

The University of Edinburgh  
Senate Quality Assurance Committee

**Meeting to be held on Thursday 27<sup>th</sup> April 2023  
at 2pm in the Cuillin Room, Charles Stewart House  
and via Microsoft Teams**

**A G E N D A**

- 1. Welcome and Apologies**
- 2. Minutes of the meeting held on Monday 6<sup>th</sup> March 2022** SQAC 22/23 4A
- 3. Matters Arising**  
**Conveners Update**  
3.1 Senate Committees External Review  
3.2 Student Support Model  
**For Discussion**
- 4. Undergraduate Degree Awarded Analysis** SQAC 22/23 4B  
Appendix is closed at the request of the authors, due to the dataset being considered experimental and not previously explored in any detail. (Appendix 2 Closed)
- 5. Tutors and Demonstrators Governance** SQAC 22/23 4C
- 6. Exceptional External Examiner Appointments** SQAC 22/23 4D
- 7. External Examiner Reporting System (EERS) Thematic Analysis** SQAC 22/23 4E
- 8. Scotland's Rural College (SRUC):**
  - Accreditation Committee Annual Report 2021-22 SQAC 22/23 4F
  - Proposal to extend Scotland's Rural College's (SRUC) Accredited Institution status to Postgraduate Research Provision SQAC 22/23 4G
- 9. Committee Priorities for 2023-24** SQAC 22/23 4H  
**For information and noting**
- 10. [Internal Periodic Review: Reports and Responses](#)** SQAC 22/23 4I
- 11. Any Other Business**
- 12. Date of Next Meeting:** Thursday 18<sup>th</sup> May 2023 at 2pm in the Cuillin Room, Charles Stewart House

## The University of Edinburgh Senate Quality Assurance Committee

Monday 6<sup>th</sup> March 2023 10am-12pm

Meeting held via Microsoft Teams

<b>Present:</b>	
Professor Tina Harrison (Convener)	Deputy Vice-Principal Students (Enhancement)
Professor Matthew Bailey	Dean of Quality, College of Medicine and Veterinary Medicine
Marianne Brown	Co-opted member with expertise in Student Systems
Brian Connolly	Head of Quality Assurance and Enhancement Team, Academic Services
Dr Anne Desler	Director of Quality Assurance & Curriculum Approval, Edinburgh College of Art
Sinéad Docherty	Committee Secretary, Academic Policy Officer, Academic Services
Dr Gail Duursma	School Representative (Engineering), College of Science and Engineering
Olivia Eadie	Assistant Director and Head of Operations and Projects, Institute for Academic Development
Dr Jeni Harden	School Representative (School of Molecular, Genetic and Population Health Sciences), College of Medicine and Veterinary Medicine
Dr Pia Helbing	Programme Director, Business School
Dr Meryl Kenny	Deputy Director of Learning and Teaching, School of Social and Political Science
Professor Leigh Sparks	Deputy Principal, University of Stirling
<b>In attendance:</b>	
Professor Ella Ritchie	Member of the Senate External Review Panel
Lynsey Dinwoodie	Academic Administration and WP Manager – College Governance, Quality Assurance and Enhancement
Morag Fairlie	Projects and Quality Officer, College of Science and Engineering
Sam McCallum	VP Education, Edinburgh University Students' Association Representative
Tom Ward	Director of Academic Services

<b>Apologies:</b>	
Dr Linda Kirstein	Dean of Education Quality Assurance and Culture, College of Science and Engineering
Dr Paul Norris	Dean of Quality Assurance and Curriculum Approval, College of Arts, Humanities and Social Sciences

### 1. Welcome and Apologies

The Convener noted that Lynsey Dinwoodie and Morag Fairlie are in attendance on behalf of Paul Norris (CAHSS) and Linda Kirstein (CES) respectively.

The Convener welcomed back Brian Connolly as Head of Quality Assurance and Enhancement Team, Academic Services.

The Convener noted that Professor Ella Ritchie, who is leading the Senate External Review, is also present.

### 2. Minutes of the meeting held on Thursday 8<sup>th</sup> December 2022.

The minutes of the previous meeting were approved, subject to slight amendment to correct attendance record.

### 3. Matters Arising

#### Conveners Update

#### 3.1 Senate Committees External Review

The Committee were reminded that this review is taking place, led by Ella Ritchie, and that Olivia Hayes (Clerk to Senate) is looking for volunteers to participate in focus groups. These groups are aiming to encompass more academic voices and better representation from across the University.

Professor Ella Ritchie introduced herself to the Committee and explained that she is undertaking this review on behalf of AdvanceHE. Some of their work will focus on how Senate and its committees interact, and explore the extent to which committees provide a useful forum. ER has prior experience in these types of reviews, and noted that whilst institutions may be unique there are often similarities in the issues they are facing.

ER confirmed that a survey had already been circulated to Senate members and is now closed, but members are invited to volunteer for the focus groups. The Convener also urged colleagues to participate in these groups.

#### 3.2 Quality Enhancement and Standards Review (QESR)

A new enhancement-led institutional quality review method is currently under development in Scotland as part of a tertiary quality framework. The new method is being delivered across two phases. Phase 1 comprises a QESR. Our QESR is scheduled for 16<sup>th</sup> November 2023 and will comprise a one-day visit from a small external panel but no self-evaluation report is required for the review. More information will be shared by Nichola Kett (Interim Director of Academic Services) in due course as preparation for the review begins.

#### 3.3 Enhancement Themes

The Committee were informed that two interns have been appointed for 3 months, on a part-time basis, to contribute to the work for the theme (Resilient Learning Communities). This theme is coming to the end of the 3 year time span, and no theme has been set by QAA for 2023/24.

#### For Discussion

#### 4. Annual Reports 2021-22:

##### 4.1 Academic Appeals CLOSED PAPER

**This paper is closed; disclosure would constitute a breach of the Data Protection Act.**

Tom Ward (Director of Academic Services) presented this paper to the Committee. The volume of appeal submissions has continued to increase, with higher numbers compared to this point last year, although numbers overall remain at a very low proportion of the student population and the number of upheld appeals is not growing.

The increase in appeal submissions is associated with student population growth, especially with regard to PGT students and overseas students, and the ongoing impact of Covid and industrial action. It is possible that the “no detriment” approach taken by the University during the pandemic may have created a culture of appealing.

The Committee were informed that appeal turnaround times remain challenging and there is a significant backlog. To address this, more staff have been allocated to appeals work, and the subcommittee membership has been expanded to avoid a bottleneck at this stage. Academic Services are also exploring “bank” staff who can be deployed at peak times to work on appeals, and can respond to the peaks and troughs of appeal submissions.

The Committee were informed that the number of upheld appeals remains static at around 10%. The overall increase in submissions is not reflective of wider/systematic process issues. It is possible that Schools need better instruction on how to advise and direct their students who are unhappy with results/outcomes, rather than falling back on academic appeals. The Committee also discussed the relationship between ESC and appeals to consider whether process improvements at ESC stage might assist students then and negate the need to later appeal.

A member of the Committee highlighted Taught Assessment Regulation 64.1 which sets out the Convener of the Board of Examiners’ ability to review a decision if there is any significant new information or evidence of an error. It was suggested that increased awareness of this regulation, and more guidance for Schools on using the BoE mechanism rather than the appeals process, may serve to reduce the volume of appeals and facilitate early resolution where appropriate.

**Action: Colleges/Schools to remind Boards at BoE training that they can re-convene in light of new evidence.**

The Committee queried what learnings are taken from the cases where the appeal is upheld.

**Action: Academic Appeals to consider this and include learnings in future annual reports.**

It was noted during this discussion that it is imperative the appeals process remains open and accessible to students.

##### 4.2 Student Discipline CLOSED PAPER

**This paper is closed; disclosure would constitute a breach of the Data Protection Act.**

Tom Ward (Director of Academic Services) presented this paper to the Committee. The paper focusses on the number of breaches rather than investigations subsequently carried out. Cases of academic misconduct, which are of most relevance to this Committee, account for much of the growth in case numbers, with instances of plagiarism and collusion skewed towards the PGT population and overseas students.

It was noted that the investigation practices are not scalable as cases increase and this is challenging for the conduct team. The Committee discussed ways to combat academic misconduct, including a greater focus on authentic assessment, development to forms of assessment and not an automatic return to in-person exams, and the value of co-creating assessment with students to deter from the use of essay mills and Chat GPT-type platforms.

A Committee member highlighted that there can often be misunderstanding by the student around collaborative working and collusion e.g. using shared notes as a resource in open book exams. Increased student awareness of academic integrity may serve to combat these instances where there is no intent by the student to plagiarise/collude. A LEARN module on academic misconduct and academic integrity is under development; a Committee member questioned whether this module can be designed to allow subject areas to add some content that is specific to their types of assessment.

The Committee discussed the inconsistencies present in reported cases of academic misconduct across departments, Schools and Colleges. All staff need to be aware of what, when and how to report to avoid inconsistency in the interpretation of the policy. It was suggested that more conversations are needed at local level in Schools, in the context of assessment, to better communicate the importance of academic integrity.

#### **4.3 Complaint Handling**

Tom Ward (Director of Academic Services) presented this paper to the Committee. The paper details an outlying year (2021/22) still impacted by Covid and showing an upward trend in complaints. It was highlighted to the Committee that there are zero returns from certain areas, which shows problems with data collection.

An internal audit of complaints is almost complete; this process will make recommendations around collecting and reporting data.

It was highlighted to the committee that challenges include limitations on data collection and therefore analysis, uncertainty around what constitutes a complaint and crossover in the relationship between complaints and academic appeals. It was also noted that individuals may use other routes, instead of complaints, in an attempt to obtain a quicker result.

Tom Ward asked the Committee to consider whether there is a need for a formal reporting/recording system across the institution to best manage the process. Focus needs to be on valuable outputs if a system were to be introduced.

**Action: Going forwards, and following the internal audit, the Complaints team will seek to make the process more useful and insights more valuable. Lynsey Dinwoodie has previously worked in a complaints role and volunteered to help the Complaints team improve the process.**

## 5. Annual Monitoring and Reporting:

### 5.1 Annual Review of Student Support Services (SSSAR)

This paper was presented by Brian Connolly. This annual review is the last under the streamlined process which was introduced during the pandemic, and is the last that will include reflections on the pandemic. Annual reports will be moving out of the interim process and returning to a more detailed level of reporting.

The key themes and issues identified in the SSSAR were hybrid working (including concerns around balancing this model and staff resilience), digital provision and the implementation of People and Money. This system, in particular, has caused significant concern around staff workload, time and support. The Committee noted that these themes are service/process focussed rather than student experience focussed, and also noted that Student Support Services have encountered strain in both staffing and workload.

**Action: Academic Services to escalate comments from SSSAR reports to relevant project teams. Hybrid working and digital provision to go to the hybrid working team, and P&M theme to be referred to that project group.**

### 5.2 Annual Monitoring, Review and Reporting Policy

This paper was presented by Brian Connolly and proposed minor changes to the policy. The paper was approved (with minor additional amendments).

### 5.3 Reporting Template Enhancements

- Programme Annual Monitoring Template
- School Annual Report Template
- College Annual Report Template

Brian Connolly presented the updated annual monitoring templates to SQAC, which had been presented already in the December 2022 meeting. Changes had been incorporated to add emphasis to monitoring the PGR experience as well as the taught experience. It was raised that there are discrepancies between the Schools and Programme template re PGR and student support questions and this needs to be refined before the templates are circulated to Schools and Colleges.

There was some discussion with regard to the Assessment and Feedback question in the programme template. The Assessment and Feedback Principles and Priorities were published in September 2022, and it was suggested these are too new for Schools/Colleges to report back on. However, given the emphasis placed on this in the recent ELIR, other members of the Committee felt it would encourage focus on this topic, and provide an opportunity to surface any concerns, challenges or good practice.

The Committee agreed to keep the question in the template, but amend the language to allow Schools to report on activities to date and not infer all changes had been fully implemented.

**Action: BC to refine templates and update language on Assessment & Feedback to ask about activities *to date*. BC to update information and templates on the Annual Monitoring webpage and send instruction to Schools & Colleges for this year's activity.**

## 6. Student Support Model

This update was presented by Marianne Brown and, as agreed at the December 2022 meeting, is a standing item for SQAC. MB informed the Committee that a current focus of the project is on evaluating the implementation. The recommendations and actions set out in section 8 of the paper are already in motion with the project team.

The second phase of evaluation will be a longer term process and will involve SQAC. This process is at the early stage of discussions with Colleges. A robust method of year-on-year evaluation is required; it is suggested that SPS may be able to help with developing effective evaluation methods.

It was noted that measure and indicators have yet to be agreed for a method of evaluation. It was also noted that measures will need to track student engagement and not only reflect student satisfaction with the system.

**Action: Academic Services to highlight this topic at the next Directors of Quality forum and facilitate discussion on how best to monitor the student support system through QA processes.**

### **7. Coordinating Institutional Activities on Assessment and Feedback**

Two new task groups have been proposed to support the work on Assessment and Feedback, and would report into all three of the Senate subcommittees. SQAC supported the proposals for the *Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group*, subject to establishing appropriate ways to involve a wider range of stakeholders where appropriate (either through participation in meetings or alternative ways of consultation).

It was recognised that input from current teaching staff, and IAD, is vital although this does not necessarily require additional members on the groups. It is important to keep the groups agile and of a manageable size in order to function effectively.

The Committee approved the establishment of the new group. Further work will be undertaken by SEC and APRC to agree the final membership and remit for the group.

### **8. Schedule for Review of Policies, Regulations and Guidance**

Tom Ward presented this item and covered the plan for re-setting the schedule of policy, regulation and guidance review following the pandemic. Academic Services will prioritise and cluster where appropriate to effectively work through the review schedule.

The meeting was adjourned before discussion on this item concluded; this item was later circulated to the Committee as e-business.

It was highlighted that the *Programme and Course Design, Development, Approval, Changes and Closure Policy* is a key policy due to be reviewed, and that substantive changes may be informed as part of the Curriculum Transformation Project. A further comment was made that the proposed minor changes to *Programme and Course Approval and Maintenance Policy in 2022-23* may require thorough consideration in terms of the Subject Area level operationalisation and School-level approval of both CTP and the Assessment and Feedback Principles and Priorities guidance.

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

SQAC did not reach this item before the meeting was adjourned. This item was later circulated to the Committee as e-business.

This item was for information only; no further comments were received from the Committee.

**10. Internal Periodic Review: Final Reports**

SQAC did not reach this item before the meeting was adjourned. This item was later circulated to the Committee as e-business.

The Committee then approved the final reports for The School of Divinity (PGT & PGR) and for The School of Economics (all provision).

**11. Any Other Business**

There was no other business.

**Date of Next Meeting: Thursday 27 April 2023 at 2pm in the Cuillin Room, Charles Stewart House**

The University of Edinburgh  
Senate Quality Assurance Committee

27 April 2023

## **Degree Awarded Analysis**

### **Description of paper**

1. This paper analyses the proportion of First class and higher classification degrees awarded by the University of Edinburgh in the 2021/22 academic year. These statistics are shown by School, and are also benchmarked against the Russell Group at subject group level. The strongest apparent outliers are examined in detail. Attainment gaps are illustrated for key student groups. Whilst trends have been provided it is important to note that 2019/20 and 2020/21 were exceptional years and so trend data should be interpreted in that light.

### **Action requested / recommendation**

2. SQAC are asked to note the findings in this paper.
3. We recommend that colleagues are mindful of the extraordinary circumstances in both years 2019/20 and 2020/21. For 2021/22, there has been reduced uncharacteristic activity but not a full return to pre-pandemic patterns for first class degree attainment.

### **Background and context**

4. Russell Group data used are taken from the Higher Education Statistics Agency. Only those achieving a classified degree i.e. 1<sup>st</sup>, 2.1, 2.2 or 3<sup>rd</sup> are considered.
5. Note that Colleges and Schools have not seen this report in advance.

### **Discussion**

6. After two years of unprecedented high attainment rates for first class degrees, there has been a reduction across the Russell Group in 2021/22. There has also been a reduction in the proportion of high classification (first or second class upper), although changes in this metric have been less pronounced in recent years. Edinburgh's proportion of firsts (41.7 percentage points) remains higher than the Russell Group average (37.7 percentage points). However this difference has decreased from 2020/21, with Edinburgh also now ranked eighth in the Russell Group rather than fifth.
7. The UK BAME attainment gap for first class degrees (-3.7 percentage points) for 2021/22, closing slightly on the gap from 2020/21 (-4.0 percentage points). It is now half that of the Russell Group.
8. Disabled students continue to be less likely to achieve a first class degree but the gap continues to narrow. For Edinburgh in 2021/22, this gap was -2.0 percentage points, while in 2018/19 it was -4.9 percentage points.

9. Female students continue to be more likely to achieve a first class degree. At +2.1 percentage points, this gap is similar to the gap in 2018/19 (+2.7 percentage points).
10. For the first time, at the request of the committee, there has been an exploratory consideration of degree attainment by entry tariff points. This utilises data available from HESA and is presented as-is, resulting in no statistically significant variation when comparing Edinburgh against the Russell Group. However it is critical to note that this field has not been worked with previously and as such is considered experimental only. Given this, the section has therefore been added as a closed appendix only.

**Resource implications**

11. None.

**Risk management**

12. No change to existing practice.

**Equality & diversity**

13. No change to existing practice.

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

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

**Author**

Roy Woolley, Strategic Planner and Information Analyst

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Pauline Manchester, Deputy Director of Planning and Policy

Marianne Brown, Interim Head of Student Analytics, Insights and Modelling

Vivian So, Senior Analyst

**Presenter**

Pauline Manchester, Deputy Director of Planning and Policy

*Date 27<sup>th</sup> April 2022*

**Freedom of Information Open**



# Degree Awarded Analysis

## SQAC

## Governance and Strategic Planning

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<b>Report Date:</b>	27 <sup>th</sup> April 2023
<b>Report Author(s):</b>	Roy Woolley Kevin Harkin Jim Galbraith Pauline Manchester Marianne Brown Vivian So
<b>Report Audience:</b>	SQAC Committee Only
<b>FOI Status:</b>	Open

## Introduction

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This report presents data on degree classification outcomes and is sent for consideration. This edition includes 2021/22 exit awards data for the Russell Group. In the main body of the report, internal data and comparative HESA data are presented. The internal data are presented by School to show the trend of achievement over the most recent five sessions. The HESA comparative data are presented in terms of HESA-defined subject headings. The most recent HESA data are used to give external context, using the Russell Group as a comparator group. Preceding the School and subject level analysis, overall University level figures are shown, including attainment gaps and breakdowns by tariff point banding.

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

The following key points for 2021/22 are as follows:

- Following two years of increases, the attainment rate for first class degrees has dropped to 41.7%, however this remains higher than pre-2019 rates [Figure 1.1]
- Female students continue to have higher attainment rates for first class degrees, with the attainment gap in Edinburgh slightly higher than the Russell Group overall [Figure 2.1]
- Students with a non-white ethnicity continue to have lower attainment rates for first class degrees, although the Edinburgh attainment gap is half that of the Russell Group [Figure 2.2]
- Students with a known disability also continue to have lower attainment rates for first class degrees, although this gap has been decreasing for both Edinburgh and the Russell Group [Figure 2.3]
- At (external) subject level, only one Edinburgh subject continues to have a statistically higher attainment rate of first class degrees relative to the Russell Group [Table 3.1]
- From internal School data, around one third of Schools have a first class degree attainment rate exceeding 50% [Table 4.1]

Individual subject-area benchmarking data is provided in Appendix 1.

## Data and Definitions

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All benchmarking data was sourced from HESA Student qualifier data, which provides counts in terms of Full Person Equivalents (FPE). Additional school-specific data was sourced from internal systems and provided by Student Systems.

In the interests of data security and preventing re-identification, all FPE figures provided in this report are rounded to the nearest five. All percentage values are rounded to one decimal place, but are calculated from unrounded FPE figures. Percentages are suppressed if the underlying FPE is less than 22.5, for the purposes of both data security and mitigating against data misrepresentation.

## University Level Benchmarking

### First Class Degrees

Following two pandemic years of increased first class degree attainment, Edinburgh's rate for 2021/22 has decreased to 41.7% from the peak of 50.5% in 2020/21 [Figure 1.1]. Although such a trend is not as pronounced across the whole Russell Group, other institutions (notably UCL and LSE) have experienced similar attainment patterns in recent years, resulting in large decreases when comparing 2021/22 to 2020/21 [Table 1.2].

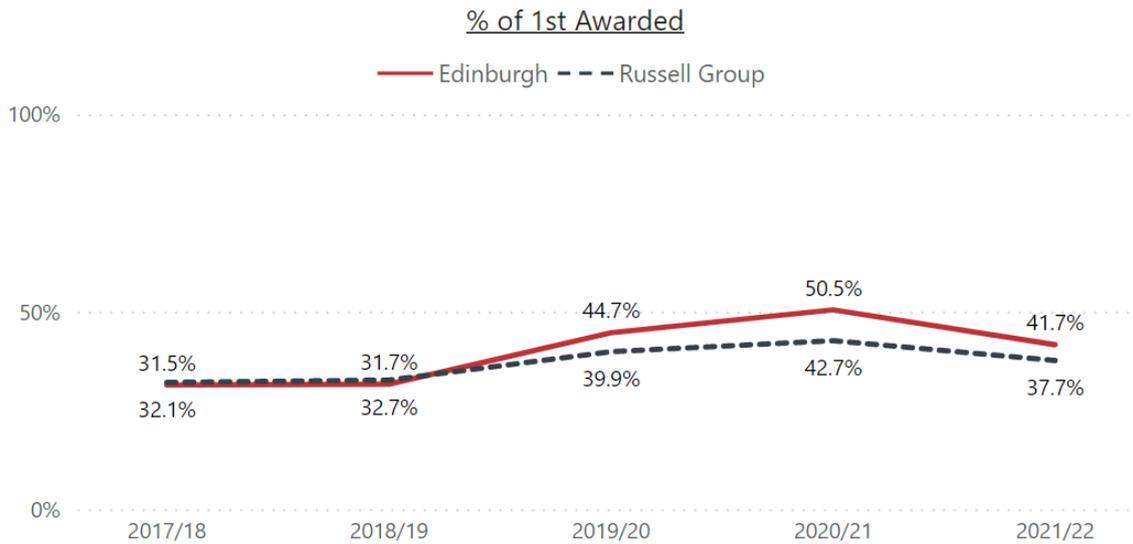


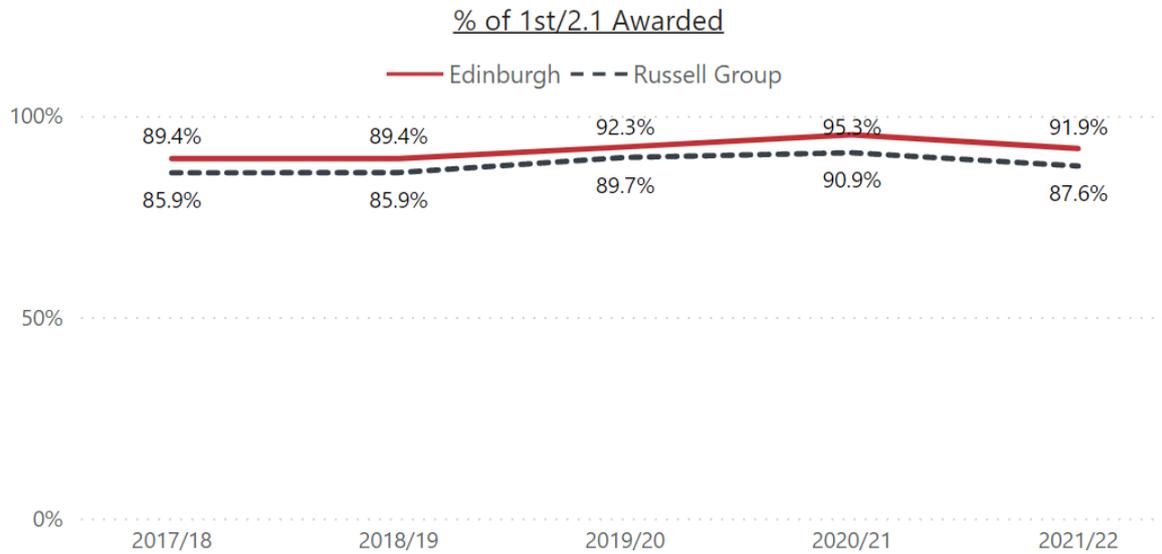
Figure 1.1: Percentage of students at Edinburgh achieving a first class degree compared with the Russell Group, from 2017/18 to 2021/22.

Institution	2017/18	2018/19	2019/20	2020/21	2021/22	%1st YoY Change	%1st 5Y Change
Imperial	46.6%	53.4%	53.6%	55.3%	54.0%	-1.3%	7.4%
UCL	39.7%	40.5%	58.2%	59.2%	48.9%	-10.3%	9.2%
Queen Mary	33.0%	36.1%	48.6%	52.7%	45.2%	-7.5%	12.2%
LSE	33.7%	36.8%	45.4%	53.0%	44.0%	-9.0%	10.4%
Leeds	32.2%	33.9%	40.4%	47.1%	43.0%	-4.2%	10.7%
Manchester	34.8%	37.5%	43.0%	46.8%	42.7%	-4.1%	7.9%
King's College	35.7%	33.5%	42.5%	45.1%	41.8%	-3.3%	6.2%
Edinburgh	31.5%	31.7%	44.7%	50.5%	41.7%	-8.8%	10.2%
Durham	35.2%	33.8%	42.2%	45.7%	40.4%	-5.3%	5.2%
Cambridge	33.9%	36.6%	49.4%	46.0%	38.7%	-7.3%	4.8%
Southampton	30.1%	34.9%	38.8%	41.9%	37.8%	-4.1%	7.7%
Glasgow	31.9%	29.4%	36.6%	41.6%	37.2%	-4.5%	5.2%
Oxford	36.3%	36.5%	48.1%	40.6%	36.7%	-3.9%	0.4%
Birmingham	32.9%	31.7%	38.7%	45.8%	36.7%	-9.1%	3.8%
Exeter	30.0%	30.7%	37.1%	38.4%	35.9%	-2.5%	5.9%
Liverpool	30.4%	28.7%	33.2%	41.1%	35.1%	-6.0%	4.7%
Nottingham	31.4%	31.3%	34.2%	38.3%	34.5%	-3.8%	3.1%
Sheffield	26.0%	28.5%	40.0%	38.0%	34.2%	-3.8%	8.2%
Warwick	30.8%	31.8%	38.6%	37.1%	33.9%	-3.3%	3.1%
Bristol	31.6%	31.5%	37.9%	39.9%	33.6%	-6.4%	2.0%
York	25.4%	27.7%	29.8%	32.2%	31.4%	-0.7%	6.0%
Queen's Belfast	31.9%	28.6%	30.8%	32.5%	30.9%	-1.6%	-1.0%
Newcastle	24.4%	24.5%	32.4%	35.5%	29.8%	-5.7%	5.4%
Cardiff	31.3%	30.0%	34.8%	34.0%	28.4%	-5.5%	-2.9%
<b>Russell Group</b>	<b>32.1%</b>	<b>32.7%</b>	<b>39.9%</b>	<b>42.7%</b>	<b>37.7%</b>	<b>-5.0%</b>	<b>5.5%</b>

Table 1.2: Percentage of students at Russell Group universities achieving a first class degree, from 2017/18 to 2021/22. The University of Edinburgh has been highlighted.

## First and Upper Class Degrees

The percentage of students attaining a first or upper second class degree follows the trend of first class attainment, although recent changes are less prominent [Figure 1.3]. With an attainment rate of 91.9%, Edinburgh remains in the upper half of the Russell Group (ranked 5<sup>th</sup>), and is 4.3% higher than the Russell Group average [Table 1.4].



**Figure 1.3: Percentage of students at Edinburgh achieving a first class or upper second class degree compared against the Russell Group, from 2017/18 to 2021/22.**

Institution	2017/18	2018/19	2019/20	2020/21	2021/22	%1st/2.1 YoY Change	%1st/2.1 5Y Change
LSE	90.6%	92.3%	95.8%	96.0%	93.9%	-2.1%	3.4%
Oxford	93.9%	94.2%	96.1%	95.1%	93.6%	-1.4%	-0.2%
Imperial	90.6%	92.8%	93.3%	94.0%	92.8%	-1.2%	2.1%
UCL	89.9%	89.1%	96.2%	96.0%	92.4%	-3.6%	2.5%
Edinburgh	89.4%	89.4%	92.3%	95.3%	91.9%	-3.4%	2.5%
Durham	92.1%	91.7%	94.7%	94.3%	91.9%	-2.4%	-0.3%
Cambridge	92.3%	91.8%	96.7%	93.6%	91.6%	-2.0%	-0.7%
Exeter	87.9%	86.7%	91.1%	92.3%	89.5%	-2.8%	1.6%
Bristol	89.7%	90.1%	92.4%	93.3%	89.4%	-3.9%	-0.3%
King's College	86.8%	85.6%	90.9%	90.8%	88.8%	-2.0%	2.0%
Leeds	87.0%	87.4%	89.8%	92.3%	88.8%	-3.5%	1.8%
Glasgow	85.7%	83.8%	90.8%	92.7%	88.2%	-4.5%	2.5%
Queen Mary	83.4%	86.2%	88.9%	92.3%	88.0%	-4.2%	4.6%
Manchester	83.2%	82.9%	87.0%	88.8%	86.8%	-2.0%	3.7%
Southampton	84.9%	85.8%	89.0%	90.5%	86.6%	-3.9%	1.7%
Birmingham	86.7%	86.3%	92.2%	92.2%	86.5%	-5.7%	-0.1%
Sheffield	81.7%	82.7%	88.1%	89.1%	86.5%	-2.6%	4.8%
Warwick	84.3%	86.7%	89.0%	90.3%	85.8%	-4.5%	1.4%
Liverpool	80.5%	78.8%	83.5%	87.5%	85.6%	-2.0%	5.1%
Nottingham	84.5%	84.7%	85.0%	87.1%	85.5%	-1.6%	1.0%
Newcastle	81.3%	82.0%	88.3%	89.0%	83.6%	-5.3%	2.4%
York	80.5%	82.4%	83.4%	86.8%	83.1%	-3.7%	2.5%
Cardiff	83.4%	81.6%	86.6%	86.0%	81.0%	-5.0%	-2.4%
Queen's Belfast	84.0%	85.0%	87.2%	86.3%	80.9%	-5.3%	-3.1%
<b>Russell Group</b>	<b>85.9%</b>	<b>85.9%</b>	<b>89.7%</b>	<b>90.9%</b>	<b>87.6%</b>	<b>-3.3%</b>	<b>1.7%</b>

Table 1.4: Percentage of students at Russell Group universities achieving a first class or upper second class degree, from 2017/18 to 2021/22. The University of Edinburgh has been highlighted.

## Attainment Gap Benchmarking

### Sex – First Class Degree Attainment Gap

Female students continue to be more likely than their male counterparts to achieve a first class degree. In 2021/22 Edinburgh was just over 1% higher than the Russell Group average – the smallest difference since 2017/18. Although record numbers of students (both male and female) achieved a first class degree in 2020/21, this increase was disproportionately larger amongst female students.

Although longitudinal analysis is not possible at subject level (due to subject coding changes), for 2021/22 Social Sciences at Edinburgh had the second largest female-favoured attainment gap (15.5%) as well as large difference to the Russell Group average of 0.6%. Conversely, Computing at Edinburgh had the largest male-favoured attainment gap (-11.5%) as well as a large difference to the Russell Group average of 1.2%.

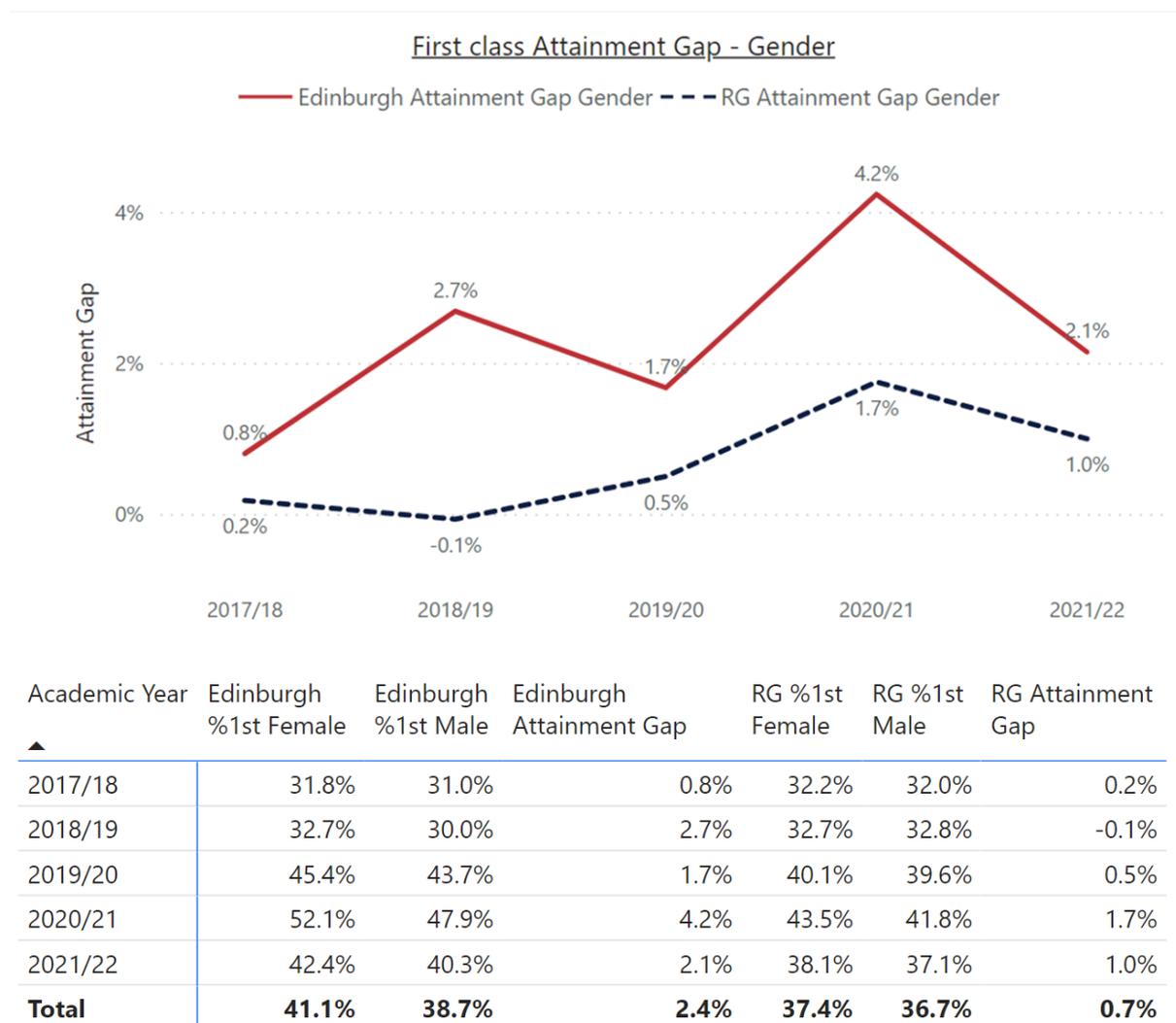
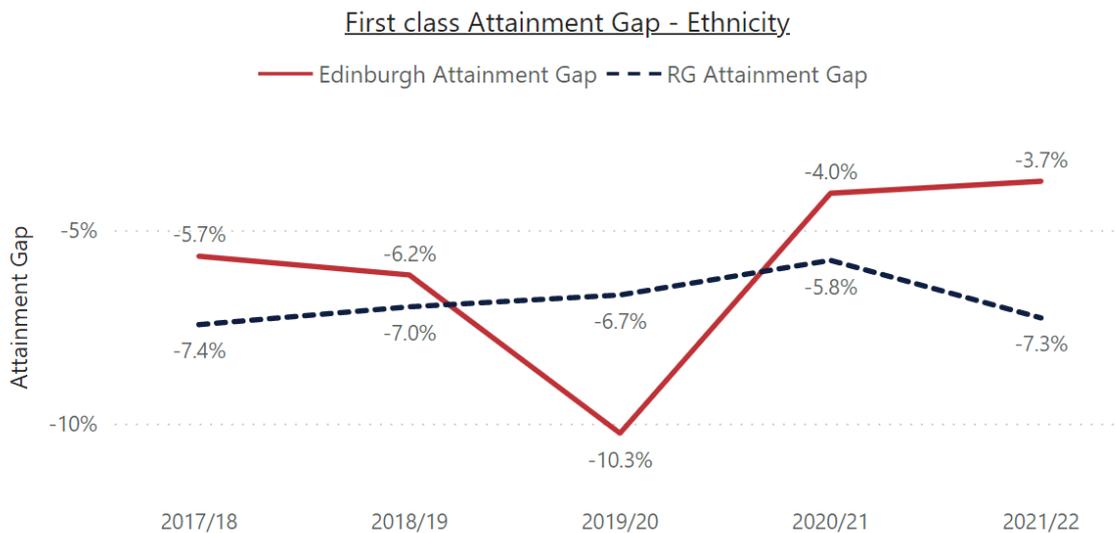


Figure 2.1: First class attainment gap for female students, with Russell Group comparison.

### Ethnicity – First Class Degree Attainment Gap (UK Only)

For both Edinburgh and the Russell Group, students with a Black, Asian or other minority ethnicity (BAME) are less likely than white students to achieve a first class degree. For Edinburgh, this attainment gap in 2021/22 was around half that of the Russell Group as a whole (-3.7% to -7.3%) and represents a slight gap reduction compared with 2020/21 [Figure 2.2]. In 2019/20, there was an abnormal widening of the attainment gap for Edinburgh (-10.3%), despite the number of BAME students achieving a first almost doubling from 2018/19.

Although longitudinal analysis is not possible at subject level (due to subject coding changes), for 2021/22 Geography, earth and environmental studies (social sciences) at Edinburgh had the largest BAME-favoured attainment gap (30.0% higher for BAME students) as well as large difference to the Russell Group average of -7.5%. Conversely, Architecture, Building and Planning at Edinburgh had the largest BAME-unfavoured attainment gap (-29.5%) as well as a considerable difference to the Russell Group average of -12.6%.



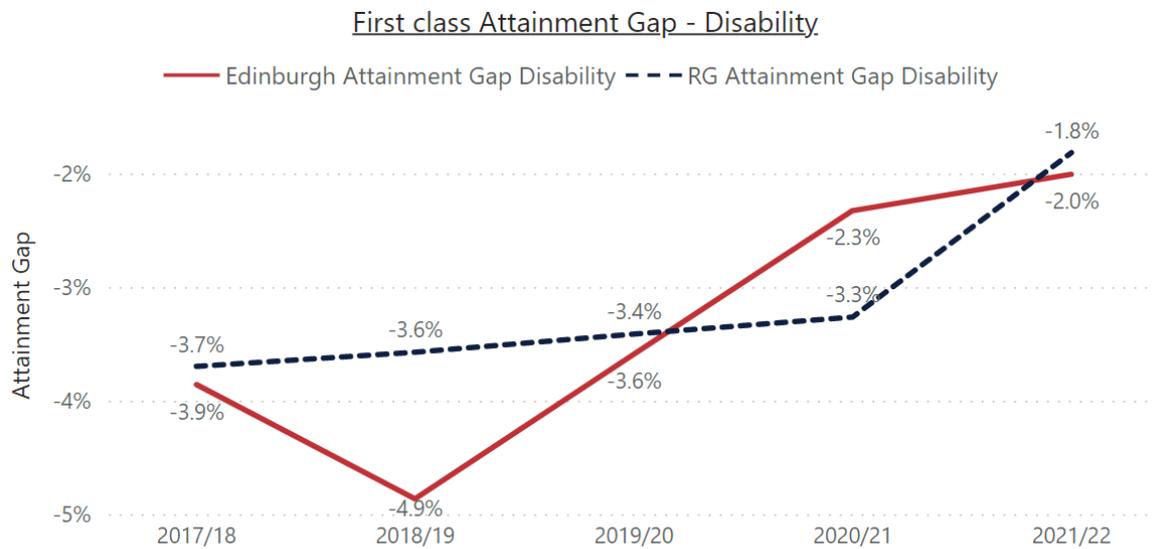
Academic Year	Edinburgh %1st BAME	Edinburgh %1st White	Edinburgh Attainment Gap	RG %1st BAME	RG %1st White	RG Attainment Gap
2017/18	23.9%	29.6%	-5.7%	27.1%	34.5%	-7.4%
2018/19	23.8%	30.0%	-6.2%	27.9%	34.9%	-7.0%
2019/20	35.7%	45.9%	-10.3%	35.5%	42.2%	-6.7%
2020/21	46.8%	50.9%	-4.0%	39.3%	45.0%	-5.8%
2021/22	38.2%	41.9%	-3.7%	33.7%	41.0%	-7.3%
<b>Total</b>	<b>34.8%</b>	<b>39.7%</b>	<b>-4.9%</b>	<b>32.9%</b>	<b>39.5%</b>	<b>-6.5%</b>

Figure 2.2: First class attainment gap for BAME students, with Russell Group comparison.

## Disability – First Class Degree Attainment Gap

Students with a disability are less likely than students without known disabilities to achieve a first class degree. For Edinburgh, this gap in 2021/22 was 0.2% larger than the Russell Group as a whole (-2.0% to -1.8%) and has continued to close since 2017/18 [Figure 2.3]. Unlike sex and ethnicity, there were no abnormal shifts in the disability attainment gap in either 2019/20 or 2020/21.

Although 5-year longitudinal analysis is not possible at subject level (due to subject coding changes), for 2021/22 Education at Edinburgh had the largest disability-favoured attainment gap (16.0%) with a difference of 7.8% to the Russell Group average of 8.2%. Conversely, both Geography, earth and environmental studies (social sciences) and Geography, earth and environmental studies (natural sciences) had the largest disability-unfavoured attainment gaps with -15.9% and -15.7% respectively, translating to being around 11% lower than the Russell Group averages of -4.9% and -4.1%.



Academic Year	Edinburgh %1st Disability	Edinburgh %1st No Known Disability	Edinburgh Attainment Gap	RG %1st Disability	RG %1st No Known Disability	RG Attainment Gap
2017/18	28.1%	32.0%	-3.9%	29.0%	32.7%	-3.7%
2018/19	27.6%	32.4%	-4.9%	29.8%	33.4%	-3.6%
2019/20	41.7%	45.3%	-3.6%	37.0%	40.4%	-3.4%
2020/21	48.7%	51.0%	-2.3%	40.0%	43.2%	-3.3%
2021/22	40.1%	42.1%	-2.0%	36.2%	38.0%	-1.8%
<b>Total</b>	<b>38.6%</b>	<b>40.6%</b>	<b>-2.0%</b>	<b>34.9%</b>	<b>37.6%</b>	<b>-2.7%</b>

Figure 2.3: First class attainment gap for students having a known disability, with Russell Group comparison.

## Subject Level Benchmarking

A more detailed comparison of external subject level benchmarking has been conducted in order to assess Edinburgh's attainment against comparator institutions. This uses subject levels 1 and 3 from HESA's Common Aggregation Hierarchy (CAH), which has been in use since 2019/20.

Z scores have been used to demonstrate whether University of Edinburgh award attainment percentages are in line with or are outliers compared with the Russell Group, at external subject level. Z scores show how many standard deviations from the average of the comparator group the University of Edinburgh is. Where Z scores are  $\pm 1.96$  the data point is considered to be an outlier (Cell highlighted Orange below) and the data for that external subject area are explored in more detail below.

Attainment percentages, and associated Z score, for 2021/22 are given in Table 3.1.

Subject coding changes do not allow for 5 year longitudinal analysis, however outcomes from academic years 2020/21 and 2019/20 have been explored and are provided in Tables 3.2 and 3.3 respectively below. Subjects with Z scores  $\pm 1.96$  in these historical tables are not explored in further detail. These tables demonstrate that only one additional subject (Law) had a significant (higher) Z score in 2020/21, while there were no Edinburgh subjects considered as an outlier in 2019/20.

CAH level 1	Edinburgh FPE	Edinburgh %1st	RG %1st	1st % Z Score	Edinburgh %1st/2.1	RG %1st/2.1	1st / 2.1% Z Score
(02) Subjects allied to medicine	105	39.6%	40.3%	-0.08	95.3%	84.7%	1.33
(03) Biological and sport sciences	360	36.0%	39.9%	-0.44	91.0%	89.3%	0.37
(04) Psychology	175	44.6%	34.6%	0.85	88.3%	92.3%	-1.23
(07) Physical sciences	270	51.7%	44.4%	0.85	88.5%	82.2%	1.06
(09) Mathematical sciences	205	58.1%	44.5%	1.08	91.1%	79.3%	1.20
(10) Engineering and technology	405	38.2%	45.5%	-0.80	88.3%	85.9%	0.44
(11) Computing	230	64.8%	53.3%	0.91	90.7%	86.0%	0.54
(13) Architecture, building and planning	85	39.5%	28.5%	0.73	92.9%	85.0%	0.92
(15) Social sciences	620	35.2%	34.4%	0.11	91.3%	88.7%	0.52
(16) Law	205	40.8%	25.9%	1.76	93.9%	89.3%	0.81
(17) Business and management	345	33.1%	30.7%	0.28	94.8%	82.8%	1.49
(19) Language and area studies	450	55.6%	38.8%	2.13	97.6%	94.0%	1.11
(20) Historical, philosophical and religious studies	575	33.7%	34.0%	-0.04	94.3%	92.6%	0.39
(22) Education and teaching	100	16.2%	31.0%	-1.10	78.3%	80.8%	-0.24
(25) Design, and creative and performing arts	260	43.2%	38.8%	0.56	89.1%	91.0%	-0.39
(26) Geography, earth and environmental studies (natural sciences)	100	41.3%	34.3%	0.90	93.2%	89.8%	0.62
(26) Geography, earth and environmental studies (social sciences)	65	35.1%	33.8%	0.12	94.0%	93.0%	0.13
<b>Total</b>	<b>4545</b>	<b>41.7%</b>	<b>37.7%</b>	<b>0.65</b>	<b>91.9%</b>	<b>87.5%</b>	<b>1.17</b>

Table 3.1: 2021/22 degree attainment percentages for Edinburgh with Russell Group comparisons and associated Z scores. Significantly high / low Z scores are highlighted.

CAH level 1	Edinburgh FPE	Edinburgh %1st	RG %1st	1st % Z Score	Edinburgh %1st/2.1	RG %1st/2.1	1st / 2.1% Z Score
(02) Subjects allied to medicine	105	43.2%	44.6%	-0.13	97.7%	88.1%	1.27
(03) Biological and sport sciences	340	42.7%	45.8%	-0.29	95.5%	92.5%	0.74
(04) Psychology	130	56.2%	36.0%	1.83	97.0%	93.7%	0.86
(07) Physical sciences	265	58.2%	53.8%	0.51	93.4%	89.3%	0.83
(09) Mathematical sciences	150	62.2%	51.2%	0.81	93.1%	84.6%	0.90
(10) Engineering and technology	385	45.7%	51.4%	-0.63	94.7%	89.8%	0.97
(11) Computing	210	73.5%	58.3%	1.26	95.7%	89.4%	0.94
(13) Architecture, building and planning	110	32.0%	30.1%	0.17	94.9%	82.2%	1.39
(15) Social sciences	560	45.1%	38.8%	0.70	94.9%	91.5%	0.98
(16) Law	185	55.3%	32.0%	2.18	96.2%	92.5%	0.76
(17) Business and management	335	39.4%	37.0%	0.23	95.2%	88.1%	1.28
(19) Language and area studies	455	68.2%	40.9%	2.85	98.9%	95.3%	1.11
(20) Historical, philosophical and religious studies	650	47.8%	39.1%	0.85	97.6%	94.7%	0.99
(22) Education and teaching	135	46.3%	37.3%	0.93	93.3%	86.9%	0.82
(25) Design, and creative and performing arts	290	49.4%	44.8%	0.48	88.2%	93.4%	-1.18
(26) Geography, earth and environmental studies (natural sciences)	105	40.9%	39.3%	0.19	93.4%	91.6%	0.39
(26) Geography, earth and environmental studies (social sciences)	75	40.6%	38.6%	0.17	95.3%	94.6%	0.19
<b>Total</b>	<b>4495</b>	<b>50.5%</b>	<b>42.8%</b>	<b>1.09</b>	<b>95.3%</b>	<b>90.9%</b>	<b>1.44</b>

Table 3.2: 2020/21 degree attainment percentages for Edinburgh with Russell Group comparisons and associated Z scores. Significantly high / low Z scores are highlighted.

CAH level 1	Edinburgh FPE	Edinburgh %1st	RG %1st	1st % Z Score	Edinburgh %1st/2.1	RG %1st/2.1	1st / 2.1% Z Score
(02) Subjects allied to medicine	100	38.5%	42.8%	-0.41	97.5%	87.0%	1.60
(03) Biological and sport sciences	370	36.4%	41.2%	-0.47	93.5%	91.0%	0.45
(04) Psychology	90	54.2%	33.2%	1.52	98.6%	93.2%	1.39
(07) Physical sciences	240	60.3%	51.2%	1.04	87.7%	88.4%	-0.15
(09) Mathematical sciences	185	65.9%	51.7%	1.26	95.1%	84.3%	1.24
(10) Engineering and technology	345	37.5%	47.0%	-1.22	87.1%	87.0%	0.03
(11) Computing	185	61.5%	55.2%	0.63	90.3%	88.1%	0.49
(13) Architecture, building and planning	115	31.1%	27.4%	0.38	80.3%	80.2%	0.01
(15) Social sciences	530	39.9%	36.4%	0.36	93.6%	90.3%	0.67
(16) Law	150	38.9%	25.9%	1.57	93.1%	90.9%	0.38
(17) Business and management	315	41.8%	34.5%	0.66	96.2%	86.0%	1.68
(19) Language and area studies	420	59.1%	39.2%	1.77	98.2%	94.8%	0.95
(20) Historical, philosophical and religious studies	615	42.1%	36.3%	0.57	93.9%	94.4%	-0.14
(22) Education and teaching	145	18.1%	31.5%	-1.07	77.8%	83.6%	-0.63
(25) Design, and creative and performing arts	230	54.6%	43.0%	1.03	91.3%	92.7%	-0.29
(26) Geography, earth and environmental studies (natural sciences)	90	33.4%	38.1%	-0.56	84.1%	92.3%	-1.76
(26) Geography, earth and environmental studies (social sciences)	65	27.9%	32.6%	-0.43	94.8%	93.9%	0.22
<b>Total</b>	<b>4190</b>	<b>44.8%</b>	<b>40.0%</b>	<b>0.68</b>	<b>92.3%</b>	<b>89.7%</b>	<b>0.69</b>

Table 3.3: 2019/20 degree attainment percentages for Edinburgh with Russell Group comparisons and associated Z scores. Significantly high / low Z scores are highlighted.

### Language and area studies

With the percentage of students attaining a first class degree 16.8% higher than the Russell Group average, Language and area studies is the one external subject area in 2021/22 with a Z score greater than  $\pm 1.96$ . Table 3.4 demonstrates that 2020/21 had the highest first class attainment percentage with 68.2%, therefore there has been a drop of -12.6% to 55.6% for 2021/22.

Institution	2019/20	2020/21	2021/22	%1st YoY Change	%1st 5Y Change
Imperial	73.9%	39.1%	58.3%	19.2%	19.2%
Edinburgh	59.1%	68.2%	55.6%	-12.6%	20.8%
Glasgow	39.8%	43.2%	46.2%	3.0%	13.0%
Cambridge	48.4%	55.6%	45.9%	-9.7%	8.5%
UCL	54.8%	48.9%	45.2%	-3.7%	9.5%
Warwick	40.0%	41.2%	44.8%	3.7%	9.5%
Southampton	34.9%	32.0%	43.7%	11.7%	16.4%
Queen's Belfast	28.6%	34.4%	41.5%	7.1%	17.5%
Birmingham	45.2%	47.9%	40.9%	-7.0%	15.2%
Durham	41.6%	47.0%	40.8%	-6.2%	0.0%
Leeds	38.8%	40.8%	40.4%	-0.4%	13.6%
Exeter	40.8%	43.7%	39.9%	-3.8%	8.5%
Manchester	42.9%	49.6%	39.7%	-9.9%	5.1%
King's College	39.4%	35.6%	39.6%	4.0%	11.4%
Oxford	46.7%	42.0%	38.8%	-3.2%	2.3%
Bristol	33.2%	32.7%	34.2%	1.5%	5.0%
Sheffield	31.3%	29.2%	32.9%	3.8%	11.1%
Newcastle	32.5%	31.6%	31.8%	0.2%	13.7%
York	34.9%	32.3%	31.4%	-0.9%	3.9%
Queen Mary	37.9%	38.6%	31.2%	-7.4%	4.7%
Cardiff	28.0%	30.9%	30.0%	-0.9%	4.4%
Nottingham	25.7%	29.1%	28.3%	-0.8%	2.8%
Liverpool	22.5%	28.0%	26.6%	-1.4%	8.4%
<b>Russell Group</b>	<b>39.2%</b>	<b>40.9%</b>	<b>38.8%</b>	<b>-2.1%</b>	<b>8.8%</b>

Table 3.4: First class degree attainment percentages for the external subject area of Language and Area studies, for recent years and for each Russell Group institution.

More granular subject level data (CAH Level 3), for Language and Area studies, is provided in Table 3.5. Although there are a number of granular subjects with (positive) Z scores greater than 1, Iberian studies is the only one with a Z score greater than 1.96. Similarly high positive Z scores were achieved for this subject in 2019/20 and 2020/21 – although for the latter this subject was not in isolation. Due to small FPE figures at this level, a number of percentages have been suppressed.

CAH level 3	Edinburgh Count	Edinburgh %1st	RG %1st	1st Z Score	Edinburgh %1st/2.1	RG %1st/2.1	1st/2.1 Z Score
(19-01-02) English language	15				Suppressed due to FPE < 22.5		
(19-01-03) Literature in English	155	48.2%	38.5%	1.08	97.8%	94.9%	0.57
(19-01-07) Linguistics	50	48.1%	44.6%	0.29	95.1%	90.9%	0.61
(19-02-01) Celtic studies (non-specific)	5				Suppressed due to FPE < 22.5		
(19-02-02) Gaelic studies	5				Suppressed due to FPE < 22.5		
(19-04-01) French studies	70	68.6%	46.2%	1.30	98.2%	95.2%	0.45
(19-04-02) German and Scandinavian studies	20				Suppressed due to FPE < 22.5		
(19-04-03) Italian studies	10				Suppressed due to FPE < 22.5		
(19-04-04) Iberian studies	65	69.2%	43.8%	2.63	100.0%	96.0%	0.93
(19-04-05) Slavic studies	10				Suppressed due to FPE < 22.5		
(19-04-06) Asian studies	30	52.9%	33.1%	1.62	96.9%	86.4%	0.99
(19-04-07) African and modern Middle Eastern studies	20				Suppressed due to FPE < 22.5		

Table 3.1: 2021/22 degree attainment percentages for the granular subjects within Language and Area studies. Edinburgh percentages and Russell Group comparisons are given, with associated Z scores. Significantly high / low Z scores are highlighted.

## School Trends

### First Class Degree Attainment

With all but two schools experiencing an increase in first class degree attainment in 2020/21, rates have dropped for 2021/22. As per Table 4.1, around one quarter of schools continue to have a first class attainment rate exceeding 50%, decreasing slightly since 2019/20 & 2020/21. Prior to 2019/20 very few, if any, schools had a first class attainment rate above 50%. The maximum rate in 2021/22 was 61.4% (Informatics) while the lowest was 24.1% (Moray House).

School	2017/8	2018/9	2019/0	2020/1	2021/2	YoY Change	5yr Difference
Biological Sciences	31.1%	35.1%	32.0%	42.4%	42.4%	0.0%	14.0%
Business School	30.7%	31.0%	46.6%	36.3%	32.9%	-3.4%	5.7%
Chemistry	37.9%	38.4%	65.0%	69.2%	52.6%	-16.6%	20.9%
Deanery of Biomedical Sciences	26.1%	32.3%	35.2%	30.1%	30.3%	0.2%	2.9%
Divinity	21.2%	16.2%	32.7%	38.0%	19.4%	-18.6%	19.4%
Economics	29.5%	26.7%	42.9%	39.0%	29.0%	-10.0%	1.1%
Edinburgh College of Art	32.5%	30.8%	46.6%	45.5%	41.6%	-3.9%	8.8%
Engineering	26.6%	26.4%	36.4%	41.7%	35.5%	-6.2%	5.4%
Geosciences	20.4%	28.0%	29.0%	42.0%	37.5%	-4.5%	14.6%
Health in Social Science	37.8%	43.9%	53.9%	62.2%	51.1%	-11.1%	51.1%
History, Classics and Archaeology	19.9%	24.7%	41.6%	45.8%	32.8%	-13.0%	11.8%
Informatics	65.9%	58.1%	61.1%	73.4%	61.4%	-12.0%	18.9%
Law	26.8%	20.6%	40.3%	58.4%	42.4%	-16.0%	12.6%
Literatures, Languages and Cultures	35.2%	37.9%	59.1%	70.1%	57.1%	-13.0%	22.3%
Mathematics	56.0%	53.5%	64.8%	58.4%	55.9%	-2.5%	9.2%
Moray House	20.4%	19.4%	24.6%	52.1%	24.1%	-28.0%	4.8%
Philosophy, Psychology and Language Sciences	34.4%	36.3%	48.6%	48.5%	39.1%	-9.4%	11.9%
Physics and Astronomy	34.5%	37.8%	51.7%	45.9%	48.6%	2.7%	15.5%
Social and Political Sciences	26.9%	24.4%	36.7%	42.5%	36.1%	-6.4%	5.2%

Table 4.1: Internal University attainment rates for first class only degrees, by school.

### First and Upper Second Class Degree Attainment

Although most schools have experienced a slight drop in first and upper second class attainment (relative to 2020/21), this effect is less pronounced than for the first class only attainment [Table 4.2]. Literature, Languages and Cultures had the highest attainment rate (97.1%). The lowest attainment rate for first or upper second class, with 77.5%, was Moray House.

School	2017/8	2018/9	2019/0	2020/1	2021/2	YoY Change	5yr Difference
Biological Sciences	79.3%	87.9%	87.4%	93.9%	90.9%	-3.0%	12.0%
Business School	91.0%	92.1%	96.4%	93.9%	93.9%	0.0%	3.8%
Chemistry	86.3%	86.6%	93.0%	96.2%	89.6%	-6.6%	1.5%
Deanery of Biomedical Sciences	93.1%	96.8%	94.9%	93.2%	93.9%	0.7%	2.2%
Divinity	96.5%	98.7%	89.8%	98.6%	95.5%	-3.1%	-2.3%
Economics	87.4%	84.9%	91.4%	88.8%	85.3%	-3.5%	-1.7%
Edinburgh College of Art	84.6%	86.4%	88.6%	88.7%	91.2%	2.5%	7.7%
Engineering	85.9%	84.4%	88.1%	92.5%	87.6%	-4.9%	8.2%
Geosciences	87.7%	85.8%	89.1%	93.4%	90.0%	-3.4%	4.7%
Health in Social Science	89.2%	97.6%	97.4%	95.6%	93.6%	-2.0%	-6.4%
History, Classics and Archaeology	88.9%	90.7%	93.3%	97.5%	89.5%	-8.0%	1.2%
Informatics	88.4%	84.5%	88.6%	94.2%	87.3%	-6.9%	4.3%
Law	86.3%	91.1%	91.8%	96.3%	93.4%	-2.9%	5.7%
Literatures, Languages and Cultures	93.2%	96.5%	98.0%	99.1%	97.1%	-2.0%	6.3%
Mathematics	85.8%	86.1%	91.2%	90.5%	88.8%	-1.7%	12.1%
Moray House	78.4%	75.4%	84.7%	94.7%	77.5%	-17.2%	6.1%
Philosophy, Psychology and Language Sciences	93.8%	94.9%	94.9%	91.9%	88.2%	-3.7%	0.3%
Physics and Astronomy	81.0%	81.1%	87.3%	93.2%	83.6%	-9.6%	7.6%
Social and Political Sciences	89.3%	90.1%	92.4%	95.0%	91.1%	-3.9%	0.9%

Table 4.2: Internal University attainment rates for first class and upper second class degrees, by school.

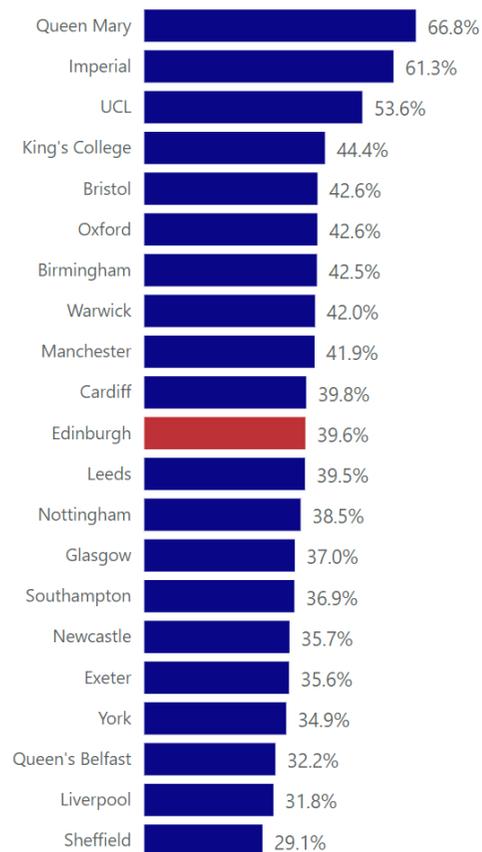


## Appendix 1: Subject Area Benchmarking

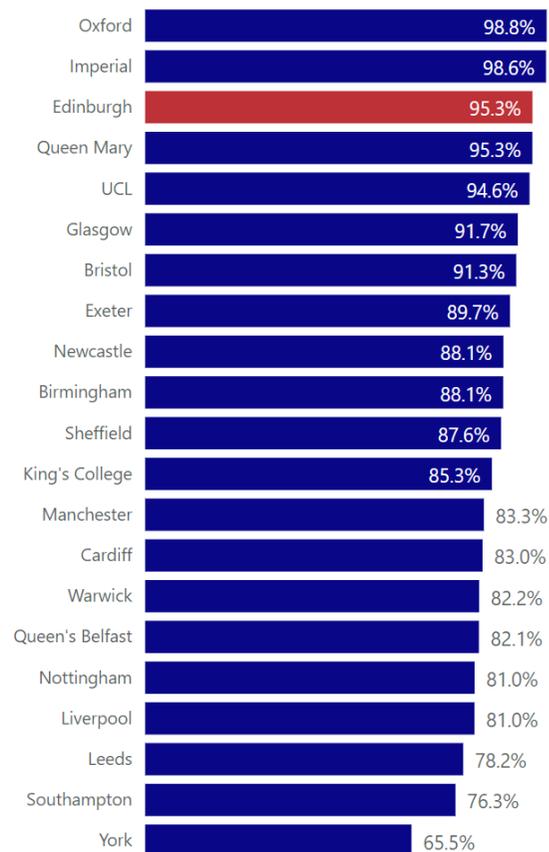
### (02) Subjects allied to medicine

Population Sizes : Edinburgh FPE = 105, Russell Group Average FPE = 425, Russell Group Total FPE = 8920

#### % 1st by Provider

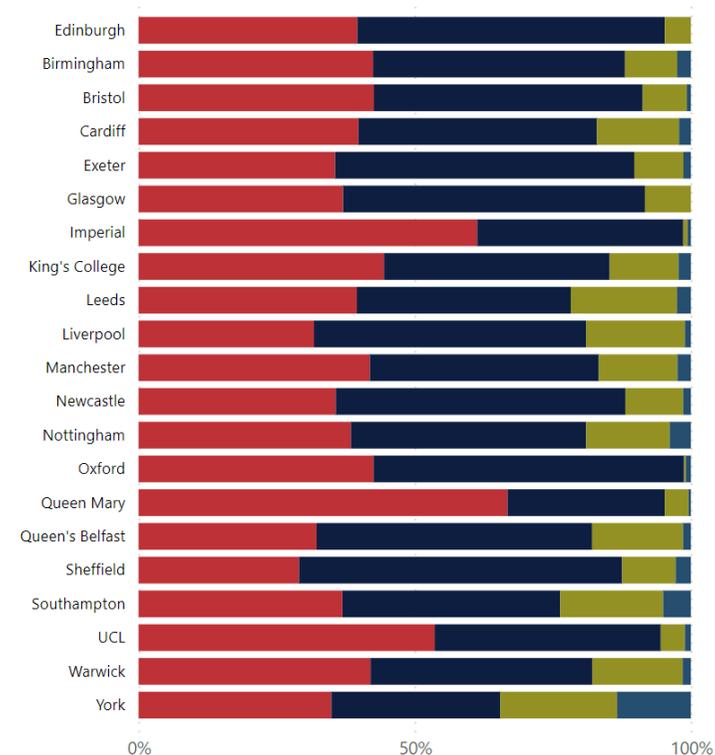


#### % 1st/2.1 by Provider



Classification	Edinburgh %	Russell Group %
1st	39.6%	40.3%
2.1	55.7%	44.4%
2.2	4.7%	12.9%
3rd/Pass		2.3%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

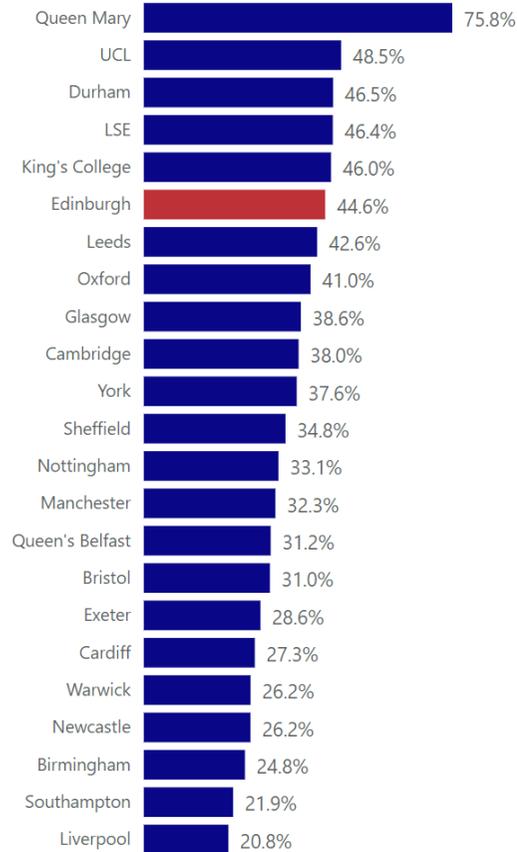




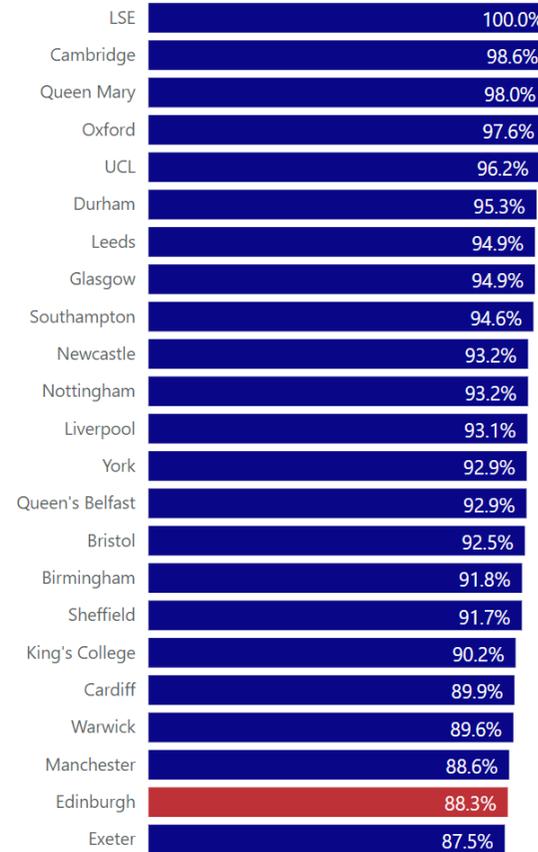
### (04) Psychology

Population Sizes : Edinburgh FPE = 175, Russell Group Average FPE = 175, Russell Group Total FPE = 4070

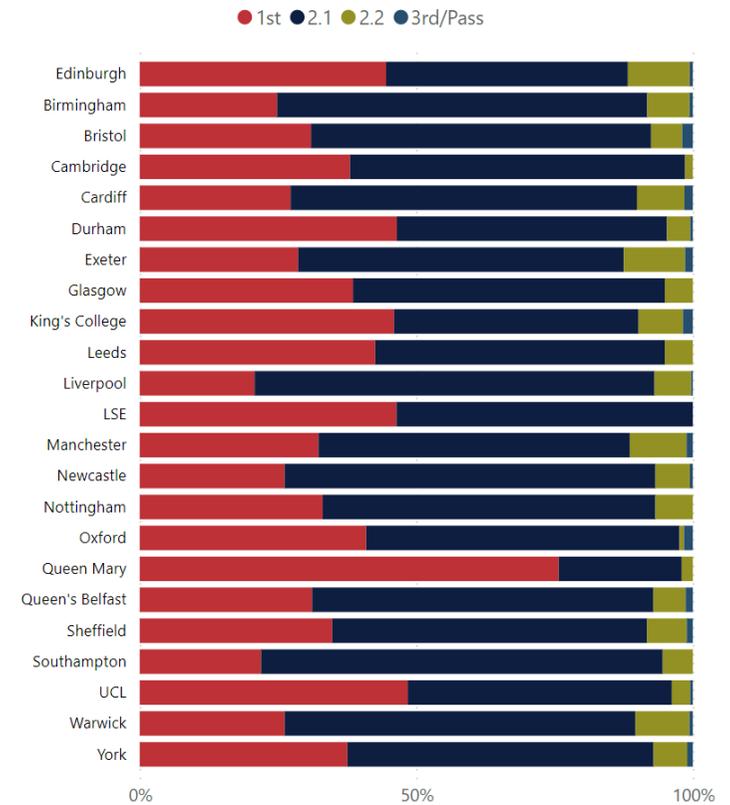
#### % 1st by Provider



#### % 1st/2.1 by Provider



Classification	Edinburgh %	Russell Group %
1st	44.6%	34.6%
2.1	43.7%	57.7%
2.2	11.2%	6.9%
3rd/Pass	0.6%	0.8%

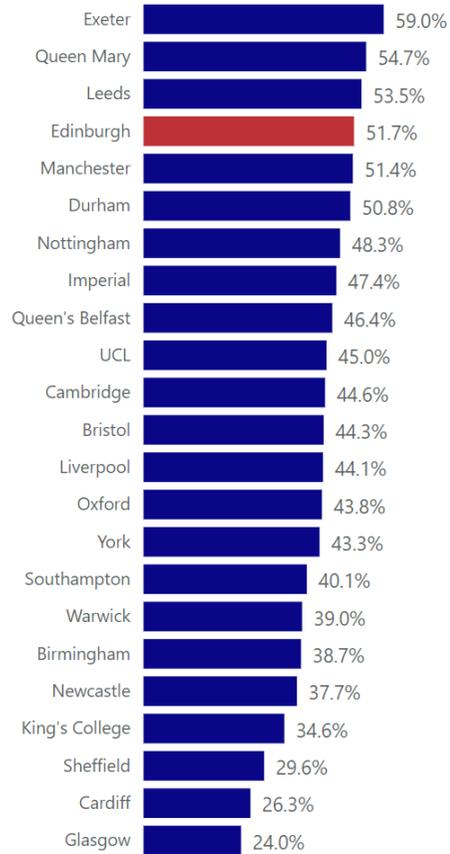




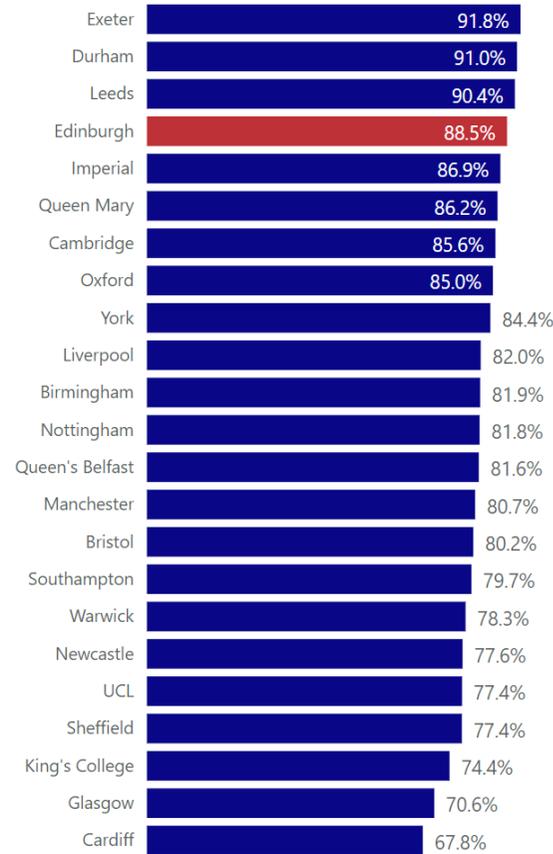
## (07) Physical sciences

Population Sizes : Edinburgh FPE = 270, Russell Group Average FPE = 270, Russell Group Total FPE = 6205

### % 1st by Provider

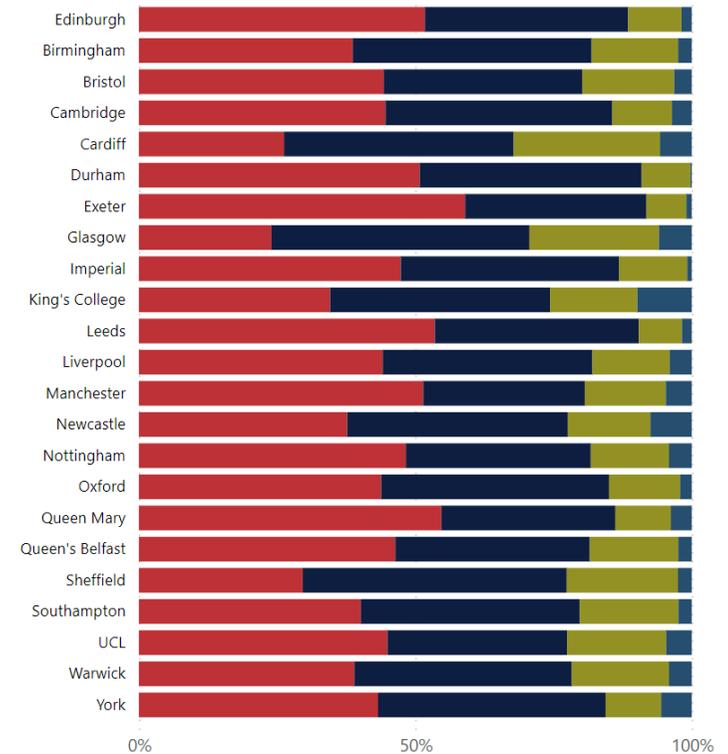


### % 1st/2.1 by Provider



Classification	Edinburgh %	Russell Group %
1st	51.7%	44.4%
2.1	36.8%	37.8%
2.2	9.6%	14.3%
3rd/Pass	1.9%	3.6%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

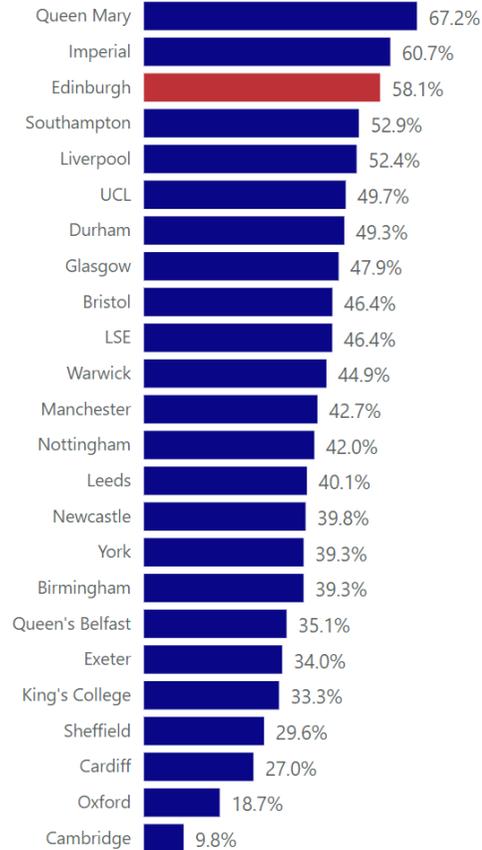




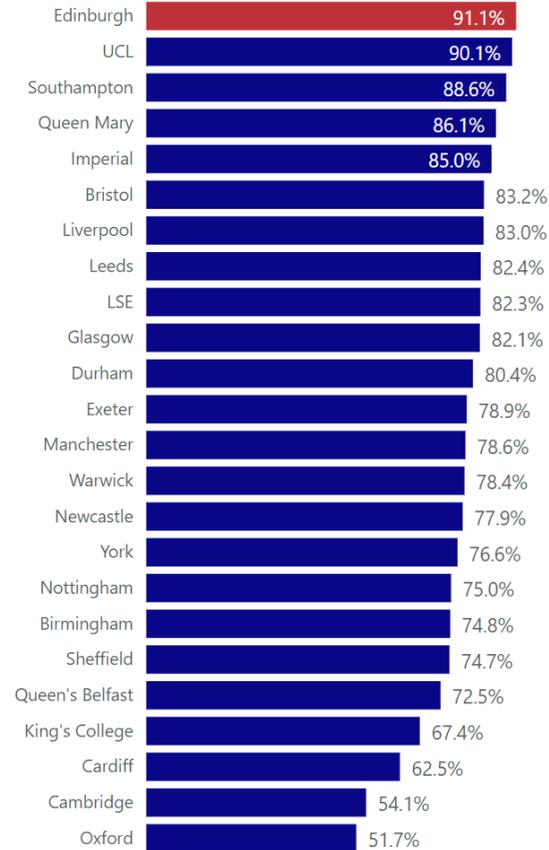
## (09) Mathematical sciences

Population Sizes : Edinburgh FPE = 205, Russell Group Average FPE = 220, Russell Group Total FPE = 5305

### % 1st by Provider

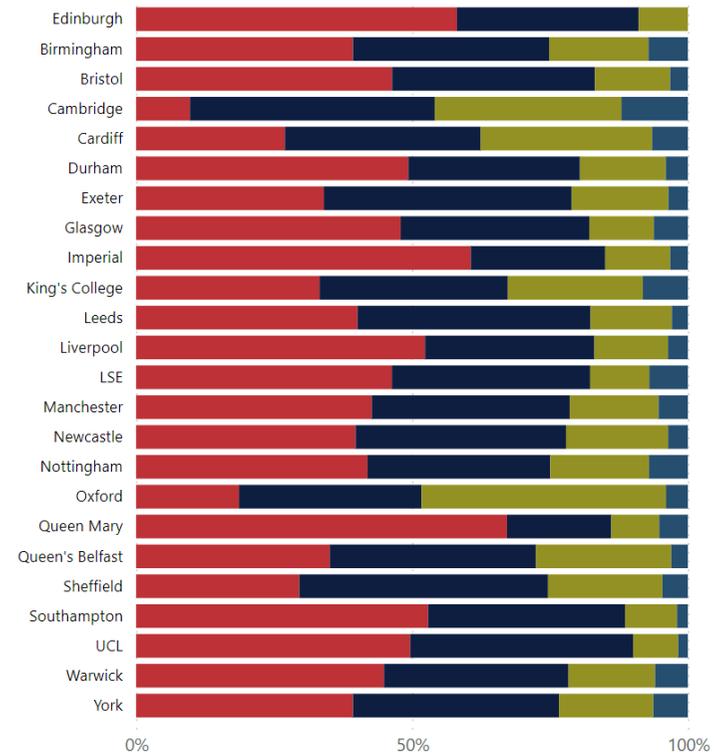


### % 1st/2.1 by Provider



Classification	Edinburgh %	Russell Group %
1st	58.1%	44.5%
2.1	32.9%	34.8%
2.2	8.9%	16.0%
3rd/Pass		4.8%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

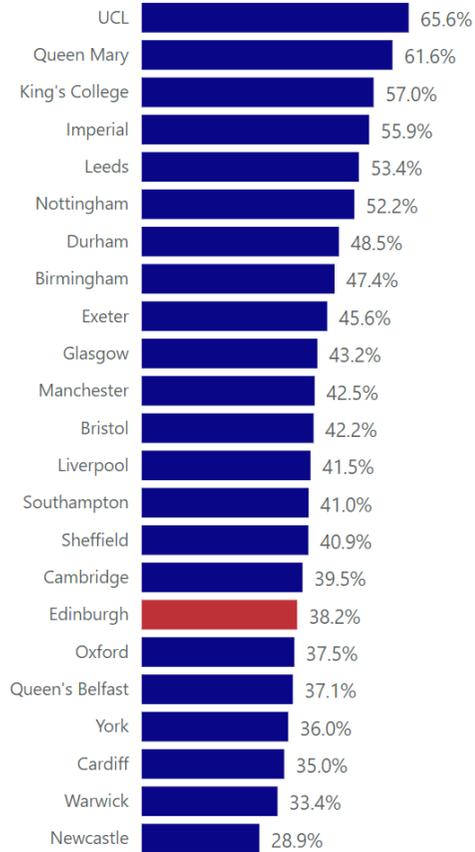




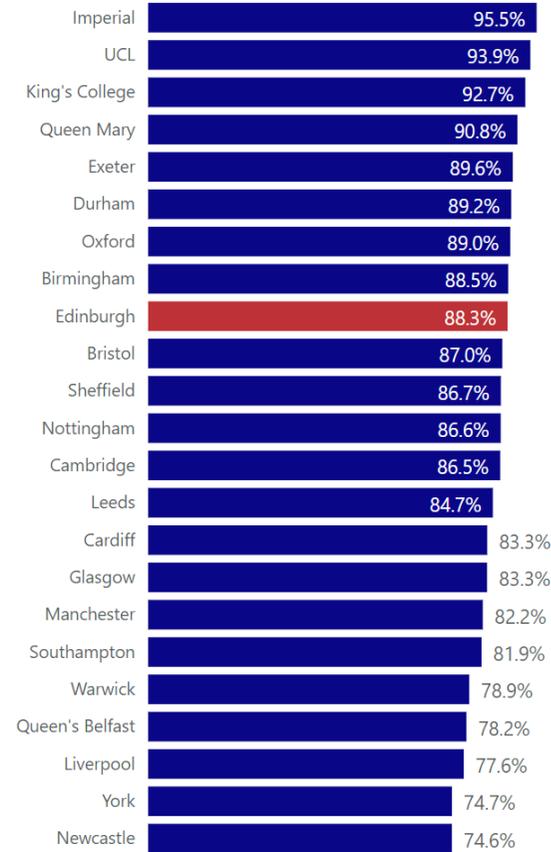
## (10) Engineering and technology

Population Sizes : Edinburgh FPE = 405, Russell Group Average FPE = 460, Russell Group Total FPE = 10565

**% 1st by Provider**

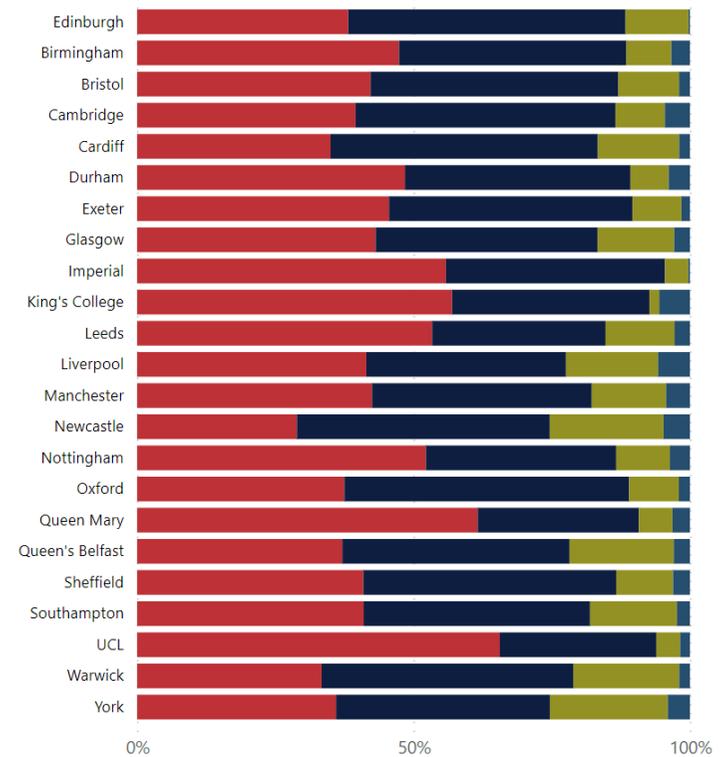


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	38.2%	45.5%
2.1	50.1%	40.3%
2.2	11.4%	11.4%
3rd/Pass	0.2%	2.8%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

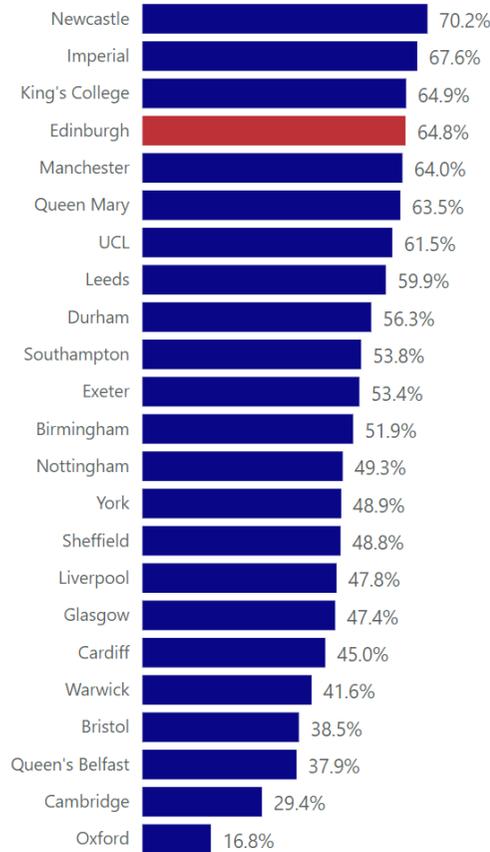




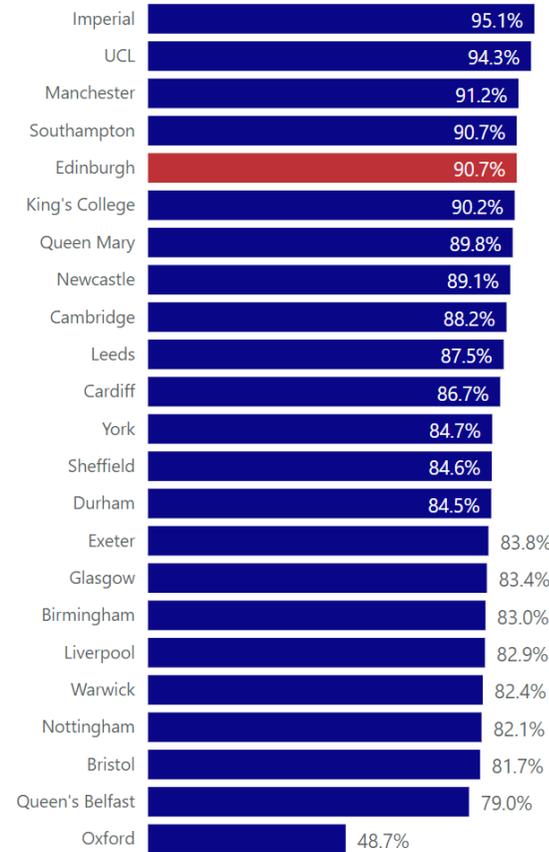
## (11) Computing

Population Sizes : Edinburgh FPE = 230, Russell Group Average FPE = 200, Russell Group Total FPE = 4615

### % 1st by Provider

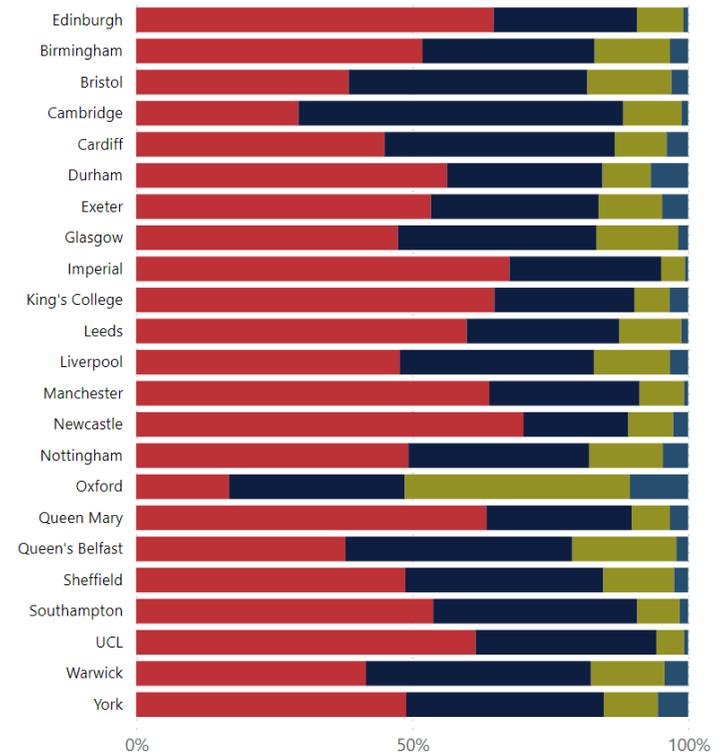


### % 1st/2.1 by Provider



Classification	Edinburgh %	Russell Group %
1st	64.8%	53.3%
2.1	26.0%	32.8%
2.2	8.4%	11.1%
3rd/Pass	0.9%	2.8%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

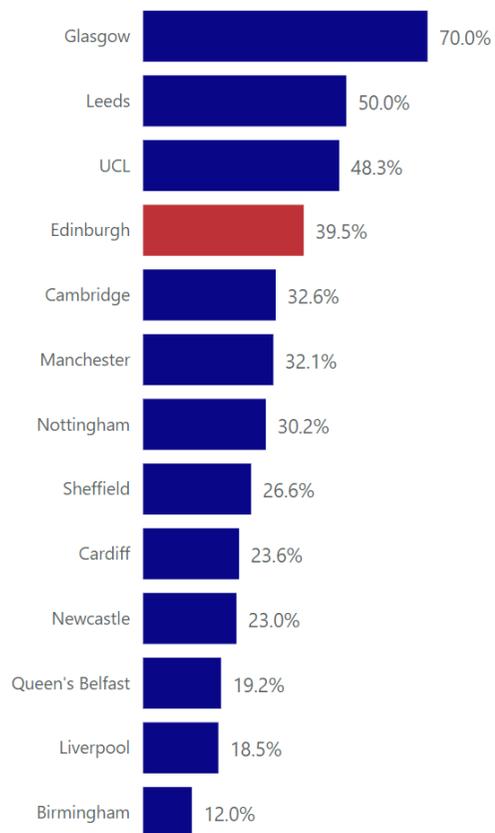




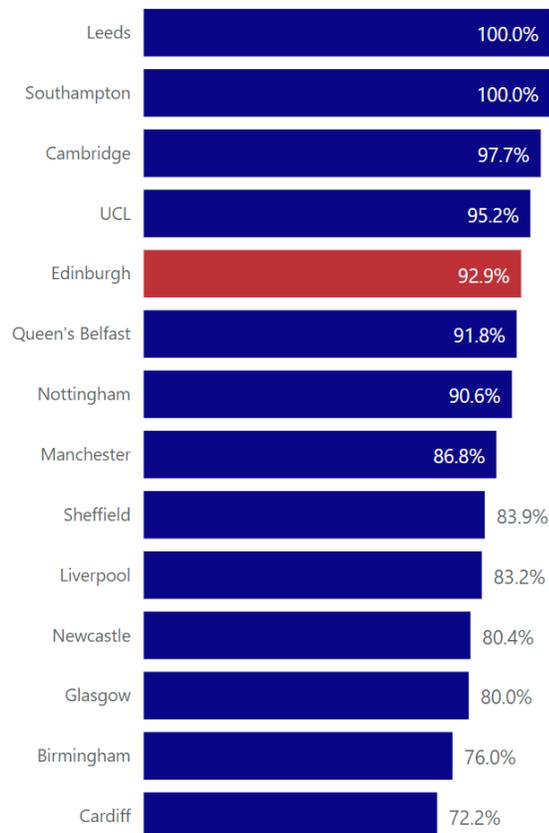
### (13) Architecture, building and planning

Population Sizes : Edinburgh FPE = 85, Russell Group Average FPE = 115, Russell Group Total FPE = 1610

**% 1st by Provider**

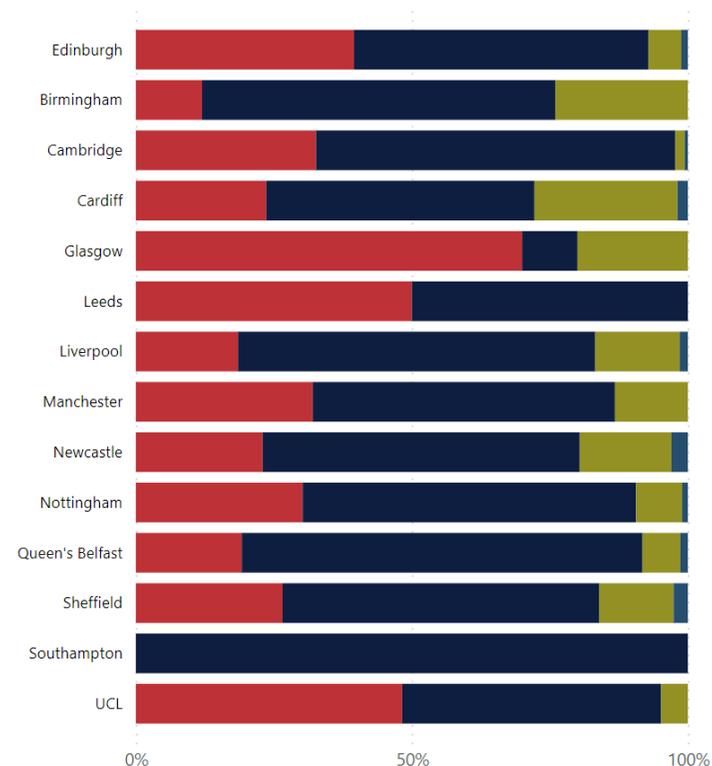


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	39.5%	28.5%
2.1	53.4%	56.5%
2.2	5.9%	13.4%
3rd/Pass	1.2%	1.6%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

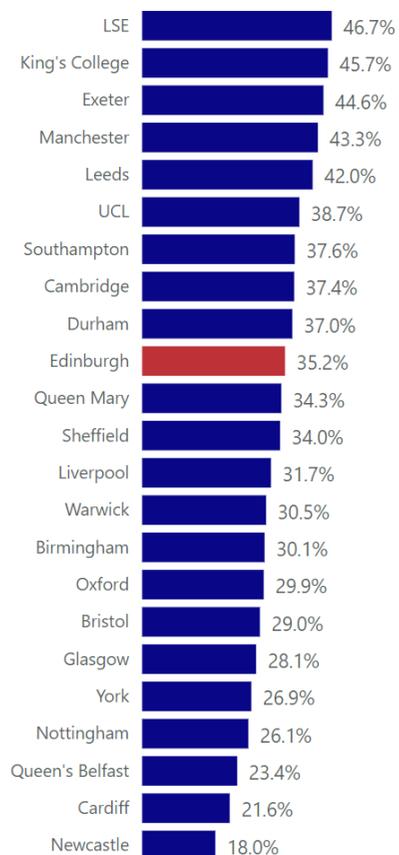




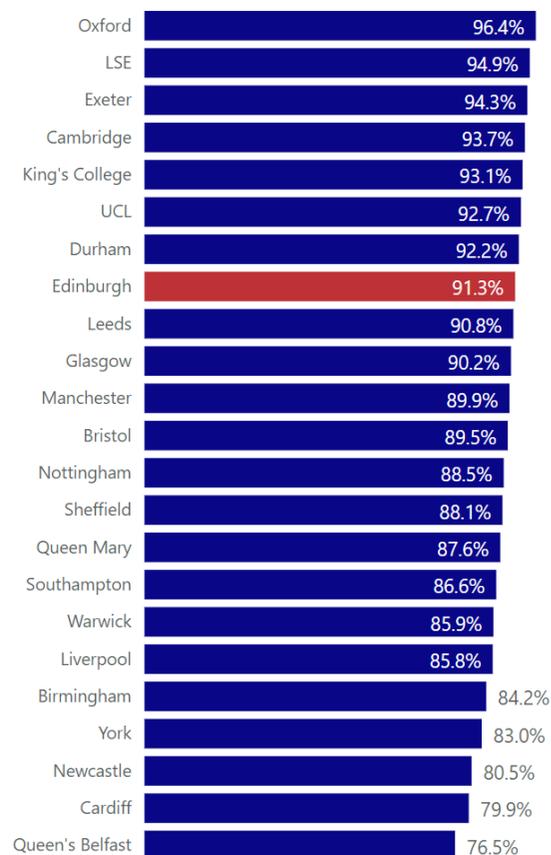
## (15) Social sciences

Population Sizes : Edinburgh FPE = 620, Russell Group Average FPE = 645, Russell Group Total FPE = 14825

**% 1st by Provider**

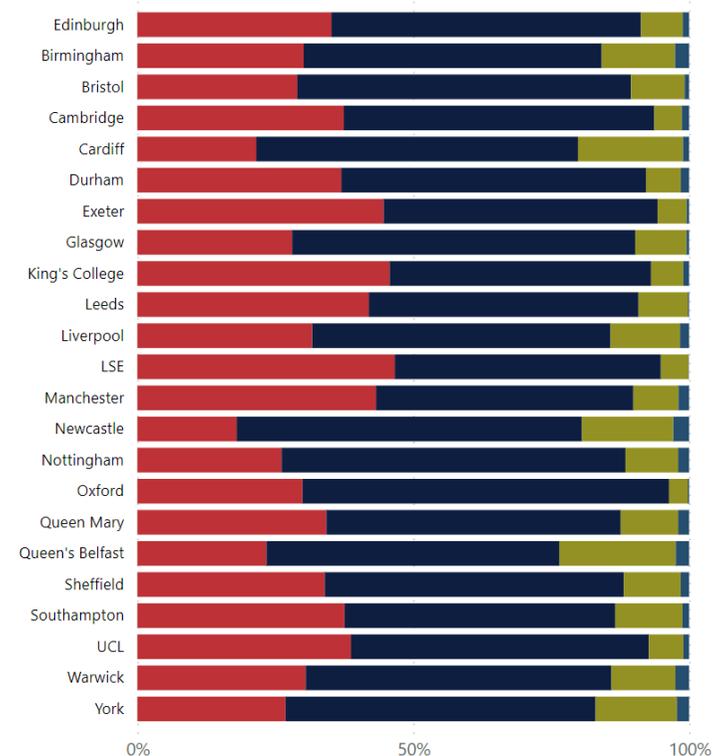


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	35.2%	34.4%
2.1	56.1%	54.3%
2.2	7.6%	9.9%
3rd/Pass	1.2%	1.4%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

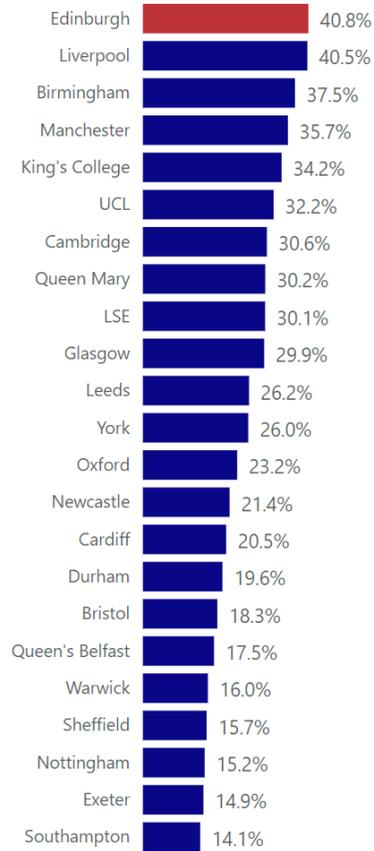




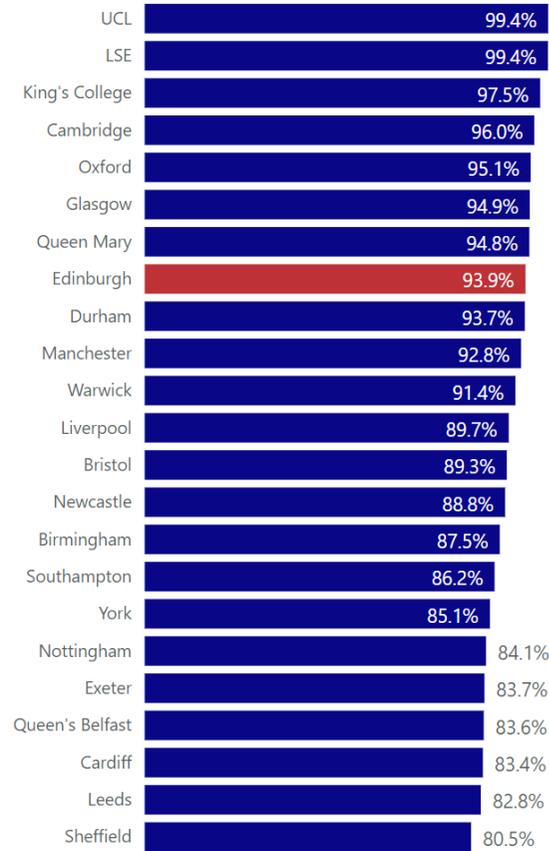
**(16) Law**

Population Sizes : Edinburgh FPE = 205, Russell Group Average FPE = 285, Russell Group Total FPE = 6550

**% 1st by Provider**

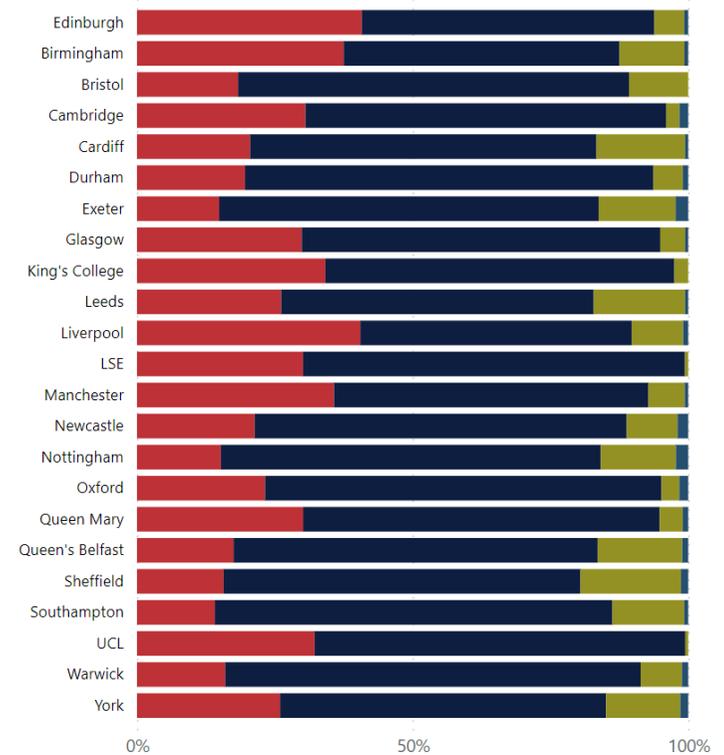


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	40.8%	25.9%
2.1	53.1%	63.4%
2.2	5.4%	9.7%
3rd/Pass	0.7%	1.0%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

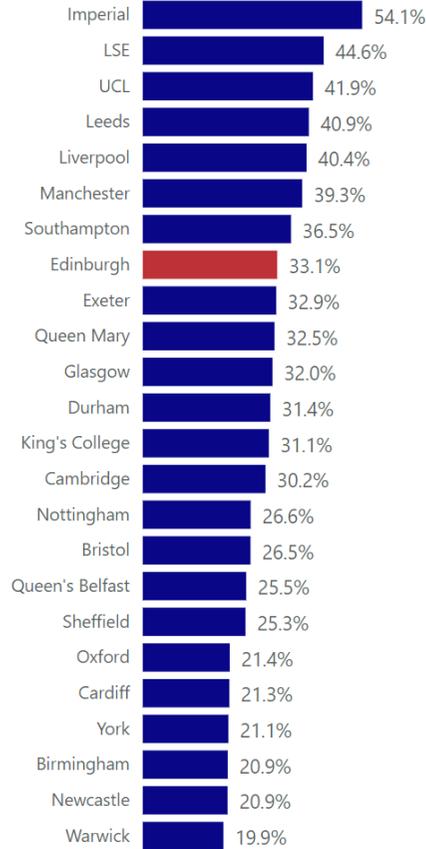




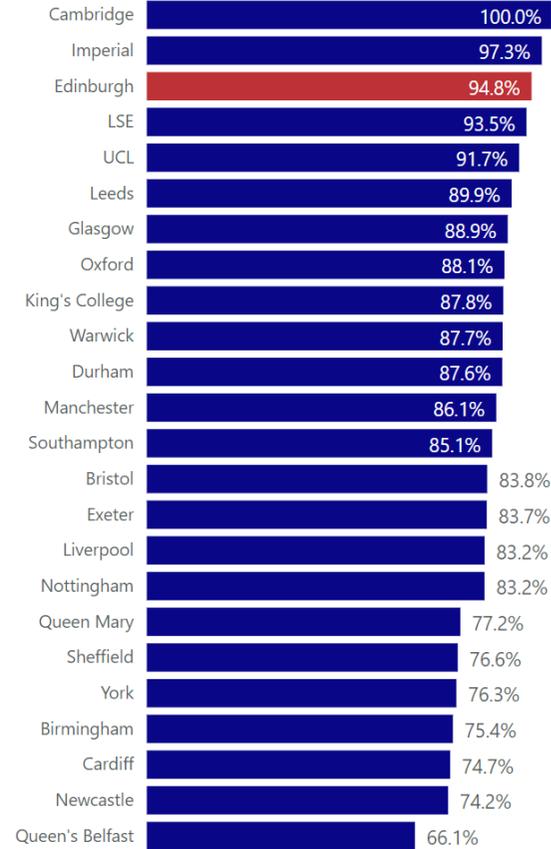
## (17) Business and management

Population Sizes : Edinburgh FPE = 345, Russell Group Average FPE = 410, Russell Group Total FPE = 9845

**% 1st by Provider**

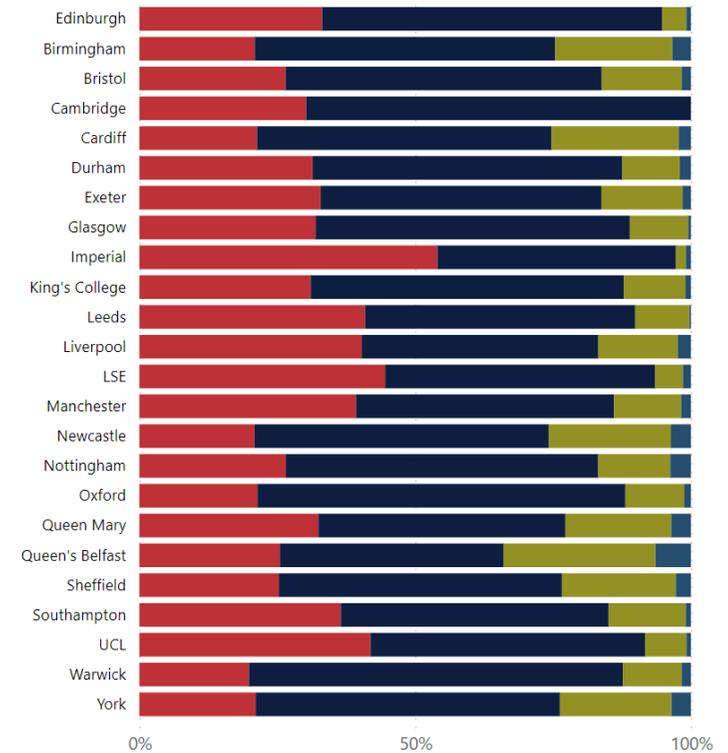


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	33.1%	30.7%
2.1	61.7%	52.1%
2.2	4.4%	14.9%
3rd/Pass	0.8%	2.3%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

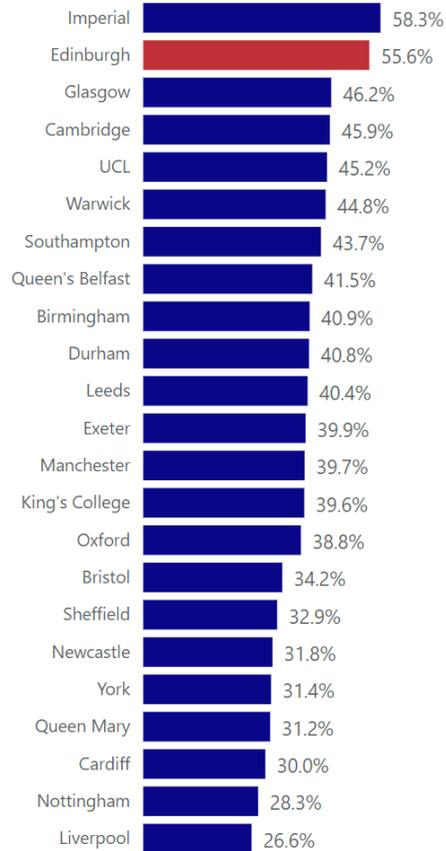




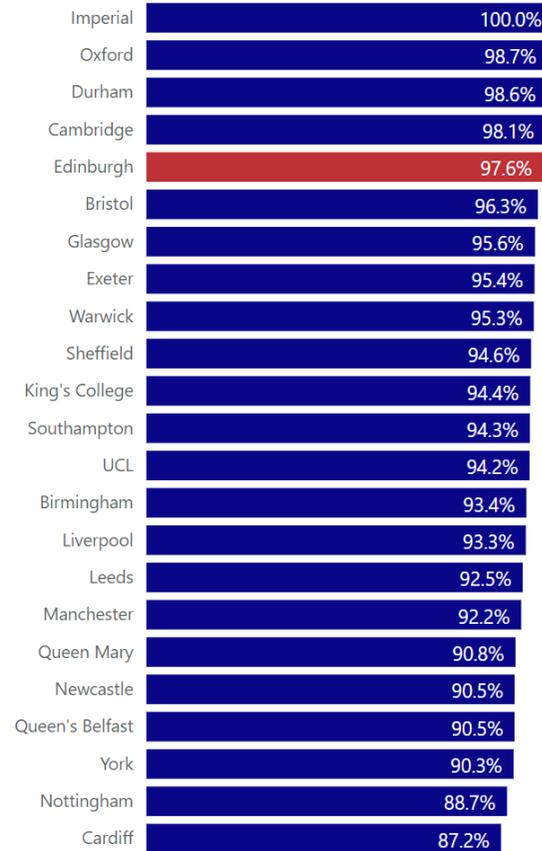
## (19) Language and area studies

Population Sizes : Edinburgh FPE = 450, Russell Group Average FPE = 340, Russell Group Total FPE = 7845

### % 1st by Provider

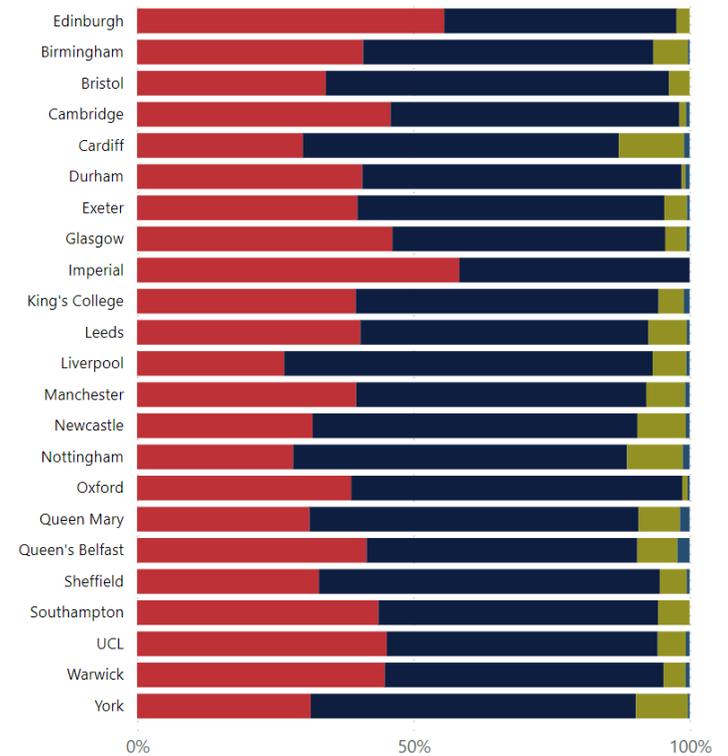


### % 1st/2.1 by Provider



Classification	Edinburgh %	Russell Group %
1st	55.6%	38.8%
2.1	42.0%	55.2%
2.2	2.4%	5.4%
3rd/Pass		0.7%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

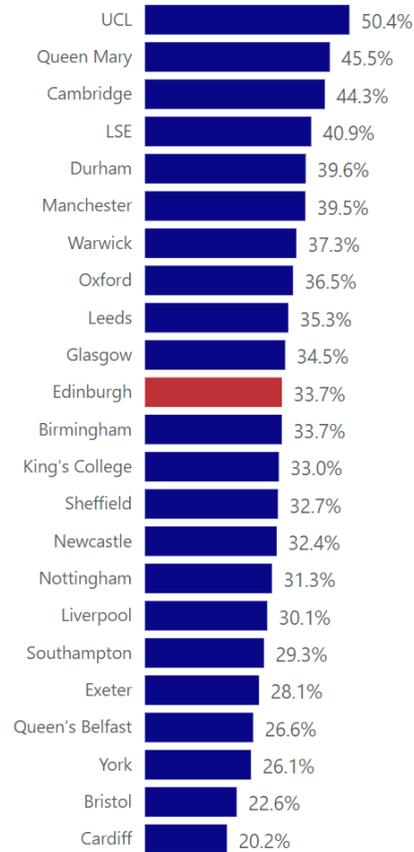




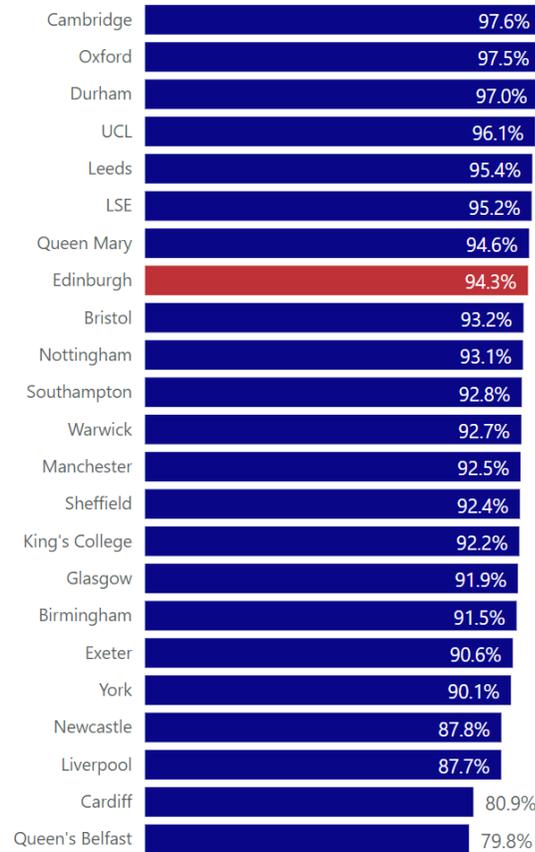
## (20) Historical, philosophical and religious studies

Population Sizes : Edinburgh FPE = 575, Russell Group Average FPE = 400, Russell Group Total FPE = 9230

**% 1st by Provider**

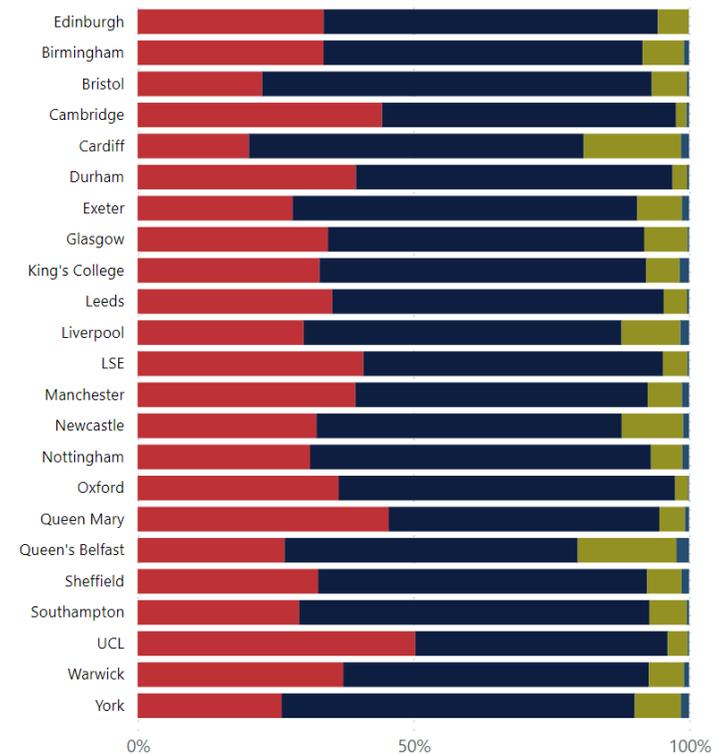


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	33.7%	34.0%
2.1	60.6%	58.6%
2.2	5.6%	6.5%
3rd/Pass	0.1%	0.8%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

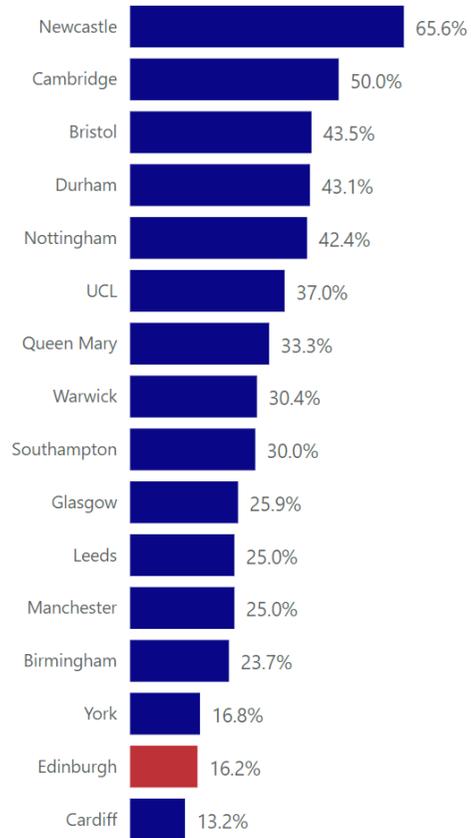




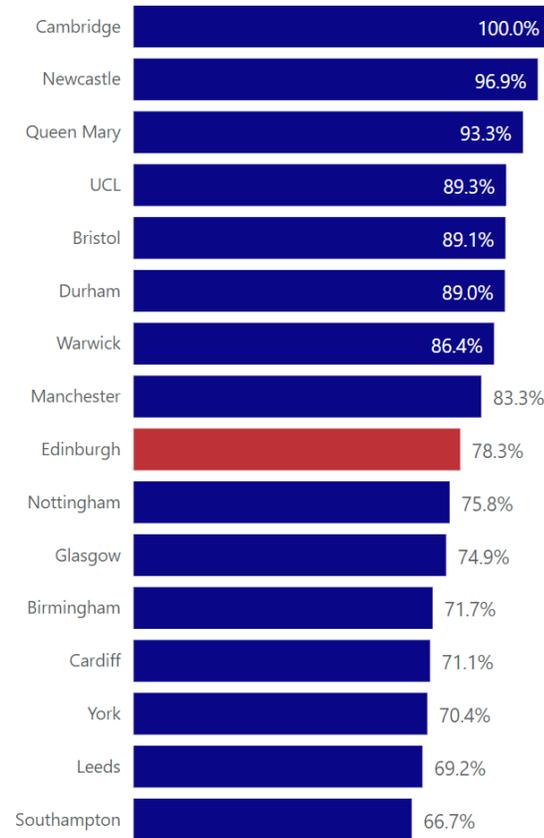
## (22) Education and teaching

Population Sizes : Edinburgh FPE = 100, Russell Group Average FPE = 60, Russell Group Total FPE = 925

**% 1st by Provider**

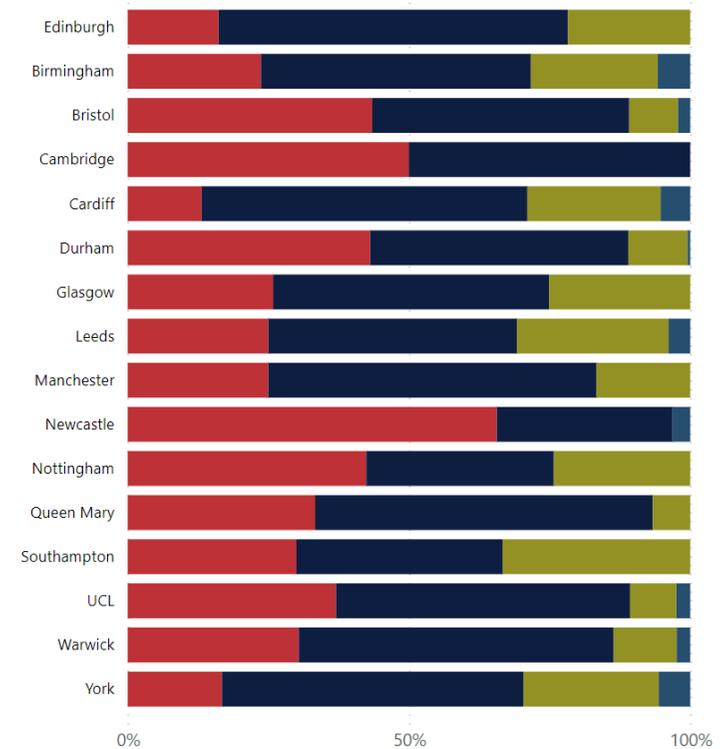


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	16.2%	31.0%
2.1	62.1%	49.8%
2.2	21.7%	17.1%
3rd/Pass		2.1%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

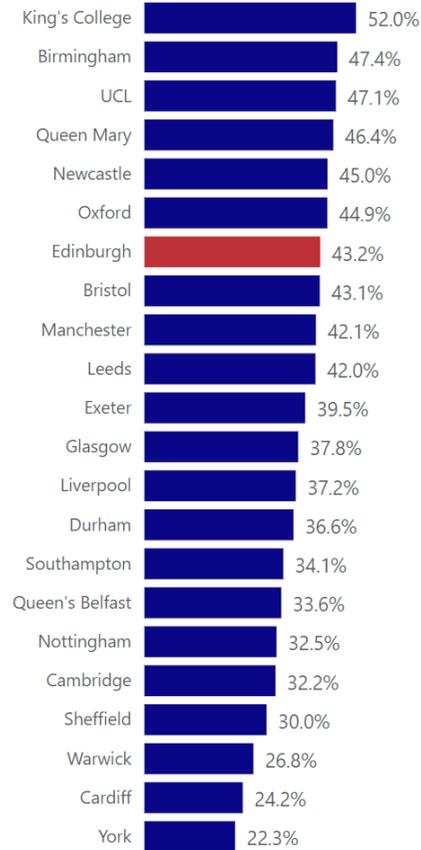




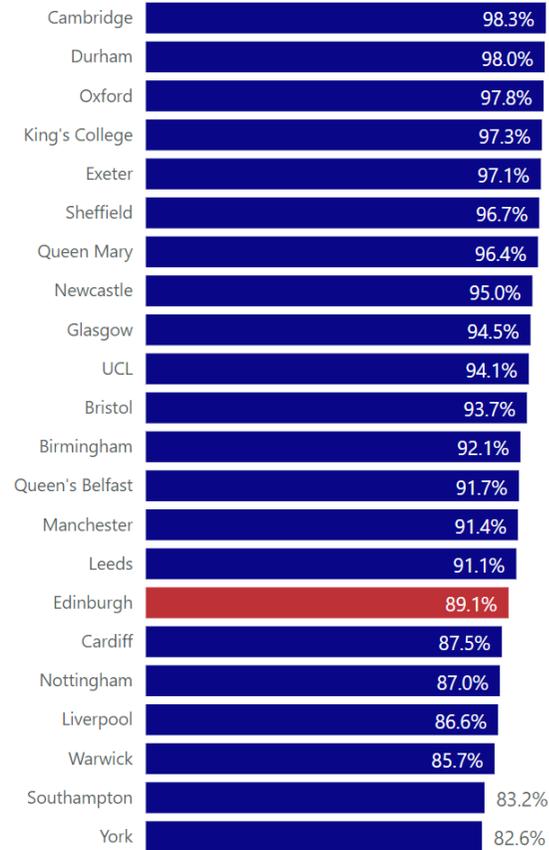
## (25) Design, and creative and performing arts

Population Sizes : Edinburgh FPE = 260, Russell Group Average FPE = 110, Russell Group Total FPE = 2425

### % 1st by Provider

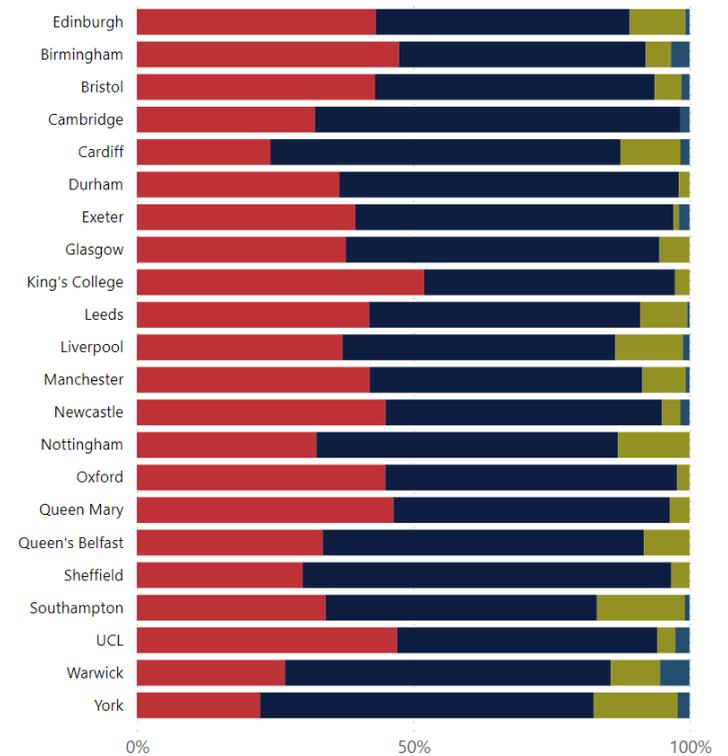


### % 1st/2.1 by Provider



Classification	Edinburgh %	Russell Group %
1st	43.2%	38.8%
2.1	45.9%	52.2%
2.2	10.1%	7.9%
3rd/Pass	0.8%	1.0%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

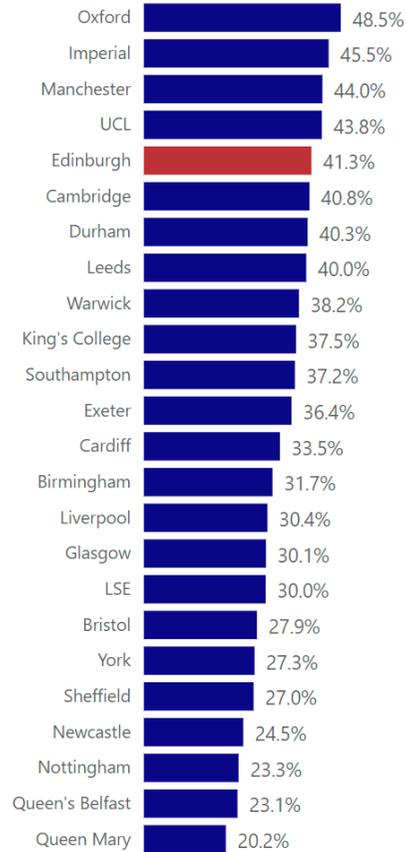




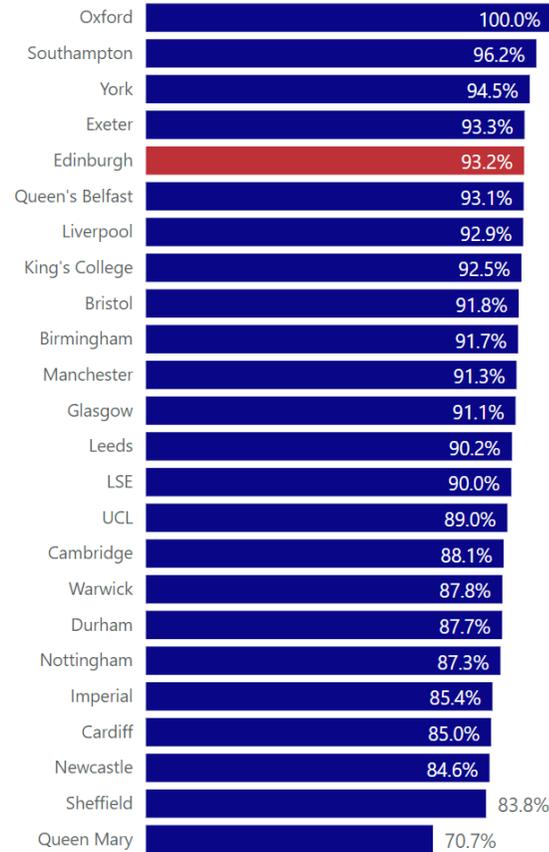
## (26) Geography, earth and environmental studies (natural sciences)

Population Sizes : Edinburgh FPE = 100, Russell Group Average FPE = 115, Russell Group Total FPE = 2760

**% 1st by Provider**

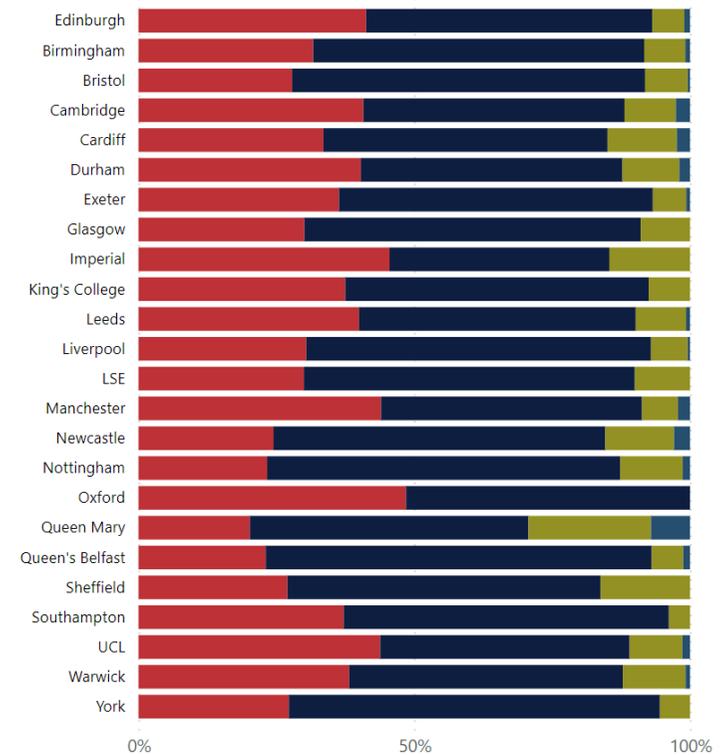


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	41.3%	34.3%
2.1	51.9%	55.5%
2.2	5.8%	8.9%
3rd/Pass	1.0%	1.4%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

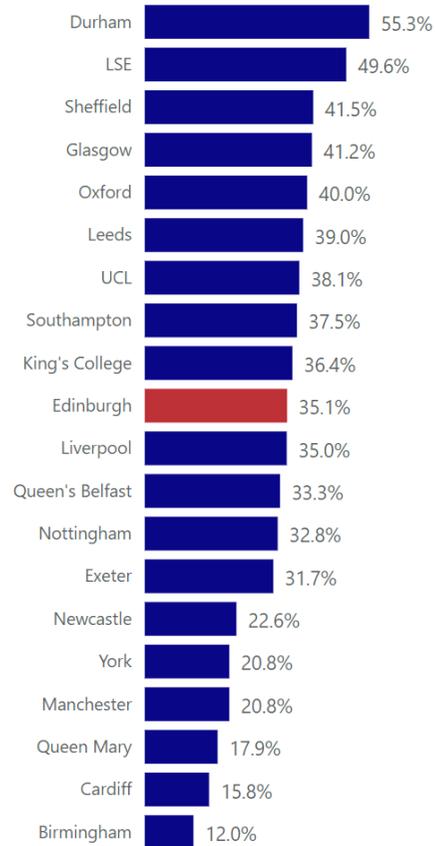




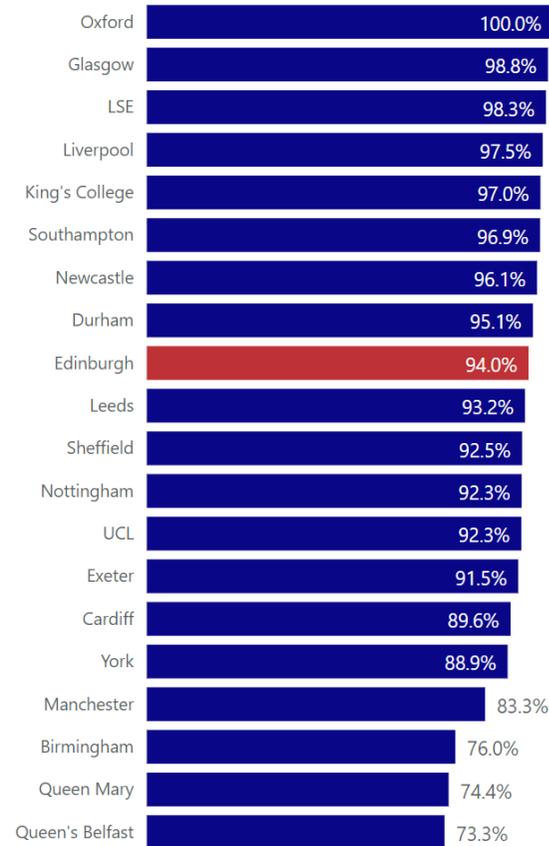
## (26) Geography, earth and environmental studies (social sciences)

Population Sizes : Edinburgh FPE = 65, Russell Group Average FPE = 80, Russell Group Total FPE = 1550

**% 1st by Provider**

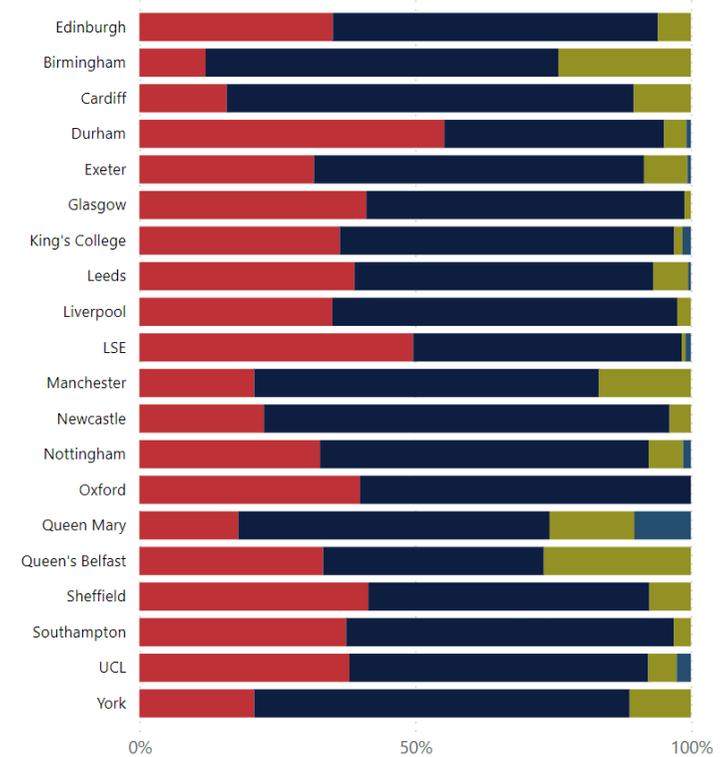


**% 1st/2.1 by Provider**



Classification	Edinburgh %	Russell Group %
1st	35.1%	33.8%
2.1	59.0%	59.2%
2.2	6.0%	6.2%
3rd/Pass		0.8%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass





**Senate Quality Assurance Committee**

**April 27<sup>th</sup> 2023**

**Tutors and Demonstrators Governance**

**Description of paper**

1. We propose a multilevel governance model for Tutors and Demonstrators.
2. The paper contributes to Strategy 2030 outcomes (ix) “We will have more user-friendly processes and efficient systems to support our work.”, (xii) “Multidisciplinary postgraduate education pathways will support flexible whole-life learning.” and indirectly to (ii) “The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it.”

**Action requested / recommendation**

3. Senate Quality Assurance Committee is asked to consider, discuss and, if desired, endorse the recommendations made in the discussion section of the paper.

**Background and context**

4. Following the last two ELIR reports we aim to propose a governance structure for managing our Tutor & Demonstrator (**T&D**) system across the institution. Currently governance is not clearly set out and responsibilities at all levels are not always clear.
5. In fact, the ELIR report targeted two areas of particular concern: governance and training following complaints to the panel from tutors and staff.
6. SQAC set up a steering group (T&D Oversight Group) led by the Doctoral College to consider the ELIR response. One of its first tasks was to set up a T&D network to include all known staff in the Schools and Deaneries who manage and train our T&D staff. This steering group quickly set up a working group to propose practical solutions to the coordination of training across UoE.
7. The working group is led by Fiona Quinlan-Pluck of the IAD. It developed a questionnaire to be discussed with suitable T&D staff in Schools and Deaneries covering all aspects of the provision of training for T&D staff. These were completed in direct interviews and have been very effective in surfacing a range of issues. The interviews are not yet complete but there is data now from 9 Schools and deaneries across all three Colleges. An interim report was provided to the steering group on 13th March with an executive summary. The key findings confirm what we had always suspected and what had been uncovered in the ELIR interviews. The outputs now provide concrete evidence of this:
  - a. There are pockets of (very) good practice in each College.
  - b. The implementation and even knowledge of the policy is patchy.
  - c. All do pay for training but the volume and how compulsory it is, varies.

- d. Most do not provide training for assessment and feedback although most provided something around the technical aspect of assessment.
  - e. Training is sometimes left to course organisers. One School reported that training was left to IAD.
  - f. EDI training is sometimes provided but not always. Health and safety training is generally provided.
  - g. Schedules of adjustment are not generally provided to tutors.
  - h. Follow-up to training such as observation of teaching or refresher sessions sometimes happen but not usually.
  - i. There is wide variation of who is responsible for T&D activity and, in some cases, it is not explicit.
  - j. Line management of T&D staff was not generally clear with the responsibility for all falling on one person. This has been made worse by P&M.
  - k. There was a lot of variation in how financial queries are handled. Payment levels were mostly consistent.
  - l. There are some instances of processes to deal with under-performance but mostly nothing is done. Annual reviews were sometimes provided but sometimes it was left to supervisors and for others there was no provision.
  - m. Staff reported that there had been considerable mission creep in their roles.
  - n. There is fair amount of repeated effort happening across the institution.
8. Governance is difficult because the vast majority of our T&D staff are postgraduate researchers although there are very significant numbers of other staff in some areas (notably NHS clinicians in the Medical School). The governance structures for our PGRs do not articulate sufficiently with the Teaching Offices which inevitably need to be part of any local coordinating structure. The College Offices do not play an active role at present in monitoring, regulating or reviewing T&D matters in Schools although issues will sometimes arise in QA reports or School reviews. At central level, SEC has governance responsibility by default but since the T&D staff are employees, it cannot govern the employment side of the process. The Doctoral College is not a governance structure in its own right and its steering groups do not have adequate representation to oversee T&D effectively.
9. There are many aspects to T&D which should be included in any governance arrangements: recruitment, training, support, financial and reporting. Various parts of this are governed in different governance structures of the institution. As an example, payment for tutoring and demonstrating was recently regularised across the institution to ban the practice of including payment for T&D within scholarships.

## Discussion and Vision

10. The evidence gathered so far makes it clear that there is a need to tighten up the governance and to revise, extend or augment the policy possibly by adding additional guidance. Much of the details in the policy remain correct and the problem is that they are simply not being followed or implemented.
11. At the same time, there is also work to look at the size and shape of our PGR body and closely linked to this is provision of scholarships. The updated T&D policy decoupled the T&D payments from scholarships and now T&D is generally financed through GH contracts. There is a possible plan to change these to fractional contracts and that will change the financial and recruitment landscape.
12. The oversight group is making the following concrete recommendations:

**a. Implement structural changes in governance (at all levels in the institution) to include oversight of and responsibility for T&D.**

The model we would propose is to create a structure similar to the governance of student experience in that there would be local contacts in each School with responsibility to enact the T&D policies and, where appropriate, supported by a small team. These would be coordinated at College level by one of the Deans (for example the Dean of Teaching and Learning). These, in turn, would report to a central committee or group convened by a senior leader (VP or DVP). Due to the extent of the T&D domain, this group would need to have a reasonably wide representation. Policies would be owned by the relevant service (typically Academic Services but also HR or Finance) and approval would be sought from a range of governance committees as required. Part of this would include robust reporting arrangements as part of the responsibilities of the various senior staff. It was felt that there would not need to be any new committees below central committee and that possibly central committee activity could be subsumed into an already existing committee.

**b. Augment the policy with guidance around training and recruitment.**

It was felt that the policy was insufficiently complete in certain areas which was leaving Schools with the task of filling gaps. This was both inefficient and open to abuse. Some details of how to implement some of the policies would help to ensure consistency of practice as well as save effort.

**c. Review aspects of the policy to ensure that cross College/institution tutoring is facilitated.**

The policy assumes that each School handles its own T&D staff but there is increasing numbers of instances where courses and programmes are provided cross institution and require interdisciplinary teaching. So, we need a mechanism to make it possible to employ T&D staff more widely than in the owning School. This will become important as CTP matures, and any T&D system needs to be reasonably future-proof to deal with diverse models of delivery.

**d. Raise awareness of the need for support and resources in Schools/Deaneries with Heads of School.**

It was felt that the main issue was lack of awareness by senior staff in Schools/Deaneries of the need for resources at School level and of the policy itself. There is a need for central teams to engage with such staff, through College committees, to ensure that minimum standards are met in all Schools.

**e. Activate the T&D network to provide a way to share good practice, offer cross institutional support and bolster communication.**

This has been set up to include the 100 or so staff in Schools/Deaneries and services to help with communication and share good practice. So far it is not active but if activated could be a useful mechanism to boost communication and share practice across the institution in much the same way that the Doctoral College operates. This has proved very effective for a similar group of staff and provides an inexpensive way to support such staff.

**Resource implications**

13. It must be recognised that there will need to be a modest investment in administrative support to help activate the network, support the responsible staff and help develop policy and guidance. While we might hope that this can be found from already existing teams in Colleges and services, it is likely that we may need to employ dedicated staff in places.

**Risk management**

14. There is considerable reputational damage possible if we do not effectively address the governance issues here as the ELIR panel will be carrying out a mid-term review in the Autumn. But there is a deeper risk to our coverage of teaching requirement, quality of tutoring and consequent detrimental effects on the UGT student experience.

**Responding to the Climate Emergency & Sustainable Development Goals**

15. This contributes indirectly to SDG goals 3, 4, 8 and 9.

**Equality & diversity**

16. The governance structure should not have any direct EDI effects but how it operates will. It will be necessary to ensure that diversity is considered at all levels.

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

17. The same paper will go to the May meeting of SEC and the comments of SQAC will feed into that discussion. The steering group will consider the outcome of SEC and formulate more detailed policy to bring back to SEC for ultimate approval by Senate and the Executive. The IAD provide generic training and are a key part of the Steering Group along with HR and UCU. We will consult widely through the T&D Network so that all staff have sight and can input into the discussion.

**Author**

*Antony Macioca  
On Behalf of the Doctoral College and  
T&D Steering Group  
Date 20/04/2023*

**Presenter**

*Antony Macioca*

**Freedom of Information** (*Is the paper 'open' or 'closed'*)

*OPEN*

**Senate Quality Assurance Committee****27 April 2023****External Examiners: Exceptional Appointments Report 2021/22****Description of paper**

1. Report on College approvals of exceptional External Examiner appointments made during 2021/22.

**Action requested / recommendation**

2. To formally note the report.

**Background and context**

3. The External Examiners for Taught Programmes Policy provides for Colleges to make exceptional appointments or where a conflict of interest has been identified (section 24). It was anticipated that the need for exceptional appointments may increase due to the ongoing Covid-19 pandemic. Therefore, to support quality assurance processes and future policy development, Colleges were invited to provide details of approved exceptional appointments.

**Discussion****College of Arts, Humanities and Social Sciences:**

4. The College of Arts, Humanities and Social Sciences had 11 exceptional appointments. There were 11 exceptional appointments in the previous academic year.

**New exceptional appointments**

5. There was one appointment in Edinburgh College of Art, two in Health in Social Science and three in the Law School\*. Most of these appointments were from the same institution as the previous Externals, due to Schools having difficulty in recruiting from a limited pool of expertise and in once case a short term replacement was sought due to death in service. The rationale for two appointments was not recorded as the College had a change in record keeping and workflow for External Examiners during 2021/22.

\*The College notes that the Law School has a high number of External Examiners due to its niche subject areas and operates two large Boards of Examiners which makes it difficult to avoid using more than one Externals from the same institution.

**Extensions to existing appointments**

6. There were five exceptional one-year extensions. One in Health in Social Science and two in Languages, Literatures and Cultures were granted due to difficulty in recruiting from a limited pool of expertise. Another two were granted in Health in Social Science due to post-Covid impact on the NHS making it difficult to recruit from appropriate expertise.

**College of Medicine and Veterinary Medicine:**

7. The College of Medicine and Veterinary Medicine had 7 exceptional appointments. There were 19 exceptional appointments in the previous year here the majority of exceptions were extensions to existing appointments due to the impact of the Covid pandemic.

**New exceptional appointments**

8. Three new exceptional appointments in the Deanery of Clinical Sciences: two were from the same institution as the previous External and one who had previously tutored on the programme. In all three cases, the Deanery had struggled to find alternatives due to the limited pool of expertise. In the case of the External who had previously tutored on the programme, the College confirmed that all students who had been tutored had now graduated. The Royal (Dick) School of Veterinary Studies had one exceptional appointment that was from the same institution as the previous External. Again the School faced challenges in finding an alternative due to the limited pool of expertise. As this External works as part of a team, the School considered that any perceived conflicts were negated.

**Extensions to existing appointments**

9. Three one-year extensions were made to External Examiner appointments. Of these, one in the Deanery of Biomedical Sciences related to challenges in recruiting new External Examiners due to impacts of the Covid-19 pandemic. The Royal (Dick) School of Veterinary Studies had one extension to retain an experienced External for continuity in a programme overseen by three Externals and where the other two were new in post. One extension request was approved in the Deanery of Molecular, Genetic and Population Health Sciences due to sustained resourcing issues experience in the Deanery over the course of the academic year.

**College of Science and Engineering:**

10. The College of Science and Engineering had four exceptional appointments. There were no exceptional appointments in the previous year.

**New exceptional appointments**

11. There were no exceptional new appointments.

**Extensions to existing appointment**

12. There were four exceptional one-year contract extensions, mainly granted for continuity purposes. One of the extensions was to increase an initial three year appointment to the standard four year term. Two were to provide continuity due to the Covid-19 pandemic, with one of those due to a programme being paused during Covid-19 bringing the external examiner to a total of four years of service. The final extension was granted due to one School requiring additional time to source a suitable external examiner.

**Resource implications**

13. The paper reports on activity and no resource implications are associated with it.

**Risk management**

14. The paper is a report on activity and no risks are identified in relation to this report.

**Responding to the Climate Emergency & Sustainable Development Goals**

15. This paper does not contribute to the Sustainable Development Goals as it is fulfilling external compliance within the quality framework.

**Equality & diversity**

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

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

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

**Author**

*Susan Hunter, Academic Services  
17 April 2023*

**Presenter**

*Brian Connolly*

**Freedom of Information**

The paper is **open**.

**Senate Quality Assurance Committee****27 April 2023****Taught External Examiner Reports:  
Undergraduate and Postgraduate Taught Thematic Analysis 2021/22****Description of paper**

1. An analysis of data from the External Examiner Reporting System (EERS). Covers undergraduate (see section A) and postgraduate taught (see section B) programmes for academic year 2021/22, provides comparison with 2020/21 and trend analysis over the past five years. An overview of the total number of reports for 2021/22 is included in section C.

**Action requested / recommendation**

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

**Background and context**

3. The University's External Examiners for Taught Programmes Policy states that the Senate Quality Assurance Committee uses information from External Examiners reports to identify common themes to help shape the strategic approach to quality assurance, quality enhancement and to enhance student experience.
4. The UK Quality Code guiding principles on External Expertise state, "Providers have effective mechanisms in place to provide a response to input from external examiners and external advisers." The University's mapping to the Quality Code states in response that Academic Response coordinators in Schools are responsible for responding to External Examiner reports and that the Quality Assurance Committee receives a thematic report from Undergraduate and Postgraduate Taught external examiner reporting. The Committee identifies any institutional actions. Due to current resourcing in Academic Services, the SQAC Convener agreed to the 202122 Undergraduate report being submitted in April, and this has been combined with the postgraduate taught report as a single paper.

**Discussion**

5. Analysis includes major themes arising from commendations, suggestions, issues, comments identified for institutional escalation in the External Examiners' reports and summarises report status. Analysis was conducted based on data available on 10 April 2023. Full analysis is attached as Appendix 1.

**Resource implications**

6. The paper is a report on activity therefore there are no resource implications associated with it. Contextual analysis is done at course, programme, School and College level and report outputs are considered through annual monitoring and Internal Periodic Review. Any actions taken by Schools and Colleges as a result of External Examiner reports are expected to be met from within existing resources.

**Risk management**

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

**Responding to the Climate Emergency & Sustainable Development Goals**

8. This paper does not contribute to the Sustainable Development Goals as it is fulfilling external compliance within the quality framework.

**Equality & diversity**

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

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

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

**Author**

*Susan Hunter, Academic Services  
19 April 2023*

**Presenter**

*Brian Connolly*

**Freedom of Information**

The paper is **open**.

Appendix 1

1. Introduction

1.1 This paper provides a thematic analysis of External Examiner reports for undergraduate and postgraduate taught programmes. Analysis was conducted based on data available on 10 April. The analysis focuses on high level themes across the University. (See also points raised under “Resource implications” on the coversheet of this paper.) External Examiners often write “N/A” or “not applicable” in their report entries and the analysis does not exclude these remarks.

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

A Undergraduate External Examiner Reports:

Thematic Analysis 2021/22

2. Analysis of major themes

2.1 Analysis continues to show a high number of commendations across the University and a low number of issues (see Figure 1). There has been an increase in reported issues on the previous year (see 2.4). Trend analysis is included in Figure 2 below. The Committee should note that External Examiners can make multiple comments across categories and the analysis reflects the trends shown by the reporting system.

Figure 1

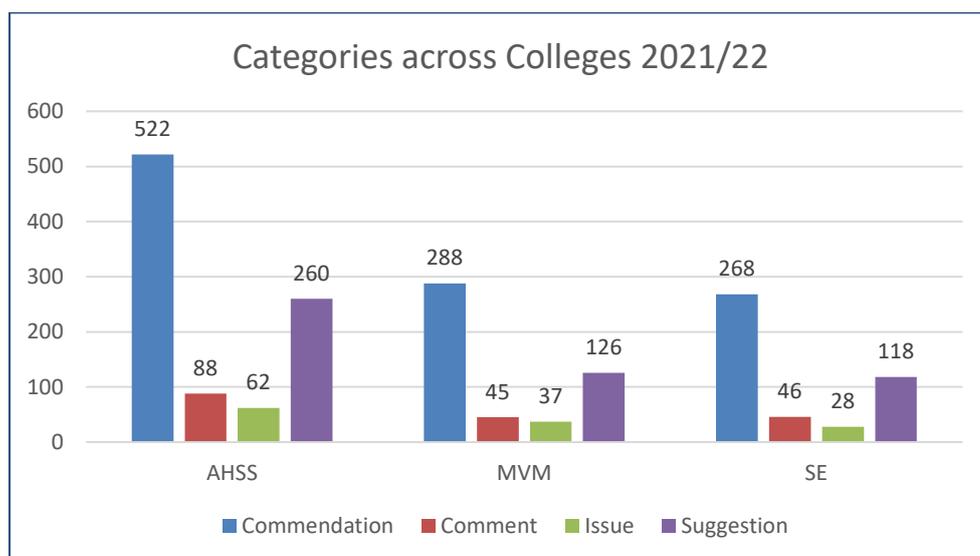
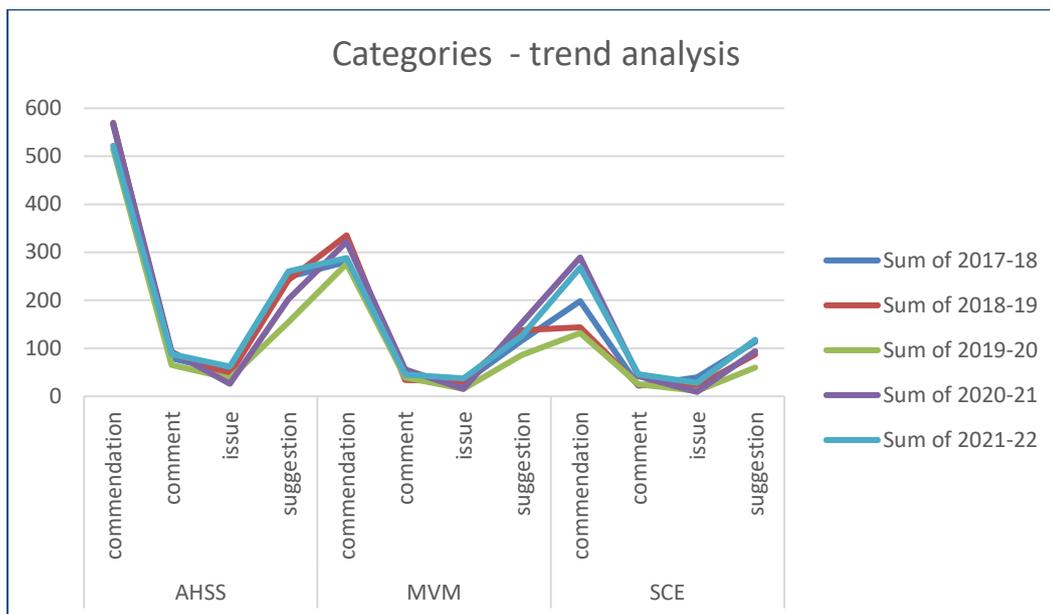


Figure 2 Categories trend analysis over past five years



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

## 2.2 Commendations

Consistent with the previous five years, External Examiners most often commended the main **theme** of “The Assessment Process” across all three Colleges (304, 28% of the total number of commendations). The most commendations of a single **sub-theme** were in “Good practice and innovation” (in the Programme Development theme – total of 166 commendations). Some examples of External Examiners’ comments from that sub-theme are:

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“I really appreciate the variety of assessment methods (including research proposals, news articles, presentations, longer and shorter essays, multiple choice quizzes during the term) in this programme.”

“Excellent communication with, and feedback for, students is provided across this course. There is an excellent blend of taught and practical components. There is a strong culture of making the course highly relevant to future clinical academic careers.”

“This is an extremely strong course. The curriculum covers a broad range of research areas and does so in a comprehensive and creative way, that gives the students a deep understating of the knowledge covered. The assessments are very well thought through and require the students to integrate a variety of different concepts and really gives them the opportunity to show their depth of understanding of these concepts. I

am very impressed by the high quality answers the students give, that show the great majority of them have an excellent knowledge of the subjects assessed.”

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### 2.3 Suggestions

The Programme Development and Enhancement **sub-theme** “Enhancing student learning experience” attracted the highest number of suggestions (167, 33% of the total number of suggestions). External Examiners made suggestions in all Colleges. The majority of suggestions were specific to courses or programmes. There were no significant, common themes across the range of suggestions in that sub-theme.

### 2.4 Issues

- 2.4.1 Overall, 127 issues were raised compared with 40 issues in 2020/21. This is a significant increase on the past two years and is approximately a 29% increase on issues reported in the last pre-pandemic year (2018/19). It is possible that there was a downward trend during the pandemic years and that External Examiners were unwilling to raise issues during what were challenging years across the sector. The increase in reported issues this year may indicate a reversal of this trend.
- 2.4.2 As in the previous five years, the main **theme** was “Provision of Information” with 49 comments made across all Colleges. Once again, the **sub-theme** of “Previous Issues” had the most report entries at 23. The majority of these (15 report entries) noted this question was not applicable and/or that they had not seen the previous external examiner’s report.

Schools have responded to or are preparing responses to all reports.

## 3. Overview of the number of Undergraduate External Examiner Reports

- 3.1 An overview of the number of undergraduate External Examiner reports was submitted to the December 2022 Committee meeting. The tables below provide an update to those figures.
- 3.2 Table 1 shows the total number of undergraduate reports by College compared with the previous academic year.

	2021/22	2020/21
College of Arts, Humanities and Social Sciences (CAHSS)	114	103
College of Medicine and Veterinary Medicine (CMVM)	59	65
College of Science and Engineering (CSE)	34	34

Total number of reports	207	202
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Table 1: Number of undergraduate reports

- 3.3 Table 2 shows the number and stage of undergraduate reports in each College for 2021/22 and 2020/21.

Table 2: Number and stage of reports

	Report Stage	2021/22	2020/21
<b>AHSS</b>	Response Submitted (complete)	56 (complete)	70 (complete)
	Draft Response (response outstanding)	2 (in progress)	3 (in progress)
	Draft Report (report outstanding)	55 (late)	30 (late)
	Due to breach*	1	0
<b>MVM</b>	Response Submitted	55 (complete)	62 (complete)
	Draft Report	4 (late)	3 (late)
<b>CSE</b>	Response Submitted	21 (complete)	26 (complete)
	Draft Report	13 (late)	8 (late)

\*Due to breach status is where External Examiners have identified an individual in their report.

- 3.3 Colleges are continuing to work with Schools to ensure any outstanding draft reports are received and that responses are completed as soon as possible.

#### 4. Comments identified by Academic Response Coordinators as Institutional matters

- 4.1 Academic Response Coordinators can flag comments for School, College or Institutional escalation. The Committee's primary interest in institutional escalations is to identify any issues that require institutional action. There were two comments flagged for institutional escalation in 2021/22; one related to there being no 'not applicable' selection for the question and the other relating to the level of special circumstances cases. No comments were flagged for institutional escalation in 2020/21. The table below shows a single commendation flagged for institutional escalation in the previous year.

*Table 3: institutional escalation themes 2021/22*

Issues raised in previous reports (suggestion)	1
Board of Examiners Meetings/ Procedures for Special Circumstances/borderline/misconduct (sub-theme) (suggestion)	1

B Postgraduate Taught External Examiner Reports:

Thematic Analysis 2021/22

1. Analysis of major themes

1.1 Analysis continues to show a high number of commendations and a low number of issues across the Colleges (see Figure 3). There has been an increase in reported issues on the previous year (see 1.4). A trend analysis is provided in Figure 4. The Committee should note that External Examiners can make multiple comments across categories and the analysis reflects the trends shown by the reporting system.

Figure 3

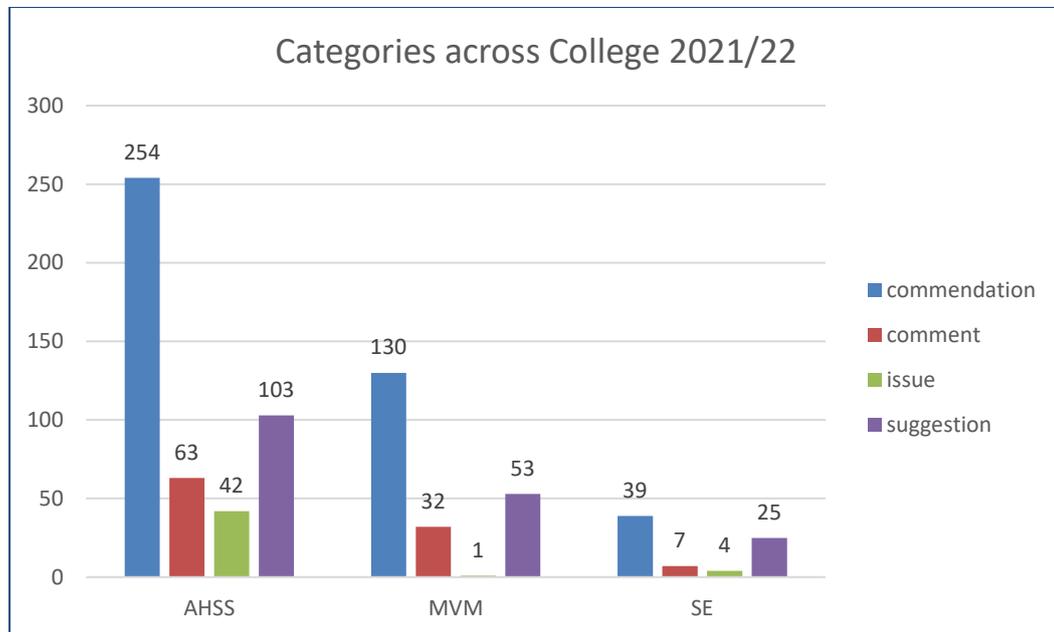
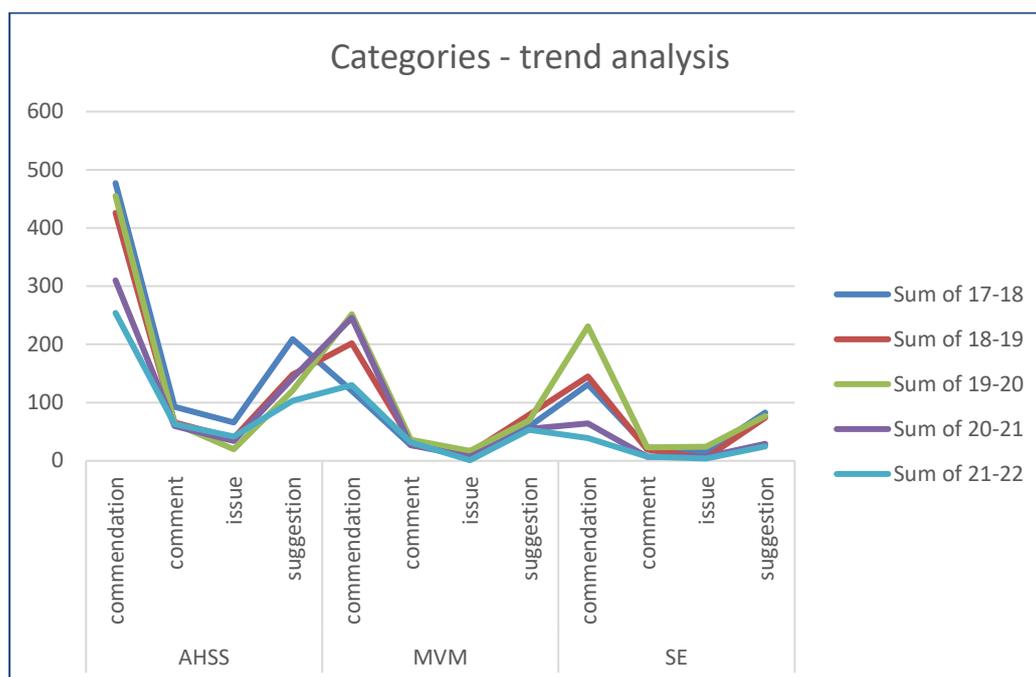


Figure 4



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

## 1.2 Commendations

The main **theme** commended across all three Colleges was The Assessment Process (120 commendations, 28% of the total number of commendations). The sub-themes of Student Feedback and Theme level comments had the most report entries with 25 each. Some examples of External Examiners' comments are given below:

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“As I have found throughout the four years of my tenure, the standard of feedback (and feed-forward) has been exemplary. In addition, despite the sizes of the student cohort and the marking team, a high level of consistency is always maintained: whether the module is moderated or double marked the process and rationale of grade differentiation is always transparent and sound. I have been hugely impressed by the attentiveness and engagement of the marking team: each assignment is responded to in great detail and with unfailing sensitivity and constructive intent. Where second markers or moderators propose an adjustment to an original grade, the process of reaching agreement is transparent and thorough. There have been no cases of anomalous marking and from the strongest to the weakest assignments, each submission is afforded an admirably detailed, perceptive and rigorous critique.”

“As usual, the range of assessments was exemplary in diversity and development of cognate skills, including criticality, observation, problem-solving, synthesis and development of clear context of respective assignments

in relation to the wider field. Always, clear and appropriate linkages throughout to learning outcomes.”

“The Assessment process is truly impressive. The students are challenged with a range of tasks very relevant to their course which will help them to become solid and competent scientists. It is clear that the team of Directors and Supervisors are committed to supporting the students in developing these skills as demonstrated by specific formative assignments and very detailed feedback. It is also clear that the students are well mentored and supported throughout the program and in planning their career development. Not surprisingly, the submissions I had access to were of extremely high quality. Some discussions during the board meeting further reflected this commitment. For example, an action point was to gather more feedback from the students to further improve their experience.”

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### 1.3 Suggestions

The Programme Development and Enhancement **theme** attracted the highest number of suggestions at 80 (44% of the total number of suggestions). The majority of External Examiner suggestions, across all Colleges, specifically related to programmes and courses. No significant common themes were identified.

### 1.4 Issues

Overall, 47 issues were raised (a 34% increase on the previous year’s report). Although this is a significant increase the number of issues remains a small proportion of the whole. As with the increase noted in the undergraduate analysis above, this may be a result of a reversal in trend following the pandemic years. The main **theme** was Provision of Information with 17 issues (36% of the total number of issues) and was raised in the Colleges of Arts, Humanities and Social Sciences, and Medicine and Veterinary Medicine. The most common issue raised in this theme was the late receipt of material (four report entries).

Schools have responded to or are preparing responses to all reports.

## 2 Overview of the number of External Examiner Reports

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

*Table 4: Number of postgraduate taught reports by College*

	2021/22	2020/21
College of Arts, Humanities and Social Sciences (CAHSS)	83	99
College of Medicine and Veterinary Medicine (CMVM)	33	46
College of Science and Engineering (CSE)	8	14
Total number of reports	124	159

- 2.2 Outlined in the figures below are the number and stage of postgraduate taught reports in each College for 2021/22 and 2020/21.

*Table 5: Number and stage of reports by College and academic year*

	Report Stage	2021/22	2020/21
<b>CAHSS</b>	Complete (response submitted)	40	32
	In progress (response outstanding)	30	38
	Late (report outstanding)	9	14
	Due to breach*	4	15
<b>CMVM</b>	Complete	25	29
	In progress	1	4
	Late	7	12
	Due to breach	0	1
<b>CSE</b>	Complete	1	6
	In progress	4	3
	Late	2	4
	Due to breach	1	1

\*Due to breach status is where External Examiners have identified an individual in their report.

- 2.3 Colleges are continuing to work with Schools to ensure any outstanding draft reports are received and that responses are completed as soon as possible.

## 3 Items identified by Academic Response Coordinators as Institutional matters

- 3.1 One suggestion was identified for institutional escalation in 2021/22. No items were identified for institutional escalation in 2020/21 reports.

*Table 6 Institutional escalation*

2021/22	
Programme Development and Enhancement theme (suggestion)	1

C Total reports for 2021/22

In 2021/22 the External Examiner Reporting System recorded a total of 207 reports from 206 Undergraduate External Examiners, and 124 reports from 123 Postgraduate Taught External Examiners. Report status is monitored by Colleges and followed up with Schools at course and programme level as required.

Figure 5 Undergraduate report overview



Figure 6 Postgraduate taught report overview



Susan Hunter  
Academic Services

19 April 2023

27 April 2023

**Scotland's Rural College Accreditation Committee  
Annual Report 2021/22**

**Description of paper**

1. This paper summaries the key areas of discussion from the Scotland's Rural College (SRUC) Accreditation Committee meeting of Wednesday 5 April 2023.

**Action requested / recommendation**

2. For information.

**Background and context**

3. The Convenor of Senate Quality Assurance Committee (SQAC) convenes the annual accreditation meeting with Academic Services responsible for co-ordinating the process.
4. In April 2023 the Accreditation Committee met to review and affirmed continued accreditation of the SRUC programme, 'Environmental Management (BSc)'.

**Discussion**

5. See attached paper.

**Resource implications**

6. Accrediting SRUC degree programmes has resource implications for Academic Services.

**Risk management**

7. In order to preserve the University's reputation, it is essential to ensure that degrees accredited by the University of Edinburgh meet the same high standards of academic quality and student experience that we would expect from our own programmes. The annual SRUC Accreditation Committee provides a framework to ensure that the accredited programme continues to meet these expectations.

**Equality & diversity**

8. As this paper reports on past activity, there are no Equality and Diversity considerations and an EqIA is not necessary at this time.

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

9. As the paper is an update to provide information there are no actions.

**Author**

**Brian Connolly,**  
Academic Policy Manager,  
Academic Services

**Presenter**

**Professor Tina Harrison,**  
Convener, Scotland's Rural College  
(SRUC) Accreditation Committee

**Freedom of Information Open**

The University of Edinburgh  
Senate Quality Assurance Committee

**Minutes of the meeting of Scotland's Rural College Accreditation Committee  
(SRUC) held on Wednesday 5 April 2023 at 2.30pm via Microsoft Teams**

**Present:**

Professor Tina Harrison <b>(Convener)</b>	Deputy Vice-Principal Students (Enhancement)
Roz Asli	Student Representative, Co-President of SRUC Students' Association
Professor Matthew Bailey	Dean of Quality Assurance, College of Medicine and Veterinary Medicine, University of Edinburgh
Dr Kyrsten Black	Registrar, SRUC
Dr Jenn Carfrae	Programme/Team Leader for Environmental Management, SRUC
Brian Connolly <b>(Secretary)</b>	Academic Policy Manager, Academic Services, University of Edinburgh
Toni Dismore	Head of Doctoral College & Academic Manager, SRUC
Shirley Graham	Quality Assurance Lead, SRUC
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services, University of Edinburgh
Professor Linda Kirstein	Dean of Education Quality Assurance and Culture, College of Science and Engineering, University of Edinburgh
Professor Jamie Newbold	Provost & Deputy Principal, SRUC
Eileen Wall	Head of Research & Professor of Integrative Livestock Genetics, SRUC
Claire Williams	Student Representative, Co-President of SRUC Students' Association

**Apologies:**

Professor Andrew Barnes	Head of Rural Economy, Environment and Society Department, SRUC
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**In Attendance:**

Professor Antony Maciocia	Dean of Postgraduate Research, College of Science and Engineering and Doctoral College, University of Edinburgh
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**1. Welcome and Apologies**

The Convenor noted that Professor Antony Maciocia was attending for Item 9, Proposal for University of Edinburgh to Accredite SRUC's Postgraduate Research Provision (PGR) Due Diligence.

**2. Membership of the Accreditation Committee 2022-23**

The Committee noted the membership for 2022-23. It was agreed that the membership for 2023-24 may need to be revised to include postgraduate research representation depending on the outcome of Agenda Item 9.

**3. Minutes of the meeting held on Thursday 17 March 2022**

The Committee approved the minutes of the previous meeting.

**4. Matters Arising**

There following was noted in relation to the minutes of the previous meeting:

- Agenda Item 6 - Students' Association Update:
  - Action: SRUCSA to send Academic Services a copy of the 'Student Voice' newsletter.
  - Action: SRUCSA to liaise with the University Students' Association in order to coordinate the gender-based-violence initiative across the whole King's Buildings campus.
- Agenda Item 7 - Annual Report 2021-22 (section: Plagiarism):
  - The Convenor confirmed that the action to explore options for baring access to essay mill websites from the University network had been taken forward. However, it was acknowledged that this action had now been subsumed within wider activities to understand the implications of the increasing use of generative artificial intelligence (AI) chatbots such as ChatGPT.
- Agenda Item 7 - Annual Report 2021-22 (section: Application for Degree Awarding Powers):
  - Action: University and SRUC to establish a liaison group to ensure operational issues are captured and addressed during the DAP transition period.

**For Information**

**5. Memorandum of Agreement**

The Committee noted the Memorandum of Agreement (MoA). The Committee noted that the MoA may need to be revised depending on the outcome of Agenda Item 9. It was noted that Appendix E – Financial arrangements contained a typo in section 5i which should be amended to remove a superfluous pound sign as follows: £3£3,987.

**6. Students' Association Update**

The Committee discussed the update on key SRUC Students' Association (SRUCSA) activities since the last meeting and commended SRUCSA on the excellent quality of the report.

The Committee commended SRUCSA on the Speak Week annual all-student survey. The Convenor recommended that the Speak Week report be shared with the Edinburgh University Students' Association as an exemplar of good practice.

**Action: SRUCSA to send Edinburgh University Students' Association a copy of the Speak Week report.**

The Committee commended SRUCSA on the Winter Warner initiative, providing students with hot drinks, scarves, and hats to students in response to concerns that classrooms were too cold due to Covid guidance on ventilation. It was agreed that this was an innovative and successful example of student community building.

### **For Discussion**

#### **7. Annual Report 2021-22**

The Committee considered the Annual Report 2021-22. The Committee noted the excellent quality of the report and accompanying documentation and commended the SRUC team responsible, in particular Dr Kyrsten Black, Dr Jenn Carfrae and Karen Gray.

#### **Student Satisfaction**

The Committee commended SRUC on the continuing high levels of satisfaction ratings in the National Student Survey (NSS). In 2021/22 SRUC had a participation rate above 70% and a student satisfaction score of 92.86%.

#### **External Recognition**

The Committee commended SRUC on its Research Excellence Framework performance (ranked first, in partnership, though SRUC research underpinned 8 out of 11 impact case studies submitted) and its improved world ranking for life sciences (up from 301-400 to 251-300) in the 2023 Times Higher Education (THE) World University Rankings by Subject. The Committee also commended Cath Seeds, Programme Leader in Wildlife Management, on her shortlisting for the prestigious THE Awards for Innovative Teacher of the Year.

#### **Admissions**

The Committee noted that acceptances for 2022 dropped slightly overall by 3.3%. However there was a slight increase in taught postgraduate acceptances, due in part to the offer of the new MRes in Zoonosis and the Epidemiology of Animal Infectious Diseases, offered for the first time in 2022/23.

#### **Equality, Diversity and Inclusion**

The Committee discussed the ethnic and gender balance at institutional and programme level in the light of statistical data showing significant gender imbalances

in some programmes, and all programmes showing limited diversity with regard to ethnicity.

The Committee noted the upward trend in the number of female students (which increased by a further 2 percentage points to 62% as compared to 60% in 2020/21) however at programme level there remains an imbalance between female and male representation (with some programmes almost exclusively female and others male). The Committee also noted that in 2021/22 at institution level only 4.8% of students were black or minority ethnic, and there were currently no black or ethnic minority students enrolled on the Environmental Management programme. SRUC will continue to evaluate equalities data and is seeking to address the issues with support from Advance HE.

### **Academic Misconduct**

The Committee noted that the Academic Misconduct policy within the Education Manual was revised for the start of the 2022/23 academic session. It was noted that while essay mill plagiarism remains a concern, the rapid evolution of generative AI (such as ChatGPT) represents a fundamental challenge to academic integrity.

### **Application for Degree Awarding Powers (DAP)**

The Committee noted that the scrutiny process associated with the application for Taught Degree awarding powers was ongoing, with completion anticipated for Spring 2023. The report of the scrutiny team will then be considered by the Quality Assurance Agency Scotland with a decision possibly by the end of the summer. If successful, the application will then go to Privy Council to conclude the legal aspects.

### **Portfolio and Curriculum Reviews**

The Committee noted that SRUC had commenced its Portfolio Review and Curriculum Review in Autumn 2021/22 and that these were due to continue for the next three years.

### **External Examiner Report 2021-22**

The Committee commended SRUC on the very positive External Examiner Report for the academic year 2021-22.

## **8. Annual Monitoring Report for the Environmental Management degree**

The Committee considered the Annual Monitoring Report for the Environmental Management degree. The Committee commended SRUC on the work to gain access to overseas opportunities for students, in particular the Turing funding opportunities, since the closure of the Erasmus system for UK based students due to Brexit.

## **9. Proposal for University of Edinburgh to Accredite SRUC's Postgraduate Research Provision (PGR) Due Diligence**

The Committee considered the proposal from SRUC for the University of Edinburgh to accredit its postgraduate research provision. It was noted that currently, SRUC's involvement in PGR provision is via joint supervisory relationships on University of Edinburgh degrees. Extending the existing accreditation arrangement (for UG and

PGT) to PGR provision would mean devolving responsibility for the entire PGR process to SRUC (in specific agreed areas) following a validation process. Students studying on validated PhD programmes would receive a University of Edinburgh degree delivered by SRUC.

The following supporting documents were considered by the University of Edinburgh as part of the due diligence process:

- SRUC PhD Concept Note
- SRUC PhD Business Case
- Postgraduate Research Programme Draft Regulations
- Research Environment Statement
- Current SRUC PGR Handbook and Code of Practice

The Committee commended SRUC on the Code of Practice and noted that comments in the draft regulations had been responded to and that these would be returned to SRUC. The Committee noted that no major concerns had been identified through the due diligence process. The following minor queries from the University of Edinburgh were clarified:

- It was confirmed that a small number of PhD students were due to start in October 2023, funded by SRUC.
- It was confirmed that that students will be able to transfer onto and then complete the MPhil.
- It was confirmed that the SRUC PGR Handbook contained further information on the structure of the SRUC Doctoral College, including clarity on the office-holders that would make decisions (under the regulations) on behalf of the Doctoral College.
- It was confirmed that SRUC would like students on the PhD programme to have access to University of Edinburgh services (for example library resources and IAD training and development activities).
- It was confirmed that SRUC had its own comprehensive supervisory training and therefore would not require access to University of Edinburgh supervisory training provided by the Institute for Academic Development.

The Committee confirmed its support in principle for the proposal. It was noted that the proposal would be submitted to the University of Edinburgh Senate Quality Assurance Committee for endorsement.

### **For Approval**

#### **10. Accreditation of Environmental Management (BSc)**

The Committee affirmed continued accreditation of the SRUC programme, 'Environmental Management (BSc)'.

#### **11. Any Other Business**

There was no other business.

**12. Date of Next Meeting: TBC**

**Senate Quality Assurance Committee**

**27 April 2023**

**Proposal to extend Scotland's Rural College's (SRUC) Accredited Institution status to Postgraduate Research Provision.**

**Description of paper**

1. A proposal to extend the current Accredited Institution status of SRUC from taught degrees to include the provision of University of Edinburgh validated postgraduate research provision.

**Action requested / recommendation**

2. Following in principle approval of the proposal at the annual Accreditation Committee meeting, SQAC is asked to discuss and endorse the proposal.

**Background and context**

3. The University has a long-standing accreditation arrangement with SRUC in relation to specific undergraduate provision. SRUC currently does not have its own taught degree awarding powers, but offers degrees that are accredited/validated by either the University of Edinburgh or the University of Glasgow. This means that students studying on one of the validated programmes receive a University of Edinburgh (or University of Glasgow) degree depending on the specific degree arrangement.
4. In order to maintain oversight of standards and quality of University of Edinburgh degrees delivered by SRUC, there is an appropriate reporting structure and validation arrangement in place whereby the University, as the degree awarding body, judges specified programmes developed and delivered by SRUC as being of an appropriate standard and quality to lead to a University of Edinburgh award, thereby granting SRUC status as an Accredited Institution of the University. The University maintains oversight of this arrangement via an Accreditation Committee (involving senior staff from each institution) which meets annually. The accreditation arrangement is governed by a memorandum of agreement and the overall arrangement is reviewed as part of the external institutional review conducted periodically by the Quality Assurance Agency.
5. SRUC have submitted a proposal to the University to extend the current accreditation arrangement to include postgraduate research provision. Currently, SRUC's involvement in PGR provision is via joint supervisory relationships on University of Edinburgh degrees. Extending the accreditation arrangement to PGR provision would mean devolving responsibility for the entire PGR process to SRUC (in specific agreed areas) following a validation process. Students studying on validated PhD programmes would receive a University of Edinburgh degree delivered by SRUC. Due diligence on this proposal is being carried out.

**Discussion**

6. The following activities have been carried out as part of due diligence work:

7. Consultation with Schools that have existing joint PhD supervision arrangements with SRUC (RDSVS, Biological Sciences and GeoSciences), outlining the proposal and asking them to comment on the appropriateness of the research environment and the skills and experience of academic staff to supervise PhD students. All Schools responded positively to the proposals, the research environment and supervision by academic staff. One School noted benefit to students and collaboration of a University of Edinburgh co-supervisor. Joint supervision arrangements will still be possible.
8. Consultation with the Institute for Academic Development (IAD) on SRUC's postgraduate researcher and supervisor training and support, as set out in the document that SRUC has submitted for accreditation purposes. The response from IAD was positive, noting arrangements were clearly set out and supported.
9. Consideration of the draft PGR degree and assessment regulations by the Dean of Postgraduate Research, College of Science and Engineering (CSE), and the then Director of Academic Services and comments included in the draft were responded to. Overall the draft was found to be thorough and, for the most part, the regulations align with current University of Edinburgh regulations (they do not need to be exactly the same, but comparable), and any variations were minor and appear appropriate to the SRUC context. Senate Academic Policy and Regulations Committee (APRC) would have responsibility for approving any regulations which differ significantly. No major issues were identified, beyond amending the regulations to make it explicit that the University of Edinburgh's Senate will be responsible for making awards in relation to the programmes covered by the regulations. The PGR Handbook and Code of Practice submitted by SRUC as part of the proposal was highly commended by the Dean of Postgraduate Research, CSE.
10. The Accreditation Committee held its annual meeting on 5 April 2023. As well as considering the routine business, the meeting was extended to consider the proposal. Additionally, membership of the meeting was expanded to ensure postgraduate research provision expertise. The following supporting documents were considered at the meeting:
  - SRUC PhD Concept Note
  - SRUC PhD Business Case
  - Postgraduate Research Programme Draft Regulations
  - Research Environment Statement
  - Current SRUC PGR Handbook and Code of Practice
11. The Committee were advised that no major concerns has been identified through the due diligence and a number of minor queries were answered to the satisfaction of the University at the meeting. The Committee was also advised that the comments in the draft regulations had been responded to and that these would be returned to SRUC. Otherwise, none of the documents submitted received any substantive comments.
12. The responses to comments in the draft regulations have now been returned to SRUC to help with finalising the regulations and the Dean of Postgraduate

Research, CSE will be involved in this process. Although not a requirement, as the regulations are expected to be in line with the University's own, the Convener of APRC will be asked to look over the final regulations as a final check.

13. The Accreditation Committee confirmed its support in principle for the proposal.

### **Resource implications**

14. Financial arrangements for managing the proposed accreditation will be discussed in due course.

### **Risk management**

15. The due diligence exercise is part of risk management of collaborative activity.

### **Responding to the Climate Emergency & Sustainable Development Goals**

16. Not applicable.

### **Equality & diversity**

17. We are not aware of any issues at present. SRUC is leading on the development of an equality impact assessment and the University will consider and feed into this. As part of the annual report for accredited undergraduate provision, SRUC report on data for gender, ethnicity and disability and equality and diversity.

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

18. Following endorsement by the Senate Quality Assurance Committee, Senate will then be asked to approve the proposal at the meeting on 25 May 2023 (by which time the regulations should be finalised). Thereafter, a memorandum of agreement will be developed, either as an extension to the existing one, or as an additional document using the existing one as a basis.

### **Author**

*Professor Tina Harrison and Nichola Kett*

*20 April 2023*

### **Presenter**

*Professor Tina Harrison*

**Freedom of Information Open**

## Senate Quality Assurance Committee

27 April 2023

### Committee Priorities for 2023-24

#### Description of paper

1. This paper invites Committee members to comment on potential priorities for the Committee to focus on in 2023-24. This will assist the Conveners of the Standing Committees to present a plan for approval by Senate at its meeting on 24 May 2023.

#### Action requested / recommendation

2. To note and comment on potential Committee priorities for 2023-24.

#### Background and context

3. At the last Ordinary Senate meeting of the year (typically May), the Conveners of the three Senate Standing Committees present an annual report, setting out the Committees' achievements in the previous session and proposing outline plans for the next session. The May 2022 report to Senate is available [here](#) (see Paper 4C).

#### Discussion

4. It is likely that priorities for the Committee will include:
  - Overseeing the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review;
  - Responding to the outcome of the Scottish Funding Council's Tertiary Quality Review;
  - Strands of work relating to the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (particularly in relation to date regarding retention, progression and attainment); and
  - Evaluation and monitoring of the implementation of the new student support model.
5. This paper invites Committee members to identify any other potential priorities for the Committee to focus on in 2023-24. The purpose of this exercise is to identify significant areas of work that would require planning to ensure sufficient resources and time are available for the work, to allow for prioritisation where required. There is no need for the Committee to identify in advance more modest pieces of work – and the Committee will always have scope to consider on an ad hoc basis issues that may arise during the session.

#### Resource implications

6. The Committee's work has implications not only for Academic Services, but also for the Committee membership and for the stakeholders that the Committee may need to consult in relation to particular issues. Establishing a set of priorities in advance of the next year will assist in managing within these constraints.

**Risk management**

7. An effective approach to planning and prioritisation will assist the Committee to manage risks associated with the University's framework of academic policy and regulations.

**Responding to the Climate Emergency & Sustainable Development Goals**

8. Not directly applicable.

**Equality & diversity**

9. Not directly applicable, although an effective approach to planning and prioritisation will assist the Committee to identify where it needs to take into account equality and diversity issues.

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

10. The Conveners of the Senate Standing Committees would set out the Committees' priorities in their annual report to Senate's 24 May 2023 meeting.

**Author**

Tom Ward  
Director of Academic Services  
15 March 2023

**Presenter**

**Freedom of Information**

Open

The University of Edinburgh  
Senate Quality Assurance Committee

27th April 2023

**Internal Periodic Review**

**Description of paper**

1. Final reports from Internal Periodic Reviews (IPRs).

**Action requested / recommendation**

2. The Committee is invited to approve the final reports and confirm that it is content with progress on the 14 week and year-on responses.

**Background and context**

3. The following final reports and year-on response are published on the Committee wiki:

Final Report:

- Moray House School of Education and Sport (UG provision)
- Business School (PGT & PGR provision)

14 Week Response:

- School of Informatics (UG & PGT provision)

Year-on Responses:

- School of Biological Sciences (PGR provision)
- School of Social and Political Sciences (PGT provision)

**Discussion**

4. See wiki.

**Resource implications**

5. No additional resource implications.

**Risk management**

6. No risk associated.

**Equality & diversity**

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

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

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

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