

The University of Edinburgh  
Senate Quality Assurance Committee

**Meeting to be held on Thursday 28 April 2022  
at 2pm via Microsoft Teams**

**A G E N D A**

- 1. Welcome and Apologies**
- 2. Minutes of the meeting held on Thursday 24 February 2022** SQAC 21/22 4A
- 3. Matters Arising**  
**For Discussion**
- 4. Undergraduate Degree Outcomes:**
  - Degree Awarded Analysis SQAC 21/22 4B
- 5. Awarding Gap Monitoring:**
  - The Convenor of the Equality, Diversity and Inclusion Committee (EDIC) will join the meeting between 3.30-4pm to discuss the roles of SQAC and EDIC in addressing the awarding gaps across the University. Verbal
- 6. Annual Monitoring:**
  - Reporting Templates SQAC 21/22 4C
- 7. Scotland's Rural College (SRUC) Accreditation Committee:**
  - Annual Report 2020/21 SQAC 21/22 4D
- 8. Senate Committee Planning:**
  - SQAC Priorities 2021-22 SQAC 21/22 4E
- For Information and Formal Business**
- 9. Internal Periodic Review:**
  - Reports and Responses SQAC 21/22 4F
- 10. Any Other Business**
- 11. Date of Next Meeting:** Thursday 19 May 2022, 2pm, MS Teams/Campus (TBC)

The University of Edinburgh  
Senate Quality Assurance Committee

**Minutes of the meeting held on Thursday 24 February 2022  
at 2pm via Microsoft Teams**

Professor Tina Harrison <b>(Convener)</b>	Assistant Principal Academic Standards and Quality Assurance
Marianne Brown	Co-opted member with expertise in Student Systems
Brian Connolly	Head of Quality Assurance and Enhancement Team (Interim), Academic Services
Dr Gail Duursma	School Representative (Engineering), College of Science and Engineering
Olivia Eadie	Assistant Director and Head of Operations and Projects, Institute for Academic Development
Dr Jeni Harden	School Representative (School of Molecular, Genetic and Population Health Sciences), College of Medicine and Veterinary Medicine
Dr Katherine Inglis	School Representative (Literatures, Languages and Cultures), College of Arts, Humanities and Social Sciences
Stuart Lamont	Edinburgh University Students' Association Representative
Dr Paul Norris	Dean of Quality Assurance and Curriculum Approval, College of Arts, Humanities and Social Sciences
Dr Claire Phillips	Dean of Quality Assurance, College of Medicine and Veterinary Medicine
Professor Leigh Sparks	Deputy Principal, University of Stirling

**Apologies:**

Tara Gold	Vice President (Education), Students' Association
Professor Linda Kirstein	Dean of Education Quality Assurance and Culture, College of Science and Engineering

**1. Welcome and Apologies**

The Convenor welcomed **Marianne Brown** (Head of Student Analytics, Insights and Modelling (Interim), Student Systems) to her first meeting as the new co-opted member with expertise in Student Systems and **Heather**

**McNeill** (Deputy Head of Academic Affairs, College of Science & Engineering), deputising for Linda Kirsten.

**2. Minutes of the meeting held on Thursday 9 December 2021**

The Committee approved the minutes of the previous meeting.

**3. Matters Arising**

**3.1 Senate Comments**

The Convenor reported that there had been two comments from Senate members in response to the paper circulation prior to the meeting in reference to the Massive Open Online Courses (MOOCS) Annual Report 2020-21 and External Examiner Reports Thematic Analysis 2020-21. The Committee noted that the Convenor had responded to both comments.

**3.2 Teaching Excellence Framework (TEF)**

The Convenor reported on Scottish sector level discussions regarding the Teaching Excellence Framework (TEF). It was noted that there was a general agreement that Scotland has its own distinctive system for ensuring excellence in teaching, based on the principle of continuous enhancement, which is rigorous and widely valued.

**For Discussion**

**4. Data Task Group**

The Committee considered a proposal from the Data Task Group on the next steps required to implement a new system for monitoring retention, progression, and attainment data.

It was noted that in February 2020 the Committee established the Data Task Group to examine data set and methodological options for this new system. However during the last two years the pandemic had delayed the progress of this Group, with the maintenance of core requirements the primary focus of activities across the University. During this period Schools have increasingly engaged with widening participation (WP) and equality, diversity and inclusion (EDI) data to identify awarding gaps for different groups of students in their annual reports. However, they have also noted that they are struggling to understand the underlying causes of these gaps or what good practice should be encouraged and cultivated to address the issue. Schools have expressed a desire for the University to establish a set of expectations or baselines in relation to WP and EDI to allow Schools to gauge their relative performance.

The Committee also noted that the need for more baseline expectations was a key recommendation of the University's recent Enhancement Led Institutional Review (ELIR):

*“... recognising the decentralised nature of university structures, the institution should establish a systematic approach to enable effective institutional oversight and evaluation of the implementation of policy and practice. As part of this, the University is asked to increase the range and use of institutionally determined baseline requirements to ensure consistency and accountability. The institution should ensure that mechanisms are put in place to adequately evaluate the consistency of implementation of strategic objectives across the institution and act when Schools deviate from institutional expectations.”*

The ELIR also recommended that the University:

*“...consider how to address attainment gaps in student performance through the oversight, coordination and monitoring at an institutional level of school-level actions.”*

The University’s Equality, Diversity and Inclusion Committee (EDIC) is now undertaking work to determine the underlying causes of the awarding gaps with the aim of establishing and sharing good practice with Schools to help them address these gaps.

It was also noted that the [Equality Diversity Monitoring and Research Committee \(EDMARC\)](#) (a standing committee of EDIC) produces an annual report analysing student and staff data by the key equality dimensions of gender, age, disability and ethnicity. The report provides the University with comprehensive statistical data on protected characteristics to support the monitoring of equality and diversity within the University. It was suggested that the data and analysis in the EDMARC Student Report, and expertise of the EDMARC membership, could be utilized more in the annual quality assurance processes. This linkage may also benefit EDMARC by providing greater visibility, engagement and traction for its annual report across all Schools and Deaneries.

It was agreed that the Committee and EDIC should explore the scope for an expanded EDMARC Student Report encompassing the more granular data requirements of the annual quality reporting processes (such as data on progression and wider underserved groups of students such as parents and carers). The Committee agreed that the Convenor of EDIC should be invited to the April meeting to discuss the roles both committees will have in monitoring awarding gap data and addressing the underlying issues.

**Action: Committee Secretary to invite the EDIC Convenor to the next meeting.**

The Committee discussed the data currently available through the Student Analytics, Insights and Modelling (SAIM) [Insights Hub](#) to support annual quality monitoring processes. It was noted that data within these dashboards can be viewed across demographic attributes (Sex, Domicile, Ethnicity, Age, and Disability) and across Widening Participation indicators. Furthermore, the Summary Dashboard (previously Head of School dashboard) provides a

holistic view across each School, summarising: student body (high-level demographic and widening participation levels), undergraduate and postgraduate performance outcomes (continuation rates, attainment and graduate outcomes) and student opinions (National Student Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey).

The Committee agreed that confidence in the data underpinning the new oversight and monitoring system was vital to ensuring local engagement and ownership of the issues. To this end, the Committee agreed that the membership of the Data Task Group should be widened to include a School/Deanery representative from each College.

**Action: Deans of Quality to nominate an appropriate School Representative from their College for the Data Task Group.**

## **5. Annual Reports 2020-21:**

### **5.1 External Examiner Reports - Thematic Analysis**

The Committee considered an analysis of data from the External Examiner Reporting System (EERS) for the academic year 2020-21.

The Committee noted the high number of commendations across the University and the low number of issues requiring attention. The main theme of commendation across all three Colleges was the assessment process and the most commendations of a single sub-theme was for good practice and innovation. Of the issues highlighted by External Examiners the most frequently mentioning were in relation to the provision of information and issues raised in a previous report.

### **5.2 Student Discipline **CLOSED PAPER****

### **5.3 Complaint Handling**

The Committee considered a report on the handling of complaints to the University for the academic year 2020-21.

The Committee noted that there had been a significant increase in complaints due to the pandemic. In particular there had been an increase in complaints concerning requests for fee refunds, accommodation refunds and other concessions, and regarding community relations with local residents.

### **5.4 Annual Review of Student Support Services**

The Committee considered a report on the review of Student Support Service annual reports for 2020-21, highlighting areas of good practice and themes for consideration in the next reporting cycle.

The Committee noted the themes arising from service reports:

- **Staff response to challenges**  
 Services showed an impressive response to the continuing challenges of the Covid-19 pandemic. This was only possible due to the commitment, flexibility and creativity of staff. Staff adapted quickly and responsively to the continued uncertainty and situations arising from changes to Government and public health guidance. As with last year, it should be noted that staff response and effort enabled provision to continue for the most part uninterrupted. The huge pressure the pandemic and resulting challenges have placed on colleagues was again evident.
- **Working across boundaries**  
 Nearly all services reported on the benefits of improved and closer working with other areas. There was an increase in collaborative working with other teams, services and with Colleges and Schools to ensure appropriate responses to challenges and to support rapid change.
- **Digital processes for continued enhancement and accessibility**  
 The benefits and flexibility which many services found by utilising online or digital provisions was clear, and a number of reports made specific mention of the fact that this has increased accessibility in service provision. This was particularly welcome in areas such as Counselling and the Student Disability Service, where use of online appointments has afforded greater reach. Services last year had found that this had resulted in improved and streamlined processes, and it was evident that this had been maintained, finessed and built upon during this year.

The Committee approved the report and the areas identified for further consideration by the student support services.

## 6. **Enhancement-led Institutional Review (ELIR): Update**

The Committee considered a progress summary of the University's ELIR Action Plan. It was noted that the Vice Principal Students and the Assistant Principal Academic Standards and Quality Assurance had held a series of consultative meetings with each School/Deanery (between November 2021 and February 2022) during which the School/Deanery Heads and key staff were invited to discuss the ELIR recommendations and share any related issues or activities. The Committee noted that the University is required to provide a follow-up report to QAA Scotland on actions taken or in progress to address the outcomes of the review one year after the publication of the ELIR

reports (due by 16 July 2022). It was also noted that an update on ELIR actions will be presented to Senate on 25 May 2022 and this will form the basis of the follow-up report.

**For Information and Formal Business**

**7. Mid-year update on progress against SQAC priorities**

The Committee noted an update on progress towards priorities agreed at Senate in May 2021.

**8. External Examiners: Exceptional Appointments Report 2021/22**

The Committee noted a report on College approvals of exceptional External Examiner appointments made during 2020/21.

**9. Internal Periodic Review: Reports and Responses**

The Committee approved the final reports and confirmed that it was content with progress in the 14 week responses.

**10. Sector Summary Outcomes from Institution-led Review **CLOSED PAPER****

**11. Any Other Business**

There was no other business.

**12. Date of Next Meeting: Thursday 28 April 2022, 2pm, MS Teams**

The University of Edinburgh  
Senate Quality Assurance Committee

28 April 2021

**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 2020/21 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 both 2019/20 and 2020/21 are 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 focus on outcomes relative to Russell Group peers for 2020/21 since Edinburgh's proportion of Firsts has generally risen relative to peers, although bearing in mind that current circumstances are very unusual and are not necessarily a reliable guide to the future.

**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. Nearly all Russell Group members saw an increase in the proportion of First class degrees awarded for 2019/20, and this pattern continues for 2020/21 although with generally smaller increases. For both sessions there are smaller changes in the proportion of high classification degrees awarded. The increase in first class awards at Edinburgh is again greater than the Russell Group average (5.8 percentage points between 2019/20 and 2020/21 compared with 2.8 percentage points), so that Edinburgh's proportion of Firsts is, at 50.5% now the 5<sup>th</sup> highest in the Russell Group. Prior to 2019/20 Edinburgh's proportion of Firsts broadly matched the Russell Group average.
7. The UK BAME attainment gap for First class degrees (-10.3 percentage points) widened markedly for 2019/20 (i.e. worsened) but for 2020/21 has returned to a smaller though still material gap (-4.0).
8. Disabled students continue to be less likely to achieve a First class degree but the gap is narrowing.

9. Male students continue to be less likely to achieve a First class degree and the gap is widening.

**Resource implications**

10. None.

**Risk management**

11. No change to existing practice.

**Equality & diversity**

12. No change to existing practice.

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

13. 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**

**Jim Galbraith**, Senior Strategic Planner,  
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**Kevin Harkin**, Management Information  
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**Marianne Brown**, Interim Head of  
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**Hannah Melville**, Senior Analyst

**Presenter**

**Marianne Brown**, Interim Head of  
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Modelling

April 2022

**Freedom of Information**

Open

# Degree Awarded Analysis

SQAC

STRATEGIC PLANNING

## CONTENTS

INTRODUCTION.....	1
UNIVERSITY LEVEL BENCHMARKING .....	2
First Class Degrees .....	2
First and Upper class degrees .....	3
ATTAINMENT GAP BENCHMARKED – FIRST CLASS DEGREE .....	4
Sex.....	4
Ethnicity (UK Only).....	4
Disability .....	5
SUBJECT LEVEL BENCHMARKING .....	6
Law.....	7
Language and Area Studies.....	8
Education and Teaching.....	9
SCHOOL TRENDS .....	10
% First Class Degree.....	10
% First & Upper Class Degrees.....	11
APPENDIX.....	12
2020/21 Subject Level .....	12

## INTRODUCTION

This report presents data on degree classification outcomes and is sent for consideration. This edition includes 2020/21 exit awards data for the Russell Group (RG). 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 for each HESA subject grouping. 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.

Only students graduating with a classified degree are considered; we have not considered students withdrawing early, or graduating with an unclassified or intercalated degree<sup>1</sup>.

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<sup>1</sup> Medical, Dental and Veterinary Medicine degrees are excluded, as these are unclassified.

## UNIVERSITY LEVEL BENCHMARKING

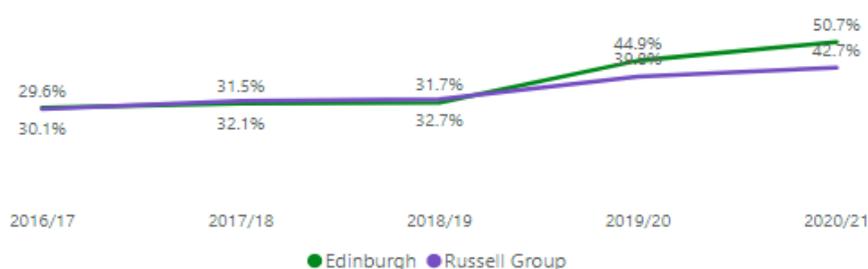
### FIRST CLASS DEGREES

Just over 50% of full time first degree students achieved a First class degree at Edinburgh in 2020/21, placing Edinburgh in the top 5 of the Russell Group. This is an increase of 5.8 % since 2019/20 and 20.4% in the last 5 years (RG has increased 2.9% and 13.1% respectively). In 2018/19, 11 members had a higher proportion than Edinburgh.

The majority of Russell Group providers saw an increase in the percentage of First class degrees awarded between 2019/20 and 2020/21 however Edinburgh saw the fifth highest year on year increase in Firsts.

Institution	2016/17	2017/18	2018/19	2019/20	2020/21	%1st YoY Change	%1st 5Y Change
UCL	39.5%	39.7%	40.5%	58.2%	59.2%	1.0%	19.7%
Imperial	44.7%	46.6%	53.4%	53.6%	55.3%	1.7%	10.6%
LSE	29.3%	33.7%	36.8%	45.4%	53.0%	7.6%	23.7%
Queen Mary	29.0%	33.0%	36.1%	48.6%	52.7%	4.0%	23.7%
Edinburgh	30.1%	31.5%	31.7%	44.7%	50.5%	5.8%	20.5%
Leeds	30.0%	32.2%	33.9%	40.4%	47.1%	6.7%	17.1%
Manchester	30.9%	34.8%	37.5%	43.0%	46.8%	3.7%	15.9%
Cambridge	33.5%	33.9%	36.6%	49.4%	46.0%	-3.4%	12.5%
Birmingham	30.9%	32.9%	31.7%	38.7%	45.8%	7.1%	14.9%
Durham	30.5%	35.2%	33.8%	42.2%	45.7%	3.5%	15.2%
King's College	33.7%	35.7%	33.5%	42.5%	45.1%	2.6%	11.5%
Southampton	27.8%	30.1%	34.9%	38.8%	41.9%	3.1%	14.1%
Glasgow	28.1%	31.9%	29.4%	36.6%	41.6%	5.0%	13.5%
Liverpool	29.3%	30.4%	28.7%	33.2%	41.1%	7.9%	11.7%
Oxford	33.9%	36.3%	36.5%	48.1%	40.6%	-7.5%	6.7%
Bristol	30.2%	31.6%	31.5%	37.9%	39.9%	2.0%	9.7%
Exeter	25.3%	30.0%	30.7%	37.1%	38.4%	1.3%	13.1%
Nottingham	31.3%	31.4%	31.3%	34.2%	38.3%	4.1%	7.0%
Sheffield	24.2%	26.0%	28.5%	40.0%	38.0%	-2.0%	13.7%
Warwick	27.9%	30.8%	31.8%	38.6%	37.1%	-1.5%	9.2%
Newcastle	23.4%	24.4%	24.5%	32.4%	35.5%	3.2%	12.1%
Cardiff	25.4%	31.3%	30.0%	34.8%	34.0%	-0.8%	8.6%
Queen's Belfast	25.1%	31.9%	28.6%	30.8%	32.5%	1.8%	7.4%
York	25.7%	25.4%	27.7%	29.8%	32.2%	2.3%	6.5%
<b>Russell Group</b>	<b>29.6%</b>	<b>32.1%</b>	<b>32.7%</b>	<b>39.9%</b>	<b>42.7%</b>	<b>2.8%</b>	<b>13.1%</b>

% of 1st Awarded

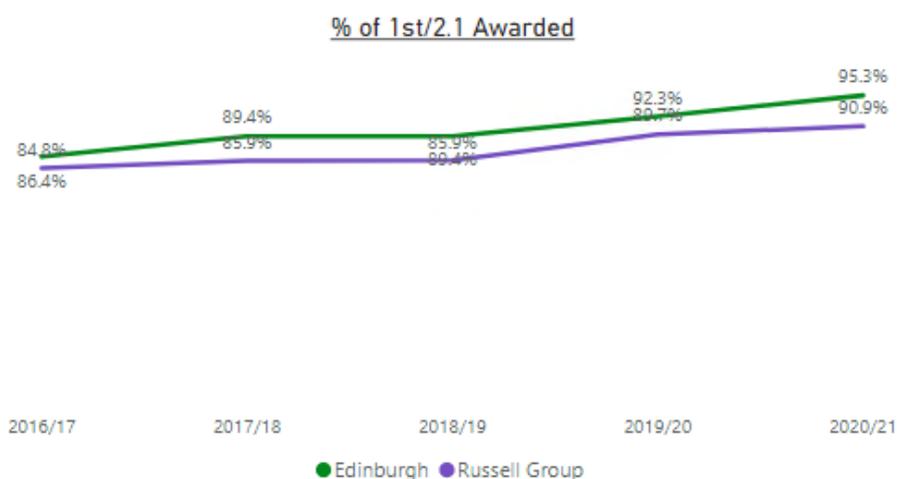


## FIRST AND UPPER SECOND CLASS DEGREES

Over 90% of full time first-degree students achieved a degree with a high classification (First/Upper second class (2.1)) at Edinburgh in 2020/21, placing Edinburgh in the top 3 of the Russell Group. This is an increase of 3.0% since 2019/20 and 8.9% in the last 5 years (RG has increased 1.2% and 6.1% respectively).

The year on year increase in higher classification degrees awarded at Edinburgh is in line with the trend across the rest of the Russell Group. Between 2019/20 and 2020/21 Edinburgh has the 4<sup>th</sup> largest increase.

Institution	2016/17	2017/18	2018/19	2019/20	2020/21	%1st/2.1 YoY Change	%1st/2.1 5Y Change
LSE	88.8%	90.6%	92.3%	95.8%	96.0%	0.2%	7.2%
UCL	91.0%	89.9%	89.1%	96.2%	96.0%	-0.2%	5.0%
Edinburgh	86.4%	89.4%	89.4%	92.3%	95.3%	3.0%	8.9%
Oxford	93.8%	93.9%	94.2%	96.1%	95.1%	-1.0%	1.3%
Durham	90.8%	92.1%	91.7%	94.7%	94.3%	-0.4%	3.4%
Imperial	91.4%	90.6%	92.8%	93.3%	94.0%	0.7%	2.6%
Cambridge	91.6%	92.3%	91.8%	96.7%	93.6%	-3.1%	2.0%
Bristol	89.3%	89.7%	90.1%	92.4%	93.3%	0.8%	4.0%
Glasgow	84.9%	85.7%	83.8%	90.8%	92.7%	1.9%	7.8%
Leeds	86.9%	87.0%	87.4%	89.8%	92.3%	2.5%	5.4%
Exeter	86.3%	87.9%	86.7%	91.1%	92.3%	1.2%	6.0%
Queen Mary	80.2%	83.4%	86.2%	88.9%	92.3%	3.3%	12.1%
Birmingham	86.0%	86.7%	86.3%	92.2%	92.2%	-0.0%	6.2%
King's College	86.6%	86.8%	85.6%	90.9%	90.8%	-0.1%	4.2%
Southampton	82.6%	84.9%	85.8%	89.0%	90.5%	1.5%	7.9%
Warwick	84.4%	84.3%	86.7%	89.0%	90.3%	1.3%	5.9%
Sheffield	80.8%	81.7%	82.7%	88.1%	89.1%	1.1%	8.4%
Newcastle	81.3%	81.3%	82.0%	88.3%	89.0%	0.6%	7.7%
Manchester	81.7%	83.2%	82.9%	87.0%	88.8%	1.9%	7.2%
Liverpool	79.2%	80.5%	78.8%	83.5%	87.5%	4.0%	8.3%
Nottingham	85.2%	84.5%	84.7%	85.0%	87.1%	2.1%	1.9%
York	80.6%	80.5%	82.4%	83.4%	86.8%	3.4%	6.2%
Queen's Belfast	80.0%	84.0%	85.0%	87.2%	86.3%	-0.9%	6.2%
Cardiff	78.8%	83.4%	81.6%	86.6%	86.0%	-0.6%	7.1%
<b>Russell Group</b>	<b>84.8%</b>	<b>85.9%</b>	<b>85.9%</b>	<b>89.7%</b>	<b>90.9%</b>	<b>1.2%</b>	<b>6.0%</b>



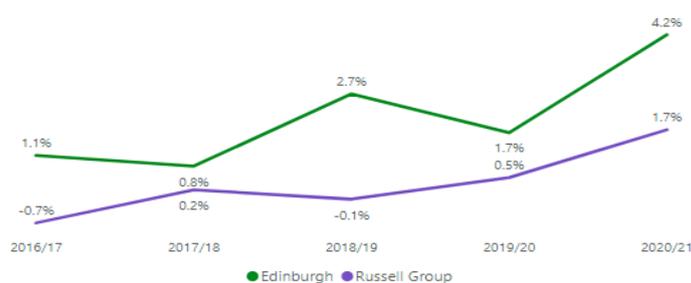
## ATTAINMENT GAP BENCHMARKED – FIRST CLASS DEGREE

### SEX

Female students are more likely to achieve a degree with a high classification in all Russell Group institutions. In 2020/21 the gap between Edinburgh and Russell Group average has widened.

Academic Year	Edinburgh %1st Female	Edinburgh %1st Male	Edinburgh Attainment Gap Sex	RG %1st Female	RG %1st Male	RG Attainment Gap Sex
2016/17	30.5%	29.4%	1.1%	29.3%	30.0%	-0.7%
2017/18	31.8%	31.0%	0.8%	32.2%	32.0%	0.2%
2018/19	32.7%	30.0%	2.7%	32.7%	32.8%	-0.1%
2019/20	45.4%	43.7%	1.7%	40.1%	39.6%	0.5%
2020/21	52.1%	47.9%	4.2%	43.5%	41.8%	1.7%
<b>Total</b>	<b>38.8%</b>	<b>36.6%</b>	<b>2.1%</b>	<b>35.7%</b>	<b>35.4%</b>	<b>0.4%</b>

First class Attainment Gap - Sex

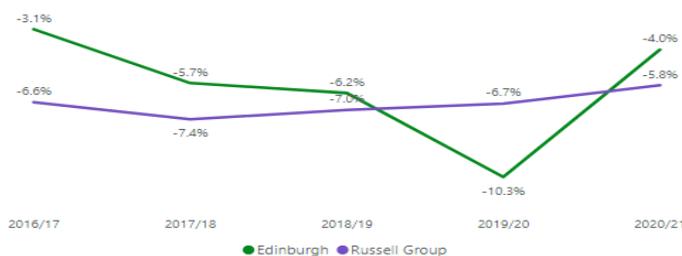


### ETHNICITY (UK ONLY)

Variation in attainment by ethnicity is more complex than in relation to gender. The attainment gap for 2020/21 (and in comparison against the Russell group) has returned to pre 2019/20 levels with Edinburgh again trending above the Russell Group average i.e. showing a smaller attainment gap. More analysis of the 2019/20 figures is needed.

Academic Year	Edinburgh %1st BAME	Edinburgh %1st White	Edinburgh Attainment Gap Ethnicity	RG %1st BAME	RG %1st White	RG Attainment Gap Ethnicity
2016/17	26.4%	29.5%	-3.1%	25.0%	31.6%	-6.6%
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%
<b>Total</b>	<b>32.4%</b>	<b>37.3%</b>	<b>-4.8%</b>	<b>31.4%</b>	<b>37.6%</b>	<b>-6.3%</b>

First class Attainment Gap - Ethnicity

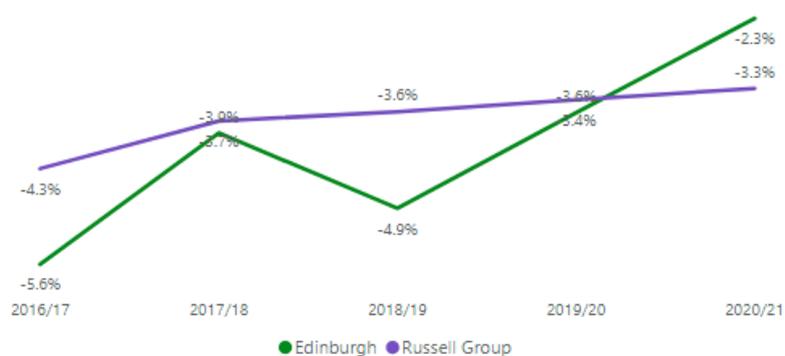


## DISABILITY

Students with a known disability are less likely to achieve a First or a higher classification degree than their peers with no known disabilities; however, for the first time in 5 years, the attainment gap was less in Edinburgh than in the Russell Group (-2.3% and -3.3% respectively).

Academic Year	Edinburgh %1st No Known Disability	Edinburgh %1st Disability	Edinburgh Attainment Gap Disability	RG %1st No Known Disability	RG %1st Disability	RG Attainment Gap Disability
2016/17	30.8%	25.2%	-5.6%	30.1%	25.8%	-4.3%
2017/18	32.0%	28.1%	-3.9%	32.7%	29.0%	-3.7%
2018/19	32.4%	27.6%	-4.9%	33.4%	29.8%	-3.6%
2019/20	45.3%	41.7%	-3.6%	40.4%	37.0%	-3.4%
2020/21	51.0%	48.7%	-2.3%	43.2%	40.0%	-3.3%
<b>Total</b>	<b>38.3%</b>	<b>35.9%</b>	<b>-2.4%</b>	<b>36.0%</b>	<b>33.0%</b>	<b>-3.0%</b>

First class Attainment Gap - Disability



## SUBJECT LEVEL BENCHMARKING

To test whether undergraduate awards are in line with comparator institutions benchmarking has been completed at external subject level.

Z scores have been used to demonstrate whether University of Edinburgh awards are in line with or outliers in the Russell Group at external subject level. Z scores show how many standard deviations from the average of the comparator group the University of Edinburgh is. Where Z scores are  $\pm 1.96$  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 in the following pages.

5 year trend data is not available due to the change in the external subject coding method. All data refer to 2020/21 and have been taken from 'HEIDI Plus'. HESA rounding rules have been applied and HEPs with fewer than 22.5 students are excluded from the analysis.

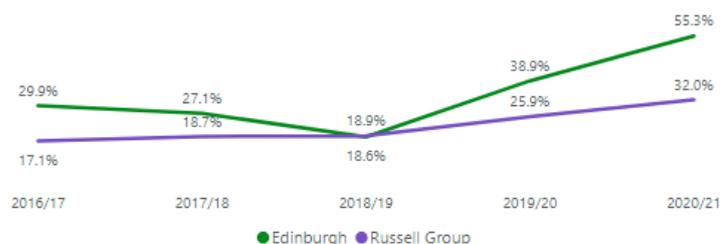
CAH level 1	Edinburgh Count	Edinburgh %1st	RG %1st	RG 1st Z Score	Edinburgh %1st/2.1	RG %1st/2.1	RG 1st/2.1 Z Score
(02) Subjects allied to medicine	107	43.2%	44.6%	-0.13	97.7%	88.1%	1.27
(03) Biological and sport sciences	342	42.7%	45.8%	-0.29	95.5%	92.5%	0.74
(04) Psychology	131	56.2%	36.0%	1.83	97.0%	93.7%	0.86
(07) Physical sciences	266	58.2%	53.8%	0.51	93.4%	89.3%	0.83
(09) Mathematical sciences	152	62.2%	51.2%	0.81	93.1%	84.6%	0.90
(10) Engineering and technology	386	45.7%	51.4%	-0.63	94.7%	89.8%	0.97
(11) Computing	211	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	562	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	333	39.4%	37.0%	0.23	95.2%	88.1%	1.28
(19) Language and area studies	453	68.2%	40.9%	2.85	98.9%	95.3%	1.11
(20) Historical, philosophical and religious studies	651	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	292	49.4%	44.8%	0.48	88.2%	93.4%	-1.18
(26) Geography, earth and environmental studies (natural sciences)	106	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>4,495</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>

## LAW

Law students at Edinburgh achieve a significantly higher proportion of Firsts than those at comparator institutions  
(Ranked 1<sup>st</sup> in 2020/21)

Institution	2016/17	2017/18	2018/19	2019/20	2020/21	%1st YoY Change	%1st 5Y Change
Edinburgh	29.9%	27.1%	18.6%	38.9%	55.3%	16.3%	25.4%
UCL	23.6%	20.8%	25.3%	40.2%	48.4%	8.2%	24.8%
Liverpool	21.7%	25.3%	22.9%	24.6%	45.2%	20.6%	23.5%
Birmingham	13.6%	21.9%	19.8%	29.5%	43.7%	14.2%	30.1%
Manchester	19.8%	19.0%	23.5%	33.0%	42.2%	9.2%	22.5%
Queen Mary	17.8%	17.1%	23.3%	25.1%	40.4%	15.3%	22.6%
Cambridge	28.9%	27.9%	29.0%	41.3%	38.8%	-2.4%	9.9%
King's College	28.0%	21.2%	27.9%	25.0%	36.1%	11.1%	8.1%
LSE	15.9%	22.5%	22.8%	23.4%	35.7%	12.3%	19.7%
Leeds	19.1%	21.5%	23.7%	21.4%	31.8%	10.4%	12.8%
Newcastle	8.1%	12.2%	13.8%	20.7%	31.5%	10.8%	23.4%
Glasgow	21.5%	28.9%	27.2%	39.8%	31.1%	-8.7%	9.6%
Bristol	17.6%	10.8%	16.2%	30.9%	30.7%	-0.2%	13.1%
Cardiff	12.4%	16.4%	19.5%	28.7%	28.5%	-0.1%	16.1%
Oxford	21.9%	22.5%	18.7%	33.0%	27.1%	-5.9%	5.2%
Warwick	7.7%	14.1%	9.7%	18.7%	26.4%	7.7%	18.6%
Durham	18.1%	19.0%	23.5%	27.4%	23.7%	-3.6%	5.6%
Nottingham	8.2%	10.1%	10.2%	9.9%	21.0%	11.1%	12.8%
Sheffield	16.5%	18.5%	11.0%	24.6%	19.4%	-5.1%	2.9%
York	14.3%	10.5%	16.3%	17.6%	19.3%	1.6%	5.0%
Queen's Belfast	14.5%	17.2%	13.3%	18.9%	18.8%	-0.1%	4.3%
Exeter	9.7%	14.0%	11.0%	16.8%	18.8%	2.0%	9.1%
Southampton	9.8%	10.7%	8.3%	17.8%	14.3%	-3.5%	4.5%
<b>Russell Group</b>	<b>17.1%</b>	<b>18.7%</b>	<b>18.9%</b>	<b>25.9%</b>	<b>32.0%</b>	<b>6.1%</b>	<b>15.0%</b>

% of 1st Awarded

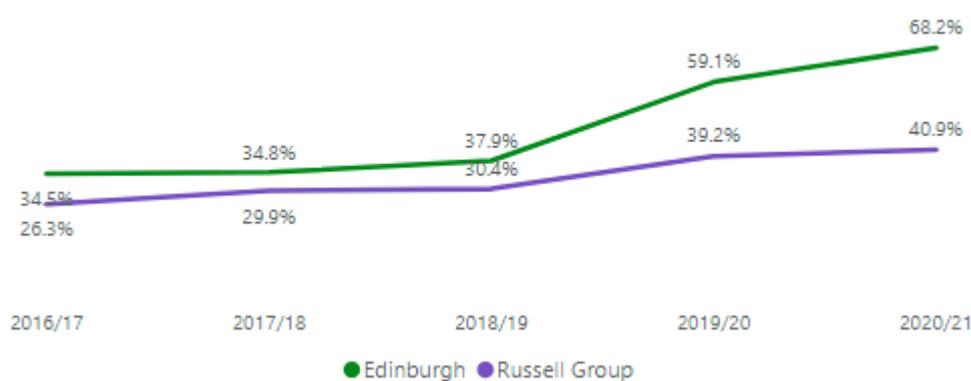


## LANGUAGE AND AREA STUDIES

Language students at Edinburgh achieve a significantly higher proportion of Firsts than those at comparator institutions (Ranked 1<sup>st</sup> in 2020/21)

Institution	2016/17	2017/18	2018/19	2019/20	2020/21	%1st YoY Change	%1st 5Y Change
Edinburgh	34.5%	34.8%	37.9%	59.1%	68.2%	9.1%	33.7%
Cambridge	40.7%	37.4%	43.7%	48.4%	55.6%	7.2%	14.9%
Manchester	24.8%	34.6%	29.8%	42.9%	49.6%	6.7%	24.8%
UCL	27.4%	35.7%	39.6%	54.8%	48.9%	-5.9%	21.5%
Birmingham	23.4%	25.7%	26.5%	45.2%	47.9%	2.6%	24.5%
Durham	32.4%	40.7%	35.6%	41.6%	47.0%	5.4%	14.6%
Exeter	23.0%	31.4%	35.4%	40.8%	43.7%	2.9%	20.7%
Glasgow	26.7%	33.2%	36.0%	39.8%	43.2%	3.5%	16.6%
Oxford	34.3%	36.4%	35.6%	46.7%	42.0%	-4.7%	7.6%
Warwick	32.1%	35.3%	32.1%	40.0%	41.2%	1.2%	9.0%
Leeds	22.0%	26.8%	29.2%	38.8%	40.8%	2.1%	18.8%
Imperial	83.3%	39.1%	50.0%	73.9%	39.1%	-34.8%	-44.2%
Queen Mary	22.8%	26.5%	26.5%	37.9%	38.6%	0.7%	15.9%
King's College	24.4%	28.2%	23.3%	39.4%	35.6%	-3.8%	11.2%
Queen's Belfast	19.4%	24.0%	27.6%	28.6%	34.4%	5.8%	15.0%
Bristol	28.5%	29.1%	29.3%	33.2%	32.7%	-0.5%	4.2%
York	25.2%	27.5%	29.1%	34.9%	32.3%	-2.6%	7.1%
Southampton	25.5%	27.3%	29.3%	34.9%	32.0%	-2.9%	6.5%
Newcastle	17.7%	18.1%	23.6%	32.5%	31.6%	-1.0%	13.9%
Cardiff	18.4%	25.7%	24.0%	28.0%	30.9%	2.9%	12.5%
Sheffield	20.6%	21.8%	22.0%	31.3%	29.2%	-2.2%	8.5%
Nottingham	25.6%	25.4%	25.9%	25.7%	29.1%	3.3%	3.5%
Liverpool	17.9%	18.2%	18.4%	22.5%	28.0%	5.5%	10.1%
<b>Russell Group</b>	<b>26.3%</b>	<b>29.9%</b>	<b>30.4%</b>	<b>39.2%</b>	<b>40.9%</b>	<b>1.7%</b>	<b>14.6%</b>

% of 1st Awarded



Averaged over the last 2 years since the coding change, we can look at a more granular level of subject, and we can see a statistically significant positive difference in French and Iberian studies (2.74 and 2.71 respectively P<0.001)

CAH level 3	Edinburgh Count	Edinburgh %1st	RG %1st	RG 1st Z Score	Edinburgh %1st/2.1	RG %1st/2.1	RG 1st/2.1 Z Score
(19-01-03) Literature in English	316	55.1%	38.9%	1.58	99.2%	95.7%	0.85
(19-04-01) French studies	120	85.6%	42.0%	2.74	99.6%	96.2%	0.79
(19-04-04) Iberian studies	109	76.4%	40.3%	2.71	100.0%	96.9%	0.56
(19-01-07) Linguistics	82	58.3%	48.7%	0.65	93.9%	92.9%	0.18
(19-04-06) Asian studies	81	55.4%	37.7%	1.07	99.4%	89.6%	0.82
(19-04-07) African and modern Middle Eastern studies	47	63.4%	55.1%	0.54	95.7%	97.2%	-0.12
(19-04-02) German and Scandinavian studies	41	67.1%	43.1%	1.77	100.0%	95.3%	0.83
(19-01-02) English language	32	50.8%	36.6%	0.98	93.7%	87.7%	0.87
(19-04-05) Slavic studies	24	62.5%	47.7%	1.45	100.0%	95.0%	1.08
(19-04-03) Italian studies	16	79.8%	44.0%	1.67	100.0%	96.4%	0.79
(19-02-02) Gaelic studies	4	75.0%	55.0%	1.20	100.0%	100.0%	NaN
(19-02-01) Celtic studies (non-specific)	3	50.0%	49.2%	0.09	100.0%	98.0%	1.08

## EDUCATION AND TEACHING

Although the % Firsts in Education wasn't highlighted as significantly different from the RG % Firsts, there is a large increase in Firsts between 2019/20 and 2020/21 (+28.2%). Edinburgh have moved from the bottom 3 to top 5, which is a notably large increase Year-on-Year but doesn't trigger the Z score as an outlier for 2020/21 data alone.

Institution	2019/20	2020/21	%1st YoY Change
Durham	42.7%	52.0%	9.3%
Cambridge	50.0%	50.0%	0.0%
Queen Mary	53.8%	50.0%	-3.8%
Newcastle	54.2%	48.0%	-6.2%
Edinburgh	18.1%	46.3%	28.2%
Southampton	30.5%	41.7%	11.2%
UCL	38.9%	40.2%	1.3%
Manchester	40.0%	40.0%	0.0%
Bristol	36.4%	39.1%	2.8%
Leeds	51.5%	38.1%	-13.4%
Birmingham	37.1%	32.2%	-4.9%
Warwick	28.9%	29.5%	0.6%
Nottingham	30.4%	27.3%	-3.2%
Glasgow	22.5%	25.0%	2.5%
Cardiff	13.4%	23.5%	10.1%
York	20.1%	22.8%	2.7%
<b>Russell Group</b>	<b>31.5%</b>	<b>37.3%</b>	<b>5.8%</b>

## SCHOOL TRENDS

### SCHOOL TRENDS IN THIS SECTION HAVE BEEN ASSESSED USING INTERNAL DATA.% FIRST CLASS DEGREE

While 2019/20 was seen as an outlier of a year in terms of percentage of Firsts awarded, 2020/21 followed the same trajectory for most schools with an unprecedented number of Firsts awarded. In 2020/21 seven schools awarded over 50% of their students a First class degree; by comparison in 2018/19 that number was only 2, and in 2016/17, no schools awarded over 50% of their students a First.

School	2016/7	2017/8	2018/9	2019/0	2020/1	Year on Year Change	Five Year Change
BIO	28%	31%	35%	32%	42%	10.3%	13.9%
BMS	27%	26%	32%	35%	30%	-5.0%	2.8%
BUS	27%	31%	31%	47%	36%	-10.3%	9.1%
CHE	32%	38%	38%	65%	69%	4.1%	37.5%
DIV	20%	21%	16%	33%	38%	5.4%	18.5%
ECA	33%	32%	31%	47%	46%	-1.0%	12.9%
ECN	28%	29%	27%	43%	39%	-3.8%	11.1%
EDU	19%	20%	19%	25%	52%	27.4%	32.7%
ENG	30%	27%	26%	36%	42%	5.3%	11.6%
GEO	23%	20%	28%	29%	42%	13.1%	19.1%
HCA	21%	20%	25%	42%	46%	4.2%	24.8%
HEA	25%	38%	44%	54%	62%	8.4%	37.2%
INF	42%	66%	58%	61%	73%	12.3%	31.0%
LAW	30%	27%	21%	40%	58%	18.0%	28.4%
LLC	35%	35%	38%	59%	70%	11.0%	35.3%
MAT	47%	56%	53%	65%	58%	-6.4%	11.7%
PHY	33%	34%	38%	52%	46%	-5.8%	12.8%
PPL	27%	34%	36%	49%	49%	-0.1%	21.3%
SPS	31%	27%	24%	37%	43%	5.8%	11.7%

## % FIRST & UPPER CLASS DEGREES

There has been a comparatively smaller uplift from 2019/20 in the percentage of total high classification degrees compared to the uplift of Firsts.

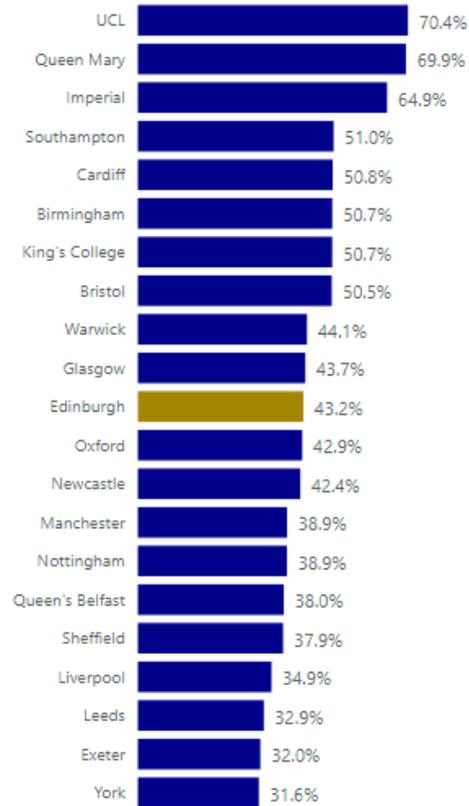
School	2016/7	2017/8	2018/9	2019/0	2020/1	Year on Year Change	Five Year Change
BIO	78.9%	79.3%	87.9%	87.4%	93.9%	6.5%	15.0%
BMS	91.7%	93.1%	96.8%	94.9%	93.1%	-1.8%	1.4%
BUS	90.1%	91.0%	92.1%	96.4%	93.9%	-2.5%	3.8%
CHE	88.1%	86.3%	86.6%	93.0%	96.2%	3.2%	8.1%
DIV	97.8%	96.5%	98.7%	89.8%	98.6%	8.8%	0.8%
ECA	83.5%	84.6%	86.4%	88.6%	89.1%	0.5%	5.6%
ECN	87.0%	87.4%	84.9%	91.4%	88.8%	-2.7%	1.8%
EDU	71.4%	78.4%	75.4%	84.7%	94.7%	10.0%	23.3%
ENG	79.4%	85.9%	84.4%	88.1%	92.5%	4.4%	13.1%
GEO	85.3%	87.7%	85.8%	89.1%	93.4%	4.3%	8.1%
HCA	88.3%	88.9%	90.7%	93.3%	97.5%	4.2%	9.2%
HEA	100.0%	89.2%	97.6%	97.4%	95.6%	-1.9%	-4.4%
INF	83.0%	88.4%	84.5%	88.6%	94.2%	5.6%	11.2%
LAW	87.7%	86.3%	91.1%	91.8%	96.3%	4.5%	8.6%
LLC	90.8%	93.2%	96.5%	98.0%	99.1%	1.1%	8.3%
MAT	76.7%	85.8%	86.1%	91.2%	90.5%	-0.7%	13.8%
MED	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
PHY	76.0%	81.0%	81.1%	87.3%	93.2%	5.9%	17.1%
PPL	87.9%	93.8%	94.9%	94.9%	91.9%	-3.0%	4.1%
SPS	90.2%	89.3%	90.1%	92.4%	95.0%	2.6%	4.8%
VET	99.3%	100.0%	99.4%	99.3%	100.0%	0.7%	0.7%

APPENDIX

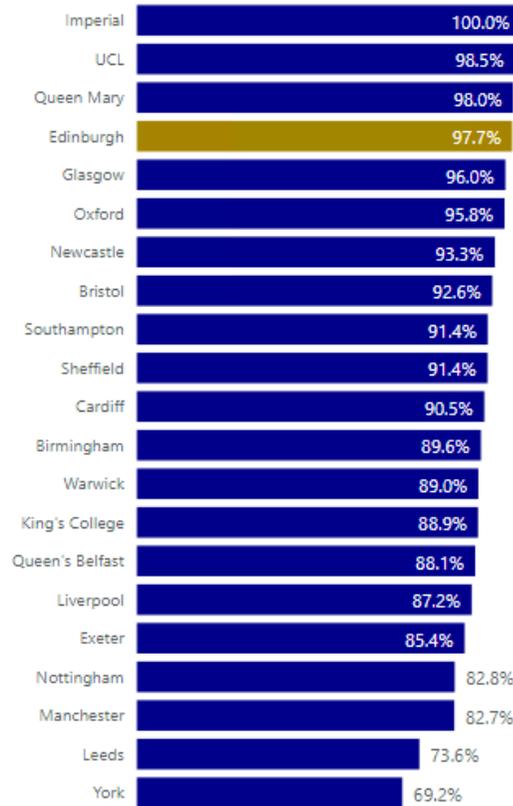
2020/21 SUBJECT LEVEL

**(02) Subjects allied to medicine**

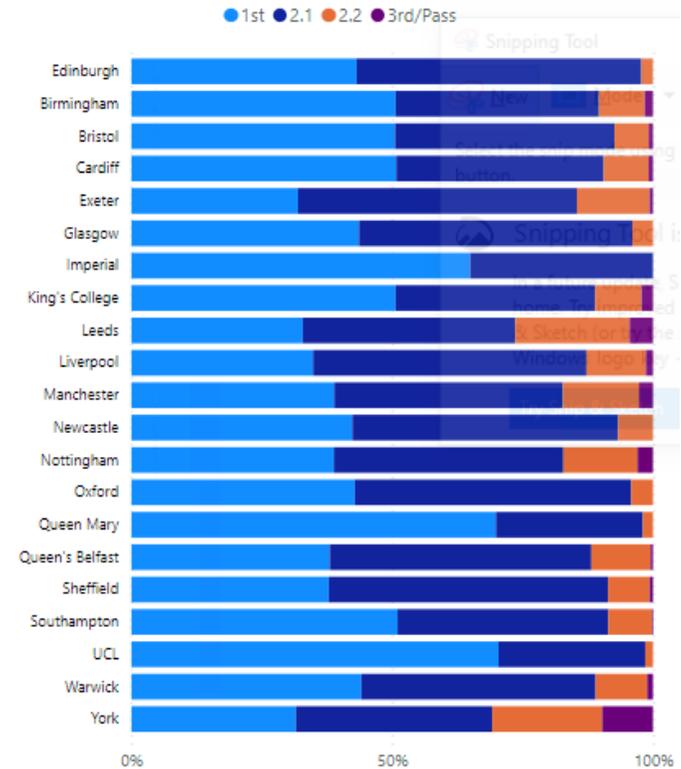
% 1st by Provider



% 1st/2.1 by Provider

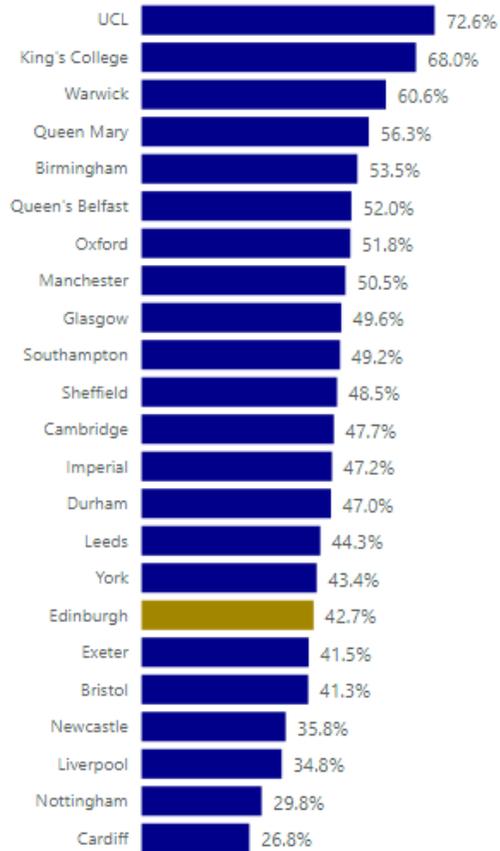


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	46	43.19%	4,044.7	44.64%
2.1	58	54.55%	3,934.3	43.43%
2.2	2	2.25%	938.6	10.36%
3rd/Pass			142.1	1.57%

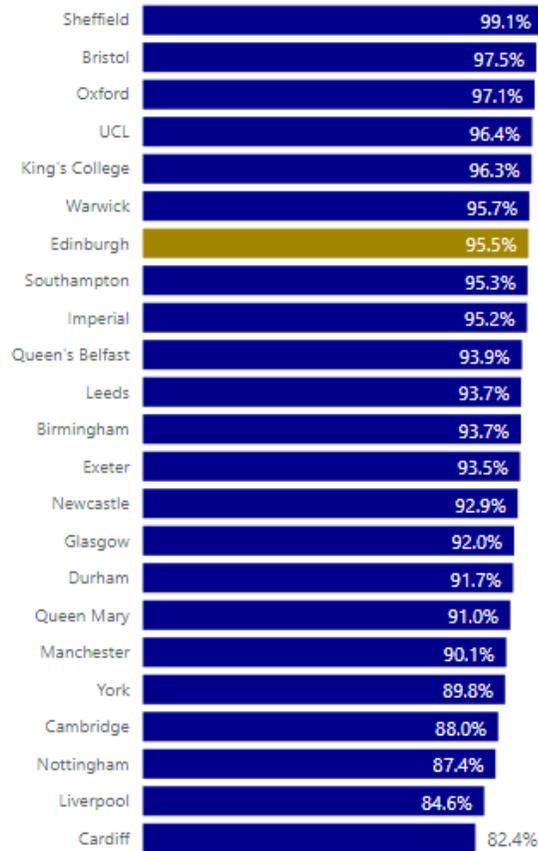


### (03) Biological and sport sciences

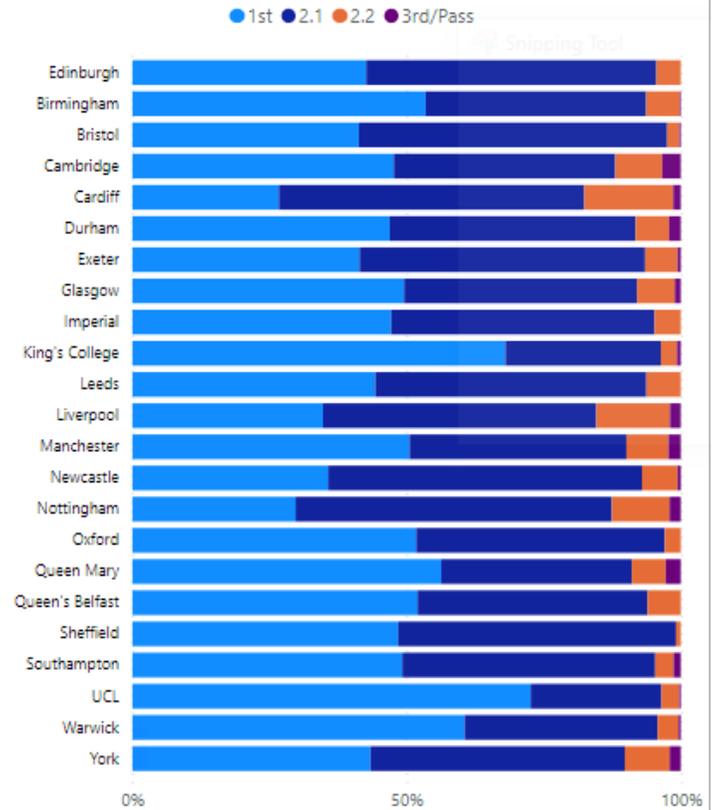
% 1st by Provider



% 1st/2.1 by Provider

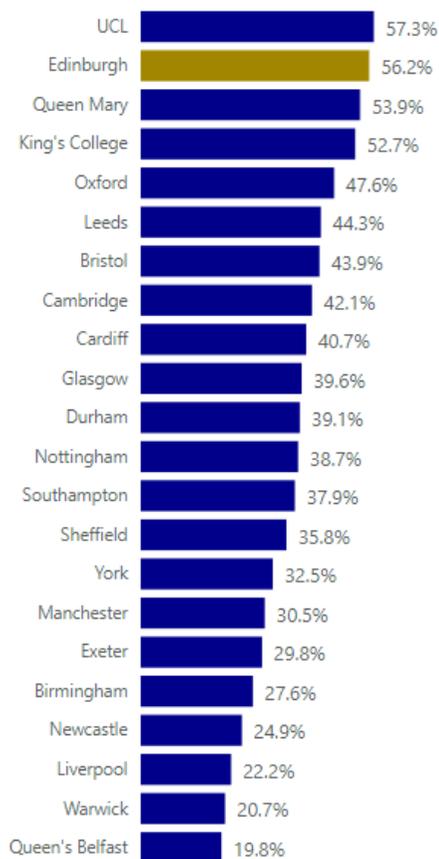


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	146	42.67%	2,864.6	45.77%
2.1	181	52.86%	2,923.3	46.71%
2.2	15	4.47%	411.7	6.58%
3rd/Pass			58.5	0.93%

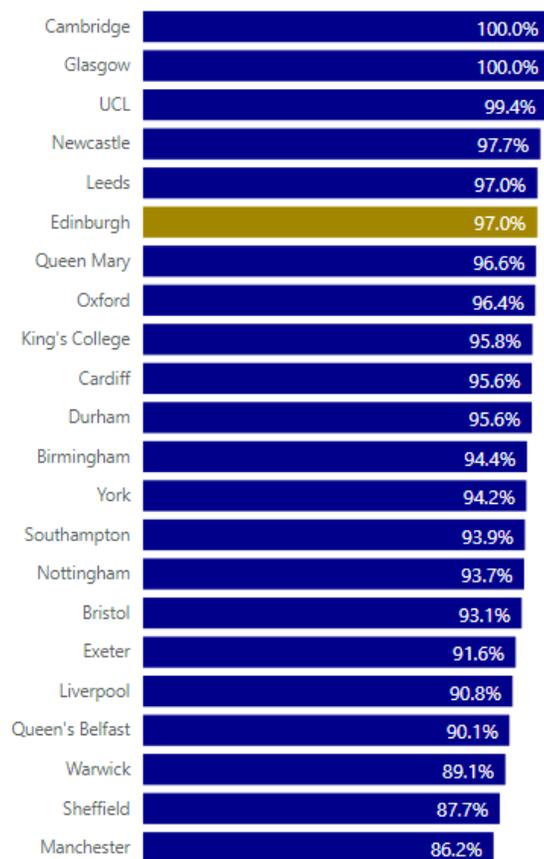


## (04) Psychology

% 1st by Provider

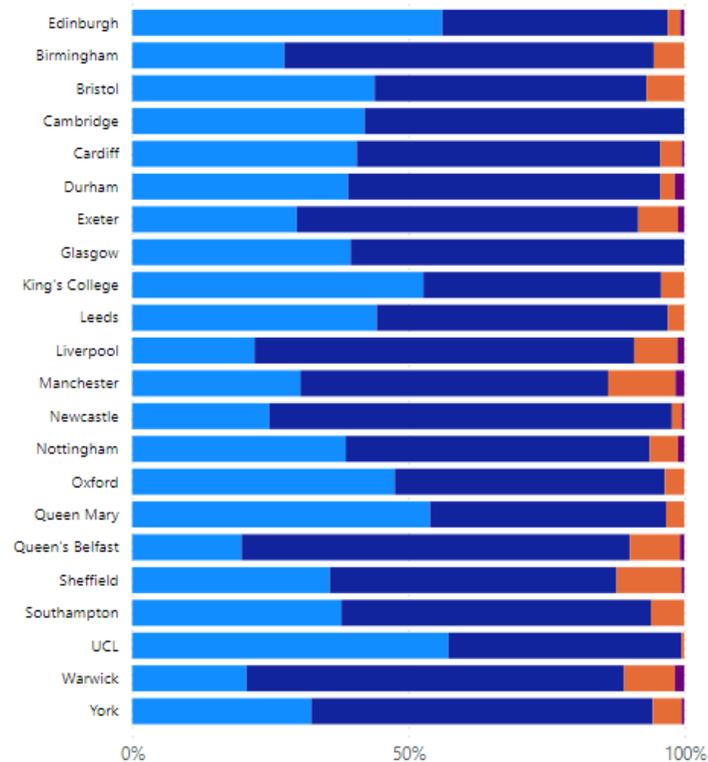


% 1st/2.1 by Provider



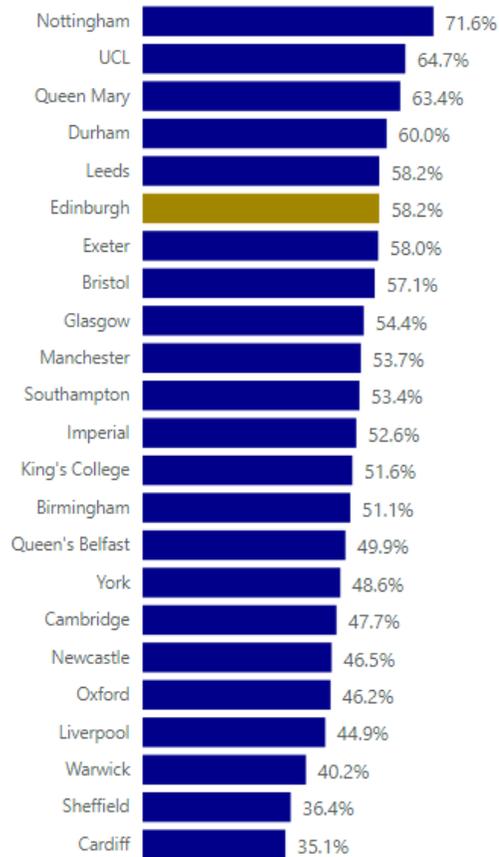
Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	74	56.16%	1,407.6	35.99%
2.1	54	40.79%	2,258.7	57.75%
2.2	3	2.28%	219.2	5.60%
3rd/Pass	1	0.76%	25.7	0.66%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

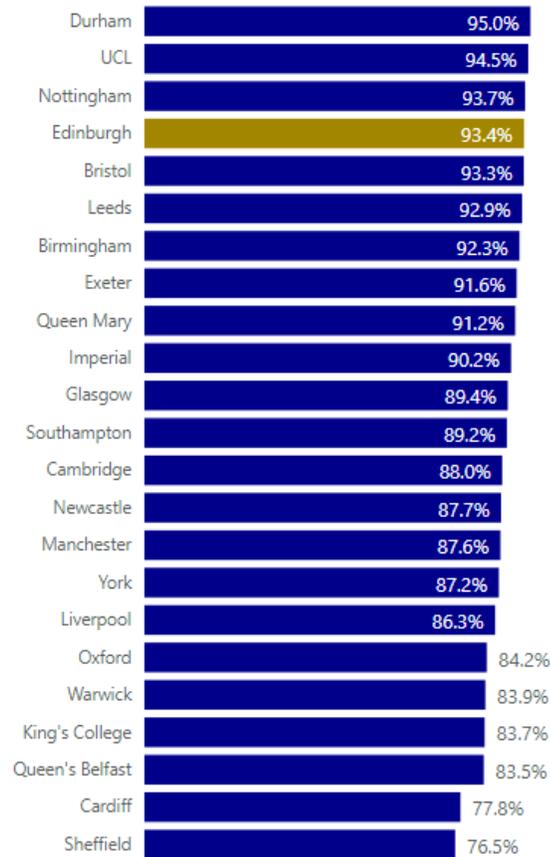


## (07) Physical sciences

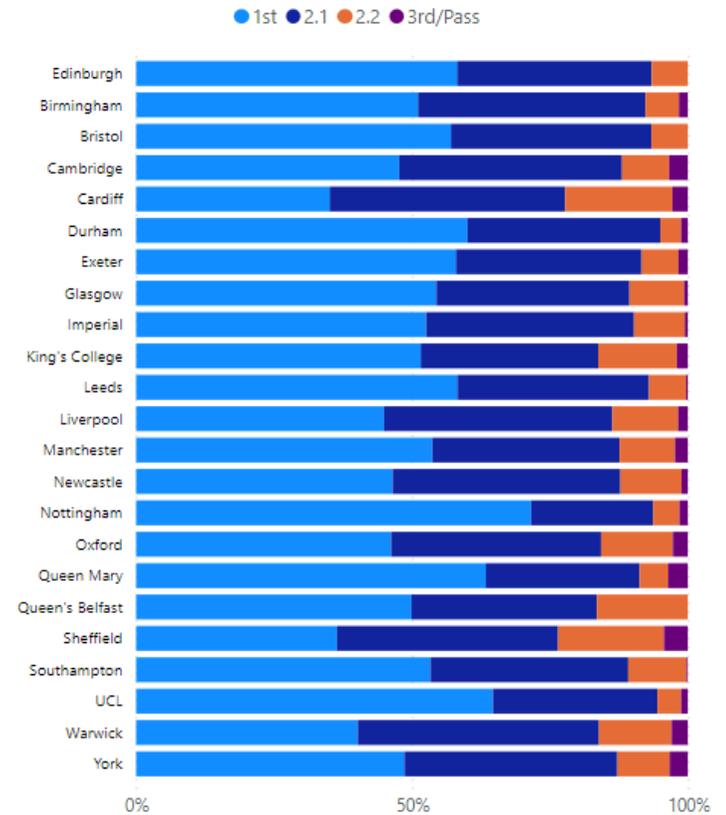
% 1st by Provider



% 1st/2.1 by Provider

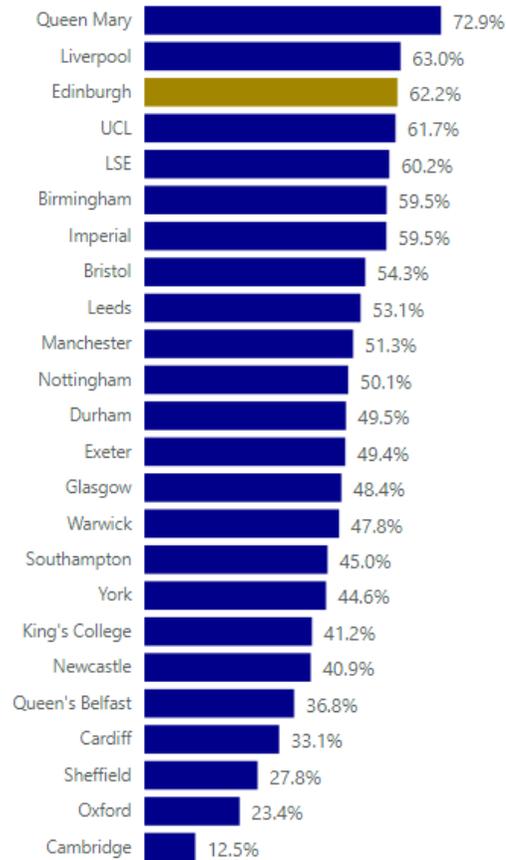


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	155	58.22%	3,333.2	53.82%
2.1	94	35.19%	2,198.1	35.49%
2.2	18	6.59%	556.0	8.98%
3rd/Pass			106.0	1.71%

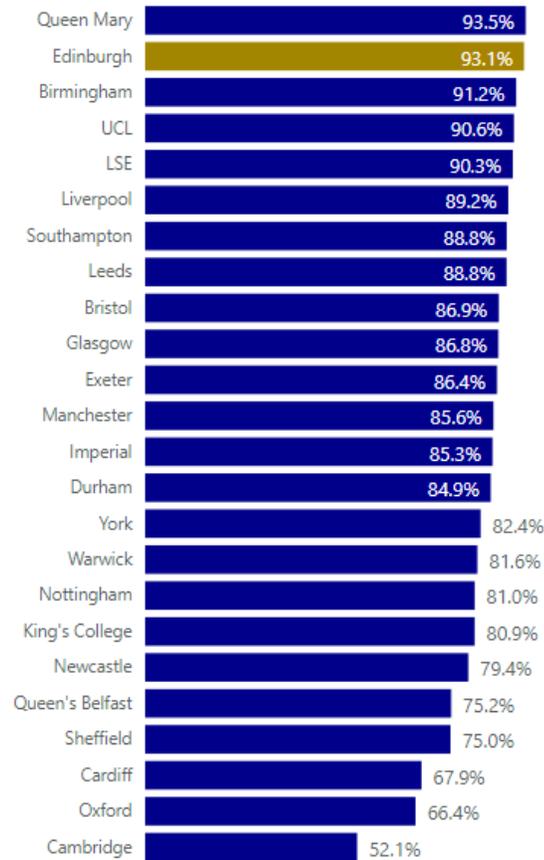


## (09) Mathematical sciences

% 1st by Provider

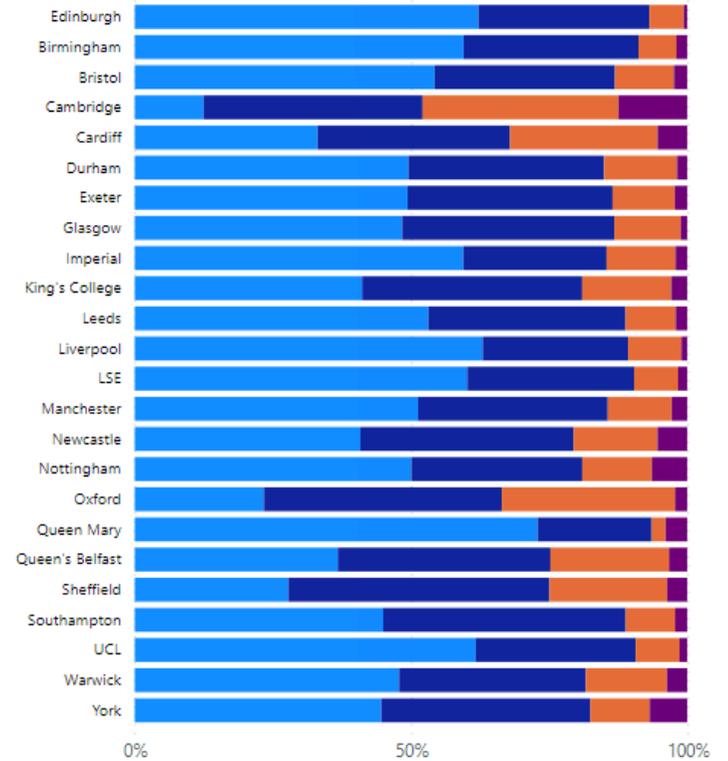


% 1st/2.1 by Provider



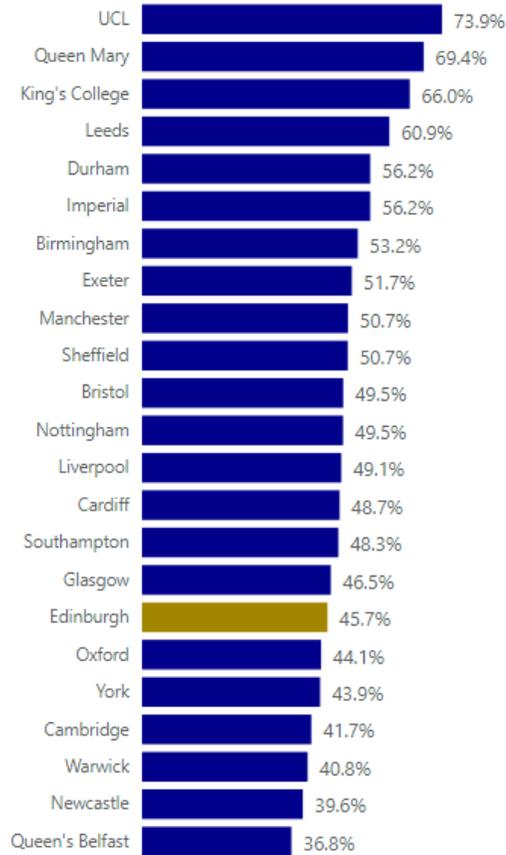
Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	95	62.20%	2,837.1	51.20%
2.1	47	30.90%	1,849.1	33.37%
2.2	10	6.25%	685.1	12.36%
3rd/Pass	1	0.66%	170.2	3.07%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

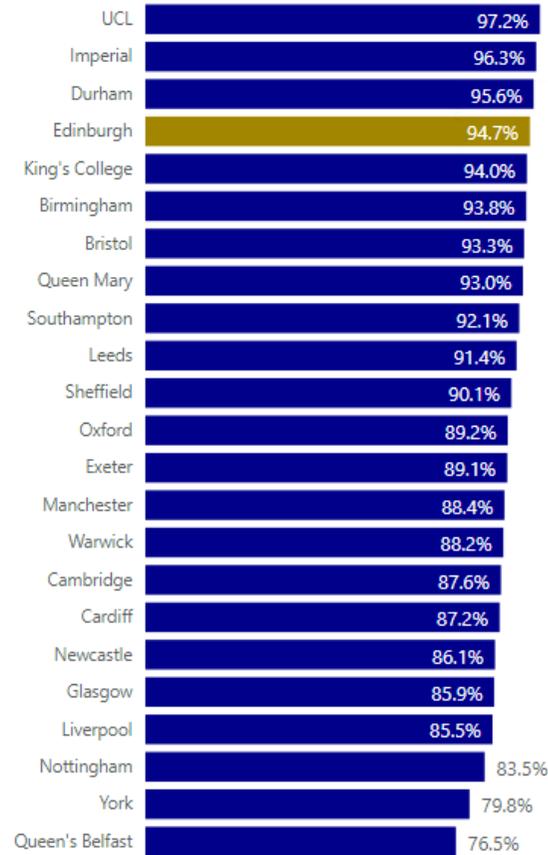


## (10) Engineering and technology

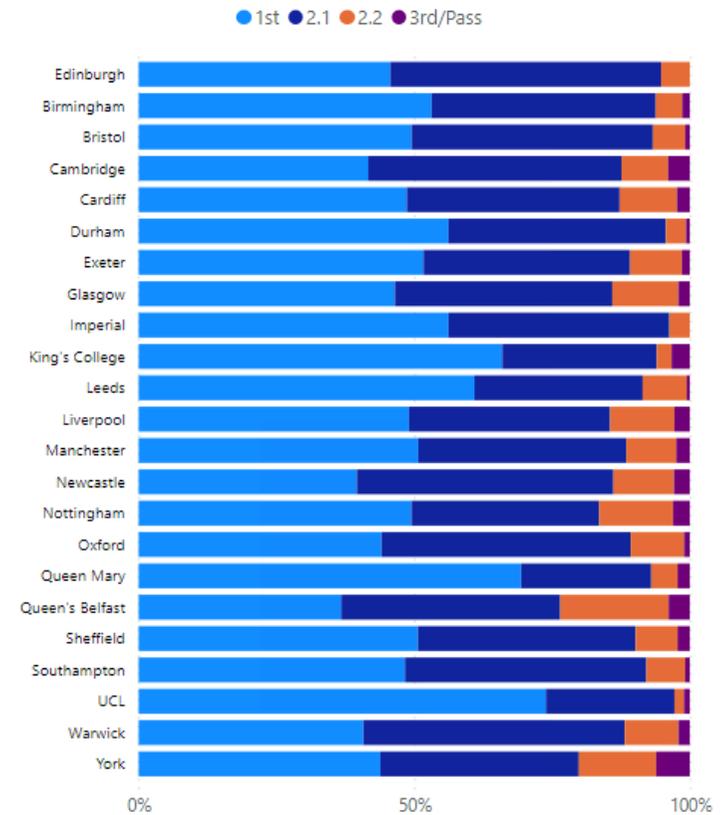
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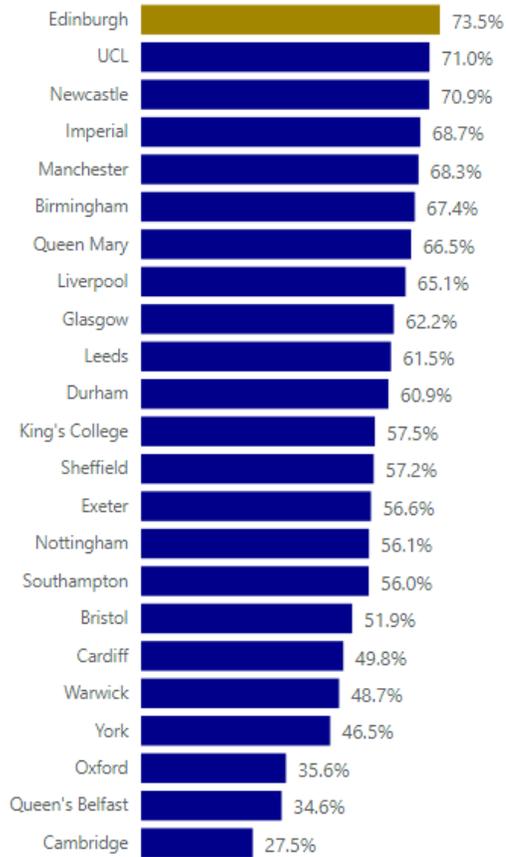
Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	176	45.67%	5,555.5	51.44%
2.1	189	49.04%	4,139.0	38.32%
2.2	20	5.29%	903.0	8.36%
3rd/Pass			202.7	1.88%



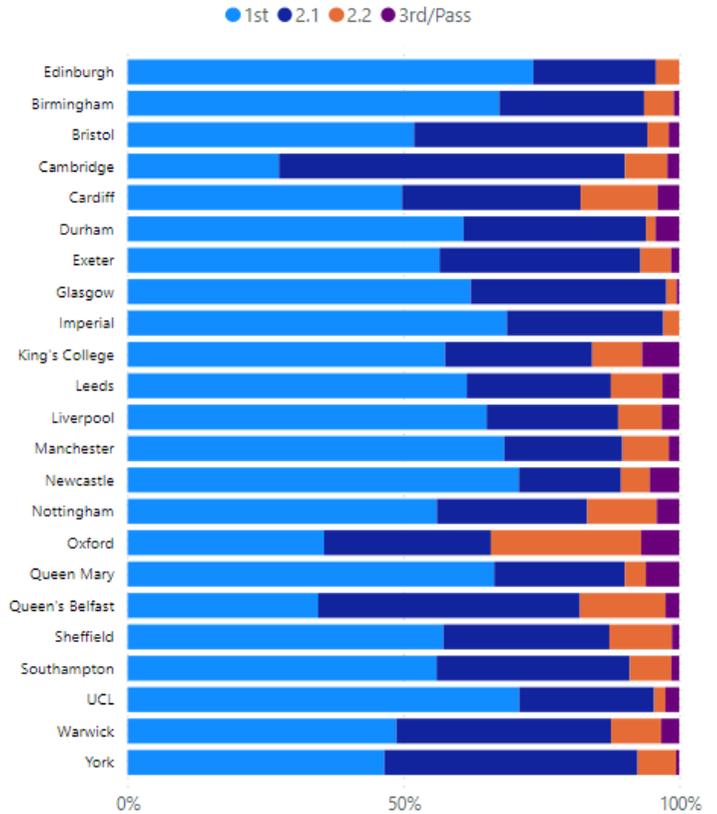
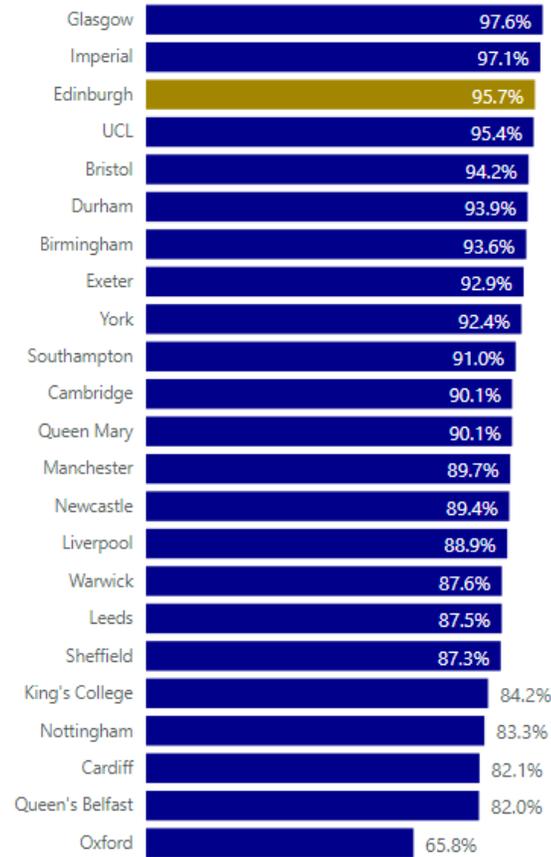
# (11) Computing

Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	155	73.53%	2,562.2	58.34%
2.1	47	22.21%	1,365.9	31.10%
2.2	9	4.26%	337.7	7.69%
3rd/Pass			126.4	2.88%

% 1st by Provider

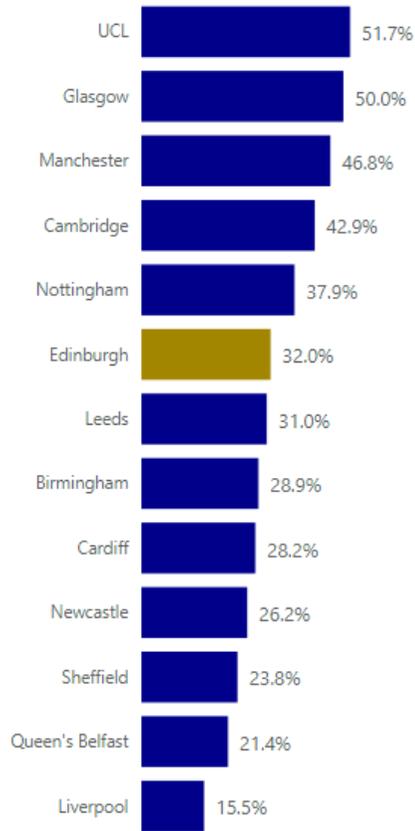


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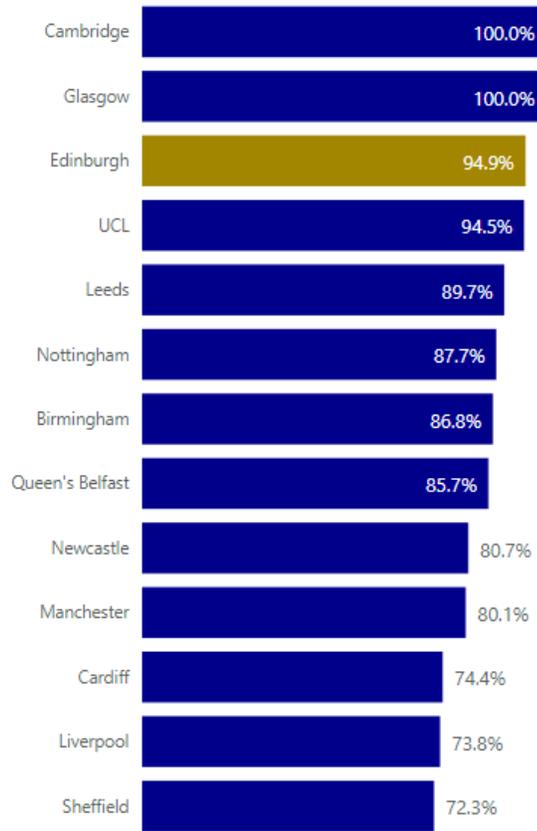


### (13) Architecture, building and planning

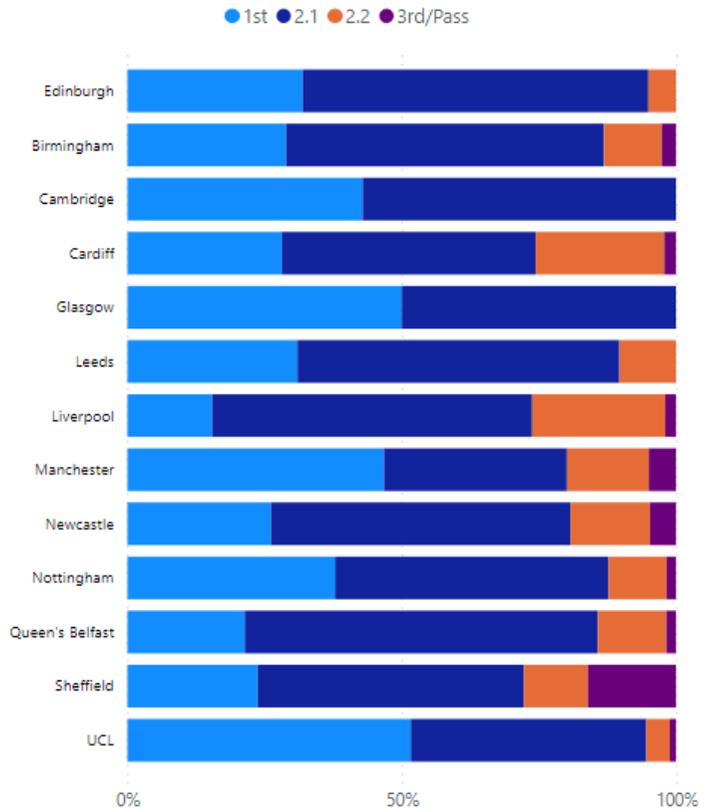
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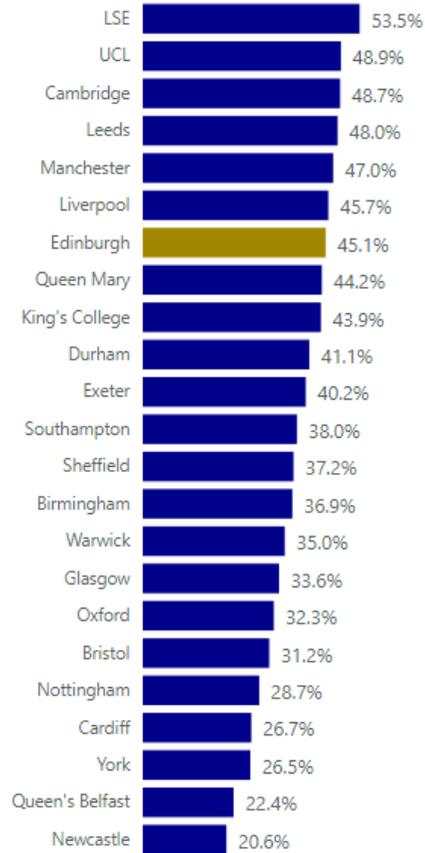


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	35	31.97%	494.0	30.13%
2.1	70	62.95%	853.0	52.03%
2.2	6	5.07%	233.4	14.24%
3rd/Pass			59.0	3.60%

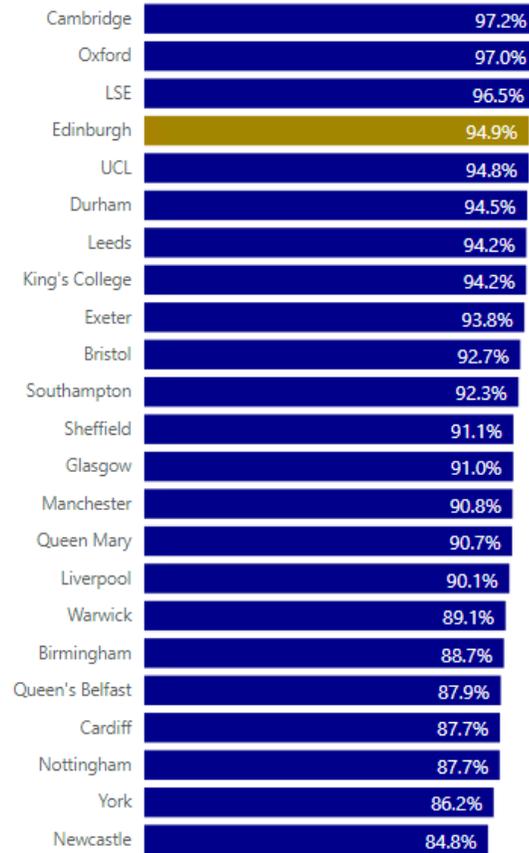


## (15) Social sciences

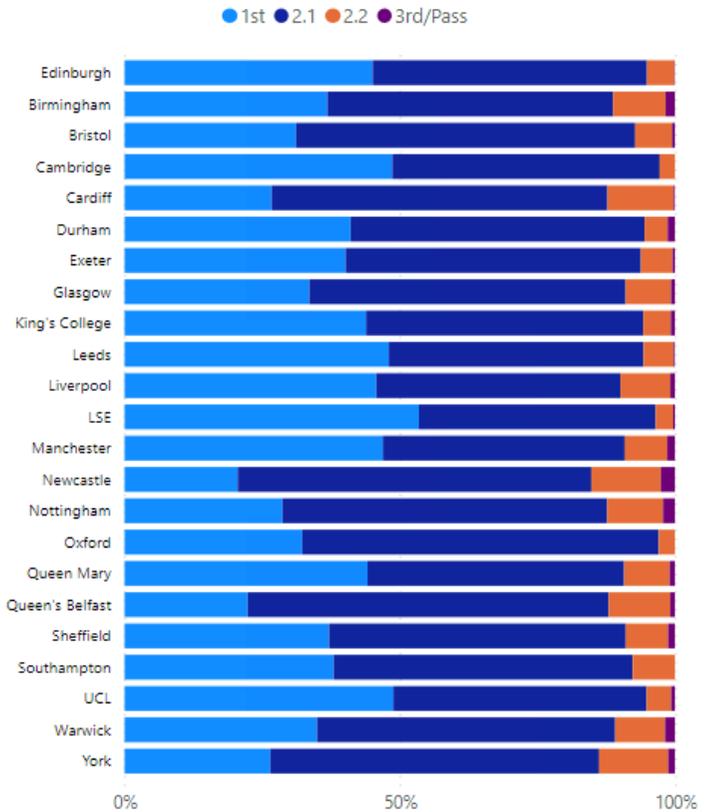
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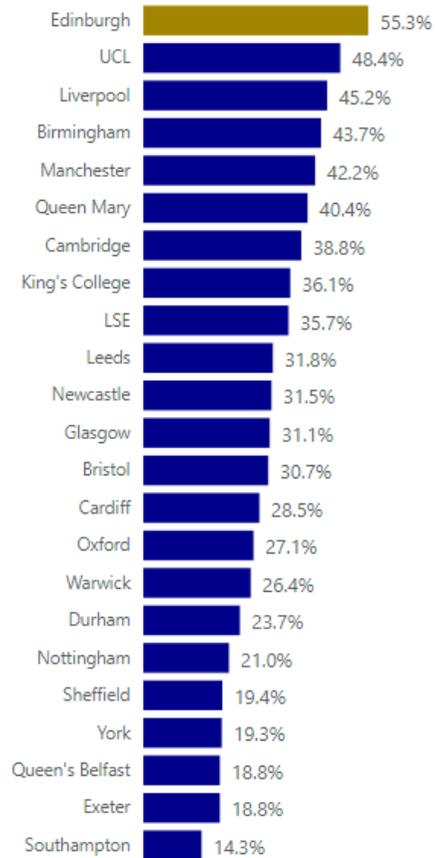


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	253	45.09%	5,964.5	38.77%
2.1	280	49.79%	8,113.7	52.74%
2.2	28	5.00%	1,158.4	7.53%
3rd/Pass	1	0.12%	147.8	0.96%

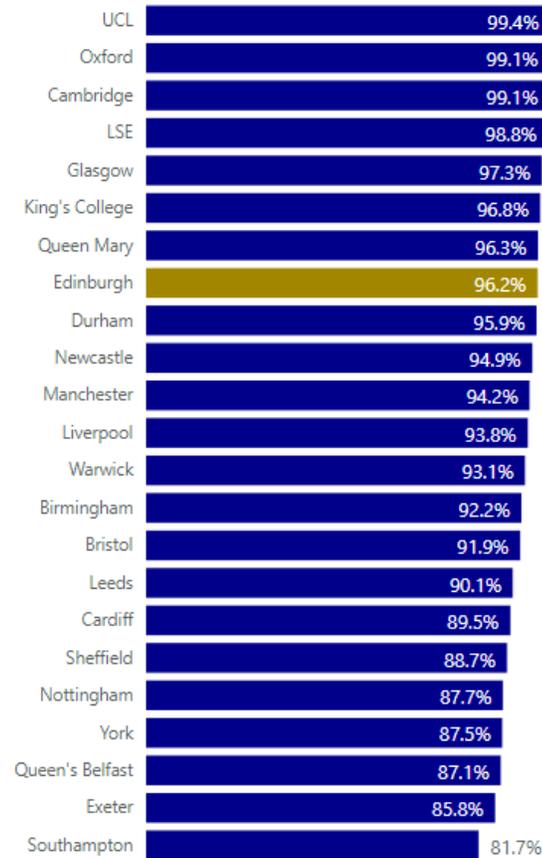


## (16) Law

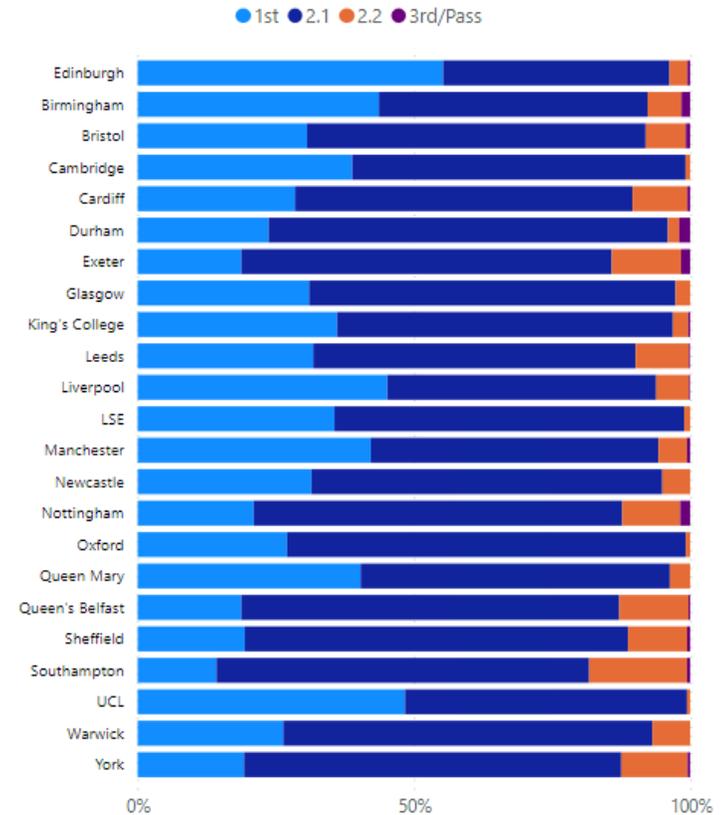
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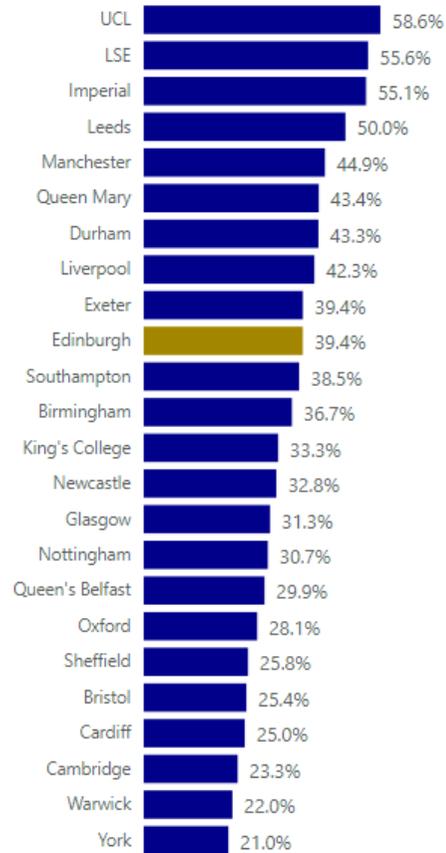


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	102	55.28%	2,064.3	32.04%
2.1	76	40.92%	3,897.6	60.50%
2.2	6	3.25%	439.4	6.82%
3rd/Pass	1	0.54%	40.7	0.63%

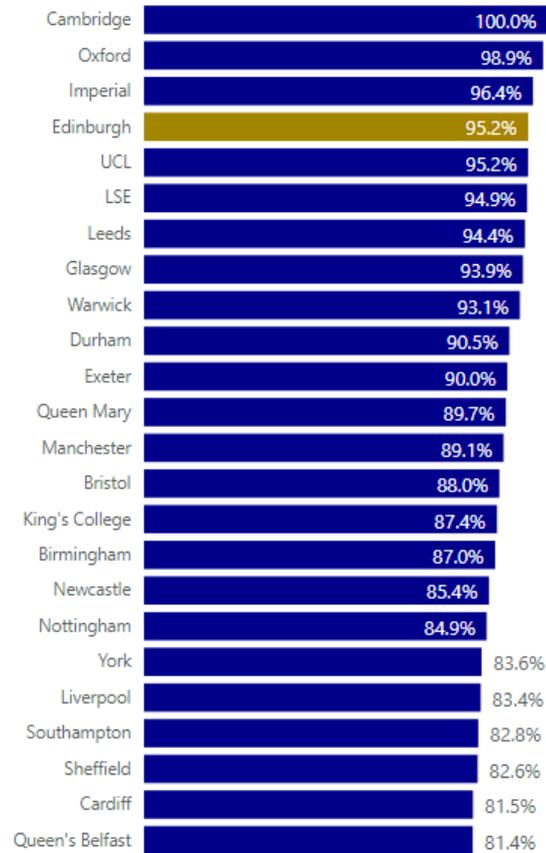


## (17) Business and management

% 1st by Provider

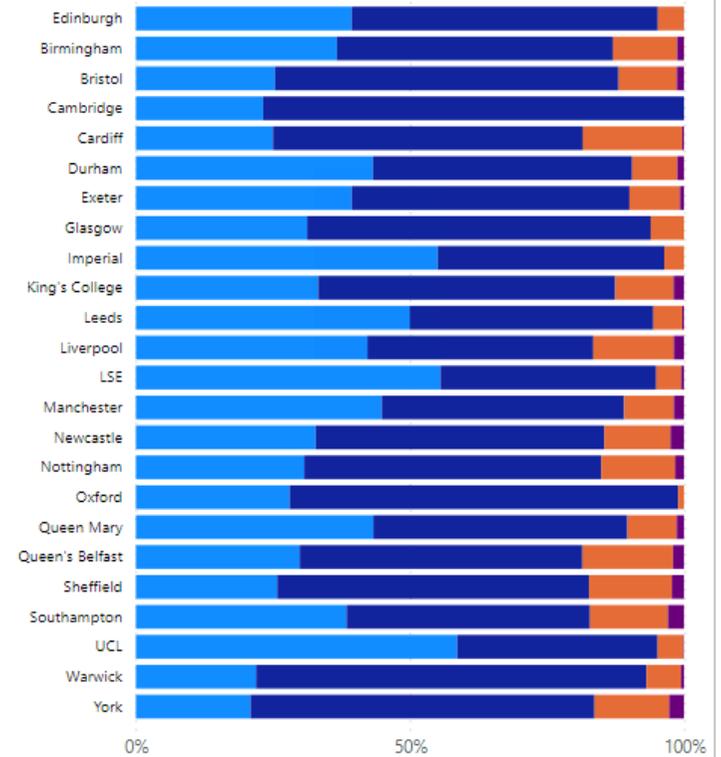


% 1st/2.1 by Provider



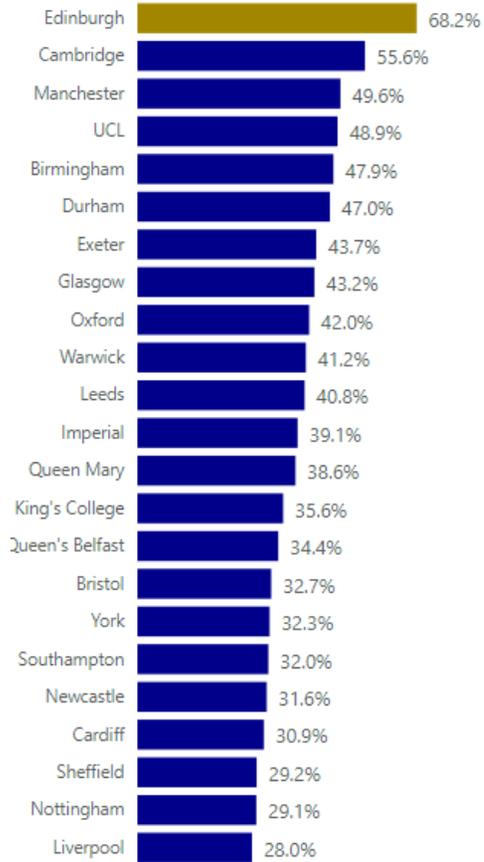
Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	131	39.39%	3,950.7	36.95%
2.1	186	55.80%	5,470.1	51.16%
2.2	16	4.72%	1,123.6	10.51%
3rd/Pass	0	0.09%	147.2	1.38%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

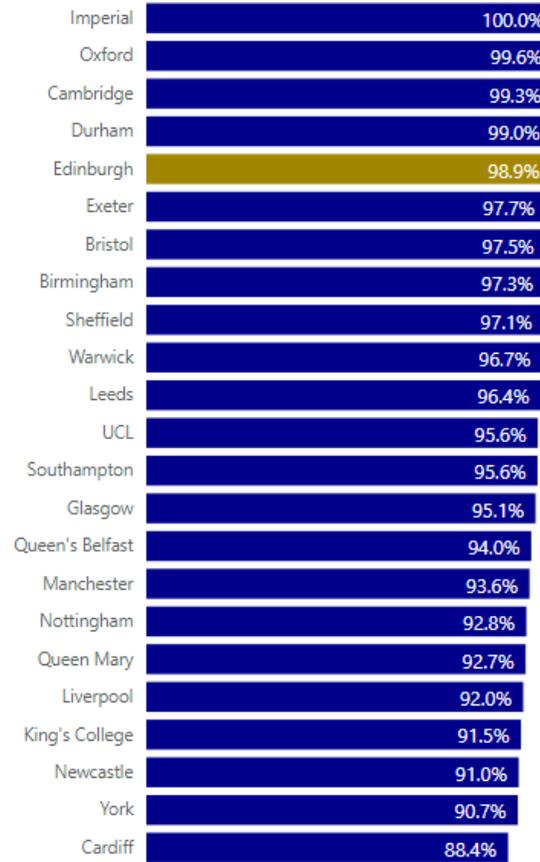


## (19) Language and area studies

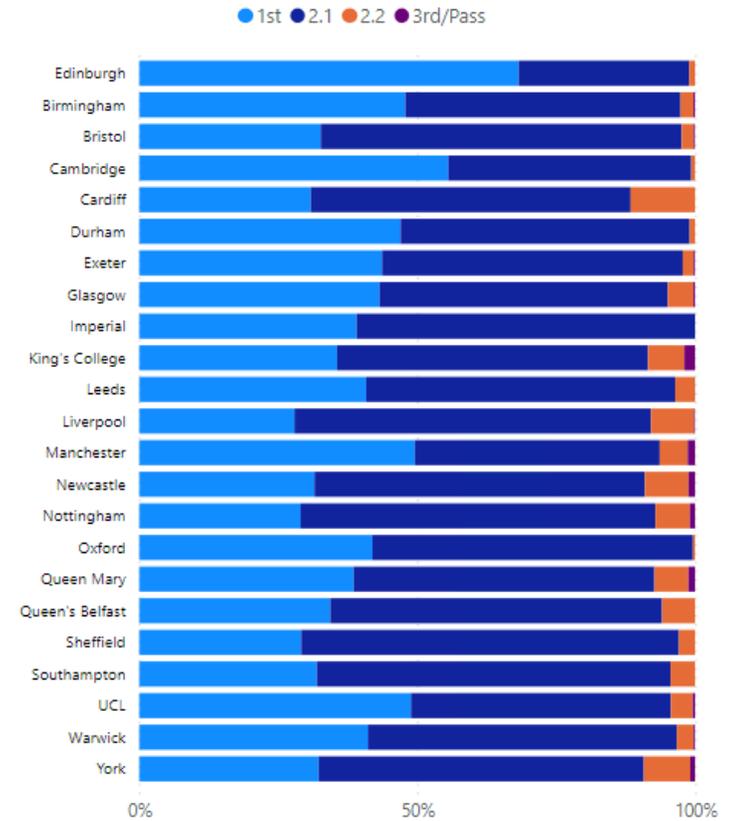
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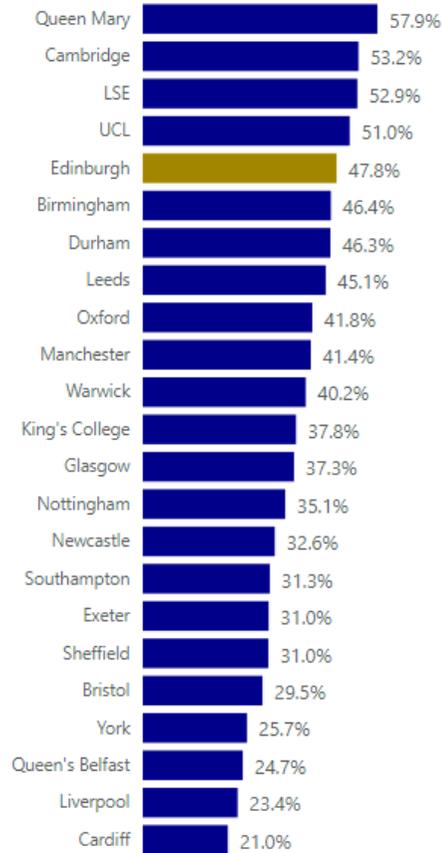


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	309	68.23%	3,655.2	40.91%
2.1	139	30.66%	4,862.8	54.43%
2.2	5	1.10%	375.0	4.20%
3rd/Pass			41.1	0.46%

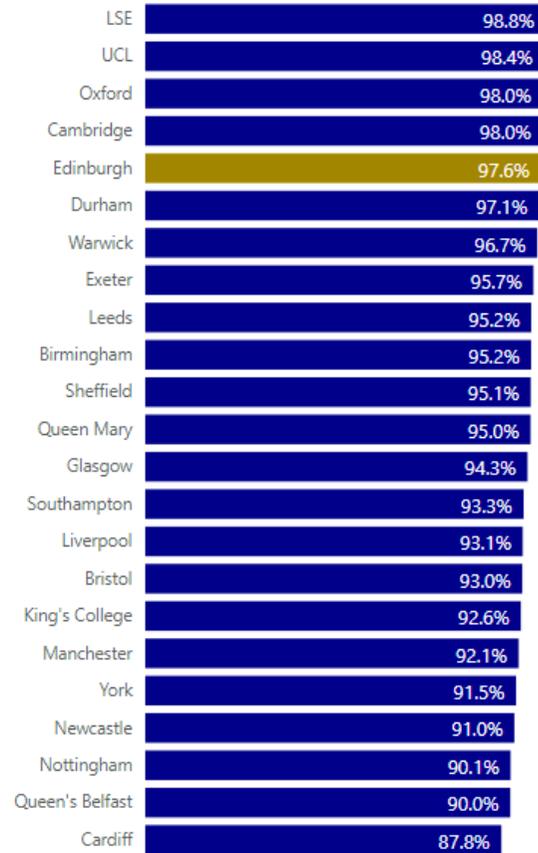


## (20) Historical, philosophical and religious studies

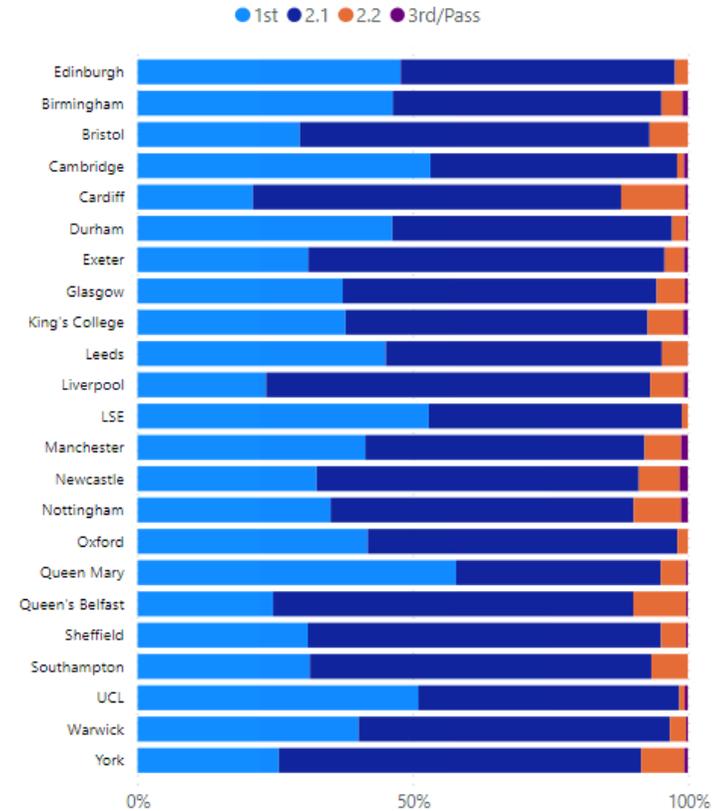
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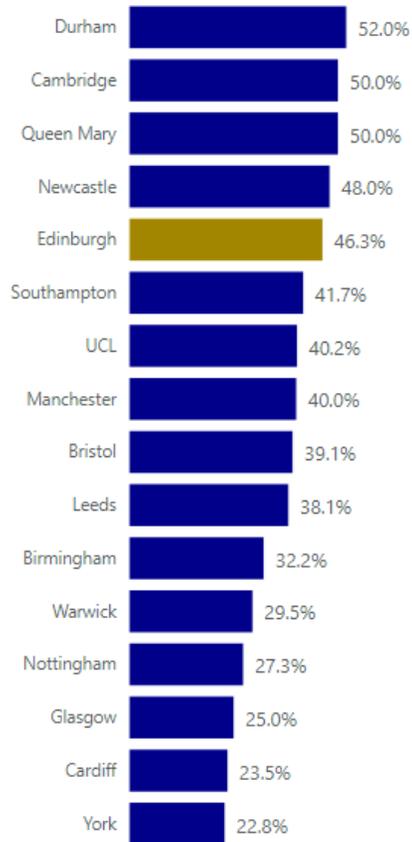


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	311	47.81%	3,813	39.05%
2.1	324	49.81%	5,431	55.62%
2.2	16	2.38%	466	4.77%
3rd/Pass			54	0.55%

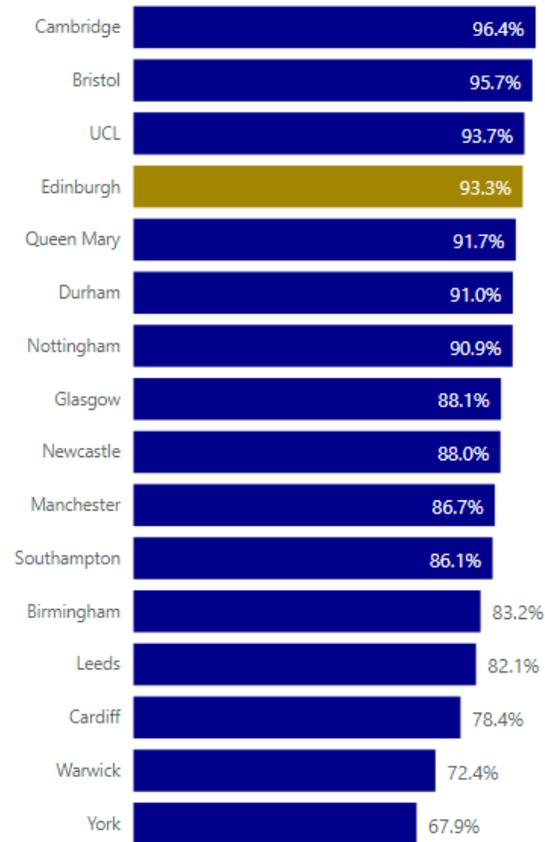


## (22) Education and teaching

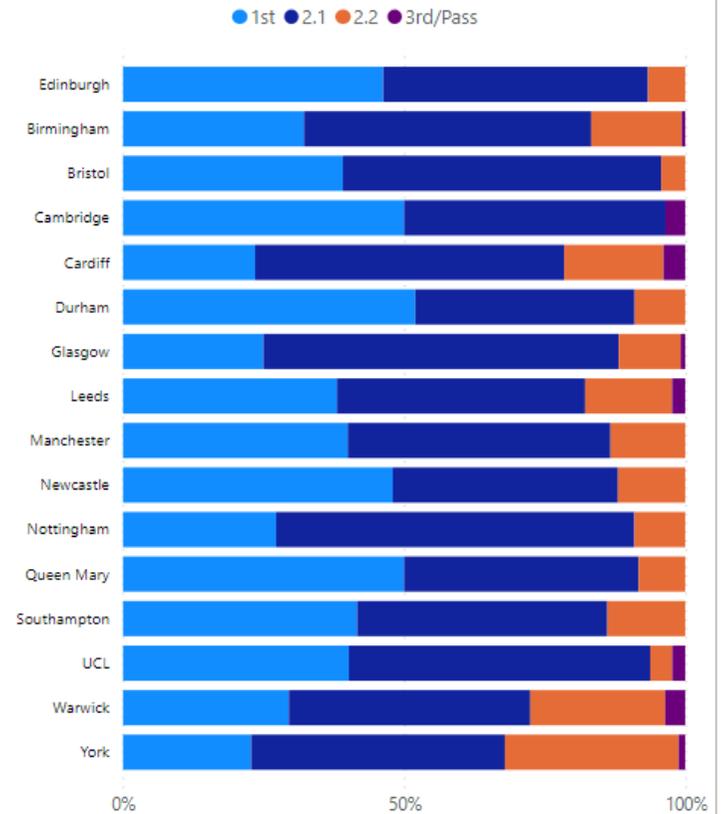
% 1st by Provider



% 1st/2.1 by Provider

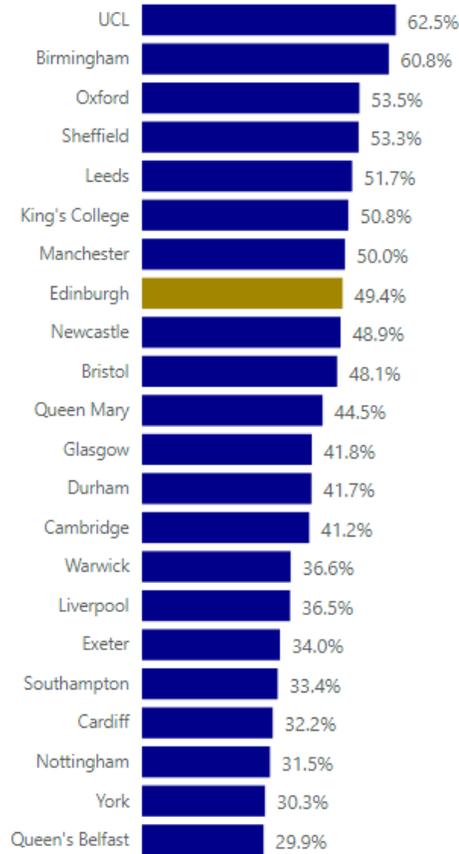


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	63	46.30%	311	37.31%
2.1	64	47.04%	413	49.57%
2.2	9	6.67%	100	12.06%
3rd/Pass			9	1.06%

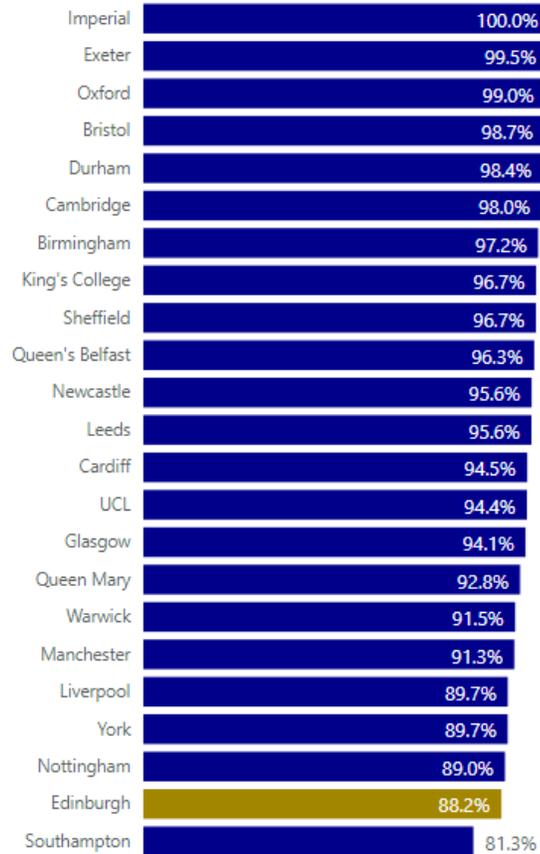


## (25) Design, and creative and performing arts

% 1st by Provider

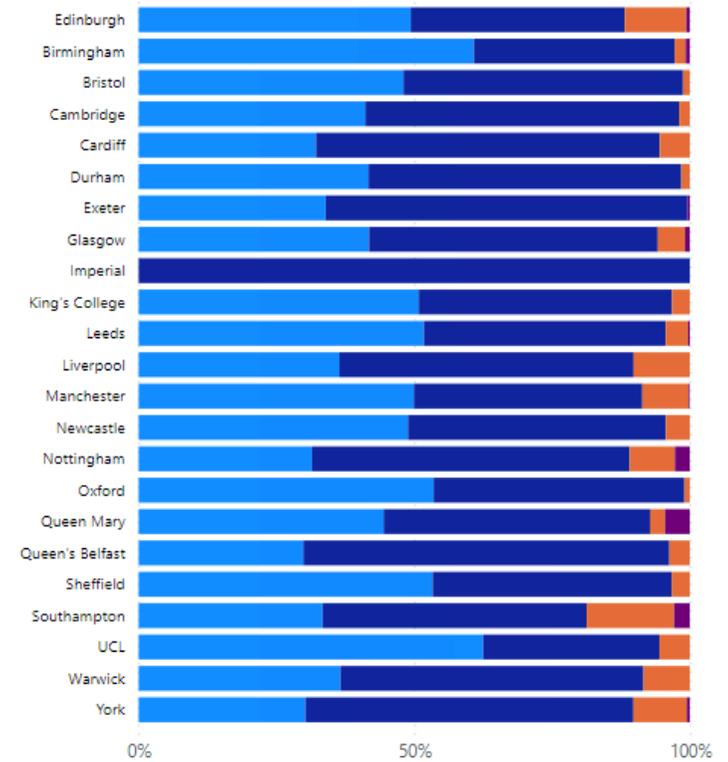


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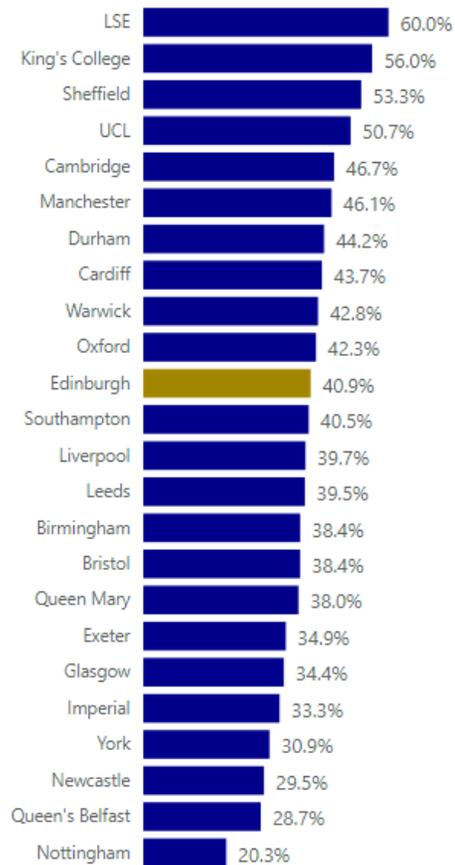
Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	144	49.40%	1,194	44.76%
2.1	113	38.77%	1,298	48.67%
2.2	33	11.15%	159	5.96%
3rd/Pass	2	0.69%	16	0.61%

● 1st ● 2.1 ● 2.2 ● 3rd/Pass

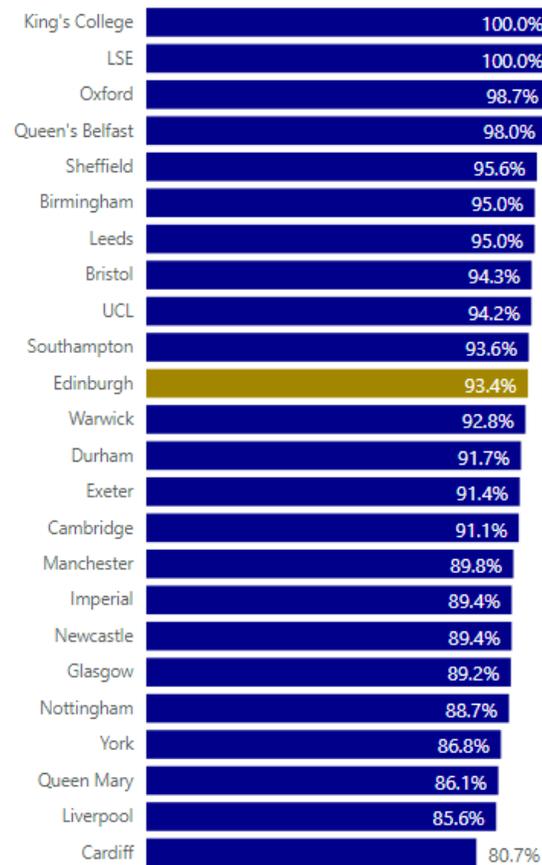


## (26) Geography, earth and environmental studies (natural sciences)

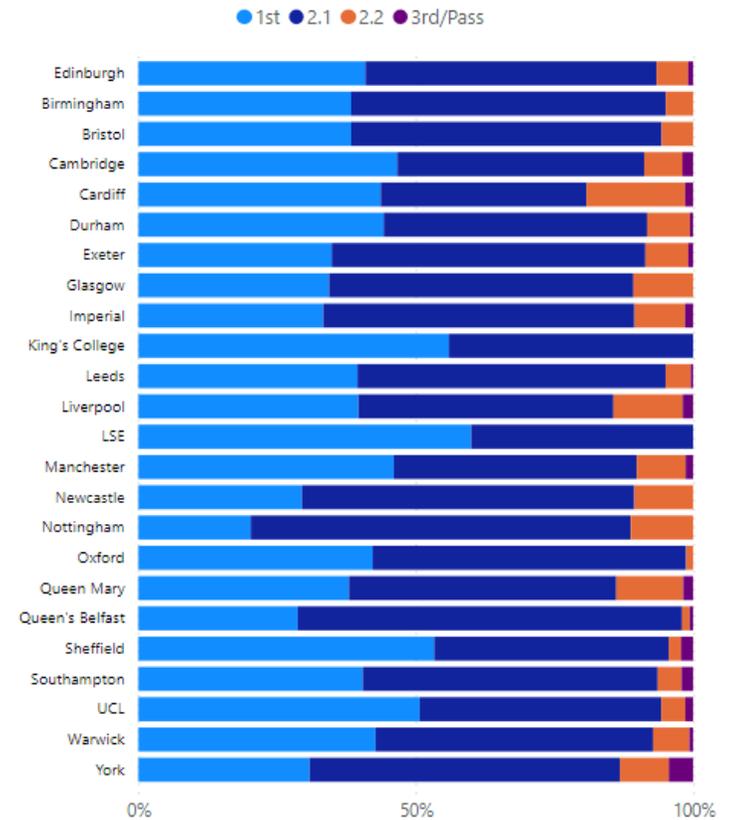
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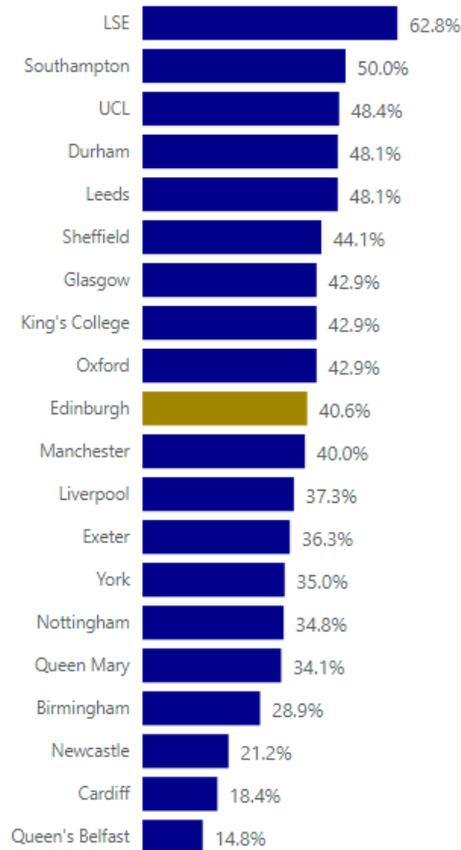


Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	43	40.95%	1,145	39.28%
2.1	55	52.42%	1,523	52.28%
2.2	6	5.69%	217	7.46%
3rd/Pass	1	0.95%	29	0.98%

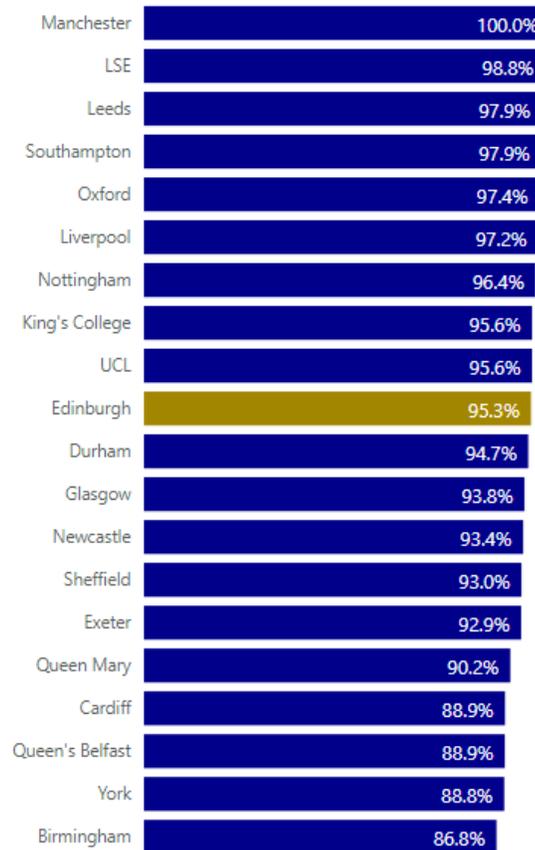


## (26) Geography, earth and environmental studies (social sciences)

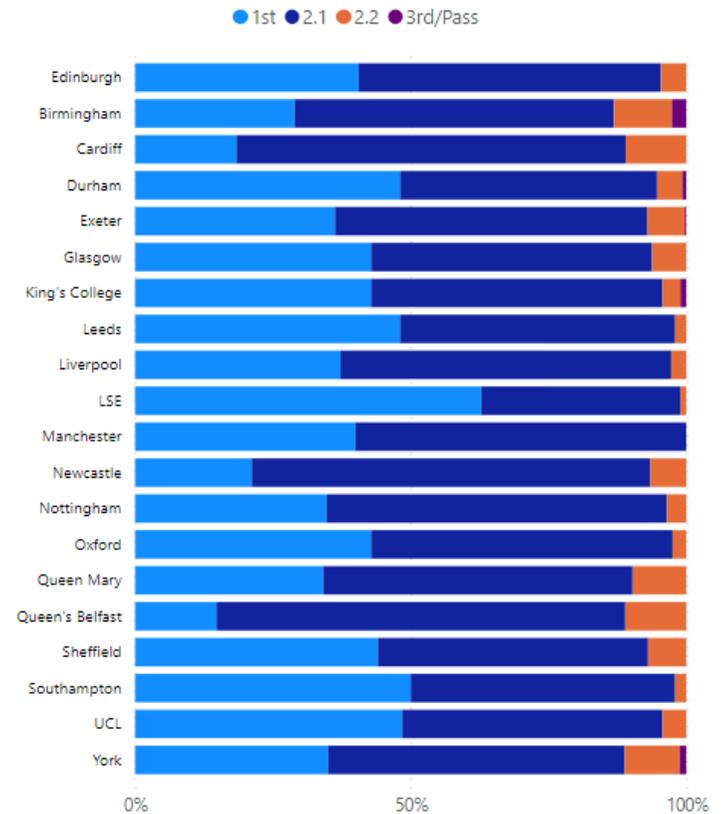
% 1st by Provider



% 1st/2.1 by Provider



Classification	Edinburgh Total	Edinburgh %	Russell Group Total	Russell Group %
1st	31	40.56%	690	38.63%
2.1	41	54.79%	1,000	56.01%
2.2	4	4.65%	92	5.14%
3rd/Pass			4	0.22%



The University of Edinburgh  
Senate Quality Assurance Committee

28 April 2021

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

**Description of paper**

1. Seeks approval of minor changes to the annual monitoring, review and reporting templates for 2021/22 to reflect the decision to extend the interim reporting process and amend the key reporting priorities.

**Action requested / recommendation**

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

**Background and context**

3. The Convenor, College Deans and Academic Services met in March to consider reporting options and plans for the next QA reporting cycle. It was agreed that the light touch, interim approach will be maintained for a further year, with the same streamlined reporting template.
4. The templates have been amended to reflect the following key institutional reporting priorities: the new **Student Voice Policy** (including consideration of the approach and effectiveness of student voice activities in line with the move to locally managed course level feedback), **student progression and outcomes** (focussing on the difference in attainment of groups of students with in year, rather than comparing against other years); and **student support** (in relation to the current Personal Tutor system and wider support for students). Also, whether the **industrial action** has impacted the quality of provision and student experience, and, if so, how this has been mitigated.
5. The amended templates were discussed at the School Directors of Quality Network on Monday 4 April 2022.

**Discussion**

6. At the conclusion of the extended interim reporting process, the Committee will take a decision on when and how to return to normal annual monitoring, review and reporting processes, including on any changes to the normal process. The recommendations from the Digital Maturity assessment and how the quality processes can support the Curriculum Transformation programme will be considered as part of changes.

**Resource implications**

7. The light touch approach continues through the extension of the interim process.

**Risk management**

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

**Equality & diversity**

9. An Equality Impact Assessment was carried out on the normal process. The interim process template encourages reflection on key institutional reporting priorities and demographic data is available on these in PowerBI.

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

10. 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**

Brian Connolly, Academic Services

April 2022

**Freedom of Information**

Open

**UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2021/22**  
**Programme/Programme Cluster Report**

**Guidance:**

- The interim process has been retained for this reporting cycle and will continue to focus on the impact of and learning from the Covid-19 pandemic as well as other aspects of academic standards, student performance and the student learning experience.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations.
- The report should be **brief** (suggested length of no more than four pages). Use bullet points where possible.
- Schools/Deaneries decide on the optimum clustering of programmes to enable effective reflection whilst avoiding duplication of effort.
- **The report should include consideration of the approach and effectiveness of student voice activities in line with the new [Student Voice Policy](#) and the move to locally managed course level feedback.**
- Reports should not contain information which identifies any individual – [Data Protection Policy](#)
- **Deadline:** to be determined by the School/Deanery.
- **Data:** [Insights Hub](#) | [Student Analytics, Insights & Modelling SharePoint](#) | [PowerBI help videos](#)

<b>Programme(s):</b>	
<b>Report written by (include contributors):</b>	
<b>Date of report:</b>	

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

**1. Provide a reflection on the impact of changes made in response to the Covid-19 pandemic.**  
Which may include but are not limited to (as appropriate):

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

**2. Update on actions planned from previous year's annual programme monitoring.**

--

**3. Provide a reflection on activities to align with the new [Student Voice Policy](#) and the move to locally managed course level feedback.**

--

**4. Provide a reflection on other aspects of academic standards, student performance and the student learning experience.**

--

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

--

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

--

**Actions identified:**

1)

2)

--

**March 2022**

**UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2021/22**  
**School/Deanery Report**

**Guidance:**

- The interim process has been retained for this reporting cycle and will continue to focus on the impact of and learning from the Covid-19 pandemic as well as other aspects of academic standards, student performance and the student learning experience.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations. The report may be split by type of provision.
- The report should be **brief** (suggested length of no more than four pages). Use bullet points where possible.
- The report will require discussion and input from across the School/Deanery.
- The report should include consideration of the approach and effectiveness of student voice activities in line with the new [Student Voice Policy](#) and the move to locally managed course level feedback.
- Reports should include specific reflections on the following key institutional priorities: **student progression and outcomes** (focussing on the difference in attainment of groups of students with in year, rather than comparing against other years); and **student support** (in relation to the current Personal Tutor system and wider support for students). Also, whether the **industrial action** has impacted the quality of provision and student experience, and, if so, how this has been mitigated.
- Reports should not contain information which identifies any individual – [Data Protection Policy](#)
- **Deadline: Monday 22 August 2022.**
- **Data:** [Insights Hub](#) | [Student Analytics, Insights & Modelling SharePoint](#) (the Team will provide a School Analysis) | [PowerBI help videos](#)

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

**1. Progress with actions planned in last year’s report (see Aide Memoir from Academic Services).**

**2. Summary of what has worked well.**

Including good practice for sharing across the College and University.  
Please include specific reflections on: **the implementation of the new Student Voice Policy; student progression and outcomes; assessment and feedback** and **student support** (as appropriate).

[Summary]

**Good practice for sharing across the College and University:**

1)

2)

**3. Has the industrial action impacted the quality of provision and student experience, and, if so, how this has been mitigated.**

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

Please identify any actions or areas for improvement and include specific reflections on: **the implementation of the new Student Voice Policy; student progression and outcomes; ~~assessment and feedback~~ and student support** (as appropriate).

[Summary]

**Actions identified for the School/Deanery:**

1)

2)

**Actions requested of the College:**

1)

2)

**Actions requested of the University:**

1)

2)

March 2022

**UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2021/22**  
**College Report**

**Guidance:**

- The interim process has been retained for this reporting cycle and will continue to focus on the impact of and learning from the Covid-19 pandemic as well as other aspects of academic standards, student performance and the student learning experience.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations. The report may be split by type of provision.
- The report should be **brief** (suggested length of no more than four pages). Use bullet points where possible.
- Reports should not contain information which identifies any individual – [Data Protection Policy](#)
- **Deadline:** TBC

**1. Reflection on progress with, and effectiveness of, actions from the last year**

**2. ~~Reflection on School/Deanery reports~~ Changes to/additions made to actions from last year**

**3. Actions**

**Actions identified for the College:**

- 1)
- 2)

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

- 1)
- 2)

March 2022

28 April 2022

**Scotland's Rural College Accreditation Committee  
Annual Report 2020/21**

**Description of paper**

1. This paper summaries the key areas of discussion from the Scotland's Rural College (SRUC) Accreditation Committee meeting of Thursday 17 March 2022.

**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 March 2022 the Accreditation Committee met to review and affirmed continued accreditation of the SRUC programme, 'Environmental Resource Management (BSc)' and the outgoing 'Environmental Resource 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 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 Thursday 17 March 2022 at 11am via Microsoft Teams**

**Present:**

Professor Tina Harrison <b>(Convener)</b>	Assistant Principal Academic Standards and Quality Assurance
Dr Kyrsten Black	Registrar, SRUC
Dr Jenn Carfrae	Programme/Team Leader for Environmental Resource Management, SRUC
Brian Connolly (Secretary)	Academic Policy Officer, Academic Services, University of Edinburgh
Karen Gray	Academic Quality Manager, SRUC
Douglas Jardine	Development Officer, SRUC Students' Association
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	Academic Director, SRUC
Dr Claire Phillips	Dean of Quality Assurance, College of Medicine and Veterinary Medicine, University of Edinburgh

**Apologies:**

Amy McLuckie	Student Representative, Co-President of SRUC Students' Association
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**1. Welcome and Apologies**

The Convenor noted that Douglas Jardine was attending on behalf of Amy McLukie.

**2. Membership of the Accreditation Committee 2021-22**

The Committee noted the membership for 2021-22.

**3. Minutes of the meeting held on Wednesday 21 April 2021**

The Committee approved the minutes of the previous meeting.

**4. Matters Arising**

There were no matters arising.

**For Information**

**5. Memorandum of Agreement**

The Committee noted the Memorandum of Agreement (MoA).

**6. Students' Association Update**

The Committee noted the update on key SRUC Students' Association (SRUCSA) activities since the last meeting.

The Committee commended SRUCSA on the response to Speak Week, the annual all-student survey, and the innovative approach of inviting all students to take part by posting them a card with a freepost return envelope. It was noted that, as part of a wider student voice project at SRUC, SRUCSA is undertaking a review of its class representation programme.

**Action: SRUCSA liaise with Academic Services to discuss ongoing student voice initiatives.**

The Committee commended SRUCSA on the Gender Based Violence Project, aiming to raise awareness of what forms gender-based-violence takes, increase reporting of incidences and highlight support available to students.

**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.**

The Committee noted that SRUCSA had also worked closely with SRUC Registry and the Centre for the Enhancement of Learning and Teaching (CELT) teams to introduce a package of assessment support measures during the pandemic which was well received by students. It was also noted that SRUCSA is developing a new strategic plan to focus work and activities over the next few years.

**For Discussion**

**7. Annual Report 2020-21**

The Committee considered the Annual Report 2020-21. 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 significant improvement to satisfaction ratings in the National Student Survey (NSS), evidencing the dedication of staff to supporting their students throughout the pandemic. SRUC had an increase in NSS responses from 71% in 2020 to 82.21% in 2021, and an increase in student

satisfaction from 72% to 76.1%. Furthermore, scores for issues noted in previous years, such as delays in assessment and feedback, significantly improved.

### **SRUCSA and Student Partnership Working**

The Committee commended SRUC and SRUCSA on their strong and responsive partnership working. In particular, the regular and effective communications by and between the Principal, Academic Director, and SRUCSA have kept students well-informed and helped ensure a safe and successful return to campus.

### **Accreditation by Professional, Statutory and Regulatory Bodies (PSRBs)**

The Committee noted that the Royal College of Veterinary Surgeons (RCVS) conducted its final accreditation approval visit for the BSc and BSc (Hons) Veterinary Nursing programme in June 2021, with the RCVS Examinations Manager attending the final Objective Structured Clinical Exams for the first student cohort completing the full award. The visit was successful and resulted in full accreditation for the award being confirmed by the Veterinary Nursing Education Committee in July 2021.

An application to extend provision of this award to SRUC's Aberdeen Campus was submitted to and accepted by both the University of Glasgow and RCVS. This provision commenced September 2021.

### **Year Tutors**

The Committee noted that the pandemic had seen increased demand on Year Tutors who had been particularly invaluable in supporting student learning, retention and wellbeing. It was noted that a project to provide greater support for the role of Year Tutor is due to be implemented, as is the development of a Year Tutor Community of Practice.

### **Plagiarism**

The Committee noted that some programmes had reported increased instances of plagiarism in 2020/21. SRUC embeds training on plagiarism in campus and programme tutorials, as well as a new Preparing to Study module, and is revising its academic misconduct policy to align to recently updated guidance. SRUC has identified essay mill plagiarism as the main driver in the growth of academic misconduct cases and has addressed this issue by blocking student access to these sites from the campus network and instead redirects them to a student support site where they can access help to prevent plagiarism.

**Action: Assistant Principal Academic Standards and Quality Assurance to explore options for barring access to essay mill websites from the University network.**

### **External Examiner Report 2020-21**

The Committee commended SRUC on the very positive External Examiner Report for the academic year 2020-21.

### **Equality Diversity and Inclusion**

The Committee noted that a new Equality Diversity and Inclusion (EDI) Lead had been appointed, and this had had a significant impact on Equality, Diversity and Inclusion processes within SRUC. The SRUC Equality Diversity and Inclusion Committee (EDIC) introduced a revised Terms of Reference document in February 2021 and introduced a mode of operation which sees Committee members acting as a two-way conduit for staff and student issues and concerns and communication. SRUC will seek to address EDI issues as an intrinsic part of the impending Curriculum Review.

### **Data Enhancements**

The Committee noted that SRUC had made significant enhancements to the data hub dashboard to provide easily understood information, to bring together data from different operational systems, and to give easy access from any device. Data for managing student recruitment has been prioritized, with live systems that staff can access programme or department (or even campus) recruitment information.

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

The Committee noted that SRUC's application for Taught DAP had been approved to progress to the scrutiny stage by the QAA Advisory Committee on DAP at the September meeting. SRUC has now entered a period of scrutiny which will continue for a minimum of a full year, and there may be an indication of the outcome in Summer 2023.

SRUC thanked the University for its continued support in this process.

**Action: University and SRUC to establish a liaison group to ensure operational issues are captured and addressed during the DAP transition period.**

### **For Approval**

#### **8. Accreditation of Environmental Resource Management (BSc)**

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

#### **9. Any Other Business**

There was no other business.

#### **10. Date of Next Meeting: TBC**

The University of Edinburgh  
Senate Quality Assurance Committee

28 April 2022

## **Senate Committee Planning: SQAC Priorities 2022-23**

### **Description of paper**

1. The paper proposes a set of streamlined priorities for the Committee to focus on during the 2022-23 academic session.

### **Action requested / recommendation**

2. To discuss and agree Committee priorities for the 2022-23 academic year.

### **Background and context**

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

### **Discussion**

4. The Committee is invited to discuss the following set of priorities for the coming year (the same as the current academic year):
  - Oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).
  - Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.
  - Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.
  - Continue to review the approach to gathering student feedback across the University from Course Enhancement Questionnaires (CEQs).
  - Engage with quality assurance and enhancement-related aspects of the Scottish Funding Council review of coherent provision and sustainability.

### **Resource implications**

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

### **Risk management**

6. The Committee should consider risks during its discussions.

### **Equality & diversity**

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

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

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

**Author**

Brian Connolly, Academic Services  
April 2022

**Freedom of Information**

Open

The University of Edinburgh  
Senate Quality Assurance Committee

28 April 2022

**Internal Periodic Review**

**Description of paper**

1. Response from Internal Periodic Review (IPR).

**Action requested / recommendation**

2. The Committee is invited to confirm that it is content with the progress as noted in the year-on response.

**Background and context**

3. IPR of Philosophy, Psychology and Language Sciences – Postgraduate Provision.

**Discussion**

4. See attached.

**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 and the responses published on the Academic Services website.

**Author**

Brian Connolly  
Academic Services

**Presenter**

Brian Connolly,  
Academic Services

**Freedom of Information - Open**

The University of Edinburgh  
Internal Periodic Review  
Year on response report

**Internal Periodic Review of:** School of Philosophy, Psychology and Language Sciences – Postgraduate Provision  
**Date of review:** 30 November – 3 December 2020  
**Date of 14 week response:** 09 June 2021 – extended to 07 July 2021  
**Date of year on response:** 11 March 2022

Rec no	Recommendation	Timescale	Comment on progress towards completion and/or identify barriers to completion
1	<p><b>Annual progression review:</b> The School ensure a robust and constructive process for student's annual reviews</p> <hr/> <p><b>Annual progression review:</b> That the progression element of annual review needs to be properly addressed</p>	Feb 2022	<p>This issue had been flagged in the School prior to the IPR process however due to competing demands on academic administration, action in 2020/21 was delayed.</p> <p>Plans for the future include:</p> <ul style="list-style-type: none"> <li>- <b>Supervisor training/briefing:</b> sessions specifically about the progression review</li> <li>- <b>Student briefing:</b> The School currently holds a briefing session for first year PhD student in January each year. This briefing will be extended to all PhD students regardless of year of study. The session will highlight the importance of the review process and set out expectations.</li> </ul> <p>The School Postgraduate Committee has started to discuss how to approach setting/confirming expectations of the review. It was noted that due to the diversity of our subject areas and projects within subject areas, setting a School level expectation on documentation needed could be challenging. It may therefore be best to consider this at subject area level. This will be a standing item on the PG Committee agenda through the first semester of 2021/22 so that plans can be confirmed prior to the review period in spring/summer 2022.</p> <p><b>Year on update:</b>  Following discussions within subject areas, further developments to the process have been agreed as follows:</p> <ul style="list-style-type: none"> <li>• Philosophy are trialling a second year talk as part of progression.</li> </ul>

			<ul style="list-style-type: none"> <li>• Psychology are reinstating a panel system for assessing annual reviews. Panels associated with specific research groups will meet and consider all annual reviews associated with the group. This will allow for a group overview of progress within the area and allow for discussion of specific cases prior to the student meeting.</li> <li>• Linguistics &amp; English Language are including annual review process and training into their larger plan for PGR training activities (see below – section 5)</li> <li>• These subject area decisions have been discussed at the School PG Committee, which will continue to play an active role in monitoring their efficacy moving forward and in sharing information and best practices across subject area boundaries.</li> </ul>
2	<p><b>Student Voice:</b> The School needs to have a more robust and systematic approach to engaging with students around needs, aspirations and expectations and that the School take advantage of their engaged student body to ensure the student voice is included in informing strategic decisions</p>	Ongoing	<p>The School takes the student voice seriously and actively incorporates it into strategic decision-making. We have established regular communication channels with our student body including the following activity in the 2020/21 academic year.</p> <p>The School Postgraduate Staff/Student Liaison Committee met regularly through the academic year and students are invited to participate in providing feedback regarding their studies and the plans of the school in this forum. PPLS intend to continue with this practice.</p> <p>In spring 2021, PGT students in the School were invited to participate in a focus group to discuss student support and communications within the School.</p> <p>We will continue to apply these methods to strategic decision regarding long term planning including the potential restructuring of masters programmes.</p> <p><b>Year on update:</b></p> <ul style="list-style-type: none"> <li>• Further to feedback from students and committee members, the School has decided to split the current SSLC into two distinct SSLC's, one dedicated to PGT concerns, the other specifically targeting PGR concerns.</li> <li>• A new role has been created, currently designated Head PG Tutor, to train and coordinate PG Personal tutor performance; this role will persist and be renamed under the new student support system, serving the role of monitoring and coordinating cohort leads.</li> </ul>

			<ul style="list-style-type: none"> <li>A challenge moving forward is ongoing difficulty in recruiting student representatives; it is anticipated that the new PhD PALS scheme (see below, Section 5) will facilitate recruitment.</li> </ul>
3	<p><b>Strategic governance structure:</b> Recommends that the School reflect on governance structures that promote and support learning and teaching enhancement across the School</p>	Ongoing	<p>The School Teaching Enhancement Strategy Group (STESG) launched in June 2021 with the specific aim to develop an integrated approach to teaching practice and training of staff, GH Tutors and PhD students.</p> <p>Recommendations from STESG are expected to be available by the end of December.</p> <p><b>Year on update:</b> The work of this group has been delayed due to competing priorities. The work is still planned and will inform future practice and process within the School.</p>
4	<p><b>Strategic governance structure:</b> Recommends that the School reflect on the Skills Centre governance structure</p>	Ongoing	<p>STESG includes membership from the School Skills Centre. It is anticipated that the STESG recommendations will feed into further discussions regarding the governance of the Skills Centre.</p> <p><b>Year on update:</b> As above</p>
	<p><b>Strategic governance structure:</b> Recommends that the School establishes a more coordinated structure to link with the Learning Technologists to review what courses can be delivered that are tailored to student needs</p>	Ongoing	<p>The School is keen to further develop the relationship between teaching offices, course organisers, and learning technologist in the future.</p> <p>The School is currently in the process of recruitment in our Learning Technology team following two members leaving for other opportunities. Recruitment has been delayed due to the various challenges related to recruitment in 2021/22. The School expects to resume development in this area as soon as we have a full complement of staff to support our activities.</p> <p><b>Year on update:</b></p> <ul style="list-style-type: none"> <li>Recruitment was delayed; however a Technology Enhancement Learning Manager is now in post for the School and so work on this will commence in preparation for future years.</li> </ul>

5	<p><b>Student experience:</b> Recommends that the School reflect on the positive aspects of the PGT experience, for example student academic support, and consider how these can be channelled to enhance the PGR student experience</p>	<p>2021/22 and Ongoing</p>	<p>The School intends to work with students to create opportunities for PGT and PGR student to socialise and mix throughout the coming academic year. Currently, restrictions on large group meetings will limit in person opportunities.</p> <p>It is anticipated that ongoing work on progression review as detailed above and networking opportunities as mentioned below, will highlight areas for enhancing the PGR student support and experience.</p> <p><b>Year on update:</b></p> <ul style="list-style-type: none"> <li>• The Head of Student Experience has initiated discussions regarding the development of a PhD PALS scheme analogous to existing, successful PALS systems for both UG and PGT — this will facilitate peer support and recreation through organization and funding of group events</li> <li>• Student led activities have now resumed with research group meetings, Work in Progress seminars and PG conferences now being organised in line with current guidance. We will continue to facilitate and support these endeavours.</li> </ul>
	<p><b>Student experience:</b> Recommends that the School consider ways to provide additional assistance to drive and support opportunities for PGR networking and building a community of practice</p>	<p>Ongoing</p>	<p>The School has made some progress on this during the current academic year:</p> <p><b>PPLS PhD Community Sharepoint</b> In March 2021 the Postgraduate Administrative Office worked with Learning Technologist to develop a Sharepoint area for the PhD Community. PhD Reps were consulted at each stage of development and provided input.</p> <p>This space includes information about networking opportunities and skills training as well as providing links to social spaces and suggestions. The Sharepoint area is linked to MS Teams chat areas to allow for discussion/sharing ideas.</p> <p>Engagement with this from the PhD community is currently limited but steady. We plan to work with the incoming PhD reps and wider community to develop this further over the coming academic year.</p> <p><b>SolidariTea</b> SolidariTea is a student led informal coffee morning for PPLS PhD students held monthly. It</p>

is an opportunity for PhD students to get together to provide support for each other and talk about the PhD life. The reps for 2020/21 will be stepping down in the summer – the Head of Student Experience is in consultation with the reps to provide support for handover and continuation of this initiative

#### **Training/Events**

Each subject area has offered training in writing and publication for PhD students and the hope is to continue the development of this and further community/training opportunities in the coming year(s)

Each subject area in the School has created working groups to discuss further the development of training opportunities for PhD students. These groups will report back to the School PG Committee by the end of Semester 1. Feedback From STESG will also contribute to this discussion.

The School surveyed students regarding school level events and hosted an event entitled Zen and the Art of Academia where current academics discussed how they progressed in their careers and took questions from the students in attendance.

#### **Year on update:**

Following working groups in each subject area, plans are in place to enhance PhD student training and cohort building, as well as providing further guidance for supervisors within the subject areas.

- Philosophy will continue to run and develop their Pro-Seminar course for first year students as well as reviewing and enhancing their ongoing Professional Development Seminars offered throughout the year.
- Psychology will utilise their research groups (see Section 1) to build PGR cohort community. All students will be associated with a relevant group that will evaluate and provide specific training. More generally, a series of training and networking workshops are planned for the PhDs within Psychology.
- Linguistics & English Language have developed a year by year training plan for PhD students within the subject including the following:
  - First year students training conference

			<ul style="list-style-type: none"> <li>▪ 5 one-day courses followed by a presentation</li> <li>- Second year workshops on paper writing and job applications</li> <li>- Induction documents for all supervisor to review with new students</li> </ul> <ul style="list-style-type: none"> <li>• The new Careers Consultant for PPLS is in touch with organizers for each of these subject area initiatives, and it is expected she will run career and employability sessions in collaboration with them in coming years.</li> <li>• The proposed PhD PALS group mentioned above will also contribute to PGR networking and community</li> </ul>
6	<p><b>Market analysis:</b> Recommends that the School should engage with market demand and competitor market analysis to establish and understand the needs of future students and programme/course development.</p>	Ongoing	<p>The School utilises resources within the College insights team to provide market research data that will inform future discussions regarding the development of programmes.</p> <p><b>Year on update:</b> Further to discussions regarding recruitment opportunities for masters programmes, a detailed contact list for specific departments in US institutions has been developed and utilised. As a result of this a recruitment information session for North American Students was held on 10<sup>th</sup> March 2022.</p>
	<p><b>Market analysis:</b> Recommends that the School should reflect on its alumni activity</p>	Ongoing	<p>School alumni have been actively engaged with recruitment and conversion activities in 2020/21 including the following events.</p> <ul style="list-style-type: none"> <li>• Life after PPLS in March 2021 at which alumni talked about the steps they took after study and what they are doing now.</li> <li>• PGT Offer holder conversion event in June 2021. Alumni participated in subject area sessions and provided insight about their experience studying in PPLS.</li> </ul> <p>The School Postgraduate Office is working with the School Marketing &amp; Communications team to build further relationships with our alumni. We hope that this will provide a basis for further involvement in events for our current and prospective students in the future.</p> <p><b>Year on update:</b> Efforts to establish more comprehensive alumni lists and relationships are ongoing.</p> <ul style="list-style-type: none"> <li>• In 2022, alumni events targeted at current PG students will be held April 5 and 7, one featuring alumni who stayed in academia, the other alumni who moved into other sectors.</li> </ul>

7	<p><b>Industry links:</b> It is recommended that the School reflects on and defines their links to industry.</p>	Ongoing	<p>The School has established links with industry in relation to the MSc Speech &amp; Language Processing programme. Visiting speakers and lecturers regularly participate in activities in the School.</p>
	<p><b>Industry links:</b> Recommends that the School explore opportunities for improved links with industry through invited guest speakers and some vocational/placement activity.</p>		<p>We will explore further links to industry in other areas in the future.</p> <p>As noted above, the School intends to further develop relationships with our alumni.</p> <p><b>Year on update:</b> As above</p>
8	<p><b>Tutors and demonstrators:</b> Recommends that the University and the School are mindful of the impact on tutors' workload due to increased undergraduate student numbers during this period of hybrid teaching. Furthermore, consider how tutor observations can be undertaken for the period of digital teaching provision.</p>	Relevant to 20/21	<p>This recommendation has also been referred to University HR (Linda Criggie)</p> <p>Tutor observations in 2020/21 were carried out within the School via digital means. From September 2021, we anticipate most tutorial sessions to revert to in person on campus and so standard practice for observation and feedback will resume.</p> <p>All subject areas have an academic staff member who co-ordinates and monitors the workload of tutors within that subject. Work to support tutors is ongoing and closely monitored.</p>
	<p><b>Tutors and demonstrators:</b> Recommends that the School considers how marking load is distributed among tutors, how the quality of tutor teaching is linked to the undergraduate quality mechanisms and ensures equality of support for tutors.</p>	Ongoing	<p><b>Year on update:</b> The increase in UG numbers has been discussed at School level and plans are in place for reducing this to a size optimal for delivering high quality student and tutor experience. In the interim, temporary staff have been hired in order to support this large population, and to ensure that tutorial group numbers are kept within reasonable limits.</p>
9	<p><b>Feedback:</b> Recommends that the School review and reflect on feedback provided to students to ensure it is effective, explicit, useful and timely.</p>	Ongoing	<p>The timing of feedback in 2020/21 was affected by the impact of Covid-19 on our staff. All students were kept informed about when to expect feedback on their work.</p> <p>The form and quality of feedback is monitored in the School and External Examiners are also invited to comment on this during the Examination Board process. We will continue to monitor this as standard practice and provide guidance and support to markers where necessary.</p>

			<p><b>Year on update:</b> In addition to these ongoing activities, we have implemented a system to track the quality of MSc dissertation feedback, in order to identify any recurring issues.</p>
10	<p><b>Learning technology:</b> Recommends that the course development workshops continue and encourages the School to ensure the learning technologists are better integrated with the wider School community to enable academic staff to benefit from their knowledge and expertise, particularly their ability to support course design.</p>	Pending	<p>The School expects to resume development in this area as soon as we have a full complement of staff to support our activities. (see recommendation 4)</p> <p><b>Year on update:</b> Still pending, see 4 above.</p>

Please report on steps taken to feedback to students on the outcomes of the review

As noted in the responses above, the outcomes of the review have been discussed with students via the Staff/Student Liaison Committee and via specific communications regarding actions taken in response to the review.

**For Year on response only: Any examples of a positive change as a result of the review**

The majority of changes listed above will go into effect academic year 2022/23 so we have not yet been able to observe positive impact of these. However two changes have already received significant positive feedback from PGR students:

1. Solidaritea – which has been successful in building peer community and has been shortlisted for the Meaningful Connections Student Association award 2022;
2. A pilot version of a PhD only SSLC that was initiated explicitly to address PhD concerns regarding office space has been successful in that regard and has received positive feedback from the PhD community.