

The University of Edinburgh
Senatus Quality Assurance Committee

**Electronic meeting conducted from
Monday 19 to Monday 26 August 2019**

A G E N D A

1. Formal Business

This meeting will be conducted via email correspondence to enable the Committee to approve items which do not require substantial discussion in order to provide feedback to schools in a timeous manner.

2. For Approval

2.1 Mid-Course Feedback Guidance Paper A

2.2 Annual Monitoring, Review and Reporting – Minor Changes Paper B

2.3 Internal Review Reports and Responses Paper C

Year on responses 2017/18:

- Teaching Programme Review of Biomedical Sciences
- Teaching Programme Review of Sociology & Sustainable Development
- Student-Led, Individually- Created Courses (SLICCs) Review
- Teaching Programme Review of Medicine (MBChB)

Final report 2018/19:

- Postgraduate Programme Review of Edinburgh College of Art (ECA)
- Teaching Programme Review of Engineering
- Teaching Programme Review of Philosophy

3. For Information

3.1 Enhancement Themes - End of Year 2 Report Paper D

4. Date of Next Meeting:

Wednesday 18 September 2019 at 2pm in the Elder Room, Old College

The University of Edinburgh
Senatus Quality Assurance Committee

**Electronic meeting conducted from
Monday 19 to Monday 26 August 2019**

Mid-Course Feedback Guidance

Executive Summary

Asks the Committee to approve Mid-Course Feedback Guidance requested by Learning and Teaching Committee in May 2019 in response to the follow-up evaluation of mid-course feedback <https://www.ed.ac.uk/files/atoms/files/20190522combinedagendapapers.pdf> (Paper G).

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

Aligns with the Committee's remit for: Ensuring effective development of effective arrangements for the representation of the individual and collective student voice in the University's quality framework.

Action requested

The Committee is asked to approve the Guidance.

How will any action agreed be implemented and communicated?

Academic Services will inform stakeholders when the Guidance has been approved. Stakeholders were informed of the outcomes of the Learning and Teaching Committee's discussion in June 2019 so are aware that Guidance is being developed.

Resource / Risk / Compliance

1. Resource implications

There are no resource implications. The Guidance is non-mandatory and aims to support existing Policy.

2. Risk assessment

There are no risks. The Guidance is non-mandatory and aims to support existing Policy.

3. Equality and Diversity

The Student Voice Policy has a published Equality Impact Assessment (EqIA) which covers mid-course feedback. The Guidance makes no changes to Policy or practice.

4. Freedom of information

Open.

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services
August 2019

Mid-Course Feedback Guidance



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Purpose of Guidance

Guidance for staff on mid-course feedback.

Scope: Guidance is not Mandatory

All staff who implement mid-course feedback.

Contact Officer

Nichola Kett

Academic Policy Manager

nichola.kett@ed.ac.uk

Document control

Dates

Approved:
DD.MM.YY

Starts:
DD.MM.YY

Equality impact assessment:
See Student Voice Policy EqIA

Amendments:

Next Review:
2022/23

Approving authority

Senate Quality Assurance Committee as owners of the Student Voice Policy

Consultation undertaken

Extensive consultation was undertaken across the University as part of an evaluation exercise in 18/19. The results have informed the development of this guidance which was requested by Learning and Teaching Committee in May 2019.

Section responsible for guidance maintenance & review

Academic Services

Related policies, procedures, guidelines & regulations

[Student Voice Policy](#)

UK Quality Code

Quality Core Practice: *The provider actively engages students, individually and collectively, in the quality of their educational experience.*

Quality Common Practice: *The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.*

Guidance superseded by this guidance

Alternative format

If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.

Keywords

Mid-course feedback, student feedback, student voice

Mid-Course Feedback Guidance



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What is mid-course feedback?

Mid-course feedback is feedback provided by students and responded to by staff while a course is running.

It is crucial for:

- Promoting constructive dialogue between staff and students at an early stage;
- Allowing staff to identify and respond to student concerns about a course in a timely way (ideally in a way that resolves the matter for the current cohort);
- Providing staff with an opportunity to explain to students why the course is structured in the way it is, and outlining changes that have evolved in response to feedback from previous cohorts.

Importantly, existing students on the course can benefit from any actions that may be taken, which helps to reinforce to students the value of giving feedback.

When should mid-course feedback be used?

From 2019/20 mid-course feedback:

- Should be used for all undergraduate courses that run for 10 weeks or more;
- Is encouraged for taught postgraduate courses, with a view to making it Policy for 2020/21.

Mid-course feedback is appropriate in most course situations and can be adapted to suit the specific context. It is expected, therefore, that mid-course feedback will be used broadly.

However, there are some situations where it may be more challenging or less relevant to operate. For example, for short courses (of less than 10 weeks) it may not be possible to gather and respond to feedback meaningfully in such a short timeframe. For research-based courses (such as dissertations), courses that are more 'student-led' (e.g. SLICCs), or situations where there is a high degree of individual interaction with students and an opportunity for ongoing dialogue, it may be less relevant to carry out separate mid-course feedback.

Additionally, in such situations it is expected that greater reliance will be placed on student voice mechanisms such as Student-Staff Liaison Committees and course enhancement questionnaires (CEQs), which collectively provide all students with the opportunity to provide feedback on their courses.

How to gather mid-course feedback

Schools determine how mid-course feedback is carried out. There is flexibility for Schools to collect and respond to mid-course feedback in a way which works best and encourages constructive dialogue. Schools may wish to discuss options or co-design approaches with students. If Schools think that a particular approach to gathering mid-course feedback might raise equality and diversity issues then they should take steps to mitigate the risks.

Common ways to gather mid-course feedback are:

- Feedback postcards or forms



Mid-Course Feedback Guidance

- Top Hat (electronic voting system)¹
- Open fora
- Learn

Mid-course feedback is not a formal data collection exercise, it is about promoting constructive dialogue between staff and students. Staff have reported that mid-course feedback works best in terms of student engagement when it is carried out as a timetabled activity. Additionally, staff and students have expressed concerns about survey fatigue, therefore, it is advised that mid-course feedback is not collected through surveys.

Where on campus or online courses have small cohorts with ongoing dialogue between staff and students mid-course feedback needn't be viewed as a separate exercise and can be carried out as part of existing activities.

Mid-course feedback only needs to be gathered once per course. So, for a course running over one semester, the feedback is likely to be gathered in the middle of the semester. However, for a course running over 2 semesters, it is likely to be gathered at the end of semester 1.

Rather than being a formal survey method (like CEQs), mid-course feedback is an opportunity to engage in constructive dialogue with students. Hence, response rates are not a key consideration. If student engagement with mid-course feedback is low, this needs to be taken into account in any action taken in response to the feedback.

Further Information and Examples

Advice and resources (including examples) to help staff collect mid-course feedback from students can be found on the Institute for Academic Development's website at: <https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/teaching-feedback/mid-course>

Background information and examples for students can be found on the Student Voice webpage at: <https://www.ed.ac.uk/students/academic-life/student-voice/enhancing-courses/mid-course-feedback>

Closing the student feedback loop

"The unit responsible for gathering feedback from students must communicate actions taken in response on a timescale appropriate to student needs."

Student Voice Policy [edin.ac/2MXbzKd](https://www.ed.ac.uk/2MXbzKd)

It is very important that students receive a response to their feedback. With mid-course feedback, this doesn't have to happen immediately, but should happen before the course ends. Where it is not possible to make a change in response to feedback this should be communicated to students along with the reason(s).

Common ways for staff to feedback to students on their mid-course feedback are:

¹ <https://www.ed.ac.uk/information-services/learning-technology/electronic-voting-system/staff>

Mid-Course Feedback Guidance



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- At a subsequent timetabled session
- Email
- Learn

A good practice resource for staff on closing the loop on student feedback can be found on the Academic Services webpage at: <https://www.ed.ac.uk/academic-services/staff/closing-feedback-loop>

Insert latest date approved/amended

The University of Edinburgh
Senatus Quality Assurance Committee

**Electronic meeting conducted from
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Annual Monitoring, Review and Reporting – Minor Changes

Executive Summary

Proposals for minor changes to Annual Monitoring, Review and Reporting Policy and the College annual quality report template.

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 changes have been discussed with and are supported by College Deans of Quality and College Quality Officers (or equivalent). Academic Services will inform College Office colleagues when the updated Policy and template is available online.

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

The proposed changes are minor and could not reasonably have any equality impact.

4. Freedom of information

Open.

Key words

Annual monitoring, reporting and review

Originator of the paper

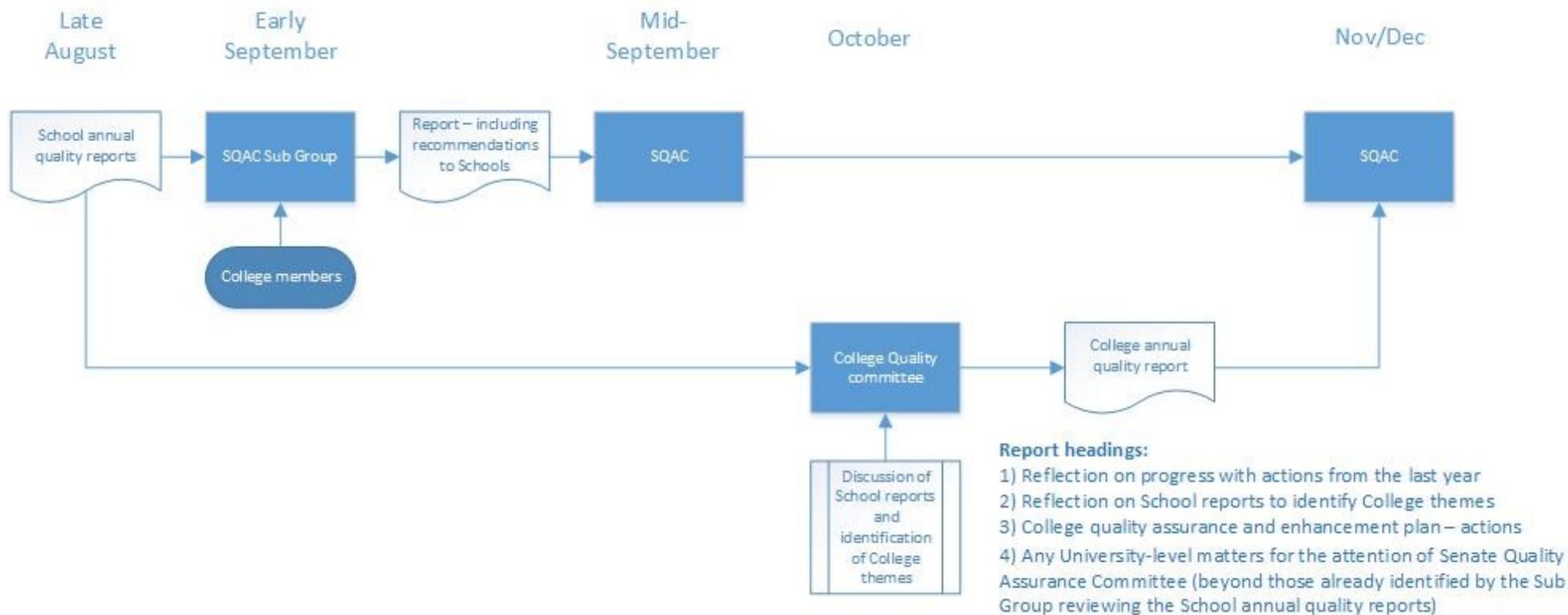
Nichola Kett, Academic Policy Manager, Academic Services
7 August 2019

The deadline for annual College quality reports has been brought forward from January/February to November. When the changes were originally made to the annual monitoring, review and reporting processes, it was anticipated that the outcomes of the College annual reports would inform SQAC forward planning. In practice, as the Senate committees' planning process evolved, College reports were received too late to inform committee planning. Furthermore, due to the tight timescales involved, it was challenging for Colleges to identify, discuss and agree themes from School annual quality reports by the meeting of the Sub Group that reviews School annual quality reports in early September.

It was felt that the structure of the College annual quality report template duplicated some of the School annual quality report template. As a result, the 'overview of performance data across the College' heading has been removed (it should be noted that Colleges support Schools' preparations for annual monitoring by providing and discussing College benchmarked data). Additionally, as requested by the Colleges, the 'College action plan' heading has been renamed the 'College quality assurance and enhancement plan – actions' and sub-headings added to help with tracking of actions.

The opportunity has also been taken to remove duplicated text (either from within the Policy, or that exists elsewhere) and to simplify language.

NEW COLLEGE ANNUAL REPORTING PROCESS



Annual Monitoring, Review and Reporting Policy



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Purpose of Policy

To outline the University's approach to annual monitoring, review and reporting.

Overview

Describes the University's annual monitoring, review and reporting processes.

Scope: Mandatory Policy

Applicable to all credit-bearing provision.

Contact Officer

Nichola Kett

Academic Policy Manager

nichola.kett@ed.ac.uk

Document control

| | | | | | |
|--------------|------------------------------|----------------------------|--|--------------------------------|------------------------------------|
| Dates | Approved: 08.09.16 | Starts: 08.09.16 | Equality impact assessment: 25.05.16 | Amendments: 30.11.17 | Next Review: 202218/2349 |
|--------------|------------------------------|----------------------------|--|--------------------------------|------------------------------------|

Approving authority

Senate Quality Assurance Committee

This Policy was created from the University Quality Framework Review Proposals for Consultation which was approved on 26.05.16

Consultation undertaken

Schools, Colleges, Senate Quality Assurance Committee

Section responsible for policy maintenance & review

Academic Services

Related policies, procedures, guidelines & regulations

[Course Enhancement Questionnaire Policy](#)

UK Quality Code

[UK Quality Code Chapter B8 Programme Monitoring and Review Monitoring and Evaluation](#)

Policies superseded by this policy

Alternative format

If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.

Keywords

Annual monitoring, review, reporting



Annual Monitoring, Review and Reporting Policy

This document sets out the quality assurance processes for annual monitoring, review and reporting in place across all credit-bearing provision in the University. The University is responsible for its academic standards and the quality of the student learning experience. It is committed to reflecting on and systematically reviewing its provision and taking action to enhance it. The University is also answerable to a number of external bodies for the quality of its provision.

The University's quality framework is thus informed by the requirements of:

- The Scottish Funding Council
- The Quality Assurance Agency's UK Quality Code
- Expectations of external professional, statutory and regulatory bodies (PSRBs)

The University's management of its academic standards and quality of the student experience is reviewed periodically by the Quality Assurance Agency (Scotland) Enhancement-led Institutional Review method.

Annual Programme Monitoring

WHAT: Schools carry out annual programme monitoring, using a process which meets both local contexts and institution-wide requirements, considering a standard set of data and reporting using a standard [template](#)

WHEN: All programmes must be monitored annually and reports provided to the School Director of Quality in time to inform the preparation of the School annual quality report (due in late August each year).

Monitoring and review of provision is ongoing throughout the year through formal evidence-based discussion of student performance and progression data, teaching review meetings, taught and research programme monitoring, consideration of external examiner reports and student feedback. These inform the school annual quality report.

~~In accordance with the [Course Enhancement Questionnaire Policy](#) all taught, credit bearing courses (undergraduate and postgraduate) that have students enrolled on them and are delivered by the University of Edinburgh, including the taught portion of research courses, should be surveyed using the University's standard survey tool and question sets. This includes Student led Individually Created Courses (SLICCs), placement courses, and dissertations. The standard core question set will be used in 2017/18 for these types of courses.~~

When conducting the annual programme monitoring process, Schools consider the sustainability of their courses and programmes (e.g. whether they are recruiting appropriately, whether any staffing issues need attention) and the strategic relationship between the programmes and the School's wider portfolio. As part of this, either via the annual quality review process or the annual planning process, Schools should explore those courses with student cohorts of less than 10 over the last three years and consider whether they remain financially sustainable and / or have a clear strategic rationale. In addition, three years after the introduction of a new programme, Schools revisit the original business case (including the [Fees Strategy Group](#) Programme Costing Template), revisit costings to ensure they remain appropriate, and review whether the programme is on track to be financially sustainable. Schools should have the flexibility to look at individual programmes separately, or to review their viability as part of a broader portfolio. This should either be done within the context of the annual quality monitoring processes or via an alternate School process.



Annual Monitoring, Review and Reporting Policy

Operational outline:

- **Schools** will decide on the optimum clustering of their programmes for Annual Programme Monitoring (i.e. single and/or joint honours programmes, clusters of similar programmes), to enable effective evaluation and reflection whilst avoiding duplication of effort. Annual Programme Monitoring does not require a separate process and can take place in existing meetings, such as undergraduate/postgraduate/learning and teaching committees, or small groupings of programme directors and other relevant staff.
- **Schools** will consider the data listed in [Data to Support Annual Quality Processes](#) to support their reflection in a way that is meaningful to them.
- 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.
- Massive Open Online Courses (MOOCs), although not credit bearing, should be subject to appropriate course-level monitoring. Consideration should be given to aspects such as overall numbers, engagement, performance on activities, completion and student feedback. School Directors of Quality should be made aware of the outcomes of the monitoring of MOOCs in time to inform the preparation of the School annual quality report (due in late August each year).
- **Schools** can ~~continue to~~ give consideration ~~down to the~~ course level as relevant to the local context, however reporting will be at the level of the programme or programme clusters.
- Annual Programme Monitoring can feed in to school annual and strategic planning.
- **Colleges** will support schools and provide appropriate opportunities as necessary for briefing and support, with a particular emphasis on delivering an effective, streamlined approach.
- The effectiveness of Annual Programme Monitoring arrangements will be evaluated in [teaching/postgraduate programme periodic reviews](#).

School Annual Quality Report

WHAT: Schools report annually to Senate Quality Assurance Committee, considering a standard set of data and reporting using a standard [template](#)

WHEN: By late-August annually. Date will be confirmed by Academic Services.

Operational Outline:

The school annual quality report draws on the school's ongoing processes for review and reflection on its provision. All reflections should be evidence-based.

- ~~Using the school annual quality report template schools reflect on: what has worked well throughout the year; any new/ innovative developments throughout the year worth sharing more widely; any areas identified requiring attention/further development; what action is planned; progress with recommendations from Senate Quality Assurance Committee the previous year; action requested of college/University. Schools identify key themes and trends they consider significant.~~



Annual Monitoring, Review and Reporting Policy

- The template makes provision for reporting on ~~1 or 2~~ key institutional priorities. ~~The current priority is the performance indicator of 80% student satisfaction with personal tutoring and all reports must include a reflection on this.~~
- The annual reflection will draw on the school's annual monitoring and review processes where student performance and course-related issues are discussed, including annual programme monitoring based on the University template, Boards of Examiners' discussions, annual teaching review and programme review meetings.
- Themes identified in the annual report should contribute to the learning, teaching and research student experience element of the school annual plan.
- Schools will maintain a School quality model which is a description of how annual monitoring, review and reporting operates. 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 annual quality report in August. The process description will support continuity between School Director of Quality appointments.
- The effectiveness of the school's monitoring and review arrangements will be evaluated as part of ~~teaching/postgraduate programme~~ the periodic reviews ~~s. process.~~

Timing

Quality reporting will be able to contribute to the learning, teaching and research student experience element of the school annual plan. ~~It is acknowledged that the timescale will mean that any issues from the dissertation element of taught postgraduate provision will need to be reported on in the following year.—The timescale means that issues arising after the reporting deadline will be reflected on in the next annual report.~~ However, action to resolve urgent issues at all levels of provision should take place at the earliest possible stage. ~~Likewise, the majority of boards of examiners will have met by the time the annual report is being prepared.~~

~~Most progression data will be available in June for UG and PGT.—The data available at the time of review in the Data to Support Annual Quality Processes should be considered~~ The outcome of resits and of taught postgraduate dissertations will be considered by schools in their next annual report. Postgraduate research issues which miss the summer reporting period can likewise be included in the next annual report. ~~—The majority of boards of examiners will have met by the time the annual report is being prepared and~~ External examiners' views will be available through the minutes of Boards of Examiners meetings: again the emphasis should be on reporting major issues ~~(all individual programme issues are now reported via the External Examiner Reporting System)~~, commendations relating to positive or innovative academic practice, or significant recommendations for action.

Student engagement with quality processes continues throughout the academic year, with issues identified during semester time from student-staff liaison committees or equivalent, student surveys and other mechanisms feeding into the school annual quality report. The school annual quality report will ~~lead itself to discussion of identify~~ themes and actions being taken by the school ~~which may be discussed~~ in student-staff liaison committees ~~(or equivalent meetings)~~ at the start of the following academic year.

What Happens Next

School annual quality reports will be considered by Senate Quality Assurance Committee (SQAC), which will focus on recommendations for Schools to take forward, with support from colleges as



Annual Monitoring, Review and Reporting Policy

appropriate. ~~Colleges will undertake peer review of school reports, where reports are shared across the College and which helps to identify College themes.~~

Operational outline:

- Schools complete their annual quality reports by late August and send them to Academic Services and the college dean for quality.
- Following receipt of the reports the Assistant Principal Academic Standards and Quality Assurance will convene a meeting of a sub group of the college deans and the head of quality assurance and enhancement, Academic Services, to review the reports and prepare recommendations for consideration by SQAC at its first meeting in September. This consideration will also inform the University's annual report to the Scottish Funding Council, due at the end of September.
- College quality committees will consider the report of the sub group.
- SQAC will be responsible for tracking schools' actions planned and actions in response to SQAC's recommendations through schools reporting in their next annual quality report, and for reporting to schools on actions taken in response to issues they have raised for attention at University level. Colleges will similarly report to schools on actions raised for attention at college level.

College Annual Quality Report

WHAT: Colleges report annually to SQAC using a standard [template](#)

WHEN: ~~January–November (annually) so that the report is both informed by colleges' ongoing support of schools and can contribute to SQAC's forward planning.~~ Date will be confirmed by Academic Services.

Operational outline:

- College quality committees (or equivalent) will consider school annual quality reports and identify themes.
- ~~Colleges will report annually to the SQAC meeting in February/November/December. This will be based on colleges' action plans for how quality activity will support teaching excellence and capacity building and on their overview of performance data across the college, and will contribute to SQAC forward planning.~~

College Role in Annual Reporting and Quality Processes

Operational outline:

- Colleges will continue proactively to support schools in taking forward actions from annual reporting, including where colleges identify clustering of issues across schools where action would be more effective on a college-wide basis.
- Colleges will monitor Annual Programme Monitoring to ensure full coverage.
- In the first meeting of semester 1 following the August school quality report, college quality committees will identify good practice from school reports to share across the University.
- 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.
- Colleges will support and develop student engagement in quality processes.
- College committees will support discussion and sharing of good practice.

Annual Monitoring, Review and Reporting Policy



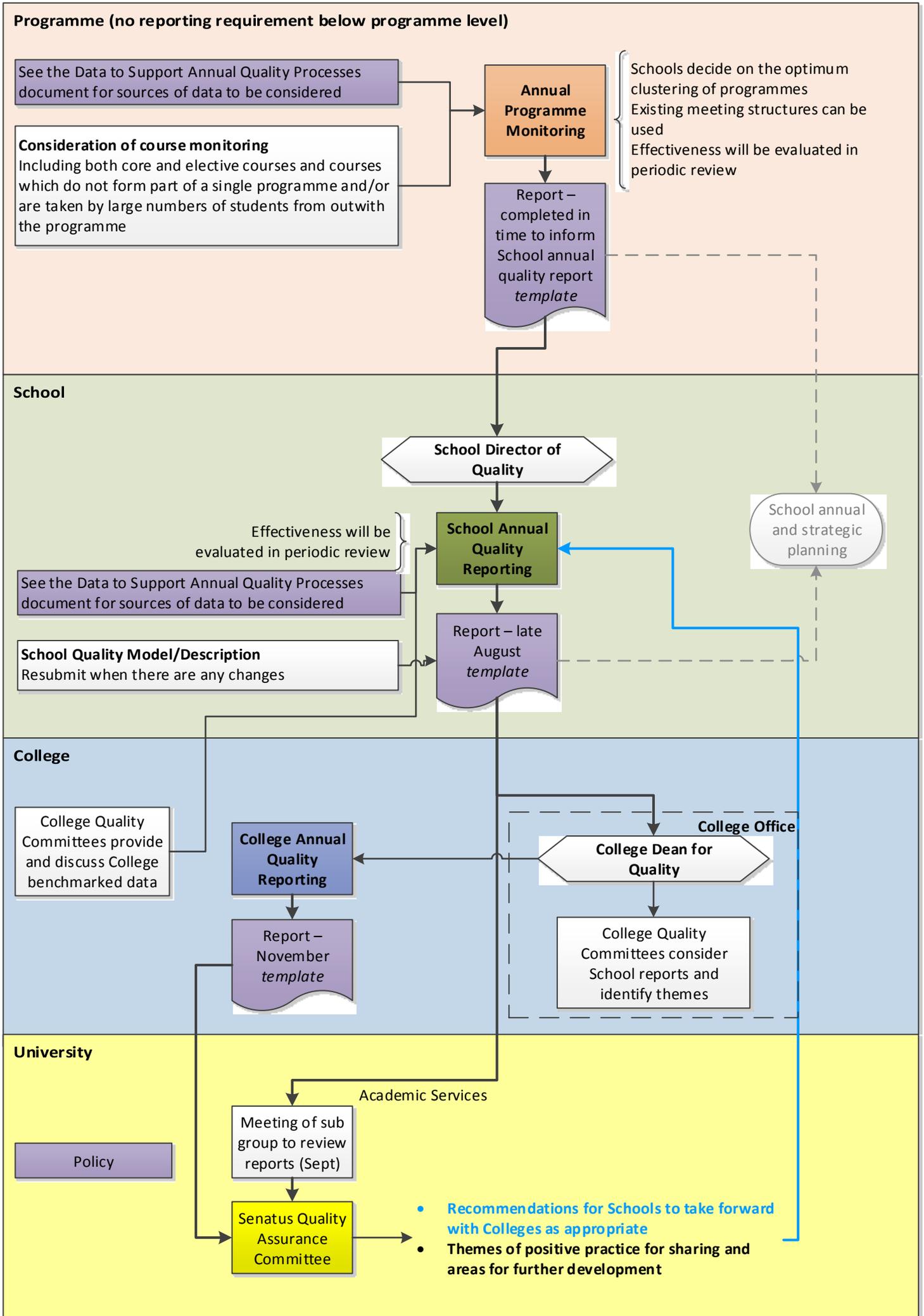
THE UNIVERSITY
of EDINBURGH

30 November

2017[\[date of eSQAC\]](#)

University Quality Framework – Annual Monitoring, Review and Reporting Flowchart

PURPLE BOX INDICATES HYPERLINK



College Annual Quality Report

College of.....

Academic Year.....

The report should cover all credit-bearing provision, including collaborative and postgraduate research programmes, and Massive Open Online Courses. Colleges are encouraged to use **bullet point** format. A limit of 300 words per section is suggested. Reports should be sent to Academic Services in **November** annually.

Author:

Contributors:

| 1. Reflection on progress with actions from the last year |
|---|
| |

| 2. Reflection on School reports to identify College themes |
|--|
| |

| 3. College quality assurance and enhancement plan – actions | | | |
|---|----------------------------|----------|-------------|
| Action | Output(s)/success measures | Deadline | Responsible |
| | | | |
| | | | |
| | | | |
| | | | |

| 4. Any University-level matters for the attention of Senate Quality Assurance Committee (beyond those already identified by the Sub Group reviewing the School annual quality reports) |
|---|
| |

The University of Edinburgh
Senatus Quality Assurance Committee

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Internal Periodic Review Reports and Responses

Executive Summary

The following Year on responses from Internal Periodic Reviews 2017/18 and final reports from Internal Periodic Reviews in 2018/19 are published on the Committee wiki:

<https://www.wiki.ed.ac.uk/display/SQAC/eSQAC+Monday+19+to+Monday+26+August+2019>

Year on responses 2017/18:

Teaching Programme Review of Biomedical Sciences

Teaching Programme Review of Sociology & Sustainable Development

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

Teaching Programme Review of Medicine (MBChB)*

Final report 2018/19:

Postgraduate Programme Review of Edinburgh College of Art (ECA)

Teaching Programme Review of Engineering

Teaching Programme Review of Philosophy

*The Committee received and discussed this response in April 2019 and requested that it be resubmitted with amendments (highlighted in red) to include details of (a) a follow-up meeting between the School and the Convenor of SQAC in regard to recommendations 1 and 2 and (b) greater clarity in regard to whether the difficulties with the allocation of funding, referred to in the responses to recommendations 1 and 2, were specific to NHS Scotland or NHS Lothian.

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

Report: for approval. The Committee is asked to note the following commendations and recommendations. The full reports are published on the wiki:

<https://www.wiki.ed.ac.uk/display/SQAC/eSQAC+Monday+19+to+Monday+26+August+2019>

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

| PPR/TPR | Recommendation | Comment |
|--------------------------------|-----------------------|---|
| TPR Biomedical Sciences | All | We look forward to hearing about progress on all of the recommendations in the School Annual Programme Monitoring report. |

| | | |
|---|-------------|---|
| | | We would be interested to learn about any examples of positive change as a result of the review |
| TPR of Sociology & Sustainable Development | 1,2,3,4,5,7 | We look forward to hearing about progress on the recommendations in the School Annual Programme Monitoring report. We are interested to learn about the positive changes noted in the response as a result of the review |
| Student-Led, Individually- Created Courses (SLICCs) Review | | No comments |

How will any action agreed be implemented and communicated?

The reports will be published on the Academic Services website.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional resource implications.

2. Risk assessment

No risk associated.

3. Equality and Diversity

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

4. Freedom of information

Open.

Key words

Postgraduate Programme Review, Teaching Programme Review, PPR, TPR,

Originator of the paper

Gillian Mackintosh
Academic Policy Officer,
Academic Services

August 2019

TPR of: Biomedical Sciences

Date of review: 28 & 29 March 2018 + Zhejiang site visit on 17 & 18 April 2018

Date of 14 week response: 4 October 2018

Date of year on response: 30 July 2019

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

| Rec no | Recommendation | 14 WEEK Comment on progress towards completion and/or identify barriers to completion | 1YR Comment on progress towards completion and/or identify barriers to completion | Completion date |
|--------|---|---|---|-----------------|
| 1 | The review team recommends that the College of Medicine and Veterinary Medicine review the Resource Allocation Model to ensure the subject area is supported in resourcing continued growth. The College should also explore how the Work Allocation Model could be used to ensure teaching input from the Edinburgh Medical School can be secured to support the subject area. [1.2] | MVM College Strategy Group: The College recognises the increased student numbers in Biomedical Sciences and has supported the continued growth of the Biomedical Teaching Organisation as far as is possible within the College budget, alongside a large overall increase in academic staff within the Deanery in the last 5 years. A significant uplift to BMTO resources has been agreed within the last 12 months, in addition to increased staff numbers delivered through individual business cases. The College's Head of Academic Administration is undertaking a piece of work looking at administrative support across all undergraduate programmes; we will await the findings and respond to them. A work allocation model is currently being trialled by the Deanery of Biomedical Sciences and when results and feedback are available we will aim for wider implementation within Edinburgh Medical School, balancing contributions to different undergraduate and postgraduate programmes. | The Head of Academic Administration is due to submit a report following the review of professional services / administrative support across College early August 2019. The SEP SA&S project is also undertaking a piece of work to identify professional services team structures and staff resource requirements in Teaching Organisations, Graduate Schools and Student Support across the university. The RAM has been fully revised to reflect the University wide change to gross accounting WAM Pilot is ongoing in Deanery of Biomedical Sciences with an anticipated go-live date of August/September 2019. Edinburgh Medical School will then consider wider implementation across the rest of the Edinburgh Medical School following a review of the Biomedical Sciences pilot. | Ongoing |

| | | | | |
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| 2 | <p>As the move to Little France appears to be likely within the next five years, the review team recommends the subject area Management Team develop a clear strategy and vision, emphasising the opportunities presented by the relocation. This should be communicated to the whole staff team to address concerns and uncertainties raised with the review team around the proposed relocation. [1.4]</p> | <p>The move to Little France is still in the very early stages of planning and development. The vision and strategy to build a new teaching building (and align it to research space) has been communicated to staff through all staff meetings, where it will remain a standing item on the agenda. Once plans firm up (likely around Spring 2019) then further preplanning meetings and communications to staff will take place. DBMS Management Team are also very mindful of ensuring there is a clear communication strategy for our students (both current and prospective). When timescales and more detailed plans are known then communications to students will also take place.</p> | <p>No significant change in this at present. Planning for a new Bio / Medical Teaching Building continues though is still in the early stages and primarily at the College level (though with Deanery representation). Nevertheless, the scoping of a new build in line with original design criteria is being re-evaluated in the context of financial constraints linked to changes in projected available funding. A clear understanding of the impact of this re-evaluation on realising the previously defined strategy and vision for Learning and Teaching in the Deanery is necessary before meaningful communication with staff takes place. The planning for a new teaching building is not the only component of Deanery strategy that will impact on its staff. The vision and strategy for Research is an essential co-requisite here and divergence of timelines associated with these strategies could lead to further interim geographical fragmentation of our academic and professional services staff across the central and LF sites. As such, the timeframes over which these changes will take place and the measures for managing issues in the interim also need to be clearly articulated in the dialogue with Deanery staff.</p> | <p>Ongoing over next 5 years</p> |
| 3 | <p>The review team recommends that the Edinburgh Medical School consider how they can support the subject area by ensuring the preparedness of intercalating students and how resource allocation can support the growth of intercalating student numbers in the subject area. [2.1.2]</p> | <p>Responsibility of Edinburgh Medical School The MBChB programme is currently revising the curriculum in years 1 and 2 which will include attention to preparedness for their Honours year. We will aim to include teaching that will focus more on students' critical thinking. We will also to have further written work/assessments that will promote analysis and creativity. We have also introduced in 2018 a new module on data science which will give students a better grounding in data analysis and</p> | <p>The MTO have introduced and improved a Data Science in Medicine course to aid the preparation for intercalated degrees requiring significant data handling. They are undertaking a curriculum review for years 1 and 2 which will include a strand on research and evidence based medicine which will include elements looking at experiment and trial design, finding and citing information, statistical reasoning and dealing with uncertainty and complexity. Currently MBChB student perform well in their</p> | <p>Ongoing</p> |

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| | | <p>presentation. This will continue in the new curriculum design.</p> <p>It is anticipated that the increase in students intercalating within BMTO will be relatively modest, given the introduction of additional programmes that are not primarily taught by BMTO staff. BMTO will, however, continue to administer programmes and the College are aware of the need to support this activity.</p> | <p>Honours year (40% 1st, 95% 2.1 in 2018-19). We anticipate these further curriculum developments will enhance their experience. During 2018-19 the new 'Anatomy and Development' programme (capacity for 10 medical students) commenced and proved popular with students interested in surgery. Also, the new 'Health Sciences' degree programmes commenced (34 students). This programme was designed specifically around the needs of medical students. For example, Health Sciences has a 'Research Skills in Health Sciences' core course that aims to thoroughly prepare students for their Honours Research Project. Students performed well in this programme this year and an increased numbers of students have selected it for 2019-20. Lastly, the new 'Bioethics, Law and Society' programme designed for medical students will commence in September 2019. These new programmes (as well as additional new programmes outwith the BMTO such as 'Anthropology and Sociology of Medicine') add significant capacity to Year 3 but also increase the breadth of choice available to Edinburgh students.</p> | |
| 4 | <p>The review team recommends that the subject area consider a blueprint exercise to review the core offering and thereby develop a clear and cohesive narrative across programmes. The subject area may also wish to consider rationalising elective course options to a more manageable level: a simplified course portfolio could help to create space for</p> | <p>The redesign of our Biomedical Sciences programmes after the last TPR shaped the blueprint of our undergraduate programmes by assigning an overarching thematic development of each year of study. The recommendation to revisit the blueprint of the core offering with a view to developing a clear and cohesive narrative across programmes aligns well with the remit of the Biomedical Sciences Learning and Teaching Committee (BMSLTC). BMSLTC membership includes a discipline representative for each of our UG degree programmes. The next step of organisational</p> | <p>As indicated previously, discussions addressing the strategic approach to programme blueprinting are scheduled to continue through 2019. We plan to start our core blueprinting with a broad consultation across our staff. The principal focus of discussion is "where do we want to be in five years' time?" and "how will we get there?" Key elements include evaluating opinion on what we want our UG students to arrive with in terms of knowledge skills, attributes, and what we want them to take away as an Honours graduate. Curricular review</p> | <p>Initial discussions to start 18'19 but work will be ongoing into 19'20/20'21</p> |

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| | <p>staff to develop learning and teaching activity. [2.3.1]</p> | <p>development is that each discipline lead heads up a discipline team that reviews and directs a review of the design, delivery and direction of that degree programme across all of the four years. Each team will address the remit of producing a programme blueprint that includes directing development in three areas,</p> <ol style="list-style-type: none"> 1. Discipline-based knowledge, understanding and critical insight 2. Generic core research skill sets – including experimental design, data analysis, etc. 3. Generic graduate attributes – team-working, communication, leadership, employability etc. <p>These teams will report to BMSLTC, which provides a forum for coordinating core offering, that supports all programmes, with the individual requirements of each discipline, and has the authority to approve changes in learning and teaching strategy and policy. This blueprinting exercise overlaps with a review of our Senior Honours elective course portfolio identified by BMSLTC to consider, i) how some courses may align better with the different Honours programmes, ii) managing capacity issues across electives and Elective Course Board of Examiners and, ii) avoiding potential duplication that may impact on Core programme delivery. This will be revisited once a review of student allocation on elective courses with respect to home degree programme over the last four years has been completed.</p> <p>Rationalising our elective portfolio may open up time and space for development of learning and teaching activity and while available, its current use, or otherwise, links to recommendation 7 and the different priorities from an individual staff perspective. The University has instigated an</p> | <p>involves both core and discipline-specific elements with the challenge of co-ordinating and integrating outcomes for the benefit of enhancing our programmes. The core BMS1/2/3 spine of our BMS programmes originates in the vision described in the 2013 programme redesign. It is now timely to revisit this original blueprinting in light of the original programmatic design criteria (are these criteria still appropriate, do we need to redress them?) course evolution, and local and central thematic changes.</p> <p>At this stage one programme, BSc (Hons) Medical Sciences has developed a review strategy that has seen the formation of a core Programme Team with a remit to</p> <ul style="list-style-type: none"> • review the programme structure (in the context of discipline knowledge and core research skills) to provide the optimal learning and teaching experience for students • review the context of the programme in line with student employability; and review the strategy for development of more generic skills and graduate attributes across the programme • enhance the learning community and student experience across the programme (staff and student engagement) <p>The work of the programme team will be aligned with the work of the Medical Sciences Senior Honours Team and the Medical Sciences Board of Examiners, each of which has an independent remit, but with overlapping team membership. It is scheduled to meet three times a year and will align these meetings with BMS-LTC. It will draw on identifying core and discipline-specific content to align key points of</p> | |
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| | | <p>immediate review (September 2018) of recognition and equivalence in value between research and teaching and we hope this will allow more pragmatic approaches to creating space for developing learning and teaching, for example by providing resource to support secondments to this area.</p> | <p>integration that allow the learning outcomes and programme objectives to be achieved.</p> <p>This model for review will be presented to BMSLTC as a proposed template by which our discipline based BMS programmes can structure their own reviews.</p> <p>Review of the Senior Honours elective portfolio has been initiated at BMSLTC and a paper derived from original discussions will be presented for further comment by the end of 2019.</p> <p>Beyond the remit of developing clear and cohesive narratives across our programmes the university is leading several initiatives that ask us to reflect on key design principles when developing our teaching programmes. We have engaged with our BMTO Teaching Network in developing ideas for the Programme teams to consider in the areas including but not exclusive to Equality, Diversity, and Inclusivity and Employability. We are also developing our strategic approach to the use of new technologies in our teaching and the theme of our annual Teaching Forum is the use of lecture capture and other recording technologies in learning and teaching.</p> | |
| 5 | <p>The review team recommends the subject area consider reviewing the timing, co-ordination, appropriateness and diversity of assessment, including the reliance on multiple choice questionnaires. The subject</p> | <p>The BMTO currently hosts a comprehensive diary of assessments across our courses that course organisers/developers can refer to when considering the type and timing of new assessments. We will review the use of this information in the programme/course approval review process carried out at BMSLTC and Board of Studies.</p> | <p>The introduction of BMS-LTC as a forum for the prior scrutiny of new courses and course changes that require Board of Studies approval has developed an important “critical friend” role to academic programme/course proposals. We have now extended this remit to a review of all changes to assessment even where Board of Studies approval is not required. This is an</p> | <p>Initial discussions to start 18’19 but work will be ongoing into 19’20/20’21</p> |

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| | <p>area is encouraged to consider skills training assessment for early undergraduate years. For Biomedical Sciences 2, the subject area should also consider the role of assessment in the development of graduate attributes when reflecting on the appropriateness of assessment. It would be useful to ensure there is oversight of timing and co-ordination of assessment. The subject area should also consider reviewing the clarity of marking criteria, articulated with learning outcomes and review the consistency of marking. [2.7.1]</p> | <p>In relation to skills training we already have embedded in our core BMS courses writing, communication and data analysis skills development. We are introducing core assessments related to data analysis alongside well-established evaluation of writing and presentational skills. We provide training in, and assess, writing, researching, presentational skills through a range of assessment types across our courses including conventional essay writing, grant proposals, wiki design, poster design, group and individual oral presentations etc. Using the programme teams (recommendation 4) and BMSLTC we will explore alternatives to both summative evaluation of only the end product as well as alternative formats of assessments as appropriate vehicles for rewarding more 'real world' skill development in some if not all of these assessments. For example, evaluating the process (skill development) itself and development of short report writing in the style commonly employed in industry/commercial settings, rather than extensive essays.</p> <p>Reference to "Skills training assessment" in this recommendation may need clarification. We do not in any form assess practical (laboratory) skill development, relying on practical work to complement other forms of learning as a vehicle for developing greater understanding and insight. The Director of Teaching will work with the Director of Quality and the Deanery QAE Committee to review marking criteria. The review process aims to include both staff and student consultation through, for example, teaching network discussions and discussion at Student Staff Liaison Committee meetings. The review will also include analysis of the appropriateness of assessment types in relation to defined course learning outcomes. Draft proposals for change will be presented to BMS LTC</p> | <p>attempt to bring into more acute focus where assessment in one course aligns in terms of timing of assessment in other courses. It also presents opportunities to review where similar learning outcomes might span a range of courses in a programme. One aspiration is that greater awareness of these issues can lead to a culture change in the types and timing of assessments across a programme rather than just looking at a course level.</p> <p>The use of electronically marked assessments provides many benefits for managing assessment load on staff members and can be an effective learning aid for students. While noting the recommendation of the review to reflect on our use of this approach we have initiated a pilot project (to run in semester 1 2019/20) using a new electronic assessment delivery tool (practique) to enhance these forms of assessment where use is seen to be effective. Among many advantages of this approach a significant gain is the anticipated opportunity to increase the effectiveness of standard setting in these forms of assessments.</p> <p>Working with the Director of Quality we have initiated a project to start a review of marking criteria across initially year 1 to 3 courses. We have secured funds to employ a research fellow to start on the initial collation and analysis of these data. This work has now started and we hope to have a preliminary report for BMS-LTC by the end of 2019.</p> | |
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| | | for approval. Revised guidance will be shared with staff at course team meetings and reviewed by students at SSLC meetings. Clearly defined marking criteria should directly align with increased marking consistency which will be the test from a student perspective. | | |
| 6 | The review team recommends the subject area consider whether there is any practice that could be shared from the postgraduate taught side and whether there is consistency of support for postgraduate tutors on training for feedback provision. [2.7.2] | Postgraduate Teams regularly feedback and share good practice through the DBMS Teaching Forum. In addition to these forums, the Deanery will also ask the PGT Director of Programmes to prepare a report on postgraduate practice for the Learning and Teaching Committees consideration. PGT programmes are funded through separate business plans (managed as a portfolio), and largely bear their own delegated responsibility for managing student recruitment, resourcing and staffing. The environment in which the PGT programmes are delivered differs from the UG environment, which needs due consideration when reviewing the processes for teaching and student support. | As indicated in our 14 week response Postgraduate Teams regularly provide feedback and share good practice via our various learning and teaching forums or meetings. This is ongoing and built into our operating model. In terms of support for postgraduate tutors, given the highly successful introduction of our local EdTA programme for vocational PhD students (see recommendation 8) an element of support/training to be developed within an expanded BMS-EdTA programme relates to the provision of feedback. | PGT feedback and sharing of good practice is ongoing. See recommendation 8 for actions relating to our local EdTA programme. |
| 7 | The review team recommends the subject area consider how reviewing the work allocation model can be used to support change and leadership development. Reward and recognition for staff carrying out teaching, personal tutoring and leadership activity is supported by the University promotion criteria and the subject area should consider how this can be further supported by the work allocation model review. [1.3] | <p>Extending the influence of the Deanery in supporting change and leadership development, particularly in the area of teaching, requires progress in two key areas.</p> <ol style="list-style-type: none"> 1. Greater transparency of individual contributions to teaching and administration activities. At present, the review of individual contributions to teaching, research and administration falls under the annual P&DR remit and is not readily accessible to teaching managers. The Deanery is about to pilot a new Work Allocation Model (WAM) with the aim of providing a more accurate picture of staff activity in teaching. 2. Direction by the central University on the appropriate equivalent values for | <p>The Work Allocation Pilot is ongoing. The Deanery has been working closely with the software supplier Simitive to set up the WAM for the Deanery and user acceptance testing was completed in June 19. It is anticipated that the WAM will be live by August 2019 and will report on teaching and administration contributions for the 18'19 AY and then be fully operational for 19'20 with WAM information feeding into P&DR discussions from Spring 2020.</p> <p>Following go-live the focus of WAM development in the Deanery will move into the ongoing development of policy, tariff management and review, and addressing the complexities of extending WAM to PGT online. There is also an imperative to develop the</p> | WAM pilot (first phase) scheduled for 18'19 (time-period beyond this dependant on outcomes from pilot Phase 1) |

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| | | <p>contributions to teaching, research and administrative activities. Greater transparency in University promotion criteria and a more consistent application of these criteria across Colleges will engender greater staff belief in how teaching is valued.</p> <p>In combination with the new WAM, which should provide a better indication of individual teaching and personal tutoring contributions, greater transparency of the value placed on teaching relative to research should empower the Deanery to support change and leadership development, particularly in the area of teaching, through recognition and reward criteria.</p> <p>The University has instigated an immediate review (September 2018) of processes and incentives for the recognition, reward and support for teaching in academic careers – which by inference challenges the review panels view that this is currently adequately supported by University promotion criteria and/or process. Reward for staff carrying out teaching, personal tutoring (all staff in BMS) and leadership is decided at College level through an interpretation of University promotion criteria. It is, therefore, beyond the reach of solely the Deanery to implement this.</p> | <p>implementation process – the work flow by which data is collected, entered and disseminated. These procedures needs to be developed over the next year.</p> <p>Management of staff engagement with the roll out of the data requires careful management that focuses on strengths of the system, particularly how WAM becomes a repository of data to guide long term teaching activity management while minimising over-interpretation of the datasets.</p> <p>We also need to manage College buy in, particularly in relation to cross-Deanery responsibilities and the roles of other Deaneries in teaching contributions (recommendation 1).</p> | |
| 8 | <p>The review team found evidence that there was some inconsistency in the amount of training for postgraduate tutors and recommends the subject area consider the minimum training requirements and opportunities for extending good practice in mentoring to</p> | <p>The Deanery Tutors and Demonstrators policy document is undergoing review. This review will explore current training provision for these roles and aim to define a profile of “minimum” training that all PG tutors must undertake to allow them to carry out these roles.</p> <p>This training is likely to include required completion of,</p> <ol style="list-style-type: none"> 1. University-led training e.g. IAD delivered courses in tutoring, demonstrating and where appropriate assessment. | <p>Given the highly successful introduction of our local EdTA programme for vocational PhD students, BMTO has now approved a proposal to rollout this provision to the wider BMS academic community starting in January 2020. Depending on demand this may in the first instance need to be restricted in numbers because of the number of available mentors within the Deanery. Nevertheless, the plan is to run two admissions cycles each year.</p> | <p>Discussions and plans formalised in 18’19 for implementation in 19’20 – review in 20’21</p> |

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| | <p>other postgraduate tutors. [2.8.2]</p> | <p>2. Deanery-led training. Course organisers must decide and deliver on course specific training reflecting good practice already employed on current courses (e.g. Medical Biology 1). This might involve BMTO led training and/or course organiser led training. This will need agreed amendment of Course Organiser roles and responsibilities documentation.</p> <p>Within the Deanery, we currently have a cohort of PG students holding four-year vocational research scholarships. These are associated with a significant time allocation to the development of vocational teaching training (25% over four years). The support and mentoring provided to this cohort aligns with the Edinburgh Teaching Award (EdTA) and HEA affiliation criteria. While good practice here is transferrable to all PG tutors and demonstrators it is likely that the overall delivery to this vocational cohort will exceed the “minimum” provision to other PG tutors and demonstrators.</p> <p>The resource (staff and cost) for this training is likely to be the biggest barrier to being able to extend delivery beyond the minimum requirements to all PG tutors and demonstrators.</p> | <p>The Deanery Tutors and Demonstrators policy document has now been approved and outlines minimum training provision for tutors and demonstrators.</p> | |
| 9 | <p>As the subject area relies on bespoke IT developments as a key element to support growth, the review team recommends that the College considers how this gap in IT support can be addressed. [2.1.3]</p> | <p>DBMS have engaged with the College IS Team to alert them to the issues related to medium and long term IT needs and support. We see the lack of IT support/resource and reliance of bespoke IT solutions as a critical issue for delivery of teaching in UG and PGT and are looking to CMVM to advise on how we can best address this problem and find solutions. In addition, our lack of IT resource is also a concern and again we look to College to help advise and guide on how we can manage/plug this gap in resource and expertise at a local level.</p> | <p>Discussions with College on the nature of Deanery learning technology support have resulted in an initial agreement to identify a member of the College IS team who will take forward identified Deanery priority areas. College has approved the recruitment of a Grade 6 learning technologist to the College team to facilitate this. This is short of BMS expectations - a grade 7 with dedicated BMS responsibility was the minimum identified to address our initial needs but this will hopefully</p> | <p>Discussions taking place now – DBMS would like solutions in place in 18’19 but College input into these timescales will be required.</p> |

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| | | | be the focus of immediate review from September 2019. |
| | Please report on steps taken to feedback to students on the outcomes of the review | BMTO will be feeding back on the outcomes of the review to Programme SSLC meetings which will take place at the end of Semester 1. | TPR recommendations have been tabled at SSLC meetings throughout 2018/19. |
| For Year on response only | Any examples of a positive change as a result of the review | | |

| ZJE | | | | | | |
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| Priority | Recommendation | Section in report | Responsibility of | 14 WEEK Comment on progress towards completion and/or identify barriers to completion | 1YR Comment on progress towards completion and/or identify barriers to completion | Completion date |
| 1 | It is recommended that the Institute create a plan for the growth and increasing diversity of students on the iBMS programme. This plan should include specific focus on widening the scope of careers advice, developing graduate skills and increasing health and wellbeing provision. | 4.2 | ZJE Institute | <p>The ZJE student cohort is a diverse and growing group and with the international staff represent 17 different nationalities. In 2018-19, across the existing three years of UG study, 96 of 171 students (56%) are female (Y1: 67%, Y2: 43%, Y3: 55%). The majority of UG and PG students are Chinese Nationals, with approximately 7% UG and 11% PG International Students. The Institute recognises that the increasing number and diversity of students requires the provision of accessible services to support wellbeing.</p> <p>For example, the partnership is influencing development of policies and support services at IC (e.g. student discipline policy, counselling service and careers centre, English language centre, etc.). Internationalization impacts are broadened by regular bi-lateral exchanges of academic and professional support staff (accommodation, welfare and policy).</p> | <p>1 Year on from the TPR, we can report on a number of updates in this area:</p> <ul style="list-style-type: none"> - ZJE Institute was awarded the British Business Award for Education Partnership of the Year 2018 https://www.ed.ac.uk/biomedical-sciences/news/2018/archives/2018/zhejiang-biomedical-alliance-wins-major-award - We received positive feedback from the interim Ministry of Education review in Nov 2018, who have commended the model of our Dual Award programmes as an example of best practice in China - Our student numbers grew significantly in 2018-19, and we expect further growth in 2019-20 - Development of careers sessions and advice for Y4 students, and further graduate skills, embedded in a core Y4 course. - Approval of a new Dignity and Respect Policy and appointment of a Dignity and Respect Advisor at the Institute - Development of the Undergraduate Programme Committee, whose remit is to continuously develop | Discussions taking place 18'19 – to be reviewed once first cohort have graduated, by summer 2020 |

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| | | | | <p>The partnership has been instrumental in evolving best practice for pastoral support for students in China, introducing the Academic Families programme from BMS UoE (winner Best Peer Group Support, UoE Impact award 2016 & 2017), an Academic Advisor programme and developing tailored provision of student pastoral support through the Residential College(s). UoE faculty promote their Athena Swan values (BMS Silver Award) (https://www.ed.ac.uk/equality-diversity/innovation-development/athena-swan) at ZJE in China. Students benefit from high quality teaching that is embedded in good research practice and combine the best of East and West approaches to education.</p> <p>Programmes encourage bi-lateral student exchange, UoE based students will be able to study at ZJE as part of our study abroad programme (and vice versa) and scholarships are available for summer research studentships at ZJE and UoE.</p> | <p>and review best practices in teaching, as well as reviewing the structure and programme content in dialogue with the BMS Learning and Teaching Committee and Board of Studies.</p> <ul style="list-style-type: none"> - Development of the Senior Academic Tutor role (and deputy) to provide a specific contact for students and staff with welfare concerns. - Review and consolidation of written guidance to Academic Advisors, presented in the form of an Academic Advisor’s Handbook. - An on-going review of student workload issues, (further information in point 4 below). | |
| 2 | It is recommended that the policies of the Joint Institute and International Campus be put in place as soon as possible, and that they be clearly communicated to | 4.3 | ZJE Institute | <p>The Joint Institute and International Campus have developed a number of policies (e.g. on admissions, student discipline, student status management, special circumstances, academic misconduct), and are committed to developing new policies in order to support its teaching programmes. The policies are developed and reviewed through newly formed Institute governance structures (e.g.</p> | <p>The approved policies and regulations of the Institute are published and available to staff and students on the Institute website.</p> <p>Policies and regulations are to be reviewed annually by a new policy working group, with updates to be approved by the Institute Executive and Joint Management Committee structures.</p> | <p>Academic policies are in place and reviewed annually; other operational policies are ongoing</p> |

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| | students and the staff | | | Undergraduate Programme Committee, Graduate Programme Committee) and approved by the well-established Institute Executive and Joint Management Committee structures. UoE and Institute staff are also working with the International Campus to develop a policy framework which enables partners across the campus to develop and review policies collaboratively. | | |
| 3 | It is recommended that the Institute expedite the installation of the research laboratories so that they become fully functioning. | 1.14 | ZJE Institute | ZJE brings together >80 research active academic staff to foster collaboration across major biomedical research themes (Regenerative Medicine & Stem Cells, Inflammation & Immunology, Infection & Molecular Medicine, Neuroscience, Cancer & Oncology and Bio-Medical Informatics) in state-of-the-art research and teaching facilities at Zhejiang University's new International Campus in Haining, China. The 10,000 m ² facility opened in August 2018 and core infrastructure with supporting administration and technical staff are in place. Individual groups are well resourced and comprise research technicians and postdoctoral staff to support the students in their work. A temporary animal holding unit has been established for mice and rats for teaching. A £1.5 million state of the art small animal facility to support the research needs of the institute will be fully functional in April 2019. These facilities will thus be fully functional for hosting the first cohort of Honours research projects that will commence in second semester AY2019/20 and already | The Institute now has 15 active research groups with core facilities at the Institute. The animal house facility has been designed and is expected to be active by early 2020. | The research laboratories are expected to be fully functioning by summer 2019 |

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| | | | | support activities of 15 students on the Dual Award PhD programme and hosting of summer and visiting research projects. | | |
| 4 | It is recommended that the Institute consider all assessment deadlines, and form a clear plan for student workload, with a view to improving coordination across all assessments and deadlines. | 1.12 | ZJE Institute | A well-planned workload and deadline calendar is critical for students to learn effectively. The workload of each course is in line with the expected student effort derived from the course credit. All staff are mindful that ZJE students may need more time to prepare or review material cf. the typical UoE student. All Course Organisers use a shared online calendar to plan assessment deadlines. The Undergraduate Programme Committee (UPC) will monitor workload and deadlines across the year by considering feedback from staff, student surveys and the Student-Staff Liaison Committees. | An on-going review of student workload issues, particularly assessment load, is underway. The aim is to determine the overall assessment load of a typical student in each year of study, and discuss with Course Organisers and at UPC an equitable way of reducing this while retaining academic rigor. This activity is linked to the activities of the BMTO Assessment Practices Review Task Group that is tackling similar issues for UoE-based students. | Plans are in place for 18'19 |
| 5 | It is recommended that the Institute review entrance requirements for both domestic and international students on a regular basis to ensure that they are as consistent as possible for all students. | 1.15 | ZJE Institute | Monitoring entrance requirements to ensure they are in line with UoE and ZJU admissions policies will be part of the standing remit of the UPC. We plan to modify the Y1 semester 1 Maths and Chemistry courses to ensure that all students have the appropriate level of knowledge and understanding by the end of semester 1 to engage fully with subsequent courses. English teaching has also been revised and improved for 2018-19, and the new Language Centre will provide extra English tuition for students who wish to improve specific language skills. | The QAA is currently working with the British Council and Chinese Ministry of Education to determine how the Gaokao equates to standard UK qualifications. Outcomes are expected in AY2019-20. The ZJE Steering Committee are aware of this and will maintain an oversight of this process. | Discussions and plans are ongoing for 18'19, with further implementations to take place 19'20 |
| 6 | It is recommended that further consideration be given to means of | 2.7 | ZJE Institute | A number of steps have been taken to strengthen connections to the student community in Edinburgh. These include fully-funded research scholarships that allow students to visit research | We have taken a number of steps in this regard, including: - The organisation of a two-week annual Winter School (during the Chinese New Year) for Y3 students to visit Edinburgh. In 2019 this included | Some implementations for 18'19, and ongoing |

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| | integrating iBMS students within the Edinburgh community. | | laboratories in Edinburgh the summer between Y3 and Y4, or the summer after Y4, as well as the addition of Zhejiang as a Study Abroad destination for UoE student exchanges in Y3. We are also extending the Academic Families initiative to families that include ZJE- and UoE-based students, as well as exploring connections with EUSA and other student bodies in Edinburgh. | <p>visiting Furbush and various activities with EUSA and other UoE students.</p> <ul style="list-style-type: none"> - More dialogue between ZJE students and EUSA for student rep training - Hosting of ZJE students coming to Edinburgh to do lab projects (from 3 weeks to 2 months long) outside of term time as part of their overseas exchange scholarship programme | discussions regarding further initiatives for implementation in 19'20 |
| | Please report on steps taken to feedback to students on the outcomes of the review | ZJE will be feeding back on the outcomes of the review to Programme SSLC meetings which will take place at the end of Semester 1. | | | |
| For Year on response only | Any examples of a positive change as a result of the review | | | <p>Point 1 has led to several initiatives to deal with the increasing numbers and diversity of students on the programmes. These include the development of Senior Academic Tutor roles, the role of Dignity and Respect Advisor, and the development of further guidance for all Academic Advisors. The Academic Families programme continues to run. A focus on careers will be embedded in a core Y4 course in 2019-20. The ZJE Undergraduate Programme Committee continues to develop its remit of reviewing and promoting best practice in teaching, in association with similar activities under the remit of the BMTO L&TC.</p> <p>Point 2 led to the development and approval of a number of policies and regulations at the Institute.</p> <p>Point 4 reinforced the importance of reviewing the timing of assessments and has resulted in immediate action and change implemented in 2018-19, which will continue going forward.</p> | |

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| | | | Point 6 has encouraged the programme team to seek out more opportunities for engagement with Edinburgh-based BMS students. The Winter School will run for the foreseeable future, and ZJE students have the opportunity to carry out research projects, including their Hons projects, at UoE | |
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TPR of: SOCIOLOGY AND SUSTAINABLE DEVELOPMENT

Date of review: 12-13 February 2018

Date of 14 week response: 21 August 2018

Date of year on response: 28 June 2019

| Recommendation no | Recommendation | Timescale for completion | Comment on progress towards completion and/or identify barriers to completion | Completion date |
|-------------------|--|---|---|---|
| 1 | That Sustainable Development review the resources required to maintain, and the sustainability of, the current provisions of the Sustainable Development Degree. | June 2019 for new appointment in SA/SD. | <p>Staffing: Sarah Parry has taken over as Programme Director and although only has 0.5 of her time dedicated to Sustainable Development (SD) is a full-time member of staff, allowing spread of degree-related work across the week. Another member of staff (now 0.3FTE for SD) has become a Personal Tutor for some SD students (from Jan 2019). A new appointment is underway in Social Anthropology, with 0.4 FTE dedicated to SD (from 2019/20).</p> <p>Pathway subjects: All subject-area pathways have agreed the MOU and nominated a pathway liaison as a point of contact for staff and students. Politics and International Relations now forms one combined pathway, as of 2018/19. Starting with 2019/20 all students will be registered for the dissertation in their pathway subject area rather than the dissertation in SD. Core SD staff will continue to second-mark dissertations in order to maintain parity.</p> <p>Other issues: We continue to struggle with tutors and marking for our pre-Honours core courses: finding tutors with the breadth of knowledge required to tutor and mark essays on these interdisciplinary courses remains problematic and academic staff routinely undertake re-marking/revision of marks. Thus staff workload to deliver these courses remains uniquely high. Requests to HoS for measures which might reduce these problems (including paying tutors to attend lectures) have been refused. (See also notes on recommendations 2 and 6.)</p> | Most actions already complete; all actions complete by Sept 2019. |
| 2 | That consideration be given to the way in which funds allocated to tutoring could be spent in the diversity of differing tutor models, taking into account risk to the institution, the administrative burden and the repeated | Ongoing | The issues raised in this recommendation are somewhat intractable and conditioned by various factors. Tutor employment policies have been under discussion in the | It is difficult to conceive of a completion date here. It is a |

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| | <p>new workload associated with new tutors. The School Executive, in consultation with the subject groups, should consider alternative ways of optimal allocation. Consideration should be given to alternative ways in which this resource could be better used, such as studentships with attached teaching requirements, or teaching fellows, for example.</p> | | <p>Management Committee and revised over the last year. Main concerns have been:</p> <p>2.1 To control overall school costs on tutoring, regarded as high by the College and University. One implication of this is limiting the expansion of overall payable hours to tutors per course (i.e., not providing additional payment for tutor training, lecture attendance, preparation for novel assessment, etc.).</p> <p>2.2 To ensure equity among, and adequate amounts of work per semester to, PG tutors. Tutoring is viewed as a crucial source of funding support and professional experience for PG students. Thus a principle of wide distribution sometimes conflicts with one of providing work to the most able and experienced tutors. For instance, post-PhD tutors, and potential tutors from other Schools, will have less priority than SSPS on-course tutors.</p> <p>2.3 To ensure equity among teaching staff and subject areas, there is a tendency to standardise the allocation of tasks and hours among courses. This can conflict with the idea that some courses by their design will call for greater or more trained tutor input than other courses. This point bears upon item 8 below, in that the policy can be prohibitive in regard to innovative assessment on large courses taught by tutoring teams that might need extra training to deliver such assessments.</p> | <p>standing area of policy discussion and development in the School.</p> |
| 3 | <p>That individuals in key Personal Tutor (PT) and Student Support Officer (SSO) roles require access to private and confidential spaces, and that these spaces need to be readily available.</p> | Ongoing | <p>Context: Part of the original context of this recommendation is that SSOs work in shared offices (usually 2 per), and the view that individual offices would be more appropriate to their student consultation roles. In addition, many F/T staff now work in shared offices, meaning that when their PT duties require privacy, break-out space is often needed. The major inhibiting factor here has been an inability to expand our estate within University planning, despite growing our staff compliment (both teaching and professional services). This has led to severe pressures on space.</p> <p>Current developments: In order to consolidate limited space a decision has been taken to move all SSOs into a shared office on the ground floor of CMB, with provision of break-out rooms for individual consultation, thus freeing up the small offices they are now in. There are privacy and signposting initiatives; however estates pressures are resulting in numerous relocations across the summer and in Autumn 2019 the School will welcome 20+ academic and circa 19 professional services colleagues as the School strives to reduce staff student ratios. With this raft of new hiring in the summer of 2019, the doubling</p> | <p>Relocation of SSO offices is scheduled for September 2019. No move toward realising the recommendation in the foreseeable future.</p> |

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| | | | up of teaching staff/PTs in offices will increase. This will place higher demand on limited available 'break out' rooms. There is considerable unhappiness about both these situations among SSOs, PTs, and staff and students more generally. But there is no apparent alternative at the moment. | |
| 4 | The implementation of a School wide strategy for management of non-honours programmes with a view to coping with increasing numbers of students, and reflecting on the relative value of pre-honours courses and the distribution of core School staff, and a review of the provision of first year Sociology in particular. The School should consider the provision of alternatives for those who are on programme and off programme, where the Fundamentals course is incorporated into on programme Sociology. | Ongoing | <p>Pre-honours courses: After consideration the subject area has come to the view that creating parallel pre-honours courses for off-programme students would simply expand scope for enrolment and create further growth pressures and workload increases. There are also philosophical views in the subject that we want students to work together and dialogue across programmes at this level.</p> <p>Fundamentals: After a period of inconclusive review the School has decided to devolve decisions about Fundamentals back to subject areas. There are continuing requests from SD students to establish separate Fundamentals courses for them. Whether to do so, and whether to reintegrate Sociology's Fundamentals and Years 1 and 2 courses will be a matter for decision in the coming academic year.</p> <p>More generally: We now have a more coordinated approach to planning of teaching on our core pre-honours courses, which includes more regular meeting and consultation among convening and teaching staff on these courses. This provides a context for initial discussions of alternatives here.</p> | Possibilities for reconfiguring Fundamentals courses will be discussed by the subject area during AY 2019-20. |
| 5 | That the Subject Area engage further with their designated Admissions representative in order to establish clearer and more regular communication channels between the School and Central Admissions to ensure that information is disseminated through the subject groups for transparency, awareness and agreement of student numbers so that the School and Subject Area might be better able to effectively plan resourcing. | New practice established in 2018-19. | We now have a new practice of HoSA attendance at UG Admissions planning meetings and closer involvement in number-setting, implemented in the approach to 2019/20 intakes. More generally this has fed into a School planning strategy of levelling off student intake numbers over 2019-20 and 2020-21, which combined with current hiring should achieve a better and more stable s/s ration for the coming period across the School. | Changes made, but possible further development. |
| 6 | That a review of current restrictions on who can be tutors be undertaken, with consideration of the option of opening up recruitment to applicants from outside the School of Social and Political Science. | Completed | It has been clarified that it is possible to recruit tutors from outside the School of Social and Political Science, from both within and outwith the university. The policy remains that "priority will be given to our current PhD students". The application of this policy to SD courses will be monitored to check that it allows Course Organisers to choose the most suitably qualified tutors for these interdisciplinary courses (e.g. Geosciences PhD students over less qualified SPS students). If | Completed, but will be reviewed and will continue to pursue if necessary |

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| | | | necessary, the HoSA will pursue whether exceptions to the policy of prioritising hiring SPS PG tutors can be made for SD courses. Alternatively, greater school investment in tutor preparation time for this programme might also improve matters | |
| 7 | That the Head of School liaise with the appropriate contact in the College of Arts, Humanities and Social Sciences so that they might be provided with transparent data on how target contribution figures have been, and are being, arrived at, and the relationship between those and income generation schemes with particular focus on Undergraduate student intake. | | As indicated under 5 above, there is now greater input from HoSAs on setting UG student intake targets, and this has fed into the current School plan to level off these intakes. SSPS DoPS Neil Willett is currently preparing a report clarifying the relationships between target contribution figures, income generation schemes, and UG student intake targets. Report to follow. | Final report pending. |
| 8 | That a mapping of assessments across core curricula take place, including highlighting and improving where necessary the diversity of forms of assessment and types of writing. As part of this mapping, the subject area should consider forms of assessment which facilitate marking to fit within workload allowances. | | <p>A mapping exercise has been done, which reveals considerable diversity of assessment methods at both ordinary and honours levels in Sociology and Sustainable Development:</p> <ul style="list-style-type: none"> • Of our 9 Ordinary courses (including compulsory courses in Sustainable Development), less than half (4) consist of a 'traditional' mix of essay/exam and participation. An equal number mix some of these modes of assessment with more innovative formats, such as weekly exercises, policy briefs and tutorial reflections. One course departs entirely from such modes, focussing upon the iterative development of Research Questions through several exercises and a final Research Proposal. • Our Honours courses are similarly diverse: 10 courses (of 23) follow the short essay/long essay (or exam) format. The majority feature other modes of assessment, including 'practical' exercises such as policy briefs and fieldwork journals, and other formats such as group work, reflective blogs, padlet exercises, and videos. <p>Innovation in assessment is often undertaken despite severe workload and other constraints. To a considerable extent our capacity to be innovative directly correlates to staff capacity, to class sizes, and the ability to involve tutors, over which the subject area has limited control. There is an in-built tension between innovative assessment methods and controlling staff workloads. We are satisfied that the diversity of assessment on our courses is appropriate and impressive given the</p> | Completed July 2019. |

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| | | | circumstances. If there is an issue here it might be that continued innovation will be exceptionally difficult 'within workload allowances', and we may need to further review our assessment if student numbers continue to rise. (See: appendix 1 below.) | |
| 9 | That minutes of Student Staff Liaison Committees be discussed by the relevant team at a suitable meeting, with these discussions being fed back via a written response to the students in order to help to 'close the loop'. | New practice established in 2018-19 | Following restructuring of the EUSA student rep system, we now have an SSLC which follows a university-wide model. Issues raised in the SSLC are brought to the Sociology Staff Meeting for discussion by the Student Experience Officer who chairs the SSLC. Under this new system we have been better about feeding back to the SSLC about progress on issues raised at the previous SSLC. We rely on student Reps to communicate back to fellow students, but we will also use items in our monthly electronic newsletter to students and staff to communicate SSLC discussions and actions. | Done. Will continue to monitor and develop feedback. |
| | Please report on steps taken to feedback to students on the outcomes of the review | The 14 week and year-on follow-up reports are published to the Academic Services website (see bottom of https://www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review/teaching-programme-review/reports/2017-2018-reports). We will email all Sociology and SD students at the start of the Autumn 2019 semester with this link and encouragement to read, and do the same in our first newsletter of the year. We will also bring this report to the attention of the SSLC and welcome discussion there. | | |
| For Year on response only | Any examples of a positive change as a result of the review | The major positive changes signalled in this report are indicated under points 1, 4, 5 and 9. Specifically and in that order: <ul style="list-style-type: none"> • Improvements to staffing and coordination of pathway responsibilities in SD. • Formalisation of within-subject teaching administration in the Undergraduate Teaching Team, including a coordinating teams for all pre-honours courses and their development. • Of particular significance, an agreed School strategy to level off growth in students numbers over the coming two years, recruiting new staff to improve s/s ratios at the same time (especially a concern for other subjects areas with worse ratios than Sociology). • Doing a better job of closing the circle on student consultation and feedback via the activities of the SSLC. | | |

Appendix 1

Recommendation 8: MAPPING OF ASSESSMENTS AT UNDERGRADUATE LEVEL

That a mapping of assessments across core curricula take place, including highlighting and improving where necessary the diversity of forms of assessment and types of writing. As part of this mapping, the subject area should consider forms of assessment which facilitate marking to fit within workload allowances.

Summary

The tables below outline the full range of assessments across years 1-4 undergraduate courses in both Sociology and Sustainable Development. In each year there is a diversity of assessments, ranging from 'traditional' essay formats, through annotated bibliographies, interview guides, research proposals, take-home

exams, multiple choice exercises, research briefs, book reviews, reflective blogs, presentations and posters. In one course students may substitute along essay with a short ethnographic/documentary video and written reflection. Only one course retains the ‘traditional’ two-hour written exam.

Of our 9 Ordinary courses (including compulsory courses in Sustainable Development), less than half (4) consist of a ‘traditional’ mix of essay/exam/take-home exam and participation. An equal number mix some of these modes of assessment with more innovative formats, such as weekly exercises, policy briefs and tutorial reflections. One course departs entirely from such modes, focussing upon the iterative development of Research Questions through several exercises and a final Research Proposal.

Our Honours courses are similarly diverse: 10 courses (of 23) follow the short essay/long essay (or exam) format. The majority feature other modes of assessment, including ‘practical’ exercises such as policy briefs and fieldwork journals, and other formats such as group work, reflective blogs, padlet exercises, and videos.

In undertaking this review it has become clear to us that innovation in assessment is often undertaken despite severe workload and other constraints. Indeed at least one course has ceased undertaking more innovative modes of assessment because of sharply rising student numbers. To a considerable extent our capacity to be innovative is directly correlated to staff capacity, to class sizes, and the ability to involve tutors. In both of these the subject area has limited room for manoeuvre.

We are satisfied, therefore, that the diversity of assessment on our courses is appropriate and impressive. If there is an issue here it might be that continued innovation will be exceptionally difficult ‘within workload allowances’, and we may need to further review our assessment in light of rising numbers.

| ORDINARY COURSES | Essay | Exam | Take-home Exam | Participation | Other |
|-------------------------------------|--------------|-----------|----------------|---------------|--|
| Sociology 1a | 50+50 | | | | |
| Sociology 1b | 50+50 | | | | |
| Sociology 2a | 40 | | 50 | 10 | |
| Sociology 2b | | | | | 15 <i>Research Question/annotated bibliography</i> 20 <i>Survey questions and discussion</i> 20 <i>Interview guide and discussion</i> 40 <i>Research proposal</i> 5 <i>Incorporating feedback into proposal</i> |
| Statistical Literacy | | | 50 | 10 | 40 <i>(10 x) weekly multiple choice exercises</i> |
| Sustainable Development 1a | 40 | 60 | | | |
| Science, Nature & Environment | 50 | | | | 30 <i>Media project report</i> 20 <i>Tutorial reflection</i> |
| Sustainable Development 2a | | 60 | | | 40 <i>Policy Issue Brief</i> |
| International Development, Aid & H. | | | 45 | | 45 <i>Research Report</i> 10 <i>Tutorial Participation</i> |

| HONOURS COURSES | Long Essay | Essay | Short Essay | Exam | Essay proposal | Other |
|--------------------------------------|------------|------------------------|-------------|------|----------------|---|
| Cases in Sustainable Development | | 60 | | | | 40 <i>Non-technical policy summary</i> |
| China’s Contemporary Transformations | | 50 ¹ | | | 15 | 20 <i>Book Review</i> 15 <i>Group Work</i> |

¹ Includes 5% for incorporating feedback from essay outline/abstract

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| Contemporary Feminist Debates | 75 | | 25 | | | |
| Designing & Doing Social Research | 70 | | | | | 20 <i>Group presentation</i> 10 <i>Participation</i> |
| Digital Culture | | | 25 | | | 75 <i>Padlet Exercise</i> |
| Doing Survey Research | | | | | | 25 <i>Short Survey Exercise</i> 75 <i>Long Survey Exercise</i> |
| Economic Sociology | 70 | | 20 | | | 10 <i>Tutorial Presentation/Participation</i> |
| Globalisation | 75 | | | 25 ² | | |
| Migration | 60 | | 20 | | | 20 <i>Group Project and Participation</i> |
| Nations & Nationalism | | | 25 | 75 | | |
| Popular Music, Technology & Society | 75 | | 25 | | | |
| Project Presentation | | | 25 | | | 75 <i>Oral Presentation and Poster</i> |
| Race & Ethnicity | 75 | | | | 25 | |
| Religion & Society | 75 | | 25 | | | |
| Responding to Sustainability Challenges | | 50 | | | | 40 <i>Reflective Blog</i> 10 <i>Weekly quizzes</i> |
| Social & Political Movements | 75 | | 25 | | | |
| Social Demography | 75 | | 25 | | | |
| Social Life of Food | 75 | | 25 | | | |
| Social Theory | 75 | | 25 | | | |
| Sociology of Emotions | 75 | | 25 | | | |
| Sociology of Intoxication | 75 ³ | | | | | 25 <i>Fieldwork Journal</i> |
| Sociology of Sex Work | | 35+35 | | | | 30 (5 x) <i>short quizzes</i> |
| Sociology of the Arts | 70 | | 25 | | | 5 <i>Participation</i> |

² Multiple Choice

³ Students may submit a **video essay** and **reflective review** for this component.

The University of Edinburgh

Internal Periodic Review
One Year On Response Report

TPR of: SLICCs within TPR of Moray House School of Education

Date of review: 22/02/2018

Date of 14 week response: 10/08/2018

Date of year on response: 3/07/2019

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

| Recommendation no | Recommendation | Timescale for completion | Comment on progress towards completion and/or identify barriers to completion | Completion date |
|-------------------|---|------------------------------------|---|---|
| 1 | It is recommended that the SLICCs team report on the SLICCs process through the Annual Programme Monitoring report to then be included in the School annual quality report for the current academic year 2017/18. | TBC – timing of EDUC Annual Report | Reported on summer 2018 process within annual quality report cycle and will continue for each year. | March 2018, March 2019 |
| 2 | Academic Services to follow up with Student Systems about a CEQ with specific SLICCs questions for implementation in AY 2018/19 onwards. Once available, the CEQ data to be included as an appendix in the Annual Programme Monitoring report to the School. | October 2018 | Initially remitted to Lisa Dawson (Student Systems) and Nichola Kett (Academic Services). SLICCs Team have engaged with Students Systems on this, on multiple occasions, but are awaiting a response. Questions were have been formed and will be implemented through an EdWeb form if an adapted CEQ via EvaSys is not possible for the summer 2019 students. | Still waiting on Student Systems; October 2018 as backup EdWeb, so can back up again if necessary October 2019 |
| 3 | It is recommended that the SLICCs team follow up with the VP Education, Bobi Archer and Megan Brown, from the Students' Association to explore possible options. | | SLICCs Team discussed with Students' Association and agreed that an SSLC was not appropriate in light of student participation being asynchronous and off-campus, and changes to the student representation structure. An optimal route for the student voice was identified and agreed – this includes interim anonymised feedback via an EdWeb form, students being informed of any in-course enhancements and responses as a result, and the CEQ at the end of the course. SLICC Team will also reach out to new EUSA sabbatical team. | July 2018, and July 2019 |
| 4 | It is recommended that the SLICCs team work with Academic Services to develop and present a paper to | | See minutes of SLTC meeting. | May 2018 |

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| | the May 2018 Senate Learning and Teaching Committee for wider discussion and approval of the forward direction and intentions for the SLICCs process. | | | |
| 5 | It is recommended that the SLICCs team discuss with Student Systems around mechanisms for recording the status of international Summer School Students. | December 2018 | NICE (Network for Intercultural Competencies to facilitate Entrepreneurship) administrative team, MHSE administrative team and SLICC Course Organiser have established a clear and efficient protocol to enable this that can be adopted elsewhere | February 2019 |
| 6 | It is recommended that the SLICCs team discuss the NICE programme with Professor Tina Harrison and with the Director of Academic Services to better understand the collaborative arrangements. | Semester 1 2018/19 | Edinburgh Global's NICE project team investigated and confirmed that students can be registered as visiting students and through this gain full access to the necessary systems. These and other collaborative arrangements discussed between Edinburgh Global's Go Abroad Team, the SLICCs Team, AP Academic Standards and Quality Assurance, and the Director of Academic Services. Protocol established by February 2019 for NICE, which offers a generalizable future approach. First iteration of NICE successfully running with 50+ students from 7 other EU institutions. | February 2019 |
| 7 | It is recommended that the SLICCs team discuss further with colleagues in Go Abroad recognition for a fuller range of international opportunities. | Semester 1 2018/19 | As for Recommendation 6. Both sides supportive of this. Principles, protocols, and learning delivery established with NICE. Potential opportunities identified in an ongoing basis. | February 2019, and ongoing |
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| | Please report on steps taken to feedback to students on the outcomes of the review | Not relevant bar Recommendation 3 which has been actioned – see notes above. | | |
| For Year on response only | Any examples of a positive change as a result of the review | | | |

TPR of Edinburgh Medical School: UG Medicine (MBChB)

Date of review: 27th and 28th November 2017

Date of 14 week response: 1st May 2018

Date of year on response: 31st October 2018

Date of updated response: 1st April 2019

Date of updated response: 1st August 2019

The School/Subject Area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action.

If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

| Recommendation no | Recommendation | Timescale for completion | Comment on progress towards completion and/or identify barriers to completion | Completion date |
|-------------------|--|--------------------------|--|--|
| 1. | The review team recommends that the senior leadership team engage with NHS Education Scotland (NES), Regional ACT Groups and NHS Boards to ensure ACT funding is used appropriately to support academic and administrative delivery and co-ordination of placement based medical education. There is a need for a step change in the approach to resourcing administration of clinical modules to enhance the student experience. | Minimum 12 months | <p>Senior Medical School staff have met with the Medical Director of NHS Lothian and the relevant NHS Boards to discuss the transparent allocation of ACT funding and expenditure at Module level, however it should be noted that ACT funding is the responsibility of the NHS Boards and the Medical School does not have any influence over this expenditure.</p> <p>Additional ACT funding has been allocated to support 8 additional hours per week to the administration of clinical modules. This additional support will help with the timely delivery of clinical placement timetables, induction and will act as a key contact for students whilst on placement.</p> <p>August 2019: The College Dean of Learning & Teaching has met with the Convenor of Senate Quality Assurance Committee (SQAC) to discuss ongoing issues. The medicine programme will require a new Director of Quality in 2020 after the currently post holder retires and we will be reviewing how best to engage with module staff in quality processes at that point.</p> <p>Medical schools in Scotland (and England) generally have limited, indirect influence on administration of resource paid directly to Health Boards to support teaching of medical students. Possible movements in funding are severely limited when one major Health Board provides the great majority of clinical experience, as is the case for the medical schools in</p> | <p>Ongoing</p> <p>Complete</p> <p>January 2020</p> |

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| | | | Scotland. Changing this situation would require a major political move. | |
| 2. | The review area expressed concerns to the review team about marginalisation of consultant time for undergraduate teaching. The review team recommends that the senior leadership team engage with NHS Education Scotland (NES) and NHS Boards to address this resource issue. | Minimum 12 months | <p>Unfortunately despite discussions being held over consultant time for teaching it remains NHS Scotland policy for all new consultants to be appointed to a '9+1' contract which contains no time for either UG or PG education and training delivery. New consultants can subsequently make a case to be given an 'extra programmed activity' for teaching/training which would be at the discretion of their clinical director/NHS organisation and dependent on funding being available.</p> <p>Improved transparency of the ACT embedded funding and improved job planning for teaching commitments in health boards continues to be a national priority across Scotland but again, the Medical School has very little authority of this.</p> <p><u>August 2019:</u> Modest funding allocations are made for the delivery of the support for Medical Education such as student experience, additional teaching sessions and PBL facilitator payments but the resource for teaching remains within the Deaneries and via ACT funding. Although the transparency of the ACT is a national issue, NHS Lothian Health Board remain our largest Learning Provider and we will continue to work with them on the delivery of teaching.</p> | Ongoing |
| 3. | The review team recommends that there is a need to strengthen the administrative resilience of programme organisation and delivery. This should include clarification of Human Resource, Information Technology and Finance support, and support to develop resilience in the Year Co-ordinator roles. | 6 months | <p>The Medical School restructured its professional services functions by merging the Centre for Medical Education and the Medical Teaching Organisation. This has highlighted areas of strengths and weaknesses. Additional support within the MTO has been agreed and after successfully recruiting two Team Leaders to help support the Year Coordinators.</p> <p>The College has appointed two Learning Technology Advisers. The programme team is able to refer to this team for advice. We have access to the College Finance administrator who can help with the day to day expenses and reimbursement processes.</p> <p>Human Resources support is subject to the University's SEP project.</p> | complete |
| 4. | The review team recommends that the subject area strengthens academic (including clinical academic) capacity on the programme, to enable the effective | 12 months (ongoing) | This remains an issue and the need for additional academic input is in line with College strategy. The Medical School is planning a curriculum restructure for 2020 and at this point, | Sept 2020 |

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| | delivery of the programme and maintain and enhance its quality. | | bids for additional academic support will be made to College. The College Workload Allocation Model is yet to be confirmed but this should help to clarify time allocated to teaching for UoE members of staff. Discussions continue with regards to NHS Job Planning to ensure that UG teaching is adequately resourced. | |
| 5. | The review team recommends that the subject area continue with their plans for expansion of the use of clinical skills within the programme, and endorse their current plans to expand the physical resource in this area. | 12 months (ongoing) | Plans to expand the clinical skills facilities have been included in the designs for the new Medical School. The team has been expanded since the review with an additional Clinical Fellow. | Ongoing |
| 6. | The review team strongly endorses the plans that the review area have for re-considering how best to assess non-academic attributes at admission and selection stage, and recommends that the review area looks for evidence in support of the various different models before taking a decision on the way forward. This should encompass enhanced systems to genuinely widen participation on to the programme. | 12 months (ongoing) | <p>The new Director of Admissions has started investigations into new admissions processes including selection, widening access and communication methods. We have undertaken an online consultation and run a workshop on how we select our medical students, what we do well, and what we would like to do better. It is hoped that implementation of these changes will impact on 2020 entry.</p> <p>We are currently exploring specific assessment tools, and will pilot these with our graduate interviews in early 2019. As an interim, the Medical School has worked to ensure that WP students are made early offers, and are encouraged to attend the offer days, with financial support for travel costs.</p> <p>August 2019: the Medical School will be interviewing all applicants for 2020 entry.</p> | complete |
| 7. | Technology enhanced learning is expanding, and the review team recommends that there is a need to ensure that all tutors and Module Organisers and Year Co-ordinators have equal access to the Virtual Learning Environment LEARN (including appropriate editing rights), and that sufficient training is provided to enable this. | May 2018 | Module Organisers have access to edit their module page(s) in the Virtual Learning Environment (Learn). Bespoke MBChB training sessions were designed and scheduled but due to the timing of the sessions and availability of clinical staff, these sessions were of limited use. Bespoke instructions and user guides have been created and support is still provided by the Year Coordinators when required. | complete |
| 8. | The review team recommend that the review area enhance the quality assurance process with a particular focus on obtaining feedback from students in relation to the support they receive from Personal Tutors/Clinical Teaching Associates. | 6 months (reviewed annually) | The Director of Teaching and Deputy Director (Quality) have reviewed quality processes. The Quality team work with central University services to develop with use of Course Evaluations. We have introduced the mid-conversations within modules and at the end of each attachment. Outcomes will be discussed at Year Committees and overseen by Programme Management Group. | complete |

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| | | | Student Wellbeing are monitoring PT meetings (via Euclid) and have developed systems to review CTA engagement. Further work on developing the PT system and general student support mechanisms are under review. | |
| | Please report on steps taken to feedback to students on the outcomes of the review | | The outcome of the TPR was published on the programme wide Learn page alongside the Year on actions. The report and actions has also been through all UG medicine committees. The MSC have been asked to report on any student comments and feed this back to the School. Comments were positive about the review and the work planned to enhance the programme. | |
| For Year on response only | Any examples of a positive change as a result of the review | | The review helped to address some ongoing concerns raised by the school in terms of staffing structures. There is still progress to be made but the additional support within the MTO has help with the day to day running of the programme. Access to the Learning Technology Advisers will also help to develop our online presence and further enhance our Learn site. | |

Internal Review reports 2018/19

| Internal Periodic Review | No | Commendations | Recommendations | Responsibility |
|------------------------------|----|--|--|--|
| PPR Edinburgh College of Art | 1 | The review panel commends ECA's progress in continuing to integrate into the wider University, and their positive relationship with CAHSS and the University as a whole. The management team has judged this progress to be extremely positive, whilst acknowledging that cultural issues around pedagogy have taken a long time to resolve following the merger of ECA with the University of Edinburgh in 2011. The ECA management team feel they have a strong voice within the University, and that intellectual, administrative and other links within CAHSS and the wider University are strong. | The review panel strongly recommends that ECA take immediate steps to ensure all postgraduate tutors and demonstrators receive a contract of employment before they commence any teaching duties. Teaching planning and allocation deadlines should be created in consultation with HR and firmly adhered to so that there is sufficient time for HR to process contracts for tutors and demonstrators before they begin teaching. | Director of Professional Services and ECA Senior Management Team |
| | 2 | The panel commends the diversity and breadth of programmes and courses across ECA. | The panel note that change will continue with the new estates strategy and in-coming head of ECA but recommend that early consideration be given to enhancements to postgraduate provision, and enhancements carried out expeditiously, to allow curricular developments to inform decisions on physical estate | ECA Principal and ECA senior management team |
| | 3 | The review team is impressed with ECA's strong commitment towards building a culture of interdisciplinarity within ECA, and commends several initiatives: | The review team notes that many students and staff members do not feel themselves to be part of a wider ECA community, identifying most clearly with their subject area. The panel recommends that the ECA leadership team work with colleagues at all levels and across all subject areas to collectively articulate a shared vision and sense of purpose in terms of the culture and identity of ECA | ECA Principal and ECA senior management team |
| | • | PGR scholarships offered by ECA which prioritise projects involving interdisciplinary work; | | |
| | • | The strategy of allowing all subject areas access to technical workshops. This is an excellent way of encouraging interdisciplinarity and community; | | |
| | • | The establishment of Interdisciplinary Supervision Protocol, providing clear guidelines on how to establish interdisciplinary supervision panels; | | |
| | • | The MSc Research Collections and Curating Practices. The review team wish to highlight this as a good example of an interdisciplinary programme which crosses the whole of ECA, and makes the most of being physically situated in Edinburgh. The panel believe this programme would be a helpful model | | |

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| | | to be further explored by other areas, especially as it also builds on efforts to increase placements and advance the employability of its students. | | |
| | 4 | The Panel commends the nascent but strong developing QA processes, in particular the work of the current Director of Quality, and the encouraging focus in ECA on QA being used for enhancement purposes. The use of an annual theme for quality enhancement purposes is an example of good practice, and the Board of Studies is an important vehicle for strategic cross-subject discussions. | <p>The panel further recommends the articulation of a clear postgraduate strategy.</p> <ul style="list-style-type: none"> The panel further recommends that the postgraduate strategy recommended in Section 1.5 take greater account of the specific challenges for students undertaking practice-based research. The panel recommends that future postgraduate strategies put together by ECA should incorporate opportunities for ECA students and staff members to socialise and share their research outside of their specific subject areas. Specifically, they recommend establishing an ECA-wide PGR forum to be attended by both students and staff members This should be an annual opportunity for all PGR students to present their work to a wider audience than their own supervisory team and subject area colleagues PGT students report that in general they are satisfied with their learning experiences. However, some PGT students raised concerns that they have been forced to take undergraduate-level courses as part of their programme due to their preferred postgraduate choices being taken by undergraduate students. This has greatly reduced their ability to specialise in their preferred areas of study. PGT students who are converting from a different subject at undergraduate level state that they sometimes need to rely heavily on the help of their classmates to master skills required for their programme, and PGT students with a undergraduate background in the same subject they are studying at Masters level sometimes experience strong overlap between material covered at undergraduate level and material covered within the first few months of their PGT programme. The panel recommends that these issues are taken into account in the recommended Postgraduate Strategy, with a clear articulation of the ethos and distinctiveness of PGT study within ECA. Despite the generally positive experiences reported by online students, the review team are concerned by the | PGR and PGT Programme Directors and Boards of Studies |

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| | | | <p>lack of pedagogical consideration of the specific needs of online learners on the online MSc Digital and Media Design programme, given student's reported experiences of the way in which material is structured and presented to online learners. The panel recommends that as part of a wider postgraduate strategy for ECA, further attention should be paid to curriculum delivery methods and student support for online students, with an evidence-based approach towards the design of online learning experiences that scaffold student learning (through strategies such as chunking and active learning). This should include more opportunities for online students to interact with course material, rather than the current focus of relying on virtual access to on-campus sessions for online learners.</p> <ul style="list-style-type: none"> • The panel recommends that consideration should be given to the purpose and future of online learning as a whole within ECA as part of a wider ECA postgraduate strategy. • The panel recommends that the recommended ECA-wide postgraduate strategy should include strategic consideration of skills development and employability for its postgraduate students. • The panel recommends that in creating an ECA-wide Postgraduate Strategy, there should be a strong emphasis on the clear delineation between undergraduate and postgraduate level teaching. The strategy should specify which PGT programmes are intended as conversion courses programmes (programmes for students with no undergraduate background in a specific subject area) and which as specialisations (programmes allowing students with an undergraduate background in a specific subject area to further specialise within this area), and this information should be made clear to potential applicants. • The panel recommends that an admissions and recruitment strategy should form part of the recommended wider ECA postgraduate strategy. | |
| | 5 | The review panel commends the work of the ECA PGT and PGR administration and student support team. Both staff and students report that administrative and pastoral support for postgraduate students within ECA is strong, and that the | The panel also recommends that ECA identify and implement ways to better integrate research students into the research culture, noting that the lack of transparency and consistency of some existing processes, such as desk and funding | PGR Director |

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| | | administration and support team are doing an excellent job despite limited resources. The review panel notes that the number of staff employed in administrative and student support roles is small for the size of ECA, and that staff turnover for PGT support roles within the Postgraduate Office (PGO) is high, due to limited opportunities for administrative staff to gain promotion within ECA. The panel suggests that ECA School management consider increasing resources within the PGO office to allow these issues to be addressed. | allocation, is hindering students' engagement with their studies. | |
| | 6 | The panel commends the clear commitment to high-quality teaching and academic support within ECA. Postgraduate taught students report good relationships with their Programme Directors, and postgraduate research students report strong relationships with their PhD supervisors. | The panel recommends that ECA review all postgraduate taught and research student spaces to ensure: <ul style="list-style-type: none"> • Spaces are of sufficient quality, consistent, available and appropriate to student need; • Spaces are fairly distributed according to need; • The process of space allocation is made clear to students and is consistently applied; • All students have access to the space required to complete their studies. | ECA Principal & Director of Professional Services |
| | 7 | The review panel are impressed with the strong commitment to teaching articulated by the ECA senior leadership team. Programme Directors appear to work well together, and demonstrate a commitment to finding ways to improve the interdisciplinary nature of programmes. The review team commends the new Protocols for Interdisciplinary Supervision document, which sets out clear guidelines for cross-subject supervision of PGR students. | The panel recommends consolidating emerging initiatives to develop a more distinctive and confident culture of practice-based research within ECA. | ECA Principal, PGR Director and Subject Area PGR Leads |
| | 8 | The review team note that PGR directors have established a constructive working relationship across ECA subject areas and articulated a considered developmental approach. The panel commends the positioning of student research within research groups. | The panel recommends that ECA School management consider increasing resources within the PGO office to allow the issues to be addressed | Director of Professional Services and ECA Senior Management Team |
| | 9 | The panel commends the positive steps being taken within ECA to gain a shared understanding of practice-based research, through subject-level and ECA-wide discussions about the meaning and purpose of practice-based research, and the terminology used to describe such research | | |
| | 10 | One example of good practice noted by the review team is the Projects Office established by Architecture. The Projects Office | | |

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| | | has set up residencies for the first time this year in order to make live projects coherent and visible. Typically these are micro-residencies, held over the summer, with student workshops run over a few days. The review team commend this approach and suggest that this model could be shared across other parts of ECA. | | |
| | 11 | The review panel commends the increase in the number of female PGR supervisors within ECA, and looks forward to seeing how this will progress into a higher number of female academic staff within senior roles. | | |
| | 12 | The panel commends staff supporting postgraduate tutors and demonstrators and their acknowledgement of the valuable role tutors and demonstrators play in creating a link between the undergraduate and postgraduate student communities. The panel noted several examples of excellent tutor support at course level. | | |
| | 13 | ECA has been a key stakeholder in the development of the Edinburgh Futures Institute (EFI). ECA staff believe EFI will provide increased opportunities for working across disciplinary boundaries and rethinking curricular design. The review panel were impressed by the fact that many of the approaches which will be used within EFI relate to interdisciplinary work already pioneered by ECA in programmes such as Design and Digital Media, and commend ECA for this. The panel noted that this is an example that others can follow in aiming towards an interdisciplinary approach. | | |
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| TPR Engineering | 1 | The School is clearly embarking on a time of transformation as the new structure becomes embedded and as it undertakes the undergraduate curriculum review, and the review team commends the proactive approach by the School to enhance the student experience. | The review recommends that there is a need for the School to reflect and develop a strategic vision and that this exercise is prioritised to enable this vision to inform other areas of development | Head of School |
| | 2 | At the same time the new structure in the ETO appears to be working well and the review team commends the approach to support the DoD and DPM roles to strengthen and support the student voice and towards building community | The review team recommends that the School examines their marking policy, and investigates why, in some areas, scaling of marks appears to be happening routinely rather than by exception. Following this exercise, the School should provide clarity to both students and staff on when and why scaling will be used. | Head of School |

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| | 3 | <p>The Careers Consultant and Industry Liaison Manager are commended for their collaborative approach in supporting students around careers advice and placement provision</p> <p>This is recognised as an example of good practice</p> | It is recommended that the School review and reflect on feedback provided to students to ensure it is effective, transparent, useful and timely | Head of School |
| | 4 | Careers Services support is integrated into the curriculum in a number of ways including sessions tailored for Engineering students and the School is commended for its approach in supporting students in this way | The review team recommends that the School makes space (both within workload allocations and by providing support, recognition and reward) for innovative teaching practice and considers how teaching practice can be shared across the School | Head of School |
| | 5 | As part of its commitment to strengthening the curriculum, the School recently recruited a Chair of Technology Enhanced Science Education. The main aim of the role is to lead further development and wider employment of new technology enhanced learning methods. The review team commends the School for their forward thinking approach in making this appointment. | The review team recommend that the School ensures that T&D tasks allocated are reasonable within the time allocated. In addition, Tutors and demonstrators must not commence their duties until the School has provided them with necessary formal induction on all core aspects of their role. The School could consider a system of noting pre-requisites to teach on any specific course and record that these have been met before starting tutor and demonstrator duties. | Head of School |
| | 6 | The School is commended for its approach and desire to develop its staff. | The review team recommends that the School considers ways in which T&Ds can receive feedback and how they may provide feedback on their experiences | Head of School |
| | 7 | The review team commends the excellent support that the professional services staff provide to students and staff | The review team recommend that the School follow up with the IAD to review T&D training and development opportunities such as the Introduction to Academic Practice course (a Higher Education Academy accredited course aimed at tutors and demonstrators), or level 1 of the Edinburgh Teaching Award | School in conjunction with IAD |
| | 8 | The review team commends the impending appointment of a Director of Equality which will give more prominence for discussion of gender balance, as well as a focus on Athena Swan | The review team recommends that a review of CPD activity is undertaken to establish participation and support for CPD, and to send a clear message that development and performance of staff is a priority for the School | Head of School |
| | 9 | The review team commends the arrangements in place for organised and timely allocation of teaching to staff. | In addition, the review team recommends that the role of the TESE Chair is carefully embedded via definable objectives, with both near and long term deliverables together with support for growth and dissemination of outcomes, and clarity on integration of the role within the School management structure. | Head of School |

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| | | | The review team recommends that the aims and objectives of the role are widely communicated to staff at all levels to facilitate opportunities for staff to engage with initiatives | |
| | 10 | The review team commends the use of the role of Academic Champion for Tutors and Demonstrators (T&D) to review training, support and mentoring provided to T&Ds | The review team recommends that students are engaged by and involved in the curriculum review | Head of School |
| | 11 | The School is commended for their plans to introduce a PGT forum for Postgraduate Directors as a mechanism for sharing practice | The review team recommends that the curriculum review also needs to take into account Widening Participation students (WP) and underperforming students in considering engagement with optional aspects such as extra-curricular activities. | Head of School |
| | 12 | The School operates within the framework of the Personal Tutoring statement and is conscious of the need to support students at all stages of the student journey and is commended for its commitment to student support | The review team recommends that the School considers incorporating inter-disciplinary projects into all years, to provide students with increased experience of working on projects. At the same time, consider incorporating formal teaching of teamwork skills into the first year curriculum | Head of School |
| | 13 | The review team commends the various social activities that are in place to encourage a sense of community between staff and students across all disciplines | The review team recommends that the University and Students' Association consider ways to increase accessibility of existing services and review possible integration of support services currently based at the central campus | Deputy Secretary Student Experience and Edinburgh University Students' Association |
| | 14 | The School is commended for the positive offering of 'virtual visiting days' for students who are unable to attend offer holding visit days | The review team recommends that the School further reflect on the outcomes identified through its recent engagement with the LEAF project | Head of School |
| | 15 | During the review the students spoke positively about the format of the Engineering 1, cross-discipline core course, noting that the structure works well, provides flexibility and a positive sense of community, particularly during the workshops. The students noted that the flexibility afforded by keeping options open in first year was appreciated and should not be lost in any re-design. This is recognised as a distinctive aspect and key strength of the Edinburgh Engineering experience and is highlighted as an example of good practice. | The review team recommends the investment in the Maker Space to accommodate and support the growing number of student-led project activities in the School | Head of School |
| | 16 | The School also identified open-ended projects as one of the subject specific remit items. | The review team recommend that the School are clear and transparent about the balance of credit in relation to | Head of School |

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| | | The Civil Engineering design thread has been well developed and reported about externally through an article in the Structural Engineer and is recognised as an example of good practice . In addition, students felt that it taught them skills beyond technical engineering such as writing and preparing briefs and understanding client needs. | workload, highlighting other benefits where appropriate, in order to manage expectations for both students and staff. | |
| | 17 | A further example of good practice noted during the review includes the Mechanical Engineering placement where students are asked to complete a professional review to evidence how their placement allows them to satisfy the competencies required to become a chartered engineer. This practice could be extended to other projects undertaken within other sub-disciplines. | | |
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| TPR Philosophy | 1 | The review team commends the School's decision to stabilise student numbers at this stage. | <u>Curriculum</u> The review team recommends that the Subject Area builds on the success of its recent curricular changes by reviewing the Year 1 curriculum. | Philosophy |
| | 2 | The team commends the dedication of the Subject Area's Personal Tutors, the Senior Tutor, and staff working within the Student Support and Teaching Offices. | <u>Assessment and feedback</u> i. The review team recommends that the Subject Area continues looking carefully at the variety, appropriateness and timing of the assessments it uses. ii. The review team recommends that Philosophy reviews its approach to formative feedback and ensures that all courses adhere to Regulation 15 of the Taught Assessment Regulations. | Philosophy Philosophy |
| | 3 | The recently introduced approach to Personal Tutor group meetings, whereby students on a single or small cluster of degree programmes are invited to lunch with the relevant Personal Tutor each semester, is commended . | <u>Widening participation</u> i. It is recommended that the Subject Area discusses ways in which it might move towards increasing the numbers of students it recruits from Scotland and from widening participation backgrounds ii. It is recommended that the review of induction arrangements pays particular attention to students entering the University through non-traditional routes, from widening participation backgrounds, and with additional support needs. | Philosophy Philosophy with PPLS Head of Student Support and Enhancement |

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| | 4 | The Subject Area's Undergraduate Teaching Director is highly commended for the outstanding student support he provides in a variety of contexts. | <u>Staff development</u> i. The review team recommends that Teaching Fellows who serve as Head Tutors are allocated time to provide in-person feedback for the Tutors they observe. ii. It is recommended that Philosophy develops a more high-profile, consistent and strategic approach to encouraging staff members to work towards HEA Fellowship. | Philosophy Philosophy |
| | 5 | The review team commends work that is being done at both Subject Area and College levels to address issues around support for students on joint degree programmes. | <u>Student partnerships</u> The review team recommends that Philosophy considers ways in which it can strengthen and develop its student partnerships. | Philosophy |
| | 6 | Commendable support is offered to students who undertake a year abroad. | <u>Skills development</u> The review team recommends that the Subject Area continues to seek out meaningful opportunities to embed group work and other transferable skills within the curriculum, and ensures that these are visible to and recognised by students. | Philosophy |
| | 7 | The writing support provided through the PPLS Writing Centre is commended . | <u>Academic support</u> i. It is recommended that the Subject Area considers whether the dissertation course should be embedded within the credit-bearing curriculum going forwards. ii. It is recommended that Philosophy reminds students of the resources that are available to support them in their learning at relevant points during their programmes. | Philosophy |
| | 8 | The work Philosophy is doing to develop community is commended . | <u>Development of community</u> The review team recommends that undergraduate students are made more aware that they are welcome to attend Philosophy's research seminars. | Philosophy |
| | 9 | The Philosophy Society is commended . | It is recommended that the School considers extending the scope of the PPLS Writing Centre's provision to include support for first year students. | PPLS |
| | 10 | Philosophy is highly commended for seeking out, listening and responding to the student voice. | It is recommended that Student Recruitment and Admissions considers the potential value of providing Subject Areas with additional management information about widening participation students to allow support to be enhanced optimally. | Student Recruitment and Admissions (SRA) |
| | 11 | The range and research-led nature of the fourth year courses offered by the Subject Area are commended . | It is recommended that Estates and Buildings takes the Subject Area's feedback on the Dugald Stewart Building into account in future estates developments. | Estates and Buildings |

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| | 12 | The review team commends the curricular changes that have been made at both honours and pre-honours levels. | It is recommended that the work being undertaken at College-level on joint degrees considers whether it might be possible to better align the Special Circumstances and Boards of Examiners meetings for the degrees owned by each of the Subject Areas. | CAHSS |
| | 13 | Philosophy is commended for its engagement to date with issues around equality and diversity in the curriculum. | | |
| | 14 | The review team commends the work of the PPLS Careers Consultant. | | |
| | 15 | The Subject Area is commended for ensuring that Postgraduate Tutors are remunerated for all aspects of the Tutor role. | | |
| | 16 | The Tutor Coordinator role and the current post-holder are commended . | | |
| | 17 | The work of the Tutor Representative is commended . | | |

The University of Edinburgh
Senatus Quality Assurance Committee

**Electronic meeting conducted from
Monday 19 to Monday 26 August 2019**

Enhancement Themes Institutional Plan

Executive Summary

This paper presents the University's end of year two report for 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
2 August 2019



Evidence for Enhancement: Improving the Student Experience

End of Year 2 Report for University of Edinburgh

Institutional team

Paula Webster (Head of Student Data and Surveys) has replaced Lisa Dawson on the Institutional Team and has been a driving force in enhancing the accessibility and usability of data for staff and students. The College of Science and Engineering representative is Dr Linda Kirstein Dean of Education Quality Assurance and Culture.

Outcomes/activity

A key priority in year two of the Theme has been supporting staff to make evidence-informed decisions to enhance the student experience. This has been taken forward through the following activities:

- 1) Sharing good practice at relevant internal network meetings *small project evaluation example*

A focus of the School Directors of Quality network meeting in October 2018 was sharing practice on approaches taken to writing School annual quality reports and a discussion on accessibility and usability of data. Two School Directors of Quality presented and a useful discussion was held.

- 2) Reviewing 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

The Head of Student Data and Surveys has led a project to enhance the student data dashboards as part of a transition to Power BI, an interactive data visualisation tool. School Directors of Quality, College Deans of Quality and relevant School, College and Academic Services professional services staff were invited to a session in February 2019 to discuss the existing data sets and provide their views on student performance metrics, definitions and populations. Following the session, staff were asked to comment on data definitions and provide feedback on test reports via a SharePoint site. Reports were made available for testing in May 2019 and the final student data dashboards will be made available in June in time for the next annual monitoring cycle.

- 3) Training: developing new training opportunities for staff

Three demonstration sessions for staff on the new Power BI student data dashboards will be held in June 2019. The Head of Student Data and Surveys is leading a session in early July 2019 with Academic Service and College Quality professional services staff covering data interpretation and basic statistics.

Other activities undertaken this year were:

- 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 *small project evaluation example*

Two sector-wide events were held, one in November 2018 and one in March 2019. The events were well received, with attendees finding the presentations informative and useful. However, challenges remain with measuring and evaluating the impact of actions using qualitative data at scale. This remains an area of interest across the sector and QAA Scotland may wish to consider this in the final year of the theme, including if there are any gaps in sector-wide qualitative data.

- 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.

There has not been a formal evaluation of this approach due to the development of the new Power BI student data dashboards. The challenges identified through this approach have been fed into the development of the new data dashboards. The new dashboards will be used by review areas in semester 2 of 2019/20 and the approach will be evaluated thereafter.

- Academic Services and Student Systems evaluating the pilot to provide a standard high-level analysis of student feedback to School student representatives

The pilot involved staff and School Representatives from the Business School, School of GeoSciences and the Royal (Dick) School of Veterinary Studies. During discussions with School staff it was agreed to present the School Representatives with standard student survey reports: National Student Survey or Postgraduate Taught Experience Survey. Going forward, Postgraduate Research Experience Survey reports will also be included. Staff suggested that it would be helpful to include a short overview to clarify the scope of surveys, the survey cohort, and the timing of when data is collected. In addition, it was agreed to provide contextual information about the School. To support this, the School Director of Quality drafted a short paragraph to include an overview of programmes and courses covered in the survey e.g. the number of programmes, cohort information, numbers, demographics, etc. There was no requirement to provide a reflection on the survey results.

Individual sessions were held with the School Representatives, School staff, Academic Services, Student Systems and the Students' Association. School Representatives were asked for feedback on what information they want the survey report to provide, what they found out from the report, which elements of the report they liked and why and which elements of the report they disliked and why. On the whole the School Representatives are of the opinion that access to the student survey reports will be very helpful to them in their role.

Proposals to roll the pilot out across the University were approved at Senate Quality Assurance Committee in May 2019.

See https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20190523.pdf (Paper G) for further information.

- Further work to investigate specific non-continuation challenges

An initial analysis of non-continuation data was considered at Learning and Teaching Committee in January 2018 and it was agreed that a more detailed analysis should be undertaken. Two projects were carried out:

- A statistical modelling analysis exercise supporting by Enhancement Themes funding which was conducted by two student interns working closely with a member of staff in Governance and Strategic Planning (GaSP).
- An analysis of Schools' insights into the reasons for patterns of non-continuation amongst students on their programmes was undertaken by Academic Services.

In November 2018, the Committee recommended that findings be taken into account as part of some specific existing and planned work packages. It was also recommended that good practice be gathered and disseminated and an event was held in May 2019. Finally, the Committee recommended that GaSP scope out and cost proposed further research in this area.

In response, GaSP have obtained UCAS entry tariff data and plan to enhance the analysis of non-continuation patterns using this additional factor over the coming months, as well as incorporating other entry qualifications data/measures where possible. Discussions are ongoing with the Students' Association regarding the use of peer support and societies data for analysis of any correlation between these activities and non-continuation rates. In addition, GaSP are developing a model to allow for the analysis of undergraduate progression from years 1-2, 2-3 and 3-4.

See <https://www.ed.ac.uk/files/atoms/files/agendapapers20181114.pdf> (Paper B) for further information and corresponding minutes
<https://www.ed.ac.uk/files/atoms/files/minutes20181114.pdf>

- 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) *small project evaluation example*

This work aligned well with the student-led project and links to these resources have been added to our webpage <https://www.ed.ac.uk/academic-services/staff/closing-feedback-loop>

- Sharing the graphically designed visual representation of the new student representation system

This work began in year one of the theme when a graphically designed visual representation was developed. As the new student representation system was still in a transitional phase, this graphic was not shared at that stage. All Schools and Deaneries have now confirmed that they will be moving to the new student (programme) representative system from 2019/20 and so the graphic will be reviewed. Additionally, a follow-up evaluation of mid-course feedback and a review of course enhancement questionnaires have identified a need to provide clarity for staff and students on the various student voice mechanisms and how they relate to each other. Therefore, the original graphic will be expanded upon and online and hard copy versions shared across the University.

- The Students' Association implementing a handover document for all programme representatives to fill in at the end of their tenure.

The handover document has been implemented. 65.7% of programme representatives have completed the newly introduced handover document (up from 53% who completed the impact questionnaire in the previous year). Further evaluation of the impact of the handover document will be undertaken next academic session.

- Project funding

A call for applications for small project funding was sent out in December 2018. Eight applications were received and three were approved funding by a sub group of the Institutional Team. Unfortunately, one project did not go ahead. The two projects that did go ahead are:

- The College of Science and Engineering would like to understand the attitudes and appetite towards the use of learning analytics to support student learning journeys.
- Impact of Institute for Academic Development's Doctoral Programme.

All funded projects are required to complete a report which asks what were the lessons learned, what impact the project has had, how the project could be sustained, and could the outcomes be used in other areas of the University. Reports will be received following completion of the projects and will be considered by the Institutional Team.

- Exploring options for a postgraduate research strand of activity.

This was enacted through the small project funding process where priority was given to applications that related to the postgraduate research student experience. Two of the three projects originally approved for funding related to the postgraduate research student experience. Unfortunately, one of those projects did not go ahead.

The Institutional Team continued 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); Learn Foundations (Learning, Teaching and Web (LTW)); analysing student survey data (Student Systems); and evaluation of lecture recording implementation (LTW).

- Evaluation of lecture recording implementation: transformation phase
 - Complete roll out to general teaching spaces
 - Roll out of advanced features/equipment
 - Review of funded research in lecture recording
 - Evaluation of benefits, impact and new ways of working
 - Impact: ~80% of lectures that can be recorded are being; improved student experience; improved support for accessibility and inclusion; clear safeguards for staff built into policy
 - Student helpers used to support academic colleagues in teaching spaces at the start of term
 - What we are learning: evaluation and research edin.ac/2Mt5u7Y; and Principal's Teaching Award Scheme projects edin.ac/2Mo2auR
 - The Little Book of Lecture Recording will be published in June

- Learn Foundations (new standard VLE template)
 - UX testing with staff and students in order to understand the current user experience and design the new template, standard terminology, and training programme
 - Methods used: open interviews; usability testing; top tasks survey; card sort; tree test; and first click test
 - ~45% of courses will trail the new template in 2019/20 (pilot with nine Schools)
 - Student interns employed to help Schools migrate course content

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.

Closing the student feedback loop resources: <https://www.ed.ac.uk/academic-services/staff/closing-feedback-loop> (includes links to the outcomes of the Responding to Student Voice sector-wide student-led project).

The use of the HE data landscape guides will be considered as part of the student data dashboard enhancements.

Inter-institutional collaboration

Formal and informal discussions at Theme Leaders' Group meetings have continued to be useful in terms of discussing common areas of work and to share ideas.

The sector-wide events also provided useful fora for sharing good practice and discussion.

The benefits of inter-institutional collaboration are the ability share good practice and discuss common challenges and there is a real appetite to do this across the sector. The challenge is time, both time for attending events and meetings and then time to carry out any follow-up activities.

Collaborative cluster

Staff from the University have been involved in the following collaborative clusters:

- The creative disciplines
- Beyond the metrics: The Intangibles
- Enhancing programme leadership
- Learning analytics - policy and practice (student intern)

The Theme Leader was asked to request an update on the distance and sense of belonging cluster and this was reported to the Institutional Team meeting in December 2018.

The benefits of being involved in the collaborative clusters is the chance to contribute to important projects and shape the resources produced. However, in a large devolved institution the Theme Leader isn't always made aware of who is involved in the clusters.

Additionally, it is challenging to remain abreast of the outcomes as they emerge at different timescales alongside institutional and sector-wide work and then to share them all meaningfully across the University.

Sector-wide work

Students using evidence

- Staff from the University and the Students' Association attended the sharing practice event in February 2019.
- Staff have kept QAA Scotland abreast of the pilot to share data with student representative.

Webinar series

- These have been publicised to the Institutional Team and staff from the University have participated.

Annual Monitoring Project

- The Theme Leaders' Group member completed the questionnaire and provided further information for this project.

Student Surveys Event

- Staff from the University and the Students' Association attended the event in April 2019.

The benefits to participating in sector-wide work is sharing practice which results in useful resources. The challenges are with the time required to participate.

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. Priority was given to small project funding applications that were student-led or involved students. Student School Representatives have been involved in the pilot to provide a standard high-level analysis of student feedback.

Processes

There have been no major changes in how the Theme is organised and delivered within the University. What is becoming apparent is that many of the projects/activities are interrelated and as we enter the final year of the Theme they will need careful coordination and communication of outcomes. The Institutional Team have noted the usefulness of a number of the sector-wide resources and are giving careful consideration as to how these can be shared in the most meaningful way.

This report will be presented to the Institutional Team and Senate Quality Assurance Committee in early 2019/20.

Evaluation

Evaluation templates for smaller projects for:

- Sharing good practice at relevant internal network meetings
- 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
- 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)

The Institutional Team will discuss the evaluation of other projects/activities at its first meeting of 2019/20.

Looking ahead

This will be a discussion topic for the first Institutional Team meeting of 2019/20.

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| Report Author: | Nichola Kett |
| Date: | 3 June 2019 |