

The University of Edinburgh
Senatus Quality Assurance Committee

**Meeting to be held on Thursday 26 April 2018 at 2pm
in the Raeburn Room, Old College**

A G E N D A

1. **Minutes of the meeting held on Thursday 2 February 2018** SQAC 17/18 4A
2. **Matters Arising**
For Discussion
3. Principal Professor Peter Mathieson – Outline of Priorities and Discussion on Quality Assurance and Enhancement and the Student Experience
4. Undergraduate Degree Classification:
 - Undergraduate Degree Classification Analysis SQAC 17/18 4B
 - Strategic Discussion of Trends in Undergraduate Degree Classification Outcomes **CLOSED PAPER** SQAC 17/18 4C
5. Student Support Thematic Review:
 - 2017-18 Progress Update SQAC 17/18 4D
 - 2018-19 Theme
6. Providing Summaries of Student Feedback to School Representatives SQAC 17/18 4E
7. Committee Planning SQAC 17/18 4F
- For Information and Formal Business**
8. Industrial Action - approach to monitoring any impact on quality of the student experience as part of annual quality review process SQAC 17/18 4G
9. Analysis of Institutional Annual Statements 2016/17 SQAC 17/18 4H
10. Committee Membership SQAC 17/18 4I
11. UK Quality Code for Higher Education – Update on Redevelopment SQAC 17/18 4J
12. Enhancement Themes – Update SQAC 17/18 3K
13. Service Excellence Programme - Update SQAC 17/18 3L
14. Knowledge Strategy Committee - Update SQAC 17/18 3M
15. Internal Review Reports and Responses SQAC 17/18 3N
16. **Any Other Business**
17. **Date of Next Meeting:**
Thursday 24 May 2018 at 2pm in the Hodgson Room, Weir Building, Kings Buildings

The University of Edinburgh
Senatus Quality Assurance Committee

**Minutes of the meeting held on Thursday 8 February 2018 at 2pm
in the Raeburn Room, Old College**

Present:

Professor Tina Harrison	Assistant Principal, Academic Standards and Quality Assurance (Convener)
Bobi Archer	Vice President (Education), Students' Association
Dr Shereen Benjamin	Associate Dean (Quality Assurance) College of Arts, Humanities and Social Science
Megan Brown	Schools Engagement Officer, Edinburgh University Students' Association
Brian Connolly	Secretary to Senatus Quality Assurance Committee, Academic Services
Dr Gail Duursma	School Representative (Engineering), College of Science and Engineering
Brian Green	Deputy Associate Principal (Learning & Teaching), University of Strathclyde
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services
Dr Sheila Lodge	CMVM Head of Academic Administration (Co-opted Member)
Dr Gordon McDougall	Dean (Quality Assurance), College of Science and Engineering
Dr Inger Seiferheld	School Representative (Business School), College of Arts, Humanities and Social Science
Dr Jon Turner	Director, Institute for Academic Development

Apologies:

Dr Claire Phillips	School Representative (Royal (Dick) School of Veterinary Studies), College of Medicine and Veterinary Medicine
Tom Ward	Director, Academic Services

Welcome:

The Convenor welcomed Dr Gail Duursma to the Committee as School Representative (Engineering) for the College of Science and Engineering. It was noted that Dr Duursma was replacing Sarah McAllister, who in turn replaces Dr Jon Turner on the Committee as representative for the Institute for Academic Development.

1. Minutes of the meeting held on Thursday 30 November 2017

The Minutes of the previous meeting were approved.

2. Matters Arising

- 2.1** Notes of the electronic Senate Quality Assurance Committee conducted from Wednesday 20 December 2017 to Friday 12 January 2018 were approved and decisions homologated.

For Discussion

3. College Quality Reports 2016-17

The Committee received and noted the annual College Quality Reports for 2016-17. The Committee was asked to discuss the reports, especially items noted in 'Themes for SQAC forward planning'.

The following was noted:

3.1 College of Arts, Humanities and Social Sciences

Estates and Space

The College reported that Schools had found the availability of high-quality teaching space and social spaces for students challenging. Concerns had also been raised in relation to the experience for students with learning adjustments and accessibility requirements, particularly in older parts of the estate.

Action: Committee Secretary to request a response from Space Strategy Group and the Head of the Timetabling and Examination Services to College concerns.

Quality Assurance Data

The College reported that feedback on the Student Data Dashboards had been very positive. However, some schools had raised concerns in regard to discrepancies between centrally held data and local school data which could undermine School confidence and engagement with the Dashboards. The College Dean of Quality thanked Alastair Duthie (College Academic Administrator) for reconciling data discrepancies for the purposes of the report. It was also noted that further training and guidance for schools would help staff to monitor trends effectively.

Action: Committee Secretary to request a response from the Director of Student Systems and Administration to College comments.

Course Enhancement Questionnaires (CEQs)

It was suggested that further information regarding the timeline for distribution of CEQs and guidance for staff and students in relation to how to use the results would enhance course evaluation process. It was noted that some schools had also requested that the emphasis of

CEQ staff questions be placed on innovation in and enhancement of teaching from course teams rather than the performance of individual staff.

Action: Committee Secretary to request a response from the Director of Student Systems and Administration to College comments.

Extended Common Marking Scheme

The College reported that individual Schools and External Examiners had requested greater clarity and guidance on definitions within the Extended Common Marking Scheme. It was noted that the College would continue to work with the central University to identify opportunities for enhancement and the sharing of good practice.

3.2 College of Medicine and Veterinary Medicine

Estates and Space

The College reported concerns in relation to the availability of space for staff to meet privately with students. The College also requested that building work (and associated disruption caused by noise pollution, reduced accessibility etc.) be given greater attention when allocating teaching spaces. It was also requested that Timetabling be asked to ensure that sequential classes are based in as close proximity as possible, and not scheduled in relatively distant locations or entirely different campuses.

Action: Committee Secretary to request a response from Space Strategy Group and the Head of the Timetabling and Examination Services to College concerns.

Course Enhancement Questionnaires (CEQs)

The College reported concerns in regard to low CEQ response rates and suggested that alternative methods to email be sought for delivering the surveys and communicating reminders to students.

Action: Committee Secretary to request a response from the Director of Student Systems and Administration to College concerns.

External Examiner Reporting System

The College reported ongoing concerns with attributing comments to a particular course where an External Examiner is responsible for multiple courses. It was noted that External Examiners having responsibility for multiple courses was common practice in the College of Arts, Humanities and Social Sciences and suggested that the Colleges may wish to share practice.

3.3 College of Science and Engineering

Estates and Space

The College reported ongoing challenges regarding the availability of high quality teaching space and social spaces for students, particularly in regard to the impact that lack of space has on further development of innovative learning and teaching strategies.

Action: Committee Secretary to request a response from Space Strategy Group to College concerns.

Quality Assurance Data

The College reported that feedback on the Student Data Dashboard had been positive, supporting monitoring and review processes. It was also noted that further training and guidance for schools would help staff use the data and that postgraduate research data was now essential for effective analysis and quality assurance purposes. The College Dean of Quality thanked Matt Elliot (Deputy Head of Academic Affairs) for helping compile the data for the report.

Action: Committee Secretary to request a response from the Director of Student Systems and Administration to College comments.

Course Enhancement Questionnaires (CEQs)

The College reiterated concerns in regard to low CEQ response rates and the detrimental impact this may have on confidence in the accuracy of the results.

Action: Committee Secretary to request a response from the Director of Student Systems and Administration to College comments.

Recruitment and Admissions

The College reported concerns that central University driven growth in student numbers may be challenging for Schools to support locally. As numbers grow some Schools were finding it challenging to find suitable tutors and supervisors for projects which has led to a greater number of Peer Learning Groups being created to fill the gap; a solution which was not suitable as a long term strategy. It was noted that Student Support was fundamental to Student Satisfaction and, as numbers grow, greater consideration needs to be given to how this was managed and how Schools were supported.

Sharing Good Practice

The Committee suggested that good practice examples from within the College of technology-enhanced learning could be shared at a future meeting of the Directors of Teaching network and of developing opportunities (projects) with industry could be shared at a future meeting of the Directors of Quality network.

Action: Committee Secretary to pass these suggestions to the relevant Academic Services colleagues.

4. Enhancement-led Institutional Review: Theme Lead Reports

The Committee received and discussed reports from the theme leads responsible for taking forward the areas for development from the University's Enhancement-Led Institutional Review (ELIR) held in Semester 1 2015.

The Committee agreed to reduce the theme update reporting frequency to annually in recognition of the fact that activities were being progressed and reported on via other mechanisms (such as the Learning and Teaching Strategy and Student Partnership Agreement implementation plans).

5. External Examiners: Postgraduate Taught Reports - Thematic Analysis 2016/17

The Committee considered an analysis of data from the External Examiner Reporting System (EERS) covering postgraduate taught programmes for the academic year 2016/17. 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

commended across all three Colleges was the Assessment Process with the sub-theme of Student Feedback most commented on. Of the issues raised the main theme was the Provision of Information to examiners.

Action: Academic Services to include analysis of student feedback comments from postgraduate taught External Examiners' reports as a theme with the analysis of undergraduate reports (agree as an action at the last meeting of the Committee) and forward findings to the Assistant Principal Assessment and Feedback and discuss at Director of Teaching Network.

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).

6. Mid-year update on progress against SQAC priorities

The Committee received and noted the mid-year update on progress towards the Committee's priorities agreed at Senate in May 2017.

It was noted that the Assistant Principal Academic Support, and Convenor of the Personal Tutor (PT) System Oversight Group would continue to explore methods for gathering data relating to the perceived effectiveness of the support provided by individual PTs. The Committee agreed that School Directors of Quality should be encouraged to reflect fully on the PT system in their School Annual Quality Reports.

Action: Convenor to encourage School Directors of Quality to reflect fully on the PT system in their School Annual Quality Reports at the forthcoming School Director of Quality briefing. Academic Services to work with College Quality Officers (or equivalent) to encourage School Directors of Quality to reflect fully on the PT system in their School Annual Quality Reports

In regard to this year's Thematic Review of support for Mature Students and Student Parents and Carers it was noted that the review panel would meet with student and staff stakeholders in a series of consultation sessions during March and April. The panel would then identify areas of good practice and areas for enhancement in student support across the University and report findings back to the Committee.

For Information and Formal Business

7. Service Excellence Programme

The Committee noted the update on the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme.

8. Knowledge Strategy Committee

The Committee noted the update on matters considered by the Knowledge Strategy Committee at its meeting held on 13 October 2017.

9. Internal Review Reports and Responses

The Committee approved the following final reports:

- Postgraduate Programme Review (PPR) of Molecular, Genetic and Population Health Sciences;
- Teaching Programme Review (TPR) of English Literature;
- TPR of Medicine;
- TPR of Physics and Astronomy.

The Committee noted the year-on response for the PPR Physics and Astronomy and confirmed that it was content with progress.

10. Any Other Business

There was no other business.

11. Date of Next Meeting:

Thursday 26 April 2018 at 2pm in the Raeburn Room, Old College

DRAFT

The University of Edinburgh
Senatus Quality Assurance Committee

26 April 2018

Undergraduate Degree Classification Analysis

Executive Summary

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.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the University's Strategic Goal of 'excellence in education' and the Strategic Theme of 'Outstanding student experience'.

Action requested

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

Resource / Risk / Compliance

1. Resource implications (including staffing)

No.

2. Risk assessment

No change to existing practice.

3. Equality and Diversity

No change to existing practice.

4. Freedom of information

Open.

Key words

degree classification, HESA

Originator of the paper

Jim Galbraith,
Senior Strategic Planner, Governance and Strategic Planning

Undergraduate Degree Classification Analysis

April 2018

This report presents data on degree classification outcomes and is sent for consideration.

This update includes 2016/17 exit awards data for the Russell Group

A report in this format was developed and first considered by CSPC and SQAC during 2011/12; it was agreed that the report should be refreshed every year and made available.

Internal data are presented by School whereas comparative HESA data are presented by the most appropriate broad subject area ('JACS level 1'). Internal data are used to show the trend of achievement over ten sessions, and the most recent HESA data are used to give some external context, using the Russell Group. Where numbers of students are given, they have been rounded to the nearest 5 in line with HESA policy but percentages are derived from the absolute values.

On page 1 are two tables: a summary table for all Schools, highlighting significant changes in the distribution of awarded degrees over time; and a summary table for the relevant HESA subject areas, highlighting where there are significant differences between our statistic and the Russell Group average. This year, that analysis has been extended; on page 2 is the same Russell Group comparison, but over a four year period rather than a single year. University level figures prior to the subject level figures.

Only students graduating with a classified degree are considered; we have not considered students withdrawing early, or graduating with an unclassified or intercalated degree.

In some subject areas such as Law, HESA subject areas map quite neatly to our Schools, although this does not necessarily mean that our Russell Group peers are offering directly comparable programmes in that subject area. Other HESA subject areas don't map neatly onto Schools, for instance Chemistry and Physics are subsumed by HESA at this level within Physical Sciences. It is possible to access more granular HESA subject data from 'HEIDI Plus': HESA's web based management information service for institutions. Governance and Strategic Planning (GaSP) offer Schools assistance with this if required. GaSP also offer to generate the charts based on internal data at programme rather than School level if required. This is being done on request, as programmes often need to be grouped in order to avoid reporting on very small numbers of students.

Jim Galbraith

Governance and Strategic Planning

9 April 2018

Schools are arranged by College as shown below

NOTE: our internal data apportions students by 'School owning programme' whereas the HESA data apportions students according to the subjects studied eg BSc Computer Science and Physics student would be split 50:50.

Table 1 is an analysis of the statistical significance of change in the data over the last ten years:

"Slope" is the underlying change per year as suggested by a linear regression line applied to the data;

"Error" is the extent to which volatility in the data undermines confidence in a linear trend (the slope); and

"Slope÷Error" measures the likelihood of an upward slope being the result of volatility in the data, rather than a genuine trend:

Values greater than 2 suggest a genuine trend is likely, with a less than 1 in 20 chance that it is not: these slopes are in **bold**.

Values greater than 3 give high confidence that the trend is real, with a less than 1 in 300 chance that it is not: these slopes are **boxed**.

Table 1: Internal data 2007/08 - 2016/17	HSS											SCE							MVM	
	Business School	ECA (ACE pre-merger)	Education	Health in Soc. Sci	HCA	PPLS	Divinity	Law	LLC	SPS	Economics	Biological Sci.	Engineering	Informatics	Mathematics	Chemistry	Geosciences	Physics & Ast.	Biomedical Sci.	
% Firsts																				
Slope	0.73	1.46		0.17	1.15	0.10	0.95	-0.54	0.76	0.78	1.86	0.93	1.23	-0.66	1.46	2.64	0.70	1.13	1.91	0.98
Error	0.50	0.30		0.40	1.04	0.33	0.28	0.64	0.47	0.17	0.23	0.50	0.39	0.31	0.70	0.49	0.63	0.29	0.84	0.37
Slope÷Error	1.47	4.86		0.43	1.10	0.32	3.42	-0.84	1.61	4.69	8.10	1.87	3.20	-2.16	2.08	5.36	1.10	3.93	2.27	2.65
% Firsts + 2.1s																				
Slope	-0.12	-0.75		1.07	0.77	0.51	0.42	1.54	0.27	0.45	1.10	0.56	0.61	0.38	0.66	1.91	1.77	1.36	1.71	0.93
Error	0.49	0.28		0.58	0.76	0.22	0.31	0.56	0.30	0.21	0.34	0.70	0.34	0.57	0.65	0.50	0.23	0.34	0.59	0.19
Slope÷Error	-0.26	-2.64		1.85	1.02	2.35	1.32	2.75	0.89	2.09	3.21	0.81	1.80	0.66	1.01	3.86	7.80	3.96	2.91	4.81
	(p10)	(p13)		(p15)	(p17)	(p19)	(p20)	(p21)	(p23)	(p25)	(p27)	(p28)	(p30)	(p32)	(p34)	(p36)	(p38)	(p39)	(p40)	(p41)

Table 2: 2016/17 HESA data	(p9)	(p11)	(p12)	(p14)	(p16)	(p18)	(p22)	(p24)	(p26)	(p29)	(p31)	(p33)	(p35)	(p37)		
	Business & admin. Studies	Creative arts & design	Arch., building & planning	Education	Subjects allied to medicine	Historical & philos ¹ studies	Law	Languages	Social studies	Biological sciences	Engin- eering & technology	Computer science	Math- ematical sciences	Physical sciences		
		<i>(incl. Music)</i>	<i>(note: 9 institutions)</i>	<i>(note: 14 institutions)</i>	<i>(incl. Nursing)</i>	<i>(incl. Divinity)</i>			<i>(incl. Economics)</i>			<i>(incl. A.I.)</i>		<i>(incl. Chem,</i>		
Edinburgh % Firsts	26.7%	37.3%	33.7%	16.4%	33.5%	23.1%		29.9%	34.5%	28.1%		26.4%	30.2%	44.3%	50.3%	33.1%
Russell Group average % Firsts	25.7%	31.0%	25.2%	25.6%	33.5%	25.4%		16.8%	27.9%	25.0%		30.4%	38.0%	42.3%	38.8%	36.1%
RG standard deviation for % Firsts	7.9%	10.6%	11.6%	13.3%	7.0%	5.5%		6.1%	13.2%	5.6%		6.8%	6.6%	8.7%	8.5%	7.0%
Edin. vs. RG no. of standard deviations	+0.1	+0.6	+0.7	-0.7	-0.0	-0.4		+2.2	+0.5	+0.6		-0.6	-1.2	+0.2	+1.3	-0.4

Table 2 above is an analysis of our percentage of Firsts compared with the spread of that same statistic for the rest of the Russell Group:

Where our statistic is more than 1 standard deviation from the Russell Group average, the difference is in **bold**;

Where our statistic is more than 2 standard deviations from the Russell Group average, the difference is **boxed** (two standard deviations corresponds to an approximately 1 in 20 chance).

Our Schools:	HSS											SCE						MVM	
	Business School	ECA (ACE pre-merger)	Education	Health in Soc. Sci	HCA	PPLS	Divinity	Law	LLC	SPS	Economics	Biological Sci.	Engineering	Informatics	Mathematics	Chemistry	Geosciences	Physics & Ast.	Biomedical Sci.
	(p10)	(p13)	(p15)	(p17)	(p19)	(p20)	(p21)	(p23)	(p25)	(p27)	(p28)	(p30)	(p32)	(p34)	(p36)	(p38)	(p39)	(p40)	(p41)

Table 3: Four year average (up to 2016/17) of HESA data	(p9)	(p11)	(p12)	(p14)	(p16)	(p18)	(p22)	(p24)	(p26)	(p29)	(p31)	(p33)	(p35)	(p37)
	Business & admin. studies	Creative arts & design	Architecture, building & planning	Education	Subjects allied to medicine	Historical & philosophical studies	Law	Languages	Social studies	Biological sciences	Engineering & technology	Computer science	Mathematical sciences	Physical sciences
Edinburgh % firsts	24.4%	32.5%	33.4%	9.1%	30.1%	21.0%	22.6%	32.4%	25.3%	26.2%	30.5%	47.0%	50.1%	36.0%
Russell Group average % firsts	23.2%	29.4%	18.4%	24.3%	28.8%	24.1%	14.8%	27.2%	23.5%	27.7%	35.4%	39.9%	36.4%	33.1%
Russell Group standard deviation for % firsts	6.7%	10.1%	10.9%	10.7%	5.7%	4.5%	5.1%	13.3%	4.7%	6.3%	6.2%	8.4%	8.0%	6.5%
Edin. vs. RG number of standard deviations	+0.2	+0.3	+1.4	-1.4	+0.2	-0.7	+1.5	+0.4	+0.4	-0.2	-0.8	+0.8	+1.7	+0.4

Table 3 above is an analysis of our percentage of Firsts over 4 years combined compared with the spread of that same 4 year average statistic for the rest of the Russell Group:

Where our statistic is more than 1 standard deviation from the Russell Group average, the difference is in **bold**;

Where our statistic is more than 2 standard deviations from the Russell Group average, the difference is **boxed** (two standard deviations corresponds to an approximately 1 in 20 chance).

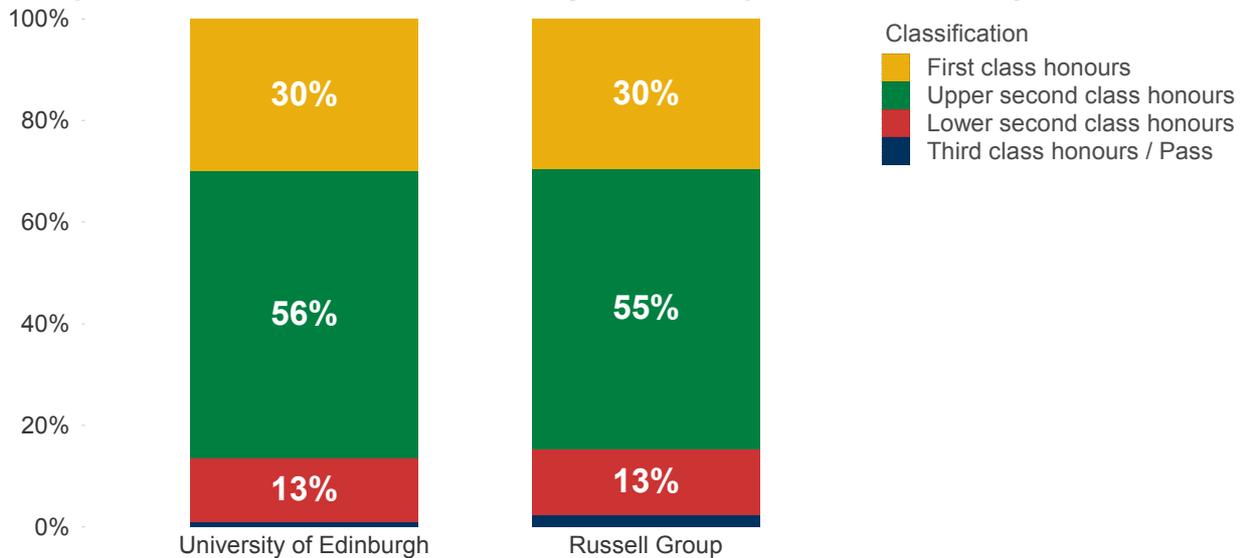
NB: the Russell Group average in the calculations above is an unweighted average.

In table 3 there are four subject areas picked out in bold, where our percentage of firsts awarded is significantly different to the Russell Group average when the most recent four years are combined. Further analysis follows overleaf.

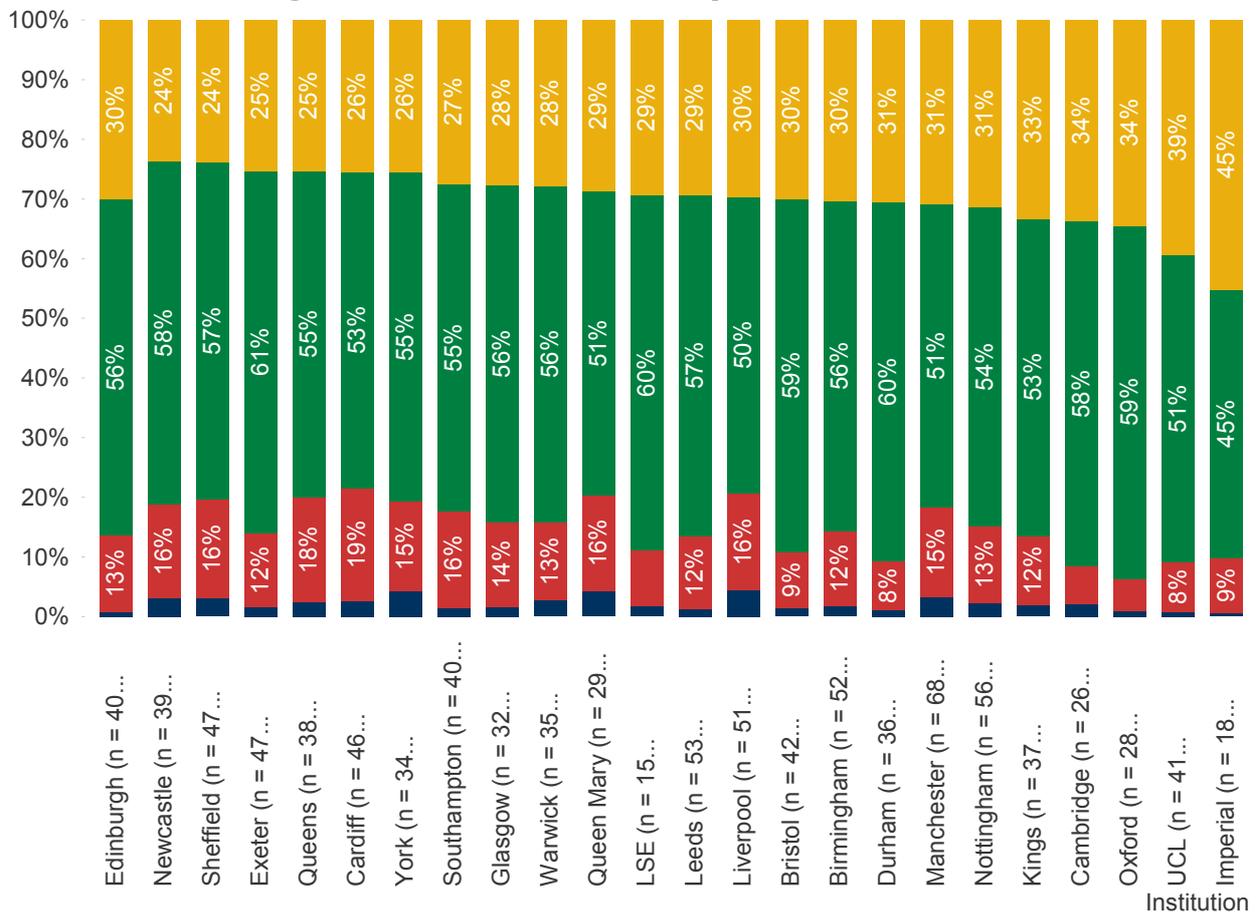
UG achievements for Russell Group institutions

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	1215	30%	28345	30%
Upper second class honours	2280	56%	52925	55%
Lower second class honours	515	13%	12615	13%
Third class honours / Pass	35	1%	2160	2%

Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17



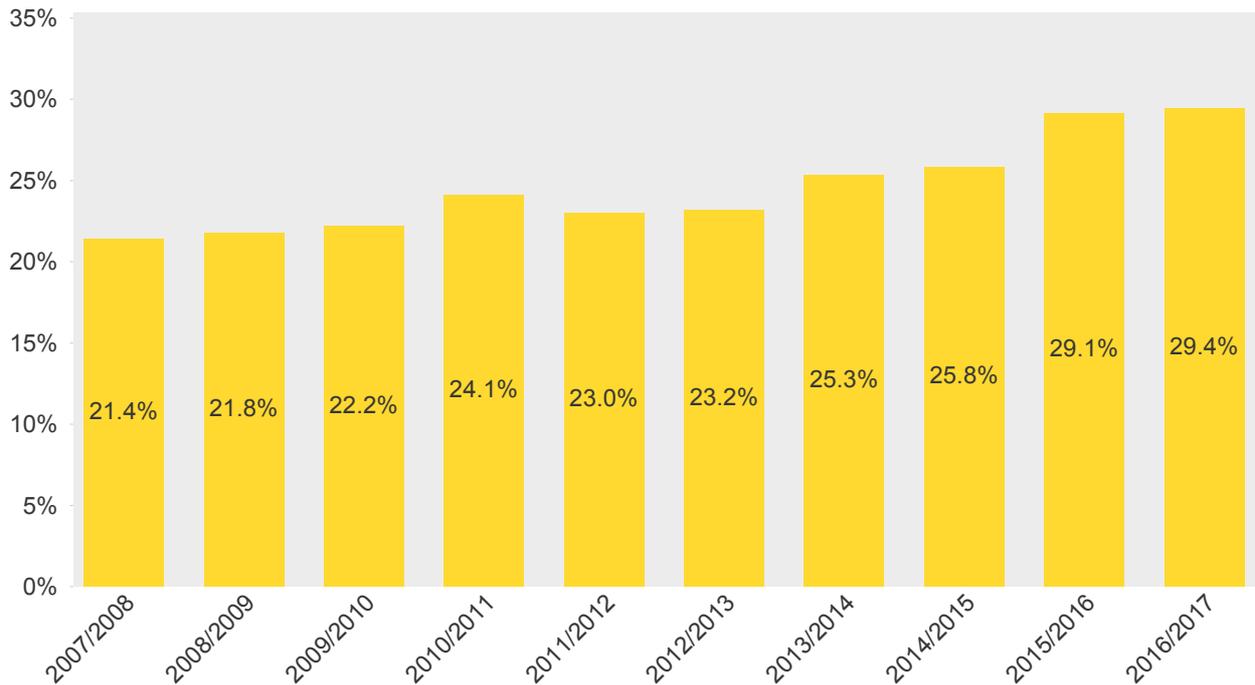
University level trend

Honours class:



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	646	687	653	756	822	936	793	887	1,084	1,155
2.1	1,765	1,834	1,721	1,857	2,119	2,430	1,782	2,004	2,126	2,211
2.2	555	581	526	486	563	616	516	508	478	522
3rd	50	54	43	41	68	59	40	38	36	35
Total	3,016	3,156	2,943	3,140	3,572	4,041	3,131	3,437	3,724	3,923

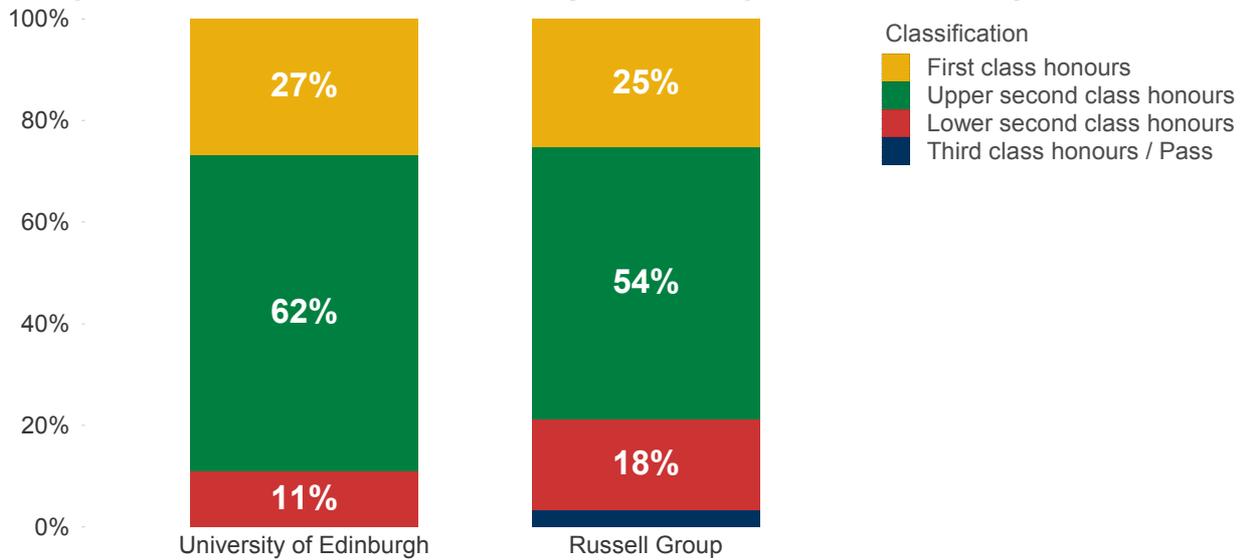
% Firsts:



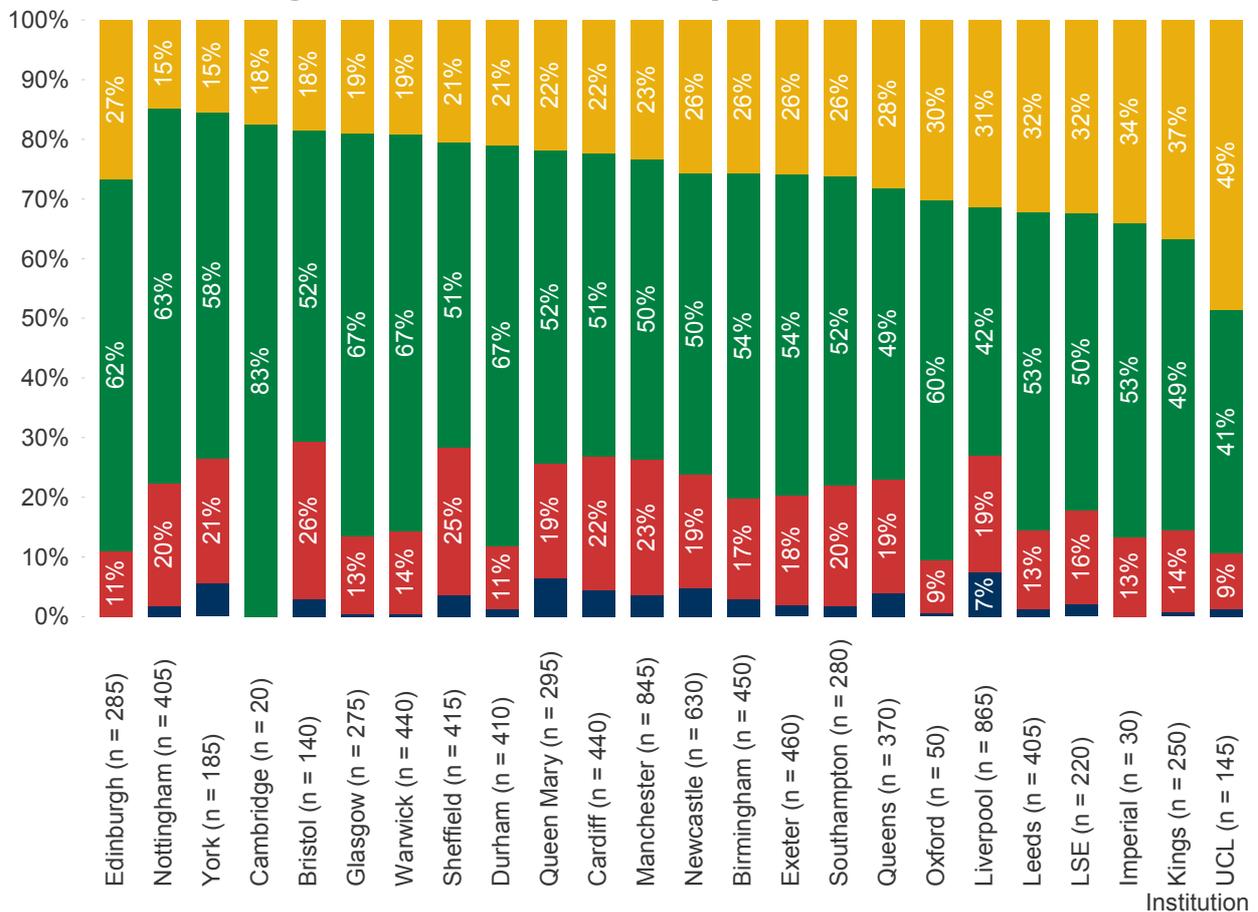
Business & administrative studies

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	75	27%	2095	25%
Upper second class honours	180	62%	4455	54%
Lower second class honours	30	11%	1500	18%
Third class honours / Pass	-	-	265	3%

Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

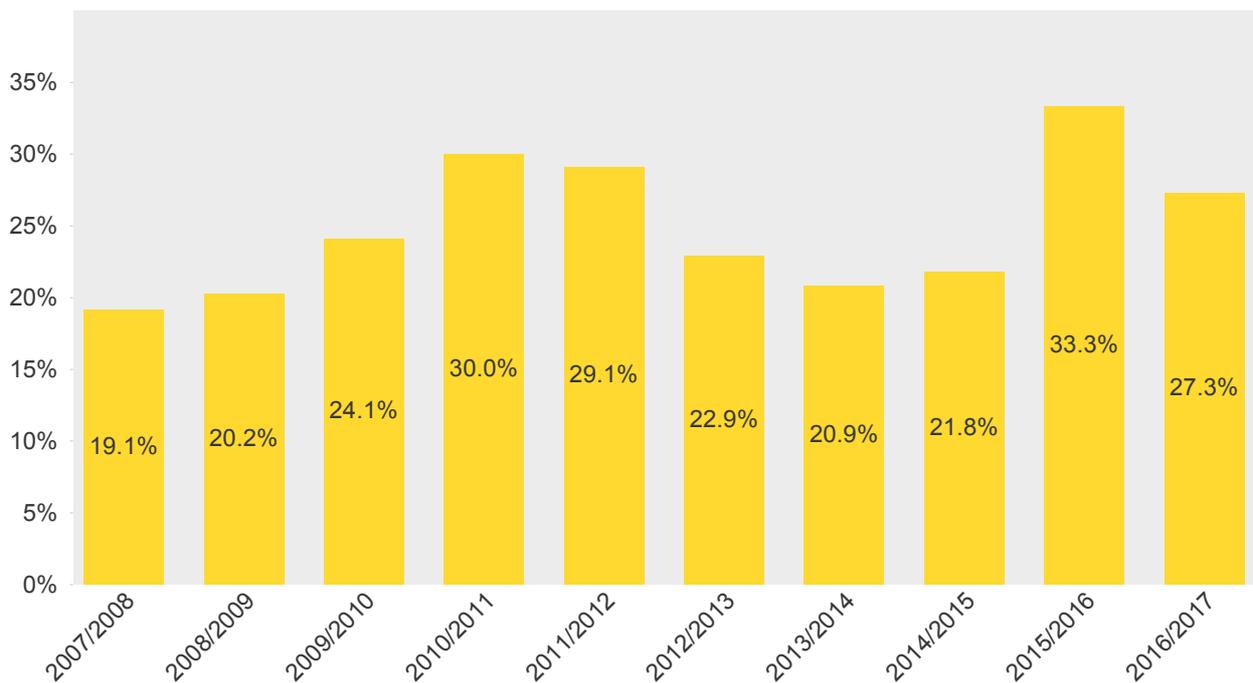


Honours class: Business School



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	31	34	38	54	57	49	39	39	70	63
2.1	103	114	99	112	124	140	114	106	107	146
2.2	28	20	20	14	15	25	28	32	30	22
3rd	-	-	1	-	-	-	6	2	3	-
Total	162	168	158	180	196	214	187	179	210	231

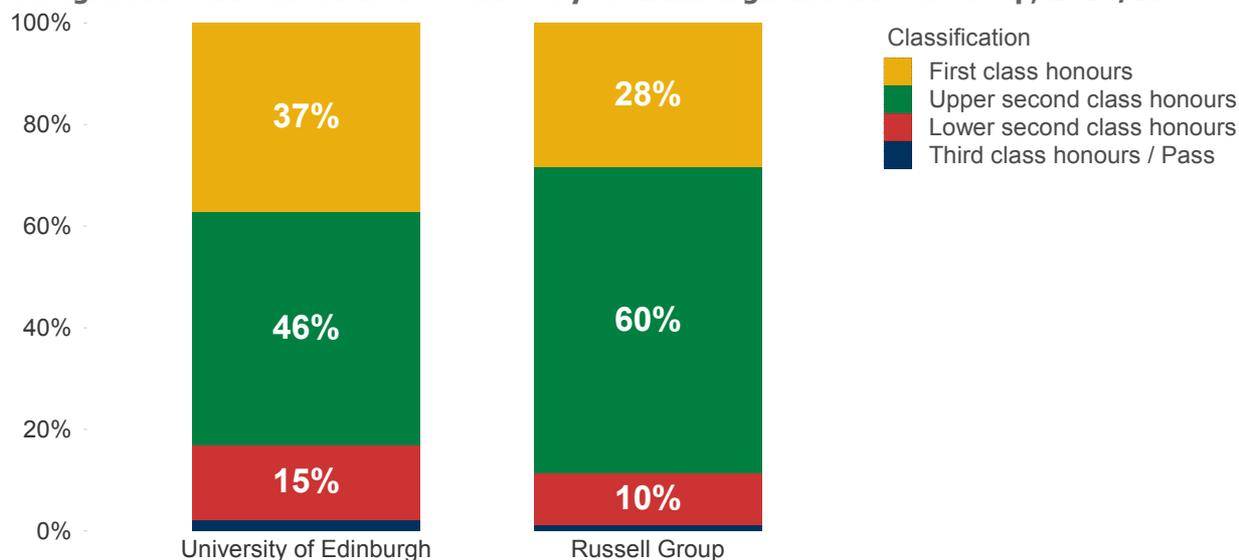
% Firsts: Business School



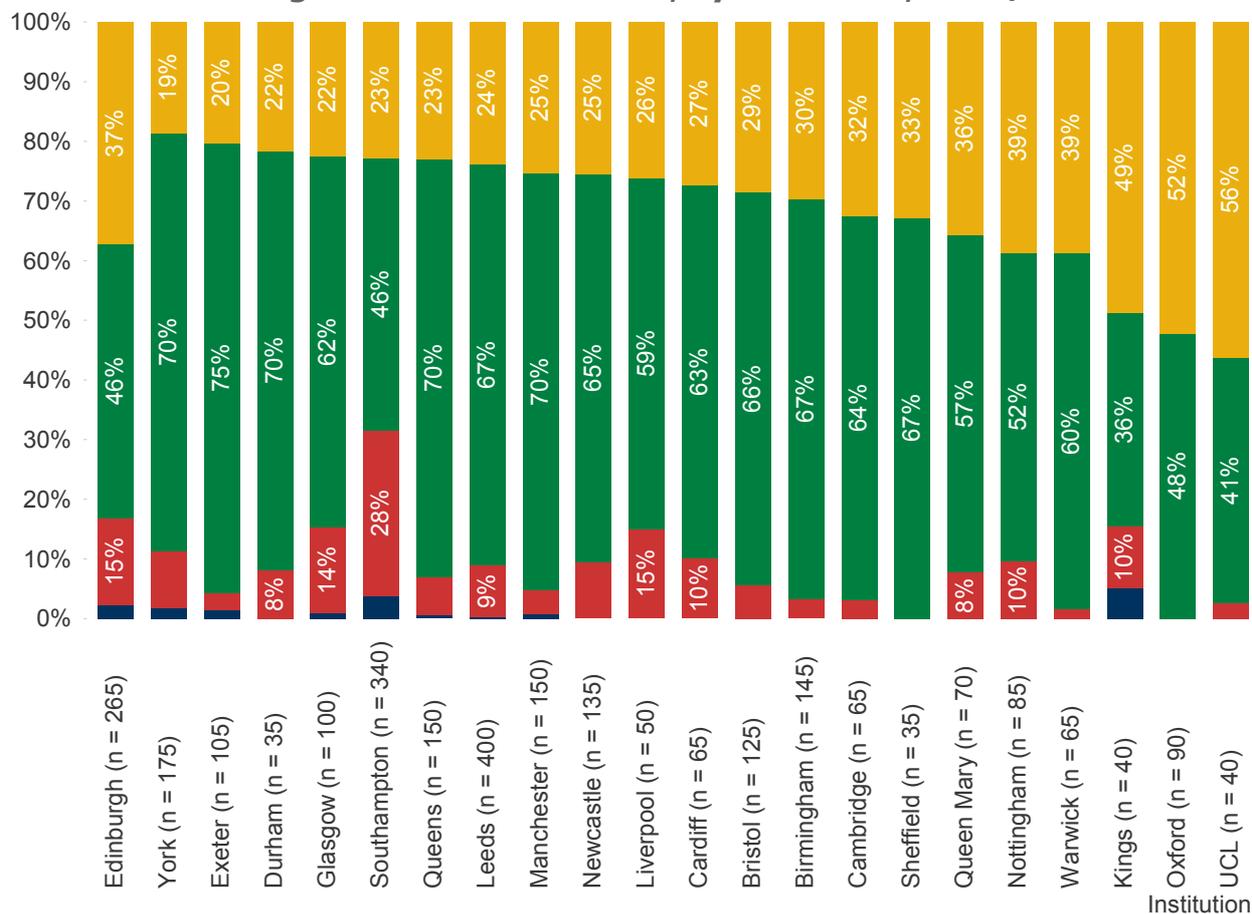
Creative arts & design

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	100	37%	775	28%
Upper second class honours	125	46%	1645	60%
Lower second class honours	40	15%	280	10%
Third class honours / Pass	5	2%	30	1%

Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



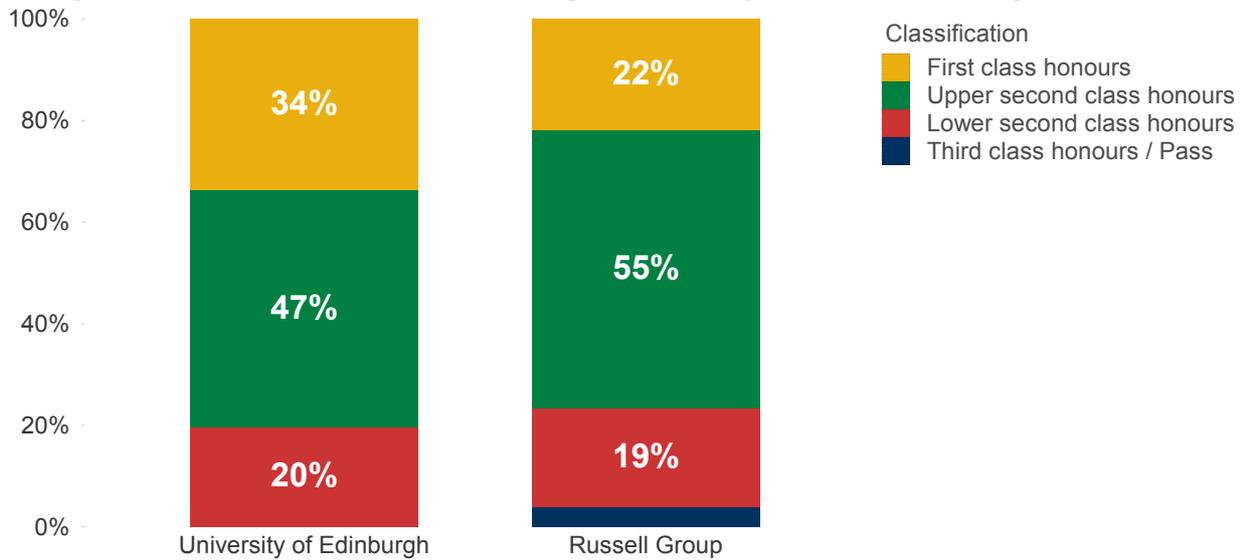
Undergraduate classifications, by institution, 2016/17



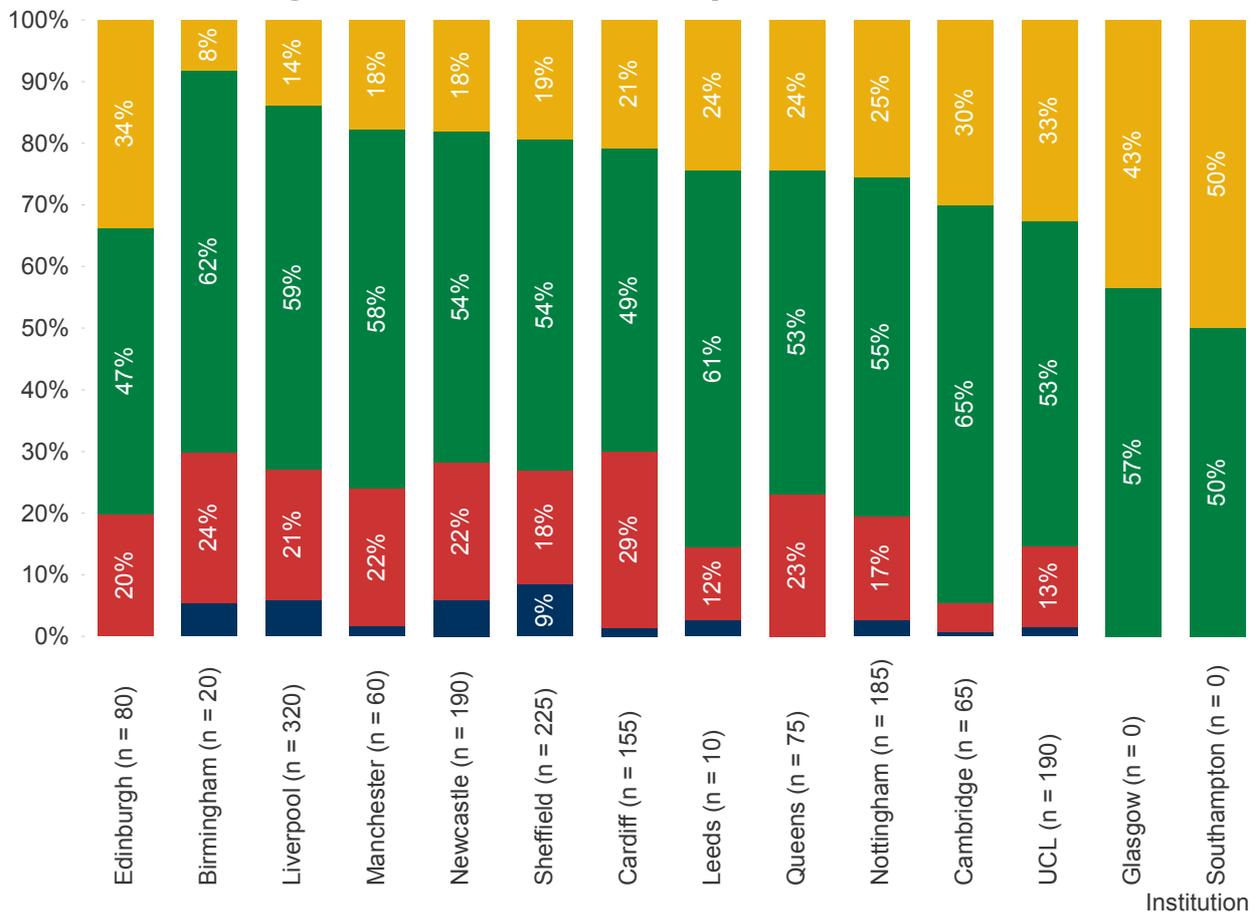
Architecture, building & planning

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	25	34%	345	22%
Upper second class honours	40	47%	860	55%
Lower second class honours	15	20%	305	19%
Third class honours / Pass	-	-	60	4%

Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

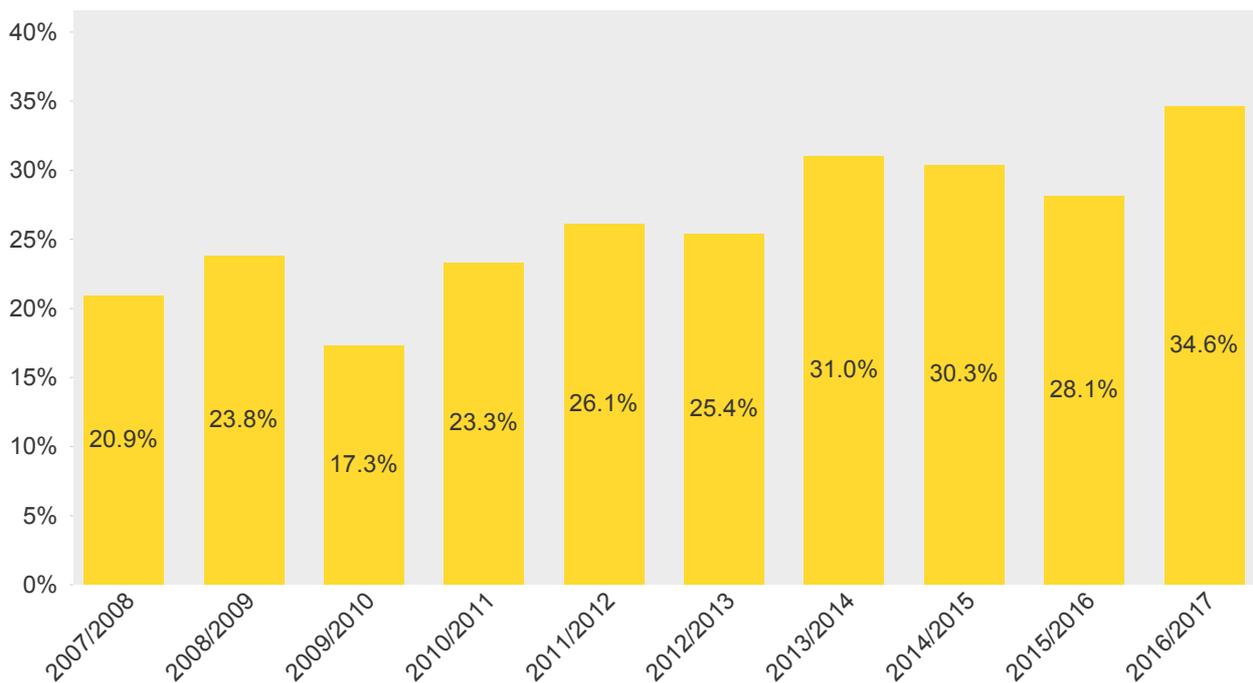


Honours class: Edinburgh College of Art



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	33	49	27	38	97	113	114	122	110	143
2.1	110	132	114	108	208	256	190	217	223	206
2.2	15	22	14	15	53	64	57	55	53	57
3rd	-	3	1	2	14	12	7	8	5	7
Total	158	206	156	163	372	445	368	402	391	413

% Firsts: Edinburgh College of Art

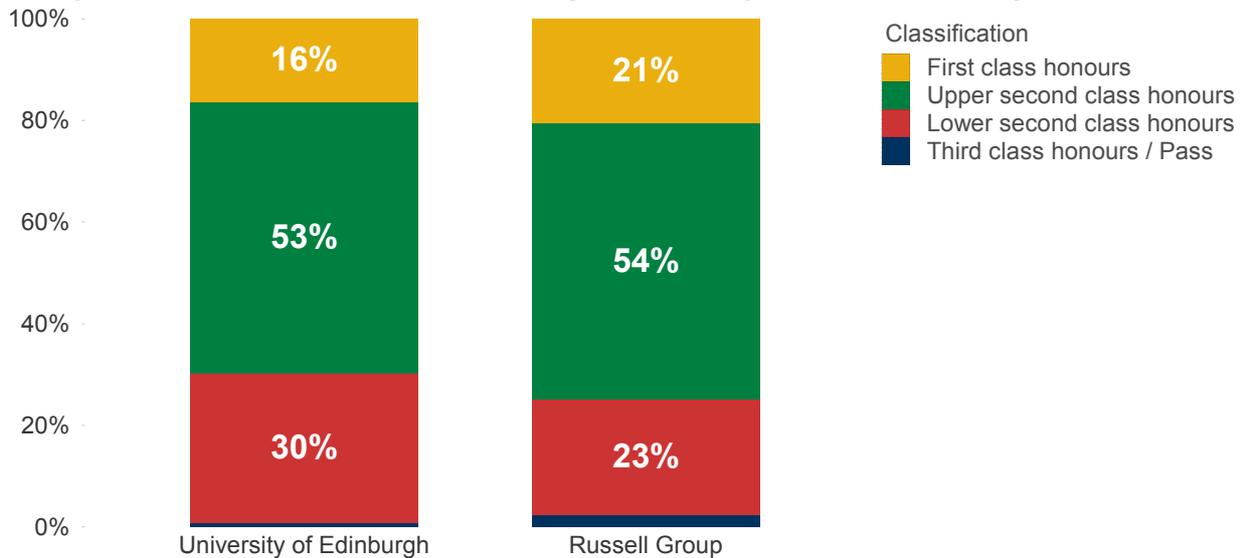


UG achievements for Russell Group institutions, 2015/16

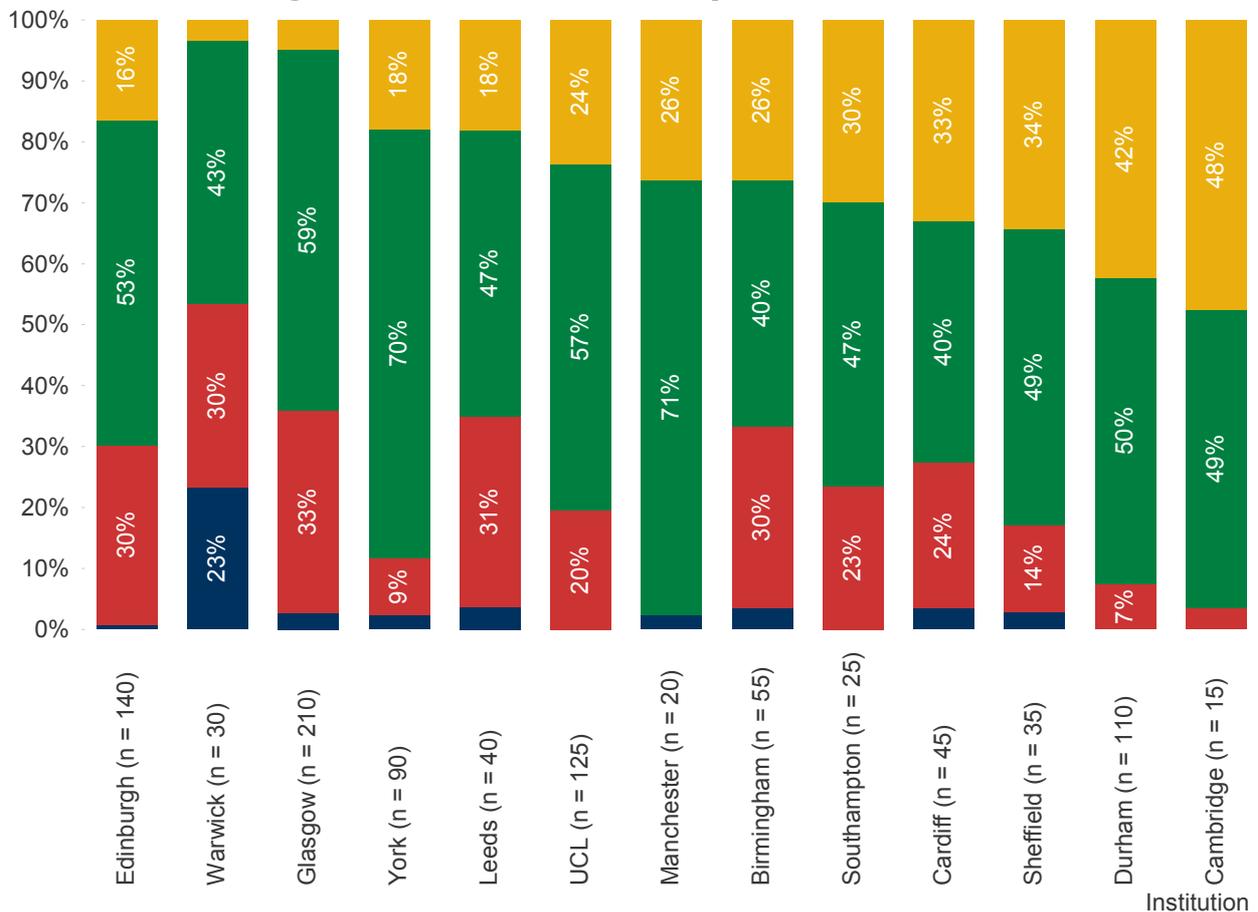
Education

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	25	16%	195	21%
Upper second class honours	75	53%	510	54%
Lower second class honours	40	30%	210	23%
Third class honours / Pass	0	1%	20	2%

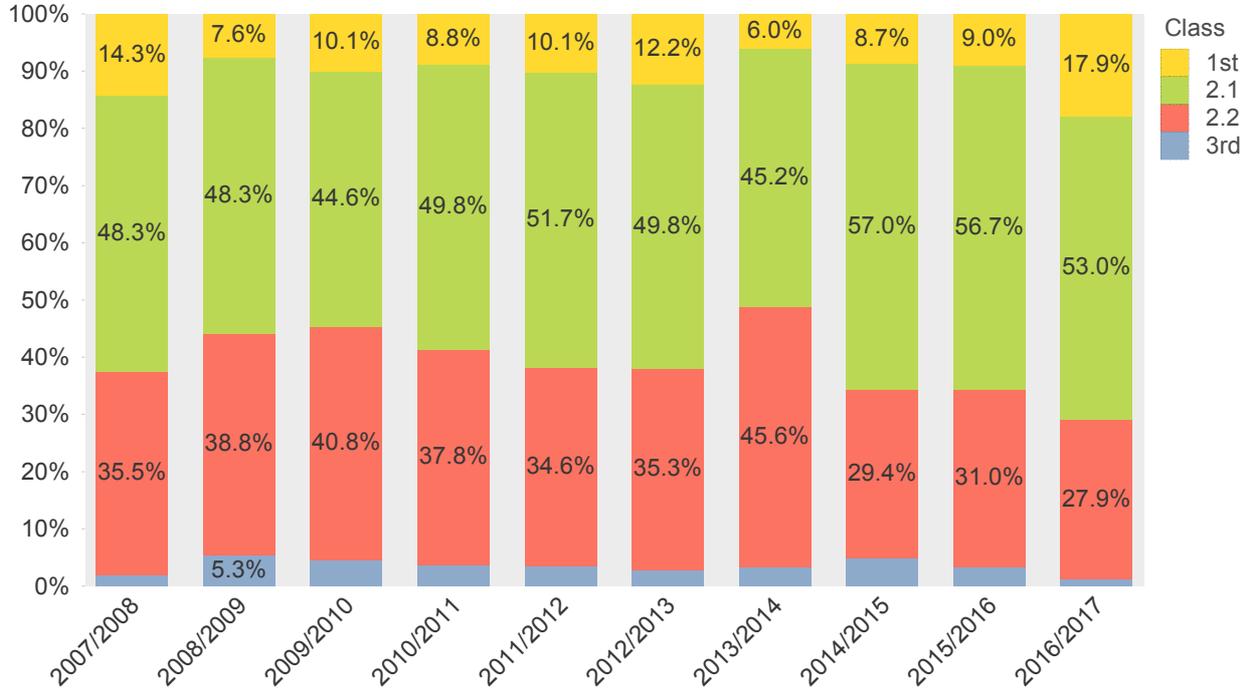
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

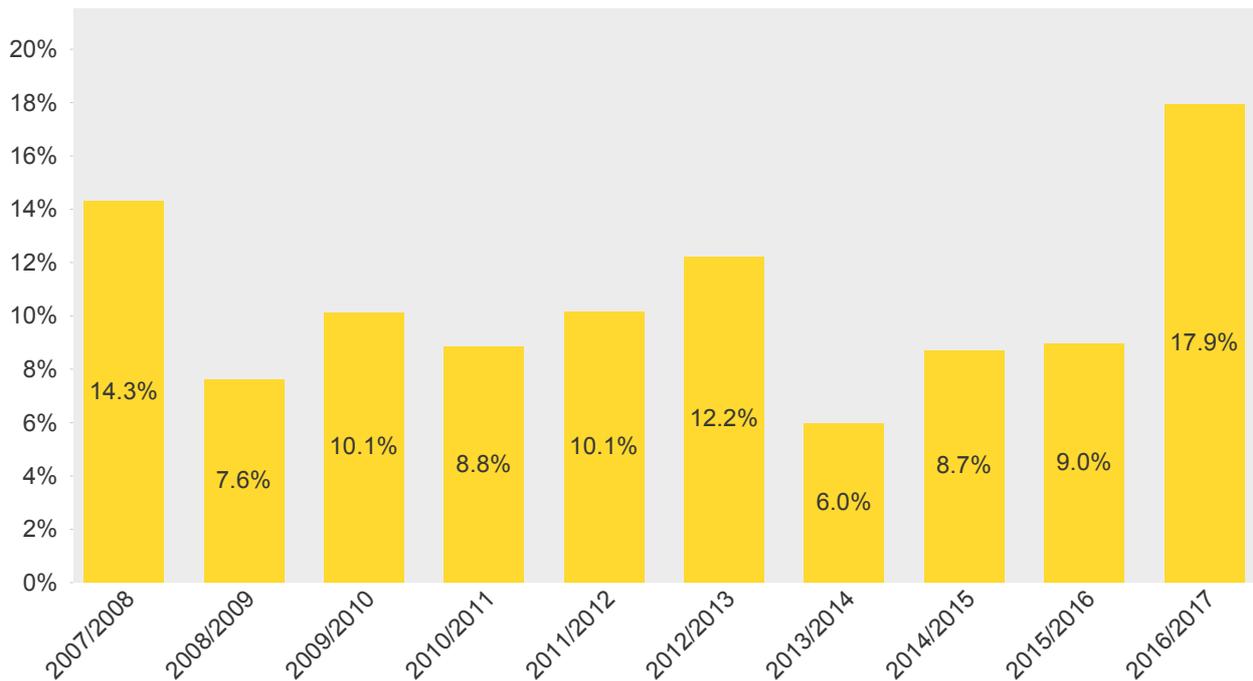


Honours class: Moray House School of Education



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	37	20	27	22	29	36	15	23	24	45
2.1	125	127	119	124	148	147	114	151	152	133
2.2	92	102	109	94	99	104	115	78	83	70
3rd	5	14	12	9	10	8	8	13	9	3
Total	259	263	267	249	286	295	252	265	268	251

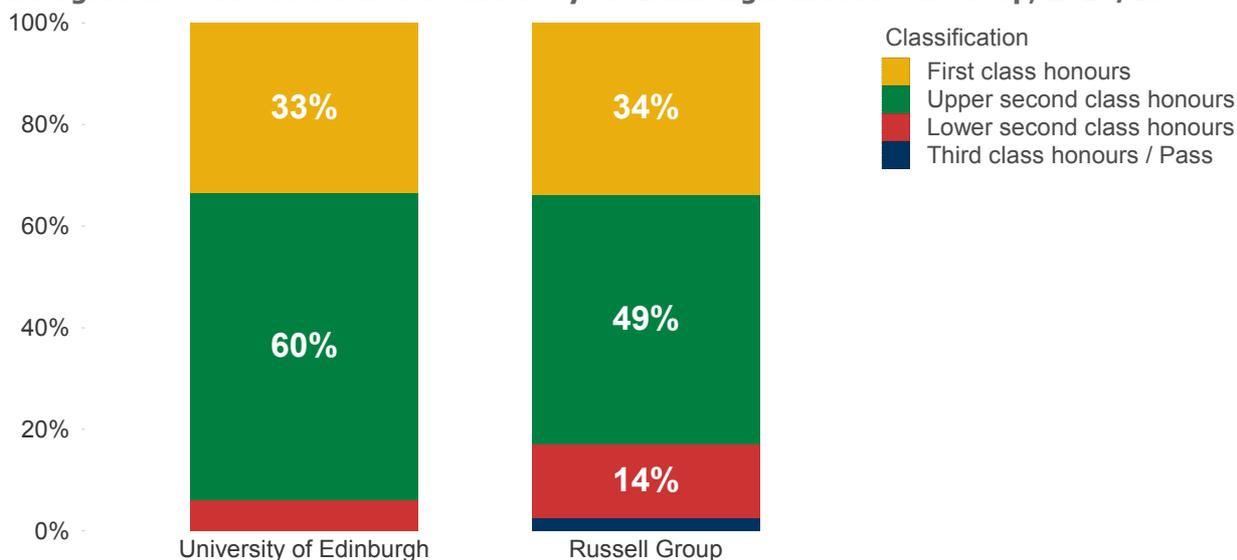
% Firsts: Moray House School of Education



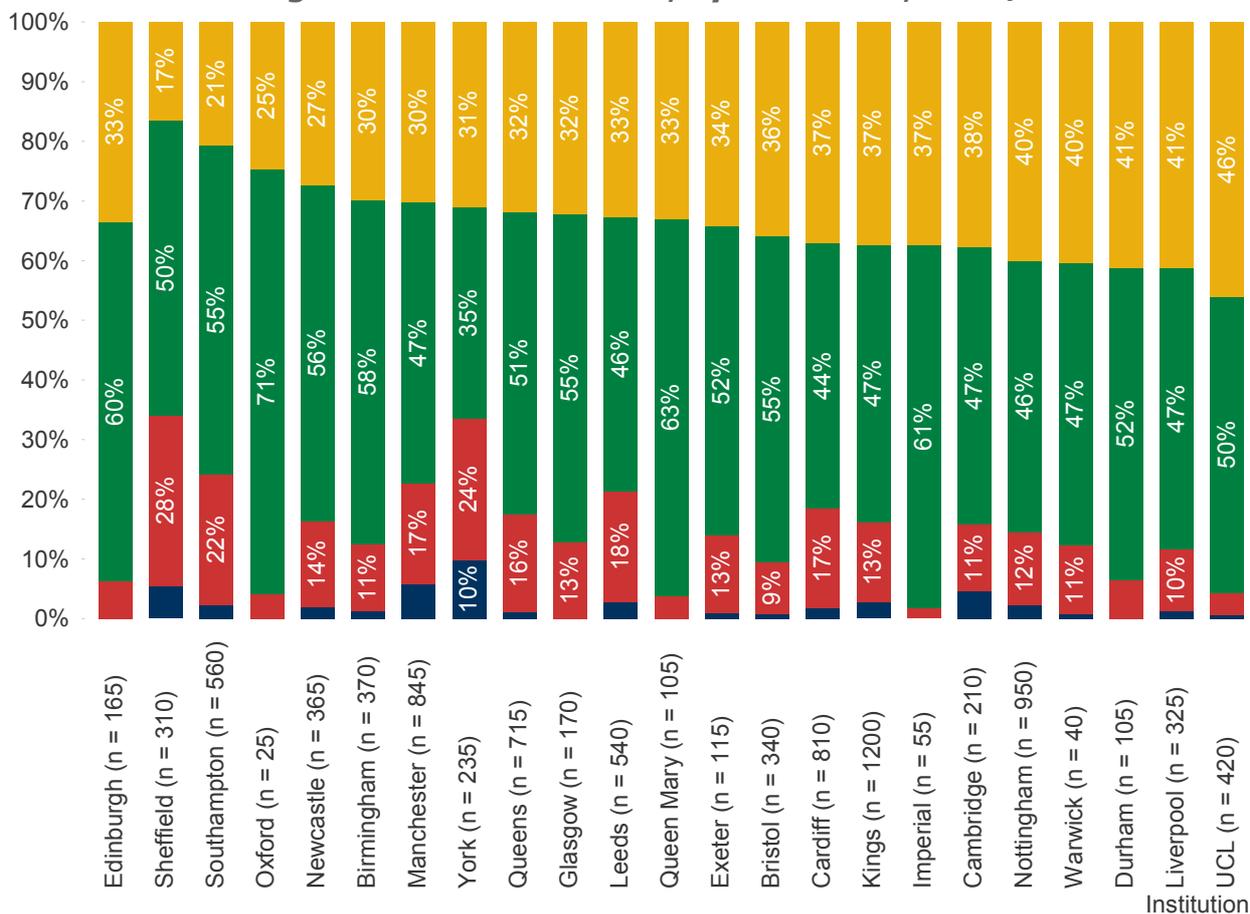
Subjects allied to medicine

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	55	33%	3035	34%
Upper second class honours	100	60%	4415	49%
Lower second class honours	10	6%	1300	14%
Third class honours / Pass	-	-	225	3%

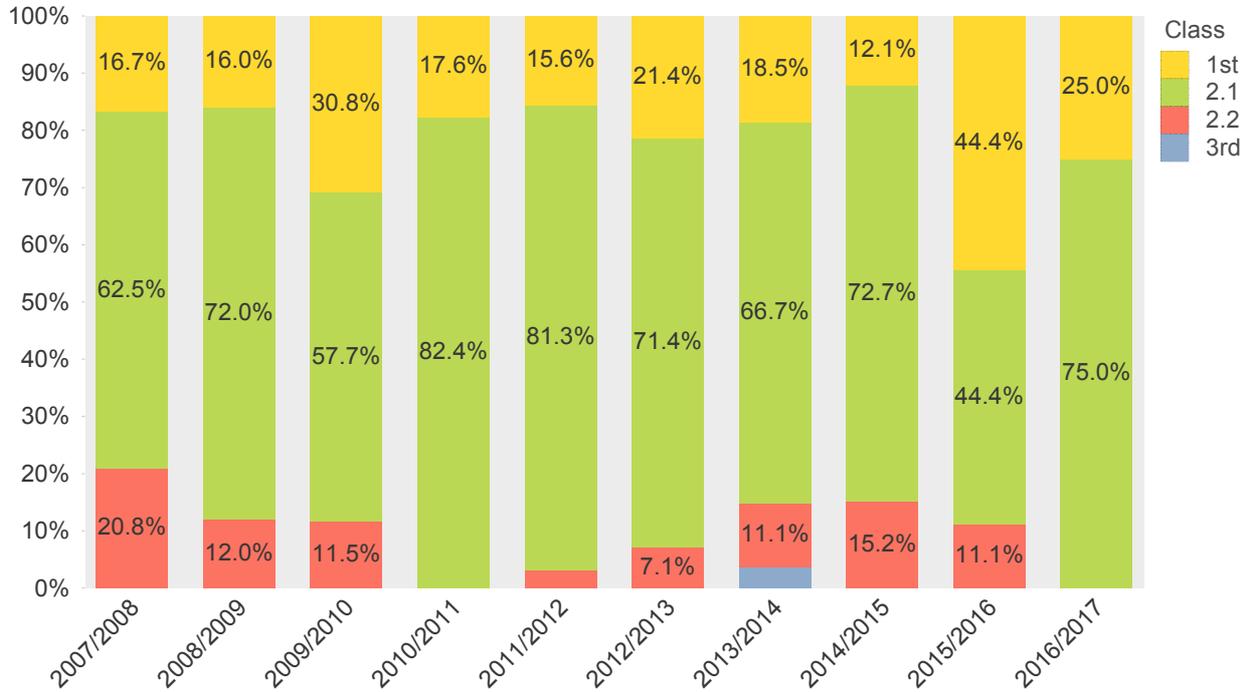
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

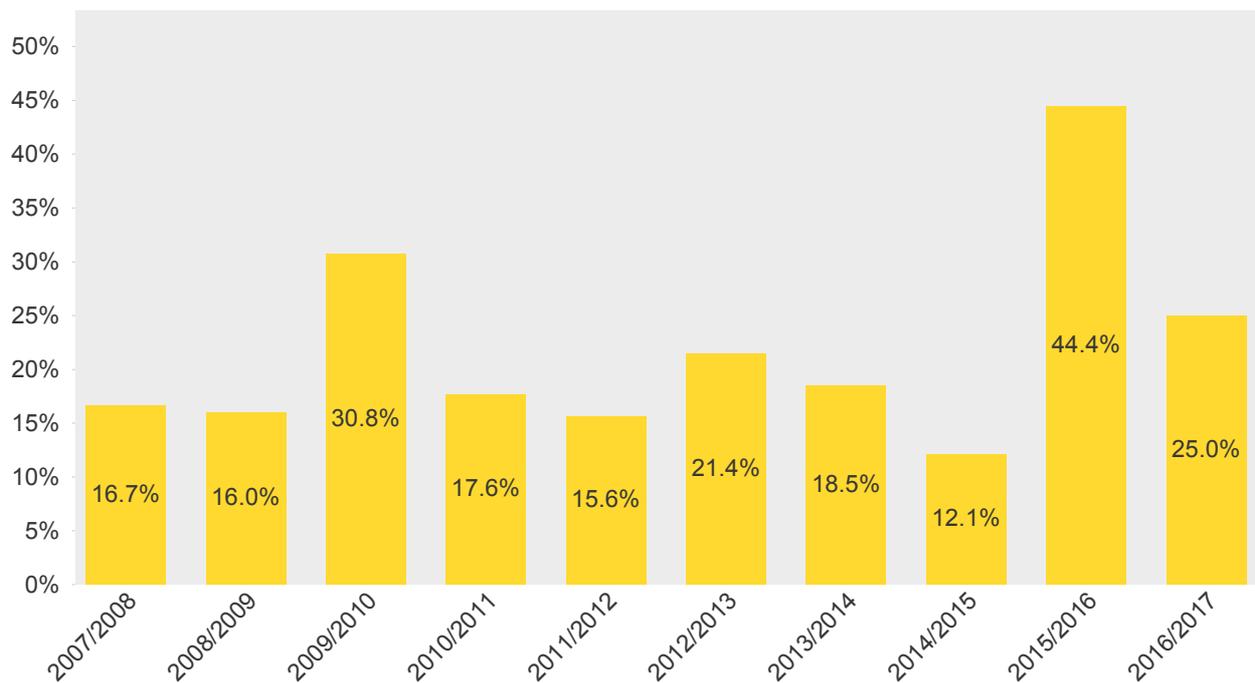


Honours class: School of Health in Social Science



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	4	4	8	3	5	6	5	4	12	7
2.1	15	18	15	14	26	20	18	24	12	21
2.2	5	3	3	-	1	2	3	5	3	-
3rd	-	-	-	-	-	-	1	-	-	-
Total	24	25	26	17	32	28	27	33	27	28

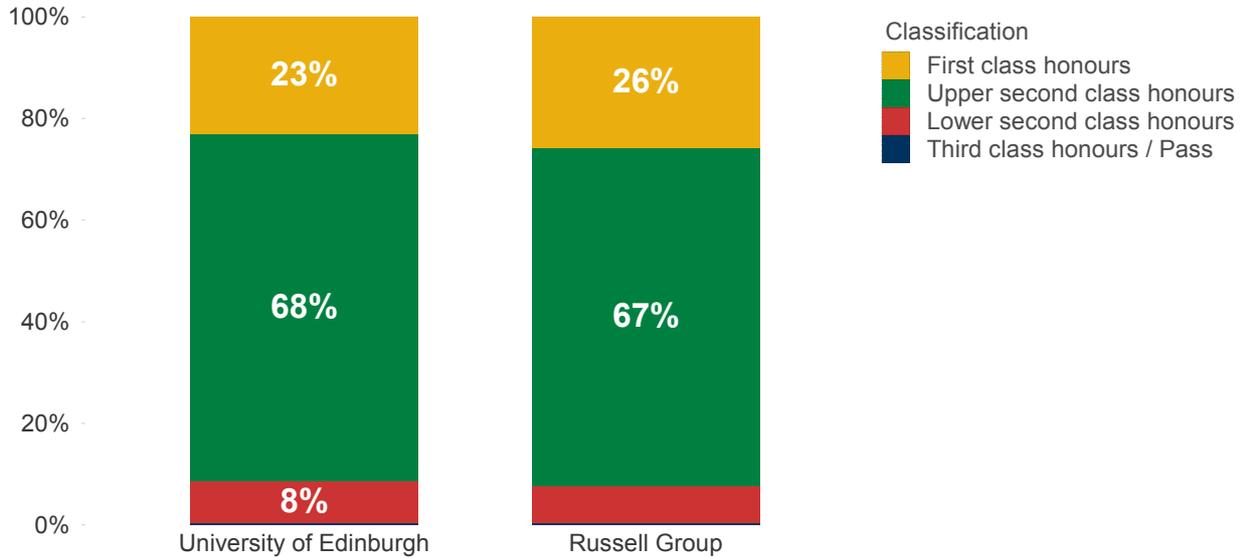
% Firsts: School of Health in Social Science



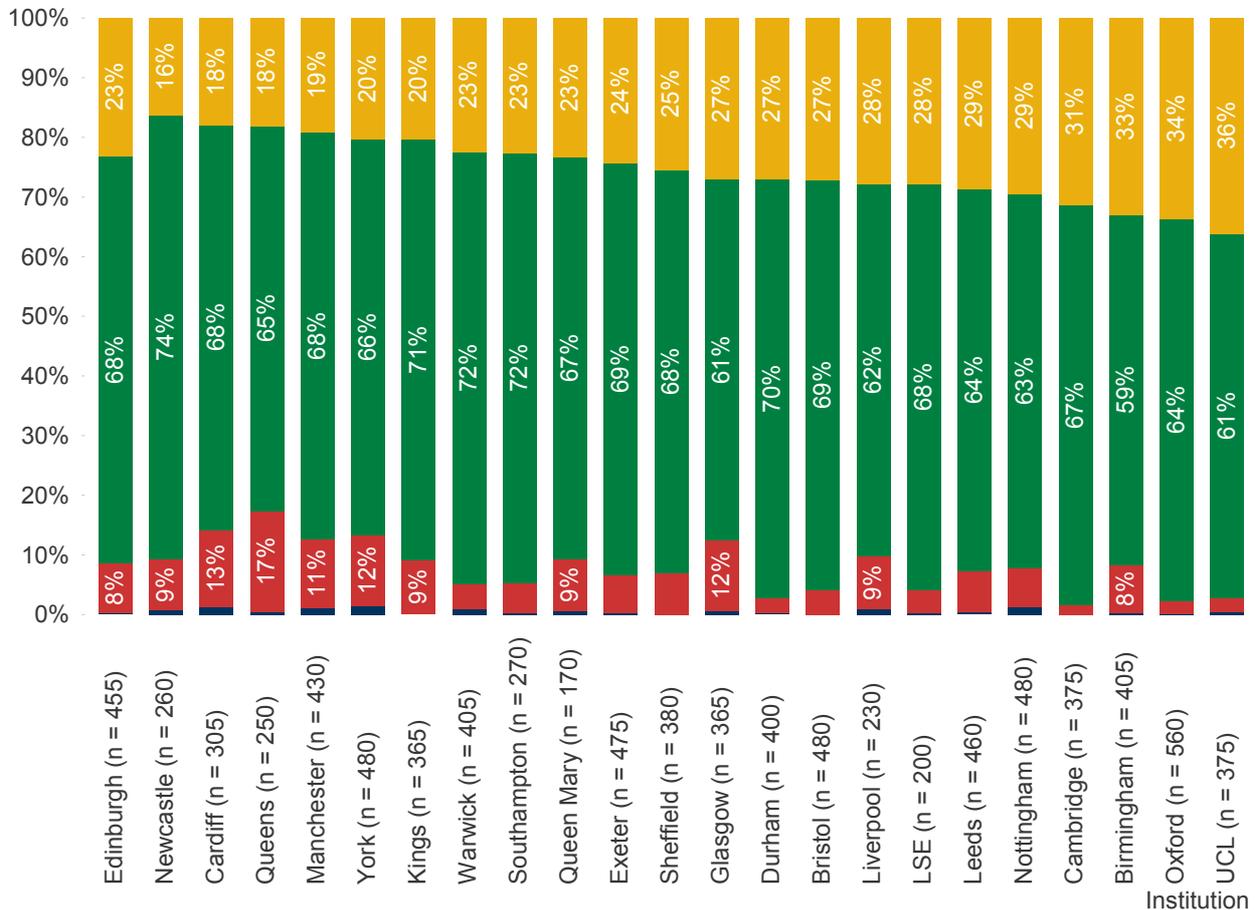
Historical & philosophical studies

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	105	23%	2215	26%
Upper second class honours	310	68%	5715	67%
Lower second class honours	40	8%	605	7%
Third class honours / Pass	0	0%	45	1%

Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

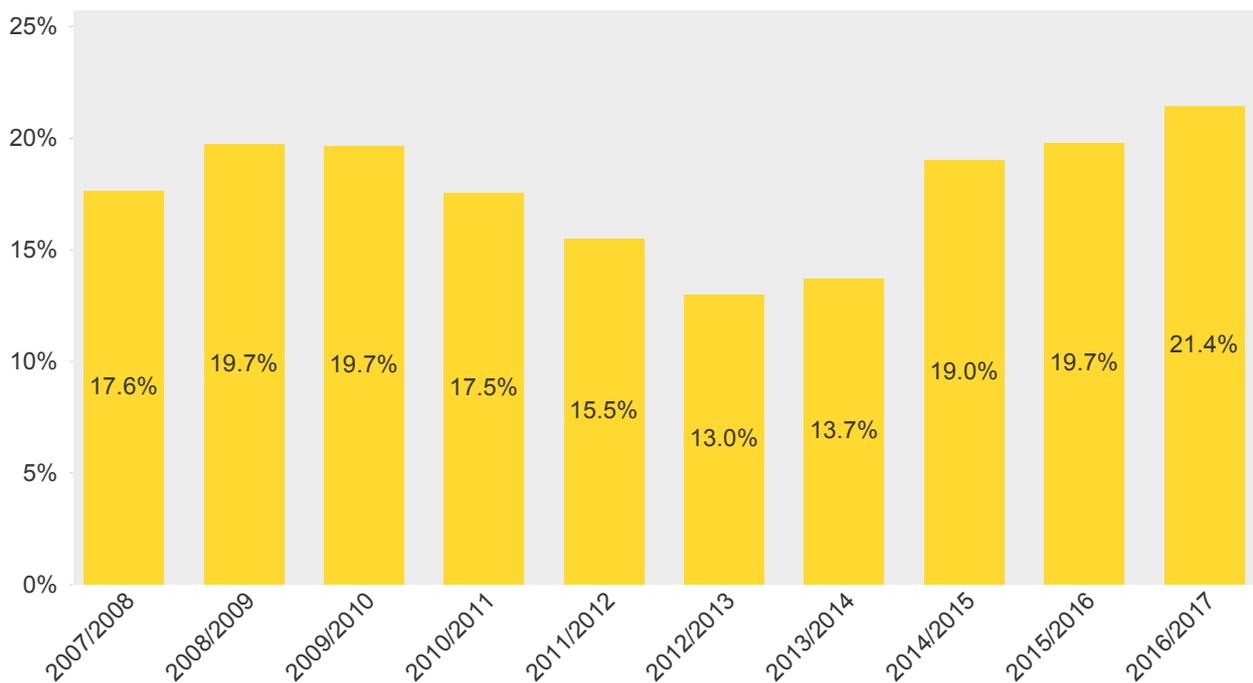


Honours class: School of History, Classics and Archaeology



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	45	54	45	41	41	41	23	46	63	63
2.1	177	175	149	160	189	233	118	164	227	202
2.2	32	43	32	31	34	37	26	31	28	28
3rd	1	2	3	2	1	5	1	1	1	1
Total	255	274	229	234	265	316	168	242	319	294

% Firsts: School of History, Classics and Archaeology

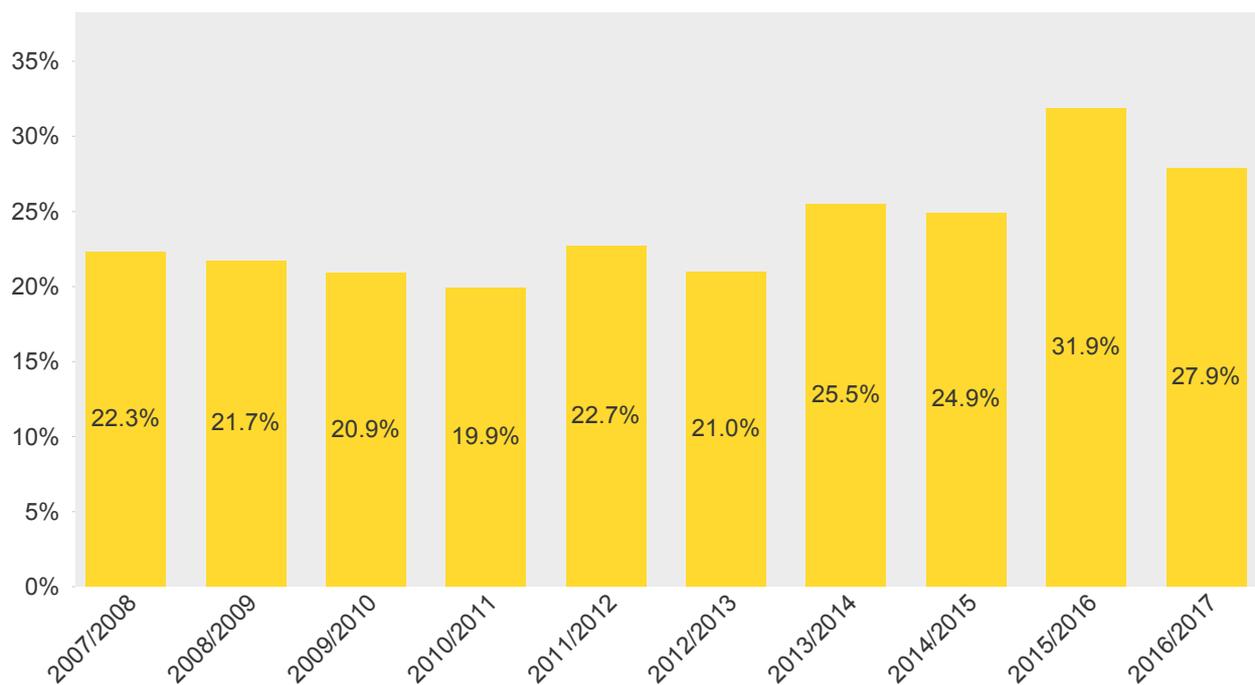


Honours class: School of Philosophy, Psychology and Language Sciences

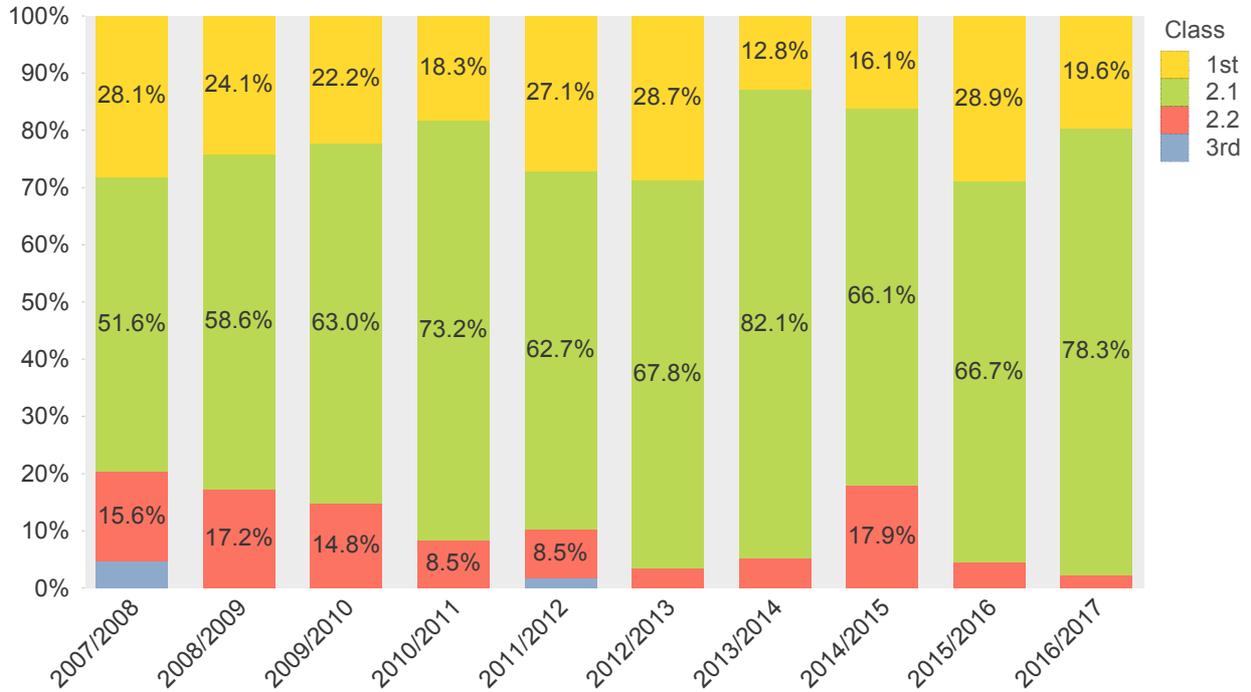


Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	53	51	42	40	52	51	50	70	87	73
2.1	157	148	137	140	158	163	116	185	171	161
2.2	27	35	22	21	18	28	29	26	15	27
3rd	1	1	-	-	1	1	1	-	-	1
Total	238	235	201	201	229	243	196	281	273	262

% Firsts: School of Philosophy, Psychology and Language Sciences

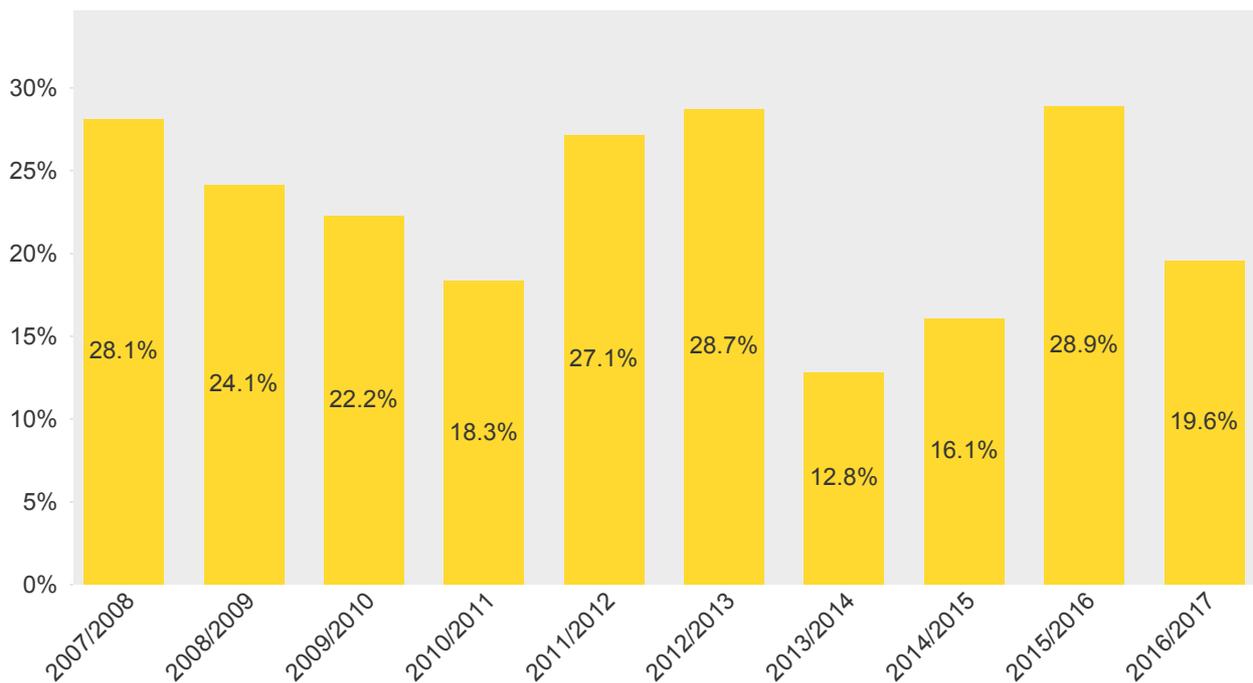


Honours class: School of Divinity



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	18	14	12	13	16	25	5	9	13	9
2.1	33	34	34	52	37	59	32	37	30	36
2.2	10	10	8	6	5	3	2	10	2	1
3rd	3	-	-	-	1	-	-	-	-	-
Total	64	58	54	71	59	87	39	56	45	46

% Firsts: School of Divinity

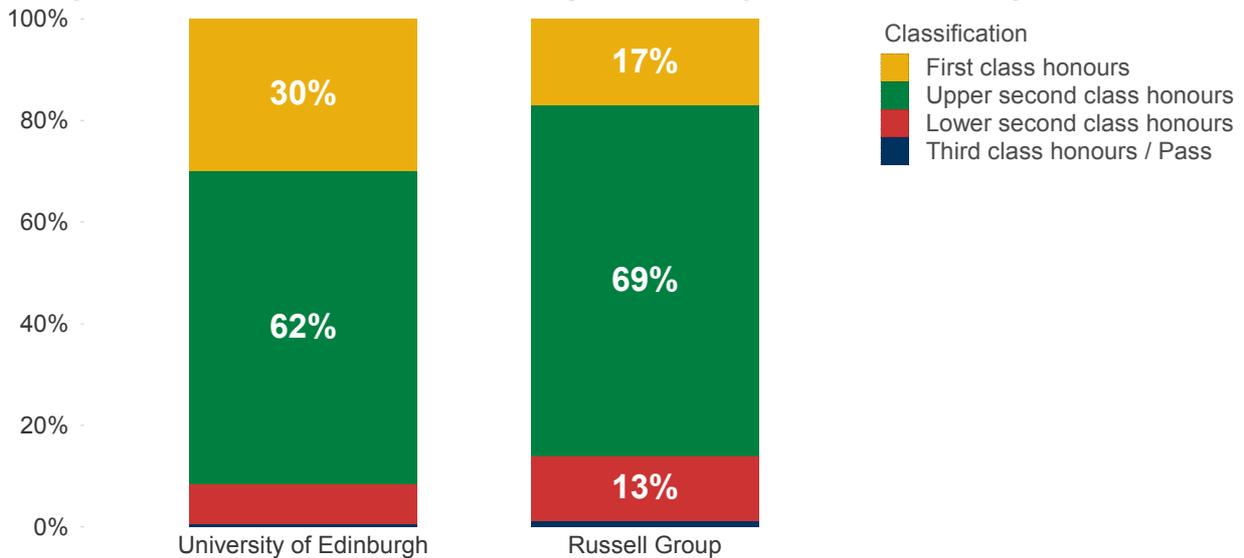


UG achievements for Russell Group institutions, 2015/16

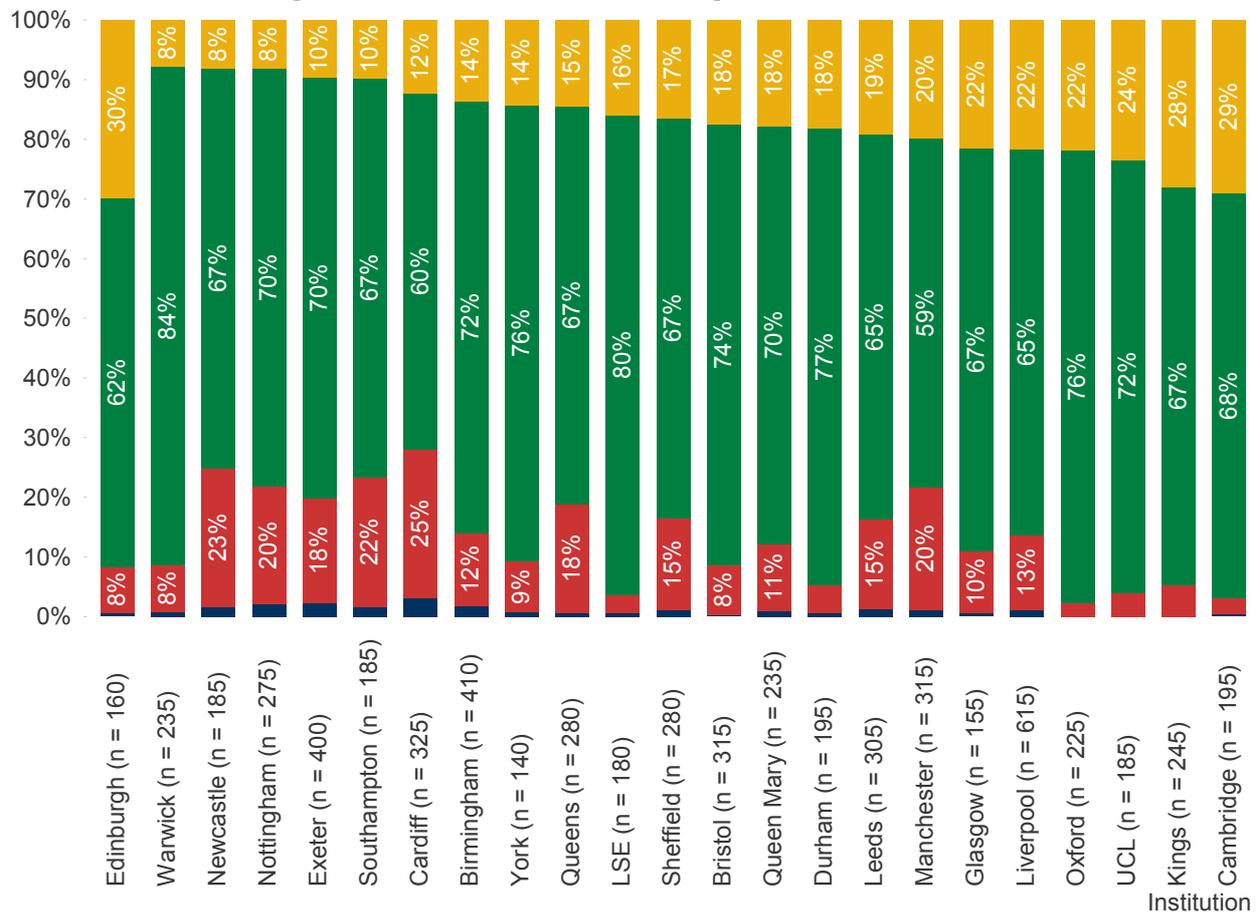
Law

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	50	30%	1030	17%
Upper second class honours	100	62%	4165	69%
Lower second class honours	15	8%	775	13%
Third class honours / Pass	0	1%	70	1%

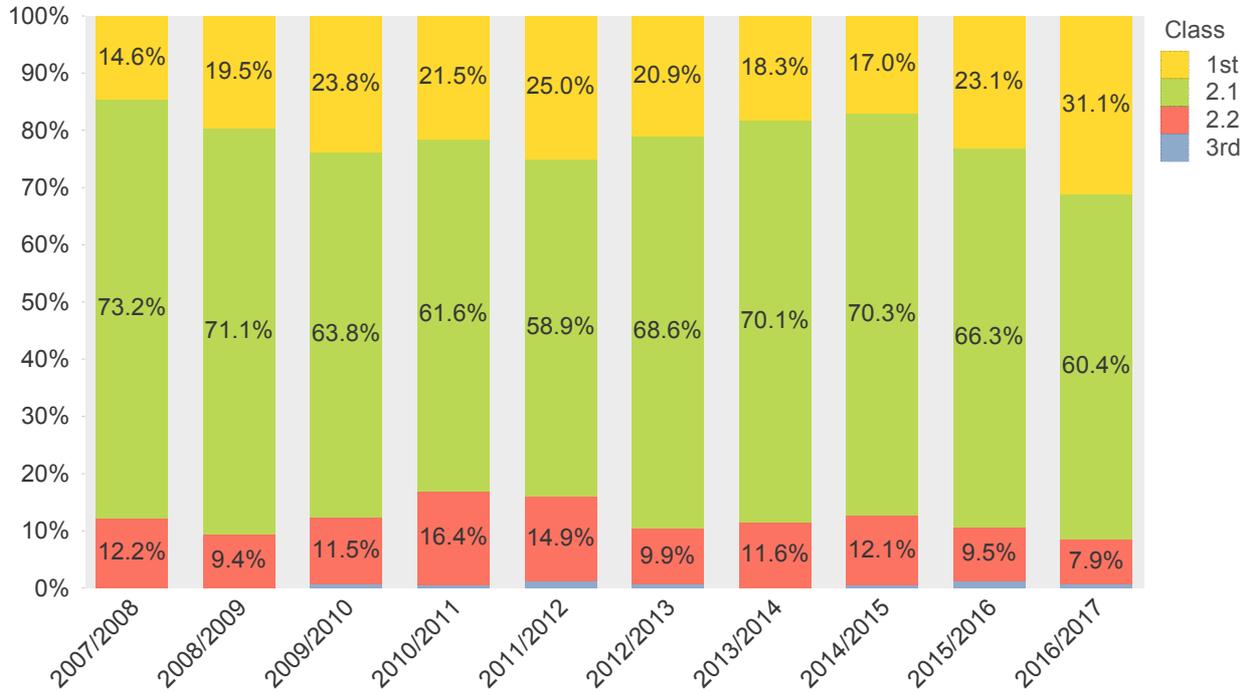
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

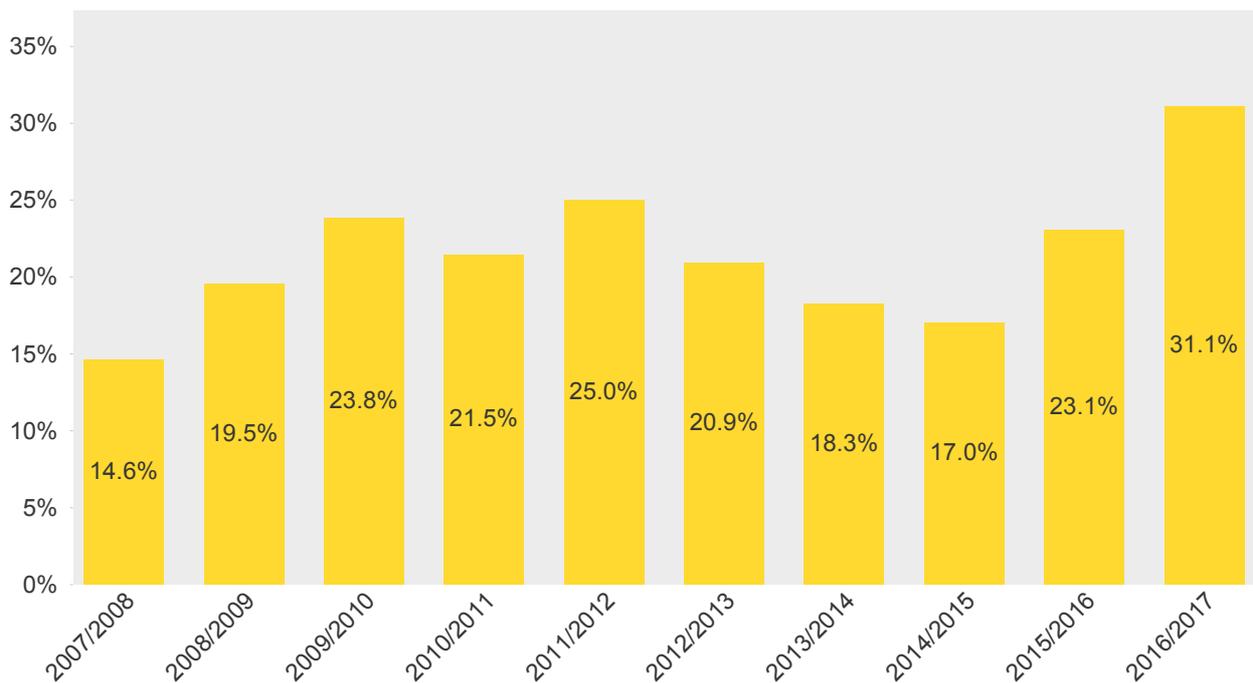


Honours class: School of Law



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	30	25	31	38	42	36	30	31	39	51
2.1	150	91	83	109	99	118	115	128	112	99
2.2	25	12	15	29	25	17	19	22	16	13
3rd	-	-	1	1	2	1	-	1	2	1
Total	205	128	130	177	168	172	164	182	169	164

% Firsts: School of Law

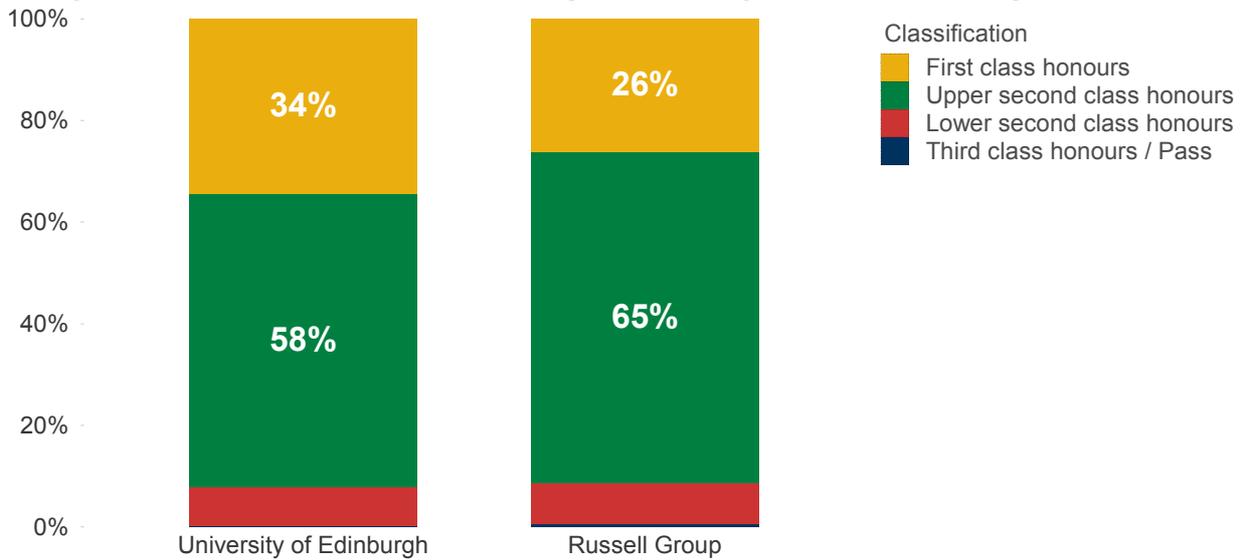


UG achievements for Russell Group institutions, 2015/16

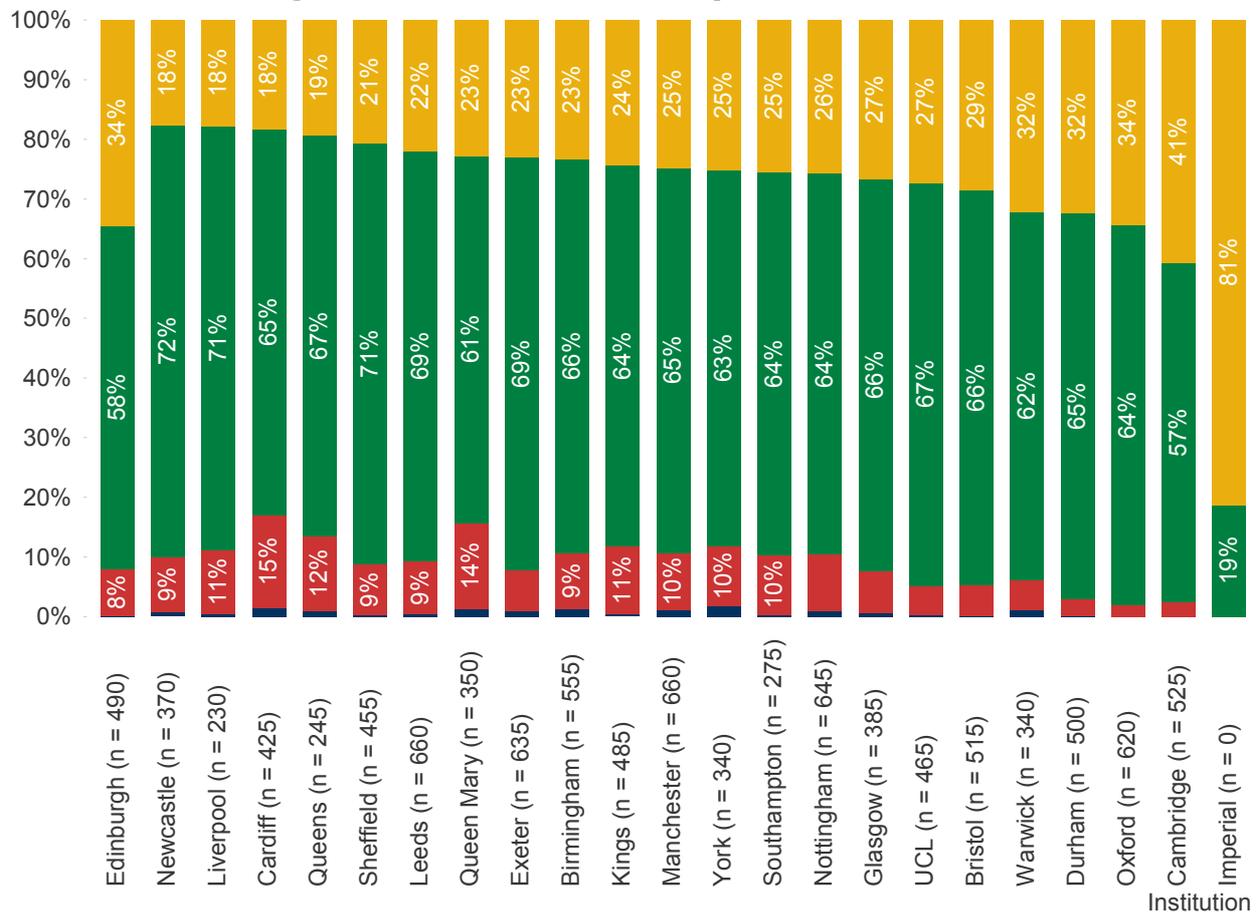
Languages

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	170	34%	2675	26%
Upper second class honours	285	58%	6625	65%
Lower second class honours	40	8%	810	8%
Third class honours / Pass	0	0%	65	1%

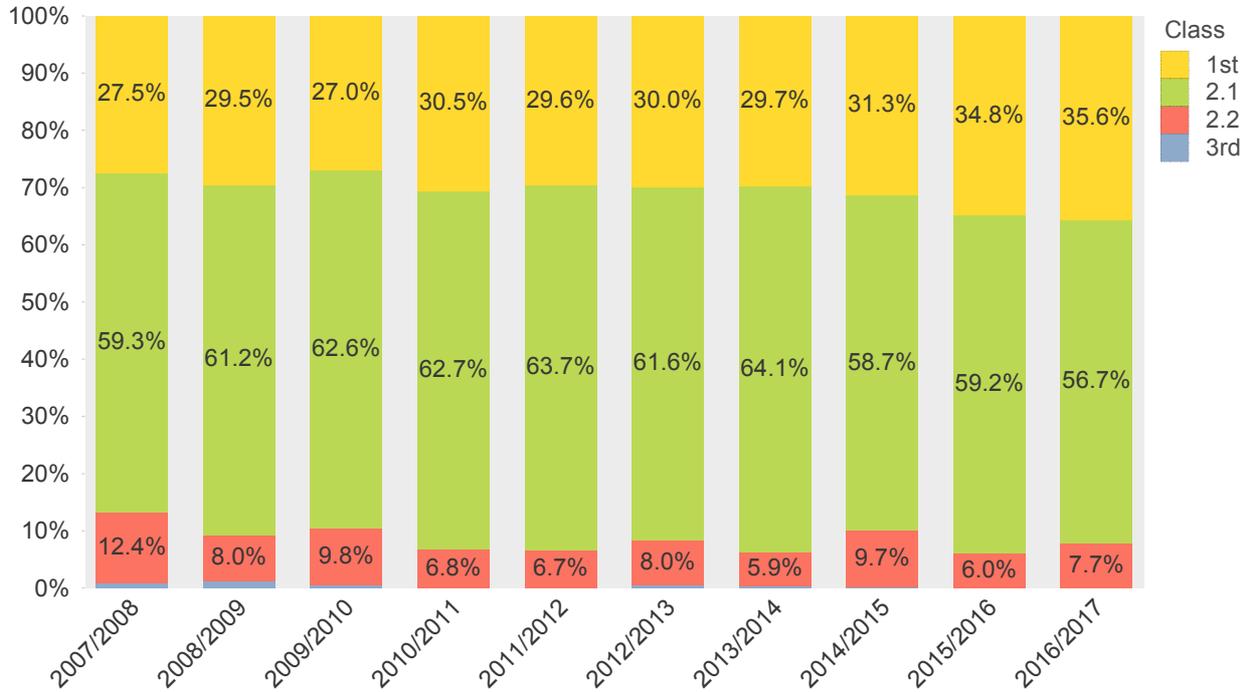
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

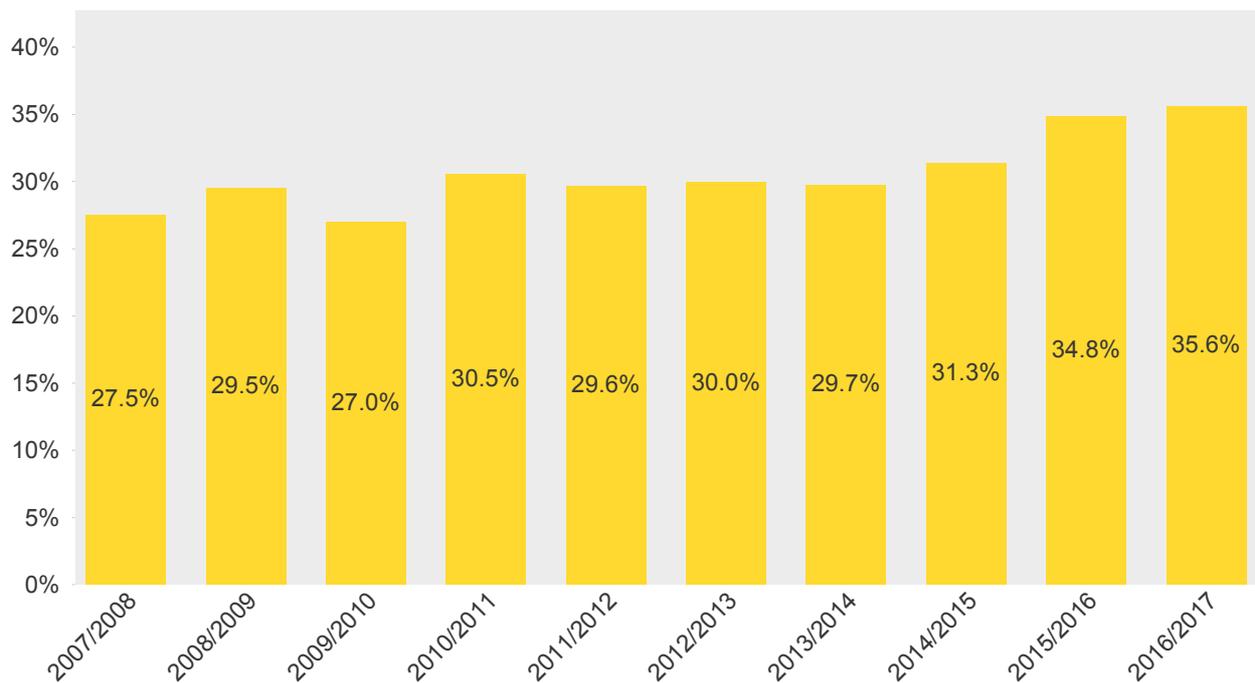


Honours class: School of Literatures, Languages and Cultures



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	104	121	96	113	115	124	96	135	156	147
2.1	224	251	223	232	247	255	207	253	265	234
2.2	47	33	35	25	26	33	19	42	27	32
3rd	3	5	2	-	-	2	1	1	-	-
Total	378	410	356	370	388	414	323	431	448	413

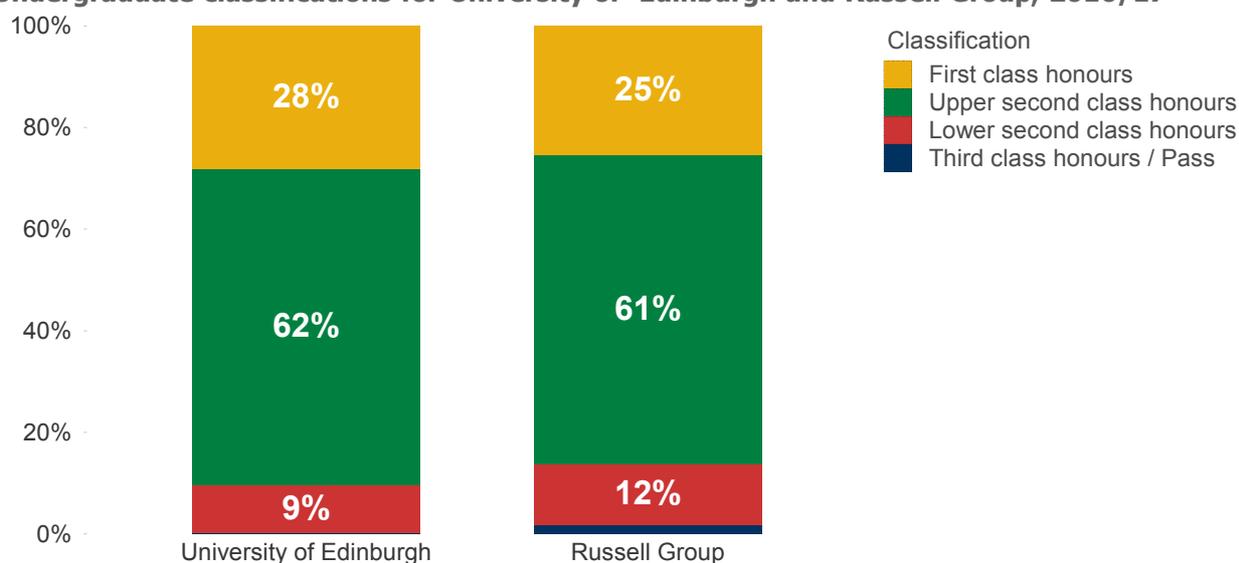
% Firsts: School of Literatures, Languages and Cultures



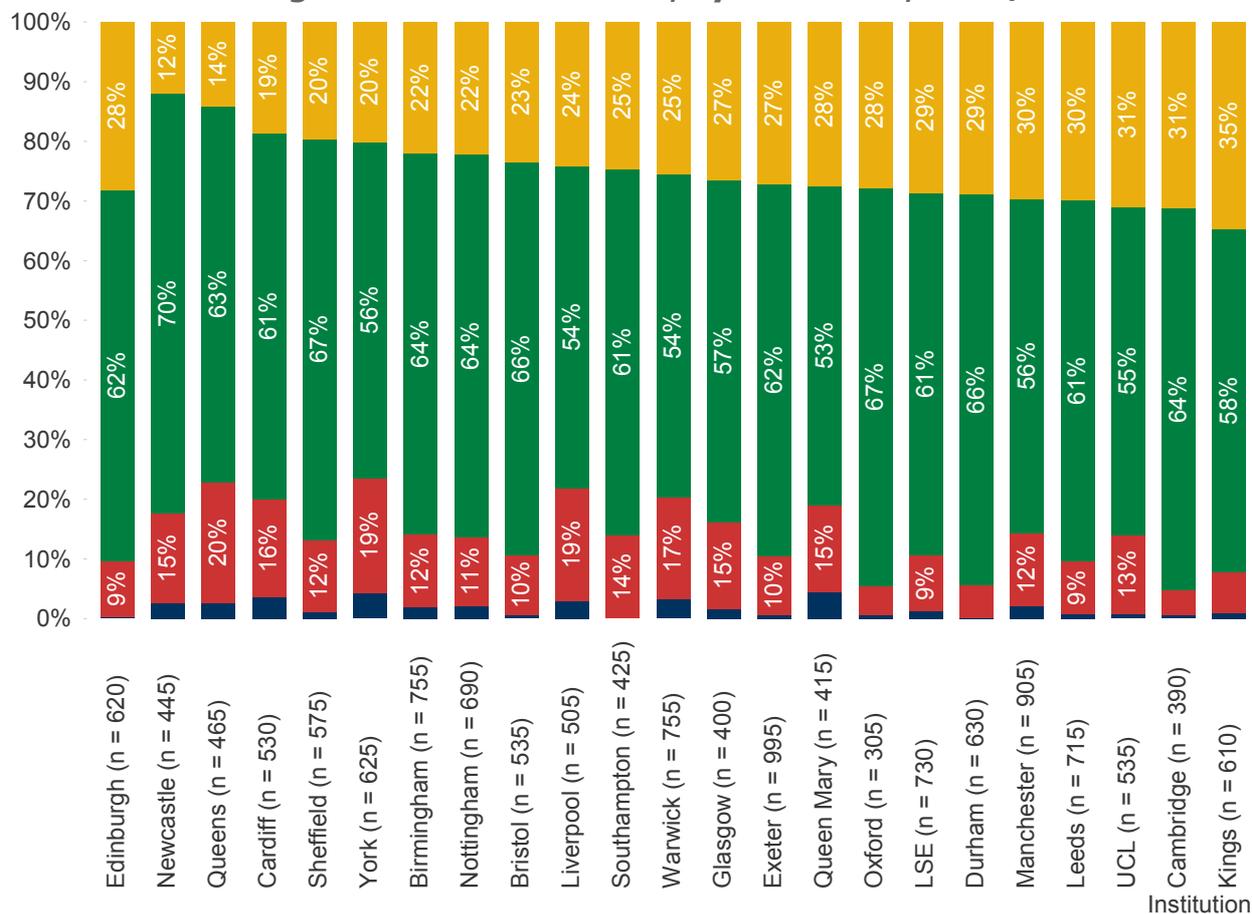
Social studies

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	175	28%	3440	25%
Upper second class honours	385	62%	8235	61%
Lower second class honours	55	9%	1635	12%
Third class honours / Pass	0	0%	230	2%

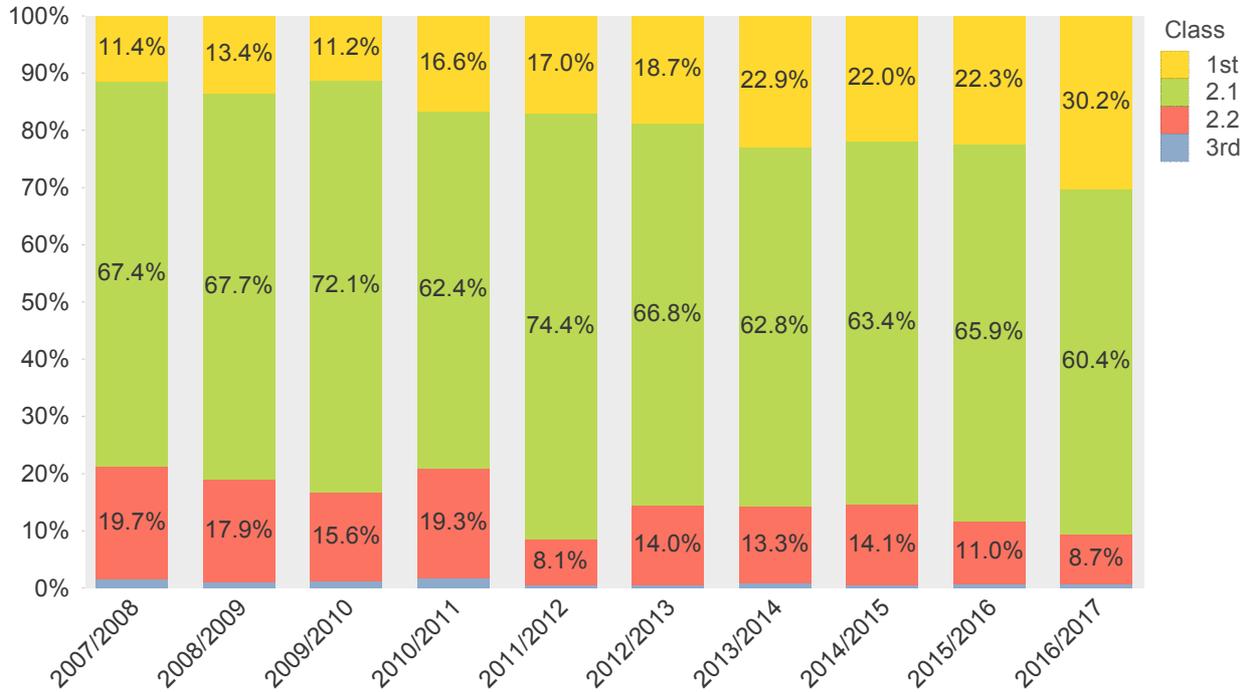
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

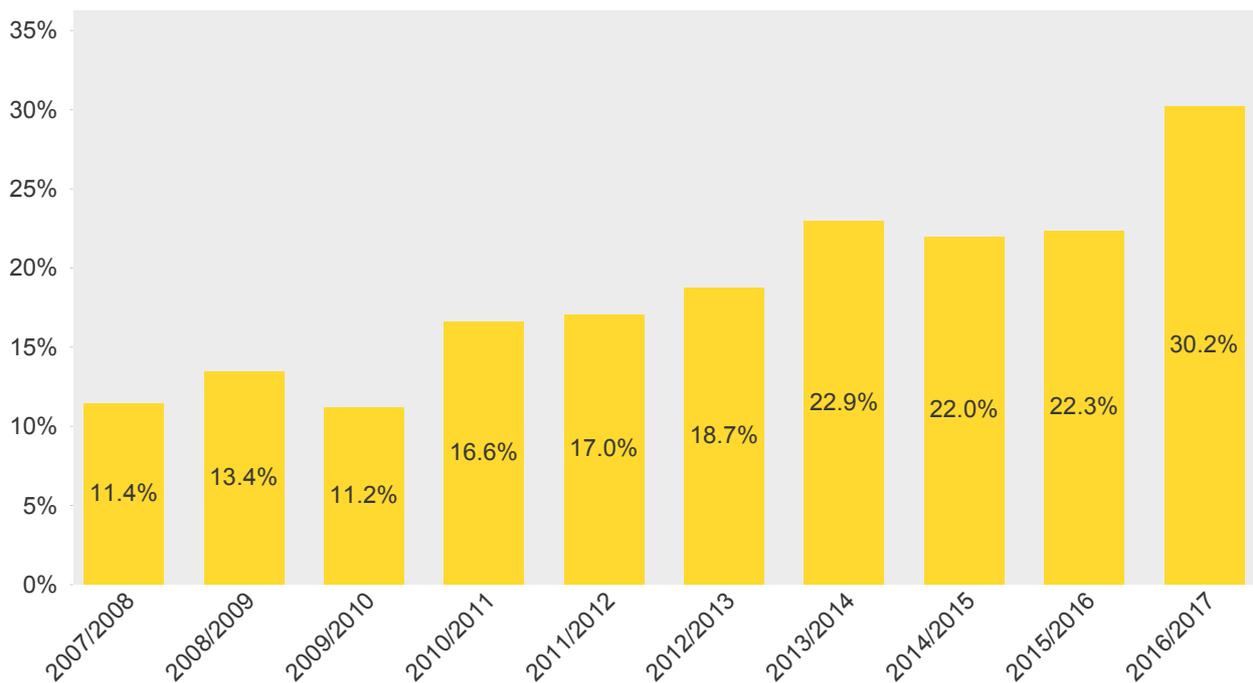


Honours class: School of Social and Political Science



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	22	27	20	30	38	44	50	45	61	90
2.1	130	136	129	113	166	157	137	130	180	180
2.2	38	36	28	35	18	33	29	29	30	26
3rd	3	2	2	3	1	1	2	1	2	2
Total	193	201	179	181	223	235	218	205	273	298

% Firsts: School of Social and Political Science

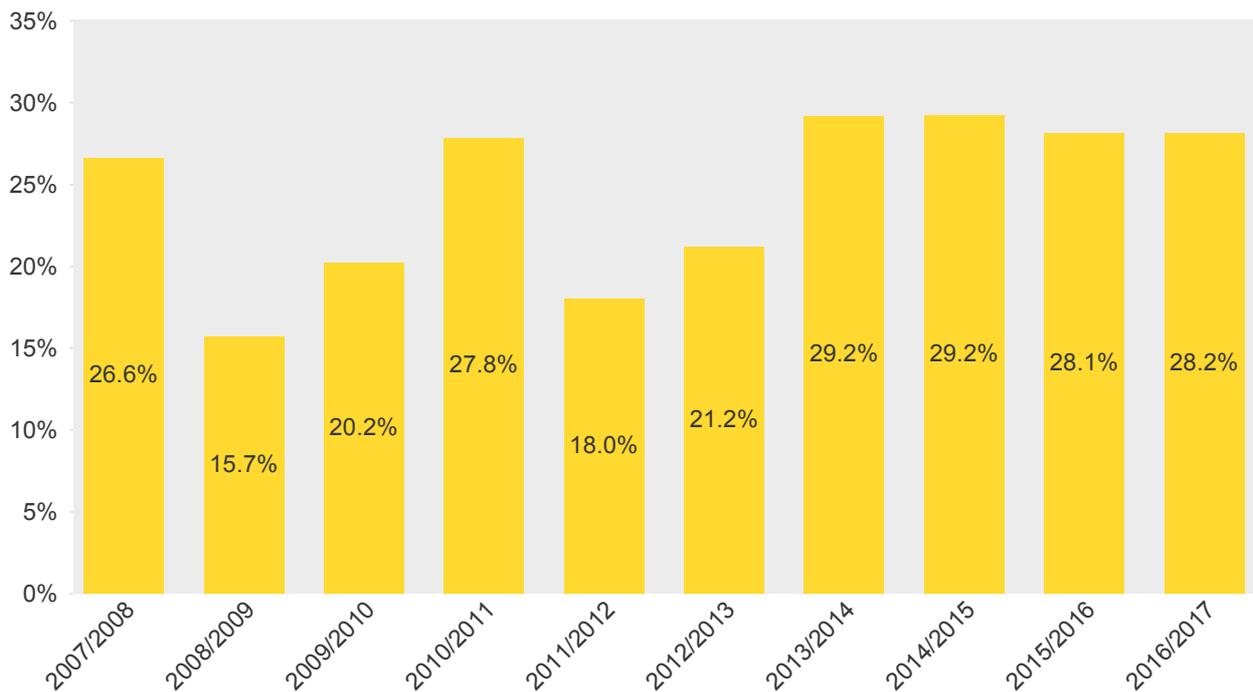


Honours class: School of Economics



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	21	13	20	32	25	32	47	57	61	58
2.1	42	64	52	68	80	89	85	112	128	123
2.2	15	6	26	14	32	30	27	26	28	25
3rd	1	-	1	1	2	-	2	-	-	-
Total	79	83	99	115	139	151	161	195	217	206

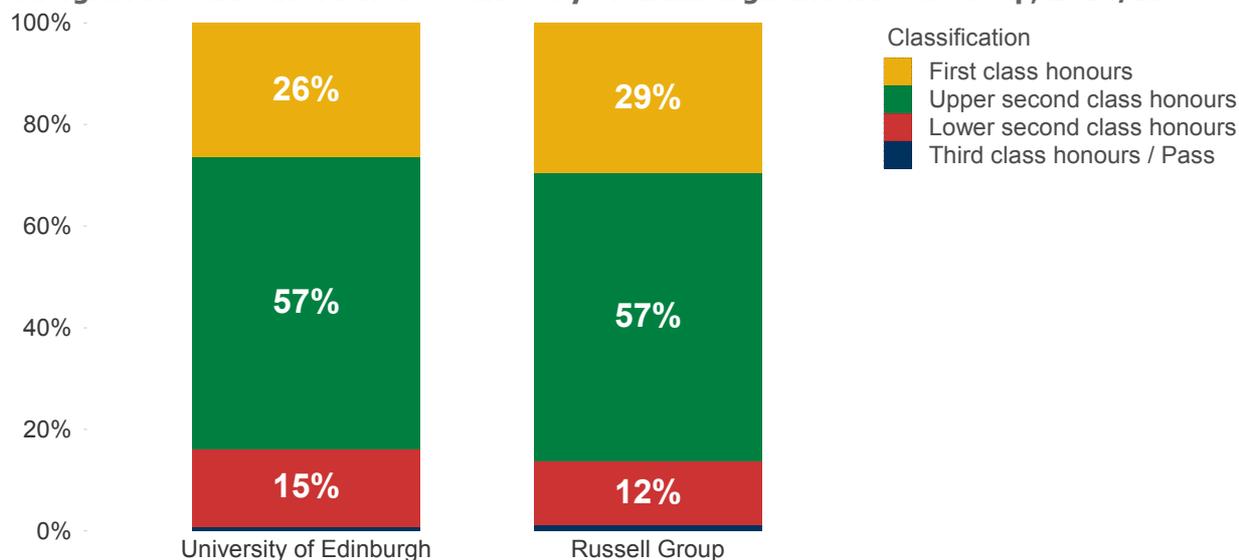
% Firsts: School of Economics



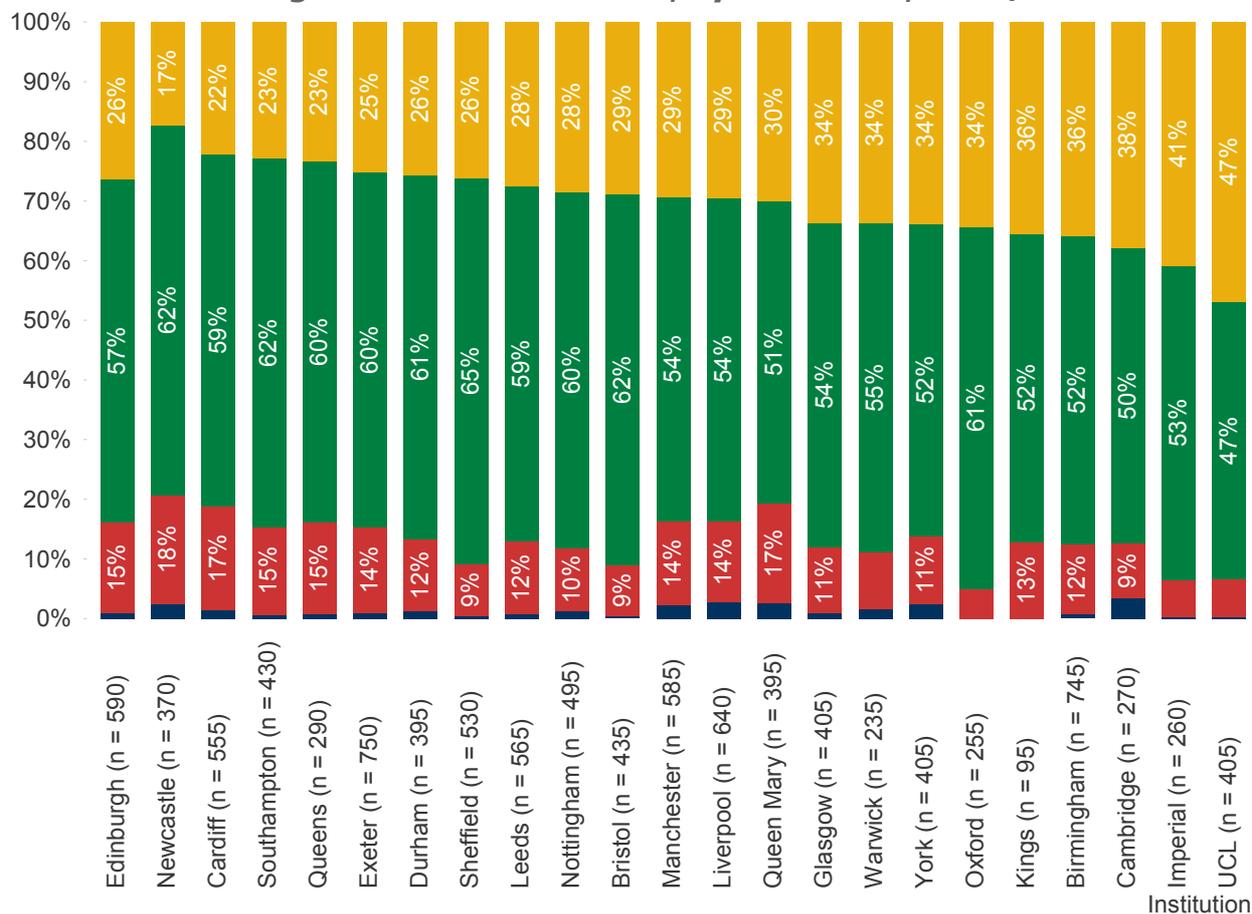
Biological sciences

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	155	26%	2975	29%
Upper second class honours	340	57%	5745	57%
Lower second class honours	90	15%	1250	12%
Third class honours / Pass	5	1%	130	1%

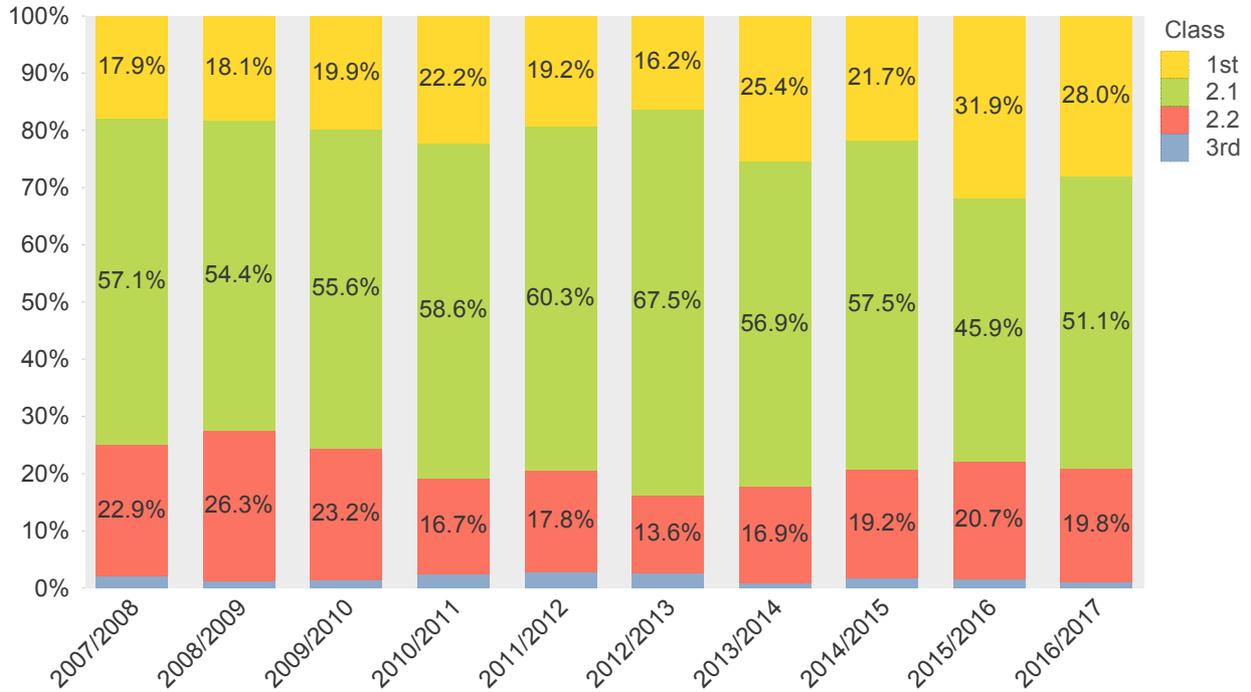
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

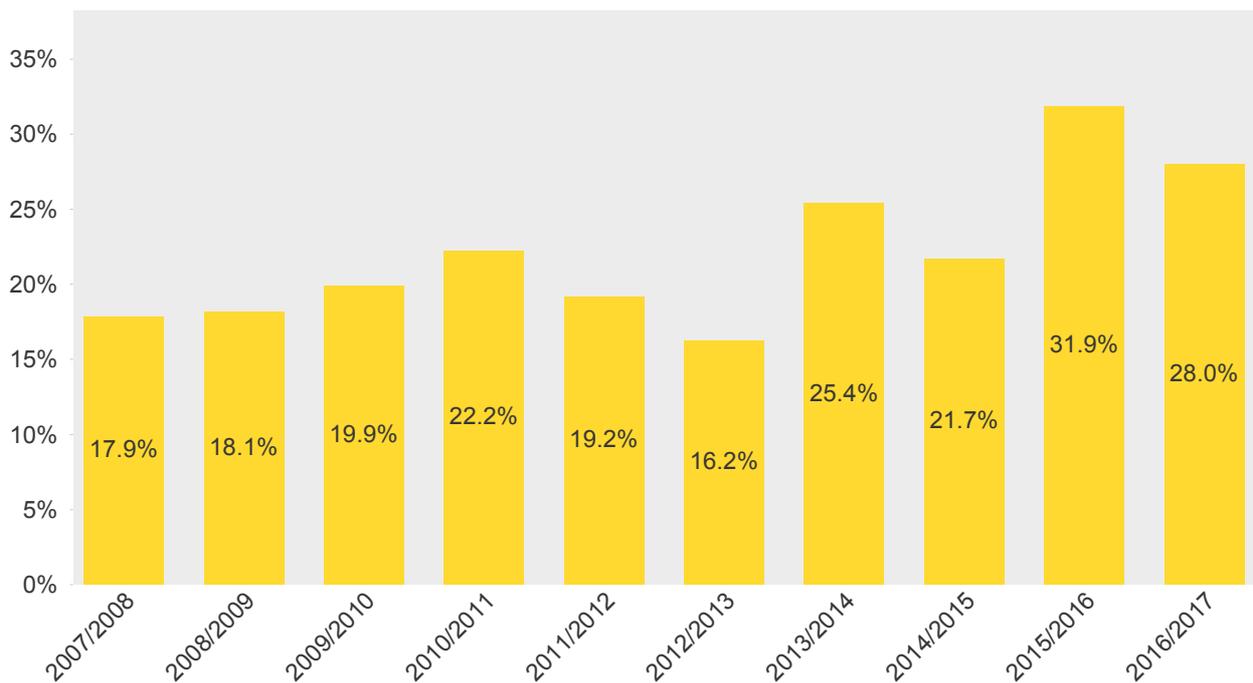


Honours class: School of Biological Sciences



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	25	31	30	36	28	25	33	26	43	51
2.1	80	93	84	95	88	104	74	69	62	93
2.2	32	45	35	27	26	21	22	23	28	36
3rd	3	2	2	4	4	4	1	2	2	2
Total	140	171	151	162	146	154	130	120	135	182

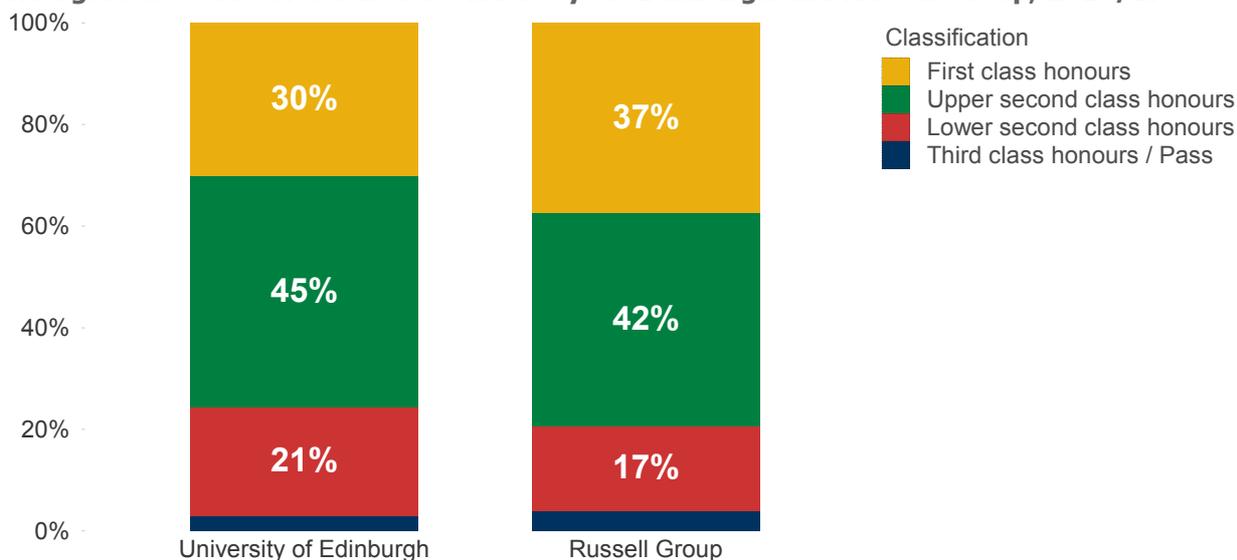
% Firsts: School of Biological Sciences



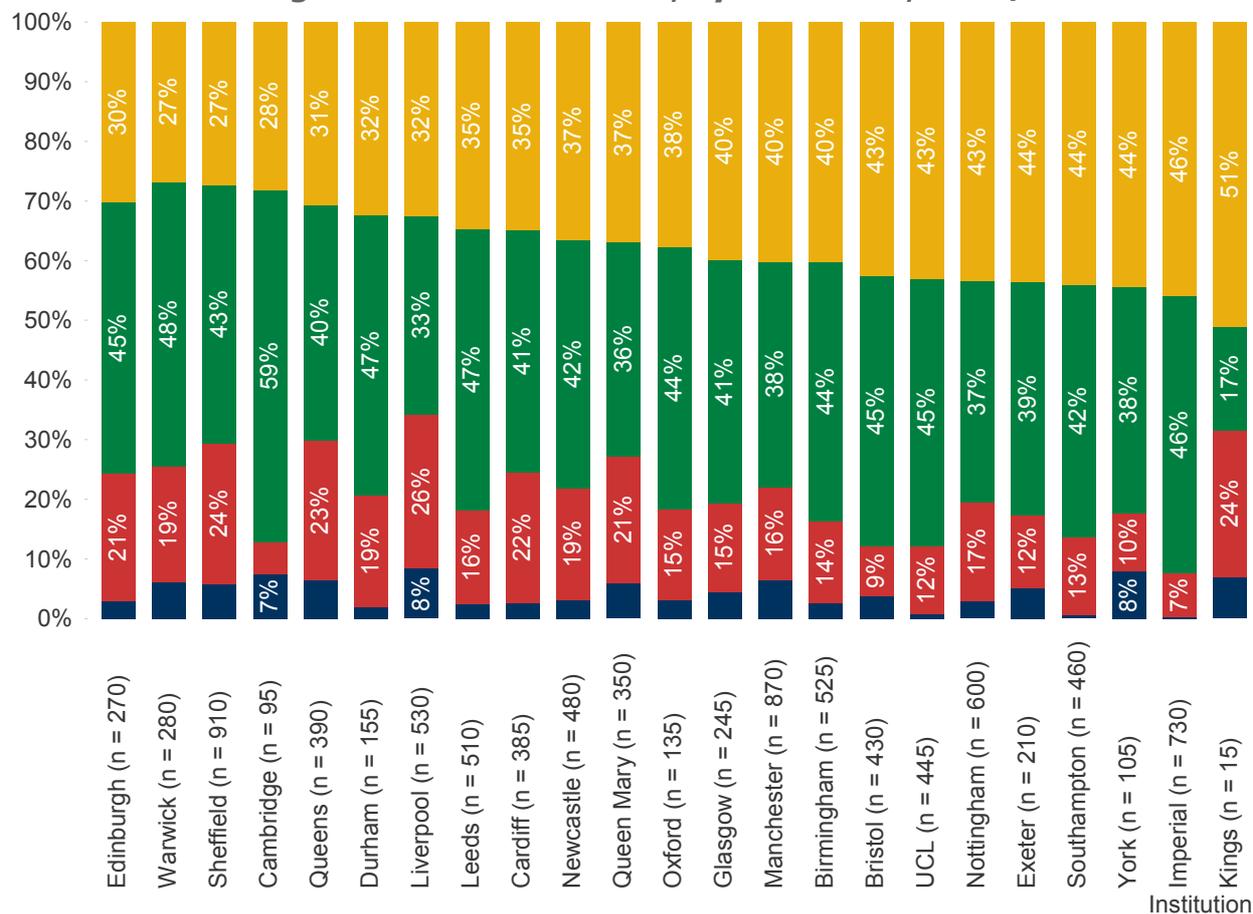
Engineering & technology

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	80	30%	3420	37%
Upper second class honours	120	45%	3825	42%
Lower second class honours	60	21%	1525	17%
Third class honours / Pass	10	3%	365	4%

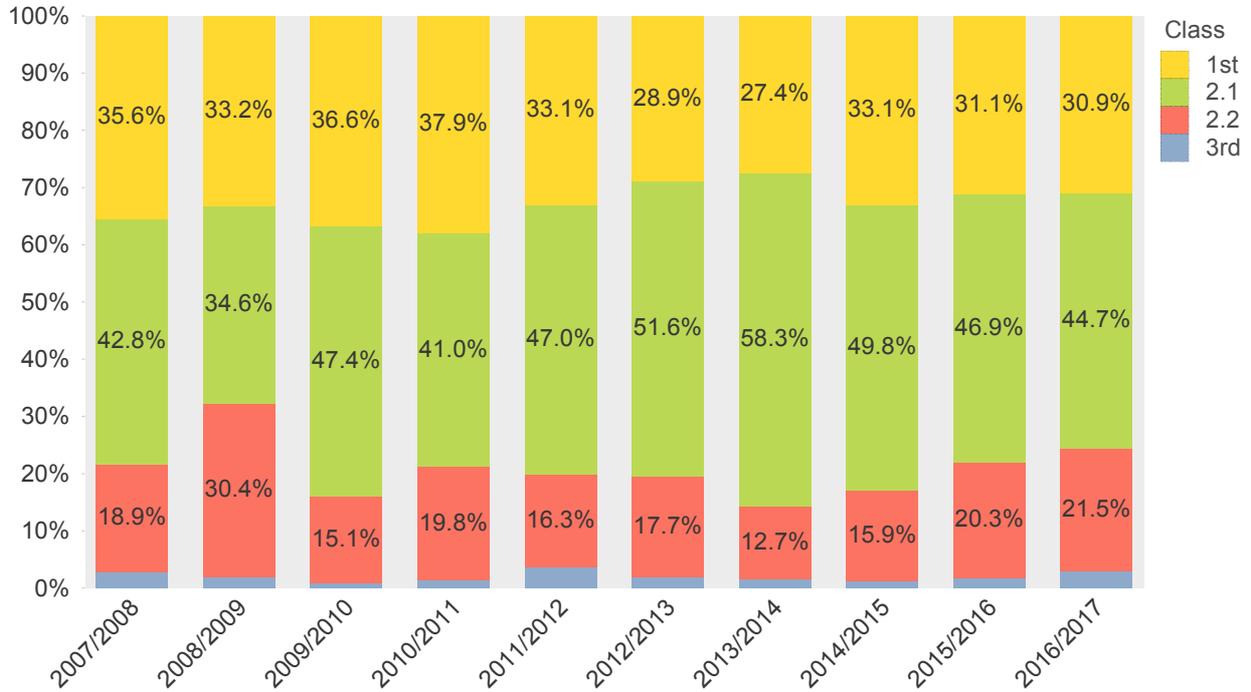
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

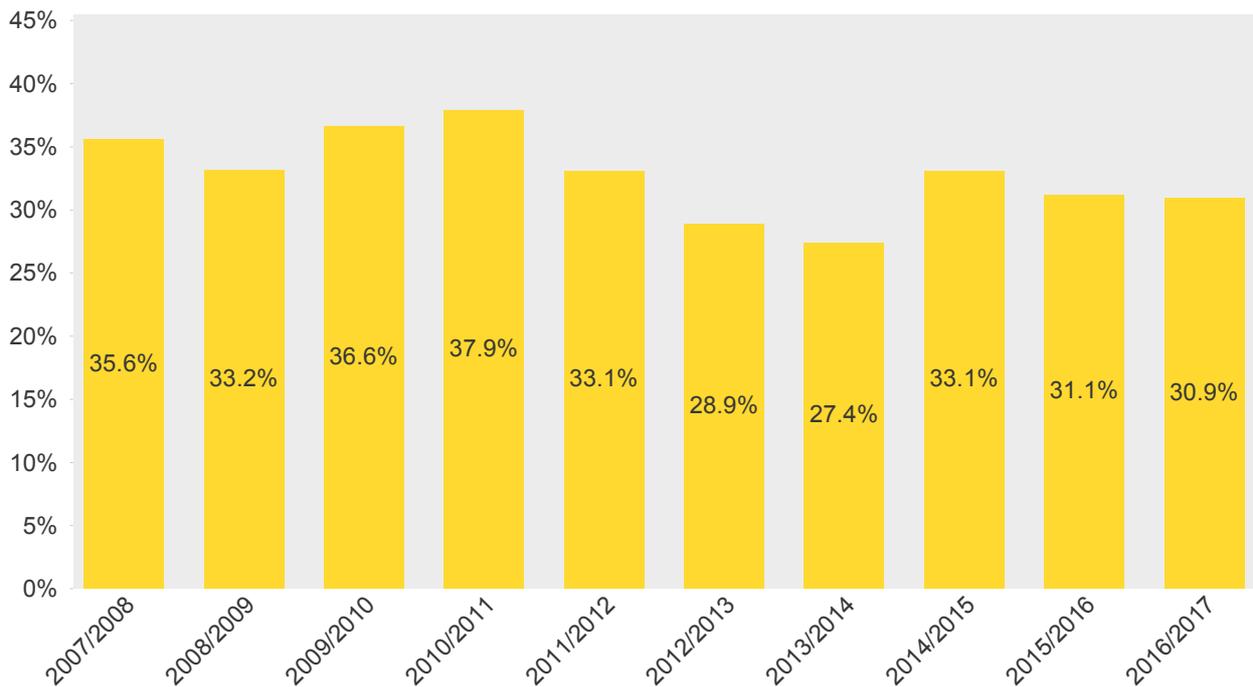


Honours class: School of Engineering



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	64	72	85	86	83	93	71	83	75	85
2.1	77	75	110	93	118	166	151	125	113	123
2.2	34	66	35	45	41	57	33	40	49	59
3rd	5	4	2	3	9	6	4	3	4	8
Total	180	217	232	227	251	322	259	251	241	275

% Firsts: School of Engineering

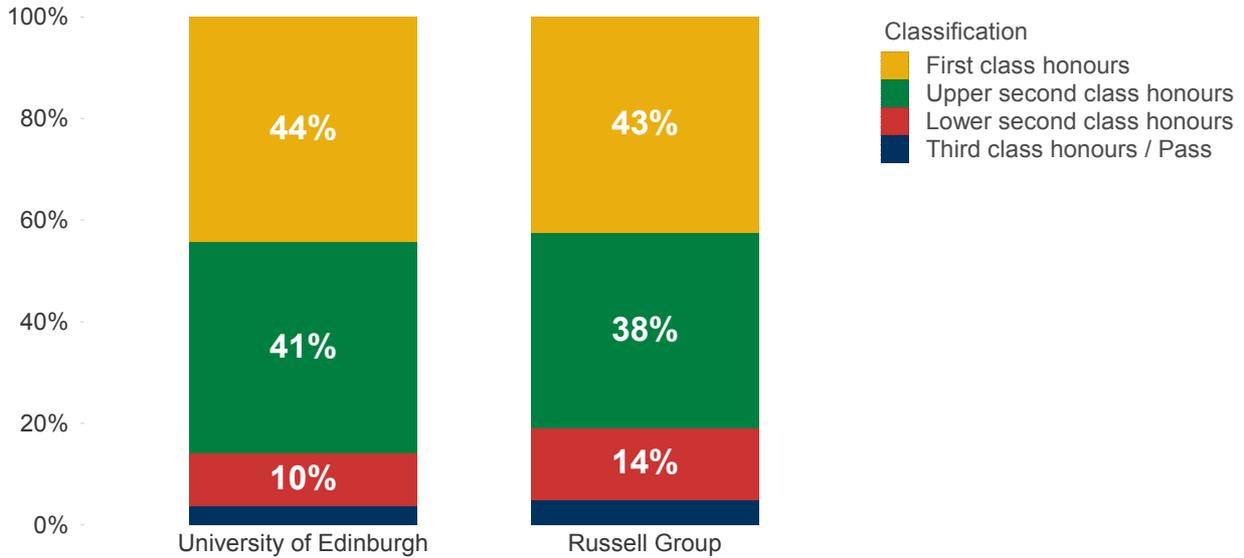


UG achievements for Russell Group institutions, 2015/16

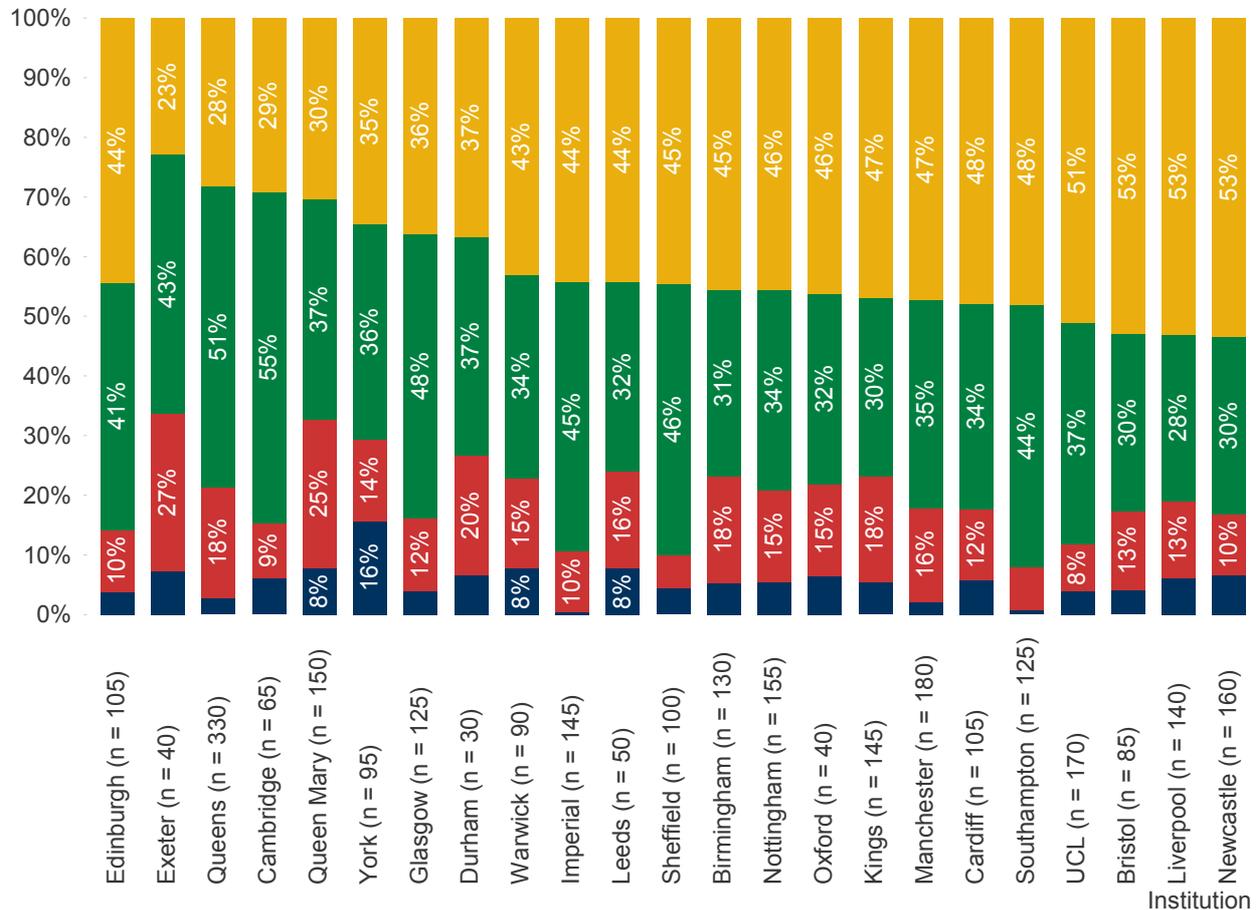
Computer science

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	45	44%	1175	43%
Upper second class honours	45	41%	1060	38%
Lower second class honours	10	10%	390	14%
Third class honours / Pass	5	4%	135	5%

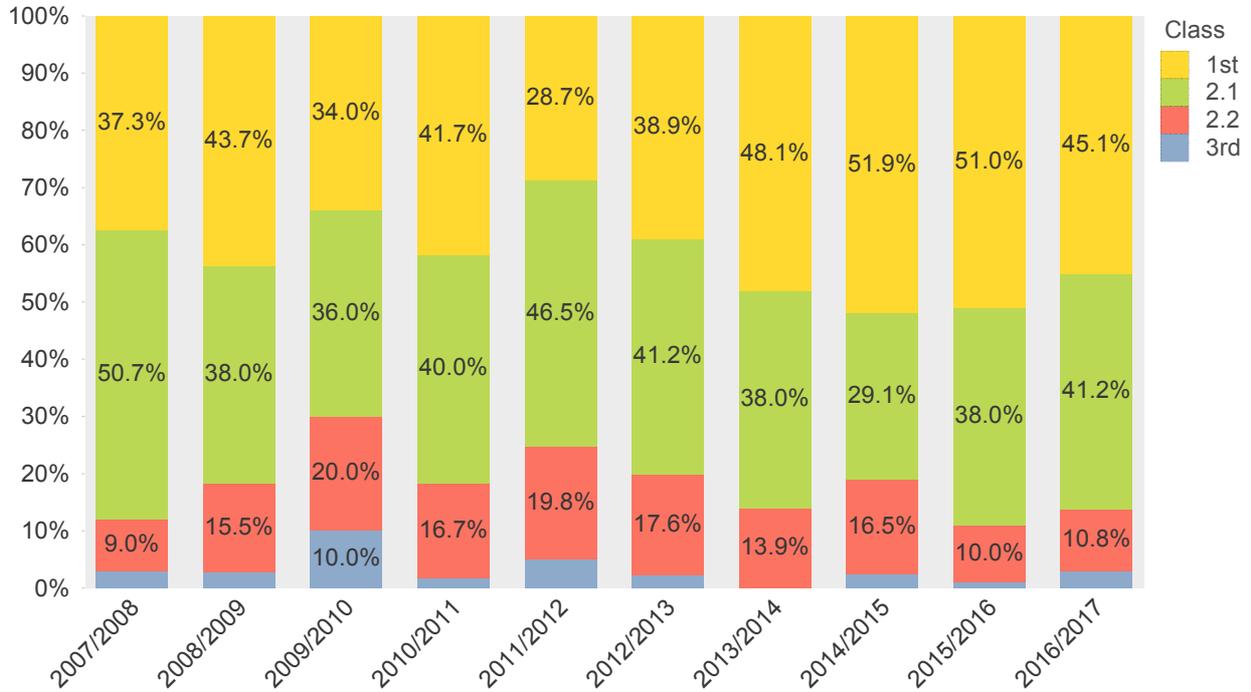
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

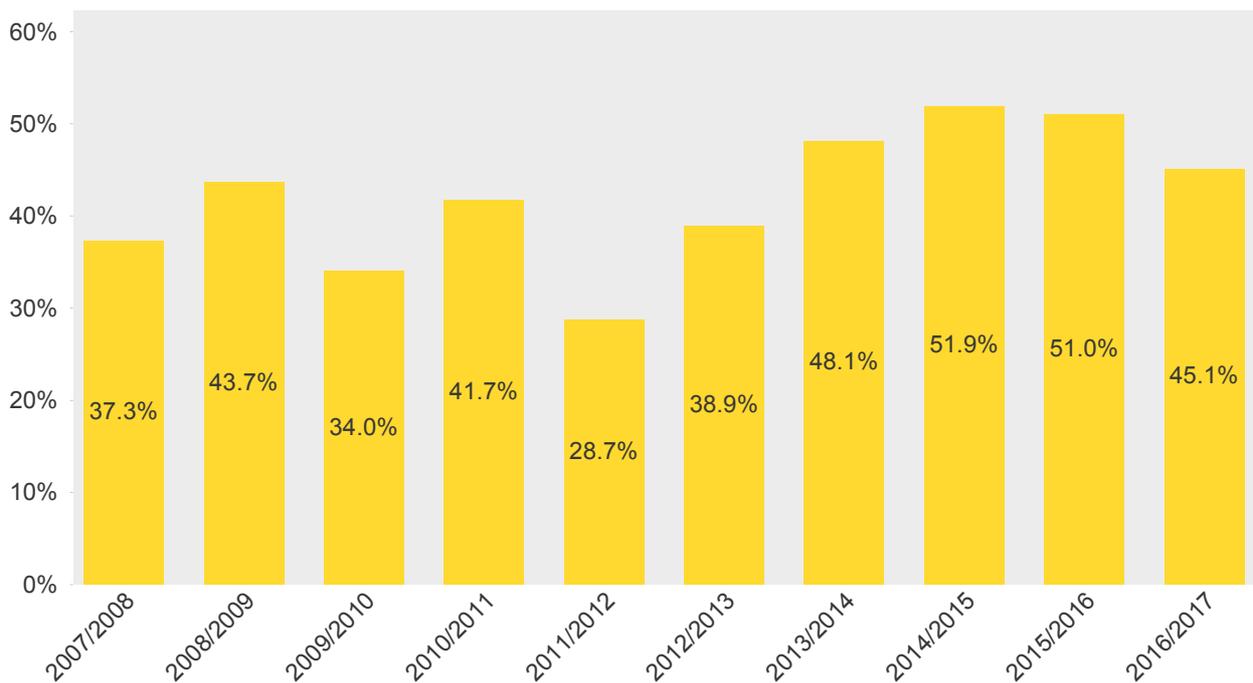


Honours class: School of Informatics



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	25	31	17	25	29	51	38	41	51	46
2.1	34	27	18	24	47	54	30	23	38	42
2.2	6	11	10	10	20	23	11	13	10	11
3rd	2	2	5	1	5	3	-	2	1	3
Total	67	71	50	60	101	131	79	79	100	102

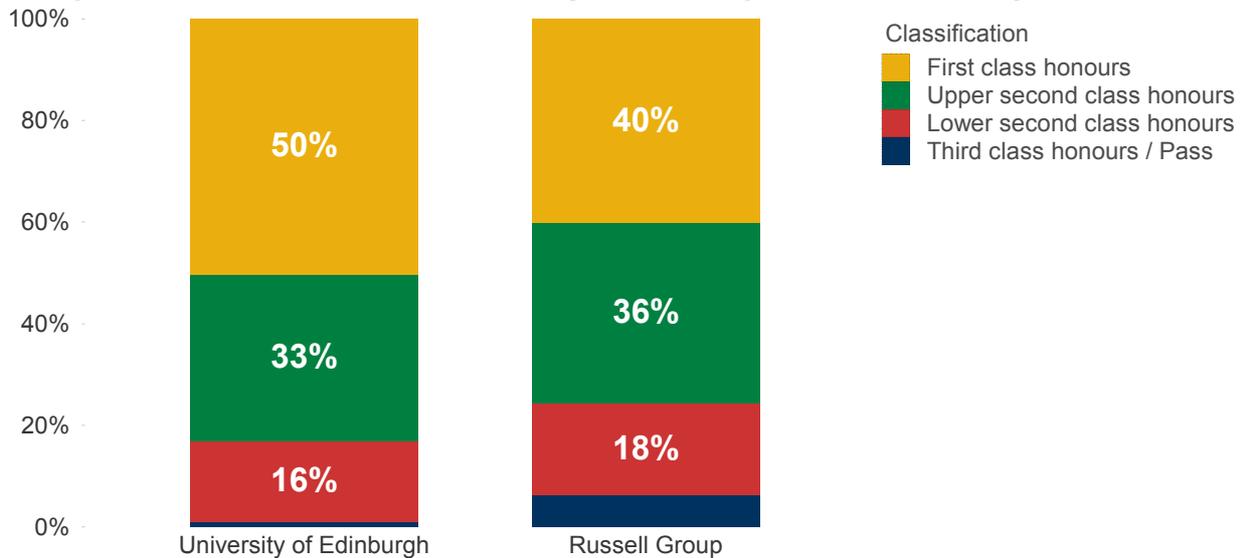
% Firsts: School of Informatics



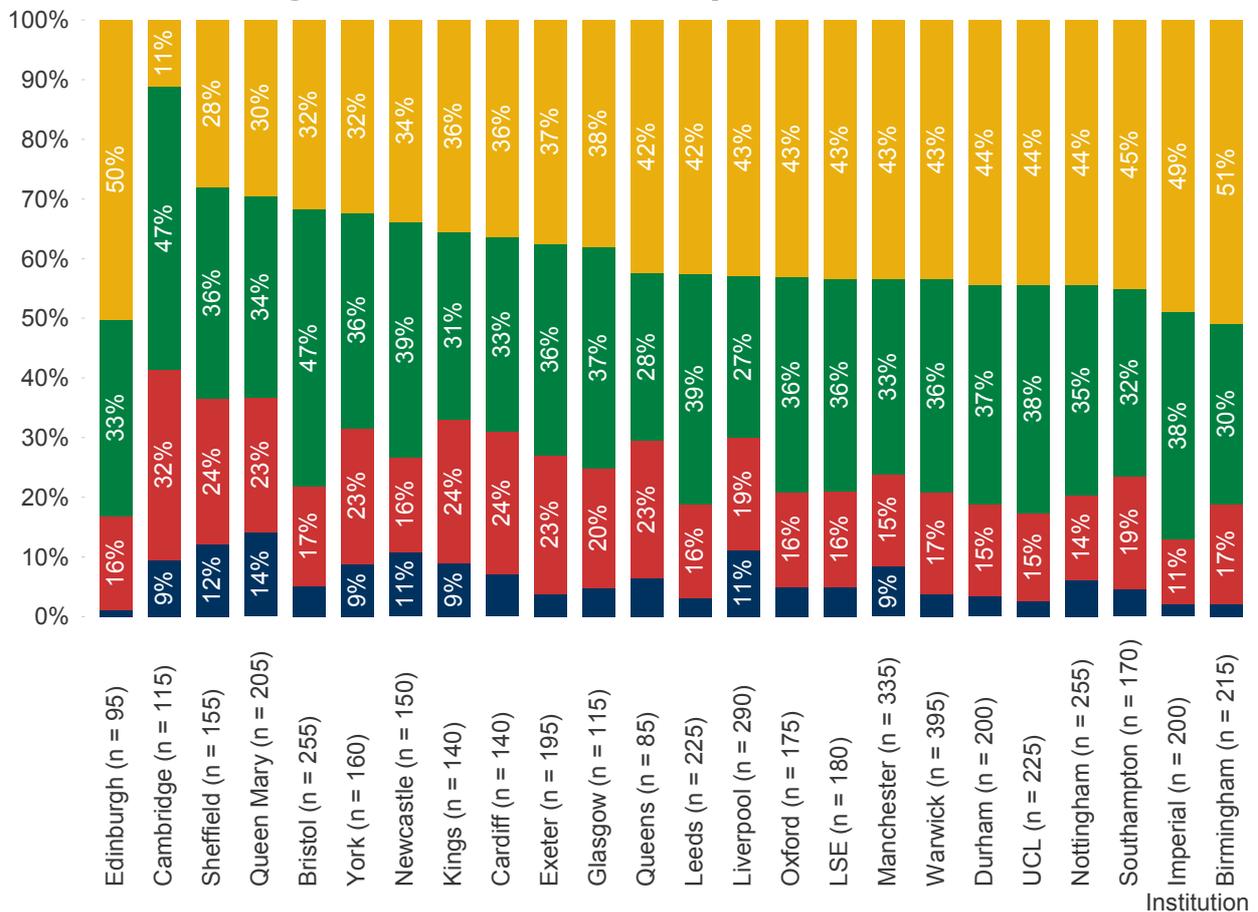
Mathematical sciences

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	50	50%	1875	40%
Upper second class honours	30	33%	1660	36%
Lower second class honours	15	16%	850	18%
Third class honours / Pass	0	1%	290	6%

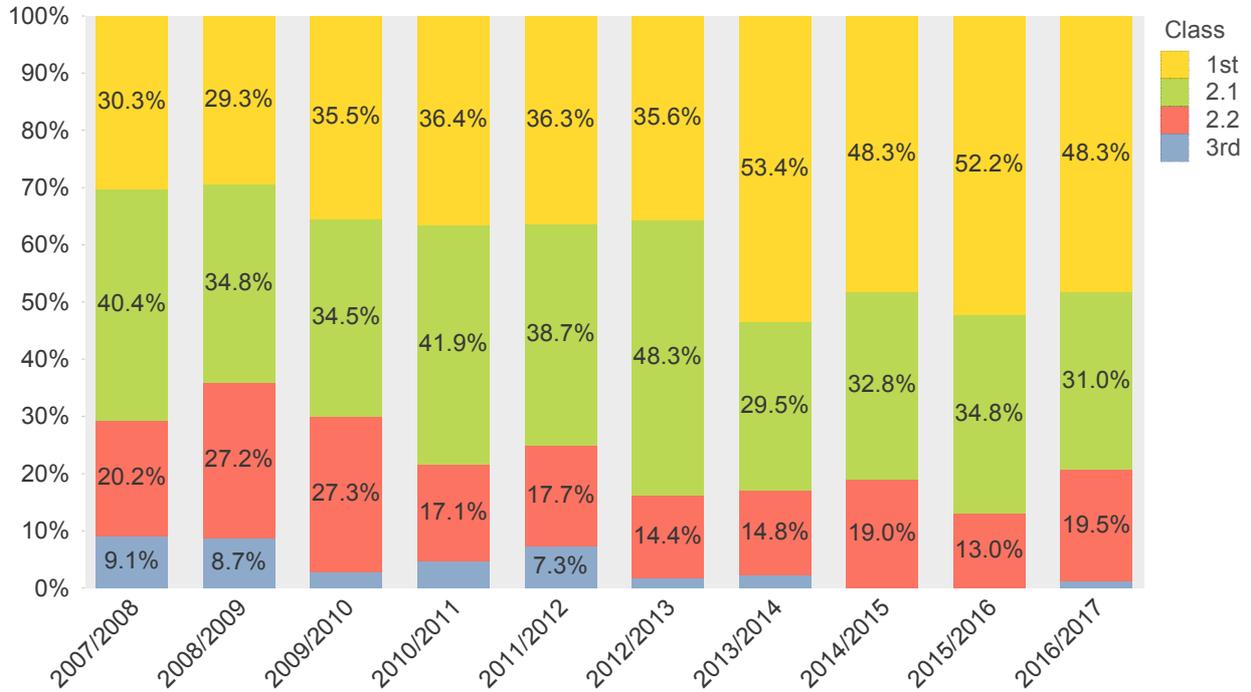
Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

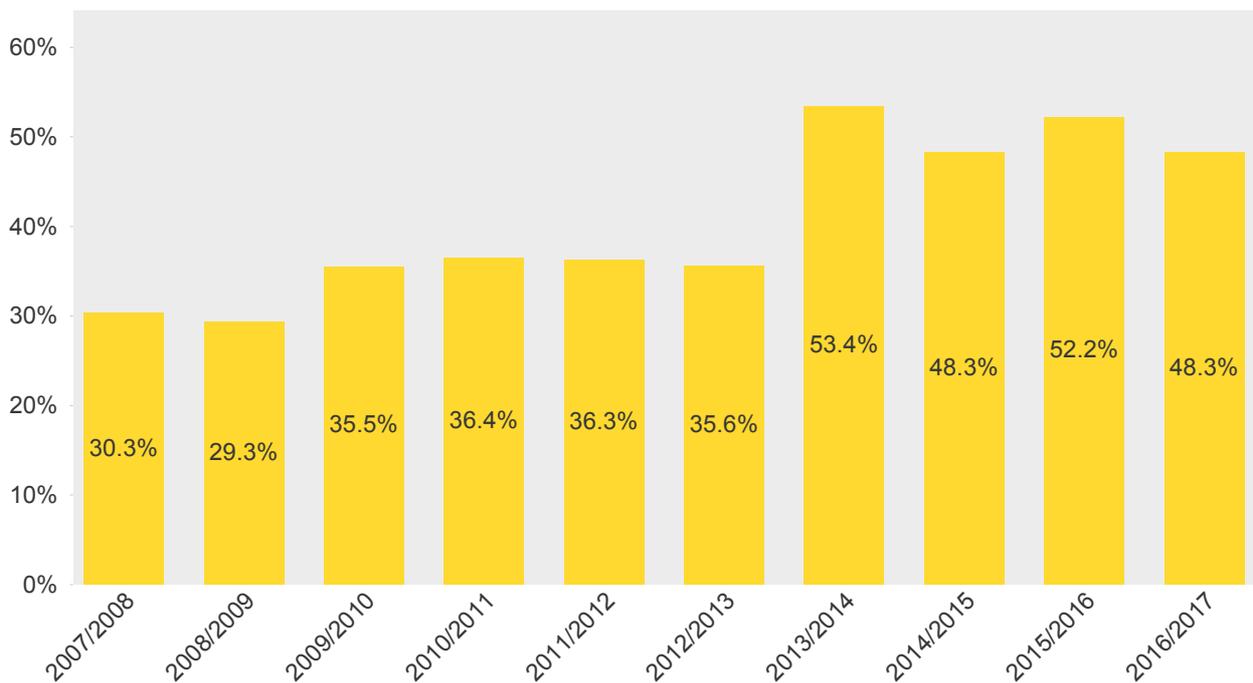


Honours class: School of Mathematics



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	30	27	39	47	45	42	47	28	48	42
2.1	40	32	38	54	48	57	26	19	32	27
2.2	20	25	30	22	22	17	13	11	12	17
3rd	9	8	3	6	9	2	2	-	-	1
Total	99	92	110	129	124	118	88	58	92	87

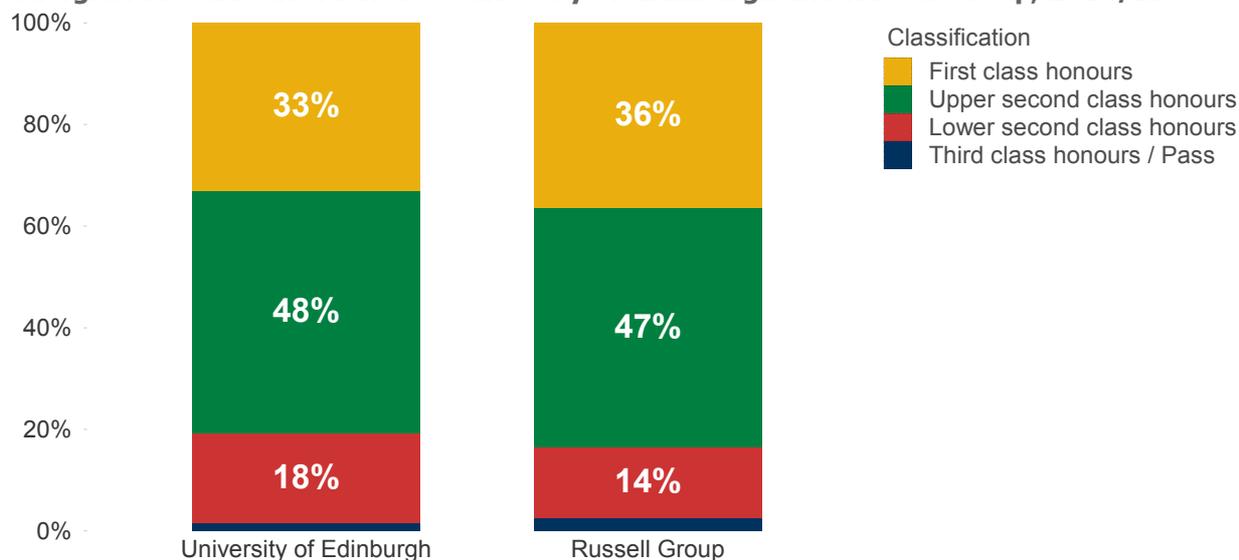
% Firsts: School of Mathematics



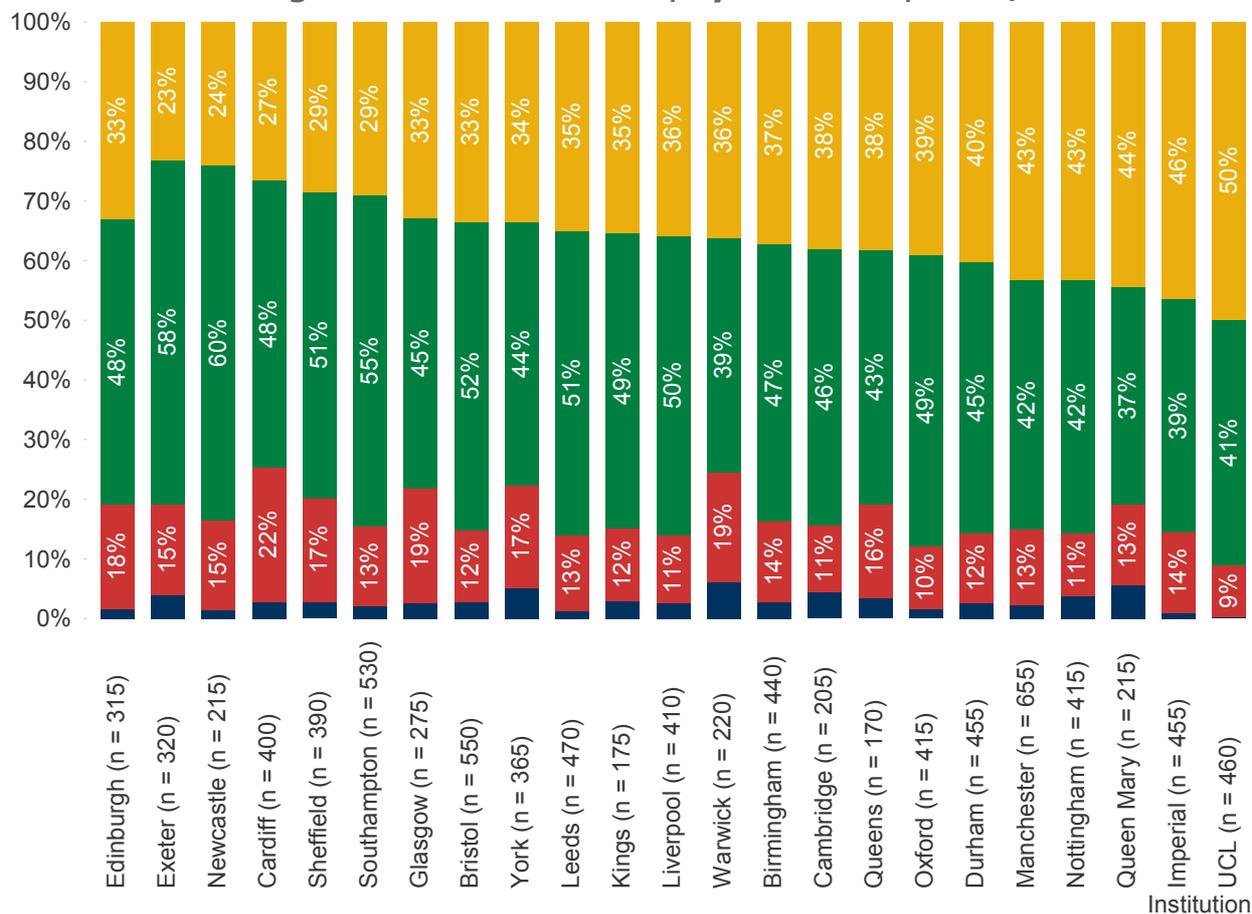
Physical sciences

Classification	University of Edinburgh		Russell Group	
	Total	Percentage	Total	Percentage
First class honours	105	33%	3095	36%
Upper second class honours	150	48%	4010	47%
Lower second class honours	55	18%	1180	14%
Third class honours / Pass	5	2%	225	3%

Undergraduate classifications for University of Edinburgh and Russell Group, 2016/17



Undergraduate classifications, by institution, 2016/17

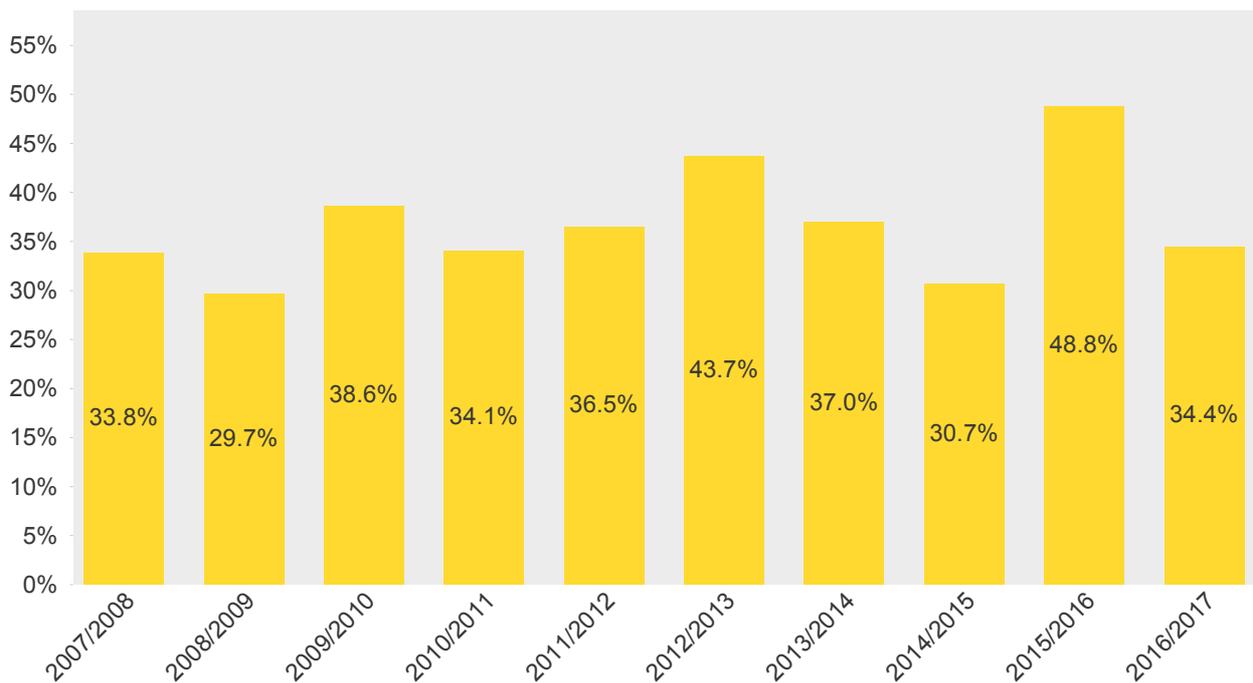


Honours class: School of Chemistry



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	23	27	34	31	35	45	34	31	40	32
2.1	21	35	29	36	35	34	35	45	28	45
2.2	19	24	23	20	26	22	22	24	13	16
3rd	5	5	2	4	-	2	1	1	1	-
Total	68	91	88	91	96	103	92	101	82	93

% Firsts: School of Chemistry

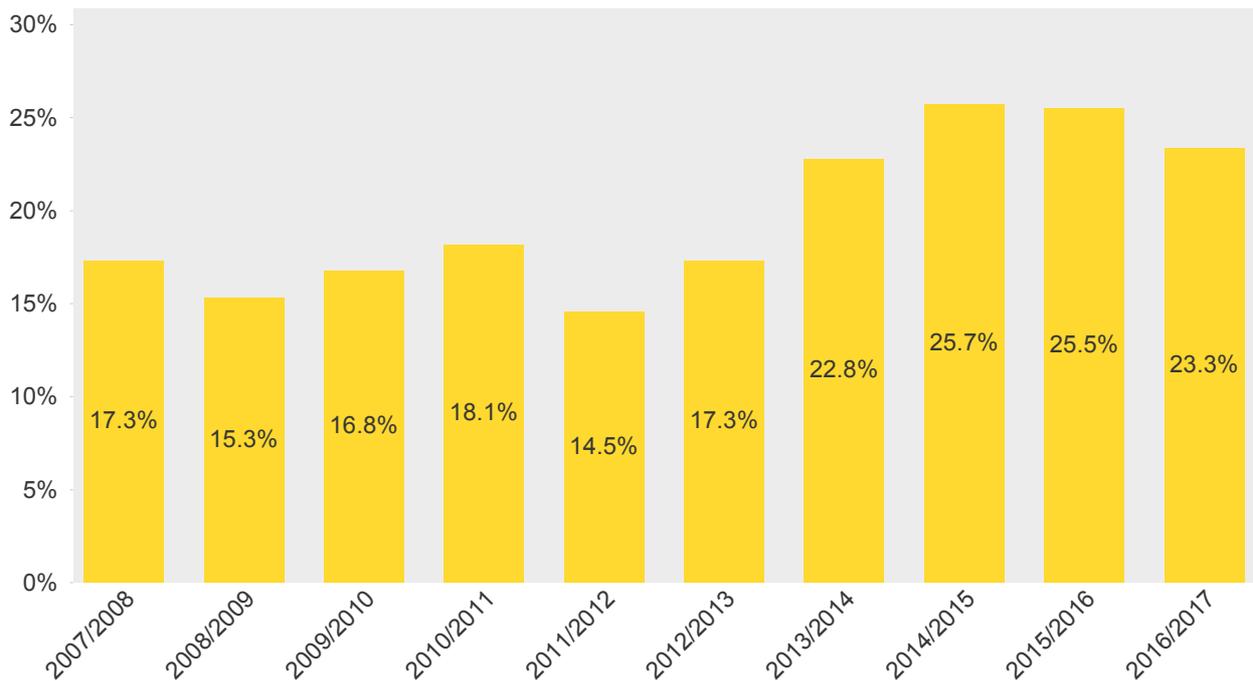


Honours class: School of Geosciences

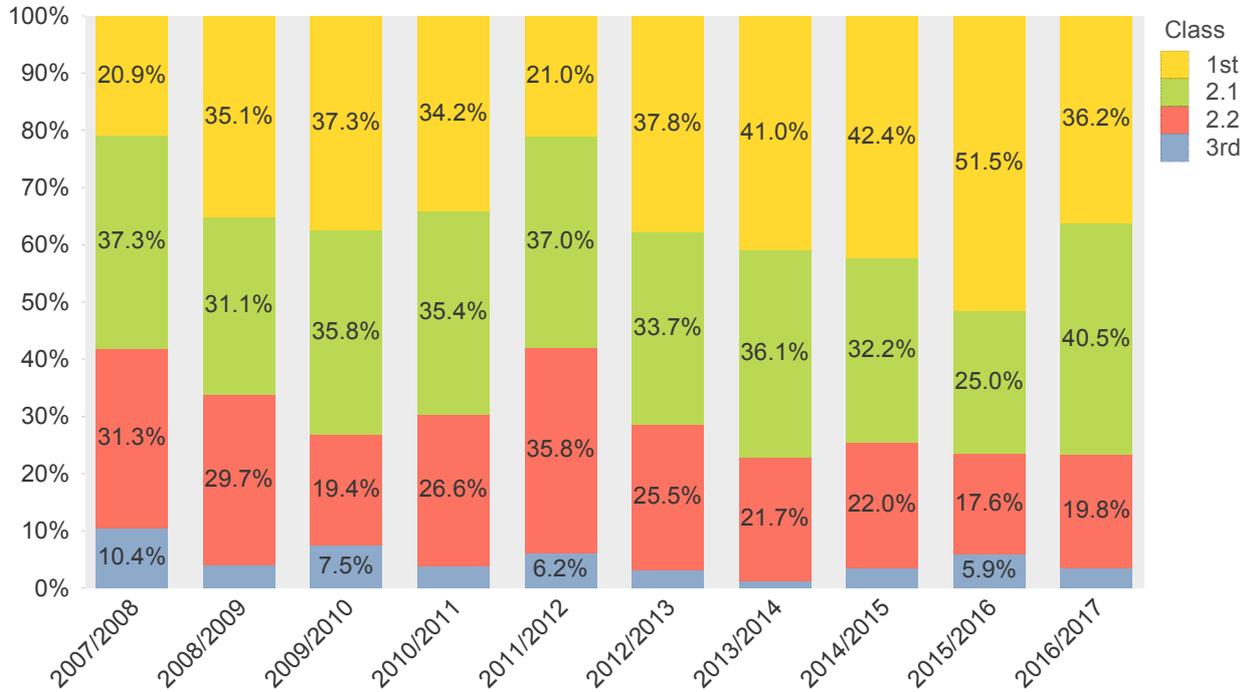


Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	36	32	33	39	33	47	38	36	54	53
2.1	113	139	125	143	147	173	105	86	134	144
2.2	58	37	38	32	46	44	24	18	23	29
3rd	1	1	1	1	1	8	-	-	1	1
Total	208	209	197	215	227	272	167	140	212	227

% Firsts: School of Geosciences

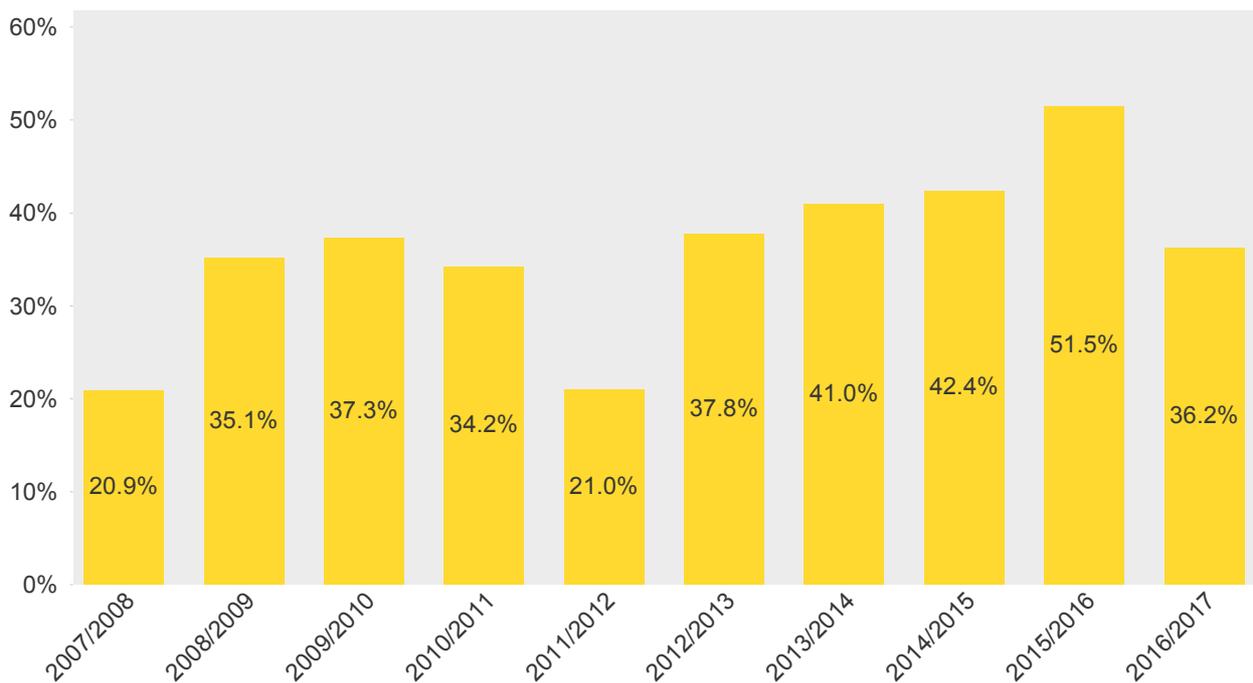


Honours class: School of Physics and Astronomy



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	14	26	25	27	17	37	34	25	35	42
2.1	25	23	24	28	30	33	30	19	17	47
2.2	21	22	13	21	29	25	18	13	12	23
3rd	7	3	5	3	5	3	1	2	4	4
Total	67	74	67	79	81	98	83	59	68	116

% Firsts: School of Physics and Astronomy

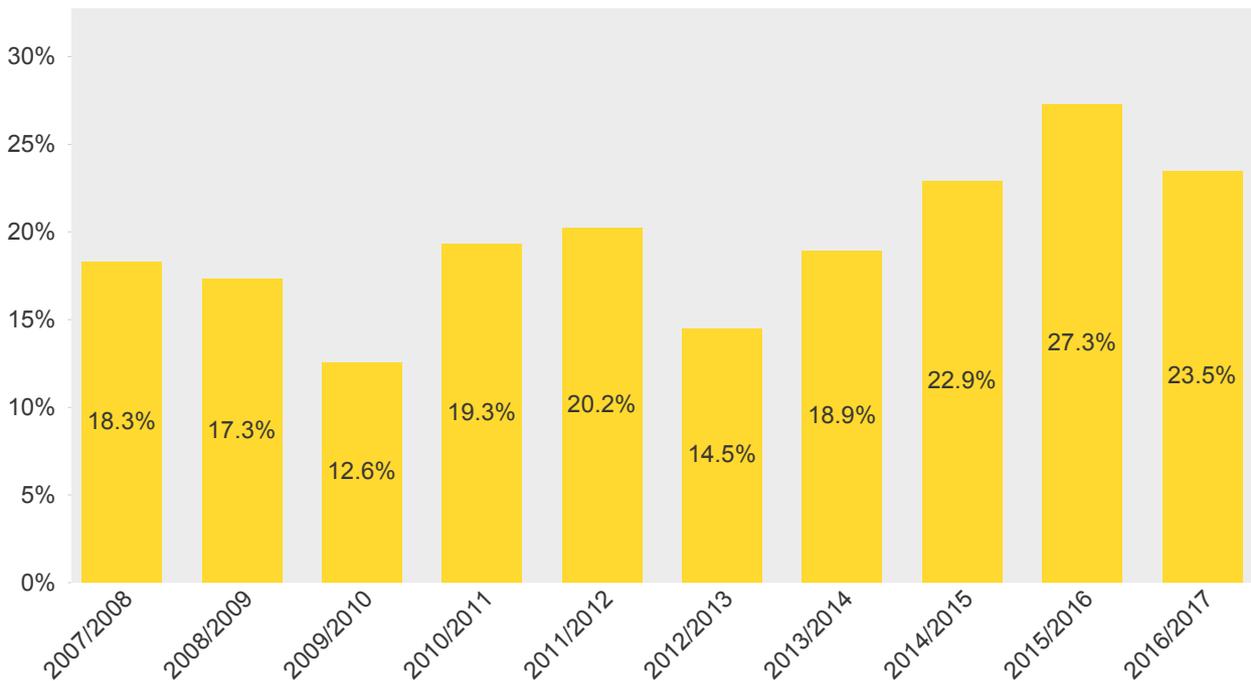


Honours class: Deanery of Biomedical Sciences



Class	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1st	28	28	23	40	34	31	21	30	36	46
2.1	101	109	134	143	111	158	76	93	86	132
2.2	24	24	26	24	21	24	14	8	10	18
3rd	-	1	-	-	2	1	-	-	-	-
Total	153	162	183	207	168	214	111	131	132	196

% Firsts: Deanery of Biomedical Sciences



The University of Edinburgh
Senatus Quality Assurance Committee

26 April 2018

Thematic Review 2017-18:

Mature Students and Student Parents and Carers

Executive Summary

The paper provides the Committee with a progress update on this year's Thematic Review.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the University's Strategic Goal of 'provide the highest-quality research-led teaching and learning".

Action requested

For information and discussion.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
Resource implications will be considered as part of the review.
- 2. Risk assessment**
Risks will be considered as part of the review.
- 3. Equality and Diversity**
Equality and diversity would be an integral part of the review.
- 4. Freedom of information**
Open.

Key words

Thematic Review, Mature, Parent, Carer

Originator of the paper

Brian Connolly, Academic Policy Officer

Thematic Review 2017-18:

Mature Students and Student Parents and Carers

Background

Edinburgh University Students' Association proposed that the 2017-18 Thematic Review focus on Student Parents and Carers. Recent NUS campaigns have drawn attention to the inconsistent levels of support provided to student parents and carers across the Higher Education Sector. This inconsistency can often make all the difference between a student parent or carer completing his or her education or withdrawing. There have been a number of initiatives established by Students' Association staff and sabbatical officers over the past few years, however there has been relatively little strategic oversight of the University's support of student parents and carers. A thematic review focused on the assistance provided to student parents and carers will ensure that the framework and guidelines proposed by the National Union of Students (NUS) Scotland, and the Students' Association, interface with the University's strategic overview of under-represented student groups.

The proposal was considered by Senate Quality Assurance Committee (SQAC), along with the Student Support Service Quality Assurance Framework (SSSQAF) Sub-Committee recommendation that the next thematic review look at the provision of support for a range of underserved student groups (i.e. those groups of students that either tend not to use the services provided and/or face barriers to access). SQAC agreed that, as much as possible, the thematic review should avoid duplication of work in relation to a number of other projects and initiatives underway or planned across the University. To this end, SQAC agreed that broadening the scope of the review to include all Mature Students would have the benefit of maintaining focus on the needs of student parents and carers (as mature students form the majority of this group) while also encompassing the needs of a broader section of underserved students not currently the subject of a specific project or work package.

Review Panel

The review is being overseen by a panel convened **Professor Alan Murray** (Assistant Principal Academic Support), with membership as follows: **Dr Jeremy Crang** (Dean of Students for the College of Arts, Humanities and Social Sciences); **Esther Dominy** (Vice President Welfare, Students' Association); **Andy Shanks** (Director of Student Wellbeing); **Dr Deborah Shaw** (Senior Tutor, Edinburgh Medical School: Biomedical Sciences); **Jill Stevenson** (external member and Head of Student Support Services at Stirling University); **Brian Connolly** (Academic Services and Review Coordinator).

Planning Phase

A wiki has been established as the main reference portal for the review panel, containing background information, statistical data, benchmarking and research papers from across the sector. The review panel has held two meetings, agreeing the scope of the review and

planning for the consultation phase. A general email communication announcing the review and consultation plans was circulated on Tuesday 13 February 2018.

The methodological approach agreed by the panel places more emphasis on qualitative methods than would normally be the case with student consultations at the University. The heterogeneous nature of the student groups subject to the review would make a traditional quantitative approach, such as a survey, relatively unwieldy. Furthermore, given the degree of survey fatigue within the student body, another survey might prove alienating and make a significant response rate difficult to achieve. Instead the panel opted for a more agile and in-depth approach seeking to drill down under the general issues in order to get a better understanding of the specific, practical problems faced by students at Edinburgh.

The panel utilised recent research from across the sector (conducted by, for example, the National Union of Students and UK Universities) to identify common themes and devise a set of general questions to use as a starting point for discussions with student focus groups. In line with this approach, it was agreed that the review will seek to identify 'quick wins' and issues which can be actioned and resolved relatively quickly as well as the more strategic, longer term recommendations.

The panel agreed the following timeline for the review:

- **March 2018** – consultation sessions with students.
- **April 2018** – initial findings from the consultation sessions considered in detail during one-to-one sessions with key stakeholders (i.e. support service staff and management).
- **May 2018** – a report to the final meeting of SQAC due to be held on Thursday 24th May 2018. It was agreed that if the panel was content that the consultations had allowed areas of good practice and areas for enhancement to be identified then the final report would be submitted at this point. If the panel deems that further consultations are necessary then the initial findings will be submitted to the May meeting and the final report submitted to the September meeting.

Consultation Phase

The panel has invited mature students and student parents and carers from across the University to several sessions in order to share and understand their experience of support at the University. The three Students' Association representatives for Mature Students, Student Parents, and Student Carers were invited to the second panel meeting to help identify areas of good practice and issues of concern in the light of feedback they have received in their roles this year. Focus group sessions were conducted with three sets of students asked about the issues of particular importance to them as well as the themes identified by the panel.

The consultation has so far identified the following themes:

Induction

The transition into higher education can be challenging for mature students and student parents and carers and it is important that the induction process responds to their specific

needs and recognises that it may take longer to adjust to learning and to mastering the standards and practices required in an unfamiliar academic culture.

- **Scottish Wider Access Programme (SWAP)** – cited as an example of good practice with supportive and helpful staff easing the transition to University.
- **Tailored Provision** – students felt that they had experienced little by way of induction and what had been provided was not particularly relevant to the needs of mature students or student parents and carers.
- **International** – international students would like more and better coordinated information particularly in regard to the wider local community (e.g. local childcare provision). It would be helpful if as much of this information as possible was made available at University run accommodation.

Students suggested enhancements to the induction process such as dedicated open days, specific online guidance (including appropriate quotes/videos/FAQs), better course/programme description providing greater clarity about skills requirements for specific courses/programmes (identify preparatory reading material in order to address specific skills gaps prior to arrival), early study skills workshops or online courses (which again could be used to address specific skills gaps prior to arrival).

Flexibility

Mature students and student parents and carers tend to study under significantly different contexts compared to their more traditional entry 18-19 year old peers. The constraints faced by these students while combining academic demands with career or caring responsibilities can result in a greater need for a more flexible approach to study.

- **Local Support** - local academic and support staff regarded as sympathetic and understanding of the needs of students.
- **Lecture Recording** – this would provide an additional element of support if and when work or caring commitments prevented attendance (or in the case of international students, to help when language was a barrier).
- **Timetabling** – classes, lectures or extra-curricular events seem to be organised and orientated to the needs of unencumbered 18-19 year olds living on or near campus. Students with work or caring responsibilities find early (due to the school run) or late (due to the school run or work commitments) or Friday afternoon (due to the Edinburgh school half day) compulsory/core course starts problematic. On an extra-curricular level, most of the seminar series in my school were on at 5pm, which meant that I was unable to go to them. I think they have started to introduce lunchtime seminars which is helpful for those who need to plan to attend things like that.
- **University Regulations** - regarded as a barrier, getting in the way of local, more flexible and accommodating arrangements. Examples noted included the need for

greater flexibility in regard to the number of hours students are allowed to work. Mature students feel their greater experience and ability to manage work and study commitments is not taken into consideration. Many mid-career professionals feel they should be allowed to manage and plan their work and study schedule as adults without overbearing and constrictive regulations which seem directed at 18-19 year olds.

Students suggested that it would be helpful if core courses were not scheduled early or late in the day and if more extra-curricular events were scheduled at lunchtime (and not after 5pm as seems to be the norm). It was also suggested that Personal Tutors (PTs) specialising in supporting students with particular needs (i.e. mature or parents or carers) would be useful as would keeping the same PT for the duration of their time at the University (regularly changing PTs, as some schools are prone to do, prevents them developing their relationship and forming a deeper, longer term understanding of their personal context).

Information

Mature students and student parents and carers are often juggling study with home life, work and dependents. In this context accurate, clear and timely provision of information (such as timetables, reading lists and placement information) is vital so that practical arrangements can be planned.

- **Timetabling** – advanced and prompt issuing of course/programme/exam timetabling is vital for those with childcare responsibilities or work commitments.
- **Communications** – too much irrelevant communication across the student body which means that sometimes pertinent information or important changes to timetables can be missed.
- **Careers** – general feeling that the Careers Service is geared to the needs of younger students looking for their first job. Students would like more advice on how to use their degree to advance in their current profession or to make a mid-career change.

Students suggested that better online signposting, advanced and prompt issuing of course/programme/exam timetabling. It was also suggested that on matriculation, students should be given the option to opt into mailing lists according to their study pattern and needs which in turn would make it easier for the University to make relevant information available to mature or parent/carer students.

Social

A key aspect of life at University is the sense of belonging that comes from active participation in an academic community. A lack of opportunities for social engagement may give rise to feelings of loneliness and isolation and ultimately disengagement from a course of study or withdrawal from University.

- **Sense of Belonging** – the students were enjoying the opportunity to study and had not made the decision to attend University primarily for the social life. However, some students noted a lack of opportunities to meet and socialise with students with similar needs or backgrounds. They also emphasised that their social needs tended

to be different from those of their younger or unencumbered peers and that this didn't seem to be catered for at the University.

- **Peer Support** – students, particularly international students, tend to rely on informal peer support networks.
- **Dedicated Space** - students would like more dedicated spaces (either physical or virtual) where they can casually meet other students with a similar backgrounds. Better signposting or information on current activities and spaces available which can be booked or utilised.
- **Rooted Socialisation** – students would like opportunities for social engagement which are rooted in local accommodation or driven by academic activities are more likely to be embraced and flourish than University wide networks or associations with nebulous ambitions.
- **Playgroups** – student parents suggested that University organised playgroups would be a great way for student parents to meet each other.
- **Buddy System** – pairing up with more experienced peers at the University would help with both the induction process and socialisation.

Children

Students with children cite 'child-friendly attitudes' as fundamental to their student experience.

- **[The Policy for Child Access to the Main Library](#)** – regarded as an unwelcoming barrier for students with children. Questions were raised as to why an additional policy for children was required instead of students with children being required to adhere to the same standard of non-disruptive behaviour as all other library users.
- **Baby Facilities** – there is a limited number of baby changing and breast feeding facilities across the campus.
- **Exam Adjustments** – several examples of student parents being denied exam adjustments were cited. Examples were noted of students not being allowed to sit near the door to access the toilets (or another room) in order to express milk or to stand up to ease discomfort from sitting and a pregnant student not being allowed to take an exam in a comfortable chair in an alternative quieter room. In each case the students concerned had been referred to the Student Disability Service (as there was no University policy or procedure covering pre/postnatal adjustments) but had been denied adjustments as their issue did not fall into the category of permanent disability.
- **Exam Scheduling** – student parents struggle with exams on Saturdays due to lack of regular weekday childcare provision.

- **Nursery Provision** – the University nursery is regarded as expensive and geared to the needs of full-time staff and students. There seems to be little or no flexibility when timetables change or in relation to the needs of part-time students. Furthermore, the fact that all nursery provision is now centralised at the King's Buildings is regarded as more beneficial to staff and not students who require easily accessible, localised provision.
- **Crèche Provision** – the University has no crèche facilities. Students tend to have a lot of last minute or short-period childcare requirements which cannot be fulfilled by a nursery. Furthermore, there are only two drop-in crèches in the whole of Edinburgh. One is in the Dr Bell's Family Centre in Leith, where demand far outstrips supply (the waiting list is around 8 months long) and the sessions are limited to two hours in the morning or in the afternoon. The other is at the Scottish Parliament, cited as an example of good flexible practice, where parents can leave their children as long as they stay on the premises (to work in the café, have meetings, see an exhibition, etc.).
- **Childcare Funding** – the University childcare funding process is regarded as overly bureaucratic, with numerous forms and evidence required before decisions are made. Students must already have a place and be self-funding before they can apply for financial help with costs. Furthermore, childcare funding dates do not align with childcare provider application requirements. Fully funded childcare bursaries have also recently been discontinued.
- **Family Accommodation** - international students are often prevented by their visa from coming early to look for housing so they have to arrive quite near the beginning of their studies and find suitable family accommodation which can be very challenging and stressful.

Students suggested that the University explore the viability of crèche provision with consideration given to: a subsidised scheme students and staff; facilities open to the broader community if demand was insufficient to cross-subsidise the student and staff prices; Co-locating facilities with a business or social enterprise or a nursery (in the Central Area, preferably) or as a stand-alone model.

Carers

Where, when, and how to disclose caring responsibilities is a key concern for students with caring responsibilities (often disclosure will only happen after there has been an impact on studies).

These themes and suggestions will be further explored with stakeholders from across the University support services.

Brian Connolly

Review Coordinator
April 2018

The University of Edinburgh

Senatus Quality Assurance Committee

26 April 2018

Providing Summaries of Student Feedback to School Representatives

Executive Summary

This paper outlines a proposal to pilot the provision of a standard high-level analysis of student feedback report to School Representatives.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the Committee's responsibility for assurance and standards, specifically internally and externally derived information and data, including feedback from students and reviews of academic and student support service provision.

Action requested

The Committee is asked to provide their support to the proposal and to help promote this opportunity to Schools.

How will any action agreed be implemented and communicated?

Communication with pilot Schools will be managed by Student Surveys. Edinburgh University Students' Association will manage communication with students. The pilot will be evaluated by Academic Services and the outcomes and any resulting actions will be communicated to relevant stakeholders by Academic Services.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The pilot will require resources from Student Surveys, Academic Services, Edinburgh University Students' Association and pilot Schools.

2. Risk assessment

The pilot will operate within the University's existing policies and practices and thus no additional risks have been identified.

3. Equality and Diversity

This proposal does not present a change to University policy or practice as it seeks to support the provision of information to students in line with current policy.

4. Freedom of information

Open.

Key words

Student feedback, student representation, evidence for enhancement

Originator of the paper

Bob Archer, Megan Brown and Natalie Hay (Edinburgh University Students' Association), Nichola Kett and Gillian Mackintosh (Academic Service), Josh Stapp (Student Surveys)
19 April 2018

Proposal

In September 2018 to pilot with three to four Schools the provision of a standard high-level analysis of student feedback report to School Representatives. This is likely to take the form of a short report containing visual representations of student feedback data provided to School Representatives at the beginning of the academic year. The analysis will draw on quantitative student survey data in the first instance. Options for including qualitative student survey data outputs will be explored should the pilot Schools have an appetite for this and it can be resourced. The provision of this information aims to support the induction and ongoing work of School Representatives. It does not replace the many different ways Schools communicate with the wider student body about feedback. Student Surveys would lead on developing the standard high-level analysis report with input from the Students' Association.

UK Quality Code for Higher Education

Chapter B5 Student Engagement Indicator 5 states "Students and staff engage in evidence-based discussions based on the mutual sharing of information."

Student Partnership Agreement

The Student Partnership Agreement outlines a commitment to working together on student feedback – value, share, consider, act and use – and to strengthening student representation structures.

<https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement>

Student Voice

In line with the rest of the sector, the University generally performs well in the National Student Survey student voice question (23) "I have had the right opportunities to provide feedback on my course" and less well in student voice question (25) "It is clear how students' feedback on the course has been acted on." It is hoped that by providing analysis of student feedback reports to School Representatives this will support dialogue between staff and students on how student feedback is acted upon.

Policies/Availability of Data

The Student Voice Policy states "The primary purpose of gathering student opinion is to assure the quality of learning and teaching and student services, and to enhance the student experience."

The Student Staff Liaison Committee Operation Guidance states "Staff are expected to share information with students. This could include information such as themes arising from student surveys, themes from External Examiners reports, Part 3 External Examiner reports (Postgraduate Research), course evaluation and review documentation, School Annual Quality Reports, and TPR/PPR reports. Student Representatives and staff should collaborate to identify trends, areas for improvement and suggestions to enhance the student experience."

It is proposed that the standard high-level analysis of student feedback report constitutes data from the National Student Survey (NSS), the Postgraduate Taught Experience Survey (PTES), the Postgraduate Research Experience Survey (PRES) and Course Enhancement Questionnaires (CEQs).

Quantitative data gathered by the National Student Survey is publically available, and summaries of quantitative as well as qualitative (both summaries and unprocessed) data are currently made available to all University staff.

Whilst PTES and PRES data is not publically available, summaries of quantitative as well as qualitative (both summaries and unprocessed) data are currently made available to all University staff.

The Course Enhancement Questionnaire Policy states that “Schools are responsible for making the quantitative data from course evaluations available to students in line with appendix 1*.” This proposal aims to help Schools with this task. The Policy also outlines that core qualitative data and aggregate staff quantitative data can be shared with students at the discretion of the School. For the avoidance of doubt, it is not proposed to include the results of course enhancement questionnaire staff questions in the analysis of student feedback report.

*

Student Availability

Grouping	Availability	Delivery
Students	Availability of core and school quantitative data.	Schools are responsible for making quantitative data from course evaluation available to students.
	Core qualitative data and aggregate staff quantitative data.	At discretion of School.

Student Representation Structure

School Representatives are expected to represent their cohort on School-based issues and can do this most effectively if they are aware as early as possible in their term about the key issues. Furthermore, many School Representatives sit on their School’s Learning and Teaching Committee or equivalent, and are expected to be able to contribute confidently to discussions on behalf of their cohort. It is important that student committee members are given access to as much information as possible in advance of joining the committee, to reduce the difference in understanding between the student representatives and staff members of the committee. Giving School Representatives a summary of the student survey data at the beginning of their term would be one key way of developing this understanding and giving School Representatives the tools to effectively represent their cohort both in committees and in a wider context.

Benchmarking

Heriot-Watt University School Officers (equivalent to School Representatives) are given the schools results (both quantitative and qualitative data) from the NSS at the start of their term. As a part of their training they have to examine this and, alongside their own objectives, use the themes to compile a list of priorities to work on over the year. They are then encouraged to speak with the School and work together over the year on these priorities.

Next Steps

Student Surveys are seeking volunteer Schools to develop the standard high-level analysis of student feedback report (with input from the Students’ Association). Committee members are asked to help promote this opportunity to Schools.

The University of Edinburgh
Senatus Quality Assurance Committee
26 April 2018

Senate Committee Planning 2018-19

Executive Summary

In Semester One 2017 the Committee had an opportunity to identify:

- Student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round; and
- Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

The Committee is now being invited to identify its full set of priorities for the coming session. The Committee is asked to note that further priorities may emerge from the consideration of planning round submissions.

How does this align with the University / Committee's strategic plans and priorities?

Aligns with University Strategic Objective of Leadership in Learning, and with the University's Learning and Teaching Strategy.

Action requested

The Committee is now being invited to identify its priorities for the coming session.

How will any action agreed be implemented and communicated?

Academic Services will submit the plans to Senate on 30 May 2018, and will communicate them more widely using the Senate Committees' Newsletter. College representatives on the Committee are encouraged to discuss the plans with their Schools.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Yes. The paper will assist the University to use its resources strategically. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late in the planning round for 2018-19 to make a case for new projects.

2. Risk assessment

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

3. Equality and Diversity

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

4. Freedom of information

For inclusion in open business

Tom Ward, Director of Academic Services, 1 March 2018

Senate Committee Planning 2018-19

1 Background - 2017-18 plans

At its meeting on 31 March 2017, Senate endorsed the Senate Committees' plans for 2017-1, see Paper E at:

<https://www.ed.ac.uk/files/atoms/files/20170531agendaandpapers.pdf>

2 Approach to 2018-19 planning cycle

The Senate Committees' input into the current planning involves the following:

- At their meetings in Semester One, the Senate Committees identified student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round. This informed the Senior Vice-Principal's input into Governance and Strategic Planning's initial guidance to Schools / Colleges / support groups regarding priorities for the planning round. See attached Annex A.
- At their meetings in Semester One, the Senate Committees also had an opportunity to identify major institutional projects that they would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.
- In Semester Two, the Committees will identify their own priorities for the coming session – and will submit their plans to the 30 May 2018 Senate meeting for approval. This stage of the planning process will be considered at this meeting.

3 Reference points for identifying priorities for 2018-19

3.1 *Task groups and projects that will continue into 2018-19*

Some Senate Committee task groups / projects already underway will continue into 2018-19. These activities are the baseline for planning for 2018-19.

3.2 Learning and Teaching Strategy

The Senate Learning and Teaching Committee has agreed which aspects of the University's Learning and Teaching Strategy should be prioritised in 2018-19, see Paper H:

www.ed.ac.uk/files/atoms/files/20171115agendapapers.pdf

The Learning and Teaching Policy Group has developed a detailed implementation plan for each of these priority areas, including some actions involving action from the Senate Committees.

3.3 Student Partnership Agreement

On 4 October 2018, Senate approved the University's first Student Partnership Agreement (SPA). The Senate Learning and Teaching Committee will be considering an implementation plan for the SPA at its meeting on 14 March 2018.

3.4 Themes from Colleges' annual quality reports

In their 2018 Annual Quality Reports (on 2016-17) the Colleges have highlighted some general themes for annual planning, which the Committee should take account of when identifying priorities for the coming session. See Annex C.

4 For discussion – identifying priorities

Annex B sets out a range of proposed priorities for the Senate Committees for 2018-19, taking account of the reference points set out in section 3. **The Committee is invited to confirm whether it is content with these priorities, and to identify any other potential priorities for the coming session.** When identifying any additional priorities, the Committee should set out a clear rationale and reflect on the resource requirements involved (taking account of the point regarding capacity and headroom – see 5 below). The Senior Vice-Principal will then liaise with the Director of Academic Services, and with the Conveners of the Senate Committee, to agree a final set of priorities to present to Senate in May 2018 for approval.

5 Capacity and headroom

In order to take forward their projects, the Senate Committees rely on the capacity of Schools, Colleges and EUSA to engage, and on professional support from Academic Services, Student Systems, Information Services Group, the Institute for Academic Development and the Careers Service / Employability Consultancy. These resources will enable all the Senate Committees to undertake a reasonable volume of projects activities. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late to take account of them during the planning round for 2018-19. In addition, it is necessary to retain sufficient headroom to address high priority issues that emerge (for example as a result of external developments) during the session.

The proposed priorities set out in Annex B represents a significant body of work, and it is unlikely that capacity is available to deliver many additional priorities. Given this, and that the Senate Committees will need to be in a position to respond to any new priorities highlighted by the new Principal in 2018-19 (as well as to engage with any policy issues highlighted by the Student Administration and Support strand of the Service Excellence Programme), the Committees are encouraged not to add many new priorities at this stage.

Annex A: Senior Vice-Principal's initial thematic input into 2017-18 planning round guidance

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;
- Enhancing the academic and pastoral support we give to students;
- Developing new and innovative approaches to online learning that can provide an excellent student experience to large numbers of students;
- Enhancing the development of employability skills through the curriculum;
- Developing high quality learning, teaching and social spaces for taught and research students.

Annex B – Initial proposals for Senate Committee priorities for 2018-19

The following includes:

- Senate Committee projects and related activities already underway which are likely to continue into 2018-19
- Proposed activities associated with the implementation of the Learning and Teaching Strategy
- Other activities proposed or scheduled for 2018-19 (including scheduled reviews of policies)

Senate Learning and Teaching Committee

- Oversee implementation of University Learning and Teaching Strategy
- Implement new institutional policy to support the University's Lecture Recording service
- Develop an institutional vision for Digital Education (the 'Near Future Teaching' programme)
- Distance Learning at Scale project – contribute to learning, teaching and student experience dimensions
- Oversee and guide work to support students' Careers, Employability and Graduate Attributes
- Monitor implementation of the Student Mental Health Strategy
- Oversee and guide the implementation of recommendations from the task group on research-led learning and teaching
- Assessment and Feedback - strands of work regarding the Leading Enhancement in Feedback and Assessment (LEAF) project, and the role of curriculum design in facilitating quality assessment and feedback models
- Strengthen the University's understanding of retention and continuation rates for different student groups

Researcher Experience Committee

- Excellence in Doctoral Training and Career Development programme -
 - Supervisor training and support strand
 - Mentorship and wellbeing
- Oversee the introduction of the Enlightenment Scholarships scheme
- Evaluate the implementation of the new Policy for the Recruitment, Support and Development of Tutors and Demonstrators
- Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)

Senate Curriculum and Student Progression Committee

- Complete the Assessment and Progression Tools project
- Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the Study Away and Special Circumstances, Extensions and Concessions strands
- Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements (complete any elements outstanding from 2017-18 and oversee introduction of any changes in policy)
- Review the Code of Student Conduct
- Review the Support for Study Policy
- Strengthen support for course and programme design and development – consolidate the existing policy and guidance into a single University suite of documents, and roll-out training and support for Boards of Studies conveners and administrators

Senate Quality Assurance Committee

- Work with the Students' Association to enhance the Class Representation System
- Oversee and evaluate the effectiveness of the Personal Tutor system
- Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)
- Oversee initial preparations for the University's next ELIR

- Embed mid-course feedback for undergraduate students, and develop appropriate mechanisms for evaluating its operation
- Thematic review of student support services (topic to be confirmed)

Other relevant projects

- Work with Students' Association to promote and implement the Student Partnership Agreement
- Implement the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016
- Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations
- Engage with further development of Teaching Excellence Framework
- Policies and Codes – Ongoing programme of review of policies

Annex C – main themes for forward planning identified in College Annual Quality Reports

- **Learning and teaching spaces** – address ongoing challenges regarding the availability of high quality teaching space and social spaces for students, particularly in regard to the impact that lack of space has on further development of innovative learning and teaching strategies. In addition, address issues associated with current development work eg the impact of noise. (Referring to Space Strategy Group, and the Timetabling and Modelling team)
- **Student systems and data issues** - support for: further development of the Student Data Dashboard, particularly in regard to PGR data; training and guidance for Schools to help utilise the data effectively; and addressing discrepancies between centrally held Dashboard data and local School data. (Referring to Director of Student Systems)
- **Course Enhancement Questionnaires (CEQs)** - addressing low response rates and the impact this has on school confidence in the accuracy of the results. (Referring to Director of Student Systems)
- **Personal Tutor system** - Opportunities remain to enhance the system, eg opportunities for greater clarity and guidance in regard to support available to Personal Tutors and Student Support Teams and for more opportunities to share practice. (Referred to Assistant Principal Academic Support)

The University of Edinburgh
Senate Quality Assurance Committee

26 April 2018

Industrial Action - approach to monitoring any impact on quality of the student experience as part of annual quality review process

Executive Summary

This paper:

- Updates the Committee on the steps taken by the Senate Curriculum and Student Progression Committee (CSPC) to assist the University to mitigate the academic impact on students of the industrial action while maintaining academic standards;
- Updates the Committee on CSPC's plans to reflect on the effectiveness of these arrangements after the impact of the industrial action on students has been addressed; and
- Invites the Committee to consider how the University can use the annual quality review process in order to review what impact the industrial action may have had on the quality of learning, teaching and assessment.

How does this align with the University / Committee's strategic plans and priorities?

It will support the University's mission to provide the highest-quality research-led teaching and learning.

Action requested

The Committee is invited to discuss how the University can use the annual quality review process in order to review what impact the industrial action may have had on the quality of learning, teaching and assessment.

How will any action agreed be implemented and communicated?

If the Committee agrees any changes to the operation of the annual quality review processes in relation to Semester Two 2017-18 courses, Academic Services will highlight these changes to key contacts in Schools and Colleges.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No significant resource implications.

2. Risk assessment

The paper aims to assist the University to manage the risks associated with maintaining academic standard while minimising the academic impact of the industrial action on students.

3. Equality and Diversity

CSPC has considered equality and diversity implications in relation to the guidance that it has issued to Schools. As part of annual quality monitoring processes, Schools should consider differences in student performance by student characteristics.

4. Freedom of information

Open

Key words

Originator of the paper

Tom Ward
Director of Academic Services
19 April 2018

Industrial Action - approach to monitoring any impact on quality of the student experience as part of annual quality review process

1 Background

In January 2018, members of the University of Edinburgh branch of University and Colleges Union (UCU) voted in favour of strike action and action short of a strike. The UCU subsequently asked Edinburgh member to take full-day strike action over a 4-week period:

- Week 1: Monday 26 February, Tuesday 27 February, Wednesday 28 February
- Week 2: Monday 5 March, Tuesday 6 March, Wednesday 7 March, Thursday 8 March
- Week 3: full week of strike action from Monday 12 March
- Week 4: Monday 19 March, Tuesday 20 March

The UCU also asked members to undertake action short of a strike, including:

- working to contract;
- not covering for absent colleagues;
- not rescheduling lectures or classes cancelled due to strike action; and
- not undertaking any voluntary activities.

The UCU also requested that External Examiners resign from their positions at USS participating institutions.

On Friday 13 April 2018 the UCU announced that it had suspended a further round of planned industrial action and asked its members to work normally.

While the University is in the process of gathering information regarding the impact of this industrial action, it is clear that it has led to the cancellation of some teaching activities and disruption to assessments and the resignation of c. 30 External Examiners, although with considerable variation across different areas of the University.

2 Industrial action academic group

A group convened by Gavin Douglas (Deputy Secretary, Student Experience), and with representation from Colleges, the Students' Association, Academic Services, Student Systems and Administration, and Communications and Marketing, is taking responsibility for monitoring the academic impact on students of the action, identifying ways that the University can minimise the academic impact on students while maintaining academic standards, overseeing student communications, and providing advice and guidance to Schools and Colleges. The group has met ten times to date.

3 Comprehensive guidance for Schools

The group has developed a comprehensive set of guidelines for Schools regarding how to manage Boards of Examiners and associated arrangements in order to minimise the impact. The Senate Curriculum and Student Progression Committee held an exceptional meeting on Friday 13 April 2018 to discuss this guidance and associated concessions. The University's Assistant Principal (Academic Standards and Quality Assurance) attended this exceptional CSPC meeting to assist the Committee to ensure that quality assurance issues were properly taken into account.

In considering the guidance, the Committee paid careful attention to a recent QAA statement regarding the industrial action (attached as an Annex), which recognises that institutions' obligations to their students mean that that they can consider alternate ways of managing assessment and making awards, but that if they do so they must take appropriate steps (which may be different to normal, since the QAA recognises that it may not be practicable to operate within all aspects of the Quality Code) in order to ensure academic standards and the value of its awards are maintained. The QAA statement also highlights the importance of the institution confirming decisions regarding temporary arrangements at the earliest possible time.

Following careful discussion, the Committee confirmed that the overall arrangements were workable, appropriate and sufficiently robust to allow Boards of Examiners to make appropriate final course and programme decisions while enabling the University to ensure the maintenance of academic standards and the value of the University's awards. The Committee was satisfied that the concessions and guidelines were consistent with the QAA statement, and that, by approving the guidelines prior to the spring Boards of Examiners diet, it was fulfilling the QAA expectation that institutions should 'confirm decisions regarding temporary arrangements'.

The agreed guidance is available at:

https://www.edweb.ed.ac.uk/files/atoms/files/industrial_action_exam_board_guidance_v16042018.pdf

4 Communication and support for the guidance

Academic Services issued the guidance to Schools and Colleges on 16 April 2018. Academic Services will cover the guidance at Boards of Examiners briefing sessions in April / May 2018. In addition, Academic Services and Student Systems plan to offer to meet with specific Schools to talk through the guidelines and associated EUCLID Assessment and Progression Tools functionality in more detail.

5 Reporting and review arrangements

Once the impact of the industrial action on students has been addressed, CSPC will be provided an opportunity to reflect on how these temporary arrangements have

operated in practice, for example whether they have been as effective as anticipated in maintaining academic standards and the impact on students has been addressed.

To supplement the planned CSPC review, the Senate Quality Assurance Committee is **invited to discuss** how the annual quality review processes can be utilised to enable Schools to review what impact the industrial action may have had on the quality of learning, teaching and assessment. For example, one option would be to add an additional question to the Annual Programme Monitoring Template and the School Annual Quality Report template for 2017-18, to ask Schools to reflect on this issue.

Annex: Quality Assurance Agency guidelines regarding Industrial action and impact on student assessment

Date 16/03/2018

Universities and the University and College Union are aware of QAA's longstanding position on assessment practice during industrial action. Our focus is on protecting the student interest, and our position is as follows:

Institutions have contractual obligations to their students but cannot readily meet these if they are unable to assess students in the normal way and award qualifications on the basis of that assessment.

In such circumstances they will have to decide whether to attempt to meet their contractual obligations, using methods of assessment that they would not normally employ, or breach their contracts, with the potentially serious consequences for the students who will complete their programmes with no assessment or qualification, thus jeopardising their chances of employment and, possibly, their longer-term career prospects.

If in these circumstances, an institution chooses to continue to assess students and award qualifications, QAA shall expect it to do so taking every measure available to it to ensure that its academic standards are not put at risk and the value of its awards is maintained.

It will be for the individual institutions concerned to decide if this is possible, and how it might be done. For QAA's part, we would expect to see the relevant parts of the [UK Quality Code for Higher Education](#) adhered to, so far as is reasonably practicable.

If an institution were to assess or award using temporary or interim arrangements, we would expect it to confirm or regularise any decisions at the earliest possible opportunity, using rigorous procedures to do so.

If an institution were to conclude that it could not reasonably attempt to assess its students and maintain its academic standards in the present circumstances, we would expect it to put in place alternative strategies, in ways that would cause the least damage to its students' interests, to be implemented when the present dispute has been resolved.

We should hope that it would consult local student representatives on all these matters.

If in future, evidence of institutions not meeting their own standards was to emerge, there are mechanisms for investigating systemic failings. Given the devolved nature of UK higher education, there are variations between nations with the following applying: the HEFCE Unsatisfactory Quality Scheme in England and Northern Ireland; the HEFCW complaints procedure in Wales; and the QAA Concerns Scheme in Scotland. More information can be found on our [Concerns](#) page.

The University of Edinburgh

Senatus Quality Assurance Committee

26 April 2018

Analysis of Institutional Annual Statements 2016/17

Executive Summary

This paper is an analysis, carried out by the Quality Assurance Agency (QAA) Scotland, of institutional annual statements submitted to the Scottish Funding Council.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the Committee's responsibility for leading the University's engagement with the external quality assurance frameworks.

Action requested

The Committee is asked to note the analysis.

How will any action agreed be implemented and communicated?

No actions are proposed, the paper is presented to the Committee for information.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Not applicable. This paper is presented to the Committee for information and no actions are proposed.

2. Risk assessment

Not applicable. This paper is presented to the Committee for information and no actions are proposed.

3. Equality and Diversity

Not applicable. This paper is presented to the Committee for information and no actions are proposed.

4. Freedom of information

Open.

Key words

Annual statements, analysis, Scottish Funding Council

Originator of the paper

Nichola Kett (Academic Policy Manager, Academic Services)

11 April 2018



Analysis of institutional annual statements from the University sector: 2016-17

Purpose of the paper

1. This paper provides an analysis of the annual institutional statements submitted to the Scottish Funding Council (SFC) by each Scottish Higher Education Institution (HEI). The SFC guidance asks institutions to cover a range of topics in their statements: institution-led review (ILR) outcomes, review of support services, student engagement in ILR, and key messages derived from monitoring and analysis of data including feedback from students. This paper summarises the key information arising from the annual statements with particular emphasis on the ILR and related outcomes.
2. Whilst this analysis is produced primarily for SFC, it is intended to be useful to institutions, to compare their outcomes with those across the sector, and to agencies by identifying themes arising across the sector.

Recommendation

3. SHEEC members are invited to discuss the themes arising from the analysis.
4. Further information is available from Caroline Turnbull (c.turnbull@qaa.ac.uk) or Ailsa Crum (a.crum@qaa.ac.uk).

Summary of key points

5. Note: this paper identifies the names of institutions where good practice and development points arising from ILR are identified in the reports submitted to SFC. Topics are summarised and, by definition, the full background is not included here. It should also be noted that ILRs relate to particular subject areas or provision and not the whole institution – it is therefore possible that positive practice and areas for development can be identified at the same institution in the same year. It is equally possible that development points can be picked up in one year when all other provision exhibits positive practice for the same topic. Nonetheless, we believe that by including institutions' names, this report becomes more useful for sector colleagues as it assists with sharing practice.
6. In line with the findings from Enhancement-led Institutional Review (ELIR), the institutional annual statements confirm that the outcomes of ILRs are positive overall providing confidence that academic standards are secure and a high quality student experience is being provided. The annual statements show that a substantial volume of evaluative activity was carried out by institutions: 94 ILRs and 117 professional, statutory and regulatory body (PSRB) engagements accrediting some 458 programmes.

13 February 2018

Paper no 06

SHEEC-43

7. Many of the outcomes are specific to the provision being reviewed but trends or themes can be seen across the sector and are summarised here.
8. Across the sector, ILR outcomes identified **positive practice** in the following areas:
 - learning and teaching practices and curriculum design
 - quality and commitment of staff
 - commitment and engagement of students

All of these areas were identified as positive practice in the 2015-16 analysis. The commitment and engagement of students has emerged as positive practice in each of the last two years.

9. ILR outcomes identified the following as **areas for development**:
 - staff and physical resources
 - postgraduate student experience

Both of these topics emerged as areas for development in 2014-15 and 2015-16.

10. Four themes emerged with **mixed outcomes**, that is as positive practice in some reports and as areas for development in others:
 - employability and links with industry – which was identified as positive practice across the sector in 2015-16 and 2014-15, also emerged as a development point from some ILRs in the current analysis
 - assessment and feedback to students – has emerged with mixed outcomes this year, as it did in the previous two years
 - student support – was identified as positive practice this year and in 2015-16 and 2014-15, and as a development point for the first time this year
 - academic and staff development – was identified as an area for development this year, as it was in the previous two years. It also emerged as positive practice in some ILRs this year

Detailed outcomes of institution-led review in 2016-17

Areas highlighted as positive practice

11. The information included in this section draws on the information provided in the institutional annual statements. It is possible that additional examples of practice could be found from wider engagement with the institutions.

Learning and teaching practices and curriculum design

12. 11 HEIs made specific reference to this area as positive practice arising from their ILRs, with much of the activity being commended by ILR panels as innovative. Example of particular practices include: the interdisciplinary content and ways of working on modules and/or programmes (University of Abertay, University of Dundee); innovative approaches to group working (University of Aberdeen) including a commitment to small group teaching (University of St Andrews); the use of case studies and experiential learning (University of Abertay); the use of peer assisted learning (University of Aberdeen); support for students and staff to co-create the curriculum (Queen Margaret University); and the use of a flipped classroom approach (University of Aberdeen). Three institutions specifically mention positive practice relating to scholarship or research-led and/or research-informed teaching (Abertay University, the University of St Andrews and the Open University).
13. The reports indicate an increase in the **use of technology** to support learning and teaching practices, for example: combining the use of advanced pedagogy and technology including using a financial market virtual trading platform (University of Aberdeen); using online discussions and computer simulation (University of Edinburgh); the particular use of the institution's virtual learning environment (Heriot-Watt University); and the development and delivery of three MOOCs one of which, 'Violence Against Women', was funded by the Scottish Government (University of Strathclyde).
14. In seven statements, academic or education development colleagues are identified as helping staff to develop and implement new learning and teaching approaches as well as providing a conduit for sharing good practice across their institutions. Four institutions made explicit reference to their annual learning and teaching conferences where staff are able to share ideas and discuss aspects of enhancement. These findings are in line with ELIR 3 outcomes in which the role of academic and educational development units are frequently cited for their positive impact in supporting the implementation of institutional strategies.

Quality and commitment of staff

15. Seven of the reports commented on the quality, dedication, availability, approachability, and enthusiasm of staff from both academic areas and student support services. The reports indicate that the relationship between staff and the student body often creates a strong sense of community and results in a positive student experience.

Commitment and engagement of students:

16. Ten institutions made explicit reference to the existence or development of a **student partnership agreement** (or equivalent). Seven institutions highlighted the commitment and engagement of their students as positive practice, often commending the strong sense of collaborative working between students and the academic staff in their subject area which supports the development of inclusive academic communities. One example is the 2016-17 Student Summit at Glasgow Caledonian University which considered

13 February 2018

Paper no 06

SHEEC-43

creating effective partnership working between students and staff. This resulted in the creation of a student and staff partnership agreement called 'GCU Community: Working Together in Partnership.

17. Although many more institutions have such schemes, four institutions talked specifically in their annual statements about student-led or student-supported award schemes to recognise excellence in learning and teaching (Heriot-Watt University, Queen Margaret University, University of St Andrews and UHI). As well as recognising excellence in teaching and learning practice, these schemes demonstrate significant student engagement and provide a valuable mechanism for sharing good practice. The Evidence for Enhancement Theme is likely to include a student-led project to explore ways of using the information generated by these award schemes.
18. Student commitment was also identified in the context of students engaging with ILR processes (see paragraphs 42-44).

Areas highlighted for development or enhancement

19. Two development areas were identified from the annual statements. Institutions also have arrangements for addressing development points at different levels, separating discipline or school specific matters from those areas requiring consideration at institutional level.

Staff and physical resources

20. Eight reports identified development points around the management and development of the staffing resource across programmes and/or physical resources. Staffing challenges included: having adequate staff resource to support programme delivery; trying to balance staff development needs and research activities; and ensuring that workload planning models are equitable and transparent. Four of the annual statements identified a need to support staff who are involved in online delivery and/or developing the use of online technologies to enhance aspects of their pedagogical practice. (Glasgow Caledonian University, Heriot-Watt University, Strathclyde University and the Open University in Scotland).
21. The physical resource challenges included: the availability of adequate physical teaching, learning and study spaces for students; availability of learning materials/resources; issues associated with estate re-development and potential implications on timetabling; working to gain the most from new learning and teaching spaces as they become available; library and ICT provision. As well as recognising these development needs have been identified in the ILR processes, there is evidence of the institutions working to address the issues raised. For example, UHI reported that it had implemented a programme of improvements to its video conferencing system to address feedback from students linked to the organisation and management of classes. It had also launched a review of its Virtual Learning Environment (VLE) to ensure this technology continues to support its ambitions for the delivery of tertiary education.

Postgraduate student experience

22. Seven institutions identified areas for development in the postgraduate experience. There was a wide range of specific matters raised including: ongoing challenges in gathering feedback from postgraduate students (University of Strathclyde, University of Edinburgh and University of St Andrews); a range of activity to enhance the student journey (University of Strathclyde, University of Stirling, University of St Andrews and UHI); work to clarify student expectations (University of St Andrews); and plans to expand postgraduate training opportunities for students and staff with particular focus on training for postgraduate students who teach. (University of Dundee, University of St Andrews and University of Edinburgh)
23. The postgraduate student experience emerged as an area for development in 13 of the 18 ELIR 3 reports promoting its selection as a topic for a Focus On projects in 2016-17. The Focus On: Postgraduate Research Student Experience project explored: training and support for postgraduate students who teach; support for research student supervisors; building a research community; and postgraduate research student representation. A rich suite of papers, video and other resources can be found on the [website](#).

Areas that emerged with mixed outcomes: positive practice and development points

24. Four broad topics emerged as positive practice in some reports and as areas for development in others.

Enhancing student employability skills

25. 14 of the institutional statements identified employability as an area of positive practice including the strength of industry links. Four institutions highlighted the industrial relevance of their programmes (Robert Gordon University, Abertay University, Edinburgh Napier University, Glasgow Caledonian University). Strong and positive links with industry were identified as providing opportunities for external partners to support curriculum design and development (Queen Margaret University, University of Dundee), and/or industry-related placements/experiences and collaborative projects (Abertay University, Edinburgh Napier University, the University of Edinburgh, Heriot-Watt University, Queen Margaret University, University of the West of Scotland).
26. A range of approaches to enhance the employability skills of students is evident including: students from the Royal Conservatoire of Scotland participating in the Edinburgh Festival Showcase where they had the opportunity to work in a proto-professional rehearsal environment; Robert Gordon University computing students act as 'pseudo' consultants in real business projects; and University of the West of Scotland students on the MEd Teaching of English to Speakers of other Languages (TESOL) programme gaining valuable teaching skills by working with Syrian refugees in collaboration with Renfrewshire Council.

13 February 2018

Paper no 06

SHEEC-43

27. Five institutions reported they had received recommendations to enhance or develop practice in the broad area of employability including placements, work-based learning, volunteering and study abroad. Three institutions reported they were working closely with students to encourage their engagement with activities already on offer and/or were enhancing communication to increase student participation (SRUC, Glasgow Caledonian University and Heriot-Watt University). Two institutions indicated how work was being taken forward within programmes to provide opportunities for students to reflect on the development of Graduate Attributes and transferable skills during their studies (UHI and Glasgow Caledonian University). The Robert Gordon University indicated that it was using mappings to capture the employability opportunities within provision.

Assessment and feedback

28. Positive practice was identified in ten of the institutional statements. Five reports highlighted the breadth, variety and innovative nature of the assessment methods employed across programmes (Abertay University, Edinburgh University, Heriot-Watt University, St Andrews University and the Royal Conservatoire of Scotland). Three reports (Heriot-Watt University, Queen Margaret University and the University of Stirling) highlighted the use of technology to support assessment and feedback processes. UHI reported that it intends to revise its current blended learning standards to produce guidance across all modes of provision on designing and facilitating learning and teaching, including assessment and feedback approaches.
29. Two institutions provided short updates on their implementation of the Transforming the Experience of Students Through Assessment (TESTA) methodology (University of Dundee and University of Strathclyde).
30. Assessment and feedback was also identified as an area for development in eleven reports. Seven institutions reported on the need to improve the consistency of their assessment and/or feedback processes for students (University of Aberdeen, University of Edinburgh, Glasgow Caledonian University, Heriot-Watt University, University of Stirling, UHI and the Royal Conservatoire of Scotland). The need to more effectively manage the volume and/or scheduling of assessments was mentioned by three institutions (SRUC, Queen Margaret University and University of Stirling). There is evidence from the reports that work is underway in several institutions, in conjunction with students, to further clarify expectations linked to assessment and feedback and to support students to engage more effectively with the feedback they receive.
31. During 2017-18 the Focus On: Feedback from Assessment project will run to explore two main areas: student perspectives on what constitutes good feedback and how they can be supported to engage with it; and following up the previous Focus On: Assessment and Feedback project to examine how the sector has progressed since 2014-15 in particular around institutional approaches to improving feedback from assessment and in the use of technology to support staff and students in giving and receiving feedback.

Student support

32. A sector-wide commitment to providing high quality support for students is evident with 13 institutional statements specifically commenting on this as an area of positive practice. Examples of the activity commended by ILR panels include: the approachability and availability of academic and support staff; the supportive environment provided by teaching staff; and the strong partnership working between academic schools and the professional services in delivering effective academic and pastoral support for students (Glasgow Caledonian University, Heriot-Watt University, Open University, Royal Conservatoire of Scotland, University of the West of Scotland, UHI).
33. Positive practice was identified where institutions provide communities of mutual support, with evidence of a range of approaches being employed to build strong staff and student communities (Abertay University, Dundee University, Robert Gordon University) and/or strong student communities (University of Edinburgh). There is evidence of this work being supported through the increased use of events, online forums, and social media to build a sense of belonging and encourage engagement.
34. A number of institutions indicated they are currently working on their policy and practice around inclusion and equality and diversity. SRUC is developing support for care leavers and students with caring responsibilities. Queen Margaret University is taking forward the development of an inclusive practice policy. The Royal Conservatoire of Scotland has successfully established an equality and diversity forum to engage both staff and students and deliver a variety of innovative approaches for supporting community engagement and widening participation. Glasgow School of Art is undertaking activities to increase awareness around mental health and the University of Edinburgh reported on its plans to establish mental health training for students.
35. Alongside the evident range of positive practice and ongoing enhancement to existing approaches, this year student support also emerged as an area for further development in some ILR reports. Eight institutions indicated they have plans to develop policy and/or practice linked to student support. The statements indicate institutions intend to: establish more effective structures and improve the consistency of student support (SRUC); plan to enhance induction support (University of Glasgow, Heriot-Watt University and SRUC); further develop student handbooks (Glasgow School of Art and SRUC) and enhance the effectiveness of student attendance monitoring (Glasgow Caledonian University and Queen Margaret University).
36. Six institutions indicated there would be benefit in reviewing and clarifying the responsibilities and nomenclature associated with a range of staff roles which aim to support students (University of Dundee, University of Edinburgh, Glasgow Caledonian University, Glasgow School of Art, Heriot-Watt University and SRUC). Three institutions indicated that activities are being undertaken to further enhance and strengthen their personal tutor systems (University of Edinburgh, Heriot-Watt University, UHI).

13 February 2018

Paper no 06

SHEEC-43

Academic and staff development

37. The provision of academic and staff development continues to be a strength across the sector and the annual statements confirm that institutions are investing further time and resources to support the introduction of new initiatives or continue to develop their existing offer. Five institutions reported on further enhancements to their academic and staff development activities (SRUC, University of Edinburgh, Heriot-Watt University, UHI and the Royal Conservatoire of Scotland). It is evident from the statements and from ELIR outcomes that, across the sector, staff are being encouraged to engage with the development opportunities in their institutions, provided mainly by academic development departments (or similar units). For example, the University of Strathclyde, through its Teaching Excellence Programme (STEP), provides a suite of opportunities for staff to enhance their skills in teaching, learning, assessment and feedback and the use of innovative techniques and technologies. UHI reported on the recent success of its Accredited Learning, Professional Development and Innovation in Education (ALPINE) Framework, which recognises good practice and innovation in learning and teaching. This Framework is aligned to the Higher Education Academy's (HEA) UK Professional Standards Framework and has resulted in over 200 UHI staff becoming Fellows of the HEA.
38. Three reports indicate that teaching and teaching excellence is being considered within staff recognition, career review, development and reward schemes (University of Edinburgh, Heriot-Watt University and the Royal Conservatoire of Scotland). A number of institutions indicated that they are progressing developments in peer review of teaching (University of Edinburgh and Heriot-Watt University), and the use of coaching (University of Edinburgh).

What do the institutional statements tell us about the nature of review in the university sector?

39. It is evident from the annual statements that ILR activities in Scotland are thorough, providing institutions with assurance that academic standards are being achieved and that the quality of the student experience is high and is being enhanced. The annual statements also show that students are engaged with both ILR and enhancement activities. It is also clear that institutions use the ILR outcomes, as well as other important information such as student feedback from institutional and national surveys, to improve provision at both programme/subject level and institutional level.
40. **Methods of review** – the SFC guidance to HEIs on quality gives institutions flexibility in the design of institution-led reviews (ILR). The annual statements confirm that the unit of review varies across institutions often linked to their structure, size and subject mix. In all institutions, the ILR process results in a report and the area under review produces a response or action plan. A central or school committee considers the review outcomes and response. In addition, all institutions monitor academic provision on an **annual** basis usually at the programme level. The specific details of annual monitoring vary between institutions, however, in the majority of cases, reports on annual monitoring are discussed at institutional level in the learning and teaching committee or equivalent. Five

institutions highlighted that they hold annual meetings or discussions to consider the outcomes or to share information from annual monitoring.

41. During 2016-17, QAA Scotland ran the Focus On: Institution-led Review project to support good practice in: engaging students in ILR; optimising the links between annual monitoring and ILR; aligning Professional, Statutory and Regulatory Body (PSRB) and ILR requirements; considering the unit of review; using data to support ILR; conducting thematic reviews; and reviewing postgraduate provision. A good practice sharing event was held in January 2017, an [ELIR Thematic report on ILR](#) summarising the good practice and areas for development highlighted in ELIR reports 2013-16 was published and a summary of current ILR practice in the Scottish sector was also produced.
42. **Student engagement in review** - student engagement in ILR and other learning & teaching and quality processes is a strong feature within the reports. All institutions reported that, in line with SFC guidance, there is a student member on their ILR panels. Four institutions confirmed that students were involved with their review processes for provision delivered with collaborative partners. Eleven institutions mentioned that they provide briefing and/or training for student panel members and for student representatives/sabbatical officers, for example, the at University of St Andrews, the Centre for Academic Professional and Organisational Development (CAPOD) has expanded training and development support for students in academic representation roles, making use of mechanisms such as video, a flipped-classroom model and training and induction events. UHI, in partnership with its Students' Association, has developed an online training module for student representatives.
43. Overall, while details vary, the annual statements provide reassurance that students are indeed engaged with reviews from an institutional and subject perspective. In addition to students meeting ILR panels, seven institutions confirmed that students would be involved in the preparation for the review, with a range of mechanisms used to promote engagement and feedback as part of the institutions' self-evaluation practices including: student surveys, staff student consultative committees, focus groups and student-led initiatives.
44. It is positive that four institutions specifically commented that students have a role in discussing the review outcomes and/or the production of development plans. The reports also confirm that student membership of key university committees is strong, allowing students to fully engage with quality matters and learning and teaching policy decisions, as well as the outcomes of institution-led reviews.
45. **Professional service area review** – SFC guidance states that 'all services contributing to the student experience should be reviewed as part of an institution's approach' although there is flexibility in how this is done. The annual statements indicate that there is large variability in the approaches adopted by the sector. Nine institutional statements indicate that consideration of professional services is embedded in ILR and/or quality related processes (University of Aberdeen, University of Dundee, Glasgow School of Art, University of Edinburgh, Queen Margaret University, the Open University, the Royal Conservatoire of Scotland, UHI and University of the West of Scotland). Where this is

13 February 2018

Paper no 06

SHEEC-43

the case, many panels include at least one professional service area representative. Ten institutions reported on operating a rolling programme of activity to support professional service area review (Abertay University, University of Glasgow, Heriot-Watt University, Queen Margaret University, Robert Gordon University, Scotland's Rural College, University of St Andrews, University of Stirling, University of Edinburgh and UHI) and three institutions indicate the use of a thematic approach (Queen Margaret University, Robert Gordon University and Heriot-Watt University). A number of institutions operate a hybrid model with some professional services being reviewed on a periodic basis and others being evaluated as part of wider quality processes.

46. **Volume of activity** – there is a significant volume of review activity taking place within institutions. In 2016-17, 94 ILRs were carried out compared to 86 in 2015-16. In addition to ILR of academic provision, reviews were also conducted of specific units including graduate schools, a range of professional services and partner institutions. One small specialist institution had no ILRs scheduled in 2016-17 but they did undertake a review of their collaborative provision with one of their overseas partner institutions and an internal review of one of their professional service areas. The institution is currently undertaking a significant amount of curriculum development linked to the credit structure of its postgraduate provision, with the intention of the revised programmes being offered in 2019-20.
47. **Professional body activity** – in 2016-17, 117 professional, statutory and regulatory body (PSRB) engagements took place accrediting more than 458 programmes. Of the 117 engagements, 110 were confirmed as successful and 7 were awaiting an outcome at the time of writing. The figures for 2016-17 show a decrease in PSRB engagements: 117 compared to 135 in 2015-16 but an increase in the number of programmes that were accredited, 458 compared to 340 programmes in 2015-16). This reflects the cyclical nature of the engagements and no particular conclusions should be drawn from this change in number.
48. **Sharing practice in institutional evaluation and dissemination of positive practice** – Within institutions there are systematic approaches to identifying and sharing good practice formally through the consideration of review outcomes in a range of senior institutional committees. Institutions also adopt a range of more informal mechanisms to disseminate good practice including: learning and teaching conferences and events which were explicitly cited by nine HEIs (University of Glasgow, SRUC, Abertay University, Robert Gordon University, University of Aberdeen, Edinburgh Napier University, Queen Margaret University, University of the West of Scotland and the Open University) or specific academic development activities.
49. Five of the reports indicate that key staff roles are in place to specifically support the effective cascading of good practice, for example the University of Glasgow's Learning Enhancement & Academic Development Service has appointed a Good Practice Advisor who is working with the University's Senate office on a range of approaches aimed at sharing good practice. In 2016-17, five institutions commented on the use of annual monitoring events or discussions as another method of sharing good practice. At the Robert Gordon University, good practice identified through their Annual Appraisal

Process is disseminated across the university community through their Network for the Enhancement of Teaching and Learning (NETL).

50. At sector level, the Teaching Quality Forum (TQF) continues to be an effective mechanism for sharing good practice and discussing developments in the sector. During 2016-17, topics for discussion have included: sharing policy and practice around essay plagiarism; approaches to class-led review at department, faculty and institutional level; working with the Quality Code; strengthening external examining; the use of metrics to evidence impact; and contextualising ELIR.

Institutional comments on context and data analysis

51. SFC guidance asks institutions to report on matters beyond the ILR outcomes including institutional context and key messages arising from analysis of performance indicators and student surveys.
52. The annual statements give a clear sense of a dynamic, fast-moving sector which is undertaking high volumes of change, frequently in response to student feedback. In line with the findings from ELIR, the statements show a real desire to deliver an excellent student experience and respond to the student voice. Examples of changes taking place include: strategy and policy development; development to estates, IT and student services; senior leadership and organisational restructure; academic year shifts; and curriculum content and innovations in learning, teaching, assessment and feedback practices.
53. The reports confirm that the institutions have systems in place to support monitoring, analysing and sharing key performance indicators (KPIs). 11 institutions specifically outlined their approach (University of Aberdeen, University of Abertay, University of Dundee, Glasgow School of Art, Heriot-Watt University, Open University, Queen Margaret University, Robert Gordon University, University of Strathclyde, UHI and University of the West of Scotland). Eight institutions reported on the use of suites of data they use to support their ILR processes, with particular emphasis on the use of data in annual monitoring (University of Aberdeen, University of Dundee, University of Edinburgh, Heriot-Watt University, Queen Margaret University, Royal Conservatoire of Scotland, Scotland's Rural College and University of the Highlands and Islands).
54. A number of institutions have developed a 'dashboard' approach to enable staff and students to engage with KPI data, often along with the institution's reports on key internal and external surveys (University of Dundee, University of Edinburgh, Edinburgh Napier University, Queen Margaret University, University of Strathclyde and University of the West of Scotland).
55. The annual reports confirm that institutions across the sector are actively engaged in the analysis of key external surveys including the National Student Survey (NSS) (commented on by 18 institutions), the Postgraduate Taught Experience Survey (PTES) (commented on by 10 institutions), and the Postgraduate Research Experience Survey (PRES) (commented on by 9 institutions). Institutions employ a range of approaches to

13 February 2018

Paper no 06

SHEEC-43

share this information with staff and students, including through committees, dashboards and newsletters. Two institutions reported taking part in the International Student Barometer (University of Dundee and University of St Andrews) and the University of Aberdeen indicated that it participated in the Higher Education Academy's United Kingdom Engagement Survey (UKSE). Institutions reported on taking forward a range of activities in response to their analysis of the survey outcomes.

56. In relation to the NSS, seven HEIs specifically commented on disappointing performance in the NSS overall satisfaction question (Abertay University, Edinburgh Napier University, Glasgow School of Art, Open University, Robert Gordon University, UHI and University of the West of Scotland) and outlined the actions they would be taking forward. In addition, six institutions expressed concerns about the changes to the NSS question set and the challenge that presents to producing longitudinal data on their performance (Abertay University, University of Dundee, Glasgow Caledonian University, Glasgow School of Art, Open University and Queen Margaret University). One institution (RCS) reported on the negative impact of its students' association deciding to support the NUS boycott of the NSS this year and another commented on the challenges it experiences around small sample size as a result of the criteria governing student eligibility (SRUC).
57. As well as engaging with the feedback from these external surveys, nine institutions specifically reported on using a range of internal approaches to gathering student feedback, including surveys and focus groups (University of Aberdeen, Abertay University, University of Edinburgh, Heriot-Watt University, Open University, Queen Margaret University, University of St Andrews, University of Strathclyde and UHI).

How is this information followed-up?

58. QAA Scotland officers discuss the content of the institutional statements with the individual institutions during the ELIR annual discussion meetings. Where trends in institutional activity are identified, these are picked up as the themes of ELIR events or at sector meetings, such as the Teaching Quality Forum, where good practice can be disseminated and challenges shared.

QAA Scotland
November 2017

Annex

Institutions included in this report

University of Aberdeen
Abertay University
University of Dundee
University of Edinburgh
Edinburgh Napier University
University of Glasgow
Glasgow Caledonian University
Glasgow School of Art
Heriot Watt University
University of the Highlands and Islands (UHI)
Open University in Scotland (OUiS)*
Queen Margaret University
Robert Gordon University
Royal Conservatoire of Scotland
Scotland's Rural College (SRUC)
University of St Andrews
University of Stirling
University of Strathclyde
University of the West of Scotland

*the OUiS is not reviewed in the ELIR method but does participate in Enhancement Themes activity and provides an annual report to SFC

SFC annual statements on quality

Each statement is endorsed by the relevant governing body. Institutions also share these statements with QAA Scotland officers to inform the ELIR annual discussion meetings. In addition, the statements form part of the Advance Information Set (AIS) submitted to Enhancement-Led Institutional Review (ELIR) teams before each review.

The SFC guidance asks HEIs to cover the following areas:

- providing a summary of the ILR outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations
- indicate the ways in which support services were reviewed or included in review processes, with regard to their impact on teaching, learning and the quality of the student experience
- indicate the role and nature of student engagement in ILR including at the self-evaluation stage during the AY.
- provide a reflective overview, which highlights key findings from the reviews in the preceding year, comments on 'distance travelled' and identified any significant outcomes or actions relating to development needs or to good practice resulting from ILR processes.
- relevant contextual information and key messages derived from monitoring and analysis of performance indicators, benchmarks and other collected data, particularly those relating to retention, progression, completion, attainment and achievement, and graduate destinations.
- the key messages from qualitative and quantitative analysis of feedback from students (including the National Student Survey and external surveys of postgraduate students) and actions taken/planned as a result.

The University of Edinburgh
Senatus Quality Assurance Committee

26 April 2018

Committee Membership

Executive Summary

The paper proposes a minor change to the Composition section of the Committee Terms of Reference in order to align with the other Senate Committees.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the University's aim to "provide the highest-quality research-led teaching and learning", and the strategic objective of 'Leadership in learning'.

Action requested

For Approval.

How will any action agreed be implemented and communicated?

The amended Terms of Reference will be submitted to Senate for approval.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional resource implications.

2. Risk assessment

No risk associated.

3. Equality and Diversity

Equality and diversity would be considered during the Committee membership selection process.

4. Freedom of information

Open.

Key words

Terms of Reference, Composition

Originator of the paper

Brian Connolly, Committee Secretary

Committee Membership

In order to align the Committee's [Terms of Reference](#) with those of the other Senate Committees and to allow more flexibility in terms of aligning membership with the Committee's priorities, it is proposed that sections 5.10 and 5.11 be changed to allow for up to five co-opted members as follows:

~~**10. The Committee shall appoint a member from a student support service, and a member with expertise in the area of distance learning and e-learning.**~~

11. Up to 35 additional members may be co-opted onto the Committee by the Convenor depending on the expertise required. Co-opted members will normally serve a three year term.

Furthermore, to align the [Committee webpages](#) with the Terms of Reference, it is proposed that the Term of Office limits be removed for the College Representatives with Quality Experience at School level. In line with practice in other Senate committees, Academic Services would check annually with Colleges who their nominees are.

Brian Connolly
Committee Secretary

The University of Edinburgh

Senatus Quality Assurance Committee

26 April 2018

UK Quality Code for Higher Education – Update on Redevelopment

Executive Summary

This paper notifies the Committee of the new Expectations and practices published for the UK Quality Code. Colleagues will be attending a workshop to shape advice and guidance to underpin the redeveloped Code in May.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the Committee's responsibility for leading the University's engagement with the external quality assurance frameworks.

Action requested

The Committee is asked to note the new Expectations and practices and plans to develop underpinning advice and guidance. The Committee is also asked to note that, due to time constraints, there will be no public consultation on the advice and guidance.

How will any action agreed be implemented and communicated?

The Committee and other key stakeholders will continue to be informed of developments to the UK Quality Code by Academic Services.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Not yet known. The full Code, including the advice and guidance that underpins the Expectations and practices, is scheduled for publication in November 2018. Those providers undergoing a review in Scotland, Wales or Northern Ireland will be asked to reference the current Code as part of the review method until August 2019.

2. Risk assessment

The University's next Enhancement-led Institutional Review takes place in 2020/21 and, as part of this, a mapping of the University's policies and practices to the Quality Code is required.

3. Equality and Diversity

No implications at this stage. Equality impact assessments will be carried out as appropriate if there are changes required to University policies and practices as a result of the redevelopment of the UK Quality Code.

4. Freedom of information

Open.

Key words

Quality Code

Originator of the paper

Nichola Kett (Academic Policy Manager, Academic Services)

11 April 2018

The revised UK Quality Code for Higher Education

UKSCQA/02

March 2018



QAA

UKSCQA provides sector-led oversight of those higher education quality assessment arrangements that continue to be shared across the UK. The Committee has a number of members drawn from publicly funded universities and colleges, and from providers designated for student support by the Secretary of State in England. Student interests are represented by both the National Union of Students and individual student members. Membership is also drawn from the four UK higher education funding bodies and regulators, sector bodies and regulatory partners: www.ukscqa.org.uk.

The QAA is coordinating the review of the UK Quality Code on behalf of UKSCQA. The review is undertaken on behalf of all members, including the four UK higher education funding bodies: DfENI, HEFCE, HEFCW and SFC. On 1 April 2018, HEFCE's responsibilities as a member of UKSCQA transfer to the Office for Students (OfS).

Alternative formats

This publication is available in English and Welsh. Both versions can be downloaded from the UKSCQA website (www.ukscqa.org.uk) and from the QAA website (www.qaa.ac.uk). For readers without access to the internet, it can be supplied on CD or in large print by HEFCE, who provide the secretariat for UKSCQA. For alternative format versions please call 0117 931 7305 or email customerservices@hefce.ac.uk



The revised UK Quality Code for Higher Education

Developed by the Quality Assurance Agency (QAA) on behalf of the UK Standing Committee for Quality Assessment (UKSCQA) in consultation with the higher education (HE) sector.

The revised UK Quality Code for Higher Education (the Code) ensures that the Code will continue to fulfil its role as the cornerstone for quality in UK higher education, protecting the public and student interest, and championing UK higher education's world-leading reputation for quality. The Code is now future-facing, accessible, and truly UK-wide. UKSCQA and QAA have considered students' and providers' feedback carefully, and are now presenting a Code that is fit for purpose in an evolving regulatory landscape, and accessible to the full diversity of the sector and its wider stakeholders.

The Code continues to articulate fundamental principles that should apply to higher education quality across the UK, irrespective of changing national contexts. These include principles such as emphasising the role of providers in assuring the quality of the experience they offer to students, supporting student engagement, and ensuring external referencing is used to ensure the integrity of awards and the quality of provision.

The Code embodies the co-regulatory approach that underpins UK higher education. The input of the sector has been invaluable in drafting the new Expectations and practices, and both UKSCQA and QAA look forward to working closely with students and providers on the next stage of the review. We hope that the formulation of the new Code will encourage broader engagement with the Code from academic staff, students and other stakeholders.

Structure

The revised Code is based on three elements that together provide a reference point for effective quality assurance:

1. **Expectations** which clearly and succinctly express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision.
2. **Practices** representing effective ways of working that underpin the delivery of the expectations, and will deliver positive outcomes for students. These include:
 - a. **Core practices** that must be demonstrated by all UK higher education providers as part of assuring their standards and quality;
 - b. **Common practices** that will be applied by providers in line with their missions, their regulatory context and the needs of their students. These are practices common to the underpinning of quality in all UK providers but are not regulatory requirements for providers in England.
3. **Advice and guidance** which will help established and new providers alike to develop and maintain effective quality assurance practices.

The UK Quality Code

Expectations for standards		Expectations for quality	
<p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p>		<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p>	
<p>Core practices</p> <p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p> <p>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.</p> <p>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.</p> <p>The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.</p>	<p>Common practices</p> <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>Core practices</p> <p>The provider has a reliable, fair and inclusive admissions system.</p> <p>The provider designs and/or delivers high-quality courses.</p> <p>The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p> <p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>The provider actively engages students, individually and collectively, in the quality of their educational experience.</p> <p>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p> <p>Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.</p> <p>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.</p> <p>The provider supports all students to achieve successful academic and professional outcomes.</p>	<p>Common practices</p> <p>The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.</p> <p>The provider's approach to managing quality takes account of external expertise.</p> <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p>

How the Code will be used

The Code will be used by UK higher education providers in order to ensure they are achieving the outcomes that are expected of them. The Code presents a series of reference points to aid providers in offering their students a high-quality experience, supporting them through well-designed courses to achieve the qualifications that will help them to fulfil their longer term career aspirations. Providers should use the Code in line with their educational mission, national quality arrangements, and regulatory requirements. Higher education students and their representatives should use the Code as a starting point for engaging with their provider on the quality of their education, and the extent to which the expected outcomes have been achieved.

National funders and regulators, in collaboration with the Quality Assurance Agency, will use the Code as a basis for assessing the quality of higher education provision in line with their statutory responsibilities. As higher education is the responsibility of devolved administrations the precise national arrangements for quality assessment differ, including how parts of the Code will be used in external oversight and review. This is within the context of an overarching UK approach.

Transitional arrangements for moving to the new Code as a reference point for quality assessment reviews vary across the nations. Those providers undergoing a review in Scotland, Wales or Northern Ireland will be asked to reference the current Code as part of the review method until August 2019, as will alternative providers in England undergoing annual monitoring and other review related activities. Providers in Scotland with an Enhancement Led Institutional Review visit scheduled between August and December 2019 should discuss the detailed arrangements for referencing the Code with QAA Scotland. Quality Review Visits in England will also be undertaken with reference to the existing Code until June 2018. The new Expectations and practices of the Code underpin the quality and standards conditions of registration that new providers will need to meet when seeking OfS registration.

Next steps:

UKSCQA will undertake a comprehensive consultation, coordinated by the QAA, on the themes that will make up the advice and guidance part of the revised Code. These consultation events will take place in May 2018 in all four nations of the UK. Details on how to sign up for these events can be found on the QAA and UKSCQA websites.

Annex

Glossary

The terms below are defined for the purpose and in the context of quality assurance in UK higher education, and the definitions provided apply throughout the Quality Code. Further information to support the definitions provided will be made available in the advice and guidance that underpins the Code. Please note that the terms below may be defined differently in other contexts (within and beyond HE) and by different stakeholders (regulators, students, individual providers, for example).

All students – this refers to all students irrespective of background or any protected characteristics, studying at any level and by any mode (e.g. undergraduate and postgraduate; full-time and part-time; distance, work-based and on-campus learners; HE apprentices).

Academic experience – this encompasses the students' experience of studying on their course, and their experience of any other resources, support, facilities and opportunities that the provider makes available to support students' learning.

Core practices – practices required by all UK HE regulatory jurisdictions.

Common practices – practices common to the underpinning of quality in all UK providers but not regulatory requirements for providers in England.

High quality – high quality is defined as quality which can consistently lead to credible and recognised positive outcomes for students. High quality is the minimum level of quality that is expected of all providers of UK HE.

Over time – over time refers to the need for the achievements represented by a qualification to be comparable with those of previous and future graduates with the same qualification.

Partnership – covers all arrangements where a provider works with others to design and/or deliver courses and/or to award qualifications. These can include validation and subcontracting (or franchising) arrangements, work-based learning arrangements and collaboration with employers (including to deliver apprenticeships), transnational education (TNE) arrangements, and international partnerships and collaborations. The processes that providers will need to follow in order to assure high quality will vary considerably depending on the type of partnership concerned, and the risks involved.

Value – the term 'value' refers to the credibility and standing of qualifications, and their reliability as a reflection and consistent record of academic achievement.

Enhancement – the process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported.

The University of Edinburgh

Senatus Quality Assurance Committee

26 April 2018

Enhancement Themes – Update

Executive Summary

This paper provides the Committee with an update on Enhancement Theme (Evidence for Enhancement: Improving the Student Experience) activity.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the Committee's responsibility for leading the University's engagement with the external quality assurance frameworks.

Action requested

The Committee is asked to note the paper.

How will any action agreed be implemented and communicated?

Activity is being coordinated through the Institutional Team and communication is being managed by Academic Services.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The paper does not identify any additional resource requirements.

2. Risk assessment

The paper does not require a risk assessment.

3. Equality and Diversity

This will be considered through individual areas of activity. Where relevant, individual activities would be required to undertake Equality Impact Assessments.

4. Freedom of information

Open.

Key words

Enhancement theme, evidence, enhancement, student experience

Originator of the paper

Nichola Kett (Academic Policy Manager, Academic Services)

11 April 2018

Institutional Team

Remit: To have oversight of key institutional activities relating to the Enhancement Theme, with the aim of sharing information and identifying links and synergies. To support engagement with and work on the Enhancement Theme within the University and the sector, including the requirements set by Quality Assurance Agency Scotland. To facilitate communication on the Enhancement Theme across the University. To promote the use of data for enhancing the student experience.

Membership: <https://www.ed.ac.uk/academic-services/quality/enhancement-themes-overview/evidence-based-enhancement>

The Team receive updates on the following projects: strategic performance measurement dashboards (Governance and Strategic Planning); analysing peer learning and support and Teaching Awards data (Students' Association); student representative diversity work (Students' Association); minimum standards for Virtual Learning Environments (VLEs) (Learning, Teaching and Web (LTW)); analysing student survey data (Student Systems); and evaluation of lecture recording implementation (LTW).

Staff Survey (Academic Services and Student Systems)

A staff survey on sources of information highlighted a consistent theme of staff seeking more clarity on widening participation data, including definitions. The Institutional Team supports the development of a consistent set of definitions and identifying appropriate benchmark measures. In response to this, Jamie Morton (Student Systems) will attend the May meeting of the Institutional Team to provide an update on work undertaken in this area.

Student Workshop (Academic Services and Students' Association)

The strongest themes to emerge from a workshop on sharing data with student representatives were requests for a handover from the previous year and information on key contacts. In response to this, the Students' Association will explore using the impact questionnaire to gather handover information from student representatives. Additionally, from September 2018, there are plans to pilot with a few Schools the provision of a standard high-level analysis of student feedback to School Representatives (see SQAC 17/18 4E).

Staff Workshop (Academic Services and Learning, Teaching and Web)

A staff workshop to inform the establishment of meaningful and useful data sets for impact metrics for lecture recording and minimum standards for VLEs will be held on 8 May 2018.

Student Data Dashboard (Academic Services)

It is planned to develop case studies of how the student data dashboard has been used, with a focus on what has been achieved as a result of clearer data.

Work to Investigate Specific Non-Continuation Challenges (Governance and Strategic Planning, Student Systems and Academic Services)

Following a discussion at January Learning and Teaching Committee, plans are progressing to appoint PhD student interns to undertake data analysis on undergraduate student retention.

Project Funding

Staff and students were invited to submit applications for project funding. Unfortunately, none of the applications for project funding met the criteria. Academic Services will revisit the criteria for any future calls for applications.

Collaborative Clusters

Institutions were invited to submit bids to the Quality Assurance Agency Scotland to lead collaborative clusters of activity linked to the Theme. Three clusters were funded:

- 1) The creative disciplines - Glasgow School of Art and The Royal Conservatoire of Scotland are leading this cluster. The project will raise awareness of how outcomes metrics are increasingly being used in creative subjects to assess the impact of education students receive. It will also identify how best to communicate teaching enhancement to those who employ creative disciplines graduates (both directly in the creative industries and indirectly as creative workers more generally) from the evidence gathered about student experience now. **A member of staff from Edinburgh College of Art is involved in this cluster.**
- 2) Employability and distance learning workshops - The Open University in Scotland is leading this cluster. The aim of the project is to provide an opportunity for Theme Leaders' Group members to explore potential collaboration on two topics; employability and online learning. **A member of staff from the Careers Service will attend the employability workshop and it is hoped that a member of staff will attend the distance learning workshop.**
- 3) Learning analytics - The University of Strathclyde is leading this cluster. The project will give institutions an opportunity to explore a number of topics under the umbrella of learning analytics. All institutions are invited to attend workshop sessions on Tuesday 27th February 2018 and Tuesday 15th May 2018, from 10.00 – 3.00. **Unfortunately, due to timing, it was not possible for a member of staff to attend the first workshop but it is hoped that a member of staff will attend the second workshop.**

At its May meeting the Institutional Team will discuss which collaborative clusters it may wish to propose/be involved with in the second year of the Theme.

Student Engagement Project – Closing the Feedback Loop

This cross-sector project aims to produce the following outcomes:

1. Set of principles and approaches for effectively communicating institutional and programme developments based on students' views back to the student body.
2. Examples of good practice on closing the feedback loop both at the institutional level and programme level.
3. Exploration of how institutions can share data with students at course and programme level, as well as with staff, to both parties are using this data for enhancement activities.
4. Examples of good practice on closing the feedback loop on data and support students to use it to enhance their learning experience.
5. A national and international scan of current practice in this area.

Nichola Kett has coordinated the completion of a survey and four colleagues are attending a 'think tank' event on 26 April 2018. Bobi Archer is the University's representative on the Project Steering Group and is presenting at the 'think tank' event.

Academic Services are currently identifying good practice examples of how staff can close the feedback loop with students and these will be shared at a Directors of Teaching Network event in June 2018. Examples are being drawn from School annual quality reports, teaching/postgraduate programme review reports, and the staff survey to evaluate mid-course feedback. It is hoped these examples will be captured in various formats and shared more widely through fora such as Teaching Matters.

Enhancement Themes Conference

The Enhancement Themes conference takes place on 7 June 2018 and the University and Students' Association are contributing three paper sessions and a lightning talk.

The University of Edinburgh
Senatus Quality Assurance Committee

26 April 2018

**Service Excellence Update:
Student Administration & Support**

Executive Summary

This paper provides a brief update of the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme, as part of a commitment to ensure that the Senate Committees are appraised of progress across each of these projects.

How does this align with the University / Committee's strategic plans and priorities?

The Service Excellence Programme has been identified as a strategic priority.

Action requested

To note (no requested action at this stage).

How will any action agreed be implemented and communicated?

Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures. Future SA&S project proposals will be routed through Researcher Experience Committee, Learning & Teaching Committee, Quality Assurance Committee or Curriculum & Student Progression Committee as necessary.

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A at this stage.

2. Risk assessment

SA&S aren't identifying risks for consideration at this stage.

3. Equality and Diversity

N/A at this stage.

4. Freedom of information

Open

Key words

Service Excellence Programme / Student Administration & Support / Special Circumstances

Originator of the paper

Neil McGillivray

Student Administration & Support Programme Lead

22nd February 2018

UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)

The Student Administration & Support (SA&S) Programme's proposed programme of work (emerging from previous CSA and OBC phases) has been endorsed by the Service Excellence (SEP) Board.

The SA&S Board last met on 20th November 2017. That meeting endorsed the work of the following projects, asking the SA&S team to return with fully developed business case and blueprint documentation:

- Special Circumstances, Coursework Extensions and Concessions
- Working & Study Away
- Student Immigration Service

Members of the SA&S team attended the 25th January CPSC meeting to highlight emerging policy recommendations, in advance of the completion of the final SA&S Board proposals. This meeting provided thorough feedback on the Special Circumstances proposal, particularly focussing on:

- the feasibility of administering the volume of SC cases at peak periods, if located at College level.
- the necessary role of academic colleagues in decision SC making, and the complexity of the interface between SCC and BoE meetings.

Following CSPC, and a series of recent consultation and feedback sessions (including academic colleagues from all three Colleges, the Students' Association and The Advice Place), the Special Circumstances proposal is being revised to include:

- professional services validation of Special Circumstances submissions; limited to the checking of dates, documentation and assessing severity of impact.
- the expectation that academic staff will be responsible for all Special Circumstances decision making, routinely as part of the Board of Examiners meeting.

In order to provide time to complete blueprint and final business cases for Working & Study Away and Student Immigration, whilst also making sure that we allowed for sufficient time to respond to the Special Circumstances feedback, the order of SA&S Board meetings has been adjusted to:

9th March 2018

- Working & Study Away
- Student Immigration Service

10th April 2018

- Special Circumstances, Coursework Extension and Concessions
- Course Timetabling

SA&S testing of an Office 365 Examination Timetabling solution continues, with progress meetings planned for March and April 2018.

Work has begun on the scoping of the Programme and Course Information Management work, working closely with colleagues in the Student Recruitment & Admissions programme, Academic Services and Internal Audit.

The development of a Target Operating Model continues and will be considered at the 28th February SEP Board, and likely the 9th March SA&S Board. Once approved, scoping of the final detailed design phase of the programme will begin - ready for the next series of workshops in early 2018/19.

More detail is available on the SA&S wiki:

<https://www.wiki.ed.ac.uk/pages/viewpage.action?pageId=346121562>

The University of Edinburgh
Senatus Quality Assurance Committee

26 April 2018

Report from the Knowledge Strategy Committee

Executive Summary

To update SQAC on certain matters considered by the Knowledge Strategy Committee.

How does this align with the University / Committee's strategic plans and priorities?

Not applicable.

Action requested

SQAC is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Where applicable, as covered in the report.

2. Risk assessment

Where applicable, as covered in the report.

3. Equality and Diversity

Where applicable, as covered in the report.

4. Freedom of information

This paper is open.

Key words

Knowledge Strategy Committee

Originator of the paper

Dr Lewis Allan, Head of Court Services

KNOWLEDGE STRATEGY COMMITTEE REPORT

24 March 2017

1 Initial Draft Information Services Group Plan 2017/20

An overview of the initial draft Information Services Group plan for the period 2017/20 was reviewed. The context of the University planning round was discussed, with prioritisation of the additional Information Services funding requests important in ensuring overall affordability for the University. Members suggested that the distance learning at scale funding request should closely involve Colleges from an early stage, use the University's research quality as a differentiator to attract students and improve course delivery for both students and academics compared to existing smaller scale courses.

2 Network Replacement Programme

The Director of the IT Infrastructure Division presented a summary of the outcome of the IT Infrastructure review project, with an additional £4M (£9.5M in total) of capital investment sought through the University's Planning Round given the larger than initially expected level of equipment replacement and need to restructure some areas of the network. The Planning Round submission was endorsed.

3 Digital Preservation Policy

A Digital Preservation Policy to aid in managing and preserving digital records that the University aims to retain on a long term basis as a corporate memory and archive was approved. It was noted that no additional funding is requested to implement the policy.

4 Information Services Group Key Performance Indicators

Key Performance Indicators (KPIs) for Information Services Group were reviewed, encompassing: quality, learning and teaching, staffing and space utilisation, public engagement, and national and international digital research services measures. It was noted that KPIs without targets set at present would have targets set shortly. The Committee discussed moving from KPIs that are measures of activity to more meaningful strategic performance measures and benchmarking the performance of the library with comparator institutions.

5 Joint item:

i) Core Systems Strategy Programme – Terms of Reference

ii) Digital Transformation Governance Board

The proposed terms of reference for the Core Systems Strategy Programme Board and for the Digital Transformation Governance Board were noted. Improving academic representation on the boards was discussed, with the Chief Information Officer and Assistant Principal Online Learning to consider approaching individuals.

The University of Edinburgh

Senatus Quality Assurance Committee

26 April 2018

Internal Periodic Review Report and Responses

Executive Summary

The following report and 14 week responses from Internal Periodic Reviews 2017/18 and year on responses from Internal Periodic Reviews 2016/17:

Student-Led, Individually- Created Courses (SLICCs) Review Report February 2018

14 week response 2017/18:

Postgraduate Programme Review of Chemistry
Postgraduate Programme Review of Engineering

Year on response 2016/17:

Postgraduate Programme Review of Business
Postgraduate Programme Review of History, Classics and Archaeology (HCA)
Teaching Programme Review of Art

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the Committee's responsibility for the quality assurance framework.

Action requested

Student-Led, Individually- Created Courses (SLICCs) Review Report: for approval. The Committee is asked to note the following commendations and recommendations.

14 week and Year on responses: For comment and consideration of the recommendations. The Committee is asked to confirm that they are content with progress.

PPR/TPR	Recommendation	Comment
PPR Chemistry 14 wk response	1,2,3,5,7,8,9	We look forward to hearing about progress on the recommendations in the year on response
PPR Engineering 14 wk response	All	We look forward to hearing about progress on all the recommendations in the year on response
PPR Business Year on response	1,2,3,4,5,6,8,9,10	We look forward to hearing about progress on the recommendations in the School Annual Programme Monitoring report
PPR HCA Year on response	3	We look forward to hearing about progress on the recommendation in the School Annual Programme Monitoring report

TPR of Art year on response	All	We look forward to hearing about progress on all of the recommendations in the School Annual Programme Monitoring report
-----------------------------	-----	--

How will any action agreed be implemented and communicated?

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

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
No additional resource implications.
- 2. Risk assessment**
No risk associated.
- 3. Equality and Diversity**
An Equality Impact Assessment was carried out on the internal review process.
- 4. Freedom of information**
Open.

Key words

Postgraduate Programme Review, Teaching Programme Review, PPR, TPR, year on response, 14 week response, Student-Led, Individually- Created Courses, (SLICCs)

Originator of the paper

Gillian Mackintosh
Academic Policy Officer,
Academic Services
April 2018

Internal Periodic Review

Student-Led, Individually-Created Courses (SLICCs) Review February 2018

Student-Led, Individually-Created Courses ([SLICCs](#)) offer a reflective framework for students to gain academic credits for co- and extra-curricular experiences and to develop their own set of personal and professional skills and attributes through this experience.

Currently targeted at first and second year undergraduate students, SLICCs offer the opportunity to earn 20 academic credits for involvement in a professional development, internship, work experience or research project experience of their choosing during their summer vacation. (<https://www.ed.ac.uk/employability/slicc>)

As the Summer SLICCs are hosted by the Moray House School of Education, it was agreed that the review of SLICCs would be included as an annex of the Teaching Programme Review (TPR) of Education taking place on 14th & 15th March 2018.

This involved:

- A desk based exercise ahead of the review visit by the review team convener, Professor Tina Harrison and the review team administrator, Gillian Mackintosh, with the outcome report to feed into the TPR.
- The desk based review consisted of:
 - A short evaluation on operation of SLICCs written by Dr Simon Riley and Dr Gavin McCabe
 - A reflective account from Professor Peter McGeorge, VP Learning and Teaching, University of Aberdeen, External Examiner for SLICCs.
 - Feedback from students and staff gathered by Dr Gavin McCabe and Dr Simon Riley.
- A meeting on 22nd February 2018 with sub group of the review team; Professor Tina Harrison, review team convener, and the review team administrator, Gillian Mackintosh, and Dr Simon Riley, Course Organiser, Professor John Ravenscroft, Convener of Exam board, and Dr Gavin McCabe, Employability Consultancy.

Desk based review outcome

In addition to the documentation listed above, the following papers were included in the review:

- Higher Education Academy Case Study on SLICCs: Enabling students to gain academic credit for extra-curricular activities during the summer vacation and take ownership of their learning,
- Journal of Perspectives in Applied Academic Practice on SLICCs: Using structured reflection within Experiential Learning to enable Widening Participation Students' Transitions through and beyond Higher Education.

The courses included in the review:

20 credits SCQF Level 8, two courses: Y1 SLICC (EDUA8113) and Y2 SLICC (EDUA8112)

Following a review of the documentation, the convener requested the following additional information:

1. Statistics about the SLICCs – numbers of students, performance and progression data.
2. Confirmation of the QA reporting process.

In addition, it was noted that it would be helpful to discuss the following during the meeting with the SLICCs team:

3. SLICC specific Course Enhancement Questionnaire (CEQs).
4. Student Representation and feedback structure for SLICCs students
5. Relationship with Edinburgh Award
6. Plans for the future development of SLICCs

SLICCs review meeting outcome

1. Statistics on student participation

It was noted that the statistics were received ahead of the meeting and these were found to be satisfactory.

Pilot 1 (Summer 2015) – 12 students.

Pilot 2 (Summer 2016) – 40 students.

Summer SLICC courses (Summer 2017) – 30 students.

2. Confirmation of the QA reporting process.

During the meeting the Quality Assurance reporting process was discussed. It was noted that the courses had been approved by the Moray House School of Education Undergraduate Board of Studies on 16th February 2017 with the courses running during summer 2017.

Quality Assurance reporting of SLICCs was initially reported into the Senate Curriculum and Student Progression Committee (CSPC) during the pilot stage. Summer 2017 was the first year of mainstreamed operation hosted by the Moray House School of Education. Due to a change in reporting timelines for the School QA report, this current academic year is the first available opportunity for SLICCs to be included in the school annual quality report.

It was agreed that the courses should now be subject to Annual Programme Monitoring and it was confirmed that February/March would be an appropriate point to report on SLICCs to then be included in the Moray House School of Education annual quality report due in late August 2018.

Recommendation:

It is recommended that the SLICCs team report on the SLICCs process through the Annual Programme Monitoring report to then be included in the School annual quality report for the current academic year 2017/18.

3. SLICC specific Course Enhancement Questionnaire (CEQs)

Data had been collected for the pilot SLICCs course and for reporting to the Senate Curriculum and Student Progression Committee (CSPC). It was discussed that it was essential to have these data for QA reporting purposes. The data were collated from a feedback questionnaire as well as a face to face showcase evaluation event.

However it was felt that the standard questionnaire format was not appropriate for SLICCs and a set of suggested questions had previously been submitted to Student Systems for consideration.

It was agreed that all SLICCs across the institution would use a specific SLICCs questions survey.

It was noted that the timing of the survey would be Autumn 2018.

For summer 2018 courses – please note the following from the Course Enhancement Questionnaire (CEQs) Policy:

All taught, credit bearing courses (UG and PG) that have students enrolled on them and are delivered by the University of Edinburgh, including the taught portion of research courses, should be surveyed using the University's standard survey tool and question sets. This includes Student-led Individually-Created Courses (SLICCs), placement courses, and dissertations. The standard core question set will be used in 2017/18 for these types of courses.

Recommendation:

Academic Services to follow up with Student Systems about a CEQ with specific SLICCs questions for implementation in AY 2018/19 onwards.

Once available, the CEQ data to be included as an appendix in the Annual Programme Monitoring report to the School.

4. Student Representation and feedback structure for SLICCs students

We discussed student representation for students who are working asynchronously and geographically spread and the challenges of implementing a standard Student Staff Liaison Committee (SSLC) structure. However we agreed that students on these courses should have an opportunity to engage in representation and feedback structures.

It was suggested that the Exam Board Convener could hold a formal meeting in lieu of an SSLC meeting with a couple of student representatives and this could be documented to feed into the annual programme reporting process.

Recommendation

It is recommended that the SLICCs team follow up with the VP Education, Bobi Archer and Megan Brown, from the Students' Association to explore possible options.

5. Relationship with Edinburgh Award

We discussed the relationship between SLICCs and the Edinburgh Award. It was noted that SLICCs must have an academic element, and are performed over a longer time period (200 hours), whereas the Edinburgh Award is not credit bearing, has a shorter minimum participation time period (50 hours) and has more of a personal development element.

In addition, a student is not permitted to undertake a SLICC and participate in the Edinburgh Award at the same time for the same activity.

6. Plans for the future development of SLICCs

During the pilot stage it was felt that student numbers should be kept at a manageable level as the process developed. However there is now an aspiration to increase numbers and at the same time ensure that the process can be managed in terms of available resources e.g. tutors and administrative support.

It was agreed that this would now be an appropriate time to set out proposed plans for the future direction and development of the SLICCs process, setting out the strategic position and potential of SLICCs in terms of employability opportunities, graduate attributes and the development of students as independent learners. It was noted that Shelagh Green is carrying out work on the institutional roadmap for careers, employability and graduate attributes and that it would be useful to discuss and liaise as appropriate.

Recommendation

It is recommended that the SLICCs team work with Academic Services to develop and present a paper to the May 2018 Senate Learning and Teaching Committee for wider discussion and approval of the forward direction and intentions for the SLICCs process.

Additional discussion items

During the meeting the SLICCs team raised items for discussion: Summer School credit and the SLICCs International experience.

Summer School credit

There was some discussion around whether an International Student attending a summer school programme could attain credit if they participate in a SLICC. This would be determined by the status of the student e.g. visiting student status, are they enrolled as University of Edinburgh students. In addition, consideration of any issues around recording the status of students on a summer school programme on EUCLID.

We also discussed possible opportunities for a specific SLICC for international students such as the Network for Intercultural Competencies to facilitate Entrepreneurship (NICE) programme. However it was discussed that confirmation of the collaborative arrangements would be required.

Recommendation

It is recommended that the SLICCs team discuss with Student Systems around mechanisms for recording the status of international Summer School Students.

In addition, it is recommended that the SLICCs team discuss the NICE programme with Professor Tina Harrison and with the Director of Academic Services to better understand the collaborative arrangements.

International experience

The SLICCs team are keen to explore developing recognition for a fuller range of international opportunities.

Recommendation

It is recommended that the SLICCs team discuss this further with colleagues in Go Abroad.

Summary: Recommendations for enhancement

No	Recommendation	Responsibility of
1	It is recommended that the SLICCs team report on the SLICCs process through the Annual Programme Monitoring report to then be included in the School annual quality report for the current academic year 2017/18.	SLICCS team School Director of Quality to note for inclusion in annual quality report.
2	Academic Services to follow up with Student Systems about a CEQ with specific SLICCs questions for implementation in AY 2018/19 onwards. Once available, the CEQ data to be included as an appendix in the Annual Programme Monitoring report to the School.	Academic Services in partnership with Student Systems
3	It is recommended that the SLICCs team follow up with the VP Education, Bobi Archer and Megan Brown, from the Students' Association to explore possible options.	SLICCs team in partnership with the Students' Association
4	It is recommended that the SLICCs team work with Academic Services to develop and present a paper to the May 2018 Senate Learning and Teaching Committee for wider discussion and approval of the forward direction and intentions for the SLICCs process.	SLICCs team in partnership with Academic Services
5	It is recommended that the SLICCs team discuss with Student Systems around mechanisms for recording the status of international Summer School Students.	SLICCs team in partnership with Student Systems
6	It is recommended that the SLICCs team discuss the NICE programme with Professor Tina Harrison and with the Director of Academic Services to better understand the collaborative arrangements.	SLICCs team in partnership with Professor Tina Harrison and Academic Services
7	It is recommended that the SLICCs team discuss this further with colleagues in Go Abroad.	SLICCs team to follow up with Go Abroad

The University of Edinburgh

Internal Periodic Review

14-week response report

PPR of Chemistry

Date of review: 5th & 6th October 2017 (Final Report received 20 December 2017)

Date of 14-week response: 7th March 2018 (due 26th March 2018)

Date of year on response: 20th December 2018

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 strongly recommends that additional administrative resource be made available for the hiring of a full-time Graduate School administrator, but commends the Graduate School administrative team for the support they currently offer staff and students in the absence of this role.	April 2018	An application for a 60% FTE Grade 5 position to support our current PGR Admin support has been approved by College. This position will bring us above 100% FTE in PGR support, and will provide more resilience during annual leave periods. The post has been advertised, with interviews scheduled for end of March. We hope to have someone in-post by end of April 2018.	Pending
2	The Review Team strongly recommends that during the annual review, the School formally separate progression decisions and supervisory support and that any issues raised be handled formally by an independent staff member/s and acted upon confidentially by the Head of the Graduate School and/or the Head of School as appropriate.	December 2018	We are establishing a new policy for our annual progression reviews, requiring the supervisor to leave the room at the end of the scientific discussion to allow a private conversation between the student and the remaining members of the review committee in confidence. This additionally requires supervisory arrangements which are formally co-supervision to be specified as such, and a truly independent assistant supervisor to be appointed. The assistant supervisor and other review team member(s) will have the responsibility of bringing any and all issues raised to the Head of the Graduate School and/or Head of School in confidence for action. An initial indication of upcoming policy has been communicated to staff in March 2018, while a full written policy will be developed by the Graduate School Committee in the upcoming months.	Pending
3	The Review Team recommends that all supervisors undertake Mental Health Awareness training and that the support available through the Student Counselling Service, including mental health resilience training, be communicated to all students.	September 2019	We have raised the issue of mental health training for supervisors with the University's Director of Student Wellbeing, the Director of the Student Counselling Service, and the Assistant Principal Academic Support. All parties recognise the importance of this, although current University priority is mental health training of UG Personal Tutors, creating a resource pressure for provision of additional sessions. In the short term, we have asked that planned	Pending

			PT training sessions be opened up to all academic staff to attend where vacancies exist, and are confident that this will be in place before the end of the current academic year. In addition, the School is due to host a dedicated mental health training session in academic year 2018-2019, and it is anticipated that these measures combined will see all supervisors trained by September 2019. We have also compiled a guide to mental health awareness and the resources available to students and supervisors, and this has been communicated to staff and students, and placed on the postgraduate study section of the School website, in March 2018.	
4	The Review Team recommends that a wider and group of clearly identifiable Postgraduate Advisers be made available to students for pastoral support throughout the academic year and that diversity be considered during this process.	February 2018	We have increased the number of Postgraduate Advisors from one to four, including all four regular members of the post-graduate committee. We have appointed a female member of staff to the Graduate School Committee as a Postgraduate Advisor in recognition of the need for diversity in this important role.	February 2018
5	The Review Team recommends that the School find ways to enhance the culture of reassurance and support of students towards the end of the third year and re-enforce this using ongoing messages of constructive positivity as part of supervisory support.	September 2019	We will create a bespoke event for our 3 rd Year PhD students focussed on this reassurance. This will involve internal and external coaching for our PGR students to promote positivity and reassurance. We expect to roll this out for the 2018-2019 academic year. We have also communicated with our supervisors in March 2018 about the need to reinforce this message with their own PGR students at the end of their third year.	Pending
6	The Review Team recommends that the Graduate School is provided adequate resource to produce a single exhaustive source of information (e.g. handbook or web equivalent) for students that meets the minimum standard of guidance set at University level.	March 2018	We have created an on-line web repository of all PGR information as a single, exhaustive source of information. This has been updated throughout January / February to create a comprehensive guidance document for our PGR community. This will soon be transferred to the top-level of our School intranet to improve visibility, but all required information is now in place.	March 2018
7	The Review Team recommends that peer support arrangements introduced in labs by the Principal's Career Development Scholar, relating to marking oversight, peer observation and feedback on professional development be rolled out to all labs and further enhanced by sharing good practise.	September 2018	Roll-out of these laboratory innovations including peer support for marking and feedback was already in-progress when the PPR meetings took place. Roll-out to all applicable undergraduate laboratories will be completed by September 2018.	Pending
8	The Review Team recommends that the School address the issue relating to paying demonstrators for marking as a matter of urgency.	September 2018	We will split contracts for demonstrating and marking into two separate activities, paying demonstrators at Grade 5 level for their supervisory role and markers at Grade 6 level for marking. We will target markers who have previously supervised the experiment in question, prioritising senior PGR students for these roles, additionally benefitting the UG community by improving marking	Pending

			consistency. This new arrangement will be in place for the next academic year.	
9	The Review Team recommends that consistency in supervisory support is improved on split site supervision through the introduction of mandatory quarterly joint meetings.	December 2018	We are establishing a new policy whereby all co-supervised PhD students (regardless of whether they are on-site or split-site) must have mandatory quarterly joint meetings (in person where possible, but otherwise by video conference). An initial indication of upcoming policy has been communicated to staff in March 2018, while a full written policy will be developed by the Graduate School Committee in the upcoming months.	Pending
10	The Review Team recommends that the Space Enhancement and Management Strategy Group consider ways of utilising the existing estate in consultation with the School and suggests that these development plans are communicated to staff and students on a regular basis.	February 2018	Our Museum social space has now opened in the School of Chemistry and has already been transformative for our PGR community (as well as for UG and staff). The large, bright, central space is a welcome change from our past and will serve as a central focus for our community. We have additionally followed-up with the campus space strategy group and confirmed that PGR concerns would feed into other discussions following appropriate communication channels, including with our internal space allocation committee.	February 2018
11	The Review Team recommends that any safety lectures and associated induction training sessions be held on a more regular basis to ensure all students are undertaking the training at an appropriate time in their programme.	February 2018	From 20 th February 2018, we have established monthly health and safety induction presentations for new postgraduate students (and visiting researchers and staff). The larger post-graduate induction is now held twice yearly, with lecture capture providing a resource for the few students who start off-cycle.	February 2018
	Please report on steps taken to feedback to students on the outcomes of the review	The outcome of the review was posted on our graduate school intranet for all students to read, and discussed at length with PGR reps at our February PGR Staff Student Liaison Committee Meeting. They further communicated positive feedback to our PGR community.		
For Year on response only	Any examples of a positive change as a result of the review			

PPR of: School of Engineering

Date of review: 19th & 20th October 2017

Date of 14 week response: 28th March 2018

Date of year on response: 20th December 2018

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 strongly recommends that a clear PGR student support system is formalised and that all student-facing staff engage with University-level training particularly in relation to mental health. (2.1.16)	None specified	<p>The Deputy Director of Professional Services will be the single, clear point of contact for PGR students requiring support (replacing the current list of various people to turn to). Support signposting has been added to the wiki, and will be updated in the next edition of the PGR handbook ready for the October 2018 intake.</p> <p>The Deputy Director of Professional Services has undertaken mental health training, and the Graduate School Office staff will also do this.</p> <p>The University has a programme of mental health training for all academics who are personal tutors, but this is limited by the number of events available.</p>	October 2018
2	<p>Based on discussions with the students interviewed as part of the review process, the Review Team recommends that the following actions are taken in relation to communication:</p> <ol style="list-style-type: none"> 1. Streamline communication – there are a number of wikis which provide conflicting information. Students would find it helpful if they were directed to a single source where they can check for accurate information and updates. 2. Create an online calendar on the School’s wiki, which highlights events and training opportunities for Students. If this is implemented, students will have a single point 	None specified	<ol style="list-style-type: none"> 1. We are removing links to the College wiki (which was causing particular confusion), so that the Graduate School section of the School wiki becomes the sole source of information. 2. A calendar will be created on the wiki. The Graduate Office will discuss this with the School’s Communications and Alumni Relations Manager by the end of March to decide on the best way to implement this. 3. Plans for hot-desking have been shelved following the PPR, in part because we have secured additional space for desks. Research Institute secretaries are communicating with students about office moves, and the Research Institute reps will be updated at SPEC meetings regarding space in the new Engineering buildings. 	June 2018

	<p>of reference for training opportunities and seminars, rather than relying on an e-mail invitation.</p> <p>3. The Review Team recommends that students are involved in any consultation in relation to plans for 'hot-desking' and the new buildings. This will allow students to become part of the decision-making process and stakeholders in the future of the School. (2.6.3)</p>		<p>In addition, the Graduate School has created a new email bulletin, as a single, recognisable, email that replaces the multitude of ad-hoc emails that have been sent in the past. The first of these bulletins was sent in March.</p>	
3	<p>The Review Team noted that the training plan provided students with access to valuable courses and strongly recommends that the School liaises with the Institute of Academic Development to create compulsory researcher development training courses. The Review team also strongly recommends that the appropriate and relevant training elements are added into the annual review process as a milestone for progression. (2.3.4)</p>	None specified	<p>We are improving our annual review process to incorporate a training log, including a review of training elements over the last year and a discussion of training plans for the year ahead. This will be based on experience from one of our CDTs.</p> <p>At the same time, we will identify current courses that will be a compulsory part of PhD training, along with the need for additional courses. For example, we have discussed the need for additional training on ethics & integrity, publications, and data repositories with the school's Director of Research, and we are also in touch with IAD.</p> <p>These will be developed ready for the October 2018 intake.</p>	October 2018
4	<p>The Review Team strongly recommends that supervisors utilise the annual review process as an opportunity to formally discuss completion targets in order to help students stay on track with their research. (2.3.2)</p>	None specified	<p>This will be strengthened as part of the above improvements to the online annual review process. We will provide improved guidance to the academic review team about what they need to cover during the annual review.</p>	October 2018
5	<p>The Review Team recommends that the School liaise with the Institute of Academic Development to create a set of compulsory tutor and demonstrator training courses, which are accredited by the Higher Education Academy. (2.4.5)</p>	None specified	<p>We have contacted IAD about their T&D training, and with their help we will run engineering-specific versions of their three courses, on (a) tutoring, (b) lab demonstrating, and (c) marking. These will count towards an HEA award, although students seeking this will need to carry out additional training with IAD. This will be implemented ready for the new intake in October 2018.</p>	October 2018
6	<p>The Review Team recommends that an exact timeline for thesis submission is published and emphasised during the induction process. (2.1.7)</p>	None specified	<p>The timeline for completion was further emphasised within the February 2018 induction. A timeline specific to each student will be added to the welcome sheet provided by the Graduate Office when students matriculate. The format of this is currently being decided on and will be included in welcome sheets from May onwards.</p>	May 2018

7	The Review Team recommends that information in relation to bursaries and provision for equipment and travel should be published on the School website. (2.1.2)	None specified	This will be implemented in the wiki, and we will also revise the text in our “Additional information on a PhD in Engineering” document that students look at before accepting their academic offer.	October 2018
8	In light of the proposed changes resulting from the predicted increase in growth, the Review Team recommends that the induction process is used to manage student expectations in relation to any changes, which may affect them during their studies. (2.16)	None specified	Expectations for attendance at compulsory induction and training events is being addressed as part of the training log under item 3 above. To address expectations during their studies (such as available space and equipment), we will add a section in the next October induction describing the future plans for the school, and how this will impact them. We will add information to the next edition of our handbook and to the induction about expected level of engagement with supervisors, and how this might change through their PhD.	October 2018
9	The Review Team commends the School of Engineering for piloting innovation with the ‘Buddy System’ and recommends that this is introduced across all seven of the institutes. (2.15)	None specified	A buddy system will be implemented across the school in time for the next October Intake. This will be adapted from the IES buddy system, and will include putting applicants in touch with a buddy before they start their PhD.	September 2018
10	The Review Team recommends that the School should plan for an increase in technical and administrative staff as plans for growth progress. (2.1.17)	None specified	In the 2018 School plan several support posts have been included in each of the 5 years covered by the plan.	Ongoing to 2022
11	As the School expands in terms of student numbers and seeks to build relationships with international bodies, the Review Team recommends that the School explore options in relation to obtaining further information on ‘self-funded’ students with Student Systems. (2.13)	None specified	The Graduate Office is currently investigating and recording funding information for all students so that this can be tracked and external funders identified.	Initial investigation by July 2018
	Please report on steps taken to feedback to students on the outcomes of the review	The review team’s report following the PPR has been circulated to all engineering PGR students, highlighting the list of outcomes in particular. Students were invited to comment on these via the School Postgraduate Experience Committee, which met on 20 Feb 2018. We will be discussing the PPR outcomes again at the next SPEC meeting.		
For Year on response only	Any examples of a positive change as a result of the review			

The University of Edinburgh

Internal Periodic Review

14 week response report

TPR of: Social Anthropology

Date of review: 1st and 2nd November 2017

Date of 14 week response: 28th March 2018

Date of year on response: 1st February 2019

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.	That the Subject Area devotes time to developing and emphasising a fresh strategic vision for its learning and teaching to both help attract students and guide and inform future decision-making.	Ongoing- Nov 2018	Little progress due to strike disruption	
2.	<p>Equality and Diversity:</p> <ul style="list-style-type: none"> • That the Subject Area continues to support students' exploration of a decolonising agenda by developing an overarching and long-term strategy for the implementation of its ideas into the curriculum • That an additional session of the 'Teaching in a Diverse Classroom' training is run for those Postgraduate Tutors who have not previously been able to attend. • That Student Recruitment and Admissions consider the potential value of providing Subject Areas with additional management information about those students who have entered the University through widening participation routes with a view to enhancing support. 	<p>Aug 2018</p> <p>Sept 2018</p>	<p>Moderate revisions to most reading lists in time for 2018-19</p> <p>Series of student-led workshops held Dec-April. Training of existing PG teaching assistants conducted by 4 Soc Anth lecturers in January. Similar anticipated in new PGT training</p>	
3.	<p>Assessment and Feedback:</p> <ul style="list-style-type: none"> • That the Subject Area reviews its assessment practices and ensures that it is not over-assessing. • That criteria for assessing tutorial participation are reviewed. • That moderation procedures are reviewed. 	Aug 2018	All course assessment regimes, including tutorial participation criteria, to be reviewed during course preparation June-Aug 2018	

	<ul style="list-style-type: none"> • That procedures for considering undergraduate extension requests are reviewed. • That Social Anthropology continues to communicate with students about what constitutes feedback. 		<p>Lighter-touch moderation to be considered for some courses 2018-19, e.g. moderate marks only for minor coursework</p> <p>All course handbooks to include guidance on feedback</p>	
4.	<p>Personal Tutor System:</p> <ul style="list-style-type: none"> • Where the Subject Area is not able to offer a student the same Personal Tutor for the duration of their studies, that any alternative arrangements put in place are clearly communicated. • That the Subject Area ensures that there is consistency in the student experience of the Tutor-Tutee relationship whilst adhering to the Workload Allocation Model. • That IT support for Personal Tutors and timetabling support in particular is referred to the Service Excellence Programme (SEP) for further consideration. 	ongoing	<p>Yes</p> <p>No specific basis discerned for any appeal to the SEP. PTs to be advised to use DRPS but not PATH for timetabling advice.</p>	
5.	<p>Supporting and Developing Staff:</p> <ul style="list-style-type: none"> • That the policy and procedures around entitlement to sabbatical leave in cases where individuals have had a period of extended leave or research buyout are clarified. • That Social Anthropology develops detailed grade descriptors for academic administrative roles, and undertakes a gender and grade analysis of the Subject Area's Workload Allocation Model to ensure that these roles are distributed equitably. • That the Subject Area considers providing Postgraduate Tutors with additional guidance on the content of individual tutorial sessions for some courses, and investigates remuneration models at institutions where tutors are paid to attend lectures for the course on which they tutor. • That the College of Arts, Humanities and Social Sciences' Human Resources team seeks to bring clarity to the implementation of the 'Policy for the 	<p>Sept 2018</p> <p>New SPS WAM some time during 2018-19</p>	<p>Collection of info to develop descriptors for academic admin roles is ongoing at SPS level as part of the annual review process Soc Anth have undertaken a provisional gender and grade analysis of the WAM. A new WAM will be piloted in SPS in 2018/19, therefore a more detailed analysis will be undertaken next academic year</p> <p>Yes, content advice to be given to all tutors during course-specific training/induction</p> <p>Head of Human Resources (CAHSS) has confirmed that the College (and the Schools within it) and HR in CAHSS are all following the University policy. College HR have followed up with the School separately to clarify the expectations of the policy</p>	April 2018

	Recruitment, Support and Development of Tutors and Demonstrators'.			
6	That the Subject Area seeks to secure funding for the undergraduate dissertation to ensure that all students wishing to undertake original research are able to do so, regardless of their financial circumstances.	Nov 2018	No progress	
7.	<p>Employability and Graduate Attributes:</p> <ul style="list-style-type: none"> • That the Subject Area presses ahead with producing the in-house film in which Social Anthropology alumni will reflect on the links between their degrees and their various careers. • That consideration is given to the ways in which the various services operating within the Subject Area and School to support employability and graduate attribute development might be better integrated to avoid duplication of effort. • That the Subject Area maps and makes more visible to students the transferable skills that exist across programmes. 	Nov 2018	No progress	
	Please report on steps taken to feedback to students on the outcomes of the review	Reported to all undergraduates in Dec 2017		

The University of Edinburgh
Internal Review

Year on response report on recommendation actions

TPR of: School of Art

Date of Review: 10th & 11th November 2016

Date of 14 week response: 14th June 2017 (due 3 May 2017)

Date of Year on response: 2nd February 2018 (due 25th Jan 2018)

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. 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	Timescale for completion	Comment on progress towards completion and/ identify barriers to completion	Completion date
<p>1 Strategic Vision It is strongly recommended that Art devotes time and space to generating a clear forward vision for Fine Art and its teaching at the University of Edinburgh.</p>	<p>Strategy to be resolved end of academic year 2018, proposals to Board of Studies, UGSC during 18/19 with date of September 2020 to admit students through single point of entry route: BA Fine Art.</p>	<p>Due to previous Head of School (Dean Hughes) demitting office in December 2017 we are behind in our proposed schedule, however under the guidance of Acting Head of School of Art. We have established a working group to examine core values and future direction including a Junior and Senior Honours structure.</p>	<p>Academic Year ending 2019</p>
<p>2 Disciplinary In order to move conversations around disciplinary forwards, it is recommended that Art: Undertakes sector benchmarking. Facilitates fresh opportunities for all opinions around the debate to be articulated.</p>	<p>Some benchmarking took place however there were limited opportunities to generate meaningful discussion and form a definitive forward direction.</p>	<p>Through new acting Head of School and greater staff engagement and support there is a will across the school to move the agenda on. Working groups for Undergraduate Courses and Programmes have been established in conjunction with a new School of Art Management group consisting of representation from UG/PGT/PGR/Visual Culture/ Research directors.</p>	<p>Planning in place by Academic Year ending 2019 for roll out September 2020.</p>
<p>3 Art works towards having clear distinction between the roles and memberships of its Learning and Teaching and Quality Assurance Committees.</p>	<p>September 2017/ ongoing.</p>	<p>As of September 2017, it was decided that whilst the remit of both committees QA and L&T committees are clearly defined it seemed artificial to separate them completely so we now run them consecutively with a common core group of staff.</p>	<p>2017/2018</p>

		It was felt that there were common issues arising from both L&T and QA that required joined up solutions.	
4 It is recommended that the subject area considers whether the tension and interaction between specialism and interdisciplinarity is best managed through the existing Programme Director role	September 2017/ ongoing.	As mentioned in section 1: Due to previous Head of School (Dean Hughes) demitting office in December 2017 we are behind in our proposed schedule, however under the guidance of Acting Head of School of Art, we have established a working group to examine core values and future direction including a Junior and Senior Honours structure. The previous Head, through the School Plan, prematurely dispensed with Programme Directors which has caused structural problems in the intervening period. The Working Group are currently exploring solutions to the above issue which have strong support across the School. The above must be seen in the context of a single point of entry to all new students on to a BA Fine Art Honours Degree. We will be examining in depth the existing disciplines and how their intrinsic philosophies can be supported and made meaningfully visible and relevant.	2018/2019
5 Student Support It is recommended that Art: If possible, introduces some simplification of roles and, as a minimum, ensures that greater definition is brought to the roles of Personal Tutor, Student Support Officer and Studio Tutor and that these are well communicated.	2018/ongoing	Through discussions with UGTO the roles are being examined particularly the overlap and duplication between Personal Tutors and Studio Tutors. There is an understanding that this potential duplication creates more work for staff and some confusion in students. As examples: A Studio tutor may be in a better position to advise students on appropriate choices of optional courses. A studio tutor is best placed to understand impact of Special Circumstances. This area will be embedded in a more general review of academic staff profiling, workload	2018/2019

<p>It is recommended that Art:</p> <p>Provides Personal Tutors with additional training on and support around course choice.</p> <p>Considers whether there is scope to enhance the employability-related aspects of the Personal Tutor role.</p> <p>Provides students with more essay-writing support.</p>	<p>2018/ongoing</p> <p>2018/ongoing</p>	<p>allocation and different structures. The staff profile will be changing over the next few years, therefore we need to address this aspect as part of a bigger review.</p> <p>Student Support Office delivered training in September 2017 in connection with the UGTO review and in particular providing greater guidance to Personal Tutors role in advising on course allocation for 2018/19 with an emphasis in simplifying this procedure for both PTs and students.</p> <p>This subject has a broader dimension across ECA not just the School of Art. The concept of employability is not always appropriate to studio based programmes. Aspects relating to professionalizing students to be prepared to become self-supported practitioners are covered in particular courses such as: Presentation, Methods and Context course in third and final years, with talks from established artists, recent graduates and curators as well as live projects in third year. A personal Tutor may not be best placed to advise a student in this area.</p> <p>Visual Culture staff have increased support for essay writing support and are reviewing strategies for academic Year 2018/19. A curriculum revue and planning meetings will address the relationship between studio practice and written work.</p>	<p>2018 / ongoing</p> <p>2018/ongoing</p>
<p>6 Assessment It is recommended that Art: Reflects on whether the current balance of written and non-written assessments is appropriate.</p>	<p>2018/ongoing</p>	<p>It is clear through discussion at L&T committees and feedback from staff and students after assessments that there are issues surrounding the volume of written elements for assessment. This is a top priority for the new working group within the School to address during our revision of</p>	<p>End of academic year 2018 / 19</p>

<p>Raises awareness of Learning Outcomes and Grade-Related Criteria.</p>		<p>existing courses and going forward to a revised BA honours Degree structure.</p>	
<p>7 Optional Courses It is recommended that Art: Considers ways in which further intellectual curiosity might be encouraged amongst its students. Considers the sustainability of offering some of its more specialized optional courses at First and Second Year levels, and the potential benefit of focussing in Years One and Two on those courses that are of broadest relevance to students and can accommodate larger numbers. Considers introducing more optionality into Years Three and Four.</p>	<p>2018/ongoing</p>	<p>There have already been discussions on the volume and relevance of optional courses at each level. Responding to feedback from students and staff, a major consideration for discussion is to examine the 3 x 20 credit optional courses in first year and 2 x 20 in second year. Under discussion we recognize there is the potential to drop one of the above but to be replaced with new cross school core courses, or reconfigure some existing courses in response to student feedback to accommodate art students only on the more specialized courses. The Working Group have already identified the desirability of introducing an optional course in third year, this is also in response to student feedback.</p>	<p>End of academic year 2018/19 for introduction September 2020.</p>
<p>8 Staff Development and Support It is recommended that Art considers: Ways in which academic staff might be better developed in their roles. Ways in which administrative and 'Learn'-related support for academic staff might be enhanced.</p>	<p>2018/ongoing</p>	<p>As of January 2018, a small working group of senior staff, including acting Head of School have been examining workload allocation models across UoE. We are undertaking a review of the full staff cohort, looking into:</p> <ul style="list-style-type: none"> • Reviewing the previous reliance on many GH staff. • Experienced staff on small contracts. • The potential of staff being REF eligible. • Succession planning (as some senior staff approach retirement). • Examining the fragmented deployment of staff and ways to consolidate small fractional contracts/ GH staff to provide a more efficient team that allows staff a simplified workload whilst respecting and building on individual strengths. 	<p>End of academic year 2018/19</p>

<p>9 UG / PG Relationship It is recommended that Art considers ways in which greater interaction between undergraduate and postgraduate students might be facilitated.</p>	<p>2018/ongoing</p>	<p>The new management group in School of Art aims to facilitate more interaction between UG and PG. Discussions are on-going in this area and will feed into Workload Allocation Model and proposed new curriculum.</p>	<p>2019/2020</p>
<p>10 Social Learning Space It is recommended that high-quality social learning space is provided for ECA's students and staff.</p>	<p>June 2019</p>	<p>This is an ongoing issue particularly whilst the School of Art and other programmes on the Lauriston campus are affected by major estates restructure and refurbishment. Currently the ECA café is being refurbished to include provision for flexible use.</p>	<p>June 2019</p>
<p>11 Widening Participation It is recommended that Art works closely with Student Recruitment and Admissions to identify ways in which access to its Programmes might be widened.</p>	<p>2017-2019</p>	<p>There has been established in 2018 a new Recruitment and Administration Strategy Group to address these issues across the whole of ECA.</p>	<p>2018 -</p>
<p>Please report on steps taken to feedback to students on the outcomes of the review.</p>	<p>2018/ongoing</p>	<p>Initially through the School of Art Staff Student Liaison Committee which now meets twice per semester (in response from requests from students) Feedback has been very positive as we also now include staff from Student Services and Technical Services.</p>	<p>2018</p>

University of Edinburgh Business School
 Postgraduate Programme Review
 Year-on response

Date of review: 9th 7 10th November 2016

Date of 14 week response: 18th May 2017

Date of Year on response: 7th February 2018

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date																					
<p>1. The panel recommends that the School take action to improve PhD completion times to within the maximum four-year period. [2.1.12]</p>	<p>1st review by October 2017 2nd review by October 2018</p>	<p>14 weeks (Director, Prof John Amis): We will continue to reinforce this message among both staff and students during student orientation and staff supervisor training. We have recently introduced more detailed scrutiny of prospective candidates via Skype interviews, involving 2 members of staff each time, and we expect this to have a positive impact on the quality of the intake. We expect this in turn to improve completion time and we will examine the evidence of improving intake quality at the end of this and the next recruitment cycle.</p> <p>Year on (Director, Prof Neil Pollock): We have analysed completion times and while we are still not meeting the 4-year target we have seen some improvement:</p> <table border="1" data-bbox="1294 1018 1744 1249"> <thead> <tr> <th>Year</th> <th>Average (yrs.)</th> <th>Graduates</th> </tr> </thead> <tbody> <tr> <td>2011/2</td> <td>5</td> <td>12</td> </tr> <tr> <td>2012/3</td> <td>5.08</td> <td>16</td> </tr> <tr> <td>2013/4</td> <td>4.84</td> <td>19</td> </tr> <tr> <td>2014/5</td> <td>4.52</td> <td>22</td> </tr> <tr> <td>2015/6</td> <td>4.32</td> <td>18</td> </tr> <tr> <td>2016/7</td> <td>4.68</td> <td>11</td> </tr> </tbody> </table> <p>Acknowledging some ‘legacy’ issues, as well as focusing on the recruitment of excellent students we are also now working on methods and means to offer more support for Supervisors. In relation to this we have held a Best Practice in Supervision workshop and we</p>	Year	Average (yrs.)	Graduates	2011/2	5	12	2012/3	5.08	16	2013/4	4.84	19	2014/5	4.52	22	2015/6	4.32	18	2016/7	4.68	11	<p>Ongoing</p>
Year	Average (yrs.)	Graduates																						
2011/2	5	12																						
2012/3	5.08	16																						
2013/4	4.84	19																						
2014/5	4.52	22																						
2015/6	4.32	18																						
2016/7	4.68	11																						

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
		are introducing mechanisms to capture issues or problems that arise in the supervisory relationship e.g. the “What Went Wrong” Form. We will also introduce the ‘supervisory CV’. This will help us focus on recruiting students where Supervisors a) have identified expertise and b) that fit their research themes.	
<p>2. The panel acknowledges the perceived need to have a four-year PhD programme in order to develop adequately the attributes which students need to enter the competitive business environment, and it recommends that the School seek, within the University’s regulations, to establish a PhD programme with a four-year prescribed period for completion. It is suggested that this may be analogous to the “PhD with integrated studies,” for which there is a four-year prescribed period and a five-year maximum period. [2.1.12]</p>	<p>Aspirational deadline September 2018</p>	<p>14 weeks (Director, Prof John Amis): The Director of our Doctoral Programme is part of a College of Arts, Humanities and Social Sciences (CAHSS) Working Group currently exploring the possibility of a 4-year PhD degree programme. On 22/2/17 the College Postgraduate Studies Committee (CPGSC) discussed a paper from the PGR Strategy Working Group, which requested the move to a 4 year PhD with integrated studies. The proposal saw a positive reaction, and is now progressing through the normal avenues for decision-making. The timescale for completion is largely in the hands of CAHSS but we will continue to work with College on gaining approval for the 4-year PhD model. Some of our School scholarships, advertised on our website, are already advertised as 4-year awards.</p> <p>Year on (Director, Prof Neil Pollock): The College has now approved the 4-year PhD but as yet no School has implemented this. The School’s Research Degree Committee has discussed this in two separate meetings but see no urgency. We’re not abandoning the idea but will keep discussing it and monitor whether other schools are implementing this. Each of our PhD Subject Group reps is discussing the idea within their respective groups – and will report back. In conjunction with this we have recently begun discussions relating to potentially introducing the so-called “Professional” or “Industry” PhD.</p> <p>We are working towards all School controlled scholarships being for 4 years rather than 3 from the September 2018 intake.</p>	<p>Ongoing</p>

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
		In more general terms we are concerned about the impact of Brexit on student recruitment and the need to maintain flexibility; this also in relation to Recommendation 3.	
<p>3. The panel recommends that the first year of the PhD programme have a taught element common for all students in the first semester, to include qualitative and quantitative analysis, epistemology and research methodologies, followed by specialist options in the second semester. [2.2.4]</p>	<p>Aspirational deadline September 2018 but depends on the introduction of the 4-year PhD</p>	<p>14 weeks (Director, Prof John Amis): Discussed at the Research Degrees Committee (RDC) on 23 November 2016. All PhD students already take the course “Introduction to PhD in Management Research” (CMSE11300). Currently there is ongoing debate within the Research Degree Committee (RDC) regarding whether additional common elements are appropriate – several members of the RDC feel that a common core is not appropriate. We will review the extent of taught common courses on the PhD programme in parallel with a possible implementation of the 4-year PhD degree structure as this would allow students to take 180 credits for courses over 2 years rather than the current 120 credits over one year.</p> <p>Year on (Director, Prof Neil Pollock): We are still discussing the nature and focus of the 1st year programme. At the moment, there seems little appetite for generalisation. Indeed, there seems to be a consensus within the RDC that the current model of specialisation not only works fine but should be further developed. We have a number of ideas in relation to this – one of which will be discussed at the February meeting of the RDC.</p> <p>The Business School is unique in the university landscape in that it is a hub connecting Arts, Humanities and Social Sciences, as well as Science and Engineering. No other School in the University features this breadth of methodological approaches. The School currently comprises six subject groups: Accounting & Finance; Entrepreneurship and Innovation; Management Science and Business Economics; Marketing; Organisation studies; and Strategy. Our cohort of PhDs, comprising over 100 students is very diverse, with some students fully engaged in qualitative research (some of which funded by AHRC or</p>	<p>Ongoing</p>

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
		<p>ESRC); others fully engaged in advanced mathematical topics (funded by EPSRC); and again other students adopting a mixed methodological approach. We therefore find that it is both impractical and undesirable to create a single PhD level course – which by its nature must be a specialist training – that attempts catering for all these needs. While some subject groups may adopt a common methodological approach, the idea of a “qualitative” or “quantitative” research training is a Social Science construct that hardly translates to a number of students in the School who are engaged in mathematical research (e.g. students focusing on Mathematics of Operational Research). For those reasons, it is necessary to have the flexibility to develop different pathways within the PhD programme to acknowledge the diversity of our cohort and enable subject-specific designs that are relevant for each group of students; e.g. a course on epistemology is hardly relevant to PhD students working on mathematical modelling; they need advanced mathematical training like that provided by NATCOR. We therefore feel it is necessary to leave the decision to generalise / specialise to the individual student, with guidance from their Supervisor.</p> <p>Courses currently available in year 1 of our PhD Programme are:</p> <ul style="list-style-type: none"> - Introduction to PhD in Management Research (CMSE11300) - Qualitative Research (CMSE11312) - Foundations of Econometrics (CMSE11388) - Applications of Econometrics (CMSE11389) - Supervised Reading 1 (CMSE11194) - Supervised Reading 2 (CMSE11195) <p>With sessions like:</p> <ul style="list-style-type: none"> - What to expect, and what to strive towards - How to navigate the 1st year of the PhD - ‘Dos’ and ‘Dont’s’ of academic writing - Conceiving of an interesting research project - Developing an interdisciplinary research project - What makes a piece of research interesting? 	

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
		<ul style="list-style-type: none"> - Contribution, Contribution, Contribution! - Pathways to Impact - Reviewing for academic journals - Academic conferences <p>our “Introduction to PhD in Management” includes the foundations of research mindfulness, design and methodology. “Supervised Reading” courses help students immerse themselves in focused reading and review of texts, relevant to their work.</p>	
<p>4. The panel recommends that some PhD scholarship funding be allocated using a project-led funding model, for which supervisors are given the opportunity to bid for funds for specific projects. This will enable supervisors to use their research reputations to attract high-calibre students. [1.10]</p>	<p>By September 2018</p>	<p>14 weeks (Director, Prof John Amis): We already allocate some scholarships (existing and advertised) to Research Centres and research-led Platforms, within the School. We feel however that this is an interesting idea, which we could explore further. It has been discussed in the Research Degrees Committee (RDC) and the committee will continue to look at this. Any changes would be for the September 2018 intake, as our scholarships are already advertised for the September 2017.</p> <p>Year on (Director, Prof Neil Pollock): We continue to discuss this idea. E.g. that we should allow supervisors to be more proactive with regard to supervision and scholarships. For instance, one idea discussed with the Dean and Director of Research, is to move from the current model where scholarships are allocated on Subject Group and School level and to allocate them instead based on themes. These would be themes that the School might want to develop further or see as important at a strategic level. We consider these themes as ‘bottom-up’ e.g. it would be up to Faculty and Supervisors to propose topics that merit support. The Director propose to develop discussion and support for this change over the next few months (e.g. submitting a paper to the Research Degree and Research Committees).</p> <p>In relation to this, we have increased our budget for PhD scholarships for the September 2018 intake.</p>	<p>Ongoing</p>

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
<p>5. The panel recommends that the School develop internal agreement regarding the appropriate number of teaching hours for teaching assistants in conjunction with ongoing developments within the University. [2.6.3]</p>	<p>Aspirational deadline September 2017, but depends on the response from College</p>	<p>14 weeks (Director, Prof John Amis): We agree entirely with this recommendation. The University’s ‘Task Group on the Code of Practice for Tutors and Demonstrators’ Have invited consultation on a revised policy but at the time of writing this no indication of when a decision might be made has been given.</p> <p>Year on (Director, Prof Neil Pollock): The University has now approved a move from 6 hours to 9 hours as an average over the 46 weeks of the academic year. This was published on 25 January, 2018, see: https://www.ed.ac.uk/academic-services/policies-regulations/research-students/tutors-demonstrators/9-hour</p> <p>Our PhD Mentor and Operations Manager monitor this model carefully.</p>	<p>Completed</p>
<p>6. The panel recommends that the School establish a position of Postgraduate Advisor to be a first point of contact for PhD students to discuss any problems they would not wish to raise with their supervisor. [2.1.10]</p>	<p>Full roll-out by the start of AY2017/18</p> <p>The PhD Co-ordinator in each Subject Group to be aware of new role by 1st September 2017</p>	<p>14 weeks (Director, Prof John Amis): We have selected a model whereby the PhD Co-ordinator in each of our six subject groups will include this as part of their responsibilities. This means that all our PhDs will be able to discuss any problems or issues with a person from outside their Subject Group and will have a choice between people. We are in the process of finalising the details of this model for a full roll-out in the AY2017/18.</p> <p>Year on (Director, Prof Neil Pollock): Delayed in relation to the anticipated deadline owing to the process of handing over directorship of the programme, we have now developed a formal job description for this role. We have also met and had a Best Practice in Supervision workshop. We are currently discussing within the Research Degrees Committee that PhD Group representatives take a more proactive and hands-on role within their groups.</p>	<p>Ongoing</p>
<p>11. The panel recommends that the School take action to ensure that all supervisors attend mandatory 5-yearly training. [2.1.9]</p>	<p>By April 2017</p>	<p>14 weeks (Director, Prof John Amis): The School’s Research and PhD Support Team already keeps records of who has taken/is still to take supervisory training. All staff are</p>	<p>Completed April 2017</p>

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
<p><i>(Please note that we have moved item 11 up as items 1-6 also relate to the PGR experience.)</i></p>		<p>reminded collectively and individually when they are in need of taking part in the training. The list of training completed will be passed to the Dean and to Heads of Subject Groups for discussing during Annual Performance Reviews, both in 2016/17 and in future years. The Dean will take action where faculty have exceeded the five-year limit.</p> <p>Year on (Director, Prof Neil Pollock): While marked as completed we would like to mention that we, in addition to the above, increasingly are focusing on mechanisms to support Supervisors. As the year progresses, we will work – through making more use of our databases, and student feedback – to identify specific problems.</p>	
<p>7. The panel recommends that the School consider spreading Welcome Week events over a longer period of time, to avoid overloading students, and to improve coordination with the University, Students’ Association and International Office when preparing Welcome Week literature, showing clearly which events are mandatory and which are optional. [2.1.4]</p>	<p>By September 2017</p>	<p>14 weeks (Director, Prof Jo Danbolt): We are reviewing our Welcome Week programme to identify things, which can be front-loaded (included into joining information) and things, which can be staggered (moved into the early weeks of the programme).</p> <p>Year on (Director, Dr Roberto Rossi): As a consequence of the review of our Welcome Week programme we have made the following changes:</p> <ul style="list-style-type: none"> - We condensed three events – welcome coffee, registration session and building tour – into one shorter event on day 1 of welcome week. - We also ensured that there were no clashes with central University events and allowed time for students to get to these events. - The centrally delivered ‘Making the Most of IT Sessions’ were moved into Week 1 of teaching. - We allowed a free day or a cumulative free day throughout the week across all programmes. <p>We continue to review Welcome Week and also to seek to develop closer ties between PhD and MSc offices, ref week one.</p>	<p>Completed for the September 2017 intake but we continue to review this as part of normal business.</p>

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
		<p>In this context we were disappointed that our PTAS application to develop a digital pre-joining resource to support students' transition into Masters level education at the University of Edinburgh was unsuccessful. Having a specialised online resource would help support our students at a busy and challenging time. We will review and resubmit this application in 2018.</p>	
<p>8. The panel recommends that the School and College take urgent steps to provide additional study and interaction space to MSc students to enhance the student experience. [2.4.3]</p>	<p>Central Area Space review report by August 2017.</p> <p>Local space plans by August 2018 at the earliest.</p> <p>Longer-term plans by August 2022 but this is in the hands of the University.</p>	<p>14 weeks (Director, Prof Jo Danbolt):</p> <p>We have in the past re-purposed large sections of the building, added two additional lecture theatres and furnished vacant space with tables for individual and teamwork within the restrictions of fire-safety. We have recently added two small meeting 'pods' on each level of the building. We also opened up the lecture theatres when not in use for additional study space but had to stop that because food waste and other mess was left behind, coffee was spilled, and bits of IT equipment went missing; rendering the lecture theatre unusable until the mess had been removed and IT equipment replaced.</p> <p>The building at 29 Buccleuch Place is now operating at absolute capacity – we can make no further meaningful alterations to the building. Any additional study space needs to be allocated to the School by the University. In this regard, we are awaiting the outcome of the University's Central Area Space Review; hoping that this survey may present a solution. With many other schools operating at capacity, we are, however, not hopeful that this will follow.</p> <p>A report on the review is expected in August 2017. Recommendations will be at a local space use level (1-2 years action) as well as a 5-10 year programme of space use. The latter may include possible relocation of Business School.</p> <p>We are very concerned that matters may worsen in the short-term, for example due to influence of building work in Buccleuch Place, which may likely have a negative impact on student satisfaction.</p>	<p>Ongoing</p>

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
		<p>Year on (Director, Dr Roberto Rossi): Space remains an issue that is out of our control. We would like to point that it constitute a limiting factor for student growth but even so the University expects us to continue to grow student numbers.</p> <p>We are still awaiting the outcome of the Central Areas Space Review which we had been led to understand would be available in August 2017. This report is now expected by March 2018. We expect no draft resolution until 2020/21 at the earliest.</p>	
<p>9. The panel recommends that the School consider benchmarking its approach to assessment with other institutions with a view to achieving consistency across the different MSc programmes. [2.5.1]</p>	<p>Internal Mapping, by September 2017</p> <p>Internal review of mapping during Semester 1 17/18.</p> <p>Review against other institutions, by end Semester 2 17/18</p>	<p>14 weeks (Director, Prof Jo Danbolt): We are in the process of mapping all assessment on our PGT programmes. Once completed we will include our Programme Level External Examiners in a review of this and we may involve staff serving as External Examiners elsewhere; both with a view to establish institutions against which to benchmark.</p> <p>Year on (Director, Dr Roberto Rossi): We have had to delay the mapping of assessment as circumstances have changed considerably. The School has for many years offered 15-credit MSc courses but the University now demands that we move towards a model of 10 or 20 credit courses. This we expect to implement for the September 2019 intake and we therefore need to review our deadlines for recommendation 9 accordingly. We will continue our dialogue with our External Examiners on this matter.</p>	<p>Ongoing</p>
<p>10. The panel recommends that consideration be given to raising its English language requirement for MSc programmes or including mandatory courses to improve language ability while on course. [2.3.5]</p>	<p>i) Review of language requirements on student numbers by January 2017</p> <p>ii) Competitor analysis by January 2017</p>	<p>14 weeks (Director, Prof Jo Danbolt):</p> <p>i) We have reviewed what impact increasing the current English language requirements would have on student numbers.</p> <p>ii) We have conducted a full competitor analysis, concerning the English language requirements, of similar institutions.</p> <p>iii) We are completing an analysis of the relationship between English language scores on intake and student performance.</p>	<p>i) Completed December 2016</p> <p>ii) Completed January 2017</p> <p>iii) Ongoing</p> <p>iv) Ongoing</p>

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
	<p>iii) Analysis of the relationship between language scores and student performance by July 2017</p> <p>iv) The trial of the new element in admissions processes from September 2017 onwards</p> <p>v) Aspirational deadline 2019 but dependent on outcome of initial trials</p>	<p>iv) We are planning to trial a competency based element (covering competencies such as communication, adaptability, global mindedness) into our application process, starting September 2017 for the September 2018 intake of our International Business & Emerging Markets MSc. We will use this trial to assess whether student feedback changes, especially regarding assessed group work. If successful, we would look to roll-out this competency-based element to other programmes as well. The International Business & Emerging Markets MSc has been selected for the trial due to this programme having on average the highest level of diversity. It is also a programme with a high level of assessed group work. Potential suppliers are <i>Kira Academy</i> or <i>Easyrecrue</i>. Issues around security / data protection may slow down the trial and we are consulting College of Arts, Humanities and Social Sciences (CAHSS) about this. Depending on the outcome of this, we may need consult records Management/ Central Information Services as well.</p> <p>v) Extending the trial to other MSc programmes depends on the outcomes of the trial but this would not occur before 2019. As for iv) issues around security / data protection may slow down the trial.</p> <p>We invited representatives from <i>English Language Education (ELE)</i> at the University of Edinburgh to participate in the PPR meeting about this School remit item and we will continue to engage with ELE where relevant.</p> <p>Year on (Director, Dr Roberto Rossi):</p> <p>i) Our findings suggest that revising our language requirements would have a major impact on numbers.</p> <p>ii) Our existing requirements are not out of line with our competitors.</p> <p>iii) The analysis between language requirements and student performance is still pending.</p>	<p>v) To be commenced</p>

The University of Edinburgh – Internal Review

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
		<p>iv) A competency based element is currently on hold due to legal issues related to data protection. The situation may worsen with new legislation coming into play in May 2018.</p> <p>v) Pending until iv) is resolved.</p> <p>We note that additional English language education is available but not compulsory.</p>	

The University of Edinburgh
Internal Review

Year on response report on recommendation actions

PPR of: History, Classics and Archaeology

Date of Review: 1st and 2nd Nov 2016

Date of 14 week response: 16th May 2017

Date of year on response: 12th February 2018

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. 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	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1. The review team recommends a strategic approach across the School to support resilience and expansion in ODL provision, including a business plan, resources and space.	Actions identified in 14 week review completed September 2017. Short-life working group established to develop future strategy, final report to SMC end of February 2018.	In the 14 week review, we noted that a review of business plan, resourcing and space underway as basis for discussion of future strategy was underway. Outcome was series of actions to more clearly define distribution of tasks between programme director, programme administrator and learning technologist – completed summer 2017 – and setting up of short-life working group to define future strategy. Working group activities now complete, final report on future strategy to go to School Management Committee March 2018.	Actions outlined in 14 week review completed September 2017.
2. The review team recommends that the School further develop the equality and diversity agenda within the school with support and guidance from Professor Jane Norman (Vice Principal, People and Culture)	Actions identified in 14 week review completed.	Further to report in 14 week review, the PhD mentoring scheme has now been established, and where possible vivas include both male and female staff members (as Internal examiner, External examiner or NEC).	October 2017
3. The review team recommends that the School continues to develop the Postgraduate (both PGR and PGT) research culture within the School. Closer in- School communications should be developed.	Completed, except point 2. Planned establishment of research committee in History to be completed in 2018.	<ol style="list-style-type: none"> 1. Research Director is now a member of School Postgraduate Studies Committee 2. Research Committee established in Archaeology (already exists in Classics) to provide increased strategic direction within discipline, new research committee planned in History. 3. New research groups initiated in archaeology subject areas 4. Steps to ensure PG students are core part of School research groups and that research groups are more firmly embedded in life of the School by highlighting these expectations to research group convenors 	AY 2018-19

		5. In relation to developing improved systems for in-school communications, new current students' webpages for postgraduate students went live September 2017.	
4. The review team recommends the School review the PG staff workload model (academic, IT, admin and support staff) to support resilience, sustainability and retention of staff (especially early career staff).	Completed	Academic staff workload model: 1. From 2016-17, implementation of new forward-looking workload model that can be used to manage teaching and administrative duties prospectively. 2. Publication of workload model on staff intranet 3. Job descriptions for Graduate Officers and Programme Directors redrafted Administrative staff workload model: 4. Review of workload allocation and processes across administrative team, intended to introduce greater efficiency and definition across role types. New position of Grade 5 programme administrator for research programmes in place from December 2017.	December 2017
5. The review team recommends that the School review allocation of teaching and supervisory responsibilities on early career academics to support both student and staff experience.	Completed	Annual presentation of data on PhD and MSc supervision to SMC context of SMC discussion of workload data, to help ensure proactive management of postgraduate supervision loads.	2017
6. The review recommends that the School looks at processes to ensure all PhD students undergo the 1st year PhD review process.	Completed	Reports on Annual Reviews in progress pulled each month and followed up by GSO/DGS to ensure all PhD students undergo annual review each year, including first year. Report on Annual review coverage to be presented to SPGSC and reported to SMC in October of each year,	October 2017
Please report on steps taken to feedback to students on the outcomes of the review	Report discussed at SPGSC (student representatives present) and SSLC, and circulated to wider student body		