

The University of Edinburgh  
Senatus Quality Assurance Committee

**Meeting to be held on Thursday 23 April 2020 at 2pm  
via Microsoft Teams**

**A G E N D A**

1. **Welcome and Apologies**
  2. **Minutes of the meeting held on Thursday 27 February 2020** SQAC 19/20 4A
  3. **Matters Arising**
  4. **Convenor's Communication:**
    - Changes to QA processes: ELIR, IPR, SSSAR
    - Board of Examiner Guidance
    - Survey of Student Experiences of Remote Learning
    - Scotland's Rural College (SRUC) Accreditation
- For Discussion**
5. Annual Monitoring SQAC 19/20 4B
  6. Senate Committee Planning - SQAC Priorities 2020-21 SQAC 19/20 4C
  7. Undergraduate Degree Classification:
    - Undergraduate Degree Classification Analysis SQAC 19/20 4D
    - Strategic Discussion of Trends in Undergraduate Degree Classification Outcomes **CLOSED PAPER** SQAC 19/20 4E
  8. UK Quality Code for Higher Education - Advice and Guidance Mapping SQAC 19/20 4F
  9. Work-based and Placement Learning Policy – Minor Changes SQAC 19/20 4G
- For Information and Formal Business**
10. Internal Periodic Review - Responses SQAC 19/20 4H
  11. Guidance:

QAA Covid-19 Support and Guidance <https://www.qaa.ac.uk/news-events/support-and-guidance-covid-19>  
spaqs Information Hub <https://www.spaqs.ac.uk/page.php?page=886>

QAA Scotland Focus On 2019-20 Technology Enhanced Learning resource hub <https://www.qaa.ac.uk/scotland/en/focus-on/technology-enhanced-learning>
  12. **Date of Next Meeting:** Thursday 21 May 2020 at 2pm (Venue/Format TBC)

The University of Edinburgh  
Senate Quality Assurance Committee

**Minutes of the meeting held on Thursday 27 February 2020 at 2pm  
in the Liberton Tower Room, Murchison House, King's Buildings**

**Present:**

Professor Tina Harrison <b>(Convener)</b>	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
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services
Dr Linda Kirstein	Dean of Education Quality Assurance and Culture, College of Science and Engineering
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
Steph Vallancey	Vice President (Education), Students' Association
Paula Webster	Head of Student Data and Surveys (Student Systems), co-opted representative for Student Systems.

**Apologies:**

Brian Green	Deputy Associate Principal (Learning & Teaching), University of Strathclyde
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
Sarah Moffat	Edinburgh University Students' Association Representative
Katie Scott	Peer Support Manager, Students' Association

**1. Welcome and Apologies**

The Convenor welcomed **Dr Paul Norris** (Dean of Quality Assurance and Curriculum Approval, CAHSS) and **Olivia Eadie** (Assistant Director, IAD, Head of Operations and Projects) to their first meetings as members.

## 2. Minutes of the meeting held on Thursday 5 December 2019

The Committee approved the minutes of the previous meeting.

## 3. Matters Arising

The Committee noted that two responses to the School Annual Quality Reports were still outstanding and would be circulated once received.

**Action: Committee Secretary to circulate the outstanding responses.**

### For Discussion

## 4. Annual Monitoring and Reporting

The Committee received a set of papers relating to annual monitoring and reporting processes.

### 4.1 Retention, Progression, and Attainment

The Committee considered a proposal for systematic monitoring of retention, progression, and attainment data.

The [2017-18 Thematic Review of support for Mature Students and Student Parents and Carers](#) and the [2018-19 Thematic Review considering black and minority ethnic \(BME\) students' experiences of support at the University](#) had recommended that the Committee implement systematic monitoring of retention, progression, and attainment data. Both reviews had noted that the University was seeking to expand its intake beyond the 'traditional' student profile as part of a new Widening Participation (WP) Strategy. The review panels were in agreement that the University must recognise the range of support needs of these new and diverse student cohorts and that, in some aspects, these may diverge from the provision of support that the University has traditionally been geared towards. Both reviews had stressed the importance of using data to understand the extent to which student needs have been supported by the University particularly in regard to the 'distance travelled' by these groups of students and the 'value added' by the University. The review panels were also in agreement that the University had a duty of care to support all of its students and provide them with an equal opportunity to succeed at their studies.

The Committee also noted that issues relating to retention, progression and attainment had gained increasing attention from the UK and Scottish Governments. As these issues gained more publicity, poor performance in related metrics was a risk to the University's reputation. Therefore it was important for the University to better understand which groups of students were at higher risk of not completing their studies or of attaining a lesser outcome than their peers.

The Committee also noted the current Quality Assurance Agency (QAA) Enhancement Theme Evidence for Enhancement: Improving the Student Experience, was also challenging institutions to reflect on the data available within the Scottish sector to understand what is working and what could be improved.

The Committee discussed the current annual monitoring, review and reporting processes and noted a number of opportunities and fora for retention, progression, and attainment issues to be raised and considered. Annual Programme Monitoring, and School and College Annual Quality Reports encourage academic areas to engage with progression and performance data and highlight any equality and diversity issues. The Internal Periodic Review process also provides Schools with an opportunity to reflect on areas for development and again a key element of this process is the requirement to engage with progression and performance data. In each of these processes retention, progression, and attainment issues are raised and considered. However, this tends to happen on an ad hoc basis dependent on the diligence or priorities of the particular members of staff authoring the reports or the specific school or subject area. The University does not have a specific and systematic process for monitoring retention, progression, and attainment issues.

The Equality Diversity Monitoring and Research Committee (EDMARC) produces an annual report analysing student and staff data by the key equality dimensions of gender, age, disability and ethnicity. The report provides the University with comprehensive statistical data on protected characteristics to support the monitoring of equality and diversity within the University. However, staff are not required to systematically engage with the EDMARC data once it has been published on the University's Equality and Diversity website. Instead, the data is simply made available to Colleges and Schools for use if they wish to take it forward.

It was noted that across the sector there appears to be two broad approaches to the monitoring of retention, progression and attainment data. Some institutions rely on broad annual monitoring and reporting processes to capture and consider issues. However, some institutions dedicate specific, institution-level mechanisms to undertake analysis and direct actions. This approach appears to reflect the growing importance of Key Performance Indicators (KPIs) at an institutional level and their application for multiple reporting purposes (internal and external).

The Committee considered options given the drivers to enhance monitoring of retention, progression, and attainment data and the absence of a clear standard approach to the issue across the sector.

It was agreed that a single threshold KPI would not be appropriate given the diversity of subject areas and student cohorts across the University. It was noted that this approach had not been particularly effective at Edinburgh in the past (for example the 80% satisfaction threshold for the Personal Tutoring system in each School) and recent research undertaken by the Higher Education Academy (HEA) suggested that local interventions, tailored to address issues specific to disciplines and the characteristics of specific student cohorts, were more effective.

The Committee agreed that the approach to monitoring Degree Classification Outcome data provided an alternative model which could be expanded to encompass retention and progression data. In April each year the Committee receives an annual report on degree classification outcomes of successfully exiting undergraduates, including sector trends in undergraduate degree classification outcomes. Any subject areas considered to have diverged substantially from either the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School Annual Quality Report. The Committee then continues to monitor progress via these two annual reporting processes until the issue is considered to have been resolved. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek local solutions.

The Committee agreed that this approach should be expanded to include data on retention and progression as well as attainment. It was also agreed that timescales should be reviewed to determine if the data could be considered earlier in the academic year.

## 4.2 Differential Attainment

The Committee considered an analysis of differential levels of student attainment and discussed the data challenges to attaining a better understanding of retention, progression, and attainment.

The Committee noted that the differential attainment analysis had been conducted by Student Systems in response to Thematic Review discussions at September's meeting. The analysis tracked cohorts of students comparing the relative probability of different groups of students completing, achieving a first class or a first and/or upper second class degree. Data for three entry cohorts was combined and tracked to allow for robust analysis of the outcomes of BME and WP.

The Committee discussed the methodological approach and interpretation of the attainment data. It was agreed that a robust baseline data set was of fundamental importance. It was also agreed that the data must be drawn from key moments across the student journey and interpreted using a methodological approach agreed by relevant academic and professional services statistical experts.

The Committee discussed the data challenges to attaining a better understanding of retention, progression, and attainment:

- **Data Granularity** – granular analysis of retention/non-continuation rates can be problematic as the University's flexible curriculum means that students can move between programmes and even between Schools, making the analysis needed of different cohorts challenging.
- **Data Capture** - the current approach to recording students' reasons for withdrawal (including for non-continuation) provides limited information. Data is collected on the reasons for student withdrawal, but in a lot of cases this will be very high-level such as 'Personal reasons' which provides little help in understanding why individual students leave the University or why particular groups are more likely to withdraw than others. Schools may have more comprehensive local information on why students withdraw but this is not readily available for central analysis.
- **Data Set Size** - numbers can be very small in relation to protected characteristics which means it can be difficult to draw inferences from the data and staff may perceive the numbers to be insufficient to be useful. The provision of trend or benchmarked data to schools can be helpful under these circumstances to develop an understanding of the bigger picture and help place information in context. There is also a need to balance monitoring against wider data protection concerns.
- **Data Analysis** – the Student Management Information tool (STUDMI) contains the source data on every student at the University, including multiple demographic and socio-economic variables. The complex nature of this data will require specialist statistical modelling analysis and therefore any enhancement to this element of the annual monitoring and reporting process would depend on allocation of sufficient analytical resource.

The Committee agreed that it would implement systematic monitoring of retention, progression, and attainment data.

The Committee agreed that timescales should be reviewed to determine if the data could be considered earlier in the academic year.

The Committee agreed that the first step would be to determine the data set and the methodological approach.

**Action:** Head of Student Data and Surveys (Student Systems) and Dean of Quality Assurance and Curriculum Approval (CAHSS) to examine data set and methodological options for monitoring retention, progression, and attainment and report back to the Committee.

### **4.3 Annual Monitoring, Review and Reporting Policy – Minor Changes**

The Committee considered proposals for minor changes to the Annual Monitoring, Review and Reporting Policy and accompanying documentation.

The Committee approved the proposed changes, with the following noted:

- It was agreed that the requirement to reflect on the Personal Tutor system should be amended to reflect on 'student support' within each school. It was noted that this would provide a useful benchmark for the proposed new system of student support due for implementation in 2020-21.
- It was agreed that the requirement for Colleges to provide benchmarked data for schools should be removed. It was noted that the Scottish Funding Council's requirement for the provision benchmark data could now be met via the Annual Monitoring Data PowerBI reports.
- It was agreed that reporting on postgraduate research (PGR) provision should be by exception (good or bad) and that, while there were gaps in the PGR data, Schools should be asked to reflect on the available data.

The Committee discussed the potential impact of the coronavirus. It was noted that a specific question in relation to the impact of the coronavirus may need to be included in the report template and guidance.

**Action:** Head of Quality Assurance and Enhancement Team (Academic Services) to discuss annual monitoring requirements in relation to the coronavirus with Deputy Secretary Student Experience.

## **5. Thematic Review**

### **5.1 Black and Minority Ethnic (BME) Students 2018-19 - Progress Update**

The Committee considered the initial progress update on the implementation of the recommendations of the Thematic Review 2018-19: Black and minority ethnic (BME) students' experiences of support at the University.

The Committee welcomed the strategic discussions stimulated by the report's publication and the proposed holistic action plan. However, it was agreed that detail on each individual action was needed to assure the Committee that each recommendation would be addressed.

**Action:** Committee Secretary to request initial updates on each individual recommendation for the May meeting.

## 5.2 Reflection on Thematic Review Process

The Committee considered a paper reflecting on the Thematic Review process since its introduction in 2015 and discussed options for the future approach to Thematic Reviews.

It was noted that at the meeting held on Thursday 23 May 2019 the Committee agreed that due to the Enhancement-led Institutional Review (ELIR) there would be no Thematic Review during 2019-20. Instead, Academic Services would take a reflective look at the reviews to date, highlighting any overarching themes or issues, and set out options for the future approach to Thematic Reviews.

The Committee noted that the following three Thematic Reviews had been conducted since 2015:

- [2015-16 Thematic Review of Mental Health Services](#)
- [2017-18 Thematic Review of support for Mature Students and Student Parents and Carers](#)
- [2018-19 Thematic Review of black and minority ethnic \(BME\) students' experiences of support at the University](#)

Academic Services had also co-ordinated a fourth review which, though technically not a Thematic Review, was very much thematic in nature: [2016-17 Review of support for Disabled Students](#).

The Committee noted that student collaboration had been an essential feature of each of these reviews. Students had been heavily involved in setting the themes, in defining and leading the consultation process, and determining the key issues and recommendations of each report. It was noted that the strength of this collaborative approach had been evidenced by the positive feedback from student representatives upon the publication of each report and their enthusiasm to keep up momentum by being involved with the recommendation implementation work of each. The reviews had also utilized an agile and responsive methodological approach (including interviews, small focus groups and surveys) which provided opportunities to explore issues further or take enquiries in new directions.

The Committee noted that the Thematic Review process had provided the opportunity and space for marginal issues and underserved groups to become focal points of University level enhancement activities. The Committee noted that the key theme cutting across the reviews had been the need for the University to improve the way it collects data on underserved student groups and how it uses the data to ensure that these groups are supported to progress and succeed in their studies (see agenda item 4).

The Committee noted the key challenge of the collaborative and responsive approach to Thematic Review had been the relative resource intensive nature of the process. The agile approach noted above required more co-ordination and administrative resource than the traditional approach to internal reviews (focused around a set number of staff and student meetings scheduled on a set number of days). Organising a range of interviews, focus groups, surveys, and additional meetings requires additional work on the part of the review co-ordinator and can require additional time of each member of the review panel.

The Committee was in agreement that the current approach to Thematic Review should be maintained but that it should be reserved for significant issues requiring in-depth exploration.

It was agreed that using Thematic Review as an irregular but in-depth mechanism would signal the importance of the issues under consideration.

## **6. External Examiner Reporting System (EERS):**

### **6.1 Postgraduate Taught Reports - Thematic Analysis 2017-18**

The Committee considered an analysis of data from the External Examiner Reporting System (EERS) covering postgraduate taught programmes for the academic year 2017/18.

The report noted a high number of commendations across the University and a low number of issues that required attention. Of the commendations, it was noted that the main theme across all three Colleges was good practice and innovation with many commendations related to the range, quality and diversity of teaching, learning and assessment. Of the issues raised the main theme was the provision of information to examiners.

**Action:** Academic Services to analyse External Examiner responses for “helpful hints” on providing consistent feedback and disseminate suggestions to the Colleges.

**Action:** Colleges to communicate to Schools the importance of moderation processes being made transparent to their students and staff.

**Action:** College representatives to ensure that the outcomes of the Committee's discussions are made available to and considered by the relevant College committee(s) and report back on positive comments regarding the quality of programmes.

### **6.2 Total Reports 2018-19**

The Committee considered the summary of the total number of undergraduate and postgraduate taught reports submitted through the External Examiner Reporting System.

## **7. UK Quality Code for Higher Education - Advice and Guidance Mapping**

The Committee considered the mapping of the University's policies and practices to the advice and guidance that underpins the UK Quality Code for Higher Education: Enabling student achievement. It was agreed that a reference to the Service Excellence Programme Personal Tutor and Student Support Review should be included in the section addressing the first Guiding Principle.

The Committee **approved** the Advice and Guidance Mapping.

## **8. Mid-year update on progress against SQAC priorities**

The Committee noted the mid-year update on progress towards the Committee's priorities agreed at Senate in May 2019.

## **9. Internal Periodic Review**

The Committee approved the following final reports (and noted the commendations and recommendations):

- Internal Periodic Review of Literatures, Languages and Cultures (PGR & PGT provision)
- Internal Periodic Review of School of Social and Political Science (PGR provision)

**10. Enhancement-led Institutional Review (ELIR)**

The Committee noted the update on preparations, next steps and information on visits for ELIR 2020.

**11. Quality Assurance Agency (QAA) Update**

The Committee noted that the QAA had published updates to the following Subject Benchmark Statements:

- [Professional Services programmes](#) (November 2019)
- [Arts and Humanities programmes](#) (December 2019)
- [Characteristics Statements](#) (February 2020)

**Action:** Committee Secretary to circulate benchmark statements to relevant Heads of School, Directors of Teaching, and Directors of Professional Services.

**12. Knowledge Strategy Committee Update**

The Committee noted the update for information.

**13. Any Other Business**

There was no other business.

**14. Date of Next Meeting:**

Thursday 23 April 2020 at 2pm in the Elder Room, Old College.

The University of Edinburgh  
Senatus Quality Assurance Committee

23 April 2020

### **Annual Monitoring, Review and Reporting: Changes due to Covid-19 Outbreak**

#### **Description of paper**

1. Outlines the suspension of normal annual monitoring, review and reporting processes due to the Covid-19 outbreak and proposes implementing an interim process to review and reflect on 2019/20.

#### **Action requested / recommendation**

2. To discuss outline proposals for an interim process to inform its development for approval by the Committee at its meeting in May.

#### **Background and context**

3. Virtual discussions between the Assistant Principal (Academic Standards and Quality Assurance), the Vice Principal (Students), the Deputy Secretary (Student Experience), the College Deans of Quality and College quality contacts and Academic Services resulted in the following agreement which has been communicated to key colleagues by Colleges:

*We will amend the process, including the timescales, to reflect on the impact of and learning from the Covid-19 outbreak. We aim to create a light touch process which works alongside other academic contingency activity. Reflection on available data sets using Power BI will also be light touch and further guidance will be provided in due course. Changes to the process will be discussed and approved by the Senate Quality Assurance Committee.*

#### **Discussion**

##### **4. Principles:**

- Light touch
- Short set of core questions (the same for programme-level and School-level)
- Works alongside existing academic contingency work
- Gathers learning for informing future developments (including the curriculum review)
- Suitable for all provision (including online distance learning and postgraduate research)
- Dual purpose of assurance of academic standards and sharing learning
- Recognition that this will require a collaborative approach across Schools

##### **5. Prompts/questions:**

- A high level overview of changes made to learning, teaching and assessment

- Using the information gathered for Boards of Examiners and minutes of Boards of Examiner meetings
- May be split by type of provision
- A reflection on the changes made to learning, teaching and assessment, including:
  - Consideration of student achievement using available data (further guidance to be developed)
  - Details of student engagement in the changes
  - Student feedback on changes (gathered through, for example, mid-course feedback, Student-Staff Liaison Committees, student representation system, etc.)
  - Other types of engagement in and feedback on the changes (e.g. External Examiners, Professional Statutory and Regulatory Bodies, industry, etc.)
- What worked well? Including good practice for sharing.
- What could have worked better/requires further development? With a prompt to identify actions for the programme, School, College and the University.
- What should be retained?

#### 6. **Questions:**

- How should College-level reporting work? Colleges could add a narrative from their review of School reports for consideration at the Sub Group meeting.
  - What is an appropriate timescale? It needs to accommodate:
    - Programme-level reporting
    - School-level reporting (informed by programme-level reporting)
    - SQAC Sub Group considering School reports (potentially with a narrative from the Colleges)
    - Sub Group report submitted to SQAC
7. At the conclusion of the interim 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.

#### **Resource implications**

8. The changes proposed are intended to introduce an interim light touch process which complements existing academic contingency work.

#### **Risk management**

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

#### **Equality & diversity**

10. An Equality Impact Assessment was carried out on the normal process. The Committee should consider equality and diversity during their discussions. If the

introduction of an interim process is deemed to impact on equality and diversity the Equality Impact Assessment will be reviewed.

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

11. Academic Services will work with College Deans of Quality and College quality contacts to communicate with colleagues in key roles at an appropriate time. Discussions will also be held with colleagues in the Student Analytics and Insights Team.

**Author**

Nichola Kett, Academic Services

16 April 2020

**Freedom of Information**

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The University of Edinburgh  
Senatus Quality Assurance Committee

23 April 2020

## **Senate Committee Planning: SQAC Priorities 2020-21**

### **Description of paper**

1. The paper proposes a set of streamlined priorities for the Committee to focus on during the 2020-21 academic session.

### **Action requested / recommendation**

2. To discuss and agree Committee priorities for the 2020-21 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:
  - Continue to contribute to preparations for the University's 2020 Enhancement-led Institutional Review (ELIR) and oversee activities in response to the review.
  - Examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.
  - Implement and oversee an interim annual monitoring process in response to the coronavirus pandemic which reflects on changes made and gathers learning for future developments.
5. For information the following priorities for the current year were agreed at Senate in May 2019:
  - Continue to evaluate the impact of the new programme-based approach to the Class Representation System.
  - Oversee institutional activities in response to the University's 2015 Enhancement-led Institutional Review (ELIR) and contribute to preparations for the 2020 ELIR, including continuing to work on assessment and feedback.
  - Oversee implementation of mid-course feedback to taught postgraduate courses (subject to the outcome of the review during 2018-19).
  - Continue to monitor the effectiveness of the operation of the Personal Tutor system.
  - Continue to support Schools to reflect on their patterns of degree classification outcomes.

**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

16 April 2020

**Freedom of Information**

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The University of Edinburgh  
Senatus Quality Assurance Committee

23 April 2020

## **Undergraduate Degree Classification Analysis**

### **Description of paper**

1. The paper presents data on the degree classification outcomes of our successfully exiting undergraduates, in the context of recent trends for our own students, and HESA data for the Russell Group of research intensive institutions.

### **Action requested / recommendation**

2. The Committee is asked to consider the data presented.

### **Background and context**

3. The Committee's annual review of degree classification outcome data.

### **Discussion**

4. This report presents data on degree classification outcomes and is sent for consideration. This edition includes 2018/19 exit awards data for the Russell Group.
5. Internal data and comparative HESA data are presented. The internal data are presented by School to show the trend of achievement over the most recent ten sessions. The HESA comparative data are presented for the HESA subject categorisation(s) most closely aligned with each School (this alignment is enhanced compared with previous editions of the report, see below). The most recent HESA data are used to give external context, using the Russell Group as a comparator group. Preceding the School analysis, overall University level figures are shown.
6. Where numbers of students are given based on the HESA data, they have been rounded to the nearest 5 in line with HESA policy (the percentages are derived from absolute values). Internal figures are unrounded on the basis this report will be for limited circulation.
7. Only students graduating with a classified degree are considered; we have not considered students withdrawing early, or graduating with an unclassified or intercalated degree.
8. Our internal data, presented by School represent those students exiting programmes 'owned' by the School e.g. LLB(H) Law and Economics is aggregated into the School of Law. The HESA data by contrast apportions programmes according to their subject coding e.g. LLB Law and Economics is split 50/50 between subject area "Law" and subject area "Social Studies".

9. Some HESA 'Subject Areas' don't map neatly onto Schools, for instance the 'Principal Subjects' of Chemistry and Physics are subsumed by HESA within the Subject Area of Physical Sciences. In previous editions, the body of this report used the higher level Subject Areas, backed up by a summary annex of figures at the more granular Principal Subject level and the offer to provide more granular analysis on request. The offer to provide analysis on request and the annex remain but as an enhancement, in the body of this year's report we have selectively used 'Principal Subject' level where the higher level 'Subject Area' is too broad.
10. If analysis of this kind at a granular level is desired, Governance and Strategic Planning (GaSP) can facilitate this, producing the same charts and tables for whichever subjects and years are desired.

### **Resource implications**

11. None.

### **Risk management**

12. No change to existing practice.

### **Equality & diversity**

13. No change to existing practice.

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

14. College representatives are asked to ensure that the outcomes of the Committee's discussions are made available to and considered by the relevant College committee(s).

### **Author**

**Barry McCluckie** (MI Analyst)

**Jim Galbraith** (Senior Strategic Planner)

Governance and Strategic Planning

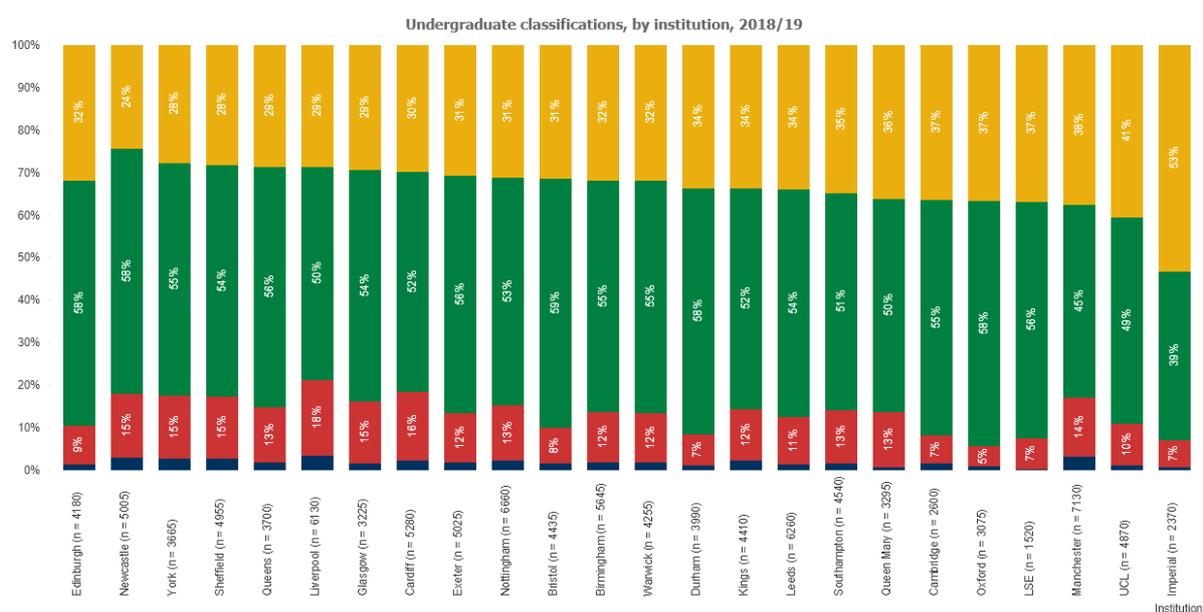
16 April 2020

### **Freedom of Information**

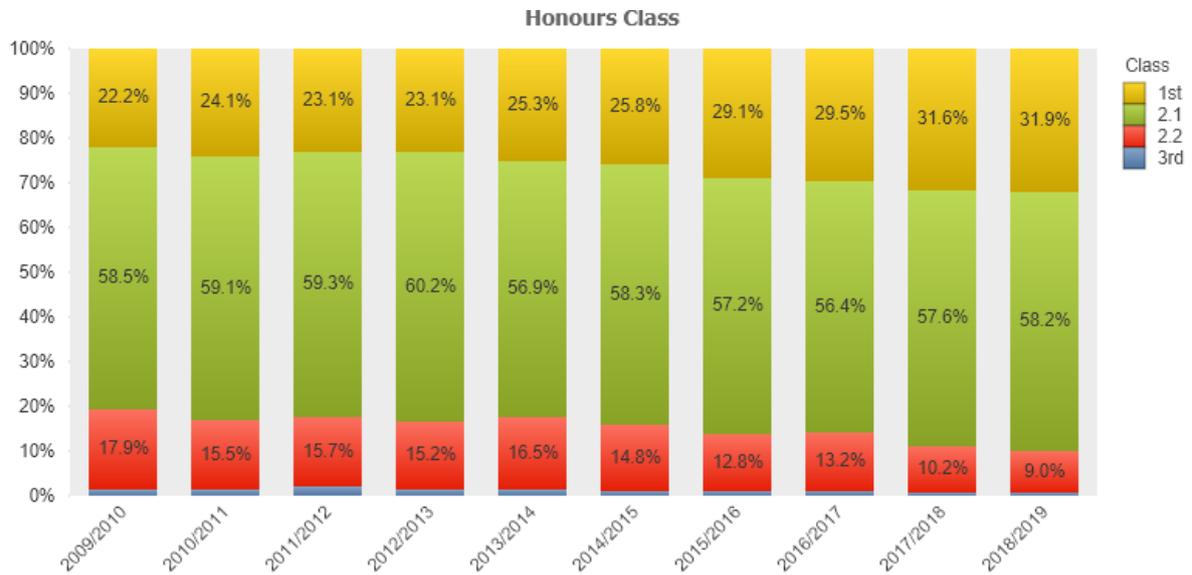
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## UG Achievements for Russell Group Institutions

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	1330	31.8%	34780	32.7%
Upper second class honours	2415	57.8%	56490	53.2%
Lower second class honours	380	9.1%	12860	12.1%
Third class honours / Pass	55	1.3%	2090	2.0%



## University level 10 year trend

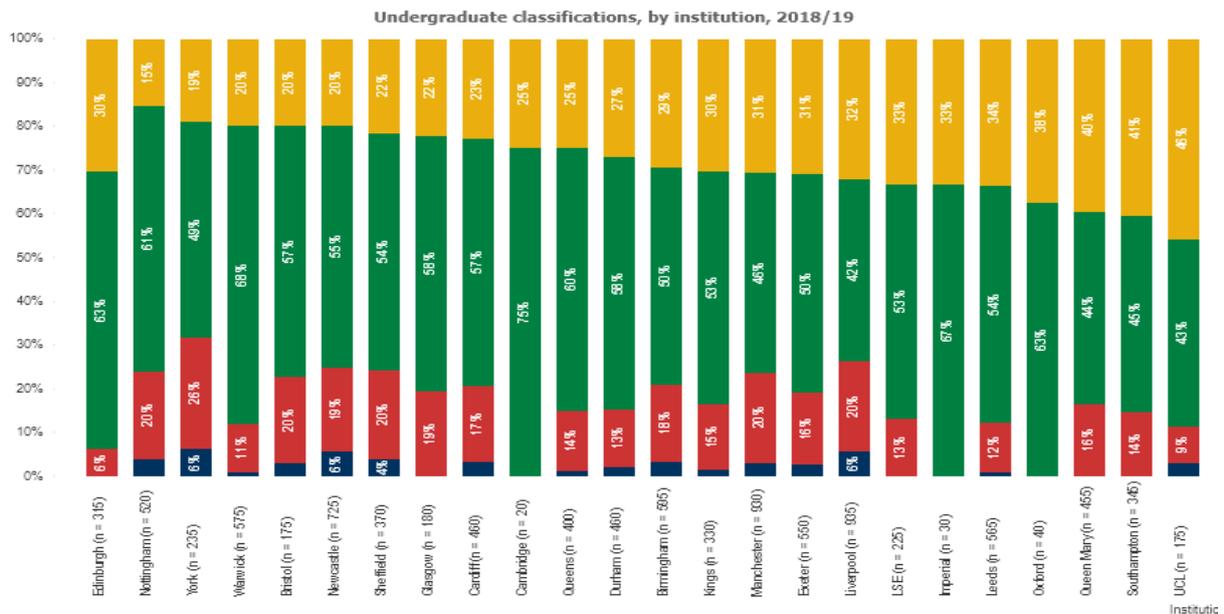


Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	654	758	825	936	793	889	1,087	1,166	1,280	1,319
2	1,723	1,857	2,123	2,434	1,783	2,005	2,139	2,228	2,335	2,406
2	526	486	563	616	516	509	477	522	412	371
3rd	43	41	68	59	40	38	36	35	29	35
<b>Total</b>	<b>2,946</b>	<b>3,142</b>	<b>3,579</b>	<b>4,045</b>	<b>3,132</b>	<b>3,441</b>	<b>3,739</b>	<b>3,951</b>	<b>4,056</b>	<b>4,131</b>

# Business School

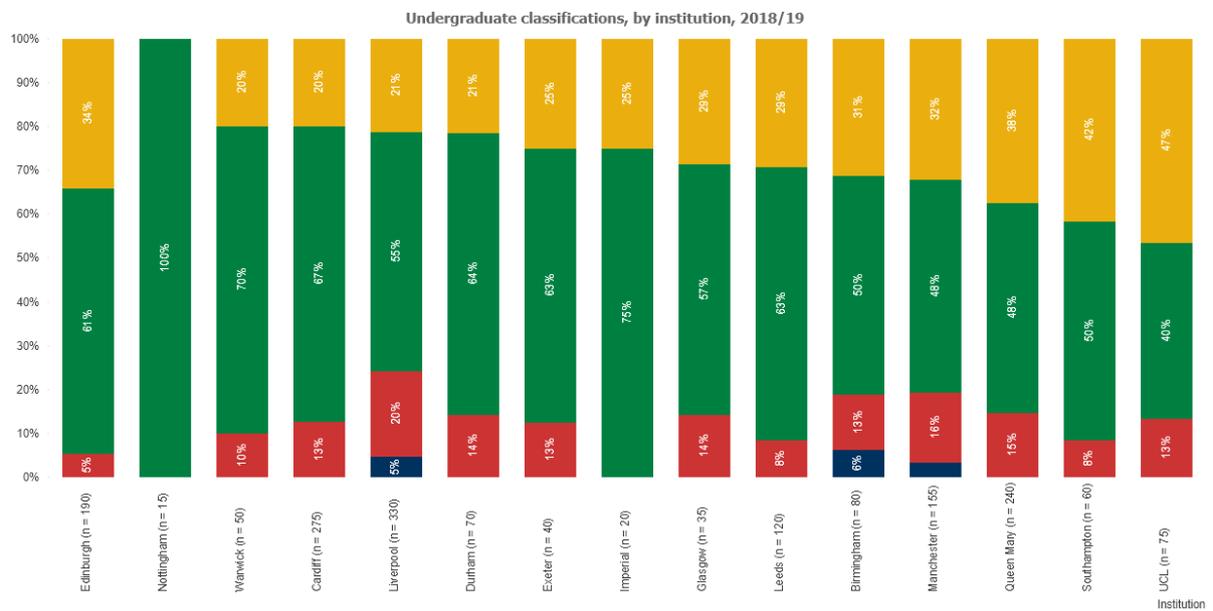
The JACS Subject Area with the closest association to this School is “Business & Administrative studies”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	95	30.2%	2690	28.0%
Upper second class honours	200	63.5%	5065	52.7%
Lower second class honours	20	6.3%	1590	16.5%
Third class honours / Pass	-	-	265	2.8%



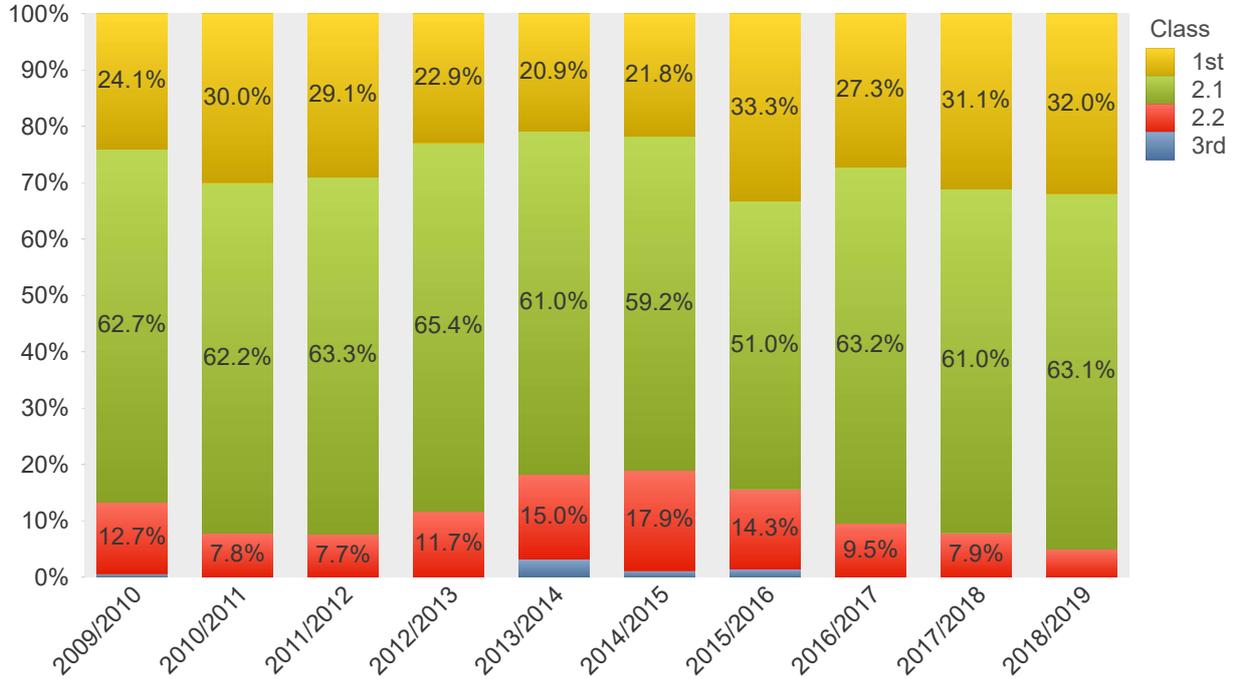
Within the wider HESA Subject Area “Business & Administrative studies”, the HESA Principal Subject with the closest association to the Business School is “Business studies”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	65	34.2%	500	28.5%
Upper second class honours	115	60.5%	1000	57.0%
Lower second class honours	10	5.3%	230	13.1%
Third class honours/Pass	-	-	25	1.4%



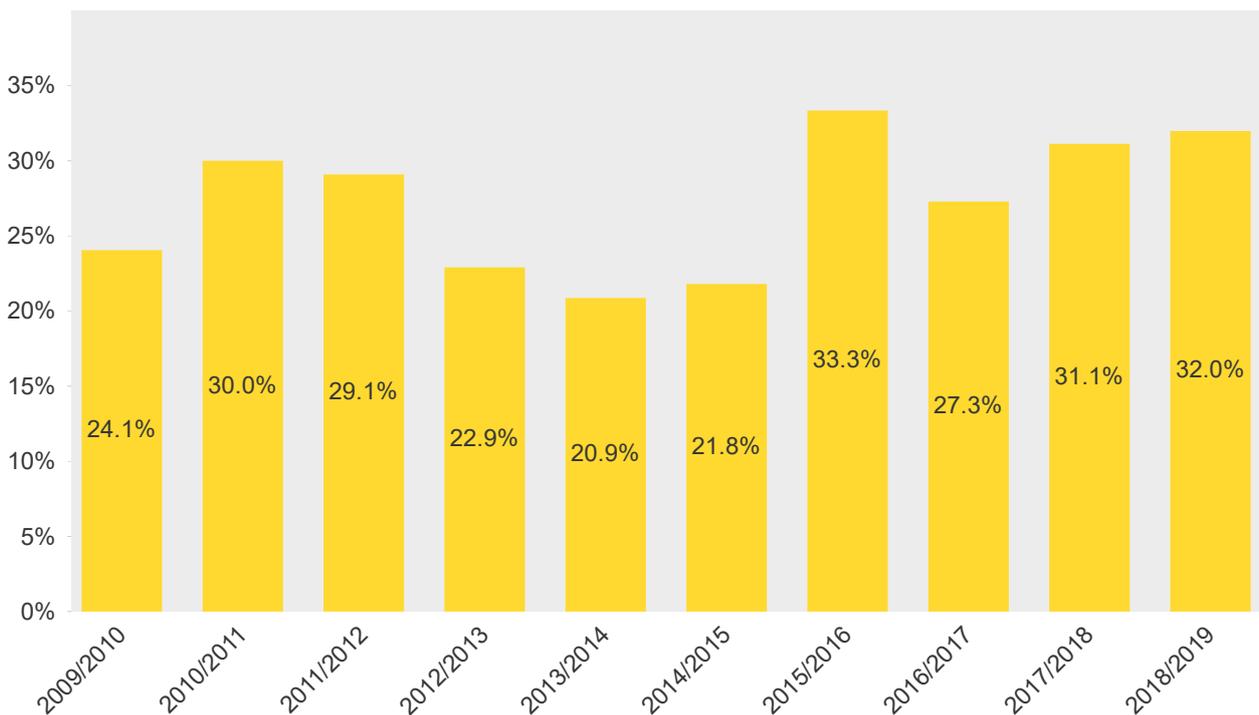
**Honours Grade Profile By School**

**Degree class: Business School**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	38	54	57	49	39	39	70	63	75	78
2.1	99	112	124	140	114	106	107	146	147	154
2.2	20	14	15	25	28	32	30	22	19	12
3rd	1	-	-	-	6	2	3	-	-	-

**% Firsts: Business School**

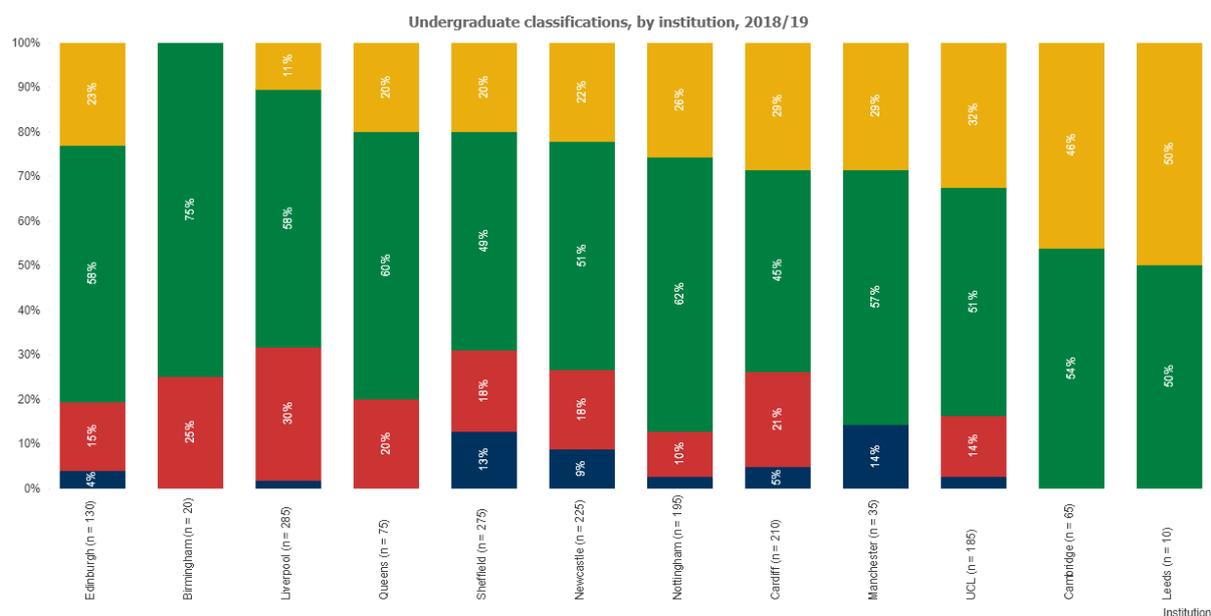


# Edinburgh College of Art

The JACS Subject Areas with the closest association to this School are “Architecture, building and planning” and “Creative arts and design”. The results for 2018/19 are given below:

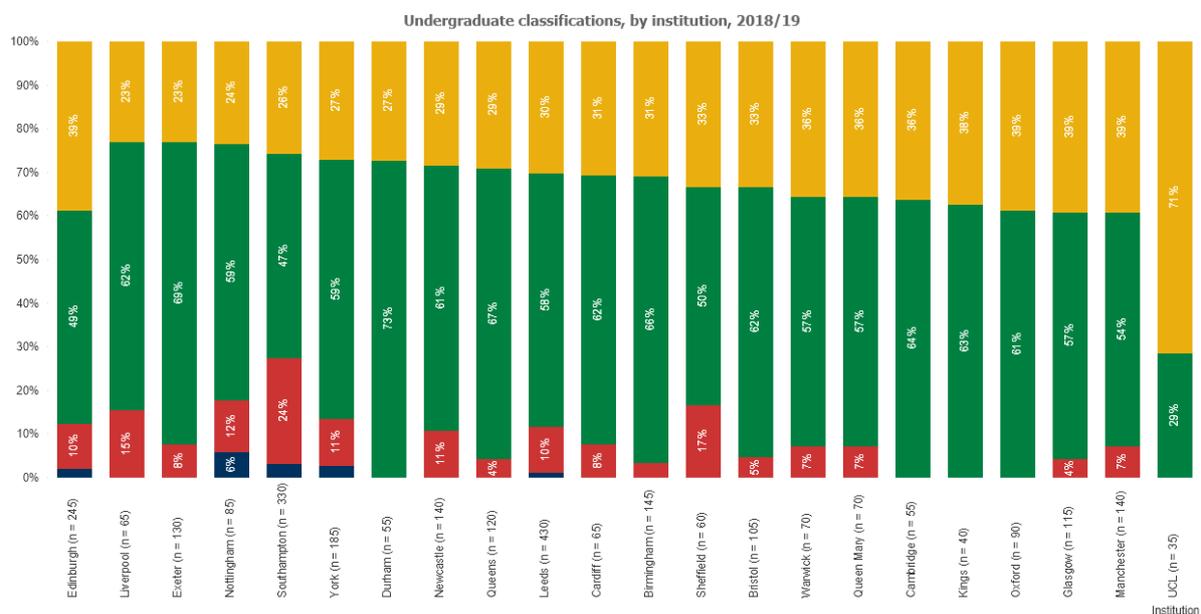
## Architecture, building and planning

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	30	23.1%	395	23.1%
Upper second class honours	75	57.7%	920	53.8%
Lower second class honours	20	15.4%	305	17.8%
Third class honours / Pass	5	3.8%	90	5.3%



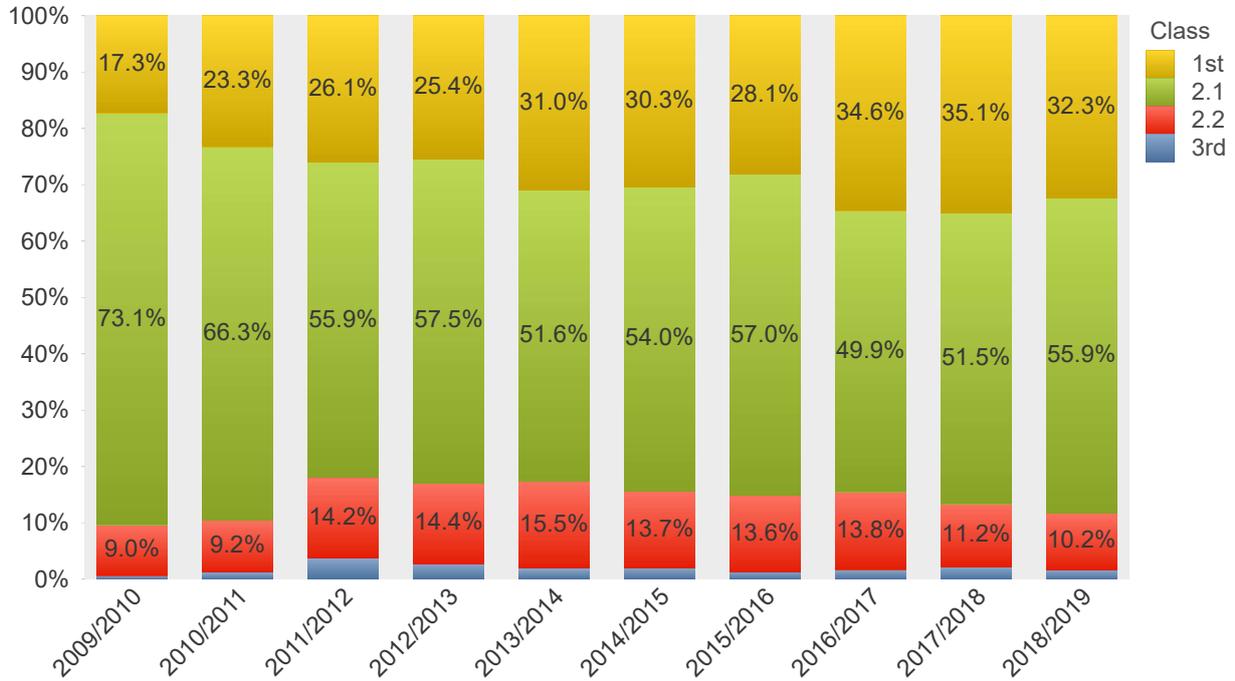
## Creative arts and design

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	95	38.8%	880	31.7%
Upper second class honours	120	49.0%	1595	57.5%
Lower second class honours	25	10.2%	270	9.7%
Third class honours / Pass	5	2.0%	30	1.1%



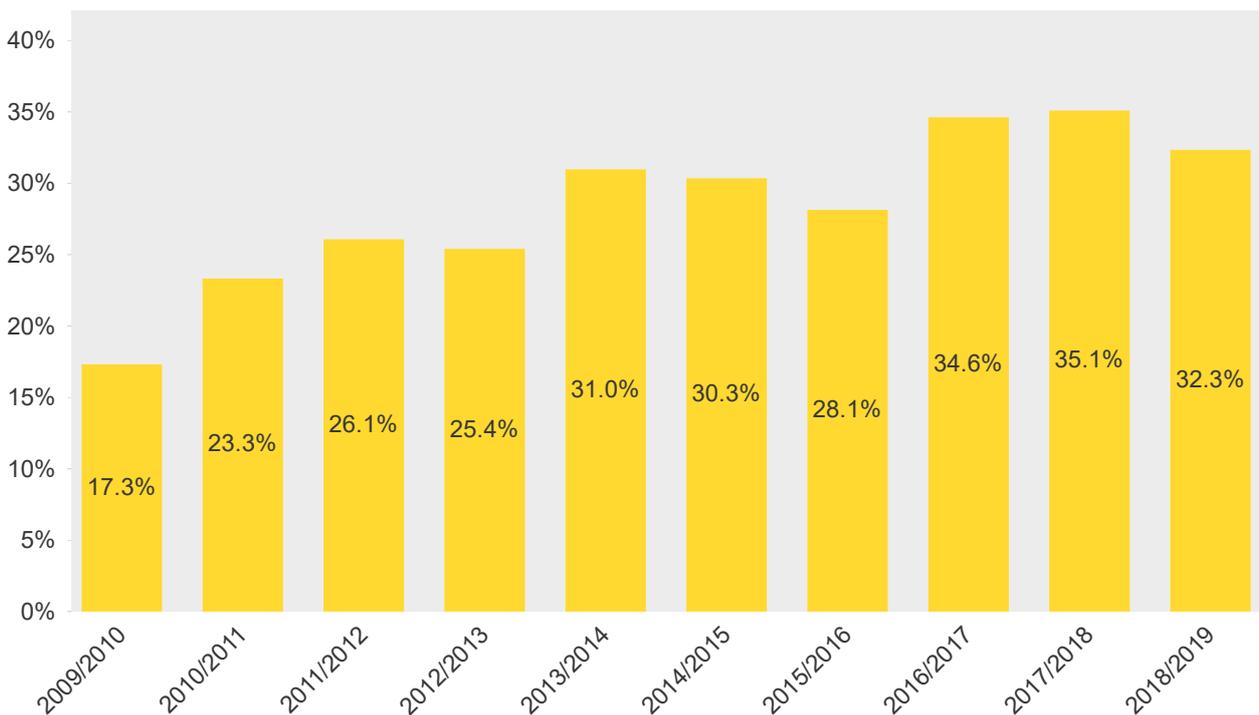
### Honours Grade Profile By School

#### Degree class: Edinburgh College of Art



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	27	38	97	113	114	122	110	143	160	140
2.1	114	108	208	256	190	217	223	206	235	242
2.2	14	15	53	64	57	55	53	57	51	44
3rd	1	2	14	12	7	8	5	7	10	7

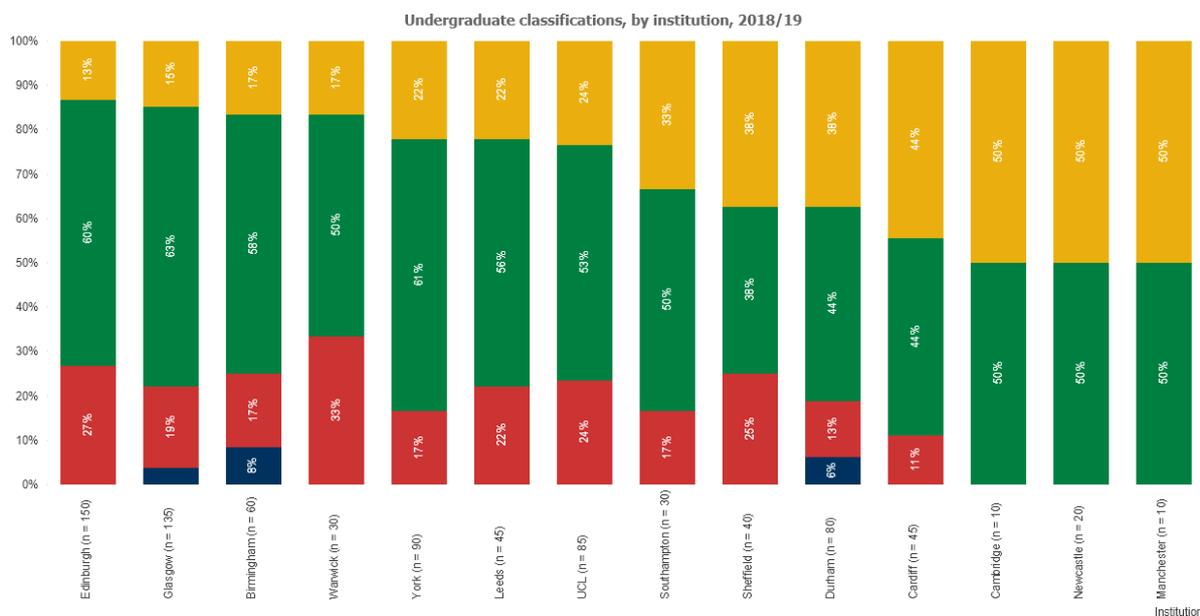
#### % Firsts: Edinburgh College of Art



# Moray House School of Education

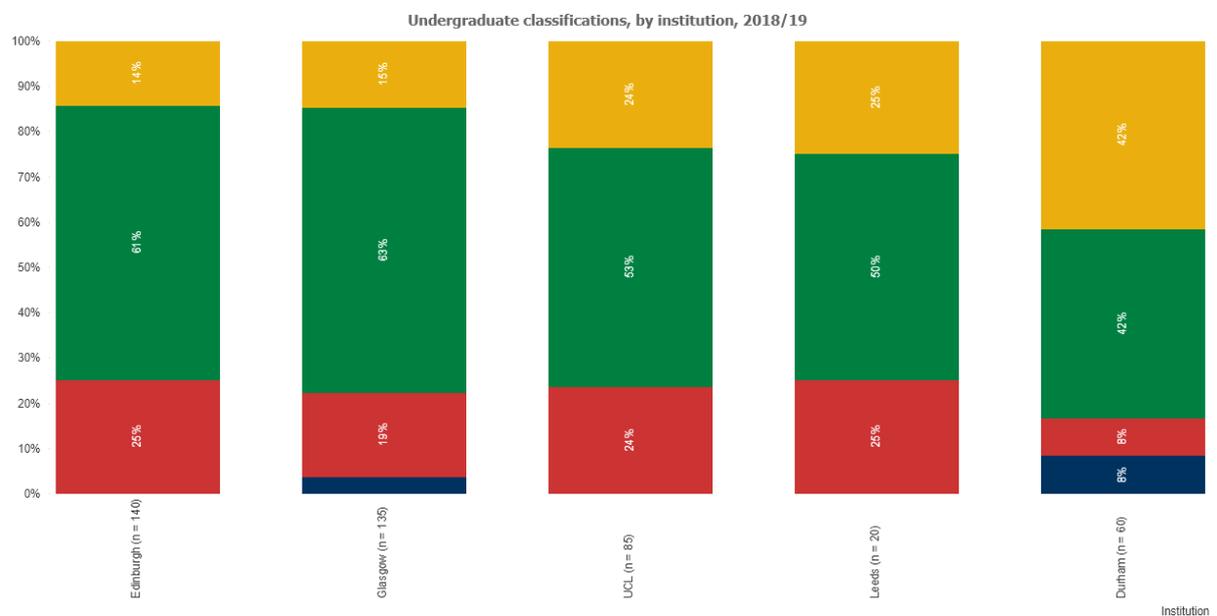
The JACS Subject Area with the closest association to this School is “Education”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	20	13.3%	200	24.1%
Upper second class honours	90	60.0%	455	54.8%
Lower second class honours	40	26.7%	160	19.3%
Third class honours / Pass	-	-	15	1.8%



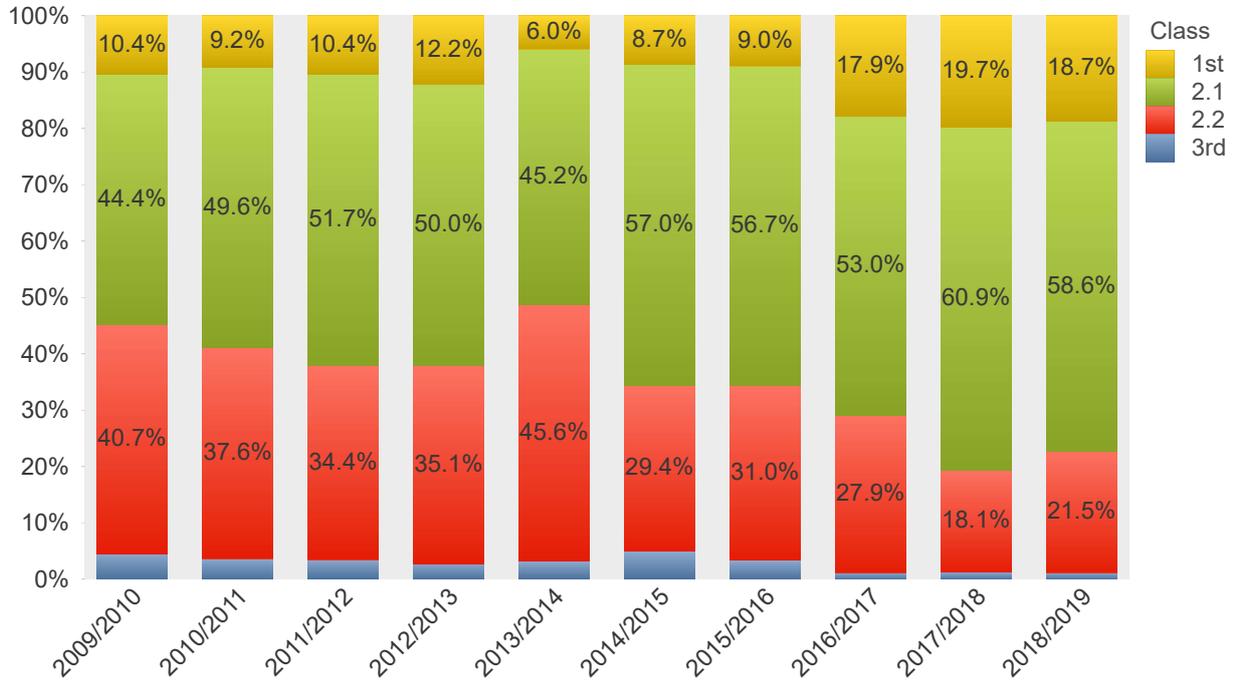
Within the wider HESA Subject Area “Education”, the HESA Principal Subject with the closest association to this school is “Training Teachers”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	20	14.3%	90	20.5%
Upper second class honours	85	60.7%	250	56.8%
Lower second class honours	35	25.0%	90	20.5%
Third class honours/Pass	-	-	10	2.3%



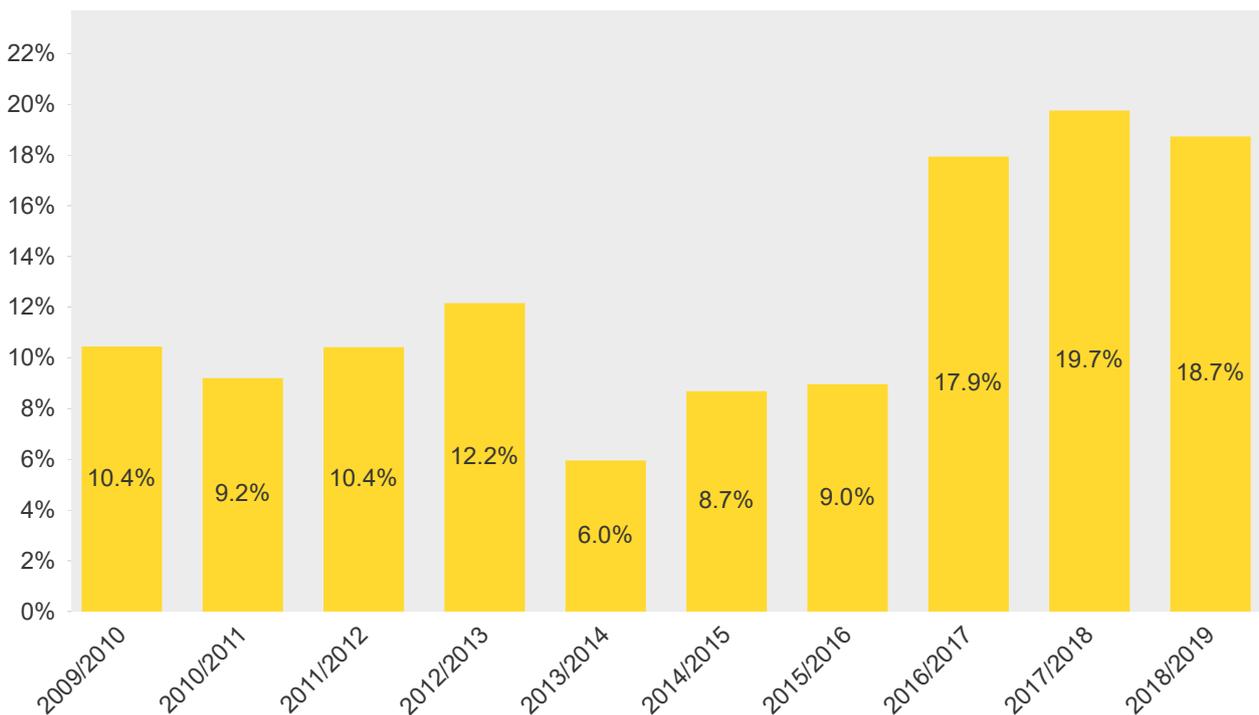
### Honours Grade Profile By School

#### Degree class: Moray House School of Education



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	28	23	30	36	15	23	24	45	47	47
2.1	119	124	149	148	114	151	152	133	145	147
2.2	109	94	99	104	115	78	83	70	43	54
3rd	12	9	10	8	8	13	9	3	3	3

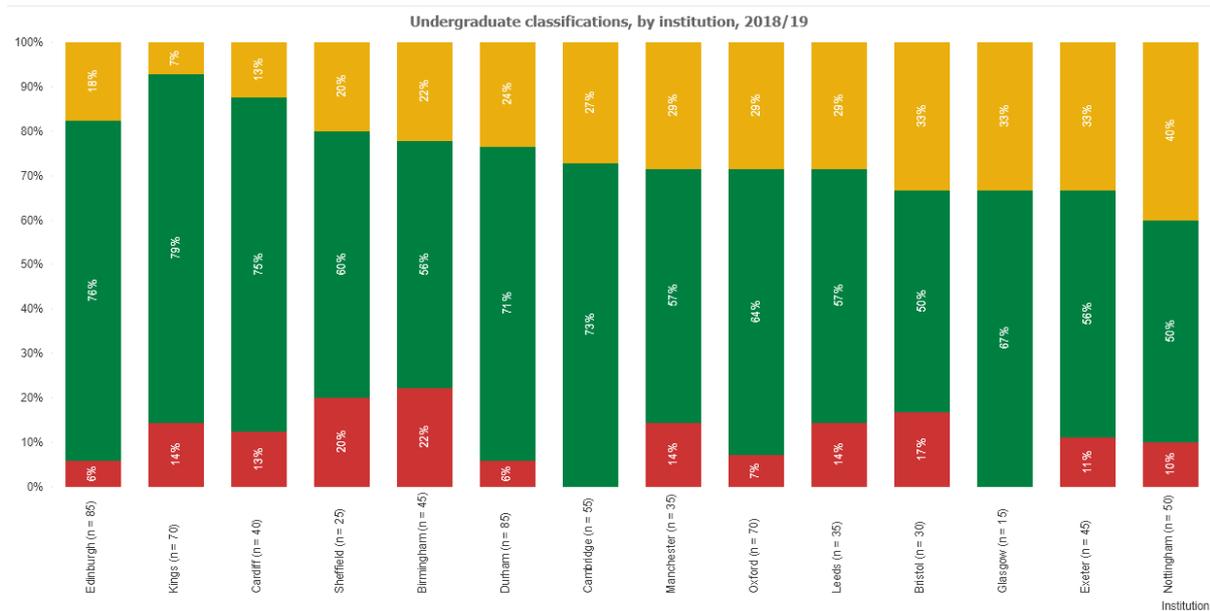
#### % Firsts: Moray House School of Education



# School of Divinity

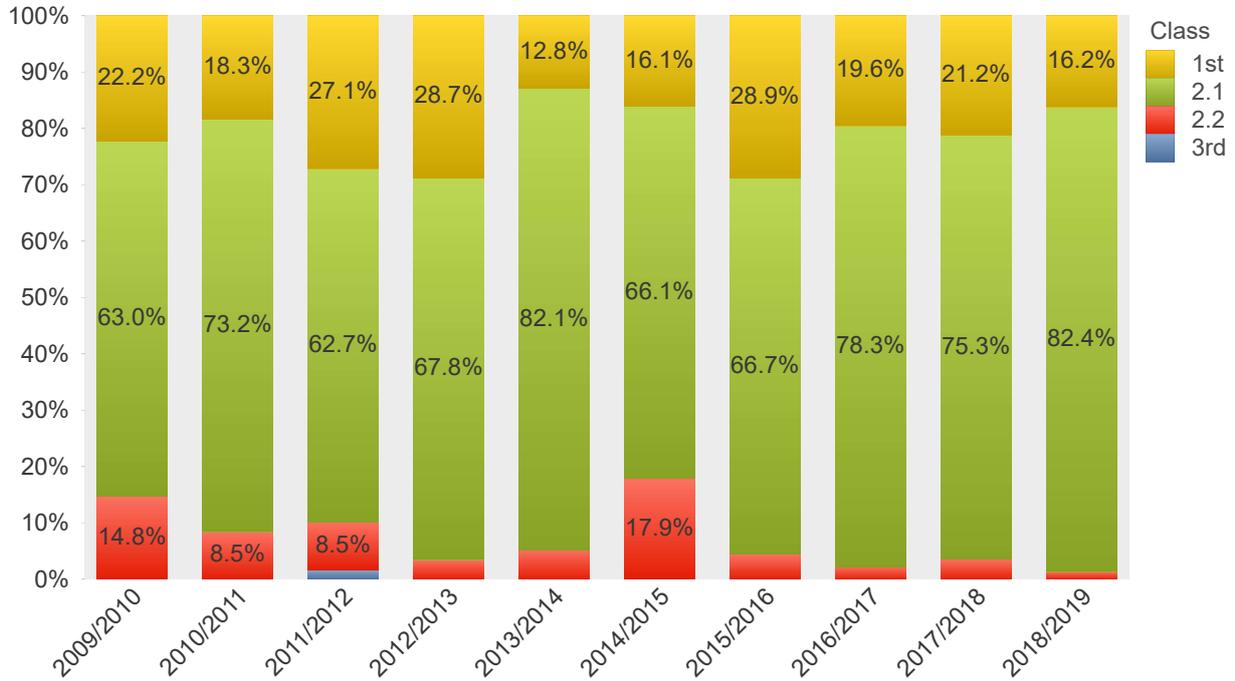
There is no JACS Subject Area with a close association to this School. However the Principal Subject Area “Theology and religious studies” is a good fit. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	20	14.3%	90	20.5%
Upper second class honours	85	60.7%	250	56.8%
Lower second class honours	35	25.0%	90	20.5%
Third class honours/Pass	-	-	10	2.3%



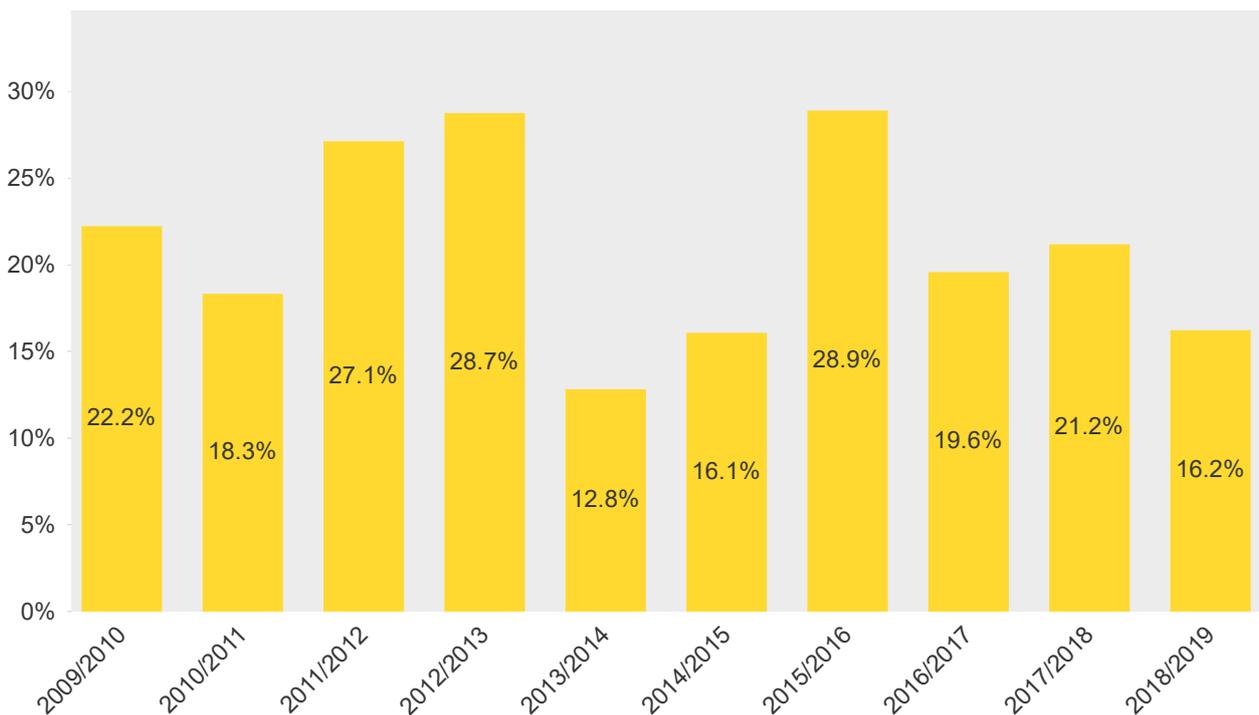
**Honours Grade Profile By School**

**Degree class: School of Divinity**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	12	13	16	25	5	9	13	9	18	12
2.1	34	52	37	59	32	37	30	36	64	61
2.2	8	6	5	3	2	10	2	1	3	1
3rd	-	-	1	-	-	-	-	-	-	-

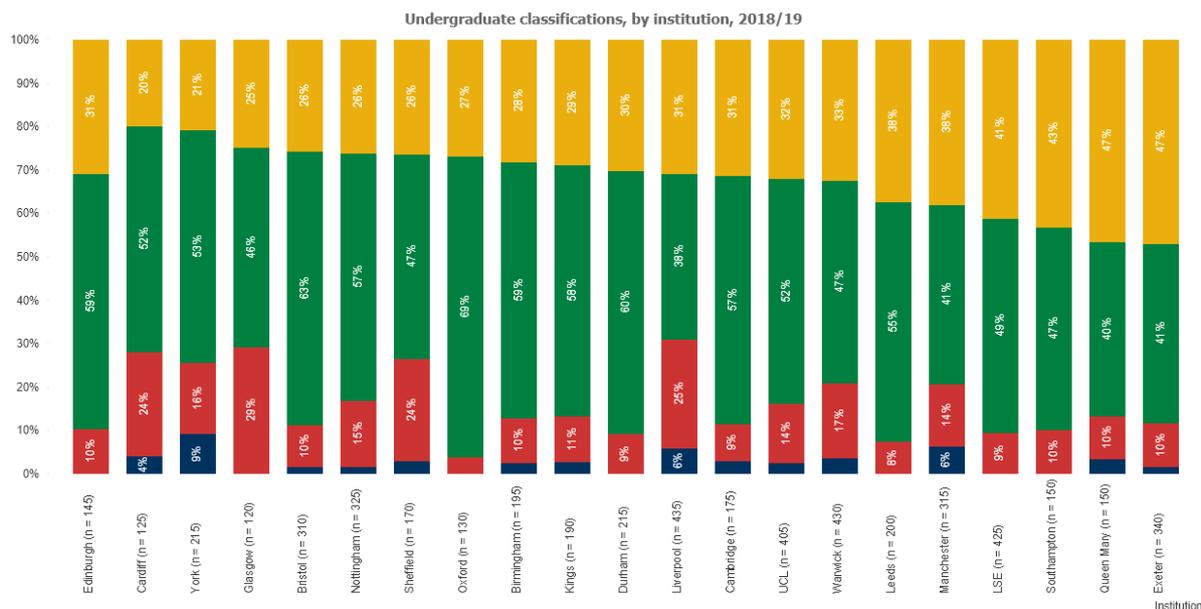
**% Firsts: School of Divinity**



# School of Economics

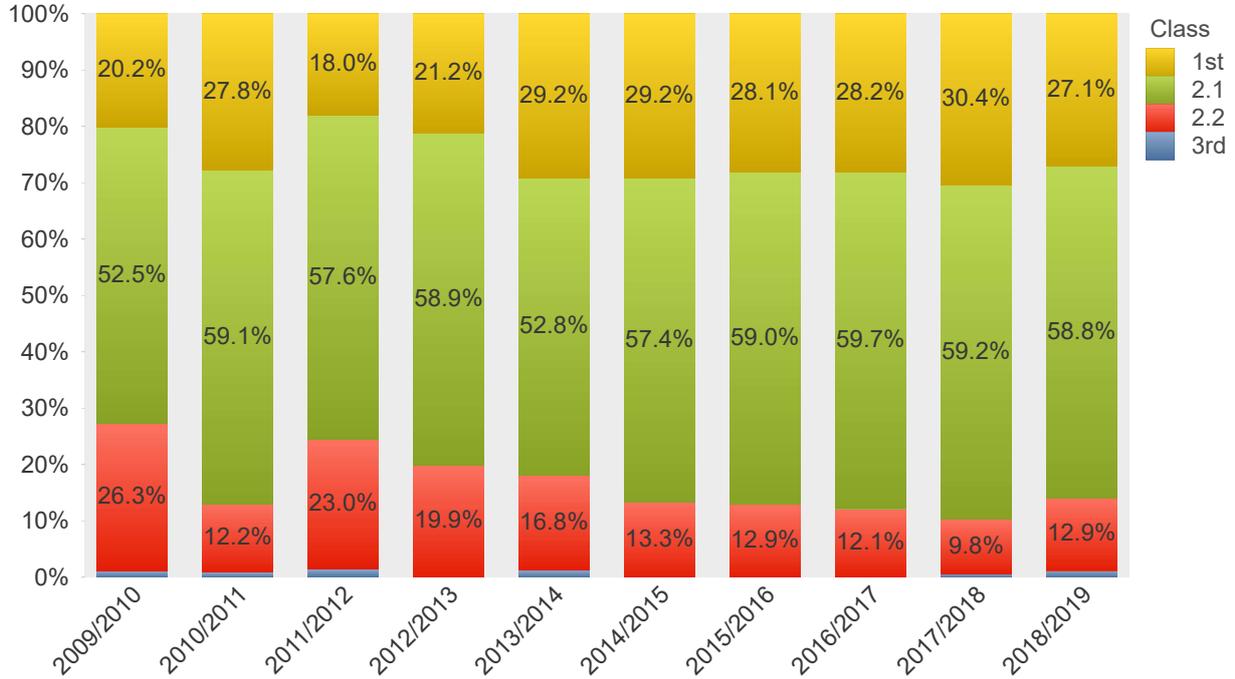
There is no JACS Subject Area with a close association to this School. However the Principal Subject Area “Economics” is a good fit. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	45	31.0%	1690	32.7%
Upper second class honours	85	58.6%	2620	50.7%
Lower second class honours	15	10.3%	720	13.9%
Third class honours/Pass	-	-	135	2.6%



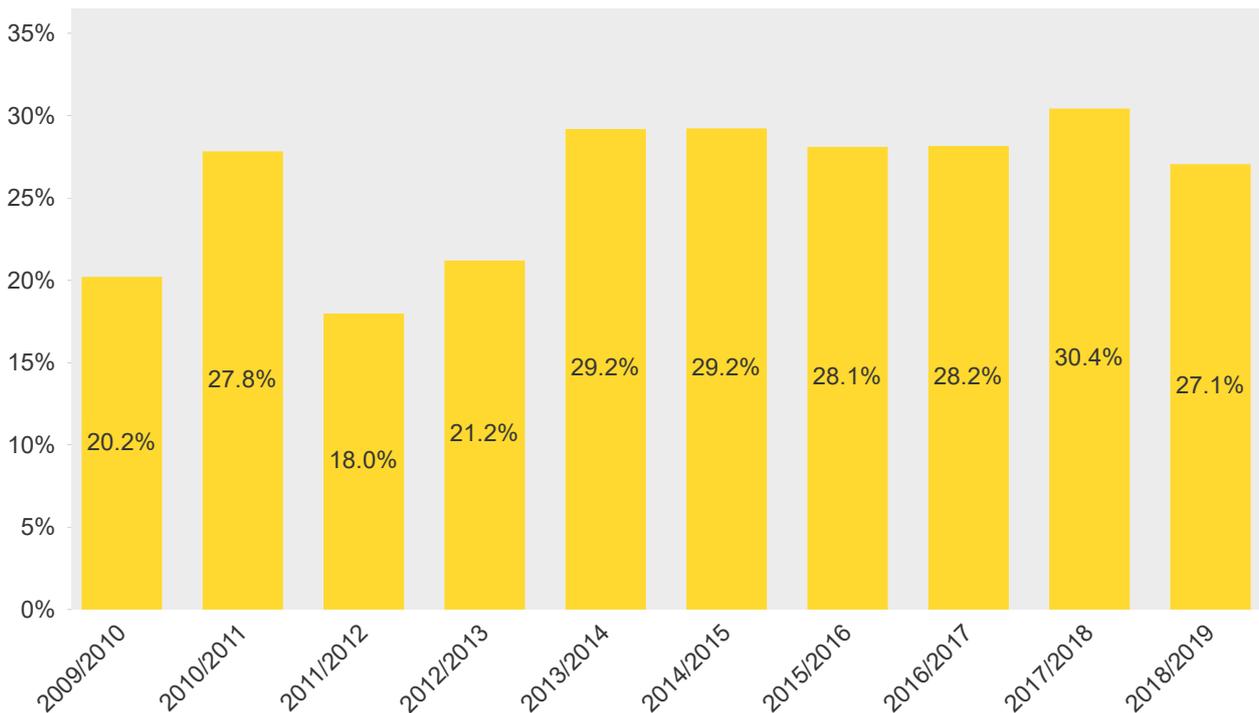
**Honours Grade Profile By School**

**Degree class: School of Economics**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	20	32	25	32	47	57	61	58	56	46
2.1	52	68	80	89	85	112	128	123	109	100
2.2	26	14	32	30	27	26	28	25	18	22
3rd	1	1	2	-	2	-	-	-	1	2

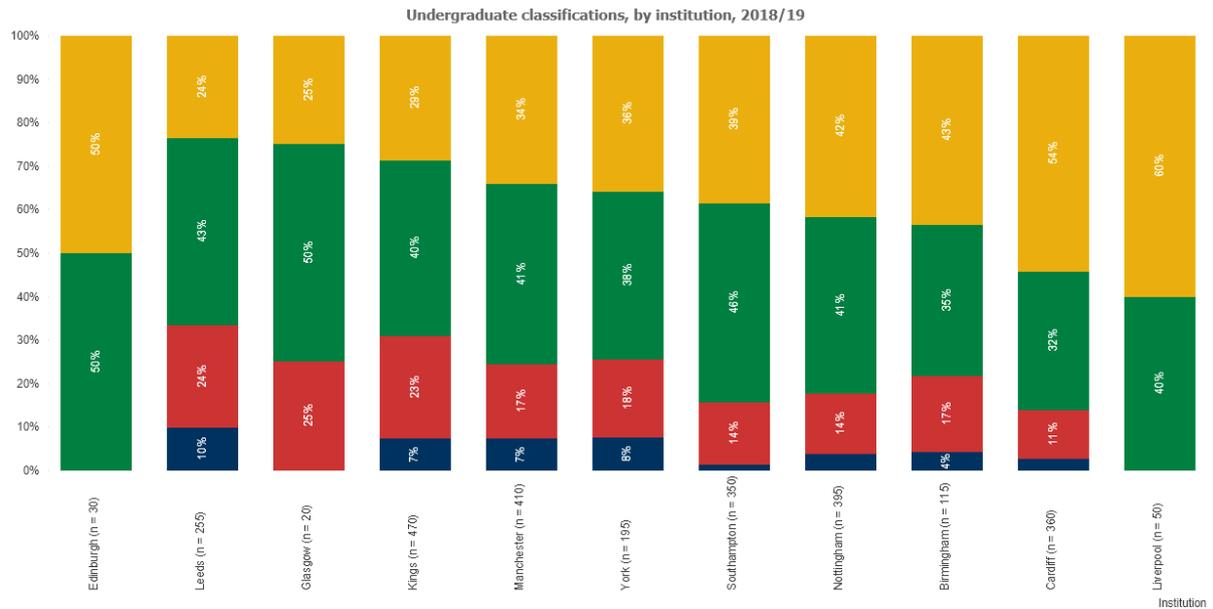
**% Firsts: School of Economics**



# School of Health in Social Science

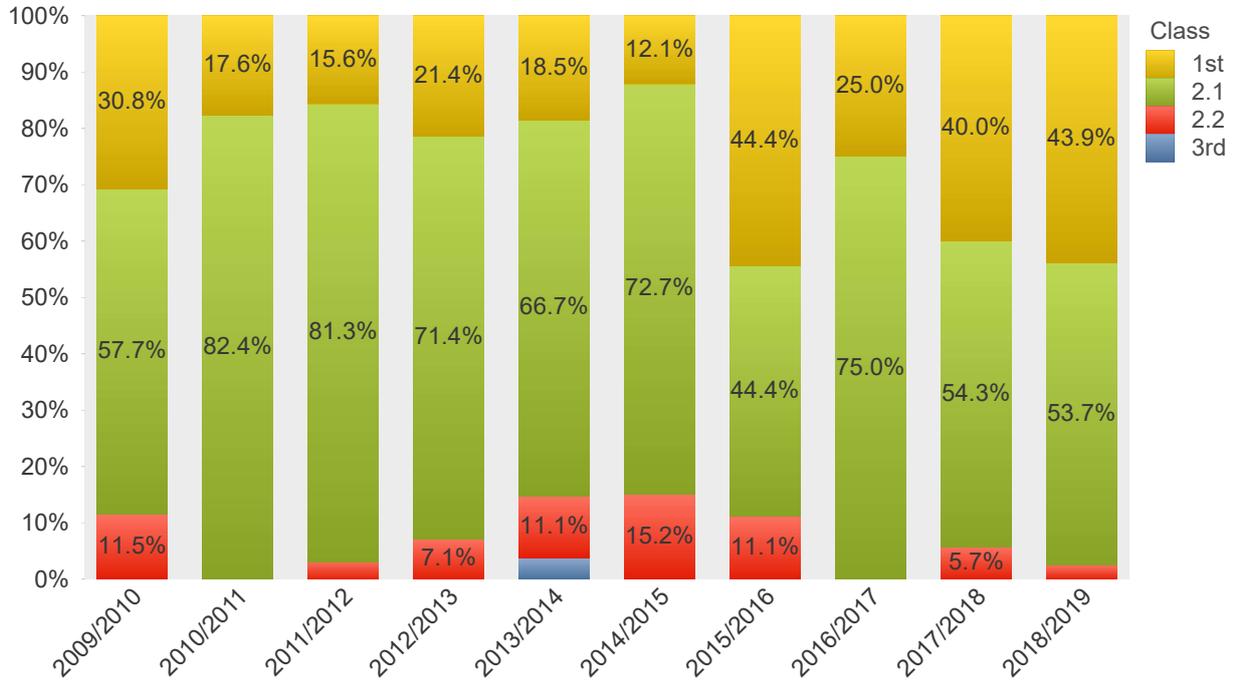
There is no JACS Subject Area with a close association to this School. However the Principal Subject Area “Nursing” is a good fit. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	15	50.0%	1000	37.7%
Upper second class honours	15	50.0%	1065	40.2%
Lower second class honours	-	-	445	16.8%
Third class honours/Pass	-	-	140	5.3%



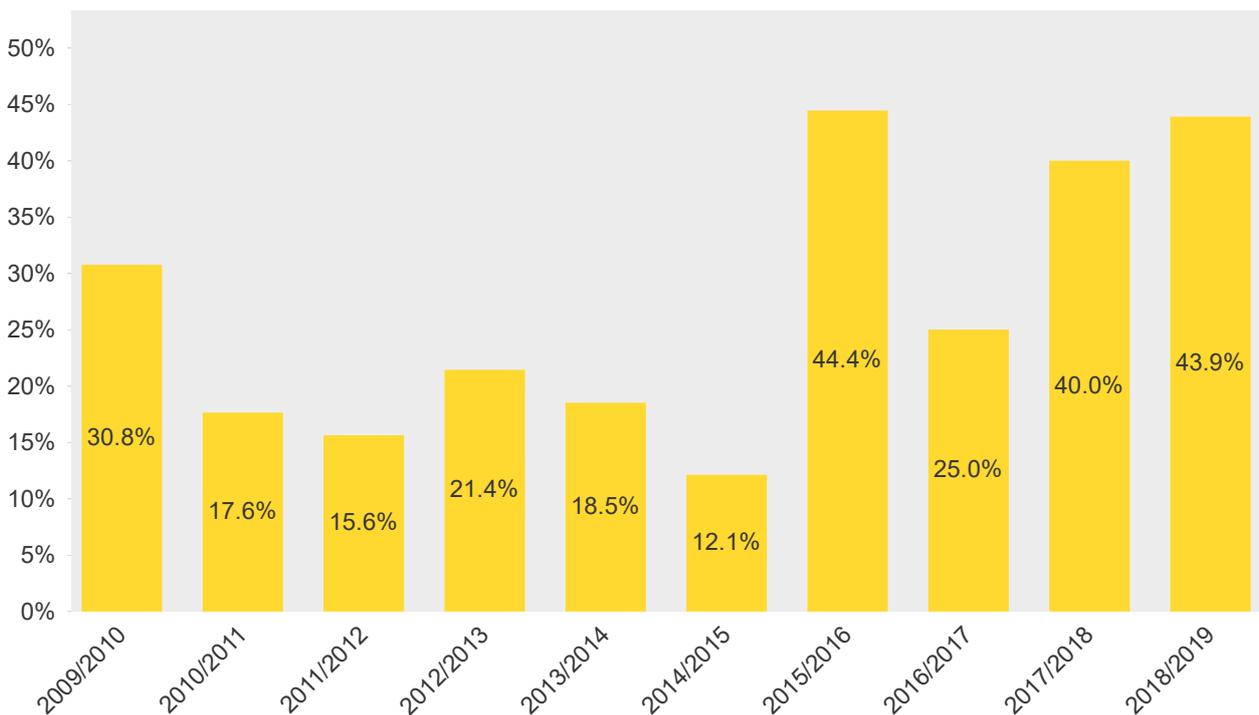
**Honours Grade Profile By School**

**Degree class: School of Health in Social Science**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	8	3	5	6	5	4	12	7	14	18
2.1	15	14	26	20	18	24	12	21	19	22
2.2	3	-	1	2	3	5	3	-	2	1
3rd	-	-	-	-	1	-	-	-	-	-

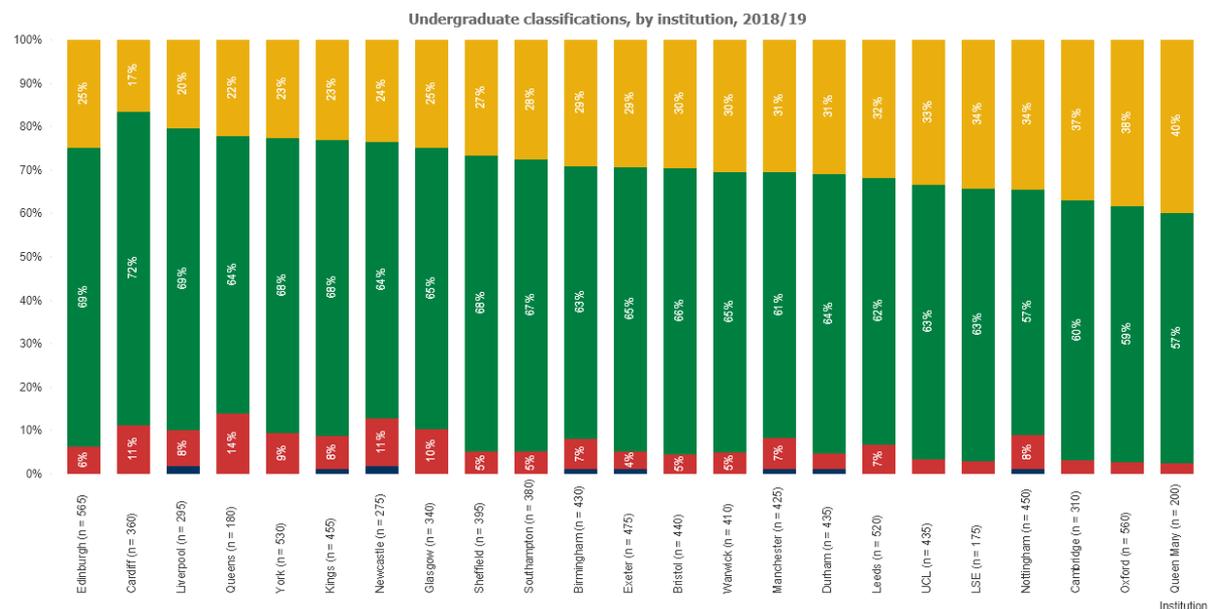
**% Firsts: School of Health in Social Science**



# School of History, Classics and Archaeology

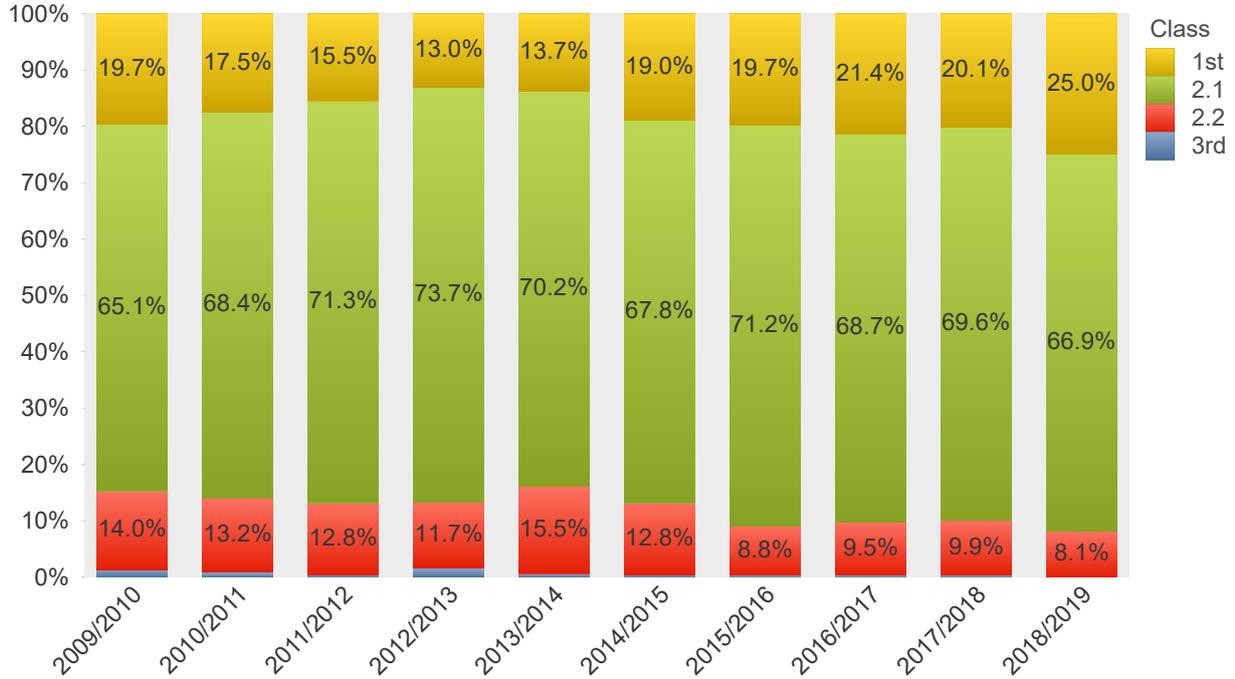
The JACS Subject Area with the closest association to this School is “Historical and philosophical studies”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	140	24.8%	2605	28.8%
Upper second class honours	390	69.0%	5825	64.4%
Lower second class honours	35	6.2%	570	6.3%
Third class honours / Pass	-	-	40	0.4%



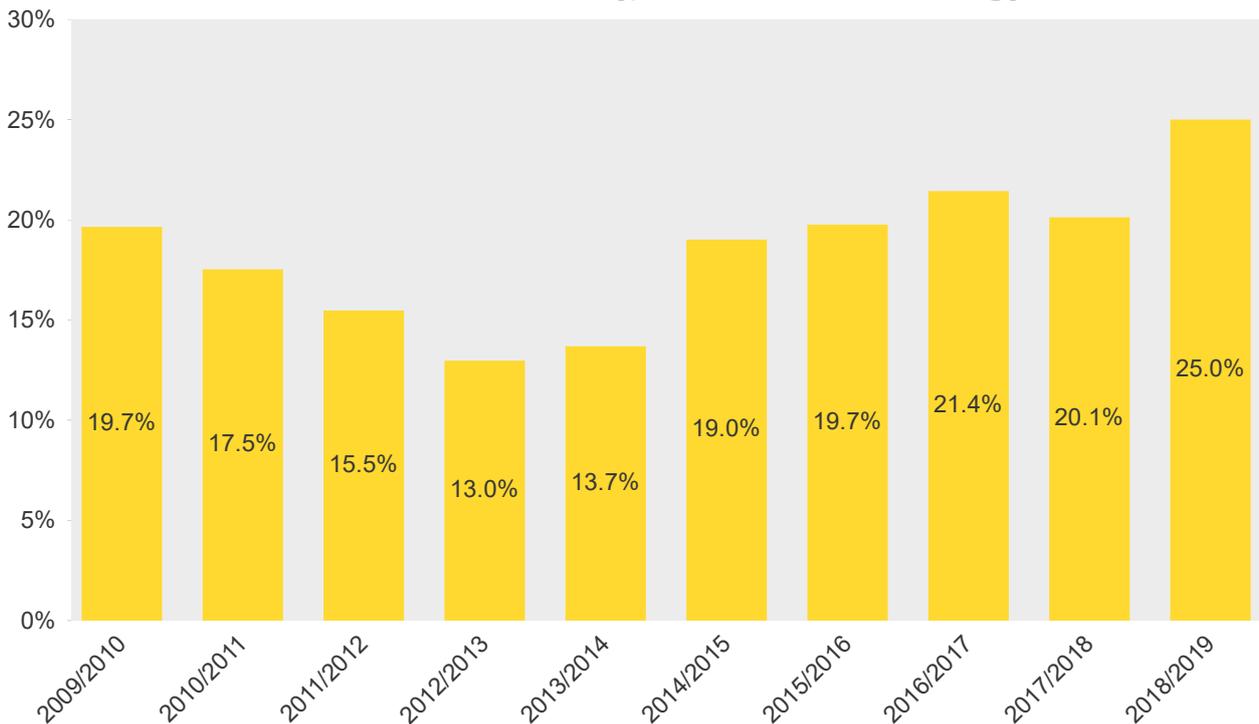
**Honours Grade Profile By School**

**Degree class: School of History, Classics and Archaeology**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	45	41	41	41	23	46	63	63	63	77
2.1	149	160	189	233	118	164	227	202	218	206
2.2	32	31	34	37	26	31	28	28	31	25
3rd	3	2	1	5	1	1	1	1	1	1

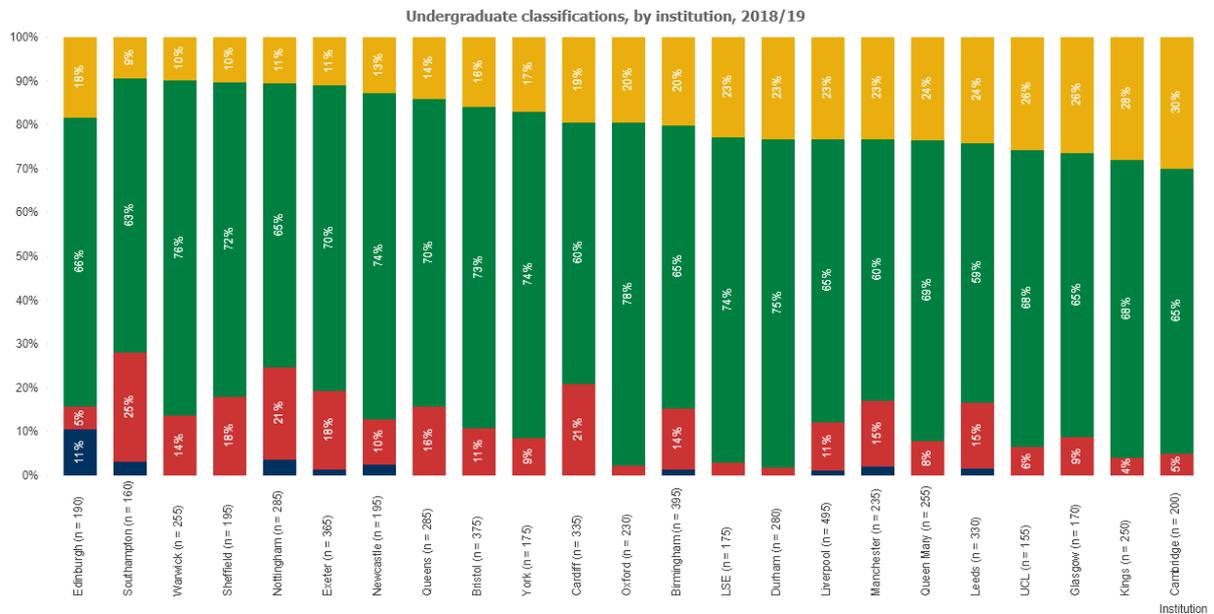
**% Firsts: School of History, Classics and Archaeology**



# School of Law

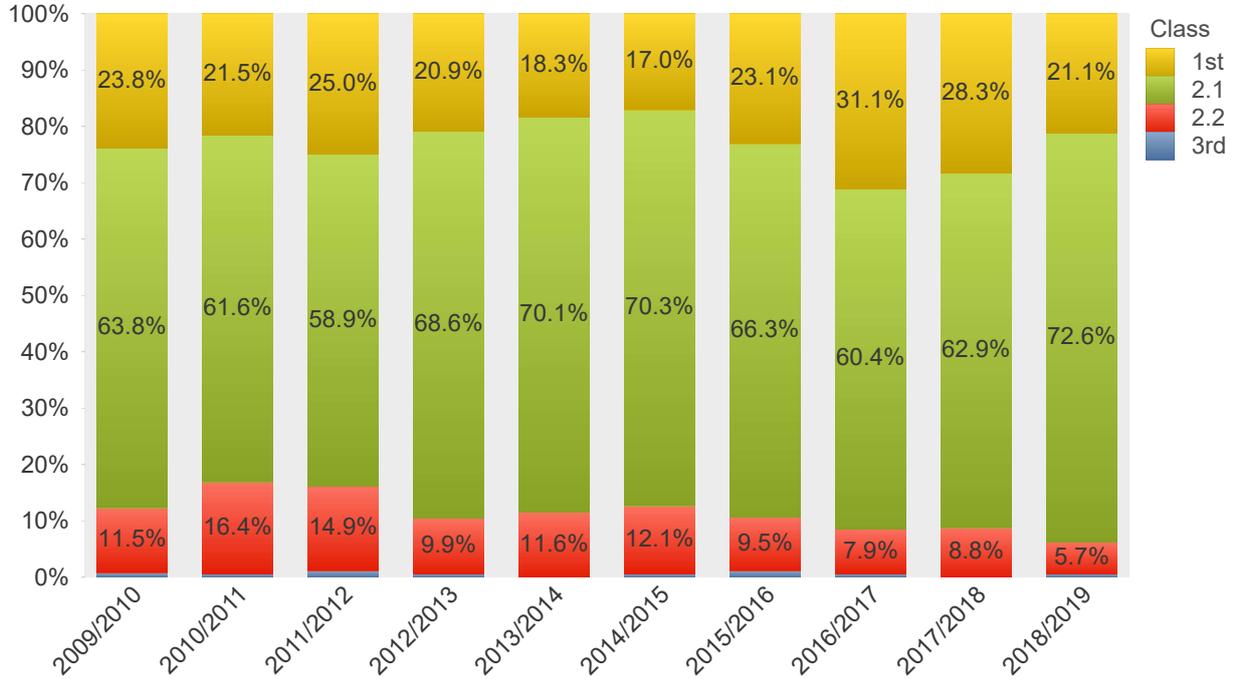
The JACS Subject Area with the closest association to this School is “Law”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	35	18.4%	1140	19.0%
Upper second class honours	125	65.8%	4070	68.0%
Lower second class honours	10	5.3%	710	11.9%
Third class honours / Pass	20	10.5%	65	1.1%



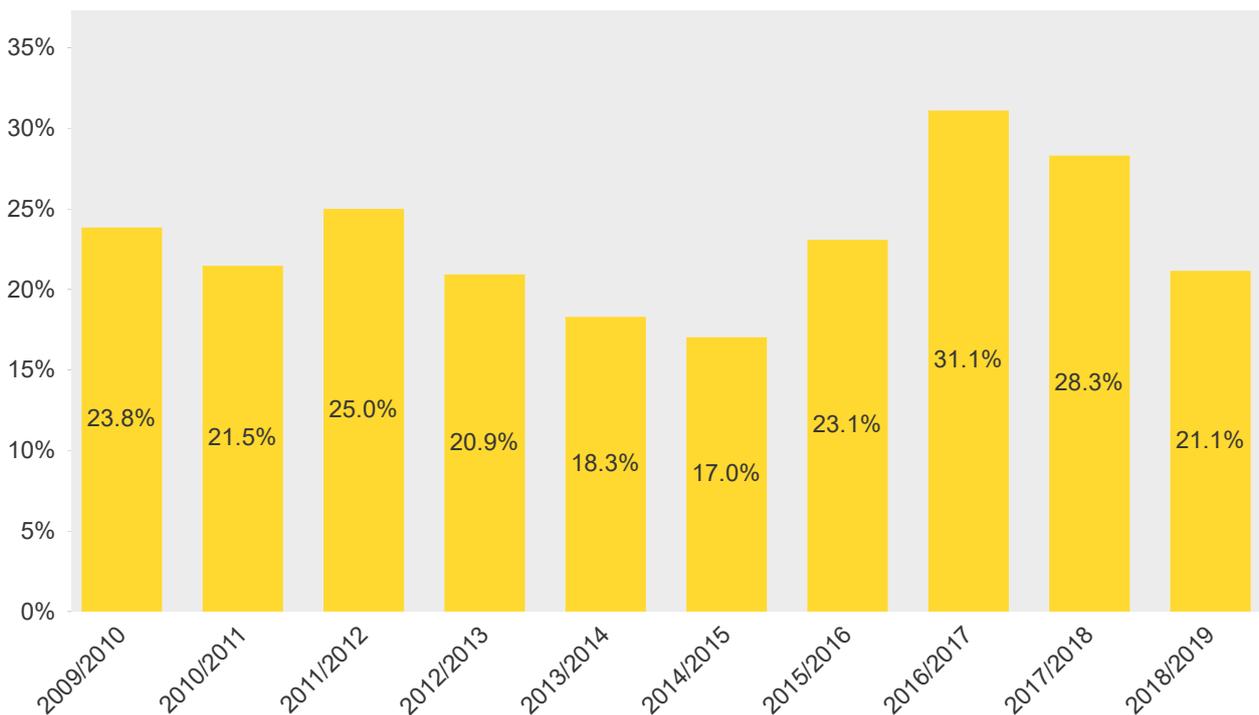
### Honours Grade Profile By School

#### Degree class: School of Law



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	31	38	42	36	30	31	39	51	45	37
2.1	83	109	99	118	115	128	112	99	100	127
2.2	15	29	25	17	19	22	16	13	14	10
3rd	1	1	2	1	-	1	2	1	-	1

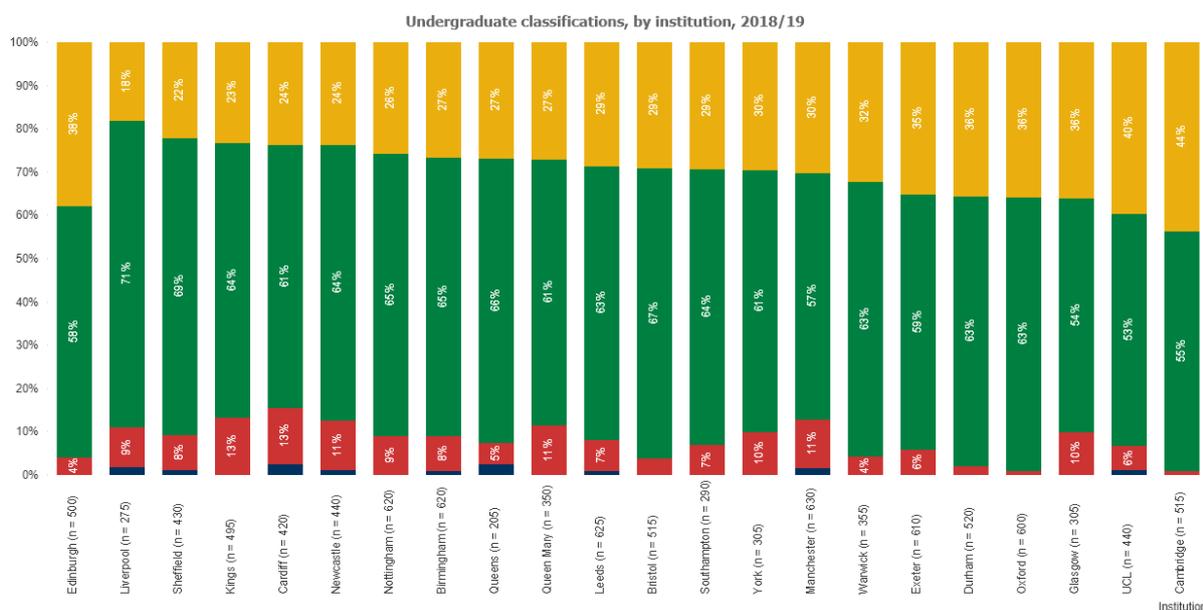
#### % Firsts: School of Law



# School of Languages, Literatures and Cultures

The JACS Subject Area with the closest association to this School is “Languages”. The results for 2018/19 are given below:

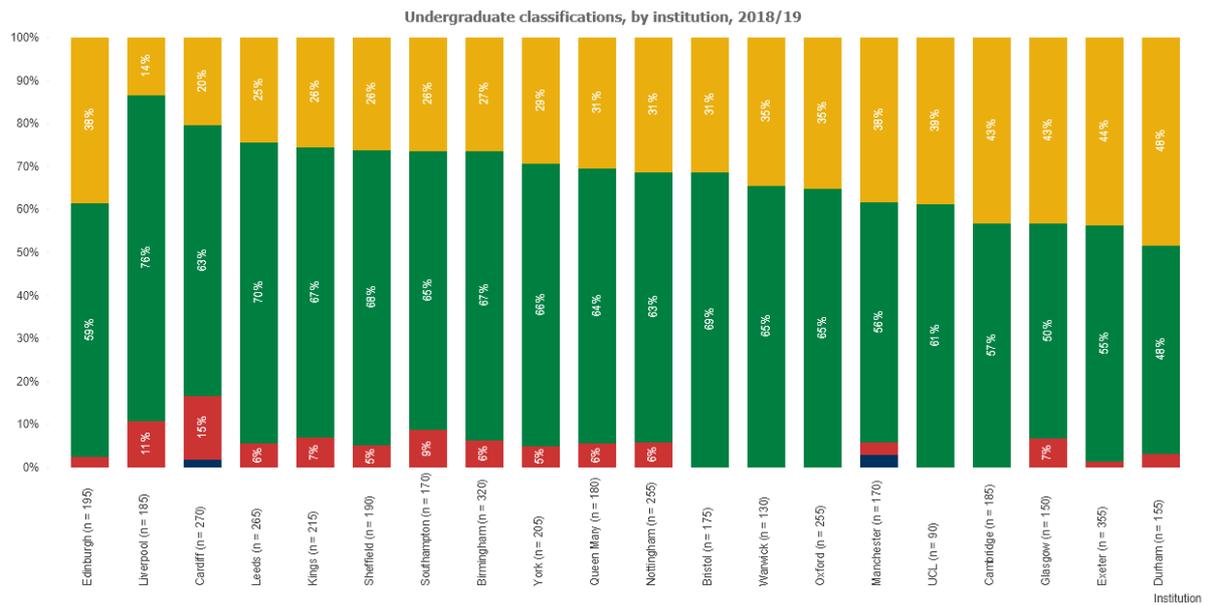
Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	190	38.0%	3065	30.5%
Upper second class honours	290	58.0%	6230	61.9%
Lower second class honours	20	4.0%	715	7.1%
Third class honours / Pass	-	-	55	0.5%



Within the wider HESA Subject Area “Languages”, there are several HESA Principal Subjects with a close association to this school. The results for 2018/19 are given below:

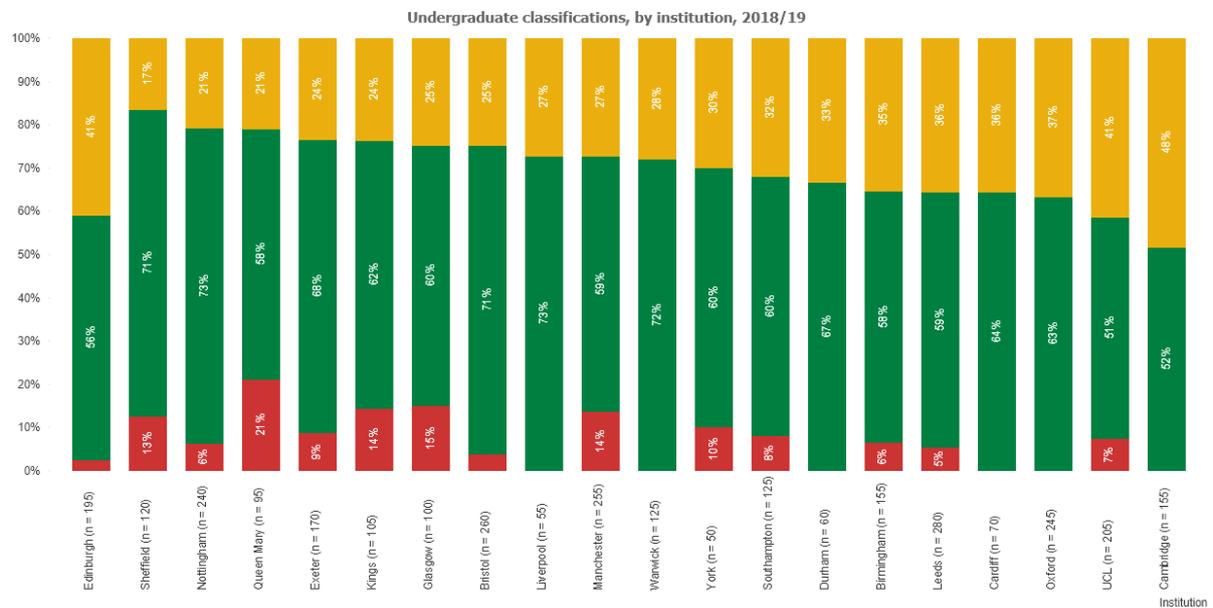
**Principal Subject: English Studies**

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	75	38.5%	1315	32.0%
Upper second class honours	115	59.0%	2590	62.9%
Lower second class honours	5	2.6%	200	4.9%
Third class honours/Pass	-	-	10	0.2%



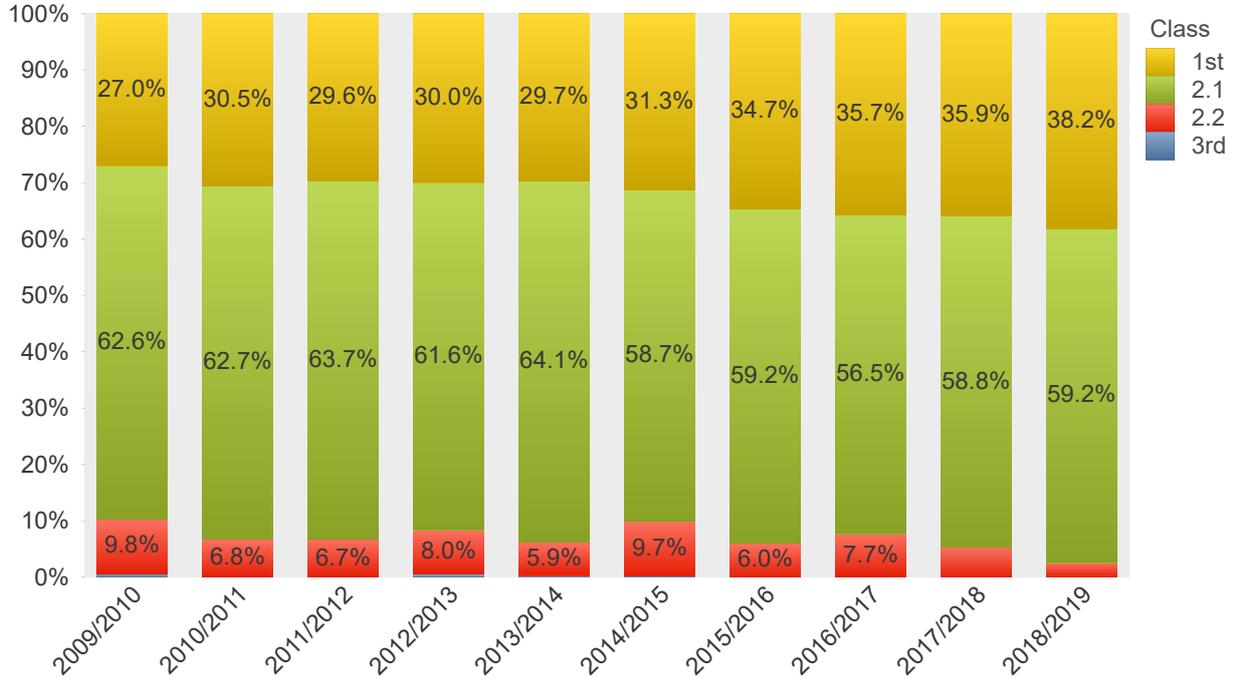
**Principal Subject: amalgamation of French, German, Italian, Spanish, Portuguese, Scandinavian, Russian, Chinese and Japanese Studies**

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	80	41.0%	950	31.0%
Upper second class honours	110	56.4%	1915	62.5%
Lower second class honours	5	2.6%	200	6.5%



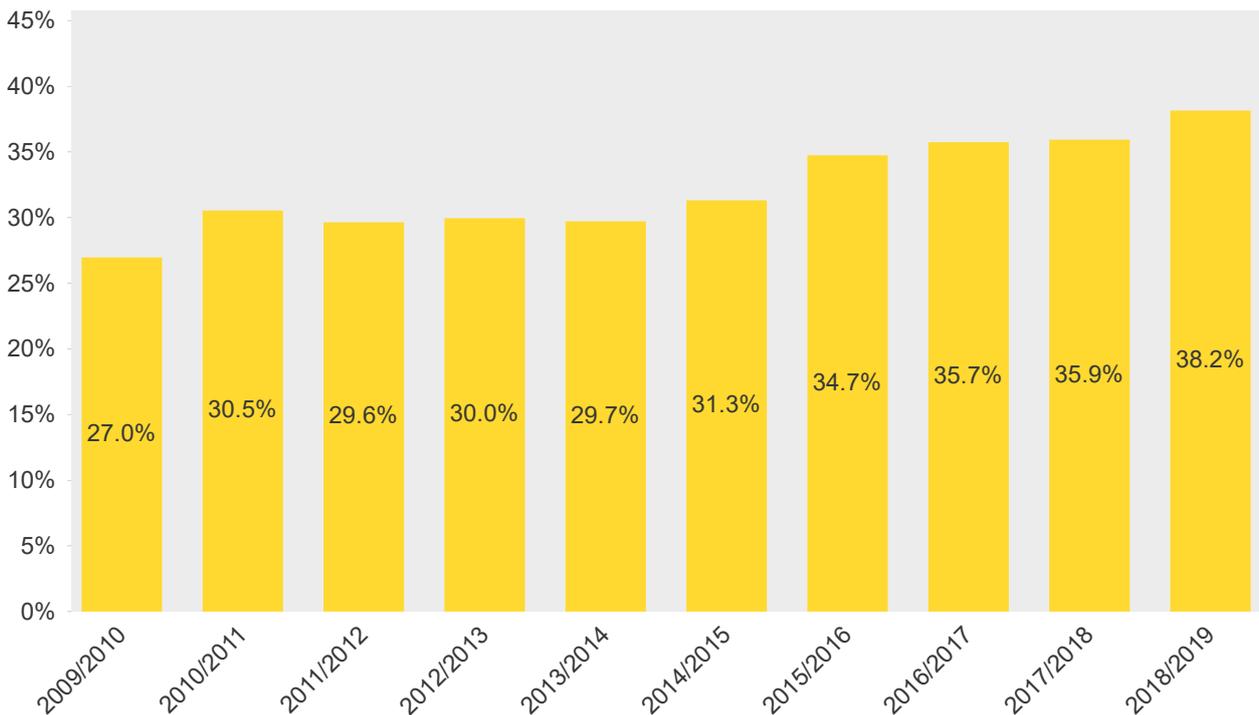
### Honours Grade Profile By School

#### Degree class: School of Literatures, Languages and Cultures



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	96	113	115	124	96	135	156	148	143	161
2.1	223	232	247	255	207	253	266	234	234	250
2.2	35	25	26	33	19	42	27	32	21	11
3rd	2	-	-	2	1	1	-	-	-	-

#### % Firsts: School of Literatures, Languages and Cultures

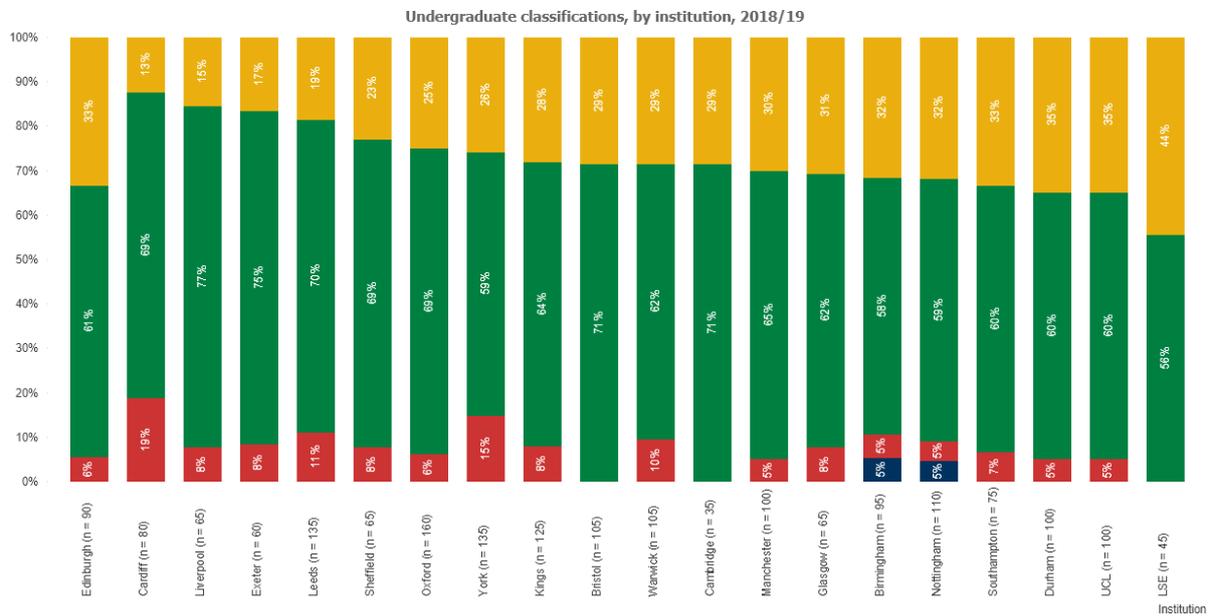


# School of Philosophy, Psychology and Language Sciences

There is no JACS Subject Area with a close association to this School. However the Principal Subject Areas of “Philosophy”, “Psychology” and “Linguistics” are a good fit. The results for 2018/19 are given below:

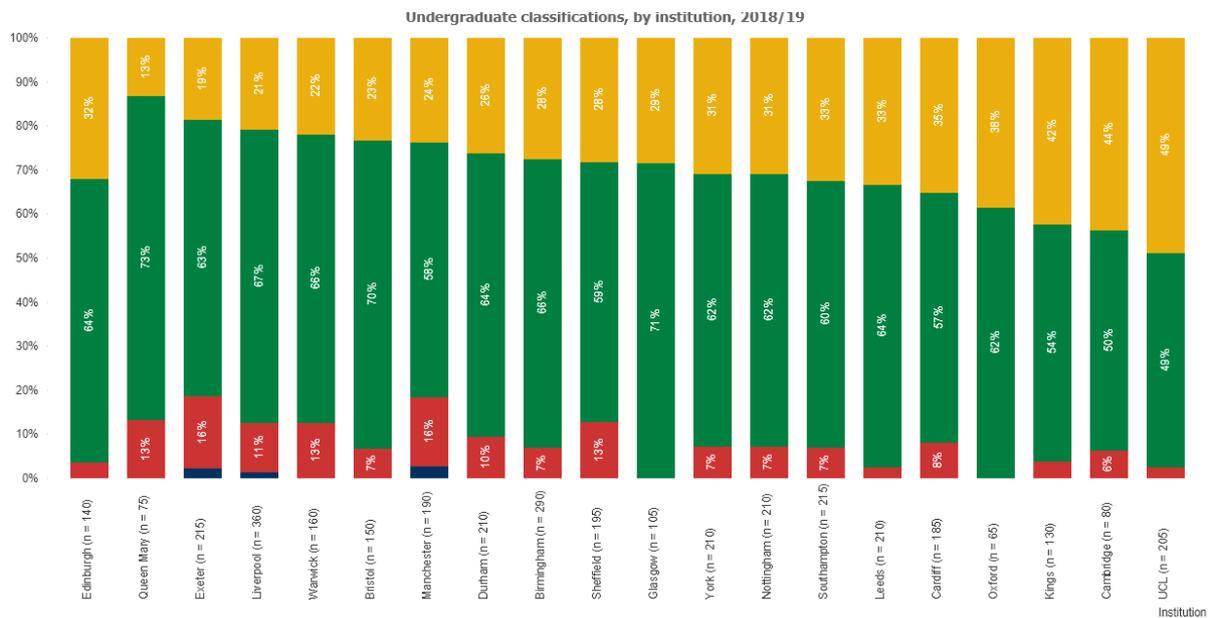
## Principal Subject: Philosophy

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	30	33.3%	510	27.6%
Upper second class honours	55	61.1%	1195	64.6%
Lower second class honours	5	5.6%	135	7.3%
Third class honours/Pass	-	-	10	0.5%



## Principal Subject: Psychology

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	45	32.1%	1055	29.3%
Upper second class honours	90	64.3%	2235	62.1%
Lower second class honours	5	3.6%	295	8.2%
Third class honours/Pass	-	-	15	0.4%



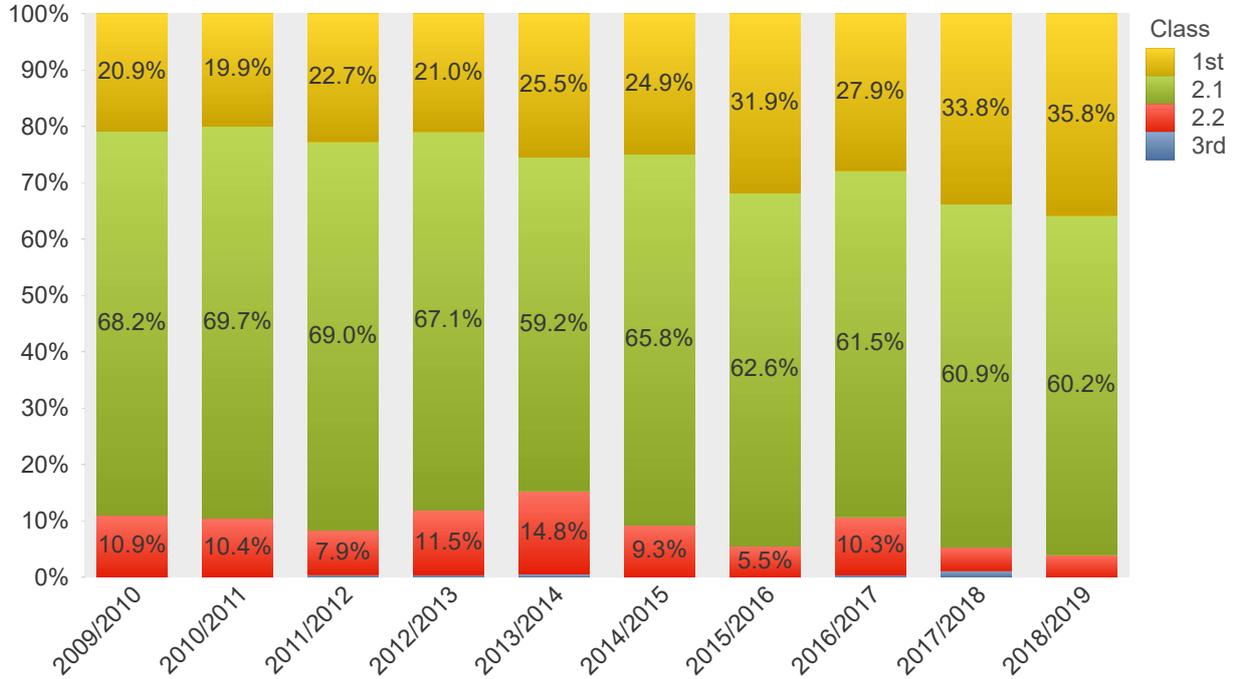
## Principal Subject: Linguistics

	University of Edinburgh		Russell Group	
Classification	Total	Percentage	Total	Percentage
First class honours	15	37.5%	145	34.9%
Upper second class honours	25	62.5%	230	55.4%
Lower second class honours	-	-	40	9.6%



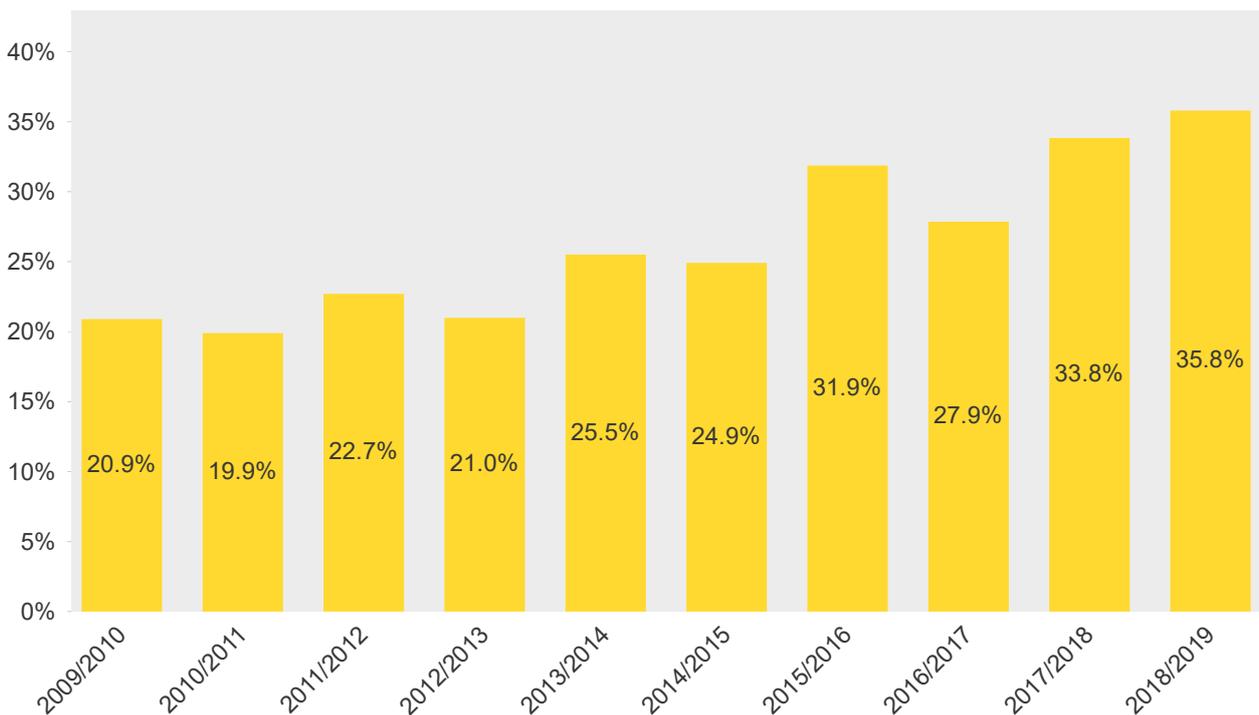
**Honours Grade Profile By School**

**Degree class: School of Philosophy, Psychology and Language Sciences**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	42	40	52	51	50	70	87	73	90	116
2.1	137	140	158	163	116	185	171	161	162	195
2.2	22	21	18	28	29	26	15	27	11	13
3rd	-	-	1	1	1	-	-	1	3	-

**% Firsts: School of Philosophy, Psychology and Language Sciences**

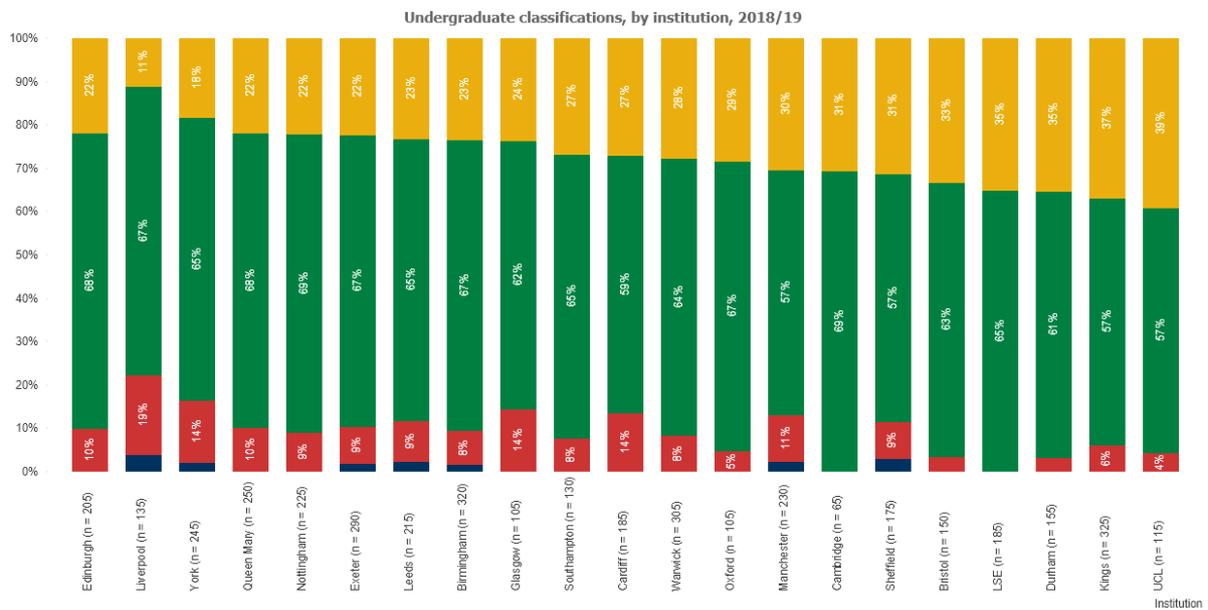


# School of Social and Political Science

There is no JACS Subject Area with a close association to this School. However the Principal Subject Areas of “Politics”, “Sociology” and “Anthropology” are a good fit. The results for 2018/19 are given below

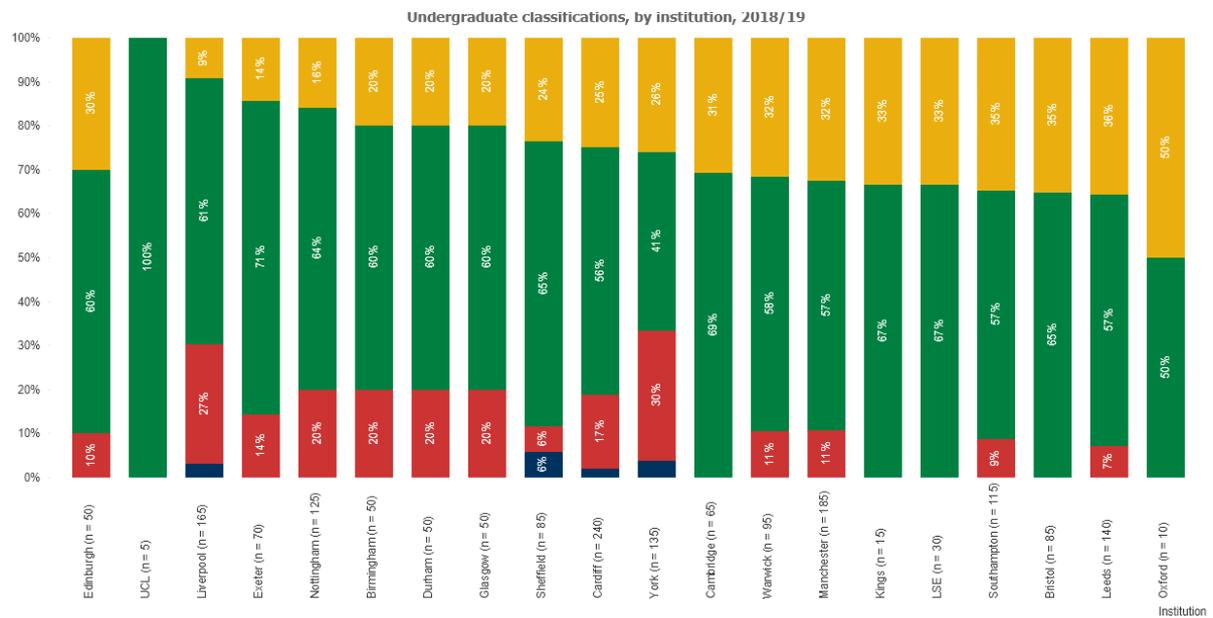
## Principal Subject: Politics

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	45	22.0%	1105	26.9%
Upper second class honours	140	68.3%	2625	63.8%
Lower second class honours	20	9.8%	350	8.5%
Third class honours/Pass	-	-	35	0.9%



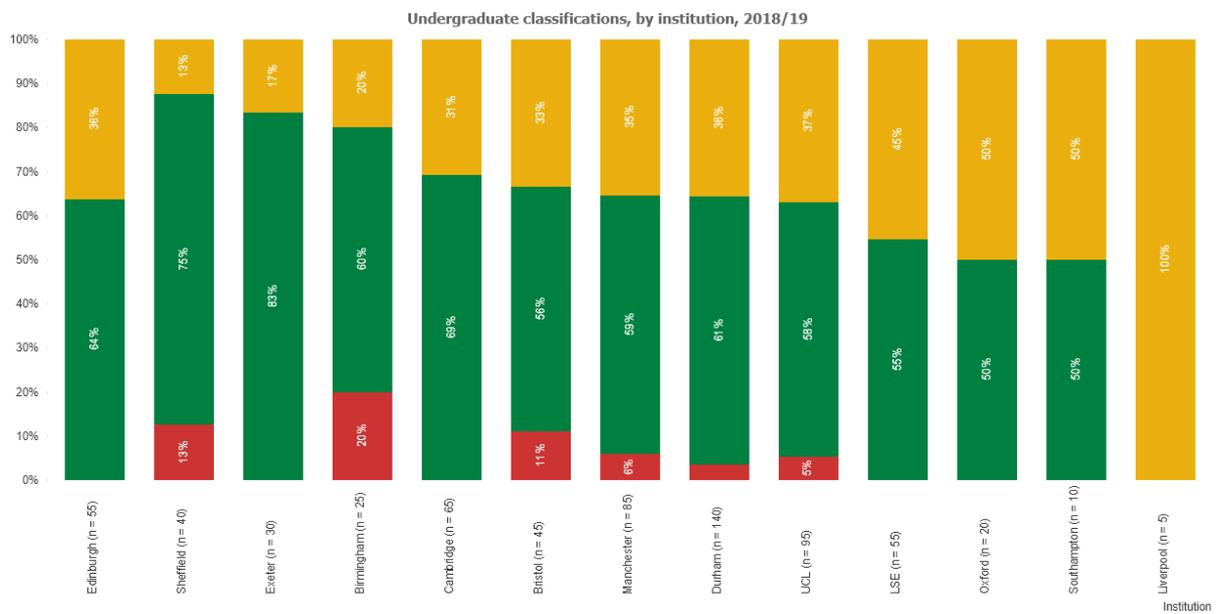
## Principal Subject: Sociology

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	15	30.0%	455	25.8%
Upper second class honours	30	60.0%	1040	58.9%
Lower second class honours	5	10.0%	250	14.2%
Third class honours/Pass	-	-	20	1.1%



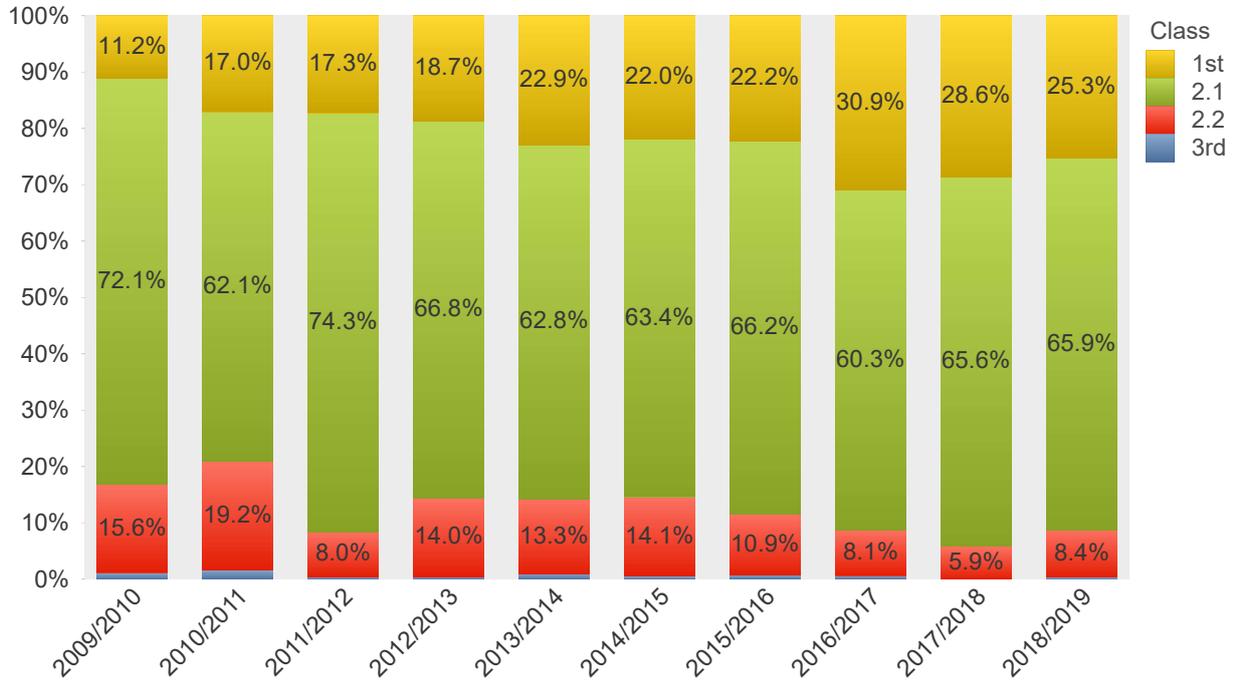
## Principal Subject: Anthropology

	University of Edinburgh		Russell Group	
Classification	Total	Percentage	Total	Percentage
First class honours	20	36.4%	230	34.3%
Upper second class honours	35	63.6%	410	61.2%
Lower second class honours	-	-	30	4.5%



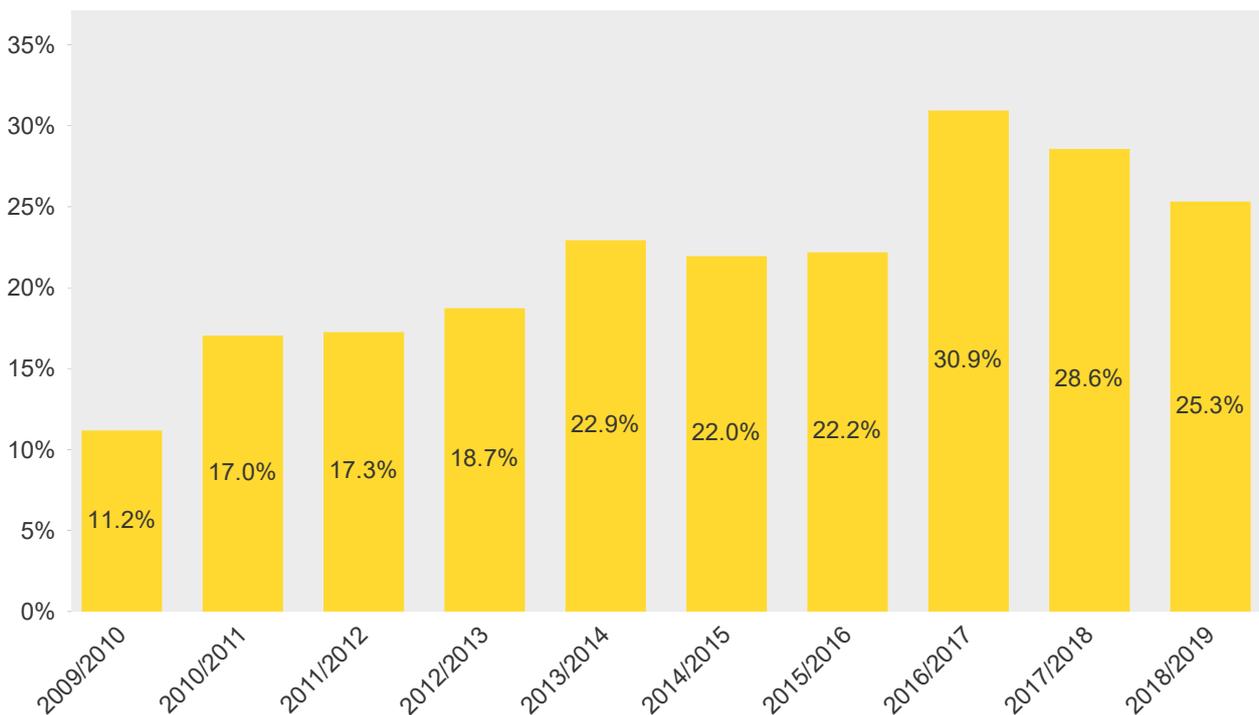
### Honours Grade Profile By School

#### Degree class: School of Social and Political Science



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	20	31	39	44	50	45	61	99	78	81
2.1	129	113	168	157	137	130	182	193	179	211
2.2	28	35	18	33	29	29	30	26	16	27
3rd	2	3	1	1	2	1	2	2	-	1

#### % Firsts: School of Social and Political Science

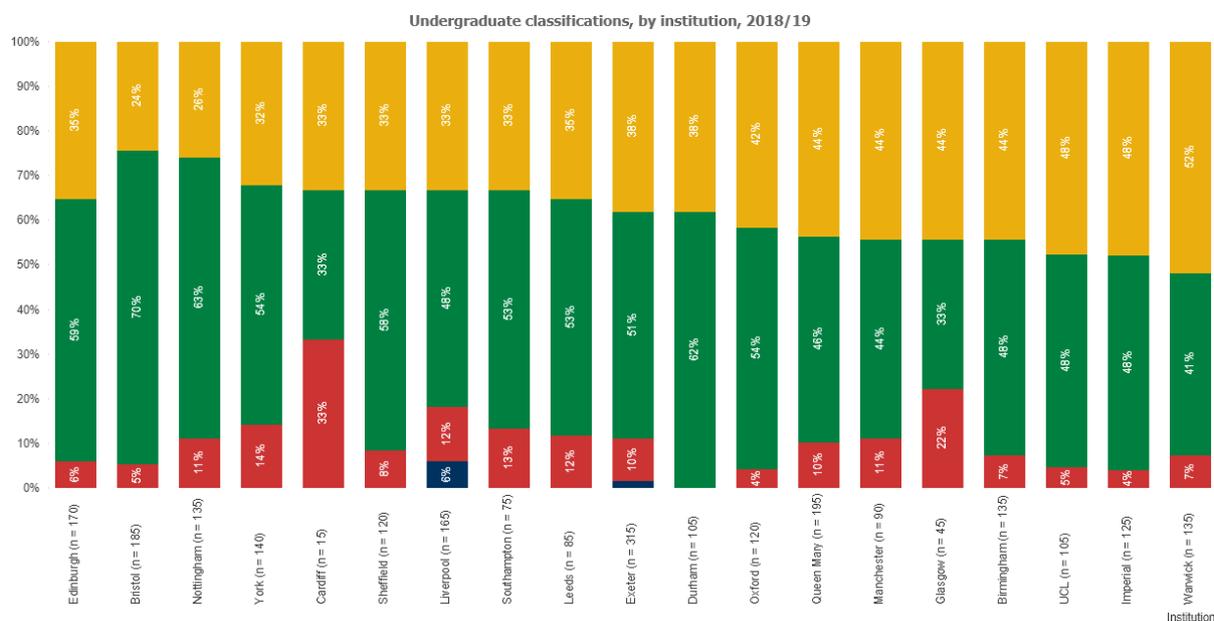


# Deanery of Biomedical Sciences

There is no JACS Subject Area with a close association to this Deanery. However the Principal Subject Areas of “Biology” and “Anatomy, physiology & pathology” are a good fit. The results for 2018/19 are given below

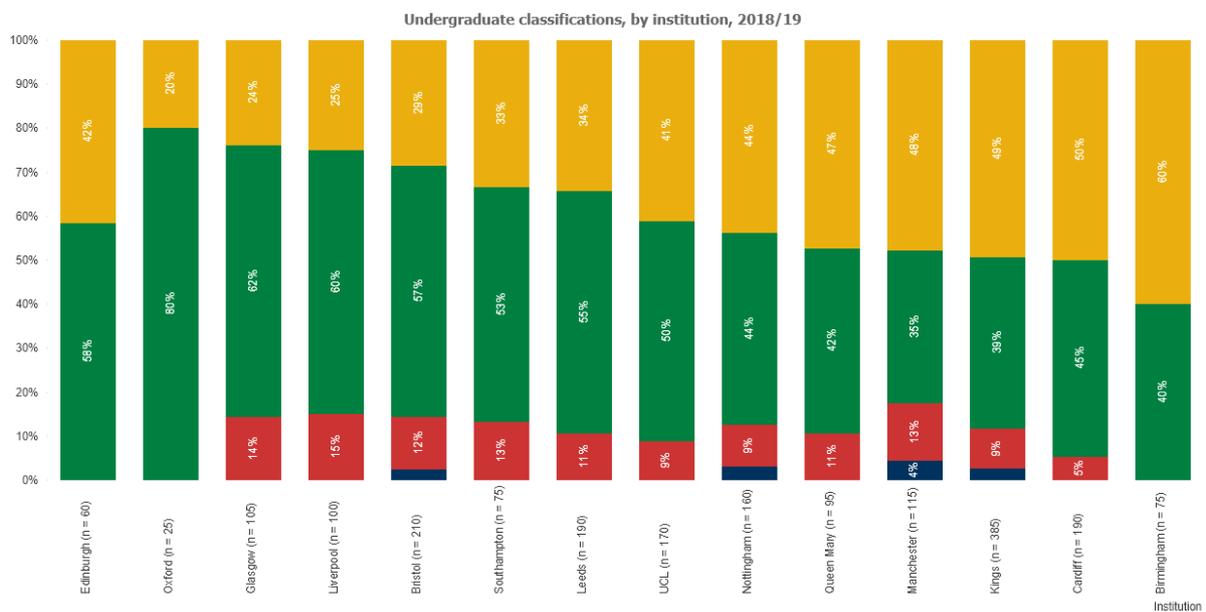
## Principal Subject: Biology

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	60	35.3%	935	38.0%
Upper second class honours	100	58.8%	1295	52.6%
Lower second class honours	10	5.9%	215	8.7%
Third class honours/Pass	-	-	15	0.6%



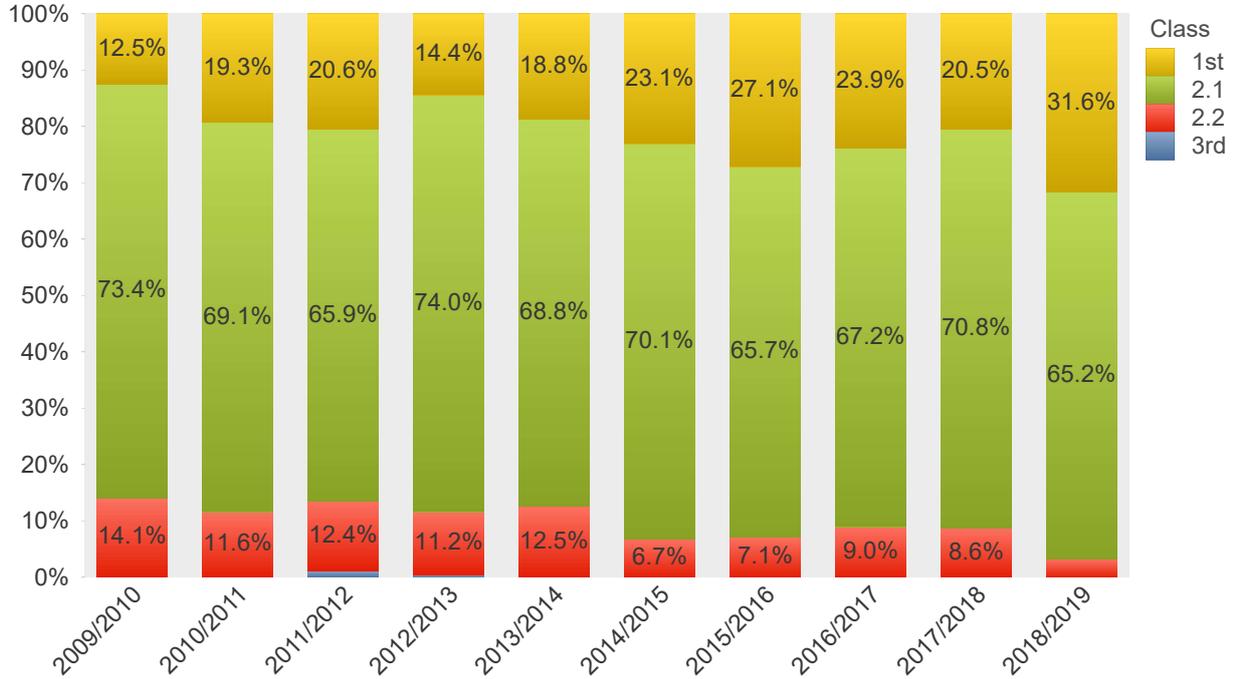
## Principal Subject: Anatomy, Physiology & Pathology

	University of Edinburgh		Russell Group	
Classification	Total	Percentage	Total	Percentage
First class honours	25	41.7%	800	40.9%
Upper second class honours	35	58.3%	945	48.3%
Lower second class honours	-	-	185	9.5%
Third class honours/Pass	-	-	25	1.3%



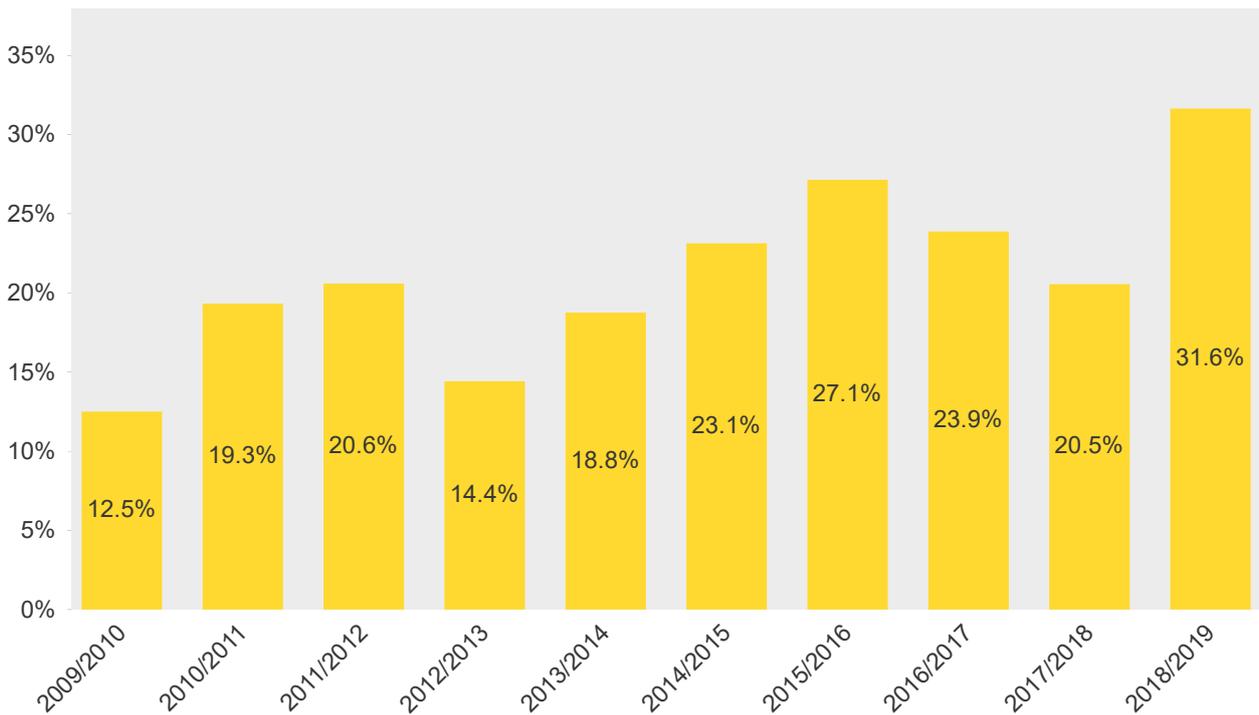
### Honours Grade Profile By School

#### Degree class: Deanery of Biomedical Sciences



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	23	40	35	31	21	31	38	48	38	50
2.1	135	143	112	159	77	94	92	135	131	103
2.2	26	24	21	24	14	9	10	18	16	5
3rd	-	-	2	1	-	-	-	-	-	-

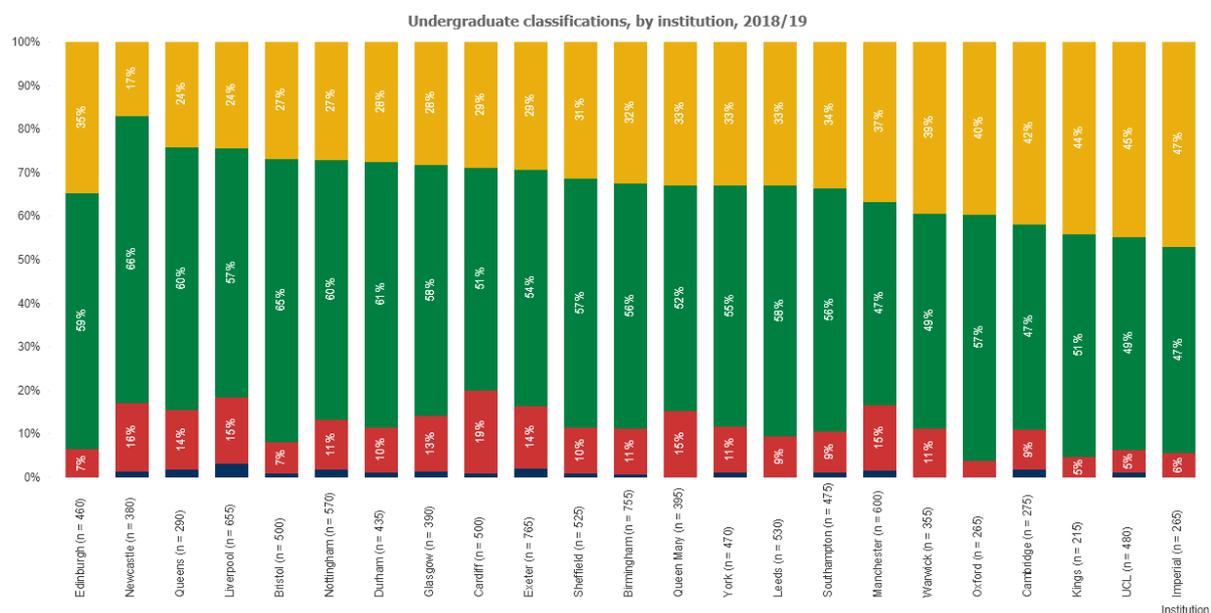
#### % Firsts: Deanery of Biomedical Sciences



# School of Biological Sciences

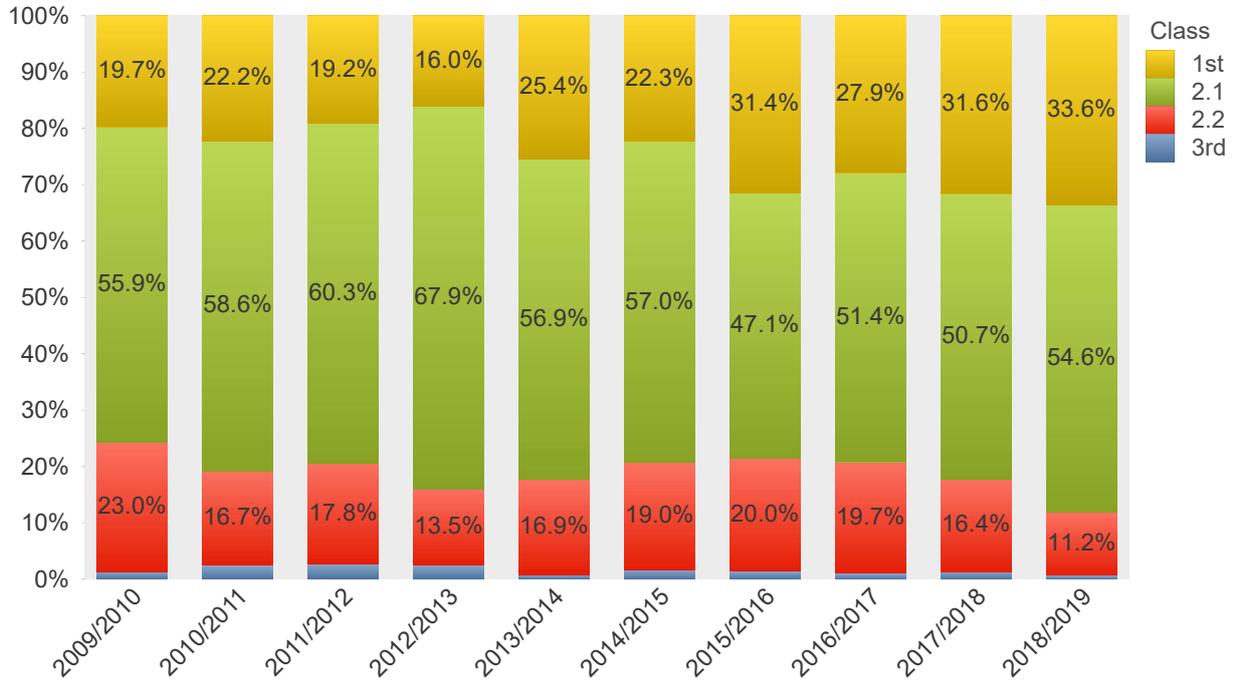
The JACS Subject Area with the closest association to this School is “Biological Sciences”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	160	34.8%	3390	32.1%
Upper second class honours	270	58.7%	5860	55.5%
Lower second class honours	30	6.5%	1185	11.2%
Third class honours / Pass	-	-	115	1.1%



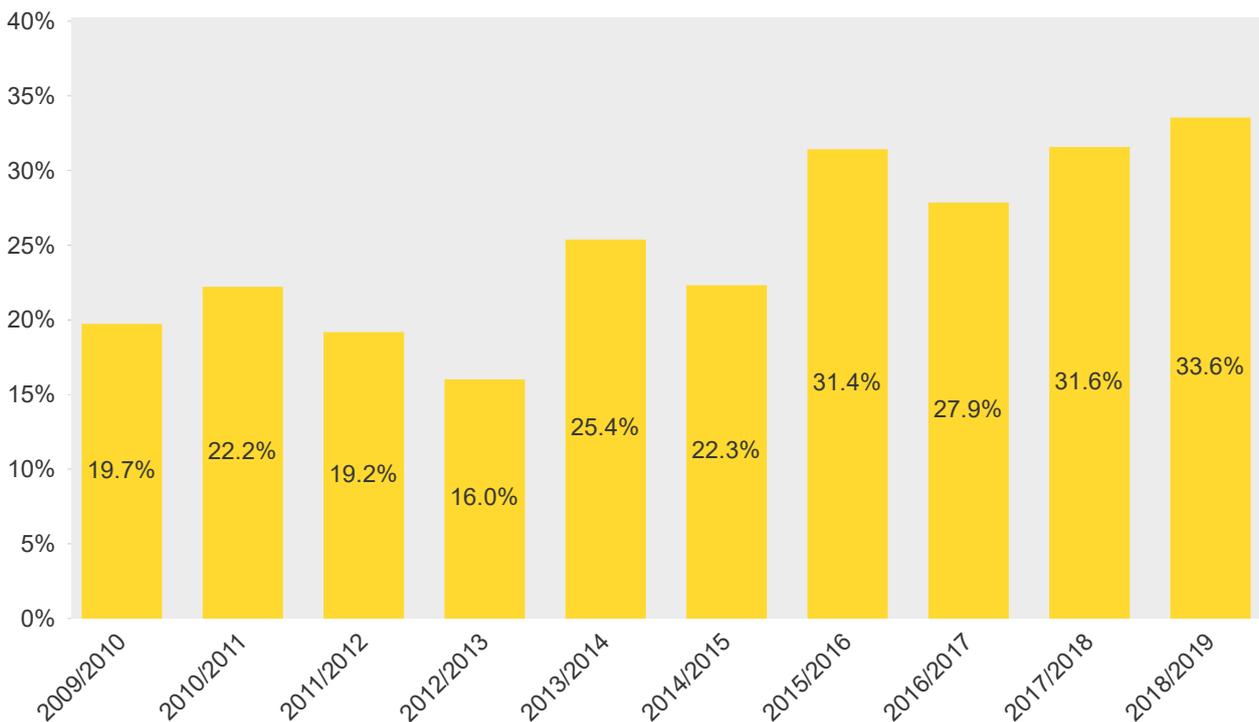
**Honours Grade Profile By School**

**Degree class: School of Biological Sciences**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	30	36	28	25	33	27	44	51	48	51
2.1	85	95	88	106	74	69	66	94	77	83
2.2	35	27	26	21	22	23	28	36	25	17
3rd	2	4	4	4	1	2	2	2	2	1

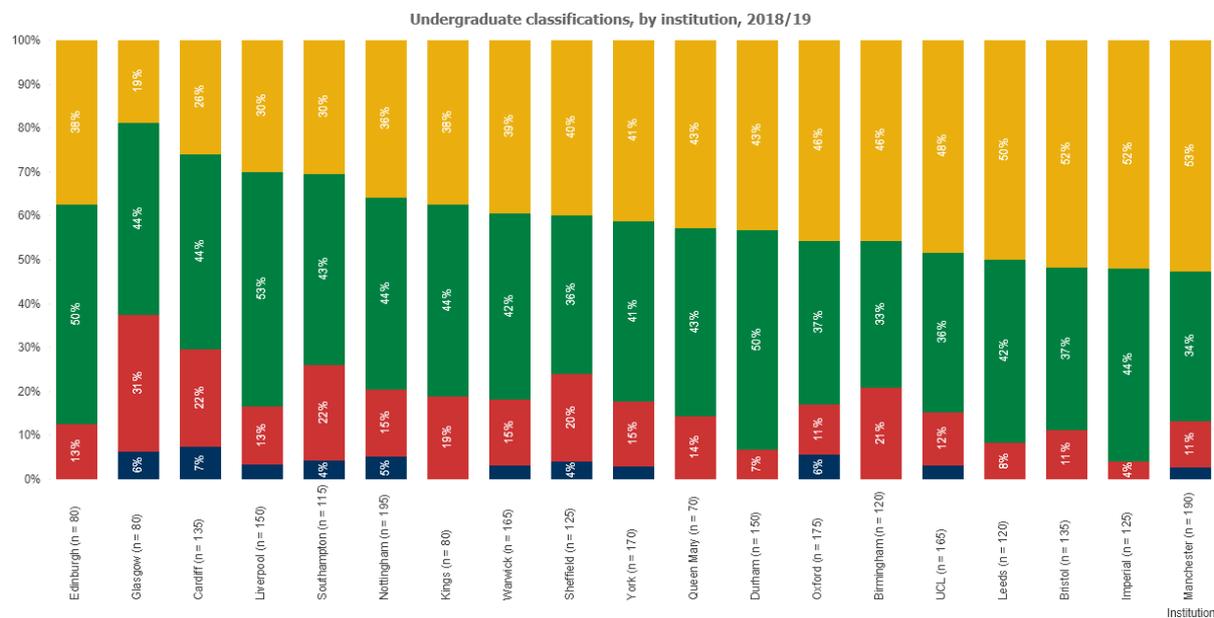
**% Firsts: School of Biological Sciences**



# School of Chemistry

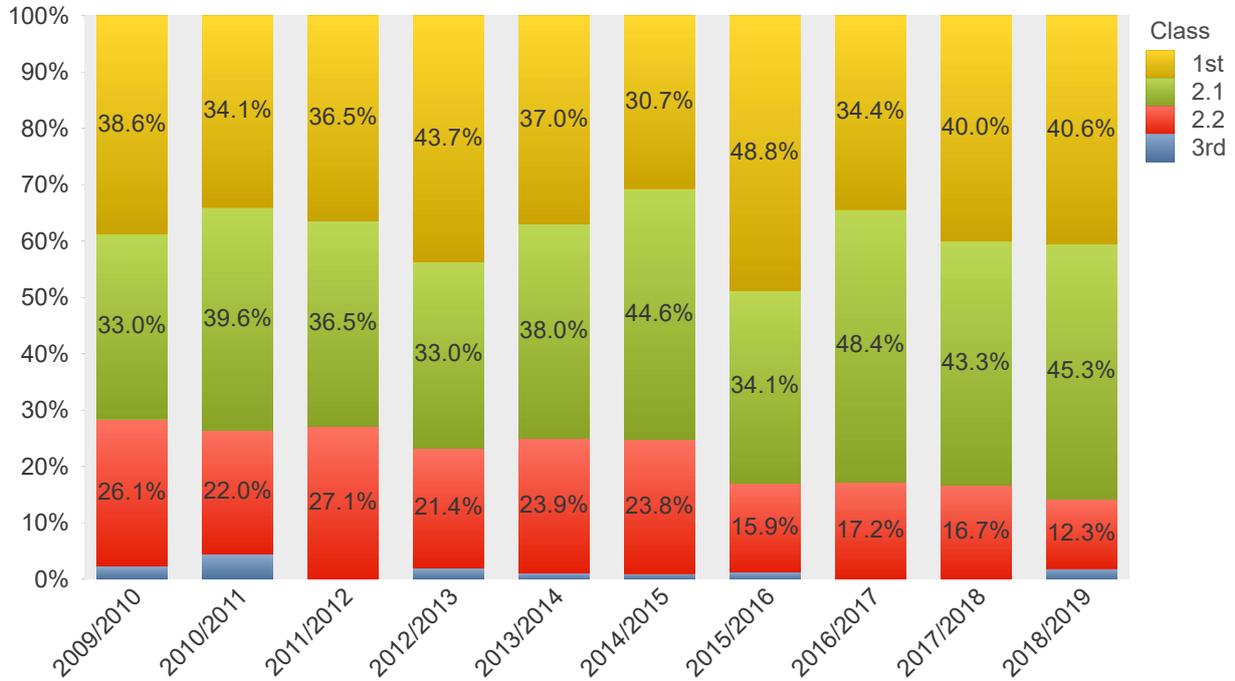
There is no JACS Subject Area with a close association to this School. However the Principal Subject Area of “Chemistry” is a good fit. The results for 2018/19 are given below

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	30	37.5%	1050	41.3%
Upper second class honours	40	50.0%	1060	41.7%
Lower second class honours	10	12.5%	365	14.3%
Third class honours/Pass	-	-	70	2.8%



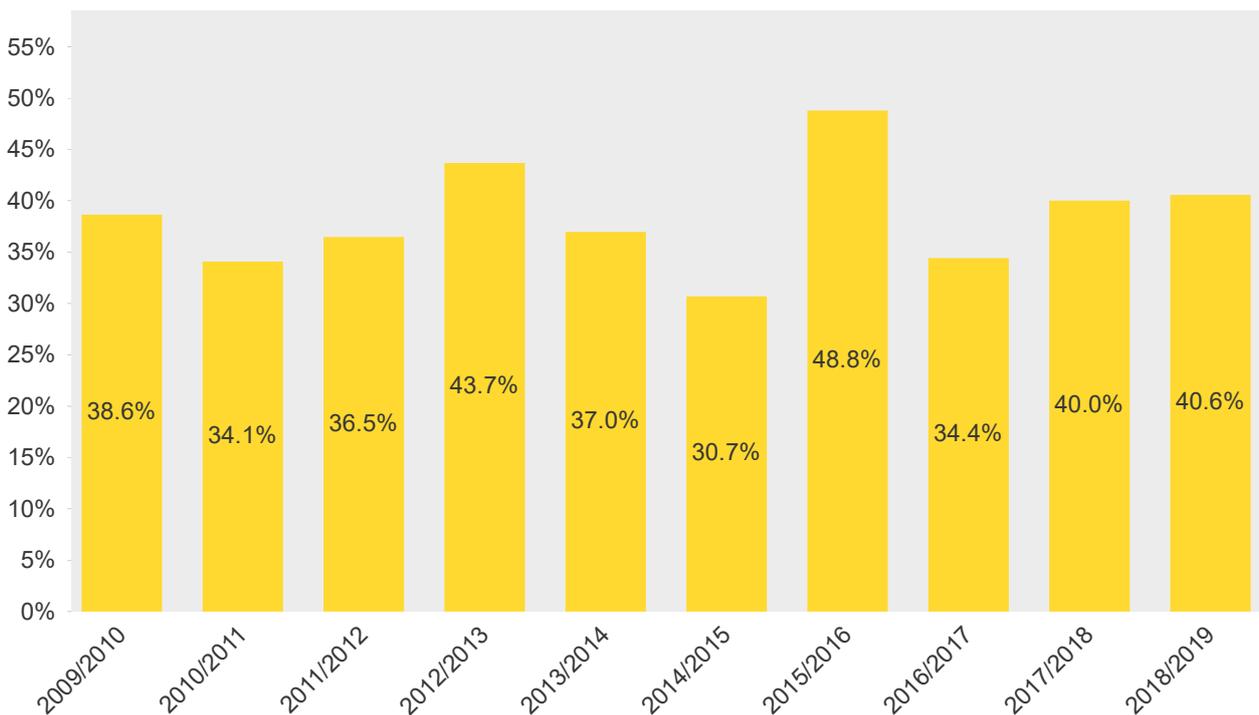
### Honours Grade Profile By School

#### Degree class: School of Chemistry



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	34	31	35	45	34	31	40	32	36	43
2.1	29	36	35	34	35	45	28	45	39	48
2.2	23	20	26	22	22	24	13	16	15	13
3rd	2	4	-	2	1	1	1	-	-	2

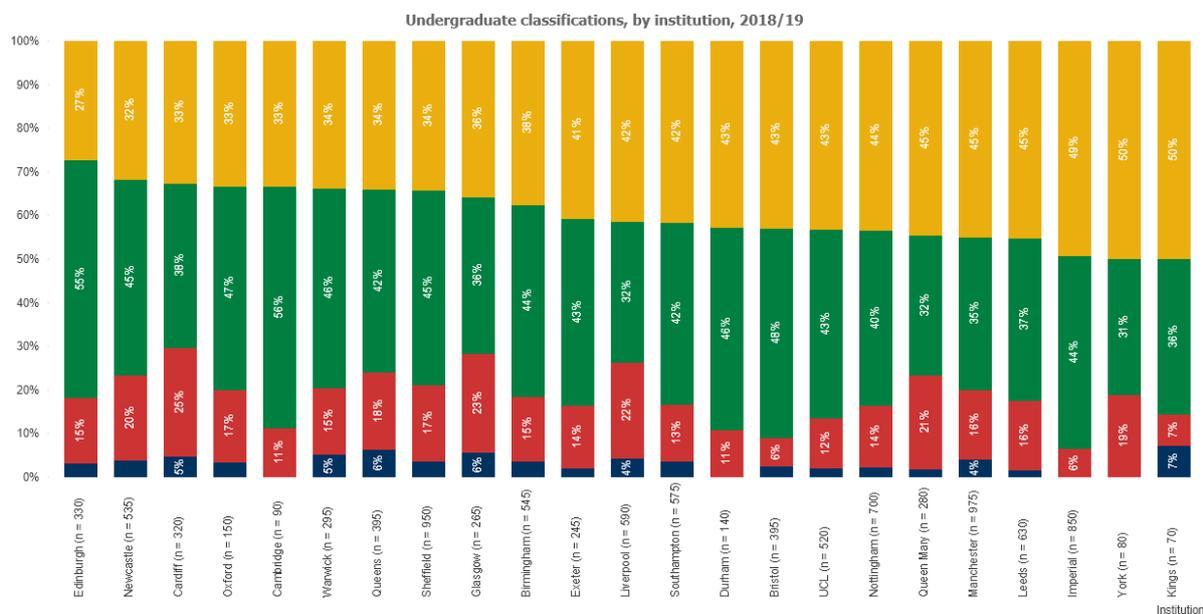
#### % Firsts: School of Chemistry



# School of Engineering

The JACS Subject Area with the closest association to this School is “Engineering and Technology”. The results for 2018/19 are given below:

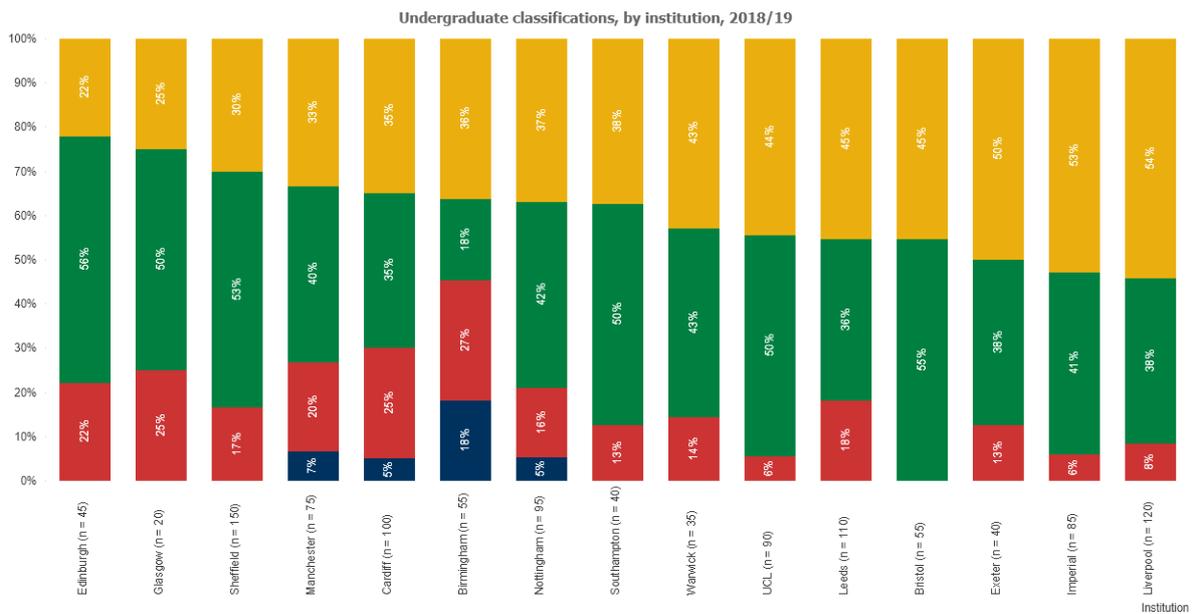
Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	90	27.3%	3995	40.3%
Upper second class honours	180	54.5%	4105	41.4%
Lower second class honours	50	15.2%	1520	15.3%
Third class honours / Pass	10	3.0%	305	3.1%



Within the wider HESA Subject Area “Engineering and Technology”, the HESA Principal Subjects with the closest association to our School of Engineering are “Civil Eng”, “Mechanical Eng”, “Electrical Eng” and “Chemical Eng”. The results for 2018/19 are given below:

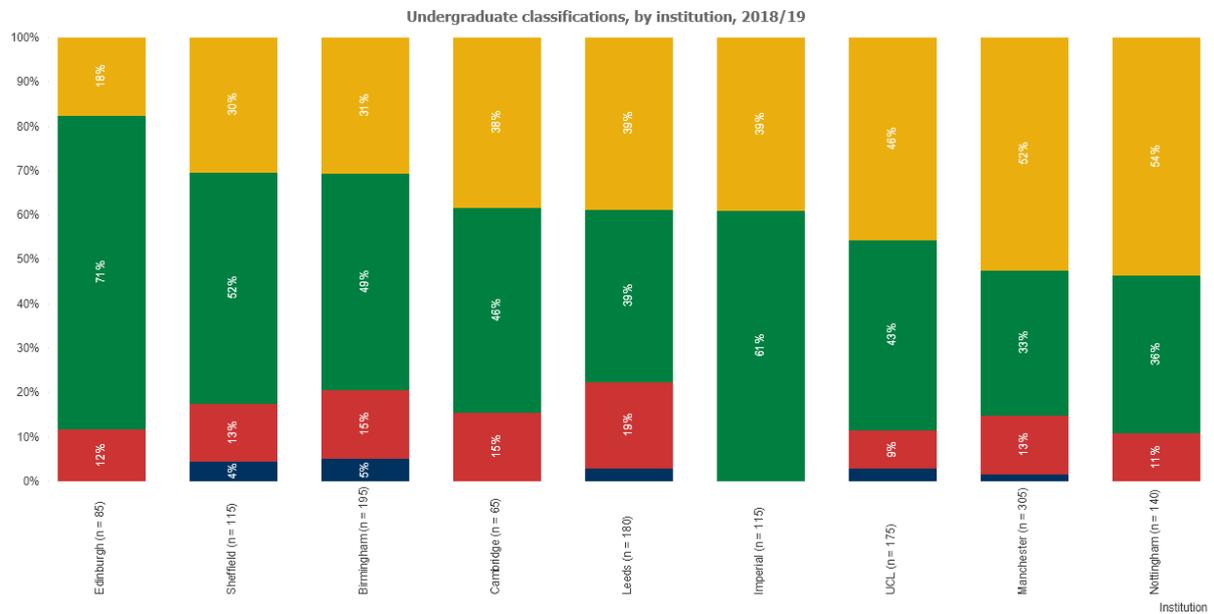
**Principal Subject: Civil Engineering**

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	10	22.2%	450	40.4%
Upper second class honours	25	55.6%	475	42.6%
Lower second class honours	10	22.2%	165	14.8%
Third class honours/Pass	-	-	25	2.2%



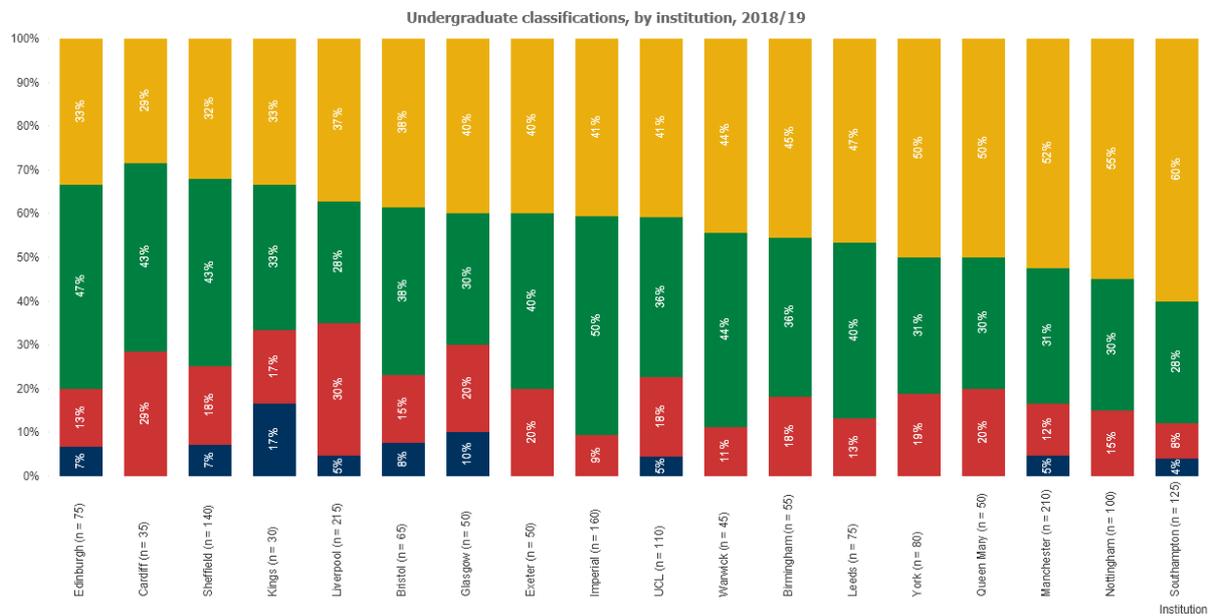
## Principal Subject: Chemical, Process and Energy Engineering

	University of Edinburgh		Russell Group	
Classification	Total	Percentage	Total	Percentage
First class honours	15	17.6%	565	41.1%
Upper second class honours	60	70.6%	610	44.4%
Lower second class honours	10	11.8%	170	12.4%
Third class honours/Pass	-	-	30	2.2%



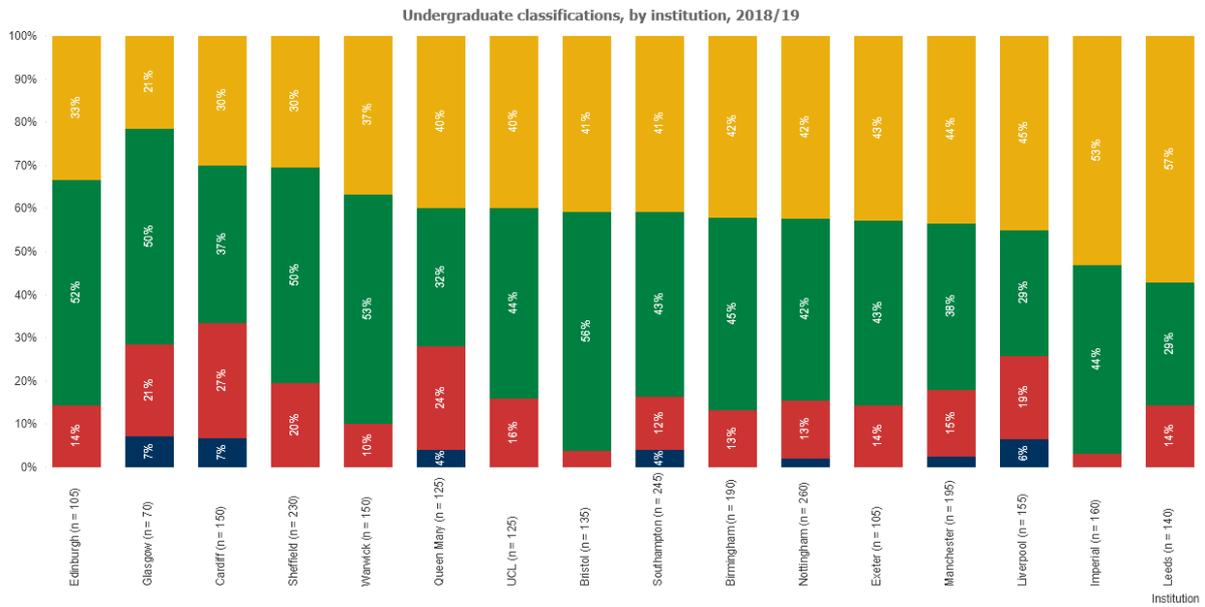
## Principal Subject: Electronic and Electrical Engineering

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	25	33.3%	730	43.7%
Upper second class honours	35	46.7%	600	35.9%
Lower second class honours	10	13.3%	280	16.8%
Third class honours/Pass	5	6.7%	60	3.6%



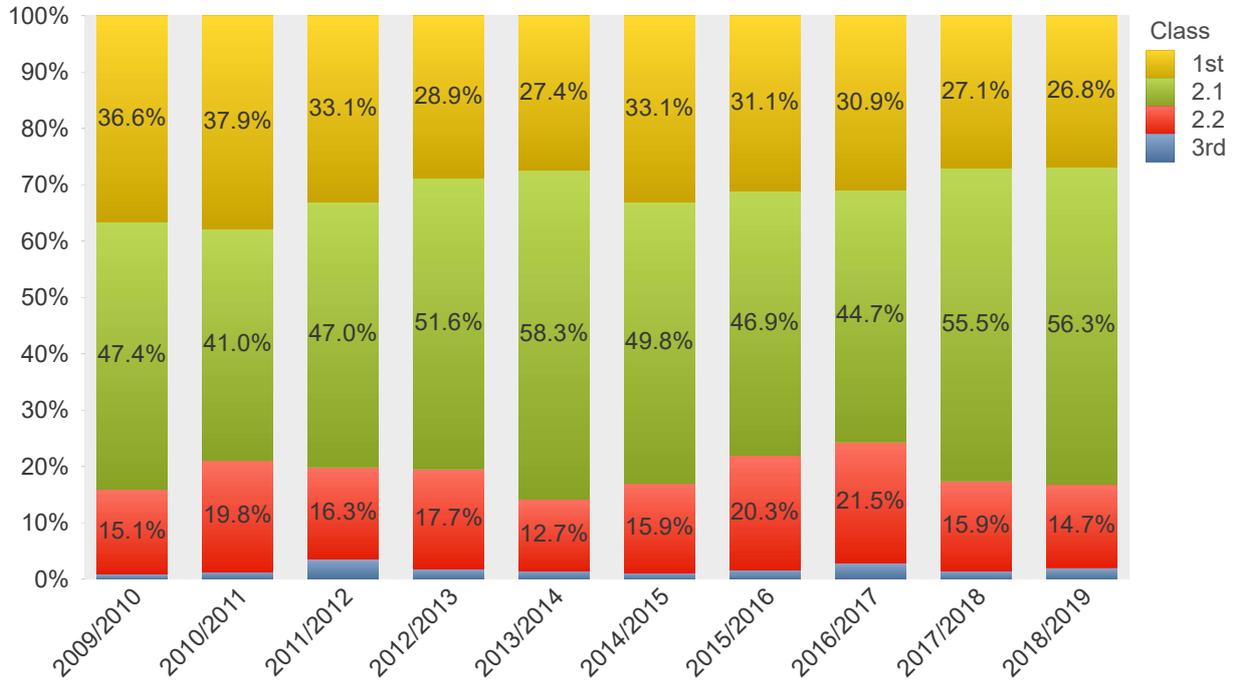
## Principal Subject: Mechanical Engineering

	University of Edinburgh		Russell Group	
Classification	Total	Percentage	Total	Percentage
First class honours	35	33.3%	1030	40.6%
Upper second class honours	55	52.4%	1085	42.7%
Lower second class honours	15	14.3%	375	14.8%
Third class honours/Pass	-	-	50	2.0%



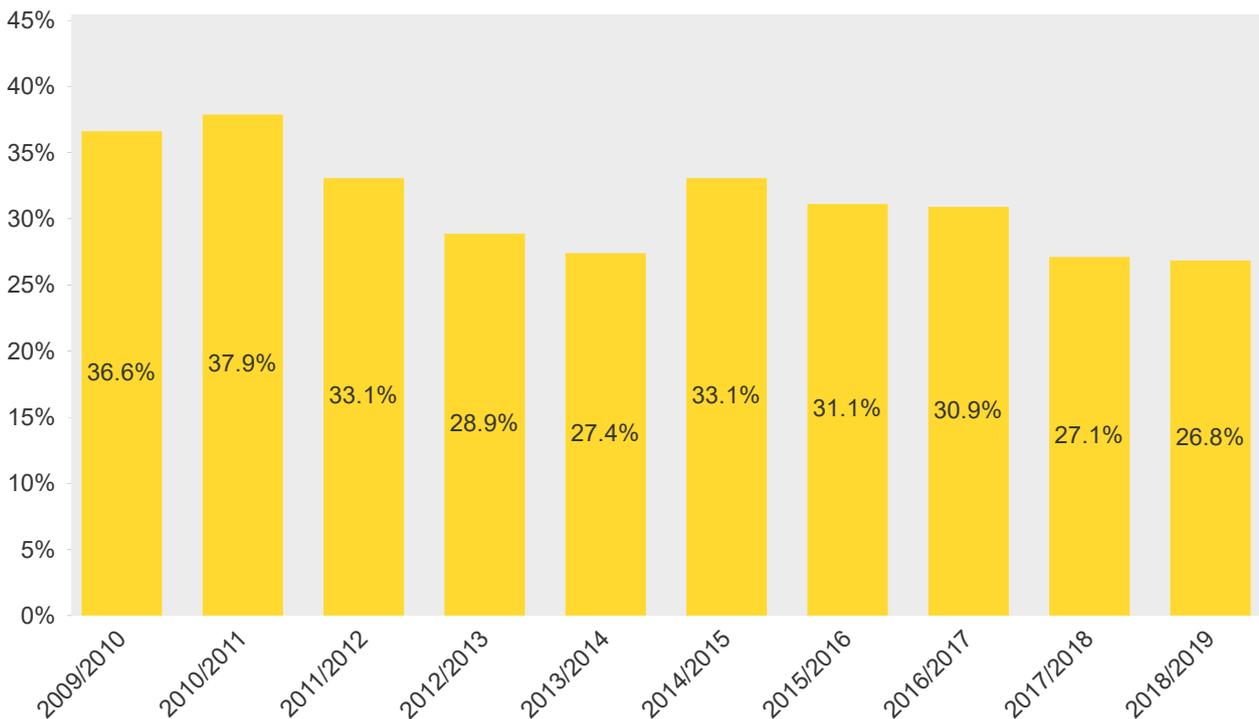
### Honours Grade Profile By School

#### Degree class: School of Engineering



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	85	86	83	93	71	83	75	85	87	91
2.1	110	93	118	166	151	125	113	123	178	191
2.2	35	45	41	57	33	40	49	59	51	50
3rd	2	3	9	6	4	3	4	8	5	7

#### % Firsts: School of Engineering

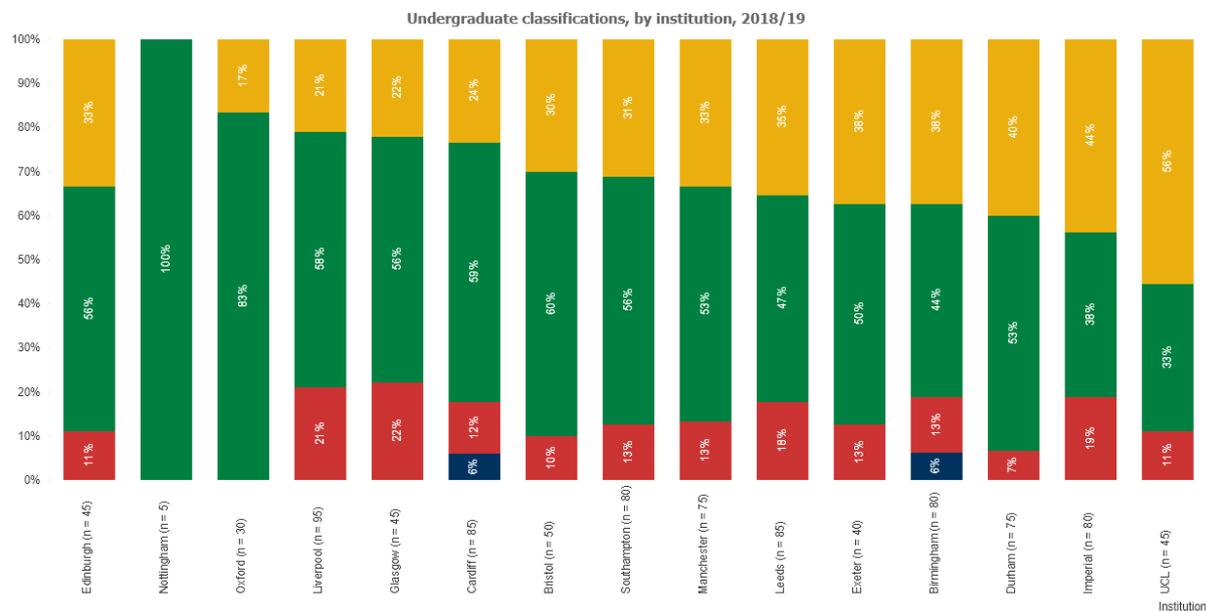


# School of Geosciences

There is no JACS Subject Area with a close association to this School. However the Principal Subject Areas of “Geology”, “Physical geographical sciences” and “Human & social geography” are a good fit. The results for 2018/19 are given below

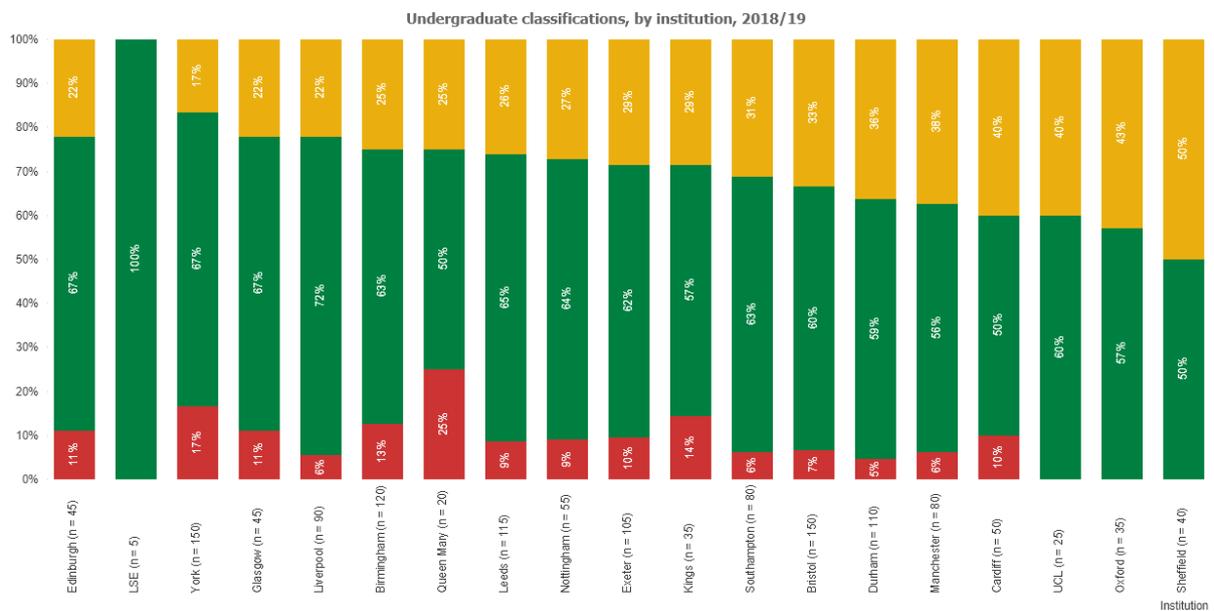
## Principal Subject: Geology

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	15	33.3%	300	32.8%
Upper second class honours	25	55.6%	480	52.5%
Lower second class honours	5	11.1%	125	13.7%
Third class honours/Pass	-	-	10	1.1%



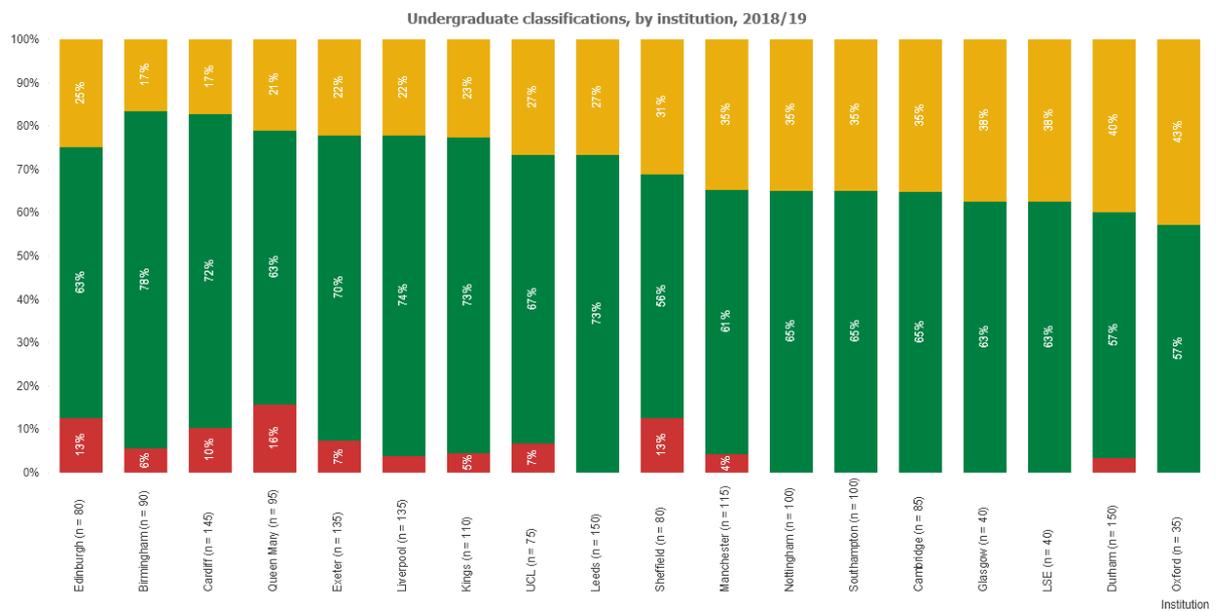
## Principal Subject: Physical geographical sciences

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	10	22.2%	395	29.2%
Upper second class honours	30	66.7%	840	62.0%
Lower second class honours	5	11.1%	120	8.9%



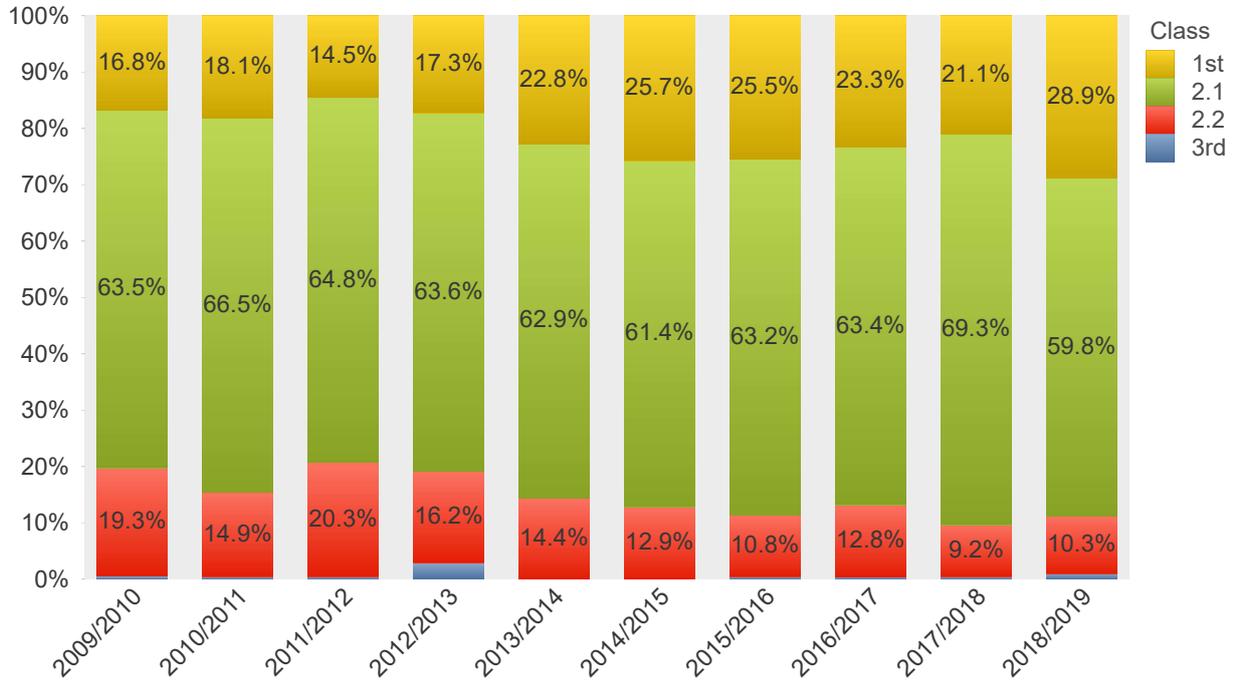
## Principal Subject: Human and social geography

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	20	25.0%	495	28.1%
Upper second class honours	50	62.5%	1175	66.8%
Lower second class honours	10	12.5%	90	5.1%



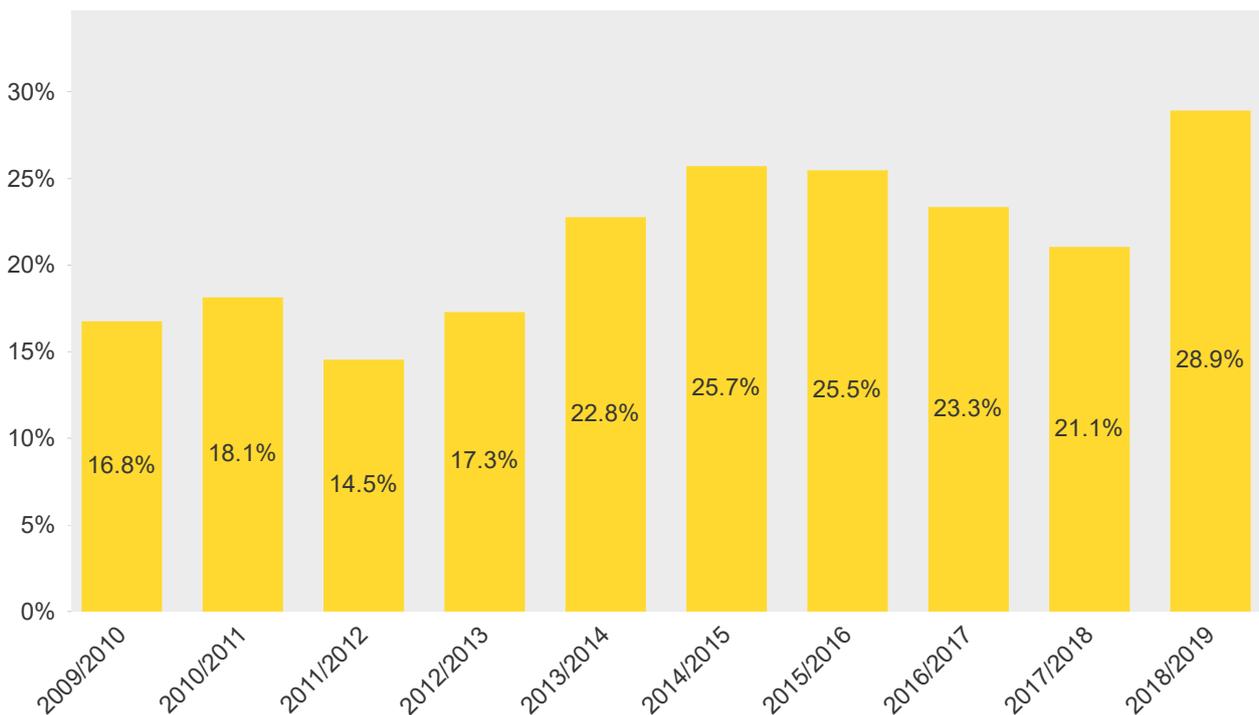
### Honours Grade Profile By School

#### Degree class: School of Geosciences



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	33	39	33	47	38	36	54	53	48	59
2.1	125	143	147	173	105	86	134	144	158	122
2.2	38	32	46	44	24	18	23	29	21	21
3rd	1	1	1	8	-	-	1	1	1	2

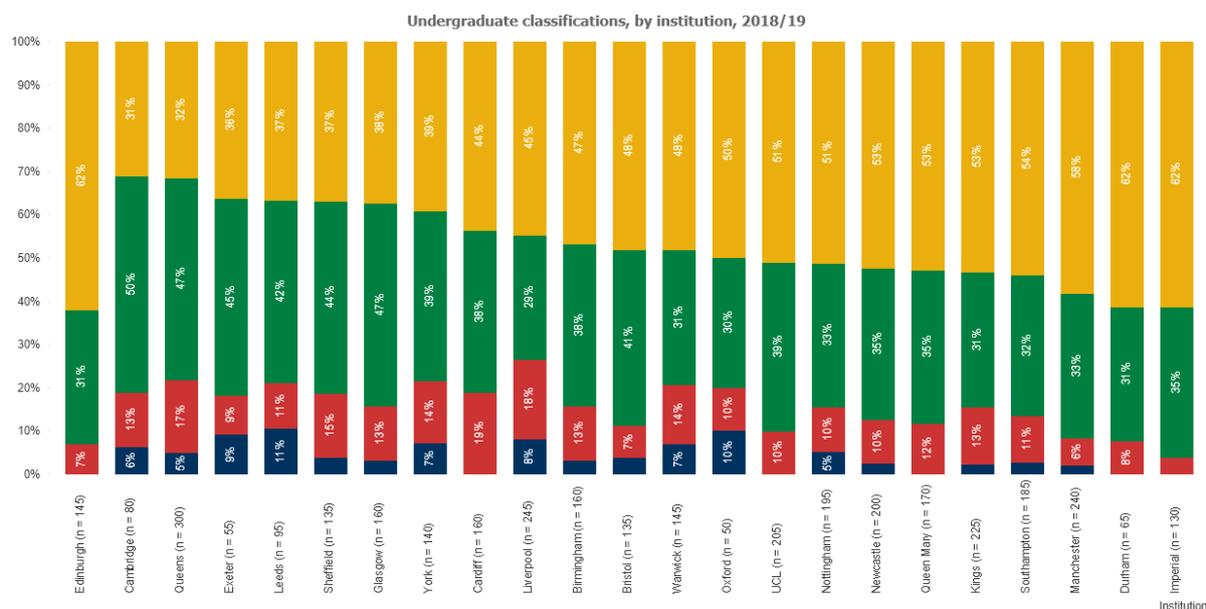
#### % Firsts: School of Geosciences



# School of Informatics

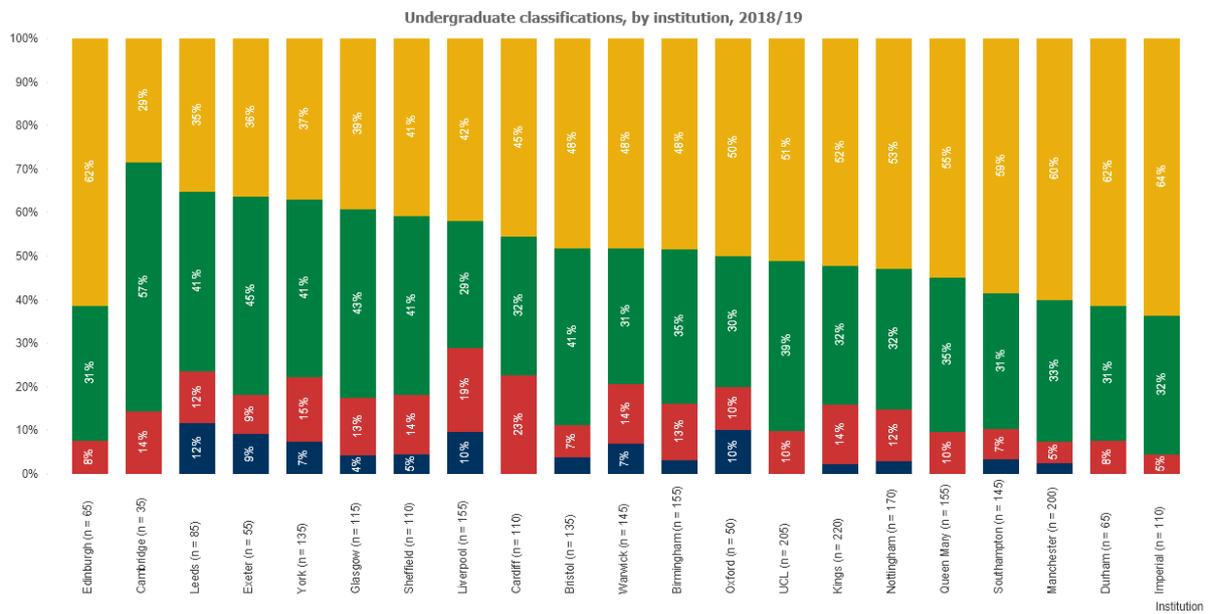
The JACS Subject Area with the closest association to this School is “Computer Science”. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	90	62.1%	1725	47.7%
Upper second class honours	45	31.0%	1335	36.9%
Lower second class honours	10	6.9%	430	11.9%
Third class honours / Pass	-	-	130	3.6%



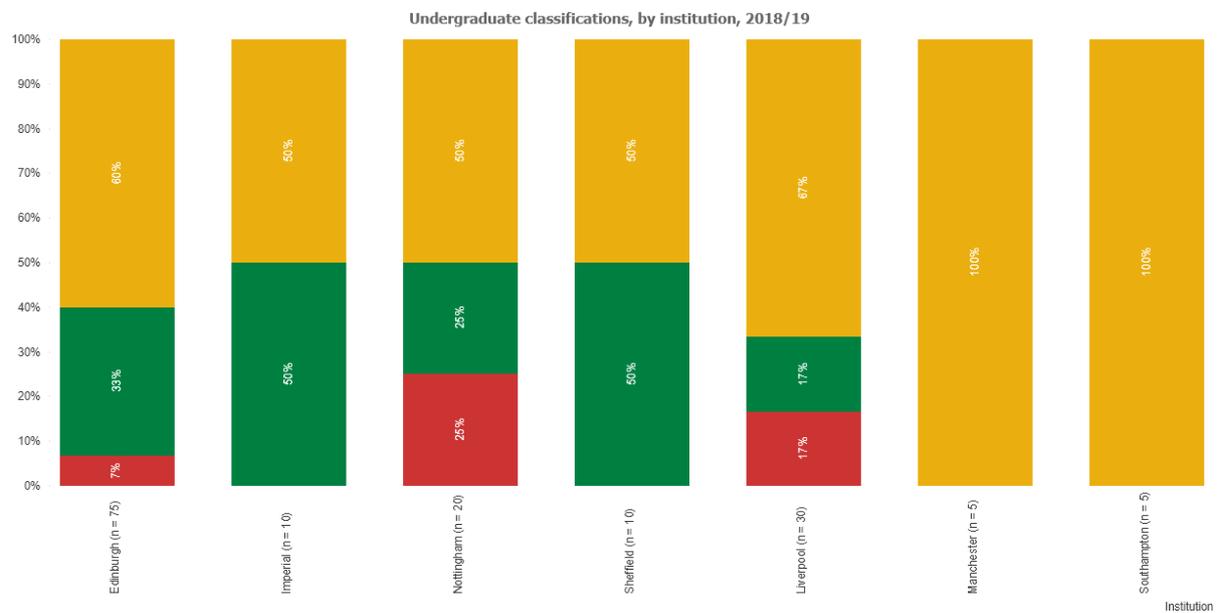
## Principal Subject: Computer science

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	40	61.5%	1300	49.6%
Upper second class honours	20	30.8%	925	35.3%
Lower second class honours	5	7.7%	300	11.5%
Third class honours/Pass	-	-	95	3.6%



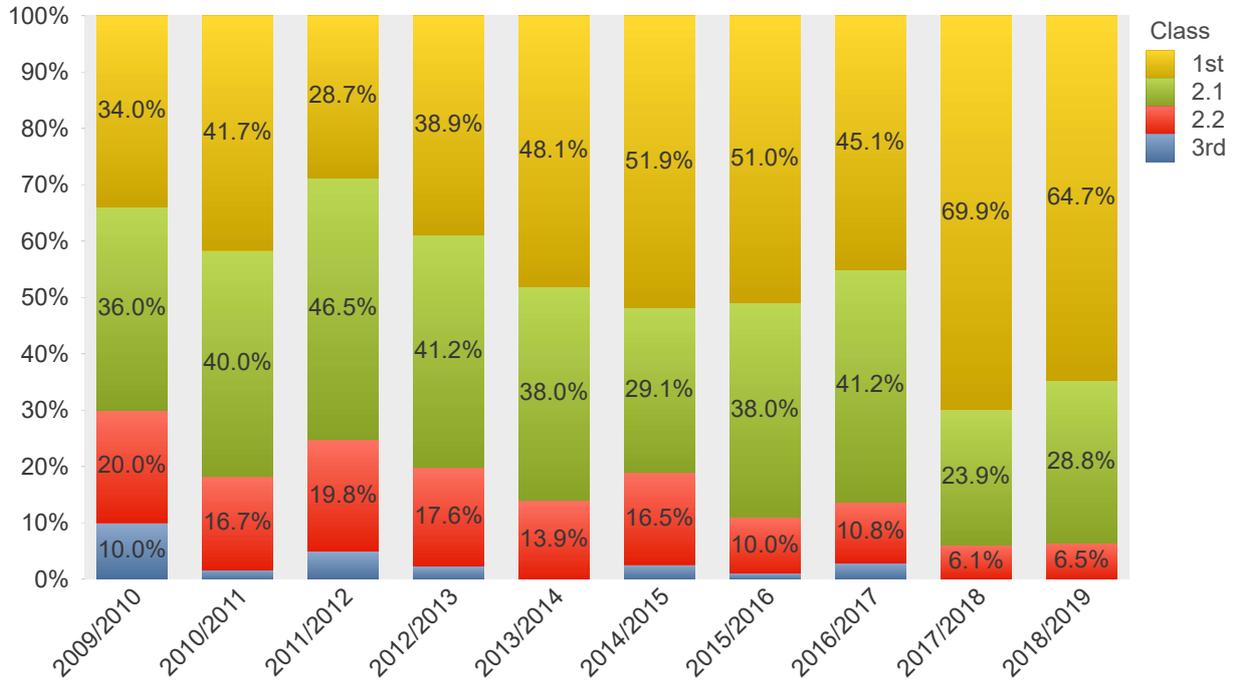
## Principal Subject: Artificial intelligence

	University of Edinburgh		Russell Group	
Classification	Total	Percentage	Total	Percentage
First class honours	45	60.0%	95	61.3%
Upper second class honours	25	33.3%	45	29.0%
Lower second class honours	5	6.7%	15	9.7%



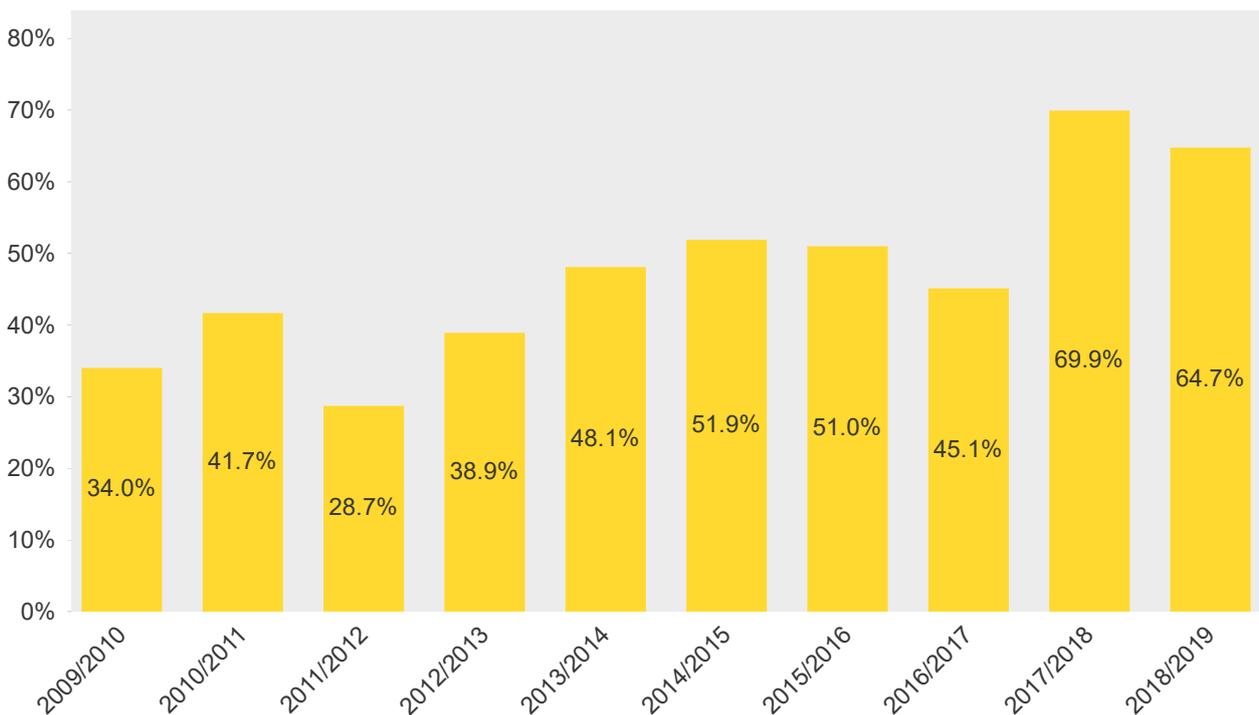
### Honours Grade Profile By School

#### Degree class: School of Informatics



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	17	25	29	51	38	41	51	46	114	90
2.1	18	24	47	54	30	23	38	42	39	40
2.2	10	10	20	23	11	13	10	11	10	9
3rd	5	1	5	3	-	2	1	3	-	-

#### % Firsts: School of Informatics

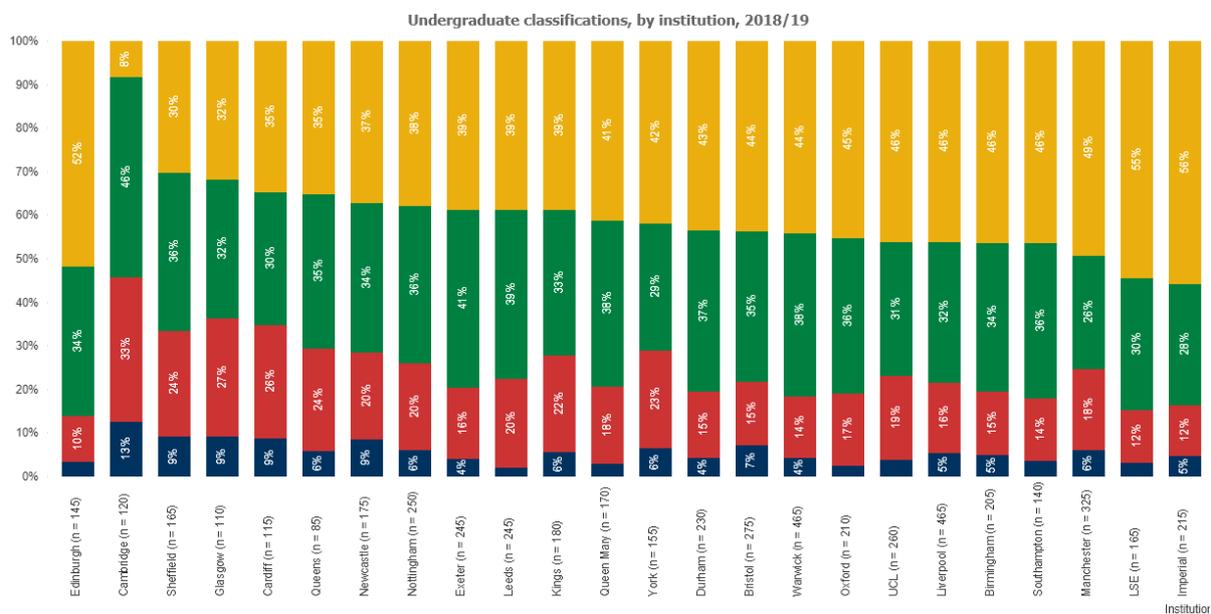


# School of Mathematics

The JACS Subject Area with the closest association to this School is “Mathematical sciences”.

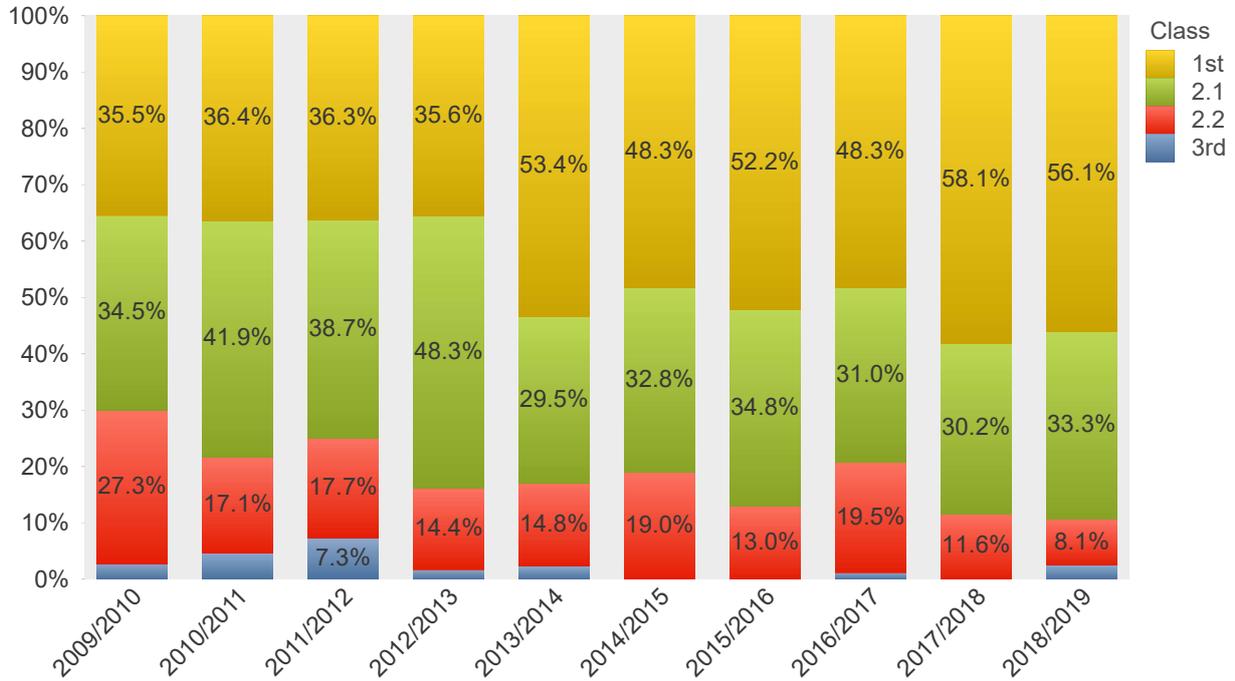
The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	75	51.7%	2180	42.6%
Upper second class honours	50	34.5%	1755	34.3%
Lower second class honours	15	10.3%	910	17.8%
Third class honours / Pass	5	3.4%	270	5.3%



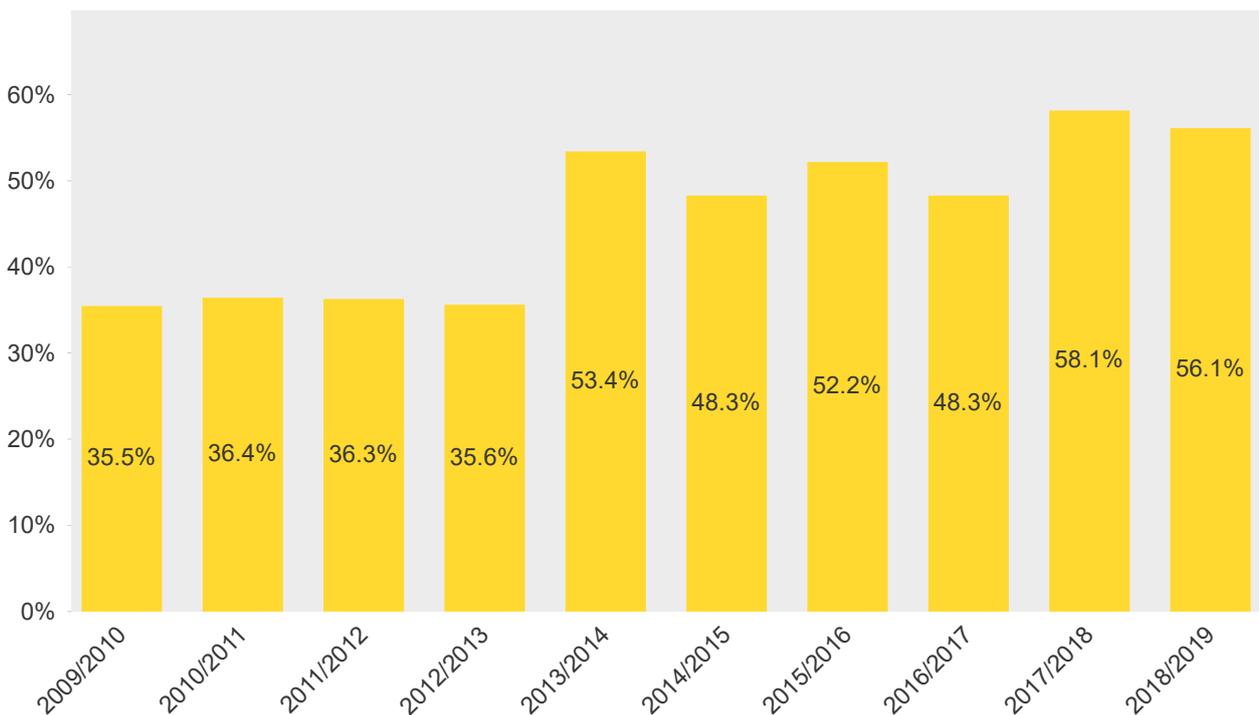
### Honours Grade Profile By School

#### Degree class: School of Mathematics



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	39	47	45	42	47	28	48	42	75	69
2.1	38	54	48	57	26	19	32	27	39	41
2.2	30	22	22	17	13	11	12	17	15	10
3rd	3	6	9	2	2	-	-	1	-	3

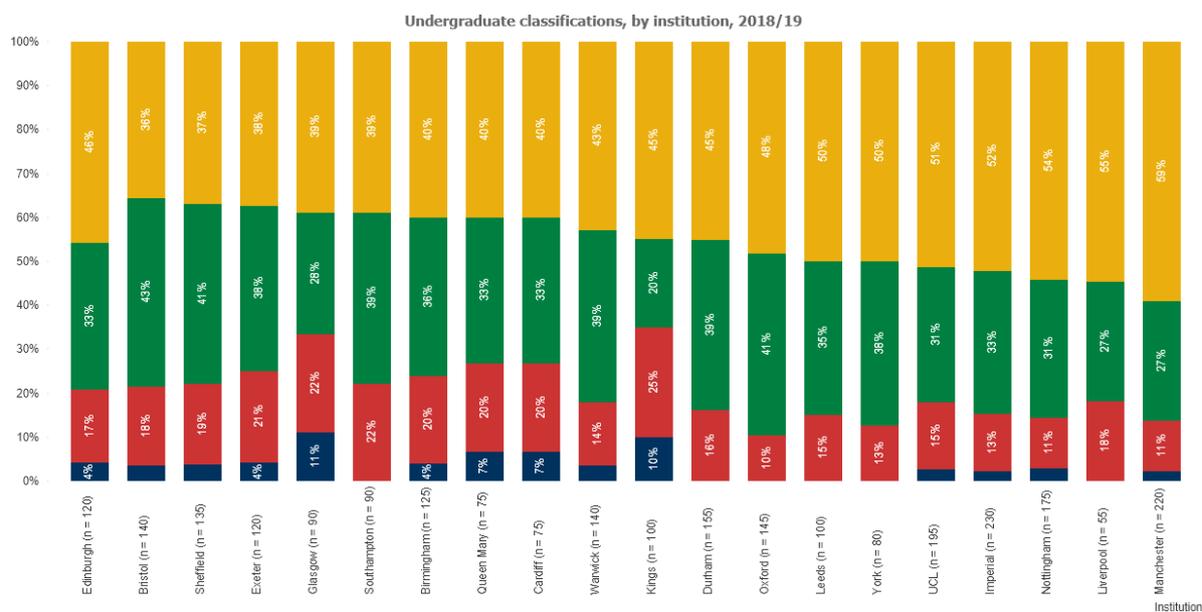
#### % Firsts: School of Mathematics



# School of Physics

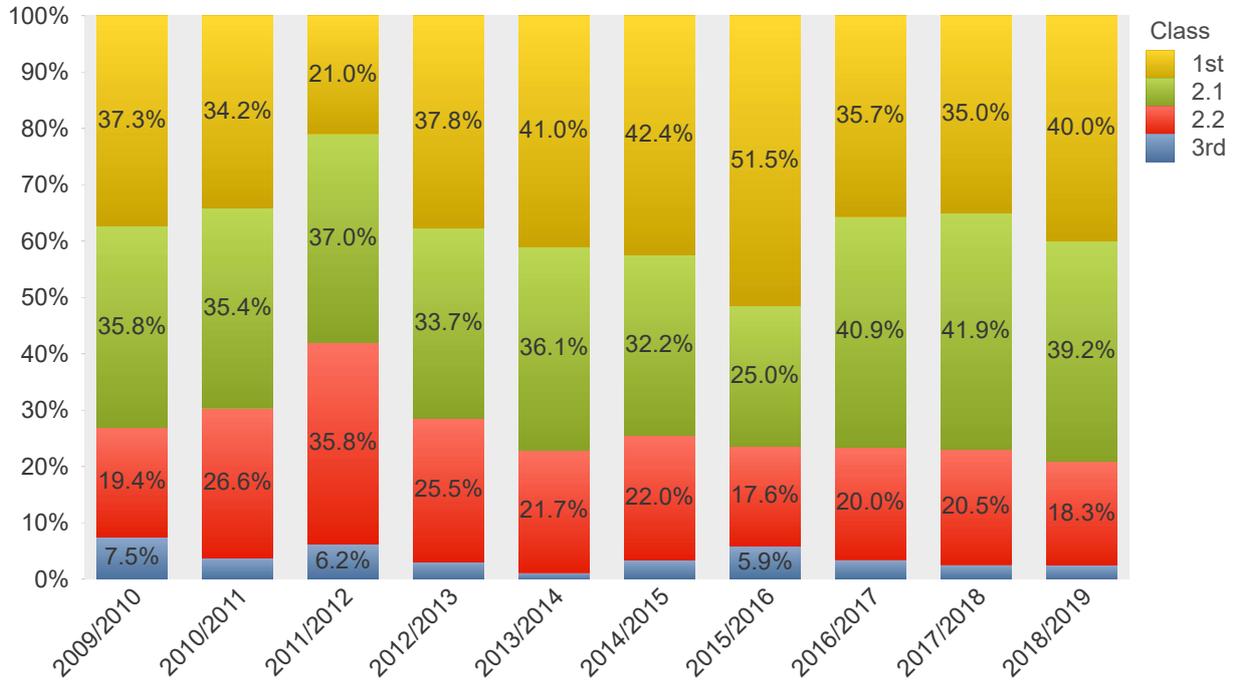
There is no JACS Subject Area with a close association to this School. However the Principal Subject Area of “Physics” is a good fit. The results for 2018/19 are given below:

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	55	45.8%	1190	46.4%
Upper second class honours	40	33.3%	880	34.3%
Lower second class honours	20	16.7%	415	16.2%
Third class honours/Pass	5	4.2%	80	3.1%



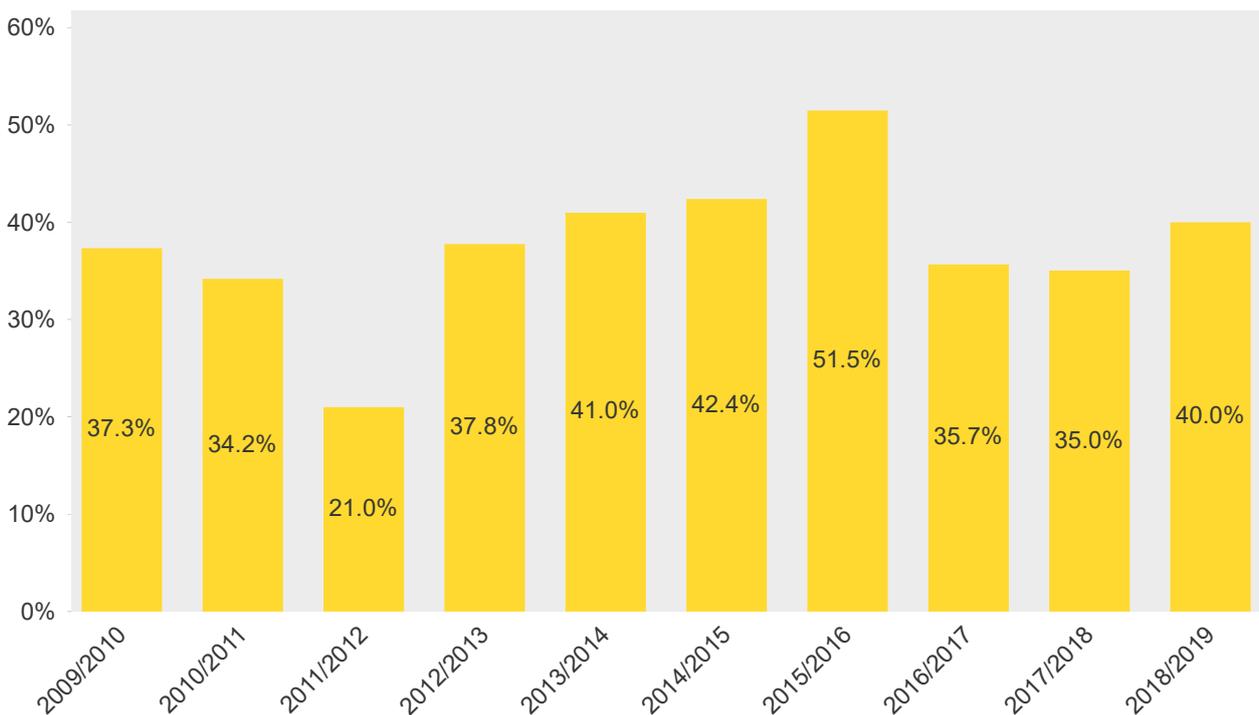
**Honours Grade Profile By School**

**Degree class: School of Physics and Astronomy**



Class	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1st	25	27	17	37	34	25	35	41	41	48
2.1	24	28	30	33	30	19	17	47	49	47
2.2	13	21	29	25	18	13	12	23	24	22
3rd	5	3	5	3	1	2	4	4	3	3

**% Firsts: School of Physics and Astronomy**



# Russell Group 4 year average degree classifications by detailed subject

			Classification of first degrees									
JACS subject ar..	JACS principal subject v3	Edinburgh ..	1st		2.1		2.2		3rd		Grand Total	
			Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..
<b>Grand Total</b>			<b>123,190</b>	<b>30.6%</b>	<b>219,095</b>	<b>54.4%</b>	<b>51,470</b>	<b>12.8%</b>	<b>8,945</b>	<b>2.2%</b>	<b>402,700</b>	<b>100.0%</b>
<b>(1) Medicine &amp; dentistry</b>	(A1) Pre-clinical medicine	Other	1,035	40.5%	1,375	53.8%	135	5.2%	10	0.5%	2,555	100.0%
	(A2) Pre-clinical dentistry	Other	60	48.7%	40	32.7%	20	14.2%	5	4.4%	125	100.0%
	(A3) Clinical medicine	Other	1,190	45.0%	1,260	47.6%	145	5.4%	55	2.0%	2,650	100.0%
	(A4) Clinical dentistry	Other	90	24.4%	210	55.0%	70	18.4%	10	2.2%	380	100.0%
	(A9) Others in medicine & dentistry	Edinburgh	10	31.0%	15	51.7%	5	10.3%	0	6.9%	30	100.0%
Other		135	48.4%	120	44.1%	5	2.2%	15	5.3%	275	100.0%	
<b>(2) Subjects allied to medicine</b>	(B0) Broadly-based progr..	Other	310	39.1%	375	47.5%	85	10.5%	25	3.0%	790	100.0%
	(B1) Anatomy, physiology & pathology	Edinburgh	95	29.0%	220	65.2%	20	5.7%			335	100.0%
		Other	3,210	39.7%	4,055	50.2%	730	9.0%	90	1.1%	8,080	100.0%
	(B2) Pharmacology, toxicology & pharmacy	Edinburgh	30	32.0%	60	62.8%	5	5.2%			95	100.0%
		Other	2,040	37.4%	2,770	50.9%	580	10.6%	60	1.1%	5,445	100.0%
	(B3) Complementary medi..	Other	5	26.5%	10	42.9%	5	26.5%	0	4.2%	25	100.0%
	(B4) Nutrition	Other	255	33.1%	410	53.1%	100	13.0%	5	0.8%	770	100.0%
	(B5) Ophthalmics	Other	205	22.4%	430	46.6%	270	29.2%	15	1.7%	925	100.0%
	(B6) Aural & oral sciences	Edinburgh			0						0	
		Other	140	22.5%	355	56.7%	115	18.2%	15	2.6%	625	100.0%
	(B7) Nursing	Edinburgh	45	43.0%	60	54.2%	5	2.8%			105	100.0%
		Other	4,115	32.7%	5,520	43.9%	2,335	18.6%	595	4.7%	12,570	100.0%
	(B8) Medical technology	Other	430	39.1%	455	41.2%	180	16.6%	35	3.1%	1,100	100.0%
(B9) Others in subjects allied to medicine	Edinburgh	5		0						5		
	Other	1,390	29.0%	2,610	54.4%	700	14.5%	100	2.0%	4,795	100.0%	
<b>(3) Biological sciences</b>	(C0) Broadly-based progr..	Other	305	39.1%	370	47.5%	80	10.4%	25	3.1%	775	100.0%
	(C1) Biology	Edinburgh	220	29.4%	460	60.9%	70	9.0%	5	0.7%	755	100.0%
		Other	3,185	33.4%	5,205	54.6%	1,000	10.5%	135	1.4%	9,525	100.0%
	(C2) Botany	Edinburgh	15	42.4%	15	39.4%	5	18.2%			35	100.0%
		Other	25	40.0%	35	54.8%	5	5.2%			70	100.0%
	(C3) Zoology	Edinburgh	15	14.9%	75	64.0%	25	21.1%			115	100.0%
		Other	545	25.8%	1,320	62.6%	230	10.9%	15	0.7%	2,105	100.0%
	(C4) Genetics	Edinburgh	35	30.4%	60	51.3%	20	18.3%			115	100.0%
		Other	370	29.1%	650	51.1%	220	17.4%	30	2.3%	1,275	100.0%
	(C5) Microbiology	Edinburgh	45	24.5%	115	63.9%	20	11.1%	0	0.6%	180	100.0%
		Other	365	32.1%	565	49.9%	175	15.6%	30	2.4%	1,135	100.0%
	(C6) Sport & exercise science	Edinburgh	80	29.4%	140	49.3%	55	20.1%	5	1.3%	280	100.0%
	(C7) Molecular biology, biophysics & biochemistry	Edinburgh	515	25.2%	1,095	53.4%	410	19.8%	35	1.6%	2,055	100.0%
Other		60	37.3%	75	47.7%	20	14.0%	0	1.0%	155	100.0%	
(C8) Psychology	Edinburgh	2,000	36.5%	2,625	47.9%	765	14.0%	95	1.7%	5,480	100.0%	
	Other	165	35.2%	285	60.1%	20	4.2%	0	0.4%	470	100.0%	
(C9) Others in biological s..	Edinburgh	3,890	27.6%	8,965	63.5%	1,180	8.4%	70	0.5%	14,105	100.0%	
	Other	575	28.3%	1,040	51.0%	380	18.7%	40	2.1%	2,045	100.0%	
<b>(4) Veterinary science</b>	(D1) Pre-clinical veterinar..	Other	45	31.7%	95	68.3%					140	100.0%
	(D2) Clinical veterinary medicine & dentistry	Edinburgh					0				0	
Other		260	39.8%	350	53.5%	40	6.1%	5	0.6%	655	100.0%	
<b>(5) Agriculture &amp; related subjects</b>	(D3) Animal science	Other	145	34.9%	225	54.5%	40	9.9%	5	0.7%	415	100.0%
	(D4) Agriculture	Other	85	14.4%	375	64.7%	120	20.4%	5	0.5%	580	100.0%
	(D6) Food & beverage stu..	Other	185	41.4%	225	50.4%	35	7.8%	0	0.3%	445	100.0%
	(D7) Agricultural sciences	Other	0		5				0		5	
<b>(6) Physical sciences</b>	(F0) Broadly-based progr..	Other	300	39.1%	365	47.5%	80	10.5%	25	3.0%	765	100.0%
	(F1) Chemistry	Edinburgh	105	36.3%	130	45.2%	50	17.6%	5	0.9%	285	100.0%
		Other	3,995	40.3%	4,105	41.4%	1,505	15.2%	315	3.2%	9,920	100.0%
	(F2) Materials science	Edinburgh	0		0		0				5	
		Other	150	41.4%	165	44.6%	35	10.1%	15	3.9%	365	100.0%
	(F3) Physics	Edinburgh	175	45.5%	135	35.4%	60	15.7%	15	3.5%	385	100.0%
		Other	4,410	43.8%	3,700	36.7%	1,650	16.4%	320	3.2%	10,080	100.0%
(F4) Forensic & archaeolo..	Other	100	23.5%	265	62.3%	55	13.1%	5	1.1%	425	100.0%	
(F5) Astronomy	Edinburgh	20	26.3%	35	43.4%	20	28.9%	0	1.3%	75	100.0%	
	Other	290	42.9%	255	37.5%	115	16.6%	20	3.1%	680	100.0%	

# Russell Group 4 year average degree classifications by detailed subject

		Classification of first degrees										
JACS subject ar..	JACS principal subject v3	Edinburgh ..	1st		2.1		2.2		3rd		Grand Total	
			Full Per..	Full Per..								
<b>(6) Physical sciences</b>	(F6) Geology	Edinburgh	60	27.0%	125	54.8%	40	16.8%	5	1.3%	225	100.0%
		Other	1,050	29.1%	1,975	54.8%	520	14.4%	60	1.7%	3,605	100.0%
	(F7) Science of aquatic & terrestrial environments	Edinburgh	5		5		0				15	
		Other	460	28.3%	890	54.6%	240	14.7%	40	2.5%	1,625	100.0%
	(F8) Physical geographical sciences	Edinburgh	40	22.9%	120	68.0%	15	8.6%	0	0.6%	175	100.0%
Other		1,420	26.2%	3,510	64.7%	455	8.4%	40	0.7%	5,425	100.0%	
(F9) Others in physical sciences	Edinburgh							0		0		
	Other	10		10		5				20		
<b>(7) Mathematical sciences</b>	(G1) Mathematics	Edinburgh	230	54.1%	135	32.1%	55	12.9%	5	0.9%	420	100.0%
		Other	6,725	40.5%	5,785	34.9%	3,065	18.5%	1,025	6.2%	16,595	100.0%
	(G2) Operational research	Other	80	37.5%	85	39.4%	40	17.5%	10	5.6%	220	100.0%
	(G3) Statistics	Edinburgh	30	49.9%	25	42.9%	5	7.2%			55	100.0%
		Other	690	41.2%	585	34.9%	305	18.4%	90	5.4%	1,670	100.0%
(G9) Others in mathemati..	Other	45	51.1%	35	40.7%	5	7.0%	0	1.1%	90	100.0%	
<b>(8) Computer science</b>	(I1) Computer science	Edinburgh	145	58.5%	80	31.9%	20	8.5%	5	1.0%	245	100.0%
		Other	4,405	45.1%	3,570	36.6%	1,345	13.8%	440	4.5%	9,765	100.0%
	(I2) Information systems	Other	185	29.5%	340	54.4%	80	13.1%	20	3.0%	625	100.0%
	(I3) Software engineering	Edinburgh	10		5		5				15	
		Other	330	43.8%	305	40.7%	95	12.3%	25	3.3%	755	100.0%
	(I4) Artificial intelligence	Edinburgh	145	55.6%	95	36.2%	20	7.4%	0	0.8%	260	100.0%
Other		140	53.0%	90	33.5%	25	9.8%	10	3.7%	270	100.0%	
(I6) Games	Other	0		0						0		
<b>(9) Engineering &amp; technology</b>	(H0) Broadly-based progr..	Other							10		10	
	(H1) General engineering	Edinburgh	5		10		5				20	
		Other	1,180	41.5%	1,160	40.8%	400	14.1%	105	3.6%	2,845	100.0%
	(H2) Civil engineering	Edinburgh	55	31.8%	95	52.0%	25	14.1%	5	2.1%	180	100.0%
		Other	1,830	35.5%	2,290	44.4%	845	16.4%	195	3.8%	5,160	100.0%
	(H3) Mechanical engineering	Edinburgh	105	29.4%	180	50.6%	65	18.4%	5	1.6%	355	100.0%
		Other	3,705	38.2%	4,130	42.6%	1,535	15.8%	325	3.4%	9,695	100.0%
	(H4) Aerospace engineeri..	Other	1,165	36.5%	1,370	42.9%	525	16.5%	130	4.0%	3,190	100.0%
	(H5) Naval architecture	Other	5		5						10	
	(H6) Electronic & electrical engineering	Edinburgh	95	31.6%	130	44.4%	60	20.1%	10	4.0%	295	100.0%
		Other	2,785	40.9%	2,480	36.4%	1,170	17.2%	375	5.5%	6,805	100.0%
	(H7) Production & manufa..	Other	245	28.2%	400	45.9%	180	20.8%	45	5.1%	865	100.0%
	(H8) Chemical, process & energy engineering	Edinburgh	60	22.4%	160	58.0%	50	18.5%	5	1.1%	275	100.0%
		Other	2,235	41.1%	2,375	43.7%	690	12.7%	135	2.5%	5,435	100.0%
	(H9) Others in engineering	Other	20	51.3%	20	48.7%					40	100.0%
(J1) Minerals technology	Other	45	36.0%	60	44.1%	20	16.1%	5	3.8%	130	100.0%	
(J2) Metallurgy	Other	55	53.1%	30	30.9%	15	13.0%	5	3.0%	100	100.0%	
(J4) Polymers & textiles	Other	145	30.5%	200	43.1%	110	23.0%	15	3.3%	470	100.0%	
(J5) Materials technology ..	Other	340	39.5%	330	38.5%	160	18.6%	30	3.4%	865	100.0%	
(J6) Maritime technology	Other	100	35.8%	115	40.3%	50	17.9%	15	6.1%	280	100.0%	
(J7) Biotechnology	Other	45	23.0%	105	52.4%	40	21.1%	5	3.5%	200	100.0%	
(J9) Others in technology	Edinburgh	0		5		0		0		5		
	Other	0		0		0		0		5		
<b>(A) Architecture, building &amp; planning</b>	(K1) Architecture	Edinburgh	105	28.9%	185	52.3%	65	18.1%	0	0.7%	355	100.0%
		Other	830	23.4%	1,885	52.9%	735	20.7%	105	3.0%	3,560	100.0%
	(K2) Building	Other	90	23.9%	180	48.1%	90	24.4%	15	3.6%	380	100.0%
	(K3) Landscape & garden design	Edinburgh	5	14.7%	10	35.3%	10	35.3%	5	14.7%	35	100.0%
		Other	40	13.2%	110	35.5%	40	12.9%	120	38.4%	305	100.0%
	(K4) Planning (urban, rura..	Other	275	16.6%	1,060	64.4%	275	16.7%	40	2.4%	1,645	100.0%
(K9) Others in architectur..	Other	15	13.5%	60	55.0%	25	23.4%	10	8.1%	110	100.0%	
<b>(B) Social studies</b>	(L0) Broadly-based progra..	Other	35	32.3%	65	57.0%	10	9.8%	0	0.9%	110	100.0%
	(L1) Economics	Edinburgh	195	29.3%	395	59.2%	75	11.1%	5	0.4%	670	100.0%
		Other	6,140	31.0%	10,125	51.1%	2,940	14.8%	605	3.1%	19,805	100.0%
	(L2) Politics	Edinburgh	160	22.0%	495	68.5%	65	9.0%	5	0.5%	725	100.0%
Other		3,580	23.9%	9,875	66.0%	1,370	9.2%	135	0.9%	14,965	100.0%	

# Russell Group 4 year average degree classifications by detailed subject

			Classification of first degrees									
JACS subject ar..	JACS principal subject v3	Edinburgh ..	1st		2.1		2.2		3rd		Grand Total	
			Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..
<b>(B) Social studies</b>	(L3) Sociology	Edinburgh	55	27.6%	125	64.0%	15	8.4%			200	100.0%
		Other	1,405	21.5%	3,995	61.1%	1,030	15.8%	110	1.7%	6,540	100.0%
	(L4) Social policy	Edinburgh	35	25.0%	85	63.5%	15	10.7%	0	0.8%	130	100.0%
		Other	310	21.9%	800	56.0%	285	19.8%	30	2.2%	1,425	100.0%
	(L5) Social work	Edinburgh	15	19.1%	50	56.6%	20	23.1%	0	1.2%	85	100.0%
		Other	235	19.2%	765	62.3%	210	17.0%	20	1.6%	1,225	100.0%
	(L6) Anthropology	Edinburgh	100	40.1%	140	58.0%	5	1.7%	0	0.2%	245	100.0%
		Other	625	27.5%	1,475	65.2%	150	6.7%	15	0.7%	2,265	100.0%
	(L7) Human & social geography	Edinburgh	75	22.2%	235	68.1%	30	9.4%	0	0.3%	345	100.0%
Other		1,800	24.7%	4,965	68.1%	485	6.7%	40	0.5%	7,290	100.0%	
(L8) Development studies	Other	70	29.4%	140	57.7%	25	11.0%	5	2.0%	245	100.0%	
(L9) Others in social studies	Edinburgh	0		5						5		
	Other	20	9.9%	100	51.4%	65	33.8%	10	4.9%	195	100.0%	
<b>(C) Law</b>	(M0) Broadly-based progr..	Other	10	31.2%	20	53.0%	5	15.7%			40	100.0%
	(M1) Law by area	Other	2,325	16.6%	9,570	68.3%	1,960	14.0%	155	1.1%	14,010	100.0%
	(M2) Law by topic	Edinburgh	160	24.6%	420	64.0%	50	7.9%	25	3.5%	655	100.0%
		Other	1,605	18.2%	6,085	69.1%	1,040	11.8%	80	0.9%	8,810	100.0%
	(M9) Others in law	Edinburgh	0		10		0		0		15	
Other		30	10.9%	195	69.7%	50	17.3%	5	2.0%	280	100.0%	
<b>(D) Business &amp; administrative studies</b>	(N0) Broadly-based progr..	Other	0		5		5				10	
	(N1) Business studies	Edinburgh	215	31.8%	405	59.2%	60	8.5%	5	0.6%	685	100.0%
		Other	1,405	23.6%	3,370	56.7%	1,020	17.1%	155	2.6%	5,950	100.0%
	(N2) Management studies	Edinburgh	20	33.0%	35	55.1%	5	11.9%			65	100.0%
		Other	3,035	24.0%	7,225	57.1%	2,090	16.5%	295	2.3%	12,645	100.0%
	(N3) Finance	Edinburgh	40	24.3%	100	64.0%	20	11.7%			155	100.0%
		Other	1,360	30.7%	2,000	45.3%	870	19.7%	190	4.3%	4,420	100.0%
	(N4) Accounting	Edinburgh	40	27.0%	95	61.9%	15	11.1%			155	100.0%
		Other	2,200	27.2%	3,815	47.2%	1,635	20.2%	440	5.4%	8,090	100.0%
	(N5) Marketing	Edinburgh	10	26.4%	20	65.5%	0	8.0%			30	100.0%
		Other	530	26.1%	1,095	53.8%	355	17.6%	50	2.5%	2,030	100.0%
	(N6) Human resource management	Edinburgh	0		0		0				5	
		Other	25	30.1%	45	54.3%	10	14.4%	0	1.2%	85	100.0%
(N8) Hospitality, leisure, sport, tourism & transport	Edinburgh	20	17.9%	75	68.8%	15	11.6%	0	1.8%	110	100.0%	
	Other	85	30.4%	130	45.5%	60	21.3%	10	2.8%	285	100.0%	
(N9) Others in business & ..	Other	35	27.4%	85	69.2%	5	2.3%	0	1.1%	125	100.0%	
<b>(E) Mass communications &amp; documentation</b>	(P1) Information services	Other	5	25.7%	15	54.6%	5	9.9%	5	9.9%	25	100.0%
	(P2) Publicity studies	Other	5		10		5		0		20	
	(P3) Media studies	Other	535	22.5%	1,460	61.4%	340	14.2%	45	1.8%	2,375	100.0%
	(P5) Journalism	Other	165	22.4%	510	68.9%	60	8.2%	5	0.5%	740	100.0%
	(P9) Others in mass comm..	Other	25	15.9%	105	64.5%	30	18.1%	5	1.6%	160	100.0%
<b>(F) Languages</b>	(Q0) Broadly-based progr..	Other	320	29.2%	745	67.8%	30	2.9%	0	0.1%	1,100	100.0%
	(Q1) Linguistics	Edinburgh	55	38.1%	75	54.1%	10	7.5%	0	0.4%	140	100.0%
		Other	530	32.1%	890	53.6%	210	12.7%	25	1.5%	1,660	100.0%
	(Q2) Comparative literary..	Other	175	28.6%	370	59.8%	65	10.6%	5	1.0%	620	100.0%
	(Q3) English studies	Edinburgh	265	35.7%	445	60.5%	25	3.6%	0	0.1%	740	100.0%
		Other	4,705	28.1%	10,970	65.5%	980	5.8%	85	0.5%	16,740	100.0%
	(Q4) Ancient language stu..	Other	30	33.4%	60	60.8%	5	5.8%			95	100.0%
	(Q5) Celtic studies	Edinburgh	5		10		0				20	
		Other	60	27.7%	120	55.4%	30	13.9%	5	2.9%	215	100.0%
	(Q6) Latin studies	Edinburgh	0		5		0				10	
		Other	10		15		0		0		20	
	(Q7) Classical Greek studies	Edinburgh	0		0						5	
		Other	0		5						5	
(Q8) Classical studies	Edinburgh	45	23.2%	130	63.9%	25	12.6%	0	0.2%	205	100.0%	
	Other	885	24.3%	2,300	63.2%	405	11.2%	45	1.3%	3,635	100.0%	
(Q9) Others in linguistics, ..	Other	40	32.3%	75	59.0%	10	8.8%			125	100.0%	
(R1) French studies	Edinburgh	95	40.4%	130	55.7%	10	3.9%			235	100.0%	

# Russell Group 4 year average degree classifications by detailed subject

			Classification of first degrees									
JACS subject ar..	JACS principal subject v3	Edinburgh ..	1st		2.1		2.2		3rd		Grand Total	
			Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..
<b>(F) Languages</b>	(R1) French studies	Other	960	27.2%	2,280	64.9%	260	7.4%	20	0.5%	3,520	100.0%
	(R2) German studies	Edinburgh	20	35.3%	35	57.0%	5	7.7%			60	100.0%
		Other	420	29.8%	865	61.3%	115	8.1%	10	0.8%	1,410	100.0%
	(R3) Italian studies	Edinburgh	15	33.7%	25	59.7%	5	6.6%			40	100.0%
		Other	170	28.4%	380	64.3%	40	6.5%	5	0.8%	595	100.0%
	(R4) Spanish studies	Edinburgh	60	35.4%	100	60.7%	5	3.6%	0	0.3%	165	100.0%
		Other	700	25.5%	1,800	65.5%	230	8.3%	20	0.6%	2,745	100.0%
	(R5) Portuguese studies	Edinburgh	10		10		0				20	
		Other	105	32.3%	195	59.4%	25	7.8%	0	0.5%	325	100.0%
	(R6) Scandinavian studies	Edinburgh	10		10		0				20	
		Other	10	28.6%	20	71.4%					30	100.0%
	(R7) Russian & East European studies	Edinburgh	10	36.4%	15	55.8%	0	7.7%			30	100.0%
		Other	225	29.4%	460	60.6%	75	9.6%	5	0.4%	765	100.0%
	(R8) European studies	Other	315	42.5%	405	55.0%	15	2.0%	5	0.4%	740	100.0%
	(R9) Others in European languages, literature & re..	Edinburgh	30	43.4%	40	52.9%	5	3.7%			75	100.0%
		Other	400	27.6%	935	64.4%	110	7.4%	10	0.6%	1,455	100.0%
	(T1) Chinese studies	Edinburgh	30	28.1%	55	53.8%	20	18.2%			100	100.0%
		Other	125	20.0%	360	56.9%	125	20.1%	20	3.0%	630	100.0%
	(T2) Japanese studies	Edinburgh	30	54.5%	20	35.0%	5	10.5%			50	100.0%
		Other	65	21.4%	180	61.6%	45	15.0%	5	2.1%	295	100.0%
(T3) South Asian studies	Edinburgh	0		0						0		
	Other	5		5		5				15		
(T4) Other Asian studies	Other	35	14.1%	150	58.4%	60	22.3%	15	5.2%	260	100.0%	
(T5) African studies	Other	5	17.0%	25	65.6%	5	14.8%	0	2.6%	40	100.0%	
(T6) Modern Middle Eastern studies	Edinburgh	20	30.4%	40	58.4%	10	11.1%			65	100.0%	
	Other	125	37.3%	175	53.2%	25	7.4%	5	2.1%	330	100.0%	
(T7) American studies	Other	160	24.0%	445	66.8%	55	8.3%	5	0.9%	665	100.0%	
(T8) Australasian studies	Other	0		0						5		
(T9) Others in Eastern, As..	Other	5		10		0		0		15		
<b>(G) Historical &amp; philosophical studies</b>	(V0) Broadly-based progr..	Other	5	19.4%	15	67.6%	5	13.0%			25	100.0%
	(V1) History by period	Edinburgh	195	22.0%	610	69.2%	75	8.6%	0	0.2%	885	100.0%
		Other	4,875	28.4%	11,375	66.3%	860	5.0%	60	0.3%	17,170	100.0%
	(V2) History by area	Edinburgh	10	20.0%	40	71.4%	5	8.6%			55	100.0%
		Other	125	40.1%	175	56.9%	10	2.8%	0	0.1%	310	100.0%
	(V3) History by topic	Edinburgh	85	21.3%	300	74.9%	15	3.6%	0	0.2%	400	100.0%
		Other	950	26.8%	2,385	67.1%	195	5.5%	20	0.5%	3,555	100.0%
	(V4) Archaeology	Edinburgh	20	25.3%	50	65.1%	5	9.0%	0	0.7%	75	100.0%
		Other	525	26.1%	1,265	62.6%	205	10.2%	25	1.1%	2,020	100.0%
	(V5) Philosophy	Edinburgh	100	29.5%	215	63.7%	25	6.6%	0	0.1%	340	100.0%
	Other	1,705	25.1%	4,380	64.6%	630	9.3%	65	1.0%	6,780	100.0%	
(V6) Theology & religious studies	Edinburgh	50	21.2%	180	75.3%	10	3.3%	0	0.2%	240	100.0%	
	Other	595	23.6%	1,605	63.7%	295	11.8%	20	0.9%	2,515	100.0%	
(V9) Others in historical & philosophical studies	Edinburgh	15	26.3%	35	64.0%	5	8.8%	0	0.9%	55	100.0%	
	Other	30	37.2%	55	61.8%	0	1.0%			85	100.0%	
<b>(H) Creative arts &amp; design</b>	(W1) Fine art	Edinburgh	110	35.4%	175	56.7%	20	7.2%	0	0.7%	305	100.0%
		Other	370	40.3%	455	49.7%	85	9.5%	5	0.5%	920	100.0%
	(W2) Design studies	Edinburgh	145	37.6%	160	41.0%	70	17.5%	15	3.9%	390	100.0%
		Other	385	21.8%	900	51.2%	410	23.2%	70	3.9%	1,765	100.0%
	(W3) Music	Edinburgh	30	27.2%	75	63.0%	10	9.8%			120	100.0%
		Other	1,140	30.2%	2,335	61.8%	270	7.2%	30	0.8%	3,775	100.0%
	(W4) Drama	Edinburgh	25	36.0%	45	61.3%	0	2.7%			75	100.0%
		Other	620	26.3%	1,580	67.0%	145	6.2%	15	0.5%	2,360	100.0%
	(W6) Cinematics & photography	Edinburgh	65	52.0%	45	35.0%	15	11.4%	0	1.6%	125	100.0%
		Other	210	23.0%	605	66.2%	90	9.9%	10	0.9%	915	100.0%
(W7) Crafts	Edinburgh	10	33.3%	10	36.4%	10	24.2%	0	6.1%	35	100.0%	
(W8) Imaginative writing	Other	115	37.7%	180	58.2%	10	3.6%	0	0.5%	310	100.0%	
(W9) Others in creative ar..	Other	0		0		0				0		

## Russell Group 4 year average degree classifications by detailed subject

JACS subject ar..	JACS principal subject v3	Edinburgh ..	Classification of first degrees								Grand Total	
			1st		2.1		2.2		3rd			
			Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..	Full Per..
<b>(I) Education</b>	(X0) Broadly-based progr..	Other			0						0	
	(X1) Training teachers	Edinburgh	60	11.2%	305	57.9%	155	28.9%	10	2.1%	530	100.0%
		Other	245	22.2%	590	53.6%	240	21.8%	25	2.4%	1,105	100.0%
	(X2) Research & study skil..	Other	20	36.7%	35	55.0%	5	4.2%	5	4.2%	60	100.0%
	(X3) Academic studies in education	Edinburgh	15	31.0%	15	35.7%	15	33.3%			40	100.0%
		Other	410	23.8%	915	53.3%	340	19.8%	55	3.1%	1,720	100.0%
(X9) Others in education	Other	40	93.2%	5	6.8%					45	100.0%	
<b>(J) Combined</b>	(Y0) Combined	Edinburgh						0		0		
		Other	580	30.9%	1,095	58.5%	165	8.9%	30	1.7%	1,875	100.0%

## Senate Quality Assurance Committee

23 April 2020

### UK Quality Code for Higher Education Advice and Guidance Mapping

#### Description of paper

1. Mapping of the University's policies and practices to the advice and guidance that underpins the UK Quality Code for Higher Education.

#### Action requested / recommendation

2. To approve the mapping.

#### Background and context

3. The UK Quality Code for Higher Education (the Code) sets out fundamental principles that should apply to higher education quality across the UK. It was significantly redeveloped in 2018 with the aims of: making it applicable across all four UK nations; reducing length and improving accessibility to a wide variety of stakeholders; and placing a greater emphasis on student outcomes and engagement.
4. The current Code comprises (for both standards and quality) mandatory expectations and core practices and, mandatory for Scotland, common practices. 12 "themes" of non-mandatory advice and guidance underpin the mandatory elements of the Code. The Code also has supporting reference documents such as subject benchmark statements and the Scottish Credit and Qualifications Framework.
5. Although the advice and guidance is non-mandatory, QAA Scotland expect institutions to map down to the level of guiding principles in order to demonstrate that they are meeting the mandatory expectations and practices of the Code.
6. The Advance Information Set for the University's next Enhancement-led Institutional Review will contain a mapping of the institution's policies and practices to the redeveloped Code.
7. In May 2019, Senate Learning and Teaching Committee agreed to the following approach for mapping to the advice and guidance<sup>1</sup>:
  - Academic Services will work with policy and practice owners to undertake, during Semester 1 2019/20, an initial mapping (using the mandatory elements of the Code and mapping down to the level of the guiding principles of the advice and guidance) with the aim of identifying any gaps. Due to the breadth of the mandatory elements of the Code and the guiding principles, it is not anticipated that any major gaps will be identified. However, if there are any

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<sup>1</sup> <https://www.ed.ac.uk/files/atoms/files/20190522combinedagendapapers.pdf> (Paper E)

gaps identified, the relevant policy and/or practice will be reviewed promptly, and before the deadline for the submission of documentation for ELIR.

- Providing there are no gaps identified, thereafter, each policy and/or practice will be reviewed within its planned timescale. During these reviews, opportunities should be sought for making efficiencies whilst still ensuring the effectiveness of the policy and/or practice and that all requirements of the Code, including the guiding principles of the relevant advice and guidance theme(s), are met.
- A comprehensive mapping of the University's policies and practices to the current Code will be completed in time for the submission of the Advanced Information Set in summer 2020.

8. Mappings have been completed for the following advice and guidance themes:

- Admissions, recruitment and widening access
- Assessment
- Concerns, complaints and appeals
- Course design and development
- Enabling student achievement
- External expertise
- Learning and teaching
- Monitoring and evaluation
- Research degrees
- Student engagement

### **Discussion**

9. A completed mapping is presented for approval for the following advice and guidance theme:

- Work-based learning

10. A mapping for the final advice and guidance theme will be presented to the May meeting:

- Partnerships

### **Resource implications**

11. There are resource implications for Academic Services and policy and practice owners in undertaking the mapping exercise. There may be additional resource implications as a result of reviewing policies and practices against the guiding principles of the advice and guidance, however, the recommended approach aims to minimise these.

### **Risk management**

12. The University's policies and practices must align with the Code.

**Equality & diversity**

13. Equality and diversity implications would be considered as part of any review of policies and/or practices.

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

14. Approved mappings are made available on the Academic Services' website  
<https://www.ed.ac.uk/academic-services/quality/quality-code>

**Author**

Nichola Kett, Academic Services  
14 April 2020

**Presenter**

Nichola Kett, Academic Services

**Freedom of Information**

15. Open

## UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

### Theme – Work-based Learning

#### Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

#### Core practices for standards

- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

#### Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

#### Expectations for quality

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

#### Core practices for quality

- The provider has a reliable, fair and inclusive admissions system.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

#### Common practices for quality

- The provider's approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

Guiding Principle	Mapping to the University's policies and/or practices	Additional notes
1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives.	<p>Key policy - Work-Based and Placement Learning Policy  <a href="https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf">https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf</a></p> <p>This policy applies to all Colleges and Schools involved in Work-based and Placement Learning (WBPL) as a</p>	The Work-based and Placement Learning Policy is due to be reviewed for 2020/21. As part of the Service Excellence Student Support and Administration project, a new 'Study and Work Away' (SWAY) team has

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Work-based Learning

	<p>compulsory element of undergraduate, postgraduate taught or postgraduate research degree programmes. This policy does not apply to informal, non-compulsory work-based or placement learning.</p> <p>All credit-bearing courses involving work placements must be approved by the School Board of Studies. The <u>Programme and Course Approval and Management Policy</u> notes the Work-based and Placement Learning Policy as an internal reference point for new course and programme proposals. School Boards of Studies ensure that all course proposals are academically appropriate and supported by evidence and documentation. The <u>Work-based and Placement Learning Policy</u> 4.1 states that when reviewing WBPL for approval, School Boards of Studies should particularly consider:</p> <ul style="list-style-type: none"><li>A) Suitability of the placement in delivering the learning outcomes of the course and/or programme;</li><li>B) Safety and welfare of students, including health and safety considerations and risk assessment, which needs to be kept under review and not just considered at original approval stage;</li><li>C) The ability of the host to fulfil the University's expectations and legal responsibilities in relation to students in protected characteristic groups, including disabled students, and children and vulnerable adults.</li><li>D) The capability of the School/Subject Area to manage the placement;</li><li>E) Arrangements for the supervision and support of students, e.g. arrangements for Personal Tutors/Student Support Teams and Research Supervisors, where relevant;</li><li>F) Arrangements for the assessment of students.</li></ul>	<p>been established and the development of their remit is likely to lead to operational changes relevant to the policy, with work done towards this in 2019/20 and 2020/21. Therefore, there will be only minor updates of the policy for 2020/21, and a larger-scale review will take place for academic year 2021/22.</p>
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**UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE**

**Theme – Work-based Learning**

	<p>Course and programme development (including but not restricted to WBPL) is underpinned by guidance and resources for staff on fostering <a href="#">employability</a>, and guidance and resources for students on developing '<a href="#">Graduate Attributes</a>'. These resources support the development of effective links between course learning outcomes and work objectives.</p> <p>See also sections 5 and 9 on engagement with employers.</p>	
<p>2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.</p>	<p>A key principle of the <a href="#">Work-based and Placement Learning Policy</a> is that WBPL, wherever and however organised and delivered, should widen learning opportunities without prejudice to either the academic standard of the award being sought or the quality of what is offered to students (2.1).</p> <p>All credit-bearing courses involving work placements must be approved by the School Board of Studies. The <a href="#">Programme and Course Approval and Management Policy</a> notes the Work-based and Placement Learning Policy as an internal reference point for new course and programme proposals. School Boards of Studies ensure that all course proposals are academically appropriate and supported by evidence and documentation. The <a href="#">Work-based and Placement Learning Policy</a> 4.1 states that when reviewing WBPL for approval, School Boards of Studies should particularly consider:</p> <p>A) Suitability of the placement in delivering the learning outcomes of the course and/or programme;          B) Safety and welfare of students, including health and safety considerations and risk assessment, which needs to</p>	

**UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE**

**Theme – Work-based Learning**

	<p>be kept under review and not just considered at original approval stage;</p> <p>C) The ability of the host to fulfil the University’s expectations and legal responsibilities in relation to students in protected characteristic groups, including disabled students, and children and vulnerable adults.</p> <p>D) The capability of the School/Subject Area to manage the placement;</p> <p>E) Arrangements for the supervision and support of students, e.g. arrangements for Personal Tutors/Student Support Teams and Research Supervisors, where relevant;</p> <p>F) Arrangements for the assessment of students.</p> <p>Therefore, the course proposal should contain information on the arrangements for the supervision and support of students, and information on the arrangements for the assessment of students. Under <u>Work-based and Placement Learning Policy 6.2</u>, the course and programme documentation should make clear the division of responsibility for student assessment between the University and the WBPL host. Under 3.4, the WBPL host is responsible for providing support to students during their WBPL activities.</p>	
<p>3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.</p>	<p><u>Work-based and Placement Learning Policy 3.3 and 3.4</u>: Schools / Subject Areas have a responsibility to agree the learning opportunity in writing with the host and student, and the WBPL host is responsible for agreeing the learning opportunity arrangement in writing and working in accordance with the agreed arrangements.</p>	

**UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE**

**Theme – Work-based Learning**

	<p><u>Work-based and Placement Learning Policy 8.1</u>: Schools should maintain a register of all formal and compulsory WBPL activities.</p>	
<p>4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.</p>	<p><u>Work-based and Placement Learning Policy 5</u>: provides guidance on conducting risk assessments and providing accessible placements. This includes guidance from the Health and Safety Department on <u>students on work-based placements</u> and guidance from the Student Disability Service on <u>accessible placements</u>.</p> <p>See also section 8 below.</p>	
<p>5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.</p>	<p>Evidence of meaningful partnerships has been captured in a range of Internal Periodic Review (IPR) reports in recent years.</p> <p>School of Engineering IPR report 2018/19: The School holds poster day event to which placement providers are invited, to discuss opportunities for future placements (2.7.4). The report also noted an example of good practise in student evaluations of Mechanical Engineering placements. These student evaluations are shared with placement providers for information and feed into placement development (2.3.2).</p> <p>Edinburgh College of Art IPR report 2018/19: Each subject area in ECA has a Director of Outreach responsible for strategic partnerships with external agencies, and ECA has established strategic partnerships with specific galleries and other institutions within Edinburgh (2.7.1). Architecture were commended for creating a Projects Office to set up residences for students (2.7.5). The</p>	

**UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE**

**Theme – Work-based Learning**

	<p>Landscape Architecture outreach course was also noted as an emerging example of good practice (2.7.9). The MSc Research Collections and Curating Practises was also commended for building on efforts to increase placements and advance employability (1.7).</p> <p>History of Art IPR report 2018/19: The placement co-ordinator was commended for their work in liaising with host institutions, supporting students on placement, and ensuring and maintaining the quality of the work placements offered (2.3.3).</p> <p>Moray House School of Education and Sport IPR report 2017/18: The School were commended on their proactive approach to partnerships and the work of their Partnership Steering Group (2.3.15). The School was also commended on the innovative opportunities and support mechanisms for students on placement (2.3.9).</p> <p>Social Work IPR report 2016/17: The subject area was commended on the programme team’s commitment to engaging with practice partners through knowledge exchange, and students spoke highly of the work of the Practice Learning Fellow (2.4). Staff on the programme team were recognised as having strong links with practice learning partners as well as membership of the local authority professional panel (4).</p>	
<p>6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.</p>	<p>All credit-bearing courses involving work placements must be approved by the School Board of Studies (<u>Work-based and Placement Learning Policy</u> 4.1). The <u>Programme and Course Approval and Management Policy</u> notes the <u>Work-based and Placement Learning Policy</u> as an internal</p>	

**UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE**

**Theme – Work-based Learning**

	<p>reference point for new course and programme proposals. School Boards of Studies ensure that all course proposals are academically appropriate and supported by evidence and documentation. See sections 1 and 2 for further details.</p>	
<p>7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.</p>	<p><u>Work-based and Placement Learning Policy 3</u>: This sets out the detailed roles and responsibilities of the student, School / Subject Area, and WBPL host.</p> <p><u>Work-based and Placement Learning Policy 7.2</u>: An individual within the School should be identified as being responsible for managing each WBPL arrangement. This individual should be competent to do so and should be provided with support and development opportunities to establish and further develop his and her capabilities to manage the arrangements.</p> <p><u>Work-based and Placement Learning Policy 10</u>: University staff and host staff should be appropriately qualified and should have opportunities to develop their own knowledge and practise.</p>	
<p>8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.</p>	<p><u>Work-based and Placement Learning Policy 5</u>: provides links to guidance on conducting risk assessments and providing accessible placements. This includes guidance from the Health and Safety Department on <u>students on work-based placements</u> and guidance from the Student Disability Service on <u>accessible placements</u>.</p> <p><u>Work-based and Placement Learning Policy 3.4</u>: the WBPL host is responsible for ensuring reasonable adjustments are</p>	

**UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE**

**Theme – Work-based Learning**

	<p>made to support the participation of disabled students in WBPL activities.</p> <p><u>Work-based and Placement Learning Policy 3.2</u>: the student is responsible for advising the appropriate WBPL Co-ordinator, at application stage, if they have a disability which will impact on their WBPL.</p> <p>All education organisations and employers in the UK are subject to the Equality Act 2010. Information on equality and diversity is available to staff and students on the University <u>Equality and Diversity</u> website.</p>	
<p>9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.</p>	<p><u>Work-based and Placement Learning Policy 11</u>: Monitoring and review should be carried out using the established processes of School Annual Quality Assurance Reports. This should include opportunities for feedback from all participants and stakeholders, including students, University staff associated with WBPL activity, and any external organisations associated with WBPL activities.</p> <p><u>Work-based and Placement Learning Policy 3.3</u>: The School / Subject Area is responsible for regularly monitoring and reviewing the WBPL arrangements</p> <p><u>Work-based and Placement Learning Policy 3.4</u>: The host is responsible for making suggestions to the University about how the WBPL activity could be improved, and for raising concerns or complaints about any aspect of the arrangement.</p> <p>The <u>School Annual Quality Report Template</u> guidance on scope states that report covers all taught and research</p>	

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Work-based Learning

credit-bearing provision including collaborative provision and credit-bearing CPD.

All taught credit-bearing courses, including courses involving WBPL, use mandatory Course Enhancement Questionnaires to gather student feedback: see the Course Enhancement Questionnaire Policy.

The University Internal Periodic Review standard remit states that work-based provision and placements are included within the scope of the review. Examples of comments and commendations reported via Internal Periodic Reviews are noted elsewhere in this document.

Several Schools have Industrial Advisory Boards or equivalent, to allow external stakeholders to input into course and programme development, including WBPL. Accreditation by Professional, Statutory, and Regulatory bodies (PSRB) is also a mechanism for employer input and the Work-based and Placement Learning Policy states that the requirements of relevant PSRBs will be given precedence over University requirements.

The University of Edinburgh  
Senatus Quality Assurance Committee

23 April 2020

**Work-based and Placement Learning Policy – minor updates**

**Description of paper**

1. The paper proposes minor updates to the Work-based and Placement Learning Policy.

**Action requested / recommendation**

2. The Committee is requested to approval the updated policy.

**Background and context**

3. The policy is due for a full review in 2020/21, but a number of minor updates are now required.

**Discussion**

4. The updates are marked in the appended policy. The updates are changes to weblinks, changes to contact information, and updated references to Quality Assurance Agency guidance.

**Resource implications**

5. The updates have no resource implications.

**Risk management**

6. The updates create no new risks. The updates reduce risk by ensuring that the policy refers to current University information.

**Equality & diversity**

7. The updates have no equality and diversity implications.

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

8. The updated policy will be made available via the Academic Services website. An annual list of updated policies is communicated by Academic Services to relevant stakeholders.

**Author**

Kathryn Nicol  
Academic Policy Officer  
8 April 2020

**Freedom of Information**

Open



# Work-based and Placement Learning Policy

## Purpose of Policy

This Work-based and Placement Learning (WBPL) policy has been developed to ensure that:

- The academic standards of the University of Edinburgh are maintained.
- Pastoral and academic support has been considered and roles and responsibilities are clear.
- Procedures are in place for the approval and ongoing monitoring of WBPL arrangements.
- The legal responsibilities of the University of Edinburgh have been met.

## Overview

The University of Edinburgh recognises the benefits of WBPL to students, particularly in providing opportunities to gain essential skills for employment and to put learning into practice. All WBPL arrangements must be driven academically but be underpinned by support mechanisms to ensure that the aims of widening educational opportunities and broadening work-based perspectives are met.

## Scope: Mandatory Policy

The policy applies to all Colleges and Schools involved with Work-based Learning and Placements as a compulsory element of the degree programme, including undergraduate and postgraduate taught programmes, and postgraduate research programmes which are credit-bearing and may be subject to formal assessment methods. The policy **does not** cover less formal arrangements or internships that do not constitute a compulsory part of the students' programme of study and which the student may arrange by him/herself and undertake during term or vacation time. The requirements of relevant Professional, Statutory ~~and~~ Regulatory ~~or Professional~~ bodies will take precedence over the University's practice and expected standards in the management of WBPL.

<b>Contact Officer</b>	Kathryn Nicol	Academic Policy Officer	Kathryn.nicol@ed.ac.uk
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## Document control

<b>Dates</b>	<b>Approved:</b> 28.05.2015	<b>Starts:</b> 1.8.15	<b>Equality impact assessment:</b> 20.5.15	<b>Amendments:</b> <a href="#">23.4.2015/a</a>	<b>Next Review:</b> 2020/21
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<b>Approving authority</b>	Senatus Quality Assurance Committee
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<b>Consultation undertaken</b>	A QAC working group developed a policy and code of practice in 2011/12. These were merged following a desk-based review by Academic Services and subject to QAC approval in May 2015.
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<b>Section responsible</b>	Academic Services
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<b>Related policies, procedures, guidelines &amp; regulations</b>	Collaborative Provision Framework <a href="http://www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity">www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity</a> ; Health and Safety Guidance Notes for Students on Placements <a href="http://www.ed.ac.uk/schools-departments/health-safety/guidance/students-young-persons">http://www.ed.ac.uk/schools-departments/health-safety/guidance/students-young-persons</a>
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<b>UK Quality Code</b>	<a href="http://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning">UK Quality Code for Higher Education Advice and Guidance: Work-based Learning</a> <a href="https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning">-https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning</a>
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<b>Policies superseded by this policy</b>	2012 Code of Practice Work-based and Placement Learning and Indicators of Sound Practice Work-based and Placement Learning
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<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 4490.
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<b>Keywords</b>	Work-based Placement Learning, work-based learning, placements
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# Work-based and Placement Learning Policy

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## 1. Background and definitions

1.1 The University recognises that work-based and placement learning (WBPL) is a valuable component of a student's programme of study. Work-based and placement activity exists in a variety of forms which makes it difficult to provide a precise and formal definition.

1.2 The QAA UK Quality Code for Higher Education [core practices for standards and quality contain the expectation that "Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them."](#) ~~Chapter B10: "Managing higher education provision with others" contains the expectation that, "Degree awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively."~~

~~1.3~~—The University recognises that the scale and scope of WBPL can range from full employment within an organisation to conducting a project for an organisation. In view of this, not all elements of this Policy will apply equally to all WBPL contexts, and a degree of judgement must be exercised in applying this Work-based and Placement Learning Policy.

~~1.3~~

~~1.4~~

~~1.5~~—For some programmes (e.g. modern languages) the Year Abroad period may be used as a placement year, but students may be linked to a placement via a host University. Hence, there may not be a clear distinction between Year Abroad and placement. In such cases, colleagues must also consult [the Exchange Coordinator Toolkit https://www.ed.ac.uk/global/go-abroad/staff-toolkit](https://www.ed.ac.uk/global/go-abroad/staff-toolkit). Further advice where required is available from the [Study and Work Away Service https://www.ed.ac.uk/global/go-abroad/staff-toolkit/contact-us](https://www.ed.ac.uk/global/go-abroad/staff-toolkit/contact-us) ~~the Code of Practice for Students Studying Abroad to determine what needs to be done to support student placement activity. http://www.ed.ac.uk/schools-departments/international-office/go-abroad/staff-toolkit/guidelines-policies/code-of-practice~~

~~Further advice where required is available from the International Office: [isas@ed.ac.uk](mailto:isas@ed.ac.uk)~~

~~1.71.4~~

## 2. Key Principles

2.1 Work-based and placement learning, wherever and however organised and delivered, should widen learning opportunities without prejudice either to the academic standard of the award being sought or the quality of what is offered to students. Furthermore, the arrangements for assuring quality and standards should be as rigorous, secure and open to scrutiny as those for programmes provided wholly within the institution and through conventional class-based modes of teaching and learning.

## 3. Key roles and responsibilities

3.1 A number of key roles may exist in WBPL. Where each of the following roles exist the responsibilities associated with those roles are set out below.

3.2 Students are responsible for:



## Work-based and Placement Learning Policy

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- Making the practical arrangements relating to the WBPL – e.g. travel arrangements, organising insurance cover, and seeking accommodation.
- Researching the risks of undertaking WBPL.
- Maintaining contact with the School's WBPL Co-ordinator during the WBPL period and advising the Co-ordinator of any proposed changes to their arrangements.
- Informing the School of their address and contact details whilst away from the University.
- Advising the appropriate WBPL Co-ordinator, at application stage, if they have a disability which will impact on their WBPL.
- Ensuring that the WBPL Co-ordinator is informed about any Special Circumstances which might impact on the student's academic performance.
- Attending information/briefing sessions and reading relevant information to keep up-to-date.
- Providing feedback on the experience when requested to do so and, where necessary, making recommendations for the enhancement of the WBPL activities.

### 3.3 The School/Subject Area is responsible for:

- Ensuring adherence to this Policy
- Establishing and approving WBPL and ensuring its academic legitimacy.
- Agreeing in writing the WBPL arrangements with the host/student.
- Overseeing the development of WBPL in the School.
- Providing information and briefings to students, including informing students of the academic and credit arrangements and the expected learning outcomes relating to the WBPL.
- Advising students of any changes to Programme requirements.
- Checking the current position on visas for students and any conditions for work-based placements
- Maintaining contact with the student, although the student is ultimately responsible for initiating contact.
- Ensuring information about subsequent study arrangements is transmitted to WBPL students to ensure that they are not disadvantaged because of their distance from the University.
- Overseeing the on-going management of WBPL activities.
- Maintaining a School register of WBPL activities.
- Regularly monitoring and reviewing the WBPL arrangements.
- Ensuring staff involved in supporting WBPL activities are appropriately developed and supported in their role.

### 3.4 The WBPL Host is responsible for:

- Agreeing in writing the WBPL arrangements and working in accordance with the agreed arrangements.
- Ensuring WBPL activities provide students with adequate opportunities to achieve the intended learning outcomes and to demonstrate these through assessment.
- Providing support to students during their WBPL activities.
- Ensuring that reasonable adjustments are made to support the participation of disabled students in WBPL activities.
- Informing the University in a timely manner of the need to make changes to arrangements.
- Regularly monitoring and reviewing the WBPL arrangements and reporting to the University.



## Work-based and Placement Learning Policy

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- Providing a clear point of contact for the WBPL activities.
- Raising concerns, or complaints about any aspect of the arrangement, including an individual student's performance or conduct.
- Making suggestions to the University about how the WBPL activity could be improved.

### 4. Establishing and approving WBPL

- 4.1 School Boards of Studies are ultimately responsible for approving proposed work-based and placement activities through standard course and programme approval processes within their own school. Boards of Studies may ask individual members of the School to take on specific organisational responsibilities, for example, Exchange or Placement Coordinators. Board of Studies curriculum approval should include explicit consideration of the following concerns:
- a. Suitability of the placement in delivering the learning outcomes of the course and/or programme;
  - b. Safety and welfare of students, including health and safety considerations and risk assessment, which needs to be kept under review and not just considered at original approval stage;
  - c. The ability of the host to fulfil the University's expectations and legal responsibilities in relation to students in protected characteristic groups, including disabled students, and children and vulnerable adults.
  - d. The capability of the School/Subject Area to manage the placement;
  - e. Arrangements for the supervision and support of students, e.g. arrangements for Personal Tutors/Student Support Teams and Research Supervisors, where relevant;
  - f. Arrangements for the assessment of students.

### 5. Risk Assessments

- 5.1 A risk assessment must be carried out, usually by the student or host, and approved by a member of staff. Different types of activity will carry varying degrees and types of risk, and the risk assessment must be appropriate to the risk. For certain placements, e.g. laboratory based placements, it is advisable to issue a pre-placement questionnaire to the host to provide an assessment of the risk and the host's management of the placement. The University's Health and Safety Department provides guidance for students on placements: [http://www.docs.csg.ed.ac.uk/Safety/general/students\\_on\\_placement.pdf](http://www.docs.csg.ed.ac.uk/Safety/general/students_on_placement.pdf)
- 5.2 The University's Health and Safety Department provides also provides guidance and support on conducting risk assessments: <http://www.ed.ac.uk/schools-departments/health-safety/risk-assessments-checklists/risk-assessments> — <https://www.ed.ac.uk/health-safety/online-resources>
- 5.4 Information on accessible placements is provided by the Student Disability Service. For risk assessments involving disabled students, the Student Disability Service should be contacted for further advice: <http://www.ed.ac.uk/schools-departments/student-disability-service/staff/supporting-students/accessible-placements>

### 6. Learning outcomes and assessment



## Work-based and Placement Learning Policy

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- 6.1 WBPL should have clearly defined intended learning outcomes, and these should reflect the intended learning outcomes of the relevant course(s) and programme of study as specified in the relevant Degree Programme Specification.
- 6.2 The nature of the WBPL activities, and the support provided to students, should provide students with adequate opportunities to achieve the intended learning outcomes and to demonstrate these through assessment. Course and programme documentation must provide clear and transparent information on the assessment process and criteria including:
- how achievement of the intended learning outcomes in the WBPL will be assessed;
  - the division of responsibility for student assessment between the University and the WBPL host;
  - the consequences of failure to complete the placement or failure to achieve the intended learning outcomes within the placement;
  - alternative pathways in the event of failure to secure WBPL.
- 6.3 Assessment of the students' learning while on placement will be as set out in the University's assessment regulations:-  
<https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>  
[www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF](http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF)
- 6.4 The University has responsibility to ensure that any marker is competent to undertake the task, is fully aware of the University's Assessment Regulations and the specific marking criteria of the assessment, and the marking is moderated by a member of the University's academic staff.

### 7. Management of WBPL by Schools

- 7.1 Management of WBPL by Schools should take account of activity that involves students in activities/placements away from the University and also in employer engagement activities that take place in the University.
- 7.2 An individual within the School should be identified as being responsible for managing each WBPL arrangement. This individual should be competent to do so and should be provided with support and development opportunities to establish and further develop his or her capabilities to manage the arrangements.

### 8. School Register of WBPL Activities

- 8.1 Schools should maintain a register of all formal and compulsory WBPL activities. This should include details of the WBPL activity, key contacts and signed agreements, where relevant.

### 9. Student Information and Briefing

- 9.1 All students should be provided with briefing information prior to commencing any WBPL activity. Briefing information should include:
- discussion of planned learning activities, intended learning outcomes and how they will be assessed;
  - the risk assessment and recommendations regarding health, safety, welfare and personal insurance cover for the student;
  - the student's responsibilities, rights and entitlements in the WBPL setting;



## Work-based and Placement Learning Policy

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- language and cultural considerations (for international placements);
- accommodation arrangements (where relevant);
- contact information - both with the University and also with relevant local organisation(s) in the WBPL setting. This should include guidance on what to do if they have a concern or complaint during or following the placement;
- student support arrangements;
- any specific or special needs of the individual student e.g. disability, health, dietary, religious, and how these will be accommodated within the placement setting;
- any reasonable adjustments that need to be made to meet the student's disability-related needs.

9.2 Briefing processes should include an opportunity for individual students to discuss any aspect of the WBPL.

### 10. Staff Professional Development

10.1 University staff and host staff involved in placement activity should be appropriately qualified and should have opportunities to develop their own knowledge and practice.

### 11. Monitoring and Review of WBPL Activities

11.1 Monitoring and review should be carried out using the established processes of School Annual Quality Assurance Reports:

<http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/annual-monitoring-reporting>  
<https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting>

and periodic Internal Review processes:

<http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/internal-review>  
<https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review>

11.2 Schools should monitor all WBPL activity on an annual basis. This should include:

- opportunities for feedback from all participants and stakeholders i.e. all students who undertook WBPL. They should be given an opportunity to comment on the WBPL and to suggest any ways in which future placements might be improved;
- University staff associated with the WBPL;
- any relevant other organisations associated with the WBPL.

11.3 The College Quality Assurance Committee will maintain an oversight of monitoring at the College level and QAC will maintain oversight at the institutional level and, with the support of the [Institute for Academic Development](#), will disseminate reported case studies of good practice.

28 May 2015

## Senate Quality Assurance Committee

23 April 2020

### Internal Periodic Review Responses

#### Description of paper

1. The year on response from Internal Periodic Reviews 2018/19

#### Action requested / recommendation

2. For comment and consideration of the recommendations. The Committee is asked to confirm that they are content with progress.

#### Background and context

3. The following year on response from Internal Periodic Reviews 2018/19:
  - Teaching Programme Review of Classics

TPR	Comment
TPR of Classics	We look forward to hearing about progress on the recommendations in the School Annual Programme Monitoring report.  We are interested to learn about the positive change noted in the response as a result of the review

#### Discussion

4. See attached paper.

#### Resource implications

5. No additional resource implications

#### Risk management

6. No risk associated

#### Equality & diversity

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

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

8. Comments on the progress towards completion of recommendations will be reported back to the Subject Area. The response will be published on the Academic Services website

#### Author

Gillian Mackintosh  
31 March 2020

#### Freedom of Information

Open

#### Presenter

Academic Services

The University of Edinburgh

Internal Periodic Review  
Year on response report

**TPR of:** Classics

**Date of review:** 14 & 15 November 2018

**Date of 14 week response:** 24 May 2019

**Date of year on response:** 14 February 2020

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

Recommendation no	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1.	The Review Team <b>recommends</b> that the subject area appoint a dedicated Widening Participation Director (or equivalent) from the current departmental staff who can lead the work of a Widening Participation and Outreach Committee. This individual should ensure that initiatives are developed in partnership with the School and the College, in line with the University's Widening Participation Strategy.		The subject area, as noted in the 14-week response, now has a dedicated outreach committee part of whose remit is widening participation, and there is a member of staff attached to that role. The Head of Classics is leading a funded project about feelings of belonging in HCA as part of the University's Widening Participation Strategy, that will produce a report with recommendations by the end of the academic year 2019-20	08/2020
2.	The Review Team <b>recommends</b> that the subject area create a role for a dedicated Classics staff member to act as an Equality and Diversity Officer with a view to monitoring and enhancing the department's profile for diversity in admissions and for finding new ways of embedding equality and diversity throughout the curriculum.	Completed	The same system as noted in the 14-week response still pertains: i.e. at the moment the practice is to have a School Equality and Diversity Director (previously a Classicist) with a Classics representative on the School E&D committee. Changes to the current system (i.e. to create Departmental E&D officers) would have to be decided at School level.	09/2019
3.	The Review Team <b>recommends</b> that the Curriculum Officer review the process of course allocation at Honours level and moves away from the lottery system. The new system should be operated by professional services staff and made as transparent as possible to students and staff.	Completed	Taking lots to decide Honours course allocation has always been a last resort, and the Curriculum Officer has written a document which contains careful explanation of a number of steps are taken to allocate students fairly and consistently before the need of a lottery in a small minority of cases. Allocation will be administered once again by the Lead Teaching Organisation Administrator, with academic oversight and communication by Curriculum Officer and consultation of the Head of Department in case of queries.	05/2019

4.	The Review Team recommends that the subject area ensure that transferable skills be embedded in all Classics programmes, in a consistent way, by being delivered within compulsory core courses. These transferable graduate skills should link visibly to the pathways on offer and future avenues for employment.		The Classics Teaching Committee and then the whole Subject Area at a dedicated Away Day met to discuss how best to embed transferable skills. A number of important transferable skills for programmes were agreed upon and will be written into course descriptions both on EUCLID and in course handbooks, and where applicable in course proposals. Oversight and consistency will be ensured by the Classics Teaching Committee. The process has been completed. However, the issue of Graduate Attributes and Transferable Skills is now being looked at a wider level and we have been asked to hold off on implementing these for the time-being. Classics students and staff took part in an Employability project during 2019-20 which carries recommendations about embedding aspects of employability into all HCA teaching.	09/2020
5.	The Review Team recommends that the School Co-ordinator of Adjustments and the Head of Subject Area remind all staff that lecture slides should be provided to all students through LEARN at least 24 hours in advance of each class.	Completed	This has been carried out.	05/2019
6.	The Review Team <b>recommends</b> that the plans to introduce a new subject-area lead administrator be progressed as a way of strengthening subject-area identity and aiding staff professional development. This role should include direct student interaction within SSLC meetings and involvement with teaching planning.	Completed	The role was approved this academic session (2019-20) and the person is in post.	05/2019
7.	The Review Team recommends that the profile of the Student Support Team be raised amongst first- and second-year students in the Classics Subject Area and that its role is clearly defined.	Completed– to be reviewed in 2020	Recommendation noted. The School has gone to considerable lengths to raise the profile of the Student Support Team among students and the Head of Classics will continue to liaise closely with the School DoPS and UG Director of Teaching to ensure students in the Classics Department are fully aware of the team's role.	
8.	The Review Team recommends that the private meeting space identified by the School be furnished and made available to the Student Support Team as soon as possible.	Completed	The School has carried out this action.	05/2019
9.	The Review Team recommends that the School work in partnership with the Dean of Students to identify ways of enhancing the operation of the Personal Tutor System, including reviewing the support for staff dealing with rising cases of mental health among students.	During 2019/20 academic Session	The University-wide Review of Personal Tutoring and Student Support has now been completed. At the end of semester one, the project team developed a series of proposed models in consultation with colleagues from across the University, including from within the School of	

			History, Classics and Archaeology. The proposed model of support, which reflects the ongoing discussions about challenges with our existing student support structures, including the issue identified in the review relating to rising cases of mental health, has been considered by the Senate Education Committee and the Student Administration Board of the Service Excellence Programme. Every School will have an enhanced Professional Services Student Experience team (which will be part of the broader Student Administration and Support function), which will include roles focussed on course and programme advice and guidance, wellbeing and learning and teaching administration. Students will have a named advisor within the team. This implies a significant shift of work from the current PT role and into properly trained and resourced professional services teams. This model will shortly be considered by the University Executive and, if approved, will be implemented in time for September 2021.	
10.	The Review Team recommends that the Dean of Students and the Assistant Principal Academic Support further explore the link between promotion and teaching and administrative duties across the University, potentially as part of the University-wide review of the Personal Tutor System.	During 2019/20 academic Session	The Assistant Principal is continuing the review of academic career paths which is actively consider the issues identified during the review. The link between evaluation of teaching and module evaluation will be considered as part of a review of Course Enhancement Questionnaires (CEQs), which will run through semester two. The Institute for Academic Development is also looking at ways of capturing data on teaching qualifications through annual quality reports from September 2020.	
11.	The Review Team recommends that the School change the practice of re-assigning Study Abroad students to the International Officer to act as Personal Tutor. This will ensure that students undertaking a year abroad keep their original Personal Tutor in addition to the extra support provided through the International Officer.	Completed	The School never had this practice. The Classics Department on two previous occasions adopted this practice as a temporary solution but it is no longer its policy.	05/2019
12.	The Review Team recommends that the subject area find ways of promoting the PGCAP and Edinburgh Teaching Award opportunities to all Postgraduate Tutors at the earliest possible stage in their careers and systematically builds a schedule of further professional development opportunities into a reflective mandatory annual teaching review.	Session 2020-21	It is possible for graduate tutors to take the PGCap, but it is not usually done because of the amount of time it takes (most graduate tutors are only going to be doing 300-400 hours of teaching and marking in their careers); the IAD normally point them towards a less time-consuming range of courses to enhance their teaching practice. Oversight by supervisors	

			and mentors ensures a careful schedule of professional development. The School is introducing a local iteration of the Edinburgh Teaching Award.	
	Please report on steps taken to feedback to students on the outcomes of the review	The Classics department's Student Staff Liaison Committee shared the report and recommendations, and the 14-week set of responses, with the students in advance of the meeting in semester 1 of academic session 2019-20. Any points raised by the students were discussed by the Classics teaching committee/ departmental meeting and fed back to the students at the following SSLC.		
For Year on response only	Any examples of a positive change as a result of the review	The subject area now has a clearly defined set of employability and transferable skills criteria within the entire curriculum for the Classics Subject Area. The outreach and WP facets of the Classics Subject Area have been revitalised and given an enhanced importance.		