

The University of Edinburgh
Senatus Quality Assurance Committee

**Meeting to be held on Thursday 6 December 2018 at 2pm
in the Torridon Room, Charles Stewart House**

A G E N D A

1. **Welcome and Apologies**
2. **Minutes of the meeting held on Thursday 20 September 2018 and Notes of the electronic meeting conducted between 21-25 September 2018** SQAC 18/19 2A
3. **Matters Arising**
 - School Annual Quality Reports – Actions SQAC 18/19 2B
- For Discussion**
4. Annual Reports 2017-18:
 - Undergraduate Taught External Examiner Reports: Thematic Analysis SQAC 18/19 2C
 - Academic Appeals **CLOSED PAPER** SQAC 18/19 2D
 - Student Discipline **CLOSED PAPER** SQAC 18/19 2E
 - Complaint Handling SQAC 18/19 2F
 - Annual Review of Student Support Services SQAC 18/19 2G
5. Evaluation of Mid-Course Feedback SQAC 18/19 2H
6. Annual Monitoring, Reporting and Review – Minor Changes SQAC 18/19 2I
7. Degree Classification Outcomes **CLOSED PAPER** SQAC 18/19 2J
8. Students' Association School Reports SQAC 18/19 2K
9. PT System Oversight Group SQAC 18/19 2L
- For Information and Formal Business**
10. Internal Review Reports and Responses SQAC 18/19 2M
11. Thematic Review:
 - Mental Health Services Review 2015-16 - Implementation Update SQAC 18/19 2N
 - Black and Minority Ethnic (BME) 2018-19 - Progress Update Verbal
12. Enhancement-led Institutional Review (ELIR) 2020 - Update SQAC 18/19 2O
13. Enhancement Themes Institutional Plan - Year 2 SQAC 18/19 2P
14. Knowledge Strategy Committee SQAC 18/19 2Q
15. **Any Other Business**

H/02/28/02

16. **Date of Next Meeting:** Tuesday 26 February 2018, 2pm, Raeburn Room, Old College

The University of Edinburgh
Senatus Quality Assurance Committee

**Minutes of the meeting held on Thursday 20 September 2018 at 9am
in the Raeburn Room, Old College**

Present:

Professor Tina Harrison	Assistant Principal, Academic Standards and Quality Assurance (Convener)
Dr Shereen Benjamin	Associate Dean (Quality Assurance) College of Arts, Humanities and Social Science
Megan Brown	Schools Engagement Officer, Edinburgh University Students' Association
Brian Connolly	Secretary to Senatus Quality Assurance Committee, Academic Services
Lisa Dawson	Director of Student Systems and Administration
Dr Gail Duursma	School Representative (Engineering), College of Science and Engineering
Brian Green	Deputy Associate Principal (Learning & Teaching), University of Strathclyde
Dr Jeni Harden	School Representative (School of Molecular, Genetic and Population Health Sciences), College of Medicine and Veterinary Medicine
Dr Katherine Inglis	School Representative (Literatures, Languages and Cultures), College of Arts, Humanities and Social Science
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services
Dr Linda Kirstein	Dean of Education Quality Assurance and Culture, College of Science and Engineering
Sarah McAllister	Head of Operations & Projects & Assistant Director, Institute for Academic Development
Diva Mukherji	Vice President (Education), Students' Association
Dr Claire Phillips	Director of Quality Assurance, College of Medicine and Veterinary Medicine

In Attendance:

Vasiliki Pothitou Admissions Assistant, College of Medicine and Veterinary Medicine

Apologies:

Tom Ward Director, Academic Services

1. Welcome

The Convener welcomed the following new members to the Committee:

- **Diva Mukherji**, Students' Association Vice President Education.
- **Dr Linda Kirstein**, currently Director of Teaching in the School of GeoSciences and incoming appointment to the revised role of **Dean of Education Quality Assurance and Culture** in the College of Science and Engineering (CSE). It was noted that this role would involve the key aspects of the Dean of Quality role alongside a greater focus on enhancement of the student/staff experience and teaching culture, in line with the College's strategic priorities.
- **Dr Jeni Harden**, Director of Quality in the School of Molecular, Genetic and Population Health Sciences, and School Representative for the College of Medicine and Veterinary Medicine (CMVM).
- **Dr Katherine Inglis**, Director of Quality in the School of Literatures, Languages and Cultures) and School Representative for the College of College of Arts, Humanities and Social Science (CAHSS).
- **Lisa Dawson**, Director of Student Systems and Administration, co-opted member with expertise in student systems.

2. Notes of the electronic meetings conducted between 18 - 25 May 2018 and 20 - 27 August 2018

The Committee approved the notes of the previous meetings.

3. Matters Arising

For Discussion

4. School Annual Quality Reports 2017-18

The Committee discussed the report from the Sub Group tasked with reviewing School annual quality reports. The Committee also discussed a report outlining a selection of good practice identified by members of the Sub Group.

Action: College Deans of Quality to ensure that the outcomes of the Committee's discussions in regard to the School Annual Quality Reports 2017-18 are made available to and considered by the relevant College committee(s).

The Committee agreed the following should be included in the Sub Group report and will be included in feedback to the Schools:

- 2.1.6 Economics – reference to be added to the School's concern at the insufficient feedback it had received on College and University level actions from the last reporting cycle. The Committee noted the need to close the loop on College and University actions was a learning point from this year's review process and will be addressed retrospectively and going forward.
- 2.1.12 Social and Political Science – section to be amended to state that the report contained 'insufficient' reference to the Industrial Action (instead of 'no' reference).
- 4.1.1 Academic Community – section to include the School of History, Classics and Archaeology and the School of Health in Social Science as good examples of academic community building.

The Committee noted that the Sub Group considered each report with particular attention to: the Personal Tutor system; Degree Classification; and Industrial Action. The Committee noted that the Sub Group commended staff across all the Schools and Deaneries on the significant amount of work undertaken in relation to the Industrial Action. The Committee agreed the following action on Degree Classification outcomes:

Action: The School of Mathematics to submit an additional update to the December meeting of SQAC providing more reflective analysis on why more firsts are awarded at Edinburgh than at peer institutions.

The Committee noted that quality assurance and enhancement appeared to be disconnected from learning and teaching strategy in many Schools. The Committee agreed that School senior management involvement in quality assurance and enhancement is important and that School annual quality reports could ideally be used as part of leadership messages within Schools.

Action: The Convenor to discuss School senior management involvement in quality assurance and enhancement with the Senior Vice-Principal.

The Committee noted the many different sources and wide variety of formats of data considered during the annual monitoring, review and reporting process presented challenges for Schools. The Committee agreed that the sources of data needed to be reviewed with the aim of providing staff with clarity on how to access, interpret and effectively use data. The Committee noted the importance of trends and patterns of data for Schools rather than snapshots and suggested that Schools be provided with high-level data in line with the data sets used for teaching/postgraduate programme reviews. The Committee noted that Student Systems is currently undertaking work to review and enhance the provision of information on the Student Dashboards.

Action: Academic Services and Student Systems to discuss the provision of data to Schools for the annual monitoring, review and reporting process.

The Committee noted that several schools had mentioned low response rates to the Course Enhancement Questionnaires (CEQs) and had raised questions as to the value of the information provided to Schools from the process. The Committee noted that Student Systems was currently working with the Institute for Academic Development to improve response rates and understand what data schools would specifically value from the process.

Action: Academic Services to inform Student Systems of concerns raised in relation to low response rates for CEQS and requests for communications in relation to any plans to increase response rates or plans to review communications to students in regard to CEQs.

The Committee noted that in some schools there was a degree of disconnect in relation to actions and themes in reports between this year and the previous year. The Committee agreed that at the start of the reporting cycle a report should be sent to Schools providing an update on College and University level actions in order to close the loop from the previous reporting cycle and to act as an aide memoire for the next round of reporting. Members suggested that to help with the induction of new staff to the process an archive of exemplars of previous reports would be valuable as would guidance setting the context for the process and explaining its utility. Members also suggested that prompts should be added to the School annual quality report template to ensure that Schools include a narrative on postgraduate research provision and reflect upon how the actions they are taking reflect the student voice.

Action: Academic Services to amend the reporting template (including references to postgraduate research provision and the student voice) and produce an update report detailing actions requested of the Colleges and the University. Academic Services to liaise with Sub Group members and College Offices to identify actions that will be taken forward. The information in update report will be shared with Schools at appropriate points throughout the academic year by Academic Services and College Offices as appropriate.

The Committee agreed that a student member should be involved in the Sub Group review process but recognised that this may be challenging logistically due to the workload and timing commitments of the process. The Committee also agreed that an external member would not be required due to the external oversight on the Committee itself.

Action: Academic Services to discuss enhancements to the reporting process with College Deans and the Students' Association (specifically in regard to student input to the process).

Action: Academic Services to seek clarity on Student Staff Liaison Committee meeting requirements within the quality model.

The Committee noted the following themes of good practice for sharing across the University:

- **Academic Community** - a strong theme across many school annual quality reports. Schools use a variety of electronic tools to develop virtual academic communities such as online discussion boards, blogs, and social media. Schools also use different types of in-person meetings such as teaching fora, annual events, competitions, and tea/coffee mornings to develop academic communities.
- **Innovative Learning, Teaching and Assessment** - schools are continuing to use innovative learning, teaching and assessment methods to enhance the student experience.
- **Student Support** – the school annual quality reports evidenced numerous examples of the provision of effective support across many aspects of the student experience, including the Personal Tutor system, wider academic support, widening participation and employability.

The Committee noted the following areas for further development at University level:

- **Pressure on Staff Time** - as student numbers increase, staff are identifying challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. The Committee noted that the Sub Group had identified a particular tension between the provision of quality feedback to students on their assessments and feedback turnaround requirements. A number of comments specifically related to the increase in student numbers on postgraduate taught programmes.
- **Learning and Teaching Accommodation** - Schools continue to identify challenges with accessing suitable learning and teaching accommodation particularly in regard to the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. The Committee noted that where improvements had been delivered (such as additional social space in the School of Chemistry and the Appleton Tower development in the School of Informatics) there had also been improvements in student satisfaction scores in the National Student Survey (NSS). The Committee also noted that the Space Strategy Group was exploring the issue in greater depth with a student survey in 2018 and a further staff survey in 2019. The Committee agreed that strategic plans for increases to student numbers should be considered in line with estates developments.

<p>Action: Committee Secretary to invite the Space Survey Group to report findings of the student and staff surveys to SQAC.</p>

- **Personal Tutor system** - student feedback on satisfaction with the Personal Tutor system has dropped across a large number of Schools at both undergraduate and taught postgraduate level. The Committee noted that there was no strong sense amongst Schools of why satisfaction has dropped and recognised a need to think more fundamentally about the Personal Tutor system. Members suggested that the PT system had succeeded in providing a point-of-contact not just for student support but also student dissatisfaction, acting as a lightning rod for general student experience concerns which may not be related to the performance of PTs. The

Committee noted that schools were carefully considering the reasons for the drop and several had planned actions for academic session 2018/19 in response, including making changes to key processes and organisation. The Committee noted that following the decline in satisfaction scores, the University would be undertaking a holistic review of the Personal Tutor system which would link to a wider review of student support.

Action: The Convenor to prepare a report on the areas for further development for consideration at University Executive.

The Committee **approved** the Sub Group commendations and recommendations to Schools (with the amendments noted above) and agreed that the feedback to Schools should also include an update on College and University level actions in order to close the loop from the last reporting cycle.

The Committee noted that a University level event would be held on 6 February 2019 to share examples good practice from this round of annual monitoring (and internal review) reporting.

5. Internal Review Themes 2017-18

The Committee discussed the themes that emerged from teaching/postgraduate programme reviews held in 2017-18.

Action: College Deans of Quality to ensure that the outcomes of the Committee's discussions in regard to the Internal Review Themes 2017-18 are made available to and considered by the relevant College committee(s).

The following areas of good practice were noted:

- **Innovative learning and teaching** - examples of innovation in learning and teaching were identified throughout the reviews (in particular developments to enhance teaching practice, including discussion and teaching forums, exemplar sessions and Autonomous Learning Groups).
- **Listening to and responding to Student Voice** - there was evidence of examples of good practice specifically in relation to responsiveness to feedback.
- **Assessment and feedback** - reviews highlighted the wide variety of assessment methods and mechanisms used to provide feedback to students.
- **Student support** - the diverse ways of supporting students was commended, with a variety of good practice examples being highlighted (including pre-programme induction, peer support and alumni engagement).
- **Academic community** – supported through a variety of practices, including academic family and buddy systems, peer assisted learning schemes, as well as school conferences, seminar programmes and newsletters.

- **Supporting and developing academic staff, including postgraduate tutors and demonstrators, and professional staff** – particularly in relation to mentoring and peer support.

The Committee noted the following areas for further development:

- **Building academic communities** - recommendations made related to developing academic communities which enable students to engage with research and developing a strategy for community building.

Action: Academic Services to include building academic communities as a key theme at the University level sharing practice event scheduled for semester 2 2018/19.

Action: Academic Services to collate examples of good practice of building academic communities for Teaching Matters.

- **Student support** - recommendations related to extending peer mentoring, supporting student transition and clarifying expectations of the Personal Tutor system, including the number of meetings. The Committee noted that the University would shortly be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support and proposed no additional action.
- **Supporting and developing academic staff, including postgraduate tutors and demonstrators** - Recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments. The Committee noted that the University had established a task group to review the issue of Teaching and Academic Careers, considering how achievements in teaching are rewarded and recognised through the academic lifecycle and how the University can ensure it has appropriate academic development provision in place. Also, the Policy for the recruitment, support and development of tutors and demonstrators for will be evaluated in 2018/19 by Academic Services. The Committee proposed no additional action.
- **Provision of study and social space for students** - recommendations were made in relation to a lack of dedicated space for postgraduate research students at King's Buildings, pressure on all types of accommodation, and students establishing and maintaining a sense of identity with their school.

Action: The Convenor to include the provision of study and social space for students in the report to the University Executive on areas for further development identified from annual monitoring, review and reporting.

- **Resourcing and planning** - recommendations related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching. The Committee noted the importance of ensuring that there were sufficient numbers of teaching staff in place to meet any proposed expansion in student numbers.

Action: The Convenor to include the resourcing of programmes and courses in the report to the University Executive on areas for further development identified from annual monitoring, review and reporting.

6. Thematic Review

The Committee discussed the final report and recommendations of the 2017-18 Thematic Review of support for Mature Students and Student Parents and Carers.

The Committee noted the following key recommendations:

- **Data Collection** – the review panel recommended that the University develop and implement a systematic collection of data on student parents and student carers to provide a baseline understanding of these student cohorts.
- **Disclosure and Support** - the review panel recommended that the University develop and implement a systematic and sensitive disclosure process for student parents and carers with follow-up assessment of needs and appropriate support, advice and guidance. The review panel also recommended that the University consider developing a system of adjustments (covering issues such as extensions and examination arrangements) that are consistent with, but not the same as, those for disabled students.
- **Flexibility and Understanding** - the review panel recommended that the University explore the options for growing undergraduate part-time provision to provide more flexible study options for mature students and student parents and carers.
- **Child Friendly Campus** - the review panel recommended that the University conduct a strategic review of childcare provision, from the provision of child friendly spaces and crèche facilities to nurseries and childcare bursaries. The review must include benchmarking with peer institutions and consultation with students and staff in order to understand fully the needs of students and staff and to provide an evidence base for strategic decision making regarding the allocation of resources.

The Committee welcomed the findings and recommendations and thanked the review panel. It was noted that the University was seeking to expand its intake beyond the 'traditional' student profile as part of the new Widening Participation Strategy. The Committee agreed that the University must recognise the range of support needs of these student cohorts, including mature students and student parents and carers.

The Committee **approved** the report and recommendations.

Action: The Convenor to consider the appropriate allocation of the recommendations with the Senior Vice-Principal before the publication of the final report.

The Committee noted that the final report would be published on the Academic Services website and circulated to the heads of support services and academic areas included in the review, Assistant Principal Academic Standards and Quality Assurance, Deputy Secretary Student Experience, review panel, student and staff participants, and all areas responsible for

action. Following receipt of the final report, the areas remitted recommendations would be responsible for submitting progress reports (14 week and year-on) to SQAC for comment, approval and feedback. The Committee noted the importance of managing expectations during the communication of the report and findings by making clear that many of the recommendations would entail further consultative and developmental work by the individuals and areas with remitted actions.

7. Senate Committee Planning

The Committee discussed the arrangements for the forthcoming 2019-22 planning round and the initial thoughts on priorities for student experience, learning and teaching that should be engaged with during the planning round. The Committee discussed the inclusion of the key themes identified in schools annual quality reports, in particular the pressure on staff time due to increasing student numbers (which may link to the outcomes of the staff survey). The Committee agreed that employability should be added to the list of priorities and requested that the phrase "...ensuring that all teaching staff..." be changed to "... ensuring that all staff who teach...".

8. Annual Review of effectiveness of Senate Committees

The Committee discussed the outcome of the Senate Committees questionnaire on the effectiveness of the composition, support, engagement and impact of the Senate Committees. It was noted that members of the four Senate Committees had been invited to complete the questionnaire over the summer 2018.

The Committee considered suggestions for addressing some specific issues. The Committee noted that due to the recent changes to the membership of the Committee the gender mix was now predominantly female.

Action: Academic Services to monitor the membership of the Committees to ensure a representative balance.

9. MOOCs Annual Review 2016-17

The Committee discussed the annual report from the Massive Open Online Courses (MOOCs) Strategy Group.

The Committee agreed that next year's report should include more reflective analysis regarding MOOCs. The Committee suggested that the MOOCs Strategy Group could explore the demographics further to understand which groups are more likely to complete a certificate and progress onto further study at the University. The Committee also suggested that further analysis of the relative success rates for each of the three platforms would be useful. The Committee noted that the Learning and Teaching Committee receives an annual report on the strategic direction of MOOCs.

Action: Academic Services to develop and implement a template for the MOOCs Strategy Group annual report to the Committee.

10. Personal Tutor (PT) System Oversight Group

The Committee discussed an update on the work of the PT System Oversight Group, in particular the notes from the meeting of June 2018 where the School Personal Tutoring Statements 2018-19 were approved.

The Committee noted that the University would be undertaking a holistic review of the PT system but also that in the meantime the system would continue under the current framework. The Committee noted the Oversight Group was currently exploring options to improve the way the PT system was described and communicated to staff and students. This enhancement work included a review of the PT central webpages and a leaflet for students and staff providing guidance on what each should expect of the PT system. The Committee noted that the leaflet had been delayed due to the need for further discussion with Colleges regarding some aspects of the content but a resolution was being sought which would allow the leaflet to be published (albeit later than planned). The Committee noted that this issue was indicative of one of the main challenges facing the PT system: the tension between local autonomy and diversity of delivery, and the demand for more effective and consistent communication to students regarding the PT system.

For Information and Formal Business

11. Terms of Reference, Senate Committees Members' Guidance and Committee Priorities 2018-19

The Committee noted the Terms of Reference, Senate Committees Members' Guidance, and summary of the planned priorities for 2018-19 which was approved by Senate in May 2018.

12. Students' Association Vice President Education Priorities 2018-19

The Committee noted the priorities of the Students' Association Vice President Education for 2018-19 as follows:

- **Promoting a diverse curricula** - student groups are increasingly discussing the need for a curriculum which represents voices from various backgrounds, and one wherein students are exposed to a host of different perspectives.
- **Creating inclusive teaching environments** – ensuring that all teaching spaces are comfortable spaces for students from different backgrounds, and that students are able to challenge various view points and opinions in a healthy environment. This includes ensuring students can access necessary support services, both academic and pastoral.
- **Developing alternative approaches to learning** - encouraging the use of innovative teaching and learning pedagogies which centre student engagement in their academic journey. By ensuring students have opportunities to critically engage with their studies, to collectively build wider learning communities.

13. Scottish Funding Council Annual Report 2017-18

The Committee noted the University's annual statement on institution-led review and enhancement activity to the Scottish Funding Council (SFC).

14. Enhancement Themes Institutional Plan

The Committee noted the University's end of year one report for the Enhancement Theme, Evidence for Enhancement, Improving the Student Experience.

15. Service Excellence Programme: Student Administration and Support

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

16. Knowledge Strategy Committee

The Committee noted the update on matters considered by the Knowledge Strategy Committee.

17. Any Other Business

QAA Scotland Annual Visit

The Committee noted that at the annual QAA Scotland visit in May 2018, the University was encouraged to consider student representation for Zhejiang students and agreed that it should be referred to the School of Biomedical Sciences.

Action: Committee Secretary to refer to the Director of Quality, Biomedical Sciences.

18. Date of Next Meeting:

Thursday 6 December 2018, 2pm, Torridon Room, Charles Stewart House

**Notes of the electronic Senate Quality Assurance Committee conducted from
Friday 21 to Tuesday 25 September 2018**

NOTES

1. Formal Business

The electronic meeting was conducted to enable the Committee to approve a change to the External Examiners for Taught Programmes Policy which was not submitted at the meeting held on Thursday 20 September 2018 due to an administrative error. In order to rectify this approval was required via correspondence as a matter of urgency as, due to an internal communication issue, the policy change and the template letter had been communicated to key stakeholders and it was likely that Colleges would be making appointments for external examiners in the near future.

2. For Approval

External Examiners for Taught Programmes: Policy Review Stage 1

The Committee received a paper proposing the following changes to the External Examiners for Taught Programmes Policy:

1. the addition of a clause on notice periods for External Examiners terminating their appointments for 2018/19 (requested by the Deputy Secretary and College Registrars);
2. the introduction of a standard University template appointment letter for External Examiners.

The External Examiners for Taught Programmes policy is due for review during academic year 2018/19 with any amendments due for implementation in 2019/20. Since the External Examiner system is central to the UK quality framework, Academic Services will wait until the Advice and Guidance on the revised UK Quality Code has been published (expected late 2018) before conducting this review. However, the proposed changes are very unlikely to be affected by that Advice and Guidance.

The following was noted:

Members agreed that the changes were non-contentious and in line with sector norms.

Members suggested that stage 2 of the review consider an earlier deadline for submission of External Examiner reports given the change to the deadline for submission of School annual quality reports to the end of August. It was also suggested that each School/Deanery could set its own deadline as appropriate to the course/programme (e.g. for courses running in semester 1 with exam boards early in semester 2 it would be appropriate for some courses for the External Examiner report to be submitted a few weeks after that board).

Members also suggested that the standard template letter include the word 'normally' in the sentence referring to attendance at Board of Examiner meetings - i.e. 'External Examiners should normally attend all Board of Examiners meetings relevant to their appointment'. This would allow boards with multiple External Examiners to go ahead without ever External Examiner present (in line with current practice).

Action: Academic Services to consider Committee comments as part of stage 2 of the review of the External Examiners for Taught Programmes Policy.

The Committee **approved** the changes to the External Examiners for Taught Programmes Policy.

3. Date of Next Meeting:

Thursday 6 December 2018, 2pm, Torridon Room, Charles Stewart House

DRAFT

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

**School Annual Quality Reports:
Actions**

Executive Summary

School responses to the Committee's requests for further information in relation to the School Annual Quality Reports.

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

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

Action requested

Consider the responses and decide if they meet the original requests.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
Request for further information and therefore no resource implications.
- 2. Risk assessment**
The paper does not require a risk assessment.
- 3. Equality and Diversity**
Request for further information and therefore no equality and diversity implications.
- 4. Freedom of information**
Open.

Key words

School Quality Reports

Originator of the paper

Brian Connolly, Academic Policy Officer, Academic Services

School Annual Quality Reports 2017-18: Actions

At the previous meeting (20 September 2018) the Committee requested further information in relation to specific School Annual Quality Reports. The following responses were received:

School	Action	Response
Edinburgh College of Art	Edinburgh College of Art School to submit an additional update to the December meeting of SQAC clarifying what response had been made to the fair marking comment in the report.	This was due to a misinterpretation of the remit of externals by the examiner, who effectively wanted to work as a third marker by remarking individual pieces of work without considering the balance of marks across the entire cohort. The regs expert on the board did check with me at the time, and we agreed that re-marking individual pieces of work was inappropriate. The external did not ask for the cohort to be remarked. This was the final year of service for this external, and we will ensure that new externals understanding the regulations with regard to remarking individual pieces of work.
School of Law	School of Law to submit an additional update to the December meeting of SQAC providing a rationale for the decision to abolish the Director of Learning and Teaching role and explanation of new oversight arrangements.	The School of Law chose to abolish the role of Director of Learning and Teaching as of the current academic year. This was done in order to structure oversight of learning and teaching in the School in a more efficient way. The School has separate Directors of Undergraduate and Postgraduate Taught Studies, who oversee the management of day-to-day learning and teaching matters. We also have a Learning and Teaching Committee, which is responsible for strategic development in these areas. Against this background, it was felt that there was no continuing need for a further, separate, substantial administrative role relating to learning and teaching. Instead, convenorship of the Learning and Teaching Committee has been added to the remit of the role of Convenor of the Board of Studies. This is also meant to facilitate a greater “joining up” of the work of these two committees. In particular, the Learning and Teaching Committee is now tasked with assessing the strategic case for new

		courses and programmes before these are passed to the Board of Studies for approval on their academic merits.
School of Social and Political Science	School of Social and Political Science submit an additional update to the December meeting of SQAC on plans to address the fall in Widening Participation students.	Given the University's recently launched WP Strategy, SPS will work in line with that. There will be an SPS WP Group – our Director of Teaching/Deputy Dean is looking at the key stakeholders and players along with remit and terms of reference for this at the moment. Given that recruitment targets have already been reached ahead of schedule, SPS will continue to build upon our existing outreach and student recruitment work under the 'Aspiration and Early Engagement' and 'Support to Get In' strands of the strategy, working closely with colleagues in Student Recruitment & Admissions and their WP Team there. However, a new focus of our WP work here in SPS, and as I understand what the SPS WP Group will be focusing on initially, will be the 'Support to Succeed' and Support to Progress' strands – in line with the University's Widening Participation Strategy.
Deanery of Biomedical Sciences	Deanery of Biomedical Sciences develop strategies to address difficulties setting exams for the Edinburgh-Zhejiang (ZJE) Integrative Biomedical Sciences programme and submit a progress report to the December meeting of SQAC.	<p>Different challenges exist for different exam formats. For short-answer question format a decision was taken to introduce a more holistic rather than analytic marking scheme: a qualitative mark based on marking criteria awarded for the whole question rather than marks being awarded for individual pieces of information. This approach will allow a mark distribution more consistent with UoE standards and reward understanding over factual recall. In addition to this, greater choice of questions will be given in some courses and the scope of one course will be restricted as the content was judged to be too broad for a 20 credit course.</p> <p>For multiple choice questions, prior running of the courses is now allowing question analysis to determine which questions from the bank can be used. This can also be used to determine the general types of question that students have most difficulty with. MCQs were already designed with a set number of</p>

		<p>questions at perceived difficulty levels; this process will allow more accurate classification of levels.</p>
	<p>Deanery of Biomedical Sciences submit an additional update to the December meeting of SQAC providing more clarity on plans to address the previous year's actions (ensuring that it matches the actions identified in last year's report).</p>	<p>Further details on progress with actions recommended in 2016-17 report:</p> <p>Modifying marking schemes in response to NSS assessment and feedback responses: Common marking schemes for honours electives have now been completed and released. A consultation process for marking schemes across the programmes has begun with the aim of producing a guidance document for COs. Given the breadth of assessment formats in the Deanery a single marking scheme would not be appropriate.</p> <p>Reviewing course handbooks and websites: This action referred to inconsistencies between course handbooks and information on Deanery websites (e.g.: out-of-date marking scheme in honours elective handbooks) which have now been resolved. PGT handbooks have been completely rewritten.</p> <p>Course organiser and administrative guidance: Guidance documents for COs and administrative staff have been written and consulted with COs. Programme Director documents are currently out for consultation. All will be released for the next academic year.</p> <p>Honours electives: Feedback/review sessions: these now occur and are minuted across the elective portfolio.</p> <p>UG and PGT on the same course: there are not currently any courses in this category.</p>

		<p>Feedback on exam scripts: this has been widely encouraged and discussed at CO meetings.</p> <p>Feeding forward core Evasys scores to following year's students: this action has not been taken due to concerns that it could make it difficult for courses to improve, due to reduction in student numbers on previously negatively-viewed courses and concerns of confirmation bias: students are told a course is bad so will view it as bad. Other approaches to better inform students about the content of honours electives are being explored e.g.: through Deanery website.</p> <p>Key ZJE administrative processes: new staff and standard operating procedure documents are now in place.</p>
<p>Deanery of Clinical Sciences</p>	<p>Deanery of Clinical Sciences submit an additional update to the December meeting of SQAC providing more clarity on plans to address the previous year's actions (ensuring that it matches the actions identified in last year's report).</p>	<p>To update on progress from the planned actions identified in Deanery of Clinical Science's AY16/17 report:</p> <p>Deanery Postgraduate Management. From July 2017 the Deanery formed the Student Experience Executive Group (SEEG). This initially met monthly, now every two weeks to consider Special Circumstances, Annual Review of PGR, Complaints, PTES outputs, Course Enhancement Questionnaires, SSLC reports and ad hoc QA/E matters as they arise, all collated by the PG Manager (Moirra Henderson). The Deanery has now appointed a PG Special Projects Manager (Kate Farrow) who is working with the DoQ to specifically address issues raised in the PPR concerning the alignment of resource and strategy from growth.</p> <p>Increased interaction with students: The DCS event was held again and moved from Welcome week in response to student feedback (ie too many events in Welcome week). We have engaged effectively with the on-campus community and are working with the Chairperson of the Little France Postgraduate Society, currently focussed on specific actions</p>

		<p>about the a) effectiveness of the Deanery's SSLC and b) strategies to close the feedback loop.</p> <p>Deanery Events & Academic Community: In response to student feedback we a post-graduation reception in the Playfair library for our students, to be repeated at the November 18 graduations.</p> <p>Identification of a route for ethical review of dissertation projects. This continues to be a pressing requirement for several programmes, again raised during annual review. We have made no progress with this beyond preliminary discussion at SEEG.</p> <p>A portfolio approach to programmes management. We have advanced discussions with the Head of Deanery and with the Medical School and a portfolio approach to business planning is favoured. The DoQ and PG Special Projects Manager have been tasked with providing a structural proposal, modelled on a Clinical Sciences Teaching Organisation (CSTO) for review by the Deanery Management Team. The PPR has been hugely influential in our forward planning and we request that this be indicated to the review team.</p> <p>PT for ODL. The planned action was to ask Programmes to survey students for feedback on the PT system to support a needs-based revision of provision. Some programmes have done this and note that PT provision is mostly not required by our ODL students who are mid-career health professionals.</p> <p>Special Circumstances Committees: The planned action was to operate a SSC at Deanery level. This has been achieved and SC from programmes are considered by the Deanery committee every two weeks.</p>
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		<p>Board of Studies. We requested action to the Head of EMS is to devolve BoS activity to each Deanery. This was agreed and has been operational since the start AY17/18, meeting quarterly.</p> <p>Course Enhancement Questionnaire: The action was to review current practice across programmes to establish policy for best practice. This is review is underway and will be considered by SEEG in 2019, accepting that our priority is currently the planning and implementation of a CSTO.</p>
<p>Edinburgh Medical School (MBCbB, MSc Clinical Education and Associated PGR students)</p>	<p>Edinburgh Medical School (MBCbB, MSc Clinical Education and Associated PGR students) submit an additional update to the December meeting of SQAC on progress on actions planned in last year's report (ensuring that it matches the actions identified in last year's report). The update should also include additional reflection on plans to address: National Student Survey results; the pressure of Personal Tutor/Tutee ratios for postgraduate taught students; and progress to resolve tension between those charged with delivering teaching and</p>	<p>Progress with actions planned in last year's report and any recommendations from last year's Senate Quality Assurance Committee sub group meeting:</p> <p>National Student Survey results The results are disappointing but not a surprise. We have publicised the data to staff (UoE and NHS) and students and have discussed our action plan for the outcomes of the NSS to try and address the recurrent themes within the responses. It is of note that the responses to virtually identical questions used in our routine ACT feedback (Scotland wide) gave satisfaction scores almost twice as high. We think there may well be a framing effect, and that individual components reflect a general dissatisfaction (although we note the PT scores rose considerably). Of concern is that criticism of the quality of teaching now features in the free text comments (previously, comments were more about the volume rather than quality of teaching).</p> <p>Progress to resolve tension between those charged with delivering teaching and availability and management of resources</p>

	<p>availability and management of resources.</p>	<p>Senior Medical School staff will continue to work with the relevant NHS Boards, to ensure that the ACT funding model (which identifies potential funding based on teaching activity using the NES national model principles) can be implemented successfully at Module/Specialty level and that adequate time for undergraduate teaching is agreed with Clinical Directors across all specialties. There remains no UoE managerial control at module level over availability of resources to deliver teaching. University staff teaching on the MBChB are from Deaneries; and NHS staff line management is to the NHS, with no formal UoE input at module level. There is a mismatch between staffing and clinical imperatives — teaching continues to lose out. This has the pernicious effect of lowering the morale of those charged with organising clinical teaching.</p> <p>The pressure of Personal Tutor/Tutee ratios for postgraduate taught students The ratio of staff/tutees is still excessive, limiting meaningful support for our group of distance learners.</p> <p><u>MBChB</u> Going into our second year of the implementation of Learn, we believe this is still a work in progress. A Learning Technologist will be appointed by College and will work with each module to both standardise layout and improve content. We have also met with the University team who are working will all programmes across the university to consider ways of improving the VLE.</p> <p>Wi-Fi We have made progress with wi-fi availability for students whilst on regional placements but this will remain an issue as third parties own the hardware in regional sites. We are working with College IT to address any issues that arise.</p> <p>Administration Support</p>
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		<p>NHS Lothian have agreed to meet the costs of increased hospital based administrative support (8 hours a week / module) from ACT funding. This will have a positive effect on the production of student timetables and induction whilst on NHS sites. This is an NHS project but we hope that posts will be in place for the start of 2019.</p> <p>Brand and Estate A new medical school building is being planned, and two additional senior administrator posts in Medical Teaching Organisation have been created. The PT system is being reviewed, with the School and University, with the aim of improving the student experience.</p> <p>Alberta Programme We are making a number of changes including: revamping the Alberta program; discussing 'community' and communication methods with the College communications team; considering the use of longitudinal placements/ clerkships; and changes to our assessment systems in the light of the National MLA (UK wide medicine qualifying exam).</p> <p>We note the plans by the HoC to meet senior UoE academics and address engagement with the MBChB programme.</p> <p>Pedagogical Research There are various changes underway: joint approaches with NHS Lothian (including external speakers); away writing days; and encouragement for the publication of Masters work.</p>
<p>School of Chemistry</p>	<p>School of Chemistry submit an additional update to the December meeting of SQAC providing more clarity on plans to</p>	<p>Previous Year's Action: The School's reorganisation of teaching within years 1-2 and within laboratory practicals will be monitored to ensure that the changes made are having the desired effects, with modifications being made as necessary.</p>

	<p>address the previous year's actions (ensuring that it matches the actions identified in last year's report).</p>	<ul style="list-style-type: none">• From the School Report: In order to address the diverse content of the Scottish Higher/Scottish Advanced Higher /A-level/IB syllabi, major changes in the way we teach 1st year (with knock on effects for 2nd year) were introduced over the last 2 years. Our approach has been to increase the academic level whilst ensuring that sufficient support systems are in place, particularly in the 1st semester. We now offer the following in 1st year:<ul style="list-style-type: none">• Writing workshops• Lectorials and workshops to introduce and develop problem-solving techniques• Structured small group tutorials with instant feedback• Formative pre-laboratory exercises• Training in experimental design• Help with structuring an effective learning approach• On line videos of all 1st year lecture material• Extra-curricular workshops in exam technique <p>In 2nd year the direct entry students, consequently, are faced with a higher academic level than was previously the case and therefore we have put in place further support mechanisms to help these students. These include extra-curricular tutorials, Catch-Up Chemistry (online videos and quizzes covering the more difficult aspects of the curriculum) and a student support programme run by senior students.</p> <p>We have been greatly encouraged that throughput rates in years 1 and 2 have increased and student feedback has been largely positive. The academic preparation for 3rd year is now more rigorous (with the inclusion of applied mathematics exercises and a greater emphasis on computational chemistry in 2nd year). First indications are that student</p>
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		<p>performance in 3rd year is improving and we hope that this will be confirmed by throughput statistics in the coming years.</p> <p>Previous Year's Action: The degree programme reorganisation project will progress over the next few years, with numerous changes to be introduced.</p> <ul style="list-style-type: none">• From the School Report: The UGT degrees being offered by the School of Chemistry are in the process of major reorganisation. Our previous offering consisted of over 20 different degree titles, with specific programmes for Chemistry, Chemical Physics, Environmental, Materials and Medicinal and Biological (MBC) offered in both MChem (integrated masters) and BSc forms. All of the former were also offered in Year in Industry, Year Abroad and in house options. All current students have been given the opportunity to switch to the new range of degree programmes, which are limited to Chemistry, Chemical Physics and MBC offered in either MChem or BSc forms. The opportunity to spend a year on industrial placement or abroad remain optional constituents of the MChem programmes, but will no longer form part of the degree title. <p>Currently all the degree programmes mentioned above remain active, with the old ones being phased out over the next 3 years, and no new students being enrolled on them. In the interests of simplicity, our QA process now focusses on the Chemistry, Chemical Physics and MBC programme streams, which cover all the individual courses being offered to our students.</p> <p>Previous Year's Action: Each of the core chemistry courses in years 1-5 will produce a 'Course Enhancement Report' during Semester 2. These will take student feedback from multiple sources (NSS, ESES, SSLC, Course</p>
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		<p>Questionnaires, Mid-semester feedback events etc.) and address the issues raised by highlighting the actions taken by the School in response. The reports will close a gap in the current feedback loop, and importantly will be delivered while students are still on course so that they can see how issues they have raised have been addressed. The reports will also incorporate the External Examiners' comments and School responses from the previous academic year.</p> <ul style="list-style-type: none">• Additional Information: Course Enhancement Reports were produced for each core course during 2017-18. These were long documents that took a significant administrative toll. Ultimately the students did not engage with the information as presented and it was clear that providing students with long documents to read would not have a positive impact on student satisfaction (the overall aim). The reports have therefore been abandoned for 2018-19. Action-response information will be provided to students by course organisers following SSLC meetings (a system currently in place). <p>Previous Year's Action: Various innovations piloted in one of the laboratory courses this year will be rolled out to the remaining courses e.g. use of online student discussion forums within Learn.</p> <ul style="list-style-type: none">• Additional Information: For 2nd and 3rd Year labs we now have a discussion board operated by a senior demonstrator. Innovations within all labs are ongoing. <p>Previous Year's Action: The Years 1 and 2 course committees for Chemistry and Biological Chemistry will be reconfigured. There are currently three separate committees: all 1st year courses; Chemistry 2; Chemistry for Life Sciences 2. To promote vertical integration of courses these will be reformed into two committees: Chemistry1/Chemistry 2 and Biological Chemistry 1/Chemistry for Life Sciences 2.</p>
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		<ul style="list-style-type: none"> • Additional Information: Completed <p>Previous Year's Action: A 'placement student communications coordinator' will focus on ensuring that students are appropriately supported while they are on their industrial placement/year abroad.</p> <ul style="list-style-type: none"> • Additional Information: A placement student communications coordinator was appointed (Dr Fabio Nudelman). Due to the reorganisation of our honours years, very few students are on placement in 2018-19. Support for our placement students in 2019-20 will be adapted to reflect the fact that they will be final year students and that the course structure has been modified. Preparations are underway.
School of Engineering	School of Engineering submit an additional update to the December meeting of SQAC providing the missing text in relation to 'Introduction of year coordinators in Chemical Engineering.	"In Chemical Engineering, year coordinators have been appointed for all years of the undergraduate programme. These coordinators will ensure that timetables and coursework submissions are optimised for their year and will deal with overarching issues for their year cohorts on Chemical Engineering degree programmes. The year coordinators are members of the Teaching Committee for Chemical Engineering."
School of GeoSciences	School of GeoSciences resubmit the report for December SQAC with reflective analysis of: National Student Survey, Personal Tutor system, Postgraduate Research, Degree Classification, and Industrial Action.	To be considered by the Sub-Group.

School of Informatics	School of Informatics submit an additional update to the December meeting of SQAC identifying actions for 2018/19 in relation to assessment feedback.	<p>The School of Informatics continues to work on improving the timeliness and effectiveness for students of feedback on assessment. In 2018/19 we have the following actions relating to this.</p> <ul style="list-style-type: none">• The School has developed a personalised student tool for coursework planning (see attached screenshot). This shows a week-by-week layout of coursework and feedback timings, customised by course enrolment. Content is automatically generated from central APT data, enhanced with time and date information on coursework release, submission and feedback. <p>The tool is currently in testing with teaching staff to check reliability before rolling out to all students.</p> <p>For consistency the same timing information is automatically included in Informatics course pages on Learn. Students get a consistent view not simply on deadlines but also how they can balance workload across weeks of semester and when they will be able to act on feedback.</p> <ul style="list-style-type: none">• There is a new Informatics working group consulting on assessment and feedback criteria, to gather good practice from across the School and coordinate its uniform deployment across courses. Student and staff feedback in previous years identified clear gaps in expectations, understanding and practice over the School. The group is preparing guidelines and reusable templates to circulate good practice, and most recently held a Teaching Lunch event for staff.• Informatics is undertaking a comprehensive curriculum review, currently beginning roll-out from Year 1 in 2018/19 and 2019/20. In doing so we are using this as an opportunity to embed the existing school policy (https://edin.ac/2rdav6Y) on structuring assessment and feedback: in
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		<p>particular managing timetables so that feedback is always available for use in following coursework.</p> <p>These build on existing mechanisms for improving feedback standards, continuing from previous years:</p> <ul style="list-style-type: none"> • Weekly meetings between student reps and the Director of Teaching are a rapid means of resolving immediate problems with feedback. • Teaching staff responding in-class to student mid-semester feedback has been effective in raising engagement and communication around student concerns. • Informatics continues to support a distinct Feedback Officer role, recently transferred from Ian Stark to Shay Cohen. For 2018/19 this also has explicit administrative support from the school teaching office.
<p>School of Mathematics</p>	<p>School of Mathematics submit an additional update to the December meeting of SQAC providing more reflective analysis on why more firsts are awarded at Edinburgh than at peer institutions.</p>	<p>The School's Director of Teaching and the Convenor of the Board of Examiners have recommended that any updates beyond what is stated in the School's Annual Quality Reports 2017-18 are deferred to after the 2019 May examination diet, as data will be forthcoming then to inform a reflective analysis of the effects of the measures that have been implemented by the School to date. In particular, the School will refine its scaling policies, with a focus on rescaling A/B borderlines without altering the overall proportion of grades at B or better via the introduction of three scaling points, with one set at the B borderline, as was done in the previous examination diet. Adherence to these policies will be enforced by the Convenor of the Board of Examiners. In the meantime, the School will continue its active monitoring of marking standards in courses with a high proportion of continuous assessment, and adjust marking guidelines as required. Moreover, marks profiles for final-year projects and dissertations will be closely monitored; where necessary, a remarking will be performed on the</p>

		basis of the detailed grade descriptors that have been developed by the School as part of a recently implemented online tool for the assessment of projects and dissertations. Finally, it is anticipated that the School moving to “nochoice” examination papers in Honours years will lower the proportion of grades at A.
School of Physics and Astronomy	School of Physics and Astronomy submit an additional update to the December meeting of SQAC covering two actions from the previous year which were not addressed: internship scheme and student forum actions.	Despite testimonials from pilot students and other promotion/advertising, uptake of industrial placements continues to be disappointing. For the last two years, we have not been able to fill all of the offered industrial placements.

The Committee is asked to consider the School responses and decide if they meet the original requests.

Brian Connolly
Academic Policy Officer, Academic Services

The University of Edinburgh
Senate Quality Assurance Committee

6 December 2018

Undergraduate Taught External Examiner Reports: Thematic Analysis 2017/18

Executive Summary

An analysis of data from the External Examiner Reporting System (EERS). Covers undergraduate programmes for academic year 2017/18 and provides comparison with 2016/17. Includes analysis of major themes arising from commendations, suggestions, issues and comments identified for institutional escalation in the External Examiners' reports and summarises report status.

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

Relevant to the Committee's responsibility for the quality assurance framework.

Action requested

To discuss the report and identify any University-level actions (assigning to specific areas as appropriate).

College representatives should ensure that the outcomes of the Committee's discussions are available for consideration by the relevant College committees.

How will any action agreed be implemented and communicated?

The Committee should consider implementation and communication of any agreed action.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The paper is a report on activity and no resource implications are identified.

2. Risk assessment

The paper is a report on activity and no risk assessment is required.

3. Equality and Diversity

The paper is a report on activity and an equality impact assessment is not required.

4. Freedom of information

The paper is **open**

Originator of the paper

Susan Hunter, Academic Services
26 November 2018

Undergraduate External Examiner Reports: Thematic Analysis 2017/18

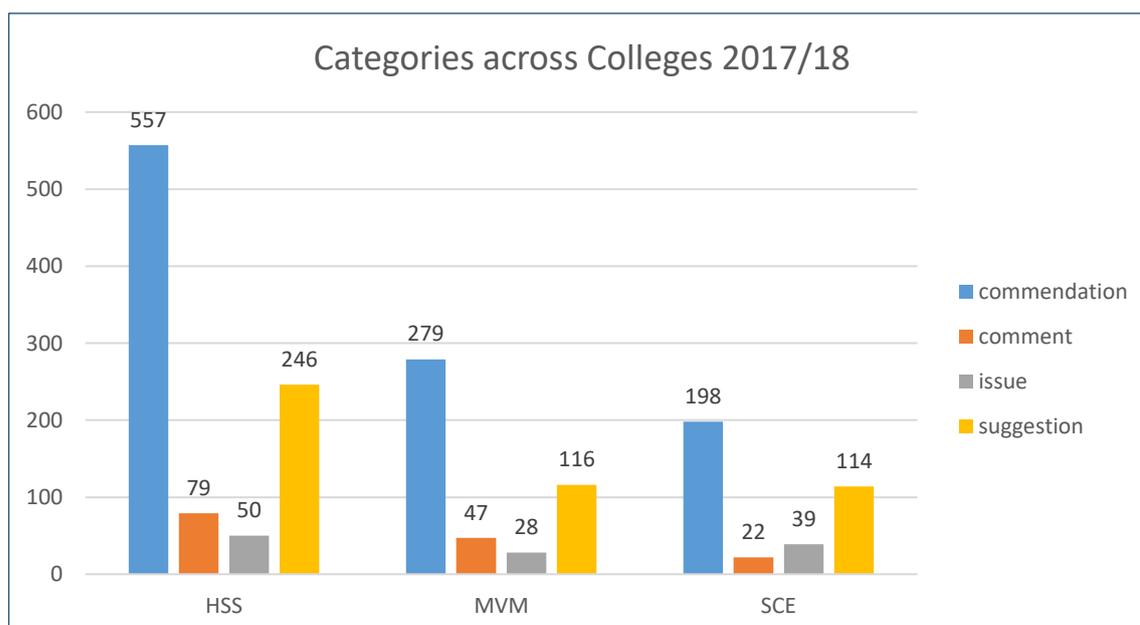
1. Introduction

- 1.1 This report provides a thematic analysis of External Examiner reports for undergraduate programmes. Analysis was conducted based on data available on 19 November 2018.
- 1.2 **Action requested** Senate Quality Assurance Committee should discuss the report and identify any University-level actions (assigning to specific areas as appropriate).

2. Analysis of major themes

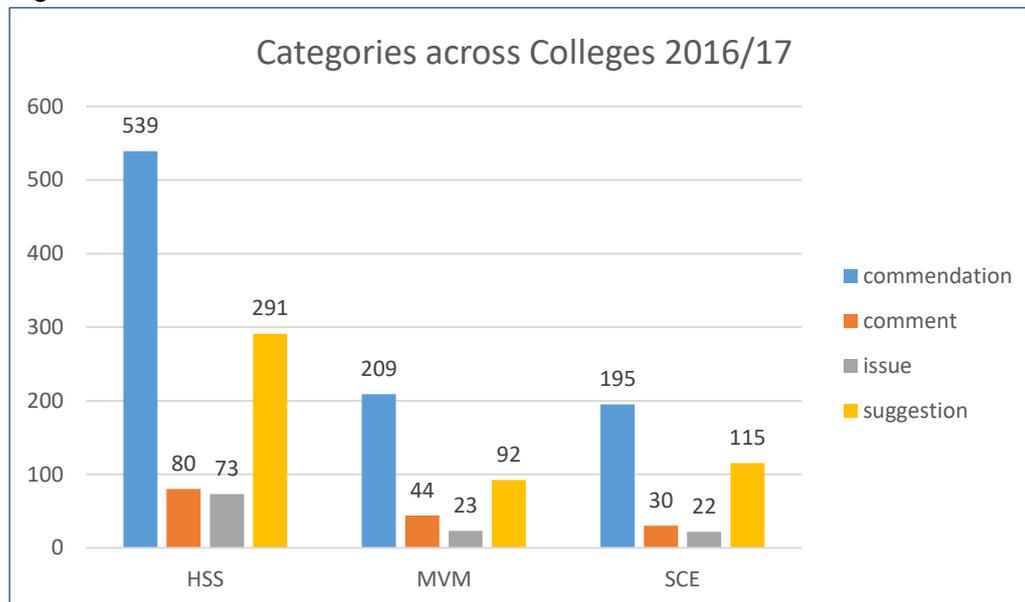
- 2.1 Analysis continues to show a high number of commendations across the University and a low number of issues. The totals in all categories have increased, particularly commendations in the College of Medicine and Veterinary Medicine (MVM), compared with the previous year. This reflects the proportionate increase in the number of reports received.
- 2.2 All Schools have a higher number of commendations than suggestions, comments or issues from their External Examiner reports. The majority of Schools received more than 50% of total remarks as commendations.

Figure 1



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

Figure 2



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

2.3 Commendations

As in 2016/17, External Examiners most often commended the main theme of The Assessment Process across all three Colleges, with the sub-theme of Student Feedback most commented on. Some examples of External Examiners' comments are:

"This is one of Edinburgh's real strengths. Staff should be warmly commended for the amount of time and effort that they put into crafting constructive and detailed feedback."

"Your students receive a rather remarkable level of feedback on all aspects of the courses I looked at. The procedures in place are commendable and they are implemented fully and admirably by the Department, as far as I can see."

"The feedback provided to students was particularly helpful. It related very clearly to the success criteria identified."

2.4 Suggestions

The Programme Development and Enhancement sub-theme “Enhancing student learning experience” attracted the highest number of suggestions. External Examiners made suggestions in all Colleges. The majority of suggestions were specific to courses or programmes but the most common theme related to exploring the balance, appropriateness or use of alternative assessment methods.

2.5 Issues

Overall, 117 issues were raised. As in 2016/17, the main theme was Provision of Information with 39 comments made across all Colleges. However, this year the sub-theme of “Issues Raised in a Previous Report” had the most comments at 19 and these related to a variety of topics. There were a small number of comments on a common theme of communication with and information provided to External Examiners. Schools have responded to all comments raised in this area.

3. Additional analysis of issues, suggestions and comments

Analysis showed two main additional themes emerging consistently across Schools and Colleges.

3.1 Induction

External Examiners reports showed the majority thought they had received comprehensive information and felt well supported, representing a more consistent experience from the previous year. The most common suggestion, from a small number of External Examiners, was that additional support and guidance on accessing and navigating systems at Edinburgh would be helpful.

3.2 Moderation

External Examiners were broadly satisfied with internal moderation. Some External Examiners reported a lack of consistency across moderation in some courses, that it was sometimes difficult to identify evidence of how marks were reconciled and that they were not always clear on the moderation process for some assessments.

4. Overview of the number of External Examiner Reports

4.1 Table 1 shows the total number of undergraduate reports by College compared with the previous academic year.

	2017/18	2016/17
College of Arts, Humanities and Social Sciences (CAHSS)	159	158

College of Medicine and Veterinary Medicine (CMVM)	71	62
College of Science and Engineering (CSE)	42	41
Total number of reports	272	261

Table 1: Number of undergraduate reports

- 4.2 Table 2 shows the number and stage of undergraduate reports in each College for 2017/18 and 2016/17

Table 2: Number and stage of reports

	Report Stage	2017/18	2016/17
AHSS	Response Submitted (complete)	98	112
	Draft Response (response outstanding)	44	27
	Draft Report (report outstanding)	14	11
	Allocation	2	3
	Cancelled	1	5
MVM	Response Submitted	44	51
	Draft Response	11	2
	Draft Report	10	5
	Allocation	5	2
	Submitted Offline	0	2
	Cancelled	1	0
SCE	Response Submitted	34	36
	Draft Response	4	1
	Draft Report	2	2
	Cancelled	2	2

- 4.3 Colleges are continuing to contact Academic Response Co-ordinators to ensure completion of any outstanding draft reports and responses as soon as possible. As some External Examiners have resigned, Colleges do not expect to receive their reports. Reports at allocation stage may be reports allocated in error, duplications or not expected due to External Examiner resignation. In 2017/18, the number of reports recorded in the system as submitted offline reduced to zero.

5 Comments identified by Academic Response Coordinators as Institutional matters

- 5.1 Academic Response Coordinators can flag comments for School, College or institutional escalation. In 2017/18, seven remarks were flagged for institutional escalation. Of these, six were **suggestions** with the majority relating to the handling of special circumstances at Boards of Examiners meetings. Other suggestions related to the appropriateness of exam software and formalised scaling of exam marks. There was one **issue** in relation to communication with the External Examiner about when and how to make reports and feedback on

outcomes of their reports. This may also relate to the suggestions in the theme identified in 3.1 above.

Table 3: Institutional escalation themes 2017/18

Board of Examiners Meetings (suggestion)	4
Programme Development and Enhancement (suggestion)	1
The Assessment Process (suggestion)	1
Issues Raised in a Previous Report (issue)	1

Table 4: Institutional escalation themes 2016/17

Issues raised in previous reports (suggestion)	1
Board of Examiners Meetings (suggestion)	1

Susan Hunter
Academic Services
26 November 2018

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Annual Report on Complaint Handling 2017-18

Executive Summary

In line with the requirements of the Scottish Public Services Ombudsman (SPSO) and the University's Complaint Handling Procedure (CHP), this paper reports on the handling of complaints to the University for the academic year 2017-18.

Action requested

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

How will any action agreed be implemented and communicated?

The Investigations Manager will be responsible for taking forward points relating to data collection and further analysis.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no immediate resource implications.

2. Risk assessment

There are no risks in the report per se, which is for information only. Risk management is a key element in the successful handling of all complaints, especially those which carry the potential for reputational damage to the University and/or claims for compensation.

3. Equality and Diversity

SPSO carried out an EIA before publishing the model CHP. This report covers complaints received, some of which relate to matters where equality and diversity is a consideration.

4. Freedom of information

This paper is open; data from it will be published on the University's complaint handling web pages.

Key words

Complaint

Originator of the paper

Jean Grier, Investigations Manager, November 2018

Annual Report on Complaint Handling 2017-18

Description of paper

1. In line with the requirements of the Scottish Public Services Ombudsman (SPSO) and the University's Complaint Handling Procedure (CHP), this paper reports on the handling of complaints to the University for the academic year 2017-18.

Action requested

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

Recommendation

3. There are no recommendations at this stage.

Background and context

4. The CHP has two stages. Stage 1 Frontline Resolution should be used in the majority of cases, with likely outcomes being an on-the-spot apology, an explanation or other action to resolve the complaint very quickly (within five working days). Stage 2 Complaint Investigation is appropriate where attempts at Frontline Resolution have failed, or where the issue is sufficiently complex, serious or high risk from the outset that Frontline Resolution would not be appropriate. The CHP specifies that the following will be reported internally:

- 1) 'performance statistics detailing complaint volumes, types and key performance information, for example on time taken and stage at which complaints were resolved'
- 2) 'the trends and outcomes of complaints and the actions taken in response including examples to demonstrate how complaints have helped improve services'

Discussion

5. For the purposes of complaint reporting, the University has around 50 'areas' – each of the Schools, College Offices, and designated support services. Areas report quarterly on complaints resolved at Frontline. All Stage 2 complaints are managed centrally by the Investigations Manager.

6. During the 12 month period 1 August 2017 – 31 July 2018, areas reported a total of 718 complaints (480 from students with the remainder from members of the public and a very small number from staff members). This is a significant increase on the previous year's figure of 467, with 465 being recorded for 2015 – 2016.

7. It is believed that the majority of Frontline cases were resolved within the five-day time limit, but data on this was not being recorded consistently by areas. Mechanisms for logging complaints have still not been improved as we had hoped, and further work will be done on this during the coming year.

8. In total, 437 'complaints' were raised through the central complaints@ed.ac.uk mailbox, showing a continuing increase from previous years (342 in 2016-17, 294 in 2015-16, 205 in 2014-15 and 156 in 2013-14.) Of these:

- 156 (95 in previous year) cases were referred to the appropriate areas for Frontline resolution and are thus also counted in the 718 total for the year.
- In 41 (35 in 2016-17) cases, the 'complaint' was resolved through an explanation.
- 8 (13 in 2016-17) complaints were not considered – 5 of these because of 'unacceptable behaviour' on the part of the complainants, 2 because they were time-barred and 1 because it was an attempt to re-open a complaint which had been completed through the University's procedures.
- The SPSO contacted the office regarding 24 cases, many of which were appeal cases rather than complaints.
- A few cases were referred for investigation under another procedure – student conduct (19), staff capability/disciplinary (6), or academic appeal (4).
- 17 cases were referred back to complainants for more information or for third party DPA clearance.
- 17 complaints were raised about matters which were not the responsibility of the University, most of these coming from members of the public.

The number of requests under FoI or DPA legislation showed a slight increase, with 38 requests this year (32 in previous year).

There were no readily discernible trends in the range of issues complained about. Significant industrial action did lead to a high volume of queries, expressions of concern and some complaints, though the majority of these were handled at source and are not recorded in the figures quoted above.

A continuing trend has been the number of occasions on which staff members have consulted the Investigations Manager for advice on cases at an early stage, either to give a 'heads-up' on an imminent complaint, or to check that their proposed frontline approach to a complaint seems appropriate. Such approaches account for the majority of cases not specified in the breakdown above and demonstrate the value of the complaints staff as an advisory resource, rather than purely handling final-stage casework.

9. During the academic year, a total of 9 (9, 8, 13) complaints went to Stage 2 Complaint Investigation. Three of these were linked cases which were handled as a single investigation and one case was managed through a 'hybrid' procedure primarily led by HR. The small number of complaints going to Stage 2 means that 99% of complaints were again resolved at Frontline.

10. Investigations should be completed within a maximum of 20 working days, unless an extension is given for good reason. None of the cases investigated this year were completed within that time frame. Of the 9 investigations, 5 were closed within 12-15 weeks, 3 within 15 – 20 weeks and 1 within 20 – 25 weeks. Delays arise for many reasons but are often in response to requests by the complainant who may wish an

investigation to be put on hold for a time. Difficulty in identifying suitable interview dates for staff is a major factor. In one case, the investigator had to be replaced for family reasons, which inevitably led to further delay.

11. The breakdown of Stage 2 investigation outcomes over the past four years is as follows:

• Complaint fully upheld	0 (0, 1, 1)
• Complaint partially upheld*	2 (2, 1, 1)
• Complaint not upheld	7 (6, 4, 11)
• Complaint withdrawn	0 (1, 0, 0)
• Resolved by other means	0 (0, 1, 0)
• Still under consideration	0 (0, 1, 0)

*Many complaints cover several issues. Where any of these are upheld, the outcome for the investigation as a whole is recorded as 'partially upheld'.

One of the complaints which was partially upheld related to staff attitude, and the other related to the support provided to a student in a dispute with another student.

The figures above, and the fact that none of the Stage 2 investigations were fully upheld, demonstrate that frontline resolution is working well in the majority of cases.

12. Improvements to services may arise due to investigation of a complaint, whether the complaint is upheld or not. Examples of such improvements in the past academic year include:

- Induction for part-time tutors in one School has been strengthened, with more emphasis being placed on University policies such as Dignity and Respect.
- Discussion are ongoing with HR regarding improved mechanisms for considering hybrid cases.

13. As of 2016, the SPSO now issues 'annual letters' to institutions, and it is clear from the data that the University of Edinburgh sees a significantly higher number of cases going on to the SPSO for review than does any other institution, even when adjustments are made for size of institution. Of cases referred to SPSO in 2017-18, 14 relate to unsuccessful academic appeals, 9 to complaints, and 1 to a conduct hearing. Whilst SPSO largely endorsed the University's handling of cases which were investigated by them during the year, they were critical of the handling of one appeal case. The relevant College had already been asked to review their practices, and changes have been put in place to avoid a recurrence.

Resource implications

14. There are no immediate resource implications. The hours for the part-time Complaints Assistant were increased from 0.4 FTE to <0.6 FTE, in part to assist during the absence on sick leave of the Investigations Manager. Assistance was also sourced from a member of staff in Academic Services who has been contributing <0.2 FTE since

April 2018. The 'Complaints Department' remains very vulnerable due to low staffing levels and absence of robust cover arrangements.

Risk Management

15. There are no risks in the report *per se*, which is for information only. Risk management is a key element in the successful handling of all complaints, especially those which carry the potential for reputational damage to the University and/or claims for compensation. Internal Audit reviewed the handling of student complaints during 2017 and reported accordingly.

Equality & Diversity

16. SPSO carried out an EIA before publishing the model CHP. This report covers complaints received, some of which relate to matters where equality and diversity is a consideration.

Next steps/implications

17. The Investigations Manager will be responsible for taking forward points relating to data collection and further analysis.

Consultation

18. The information in this report has also been provided to CMG.

Further information

19. Author

Jean Grier

Investigations Manager

15 November 2018

Freedom of Information

20. This paper is open; data from it will be published on the University's complaint handling web pages.

The University of Edinburgh
Senate Quality Assurance Committee

6 December 2018

Report on the Annual Review of Student Support Services

Executive Summary

Report on the review of Student Support Service annual reports for 2017/18. In 2016/17, we operated a light-touch review and services had no formal recommendations to report progress on in this reporting cycle. The paper highlights some areas of good practice, themes arising from the service reports, summarises the service reports and areas identified for consideration in the next reporting cycle. Fourteen services participated, including Estates, which took part for the first time.

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

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

Action requested

For discussion and confirmation of areas identified for further consideration by services.

How will any action agreed be implemented and communicated?

Academic Services communicated reader commendations and areas for further consideration to Student Support Services. The paper identifies responsibility for implementation of any actions and services are asked to report follow up actions in the next year's annual report.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Resource implications are implicit in existing planning by support services.

2. Risk assessment

No risk assessment is included in the paper as it reports on areas for further consideration identified to services. Services carry out risk assessment on areas for development.

3. Equality and Diversity

Services consider equality impact as part of the annual reporting process.

4. Freedom of information

The paper can be included in **open** business.

Originator of the paper

Susan Hunter, Academic Policy Officer, Academic Services
26 November 2018

Report on the Annual Review of Student Support Services

1. Reporting process

1.1 2017/18 annual reporting process

As approved by Quality Assurance Committee (QAC) in April 2017, Academic Services, in consultation with the Deputy Secretary Student Experience and Assistant Principal Academic Standards and Quality Assurance, developed a revised reporting template. We developed the template to align with the University service expectation review and Academic Services asked Student Support Services to submit their reports at the beginning of October 2018. We allocated two readers to each report and readers submitted their reports by the beginning of November 2018. The QAC sub-committee held two meetings, a readers' meeting and a full sub-committee meeting, in November 2018. Readers discussed all service reports at the readers meeting and identified areas for further consideration and common themes. A full sub-committee meeting, to which Service Directors were invited, discussed the identified themes and heard presentations on some areas of positive practice.

In consultation with the Deputy Secretary and Assistant Principal, Academic Services will review the reporting template based on the first year's operation. The template review will take account of the priorities to increase focus on student experience key performance indicators and the Service Expectation Review.

2. Full sub-committee meeting report

2.1 Sharing examples of positive practice

- **International Student Advisory Service (ISAS)**
Global Community: Refugee Advisory Group and humanitarian work

ISAS established the Refugee Advisory Group to share practice, insight and experience in supporting applicants, students and scholars at the University with a refugee, asylum seeker or humanitarian background. There is no standard approach across the sector. Ensuring the Group had the right people involved had been a challenge, particularly as a sense of shared interest can be an effective driver for the formation of a community of practice. The group aimed to encourage interest and involvement by taking action and following up on impact.

- **University Sport and Exercise**
Staff Development: Step Up programme

The Step Up programme is a six month development programme intended for all sport and exercise staff (student opportunities are unavailable at present) on grades UE02-UE05 (in contrast to the University's traditional focus on leadership training

programmes for higher grade staff). Staff have welcomed the Step Up programme and the service holds a gold Investor in People Award. The service staff's attitude and service focused approach provides a great example of getting the details right. A similar ethos should be encouraged across all University services. It is important to encourage staff and raise career expectations while also being clear that promotion is not automatic and staff may need to seek career progression opportunities elsewhere across the University or beyond.

- **Student Recruitment and Admissions (SRA)**

Digital transformation: social media and student blogs

The SRA approach aims to create communities before arrival and provide a platform for the diversity of student voices. The service is seeking a more flexible approach to the tension between freer and more responsive communication and the need to ensure information is trustworthy. SRA launched student blogs in 2016 and students are encouraged to choose their own blog topics. Activity, diversity and collaborations have grown year-by-year. A Facebook group for all students starting in 2018-19 has more members than any other Welcome Week Facebook group with 5,000 followers. SRA recognises the importance of capturing 'golden nuggets' of information from the diverse spread of communications and has a team collating these. The Pre-arrival and Induction Team is working closely with the Students' Association to encourage student involvement.

- **Student Counselling Service**

Impact Reporting: Key Performance Indicators (KPIs)

The Student Counselling Service (SCS) uses KPIs to set service standards for student experience and measure the service's impact on the student experience. Response times: SCS assesses 62% of student users within one week of referral and 35% receive counselling within one week of assessment. Clinical Outcomes (CORE): 90% of SCS student users are in a clinical population, that is struggling psychologically more than the general population. Clinical Impact on Academic Outcomes (CIAO): The number of students describing SCS as being a very important, or the most significant support in helping them stay at University increased by 7% (347 students).

2.2 Themes arising from service reports

- **Key Performance Indicators (KPIs)**

The meeting considered how we set service standards for student experience and measure the impact of the service on the student experience. Discussion covered the following points:

- Evidence: KPIs are very effective when making cases for additional resources.
- Challenge: the Principal has required academic areas to measure their impact on the student experience; the same will now be required of Support Services.

- Tyranny of the Survey: Support Services have an opportunity to consider and agree a variety of KPIs in order to avoid recourse to the relatively blunt, traditional fall back instrument of the student satisfaction survey.
- Customer Service: what does 'good' customer service look like? Is there a key, standard single measure? How do more 'back-office' services measure their impact on student experience? The meeting could not identify a singular, standard metric applicable to all services.
- Benchmarking: determine what metrics matter to this institution, find out which institution does it well and see if it is applicable here.
- Data Mining: use an innovative approach, drawing on information from a number of existing sources (for example, social media). Could be risky given the recent data mining controversy.
- Thematic Approach: the meeting noted that clustering services and KPIs under collective themes, relevant to the way students experience the University, might offer a way forward.

- **Working in partnership to support the student experience**

The meeting considered opportunities for more joining up across services in supporting aspects of the student experience or student journey. Discussion covered the following points:

- Joined-up Approach: Stirling is considering opportunities for more joining up across services in supporting aspects of the student experience or student journey.
 - Thematic Review: the process by which the University reviews the quality of the student experience in relation to a particular theme or aspect of student support, rather than an individual service or academic area.
 - Diversity: there are numerous interesting and creative activities across services. From the student perspective, seamless linkage would further enhanced these activities.
 - Navigation: students do not want to have to navigate several service points before they get what they want.
 - Integrated Hub Model: moving to a hub-spoke model could make service provision simpler for students by translating each services' operations into a joined-up single outcome – the University student experience.
 - Impact: an outcome-based model would also make it easier to measure impact and performance at the point of delivery.
 - Accountability: the meeting noted that, if measured by outcome, it might be difficult to disentangle contributions and determine where services are performing well and where they need more support.
- **Affordability and finance**
- The meeting considered services' financial impact on students, how we support students experiencing financial difficulty and deliver affordability. Discussion covered the following points:
- Financial Impact: the University must do more to support students experiencing financial difficulty by considering the financial impact of services.

- Pre-arrival: more information and advice for students and parents before arrival so that their expectations are more realistic.
- Joined-up Advice: the Advice Place and Student Funding and Scholarships need to maintain strong links with joined-up advice.
- Accommodation: the price of accommodation is a cause of hardship for students returning, or staying over the summer, for resits. Costs are high due to the peak tourist season.
- Canteen Facilities: members suggested that a quick fix could be the provision of more microwave oven facilities in canteens so that students could heat their own food on campus.

3. Summary of service reports

Service reports are available for all participating Services and sub-committee members on the Student Support Services Annual Review wiki (restricted access):

<https://www.wiki.ed.ac.uk/display/SSSAR/Student+Support+Services+Annual+Review+Home> (EASE log in required).

We operated a light-touch review in 2016/17 and services had no formal recommendations to report progress on in this reporting cycle. Academic Services provided reader reports to all services for information. Readers identified key points and areas for consideration summarised below. In addition to any areas for consideration identified for individual services, we will ask all services to consider the following points to inclusion in their 2018/19 reports:

- Establishing KPIs (measuring impact). The Student Counselling Service report provided a good example of impact demonstration.
- Services report honestly on challenges and actions required to address them (both by the service and by others). Some reports tended to focus on the positives rather than engage critically with the issues that are likely to have a positive impact on the student experience going forward. The Careers Service report was highlighted as a good example of reporting risk analysis and mitigating actions
- Addressing feedback, in particular feedback on feedback – closing the loop.
- Length of submissions: keeping to guidance of 10 pages. Services do not need to include lengthy descriptions of their activities. Focus on reflecting on what is working well and what needs further development.
- Commitment to staff development, for example a staff development KPI.
- Analysis of service usage: good example provided by Finance service annual report.

Action for QAC: to approve the points listed above for consideration by all services.

3.1 Accommodation Catering and Events (ACE)

Readers commended ACE for its Residence Life innovations, particularly in relation to dealing with complex, student welfare issues and a new mental health appointment within

the team. The service has also introduced initiatives on providing clearer financial information and support for students experiencing financial difficulties and expanded catering options.

Areas for further consideration and reflection in next year's report:

- **Affordability of student catering:**
 - Is there potential to roll out "Heat and Eat" across campuses?
 - Is there opportunity to benchmark with other institutions?
 - Is there opportunity to work with the Students' Association (for example on choice, brands/franchising)?
- **University nursery:** impact on student experience
- **Plans for refurbishment at Pollock Halls:** impact on student experience

3.2 The Advice Place

The Advice Place's secret shopper initiative is a proactive way of using our students to gain service user feedback. Readers commended the way the Advice Place is managing volumes with increased demand and the impacts on students through triaging drop-in users. The service is also taking positive action in supporting staff dealing with complex student cases.

Areas for further consideration and reflection in next year's report:

- **Case management system:** how is it working and is it helping to manage volume?
- **Operational changes:** impact on student experience

3.3 Careers Service

Readers commended the Careers Service proactive work on employability with School Development Plans. The service has exciting partnerships with Schools, Colleges and across services that represent the personalized service students' desire. The service report provided a good example of reporting risk analysis and mitigating actions with its risk analysis table.

Areas for further consideration and reflection in next year's report:

- **Engagement table:** including School level detail in the engagement table

3.4 Chaplaincy

Readers commended the Chaplaincy for its community building activity. The Chaplaincy provides an excellent space for students to engage with and have conversations on issues. Readers also commended the Chaplaincy for providing an impressive range of opportunities, support and offering different perspectives. The service's positive feedback shows students

and staff value the Chaplaincy. The Chaplaincy engages positively in dealing with complex student welfare cases.

Areas for further consideration and reflection in next year's report:

- **Mindfulness:** what is the potential to rollout mindfulness working with Schools?
- **Reach:** are there ways to reach students who could use the Service but are not?

3.5 Edinburgh Global (including International Student Advisory Service)

Edinburgh Global provided two reports including a separate report for the International Student Advisory Service.

Readers commended Edinburgh Global's partnership working with Careers and Student Recruitment and Admissions as an area of positive engagement. The service also provided collaborative opportunities for staff development through its International Staff Week activity.

Readers commended the International Student Advisory Service's humanitarian work, specifically with the Refugee Advisory Group and Council for At Risk Academics. The service also provided an all-time low visa refusal rate for the University in 2017/18. Readers highlighted the service's merger with the new Student Immigration Service in 2018/19 as a positive development for risk management.

Areas for further consideration and reflection in next year's report:

Edinburgh Global

- **Risk section:** potential for more reflection and learning from other service reports (for example Careers Service)
- **External benchmarking:** include comparison, for example with other institutions' services
- **Engaging male students:** are there ways to encourage more engagement?

International Student Advisory Service

- **Student feedback:** it would be useful to include reflection on feedback from student service users
- **Service merger:**
 - Dealing with the merger into the new Student Immigration Service
 - User perceptions of the merger

3.6 Estates

This was the first time Estates had submitted a report to the Student Support Services annual review. Estates is a complex service operating across all aspects of the University

from estate to maintenance to utility and security provision. Readers commended the report, which showed a positively motivated service and list of priorities. The service reported an impressive list of achievements linked to the University Strategic Plan.

Areas for further consideration and reflection in next year's report:

- **User experience:**
 - Reflection on available evidence for greater insight into user experience.
 - Reflection on mechanisms for getting student user experience – are surveys the best way?
- **Risk analysis:** balance and challenges of resourcing for maintenance and big projects
- **Achieving priorities:** reflection on how priorities will be achieved

3.7 Finance

Readers commended Finance for its positive practice of reflecting and implementing change monthly. The service is the recipient of an impressive variety of awards for individuals, teams and the department. The report highlighted excellent granular data on service use, which is an example of positive practice for sharing.

Areas for further consideration and reflection in next year's report:

- **Impact of change:** reflect on changes in mechanisms without increase in resources

3.8 Information Services Group (ISG)

ISG has made good progress regarding lecture recording, resources for learning, resource lists and makerspace. Readers commended the service for providing a good, self-critical report on a complex service. The report made good use of thematic grouping of drivers and feedback and honest reflection on challenges and mitigating actions for risks. The service shows meaningful engagement with the University Strategic Plan

Areas for further consideration and reflection in next year's report:

- **Impact of initiatives:** more evidence on impact of initiatives on the student experience
- **Working with service users:** articulating feedback with service plans and reflecting on impacts for staff and benefits for student experience

3.9 Institute for Academic Development (IAD)

Readers commended the IAD's ongoing work on improving communications and developing online workshops for increased accessibility. The service was a key contributor to implementing the University Learning and Teaching Strategy. IAD included a good balance of reflection on challenges to the service in the annual report.

Areas for further consideration and reflection in next year's report:

- **Deepening impact:** how is the service going to achieve this?
- **Joining up with other parts of the University:** reflect on challenges for the service

3.10 Student Counselling Service

Readers commended the Student Counselling Service for doing an outstanding job under increasing pressures. The service achieved favorable and clearly prioritised waiting and referral times during 2017/18. The report provided exemplar reporting on impact demonstration, included helpful demographics, data, and focused KPIs.

Areas for further consideration and reflection in next year's report:

- **Impact of change:** how do staff development and changes to the operational model affect the student experience?
- **Partnership working:** are there opportunities to do more with Residence Life and work with other services (for example Chaplaincy)?

3.11 Student Disability Service

The Student Disability Service has made good progress on incorporating Disability Review recommendations. Readers commended the service for its positive improvements in communication with Schools and disability contacts. The service is undergoing some restructuring with the introduction of a new IT system and line management structure.

Areas for further consideration and reflection in next year's report:

- **New management system:** how is it working and what affects the student experience?
- **Training audit:** what were the outcomes?
- **Interaction with Schools:** is there potential to learn from Careers Service interaction with Schools (may help with risk mitigation reporting)

3.12 Student Recruitment and Admissions

Readers commended Student Recruitment and Admissions' engagement approach to continuous improvement; do and be rather than tell. The service has identified market intelligence as a priority, which is a positive key development. Readers commended SRA's increased use of social media and student blogging to represent the diversity of the student population. The service's report included good reflection and clarity on risk assessment.

Areas for further consideration and reflection in next year's report:

- **School engagement and student journey: linking activity**

- Progress with engagement work with Schools and services (including ACE) to deliver a more coherent and streamlined student journey from initial contact to arrival, especially communication with students.
- Realise opportunities to translate the learning from the postgraduate communications project to prospective and new undergraduate communications.

3.13 Student Systems and Administration

Readers commended Student Systems and Administration for managing under difficult circumstances with an increasing number of new initiatives and priorities for a service not fully resourced. The report provided an honest reflection on challenges. The service has undergone considerable change during 2017/18 and Service Excellence Programme priorities have considerably affected its activity.

Areas for further consideration and reflection in next year's report:

- **Understanding the user experience:** potential for working with and learning from academic colleagues
- **Impact of change:** reflect on ongoing operational changes, new structure, management team and impacts on student experience

3.14 University Sport and Exercise

Readers commended University Sport and Exercise for its approach to staff development and highlighted its Step Up programme as a model of positive practice. The service report provided an exemplar of a well-developed and comprehensive report. Readers highlighted the use of infographics in the service report as positive practice, which could be adapted for others.

Areas for further consideration and reflection in next year's report:

- **Summer camps:** what is the potential for engaging the wider community through Sports Centre use in summer? There may be potential to benchmark what other institutions are doing in this area.

3.15 Areas for consideration by others

Service Excellence Programme (arising from Student Systems and Administration report)

- Importance of refining priorities and phasing priorities.
- The need for procurement of systems that communicate with each other.

Action for QAC: to approve the points list above for consideration by individual services and Service Excellence Programme.

Susan Hunter, Academic Policy Officer, Academic Services
26 November 2018

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Mid-Course Feedback: An Evaluation

Executive Summary

Provides an update on the evaluation of mid-course feedback carried out in March 2018.

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

Aligns with the University's Strategic Plan objective of Leadership in Learning

Action requested

To discuss whether:

1. A follow up evaluation should be carried out in semester 2 to allow some longitudinal data comparison
2. Mid-course feedback should be extended to postgraduate taught provision
3. The implementation of mid-course feedback should be monitored through annual monitoring, review and reporting processes (see Paper SQAC 18/19 2I)

How will any action agreed be implemented and communicated?

Academic Services will communicate any new arrangements to Schools and Colleges as part of the annual 'new policies' communication. Decisions will also be communicated through the Directors of Teaching Network.

Resource / Risk / Compliance

1. Resource implications

Resource implications for mid-course feedback vary according to the School context and methods chosen but clearly do exist (although not quantified). Feedback to date suggests that the positive benefits justify this resource.

2. Risk assessment

Effective arrangements for students to provide feedback on their courses assist Schools to manage the risk of students not being satisfied with their student experience. The paper does not raise any new risks.

3. Equality and Diversity

The Student Voice Policy has a published Equality Impact Assessment (EqIA). If any major changes are made to the Policy or practice the EqIA will be reviewed.

4. Freedom of information

Open.

Originator of the paper

Assistant Principal Professor Susan Rhind

Evaluation of Mid-Course Feedback
Susan Rhind, September 2018

Background

Following initial roll-out in 2016-17 for courses at honours level, all undergraduate courses were required for 2017-18 to operate a system to collect and respond to mid-course feedback (MCF) from students. Colleagues were guided in this activity by examples provided through the IAD website and face to events and were informed of the rationale below for this activity.

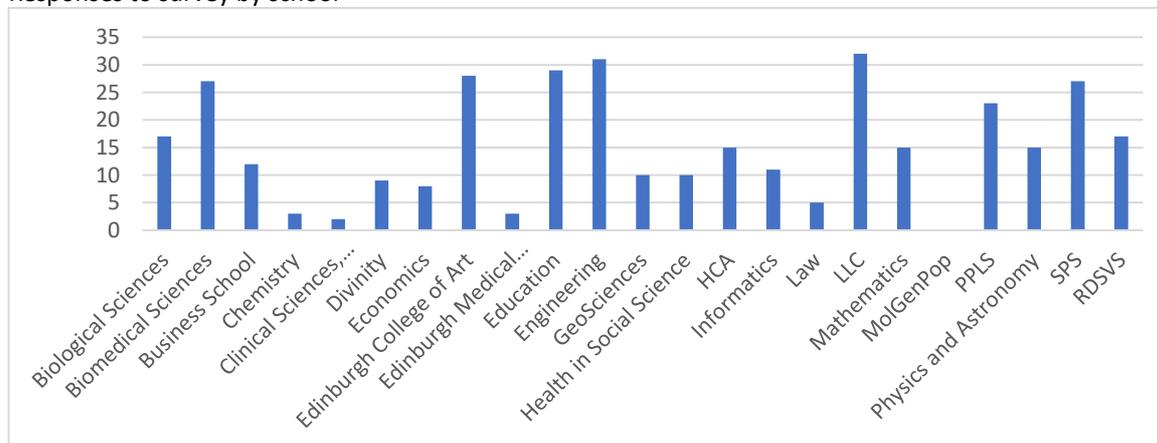
‘The rationale for this activity is to promote a sense of dialogue between staff and students from the earliest stages, by providing opportunities for staff to gather (and respond to) mid-course feedback from all students. Such opportunities already exist in many courses. In practice this can allow staff to explain why courses are structured in certain ways, or indeed why changes have evolved in response to previous cohorts’ input’

A survey was developed for course organisers and went live at the end of March 2018. Due to the industrial action, no follow up reminders or ‘chasing’ was carried out. The response rate was 349 (18%).

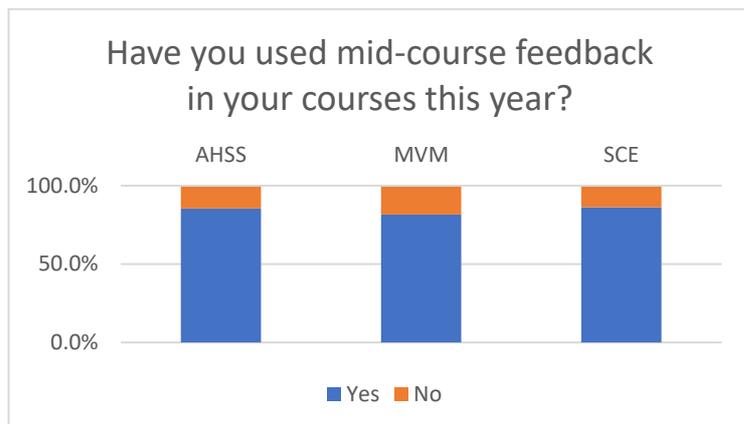
A more complete evaluation will be prepared for QAC later in the year however at this stage, this initial evaluation is presented both for information but also to stimulate some discussion around future management and reporting of MCF.

Results

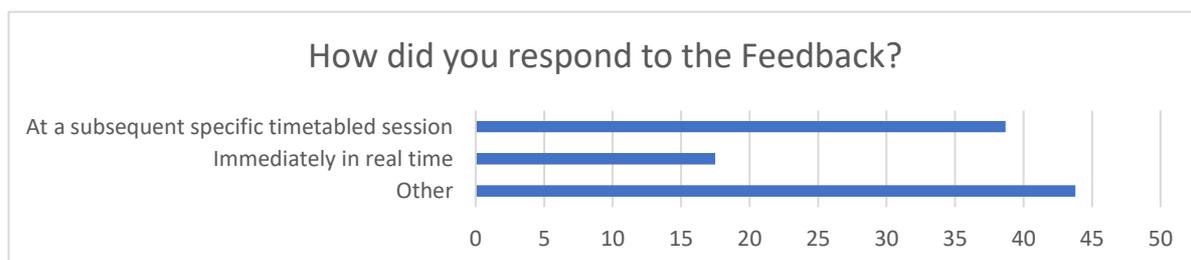
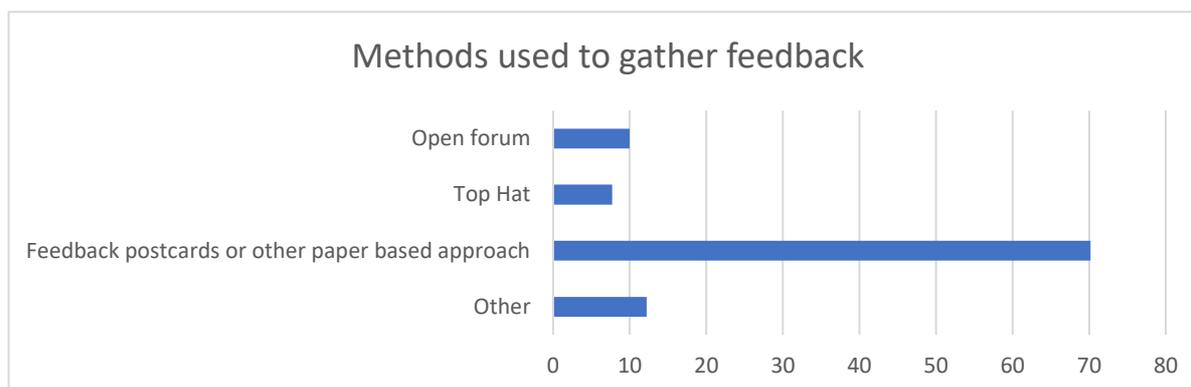
Responses to survey by school



Across the University, 85% of respondents had used mid-course feedback in their courses in 2017-18 with split by college shown below.



Across schools, the range was 0% (Edinburgh Medical School) to 100% (Deanery of Clinical Sciences, Economics, MHSE, Law, Physics) however it should be noted that at the school level response rates by individual school were sometimes very low so this may not be representative of the overall picture in these schools.



'Other' included mostly written responses e-mailed or posted on learn or discussed at a future event and via student reps.

Did the mid-course feedback raise any issues you would otherwise have been unaware of?

Yes:34%, No: 66%

Common themes from those responding 'yes' are shown below alongside illustrative quotes

The teaching – delivery, personnel	
	Difficulty seeing what I was doing on board, slides. Difficulties with lecture recordings. Some misunderstandings of the lecture material.

	thanks to the feedback of the students, I am now using the paper visualiser instead, which has the advantage of being safe in terms of size (it is projected on the screen) and of being recorded.
	One of the lecturers is not using the flipped classroom style, using TopHat. Students clearly indicated that they preferred TopHat style lectures
	Handwriting being too small (easily remedied).
	useful to get feedback on perceived pace etc of lectures that students probably wouldn't have otherwise provided.
	The feedback flagged up an issue with a specific tutor on the course; I then spoke with him directly to discuss his tutoring. In general the feedback told me that the course was working well for most students, which is useful information
Facilities/ logistics	
	The room I was using had a microphone that recorded but did not transmit. I had told the students about this but some weren't aware. They were able to ask about using the microphone/talking more loudly.
	some students were uncomfortable with seating arrangements in labs. To the best of our ability, we fixed this
	didn't realise students objected so much to the random lecture theatre selection
Course structure or content	
	There were a number of consistency issues, regarding the quality of tutorials, of lectures given by invited speakers and of essay questions. These were raised by the students and taken into consideration
	Several students commented that they didn't like carrying a topic over from one week to the next and preferred to move on to a new subject each week. Previously, I hadn't considered this a problem.
	These are more about the students' perception of how a curriculum is developed and about reinforcing the coherence of the syllabus and connections between the various components. What may appear obvious to the lecturer/tutor is not necessarily so to the student.
	For one course, I was unaware that the students were having trouble understanding the focus for the weekly lectures
Signposting, clarification	
	That students were unsure of the reading list, despite it being published on the reading lists service. This was an opportunity to direct students towards that (again!)
	I also had the opportunity to consider the assessment and make this clearer to them in a subsequent lecture.
	Lots of requests for more information about the format of the exam, even though that was already described on the course VLE page and many past papers are available.
	Clarity on what materials can be brought to the exam by students. The students would like to have less materials in the reading list. The students would like to have, at least for the first seminars, one hour in form of lecture and one hour in form of seminar/discussion.

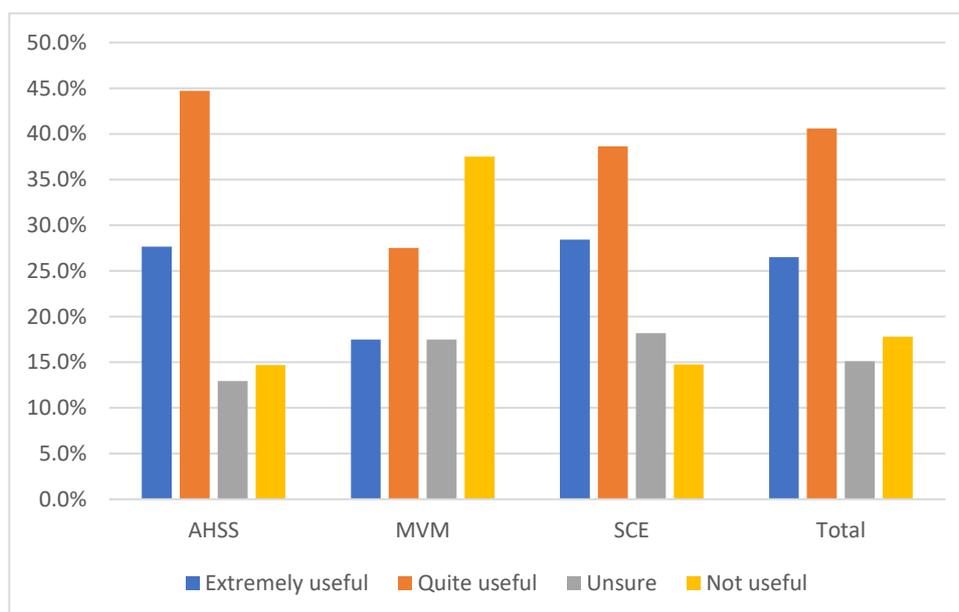
Please briefly explain why you opted **not** to use mid-course feedback in your courses this year. (52 RESPONSES)

10 respondents indicated this was due to the industrial action. Remaining themes and illustrative quotes in table below:

Not Aware (15)	
	I was not aware that it was required. Or how to undertake the process. My apologies. If I could be advised I will, in future, comply with this regulation.
	Was expecting guidance from School on process but did not see it. I would like to use mid-course feedback but have the questions and responses and survey mechanism provided in

	a standardised way as they are done for end of course surveys, rather than ad hoc mechanisms which require individual lecturers to set up.
	I was not made aware of it; in previous semesters, admin had told me explicitly about it.
	Sorry. Don't know what is meant by mid-course feedback.
Do something else (2)	
	I use my own feedback mechanism and collect qualitative data throughout the course. This has proved to be very constructive.
Don't agree with it (4)	
	because all types are questionnaire and feedback target exclusively academic staff, as if they are the only ones responsible for the poor delivery of our teaching. There is no feedback that relates to what resources this university offers to students and how students are treated by administrative staff and university managers
	I have not seen evidence that it is beneficial.
	I see the students most weeks due to my teaching workload, issues if they exits are being addressed then and there. It's also another thing to do with what consequences at that time point? There is such a thing as asking too often and the subsequent fatigue.
Course too short (4)	
	Short 5-week course so complete by mid-term and feedback most useful after marking and completion of course assessment which entails significant feedback to students.
Other (3)	
	Just too busy - also not confident that we could do anything about any comments,
	I constantly update throughout and at the end of every class, by email and on LEARN. This way I invite feedback from and two way exchange with students.

As an intervention to enhance student communication and engagement, how would you rate mid-course feedback?



Overall, around 70% of colleagues felt the intervention was extremely or quite useful. This was lower in CMVM at 45%.

This is likely to be linked to the data that showed that although just over a third (34.2%) of respondents indicated that the process made them aware of issues they would otherwise been unaware of, the breakdown by college was SCE (45.5%), AHSS (32.4%), MVM (17.5%).

A final open question asked for any further comments on mid-course feedback with roughly evenly spread of positive and negative comments.

Negative	Positive
I have never seen anything useful coming out of this exercise	It needs to be short and simple. It is helpful to identify problems that are easy to resolve during the delivery of the course.
We have close contact with our course reps to raise ongoing issues.	My perception is that students see this in a very positive and useful way.
Neutral, though I can see how in some instances it might be helpful; in this year and in these courses, it was not. I've been teaching for 20 years so I'm pretty tuned in to what the pitfalls and challenges are, etc.	I think it's a good idea that the instructor distributes the feedback cards and then responds to the feedback. This is much more personal than the Evasys survey that is sent centrally.
I am sick to death of asking for, and getting, student feedback. I want to teach, not be forced to ask students for their opinions	Many more students took part in the process, in comparison to the final one. Feedback was not biased by their assessment. As a CO I was able to be proactive and resolve issues on the spot. It also made all of us (students and tutors) feel that we are working for the same cause
I have concerns about the amount of written feedback we require from students - I would recommend investigating alternative methods and questions so that they do not get feedback fatigue.	I think the ability to feedback immediately to the whole group is useful, and also gives you the ability to nip things in the bud as well as manage expectations.
But it can create then expectations which if implemented move us even further to the over-assessed, over-cautious and over-regimented approach to teaching which is pedagogically unhelpful and indeed harmful.	I find it very useful, to some extent more useful than the course enhancement feedback delivered through the online forms. This is a feedback we can respond to immediately, and this helped to clarify the aims of the course to the students while they are still attending the course. Moreover, the participation was much higher (approx. 80% of students) than the one normally registered in with the online forms (40%)
I prefer to collect feedback as the course unfolds, rather than waiting for a specific point. I am approachable and facilitate this. Having an open door/email me policy meant that students did not have to wait for a mid course review to raise anything	Mid-term feedback is great, because you tend to get a lot of it, and can actually do something about it there and then. End-of-course questionnaires, by contrast, are a complete waste of time.
Really BAD idea! The problem is that many aspects of the course are planned and locked before we start, so if we get mid-course feedback we can do nothing about it until the next year's course anyway, and we just give the impression we are not listening.	The mid-course feedback makes me think about doing things different next year, and I will discuss some proposals to the course assessment group at the course planning meeting
I don't find mid-course feedback useful. In fact, it's actually a burden (for me and students) to administer. Students tell me that they're suffering from 'evaluation fatigue' and that they'd just like to be taught the course material.	I like doing them with lots of other student interaction, but that is because I like any opportunity to chat with students about the courses.

Summary

This evaluation has shown implementation of MCF to be patchy but for those implementing it, a majority found it useful. There are nevertheless some key issues which are highlighted, some of which also surfaced during last year's evaluation and through informal networking conversations.

- Potential for feedback 'fatigue' for students and associated managing of expectations
- Potential confusion with the role of the SSLC
- The more 'light touch', informal and conversational the better
- Good evidence that MCF can highlight issues that are solvable and would otherwise not be picked up
- The message about MCF being a requirement for all courses has not reached all course organizers
- CMVM seems less engaged and convinced about the utility of this exercise than CSE and CAHSS

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Annual Monitoring, Reporting and Review – Minor Changes

Executive Summary

Proposals for minor changes to the annual school and programme templates in response to feedback, an Enhancement-led Institutional Review (ELIR) 2015 recommendation, and the evaluation of mid-course feedback.

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

Relevant to the Committee's responsibility for the quality assurance framework.

Action requested

To approve the proposed minor changes.

How will any action agreed be implemented and communicated?

The proposed changes were discussed at the School Directors of Quality meeting on 24 October 2018. Academic Services will inform key stakeholders when the updated templates are available online. Work to support Schools with the annual monitoring, review and reporting processes continues across the academic year.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no additional resource implications.

2. Risk assessment

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

3. Equality and Diversity

An Equality Impact Assessment was carried out on process and the proposed changes are minor and could not reasonably have any equality impact. The Student Voice Policy has a separate published Equality Impact Assessment.

4. Freedom of information

Open.

Key words

Annual monitoring, reporting and review

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services
27 November 2018

School Annual Quality Report Template

The template has been updated to reflect the following recommendation from the Committee's Sub Group which considers the School annual quality reports:

The Group recommended that prompts be added to the School annual quality report template to:

- Ensure that Schools include a narrative on postgraduate research provision.
- Encourage Schools to reflect upon how the actions Schools are taking reflect the student voice.

Annual Programme Monitoring Template

The main changes proposed (in highlighted text) are:

- To add a question on the requirement for formative feedback for each course in response to the ELIR 2015 recommendation: "The University should ensure it is able to implement feedback policy and practice in a clear and consistent manner across the University to ensure that all students receive timely, relevant and high quality feedback at key points during their programmes. Particular attention should be paid to the provision of formative feedback opportunities that help students progress."
- To remove the question about student support, including the Personal Tutor system, because this generally operates at School-level and is reflected upon as part of the annual School quality report.
- To add a set of questions on the student voice with the aim of confirming that mid-course feedback (see Paper SQAC 18/19 2H) and course enhancement questionnaires have been used, to identify themes from student feedback mechanisms, and understanding how the student feedback loop has been/will be closed.

The proposed changes were discussed at the School Directors of Quality meeting on 24 October 2018 where attendees could not agree on appropriate wording.

The University of Edinburgh

Annual Programme Monitoring

- ~~The UK Quality Code for Higher Education Chapter B8 “Monitoring and Review” requires universities to monitor (i.e. look at all relevant information) and review (i.e. identify actions to enhance) all their undergraduate and postgraduate programmes~~
- Annual programme monitoring is part of the University’s quality framework. All undergraduate and postgraduate programmes should be formally monitored every year to reflect on:
 - the learning opportunities students have experienced
 - student performance and academic standards
 - continuing sustainability (eg whether they are recruiting appropriately, whether the business case remains appropriate, whether any staffing issues need attention), currency and relevance
- Enhancements of the student learning experience are identified and implemented through programme monitoring
- Annual programme monitoring supports college and school planning.

The process

- This template contains the minimum features for all programme monitoring across the University. Schools may add to it if they wish, while ensuring that additions are not burdensome/duplicate existing processes.
- All programmes must be monitored annually within the academic year covered by the report. All credit-bearing provision resulting in an award by the University must be monitored (including collaborative provision), as well as MOOCs. Programme monitoring can be part of a continuous engagement by staff and students throughout the academic year or part of a formal event at a particular time of the year. There is no set format for an event: it may be a small meeting of the programme director and other relevant colleagues, or it may be part of a scheduled meeting, e.g. a teaching committee.
- Schools will decide on the optimum clustering of their programmes for Annual Programme Monitoring, to enable effective evaluation and reflection whilst avoiding duplication of effort. The template may be used to report on clusters of programmes. Each section may be broken down into taught and research provision if wished. Reporting on research provision should be at the programme level (e.g. training, performance) rather than by individual student.
- Annual Programme Monitoring will include consideration of course monitoring including both core and elective courses relating to the programme(s). Credit-bearing courses offered by a school which do not form a core part of a single programme (e.g. common courses, stand-alone courses taught by staff from several schools) and courses taken by large numbers of students from outwith the programme must also be reviewed annually within the Annual Programme Monitoring process. Stand-alone courses may be grouped together in a meaningful way (to be determined by the school) and an annual programme monitoring form completed for each group.
- Programme monitoring must be evidence-based. See the [Data to Support Annual Quality Processes](#) document for sources of data to be considered. For UG resits, PGT progression and dissertation outcome data and PGR progression and completion data, the most recently

available results should be used. During the year college quality committees will support schools' preparations for annual reporting by providing and discussing college benchmarked data for schools' reflections on performance, including degree classification, college level external examiners report themes, and student surveys data. Equality and diversity aspects will be highlighted where available.

- There is no set time to monitor and review a programme but there must be a formal record showing that a programme has been monitored and reviewed and relevant action taken. The key outcomes from Annual Programme Monitoring should inform school annual quality reporting (due annually in late August) and strategic planning and schools should devise their own mechanisms for ensuring this. The School Director of Quality should receive a copy of completed [Annual Programme Monitoring reports/forms](#) in order to inform the School annual quality report.

[Annual Programme Monitoring Template](#)

Programme/s
Academic year
Reviewed by (e.g. programme director + state other colleagues involved; teaching committee) + contact for any queries
Date of review
Areas for Reflection Marketing/recruitment <ul style="list-style-type: none"> • Is marketing appropriate? • Is the programme/programme cluster sustainable and recruiting appropriately? Curriculum design, learning and teaching and currency <ul style="list-style-type: none"> • Does the programme/programme cluster promote the achievement of learning outcomes appropriately? • Do the courses relate sufficiently well to the overall aims of the programme/s? Are there any gaps in course provision in relation to programme aims? • Are the assessment types appropriate? • Reflect on feedback for the programme/programme cluster. Is feedback being provided to students within 15 working days or in time to be of use in subsequent assessments (whichever is sooner)? Do students have at least one formative feedback or feed-forward event for each course? • How does the programme/programme cluster support student employability or, for those already in employment, enhance their chances of career progression? • Is the system of student support, including Personal Tutors, working effectively? • Is the learning environment inclusive? Are all mainstreamed adjustments in place? • Are all placements used, are they appropriate and working well? • Is there good or innovative practice which could be implemented more widely? Learning resources and facilities

Commented [KN1]: Suggest removing this as PT system is managed at School level and is specifically reflected upon as part of the annual School quality report.

- [Are resources/facilities/equipment adequate?](#)

Student performance

- Is the student performance as expected and in line with benchmarks?
- Are there any courses or aspects of the programme/programme cluster where student performance has not been as expected?
- Are there any notable trends/differences across years or by student characteristics?

Student voice

- [Has feedback on the programme/programme cluster been gathered through mid-course feedback \(MCF\) and course enhancement questionnaires \(CEQs\)?](#)
- [What are the themes arising from student feedback mechanisms \(e.g. MCF, CEQs, National Student Survey, Postgraduate Taught/Research Experience Survey\)?](#)
- [How have students been/will students be informed of the actions that have been/will be taken in response to their feedback?](#)

Staffing and sustainability

- [Are there any staffing issues that need attention?](#)
- [Is the programme/programme cluster sustainable and recruiting appropriately?](#)

Learning resources and staffing

- [Are resources/facilities/equipment adequate?](#)
- [Are there any staffing issues that need attention?](#)

Relationship to the wider school portfolio/college/university strategy?

- What is the strategic purpose of the programme/programme cluster within the wider portfolio?
- Does programme planning involve reflection on school/college/university strategic aims?

Progress with internal/external review recommendations (as appropriate)

- Progress with actions as a result of the most recent TPR/PPR, where relevant to the programme/s.
- Progress with actions as a result of accreditation reviews, where relevant to the programme/s.

Feedback turnaround times

- [Reflect on the feedback turnaround times for the programme/s. Is feedback being provided to students within 15 working days or in time to be of use in subsequent assessments within the course \(whichever is sooner\)?](#)

Good/innovative practice

- [Is there good or innovative practice which could be implemented more widely? If yes, please provide examples.](#)

What issues were discussed?

1. Update on actions [planned](#) from previous year's [Annual Programme Monitoring review](#)

2.

3.

[Etc.](#)

[Update May 2018: Impact of industrial action 2017/18](#)

Reflect on whether the disruption caused by the industrial action has led to any [ongoing](#) issues regarding the quality of the provision [and student outcomes](#), and, if so, how this has been mitigated.

What actions are planned [based on the reflections above](#)?

1.

Commented [KN2]: Confirm if this will still be required.

2.

3.

[Etc.](#)

Which School Committee(s) will this report be taken to? (if review not carried out through a committee)

~~May~~ [December](#) 2018

The University of Edinburgh

School Annual Quality Report

School of

Academic Year.....

The school annual quality report should be a **concise** report informed by evaluation of the key themes from the school's monitoring and review of student learning and the student experience over the past year. The themes should be based on evidence from the range of available data and on discussion through school processes and committees of student performance and programme and course issues. A key focus of the report should be on actions already taken and planned in response to the issues identified. The report should cover all credit-bearing provision (including collaborative programmes), as well as MOOCs. Schools are encouraged to use **bullet point** format. Reports should be sent to Academic Services copied to the college office by Friday 23⁴ August 2019⁸.

Reflect on [Data to Support Annual Quality Processes](#) and report by exception. [Reflect upon how actions taken and planned reflect the student voice and include a narrative on postgraduate research provision.](#)

Update May 2018: there are three specific areas that require reflection. Please report in the appropriate sections (2, 3, 4 and/or 5) on:

- 1) The patterns of **degree classification outcomes**, including reasons for these patterns and actions taken to address any inappropriate patterns; and
- 2) Current institutional priority: performance indicator of 80% student satisfaction with **personal tutoring**; and
- 3) Whether the disruption caused by the **industrial action 2017/18** has led to any **ongoing** issues regarding the quality of the provision **and student outcomes**, and, if so, how this has been mitigated.

Commented [KN1]: Confirm if this is still required.

Author:

Contributors:

1. Progress with actions planned in last year's report and any recommendations from last year's Senate Quality Assurance Committee sub group meeting

Suggested word length: 500 words

2. What has worked well throughout the year?

Suggested word length: 500 words

3. Any new/innovative developments throughout the year worth sharing more widely?

Identify innovative good practice examples with the potential to be applicable to the wider University that are having a demonstrable positive impact on the student learning experience. Around 1-3 examples.

Suggested word length: 200 words

4. Any areas identified requiring attention/further development?

Suggested word length: 300 words

5. Actions planned and requested

Suggested word length: 300 words (sections A and B)

Section A

- Actions planned by the school based on the analysis in sections 1-4.

Section B

These should be actions that the Schools cannot progress themselves, that are of an appropriately high level and importance to be considered by the College or University, and that are informed by the above reflections. Around 1-3 key actions (where appropriate) under each bullet point.

- Actions requested of the college based on the analysis in sections 1-4.
- Actions requested of the University based on the analysis in sections 1-4.

Guidance

- **Scope:** the report covers all taught and research credit-bearing provision including collaborative provision and credit-bearing CPD. For ease of reporting, each section may be split into taught and research-related themes. Reporting on research provision should be at programme level (e.g. training, performance) rather than by individual student.
- **Data sources:** See the [Data to Support Annual Quality Processes document](#) for sources of data to be considered. For UG resits, PGT progression and dissertation outcome data and PGR progression and completion data, the most recently available results should be used. During the year College quality committees will support schools' preparations for annual reporting by: providing and discussing college benchmarked data for schools' reflections on performance, including degree classification, college level external examiners report themes, and student surveys data. Equality and diversity aspects will be highlighted where available. Schools should note in their annual reports any enhancements that could be made to data for quality purposes.
- **External Examiners' comments:** reporting on external examiners' comments in the school annual report should be by exception rather than a summary of all comments, i.e. where external examiners raise substantial issues of good/innovative practice or areas for development. College quality committees will discuss an analysis of external examiner themes annually.
- **School quality model:** This is a description of how annual monitoring, review and reporting operates within the School. The description states when and how the processes are carried out and roles and responsibilities. If changes are made to the School quality model an updated copy should be submitted with the completed report.

[December 2018](#)

The University of Edinburgh
Senate Quality Assurance Committee

6 December 2018

Edinburgh University Students' Association School Reports

Executive Summary

At the end of the second semester of 2017/18, Edinburgh University Students' Association created a report for each School at the University of Edinburgh detailing an overview of each School's engagement with the Students' Association for the academic year. Going forward, the Students' Association plans to embed these reports as regular annual practice. As the last academic year was the first year of these reports, we would welcome feedback from the Committee on the content of these reports and how they can best be utilised in the future.

The full reports are published on the Committee wiki:

<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+6+December+2018>

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

Aligns with the University's strategic objective of Leadership in Learning.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

The Students' Association will use feedback from the Committee in the design of the 2019 School Reports.

Resource / Risk / Compliance

1. Resource implications (including staffing)

None - met within existing resource

2. Risk assessment

N/A

3. Equality and Diversity

The reports include aggregated data from the Rep Diversity Questionnaire. This data has been shared with Schools in order to prompt conversations around Equality and Diversity and, where relevant, to inform changes designed to recognise the importance of a diverse student representative population.

4. Freedom of information

Open

Key words

Student Engagement; Student Representation; Equality and Diversity

SQAC: 06.12.18
H/02/28/02

SQAC 18/19 2K

Originator of the paper

Megan Brown, Academic Engagement Coordinator, Edinburgh University Students' Association, 27th November 2018

Edinburgh University Students' Association School Reports

Background and Context

At the end of the second semester of 2017/18, Edinburgh University Students' Association created a report for each School at the University of Edinburgh detailing an overview of each School's engagement with the Students' Association for the academic year. The reports cover the activity of a number of Students' Association departments and provide a largely quantitative perspective on student engagement with our services. These reports are designed to provide an outline of the ways in which students in Schools engage with the Students' Association and ideally to instigate conversations to consider ways to build on this engagement going forward.

A number of drivers led to the Students' Association creating these reports. Although we had been collecting this data for a number of years, we had only shared it with Schools on an ad hoc basis and had never collated work from across our departments into a single document to provide a more holistic picture of student engagement within a School. The School Reports, we hope, will be useful for both the Students' Association and the Schools to gain an initial indication of areas of success as well as areas to work on. We hope that the evidence base of the School Reports will, in time, be used to develop new projects and initiatives, and that where possible the University and the Students' Association will work on these collaboratively. We have also had feedback from Schools that the information included in the reports will inform existing work, including contributing to relevant quality reporting.

All the reports include the School's NSS score for Question 26 (this is the 2017 score as the 2018 score had yet to be released at time of writing). As a Students' Association, we are committed to providing students across the University with excellent support, services and opportunities that will enhance their time at Edinburgh. In a number of Schools, there is evidence of strong student engagement with the Students' Association. We are therefore keen to work with Schools both to improve in areas where student engagement is lower, as well as to increase students' awareness of Students' Association activity and where it is working well.

The reports were sent to all Schools in advance of our annual introductory meetings between the Vice President Education, the Head of School and the Undergraduate and Postgraduate Directors of Teaching. Upon request, we also collated the relevant School reports for discussion at CAHSS' Quality Assurance Committee. Each School Report has also been given to the corresponding School Reps during initial training. The response from University staff and students has been very positive and Schools have begun to consider positive changes that can be made based on these reports.

As a result of the positive feedback received from the reports, the Students' Association plans to embed these School Reports as regular annual practice. We would therefore welcome feedback from the Committee on the below questions, along with any additional comments. This will be used to formulate the next iteration of the School Reports, to ensure that these are as useful as possible for University colleagues.

The full reports are published on the SQAC wiki:

<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+6+December+2018>

Discussion Questions

- 1) Is there any additional information that you would find it useful for the Students' Association to include in the School Reports?
- 2) Who should we send these School Reports to each year?
- 3) What could the information in these Reports be used for? This could be at a School, College, or University level.

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

**Personal Tutor System
Oversight Group**

Executive Summary

Update on activities in relation to the mainstreaming of the Personal Tutor (PT) system within School QA processes.

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

Relevant to the University's Strategic Objective of 'leadership in learning'.

Action requested

The Committee is asked to approve the Oversight Group's approach to mainstream the PT system within School QA processes.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications are identified.

2. Risk assessment

No risks are associated with the paper as it ensures alignment with current University policy.

3. Equality and Diversity

Equality and diversity was considered in the development of the Personal Tutoring system and this paper does not make any substantive changes to University policy or practice. Therefore equality impact assessment is not required.

4. Freedom of information

Yes.

Key words

Personal Tutor

Originator of the paper

Brian Connolly, Academic Policy Officer, Academic Services

Senatus Quality Assurance Committee Personal Tutor System Oversight Group

The Personal Tutor (PT) System Oversight Group has met in the first semester of each academic year to consider the most recent student survey results and the implications for individual schools and the PT system as a whole. This is in line with the group's remit from Senate Quality Assurance Committee (SQAC) which is to help with the transition from the implementation of the PT system to full mainstreaming within School/Deanery quality assurance processes.

However, in September this year the SQAC Sub Group tasked with reviewing School annual quality reports started to take on this role by considering this year's reports with a particular focus on the PT system and making several recommendations where individual Schools' satisfaction with PTs had fallen/were low (see attached report for information). The PT System Oversight Group also reported to SQAC in each of the last two years that unless more robust and granular data (other than that provided by the National Student Survey etc.) is available the group will struggle to draw meaningful conclusions and/or make judgements on relative performance of both Schools and individual PTs. Given this, the group agreed that there was little value in continuing this annual meeting and therefore cancelled this year's meeting, due to be held on 29 October 2018.

Instead, the Group agreed that this element of its role will now be achieved via a meeting (which may be either in person or via email) immediately after the National Student Survey and Postgraduate Taught Experience Survey results are released in the summer. At this meeting, the PT System Oversight Group will consider the trends and implications for both Schools and the University and then feed comments on the PT system to the September meeting of the Sub Group considering the School annual quality reports. This will allow the latter group to make judgments and recommendations to Schools informed by the PT System Oversight Group's considerations. This will also allow SQAC to monitor the PT system within mainstream School/Deanery quality assurance processes.

Please note that the PT System Oversight Group's annual June/July meeting to review and approve the School Personal Tutoring Statements remains unchanged.

The Committee is asked to approve the Group's approach to mainstream the PT system within School QA processes.

Brian Connolly
Academic Services
November 2018

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Internal Periodic Review Responses

Executive Summary

The following 14 week and Year on responses from Internal Periodic Reviews 2017/18 are published on the Committee wiki

(<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+6+December+2018>):

14 week response 2017/18:

Teaching Programme Review of Biomedical Sciences

Teaching Programme Review of Education Programmes

Year on response 2016/17:

Teaching Programme Review of Medicine (MBChB)

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

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

Action requested

The Committee is asked to confirm that it is content with progress.

PPR/TPR	Recommendation	Comment
TPR Biomedical Sciences 14 week response	All	We look forward to hearing about progress on the recommendations in the year on response
TPR Education programmes 14 week response	All	We note the early receipt of the 14 week response and the approach taken to draft the response. We look forward to hearing about progress on all the recommendations in the year on response.
TPR Medicine year on response	All	We look forward to hearing about progress on the recommendations in the School Annual Programme Monitoring report. We note the following comment received from the Edinburgh Medical School when submitting the response: We are disappointed that we have not managed to complete many of the outstanding actions but these are extremely complex issues which require close working and negotiation with external partners.

How will any action agreed be implemented and communicated?

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

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional resource implications.

2. Risk assessment

No risk associated.

3. Equality and Diversity

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

4. Freedom of information

Open.

Key words

Teaching Programme Review, TPR, year on response, 14 week response,

Originator of the paper

Gillian Mackintosh
Academic Policy Officer,
Academic Services
December 2018

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Thematic Review of Mental Health Services: Report on Remitted Recommendations

Executive Summary

Update on progress to implement the recommendations from the Thematic Review of Mental Health Services, 2015-16.

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

The paper is relevant to the University's Strategic Objective of 'leadership in learning'.

Action requested

For approval.

Resource / Risk / Compliance

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

Key words

Thematic Review, Mental Health

Originator of the paper

Brian Connolly, Academic Policy Officer

The University of Edinburgh
Senate Quality Assurance Committee

Thematic Review of Mental Health Services: Report on Remitted Recommendations

Senate Quality Assurance Committee (SQAC) approved the final report of the Thematic Review of Mental Health Services during the 2015-16 academic session. The Committee has since received two progress reports (see below 'Initial Response' and 'Year-On Response' columns) from the areas remitted actions linked to the review recommendations. The following report includes the third progress update from areas where actions were still outstanding (see below 'Update December 2018' column).

The Committee is invited to agree an appropriate approach to ongoing monitoring where recommendations remain outstanding.

Recommendation	Timescale for Completion/ Completion Date	Initial Response: December 2016	Year-on Response: May 2017	Update: December 2018
The Review Team recommends that the governance of mental health services and strategy be incorporated into the Learning and Teaching governance framework. Future governance arrangements need to ensure that mental health services are considered at an appropriately high level of University committee. This should be implemented as quickly as possible.	Completed July 2017	Learning and Teaching Committee agreed to receive reports and updates on student mental health strategy (SMHS) at its meeting of 25 th May 2016. The draft strategy itself is to be discussed by LTC in Feb 2017.	n/a	n/a

<p>Recommendation remitted to: Senate Learning and Teaching Committee</p>				
<p>The Review Team recognise that there is a need to scale up activities to develop and sustain student wellbeing and resilience and recommends that the University, EUSA and the Sports Union continue to develop the strategic approach to this activity in a coordinated and joined up manner.</p> <p>Recommendation remitted to: Student Mental Health Strategy Group</p>	<p>Ongoing Commitment</p>	<p>The draft SMHS commits the University to:</p> <ul style="list-style-type: none"> o Map / identify existing initiatives promoting positive student mental health and bring into the scope of this strategy for evaluation o Resource and support the further development of pilot work both centrally and in Schools on: <ul style="list-style-type: none"> o Early warning and intervention o Student resilience / self-care training o Mindfulness training o Sports & Exercise / physical activities o Empathy / compassion initiatives for the general student population 	<p>The mapping work is currently being taken forward by Helen Ryall (Healthy University team) and is expected to be completed by July 2017.</p> <p>In terms of pilot work, and in addition to existing pilots in Vet School, Maths and Chaplaincy a new pilot is being developed with LLC to embed mindfulness support within the School AP Liz Grant is developing a programme of compassion/empathy events to run in Welcome Week 2017, building on a small scale pilot within the MBChB programme in 2016.</p>	<p>The asset-mapping work has now been completed, and the University continues to work closely with EUSA and the Sports Union in relation to scaling up interventions, using a strategic approach which is co-ordinated and joined up. SCS, SDS and Chaplaincy have continued to focus on scaling up their wellbeing and mental health interventions (facilitated partly through increased funding for SCS), particularly in relation to therapeutic and supportive individual interventions, group work and on-line solutions (incl Big White Wall and the Feeling Good App). There has also been co-ordinated work with EUSA to deliver a wellbeing function within the Peer Support initiative. Through the Student Partnership Agreement, the University has worked with student groups from across a number of Schools to deliver wellbeing interventions, and there is an opportunity to scale</p>

				up the PPLS project across other parts of the University.
<p>The Review Team recommends that the University considers taking a “healthy settings” approach (www.who.int/healthy_settings/en) to the way it conducts business to support staff and student wellbeing. It will be helpful to reflect on this model when developing the Mental Health Strategy.</p> <p>Recommendation remitted to: Student Mental Health Strategy Group</p>	<p>Completed September 2016</p>	<p>Considered but not implemented. The Student Mental health Strategy Group discussed this recommendations at its meeting in September 2016. The Group noted that the “healthy settings” approach was used by a small number of Universities in the UK under the “healthy Universities” banner but that the number of Universities adopting this approach had not grown significantly in recent years. The Group noted there is limited research evidence on the impact of Healthy Universities on their institutions’ core business and noted that, following so soon after the Student Experience Project, it was unlikely that UoE was ready to invest in a Health Universities approach at this time.</p>	<p>n/a</p>	<p>n/a</p>

<p>The Review Team recommends that Learning and Teaching Committee ensures that the Accessible and Inclusive Learning Policy is appropriately implemented and embedded.</p> <p>Recommendation remitted to: Senate Learning and Teaching Committee</p>	<p>Completed September 2016</p>	<p>A communication was sent to Schools in June 2016 asking them to ensure that all staff were aware of and were implementing fully the Accessible and Inclusive Learning Policy. In September 2016, Schools were asked to confirm that this had been done.</p>	<p>n/a</p>	<p>n/a</p>
<p>The Review Team recommends that a risk assessment be undertaken of the impact of a failure to deliver reasonable adjustments for disabled students (including mainstreamed adjustments).</p> <p>Recommendation remitted to: University Principal</p>	<p>Completed May 2017</p>	<p>The Principal instigated a review of Support for Disabled Students in April 2016 and tasked a review panel to scrutinise priority areas (accessibility and the implementation of adjustments) and recommend options for enhancement by February 2017.</p>	<p>The review panel met on five occasions. Two formal review days were held with student and staff stakeholder groups from across the University (in September 2016 to consider issues relating to the accessibility of the estate and in October 2016 to consider issues relating to the implementation of adjustments). The key findings and recommendations were then discussed at Senate (1 February 2017), People Committee (15 February 2017), and the Principal's Strategy Group (20 February 2017) and consultations events with students (22 February 2017) and staff (College of Medicine and Veterinary Medicine, 23 March 2017; College of Science and Engineering, 27 March 2017; College of Arts,</p>	<p>n/a</p>

			<p>Humanities and Social Science, 28 March 2017. Comments from all of these meetings were incorporated into the final report which was approved by Central Management Committee (11 April 2017). It was agreed that a meeting would be held between the Vice Principal Vice-Principal People and Culture, the Deputy Secretary Student Experience and the Heads of Schools on CMG to discuss the implementation of the review recommendations.</p>	
<p>The Review Team recommends that efforts to raise awareness of the purpose of SCS among staff and students are continued.</p> <p>Recommendation remitted to: Student Counselling Service</p>	<p>Completed (and ongoing commitment) May 2017</p>	<p>Efforts to raise awareness of the purpose of SCS among staff and students are continuing through (a) talks to students at welcome events and staff at induction events (b) through the Student Mental health training programme for PTs and SSOs and (c) planned redevelopment of the Service website.</p>	<p>The Student Mental Health training programme has been rolled out from September 2016 and is ongoing. To date 270 staff (PTs and Student support staff) have attended the training, 63% of capacity. Attendance has been poorer across some schools, particularly in CAHSS. It is the responsibility of schools to ensure attendance.</p> <p>The redevelopment of our website is ongoing with support from Student Systems, and IS (Website and communications/University Website programme).</p>	<p>n/a</p>

<p>It is recommended that Residence Life revisit the monitoring process to ensure that the relevant provision is being delivered consistently across all sites.</p> <p>Recommendation remitted to: Residence Life</p>	<p>Completed February 2017</p>	<p>The majority of the Res Life posts are residential and part time.</p> <p>Wardens (22) are members of staff or post graduate students. The Wardens are responsible for the line management of the Resident Assistants (RAs) (203) who are returning students. We retain approx. 50% of RA's each year which means a large recruitment and training process each year.</p> <p>Due to the nature of these posts we have a reasonably high number of new Wardens joining us each year. We are also increasing the overall staff numbers year on year. We had 8 new starts last year and 5 this year. This requires an intensive recruitment and training schedule each year.</p> <p>While all staff receive full training there is no question that it takes time to "bed"</p>	<p>RA recruitment:- This was reviewed and changes implemented for main recruitment round Feb 2017.</p> <p>We reviewed and designed a new advertising campaign this year. We also sought out new advertising opportunities adding "shout outs" at lectures, in collaboration with EUSA, to our recruitment tools. We received an increased number of applications this year making the selection process more competitive.</p> <p>The RA job description has been streamlined making job role and purpose clearer. The interview process has been improved ensuring that there is a better understanding of the role before offering / accepting the role.</p> <p>Wardens:- The Wardens team is increasing to 23 this year with our new development at Salisbury Court. We have recruited 2 new Wardens to post as we have had one resignation. After a competitive recruitment process, we have recruited two new Wardens both with experience as RA's. We are hopeful</p>	<p>n/a</p>
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		<p>into the Warden and RA roles, particularly as this is an additional part time post to be completed on top of their day job / studies. We have introduced, what seems to be, a successful “Buddy” scheme for Wardens to assist with ongoing training.</p> <p>The Wardens are line managed by full time staff. Last year we had, for a variety of reasons, a very high turnover within the team. We are hopeful that the more stable nature of the team this year will lead to improved line management of the Wardens and in turn the RAs.</p> <p>We review recruitment and training annually and will seek to improve systems for next year.</p>	<p>that this existing knowledge and experience will help them understand what is required when managing the RA team. We will continue with our successful “buddy” system to ensure support is available to the new team members.</p> <p>Wardens training has been reviewed we will be placing greater emphasis on managing the RA team.</p> <p>Res Life Coordinators:- The full time team remains stable and the team are growing in confidence, knowledge and experience. We feel that this will result in improved line management of the Wardens, who in turn manage the RA’s. As the team are also all Warden’s they too will benefit from the training being-delivered.</p> <p>Our experience over the last few year tells us that when it is exam time the RA’s and student Wardens come under the same pressure as all other students. We therefore have to be mindful of this and support them as we would any other student. It is our view that it takes a year as an RA / Warden to fully understand</p>	
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			what is required of the role/s. We have had high return rates for both RA's and Wardens this year, which should benefit both the team and the residents. Things will be more challenging when we experience a high turnover in staff.	
<p>The Review Team recommends that consideration be given to introducing a programme to help students who live at home or commute to manage the transition to university, perhaps using the current Residence Life programme as a model.</p> <p>Recommendation remitted to: Student Mental Health Strategy Group</p>	<p>Data gathering planned for 2017/18 due to be completed by semester 2, 2018/19.</p>	<p>The SMHS sets out a plan to gather better data on the needs of underserved groups and build on that data to identify groups that may require further support on the basis of greater need or lower than expected participation in services.</p>	<p>This remains on the Student Mental Health Strategy implementation plan for 17/18.</p>	<p>Gathering better baseline data remains within the Student Mental Health Strategy implementation plan, which is being reviewed and refreshed for semester 2, 2018/19.</p>
<p>The Review Team recommends that mental health services consider – what are the perceived barriers to students accessing services? Having identified these, consideration should be given to ways in which these barriers can be mitigated or removed.</p> <p>Recommendation remitted to:</p>	<p>Completed May 2017</p>	<p>Student Counselling Service: Consideration of perceived barriers to students accessing the Service is already an ongoing part of the Service's work, as is the mitigation of barriers.</p> <p>Reluctance to seek out treatment is a complex</p>	<p>Student Counselling Service: Funding permitting, Big White Wall could be available from September 2017 to all students and staff, as a result of a 'population model' of service delivery at a reduced cost. Feedback indicates that for many students using Big White Wall is their first step in seeking help.</p>	<p>n/a</p>

<p>Student Counselling Service and Student Disability Service</p>		<p>issue. Although stigma is one barrier, research evidence suggests other, often more common barriers have been identified:</p> <ul style="list-style-type: none"> (a) self-sufficiency i.e. wanting to handle the problem on one's own (b) a student simply feeling they didn't need 'treatment' (c) experiencing mild enough problems and finding methods of coping elsewhere (d) gaining access to treatment in a timely manner (e) confidentiality issues (f) lack of accessibility (g) low knowledge about mental health services (h) fear/stress about the act of help-seeking (i) scepticism about treatment effectiveness <p>NUS Scotland recognises that stigma is reducing, and indeed EUSA's report on student mental health found that 90% of respondents knew where to</p>	<p>Satisfaction with service publicity reached 98% of Service users responding to the Service evaluation survey 2015-16.</p> <p>Demand on the service over 2015-16 grew by 33.5%.</p> <p>Work has begun with Student Systems analysing demand on the service by a wider range of demographic factors, within confidentiality guidelines.</p> <p>Student Disability Service: Nothing further to add.</p>	
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		<p>seek help and 80.5% knew about SCS.</p> <p>The Service already demonstrates examples of current best practice in overcoming barriers to accessing the service:</p> <ul style="list-style-type: none">• Tiered support (multiple ways of accessing support online/self-help group/workshop/counselling)• Close partnerships with external agencies• Interactive and direct means of service promotion• Referral to programmes of exercise• Tracking counselling service outcomes <p>What has been achieved already to mitigate or remove barriers?</p> <ol style="list-style-type: none">1. Relocation of SCS and SDS to the Main Library, a hub of student activity, to make the services both more visible and accessible		
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		<ol style="list-style-type: none">2. Service operating out of six sites across campus3. Extended opening hours4. Developing online resources, including Big White wall, and extending the drop in psychoeducation programme5. Clear online information about Service confidentiality6. SCS contact email address on the back of very student and staff card7. Better publicity for SCS - 95% publicity satisfaction from service users (see 2014-15 annual report)8. Increased resources aimed at reducing waiting times9. Increase by 200% in service users over 5 years – much higher than sector average. <p>The Service supported the University's signing up to the 'See Me Campaign',</p>		
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		<p>NUS Scotland's Think Positive campaign and EUSA's Let's Talk mental health awareness week.</p> <p>Further work is planned by the Student Mental Health Strategy Group, of which the Director is a core member. SCS will take a lead in "data and demand" i.e. carrying out a more detailed analysis of service use by various characteristics (ie to identify and underserved or over-using groups), and then to build / adapt the forecast demand for services over medium term, and identify strategies for reaching out to underserved groups. The Strategy aims (inter alia) for the University to deliver effective communications to students from first point of contact and throughout the student journey that highlight the importance of good mental health and how to develop / maintain it and tackle the stigma that is often associated with</p>		
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		<p>discussing or disclosing poor mental health.</p> <p>Student Disability Service: The matter of the name of the Student Disability Service was discussed and consulted on with students during academic year 2009-10. The consultation took place on the basis that it was recognised that not all students covered by the Equality Act 2010 definition of disabled, would readily identify as such. This applied not only to students who have a mental health problem but to many dyslexic students and to some students with other impairments.</p> <p>At that time, a sizeable minority of respondents felt that our name was appropriate and that “it did what it says on the tin”. The only other feasible option mooted at that time was “Support for Learning”. The service name was changed</p>		
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		<p>from Disability Office to Student Disability Service in 2011.</p> <p>Whilst we are happy to carry out further research, the main barrier to a different identity on the previous occasion was finding a suitable alternative name,</p> <p>The largest group of disabled students currently using the service are dyslexic students and students with mental health problems.</p> <p>More detail on the perceived barriers identified by the panel would be helpful.</p> <p>In relation to users of the SDS, men are under-represented, as they are in most student support services. We are currently looking into SDS useage by PG and international students.</p>		
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		<p>A range of evidence supports the fact that mental health stigma is reducing (although still present) – and that the instance of mental health problems is not increasing, rather the willingness to seek support. (Prof Stephen Lawrie, University of Edinburgh).</p> <p>There is well-documented, evidence of the problems in accessing NHS and other statutory services quickly, due to waiting lists ad demand.</p> <p>In terms of what has already been done, both directly and indirectly to raise awareness:</p> <ul style="list-style-type: none">- Regular emails to all students who have disclosed all types of disability on application to make them aware of the service- Follow up email contact throughout		
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		<p>the year to gauge satisfaction levels</p> <ul style="list-style-type: none">- Produced 2 lots of “talking heads” student videos, on SDS website:- Series of posters produced and displayed across the campus, as well as SDS leaflets sent out on a regular basis- Use of plasma screens throughout the University- SDS operating from 5 sites across the University- Evening appointments provided- Additional sessional Mental Health Mentors appointed (7 sessional, one full time)- Cross referral with Student Counselling and to the Big White Wall- Training programme on supporting		
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		<p>students with mental health problems for PTs and SSOs, delivered with colleagues in Student Counselling</p> <ul style="list-style-type: none"> - Range of SDS outreach activities, including discussion with Heads of Schools. 		
<p>The Review recommends further investigation of how links between services and schools can be improved. There should be a robust structure to support the links between schools and services which may be through student support staff or through the Senior Tutors and nominated contact points for each service.</p> <p>Recommendation remitted to: Student Mental Health Strategy Group</p>	Completed	<p>The SMHS sets out a plan to develop a network of trained, specialist support staff (e.g. one senior SSO in each school) to act as a first point of contact for students wishing to discuss mental health issues or for other staff who have concerns about a student</p>	<p>Two strands of work are in hand to help develop thinking on this area further. Firstly, Internal Audit will be carrying out a review of the Student Support Officer function within Schools. Secondly, the Service Excellence Programme is considering the long term viability of current structures in student support. Both areas will feed into further consideration of an enhanced role for SSO's</p>	<p>Student support forums have been established in CAHSS and CSE, and plans are being developed to establish a similar forum in CMVM. A pan-University forum was held in October 2018, and will be convened annually moving forward. Plans are being developed within the Service Excellence Programme to focus on student support within Schools, with the intention being that this work moves forward in semester 2, 2018/19.</p>
<p>The Review Team recommends that Records Management review the document 'Guidelines on the Disclosure of Information about</p>	Completed	<p>To enable the Records Management Section to understand the issues behind the recommendation</p>	<p>Records Management: Following our meeting with Sheila Williams and Ronnie Millar in October 2016 to try to understand</p>	<p>Records Management: The RMS has revised and re-organised it's guidance about sharing personal data. The new</p>

<p>Students' to ensure that it is fit for purpose and accessible for students and staff involved in their support.</p> <p>Recommendation remitted to: Records Management</p>		<p>we are arranging a meeting with Shelia Williams (Student Counselling Service) and Ronnie Millar (Careers Service) who were involved in the Review. As this meeting will also be to discuss appropriate actions, we are also inviting Ronnie Millar and/or Jenny Leeder from the Student Counselling Service.</p>	<p>the issues behind the recommendation, we received feedback on 10 April 2017. We are now in the process of reviewing the document. Other project work means that we will be unable to finalise the revisions until the summer.</p> <p>SDS: Sheila Williams, SDS Director and Ronnie Millar, SCS Director met with Records management colleagues to discuss this issue. Further to the meeting above, SDS Director carried out a consultation with academic colleagues on the guidelines.</p> <p>Feedback as follows:</p> <p>“It was the general view amongst academic colleagues who were contacted regarding this recommendation, that most academic colleagues (and I suspect other colleagues) are not aware of the guidance unless they have the occasion to specifically go looking for it.</p> <p>There was also a general view that colleagues would like a concise,</p>	<p>approach takes into account the feedback we received from academic colleagues through Sheila Williams in SDS.</p> <p>The previous 'Guidelines on the Disclosure of Information about Students' document has been incorporated into more general guidance about dealing with non-routine enquiries to share information about third parties. The guidance is web-based and divided into short sections making it easier to navigate. The guidance is available on the RMS website at https://www.ed.ac.uk/records-management/guidance/enquiry</p>
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			<p>clear and easy to follow guidance document. (Whilst accepting that it is not a simple and clear cut area.)</p> <p>Some thoughts and suggestions from academic colleagues were as follows:</p> <ul style="list-style-type: none">- Colleagues felt that the document serves too many audiences and is therefore over detailed and over complicated- Colleagues felt that some of the references were not clear eg the reference to the Westlaw database (page 6)- Key contact details eg for Comms, Records Management and Student Administration are embedded late in the document -preference for a list at the beginning or end as an appendix- Suggestion that the statement (page 11) that "University staff can disclose information about a student to enable another member of staff to do their job, provided this is done in a fair and lawful manner, by telling the student.." could usefully be expanded for clarity eg to include information about what to do when there are mental health concerns"- It was felt that revisions or additions could helpfully be made about our ability to share information	
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			<p>internally that might assist in the smooth communication of information in appropriate circumstances, and this should be supported by additional training (this is covered in the PT training sessions)</p> <p>- Examples were highlighted of differing approaches to dealing with sensitive info/data on students, depending on who you talked to in the University (SCS and SDS were highlighted so that's our problem to address).</p> <p>There was a view that a further revision of the document "Disclosing Student Information" would be helpful. "</p> <p>This information was sent on to the Deputy Secretary (Student Experience) in January, when he indicated that it may be some time until he was able to deal with this due to other priorities.</p> <p>In the interim period, I understand that the Guidelines have been redrafted, but not necessarily taking into account the above.</p>	
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<p>The Review Team recommends having a higher level of training for certain individuals in each School, recognising that some Schools may need to pool resources, so that these people could support and advise colleagues dealing with complex or difficult situations.</p> <p>Recommendation remitted to: Assistant Principal Academic Support</p>	<p>Completed (and ongoing commitment) May 2017</p>	<p>We have instigated a programme of "basic" mental health training for all personal tutors, starting in September 2016. Once that has gained momentum, I (AP Academic Support) will ask all Schools to recommend one or two individuals with the aptitude and enthusiasm for more in-depth training. These individuals may be academic or support staff - the key criterion is enthusiasm and commitment. At all times, it is important to emphasise that this training, at all levels, is NOT aimed at creating counsellors from personal tutors. Rather it aims to provide a knowledgeable, sensitive conduit from student to appropriate help.</p>	<p>Mental Health training for PTs has been rolled out as planned. Feedback on the training from those who have attended is excellent. Attendance is, however, patchy as we are not yet empowered to make this training mandatory. There is a fundamental issue underlying this problem, relating to the "power" (or lack of it) invested in Heads of School to compel PTs to attend a training session. The only sanction available (relieving an individual of PT duties) is likely to prove counter-productive. It would be helpful to have the "mandatory" problem highlighted in this context, as the mental-health issue is clearly one of significant interest and concern to senior management.</p>	<p>n/a</p>
<p>The Review Team is aware that there a number of training programmes in existence already and recommends that an audit of all programmes should be undertaken in order to avoid</p>	<p>Due to start in Semester two 2018-19</p>	<p>This will be carried out in semester 2 2016/17.</p>	<p>This work has not yet started and may not now be completed until sem 1 2017/18.</p>	<p>A focus on reviewing the established Mental Health training programme is planned as part of the refresh of the Student Mental Health Strategy implementation plan, and the</p>

<p>further confusion and streamline time and resource both from those involved in delivering training and those seeking training.</p> <p>Recommendation remitted to: Student Mental Health Strategy Group</p>				<p>current plan is for this work to begin in semester 2, 2018/19.</p>
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The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Enhancement-led Institutional Review (ELIR) 2020 Update

Executive Summary

Presents an update on preparations for the University's next ELIR.

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

Relevant to the Committee's responsibility for the University's engagement with periodic Quality Assurance Agency Enhancement-Led Institutional Reviews, including monitoring the effective implementation of review recommendations.

Action requested

To note the update.

How will any action agreed be implemented and communicated?

ELIR communications will be managed by Academic Services.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional actions are requested.

2. Risk assessment

A successful ELIR outcome is of vital importance to the University.

3. Equality and Diversity

Will be considered as part of individual activities/projects.

4. Freedom of information

Open.

Key words

ELIR, Enhancement-led Institutional Review

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services
29 November 2018

Timescales

November and December 2018	Meetings to discuss progress with ELIR 2015 recommendations
February 2019	Initial staff and student consultation on contextualised themes
March 2019	Discuss contextualised themes with the Quality Assurance Agency Scotland (QAAS)
March to December 2019	Drafting of Reflective Analysis (RA) – ongoing involvement of staff and students
December 2019 to January 2020	Draft RA to external readers (critical friends)
January to February 2020	Draft RA: consultation with staff and students
February 2020	Draft RA to Senate
March 2020	Advanced draft RA to the Principal
May to June 2020	Approval of RA at SQAC, Senate and Court
June to July 2020	Production of RA
August 2020	Submit RA and Advanced Information Set to QAAS
PLANNING VISIT	Thursday 1 October 2020
	One week after the planning visit, the University will be given the key themes and the programme (which will outline staff and students the ELIR team want to meet) for the Review Visit, plus any requests for additional documentation
REVIEW VISIT	Week beginning 16 November 2020

Contextualisation of ELIR¹

“ELIR 4 places much greater emphasis on contextualising the review than previous versions of the method. This means that, while the institution can still begin its preparation with a holistic evaluation of its strategy, policy and practice in relation to quality assurance and enhancement, the review itself will focus on those areas where there is likely to be greatest benefit. The identification of the areas of focus will involve the institution drawing on information about the nature and quality of its provision, both qualitative and quantitative.”

¹ https://www.qaa.ac.uk/docs/qaas/reviewing-he-in-scotland/elir4-handbook-2017.pdf?sfvrsn=178af581_16

“The institution will discuss the contextualisation of its review with the QAA Scotland officer managing the review. These discussions will begin at an early stage in the institution's preparations. The institution will set out and evaluate its contextualisation decisions in the RA it submits to the ELIR team; the early Planning Visit provides an opportunity for the institution and the ELIR team to discuss those decisions, including the possibility of the ELIR team seeking additional information from the institution if necessary in order to inform the threshold judgement. The outcome of contextualisation, therefore, will affect the nature of the RA the institution produces, the composition of the ELIR team, the focus of the topics included in the review visit and, to a certain extent, the topics included in the ELIR report.”

“The intention is that contextualisation ensures the institution gains optimal value from its preparatory evaluation and the ELIR itself because it allows the review to be responsive to the nature of the institution, including the composition of the student population and its strategic priorities. The contextualisation process ensures the themes of the ELIR are the institution's priority areas.”

Contextualised Themes

The University's contextualised themes will not be new activities. They will be existing or planned activities linked to strategic priorities that the University wishes to focus on throughout the ELIR. They will be informed by a consideration of key data and discussions with staff and students.

Examples of Contextualised Themes from Completed ELIR 4 Reviews

<p>Queen Margaret University</p>	<ul style="list-style-type: none"> • Student Experience Strategy (SES) • Employability, enterprise and entrepreneurship • The Graduate School • Using evidence to enhance the student experience. <p>From the review documentation and discussions with staff and students, the ELIR team was able to confirm these themes reflect the University's current strategic priorities. In addition to the initial themes identified, the ELIR team and the University agreed that the recent Portfolio Sustainability Review and the implementation of its recommendations would be included as a focus for the current ELIR.</p>
<p>Royal Conservatoire of Scotland</p>	<p>The Conservatoire identified two main contextual themes for the ELIR which the RA indicated reflect strategic priorities and everyday core values and practices: praxis and the promotion of fair access. Both of these were explored extensively in discussions with staff and students throughout the ELIR visits.</p> <p>In addition to the two main contextual themes, the Conservatoire identified five further areas of focus for the ELIR:</p> <ul style="list-style-type: none"> • the role as a national conservatoire • the extensive pre-HE provision • the nature of the student population • the proportionately large numbers of part-time staff • the curriculum and quality processes.

Local ELIR “Champions”

A meeting to discuss early preparation for ELIR, including contextualised themes, was held with College representatives and a representative from Edinburgh University Students' Association on 28 November 2018. At this meeting, the role of ELIR Champions in each School to act as a conduit for information into and out of the School in relation to ELIR was proposed. The College Deans of Quality were supportive of this idea, suggesting that the School Director of Quality would be best placed to take on this role, possibly supported by a professional services colleague. The College Deans will discuss this proposal in their respective quality committees.

There was also support for having student ELIR champions within each School, which should be at the school representative level. Megan Brown (Students' Association) will discuss this at a School Rep Forum meeting.

In order to support effective communications, ELIR will be a standing item on SQAC and the College quality committees.

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Enhancement Themes Institutional Plan Year 2

Executive Summary

This paper presents the University's plan for year two of the Enhancement Theme, Evidence for Enhancement: Improving the Student Experience.

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

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

Action requested

The Committee is asked to note the report.

How will any action agreed be implemented and communicated?

See the 'Dissemination of Work' section of the report.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Resource implications for any additional activities/projects will be managed by Academic Services in consultation with the relevant colleagues.

2. Risk assessment

Risks will be considered as part of individual activities/projects.

3. Equality and Diversity

Equality and diversity will be considered as part of individual activities/projects.

4. Freedom of information

Open.

Key words

Enhancement theme, evidence for enhancement

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services
22 November 2018



Evidence for Enhancement: Improving the Student Experience

Institutional Plan for: University of Edinburgh

Context

This plan reflects the early stage of the Enhancement Theme and outlines in broad terms the approach the University will take to engaging with the Theme. The plan will be considered by the Institutional Team at its first meeting on 14 December 2017.

Context – year 2 update

Due to the timing of this report, it has not been discussed with the Institutional Team so some activities may be subject to change. It is, however, informed by Institutional Team discussions and priorities identified in year one of the Theme. It also aligns with other areas of work across the University. The plan will be considered by the Institutional Team at its next meeting on 23 October 2018.

Institutional team

	Year 1	Year 2	Year 3
Institutional lead	Professor Tina Harrison (staff), Assistant Principal Academic Standards and Quality Assurance	Professor Tina Harrison (staff), Assistant Principal Academic Standards and Quality Assurance	
TLG staff representative	Nichola Kett (staff), Academic Policy Manager, Academic Services	Nichola Kett (staff), Academic Policy Manager, Academic Services	
TLG staff representative alternate	<i>Will depend on meeting content</i>	<i>Will depend on meeting content</i>	
TLG student representative	Bobi Archer (student), Vice President Education, Edinburgh University Students' Association	Diva Mukherji (student), Vice President Education, Edinburgh University Students' Association	
Edinburgh University Students' Association representative	Megan Brown (staff), Academic Engagement Coordinator	Megan Brown (staff), Academic	

		Engagement Coordinator	
Student Systems representative	Lisa Dawson (staff), Director of Student Systems	Lisa Dawson (staff), Director of Student Systems	
Learning, Teaching and Web representative	Melissa Highton/Anne-Marie Scott (staff), Director/Deputy Director	Melissa Highton/Anne-Marie Scott (staff), Director/Deputy Director	
Governance and Strategic Planning representative	Lynda Hutchison (staff), Governance and Strategic Planner	Lynda Hutchison (staff), Governance and Strategic Planner	
College of Arts, Humanities and Social Sciences representative	Dr Lisa Kendall (staff), Head of Academic and Student Administration,	Dr Lisa Kendall (staff), Head of Academic and Student Administration,	
Academic Services representative	Gillian Mackintosh (staff), Academic Policy Officer	Gillian Mackintosh (staff), Academic Policy Officer	
College of Medicine and Veterinary Medicine representative	Dr Claire Phillips (staff), Vet School Director of Quality	Dr Claire Phillips (staff), Vet School Director of Quality	
Institute for Academic Development representative	Dr Jon Turner (staff), Director	Dr Jon Turner (staff), Director	
College of Science and Engineering representative	Dr Gordon McDougall (staff), College Dean, Quality Assurance,	To be confirmed.	

Planned activity: Year 1

Overall outcomes/activity
<ul style="list-style-type: none"> To be gathering the right data to be able to evaluate and effectively enhance the student experience. For that data to be easily accessible, understood and used by staff to evaluate and effectively enhance the student experience. To have had active engagement of students and staff in the work of the Enhancement Theme. To have shared good practice internally and externally. To have worked collaboratively across the sector.

Year 1 outcomes/activity
<p><u>Institutional Team</u></p> <p>The University has a number of existing and planned activities relating to the Enhancement Theme (detailed below), many of which have their own governance, representative and reporting structures. Therefore, the Institutional Team will have oversight of these key institutional activities relating to the Enhancement Theme, with the aim of sharing information and identifying links and synergies. They will support engagement with and work on the Enhancement Theme within the University and the sector, including the requirements set by the Quality Assurance Agency Scotland. They will also facilitate communication on the Enhancement Theme across the University and promote the use of data for enhancing the student experience.</p>

Alignment of Activities with Sector Strands

The activities align with the following priorities for implementation from the [University's Learning and Teaching Strategy](#): 'working in partnership with students' and 'nurturing a learning community that supports students'.

Optimising Evidence

- Continuing to develop systematic access to data to support quality assurance and enhancement processes, including the development of the student data dashboard
- Developing strategic performance measurement dashboards

Student Engagement

- Implementing the priorities of the Student Partnership Agreement
- Analysing peer learning and support data (Students' Association)
- Analysing Teaching Awards data (Students' Association)
- Participating in student representative diversity work (Students' Association with sparqs)
- Enhancing student representation (led by the Students' Association)
- Developing minimum standards for the use of virtual learning environments
- Analysing student survey data

Student Demographics and Success

- Finalising and implementing the Widening Participation Strategy
- Developing learning analytics policy, procedure and governance
- Carrying out the thematic review of mature students (including students as parents/carers)
- Interim evaluation of lecture recording implementation
- Developing employability and enterprise supporting data

Year 2 outcomes/activity

A key priority in year two of the Theme will be supporting staff to make evidence-informed decisions to enhance the student experience. Proposals for how to do this include:

- Sharing good practice at relevant internal network meetings.
- Reviewing the sources of data that support key quality assurance and enhancement processes with the aim of providing staff with clarity on how to access, interpret and effectively use data.
- Developing new training opportunities for staff (examples could include: practical sessions to work through key data; an online recorded demonstration of the student data dashboard; and developing case studies of how the student data dashboard has been used).
- Holding a sector-wide event on the use of qualitative data for driving decision-making at scale, with the aim of identifying what works well.

Other activities will likely include:

- Academic Services evaluating the approach being taken for teaching/postgraduate programme reviews taking place in 2018/19 of providing areas being reviewed with key data to ensure that remit items explored during reviews are evidence-based and address key strategic issues.
- Academic Services and Student Systems evaluating the pilot to provide a standard high-level analysis of student feedback to School student representatives.
- Further work to investigate specific non-continuation challenges.
- Academic Services monitoring engagement with the staff-facing web resource on closing the student feedback loop and seeking more examples to add (including those gathered as part of sector-level work in year one of the Theme).
- Sharing the graphically designed visual representation of the new student representation system.
- The Students' Association implementing a handover document for all programme representatives to fill in at the end of their tenure.
- Exploring options for a postgraduate research strand of activity.
- Project funding.

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

Dissemination of work

Internally: email communications; Institutional Team; Senate Quality Assurance Committee; Teaching Matters website; Learning and Teaching Conference; and a wiki.

Externally: Scottish Higher Education Enhancement Committee (SHEEC); Theme Leaders' Group (TLG); Enhancement Themes conference; and the University's website.

Dissemination of work – year 2 update

Work will continue to be disseminated as detailed above.

Collaborative cluster work

As it has not yet been confirmed what the collaborative clusters will be, we are unable to confirm our intended level of involvement. Areas of interest for the University are: student voice; data skills for non-specialists (quantitative and qualitative); student surveys (what works); learning analytics (beyond retention); and sharing evaluation expertise. Our enhancement activities are outlined above.

Collaborative cluster work – year 2 update

As it has not yet been confirmed what the collaborative clusters will be, we are unable to confirm our intended level of involvement. Involvement in the collaborative clusters will be encouraged as in year one of the Theme.

Wider inter-institutional collaboration

Due to the early stage of the Enhancement Theme, we have not yet held discussions with other institutions about potential collaborative work. It is anticipated that this will be facilitated through SHEEC and TLG meetings. Areas of interest and enhancement activities are outlined above.

Wider inter-institutional collaboration – year 2 update

As outlined above, we are hoping to host an event to which we will invite representatives from across the sector. Both formal and informal discussions at Theme Leaders' Group meetings in year one of the Theme proved useful in terms of discussing common areas of work and to share ideas and this will continue in year two of the Theme.

Supporting staff and student engagement

Staff and students will be kept informed of the work of the Theme through the communication methods outlined above. Support and guidance can be provided by the Institutional Lead and Theme Leaders Group staff member. Students will be supported through the Students' Association.

We are exploring with the Students' Association how we can creatively engage students with the work of the Theme as it develops. We also anticipate that we will provide funding towards Enhancement Theme-related projects/activities (either existing, planned or new).

Supporting staff and student engagement – year 2 update

As outlined above, a key priority in year two of the Theme will be supporting staff to make evidence-informed decisions to enhance the student experience. Consideration will be given to different ways of working with students and staff as the plans for delivering our activities are developed. Staff and student workshop events on particular topics proved effective in year one of the Theme and are likely to be used in year two.

Evaluation

Progress will be monitored through Institutional Team meetings. Consideration will be given to evaluation of impact as the areas of work develop.

Evaluation – year 2 update

The Theme Leader participated in a telephone discussion as part of the formal Theme evaluation work and the University will continue to contribute to this important area of work as requested.

In terms of our activities, progress will be monitored through Institutional Team meetings and individual activities will be evaluated as outlined above.

Plan author:	Professor Tina Harrison and Nichola Kett
Date:	17 November 2017

Year 2 sign-off

Plan author:	Professor Tina Harrison and Nichola Kett
Date:	13 September 2018

The University of Edinburgh
Senatus Quality Assurance Committee

6 December 2018

Report from the Knowledge Strategy Committee

Executive Summary

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

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

Not applicable.

Action requested

SQAC is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Where applicable, as covered in the report.

2. Risk assessment

Where applicable, as covered in the report.

3. Equality and Diversity

Where applicable, as covered in the report.

4. Freedom of information

This paper is open.

Key words

Knowledge Strategy Committee

Originator of the paper

Dr Lewis Allan, Head of Court Services

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

12 October 2018

1 Digital Disruption

The Chief Information Officer delivered a presentation on Digital Disruption, highlighting other sectors that have been disrupted by digital technologies and the scope for similar disruption within higher education. Opportunities to deliver high quality online education at scale and to use new technology to benefit 'on campus' students were considered. The Committee discussed difficulties in predicting the extent and type of digital disruption, to be mitigated by using flexible, broad-based platforms for online learning and student preference in many cases for in-person contact with academics, particularly at undergraduate level.

2 University Study Spaces

The Director of User Services delivered a presentation on study spaces across the University. There are 7,588 individual study spaces (equivalent to 19% of the student population), 2,263 of which are in the Main Library, the most popular study space area. Options for increasing the proportion of study spaces in the Central Area (equivalent to 8% of the student population) were considered, including increasing study spaces in the Main Library and utilising some teaching rooms as study spaces after 5pm in peak periods. The Committee welcomed further work to develop shorter and longer term options to increase study spaces and discussed advertising available study spaces to students using a mobile application, ensuring new or refurbished buildings have flexibility to accommodate temporary study spaces if required and the accessibility of some campuses and their study spaces outside normal working hours.

3 Report on National Student Survey IT and Library Questions

Responses to the three library and IT-related questions in the 2018 National Student Survey and associated free text comments were reviewed. A theme of student frustration with inconsistency in availability of recorded lectures, library materials, printing of course materials and the quality of study spaces was noted. The possibility of developing an examination timetable mobile application was welcomed, with a class timetable mobile application in pilot project stage. It was noted that library opening hours had previously been the most frequently raised issue but the Main Library is now open 24 hours a day, 7 days a week and similar ambition would be shown in addressing the current issues raised in the free text comments.

4 Distance Learning at Scale Update

An update on the Distance Learning at Scale pilot programmes was considered. A partnership agreement has been signed with edX, with a Business School MSc in Business Analytics to be the first course offered under the partnership with an accompanying Predictive Analytics 'MicroMasters.'

5 Other items

A proposed programme of 16 digital research services projects to be undertaken in 2018/19 were reviewed and approved. An update on the ongoing procurement exercise for Phase 1 of the Core Systems Strategy was reviewed. Revisions to the Web Accessibility Policy were approved. An update on the review of the University's web estate, including a risk register and activity plan, was considered.