand for student support on UG programmes, but also to meet the requirements and recommendations resulting from the Special Case Review of student support.</p> <p>Currently the UG Teaching Office is “very stretched and tired” (this wording is from the meeting of the UG Learning and Teaching Committee of 21/04/2021). They have been working with reduced numbers for a while, but have recruited to fill 3 posts. There was a delay in recruitment due to the recruitment freeze. A noticeable increase in requests for Extensions and Special Circumstances has added to the workload of the team, particularly senior members of the team and Student Support Officers.</p>	
	<b>Suggestions</b>	We understand that we are not required to include this in our response. We are including this for reference.		
A.	It is suggested that the School review the Teaching Champion pilot after one year, in November 2020.	Unclear	<p><b>Year on Response – 23 July 2021</b> – On request from the Director of UG Programmes, Tara Morrison (Senior Teaching Fellow in Business Education and Subject Group UG Teaching Champion – OS Group) undertook a light touch review of the Teaching Champion role. This new role was created in September 2019 with faculty appointed in November 2019 and initial in person meetings taking place in early 2020. Whilst COVID 19 has had a significant effect on the capacity of this group (many of which were central to L&amp;T provision and wider academic management of our UG and PG programmes), they have continued to meet regularly and deliver significant value in terms of UG curricula and portfolio management and review, acting as Champions for their subject group in UG recruitment, on curricula related and on alumni liaison related activities. The principle activities and outputs have been:</p>	Completed

			<ol style="list-style-type: none"><li>1. The group have worked together to collate staff development opportunities for faculty and disseminate this to subject group members through regular updates within team meetings. This was particularly pertinent as the faculty switched to digital teaching and learning from March 2020. The Subject Group Teaching Champions (SGTCs) set up a Teams site with pedagogic resources to aid faculty. This has now been further developed into a UEBS specific Edinburgh Teaching Award (EdTA) which is now in its final stages of design and is now looking at resource allocation.</li><li>2. Each SGTC took responsibility for the UG programmes within their subject group and carried out a thorough review of the related Degree Programme Tables and brought them up-to-date to reflect changes to curriculum and support services. This was also done with the website entries for prospective students. This ownership has helped the SGTCs to understand the particular elements of each programme and consider areas for development. As part of this responsibility the Champions were involved in Welcome Week and provided live digital sessions with their programme cohorts to help students to identify with their particular study area.</li><li>3. The SGTCs have been involved in Open Days and Offer Holder Days, providing support through 'virtual booths' to potential students. They have also supported sessions with existing students to provide guidance and information regarding teaching and learning during COVID 19.</li><li>4. Together with the Alumni Office, the SGTCs have been involved in the development of subject specific Alumni groups, with whom they meet with quarterly to ascertain key initiatives within industry and gain feedback on programme and course design. This has proved invaluable in providing input into the subject groups to ensure that curriculum remains current and relevant.</li></ol>	
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			<ol style="list-style-type: none"> <li>5. The SGTCs have worked extensively on the design, development and implementation of the UEBS Competency Framework. This is an invaluable tool which is now being utilised by faculty across PGT and UG to identify where courses are meeting key competencies, to guide students and by professional services also, in order to provide students with a more holistic understanding of their student journey and development. . For September 2021, a portfolio tool is being piloted with Year 1 students to aid them in their development of and reflection on the ten competencies as they progress through their studies.</li> <li>6. The group have taken responsibility for being key points of contact for students on the Research in Management course at Year 3. Providing subject-specific knowledge and expertise, they have helped students to prepare their research proposals for their Year 4 dissertation.</li> <li>7. The SGTCs have begun a systematic review of the undergraduate curriculum against the following criteria: <ol style="list-style-type: none"> <li>a. Mapping of existing provision against the new UEBS Competency Framework, to identify gaps in core and optional course/programme delivery across the 6 subject group areas;</li> <li>b. Review of the research methods and dissertation process in the undergraduate provision;</li> <li>c. Evaluate assessment weightings and loads across the courses and programmes;</li> <li>d. Review the decolonisation of the curriculum through an evaluation of language, sources and assessment strategies;</li> <li>e. Gain feedback from key stakeholders (students, societies, employers, alumni, faculty, professional services) on current curriculum design and delivery, and ascertain suggestions for curriculum reform;</li> <li>f. Work with faculty to enhance, develop and design programme curriculum;</li> </ol> </li> </ol>	
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			<p>g. Provide detailed recommendations for curriculum reform and a process of programme approval events in 2022/2023.</p> <p>This has already resulted in the review of Year 1, and the development of 2 new UEBS specific course options which will run for the first time in 2021/2022.</p> <p>Overall the SGTCs have proven to be an extremely valuable addition to UEBS, offering essential support and guidance to the Director of UG Programmes, students, Alumni, Subject Groups and Professional Service teams. They have established themselves as a strategically important group for the school as it moves forward with curriculum review and design, and meets the challenges of the evolving business higher education landscape.</p> <p>The current role holders are expected to stay in post for a three year term (up to 31 July 2022) as per the norm for Academic Management Roles in UEBS.</p>	
B.	The review team suggests that in addition to seeking opportunities to roll out such initiatives (e.g. the India Trek) to more students, the School may wish to reflect on the environmental impact.	Unclear	<p><b>Year on Response – 23 July 2021</b> – The environmental impact of all our activities is key to our contribution towards tackling climate change. Due to the pandemic, there haven't been any student treks during the last year. Whilst many of our activities have taken place in the digital space, it is very clear that students (and staff) still benefit from face-to face on-campus interactions. So whilst it is possible to deliver more activities online, this requires a more strategic approach, to which activities they should be. We are reflecting on best practice from the last year. No UK or international treks took place in 2020/2021 and none are planned for 2021/2022 due to the ongoing uncertainty around COVID 19. There was no direct replacement of the India Trek in 2020/2021, in any form. Some UG students have managed to complete their study aboard in 2020/2021 after being approved by the University for travel to their overseas</p>	

			institutions. We expect more will be able to travel and complete their study aboard in 2102/2022 and we continue to work closely with the University's Study and Work Away Service (SWAY) on these matters.	
C.	It is also suggested that the School consider whether the School Forum could meet more frequently.	Completed	<b>Year on Response – 23 July 2021</b> – Although our work on this recommendation was already completed in time for the submission of the 14 week response, there is also much crossover with recommendation 5.	Completed by 25 August 2020
D.	The review team suggests that the School review the appropriateness of the large amount of group assessment, especially for those students returning from a year abroad whose marks may be disproportionately affected by poor group performance.	Unclear	<p><b>Year on Response – 23 July 2021</b> – In response to the Internal Periodic Review recommendation and the COVID 19 pandemic, all UG courses with group work were reviewed. Some changes were made to reduce the type and amount of group work, especially at Honours level, although from a pedagogic perspective we believe that group work is essential for many Business related courses and thus should be an integral part of all years of study. Some group work was allowed to continue under COVID 19 restrictions and Course Organisers (with support from other faculty and/or Teaching Assistants) provided additional group supervision and support to help students cope with doing group work in the digital space.</p> <p>In addition, in 2020/2021 we have had discussions at the Learning and Teaching Forum about peer and self assessment and how important it is going forward that group work not only assesses the outcome of a group project but also the process of working as a group. For example on 18 May and 16 June 2021 our Learning and Teaching Forum discussed:</p> <ul style="list-style-type: none"> <li>i) The possible variations in marks, between students, as a result of different peer marking arrangements;</li> <li>ii) What students should be able to find out, about how their marks were awarded, in a peer marking situation;</li> <li>iii) The responsibilities of Course Organisers to supervise group work processes;</li> <li>iv) The importance of ensuring that students, who are working in a group, look for ways to involve everyone,</li> </ul>	Unclear

			<p>throughout the activity, rather than punish those considered “not to have contributed enough” at the end. We have reviewed what is already said to students about group work via Learn and we have updated our internal moderation form, to ensure that this asks the Course Organiser to confirm that they have monitored group work within their course and kept in touch with any issues, which were developing, within the group work.</p>	
	<p><b>Please report on steps taken to feedback to students on the outcomes of the review.</b></p>	<p><b>Year on Response – 23 July 2021</b> – Regrettably, it became impractical to consult the students to the extent, to which we would have liked about the Internal Periodic Review Year On Response in Summer 2021. Semester 2 has been very busy for both staff and students. We are planning to ensure that in September and October 2021, our incoming UG School representative; together with students appointed as Programme Representatives in September / October 2021 and the senior BizPals leaders are fully consulted about this current document, its recommendations and its suggestions and about the progress, which we are making with these recommendations / suggestions. This consultation will occur via the Staff Student Liaison meeting and via separate liaison for the BizPal Leaders.</p>		
	<p><b>For Year on response only</b></p>			
	<p>Any examples of a positive change as a result of the review</p>	<p><b>Year on Response – 23 July 2021</b> –</p> <ol style="list-style-type: none"> <li>1. The IPR recommendations and our response has significantly addressed the concerns raised about Teaching Assistant process, management, training and communication. We look forward to continuing with the improvements made in 2020/2021.</li> <li>2. The review of the UG Subject Group Teaching Champions (SGTC) has clearly demonstrated the strategic and operational value of this new role. Despite COVID 19, the SGTC have helped greatly to enhance the connection between the Subject Groups and the UG Programmes and have really taken on the role of championing UG related activity (recruitment, on programme and alumni related) within their groups. We are excited about how they will continue to drive forward curricula and cultural reform of our UG programmes within their Subject Groups and are confident that this role has helped to raise the profile, visibility and value of UG related activities within the Subject Groups and UEBS as a whole.</li> <li>3. The recommendations to improve whole school communications has really helped and in collaboration with our response to COVID 19 we have found multiple ways of bringing all staff together and sharing best practice across multiple areas of interest. We are very supportive of this more open, and regular approach to all school communication and best</li> </ol>		

		<p>practice sharing amongst all (including our Teaching Assistants and student community where appropriate).</p> <p>4. The creation and approval of the new UEBS Competency Framework (and associated implementation plans) is an excellent outcome, which was driven by the whole IPR process. The SGTCs, led by Tara Morrison, have been instrumental in this process. The new framework will be widely implemented through all UEBS courses in 2021/2022 (having already been introduced for new and revised courses).</p> <p>5. Significantly improved engagement and communication with the Central Timetabling Unit (TTU) to address the timetabling related challenges (especially for small group teaching) and use of the UEBS building for Undergraduate related teaching and co-curricula activity.</p>
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### Appendix 1 - Current Student Numbers

<i>Table 1a.UG Annual applications, offers and entrants by fee status group</i>	2019/20					2020/21				
	Applications	Offers total		Entrants		Applications	Offers total		Entrants	
Scottish	1081	263	24%	78	7%	1043	335	32%	95	9%
EU	1184	65	5%	21	2%	1148	56	5%	16	1.4%
Rest of the UK (RUK)	907	350	39%	69	8%	844	448	53%	79	9%
Overseas (International fee)	1582	903	57%	141	9%	1856	1222	66%	217	12%
<b>Total</b>	<b>4754</b>	<b>1581</b>	<b>33%</b>	<b>279</b>	<b>6%</b>	<b>4891</b>	<b>2061</b>	<b>42%</b>	<b>407</b>	<b>8%</b>

<i>Table 1: UG Average annual applications, offers and entrants by fee status group ( 2019/20 to 2020/21)</i>	2019/20 to 2020/21				
	Applications	Offers total		Entrants	
Scottish	1062	299	28%	87	8%
EU	1166	61	5%	19	2%
Rest of the UK (RUK)	876	399	46%	74	8%
Overseas (International fee)	1719	1063	62%	179	10%
<b>Total</b>	<b>4823</b>	<b>1821</b>	<b>38%</b>	<b>358</b>	<b>7%</b>

Appendix 1 continues over/

**Appendix 1 - Current Student Numbers (continued)**

<i>Table 2: Student numbers by programme cluster (2019/20 &amp; 2020/21)</i>	2019/20	2020/21
Accounting and Finance cluster	357	451
Business and Management cluster	544	660
International Business cluster	201	218
<b>Total UG</b>	<b>1102</b>	<b>1329</b>
<b>Joint Programmes</b>	<b>169</b>	<b>210</b>
<b>Total UG incl Joint</b>	<b>1273</b>	<b>1540</b>
<b>% year-on-year growth</b>		<b>21%</b>
<b>MSc</b>	<b>612</b>	<b>614</b>
<b>% year-on-year growth</b>		<b>0%</b>