

The University of Edinburgh
Senate Quality Assurance Committee

**Meeting to be held on Thursday 22 April 2021 at 2pm
via Microsoft Teams**

A G E N D A

1. **Welcome and Apologies**
 2. **Minutes of the meeting held on Thursday 25 February 2021** SQAC 20/21 4A
 3. **Matters Arising**
 4. **Convenor's Communications:** Verbal
 - Enhancement Led Institutional Review
 - Scotland's Rural College
 - Academic Integrity Charter
- For Discussion**
5. **Data Monitoring:**
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 - Degrees Awarded Analysis SQAC 20/21 4B
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 - Disability Attainment & Satisfaction Differences SQAC 20/21 4D
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 6. **Annual Monitoring:**
 - Reporting Templates SQAC 20/21 4G
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 7. **External Examiner Reporting System (EERS):** SQAC 20/21 4I
Postgraduate Taught Reports - Thematic Analysis 2019-20
 8. **Senate Committee Planning:** SQAC 20/21 4J
SQAC Priorities 2021-22
 9. **Student Voice Policy (Principles)** SQAC 20/21 4K
 10. **Quality Code Mapping: Concerns, complaints and appeals** Verbal
Minor changes made to the mapping (updating links, reflecting the new Complaints Handling Procedure and referencing the Expected Behaviours Policy) were approved by Convenor's action. The updated mapping is available at: [3concerns.pdf \(ed.ac.uk\)](https://www.ed.ac.uk/3concerns.pdf)
- For Information and Formal Business**
11. Internal Periodic Review SQAC 20/21 4L
 12. Any other business
 13. Date of Next Meeting: **Thursday 20 May 2021 at 2pm via MS Teams**

The University of Edinburgh
Senate Quality Assurance Committee

**Minutes of the meeting held on Thursday 25 February 2021
at 2pm via Microsoft Teams**

Present:

Professor Tina Harrison (Convener)	Assistant Principal Academic Standards and Quality Assurance
Brian Connolly	Academic Policy Officer, Academic Services
Dr Gail Duursma	School Representative (Engineering), College of Science and Engineering
Olivia Eadie	Assistant Director and Head of Operations and Projects, Institute for Academic Development
Dr Jeni Harden	School Representative (School of Molecular, Genetic and Population Health Sciences), College of Medicine and Veterinary Medicine
Dr Katherine Inglis	School Representative (Literatures, Languages and Cultures), College of Arts, Humanities and Social Sciences
Fizzy Abou Jawad	Vice President (Education), Students' Association
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services
Professor Linda Kirstein	Dean of Education Quality Assurance and Culture, College of Science and Engineering
Stuart Lamot	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
Professor Leigh Sparks	Deputy Principal, University of Stirling
Paula Webster	Head of Student Analytics, Insights and Modelling, Student Systems and Administration

In Attendance:

Victoria Bennett	Quality Officer, College of Medicine and Veterinary Medicine
Gavin Douglas	Deputy Secretary, Student Experience

1. Welcome and Apologies

The Convenor welcomed Gavin Douglas (Deputy Secretary Student Experience) to the meeting for agenda item 4 and Victoria Bennett (Quality Officer, College of Medicine and Veterinary Medicine) as an observer.

2. Minutes of the meeting held on Thursday 17 December 2020

The Committee approved the minutes of the previous meeting.

3. Matters Arising

The Convenor noted the following in reference to the Annual Reports:

- a report on the areas for further development had been submitted to the University Executive.
- individuals and areas with relevant responsibilities had been asked for a response and these will be submitted to the April meeting of the Committee.

For Discussion

4. Quality Processes and Digital Maturity

The Committee discussed developments to quality processes in the light of ongoing work to improve access to and use of quality data (e.g. the Data Task Group).

It was noted that in semester one 2020/21 the Convenor and the Academic Services Quality Team worked with the Digital Transformation Programme in Information Services to undertake an assessment of digital maturity of the quality processes and the Senate Quality Assurance Committee. The Digital Maturity report made the following recommendations:

- **Central quality hub:** use a single digital platform as a central hub for quality process outcomes (including good practice examples) to support collaborative working, workflow automation, organisation and storage, communication, escalation of actions, and closing the loop on actions. As part of this, explore coding/theming of quality process outcomes to support analysis and create an accessible source of data/evidence.
- **Communication:** as part of a wider review of communication strategies, present the outcomes of quality processes in more engaging and accessible formats.
- **Student engagement:** continue work with the Students' Association to support student representation communication and student engagement with quality processes.
- **Data:** support data evaluation during quality processes and explore formalising the use of metrics in quality processes.

- **Meetings** (including SQAC and events): continue to explore options and engage with stakeholders

The Committee was in agreement that quality assurance processes produce a rich range of data which could be used to drive student experience improvements by providing students and staff with better information.

The Committee welcomed the improvements to data led by the Head of Student Analytics, Insights and Modelling. However, the Committee was in agreement that in order for students and staff to make valid judgements there must be a baseline consensus on the data and metrics used. Concerns were noted in relation to ongoing school mistrust of centrally held data and cultural resistance to using defined metrics. The limitations of small data sets was also noted as was the ability of staff to make use of large and complex data sets. The Committee agreed that equality, diversity and inclusion (EDI) data needed to be improved with more granular data, specifically disaggregated black, Asian and minority ethnic (BAME) data. There was also a need to focus more on the performance of Scottish students.

It was agreed that any set of metrics would need to be benchmarked with reference points both internal (i.e. University strategy) and external (e.g. Teaching Excellence Framework). The importance of context was also noted, with the need to avoid reducing judgments on performance to a standardised checklist which was either overly mechanistic or not relevant to some subject areas. Performance data must demonstrate relevance and therefore value to each specific area. For example, the General Medical Council (GMC) has implemented a new quality reporting system which staff valued as it provided for ongoing engagement with data and not simple snapshots.

Action: Jeni Harden to be invited to present on the new GMC quality reporting system at the next Directors of Quality Network meeting.

Members raised concerns in relation to the timing of any new approach to the use of performance data, noting that staff across the University were exhausted after spending a year coping with the effects of the pandemic. It was suggested that the focus should be on helping them engage with the data currently available on the student data dashboards and begin a conversation about the direction of travel in the future which should be shared with Senate Education Committee.

The Committee agreed that emphasis should be placed on data to identify and share good practice and that has the greatest impact on the student experience. It was also agreed that there was a role for QA processes and data in the forthcoming Curriculum Transformation.

Action: Professor Colm Harmon to be invited to the May meeting to discuss ways that SQAC can help support the Curriculum Transformation.

For Information and Formal Business

5. Enhancement Led Institutional Review - update

The Committee noted a progress update on the Enhancement Led Institutional Review (ELIR). It was noted that the planning visit had taken place on 3 February 2021 and that the main visit was scheduled to take place between 22 and 26 March 2021. A draft report, outlining recommendations and commendations, is expected in June 2021 followed by the final report in July 2021.

6. Annual Monitoring – update

The Committee noted that the Convenor, College Deans and Academic Services had met in January to consider reporting options and plans for the next QA reporting cycle. It was agreed that the light touch, interim approach will be maintained for the 2020-21 QA reporting cycle. The same streamlined reporting template will be used but Schools will be asked to complete all three questions this year (question 1 was optional for the 2019-20 reports). The reporting timeline will revert to the usual dates, with late August once again the key deadline date for school submissions. It was noted that School Directors of Quality had been informed of this extension to the interim reporting process.

7. Personal Tutor (PT) System Oversight Group – update

The Committee noted that the Group had met to consider examples of good practice and areas for further development arising from Senior Tutor feedback gathered by the Deans of Students. It was noted that the implementation of the new Extensions and Special Circumstances (ESC) process had been identified as a cause of concern and an ongoing challenge. The Committee agreed that issues arising from the implementation must be addressed before the next round of Board of Examiners meetings.

8. Enhancement Themes – update

The Committee noted the institutional plan and members were invited to contact Academic Services with examples of community building activities.

9. Internal Periodic Review: Reports and Responses

The Committee confirmed that it was content with progress implementing the recommendations from the internal periodic reviews. The following noted:

- Red Amber Green (RAG) Status Reporting – the Committee welcomed the quick and easy to understand status indicators but noted that some recommendations may be inappropriately coloured (i.e. Edinburgh College of Art 4.1 and 4.4 should be defined as ongoing).
- Centre for Open Learning (COL) – the Committee noted positive progress but also that the COL action plan was reliant on other parts of the institution. It was agreed that the College would help COL address any barriers to progress.

The Committee noted that Academic Services had benchmarked with other Scottish institutions to determine if the 14 week and year-on follow-up reporting schedule is the norm for the sector. It was found that, typically, the 14 week report equivalent took the form of an action plan rather than a report on action taken and was submitted sooner (~8 weeks post review). It was also noted that Academic Services

will explore themes and SMART objectives to help focus and theme recommendations and thus help with tracking actions.

10. Any Other Business

There was no other business.

11. Date of Next Meeting: Thursday 22 April 2021, 2pm, MS Teams

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

Degrees Awarded Analysis

Description of paper

1. This paper analyses the proportion of first class and higher classification degrees awarded by the University of Edinburgh in the 2019/20 academic year. Awards have been benchmarked against the Russell Group and attainment gaps between key student groups examined. Whilst trends have been provided it is important to note that 2019/20 was an exceptional year so trend data should be treated with caution.

Action requested / recommendation

2. SQAC are asked to note the findings in this paper. An updated analysis of differential attainment is provided in a companion paper.
3. We recommend that colleagues focus on attainment gaps between student groups in 2019/20 when reviewing data for Annual Monitoring as the 2019/20 academic year is an outlier and trend data are difficult to interpret reliably.

Background and context

4. Unless otherwise stated all data used are taken from the University's return to the Higher Education Statistics Agency. Full details on the data used are provided in the appendix to the main paper.

Discussion

5. Nearly all Russell Group members have seen an increase in the proportion of first class degrees awarded and most have seen a smaller increase in the proportion of high classification degrees awarded the increase in first class awards at Edinburgh is greater than the Russell Group average (13 percentage points between 2018/19 and 2019/20 compared with 8 percentage points).
6. The BAME attainment gap for first class degrees has increased and now sits at - 10.3 percentage points. Edinburgh has moved to just below the Russell Group average for this metric.
7. Disabled students continue to be less likely to achieve a first or higher classification degree.

Resource implications

8. N/A

Risk management

9. N/A

Equality & diversity

10. N/A

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

11. N/A

Author

Paula Webster, Head of Student Analytics, Insights and Modelling
Date 14th April 2021

Presenter

Paula Webster

Freedom of Information Open

Undergraduate Awards 2019/20

Introduction

This paper provides an analysis of the degrees awarded to undergraduates in the 2019/20 Academic Year. Trend data in this paper should be treated with caution as the 'No Detriment' policy was in place as a result of the Covid 19 epidemic.

The first section of this paper benchmarks the percentage of first class and high classification degrees awarded to different student groups at Edinburgh against the Russell Group.

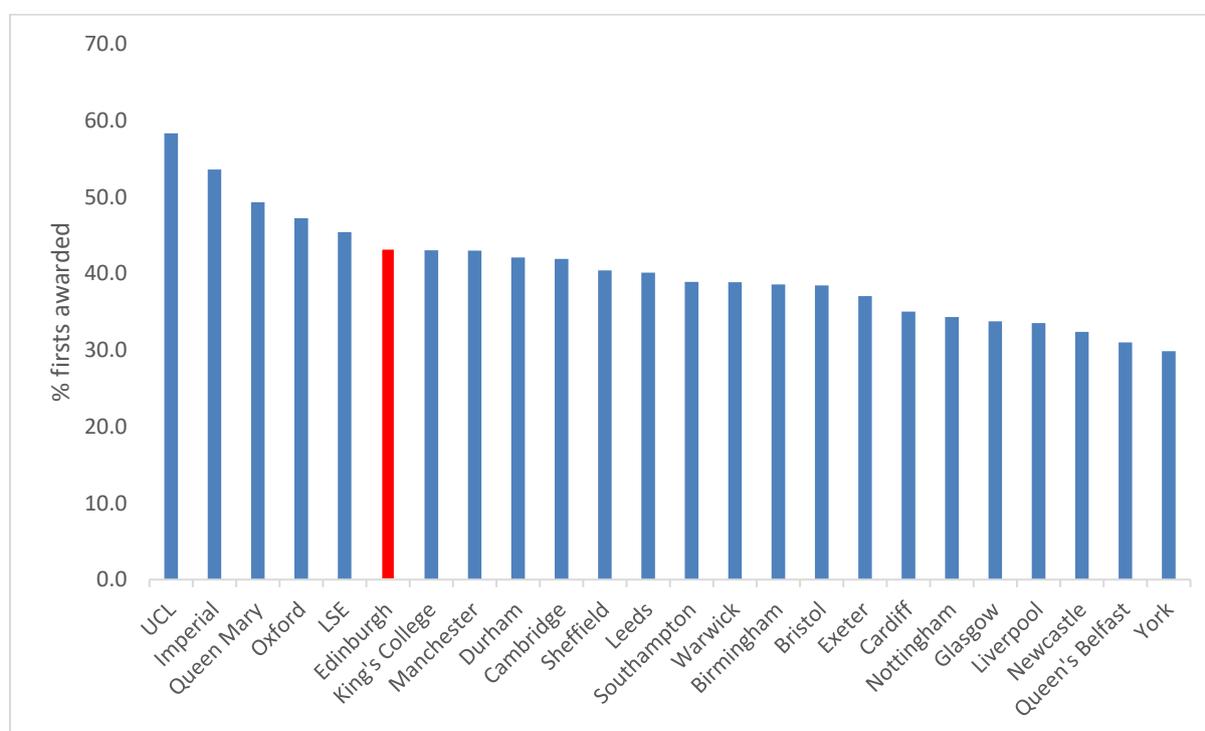
The second section of this paper indicates where the proportion of first class or high classification degrees awarded in Schools are significantly above or below the Russell Group benchmark in Schools' subject areas.

Data tables are provided in the Appendix.

University level benchmarking

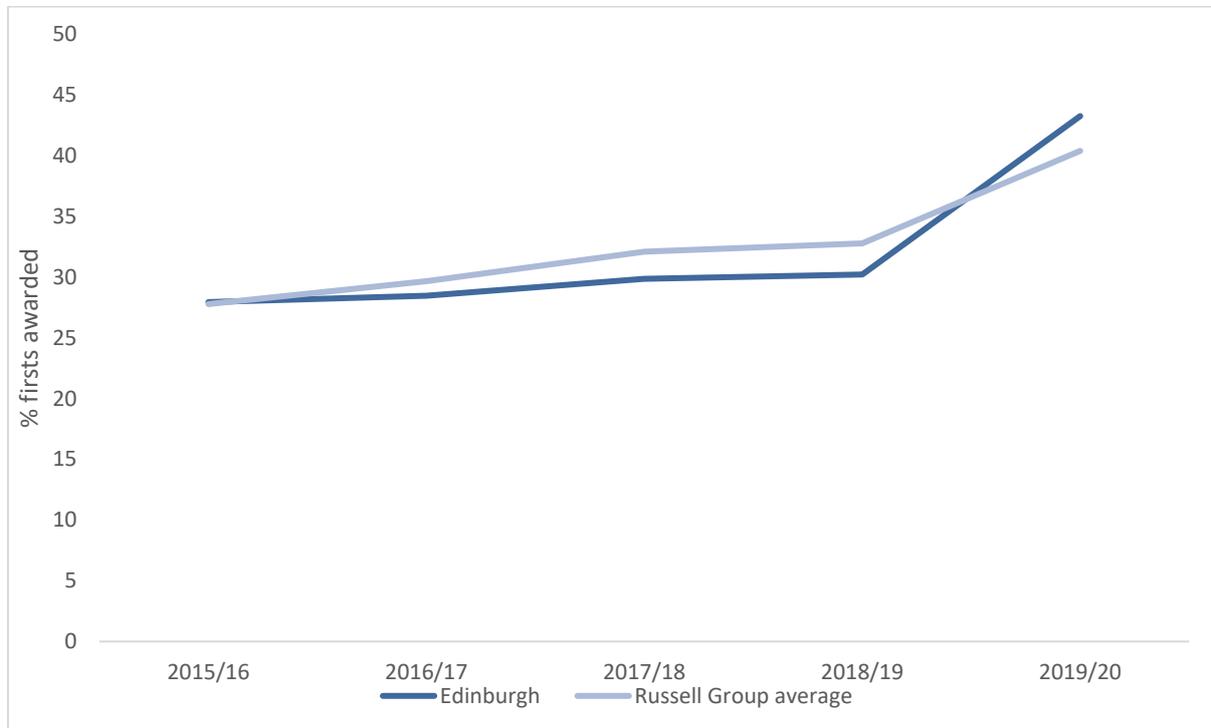
First class degrees¹

Just over 43% of full time first degree students achieved a First class degree at Edinburgh in 2019/20. This is an increase of 13 percentage points since 2018/19 and places Edinburgh in the top third of the Russell Group for firsts awarded this year (ranking the percentage of firsts awarded last year places Edinburgh at 17th out of 24).



¹ Excludes Medical, Dental and Veterinary Medicine degrees as these are unclassified – applied throughout this paper

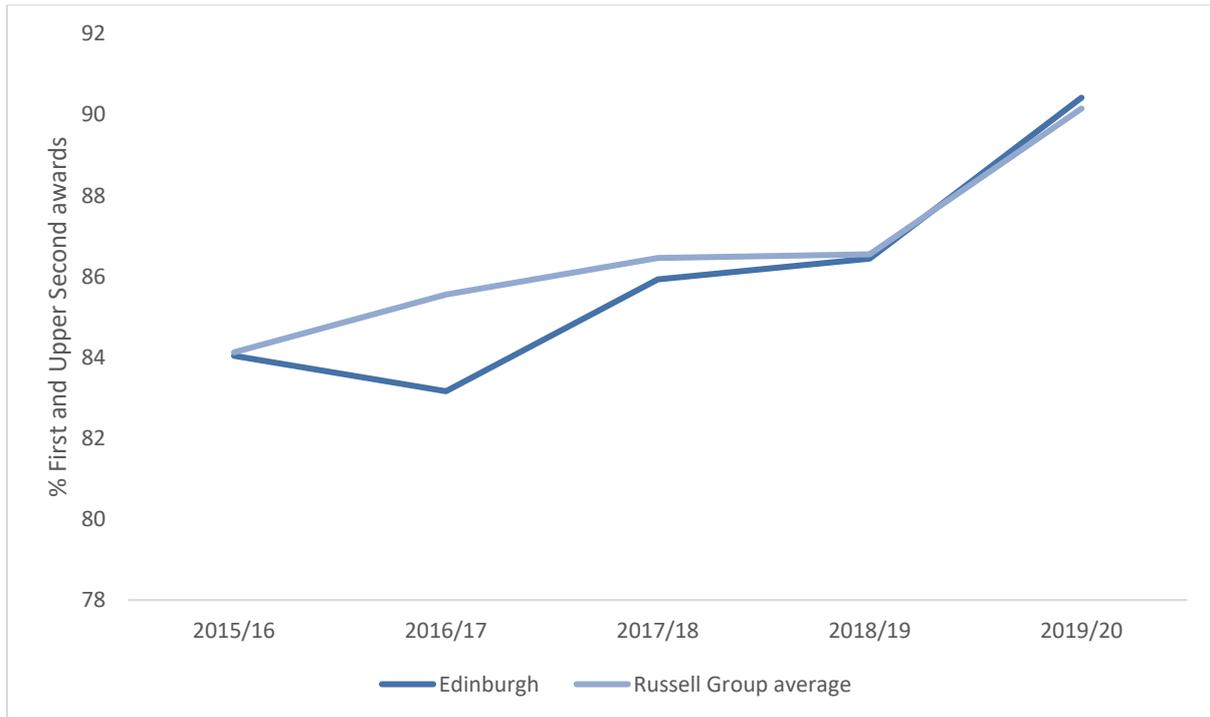
All Russell Group providers saw an increase in the percentage of first class degrees awarded between 2018/19 and 2019/20 however Edinburgh saw the third highest year on year increase in Firsts. UCL and Queen Mary saw higher year on year increases between 2018/19 and 2019/20 (up by 18 and 13.2 percentage points respectively).



First and Upper Second class degrees²

Over 90% of full time first degree students achieved a degree with a high classification at Edinburgh in 2019/20. Whilst there has been an increase in the proportion of students since 2018/19 the growth is far less marked than the growth in the number of firsts awarded (up by four percentage points).

The year on year increase in higher classification degrees awarded at Edinburgh is in line with the trend across the rest of the Russell Group and only slightly higher than the Russell Group average (90.1%).



Attainment gaps benchmarked

Trends in attainment for different student groups are examined here at University level. A full analysis of attainment by student groups at School level can be found in the Annual Monitoring dashboards. Full data tables are provided in the Appendix whilst headline findings are outlined below.

Sex

In most Russell Group institutions female students gain first class degrees at a higher rate than their male peers. This is also true for the University of Edinburgh. The attainment gap has remained at a similar level in the last two years (2.9 percentage points in 2018/19 and 2.3 percentage points in 2019/20).

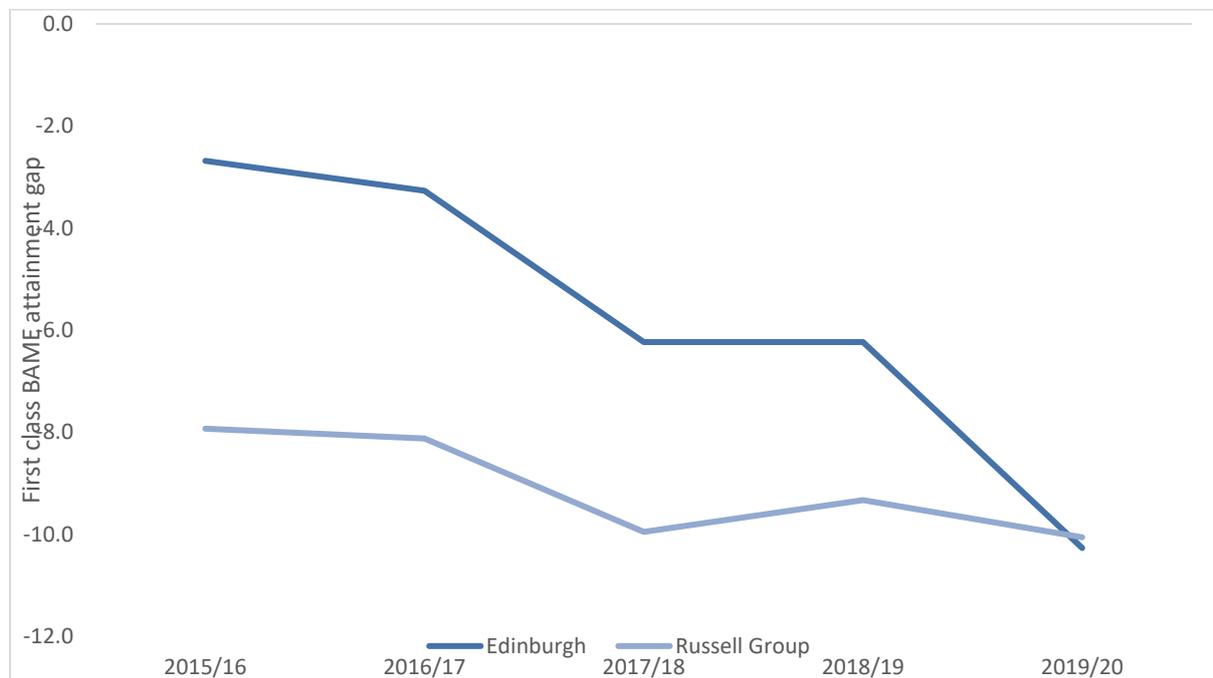
² Includes unclassified degrees in Medicine, Dentistry and Veterinary Medicine

Female students are more likely to achieve a degree with a high classification in all Russell Group institutions. The gap at Edinburgh in 2019/20 has moved slightly above the Russell Group average (6.1 percentage points compared to 4.7 percentage points). The increase since 2018/19 is fairly marginal (from 5.8 percentage points).

Ethnicity (UK domiciled students)

The impact of no detriment on the BAME attainment gap is more complex. Whilst the gap for achieving a high classification degree has narrowed at Edinburgh between 2018/19 and 2019/20 (from -6.6 percentage points to -4.5 percentage points) the gap for first class degrees has widened (from -6.2 percentage points to -10.3 percentage points).

Comparing the attainment gap for firsts with the Russell Group average shows a year on year increase in the gap. This year the attainment gap at Edinburgh is slightly below the Russell Group average where in previous years it had trended above.



In 2019/20 the uplift in the proportion of firsts was 12 percentage points for BAME students but 16 percentage points for White students. It is unclear what could explain this so more analysis is needed to unpick these figures.

	2015/16	2016/17	2017/18	2018/19	2019/20	2018/19 - 2019/20
BAME	24.5	24.8	22.1	22.7	34.3	11.6
White	27.2	28.1	28.3	28.8	44.6	15.8
Diff	-2.7	-3.3	-6.2	-6.2	-10.3	

Disability

Disabled students are less likely to achieve a first or a higher classification degree than their peers with no known disabilities (39.8% of disabled students and 43.9% of students with no known disability achieved firsts in 2018/19). The attainment gap at Edinburgh is wider than the Russell Group average in 2019/20 (-3.5 percentage points) and has been for the last five years.

The attainment gap for high classification degrees in 2019/20 is -3.2 percentage points (with disabled students being less likely to achieve a high classification degree). This is greater than the Russell Group average and an increase on 2018/19 (although in line with previous years).

Subject benchmarking

To test whether undergraduate awards are in line with comparator institutions benchmarking has been completed at external subject level.³ Z scores have been used to demonstrate whether University of Edinburgh awards are in line with or outliers in the Russell Group at external subject level. Z scores show how many standard deviations from the average of the comparator group the University of Edinburgh is. Where Z scores are ± 1.96 the data point is considered to be an outlier and the data for that external subject area are explored in more detail below.

Trend data are not available due to the change in the external subject coding method. All data refer to 2019/20 and have been taken from HEIDI. HESA rounding rules have been applied and HEPs with fewer than 22.5 students are excluded from the analysis.

School	External Subject(s) ⁴	First Class degrees			First and Upper Second Class degrees		
		Edinburgh (%)	Russell Group (%)	Z Score	Edinburgh (%)	Russell Group (%)	Z Score
Biological Sciences / Biomedical Sciences	Biosciences***	34.2	42.7	-0.8	91.6	91.0	0.1
Biomedical Sciences	subjects allied to medicine	31.4	44.8	-1.1	89.2	90.2	-0.2
Business School	business and management	41.2	37.8	0.3	94.9	88.1	1.2
Chemistry	chemistry	65.6	49.7	1.4	89.1	88.6	0.1
Divinity	theology and religious studies*	28.6	27.5	0.1	88.8	91.5	-0.5
ECA	architecture, building and planning	28.6	29.2	-0.1	74.0	82.4	-0.8
ECA	creative arts and design	53.4	44.7	0.8	89.4	94.1	-1.0
ECA	history of art, architecture and design*	48.9	42.5	0.4	96.8	95.0	0.3
Economics	economics	43.5	40.4	0.3	92.1	89.9	0.5
Engineering	engineering	45.6	36.9	0.7	94.0	95.1	-0.3

³ Please see the note on data in the Appendix for details on changes to external subject coding

⁴ *more granular CAH Level 3 data used rather than CAH level 2 to reflect where that subject is delivered

**CAH Level 2 data excluding specific CAH level 3 subjects which have been mapped to different Schools

*** it is not possible to disaggregate Biological Science and Biomedical Science programmes as they use the same HECOS codes

School	External Subject(s) ⁴	First Class degrees			First and Upper Second Class degrees		
		Edinburgh (%)	Russell Group (%)	Z Score	Edinburgh (%)	Russell Group (%)	Z Score
Geosciences	geographical and environmental studies	30.4	36.3	-0.6	91.3	93.0	-0.4
Geosciences	physical, material and forensic sciences	29.0	44.6	-1.0	76.3	88.5	-2.1
Health in Social Science	nursing	59.3	38.6	1.2	100.0	79.7	1.6
History, Classics and Archaeology	classics*	29.8	32.2	-0.3	90.3	91.3	-0.2
History, Classics and Archaeology	history and archaeology**	44.6	36.9	0.6	93.1	95.1	-0.6
Informatics	computing	59.4	55.1	0.4	87.0	87.3	-0.1
Law	law	31.1	25.8	0.7	74.7	89.7	-2.2
Literatures, Languages and Cultures	languages, linguistics and classics**	62.6	39.9	2.2	98.0	93.9	0.9
Literatures, Languages and Cultures	literature in English*	53.2	37.1	1.7	98.2	95.5	0.8
Mathematics	mathematical sciences	64.0	50.9	1.5	92.6	83.9	1.3
Moray House	education and teaching	17.9	33.5	-1.1	75.2	81.8	-0.5
Moray House	sport and exercise sciences	58.3	35.7	1.4	100.0	87.0	1.5
Philosophy, Psychology and Language Sciences	English language*	24.4	17.5	1.8	46.2	44.5	0.5
Philosophy, Psychology and Language Sciences	philosophy and religious studies**	38.2	34.9	0.3	92.9	92.6	0.1
Philosophy, Psychology and Language Sciences	psychology	54.2	36.6	1.2	98.6	93.7	1.3
Physics & Astronomy	physics and astronomy	53.9	50.1	0.4	83.5	86.7	-0.6
Social and Political Science	politics	35.7	33.3	0.2	92.1	92.5	-0.1
Social and Political Science	sociology, social policy and anthropology	41.1	31.1	0.7	94.2	88.8	0.7

Geosciences – physical, material and forensic sciences

Edinburgh has a significantly lower rate of high classification awards in this subject area.

	% First class	Z score	% First / Upper Second	Z score	N. Students
Birmingham	51.7	0.5	89.7	0.2	58
Bristol	34.5	-0.7	85.5	-0.5	55
Cambridge	52.5	0.5	90.9	0.4	197
Cardiff	26.0	-1.2	87.0	-0.2	77
Durham	61.2	1.1	94.0	0.9	67
Exeter	37.5	-0.5	87.5	-0.2	24
Glasgow	25.6	-1.2	83.7	-0.8	43
Imperial	34.7	-0.6	87.5	-0.2	72
Leeds	29.5	-1.0	81.9	-1.1	75
Liverpool	35.0	-0.6	85.9	-0.4	85
Manchester	62.3	1.2	87.7	-0.1	122
Oxford	45.8	0.1	96.6	1.4	59
Queen Mary	78.8	2.2	96.2	1.3	26
Sheffield	48.5	0.3	82.0	-1.1	33
Southampton	43.7	-0.1	94.2	1.0	117
UCL	61.8	1.1	97.4	1.5	77
Edinburgh	29.0	-1.0	76.3	-2.1	58

The programme level data from the 2019/20 HESA return shows that just over a third of the students on BSc Geology achieved a lower second class degree.

	% high classification	N. Students
Ecological and Environmental Sciences (BSc Hons)	95.2	21
Ecological and Environmental Sciences with Management (BSc Hons)	100.0	10
Environmental Geoscience (BSc Hons)	81.8	11
Geography (BSc Hons)	100.0	14
Geography (MA Hons)	90.9	55
Geography and Economic and Social History (MA Hons)	100.0	4
Geography and Economics (MA Hons)	100.0	3
Geography and Politics (MA Hons)	100.0	3
Geography and Social Anthropology (MA Hons)	100.0	3
Geography and Sociology (MA Hons)	100.0	2
Geography with Environmental Studies (MA Hons)	100.0	5
Geology (BSc Hons)	61.1	18
Geology (MEarthSci)	80.0	5
Geology and Physical Geography (BSc Hons)	77.8	9
Geology and Physical Geography (MEarthSci)	100.0	6
Geophysics (BSc Hons)	33.3	3
Geophysics (MEarthPhys)	100.0	1
Geophysics and Geology (BSc Hons)	100.0	4

	% high classification	N. Students
Geophysics and Geology (MEarthPhys)	100.0	1
Geophysics and Meteorology (BSc Hons)	80.0	5
Geophysics and Meteorology (MEarthPhys)	75.0	4

Law – law

Law students at Edinburgh achieve a lower proportion of high classification details than those at comparator institutions.

	% First class	Z score	% First / Upper Second	Z score	N. Students
Birmingham	29.5	0.5	92.9	0.5	420
Bristol	31.7	0.8	93.7	0.6	363
Cambridge	41.1	2.0	99.1	1.4	228
Cardiff	28.8	0.4	89.2	-0.1	320
Durham	27.4	0.2	95.8	0.9	263
Exeter	16.9	-1.2	82.5	-1.1	331
Glasgow	33.3	1.0	81.5	-1.2	235
King's College	25.1	-0.1	97.9	1.2	243
Leeds	21.4	-0.6	83.9	-0.9	360
Liverpool	24.8	-0.1	92.7	0.4	551
LSE	23.4	-0.3	97.2	1.1	163
Manchester	33.0	0.9	84.0	-0.8	219
Newcastle	20.8	-0.7	89.9	0.0	178
Nottingham	10.1	-2.1	81.8	-1.2	252
Oxford	32.8	0.9	99.0	1.4	201
Queen Mary	25.1	-0.1	90.5	0.1	259
Queen's Belfast	18.7	-0.9	91.9	0.3	277
Sheffield	25.0	-0.1	88.1	-0.2	177
Southampton	17.8	-1.0	83.5	-0.9	162
UCL	40.2	1.9	98.9	1.4	179
Warwick	18.7	-0.9	86.6	-0.5	257
York	17.6	-1.1	87.3	-0.4	204
Edinburgh	31.1	0.7	74.7	-2.2	188

The high classification rate in Law is lower due to the number of unclassified degrees in the dataset. If the percentage for the LLB is used in the analysis the Z score is 0.3.

	% high degree	N. Students
Arts, Humanities and Social Science (BA) (AHSS) (LAW) - (Full-time)	0.0	1
Law (LLB Hons)	91.9	135
Law (LLB Ord) (Graduate Entry)	0.0	36
Law and Business LLB (Hons)	100.0	1

	% high degree	N. Students
Law and French (LLB Hons)	100.0	4
Law and German (LLB Hons)	100.0	1
Law and History (LLB Hons)	100.0	1
Law and International Relations (LLB Hons)	80.0	5
Law and Politics (LLB Hons)	100.0	6
Law and Spanish (LLB Hons)	100.0	5

LLC – Languages, literature and classics (excluding classics)

Significantly more firsts were awarded in this subject area in 2019/20. Looking at the School level trend data the 2019/20 year appears to be an outlier and may be explained by the impact of the no-detriment policy on students on language degrees at the University of Edinburgh.

	% First class	Z score	% First / Upper Second	Z score	N. students
Birmingham	48.8	0.9	95.7	0.4	170
Bristol	36.4	-0.3	99.3	1.2	274
Cambridge	54.5	1.4	100.0	1.4	213
Cardiff	40.2	0.0	94.2	0.1	130
Durham	35.1	-0.5	97.8	0.9	227
Exeter	30.9	-0.9	90.9	-0.7	181
Glasgow	33.3	-0.6	86.0	-1.8	144
King's College	42.3	0.2	94.5	0.1	163
Leeds	43.4	0.3	95.2	0.3	321
Liverpool	28.4	-1.1	86.8	-1.6	92
Manchester	41.3	0.1	89.4	-1.0	307
Newcastle	37.5	-0.2	94.4	0.1	186
Nottingham	18.2	-2.1	87.8	-1.4	321
Oxford	49.5	0.9	98.3	1.0	292
Queen Mary	41.5	0.2	89.5	-1.0	157
Queen's Belfast	30.9	-0.9	99.3	1.2	67
Sheffield	30.8	-0.9	93.6	-0.1	213
Southampton	40.7	0.1	97.2	0.7	106
UCL	59.2	1.9	96.9	0.7	296
Warwick	35.4	-0.4	93.0	-0.2	174
York	37.4	-0.2	87.7	-1.4	82
Edinburgh	62.6	2.2	98.0	0.9	252

School trends

Cutting our internal data by School illustrates what an outlier the 2019/20 year was for awarding first class honours degrees. In most Schools the proportion of students awarded a first exceeded the 2018/19 percentage by 10 percentage points or more.

	2015/16	2016/17	2017/18	2018/19	2019/20	Five year change	YoY change	StDev
BUS	33.0	27.2	30.5	31.0	46.6	13.6	15.7	7.6
ECA	27.9	33.7	33.5	31.4	47.1	19.2	15.7	7.3
EDU	10.6	19.3	20.4	19.4	24.6	14.1	5.2	5.1
DIV	27.7	19.6	21.2	16.2	32.7	5.0	16.4	6.6
ECO	28.1	27.9	29.5	26.7	42.9	14.7	16.1	6.7
HEA	41.4	25.0	37.8	43.9	53.8	12.5	9.9	10.5
HCA	19.6	21.0	19.9	24.7	41.6	22.0	17.0	9.3
LAW	22.9	29.8	26.8	20.6	40.3	17.3	19.7	7.7
LLC	34.2	34.8	35.2	37.9	59.3	25.0	21.3	10.7
PPLS	32.2	27.2	34.4	36.3	48.8	16.6	12.5	8.0
SPS	21.8	30.9	26.9	24.4	36.8	15.0	12.4	5.9
BMS	32.8	27.4	26.2	32.4	35.2	2.4	2.8	3.8
BIO	28.8	28.4	31.1	35.3	32.2	3.4	-3.1	2.8
CHE	45.5	31.7	37.9	38.4	65.0	19.6	26.6	12.9
ENG	30.6	30.1	26.6	26.4	36.4	5.8	10.0	4.1
GEO	25.1	22.9	20.5	28.0	29.0	3.8	1.0	3.5
INF	49.0	42.5	65.9	58.1	61.1	12.1	3.1	9.5
MAT	49.5	46.7	56.0	54.3	64.8	15.3	10.4	7.0
PHY	50.0	33.1	34.5	37.8	51.7	1.7	13.9	8.8

There were more modest increases in the proportion of high classification degrees.

	2015/16	2016/17	2017/18	2018/19	2019/20	Five year change	YoY change	StDev
BUS	83.5	90.1	90.9	92.1	96.4	12.9	4.4	4.7
ECA	84.8	83.5	84.6	86.4	88.6	3.8	2.2	2.0
EDU	65.8	71.4	78.4	75.4	84.7	18.9	9.3	7.1
DIV	91.5	97.8	96.5	98.6	89.8	-1.7	-8.9	4.0
ECO	87.1	87.0	87.4	84.9	91.4	4.3	6.5	2.4
HEA	82.8	100.0	89.2	97.6	97.4	14.7	-0.1	7.2
HCA	90.3	88.3	88.9	90.7	93.3	3.0	2.6	1.9
LAW	88.8	87.7	86.3	91.1	91.8	3.0	0.7	2.3
LLC	93.2	90.8	93.2	96.5	98.0	4.8	1.5	2.9
PPLS	93.3	87.9	93.8	94.9	94.9	1.6	0.0	2.9
SPS	87.2	90.2	89.3	90.1	92.6	5.4	2.5	2.0
BMS	93.1	91.7	93.1	97.2	94.9	1.8	-2.2	2.1
MED	99.6	100.0	100.0	100.0	100.0	0.4	0.0	0.2
VET	100.0	99.3	100.0	99.4	99.3	-0.7	0.0	0.4
BIO	78.5	78.9	79.3	88.2	87.8	9.3	-0.4	5.0
CHE	85.2	88.1	86.3	86.6	93.0	7.8	6.4	3.1
ENG	80.0	79.4	85.9	84.3	88.1	8.1	3.7	3.7
GEO	87.4	85.3	88.0	85.8	89.1	1.6	3.3	1.6
INF	87.5	83.0	88.4	84.5	88.6	1.1	4.1	2.5
MAT	82.5	76.7	85.8	87.4	91.2	8.7	3.8	5.5
PHY	77.1	76.0	81.0	81.1	87.3	10.1	6.2	4.4

The decrease in high classification degrees awarded in Divinity appears to be explained by a shift in the number of students in the qualifier population. Moray House saw the largest increase however this increase brings the School more in line with the rest of the University.

Appendix

Data sources

This paper uses HESA data for benchmarking and University of Edinburgh data to show School level trends. HESA data and internal data do not always reconcile as different populations are used and different groupings may be applied e.g. students exiting with ordinary degrees are counted in the HESA awards dataset. Late alterations to data on the student record aren't reflected in HESA if changes take place after the return date.

A new subject classification system (HECOS) was introduced in the 2019/20 academic year. Unlike the JACS coding system, HECOS is not hierarchical but HESA have provided a Common Aggregation Hierarchy (CAH) to roll up codes into subject groupings. Where possible the second level of the CAH has been used in this paper. Within the HESA return programmes are mapped to HECOS codes and on joint degrees students are apportioned between HECOS codes i.e. 0.5 in History and 0.5 French on an MA History and French. In this paper external subject areas are reported against the School(s) where the majority of students appear in the HESA return. This will include students on joint honours degrees not 'owned' by the School. Where Schools include more than one subject area e.g. ECA has architecture, building and planning and creative arts and design these subject areas are reported separately. In some cases subject areas have large numbers of students in more than one School e.g. English studies comprises English Language (PPLS) and English Literature (LLC). Where it is possible to disaggregate these data meaningfully the more granular data are used. There are some subject areas e.g. biosciences where it is not possible to disaggregate data meaningfully as more granular codes are used by both the School of Biological Sciences and School of Biomedical Sciences.

Benchmark data includes First degree Full Time students only to provide a like for like comparison.

HESA reporting rules have been followed for the benchmark analysis – groups with fewer than 22.5 FPEs are excluded.

First Class degrees – Russell Group (all subjects)

	2015/16	2016/17	2017/18	2018/19	2019/20	15/16 - 19/20	18/19 - 19/20
Birmingham	29.0	29.9	32.3	31.3	38.6	9.6	7.3
Bristol	27.9	30.3	31.8	31.8	38.4	10.6	6.6
Cambridge	27.7	29.6	29.3	31.7	41.9	14.1	10.2
Cardiff	23.7	25.8	31.2	30.2	35.0	11.3	4.8
Durham	30.2	30.5	35.2	33.8	42.1	11.9	8.3
Exeter	23.1	25.3	30.0	30.8	37.0	13.9	6.2
Glasgow	24.7	25.3	29.1	25.8	33.7	9.0	8.0
Imperial	42.4	45.1	45.5	50.6	53.6	11.2	3.0
King's College	32.1	33.5	35.5	33.5	43.0	10.9	9.5
Leeds	25.5	29.5	31.9	33.2	40.1	14.6	6.9
Liverpool	27.1	29.6	30.6	28.8	33.5	6.4	4.7
LSE	28.9	29.4	33.6	36.9	45.4	16.5	8.5
Manchester	27.1	31.0	34.8	37.6	43.0	15.9	5.4
Newcastle	21.5	23.4	24.4	24.5	32.4	10.9	7.9
Nottingham	29.8	31.3	31.5	31.4	34.3	4.5	2.9
Oxford	33.2	34.1	36.1	36.2	47.2	14.0	11.0
Queen Mary	25.7	28.8	32.9	36.1	49.3	23.6	13.2
Queen's Belfast	24.7	25.6	32.3	28.9	31.0	6.3	2.1
Sheffield	21.2	23.7	25.5	28.3	40.4	19.2	12.0
Southampton	24.1	27.8	30.3	34.9	38.9	14.8	4.0
UCL	36.1	39.8	39.9	40.3	58.3	22.3	18.0
Warwick	28.9	28.1	30.8	31.9	38.8	10.0	7.0
York	24.1	25.6	25.3	27.8	29.8	5.8	2.1
Edinburgh	27.9	28.5	29.8	30.2	43.2	15.3	13.0

High Classification degrees – Russell Group (all subjects)

	2015/16	2016/17	2017/18	2018/19	2019/20	15/16 - 19/20	18/19 - 19/20
Birmingham	85.5	85.4	86.5	86.6	92.5	7.0	5.9
Bristol	88.3	90.4	90.8	91.2	93.4	5.2	2.2
Cambridge	81.1	82.0	81.4	81.0	83.9	2.7	2.9
Cardiff	80.2	80.6	84.7	82.8	87.8	7.6	5.0
Durham	89.5	90.8	92.1	91.7	94.6	5.1	2.9
Exeter	85.5	86.5	88.2	87.0	91.2	5.7	4.2
Glasgow	78.5	80.2	80.7	77.5	85.5	7.0	8.0
Imperial	90.9	92.5	91.8	93.6	94.9	4.0	1.3
King's College	88.6	89.0	88.9	87.7	92.2	3.7	4.6
Leeds	85.2	87.5	87.4	87.3	89.9	4.7	2.6
Liverpool	79.0	81.6	82.6	80.6	84.9	5.9	4.3
LSE	86.4	88.9	90.5	92.3	95.8	9.5	3.6
Manchester	80.3	83.0	84.3	84.1	87.8	7.5	3.7
Newcastle	82.5	82.7	82.5	83.0	89.1	6.6	6.1
Nottingham	84.4	86.6	85.7	85.8	86.7	2.3	0.9
Oxford	92.5	93.2	93.4	93.4	94.7	2.2	1.4
Queen Mary	79.2	82.2	85.1	87.7	90.0	10.8	2.3
Queen's Belfast	80.2	82.2	86.3	87.0	88.9	8.6	1.9
Sheffield	81.4	82.3	82.9	83.8	89.5	8.0	5.6
Southampton	80.5	84.1	86.3	86.7	90.2	9.7	3.5
UCL	90.4	92.2	90.8	89.8	96.4	6.0	6.6
Warwick	84.4	85.2	85.0	87.2	89.6	5.2	2.5
York	80.6	81.1	81.3	82.9	83.6	3.0	0.7
Edinburgh	84.0	83.2	85.9	86.4	90.4	6.4	4.0

% First class awards by sex

	2015/16			2016/17			2017/18			2018/19			2019/20		
	Female	Male	Diff	Female	Male	Diff	Female	Male	Diff	Female	Male	Diff	Female	Male	Diff
Birmingham	29.2	28.7	0.5	29.4	30.5	-1.1	32.6	31.8	0.8	32.0	30.3	1.7	40.5	35.8	4.6
Bristol	26.9	28.8	-1.9	29.6	31.1	-1.5	30.7	33.0	-2.4	32.1	31.6	0.5	39.4	37.3	2.1
Cambridge	29.1	26.6	2.5	28.9	30.1	-1.2	30.9	27.9	3.0	33.9	29.7	4.1	45.6	38.5	7.1
Cardiff	25.0	21.9	3.1	26.9	24.3	2.5	33.6	27.5	6.1	33.1	25.5	7.6	37.6	31.2	6.4
Durham	31.4	28.7	2.7	30.6	30.4	0.3	34.8	35.6	-0.8	33.9	33.7	0.2	40.6	43.8	-3.1
Exeter	23.0	23.3	-0.3	26.3	24.1	2.3	30.8	29.0	1.8	32.1	29.0	3.1	37.2	36.8	0.4
Glasgow	24.4	25.0	-0.6	25.1	25.6	-0.5	30.2	27.4	2.8	25.2	26.4	-1.2	33.3	34.3	-1.0
Imperial	39.8	43.6	-3.7	42.1	46.5	-4.4	39.9	48.5	-8.7	46.5	52.7	-6.2	50.7	55.0	-4.4
King's College	30.8	34.3	-3.5	33.0	34.5	-1.5	34.5	37.2	-2.7	32.7	35.2	-2.6	41.6	45.3	-3.6
Leeds	26.1	24.7	1.4	28.9	30.4	-1.4	33.5	29.2	4.3	34.0	31.8	2.3	41.1	38.7	2.4
Liverpool	27.9	26.0	1.9	30.4	28.7	1.8	32.3	28.5	3.8	29.8	27.6	2.2	34.5	32.3	2.1
LSE	24.3	32.9	-8.6	26.1	32.6	-6.5	28.3	39.1	-10.7	30.8	42.8	-12.0	42.8	47.9	-5.1
Manchester	26.7	27.4	-0.7	30.2	32.0	-1.8	34.5	35.1	-0.6	37.0	38.3	-1.2	42.4	43.7	-1.3
Newcastle	22.8	20.2	2.6	24.7	22.1	2.5	25.8	23.0	2.8	25.6	23.3	2.3	35.3	29.1	6.3
Nottingham	29.1	30.5	-1.4	32.4	30.0	2.4	32.9	29.9	3.0	31.8	31.0	0.8	35.2	33.3	1.9
Oxford	29.5	36.9	-7.4	29.8	38.0	-8.2	32.7	39.1	-6.4	31.0	40.5	-9.5	43.4	50.7	-7.3
Queen Mary	24.7	27.0	-2.2	28.2	29.5	-1.3	32.5	33.5	-1.0	35.2	37.4	-2.2	50.6	47.7	3.0
Queen's Belfast	25.5	23.7	1.8	26.4	24.6	1.7	33.8	30.3	3.5	29.3	28.3	1.0	31.4	30.4	1.0
Sheffield	20.8	21.5	-0.7	24.4	23.1	1.2	26.2	24.8	1.4	27.4	29.3	-1.9	40.3	40.5	-0.2
Southampton	22.1	26.6	-4.5	26.4	29.3	-2.9	29.2	31.7	-2.5	35.9	33.9	2.0	39.4	38.3	1.1
UCL	34.8	37.5	-2.6	40.7	38.8	1.9	39.6	40.2	-0.6	40.4	40.3	0.1	59.4	56.9	2.5
Warwick	24.7	32.6	-7.9	25.8	30.2	-4.4	28.6	32.9	-4.4	29.4	34.3	-4.9	36.8	40.7	-3.9
York	24.6	23.5	1.1	25.3	26.0	-0.7	25.5	25.0	0.5	28.7	26.4	2.4	29.9	29.7	0.2
Edinburgh	26.8	29.6	-2.8	29.0	27.5	1.5	30.4	29.1	1.3	31.3	28.4	2.9	44.1	41.8	2.3

% Higher classification awards by sex

	2015/16			2016/17			2017/18			2018/19			2019/20		
	Female	Male	Diff												
Birmingham	87.9	82.3	5.7	87.1	83.2	3.9	88.4	84.0	4.4	88.4	84.0	4.5	93.8	90.6	3.2
Bristol	90.3	86.0	4.3	92.8	87.7	5.1	92.7	88.5	4.2	93.2	88.8	4.4	94.9	91.6	3.3
Cambridge	90.1	73.3	16.8	90.4	74.7	15.7	90.5	73.0	17.5	89.9	72.5	17.4	93.0	75.3	17.7
Cardiff	84.2	74.7	9.5	84.3	75.3	9.0	87.5	80.2	7.3	86.5	77.1	9.4	89.9	84.6	5.3
Durham	92.3	86.2	6.1	93.4	87.7	5.8	93.9	89.7	4.2	94.3	88.5	5.8	95.8	93.3	2.6
Exeter	89.8	80.2	9.6	90.5	81.7	8.7	91.9	83.8	8.1	90.1	83.2	6.9	93.8	88.3	5.5
Glasgow	80.1	76.5	3.6	82.2	77.3	4.9	82.8	77.7	5.1	80.3	73.4	6.9	86.6	84.0	2.5
Imperial	91.2	90.7	0.6	93.4	92.0	1.4	92.2	91.6	0.6	94.7	92.9	1.8	95.4	94.5	0.9
King's College	88.8	88.3	0.5	89.1	88.8	0.4	89.4	88.1	1.3	88.1	86.8	1.3	92.9	91.4	1.5
Leeds	87.6	81.5	6.2	89.3	84.6	4.7	89.7	83.5	6.3	89.3	84.0	5.3	91.5	87.4	4.1
Liverpool	82.2	75.1	7.1	85.8	76.1	9.7	86.6	77.4	9.2	83.4	77.2	6.3	88.9	79.8	9.1
LSE	88.7	84.3	4.4	89.5	88.3	1.3	90.9	90.1	0.9	93.0	91.5	1.5	96.8	95.0	1.8
Manchester	83.0	77.3	5.7	85.2	80.4	4.9	86.5	81.8	4.7	85.3	82.7	2.6	89.6	85.6	4.0
Newcastle	86.4	78.6	7.8	86.8	78.6	8.2	87.2	77.4	9.9	87.3	78.2	9.1	92.8	85.0	7.7
Nottingham	86.7	81.6	5.0	89.6	82.9	6.7	88.7	82.1	6.6	89.1	81.7	7.4	89.5	83.2	6.3
Oxford	94.0	91.0	3.0	95.3	91.2	4.2	95.7	91.5	4.2	95.8	91.2	4.6	96.5	93.1	3.4
Queen Mary	82.0	75.8	6.2	86.0	77.6	8.3	88.5	80.8	7.7	89.1	85.7	3.4	93.3	86.0	7.3
Queen's Belfast	83.5	76.1	7.4	85.1	78.6	6.6	89.5	81.9	7.6	89.5	83.7	5.8	90.8	86.3	4.5
Sheffield	84.8	78.0	6.9	85.8	78.9	6.9	86.0	79.7	6.3	86.2	81.4	4.8	92.0	87.0	5.0
Southampton	82.1	78.5	3.5	84.2	84.0	0.2	88.0	84.3	3.7	88.7	84.4	4.3	91.9	88.0	3.9
UCL	92.1	88.4	3.6	93.4	90.9	2.5	92.9	88.4	4.5	91.4	88.0	3.4	97.5	95.2	2.3
Warwick	87.5	81.4	6.1	89.3	81.4	7.8	88.7	81.4	7.3	89.2	85.2	4.0	90.9	88.5	2.4
York	83.0	77.6	5.3	83.0	78.7	4.3	83.6	78.3	5.3	86.8	77.7	9.1	84.9	81.8	3.1
Edinburgh	85.8	81.4	4.4	85.7	79.2	6.5	87.6	83.3	4.3	88.7	82.9	5.8	92.8	86.7	6.1

% First class awards by Ethnicity (UK only)

	2015/16			2016/17			2017/18			2018/19			2019/20		
	BAME	White	Diff												
Birmingham	16.9	33.2	-16.3	20.9	34.4	-13.5	21.6	37.1	-15.6	22.8	36.1	-13.3	29.1	45.4	-16.3
Bristol	20.0	30.7	-10.7	24.7	32.7	-8.0	25.8	34.6	-8.8	28.9	34.7	-5.8	31.7	42.1	-10.4
Cambridge	27.7	29.2	-1.5	26.5	30.8	-4.3	24.3	32.4	-8.1	27.6	34.7	-7.1	35.3	44.4	-9.1
Cardiff	14.5	26.4	-12.0	19.3	28.6	-9.3	24.1	33.6	-9.5	24.0	33.1	-9.1	23.9	38.3	-14.4
Durham	29.8	32.0	-2.2	25.3	33.7	-8.4	26.3	38.8	-12.5	31.6	37.9	-6.4	41.2	45.3	-4.0
Exeter	15.2	25.5	-10.3	16.7	28.2	-11.5	24.8	33.7	-9.0	24.3	35.0	-10.7	32.9	41.9	-9.0
Glasgow	16.4	23.4	-7.0	14.1	23.9	-9.8	19.9	27.4	-7.4	14.8	25.0	-10.2	25.8	33.2	-7.4
Imperial	33.1	41.7	-8.7	37.7	47.5	-9.8	40.3	46.8	-6.5	42.6	53.8	-11.2	54.8	56.5	-1.6
King's College	29.6	33.7	-4.1	30.0	35.3	-5.3	31.9	38.8	-7.0	30.7	39.2	-8.6	43.6	52.2	-8.6
Leeds	20.5	27.9	-7.3	25.9	31.7	-5.8	23.7	34.8	-11.1	23.8	36.6	-12.8	32.5	44.2	-11.7
Liverpool	23.5	29.3	-5.7	21.0	33.1	-12.2	21.7	33.1	-11.5	22.1	28.0	-5.9	19.6	31.7	-12.0
LSE	21.5	30.5	-9.0	26.7	25.5	1.2	19.2	35.2	-16.1	30.6	38.3	-7.7	36.6	47.2	-10.7
Manchester	20.4	29.9	-9.6	22.5	34.8	-12.3	27.5	39.1	-11.6	30.4	41.1	-10.7	34.0	48.6	-14.6
Newcastle	20.7	22.6	-1.8	23.4	25.6	-2.2	19.9	27.3	-7.4	21.3	26.6	-5.3	26.9	35.5	-8.6
Nottingham	19.9	33.9	-14.0	20.6	36.0	-15.4	21.4	36.6	-15.3	18.5	36.9	-18.4	22.7	39.7	-17.0
Oxford	23.8	34.1	-10.3	26.2	35.4	-9.1	28.8	38.3	-9.5	26.3	37.3	-11.1	39.5	48.7	-9.1
Queen Mary	25.2	28.5	-3.2	28.8	33.4	-4.7	33.2	37.8	-4.6	34.0	42.3	-8.4	51.8	57.3	-5.5
Queen's Belfast	27.2	25.5	1.7	26.9	26.5	0.4	26.3	33.4	-7.1	32.2	30.1	2.2	30.5	32.4	-1.9
Sheffield	13.6	24.9	-11.3	14.6	27.4	-12.8	17.9	30.9	-13.0	22.3	32.4	-10.0	32.9	45.6	-12.7
Southampton	16.6	26.5	-9.9	22.4	29.9	-7.6	22.5	32.8	-10.3	25.3	37.8	-12.5	27.8	41.2	-13.4
UCL	30.3	38.0	-7.7	34.0	44.0	-10.0	37.8	45.6	-7.8	37.3	46.5	-9.2	55.2	63.5	-8.3
Warwick	18.6	35.3	-16.7	20.7	34.9	-14.3	24.8	37.9	-13.1	23.8	40.8	-17.0	31.8	49.1	-17.3
York	15.8	26.0	-10.2	20.6	27.9	-7.3	17.5	27.8	-10.3	20.9	29.5	-8.7	24.7	32.4	-7.8
Edinburgh	24.5	27.2	-2.7	24.8	28.1	-3.3	22.1	28.3	-6.2	22.7	28.8	-6.2	34.3	44.6	-10.3

% Higher classification awards by Ethnicity (UK only)

	2015/16			2016/17			2017/18			2018/19			2019/20		
	BAME	White	Diff												
Birmingham	80.2	90.0	-9.8	81.9	90.2	-8.3	80.5	91.5	-11.0	82.2	92.1	-9.9	90.3	96.6	-6.3
Bristol	85.2	91.9	-6.8	86.2	93.8	-7.6	88.3	93.9	-5.6	89.4	94.4	-5.0	91.6	96.0	-4.4
Cambridge	79.8	84.5	-4.7	81.4	84.5	-3.1	77.8	86.6	-8.8	79.2	84.2	-5.0	83.4	87.6	-4.2
Cardiff	73.6	83.6	-9.9	71.3	85.1	-13.8	81.3	87.5	-6.2	76.8	87.2	-10.3	82.3	91.0	-8.7
Durham	83.7	92.2	-8.5	87.7	92.8	-5.1	90.8	93.7	-2.9	88.0	94.0	-6.0	94.1	96.3	-2.2
Exeter	81.2	90.3	-9.1	82.7	90.0	-7.3	84.2	92.8	-8.6	84.4	91.4	-7.0	90.0	94.8	-4.9
Glasgow	72.4	80.5	-8.1	75.6	82.0	-6.4	80.3	81.6	-1.3	71.4	79.9	-8.5	89.8	87.1	2.7
Imperial	92.8	92.8	0.0	93.5	95.4	-1.9	95.2	94.5	0.8	95.6	97.1	-1.5	96.9	97.6	-0.7
King's College	87.5	92.0	-4.4	89.0	91.8	-2.7	90.8	92.2	-1.4	88.8	91.4	-2.6	94.6	96.6	-2.0
Leeds	81.7	87.9	-6.2	82.0	90.3	-8.3	80.5	90.8	-10.3	81.7	91.0	-9.4	84.0	93.2	-9.2
Liverpool	81.3	86.9	-5.6	81.7	90.0	-8.3	85.0	89.6	-4.6	80.9	87.7	-6.9	79.9	90.2	-10.3
LSE	83.5	94.6	-11.2	85.2	96.1	-10.9	87.9	95.0	-7.1	89.8	95.8	-6.0	95.1	97.9	-2.8
Manchester	77.9	87.0	-9.1	77.9	89.5	-11.6	82.9	90.3	-7.4	82.2	90.2	-8.0	86.7	92.9	-6.1
Newcastle	80.9	87.0	-6.0	80.7	87.6	-6.9	81.4	87.7	-6.4	78.4	87.5	-9.0	85.6	92.3	-6.7
Nottingham	79.5	89.5	-10.0	82.1	91.6	-9.5	80.7	90.8	-10.1	79.7	90.6	-10.9	81.4	91.3	-9.9
Oxford	90.3	94.0	-3.7	89.3	95.4	-6.1	92.8	95.2	-2.4	91.5	95.1	-3.5	94.1	96.2	-2.2
Queen Mary	79.5	87.6	-8.1	81.9	89.0	-7.2	84.7	91.7	-7.0	87.9	92.0	-4.1	93.6	96.6	-3.0
Queen's Belfast	84.4	81.7	2.6	80.6	84.2	-3.6	88.5	87.9	0.6	92.6	88.8	3.8	94.2	90.8	3.4
Sheffield	80.6	88.5	-7.9	76.4	90.0	-13.6	79.9	89.5	-9.5	84.5	90.6	-6.1	89.6	93.8	-4.2
Southampton	77.5	86.4	-8.9	82.3	88.5	-6.2	83.5	90.1	-6.5	80.8	91.3	-10.5	85.0	93.0	-8.0
UCL	88.9	95.2	-6.3	92.8	96.3	-3.5	91.8	96.2	-4.4	91.2	95.5	-4.2	97.5	98.7	-1.3
Warwick	80.0	88.5	-8.5	83.6	89.8	-6.2	80.9	90.3	-9.4	83.3	92.4	-9.1	88.2	94.4	-6.3
York	74.8	83.9	-9.0	77.6	84.6	-7.0	74.6	85.1	-10.5	77.0	86.1	-9.0	79.4	86.8	-7.4
Edinburgh	84.2	85.6	-1.4	77.9	84.8	-7.0	81.8	87.7	-5.8	79.6	88.2	-8.6	89.6	91.9	-2.3

% First class awards by Disability

	2015/16			2016/17			2017/18			2018/19			2019/20		
	Disability	None	Diff	Disability	None	Diff	Disability	None	Diff	Disability	None	Diff	Disability	None	Diff
Birmingham	25.5	29.4	-3.8	27.6	30.2	-2.6	30.0	32.6	-2.6	28.7	31.7	-3.0	37.5	38.7	-1.2
Bristol	24.2	28.3	-4.1	25.4	30.9	-5.5	28.4	32.2	-3.8	28.5	32.3	-3.8	37.7	38.6	-0.8
Cambridge	26.9	27.8	-1.0	28.3	29.7	-1.4	27.7	29.5	-1.8	25.6	32.7	-7.1	41.4	42.0	-0.5
Cardiff	24.5	23.6	0.9	24.3	26.0	-1.7	30.4	31.3	-0.9	29.2	30.3	-1.1	33.9	35.2	-1.3
Durham	25.3	30.9	-5.6	26.4	31.2	-4.8	31.0	35.9	-4.9	33.2	33.9	-0.7	38.1	43.1	-5.1
Exeter	22.5	23.2	-0.7	24.3	25.5	-1.2	28.9	30.2	-1.3	32.0	30.5	1.4	34.6	37.6	-3.0
Glasgow	25.9	24.6	1.4	18.7	26.0	-7.3	23.5	29.7	-6.2	22.8	26.1	-3.3	31.0	34.1	-3.0
Imperial	27.6	43.2	-15.5	37.3	45.5	-8.3	37.3	46.0	-8.7	44.4	51.0	-6.6	47.2	54.0	-6.8
King's College	26.4	32.8	-6.4	27.6	34.3	-6.7	32.2	35.9	-3.7	31.7	33.8	-2.1	40.3	43.4	-3.1
Leeds	24.2	25.7	-1.5	26.3	29.9	-3.6	30.2	32.1	-1.9	28.7	33.8	-5.1	38.5	40.4	-1.9
Liverpool	28.4	27.0	1.4	28.2	29.8	-1.6	27.0	30.9	-3.9	25.9	29.0	-3.1	25.7	34.4	-8.7
LSE	13.2	30.6	-17.4	21.4	30.3	-8.9	22.6	34.7	-12.1	26.6	38.4	-11.8	34.2	47.1	-13.0
Manchester	20.4	28.1	-7.7	26.9	31.7	-4.9	30.7	35.6	-4.9	29.9	39.2	-9.4	36.9	44.5	-7.6
Newcastle	17.5	21.9	-4.4	19.4	23.8	-4.3	22.5	24.6	-2.1	24.4	24.5	-0.1	30.9	32.5	-1.5
Nottingham	24.4	30.6	-6.2	29.8	31.5	-1.7	29.7	31.8	-2.1	30.2	31.7	-1.5	31.2	34.9	-3.8
Oxford	26.8	34.2	-7.4	28.7	35.0	-6.3	29.2	37.4	-8.2	29.8	37.4	-7.7	42.3	48.3	-6.0
Queen Mary	24.7	25.8	-1.2	29.7	28.7	1.1	29.1	33.5	-4.4	39.7	35.7	4.0	52.5	48.8	3.7
Queen's Belfast	20.6	25.1	-4.4	20.9	26.2	-5.2	29.8	32.6	-2.8	26.7	29.1	-2.4	29.3	31.2	-1.9
Sheffield	19.0	21.4	-2.4	22.2	24.0	-1.7	25.8	25.5	0.3	28.0	28.4	-0.4	39.2	40.6	-1.4
Southampton	24.7	24.0	0.6	22.5	28.4	-5.9	30.4	30.3	0.0	31.2	35.5	-4.3	34.7	39.6	-4.9
UCL	31.5	36.4	-4.9	31.9	40.4	-8.5	33.1	40.4	-7.3	38.5	40.5	-2.0	56.6	58.6	-2.0
Warwick	29.4	28.8	0.6	29.6	27.9	1.7	31.1	30.8	0.3	30.0	32.1	-2.1	38.8	38.8	-0.1
York	19.4	24.7	-5.2	18.7	26.7	-8.0	20.9	26.1	-5.2	24.8	28.3	-3.5	25.1	30.8	-5.7
Edinburgh	21.0	28.9	-7.9	23.8	29.2	-5.4	26.2	30.4	-4.2	25.8	31.0	-5.2	39.8	43.9	-4.1

% Higher Classification awards by Disability

	2015/16			2016/17			2017/18			2018/19			2019/20		
	Disability	None	Diff												
Birmingham	84.0	85.6	-1.7	86.0	85.3	0.7	85.3	86.7	-1.4	85.3	86.8	-1.5	92.9	92.5	0.4
Bristol	88.0	88.3	-0.3	91.0	90.3	0.7	88.5	91.0	-2.5	92.7	91.0	1.7	91.6	93.7	-2.0
Cambridge	76.2	81.7	-5.5	83.3	81.8	1.5	84.0	81.1	2.9	83.9	80.6	3.3	88.0	83.1	4.9
Cardiff	79.2	80.3	-1.1	80.4	80.7	-0.3	86.9	84.4	2.5	81.7	83.0	-1.2	89.4	87.6	1.9
Durham	85.7	90.1	-4.4	90.6	90.8	-0.3	89.2	92.5	-3.3	90.0	92.1	-2.2	93.6	94.9	-1.3
Exeter	85.5	85.5	0.1	85.6	86.7	-1.1	88.4	88.1	0.3	88.0	86.9	1.1	91.4	91.1	0.3
Glasgow	77.5	78.6	-1.1	79.3	80.3	-1.0	74.7	81.3	-6.6	76.2	77.6	-1.5	86.0	85.5	0.6
Imperial	90.4	90.9	-0.5	93.0	92.4	0.5	92.7	91.8	0.9	94.6	93.5	1.1	94.5	94.9	-0.4
King's College	87.2	88.7	-1.5	87.8	89.1	-1.3	88.8	88.9	-0.1	89.8	87.4	2.4	94.6	91.9	2.8
Leeds	82.7	85.5	-2.8	87.5	87.5	0.0	85.9	87.6	-1.6	87.0	87.3	-0.4	88.7	90.0	-1.3
Liverpool	83.9	78.7	5.2	85.5	81.2	4.3	84.6	82.5	2.1	84.4	80.3	4.0	84.7	85.0	-0.3
LSE	86.9	86.3	0.6	87.1	89.1	-2.0	90.3	90.5	-0.2	92.6	92.2	0.4	97.2	95.6	1.5
Manchester	79.2	80.5	-1.3	81.6	83.2	-1.6	83.2	84.5	-1.3	82.0	84.5	-2.5	87.2	88.0	-0.8
Newcastle	81.7	82.5	-0.8	82.1	82.8	-0.7	83.4	82.4	1.1	82.3	83.0	-0.7	87.8	89.2	-1.4
Nottingham	81.7	84.7	-3.0	85.7	86.7	-1.0	82.7	86.2	-3.5	84.7	86.0	-1.3	83.9	87.2	-3.3
Oxford	90.1	92.8	-2.8	91.4	93.4	-2.0	90.7	93.9	-3.3	90.9	93.9	-3.0	93.6	95.0	-1.3
Queen Mary	82.0	78.9	3.2	83.8	81.9	1.9	89.2	84.5	4.7	89.8	87.4	2.4	93.6	89.5	4.2
Queen's Belfast	81.0	80.1	0.8	78.9	82.6	-3.7	83.6	86.6	-3.0	86.0	87.1	-1.1	88.8	88.9	0.0
Sheffield	82.7	81.3	1.4	84.6	81.9	2.6	84.2	82.7	1.5	86.6	83.3	3.3	90.4	89.3	1.2
Southampton	80.8	80.4	0.4	83.1	84.3	-1.2	85.6	86.4	-0.8	85.5	86.9	-1.3	89.7	90.2	-0.5
UCL	86.9	90.7	-3.7	91.3	92.3	-1.0	92.5	90.6	1.9	91.9	89.6	2.3	97.7	96.3	1.4
Warwick	81.0	84.7	-3.7	85.9	85.2	0.8	83.8	85.1	-1.3	86.5	87.2	-0.7	89.5	89.6	-0.1
York	79.2	80.8	-1.6	78.5	81.6	-3.0	81.4	81.2	0.1	79.9	83.4	-3.5	81.8	84.0	-2.2
Edinburgh	81.1	84.5	-3.4	79.5	83.7	-4.2	83.1	86.4	-3.3	85.0	86.7	-1.7	87.7	90.9	-3.2

Data tables by external subject area can be requested by emailing student.analytics@ed.ac.uk

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

Differential attainment analysis 2019/20

Description of paper

1. This paper provides a more detailed statistical analysis of undergraduate student attainment to supplement the analysis provided in the Awards Benchmarking paper.

Action requested / recommendation

2. SQAC are asked to note the findings in this paper and recommend that more analysis is undertaken to understand the disabled student attainment gap.

Background and context

3. Last year a detailed binomial logistic regression analysis was completed to examine the different levels of attainment between different student groups with a particular focus on the BAME attainment gap. The intention was to add this year's outcomes data into that dataset and re-run that analysis. As the 2019/20 academic year is an outlier – particularly in relation to the proportion of first class degrees awarded – the data for 2019/20 have been analysed in standalone piece of work.
4. Two analyses were conducted to understand whether there were statistically significant differences in attainment. In the first analysis the likelihood of achieving a first class degree¹ was measured and in the second the likelihood of achieving a first or upper second class degree was measured. Tariff score was used as a proxy measure of prior levels of attainment and College also included.
5. The output tables are included as an appendix.

Discussion

6. The findings from this analysis support the findings in the awards benchmarking paper.
7. In the model where both BAME categories and students' disabilities were included BAME students' chances of getting a first class degree were 0.68² compared to White students. Students with learning disabilities or other disabilities were less likely to achieve a first than students with no disabilities (with odds ratios of 0.78 and 0.89 respectively).
8. Students with disabilities are significantly less likely to achieve a higher classification first degree. The odds ratio for students with learning disabilities

¹ Medicine and Veterinary Medicine excluded from the population

² Odds ratios below 1 show a negative relationship i.e. someone is less likely to achieve a first.

were 0.62 and the odds ratio for students with other disabilities 0.65 compared to students with no disabilities.

Resource implications

9. N/A

Risk management

10. N/A

Equality & diversity

11. N/A

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

12. Recommend a project to understand what the barriers to attainment are for students with disabilities.

Author

*Paula Webster, Head of Student Analytics, Insights and Modelling
Date 20th April 2021*

Presenter

Name Paula Webster

Freedom of Information - open

Higher classification degrees

Model - Entry Tariff

Deviance Residuals:

Min	1Q	Median	3Q	Max
-2.3067	0.4318	0.4590	0.4816	0.6236

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	1.502651	0.187400	8.018	1.07e-15 ***
Tariff.for.analysis	0.003618	0.001007	3.592	0.000329 ***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

Null deviance: 3291.5 on 4965 degrees of freedom
Residual deviance: 3278.7 on 4964 degrees of freedom
AIC: 3282.7

Number of Fisher Scoring iterations: 5

Model Chi	12.83
Chi df	1.00
Prob	0.00

Pseudo R² for logistic regression

Homer and Lemeshow R ²	0.004
Cox and Snell R ²	0.003
Nagelkerke R ²	0.005

	(Intercept)	Tariff
Coefficients	1.50	0.00
Exp	4.49	1.00

	2.5 %	97.5 %
(Intercept)	3.123154	6.511408
Tariff.for.analysis	1.001642	1.005605

Model - Tariff and College

Deviance Residuals:

Min	1Q	Median	3Q	Max
-2.7475	0.2373	0.4824	0.5083	0.6435

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	3.205199	0.315162	10.170	< 2e-16	***
Tariff.for.analysis	0.002437	0.001046	2.330	0.0198	*
CollegeCAHSS	-1.551397	0.241861	-6.414	1.41e-10	***
CollegeCSE	-1.794181	0.246449	-7.280	3.33e-13	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

Null deviance: 3291.5 on 4965 degrees of freedom
Residual deviance: 3197.1 on 4962 degrees of freedom
AIC: 3205.1

Number of Fisher Scoring iterations: 6

Model Chi	94.43
Chi df	3.00
Prob	0.00

Pseudo R² for logistic regression

Homer and Lemeshow R ²	0.029
Cox and Snell R ²	0.019
Nagelkerke R ²	0.039

	Coeffici	Exp
Intercept	3.21	24.66
Tariff	0.00	1.00
CAHSS vs MVM	-1.55	0.21
CSE vs MVM	-1.79	0.17
	2.500	97.50
(Intercept)	13.54	46.75
Tariff.for.analysis	1.00	1.00
CollegeCAHSS	0.13	0.33
CollegeCSE	0.10	0.26

Model - tariff, College and Ethnicity

Deviance Residuals:

Min	1Q	Median	3Q	Max
-2.7911	0.2482	0.4641	0.5164	0.6531

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	3.504635	0.330906	10.591	< 2e-16	***
Tariff.for.analysis	0.001652	0.001078	1.532	0.12555	
CollegeCAHSS	-1.607514	0.242962	-6.616	3.68e-11	***
CollegeCSE	-1.788550	0.246924	-7.243	4.38e-13	***
EthnicityBAME	-0.271875	0.181089	-1.501	0.13327	
EthnicityNon-UK	-0.318946	0.106620	-2.991	0.00278	**
EthnicityUnknown / refused	-0.396121	0.541925	-0.731	0.46481	

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

Null deviance: 3291.5 on 4965 degrees of freedom
Residual deviance: 3187.3 on 4959 degrees of freedom
AIC: 3201.3

Number of Fisher Scoring iterations: 6

Model Chi	104.29
Chi df	6.00
Prob	0.00

Pseudo R² for logistic regression

Homer and Lemeshow R ²	0.032
Cox and Snell R ²	0.021
Nagelkerke R ²	0.043

	Coeffici	Exp
Intercept	3.505	33.269
Tariff	0.002	1.002
CAHSS vs MVM	-1.608	0.200
CSE vs MVM	-1.789	0.167
BAME vs White	-0.272	0.762
Non-UK vs White	-0.319	0.727
Unknown vs White	-0.396	0.673

	2.5 %	97.5 %
(Intercept)	17.69604239	64.9473571
Tariff.for.analysis	0.99953596	1.0037695
CollegeCAHSS	0.12045260	0.3138474
CollegeCSE	0.09984552	0.2642585
EthnicityBAME	0.54013070	1.1004278
EthnicityNon-UK	0.59041087	0.8969335
EthnicityUnknown / refused	0.25923774	2.2968329

Model - tariff, College, Ethnicity and Disability

Deviance Residuals:

Min	1Q	Median	3Q	Max
-2.8237	0.2591	0.4440	0.5254	0.7637

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	3.645007	0.334216	10.906	< 2e-16	***
Tariff.for.analysis	0.001441	0.001085	1.328	0.184200	
CollegeCAHSS	-1.596845	0.243157	-6.567	5.13e-11	***
CollegeCSE	-1.800118	0.247103	-7.285	3.22e-13	***
EthnicityBAME	-0.303965	0.181810	-1.672	0.094547	.
EthnicityNon-UK	-0.367662	0.107795	-3.411	0.000648	***
EthnicityUnknown / refused	-0.388364	0.543269	-0.715	0.474693	
DisabilityDisability	-0.434312	0.147540	-2.944	0.003243	**
DisabilityLearning disability	-0.483621	0.163936	-2.950	0.003177	**

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

Null deviance: 3291.5 on 4965 degrees of freedom
 Residual deviance: 3172.8 on 4957 degrees of freedom
 AIC: 3190.8

Number of Fisher Scoring iterations: 6

Model Chi	118.78
Chi df	8.00
Prob	0.00

Pseudo R² for logistic regression

Homer and Lemeshow R ²	0.036
Cox and Snell R ²	0.024
Nagelkerke R ²	0.049

	Coeffici	Exp
Intercept	3.64501	38.283
Tariff	0.00144	1.00144
CAHSS vs MVM	-1.5968	0.20253
CSE vs MVM	-1.8001	0.16528
BAME vs White	-0.304	0.73789
Non-UK vs White	-0.3677	0.69235
Unknown vs White	-0.3884	0.67817
Disabled vs No disability	-0.4343	0.64771
Learning disability vs No	-0.4836	0.61655

	2.5 %	97.5 %
(Intercept)	20.22986174	75.2105319
Tariff.for.analysis	0.99931129	1.0035719
CollegeCAHSS	0.12170370	0.3173497
CollegeCSE	0.09866606	0.2613192
EthnicityBAME	0.52226939	1.0670506
EthnicityNon-UK	0.56099293	0.8561826
EthnicityUnknown / refused	0.26042844	2.3192967
DisabilityDisability	0.48823424	0.8713605
DisabilityLearning disability	0.45072842	0.8581099

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

Disability – Attainment & Satisfaction Differences

Description of paper

1. This paper combines multiple data sources to look at the attainment and satisfaction gaps between disabled students and their non-disabled peers.

Action requested / recommendation

2. To note differences between demographic groups

Background and context

3. After noting large differences in the attainment between disabled and non-disabled students in OREA, a deep dive into the differences between these two groups has been conducted.

Discussion

4. Persistent differences between the attainment of disabled and non-disabled students exist across Course marks and Course pass rates.
5. Lower levels of satisfaction for disabled and non-disabled students are exhibited in the NSS and in the Pulse Survey.

Resource implications

6. N/A

Risk management

7. N/A

Equality & diversity

8. N/A

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

- 9.

Author

Hannah Melville
Senior Analyst, Student Analytics,
Insights & Modelling
Date: 12/04/2021

Presenter

Hannah Melville

Freedom of Information: Open. Data is aggregated and available in our University wide interactive dashboards.

Disability – Attainment & Satisfaction Differences

Introduction

This paper looks at progression, 2020/21's online exams, NSS results & the Pulse survey results from the perspective of Undergraduate disabled and non-disabled students.

The first section of this paper looks at Course Marks and Progression differences. An excerpt of the OREA analysis has also been included as attainment gaps in Course marks and average Course pass rates, widened in semester 1 of 2020/21.

The OREA paper consisted of an analysis of the results from the Courses taken in semester 1 of 2020/21 to explore if and how students' exams were affected by the shift from in-person to online teaching and exams. This analysis only looked at courses where the exams would have normally have taken place in-person and this semester were conducted online – a total of 291 Courses were included in the analysis. The full Course marks data set has also been analysed and an overview of all the Course marks and pass rates has been included to highlight the difference of attainment throughout the University and not just on the Courses included for OREA. It should be noted that the OREA dataset was extracted on the 15th of February and the full Course marks dataset was extracted on the 12th of April.

The second section of the paper looks at the experience of disabled students compared to the experiences of non-disabled students. Included in the analysis is excerpts from the NSS and the Pulse Survey.

It should be noted that the NSS and the Pulse survey have different distribution lists and ask respondents to answer based on their experience of different time frames. The NSS is only distributed to final year undergraduate students and asks them to answer questions based on their entire University experience. The Pulse survey asks all undergraduate students their experiences of the past month.

Executive Summary

- For the Courses included in OREA the attainment gap between UG disabled and non-disabled students increased in 20/21 to 4.8%.
- For all Courses at the University of Edinburgh the average pass rate attainment gap for UG disabled students has consistently been between 2% and 3.6% lower than their non-disabled peers.
- Between 2015/16 and 2019/20, disabled students have seen lower levels of favourable progression than their non-disabled peers. This gap is closing.
- In the 2020 NSS, disabled students show lower levels of satisfaction than their non-disabled peers across all of the NSS main themes.
- In all of the main questions in the Pulse Survey relating to Teaching & Learning and Belonging, disabled students show lower levels of agreement than their non-disabled peers.
- Over the 4 months included in the Pulse Survey analysis, the percentage of disabled students who agreed they had access to the resources they needed, was on average 15.7% points lower than their non-disabled peers.

OREA Course Marks Analysis

For the Courses included in the OREA analysis, disabled students saw larger year-on-year decreases in pass rates than students with no disability. The average course mark gap between the groups widened. Disabled student in semester 1 of 20/21 had a pass rate 4.8% lower and an average course mark 4.1 points lower than their non-disabled peers.

UGT Average Course Mark	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	57.9	60.5	62.0	60.1	58.9	59.9	1.0
No Disability	61.5	63.4	64.3	63.9	62.7	63.9	1.3
Attainment Gap (Disabled - Not Disabled)	-3.6	-2.9	-2.3	-3.8	-3.8	-4.1	

Source; OREA Analysis

UGT Average Pass Rate	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	88.9%	96.1%	97.1%	95.4%	96.1%	89.3%	-6.8%
No Disability	93.5%	98.0%	98.4%	98.5%	98.5%	94.0%	-4.5%
Attainment Gap (Disabled - Not Disabled)	-4.6%	-1.9%	-1.3%	-3.1%	-2.4%	-4.8%	

Source; OREA Analysis

Full Course Mark Analysis

For all Courses in the University of Edinburgh between 2015/16 and 2019/20, disabled students show lower average pass rates and average Course marks than their non-disabled peers. Attainment gaps in average Course marks fluctuated between -2.6 and -3.8 marks and pass rates between -2% and -3.6%. These gaps very closely mirror the results seen in the OREA analysis.

UGT Average Course Mark	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	58.5	61.4	62.1	61.1	60.6	59.4	-1.2
No Disability	62.1	63.9	64.8	64.6	64.4	64.5	0.1
Attainment Gap (Disabled - Not Disabled)	-3.5	-2.6	-2.8	-3.5	-3.8	-5.1	

Source; Annual Monitoring Dataset, extracted on 12/04/2021

UGT Average Pass Rate	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	91.1%	95.3%	96.6%	95.1%	96.6%	87.9%	-8.7%
No Disability	94.7%	97.6%	98.6%	98.5%	98.9%	94.2%	-4.7%
Attainment Gap (Disabled - Not Disabled)	-3.6%	-2.3%	-2.0%	-3.4%	-2.3%	-6.3%	

Source; Annual Monitoring Dataset, extracted on 12/04/2021

Progression Data

Progression measures the percentage of students eligible to progress through from 1st year to 2nd year. It does not report on those who actually progress through, only those eligible. Disabled students have lower levels of favourable progression than their non-disabled peers. The progression gap has fluctuated over the years but since 2015/16 it has closed by 3.1%.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0
No Disability	87.5%	90.0%	92.1%	92.2%	96.6%
Disabled	82.9%	86.2%	90.5%	88.8%	94.0%
Difference (Disabled – Not Disabled)	-4.6%	-3.8%	-1.6%	-3.4%	-2.6%

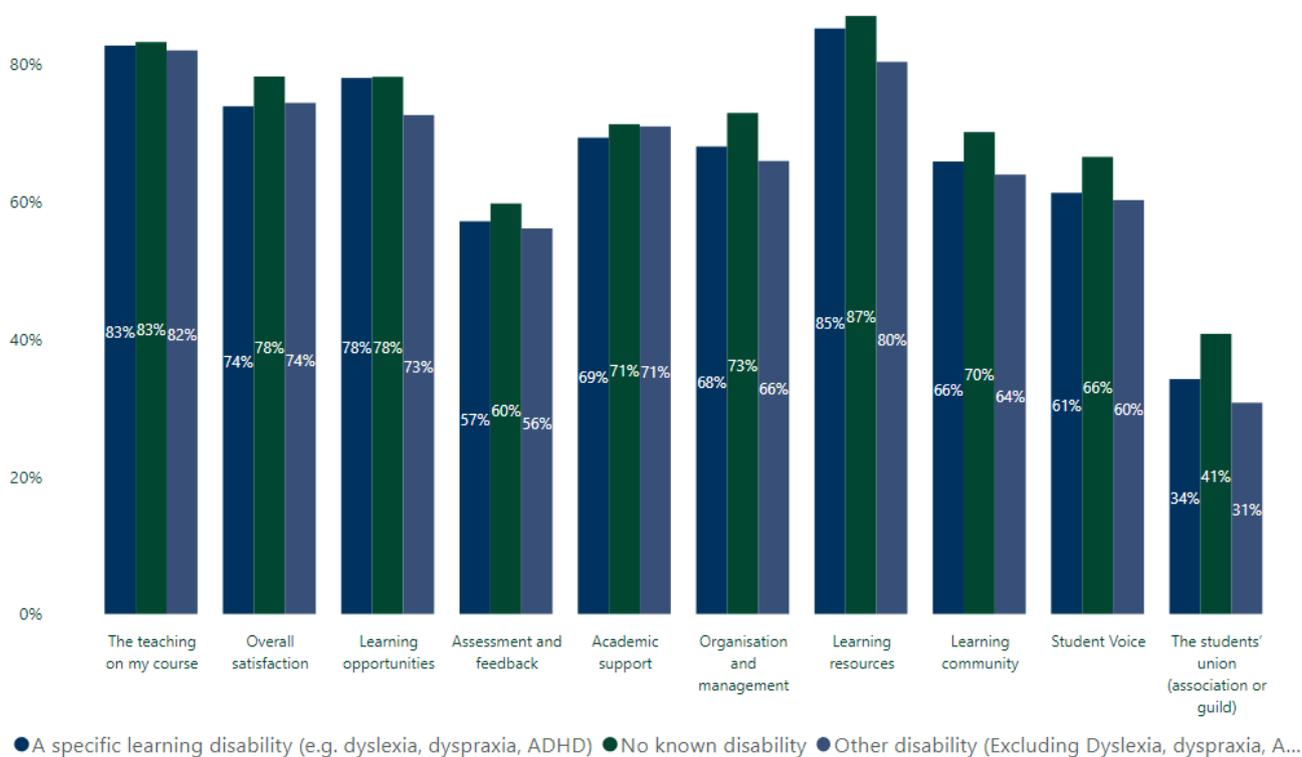
Source; Annual Monitoring Dataset, extracted on 12/04/2021

NSS Data

In the 2020 NSS, disabled students¹ show lower levels of satisfaction than their non-disabled peers across all of the NSS main themes.

Looking only at Overall Satisfaction, we can see that with the exception of the 2018 survey where the Overall Satisfaction for students with a specific learning difficulty was higher than non-disabled students, between 2017 and 2020 the Overall Satisfaction for disabled students was lower than their non-disabled peers. In the 2017 & 2018 surveys, Overall Satisfaction for those categorised as having an 'Other Disability' was six percentage points lower than those with no known disability.

Percentage Agree by Theme



¹ The NSS categorises disabled students into two categories – “A specific Learning disability” and “Other disability (excluding Dyslexia, Dyspraxia, ADHD)”

Pulse Survey Data

Month	Question	Non-Disabled	Disabled	Difference (Disabled - Non-Disabled)
November	Access to resources	53.5	36.5	-17.0
November	Collaborate effectively	42.6	30.6	-12.0
November	Enjoying learning	48.0	31.4	-16.7
November	Motivated and engaged	44.8	33.4	-11.3
December	Access to resources	54.9	40.7	-14.3
December	Collaborate effectively	39.7	29.7	-10.0
December	Enjoying learning	47.6	35.6	-12.0
December	Motivated and engaged	42.5	30.9	-11.6
January	Access to resources	41.1	25.1	-16.0
January	Collaborate effectively	38.4	29.9	-8.6
January	Enjoying learning	37.3	21.2	-16.1
January	Motivated and engaged	38.5	23.4	-15.1
February	Access to resources	38.6	23.0	-15.6
February	Collaborate effectively	39.7	26.7	-13.0
February	Enjoying learning	36.1	23.7	-12.4
February	Motivated and engaged	35.9	14.8	-21.1

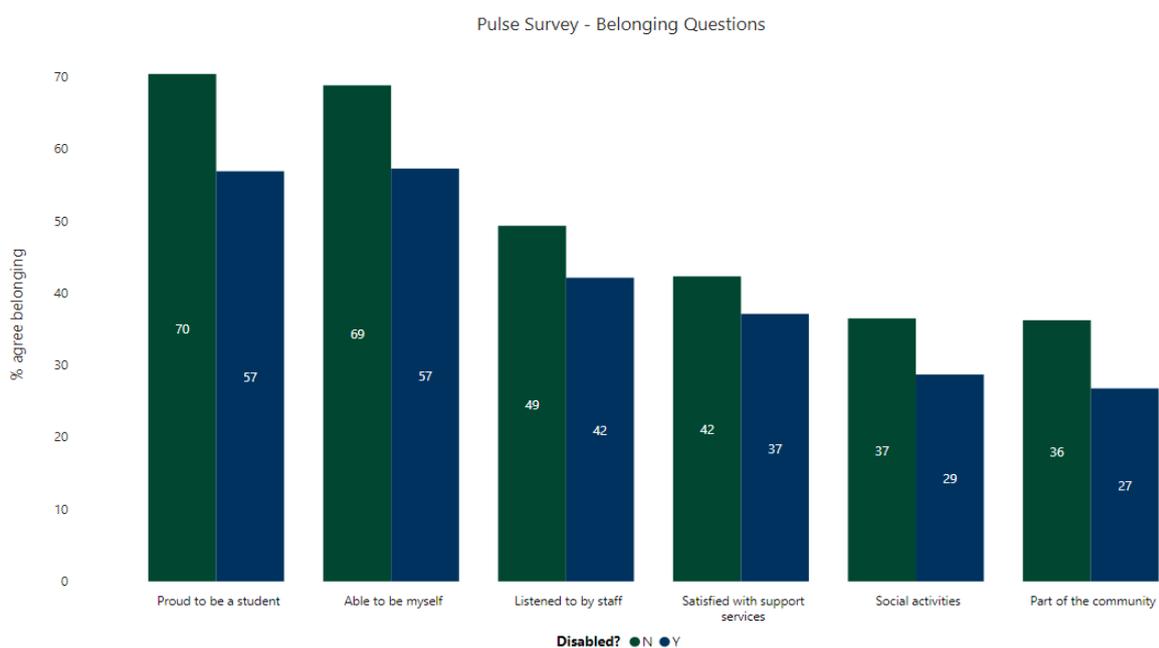
Source: Pulse Survey, November - February

The four core questions on Teaching & Learning in the Pulse survey show how attitudes of disabled and non-disabled students have changed since November. In November disabled students were on average 14% points below their non-disabled peers across all of the four teaching & learning questions. In February that satisfaction gap opened to 15.6%.

In the February Pulse Survey, only 14.8% of disabled students reported feeling motivated and engaged, compared to 35.9% of their non-disabled peers.

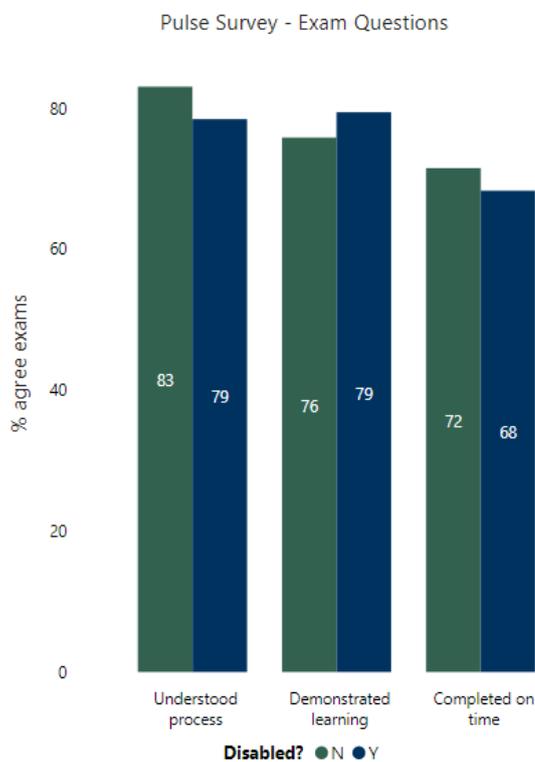
Over the 4 months, the percentage of disabled students who agreed they had access to the resources they needed, was on average 15.7% points lower than their non-disabled peers.

Disabled students don't just feel less satisfied in the teaching and learning section of the Pulse Survey. Looking at the six questions about belonging, disabled students show lower levels of satisfaction than their non-disabled peers.



Source: Pulse Survey, 4 month average

In the January Pulse Survey, additional questions were asked relating to online exams. Disabled students showed lower levels of agreement than their non-disabled peers that they understood how the examination process worked and that they were able to complete on time. However a higher percentage of disabled students agreed that the open book format allowed them to demonstrate their learning.



Source: Pulse Survey, 4 month average

Conclusion

Undergraduate disabled students at the University of Edinburgh have lower pass rates and course marks than their non-disabled peers. Favourable progression for disabled students is also lower.

Disabled students show lower levels of satisfaction with their overall experience at the University of Edinburgh as demonstrated in the NSS. The monthly Pulse Survey shows that current disabled students are far less satisfied with almost every area of their University experiences.

Attainment and satisfaction gaps are persistent in the data over multiple years and while they have widened in semester 1 of 20/21, we cannot attribute only online learning/exams to the existence of these sustained differences.

22 April 2021

Course Marks Analysis

Description of paper

1. The analysis looks into different demographic groups and notes the attainment differences between them.

Action requested / recommendation

2. SQAC are asked to discuss

Background and context

3. Following on from a paper for OREA on the results of exams which are normally held in person and instead in 20/21 held online, the analysis has been expanded to include the full University Course results dataset.

Discussion

4. There are large sustained differences between the attainment of different demographic groups

Resource implications

5. N/A

Risk management

6. N/A

Equality & diversity

7. N/A

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

8. To be confirmed

Author

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Date: 12/04/2021

Presenter

Hannah Melville

Freedom of Information: Open

Introduction

An analysis of the results from the Courses taken in semester 1 of 2020/21 was undertaken to explore if and how students' exams were affected by the shift from in-person to online teaching and exams. This analysis only looks at courses where the exams would have normally have taken place in-person and instead this semester were conducted online – a total of 291 Courses were included in the analysis.

To provide further context and assurances to the findings, an analysis of the full set of Course marks and Course pass rates has also been included. Please note that 20/21 data is only a partial set as Semester 2 exams are still to be conducted at the time of writing this paper. It should be noted that the OREA dataset was extracted on the 15th of February and the full Course marks dataset was extracted on the 12th of April.

Executive Summary – OREA

- Overall pass rates fell to their lowest level since 2015/16. Pass rates decreased by 4.9% compared to the same Courses taken in 2019/20.
- Average Course marks increased marginally.
- Pass rates among demographic group diverged, creating larger attainment gaps.
- The attainment gap between UG BAME and White students increased in 20/21 to 4.8%.
- The attainment gap between UG state and privately educated students increased in 20/21 to 2.6%.
- The attainment gap between UG disabled and non-disabled students increased in 20/21 to 4.8%.
- UG Scottish students saw their pass rates drop by 5.7% year-on-year. The attainment gap between UG Scottish and RUK students increased to 2.7%.

Executive Summary – University Full Course Marks Dataset

- Pass rates throughout the University fell in 20/21 by 5.3% to 93.2%.
- The attainment gap between UG Disabled and Non-Disabled students increased in 20/21 to 6.3%.
- The attainment gap between UG black and white students increased to 10.9% in 20/21.

University Results

Course marks have increased since last year whilst pass rates have decreased. UGT pass rates have decreased by 4.9% from 2019/20.

University Average Course Mark	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
UGT – OREA Sample	61.1	63.1	63.9	63.3	62.2	63.4	1.3

Source: OREA 2020/21

University Average Pass Rate	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
UGT – OREA Sample	92.6%	97.4%	98.2%	98.0%	98.3%	93.4%	-4.9%

Source: OREA 2020/21

Looking at the entire University dataset and not just the Courses included in OREA, it can be seen that the decrease in pass rates is greater than OREA suggests. The Course mark average has decreased in the full dataset by a significant amount whereas in the OREA sample it increased slightly.

University Average Course Mark	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
UGT – Full Dataset	64.39	64.05	63.81	63.72	63.56	61.62	-1.9

Source: Annual Monitoring – Extracted 12/04/2021

University Average Pass Rate	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
UGT – Full Dataset	94.20%	97.30%	98.30%	98.00%	98.50%	93.20%	-5.3%

Source: Annual Monitoring – Extracted 12/04/2021

Demographics

In this paper we analysed the attainment gaps by disability, ethnicity, school type, sex, and fee status. School type and ethnicity will only include students who are UK domiciled. International students will be considered in fee status.

Disability – UGT

Disabled students saw larger year-on-year decreases in pass rates than students with no disability. The average course mark gap between the groups widened. Disabled student in semester 1 of 20/21 had a pass rate 4.8% lower and an average course mark 4.1 points lower than their non-disabled peers.

UGT Average Course Mark – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	57.9	60.5	62.0	60.1	58.9	59.9	1.0
No Disability	61.5	63.4	64.3	63.9	62.7	63.9	1.3
Attainment Gap (Disabled - Not Disabled)	-3.6	-2.9	-2.3	-3.8	-3.8	-4.1	

Source: OREA 2020/21

UGT Average Pass Rate – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	88.9%	96.1%	97.1%	95.4%	96.1%	89.3%	-6.8%
No Disability	93.5%	98.0%	98.4%	98.5%	98.5%	94.0%	-4.5%
Attainment Gap (Disabled - Not Disabled)	-4.6%	-1.9%	-1.3%	-3.1%	-2.4%	-4.8%	

Widening the sample to include the full dataset of Course results for the University, shows deeper divisions between disabled and non-disabled students. The attainment gap so far for 20/21 shows disabled students passing at a rate 6.3 percentage points lower than their non-disabled peers and achieving an average mark 5.1 point lower. Attainment gaps between these two groups is not new and is present throughout the data.

UGT Average Course Mark – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	58.5	61.4	62.1	61.1	60.6	59.4	-1.2
No Disability	62.1	63.9	64.8	64.6	64.4	64.5	0.1
Attainment Gap (Disabled - Not Disabled)	-3.5	-2.6	-2.8	-3.5	-3.8	-5.1	

Source: Annual Monitoring – Extracted 12/04/2021

UGT Average Pass Rate – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Disability	91.1%	95.3%	96.6%	95.1%	96.6%	87.9%	-8.7%
No Disability	94.7%	97.6%	98.6%	98.5%	98.9%	94.2%	-4.7%
Attainment Gap (Disabled - Not Disabled)	-3.6%	-2.3%	-2.0%	-3.4%	-2.3%	-6.3%	

Source: Annual Monitoring – Extracted 12/04/2021

State/Independent School – UGT UK students only

State School pupils saw larger year-on-year decreases in pass rates than students who went to private school and as a result the attainment gap widened. Average Course marks for both state and privately educated students increased. The change in average course marks for either group is not considered significant.

UGT Average Course Mark – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Independent School	60.7	63.4	63.2	63.1	61.9	63.2	1.3
State School	59.9	62.0	62.9	62.2	60.6	62.1	1.5
Attainment Gap (State - Independent)	-0.8	-1.3	-0.4	-0.9	-1.4	-1.1	

Source: OREA 2020/21

UGT Average Pass Rate – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Independent School	92.8%	98.5%	98.6%	98.7%	98.9%	95.1%	-3.8%
State School	92.0%	97.7%	97.5%	97.1%	97.5%	92.4%	-5.0%
Attainment Gap (State - Independent)	-0.8%	-0.8%	-1.1%	-1.7%	-1.4%	-2.6%	

Source: OREA 2020/21

Expanding the data out to the full University dataset shows very similar results to the OREA sample for both state and independently educated students.

UGT Average Course Mark – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Independent School	62.1	64.1	64.3	64.1	63.3	63.5	0.1
State School	60.4	62.5	63.3	63.0	62.8	62.3	-0.5
Attainment Gap (State - Independent)	-1.7	-1.6	-1.0	-1.1	-0.5	-1.2	

UGT Average Pass Rate	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Independent School	95.7%	98.3%	99.0%	98.6%	99.0%	94.6%	-4.4%
State School	92.9%	96.9%	97.7%	97.2%	98.1%	92.3%	-5.8%
Attainment Gap (State - Independent)	-2.8%	-1.4%	-1.3%	-1.4%	-0.9%	-2.3%	

Source: Annual Monitoring – Extracted 12/04/2021

Ethnicity – UGT UK Students only

BAME students see a smaller increase in average Course marks, and a larger decrease in pass rates than white students. BAME students saw a 9.1% decrease in their pass rates compared to last year. The attainment gap which was negligible in 2019/20 now sees BAME students 4.8% below.

UGT Average Course Mark – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
White	60.3	62.6	63.1	62.6	61.1	62.6	1.5
BAME	58.5	61.8	61.4	61.7	59.6	60.5	0.9
Attainment Gap (BAME - White)	-1.8	-0.8	-1.7	-0.9	-1.5	-2.0	

Source: OREA 2020/21

UGT Average Pass Rate – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
White	92.2%	97.8%	97.9%	97.6%	97.8%	93.6%	-4.1%
BAME	90.2%	96.9%	96.1%	97.4%	98.0%	88.9%	-9.1%
Attainment Gap (BAME - White)	-2.0%	-0.9%	-1.8%	-0.2%	0.2%	-4.8%	

Source: OREA 2020/21

Following on from the last SQAC meeting, where it was asked that BAME was split out, BAME for the full University dataset has been split into Asian, Black, Chinese, Mixed and White. Please be aware that these ethnicities still only include UK domiciled students.

Black students have the largest gap in attainment compared to their white peers in both Course marks and pass rates. In 20/21 black students saw the largest year-on-year decrease in average Course marks (-2.3 marks) and average pass rates (-13.8%).

UGT Average Course Mark – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Asian	56.8	61.4	62.6	62.6	61.3	61.6	0.3
Black	57.8	60.4	60.1	58.4	58.3	56.0	-2.3
Chinese	60.8	62.6	63.1	63.7	62.0	60.5	-1.5
Mixed	60.8	62.9	63.9	63.9	63.5	63.4	-0.1
White	61.1	63.1	63.7	63.4	63.1	62.8	-0.3
Attainment Gap (Asian - White)	-4.2	-1.7	-1.1	-0.8	-1.8	-1.2	
Attainment Gap (Black - White)	-3.2	-2.7	-3.5	-5.0	-4.7	-6.8	
Attainment Gap (Chinese - White)	-0.2	-0.5	-0.6	0.4	-1.1	-2.3	
Attainment Gap (Mixed - White)	-0.3	-0.2	0.2	0.5	0.4	0.6	

Source: Annual Monitoring – Extracted 12/04/2021

UGT Average Pass Rate – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Asian	87.1%	94.1%	97.4%	97.6%	98.4%	88.4%	-10.0%
Black	87.0%	96.6%	95.8%	95.4%	96.3%	82.5%	-13.8%
Chinese	93.6%	97.4%	97.5%	97.4%	98.3%	86.7%	-11.6%
Mixed	92.5%	96.4%	97.6%	97.5%	98.8%	92.5%	-6.3%
White	94.1%	97.5%	98.2%	97.8%	98.3%	93.4%	-4.9%
Attainment Gap (Asian - White)	-7.0%	-3.4%	-0.8%	-0.2%	0.1%	-5.0%	
Attainment Gap (Black - White)	-7.1%	-0.9%	-2.4%	-2.4%	-2.0%	-10.9%	
Attainment Gap (Chinese - White)	-0.5%	-0.1%	-0.7%	-0.4%	0.0%	-6.7%	
Attainment Gap (Mixed - White)	-1.6%	-1.1%	-0.6%	-0.3%	0.5%	-0.9%	

Source: Annual Monitoring – Extracted 12/04/2021

Fee Status - UGT

GEP students saw the largest year-on-year increase in average Course marks and the smallest year-on-year decrease in average pass rates. EU students consistently see the highest average Course marks of all the fee groupings. EU students saw the smallest year-on-year increase in average Course mark.

UGT Average Course Mark – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
EU	67.7	67.5	70.4	69.1	68.8	69.3	0.5
Exchange	61.5	64.0	64.3	63.7	63.3	64.2	0.9
GEP	61.2	63.7	63.4	61.9	61.4	64.6	3.2
Overseas	59.7	61.6	63.0	62.1	61.1	62.1	1.0
RUK	62.2	64.1	64.6	64.0	62.2	63.5	1.3
Scotland	58.8	61.2	61.6	61.1	59.6	61.1	1.5

Source: OREA 2020/21

Overseas students saw the largest decrease in pass rates; 6.1% down compared to 2019/20.

Scottish and RUK students saw roughly the same year-on-year increase in average Course marks. Scottish student's year-on-year decrease in the average pass rate was 1.9% larger than the decrease experienced by RUK students, widening the attainment gap between the groups.

UGT Average Pass Rate – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
EU	96.1%	98.3%	99.5%	98.8%	99.4%	96.3%	-3.1%
Exchange	93.1%	96.6%	97.0%	97.5%	97.4%	94.7%	-2.8%
GEP	95.8%	99.2%	99.3%	100.0%	98.2%	96.4%	-1.8%
Overseas	93.4%	97.5%	98.6%	98.5%	98.5%	92.4%	-6.1%
RUK	94.3%	98.5%	98.4%	98.3%	98.2%	94.4%	-3.8%
Scotland	90.7%	97.3%	97.4%	96.9%	97.4%	91.7%	-5.7%

Source: OREA 2020/21

There is very little difference between the OREA sample and the full University sample in terms of trends. Overseas and Scottish students see the largest decreases in average pass rates between last year and the first half of 2020/21. Scottish students see the largest year-on-year decrease in average Course marks since 2019/20. The attainment gap between Scottish and RUK students has widened.

SQAC 20/21 4E

UGT Average Course Mark – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
EU	66.7	68.0	69.7	69.0	69.2	69.7	0.5
Exchange	62.4	63.1	63.7	63.4	64.0	64.3	0.3
GEP	61.6	64.0	65.2	62.5	62.8	64.9	2.1
Overseas	60.9	62.9	63.9	63.5	63.3	63.1	-0.1
RUK	62.8	64.6	64.8	64.6	64.1	64.0	-0.1
Scotland	59.4	61.6	62.4	62.0	61.7	61.2	-0.6
Attainment Gap (Scotland - RUK)	-3.4	-3.0	-2.4	-2.6	-2.4	-2.8	

Source: Annual Monitoring – Extracted 12/04/2021

UGT Average Pass Rate – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
EU	96.2%	97.9%	99.3%	98.8%	99.2%	96.4%	-2.8%
Exchange	95.5%	96.5%	97.3%	97.6%	97.7%	95.7%	-2.0%
GEP	93.3%	97.0%	99.1%	98.6%	98.5%	96.2%	-2.3%
Overseas	94.3%	97.1%	98.3%	98.3%	98.9%	92.4%	-6.5%
RUK	95.9%	98.2%	98.7%	98.4%	98.9%	94.4%	-4.5%
Scotland	92.2%	96.5%	97.6%	97.0%	97.6%	91.3%	-6.3%
Attainment Gap (Scotland - RUK)	-3.7%	-1.7%	-1.1%	-1.4%	-1.3%	-3.1%	

Source: Annual Monitoring – Extracted 12/04/2021

Sex – UGT

Both sexes see their average pass rate negatively impacted in semester 1 2020/21. Men see their average pass rate fall more than women, but their average Course mark increase by more compared to 2019/20.

UGT Average Course Mark – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Female	61.3	62.7	63.7	62.9	62.6	63.3	0.7
Male	60.8	63.2	64.2	63.6	61.6	63.4	1.8
Attainment Gap (Male - Female)	-0.5	0.4	0.5	0.7	-0.9	0.1	

Source: OREA 2020/21

UGT Average Pass Rate – OREA Sample	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Female	94.1%	98.0%	98.5%	98.1%	98.7%	94.6%	-4.1%
Male	91.9%	97.5%	97.9%	97.9%	97.7%	92.2%	-5.5%
Attainment Gap (Male - Female)	-2.2%	-0.5%	-0.6%	-0.2%	-1.0%	-2.4%	

Source: OREA 2020/21

The full dataset, like the OREAS sample, see's that men experience a larger decrease in average pass rates than women compared to 2019/20. The attainment gap in the average Course mark is negligible. Course pass rates that had been fairly similar between the sexes, now show that so far this academic year, the attainment gap has widened with the pass rate for men 2.5% lower than their female peers.

SQAC 20/21 4E

UGT Average Course Mark – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Female	62.2	63.7	64.4	64.2	63.9	63.9	0.0
Male	60.9	63.4	64.4	63.9	63.6	63.5	-0.2
Attainment Gap (Mixed - White)	-1.3	-0.3	-0.1	-0.3	-0.3	-0.5	

Source: Annual Monitoring – Extracted 12/04/2021

UGT Average Pass Rate – Full Dataset	2015/6	2016/7	2017/8	2018/9	2019/0	2020/1	YoY Change
Female	95.5%	97.7%	98.6%	98.2%	98.8%	94.3%	-4.5%
Male	92.5%	96.7%	97.8%	97.6%	98.1%	91.8%	-6.3%
Attainment Gap (Mixed - White)	-3.0%	-1.0%	-0.8%	-0.6%	-0.7%	-2.5%	

Source: Annual Monitoring – Extracted 12/04/2021

Conclusion

The conclusions drawn from the OREA paper noted that by looking at all of the evidence it was clear there has been an impact on exam results this semester, with some student groups experiencing a larger impact than others.

At an aggregate level no changes in pass rates or course marks averages were noted as being significant for any one demographic at an undergraduate level. This lack of significance is driven by the results achieved by students in 2015/16 which were similarly low to 2020/21. However it is clear that the high levels of attainment that have been achieved in the past 4 sessions were not achieved last semester. Furthermore, this decrease in attainment was larger with disabled student, BAME students, and State School students, who all demonstrated lower pass rates than their peers, resulting in wider attainment gaps.

Including the University's full Course marks dataset has gone further to highlight the differences between different demographic groups. Persistent attainment gaps between disabled and non-disabled students, black and white students, Scottish and RUK students, state and independently educated students, can be seen.

22 April 2021

Progression

Description of paper

1. An analysis of progression has been undertaken to compare the favourable progression of different student groups.

Action requested / recommendation

2. SQAC are asked to discuss.

Background and context

3. To complement the papers also being submitted to SQAC, an analysis of progression is being submitted for review. This paper analyses the progression rate of 1st year Undergraduate students.

Discussion

4. There was a large variance between the year-on-year changes of favourable progression in Schools on in 2019/20.
5. Favourable progression gaps exist between demographic groups.

Resource implications

6. N/A

Risk management

7. N/A

Equality & diversity

8. N/A

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

9. To be discussed

Author

Hannah Melville
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Insights & Modelling
Date: 15/04/2021

Presenter

Hannah Melville

Freedom of Information: Open

Introduction

An analysis of progression has been undertaken to compare the favourable progression of different student groups. This progression analysis looks only at the favourable progression decision (if the student was allowed to progress), not at whether they decided to progress or not. Only the progression from 1st to 2nd year has been included in this analysis. Students not classed as progressing favourably include those whose progression decision is classed as 'defer', 'fail', 'repeat' or 'transfer'.

It should be noted that in 2019/20, the University of Edinburgh operated a no detriment policy.

Key Findings

- The University favourable progression rate increase in 2019/20.
- There was a large variance between the year-on-year changes of favourable progression in Schools on in 2019/20.
- The School of History, Classics and Archaeology saw a 5.8% decrease in the favourable progression rate, while the School of Informatics saw a 15.8% increase in the favourable progression rate.
- In 2019/20 the favourable progression gap between different demographic groups narrowed.
- However, differences between the favourable progression of disabled and non-disabled students, Scottish & RUK Students, state and privately educated students still exist.

University Results

The progression rate in 2019/20 is significantly higher than in previous years. In 2019/20 the University of Edinburgh operated a no-detriment policy. It is likely that the elevated progression rates are due to no-detriment.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0
University of Edinburgh	86.8%	89.3%	91.8%	91.6%	96.2%

Source: Annual Monitoring Data. Extracted on 12/04/2021

School Results

Most Schools saw large increases in the favourable progression rate of students. The University wide year-on-year increase was 4.6%. The progression rates of the School of Economics, School of Engineering, School of Informatics, School of Mathematics and the School of Physics and Astronomy, far exceed the Universities average increase.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0	Y-o-Y Change
Business School	96.2%	95.2%	95.2%	96.1%	99.3%	3.20%
Deanery of Biomedical Sciences	93.7%	88.6%	95.1%	93.5%	97.5%	4.00%
Edinburgh College of Art	94.8%	95.3%	95.6%	94.7%	97.4%	2.70%
Edinburgh Medical School	97.6%	97.5%	97.5%	93.9%	97.7%	3.80%
Moray House School of Education and Sport	86.5%	87.6%	95.0%	89.9%	96.0%	6.10%
Royal (Dick) School of Veterinary Studies	85.7%	90.9%	96.0%	97.4%	100.0%	2.60%
School of Biological Sciences	88.4%	95.2%	91.8%	93.7%	98.9%	5.20%
School of Chemistry	82.3%	73.4%	89.7%	93.0%	91.7%	-1.30%
School of Divinity	87.0%	97.1%	94.0%	93.3%	90.2%	-3.10%
School of Economics	85.6%	87.6%	87.7%	86.8%	97.7%	10.90%
School of Engineering	75.1%	77.9%	78.6%	84.2%	97.5%	13.30%
School of Geosciences	88.6%	90.7%	90.2%	89.8%	96.6%	6.80%
School of Health in Social Science	83.3%	89.4%	94.1%	96.2%	94.9%	-1.30%
School of History, Classics and Archaeology	82.6%	87.0%	94.6%	94.2%	88.4%	-5.80%
School of Informatics	69.6%	76.2%	79.0%	77.5%	93.3%	15.80%
School of Law	79.9%	87.4%	91.8%	86.8%	95.1%	8.30%
School of Literatures, Languages and Cultures	91.7%	94.7%	89.7%	96.6%	97.2%	0.60%
School of Mathematics	81.8%	85.4%	85.0%	87.7%	97.7%	10.00%
School of Philosophy, Psychology and Language Sciences	88.3%	94.1%	96.2%	95.8%	98.1%	2.30%
School of Physics and Astronomy	80.3%	86.3%	89.4%	81.3%	93.4%	12.10%
School of Social and Political Sciences	87.9%	93.6%	94.4%	94.5%	95.6%	1.10%

Source: Annual Monitoring Data. Extracted on 12/04/2021

Demographics

In this paper we analysed the differences in favourable progression by disability, ethnicity, school type, sex, and fee status. School type and ethnicity will only include students who are UK domiciled. International students will be considered in fee status.

Disability

Lower percentages of disabled students receive a favourable progression decision than their non-disabled peers. Despite the the gap between the two groups being reduced in 2019/20 compared to 2018/19, differences in the percentages of 1st year undergraduate disabled and non-disabled students who receive favourable progression decisions continue to exist.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0
No Disability	87.5%	90.0%	92.1%	92.2%	96.6%
Disabled	82.9%	86.2%	90.5%	88.8%	94.0%
Difference (Disabled – Not Disabled)	-4.6%	-3.8%	-1.6%	-3.4%	-2.6%

Source: Annual Monitoring Data. Extracted on 12/04/2021

Ethnicity - UK Domiciled Students Only

Differences in the rates of favourable progression between 1st year undergraduate ethnic groups has on the whole reduced since 2015/16. In 2019/20 Asian and Chinese students saw higher levels of favourable progression than white students for the first time in 5 years. Black and mixed race students showed lower levels of favourable progression in 2019/20 compared to their white peers.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0
Asian	73.6%	86.4%	91.0%	83.6%	97.1%
Black	79.2%	88.6%	91.7%	83.7%	92.3%
Chinese	92.5%	89.1%	84.9%	88.9%	97.7%
Mixed	81.0%	87.1%	92.3%	90.7%	94.4%
White	86.9%	89.3%	91.6%	91.1%	95.6%
Difference (Asian - White)	-13.3%	-2.9%	-0.6%	-7.5%	1.5%
Difference (Black - White)	-7.7%	-0.7%	0.1%	-7.4%	-3.3%
Difference (Chinese - White)	5.6%	-0.2%	-6.7%	-2.2%	2.1%
Difference (Mixed - White)	-5.9%	-2.2%	0.7%	-0.4%	-1.2%

Source: Annual Monitoring Data. Extracted on 12/04/2021

Fee Status

Over the past 5 years, Scottish students have shown the lowest levels of favourable progression out of all the fee status groups. The differences between Scottish and RUK students is noted in the table below. While the favourable progression decision difference reduced by 6% in 2019/20, Scottish students still trail 3.3% behind their RUK peers.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0
EU	91.6%	93.1%	95.5%	97.4%	98.0%
GEP	82.1%	93.1%	96.5%	97.5%	97.2%
Overseas	85.8%	87.8%	90.6%	91.1%	97.1%
RUK	92.1%	93.3%	95.1%	95.6%	97.3%
Scotland	81.6%	85.6%	88.4%	86.3%	94.0%
Difference (Scotland - RUK)	-10.5%	-7.7%	-6.7%	-9.3%	-3.3%

Source: Annual Monitoring Data. Extracted on 12/04/2021

State/Independent School – UK Domiciled Students Only

The favourable progression rates between state and privately educated students between 2015/16 and 2018/19 has averaged 6%, in 2019/20, this gap was reduced to 2%.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0
Independent School	90.9%	92.4%	94.9%	94.6%	97.0%
State School	84.4%	87.2%	89.4%	88.0%	95.0%
Difference (State-Independent)	-6.5%	-5.2%	-5.5%	-6.6%	-2.0%

Source: Annual Monitoring Data. Extracted on 12/04/2021

Sex

As also seen in other demographic splits, the gap between men and women for favourable progression was reduced in 2019/20.

UGT Favourable Progression	2015/6	2016/7	2017/8	2018/9	2019/0
Female	89.2%	90.9%	93.5%	93.6%	96.9%
Male	83.2%	86.8%	89.0%	88.5%	95.2%
Difference (Male - Female)	-6.0%	-4.1%	-4.5%	-5.1%	-1.7%

Source: Annual Monitoring Data. Extracted on 12/04/2021

Conclusion

Present in the 5 years' worth of data are notable differences in the favourable progression decisions between different demographic groups. In 2019/20, the differences in favourable progression rates were reduced. However, what is most notable in 2019/20 data is that while the differences between demographics were reduced, they still exist.

The smallest reduction in the favourable progression gap is seen between disabled and non-disabled students, where in 2019/20 the difference was only reduced by 0.8% compared to 2018/19.

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

**Annual Monitoring, Review and Reporting:
Minor Changes**

Description of paper

1. Seeks approval of minor changes to the annual monitoring, review and reporting templates for reporting on 2020/21 to reflect the decision to extend the interim reporting process.

Action requested / recommendation

2. To approve the minor changes to the report templates.

Background and context

3. At its meeting in February 2021, the Committee noted that the Convenor, College Deans and Academic Services had met in January to consider reporting options and plans for the next QA reporting cycle. It was agreed that the light touch, interim approach will be maintained for the 2020-21 QA reporting cycle. The same streamlined reporting template will be used but Schools will be asked to complete all three questions this year (question 1 was optional for the 2019-20 reports). The reporting timeline will revert to the usual dates, with late August once again the key deadline date for school submissions. It was noted that School Directors of Quality had been informed of this extension to the interim reporting process.

Discussion

4. The programme, School and College report templates have been updated to reflect the extension to the interim reporting process.
5. At the conclusion of the extended interim reporting process, the Committee will take a decision on when and how to return to normal annual monitoring, review and reporting processes, including on any changes to the normal process. The recommendations from the Digital Maturity assessment and how the quality processes can support the Curriculum Transformation programme will be considered as part of changes.

Resource implications

6. The light touch approach continues through the extension of the interim process. Changing questions from optional to mandatory is not expected to impact substantially on resources.

Risk management

7. There are risks associated with ineffective monitoring, review and reporting.

Equality & diversity

8. An Equality Impact Assessment was carried out on the normal process. The extension of the interim process will likely lead to less consideration of demographic data than the normal process as it is less directive on the range of data which should be considered as part of annual monitoring. However, the programme template encourages reflection on progression and outcomes, focussing on the difference in attainment of groups of students, and demographic data is available in these reports in PowerBI. The Committee is also discussing the outcomes of the Data Task Group at this meeting.

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

9. Academic Services will work with College Deans of Quality and College quality contacts to continue to communicate with colleagues in key roles at appropriate times.

Author

Nichola Kett, Academic Services
15 April 2021

Freedom of Information

Open

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2020/21
Programme/Programme Cluster Report

Guidance:

- An interim process to [continue to](#) reflect on the impact of and learning from the Covid-19 outbreak. May also be used to reflect on other aspects of academic standards, student performance and the student learning experience, ~~including the impact of industrial action~~. Designed to be light touch and work alongside other academic contingency activity.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations.
- The report should be **brief** (suggested length of no more than three pages). Use bullet points where possible.
- Schools/Deaneries decide on the optimum clustering of programmes to enable effective reflection whilst avoiding duplication of effort.
- Reports should not contain information which identifies any individual – [Data Protection Policy](#)
- **Deadline:** ~~Friday 30 October 2020~~ [to be determined by the School/Deanery.](#)

Programme(s):	
Report written by (include contributors):	
Date of report:	

1. Provide a high-level overview of [ongoing](#) changes made in response to the Covid-19 outbreak.
Please reference and/or use the information gathered via your School/Deanery's Boards of Examiners/Boards of Studies in response to Covid-19 [as appropriate](#).

2. Provide a reflection on the impact of [ongoing](#) changes made in response to the Covid-19 outbreak.
Which may include but are not limited to (as appropriate):

- A consideration of student **progression** and **outcomes** (focussing on the difference in attainment of groups of students ~~in 2019/20~~, rather than comparing against other years)
- Student engagement in and feedback on the changes.
- Other types of engagement in and feedback on the changes (e.g. from External Examiners, Professional Statutory and Regulatory Bodies, industry, etc.)
- Activity taking place for students whose progression was impacted.

3. ~~OPTIONAL~~ Update on actions planned from previous year's annual programme monitoring.
Please note: actions planned from annual programme monitoring on 18/19 should [also be included if they weren't reported on last year. continue to be progressed and monitored as an update will be sought in a future reporting cycle.](#)

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4. ~~OPTIONAL~~ Provide a reflection on other aspects of academic standards, student performance and the student learning experience. This may include a reflection on whether the disruption caused by the 2019/20 industrial action has led to any impact on the quality of learning, teaching and assessment and, if so, how this has been mitigated.

--

5. What has worked well and what would you like to retain?
This could include: changes to courses, including content, assessment and delivery methods; and changes to processes.

--

6. What could have worked better/requires further development?
Please identify any actions or areas for improvement.

--

Actions identified:
1)
2)

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 202019/210
School/Deanery Report

Guidance:

- An interim process to [continue to](#) reflect on the impact of and learning from the Covid-19 outbreak. May also be used to reflect on other aspects of academic standards, student performance and the student learning experience, ~~including the impact of industrial action.~~ Designed to be light touch and work alongside other academic contingency activity.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations. The report may be split by type of provision.
- The report should be **brief** (suggested length of no more than three pages). Use bullet points where possible.
- The report will require discussion and input from across the School/Deanery.
- Reports should not contain information which identifies any individual – [Data Protection Policy](#)
- **Deadline:** ~~Friday Monday 23X0 November~~ [August 20210.](#)

School/Deanery:	
Report written by (include contributors):	
Date of report:	

1. ~~OPTIONAL~~ Progress with (see Aide Memoir from Academic Services):

- actions planned in last year's report;
- and any recommendations from last year's Senate Quality Assurance Committee sub group meeting

Please note: actions from annual monitoring on 18/19 should ~~continue to be progressed and monitored as an update will be sought in a future reporting cycle~~ [also be included if they weren't reported on last year.](#)

2. Summary of what has worked well.

Including good practice for sharing across the College and University.

Good practice for sharing across the College and University:

1)

2)

3. Summary of what could have worked better/requires further development.

Please identify any actions or areas for improvement.

Actions identified for the School/Deanery:

1)

2)

Actions requested of the College:

1)

2)

Actions requested of the University:

1)

2)

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2020/21
College Report

Guidance:

- An interim process to [continue to](#) reflect on the impact of and learning from the Covid-19 outbreak. May also be used to reflect on other aspects of academic standards, student performance and the student learning experience, [including the impact of industrial action](#). Designed to be light touch and work alongside other academic contingency activity.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations. The report may be split by type of provision.
- The report should be **brief** (suggested length of no more than three pages). Use bullet points where possible.
- Reports should not contain information which identifies any individual – [Data Protection Policy](#)
- **Deadline:** [Friday 27 November 2020](#) [TBC](#) (completion of the report delegated to College Dean of Quality or equivalent).

1. Reflection on School/Deanery reports

2. Actions

Actions identified for the College:

1)

2)

Actions request of the University (key themes identified from School/Deanery reports and any additional actions identified by the College):

1)

2)

[May-April 2021](#)

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

**Annual Monitoring:
University Level Actions**

Description of paper

1. This paper updates the Committee on University level actions agreed in response to issues identified as areas for further development in School Annual Quality Reports 2019-20.

Action requested / recommendation

2. For information.

Background and context

3. Senate Quality Assurance Committee (SQAC), at the meeting held on 17 December 2020, approved actions at University level in response to issues identified as areas for further development in School Annual Quality Reports 2019-20.

Discussion

4. See paper below.

Resource implications

5. Resource implications are considered as part of each action.

Risk management

6. Ensuring that students and staff are confident that the University listens to and acts on their comments and feedback is essential to ensuring their engagement with quality processes. This report represents an element of the feedback loop from the central University level to the local School and College levels.

Equality & diversity

7. The actions encompass Equality and diversity issues.

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

8. Academic Services will inform relevant areas.

Author
Brian Connolly
Academic Services

Presenter
Brian Connolly
Academic Services

Freedom of Information
Open

The University of Edinburgh
Senate Quality Assurance Committee

Annual Monitoring: University Level Actions

Senate Quality Assurance Committee (SQAC), at the meeting held on 17 December 2020, approved actions at University level in response to issues identified as areas for further development in School Annual Quality Reports 2019-20.

A report on these issues was submitted to the University Executive (February meeting) and a response requested from each of the individuals and areas with remitted actions.

The following responses were received:

Area for Further Development	Remitted Action	Response
<p>Staff Welfare Schools reported concerns that the pandemic has exacerbated existing issues in relation to staffing and workload pressures. A strong positive theme throughout the reports was the sense of community evoked by the pandemic and support that academic and professional service staff provided for their students and each other within Schools. However there is concern that the ongoing situation is having a significant impact on staff well-being and the potential impact that this might have on the student experience.</p>	<p>University Secretary</p>	<p>The University is committed to supporting mental health and wellbeing at work. The Wellbeing Hub (http://www.ed.ac.uk/staff/health-wellbeing) aims to bring together all University services and support into one location. Wellbeing is especially important in the current circumstances and every member of staff is encouraged to play a part in looking after their colleagues.</p> <p>Support is offered in a number of ways:</p> <ul style="list-style-type: none"> • Promoting a healthy working environment and working practices including physical, mental, environmental, financial and emotional aspects. Recognising additional workload challenges the organisation has given 2 additional respite days at Easter 2020, 3 at Christmas and 2 at Easter 2021. Those unable to use at the time have been able to reschedule a break. By stopping as much

		<p>activity as is feasible this has allowed as many staff as possible to take a real break without worrying about meetings or emails. Additional online wellbeing and mental health services have been made available to staff through the wellbeing hub. Also allowed staff to carry over 10 days holiday into this academic year, and announced same for 2022 whilst continuing to encourage everyone to take regular breaks.</p> <ul style="list-style-type: none"> • Taking care of one another every day – aligned to our value of fostering a supportive and inclusive environment where discrimination, prejudice, harassment and bullying is not tolerated. • Signposting to mental health support in times of difficulty - access to the advice and guidance to support mental health, acknowledging that everyone is different in what they need so different support is available including information, the opportunity to speak to someone, self-help resources as well as specialist external support. Wellbeing hub as mentioned above and Staff Counselling has pivoted to enable staff to have digital referrals once face to face became unrealistic because of Lockdown. • Operated a ‘best endeavours’ for all staff throughout lockdown and, one of few in Scotland, have made furlough available to staff with additional caring responsibilities as well as those who needed to shield
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		<p>with approximately 3,330 taking up this support.</p> <ul style="list-style-type: none"> • Made additional spaces available for all management development programmes to ensure managers have the right skills to support staff. All eligible delegates accepted with increased capacity at all levels (Aspiring Manager +780%, Edinburgh Manager +740%, Edinburgh Leader +230%). Also increased places on Aurora to support female staff from 40 last year to 160+ in this academic year with good feedback from all programmes. • Planning for next year is taking into account learning from this year, including planning for a more campus centric expectation, operating to UK delivery time, synchronous delivery and activities timetabled. • Planning to rerun the hybrid working survey to understand how people's views have changed over lockdown as well as reviewing what has worked well that we want to retain and what we need to do differently.
<p>Communication A theme that emerged across the School reports was University communications to students and staff and the need to ensure that University level communications to students align with local communications and plans as a key element to managing student expectations. There was also a widespread desire</p>	<p>Adaptation and Renewal Team</p>	<p>To Follow</p>

<p>from staff for more information and clarity in relation to initiatives or projects that were halted due to the pandemic, such as the Student Support and Personal Tutor Review, the Student Experience Action Plan, and the Curriculum Review, to assist Schools in their own curriculum and student experience plans.</p>		
<p>Equality, Diversity, and Inclusion Schools highlighted in a number of reports the impact of the pandemic on students with protected characteristics, caring responsibilities, and students from widening participation backgrounds.</p>	<p>Convenor of the Equality, Diversity and Inclusion Committee</p>	<p>The Equality, Diversity and Inclusion Committee will add these impacts as evidence to the strategic EqIA to support decision making with regard to COVID mitigations. I will ensure these issues are also raised with the Curriculum Transformation Board so that inclusion and reducing the attainment gap are attended to as developments are progressed.</p>
<p>Extensions and Special Circumstances (ESC) Schools broadly welcomed the new ESC service and were able to recognise the longer-term benefits, but reported that the initial implementation had caused additional workload for staff, due to systems issues and response times, at a time when they were already under pressure. Some simplification of the process is in discussion as part of the recently announced assessment mitigation measures, in anticipation</p>	<p>Deputy Secretary, Student Experience</p>	<p>It was agreed that new Extensions and Special Circumstances (ESC) service should launch in semester 1 20/21 however the ESC software to support new ways of working for both students and staff was only launched in February, later than planned due to delays caused by strike action and Covid-19. This approach (of launching the service without the new software fully in place) was approved by the ESC Project Board, which has representations from schools and college, but everyone involved recognises that the early (semester 1) off-system ways of working were far from ideal for all schools.</p> <p>Since the system launch on the 23rd of February, things are running much better. The service to date has received 26,996 applications and is</p>

of a further increase in ESC requests from students. Looking ahead, the value of the ESC service will be in monitoring the ESC data to identify potential 'at risk' students, but the service needs to have the capacity to do this.

within the agreed turnaround time with all incoming applications. As we reach the end of teaching and head to the exam diet, the ESC team are preparing for a likely shift in balance between extension and special circumstance application numbers. Learning lessons from last semester, they have agreed an adjusted framework for special circumstance applications and their deadlines and have set up a dedicated deadline page to publish School SC deadlines. They have also established a User Group, the first meeting of which took place recently and was well attended.

Director of Student Administration Lisa Dawson has also met with senior colleagues (Barry Neilson, Liz Lovejoy and Dave Robertson) to discuss ESC. It is clear that the majority of issues raised and escalated to these individuals have been addressed or are now in planning in partnership with the user group. As with any new University wide service, this continues to require refinement to ensure it is functioning as expected. Work will continue to build trust with Schools in the robustness of the validity decisions being made by the central team.* It is clear that some students are submitting applications to ESC without seeking support from their School. This has never been the intention and on the system at each stage students are encouraged to seek local support from their school and University Support Services. ESC have clear protocols in place for escalating causes of concern back into Schools (or relevant professional services), ensuring that both low and medium cases are identified (to ensure they don't become serious) along with serious cases such as threat to life or experience of sexual violence.

		<p>*In terms of decision-making, ESC establish and confirm the validity of all extensions requests and SC applications against a) the University’s Special Circumstances policy and b) the in-year mitigating changes that have been made as a result of Covid-19 eg for automatic extensions, adjusting evidence requirements and blanket extensions.</p>
<p>Online Learning Platforms Schools reported broad frustration with the various online teaching platforms that the University had in place at the outset of the pandemic, in part reflecting the rapid shift to digital delivery, and reported a desire for a strategic assessment of online learning technology going forward as part of the broader curriculum review and reform.</p>	<p>Information Services</p>	<p>We appreciate SQAC members’ support for review and investment and hope they will add their voices to our requests in the planning round. In the meantime colleagues should continue to report IT issues to the IS Helpline and attend training to ensure that they can expertly use the tools on offer. Learning technologists in ISG are regularly in touch with peers at other institutions, particularly those with similar sets of tools to ensure that we benefit from sector-wide insights. We are strategically reviewing uptake of training by colleagues in order to better identify areas where skills have not been updated. We hope to be able to triangulate who attended training, helpdesk reports and tools used with areas where feedback on teaching has been poor.</p> <p>Collaborate, Learn and Media Hopper will all be in place for teaching next year, resourcing restrictions ensure that we are not planning any major changes to the core systems available. Colleagues should sign up to service notifications and newsletters for updates on new functionality as it arrives. As noted, we aim during the semester to keep the tools stable without regular changes to interface and behaviour, but over the summer some new features are being added to Collaborate and we are identifying</p>

		<p>pilot schools for trialling Learn Ultra (the newer version of Learn VLE which offers a new interface). Schools which are part of the Learn Foundations project have been feeding into this through the academic user group. Schools which are not aligned with Learn Foundations will not gain these benefits and may fall further 'out of synch' as we align and focus our service support in these areas.</p> <p>We moved Learn to 'the Cloud' before the pandemic and I hope to move it to the next version (Ultra) soon. This year we had an embarrassing 240 minute outage at the start of term. Learn wasn't actually down, we just couldn't access it, which is basically the same thing for users. Other than that we had 39 minutes down for a whole year, which is much improved on 2017-18 levels. We have seen growth in the use of blogs and computational notebooks as well as e-portfolios and turnitin.</p> <p>We had a huge increase in use of Collaborate on previous years when it was mostly used by fully online courses for distance teaching. For example we saw a 3185% increase in total attendees Dec19 vs Dec20.</p> <p>A 1200% increase in sessions launched, Dec19 vs Dec 2020. The vendor have increased the scalability of the service, we are now in a position where the service can maintain the current level of demand on an ongoing basis. Improvements include: Enhanced reporting of storage used in reports available from Blackboard, text chat improved, participants can now tag others in the session and large sessions can now accommodate up to 1000 participants. Moderator and</p>
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		<p>Presenter role will be able to view 25 videos at a time (students rolled out at later date) You can choose between gallery, speaker or tile view. You can switch between all videos and the shared content in the bottom right corner when sharing content.</p> <p>Teams, Zoom and Collaborate are all offered so that colleagues have choice of which virtual classroom to use, or when one is overloaded however this is not cost effective in the long-term as they have broadly similar functionality and student feedback indicates that they find it confusing to have different courses using different tools in different ways. The online meetings/teaching tools are changing rapidly. Once we have passed the 'emergency teaching' this year and returned to 'normality' we will review which of the virtual classroom tools to keep. In the last 2 years we have engaged with more than 4,000 students in the biggest co-design exercise the University has ever carried out on its VLE. We have built up a very rich and detailed picture of what students and staff need to do in Learn, and why. Our user surveys of students indicate that student requirements of Learn VLE remain much the same as they were before the pandemic and they hope that courses use it consistently.</p> <p>Colleagues successfully uploaded 200+k items of media this year. Upload speeds and success have been impacted by home broad band speeds for many as home broadband packages are optimised for downloading media rather than uploading. In many cases colleagues did not follow university guidance to attach automated captions to their pre -recorded video and did not attend training (or watch support videos) to optimise the tools. The</p>
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		<p>volume of media now stored online is very expensive for the university and in an attempt to reduce this cost ISG will be deleting large source files as part of an automated process.</p> <p>Licence costs for the university have significantly increased as a result of much increased usage and ISG will strategically review which services should be cut or closed in order to accommodate this additional spend.</p> <p>In response to feedback, ISG have made bids in the planning round for investment in hybrid classroom AV kit, VLE upgrades and e- exams platforms.</p> <p>I'd be happy to attend an SQAC meetings to talk about ongoing VLE consolidation projects and Learn Foundations which prepare the way for a longer term VLE review, or to highlight how attending training in how to use the tools may make it easier for colleagues to improve their teaching.</p>
<p>On-campus Space and Resources Access to the University's on-campus space and resources continues to be a persistent theme across School reports. Concerns were raised in terms of the quality and suitability of teaching and community building space that was under strain before the pandemic and which may be under further strain when students return to campus under social distancing constraints. There are opportunities going forward to consider the</p>	<p>Convenor of Space Strategy Group</p>	<p>I note the concerns - consistently expressed across School reports on estates. While much of this relates to the COVID period, I do know that this is not necessarily the cause of the issues being raised. There is also an interesting juxtaposition between School reports which reflect 'their' estate and the University role in addressing inadequacies. For example, I am aware of Schools who have had significant issues this year in delivery of teaching where allocated space remained unused, and available 'extended' timetabling slots in evening period were also not utilised. Again, while these two examples are reflecting the COVID challenges, they are suggesting that the problem is more nuanced than simple questions of quantity or volume of teaching space.</p>

<p>role and purpose of both physical and digital learning spaces as part of the wider curriculum review, drawing on the lessons learnt from hybrid teaching.</p>		<p>In my view it is also difficult to address this fully with an eye in the rear-view mirror. Clearly teaching is going to be impacted permanently - both in terms of how we deliver it, how we timetable it, and the nature of the estate in terms of both capacity and quality/suitability.</p> <p>The consistency of this item on reports would suggest that we need to consider the issues more formally and prospectively and with perhaps more detail, to get under the issues properly.</p> <p>I would suggest that Tina as Chair of SQAC might convene a meeting soon with myself, VP Catherine Martin and Grant Ferguson (Interim Director, Estates) to progress some ideas.</p>
<p>Assessment and Progression Tools (APT) Some Schools (predominantly in CAHSS) reported issues with the functionality and reliability of APT. Concerns were noted that ATP was not adequately flexible to deal with complex course structures and required manual calculations/checking.</p>	<p>Director of Student Systems and Administration</p>	<p>Reported calculation errors for semester 1 boards last year were investigated and no calculation problems were identified. However a time lag was identified with a BoE report which has now been fixed.</p> <p>Student Systems will deliver further training for any area experiencing issues setting up structures and/or work with them on the structures they feel aren't providing the expected results.</p> <p>Whilst APT supports around 40 different methods of assessment, if a School adopts assessment structures that APT doesn't support, they will need to be managed outside of the system.</p> <p>The issue with external examiners understanding reports hadn't been raised before now. We no longer have an active APT project but can consider further enhancements</p>

		through the Partnership Board which governs the Student Systems Partnership (SSP) portfolio.
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The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

**Postgraduate Taught External Examiner Reports:
Thematic Analysis 2019/20**

Description of paper

1. An analysis of data from the External Examiner Reporting System (EERS). Covers postgraduate taught programmes for academic year 2019/20, provides comparison with 2018/19 and trend analysis over the past five years. Includes analysis of External Examiners comments in relation to the Covid-19 pandemic.

Action requested / recommendation

2. The Committee to note the report and identify any University-level actions (assigning to specific areas as appropriate).

Background and context

3. The University's External Examiners for Taught Programmes Policy states that the Senate Quality Assurance Committee uses information from External Examiners reports to identify common themes to help shape strategic approach to quality assurance, quality enhancement and to enhance student experience. This report was compiled from data provided in the new PowerBI External Examiners Dashboard. The previous reporting mechanism in BI Suite is no longer supported.

Discussion

4. Analysis includes major themes arising from commendations, suggestions, issues, comments identified for institutional escalation in the External Examiners' reports and summarises report status. Analysis was conducted based on data available on 8 April 2021. Full analysis is attached as Appendix 1.
5. The UK Quality Code guiding principles on External Expertise state, "Providers have effective mechanisms in place to provide a response to input from external examiners and external advisers." The University's mapping to the Quality Code states in response that Academic Response coordinators in Schools are responsible for responding to External Examiner reports and that the Quality Assurance Committee receives a thematic report from Undergraduate and Postgraduate Taught external examiner reporting. The Committee identifies any institutional actions.

Resource implications

6. The paper is a report on activity therefore there are no resource implications associated with it. Any actions taken by Schools and Colleges as a result of External Examiner reports are expected to be met from within existing resources. An additional analysis of references to Covid-19 was carried out at the request of

the Assistant Principal Academic Standards and Quality Assurance. Further contextual or cluster analysis was not achievable for this report within current Academic Services resources. As noted in the December 2020 thematic report on Undergraduate External Examiner reports, there may be more value in targeted analysis of External Examiner reports at an institutional level in response to strategic priorities.

Risk management

7. The paper is a report on activity and no risks are identified.

Equality & diversity

8. The paper is a report on activity and an equality impact assessment is not required. Academic Services has not identified any major equality impacts in relation to this report.

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

9. The Committee should consider implementation and communication of any agreed action. College representatives should ensure that the outcomes of the Committee's discussions are available for consideration by the relevant College committees.

Author

*Susan Hunter, Academic Services
14 April 2020*

Presenter

Nichola Kett

Freedom of Information

The paper is **open**.

Appendix 1

Postgraduate Taught External Examiner Reports: Thematic Analysis 2019/20

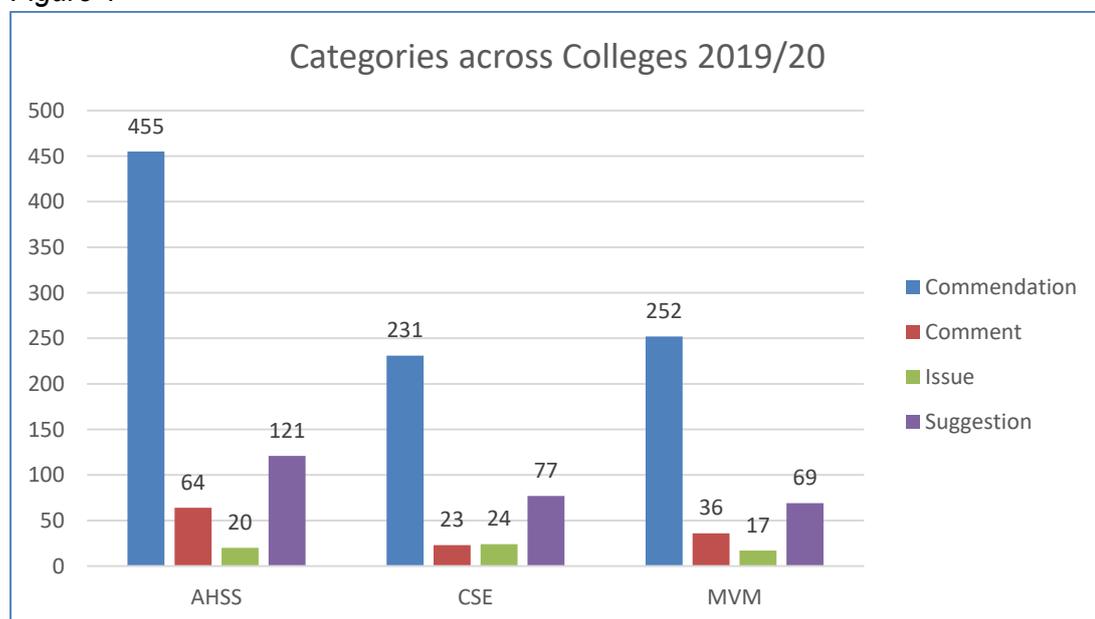
1. Introduction

- 1.1 This report provides a thematic analysis of External Examiner reports for postgraduate taught programmes. Analysis was conducted based on data available from the online reporting system on 8 April 2020.
- 1.2 **Action requested:** Senatus Quality Assurance Committee to discuss the report and identify any University-level actions (assigning to specific areas as appropriate).

2. Analysis of major themes

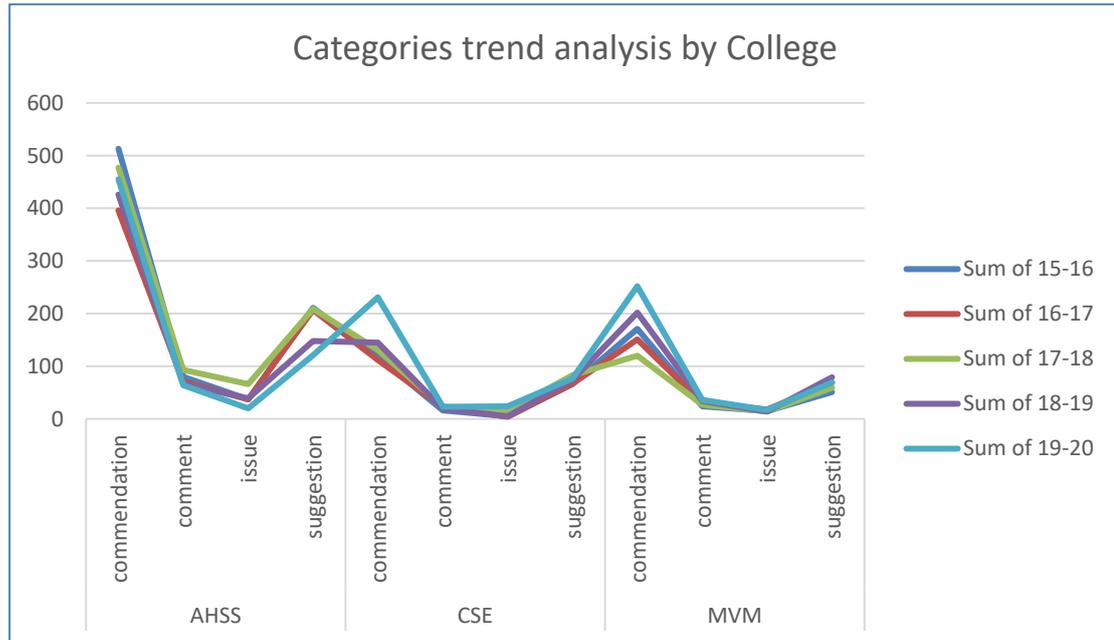
- 2.1 Analysis continues to show a high number of commendations (938, 68% of the total category comments) across the University and a low number of issues (61, 4% of the total). The Committee should note that External Examiners can make multiple comments across categories and the analysis reflects the trends shown by the reporting system as well as from free text narrative.

Figure 1



AHSS (College of Arts, Humanities and Social Sciences), MVM (College of Medicine and Veterinary Medicine), CSE (College of Science and Engineering). The number of issues, commendations and so on are in the context of the relative size of each college.

Figure 2



AHSS (College of Arts, Humanities and Social Sciences), MVM (College of Medicine and Veterinary Medicine), CSE (College of Science and Engineering). The number of issues, commendations and so on are in the context of the relative size of each college.

2.2 Commendations

The main **theme** commended across all three Colleges was The Assessment Process (662 commendations, 29% of the total number of commendations). Many commendations were course or programme specific. As in the previous year, the most often occurring type of commendation in this theme related to the range, quality and diversity of teaching, learning and assessment. Some examples of External Examiners' comments are given below:

"As before, a great range of assessments that impressively draw together theory and practice. I particularly enjoy reading the online posts and the evident learning on display over time."

"I continue to be impressed by the use of different forms of formative and substantive assessments, variety between courses and in particular how students can build on work and feedback for their future work."

"...an impressive array of assessment procedures are in place, including MCQ, poster critique and presentation, data analysis and interpretation, grant application writing, verbal responses to questions in presenting evidence in court, and log frame construction. Such diversity secures not only minimising inherent diversity in student ability, but additionally reinforces key skills in communication."

2.3 Suggestions

The Assessment Process **theme** attracted the highest number of suggestions at 203 (29% of the total number of suggestions). The Student Feedback sub-theme had the most report entries at 21 (10% of the total number of suggestions in the Assessment Process theme). External Examiners provided a range of suggestions across a variety of topics. The most often recurring theme was suggestions relating to providing consistent and full feedback (a total of 8 suggestions, 4% of the total suggestions in the Assessment Process theme and a reduction on the 21 suggestions in this area raised in the previous year). Suggestions relating to consistent and full feedback were raised by one External Examiner in each of the following:

- College of Arts Humanities and Social Sciences – Business School, Divinity, Health in Social Science, Moray House School of Education and Sport, Social and Political Science
- College of Science and Engineering – GeoSciences
- College of Medicine and Veterinary Medicine – Deanery of Clinical Science, Royal (Dick) School of Veterinary Medicine

2.4 Issues

Overall, 61 issues were raised (slightly higher than 58 recorded in the previous year's report). The main theme was Provision of Information with 24 issues (39% of the total number of issues). Provision of Information was raised as an issue across all Colleges. The most common issue raised related to receiving material in too short a time before the Board meeting: by two External Examiners in History Classics and Archaeology, and by one External Examiner in each of the Schools of Mathematics, Engineering, Informatics, Royal (Dick) School of Veterinary Medicine, Business, Moray House School of Education and Sport. Schools have responded to or are preparing response to comments raised.

3. Additional analysis of commendations, issues, suggestions and comments

Academic Services carried out an additional analysis of External Examiners reports specifically in relation to Covid-19 pandemic impacts. It should be noted that External Examiners can, and do, include more than one point in a report entry related to a commendation, issue, suggestion or comment and these can also be conflated (for example an issue can include a suggestion, comment or commendation). Therefore, although total numbers of points raised are given below, it is not possible to provide a percentage. From a total of 1250 report entries, 219 entries included the words 'covid' 'pandemic' or 'coronavirus'. Analysis was carried out on these entries.

3.1 Adjustments to assessment

External Examiners commented positively on the adjustments in response to the Covid-19 pandemic in 55 report entries. They reported that quality and standards were maintained in challenging circumstances and that mitigations, including the no detriment policy, were used appropriately and fairly. There were two negative entries in relation to the appropriateness of learning and assessment changes in

response to the pandemic. One External Examiner commented that exams may have been slightly easier but that was understandable, and one commented that they hoped to see a return to written exams.

3.2 Staff commitment

External Examiners made 42 positive report entries in praise of academic and professional services colleagues' efforts during the Covid-19 pandemic. They highlighted efforts to maintain standards, support students and ensure things ran as smoothly as possible.

3.3 Provision of information

In 29 positive report entries, External Examiners felt well informed about changes in response to the Covid-19 pandemic. They reported that information was clear and received in a timely manner. There were eight negative report entries in relation to late receipt of information or with tight deadlines for responding.

Schools have responded to, or are preparing responses for, these reports.

4. Overview of the number of External Examiner Reports

- 4.1 Outlined in the figure and table below are the number of postgraduate taught (PGT) reports by College compared with the previous academic year.

Table 1: Number of postgraduate taught reports by College

	2019/20	2018/19
College of Arts, Humanities and Social Sciences (CAHSS)	93	185
College of Medicine and Veterinary Medicine (CMVM)	42	68
College of Science and Engineering (CSE)	24	38
Total number of reports	159	291

- 4.2 Outlined in the figures below are the number and stage of postgraduate taught reports in each College for 2017/18 and 2016/17.

Table 2: Number and stage of reports by College and academic year

	Report Stage	2019/20	2018/19
CAHSS	Response Submitted (complete)	66	79
	Draft Response (response outstanding)	43	54
	Draft Report (report outstanding)		26
	Allocation (see below)		26
CMVM	Response Submitted (complete)	40	40
	Draft Response	7	9
	Draft Report		16
	Cancelled		1
	Submitted Offline		1

	Allocation		1
CSE	Response Submitted (complete)	26	12
	Draft Response	11	23
	Draft Report		2
	Submitted Offline		1

- 4.2 The PowerBI Dashboard does not currently provide a breakdown of the stage of reports that are late other than draft response stage. Student Systems are working on an update to provide more detail in future.
- 4.3 Colleges are continuing to work with Schools to ensure any outstanding draft reports are received and that responses are completed as soon as possible.

5. Items identified by Academic Response Coordinators as Institutional matters

- 5.1 In 2019/20, one suggestion was raised for escalation to institutional level from a report in Edinburgh College of Art. This relates to a broken link to the SCQF and has since been resolved by Student Systems. External Examiners reports did not raise anything for escalation to institutional level in 2018/19.

Table 3 Institutional escalation

2019/20	
The Assessment Process, sub-theme Level of Assessment (suggestion)	1

Susan Hunter
Academic Services
14 April 2020

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

Senate Committee Planning: SQAC Priorities 2021-22

Description of paper

1. The paper proposes a set of streamlined priorities for the Committee to focus on during the 2021-22 academic session.

Action requested / recommendation

2. To discuss and agree Committee priorities for the 2021-22 academic year.

Background and context

3. The Committee is required to submit an annual report to the May meeting of Senate including priorities for the following year. The Committee is asked to consider priorities in the context of the ongoing coronavirus pandemic.

Discussion

4. The Committee is invited to discuss the following streamlined set of priorities for the coming year:
 - Develop and 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.
 - Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.
 - Engage with quality assurance and enhancement-related aspects of the Scottish Funding Council review of coherent provision and sustainability.
5. For information the following priorities for the current year were agreed at Senate in May 2020:
 - Continue to contribute to preparations for the University's next Enhancement-led Institutional Review (ELIR) and oversee activities in response to the review.
 - Review responses to the coronavirus pandemic gathered via the University's Quality Assurance Framework, gather learning for future developments and share good practice across the institution.
 - Review the approach to gathering student feedback across the University from Course Enhancement Questionnaires (CEQs).
 - Examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.

Resource implications

6. The Committee should consider resource implications during its discussions.

Risk management

7. The Committee should consider risks during its discussions.

Equality & diversity

8. The Committee should consider equality and diversity during its discussions.

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

9. The agreed set of priorities will be submitted to Senate for agreement.

Author

Brian Connolly, Academic Policy Officer

April 2021

Freedom of Information

Open

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

Student Voice Policy (Principles)

Description of paper

1. This paper provides the first sight of the new Principles section in the revised Student Voice Policy.

Action requested / recommendation

2. SQAC are asked to approve the Principles.

Background and context

3. UEG approved the recommendation to stop centrally managed end of course feedback (Course Enhancement Questionnaires – CEQs) at the end of the 2020/21 academic year. To ensure that staff and students have clarity around what is expected in terms of student feedback and representation the Student Voice Policy is being updated.
4. The work is being undertaken by the CEQ Review Board. A very early redraft of the policy was shared with the wider Consultation Group and the feedback received from the Board and colleagues across the University have been incorporated into the attached document.

Discussion

5. The paper sets out the principles that underpin student feedback and representation activities at the University of Edinburgh. SQAC are asked to discuss whether these principles are appropriate and set the right tone for student voice and representation activities.

Resource implications

6. N/A

Risk management

7. There are reputational risks associated with ineffectively gathering and responding to student feedback.

Equality & diversity

8. N/A

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

9. SQAC's discussion will be fed back to the CEQ Review Board who will be developing the full policy document. This will be presented at the May SQAC meeting.

Author

Tina Harrison / Paula Webster

Presenter

Tina Harrison / Paula Webster

Freedom of Information

10. Open

Student Voice Policy (Principles)

Underlying Principles for Student Voice Activities

- **Enhancement-focused:** Ensuring students have a voice be it via student representation or other feedback practices enables students to be co-creators of their educational experience.
- **Inclusive of all students:** It is essential that student representation and student voice activities are inclusive and accessible to all.
- **Celebrate and share positive practice as well as identify areas for improvement:** Representation and feedback should be valued by all as a place to celebrate strengths as well as identify/share problems, and student voice activities should allow opportunities for both to be captured.
- **Involve students in the co-creation of feedback mechanisms:** To ensure greater engagement from students and open, honest and balanced feedback, as far as possible, students should be given opportunities to collaborate in the design and delivery of student feedback activities. Students should be aware of the opportunities they will have to give feedback.
- **Adhere to ethical standards and be conducted with dignity and respect:** Feedback approaches must adhere to ethical standards, and feedback should be given and received with dignity and respect, in accordance with the University's Dignity and Respect Policy. Students should be free to give honest feedback with no undue influence.
- **Adhere to data protection regulation:** Any activities that involve the gathering and storing of data, must adhere to current data protection regulation. This includes ensuring use of compliant software (such as survey and polling tools).
- **Considered and responded to:** Students and those gathering and listening to student voices all need to know what happens after feedback is gathered, how it was heard, where it was taken and how it informed decisions.

Students should be informed of the information gathered, conclusions drawn and, where relevant, actions taken (with explanation). This should also include outlining clear escalation routes, where feedback cannot directly be responded to. Feedback may not automatically result in change or action, but should always result in a response with an explanation as part of the exercise. Responses to feedback should allow participation not just representation / consultation. Ideally, students should be partners in the decision-making process (students may have a much better idea than staff of how some enhancements may be best made). If feedback results are shared steps should be taken to protect respondent anonymity unless there is the consent of the student to share their feedback without anonymity.

Roles and Responsibilities:

Role	Responsibilities
Students	<ul style="list-style-type: none"> • Give open and constructive feedback • Feedback should be in line with the dignity and respect policy
Course organisers	<ul style="list-style-type: none"> • Provide at least one opportunity for students to feedback on their course • Ensure that all students have an opportunity to provide feedback • Engage with students in the design of feedback collection and explain how students can feedback on their course • Listen to student feedback and close the feedback loop with students
Heads of School	<ul style="list-style-type: none"> • Set out the School's approach to collecting Course, Programme and School level feedback ensuring that the principles in this policy are followed • Ensure that all students have an appropriate way of providing feedback at Course, Programme and School level
SQAC(?)	<ul style="list-style-type: none"> • Ensure that there are a range of appropriate ways for students to provide feedback

When can students expect to be able to give feedback?

Course feedback	All courses should provide at least one opportunity for students to provide feedback. This could take place in the middle or towards the end of the course
Student representatives / SSLCs	Feedback on courses, programmes or School / College activities
School specific channels	Schools may offer town hall meetings or other opportunities to provide feedback on School specific issues
University wide surveys	Annual surveys provide an opportunity to feedback on a range of issues and more general feedback on how the University is doing
Student Panel	Participating in the Student Panel gives students the opportunity to feedback on specific questions / shape the way services are designed
Have Your Say	The Have Your Say mailbox allows students to post comments about specific issues. Comments are shared with the relevant team and summaries of comments received are published on the University website

The University of Edinburgh
Senate Quality Assurance Committee

22 April 2021

Internal Periodic Review

Description of paper

1. Final reports from Internal Periodic Review (IPR) 2020/21, a year-on response from IPR 2019/20, and a summary of positive changes resulting from the IPR process (as noted in year on responses).

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/Thursday+22+April+2021>):
 - School of Philosophy, Psychology and Language Sciences (postgraduate provision) Final Report 2020-21;
 - Oral Health Sciences (undergraduate provision) Final Report 2020-21;
 - School of Literatures, Languages and Cultures (PGR & PGT) Year-on response 2021.
4. The attached paper provides examples of positive changes resulting from the IPR process (as noted in year on responses).

Discussion

5. See wiki and attached paper.

Resource implications

6. No additional resource implications.

Risk management

7. No risk associated.

Equality & diversity

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

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

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

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Freedom of Information - Open

The University of Edinburgh
Internal Periodic Review 2018/19

Examples of a positive change as a result of the review (noted in year on response)

TPR/PPR	Examples of a positive change as a result of the review
TPR Classics (UG)	<p>The subject area now has a clearly defined set of employability and transferable skills criteria within the entire curriculum for the Classics Subject Area.</p> <p>The outreach and WP facets of the Classics Subject Area have been revitalised and given an enhanced importance.</p>
TPR Earth Sciences (UG)	<p>We received positive feedback on our actions through a range of media:</p> <ul style="list-style-type: none"> - Student feedback at the Staff-Student Liaison Committee meetings. - Feedback from the external examiners, in particular those who had been serving for 3-4 years (Geology, GPG, Environmental Geoscience): all external examiners highlighted the progress made in improving the academic process and student experience, although they mentioned that there is still room for improvement (e.g., quality and consistency of feedback – but we are going in the right direction). - ES results in the NSS survey significantly improved. Satisfaction overall for ES is 90%, with BSc GPG achieving 100% (from 94% in 2019) and BSc Geology 75% (from 60% in 2019). The response numbers for all other programmes were too low to give a “programme result” but the satisfaction overall for these programmes (Environmental Geoscience, Geophysics, Geology MEarthSci and GPG MEarthSci) is 92%. <p>There is still room for improvement, with the lowest scores obtained in “assessment and feedback” (60-70%) and “student unions” (< 40%), potentially reflecting the cohort identity problem.</p>
TPR Philosophy (UG)	<p>As a result of the review the department had meetings to discuss pre-honours courses, which were good for building mutual understanding of how faculty approach those courses and what they think most valuable about them. This will guide further reflection on our pre-honours offerings.</p> <p>Logic 1’s move to a short assignment structure was another positive change.</p>
TPR Engineering (UG & PGT)	Curriculum changes for September impact on staff and students
TPR History of Art (UG)	<p>One year on from the review, significant strides have been made in departmental communications. In particular, decision-making processes have greater transparency, efforts have been made to amplify the student voice and social media has offered new channels for dialogue. Changes to our pre-honours curriculum are progressing apace. The re-structure of our first- and second-year courses offers students more flexibility, while a shift in pedagogical emphasis in tutorials will enable us to embed graduate attributes through active learning. More broadly, discussions during the review around diversifying the curriculum have encouraged staff to consider their own individual approaches to teaching, as well as prompting debate around departmental identity. This has directly impacted upon our staffing plans. Issues around capacity and workload were highlighted by the review and provided further evidence of the pressing need for additional posts. We hope to make several permanent appointments in 2020/2021 which reflect our commitment to reforming and decolonising art history as a discipline.</p>

<p>PPR Edinburgh College of Art (ECA) (PGR & PGT)</p>	<p>Major steps have been made towards a more strategic approach to estates and facilities utilisation and prioritisation in regards to all learning, teaching, and research matters (including UG, PGT, and PGR disciplines, courses, and programmes)</p> <p>A new degree programme development process has recently been introduced, to ensure that all future programme developments have a clearer and stronger articulation of the ways in which estates and associated facilities are to be used and supported. This process will be of great benefit to the ECA Recruitment and Admissions Strategy Group in ensuring that only the most soundly-conceptualised programmes, which have a clearly articulated vision for estates and facilities usage (where relevant), progress forward to the formal proposal stage, and that if/when they do, the appropriate shared understanding amongst all stakeholders will already be in place.</p> <p>ECA is currently working on producing a single L&T strategy, which includes components devoted specifically to PGT and PGR. This progress has also been made in regard to facilitating better engagement between PGR and Research across ECA and University, as manifest in ECA's recent Annual Plan and Vision refresh.</p> <p>In light of the PPR recommendation 4.3, the integrated ECA BoS is presently reviewing its entire BoS workflow/ pipeline, and the specific issue of Hons/PGT versions of a given course is going to be looked at very carefully. The intention will be to develop a clearly articulated strategy, workflow, documentation, and set of expectations, which will lead to a more strategic and sustainable course offering. As noted in the 1-year response to the main Recommendation 4.0, a more strategically-defined vision for ECA's PGT offering is continuing to emerge.</p> <p>Regular ECA-wide 'staff forum' events Regular, twice-per-semester ECA-wide student-staff liaison committee (SSLC) meetings (which build upon and link into the many local Subject Area SSLCs already in place).</p>
<p>PPR College of Medicine and Veterinary Medicine (CMVM) (PGR)</p>	<ul style="list-style-type: none"> • Improved communication with PG Student Societies – including student representation on the College Researcher Experience Committee and contribution of PG Societies to Welcome and Induction events. • Improved approach to communication through student outreach sessions with specific groups (Tissue Repair, Precision Medicine) plus the Covid-19 Q&A sessions held for each Deanery. • Greater interaction with College QAE; Quality Officer, CMVM added to attendance of CMVM Board of Examiners. • An agreed process for future reviews to make them more straightforward to organise <p>These improvements have been introduced in parallel with a number of initiatives to support PGR students that were not a specific part of the PPR. These include:</p> <ul style="list-style-type: none"> • Introduction of a University of Edinburgh online supervisor briefing/ training resource • Launch of a University of Edinburgh Doctoral College to co-ordinate postgraduate student activities and support across the three colleges. • An initiative in CMVM to streamline College Student support processes with the Complaints Procedure and the Support for Study process.

PPR GeoSciences (PGR)

We implemented the new Advisor system and held a training session early January and we received positive feedback as well as suggestions for future sessions.

Every student who started their PhD this year has received a letter with the name and contact details of their advisor and a description of their role.

Every advisor is now receiving a workload allocation of 7 hours per year and they are consistently recorded as 5% supervisors in student records.

The PGR Team is in charge of allocating Advisors. Putting this process at this level instead of the supervisors' is already helping achieve a more consistent level of support and we notice that the advisors are more engaged in their role, and students are more confident that their advisors are an independent source of support rather than an extension of their supervisors.

Both students and advisors have provided feedback on possible tweaks that would improve the system and the process and this has been/will be taken on board.