

The University of Edinburgh  
Senatus Quality Assurance Committee

**Meeting to be held on Tuesday 19 September 2017 at 2pm  
in the Cuillin Room, Charles Stewart House**

**A G E N D A**

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2. **Matters Arising**
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- For Discussion**
3. School Annual Quality Reports 2016-17 SQAC 17/18 1C
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5. EUSA Priorities 2017-18 SQAC 17/18 1E
6. Senate Committee Planning SQAC 17/18 1F
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9. MOOCs Annual Review 2016-17 SQAC 17/18 1I
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11. Quality Framework:
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12. Internal Periodic Review - Portfolio Management and Review SQAC 17/18 1M
- For Information and Formal Business**
13. Scottish Funding Council Annual Report 2016/17 SQAC 17/18 1N
14. School Director of Quality Role Outline SQAC 17/18 1O
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16. **Any Other Business**
17. **Date of Next Meeting:**  
Thursday 30 November 2017 at 2pm in the Hodgson Room, Weir Building,  
Kings Buildings

The University of Edinburgh  
Senatus Quality Assurance Committee

**Minutes of the meeting held on Thursday 25 May 2017  
at 2pm in the Hodgson Room, Weir Building, King's Buildings**

**Minutes**

**Present:**

Professor Tina Harrison (Convener)	Assistant Principal, Academic Standards and Quality Assurance
Professor Jeremy Bradshaw	Director of Quality Assurance, CMVM, Assistant Principal Researcher Development
Patrick Garratt	Vice President (Academic Affairs), Students' Association
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services
Dr Sheila Lodge	CMVM Head of Academic Administration (Co-opted Member)
Tanya Lubicz-Nawrocka	Students' Association Academic Engagement Co-ordinator
Professor Robert Mason	Associate Dean (Quality Assurance) College of Humanities and Social Science
Sarah McAllister	School Representative (Geosciences), College of Science and Engineering
Dr Gordon McDougall	Dean (Quality Assurance), College of Science and Engineering
Dr Claire Phillips	School Representative (Royal (Dick) School of Veterinary Studies), College of Medicine and Veterinary Medicine
Dr Jon Turner	Director, Institute for Academic Development

**In Attendance:**

Professor Susan Rhind	Assistant Principal Assessment and Feedback
Gillian Mackintosh	Acting Secretary to Senatus Quality Assurance Committee
Megan Brown	Schools Engagement Officer, Edinburgh University Students' Association

**Apologies:**

Brian Green	Deputy Associate Principal (Learning & Teaching), University of Strathclyde
Dr Huw Lewis (Co-opted Member)	Senior Lecturer School of Literatures, Languages and Cultures

Dr Inger Seiferheld                      School Representative (Business School),  
College of Humanities and Social Science

Barry Neilson                              Director, Student Systems (Co-opted Member)

## **1. Minutes of the meeting held on Thursday 19 April 2017**

The Minutes of the previous meeting were approved with the following amendment:

- Matters Arising Section 3 Undergraduate Degree Classification Analysis. The minutes to reflect the action to include Russell Group University level data trend analysis over a longer period.
- Section 4 – removal of the wording on ex-services and care leavers as committee members could not recall discussion on these particular cohorts.

## **2. Matters Arising**

### **a) Convenor's Business**

The Convener noted thanks to Professor Robert Mason who will demit office as College Associate Dean (Quality Assurance) and to Patrick Garratt in his role as Vice President Academic Affairs. His successor Ms Bobi Archer will be in attendance at the first meeting in September.

The Convener welcomed Megan Brown, EUSA Schools Engagement Officer, who attended the meeting for information.

### **b) QAA Enhancement Theme update**

The Convenor gave an update on the next Enhancement Theme. The theme will focus on 'Evidence based Enhancement', which will focus on a data driven approach around quality, metrics and enhancement.

Discussions have taken place with the Convener, Senior-Vice Principal Professor Jeffery and with colleagues in Academic Services around institutional priorities.

The Convenor suggested that work continues with existing projects relating to data rather than introduce new initiatives. This could include:

- Learning analytics – enhancement from student perspective based on student performance data
- Data dashboards – student data to underpin monitoring and quality processes
- Assessment and feedback - better understanding of data, metrics and how this informs student development and performance

Concerns were noted by the Students' Association about the theme and how this will be articulated to the wider student body. It was felt that the theme is very broad and may not provide meaningful opportunities for students and staff to work together.

There was also concern around access to data, and data protection, and that there was an in-balance at the outset as the data is 'owned' by the University.

However it was discussed that it could be useful to look at evidence from mid-course feedback, and how feedback to staff could inform learning and teaching enhancements. It was suggested that this could form a student –led project.

It was noted that data to be considered would be both qualitative and quantitative and that it would be helpful to explore what data was useful to enhance learning and teaching. In addition, looking at the theme in a research informed way; looking at the granular data for Schools and Colleges and reviewing

what is working in that area. Professor Rhind would be keen to work with the Students' Association in this area.

It was also suggested that the new school annual quality reporting process could contribute to the theme; Schools have been asked to provide a description of their quality model which should state when and how processes are carried out, and what data is used as evidence.

<b>Action: The Student's Association are invited to provide comments to the QAA and in addition, the Convener will also feedback comments to the QAA.</b>
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<b>Action: TH and NK to write some narrative around the suggested areas of work and seek feedback from the Committee</b>
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### 3. Mid-Course Feedback Surveys

The Committee received an update on the introduction of mid-course feedback for Honours courses in 2016/17 and a proposal to extend these arrangements to include all pre-Honours courses from 2017/18. The committee were supportive of the arrangements however there was discussion about programme level feedback and whether this could be considered for future surveys.

It was reported that ESES (the Edinburgh Student Experience Survey) considered this to a certain extent however there was not currently an appetite for another survey.

It was suggested that Student Staff Liaison Committee meetings could provide an opportunity for a more detailed programme level discussion. This was supported by the Students' Association who would welcome the opportunity for Schools to increase the number of representatives at programme level.

In proposing to extend mid-course feedback to pre-honours level, in some cases this will involve much larger student cohorts. It was highlighted that a small amount of extra resource may be required to add additional case studies to the IAD web-site with exemplars of successful, and manageable approaches in these large class scenarios.

The Committee approved the extension of the arrangements to include all pre-Honours courses from 2017/18.

<b>Action: The Student's Association and Academic Services to review the Principles for SSLCs in light of the extension of mid-course feedback to all undergraduate courses, to include a reflection on opportunities for a programme-level feedback.</b>
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### 4. Student Support Services: changes to annual review process

The Committee received and noted a paper outlining updates to the policy and guidance documents, streamlining these to incorporate the QAC sub-committee remit within the policy document.

It was noted that the Service Expectation Review (SER) will proceed next year and that information/guidance will be circulated to Services in due course.

The Committee approved the paper with the amendment to the document to remove reference to SSSQAF in section 2.1.5 and 2.1.6.

### 5. Student Support:

#### a) Thematic Review Process

The Committee received a paper proposing new guidance in support of the Thematic Review process.

The committee agreed the new guidance.



**b) Thematic Review 2017-18**

The Committee received and discussed a paper providing the Committee with an analysis of the options for defining 'mature' students and a statistical analysis of the University's current cohort of mature students and those with dependents.

Members suggested that it would be useful to make the distinction between undergraduate and postgraduate students and in addition consider online learning students differently as their needs tend to be different from other Postgraduate Taught on campus students.

Members agreed that it would be useful for the review not to define underserved on age alone but to consider and explore for students as parents/ carers what are the issues/ challenges/ barriers. It was suggested that it would be helpful to include students who become a parent during their PhD, especially those who become a mother.

It was agreed that the review panel would agree the various groupings of students and staff to be included in the consultation stage of the process.

Members were asked for suggestions for review panel members.

**Action: Committee members should forward suggestions for review panel members to the Committee Secretary.**

## **6. Quality Processes – Simplification and Enhancement**

The Committee received and noted a paper outlining the work that Academic Services has undertaken over the past academic session to simplify and enhance quality processes.

It was requested that there are no changes to the processes for the next academic year to allow them time to embed.

The Convener asked for the comments from the external member of the Committee to be forwarded to Gavin Douglas for information.

## **7. Review of Quality Code Mapping Documents**

The Committee approved updated documents mapping the Quality Code chapters to the University's quality assurance framework. Mapping documents Chapter B5 and B8 were reviewed to check for factual accuracy, to reflect any obvious significant changes and to check for broken links. Editorial changes were also made to ensure consistency across the mapping documents.

The Committee approved the updated mapping documents.

## **8. Senate Annual Report**

The Committee received and noted the paper outlining the achievements of the Committee in relation to priorities, and the core activities and task groups during the Academic year 2016/17.

## **9. Knowledge Strategy Committee Report**

The committee noted the report from the Knowledge Strategy Committee meeting on 24 March 2017.

## **10. Internal Review:**

### **a) Teaching Programme Review/Postgraduate Programme Review Reports and Responses**

The Committee received and approved the following final reports:

- Joint TPR and PPR of the School of Economics
- TPR of Design
- TPR of European Languages and Cultures
- TPR of Islamic and Middle Eastern Studies
- TPR of Social Work

The Committee noted the following 14 week responses:

- PPR of Business School
- PPR of School of History, Classics and Archaeology
- PPR of School of Physics and Astronomy

### **b) Thematic Review of Mental Health Services – Year on response**

The Committee received and approved the response reporting on progress to remitted actions from the thematic review.

The Convener noted that the Accessible and Inclusive Learning Policy is due to be reviewed and relaunched. This will be carried out by the Convener and the Director of Student Disability Service and the Students' Association will also be involved.

**11. Any Other Business**

There was no other business.

**12. Date of Next Meeting:**

Tuesday 19 September 2017 at 2pm in the Cuillin Room, Charles Stewart House

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

**Terms of Reference and  
Committee Priorities 2017/18**

**Executive Summary**

This paper notes the Committee's Terms of Reference and outlines the planned priorities for 2017-18.

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

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

**Action requested**

For information.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

Resource implications would be considered as part of any proposed actions.

**2. Risk assessment**

The paper does not require a risk assessment.

**3. Equality and Diversity**

Equality and diversity would be considered as part of any proposed actions.

**4. Freedom of information**

The paper is open.

**Key words**

Terms of Reference, Committee Priorities

**Originator of the paper**

Brian Connolly, Academic Policy Officer, Academic Services

## Terms of Reference and Committee Priorities 2017/18

The Terms of Reference can be found at the following link:

<http://www.ed.ac.uk/academic-services/committees/quality-assurance/terms-reference>

The Committee identified the following priorities for 2017/18 which were approved by Senate in May 2017:

### Proposed activities cutting across the four Senate Committees

Activity
<ul style="list-style-type: none"><li>• Oversight of implementation of University Learning and Teaching Strategy</li></ul>
<ul style="list-style-type: none"><li>• Senate task group to consider how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation*</li></ul>
<ul style="list-style-type: none"><li>• Student Administration and Support strand of Service Excellence Programme – likely to raise various strands of activity for Senate Committees, for example regarding academic policy and regulations*</li></ul>
<ul style="list-style-type: none"><li>• Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review (overseen by the University's Student Recruitment Strategy Group, but likely to raise issues of relevance to the Senate Learning and Teaching Committee, Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee.)*</li></ul>
<ul style="list-style-type: none"><li>• Engagement with further development of Teaching Excellence Framework*</li></ul>
<ul style="list-style-type: none"><li>• Policies and Codes – Ongoing programme of review of policies</li></ul>

### Quality Assurance Committee

Activity
<ul style="list-style-type: none"><li>• Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)*</li></ul>
<ul style="list-style-type: none"><li>• Continued implementation and monitoring of the streamlining of the quality assurance framework (with a particular focus on periodic review processes)*</li></ul>
<ul style="list-style-type: none"><li>• Oversee and evaluate the effectiveness of Personal Tutor system*</li></ul>
<ul style="list-style-type: none"><li>• Review of progress on collaborative undergraduate programmes with Zhejiang University</li></ul>
<ul style="list-style-type: none"><li>• Thematic review of support for mature students</li></ul>

\* Already underway in 2016-17

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

**School Annual Quality Reports  
Sub-Group**

**Executive Summary**

This report updates the Committee on the first meeting of the sub group tasked with reviewing School annual quality reports.

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

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

**Action requested**

Discuss the positive practice and themes for further development at University level and agree on recommended actions.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

Resource implications will be considered as part of any proposed actions.

**2. Risk assessment**

The paper does not require a risk assessment.

**3. Equality and Diversity**

Equality and diversity will be considered as part of any proposed actions.

**4. Freedom of information**

Open.

**Key words**

School Quality

**Originator of the paper**

Nichola Kett

Head of Quality Assurance and Enhancement Team, Academic Services

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

**School Annual Quality Reports  
Sub-Group**

Meeting held on **Wednesday 6 September 2017**  
in the **Lee Room, Old College**

**Notes**

**Present:**

**Professor Tina Harrison**, Convenor, Assistant Principal, Academic Standards and Quality Assurance;

**Dr Shereen Benjamin**, Associate Dean (Quality Assurance), College of Arts Humanities and Social Science;

**Dr Gordon McDougall**, Dean Quality Assurance, College of Science and Engineering;

**Professor Geoff Pearson**, Dean of Students, College of Medicine and Veterinary Medicine (substitute for Professor Jeremy Bradshaw);

**Nichola Kett**, Head of Quality Assurance and Enhancement Team, Academic Services;

**Brian Connolly**, Academic Policy Officer, Academic Services.

**In attendance:**

**Victoria Bennett**, Quality Officer, College of Medicine and Veterinary Medicine.

**Apologies:**

Professor Jeremy Bradshaw, Assistant Principal Researcher Development and Director of Quality Assurance, College of Medicine and Veterinary Medicine.

The Convenor welcomed members to the first meeting of the sub group and thanked them for their role in the valuable exercise of reviewing School annual quality reports.

**1. School Annual Quality Reports**

**Focus on reports where additional actions (other than those identified in the report by the Schools) are to be recommended**

**Business**

- The Group noted that there appears to be little evidence of reflection on data with the report.
- The Group recommended that, in next year's report, the School include a narrative on where they feel the actions taken have or are likely to make an impact on National Student Survey (NSS) scores.

**Centre for Open Learning**

- The Group recommended more detail on the roles and responsibilities (of both staff and committees) within the quality model description.

### **Edinburgh College of Art**

- The Group commended the positive developments in terms of the management of quality assurance and enhancement within the School.

### **Education**

- A report had not been received. When it becomes available it will be considered at the next meeting of the Senate Quality Assurance Committee.

### **Divinity**

- The Group had no recommendations.

### **Economics**

- The Group recommended that next year's report contains more reflection on what the School are doing to address some of the matters raised in the report, including on postgraduate taught failure rates and what support has been/can be put in place.

### **Health in Social Science**

- The Group commended the report which illustrated that learning and teaching and the student experience is seen as important throughout the School and is embedded and integrated within management structures.

### **History, Classics and Archaeology**

- The Group recommended that next year's report outlines a clear action plan for addressing the issues raised within Archaeology and that good practice is shared across the School.

### **Law**

- The Group noted several areas of good practice, particularly support provided to postgraduate research students who teach and how this is linked to undergraduate student satisfaction.
- The Group commended the structure of the report and the reflection on data.

### **Literature, Languages and Cultures**

- The Group had no recommendations.

### **Philosophy, Psychology and Language Sciences**

- The Group recommended that, if the proposed actions change, notification is sent to the Secretary to the Senate Quality Assurance Committee ([B.Connolly@ed.ac.uk](mailto:B.Connolly@ed.ac.uk)).

### **Social and Political Science**

- The Group recommended that the agreed School actions be reported to the Secretary to the Senate Quality Assurance Committee ([B.Connolly@ed.ac.uk](mailto:B.Connolly@ed.ac.uk)) and that the School revise their internal processes to align with the annual monitoring, review and reporting cycle.

### **Biological Sciences**

- The Group recommended that, for the areas for further development raised, the School set their own clear actions and provide these for consideration at the Senate Quality Assurance Committee meeting in November. The actions should address the



School's responsibility for aspects of the actions requested of the College and University.

- The Group recommended that next year's report provided more reflection on data.

#### **Chemistry**

- The Group recommended that next year's report included more reflection on postgraduate research aspects.

#### **Engineering**

- The Group had no recommendations.

#### **GeoSciences**

- The Group had no recommendations.

#### **Informatics**

- The Group recommended that next year's report includes a specific reflection on the management of space and an update on the use of 'University teaching staff' and its longer term implications.
- The Group recommended that information on actions being taken in response to NSS scores be submitted for consideration at the Senate Quality Assurance Committee meeting in November.

#### **Mathematics**

- The Group recommended that, in next year's report, the School's actions better reflect the consideration of data and a narrative on whether the enhanced provision in statistics has had the desired effect.

#### **Physics and Astronomy**

- The Group had no recommendations.

#### **Medical School**

- The Group recommended that information on the actions the School plan to undertake to address the challenge of recognising the importance of teaching be submitted for consideration at the Senate Quality Assurance Committee meeting in November.

#### **Veterinary Studies**

- The Group commended the clear action planning, based on consideration of evidence, and the measurement of impact of actions taken.

#### **Biomedical Sciences**

- The Group commended the positive developments in terms of the management of quality assurance and enhancement within the School.

#### **Clinical Sciences**

- The Group recommended that the School provide an additional reflection on data and resulting actions for the School which will be considered by the Senate Quality Assurance Committee (SQAC) in November. In order to support the School Director of Quality with this, the Secretary to SQAC will share relevant good practice example report(s) and provide the contact details of School Directors of Quality from within a similar School.

### **Molecular, Genetic and Population Health Sciences**

- The Group recommended that the School provide an additional reflection on data and resulting actions for the School which will be considered by the Senate Quality Assurance Committee (SQAC) in November. In order to support the School Director of Quality with this, Academic Services will share relevant good practice example report(s) and provide the contact details of School Directors of Quality from within a similar School.

### **Identify good practice example reports to share**

The following reports were identified as good practice example reports to share: Divinity; Health in Social Science; Physics and Astronomy; Geosciences; Biomedical Sciences; and Veterinary Studies. Permission will be sought to share these reports internally from the Colleges of Science and Engineering and Medicine and Veterinary Medicine **(Action: Secretary to QAC)**.

## **2. Themes for further development – Colleges**

### **Arts, Humanities and Social Sciences**

- Support Schools to clarify (within the policy framework of the University) the roles and responsibilities of Personal Tutors and Student Support Team members (and how these relate to other key roles) and communicate this to students within School Personal Tutoring statements. **(Action: Secretary to QAC to inform the Assistant Principal Academic Support)**.
- Hold a sharing good practice event for Personal Tutoring.
- Provide relevant support to Schools in relation to the developments in online assessment, marking and feedback.
- Share good practice examples from across the College in relation to areas of the student experience (including the building of academic communities), focussing on supporting staff to support students.
- Investigate the relationship between staffing levels and the student experience.

In response to a recommendation from February 2017 SQAC, the College Dean for Quality confirmed that an analysis of School reports had not shown that the move to online assessment and feedback had had a detrimental effect on student interaction with support staff.

### **Science and Engineering**

- Consider the issue of space through the King's Building development, and specifically the use of Merchiston House.
- Promote the mental health training for Personal Tutors and Student Support Team members more effectively.
- Encourage the development and dissemination of IT tools to support learning and teaching and with the aim of mainstreaming good practice examples.

### **Medicine and Veterinary Medicine**

- Share good practice examples from across the College in relation to areas of the student experience (including the building of academic communities), focussing on supporting staff to support students.

### 3. Themes of positive practice for sharing and areas for further development – University

#### **Positive practice:**

##### **Assessment and feedback**

Schools across the University are utilising many different and innovative practices to effectively enhance students' experiences of assessment and feedback. These include a major College project to implement online assessment and feedback, open note examinations, discussion-based teaching and the use of class participation in assessment, the use of reflective feedback, video feedback, formative feedback, and clarification and communication of key dates in a variety of ways.

##### **Academic Community**

Schools provided examples of initiatives to develop academic communities such as postgraduate research student forum, writing retreats and away weekends, community newsletters, and a student-led journal. Many examples of effective peer support initiatives operating within Schools were also provided including academic families and alumni peer-assisted learning.

##### **Innovative Learning and Teaching and Curriculum Development**

Schools are using innovative learning and teaching methods to enhance the student experience, including monitored online discussion tools and computer simulations. A recurring theme across School annual quality reports is curriculum development and there is evidence that Schools have carefully considered and acted upon student feedback as part of these developments.

##### **Enhancing and Management of Teaching**

Schools outlined activities which enhance teaching such as online recording of peer observation of teaching, teaching fora, and creative approaches to curriculum. In terms of the management of teaching, Schools are approaching this in a variety of ways, including integration of teaching scores within annual review and performance conversations (with supportive coaching) and clear oversight of quality assurance and enhancement processes.

##### **Student Support**

Student satisfaction rates with the Personal Tutoring system are high within a number of Schools and the annual quality reports outline examples of commitment and progress made, including programme group meetings, management of Personal Tutor/tutee ratios, and the provision of student mental health training. There are also examples of Schools supporting particular groups of students, for example, pastoral support for postgraduate research students, attendance monitoring to identify and support at risk students, and tailored and targeted support for particular student groups.

##### **Support for Postgraduate Research Students**

Numerous Schools have enhanced their processes for recruiting, training and developing postgraduate research students who teach. One School has attributed the support provided to postgraduate research students who teach with increased quality of tutorials and relevant National Student Survey and Postgraduate Research Students measures.

##### **Employability**

Schools are supporting students to develop their employability and graduate attributes through various initiatives which include career boards, work-related learning, consultancy projects, and new modes of assessment linked to employability.

Further development:

**Learning and teaching accommodation**

In the context of increasing student numbers and estates developments, insufficient suitable learning and teaching accommodation was a consistent theme throughout School annual quality reports. Comments relate to:

- Lack of flexible spaces to support innovative learning and teaching;
- Unsuitable equipment, furniture and ambiance;
- Disruption and noise due to estates development;
- Lack of available and suitable spaces for PGR students;
- Lack of space, especially social space, and School activity being spread across multiple buildings is impacting on the ability to support academic communities.

**Refer to: Space Strategy Group**

**Timetabling**

Also in the context of increasing student numbers and estates developments, several School annual quality reports highlighted issues with timetabling. Issues included, the timetabling of back-to-back classes which are in buildings far apart and classes near disruptive estates work, and issues with the room booking system.

**Refer to: Head of Timetabling Unit**

**Personal Tutor system**

Student feedback on satisfaction with the Personal Tutor system varies widely across Schools and annual quality reports reflect on the inconsistency in the support provided to students by Personal Tutors. In one College in particular, there is a need to clarify and communicate the division of responsibilities between Personal Tutors and Student Support Team members.

**Refer to: Assistant Principal Academic Support and College Deans of Students**

**Consistency and clarity of assessment and feedback processes**

Student feedback highlights a need for clarification of marking schemes and grade descriptors so that students are clear on what is expected of them in assessment. There is evidence of Schools giving this careful consideration and that plans are underway to address this issue, both at School- and University-level (aligning with ELIR outcomes).

**Refer to: Assistant Principal Assessment and Feedback**

**Data to Support Quality Assurance and Enhancement Processes**

School annual quality reports highlighted challenges accessing and understanding the data available to support the annual monitoring, review and reporting process. In particular, comments related to the perceived accuracy of data and insufficient data for postgraduate research students. The student data dashboard for undergraduate student data has been well received, with a number of requests for postgraduate taught and research student data.

**Refer to: Director of Student Systems and Administration**

**Actions:**

- It was agreed that Academic Services will collate a matrix of good practice examples across the Schools (**Action: Academic Services**).
- It was agreed that the themes of positive practice and areas for further development be sent to the Senior Vice-Principal Learning and Teaching (**Action: Secretary to QAC**).
- The Convenor will analyse NSS groupings and the themes identified through the School annual quality reports and discuss the outcomes with the Senior Vice-Principal. Group members are welcome to feed into this process. (**Action: Convenor**).

The Group commended (**Action: Secretary to QAC to communicate the commendations**):

- The development of the student data dashboard and specifically Jamie Morton for his work in progressing this.
- The Group commended the provision of mental health training for Personal Tutors and Student Support Team members and thanks Ronnie Millar for his work in progressing this.

#### 4. Discussion of new process

The Group noted that the new process had been generally well received and therefore, there would be no major changes for 2017/18. The following minor enhancements were agreed:

- Science and Engineering will submit combined taught and research reports.
- All Schools will be asked to include a reflection on Personal Tutoring within their reports and information on data will be supplied to provide clarity on what is meant by the 80% KPI.
- Guidance on what Schools should include as actions for College and University and good practice examples will be provided.
- The report template will be amended to include a prompt for Schools to detail who contributed to the development of the report (using the example of the College of Arts, Humanities and Social Sciences online system).
- The guidance on data will be updated to ask Schools to reflect on available equality and diversity aspects. Colleges will also focus on this as part of their provision of benchmarked data.

Due to time constraints, the Group will also discuss the new process at the forthcoming College Deans of Quality and College Quality Officers meeting.

#### **Nichola Kett**

Head of Quality Assurance and Enhancement Team, Academic Services  
September 2017

The University of Edinburgh  
Senatus Quality Assurance Committee  
19 September 2017

## **Internal Review Themes 2016/17**

### **Executive Summary**

The paper identifies areas of good practice and further development arising from teaching/postgraduate programme reviews held in 2016/17, and proposes responsibility for action in response.

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

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

### **Action requested**

For discussion and approval of proposals for responsibility for action in response.

### **How will any action agreed be implemented and communicated?**

- Responsibility for action in response will be communicated to those allocated the role.
- College Deans of Quality will be asked to communicate the areas and the outcome of the discussion to relevant College committees.
- Academic Services will communicate the areas and responsibility for action in response to Schools/subject areas which had provision reviewed in 2016/17.
- The areas of good practice will be discussed with the Institute for Academic Development to identify the best ways to share this information further.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are no additional resource implications associated with this paper at this point.

#### **2. Risk assessment**

Failure to respond to areas for further development would constitute an institutional risk.

#### **3. Equality and Diversity**

The paper itself does not require an Equality Impact Assessment. The Equality Impact Assessment for internal periodic review processes is published at:

<http://edin.ac/2xhuy8H>

#### **4. Freedom of information**

The paper is open.

### **Key words**

Internal review, TPR, PPR, good practice.

### **Originator of the paper**

Nichola Kett, Academic Policy Manager, Academic Services

12 September 2017

- Asian Studies (Undergraduate Provision)
- Islamic & Middle Eastern Studies (Undergraduate Provision)
- Art (Undergraduate Provision)
- Design (Undergraduate Provision)
- Ecological and Environmental Sciences (Undergraduate Provision)
- European Languages & Cultures (Undergraduate Provision)
- Linguistics & English Language (Undergraduate Provision)
- Social Work (Undergraduate Provision)
- Business (Taught Postgraduate & Postgraduate Research Provision)
- Economics (Undergraduate, Taught Postgraduate & Postgraduate Research Provision)
- History, Classics & Archaeology (Taught Postgraduate & Postgraduate Research Provision)
- Physics and Astronomy (Postgraduate Research Provision)

Individual review reports are available at: <http://edin.ac/2pRLdck>

## Areas of Good Practice

### Innovative learning and teaching

Examples of innovation in learning and teaching, in particular developments to enhance online learning, were identified throughout the reviews.

- Approach to the dissertation (Linguistics and English Language)
- Online language courses (European Languages and Cultures)
- Use of virtual learning environments and social media to enhance student learning and engagement (Ecological and Environmental Sciences)
- Support and encouragement of undergraduate research projects and opportunities for undergraduate students to learn and enhance their research skills (Ecological and Environmental Sciences)
- Enhancing student employability by involving alumni and mock interviews as part of assessment (Ecological and Environmental Sciences)
- Enhancement of online provision (Ecological and Environmental Sciences)
- High levels of student satisfaction with the History online distance learning programme, pedagogy, technology, teaching and support, including a high quality repository of resources (History, Classics and Archaeology)

### Assessment and feedback

Reviews highlighted the wide variety of assessment methods and mechanisms used to provide feedback to students.

- Communicating to students the highly valued mechanisms for providing formative and summative feedback to students (Design)
- Strong formal postgraduate research monitoring and progression review mechanisms, including a pastoral interview (Physics and Astronomy)
- Careful review of exam questions through exam scrutiny meetings (Islamic and Middle Eastern Studies)
- Face-to-face feedback provided individually to students in compulsory courses (Economics)
- The use of online feedback-on-feedback for a rapid initial response (Business)
- Move away from alignment of assessment methods across subject areas to encourage flexibility and variety (European Languages and Cultures)

### Student support

The support of students by staff was commended in a number of reviews, with a variety of good practice examples being highlighted.

- Personal Tutor ID cards (Islamic and Middle Eastern Studies)
- Various communication mechanisms and support for year abroad students (Islamic and Middle Eastern Studies)
- Fostering connections between current students and alumni (Islamic and Middle Eastern Studies)
- Introduction and continued support for student helpdesks (Economics)

### **Building student communities**

There was evidence throughout the reviews of examples of good practice in relation to student engagement, supported through a variety of practices, including facilitated cross-year and School initiatives, events such as lecture series, and peer support.

- Strong sense of academic community developed through a range of mechanisms (Art)
- Range of opportunities for student from different years to work together (Design)
- Innovative approaches to build and support student communities (Ecological and Environmental Sciences)
- Well-developed sense of community at subject area level (European Languages and Cultures)

## **Areas for Further Development**

### **Learning and teaching**

Benchmarking exercises were recommended in a number of reviews, to gain a greater understanding in a variety of areas.

- To understand what is being offered by comparator institutions (Art)
- Undertake consultation with other universities, students and industry in the context of a proposed new degree programme (Asian Studies)
- Benchmarking other academic areas in the context international partnerships (Design)
- Undertake a benchmarking exercise to compare provision with peer institutions across the sector (Physics and Astronomy)
- Consider benchmarking the approach to assessment with other institutions (Business)

#### ***Proposal for responsibility for action in response:***

- *No further action is required to progress the individual benchmarking recommendations as they are being actioned by Schools.*
- *Monitor the 2017/18 reports to establish if benchmarking continues as a theme from reviews (Academic Services)*

### **Student support**

Development of the Personal Tutor (PT) system was a predominant area for further development across the reviews in relation to student support, with a number of additional recommendations from reviews relating to go/study/year abroad.

#### *Personal Tutor System*

- Aim for more consistency, structure and information to be provided to students in relation to the PT system (Linguistics and English Language)
- Simplification and greater definition of PT system roles (Art)
- Additional training and support for PTs on course choice (Art)
- Review the PT model to support students who take a significant number of courses outwith the School (Design)
- Develop the PT system towards a relationship which is more proactive (European Languages and Cultures)
- All PTs hold mixed year group meetings (Ecological and Environmental Sciences)

#### ***Proposal for responsibility for action in response:***



- *The need to clarify roles in the Personal Tutor system was found to be applicable to the College of Arts, Humanities and Social Sciences through the analysis of School annual quality reports in August 2017 and this will progressed by that College in 2017/18 (College Dean of Quality).*
- **Professor Alan Murray** (Assistant Principal Student Support) to consider the other recommendations as part of the continuing work to enhance the system through the implementation of the Learning and Teaching Strategy and in response to the last Enhancement-led Institutional Review.

#### *Go/Study/Year Abroad*

- Communication between students and the subject area throughout the go abroad year (Linguistics and English Language)
- Provision of more information for visiting students (Linguistics and English Language)
- Closer connect between Year Abroad Coordinators and PTs (Islamic and Middle Eastern Studies)
- School support for final year students in preparing second year students for the year abroad (Asian Studies)

#### **Proposal for responsibility for action in response:**

- *Suggestion sought from the Committee*

#### **Postgraduate tutors and demonstrators**

The training and support for postgraduate tutors and demonstrators as an area for further development produced a variety of recommendations across the reviews.

- Review and extend existing mechanisms for support (Social Work)
- Further explore formal training (Islamic and Middle Eastern Studies)
- Continue efforts to improve communication between tutors and key staff (European Languages and Cultures)
- Mandatory training for all student demonstrators and a review of current training (Economics)
- Involvement in post-course review, receive formal student feedback, clear guidance on marking, and enhance consistency of guidance (Ecological and Environmental Sciences)
- Establish a tutor induction and greater flexibility in the use of tutors whilst ensuring relevant training and support (Asian Studies)

#### **Proposal for responsibility for action in response:**

- *Individual recommendations being progressed by Schools.*
- *Through the analysis of School annual quality reports in August 2017, it was evidenced that many Schools have enhanced their processes for recruiting, training and developing postgraduate research students who teach.*
- *The newly launched 'Policy for the recruitment, support and development of tutors and demonstrators' covers the recommendations and the impact will be evaluated in due course.*

#### **Space**

The provision of space, for both staff and students, was a theme across a number of reviews.

- Develop and implement an allocation policy for PhD office space (Physics and Astronomy)
- High quality social learning space to be provided (Art)
- Provide additional study and interaction space to MSc students (Business)
- Devise a nuanced spatial strategy (Design)
- Make additional dedicated, permanent and high-quality space available (Economics)
- Discuss with Estates the bringing together of staff accommodation and teaching rooms (Asian Studies)

#### **Proposal for responsibility for action in response:**

- *This also emerged as an area for further development through the analysis of the 2016/17 School annual quality reports and in the first instance will be remitted to the **Space Strategy Group**.*

- *Senate Quality Assurance Committee will consider the response and request further action as appropriate.*
- *The College of Science and Engineering (which is going through a large estates development) will also specifically consider the issue of space as part of their plans for 2017/18.*

#### **Supporting and developing academic staff**

The career development of academic staff was raised across the reviews.

- Develop a strategic approach to better support and develop academic staff (Art)
- Explore ways to improve career development opportunities for Teaching Fellows (Islamic and Middle Eastern Studies)
- Consider the career track for Teaching Fellows and Senior Teaching Fellows (Economics)
- Reserved time and budget for career development (Asian Studies)
- Appropriate number of teaching hours for teaching assistants (Business)
- Review allocation of teaching and supervisory responsibilities on early career academic staff (History, Classics and Archaeology)

#### ***Proposal for responsibility for action in response:***

- *Suggestion sought from the Committee*

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

## **Edinburgh University Students' Association Priorities 2017-18**

### **Executive Summary**

This paper seeks to provide an introduction to Edinburgh University Students' Association's new sabbatical officers and their priorities for 2017-18.

### **Action requested**

For information.

### **Resource / Risk / Compliance**

- 1. Resource implications (including staffing)**  
No resource implications are identified.
- 2. Risk assessment**  
The paper does not require a risk assessment.
- 3. Equality and Diversity**  
Equality and diversity will be considered as part of any proposed actions.
- 4. Freedom of information**  
The paper is open.

### **Key words**

Students' Association

### **Originator of the paper**

Bobi Archer, Students' Association Vice President Education

## **Edinburgh University Students' Association Priorities 2017-18**

### **The sabbatical officers elected for 2017-18 are:**

Patrick Kilduff, Students' Association President

Bobi Archer, Students' Association Vice President Education (VPE)

Kai O'Doherty, Students' Association Vice President Activities & Services (VPAS)

Oliver Glick, Students' Association Vice President Community (VPC)

Esther Dominy, Students' Association Vice President Welfare (VPW)

### **VPE Objectives for 2017-18:**

#### **1. Reducing the pressures of Semester 1**

The Students' Association will work with the University to ensure that students are given a fair chance and provided with adequate time to prepare for the semester 1 examination diet. Academic support is fundamental to reduce the pressures of students exerted within this ever-changing revision period.

- Transparency of the PT role and reviewing the existing training – with the ability to deal with issues regarding mental health, elective courses and to signpost appropriately. The expectations of both the tutor and the tutee to be established at the beginning, to maintain good channels of communication and satisfaction.
- Week 6 free of *regular* (e.g. weekly) assignments, to be in-line with mid-semester feedback and to become a week of reflection for both staff and students
- Providing students with adequate preparation time by implementing the policy that 'no new material is to be introduced into week 11' of semester 1
- All courses to have regular office hours and/or drop-in sessions throughout the revision and examination period
- All courses to provide a template of the examination structure
- Each school to have a member of staff or a Senior School Leader to support the academic development of students through workshops, revision sessions and guidance throughout the year
- Encouraging schools within CSE to facilitate more online assessments and to follow the implementations of CAHSS in regards to written submissions.

#### **2. Joint Degrees**

Joint-degree students are often a cohort of students in which are overlooked, yet make up 14% of our student population. Additionally, we thrive upon offering the Edinburgh Experience and flexibility to students within their degree programmes but often have the systems in place to support these students and give them a sense of belonging.

- A joint-degree co-ordinator in all schools
- Joint-degree reps in each year of study within all schools
- Consistency in deadline extensions, special circumstances etc.
- A greater focus point in TPR's

### **3. The Three C's: Communication, Community and Class Reps**

The aim is to establish clearer representative structures and transparency in communications to amplify the student voice within the University and Students' Association. There are currently 2808 class representatives with major inconsistencies across university, degree programmes and individual course level. With a revised system, the Students' Association can provide more personal and effective training, setting out the expectations to increase engagement with the role, whilst the University staff can have clearer and more streamline communications with representatives.

- Revising the representation system to provide a quality over quantity structure to increase the effectiveness and volume of the student voice
- More effective and personal training for reps
- A feedback template and for all SSLC minutes to be published to help close the feedback loop
- Greater incentives and signposting of the representatives within their school – merchandise and informal events/gatherings
- A clear and transparent communication mechanism between class reps, school reps and sabbatical officers, with the aid of the SSLC and School Rep Forum.

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

**Senate Committee Planning**

**Executive Summary**

The paper summarises out how the planning round for 2018-21 will operate, and how the Senate Committees will be able to input into it. The paper also seeks the Committees' views on some initial thoughts on priorities for student experience, learning and teaching for the planning round.

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

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

**Action requested**

The Committee is invited to discuss some initial thoughts on priorities for student experience, learning and teaching for the planning round

**How will any action agreed be implemented and communicated?**

Section 2 explains the arrangements.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

Yes. The paper will assist the University to use its resources strategically.

**2. Risk assessment**

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

**3. Equality and Diversity**

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

**4. Freedom of information**

For inclusion in open business

Tom Ward, Director of Academic Services, 11 September 2017

## Senate Committee Planning

### 1 Overview of 2018-21 planning cycle

- In August / September 2017, the Senate Quality Assurance Committee (QAC) will identify key strategic themes in Schools' annual quality reports and in Teaching Programme Reviews (TPRs) and Postgraduate Programme Reviews (PPRs) held in 2016-17;
- At their meetings in September 2017, the Senate Committees will have an initial opportunity to identify student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round;
- In September / October 2017, Governance and Strategic Planning will circulate to Schools / Colleges / support groups an initial indication of the strategic planning round priorities of the 'Thematic Vice-Principals' (including the Senior Vice-Principal);
- Early in November 2017, the 'Thematic Vice-Principals (including the Senior Vice-Principal) will meet to agree their strategic priorities for the planning round;
- At their meetings in November 2017, the Senate Committees will have a full discussion of issues that should be taken account of in the planning round, including identifying:
  - Strategic priorities for student experience, learning and teaching with significant resource implications that Schools / Colleges and support groups should take account of in their plans;
  - Changes that the Committee has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;
  - Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University; and
  - Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.
- In January 2018 Governance and Planning will publish the detailed planning guidance for Colleges and support groups (taking account of input from the Senate Committees as well as the Thematic Vice-Principals' strategic priorities.

- In Semester Two, the Committees will undertake a broader discussion of their priorities for the coming session – and will submit their plans to the 30 May 2018 Senate meeting for approval.

## **2 Planning round 2017-20 guidance for information**

The Thematic VP Priorities and other relevant sections of the 2017-20 planning round guidance are attached as Annex A for information.

## **3 Reference points for identifying learning, teaching and student experience issues for the 2018-21 planning round**

Key reference points when identifying issues for the planning round include:

- The University's Learning and Teaching Strategy:  
[www.ed.ac.uk/files/atoms/files/learning\\_teaching\\_strategy.pdf](http://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf)
- The results of the 2017 National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey
- The strategic themes identified in Schools' quality reports, and in TPRs and PPRs held in 2016-17 (see Annex B).

## **4 Initial thoughts on priorities for student experience, learning and teaching for the planning round**

Taking account of these reference points, and initial discussions between the Thematic VPs, the Senior Vice-Principal has suggested the following as an initial statement of priorities for student experience, learning and teaching:

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;
- Improving the timeliness and quality of feedback on assessment;
- Enhancing the academic support we give to students;
- Recognising and rewarding excellence in teaching and learning;
- Developing new approaches to online learning that can provide an excellent student experience to large numbers of students;
- Strengthening support for tutors and demonstrators.

The Committee is **invited to discuss** these initial ideas, and to suggest any other priorities to take into account in the planning round. The Committee will then have a more substantive opportunity to input into the planning round in November 2017.

## **5 Process for seeking resources for major developments**



If the Senate Committees identify any major developments with implications for the University Secretary's Group (USG), or other support groups, the Senior Vice-Principal will invite the relevant support group to consider including a bid for this in their planning round submissions.

## **Annex A: Extracts from the published planning round guidance for 2017-21**

### **Thematic Vice Principals' strategic priorities**

The University has a single Strategic Plan whereas the planning round asks individual Colleges and SGs to produce their own individual plans and we do not produce a single 'consolidated plan'. However, the Thematic Vice Principals (TVPs) priorities reflect the Strategic Plan 2016 priorities and act like a thread that contributes to 'pulling together' the individual College and Support Group plans into a cohesive whole.

...

#### **Student Experience, Teaching and Learning**

The latest NSS outcome shows a decrease in student satisfaction in our relative position in NSS. Together with external pressures arising from the implementation of the pilot round of the Teaching Excellence Framework mean that we will need to continue to focus attention and resources on student experience, teaching and learning, including the following areas (which reflect the remits of SVP, VP People and Culture and VP International):

- Recognition and reward of excellence in teaching and learning;
- Improvement of both timeliness and quality of assessment and feedback;
- Enhancement of the personalised academic support we give to students;
- Enhancement of the sense of shared community linking academic staff and students; and
- Curriculum development in key areas such as online learning, research-led teaching, and experiential learning outside the university classroom, including internationally.

These issues were the subject of intensive discussion at all levels of the University over the autumn, with view to building a shared understanding of our values and priorities around teaching and learning, including regular discussion with Heads of College. These can be expected to inform the planning round and we would welcome a discussion on the scale of your challenges, informed by an appropriate level of data, at the planning meetings. In addition, Schools should continue to produce an annual Learning and Teaching Enhancement forward plan, recognising the importance of this in assuring our reputation for teaching and learning and with it future recruitment.

## **Annex B: Key themes identified in Schools' quality reports, and in TPRs and PPRs held in 2016-17**

- **Learning and teaching accommodation**

In the context of increasing student numbers and estates developments, insufficient suitable learning and teaching accommodation was the most prominent theme. Comments relate to:

- Lack of flexible spaces to support innovative learning and teaching;
- Unsuitable equipment, furniture and ambiance;
- Disruption and noise due to estates development;
- Lack of available and suitable spaces for PGR students;
- Lack of space, especially social space, and School activity being spread across multiple buildings is impacting on the ability to support academic communities.

- **Timetabling**

Also in the context of increasing student numbers and estates developments, several Schools highlighted issues with timetabling. Issues included the timetabling of back-to-back classes which are in buildings far apart and classes near disruptive estates work, and issues regarding the room booking system.

- **Data to Support Quality Assurance and Enhancement Processes**

School annual quality reports highlighted challenges accessing and understanding the data available to support the annual monitoring, review and reporting process. The undergraduate student data dashboard has been well received, with a number of requests for postgraduate taught and research student data dashboards.

- **Personal Tutor system**

Student feedback on satisfaction with the Personal Tutor system varies widely across Schools, and there is a need to clarify roles in the Personal Tutor system.

- **Consistency and clarity of assessment and feedback processes**

Student feedback highlights a need for clarification of marking schemes and grade descriptors so that student are clear on what is expected of them in assessment. There is evidence of Schools giving this careful consideration and that plans are underway to address this issue, both at School- and University-level (aligning with ELIR outcomes).

- **Postgraduate tutors and demonstrators**

Training and support was identified as an area for further development, although it was also clear that many Schools have enhanced their processes for recruiting, training and developing postgraduate research students who teach.

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

## **College of Science and Engineering Postgraduate Research Annual Report 2015/2016**

### **Executive Summary**

This paper presents the College of Science and Engineering's postgraduate research annual report for 2015/16. Due to an internal College deadline, it was not possible to include postgraduate research within the College annual quality report submitted in January 2017.

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

The paper is relevant to the Committee's remit to oversee the delivery of annual reporting from Schools and Colleges.

### **Action requested**

The Committee is asked to discuss the report, especially items noted in 'Themes for Senate Quality Assurance Committee' (section 3).

### **How will any action agreed be implemented and communicated?**

College reports should be considered by the relevant College committee. Should the Committee agree any actions, consideration will be given to how to communicate these.

### **Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

Resource implications would be considered as part of any proposed actions.

**2. Risk assessment**

The paper does not require a risk assessment.

**3. Equality and Diversity**

Equality and diversity would be considered as part of any proposed actions.

**4. Freedom of information**

Open

### **Key words**

College, annual, quality, report

### **Originators of the paper**

**Dr Gordon McDougall**, Dean of Quality Assurance, College of Science and Engineering

## College of Science and Engineering Academic Year: 2015/16

The report should cover all credit-bearing provision, including collaborative and postgraduate research programmes. 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 January annually.

Report of February 2017 to include update on progress with addressing key themes from school annual reports on 2014/15 activity.

### 1. Reflection on progress with actions from the previous year

- **Revised University Quality Framework**

College will monitor the new reporting schedule and encourage feedback from Schools following the submission of the 16/17 report in August.

(Only one action was requested by Senate: )

- **Monitor continued use of interruption of studies to undertake industrial training** (As requested by Senate.)

This item is covered in section 2.

### 2. Overview of performance data across the college

- **Annual Review Reporting**

Completion of annual progression review reports has been high, with the exception of the Schools of GeoSciences and Engineering. The College believe this down to use of the new system rather than an issue of completion.

Generally, Schools have found the new system delivered via EUCLID to be labour saving and of benefit. However, system issues have effected perception in some Schools which is having a negative effect on the efficiency of the process and consequently completion of the reports.

- **Completion/Submission Rates**

Completion rates have improved this session, with an average submission of 45 months in 3+1 year models for 2012/13 student entry. Similarly, the 4-year degree models completion rate average falls under the 48-month mark.

The improvement is largely down to work within Schools to manage student/supervisor expectation from the beginning of study. Notably, those Schools with a poorer performance have a high number of interruptions through industrial internships/placements. Although not built into the PhD degree, these are valuable for students in terms of employability. College have no plans to take account of these when reporting on completion rates; however, will note them as a cultural theme.

The majority of students achieve their intended degree qualification, with only a few students receiving a lesser award to that for which they were assessed.

- **Centres for Doctoral Training**

Entry numbers have increased from the previous year. We anticipate that a successful number of CDT bids will continue to grow our PGR numbers.

(The precise admission figures have not been included here. This is due to administrative difficulties associated with the time frame of new CDT's, resulting in programme codes not always being applied in a timely manner. We hope that a new Curriculum Approval process for 2018 onwards will rectify this issue.)

- **Withdrawal Rates**

Withdrawal rates have been in decline over the last few years, with a decrease of 4% in pre-submission withdrawals between 2011/12 entrants to 2012/13 entrants.

- **External Examiner Comment Themes**

External Examiner feedback has been overwhelmingly positive. Areas of negative comment have centred on provision of information, particularly the volume of documentation for completion.

### 3. Themes for SQAC forward planning

- **Estates and resourcing**

Desk space for PGR students and visiting researchers remains an issue across College, particularly in relation to the Kings Buildings estate. New buildings are planned, as is a certain amount of capacity for expansion, however much of this will not be available until 2018 onwards, so an immediate concern exists.

- **Systems and Data**

- The online monitoring system for Annual Review reporting has experienced initial issues, which should be addressed in the coming session to ensure its functionality.
- Continued development of the student data Dashboard will be welcome, with the inclusion of PGR data for reporting/analytics.

### 4. College action plan

- College will work with Student Systems to enhance data reporting via BI Suite and liaise to solve EUCLID issues, such as fixed recruitment deadlines, which are hampering School operations.
- College will raise the issue of space for PGR students at CSPC, stressing the importance of forward planning for CDT bids and creating capacity for expansion in the future.
- College will monitor the success of inclusion initiatives at School level, specifically 'Buddy' systems and 'Student Families'.

June 2016

The University of Edinburgh  
Senate Quality Assurance Committee

19 September 2017

## **Enhancement-led Institutional Review Theme Lead Reports**

### **Executive Summary**

The paper presents reports from the theme leads responsible for taking forward the areas for development from the University's Enhancement-led Institutional Review (ELIR) in 2015/16.

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

The Committee has responsibility for monitoring progress against agreed actions.

### **Action requested**

For discussion.

### **How will any action agreed be implemented and communicated?**

Theme leads will implement and communicate actions within their area.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

The implementation of the plans have resource implications for support services as well as for Colleges and Schools, which need to be taken account of when setting the priorities for the Senate Committees.

#### **2. Risk assessment**

The ELIR has been managed within the University's risk management process.

#### **3. Equality and Diversity**

The paper does not require an Equality Impact Assessment. Equality and diversity considerations will be taken into account by the theme leads.

#### **4. Freedom of information**

Open.

### **Key words**

Enhancement

### **Originator of the paper**

Vice Principal Jane Norman, Assistant Principal Susan Rhind, Assistant Principal Alan Murray, Assistant Principal Jeremy Bradshaw, Tanya Lubicz-Nawrocka

The University of Edinburgh  
Senate Quality Assurance Committee

## **Enhancement-Led Institutional Review (ELIR) Theme Lead Report**

**Theme: Assessment and Feedback**

**Theme lead: Professor Susan Rhind**

**Recommendation 59.** Subject-level staff who met the ELIR team indicated that discussions have been held at school level about approaches to providing feedback, and that there continued to be frustration around the comparatively low scores in a number of schools. **The University is encouraged to progress with its plans to engage in further analyses of NSS free text answers at school level, in addition to working with students in the schools concerned to address the matters raised.** (Further background at ELIR Technical Report paragraphs 55, 56, 57, 58, 74)

### **Progress since February 2017**

#### **Further Analysis of NSS Free Text Answers at School Level**

Thematic qualitative analysis of 2016 NSS data reports were sent to all Schools. Feedback from schools that responded suggested these were useful and although in many cases the themes were already known; in others the external perspective usefully highlighted additional issues. The Assistant Principal Assessment and Feedback is discussing the format of free text comments analysis for 2017 NSS data with Student Systems.

#### **Working with Students in the Schools Concerned to Address Matters Raised**

This is being undertaken at School-level, using both local information and information provided through University-level initiatives. Mid-course feedback (which has been extended to non-honours courses from 2017/18) and course enhancement questionnaires (CEQ) allow Schools to work with students to address matters in a timely manner.

The 2016/17 course enhancement questionnaire and NSS data has been used to identify Schools which require support to enhance the quality of feedback on assessment and work with the Institute for Academic Development (IAD) has continued to support such Schools and others on request. The Assistant Principal Assessment and Feedback will write to the Schools asking for their commentary in the light of both this year's NSS data and CEQ data from both semesters in 2016/17.

### **Evaluation of impact**

When free text NSS analysis outputs are sent to Schools there will be a request that they consider the analysis and work with students to address matters. Schools will then be asked to report back on actions taken.

Course enhancement questionnaires and external examiners reports will also be used to evaluate impact on a rolling basis.



Some Schools have reported (through the Directors of Teaching network) that the mid-course feedback has been more useful locally than CEQ data given its intention to resolve issues in a timely manner for the current cohort.

**Recommendation 60.** The University should ensure it is able to **implement feedback policy and practice in a clear and consistent manner across the University** to ensure that all students receive timely, relevant and high quality feedback at key points during their programmes. Particular attention should be paid to the **provision of formative feedback opportunities** that help students progress. There would be benefit in **working closely with students at school level to understand their specific issues and needs**, and to consider whether students in particular disciplines, locations or modes of study would benefit from **contextualised approaches**. In carrying out this work, there would be value in the University **reflecting on the positive experiences of assessment and feedback reported by ODL students**. (Further background at ELIR Technical Report paragraphs 55, 56, 57, 58, 74. ODL students: 49) Paragraph 74 repeats the recommendation to reflect on the positive experiences of assessment and feedback reported by ODL students, with the addition of **'with a view to replicating them across the student body'**.

#### **Progress since February 2017**

##### **Implement Feedback Policy and Practice in a Clear and Consistent Manner across the University**

The Taught Assessment Regulations were updated for 2017/18 to confirm that marks and feedback are to be returned within the 15 day turnaround period. The newly developed assessment and feedback guidance (replacing the Feedback Standards and Guiding Principles) will be launched in semester 1 as part of a suite of resources under the banner 'Engaged in.....' in association with IAD. Input into this document was received through the School Directors of Teaching Network and this and other relevant networks will be used to promote the guidance and share good practice in assessment and feedback and related course and programme design.

Monitoring of feedback turnaround times is now devolved to Schools. The inclusion of monitoring of feedback turnaround times in the annual monitoring, review and reporting process will be discussed by the Quality Assurance Committee following a recommendation from the Learning and Teaching Committee.

##### **Provision of Formative Feedback Opportunities**

The balance of formative and summative feedback continues to be explored through LEAF audits. Work to develop proposals for supporting staff with course and programme design will also consider the provision of formative feedback. Good practice examples of formative feedback will be discussed at a School Director of Teaching Network meeting.

##### **Working Closely with Schools to Understand Specific Issues and Needs (Contextualising Approaches)**

Three Leading Enhancement in Assessment and Feedback (LEAF) audits were completed in 2016/17. Audits will continue in 2017/18 using a new jointly-run model where the Schools carry out the desk based research elements and IAD continue to support the student feedback and reporting elements. This work has consistently identified a need for courses and programmes to consider optimal design to facilitate

sound assessment and feedback practice, with many LEAF reports encouraging engagement with the Edinburgh Learning Design roadmap (ELDeR) or similar resources (accepting resource constraints).

**Reflecting on the Positive Experience of Assessment and Feedback reported by Online Distance Learning Students (with a view to Replication)**

The Assessment and Feedback Enhancement Group have continued to receive updates on the College of Arts, Humanities and Social Sciences' electronic submission of assessment and return of feedback project. Online distance learning staff will be invited to share good practice at a School Directors of Teaching Network meeting and supporting resources will be shared. Teaching Matters blogs on online distance learning and related aspects of online assessment and feedback will be solicited and published.

**Evaluation of impact**

Course enhancement questionnaires and external examiners reports will continue to be used to evaluate impact.

Attendance at Directors of Teaching Network events will continue to be monitored and feedback will be sought on the impact and utility of the new assessment and feedback guidance.

The provision of formative feedback opportunities will be monitored through requests for information to Schools.

Aspects of student feedback on LEAF programmes that have been audited and have made changes as a result of the audit will be monitored. Courses and programmes that have been through an ELDeR process will be monitored. Good practice will also be shared through the School Directors of Teaching Network.

Hits on online distance learning supporting resources and Teaching Matters blogs will be measured. Online assessment and feedback activity and patterns will be monitored and considered by the Assessment and Feedback Enhancement Group.

**Recommendation 94.** There would be value in the University **reviewing the information provided to students about marking schemes**, building on good practice developed within some schools of expanding the descriptors of grade schemes and considering the possible benefit of developing grade descriptors at institutional level.

**Recommendation 104.** There would be benefit in the University **reviewing the information provided to students on the grade descriptors for the common marking schemes in use and to consider this as part of the wider area for development around implementing feedback policy in a clear and consistent manner across the University** (see paragraphs 61 and 75).

**Progress since February 2017**

**Reviewing information provided to students on marking schemes and grade descriptors**

A plan to support Schools in enhancing the information provided to student on marking schemes and grade descriptors at a local level will be developed. Discussion on this aspect is taking place at the October 2017 School Directors of Teaching Network where Schools will be identified to share best practice.

In addition the new 'Engaged in.... Feedback and Assessment' guide specifically emphasises the importance of this aspect as it relates to developing students assessment literacy. This guide will be used in staff development activities from semester 1 2017/18.

### **Evaluation of impact**

The key evaluation tool in this regard is the NSS question 'the criteria used in marking have been clear in advance'. Even in some Schools where there has been an overall increase in score on the assessment and feedback domain, there are some instances of dramatic decline on this measure (with wide variation across schools from 80% to 42% satisfaction). This data will be used to target conversations with the lowest performing Schools (and Subject Areas) and data reviewed annually in August.

The University of Edinburgh  
Senate Quality Assurance Committee

## **Enhancement-Led Institutional Review (ELIR) Theme Lead Report**

**Theme: Personal Tutor System**

**Theme lead: Professor Alan Murray**

**Recommendation 44. & 73.** The ELIR team recognised the highly devolved nature of the University and the potential benefits of tailoring the Personal Tutor System to the needs of particular student groups and disciplines. Nonetheless, it was evident that the system was not working effectively for all student groups and there would be considerable benefit in the University **revisiting the way in which schools are implementing the system to ensure all students are able to benefit from the arrangements as intended.** There would be value in the University **providing additional clarification for students around the aims of the system, and signposting alternative avenues of student support, in order to align the expectations of students and staff undertaking the Personal Tutor role.** Paragraph 73 provides more directive text: 'The University should provide additional clarification for students around the aims of the system, and provide information about alternative avenues of student support' (See further background information at ELIR Technical Report paragraphs 40, 41, 42, 43, 73)

### **Progress since February 2017**

#### **Revisiting the ways in which Schools are Implementing the System (to ensure all students benefit from arrangements as intended)**

##### Enhancements for 2017/18

- Meaningful meetings guidance: available on the Institute for Academic Development's website <http://edin.ac/2wBfmmg>
- Pre-arrival questionnaires: have been offered to all Schools for 2017/18 and 17 Schools are participating.
- PT "group practices": guidance is being developed and will be made available on the Institute for Academic Development's website.

##### Enhancements made to reward, recruitment and recognition

2016/17 has seen:

- the introduction of a newly-defined Readership promotion with teaching as a component; and
- the inclusion of a "teaching exercise" in recruitment of all staff whose job includes teaching.

It is too early to attempt a quantitative analysis of the impact of these new processes. However, it is clear from anecdotal evidence that both have had an immediate and positive effect on both processes and on staff perceptions. 2017/18 will see a need develop to monitor both compliance and success across a wide range of these new processes more systematically.

### Training and support

The Student Mental Health training programme will continue into 2017/18. The programme “Student Mental Health – understanding and responding to students experiencing mental health problems” was rolled out to 14 schools/institutions across all three Colleges during the academic year 2016-17. 294 staff were trained, 65% of the potential capacity. The frequency of the training events is being reviewed, as is the combination of the face to face programme with online training modules, for 2017-18. The potential for more advanced training for key staff will be explored in 2017/18.

### Online Distance Learning (ODL) Students

A meeting of key staff stakeholders was held in March 2017 to discuss the different needs of ODL students. As a result of this meeting, clarification was added to the School PT Statement template with regards to what is meant by “scheduled meetings” and to reflect that there may not be a “research part” of a postgraduate taught degree programme.

### **Providing additional clarification for students around the aims of the system, and signposting alternative avenues of student support, in order to align the expectations of students and staff undertaking the Personal Tutor role**

The wording of the ‘Your personal tutor’ heading of the School PT Statement template has been simplified for clarity and to ensure alignment with other related documents. As part of the implementation of the Learning and Teaching Strategy, there is a commitment to review the clarity of University and School information for students regarding the PT system, how to communicate the role of PTs and SSTs in providing pastoral support, and how the PT system relates to the wider provision of academic support.

An internal audit of Student Support Teams was carried out in semester 2 of 2017/18. Recommendations relate to: mandatory training for SSTs; consideration of options for confidential space; College and University fora; monitoring and reporting; and assessing current provision.

### **Evaluation of impact**

Feedback continues to be gathered through the Senior Tutor Network and the uptake and impact of the enhancements made for 2017/18 will be evaluated via the June 2018 Senior Tutor Network meeting.

There is now a question relating to Personal Tutors in the National Student Survey, the Postgraduate Taught Experience Survey and the International Student Barometer. There is also reference made to Personal Tutors in the new student survey. Additionally, from August 2017, in their annual quality reports, School are asked to report on the performance indicator of 80% student satisfaction with personal tutoring. All these sources of data will be considered as part of the PT Oversight sub group meeting in October 2017.

It is proposed that the Personal Tutor Oversight Group (a sub-committee of the Senate Quality Assurance Committee) continues to meet in 2017/18. One meeting will consider all available feedback in order to make recommendations for action and one meeting will approve School PT statements. A particular action is to monitor NSS free text comments for those relating to PT/tutee contact.

The PT Oversight Group had previously concluded that more robust and granular internal survey data were required if meaningful conclusions were to be drawn and/or judgements made in regard to the relative performance of both Schools and individual PTs. Discussions on how to progress this will continue in 2017/18.

**Recommendation 45.** It was evident to the team that the University's promotion of peer-assisted schemes represents positive practice (see paragraph 76). The team would **encourage the University to continue supporting staff and students in the embedding of peer-assisted learning and to continue working with EUSA to deliver appropriate training for peers.** (See further background information in paragraph 45)

#### **Progress since February 2017**

The University has continued to fund the Students' Association to support and develop peer learning and support activities. In addition, during semester 2 2016/17, the University has used some of its key strategic fora to explore and share good practice regarding different models of support and to consider how to develop these activities in the longer-term. The April 2017 Senior Tutor Network meeting considered the linkages between Personal Tutoring and Peer Learning and Support, receiving an update on developments from the Peer Learning and Support Manager and several students in regard to their experiences of different peer learning and support models across the University, and the positive benefits and challenges they have encountered. In addition, the Senate Learning and Teaching Committee received a presentation regarding how peer learning and support activities have developed and highlighted some possible ways in which they could develop in future.

In addition, following the development of the University's Student Mental Health Strategy, the University is exploring the potential for peer-assisted schemes to support students' wellbeing and to address mental health issues.

#### **Evaluation of impact**

In summer 2017, the University is working with the Student's Association on a programme of research (involving quantitative and qualitative elements) into the impact of peer learning and support activities, with a particular focus on exploring the relationship between participation in these activities and academic attainment.

The University of Edinburgh  
Senate Quality Assurance Committee

## **Enhancement-Led Institutional Review (ELIR) Theme Lead Report**

**Theme: Postgraduate Research Student (PGR) Experience**

**Theme lead: Professor Jeremy Bradshaw**

### **Effective communication and consistent implementation of the Code of Practice**

The Code is currently undergoing a review to ensure that its purpose is clear, that information is contained within the appropriate place and to minimise duplication of information, especially in light of the Programme and Course Handbook Policy. A proposal is being submitted to the Researcher Experience Committee (REC) in September 2017 on options for considering the wider information landscape for PGR students and where key content might be located. This will inform how the Code content is communicated and implemented in future.

### **Review the effectiveness and regularity of research supervisor training**

Work on the Excellence in Doctoral Research and Career Development programme has continued. Further information and a progress report from May 2017 can be found at: <http://edin.ac/2pFy7zo> One of the themes of this programme is Supervisor Training and Support, which aims to:

- Enhance the content of compulsory supervisor briefings by sharing practice across Colleges and ensuring updated database of resources.
- Identify, design and pilot optional training for supervisors, including facilitation guides for Schools to use.
- Consult with Schools and Colleges to design an online toolkit to support supervising at a distance.
- Explore ways in which to ensure accurate, central recording of supervision training.
- Identify ways to recognise and share practice of excellence in supervision.

From February to May 2017 extensive background work was undertaken which mapped and benchmarked provision for supervisor training and support at other institutions, analysed free text comments on supervision from PRES 2015 and identified gaps in provision at Edinburgh. From this, a number of objectives were set for 2017/18 (further details available in paper B <http://edin.ac/2rFQrvS>):

1. Revision of IAD webpages for doctoral supervisors to begin to create a 'hub' of dedicated resources and support. This may involve a Learn resource for supervisors.
2. Identify further training and support needs through consultation with the PGR supervisor network/results from CROS and PIRLS 2017 to draw up a programme of activity for 2017/18.
3. Strengthen the central support for compulsory supervisor briefings through sharing of resources and accessible checklist.
4. Further explore and scope development of an online training resource for research supervision using the Karolinska Institute model as a starting point.

5. Consult with Colleges (through committees) about the 5 year rule for renewing supervisor training.
6. Explore and scope options for recording compulsory supervisory briefings online. Work with EUSA to identify three supervisors from the Teaching Award shortlists for institutional entry into the Times Higher Outstanding Supervisor of the Year Award (deadline 28<sup>th</sup> June 2017). <http://www.the-awards.co.uk/2017/en/page/home>
7. Continue to benchmark and map examples of good practice both externally and internally and include in this a review of relevant research literature.

In June 2017, the launch meeting of a new PGR supervisor network was held. This had 35 participants who discussed a wide range of issues and challenges. The outcomes of these discussions were evaluated and have been used to build up an enhanced programme of optional support and training for PGR supervisors over 2017/18. These events and activities will each be evaluated.

Colleges and IAD have agreed to collaborate on the enhancement of online resources for supervisors and the aim is for a new set of webpages with worked through examples of case studies to be on the IAD webpages by January 2018.

Steps are also being taken to improve recording of attendance of supervisor training events

A comprehensive evaluation of the impact of enhanced supervisor training and support will be undertaken in 2019.

**Analyse the needs and experience of PGR students (School, College and University) to ensure effective support (particularly in the context of increasing numbers) and clarify where students go for further support**

One of the strands of the Excellence in Doctoral Research and Career Development programme, Mentorship and Wellbeing, is working to:

- Explore the PGR mentor function across the University and identify a number of possible models. This involves benchmarking current practice, scoping and defining different models.
- Benchmark and carry out a gap analysis of support for PGR wellbeing across the University.

From February to June 2017, two major pieces of work were undertaken by the Excellence Programme. One was a comprehensive report on wellbeing and mental health support for PGR students. This report (commissioned by IAD) sets out a number of recommendations for the University.

The second focused on mapping and benchmarking mentoring for PGR students. It looked at international and UK examples and mapped provision at Edinburgh. One outcome of this is a piece of work to see how the Students' Association can expand peer mentoring for PGR students. From this, a number of objectives were set (further details available in paper B <http://edin.ac/2rFQrvS>):

1. Explore possibility of developing a centrally hosted webpage which communicates the benefits of mentoring, schemes and resources available to PGR students. This would link to available schemes in their School/ subject area.



2. Develop, in consultation with support services and relevant Schools/ subject areas, clear and formal guidance for anyone acting as a mentor for a PGR student in a pastoral capacity.
3. Develop central resources for evaluation of mentoring schemes which can be made available to staff involved in mentoring schemes.
4. Work in partnership with the Students' Association to build a clear case for supporting the further extension of peer mentoring to postgraduate research students.
5. Continue dialogue with Development and Alumni and the Careers Service regarding the new student alumni platform, to assist with establishing the requirements for PGRs.

As part of the Excellence Programme, a series of PGR discussion groups have been organised. These are open to all doctoral students and each one will be evaluated to help shape activity going forward.

IAD launched a new brochure for PGR students in 2016/17 giving a comprehensive overview of professional and personal development opportunities available. The brochure received positive feedback from Schools and the 2017/18 one is available at:  
<http://edin.ac/2w04AUN>

**Training and support of PGR students who teach (including on assessment and feedback and are aware of career development resources through IAD)**

In response to the ELIR, institution-led reviews, and other feedback, the University reviewed its Code of Practice for Tutors and Demonstrators during 2016/17 and agreed to replace it with a new Policy. The new Policy, which will be implemented from 2017/18, clarifies the arrangements for recruitment, support and development of tutors and demonstrators.

PGR students who teach can consult the IAD webpages for Tutors and Demonstrators for information on workshops, routes to Higher Education Academy accreditation and relevant resources. <http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators>

University involvement in the QAAS's Focus On the PGR student experience:  
<http://edin.ac/2vHKqkr>

**Recommendation 64.** The majority of students who met the ELIR team had positive experiences with their supervisors, indicating that they felt supported and encouraged to engage with development and educational opportunities, including attendance at events and conferences. However, a small number of students did not feel that this was the case and they were not aware of what to do or where to go if they required further support. Not all of the students considered that the Code of Practice was implemented consistently. Heads of school outlined the roles of the co-supervisors in cases where students did not consider that their needs were being met, and acknowledged that further training for some research supervisors could be beneficial. The team encourages the University to review the effectiveness and regularity of research supervisor training. (Further background information at ELIR Technical Report paragraphs 61,62,63,65,78)

**Recommendation 66.** The University should continue to analyse the needs and experience of postgraduate research students at school, college and institutional level to ensure that

they are effectively supported, particularly in the context of the University's plans to increase the research student numbers. The University should review the effectiveness and regularity of supervisor training and ensure that the University's Code of Practice is communicated and implemented effectively. The University should also make certain that postgraduate research students who teach are properly trained and supported for the role (including in the provision of assessment and feedback) and are made aware of the career development resources available through the IAD. [Para. 65 has background information to the recommendation on training for postgraduate research students who teach: "The training and development for tutors and demonstrators has developed since the 2011 ELIR with better oversight of tutors through guaranteed contracts and the appointment of a staff member in the IAD who works specifically with this group. Nonetheless, during the current ELIR, undergraduate students expressed a level of dissatisfaction with teaching delivered by postgraduate research students; the research students who taught indicated to the ELIR team that they did not always feel sufficiently trained or prepared to do so."]

**Recommendation 78.** In the context of the University's ambitions to increase the postgraduate research student population, there would be considerable benefit in the institution continuing to analyse the needs and experience of postgraduate research students at school, college and institutional level to ensure that they are effectively supported. The University should review the effectiveness and regularity of supervisor training and ensure that the University's Code of Practice is communicated and implemented effectively. The University should also make certain that postgraduate research students who teach are properly trained and supported for the role (including in the provision of assessment and feedback) and are made aware of the career development resources available through the Institute for Academic Development.

The University of Edinburgh  
Senate Quality Assurance Committee

## Enhancement-Led Institutional Review (ELIR) Theme Lead Report

**Theme: Staff engagement in Learning and Teaching (Workload Allocation Models)**

**Theme leads: Vice Principal Jane Norman**

**Recommendation 13.** The ELIR team learned about plans the University has to develop existing staff **workload allocation models** to recognise in a consistent way contribution to priority areas such as personal tutoring, assessment and feedback, and contribution to other enhancement activity. This is likely to promote greater transparency, consistency and understanding of workload allocation among staff, as well as ensuring that academic staff are able to support the University's strategic priorities for learning and teaching. **The University is encouraged to progress this work.** (Further background information at ELIR Technical Report sections 1.2, 1.3)

**Recommendation 14.** Overall, the ELIR team formed the view that the University has a reflective and inclusive approach to developing strategy, and that communication and consultation with staff about strategic developments is effective. The University's approach to implementing strategies relating to learning and teaching is effective, with some challenges remaining around ensuring alignment between institutional priorities and operational structures, which the institution is open in recognising. In order to further support implementation of institutional strategies, **the University is encouraged to progress its plans to develop existing staff workload allocation models to recognise consistently staff contributions to key aspects of learning and teaching across the University.** (Further background information at ELIR technical report sections 1.2, 1.3.)

### **Progress since February 2017**

#### **Development of Workload Allocation Models**

As reported in the last update, guidance on WAMs has been published. This guidance includes requirements to recognise staff contributions to key aspects of learning and teaching.

#### **Evaluation of impact**

Since the last update, Schools have been contacted and asked if they have published their WAM and whether it conforms to the guidance. All Schools have confirmed that they have published their WAM. All but one School has confirmed that their WAM conforms to the guidance. (A brief review of the WAMs suggest that this is the case). Informatics has indicated that their WAM does not conform to the guidance because it is not "hours" based, although learning and teaching activities are included.

QAC: 19.09.17  
H/02/28/02

**QAC 17/18 1H**

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## Enhancement-Led Institutional Review (ELIR) Theme Lead Report

**Theme: Student Representation – College and School Level**

**Theme leads: Tanya Lubicz-Nawrocka and College Deans**

36. The University recognises that student representation at the college level could be strengthened further, for example the time and volume of committee meetings in one college were identified by students as barriers to engagement; a flexible model designed to allow a group of representatives to share the load of committee attendance had, to date, achieved mixed success. The devolved structure gives considerable decision-making power to the colleges making it all the more important to have effective student representation at that level. The University is, therefore, encouraged to **progress with work to promote and implement more effective representation at the college level**. (Further background at ELIR Technical Report paras 36, 37, 39)

### **Progress since February 2017**

The Students' Association has proposed a new solution to improve College-level student representation which will be piloted during the 2017-18 academic year. This proposal is for the Vice President Education (VPE) and one School Representative from each respective College to become members of key College committees which would benefit from student representation (as compared to the previous model with two School Reps or Class Reps serving as College committee members). The Students' Association will take the lead in recruiting the College committee student members from the pool of School Representatives who are elected in the Students' Association elections. This will happen for undergraduate roles in September, and for the postgraduate roles in October once the Postgraduate School Reps are elected in the Students' Association by-elections. The Colleges have generally welcomed this new proposal.

To help with this new process and the significant time commitment for the VPE, Students' Association staff will be copied in to the College committee communications to support the VPE and other student committee members, especially where consultation would be needed on any of the papers.

### **CSE Proposed Student Representation Model**

*Key CSE College Committees with student representation via the VPE and one elected School Rep each*

- College Learning and Teaching Committee (Taught)
- College Research Training Committee
- College Curriculum Approval Board

*Other CSE College Committees with student representation via two elected School Reps each*

- College Quality Assurance Committee
- College Library Committee

### **CAHSS Proposed Student Representation Model**

*Key CAHSS College Committees with student representation via the VPE and one elected School Rep each*

- College Undergraduate Learning and Teaching committee
- College Postgraduate Studies Committee

*Other CAHSS College Committees with student representation via two elected School Reps*

- College Quality Assurance Committee
- Library and Information Strategy Committee

### **CMVM**

*Key CMVM College Committees with student representation via the VPE and one elected School Rep each*

- College Undergraduate Learning and Teaching committee
- College Postgraduate Learning and Teaching committee

*Other CMVM College Committees with student representation via two elected School Reps*

- College Quality Assurance & Quality Enhancement Committee
- College Postgraduate Researcher Experience Committee

### **Evaluation of impact**

- During the 2016-17 academic year, the Students' Association has worked with each of the Colleges to explore the previous proposal of electing one student as a College Representative for each College. However, it was recognised that each College varied in its approach to the role including representation-related or administration-related work, and consensus was not met for a single role description or for compensation for the student representatives. Therefore, it is unlikely that the College Rep role will be further developed so the Students' Association has worked to identify this new proposal to achieve the same aim of facilitating stronger student representation at College-level, as well as improved communication between School-level, College-level, and University-level student representation.
- We hope that this pilot will facilitate a more joined up approach between student representation at the Senate-level, College-level, and School-level by involving the VPE and elected School Reps more in the work of the Colleges. We will pilot this new structure of student representation during the coming academic year and evaluate impact at the end of the year to see if the system is effective and working well for both the Colleges and the Students' Association.

39. The University is encouraged to continue building on the existing constructive relationship with the Students' Association to **ensure there is more effective student representation at college and school level**. The University should **review the processes for appointing students to school committees and provide more effective training and preparation for the roles, ensuring that staff in schools understand the student roles and are able to support students to contribute effectively**. There would also be benefit in the University considering the **best ways of providing feedback to the wider student body about the action that is taken** in response to matters raised

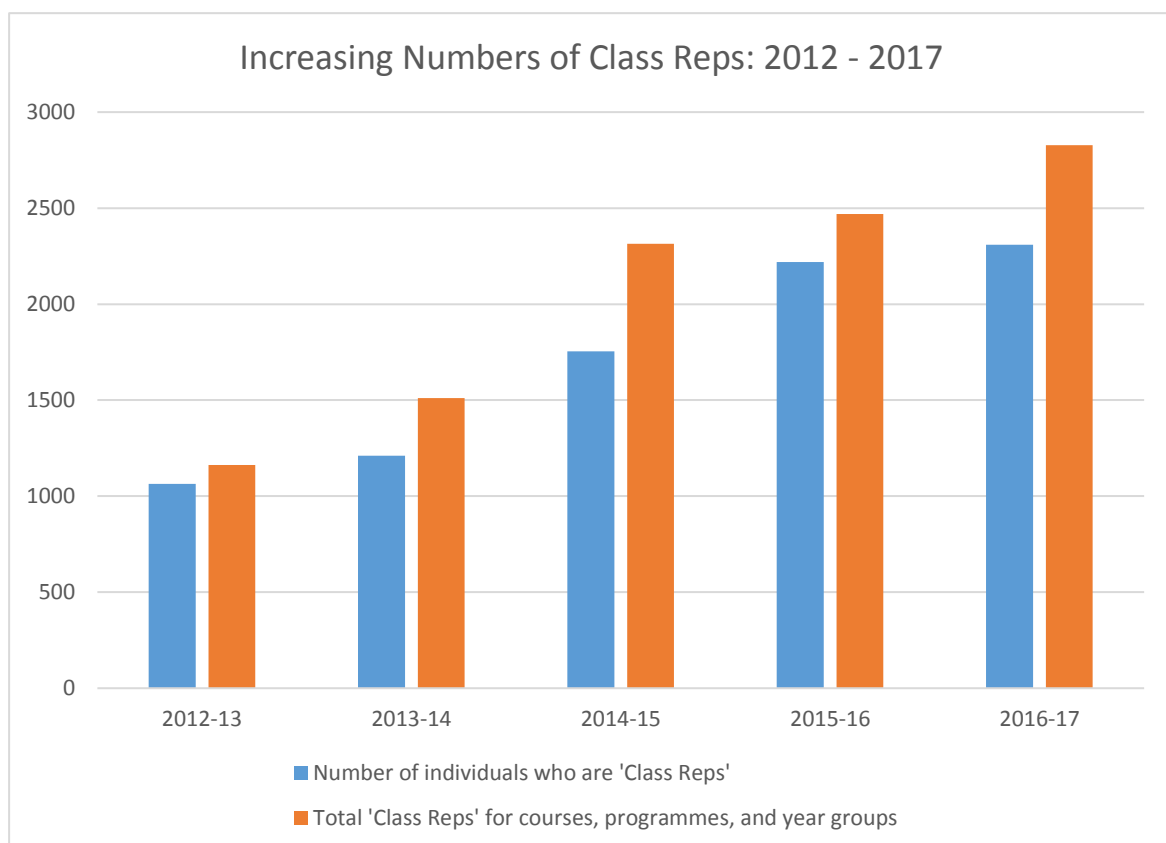
through school and college-level committees. (Further background at ELIR Technical Report paragraphs 36, 37, 38)

75. The University has a positive and constructive relationship with the Students' Association and it is encouraged to continue working in partnership to ensure there is **more effective student representation at college and school level**. The University should **review the processes for appointing students to school committees and provide more effective training and preparation for the roles, ensuring that staff in schools understand the student roles and are able to support students to contribute effectively**. There would also be benefit in the University considering **the best ways of providing feedback to the wider student body about the action that is taken** in response to matters raised through school and college level committees.

### Progress since February 2017

The Students' Association has been analysing School-level student representation structures which are highly inconsistent since each School manages its own student representation structure and recruitment of Class Reps. During the 2016/17 academic year, there were 2,827 Class Reps for tutorials, courses, and programme year-groups (with 2,300 individuals taking on these roles for more than one cohort). Even though the student body has increased notably over the past five years (see below), the number of Class Reps has increased dramatically:

- 2012/13: 32,868 students registered at the University, with 1,163 Class Reps for tutorials, courses, and programme year-groups
- 2016/17: 39,576 students registered at the University (20.4% increase), with 2,827 Class Reps for tutorials, courses, and programme year-groups (142.7% increase)



The number of Class Reps have been increasing year-on-year and the system has become too large for Schools or the Students' Association to adequately manage, since Schools are not running Class Rep elections and there is a diffusion of responsibility amongst Class Reps when too many are recruited.

Therefore, the Students' Association has been working to encourage Schools to elect their Class Reps (and provides guidance for staff on dedicated [webpages](#)), ideally at programme-level by year-group. The Vice President Education is meeting with each Head of School this summer during these annual meetings, and Heads of School have been supportive of this. The Students' Association recognises that some Schools may still wish to have course-level Class Reps, but discourages tutorial-level Class Reps because of the high number of Class Reps. It generally recommends having one Class Rep per 50 students on a programme or course.

Academic Services is leading work (involving the Students' Association and Student Systems) to collate existing documentation into a new Student Voice Policy.

Within Schools, it is strongly encouraged that the Undergraduate School Representative and Postgraduate School Representative elected in the Students' Association elections will be a full member of School committees focused on the learning, teaching, and research experience.

#### **Evaluation of impact**

- It is hoped that more Schools will adopt a programme-level student representation model. This would decrease the number of Class Reps and help Schools and the Students' Association to better support Class Reps. This would also be in alignment with the University annual monitoring at programme-level.
- It is hoped that the new Student Voice Policy will make the policy around student representation and engagement with student feedback more prominent and consistent across Schools.
- Ideally, each School will work closely in partnership with their elected School Representatives and Class Reps to support them in their role and prepare them for School committee meetings.



The University of Edinburgh  
Senate Quality Assurance Committee

## Enhancement-Led Institutional Review (ELIR) Theme Lead Report

**Theme: Student Data Dashboard**

**Theme leads: Barry Neilson, Director of Student Systems**

**Recommendation 120.** The ELIR team would encourage the University to progress with this work [Student Systems Roadmap], in particular developing the staff-facing 'Dashboard' project, which will be a key feature of the second phase of the Student Systems Road Map project to take place in the 2016-2021 period. (Further background information in ELIR Technical Report paragraph 119)

**Progress since October 2016**

*To Follow.*

**Evaluation of impact**

*To Follow.*

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

## **MOOCs – update on the portfolio**

### **Executive Summary**

The MOOC Strategy Group meets three-four times per year to review the MOOC proposals coming from colleagues around the institution.

The group includes: Melissa Highton (convenor), Sian Bayne, Russell Bartlett, Sarah Cunningham-Burley, Laura Cattell, Chris Cox, Elizabeth Grant, Charlie Jeffery, Suilin Lavelle, Sadie McKinley, Susan Rhind, Neil Speirs, Jo Spiller, Lesley McCara, Susan Rhind and James Smith.

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

The purpose of the MOOC Strategy Group is to ensure that our MOOC portfolio is in line with other university strategies for ODL, research dissemination and cultural partnerships. The University MOOCs play a key role in influencing globally and contributing locally

### **Action requested**

SQAC is invited to review the information in the accompanying executive summary, which includes details about the current MOOCs and their learner numbers.

### **How will any action agreed be implemented and communicated?**

The portfolio continues to grow and there are some 'pinch points' in the production process which we hope to smooth out this year.

In response to comments from the strategy group we have significantly enhanced the guidance around the MOOC proposal form.

In the light of new initiatives within the University to consider offering accredited distance learning courses at a much larger scale than we currently do, we are having meetings with each of the MOOC platforms to discuss new possibilities for scaling up distance learning courses. Those platforms offer us attractive geographic scalability and a rich data set with regard to market insights. Some of our new and existing MOOCs may become feeders and bridges into formal courses, which I know is of interest to several schools.

### **Resource/Risk/Compliance**

#### **1. Resource implications (including staffing)**

We have included, in the new proposal form for schools (not attached), a clear indication of the type of support Heads of School need to commit and sign off; an opportunity for teams to indicate how they will assess the success and impact of their

MOOC; and a clearer indication of the central support costs. The ISG teams estimate that, per week of study, a MOOC costs about £10k to produce. So a 3 week MOOC = £30k, and so on. We hope that the new form will capture enough information for the group to make informed choices when the proposals come in about which courses should be supported centrally, as well as enough context and information for those applying.

**2. Risk assessment**

In its current form, MOOC activity is low risk for the University, being part of an ongoing service level offered to support Schools and Colleges in online learning and research dissemination.

**3. Equality and Diversity**

There are no equality Impacts arising from this paper.

**4. Freedom of information**

The paper is **open**

**Key words**

MOOC, massive open online courses, ODL, OER, online distance learning, global, local.

**Originator of the paper**

**Melissa Highton**

Director of Learning, Teaching & Web Services & Assistant Principal Online Learning  
11th September 2017

## *MOOC Programme Timelines, Deliverables & Data Exec Summary – 29<sup>th</sup> August 2017*

The purpose of this paper is to provide an **executive summary** report highlighting the key date(s) of past, current and future MOOC projects. To also provide a timeline overview with RAG status and the latest available data across each of our platforms and courses.

### **MOOCs Delivered to Date**

Course	School	Academic Contact(s)	Platform	Initial Launch Date	Enrolments To Date	Certificates To Date
Astrobiology and the Search for Extra-terrestrial Life	School of Physics and Astronomy	Charles Cockell	Coursera	2013	53,831	742
Introduction to Philosophy	School of Philosophy, Psychology and Language Sciences	Dave Ward	Coursera	2013	198,564	2,278
Artificial Intelligence Planning	School of Informatics	Gerhard Wickler and Austin Tate	Coursera	2013	113,565	TBC
Critical thinking in Global Challenges	School of Biomedical Sciences	Mayank Dutia	Coursera	2013	220,608	1,344
E-learning and Digital Cultures	School of Education	Sian Bayne	Coursera	2013	94,132	0
Equine Nutrition	Royal School of Vet Stds	Andrea Ellis and Jo-Anne Murray	Coursera	2013	52,994	955
The Clinical Psychology of Children and Young People	School of Health in Social Sciences	Matthias Schwannauer	Coursera	2014	88,187	1,931
Animal Behaviour and Welfare	The Royal (Dick) School of Veterinary Medicine Scottish Rural College (SRUC)	Nat Waran	Coursera	2014	32,543	1,537
AstroTech: The Science and Technology behind Astronomical Discovery	School of Physics and Astronomy	Andy Lawrence & Catherine Heymans	Coursera	2014	33,338	27
Warhol	School of Design	Glyn Davis	Coursera	2014	41,484	121
EDIVET: Do you have what it takes to be a veterinarian?	The Royal (Dick) School of Veterinary Medicine	Jessie Paterson	Coursera	2014	18,903	118
Fundamentals of Music Theory	Edinburgh College of Art The Reid School of Music	Michael Edwards	Coursera	2014	65,409	657
Code Yourself! An Introduction to Programming	School of Informatics in collaboration with Universidad ORT Uruguay	Areti Manataki	Coursera	2014	58,630	608
Towards Scottish Independence? Understanding the Referendum	School of Social and Political Science	Alan Convery	FutureLearn	2014	9,486	TBC
Introduction to Philosophy	School of Philosophy	Dave Ward	Coursera	2015	198,564	2,278
Learning for Sustainability: Developing your personal ethic	Moray House School of Education	Beth Christie	Coursera	2015	13,998	103
Mental Health: A Global Priority	School of Molecular, Genetics and Population Health Sciences	Liz Grant and Selena Gleadow Ware	Coursera	2015	8,462	135
Chicken Behaviour and Welfare	The Royal (Dick) School of Veterinary Medicine Scottish Rural College (SRUC)	Vicky Sandilands	Coursera	2015	10,043	392
Understanding the UK's 2015 General Election	School of Social and Political Science	Alan Convery	Coursera	2015	4,550	TBC
Introduction to Philosophy (Chinese)	School of Philosophy	Dave Ward	Coursera	2016	12,299	128
Introduction to Marketing: Tools to Set Enterprises Apart	Business School	Malcolm Kirkup	edX	2016	28,124	TBC

Scotland and Wales Vote 2016: Understanding the Devolved Elections	School of Social and Political Science	Alan Convery	FutureLearn	2016	2,652	TBC
Towards Brexit? The UK's EU Referendum	School of Social and Political Science	Anthony Salamone	FutureLearn	2016	10,791	TBC
The Making of the US President	School of History, Classics and Archaeology	Robert Mason	Coursera	2016	1,637	28
Intellectual Humility - Theory	School of Philosophy	Duncan Pritchard	Coursera	2016	10,242	102
Stereo Photography	NMS	Alison Morrison-Low	FutureLearn	2016	7,200	36
Economic Democracy	School of Economics	Donald George	edX	2016	6,768	TBC
Sit Less Get Active	School of Molecular, Genetic and Population Health Sciences	Danijela Gasevic	Coursera	2016	45,467	173
Research Data Management and Sharing	Edina	Helen Tibbo and Sarah Jones	Coursera	2016	7,726	452
Philosophy and the Sciences: Introduction to the Philosophy of Cognitive Sciences	School of Philosophy, Psychology and Language Sciences	Michela Massimi	Coursera	2017	11,003	202
Philosophy and the Sciences: Introduction to the Philosophy of Physical Sciences	School of Philosophy, Psychology and Language Sciences	Michela Massimi	Coursera	2017	7,545	TBC
Statistics*	School of Mathematics	Ruth King	edX	2017	15,416	TBC
Understanding Obesity	Centre for Integrative Physiology	John Menzies	Coursera	2017	5,256	53
Philosophy Science and Religion: Science and Philosophy	School of Philosophy	Duncan Pritchard	Coursera	2017	9,724	192
Higgs Boson	School of Physics and Astronomy	Luigi Del Debbio and Christos Leonidopolous	Coursera	2017	31,244	67
Digital Footprint	EDINA and RD school of Vet Studies	Louise Connelly and Nicola Osbourne	Coursera	2017	1,207	19
Cats & Dogs	RD school of Vet Studies and JMICAWE	Nat Waran	Coursera	2017	5,199	127
Football	School of Education	Grant Jarvie	FutureLearn	2017	24,983	41
Social Wellbeing	School of Social & Political Science	Neil Thin and Elke Heins	FutureLearn	2017	7,547	16
How to Read a Novel	School of Literatures, Languages and Cultures	Alex Lawrie	FutureLearn	2017	12,313	123
Intellectual Humility – Science	School of Philosophy	Duncan Pritchard	Coursera	2017	1,624	30
Philosophy Science and Religion part 2	School of Philosophy	Duncan Pritchard	Coursera	2017	Launched August	
Bonnie Prince Charlie & the Jacobites	Edinburgh College of Art	Vicky Coltman	FutureLearn	2017	Launched August	

### New MOOCs delivered in 2017

Course	School	Academic Contact(s)	Platform	Launch
Social Research Methods	School of Education	Jeremy Knox	edX	October
Intellectual Humility – Practice	School of Philosophy	Duncan Pritchard	Coursera	November
Philosophy Science and Religion part 3	School of Philosophy	Duncan Pritchard	Coursera	TBC

### New MOOCs to be delivered in 2018

Course	School	Academic Contact(s)	Platform	Launch
Climate Change	School of Engineering and School of Geosciences	Mathieu Lucquiaud	edX	Jan-18
Data Science	Edinburgh Data Science	Areti Manataki	Coursera	Apr-18
Know Thyself	School of Philosophy	ALL TBC		

### MOOCs to be migrated from old Coursera platform 2017/18

Course	School	Academic Contact(s)	Migration Date
The Clinical Psychology of Children and Young People	School of Health in Social Sciences	Matthias Schwannauer	TBC
Learning for Sustainability: Developing your personal ethic	Moray House School of Education	Beth Christie	TBC
Mental Health: A Global Priority	School of Molecular, Genetics and Population Health Sciences	Liz Grant and Selena Gleadow Ware	TBC

### Data Overview

Number of Platforms:	3
Total Number of Courses Delivered:	42
Total Number of Sign-Ups (all 3 platforms):	2,196,802
Number of Certificates:	15,015
Number of Countries Represented	We have learners from more than 200 countries and territories.
Number of Academic Schools:	19
Number of Academics Involved	121
Number of Teaching Assistants Involved	118

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

**Personal Tutor System  
Oversight Group**

**Executive Summary**

This report updates the Committee on activities in relation to the mainstreaming of the Personal Tutor (PT) system within School QA processes.

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

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

**Action requested**

Approve the proposed meeting schedule for 2017-18.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

No resource implications are identified.

**2. Risk assessment**

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

**3. Equality and Diversity**

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

**4. Freedom of information**

Yes.

**Key words**

Personal Tutor

**Originator of the paper**

Brian Connolly, Academic Policy Officer, Academic Services

The University of Edinburgh  
Senatus Quality Assurance Committee

19 September 2017

**Personal Tutor System  
Oversight Group**

Meeting held on **Tuesday 11 July 2017**  
at **2pm** in the **Raeburn Room, Old College**

**Notes**

**Present:**

**Professor Alan Murray**, Convenor, Assistant Principal Academic Support;  
**Professor Peter Higgins**, Dean of Students, College of Humanities and Social Science;  
**Dr Robert Mason**, Associate Dean Quality Assurance, College of Humanities and Social Science;  
**Dr Gordon McDougall**, Dean Quality Assurance, College of Science and Engineering.  
**Dr Antony Maciocia**, Dean of Students, College of Science and Engineering;  
**Nichola Kett**, Head of Quality Assurance and Enhancement Team, Academic Services;  
**Brian Connolly**, Academic Policy Officer, Academic Services.

**Apologies:**

Professor Jeremy Bradshaw, Assistant Principal Researcher Development and Director of Quality Assurance, College of Medicine and Veterinary Medicine;  
Professor Geoff Pearson, Dean of Students, College of Medicine and Veterinary Medicine.

**School Personal Tutoring Statements - Annual Review**

In preparation for the 2017-18 academic year, Senior Tutors were asked to review their School Personal Tutoring Statements to ensure alignment with the standard template and to ensure information is current. The statement performs a twofold function:

- Acting as a guide for Personal Tutors (PTs) and tutees by setting out exactly what each should expect of the other in relation to the general features of the PT system across the University and the specific elements delivered locally by the School.
- Acting as a light touch QA mechanism for the University to ensure that each school is broadly in line with the rest of the institution by meeting the minimum PT system framework requirements, as set out in the template.

There were no significant changes to the template this year other than clarification in the guidance sections as to what is expected of the School or Deanery by 'scheduled' meeting (i.e. that the School/Deanery is not required to chase-up the tutee once an attempt has been made to schedule a meeting):

- 'Scheduled means that a School has made a reasonable proactive attempt to arrange a meeting between a Personal Tutor and a Tutee. It is accepted that a Tutee may choose not to respond or attend the meeting.'



Also, a further clarification for postgraduate taught (PGT) students as to what is expected during the research part of the degree (i.e. for part-time students scheduled meetings are allocated on a pro rata basis over their period of study as a whole).

- ‘...one individual meeting during the research part of the degree (as appropriate).’

For the review, the Group received the School Personal Tutoring Statements and a brief comment highlighting issues for consideration (from an initial analysis by Academic Services comparing each statement with the standard template). The Group was asked to consider each statement and either **approve** or **approve with amendments**. It was agreed that the Group would review late or non-submissions at a later date via an electronic, email meeting. The following was noted:

### College of Humanities and Social Science

School	School Personal Tutoring Statement - Comments
<p><b>Business</b></p> <p><b>Approve with Amendments</b></p>	<p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li>• <b>Must reflect the University minimum requirement for undergraduate years 1 &amp; 2 (i.e. UG Year 1 – four meetings, at least two of which must be individual meetings; UG Year 2 – three meetings, at least one of which must be an individual meeting). If the fourth meeting in UG Year 1 and the third meeting in UG Year 2 is being covered by group meetings then this needs to be referenced in the statement.</b></li> </ul>
<p><b>Divinity</b></p> <p><b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• Good statement, clearly indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities are clearly defined with a detailed list of administrative queries which the SST is first-point-of-contact for.</li> <li>• Good additional information on local peer support (no longer a core requirement of the template).</li> </ul>
<p><b>Economics</b></p> <p><b>Approve</b></p>	<p><b>UG:</b></p> <ul style="list-style-type: none"> <li>• Clear and concise statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities are clearly defined with students directed to the PT (if they are academic questions like “how do I go about choosing my courses?”) or the SST (if they are administrative questions like “how do I get a letter confirming my status on the programme?”). If not sure of who to contact then directed to SST in first instance for help or advice.</li> <li>• Good additional information on local peer support (no longer a core requirement of the template).</li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• Clear and concise statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>Roles and responsibilities are clearly defined as above.</li> </ul>
<p><b>Edinburgh College of Art</b></p> <p><b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>Clear and concise statement indicating what the student can expect as far as the number and purpose of school scheduled meetings.</li> <li>Roles and responsibilities are clearly defined with students directed to the PT regarding academic and pastoral matters and the SST regarding general admin enquiries.</li> </ul>
<p><b>Education</b></p> <p><b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>Comprehensive statement with template adapted into the form of a handbook (standard text changed while preserving the core information).</li> <li>Roles and responsibilities are clearly defined with a detailed list of administrative queries which the SST is first-point-of-contact for.</li> <li>Good local adaptations include pictures of staff and FAQs.</li> <li>Exceeding the University requirement for meetings (4 each year for UG students).</li> </ul>
<p><b>HCA</b></p> <p><b>UG</b></p> <p><b>Approve with Amendments</b></p> <p><b>PGT</b></p> <p><b>Approve</b></p>	<p><b>UG:</b></p> <ul style="list-style-type: none"> <li>Clear and concise statement indicating what the student can expect as far as the number and purpose of school scheduled meetings.</li> <li>Roles and responsibilities are clearly defined with students directed to the SSOs as first-point-of-contact.</li> <li>No mention of how to change PTs.</li> </ul> <p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li><b>Clarify how tutees request a change of PT. For example, the HCA PGT statement has the following under the Senior Tutor section: 'If you wish to request a change of Personal Tutor, please contact the Senior Tutor'.</b></li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>Clear and concise statement indicating what the student can expect as far as the number and purpose of school scheduled meetings.</li> <li>Roles and responsibilities are clearly defined with students directed to the PT regarding academic and pastoral matters and the SST regarding general admin enquiries.</li> </ul>
<p><b>HiSS</b></p> <p><b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>Clear and concise statement, including the latest guidance on continuity of support and the definition of 'scheduled' meeting.</li> <li>Roles and responsibilities are clearly defined with students directed to the SST as first point of contact for routine enquiries and non-academic issues.</li> </ul>
<p><b>Law</b></p>	<p><b>UG&amp;PGT:</b></p>

<p><b>Approve</b></p>	<ul style="list-style-type: none"> <li>• Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities are clearly defined with students directed to SST as first point of contact for pastoral and administrative support and PTs for any other matters.</li> <li>• Good additional information on local peer support (no longer a core requirement of the template).</li> </ul>
<p><b>LLC</b>  <b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities clearly defined with students directed to PTs for questions concerning your academic development and progress and SSTs for queries relating to administrative and pastoral support.</li> <li>• Good web link to who to contact for a variety of queries.</li> </ul>
<p><b>PPLS</b>  <b>Approve with Amendments</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• <b>Not meeting the University minimum requirements for PGT meetings (the School appears to only schedule 3 meetings instead of the required 5).</b></li> <li>• Clear on what undergraduates can expect as far as the number of school scheduled meetings.</li> <li>• Students directed to SSTs as first-point-of-contact for queries relating to routine enquiries, pastoral support, and non-academic issues.</li> <li>• Lacking some detail in PGT Support Contacts (who heads up the Team, examples of when to contact the Team, drop in hours).</li> </ul> <p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li>• <b>Must reflect the University minimum requirement for undergraduate years 1 &amp; 2 (i.e. UG Year 1 – four meetings, at least two of which must be individual meetings; UG Year 2 – three meetings, at least one of which must be an individual meeting).</b></li> </ul>
<p><b>SPS</b>  <b>UG</b>  <b>Approve with Amendments</b></p>	<p><b>UG:</b></p> <ul style="list-style-type: none"> <li>• <b>Not meeting the University minimum requirements for school scheduled meetings after year 2 (onus appears to be on the student to schedule from year 3 onwards).</b></li> <li>• Other than this, it is a clear and concise statement indicating what the student can expect as far as the content of meetings and school contacts (the school has made a conscious decision to place links in the document instead of contact names so that the document doesn't require updating during the year).</li> </ul> <p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li>• <b>The statement must be clear that the University minimum requirement is: four meetings during the taught part of the degree (at least two of which must be individual meetings);</b></li> </ul>

<p><b>PGT</b></p> <p><b>Approve</b></p>	<p><b>one individual meeting during the research part of the degree.</b></p> <p><b>PGT</b></p> <ul style="list-style-type: none"> <li>• Clear and concise online statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Section containing tips for contacting the most appropriate person.</li> </ul>
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### College of Medicine and Veterinary Medicine

School/Deanery/ Programme	School Personal Tutoring Statement - Comments
<p><b>Biomedical Sciences</b></p> <p><b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities for the PTs, SSTs, and ST are clearly defined with students directed to the SST as first point of contact for routine information (e.g. the location of a specific teaching session, confirmation of student status etc.) or any student support issues should PT be unavailable.</li> <li>• Good additional information on local peer support (no longer a core requirement of the template).</li> </ul>
<p><b>Clinical Sciences</b></p>	<p><b>PGT:</b> Late submission.</p>
<p><b>Molecular, Genetic and Population Health Sciences</b></p> <p><b>Approve with Amendments</b></p>	<p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• <b>Not meeting the University minimum requirements for school scheduled meetings and the onus appears to be on the student to schedule.</b></li> <li>• Comprehensive contacts section.</li> </ul> <p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li>• <b>the statement must be amended to reflect the University minimum requirement for PGT meetings (i.e. four meetings during the taught part of the degree, at least two of which must be individual meetings). If two of these meetings in taught part of the degree are being covered by group meetings then this needs to be referenced in the statement.</b></li> </ul>
<p><b>Edinburgh Medical School: MBChB</b></p> <p><b>Approve</b></p>	<p><b>UG:</b></p> <ul style="list-style-type: none"> <li>• Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Roles and responsibilities for the PTs, SSTs, and ST are clearly defined with students directed to the Student Experience Officer (supported by the Medical Teaching Organisation staff) as the first point of contact for all queries.</li> <li>• The Medical School is currently moving from EEMeC to Learn so some of the links are just TBC at present.</li> </ul>
<b>Edinburgh Medical School: BSc (Hons) Oral Health Sciences</b>  <b>Approve</b>	<b>UG:</b> <ul style="list-style-type: none"> <li>• Not clear as to the number of group meetings held each year and whether this meets the University minimum requirement for school scheduled meetings. However, as I understand it, there are several group meetings held each semester within the small cohort.</li> </ul>
<b>Edinburgh Medical School: MSc Clinical Education</b>  <b>Approve</b>	<b>PGT:</b> <ul style="list-style-type: none"> <li>• A new statement to cover a gap recently noted (by Sheila Lodge) in the Medical School's provision due to the fact that the MSc Clinical Education does not sit in a Deanery.</li> </ul>
<b>RDSVS</b>  <b>Approve</b>	<b>UG&amp;PGT:</b> <ul style="list-style-type: none"> <li>• Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities for the PTs, SSTs, and ST are clearly defined with students directed to the PT as the first point of contact for academic and personal matters.</li> <li>• Good additional information on local peer support (no longer a core requirement of the template).</li> </ul>

### College of Science and Engineering

School	School Personal Tutoring Statement Comments
<b>Biological Sciences</b>  <b>Approve with Amendments</b>	<b>UG&amp;PGT:</b> <ul style="list-style-type: none"> <li>• A work in progress – still to be agreed by the School, but they decided to submit anyway in order to get some formative feedback from the group.</li> <li>• Seem to be meeting the meeting requirement for UG but PGT references are missing.</li> <li>• Using a multitude of links instead of referencing the central University PT webpages.</li> </ul> <b>Amendments:</b> <ul style="list-style-type: none"> <li>• <b>Multitude of links in the 'Other Useful Information Sources for Support' section could be covered by one link to the</b></li> </ul>

	<p>central University student 'Academic Life' support portal (<a href="http://www.ed.ac.uk/students/academic-life">http://www.ed.ac.uk/students/academic-life</a> ).</p> <ul style="list-style-type: none"> <li>• If covering UG &amp; PGT, an additional section will need to be included covering the meeting requirements for PGT students. If not, a separate statement for PGT is required.</li> <li>• All broken links must be fixed before it is published.</li> </ul>
<p><b>Chemistry</b>  <b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• Clear and concise statement indicating what the student can expect as far as the number and purpose of school scheduled meetings.</li> <li>• Roles and responsibilities for the PTs, SSTs, and ST are clearly defined as follows: PT is normally the first point of contact and SST for administrative support (i.e. not academic or pastoral matters).</li> </ul>
<p><b>Engineering</b>  <b>Approve with Amendments</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• The statement sets out what students can expect as far as the number and purpose of school scheduled meetings however <b>PGT tutees seem to be short of a meeting (3+1 instead of 4+1).</b></li> <li>• Roles and responsibilities are defined with first-point-of-contacts (i.e. any queries regarding courses are the course lecturers/Course Secretary/Course Organiser; any queries regarding any other issues are the Personal Tutors or the Student Support Team at the ETO).</li> <li>• Good additional information on local peer support (no longer a core requirement of the template).</li> </ul> <p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li>• <b>the statement must be amended to reflect the University minimum requirement for PGT meetings (i.e. four meetings during the taught part of the degree, at least two of which must be individual meetings; one individual meeting during the research part of the degree). If the fourth meeting in taught part of the degree is being covered by a group meeting then this needs to be referenced in the statement.</b></li> </ul>
<p><b>GeoSciences</b>  <b>Approve with Amendments</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• UG and PGT have been conflated with the effect that <b>the number of scheduled meetings is now unclear.</b></li> <li>• Roles and responsibilities for the PTs, SSTs, and ST are clearly defined with a firm direction that the first point of contact for students is the Student Support Coordinator who is responsible for all aspects of pastoral care.</li> </ul> <p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li>• <b>the statement must be amended to reflect the University minimum scheduled meeting requirements for UG Year 1 and PGT (i.e. UG Year 1 – four meetings, at least two of which must be individual meetings; PGT - four meetings during the taught part of the degree, at least two of which must be individual meetings). If these meetings are being</b></li> </ul>

	<p><b>covered by a group meeting then this needs to be referenced in the statement.</b></p>
<p><b>Informatics</b>  <b>Approve with Amendments</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• The statement sets out what students can expect as far as the number and purpose of school scheduled meetings however <b>PGT tutees seem to be short of two meetings (2+1 instead of 4+1).</b></li> <li>• Roles and responsibilities for the PTs, SSTs, are defined as follows: routine administrative or teaching matters, the SST is the first contact point; for academic advice, such as which courses to choose, or thinking about your future years, contact the PT.</li> </ul> <p><b>Amendment:</b></p> <ul style="list-style-type: none"> <li>• <b>the statement must be amended to reflect the University minimum requirement for PGT meetings (i.e. four meetings during the taught part of the degree, at least two of which must be individual meetings; one individual meeting during the research part of the degree). If the two seemingly missing meetings in taught part of the degree are being covered by group meetings then this needs to be referenced in the statement.</b></li> </ul>
<p><b>Maths</b>  <b>Approve</b></p>	<p><b>UG – online:</b> <a href="https://info.maths.ed.ac.uk/teaching/ug/support/ugpt.html">https://info.maths.ed.ac.uk/teaching/ug/support/ugpt.html</a></p> <ul style="list-style-type: none"> <li>• Clear and concise online statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities for the ST, PTs, and SSTs are defined. The Student Learning Advisor (SLA) provides help and advice on studying Mathematics, any academic personal issues or queries regarding University rules and regulations. The Mathematics Teaching Organisation (MTO) provides any course-related administrative queries.</li> </ul> <p><b>PGT:</b></p> <ul style="list-style-type: none"> <li>• Clear and concise statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities for the PTs, SSTs, and ST are clearly defined with students directed toward the PT for help and advice on postgraduate studies, any academic personal issues or queries regarding University rules and regulations.</li> </ul>
<p><b>Physics &amp; Astronomy</b>  <b>Approve</b></p>	<p><b>UG&amp;PGT:</b></p> <ul style="list-style-type: none"> <li>• Clear, concise and personable statement indicating what the student can expect as far as the number and content of school scheduled meetings.</li> <li>• Roles and responsibilities for the PTs, SSTs, and ST are clearly defined with students directed to the PT as their primary contact for academic and pastoral advice.</li> <li>• Good additional information on local peer support (no longer a core requirement of the template).</li> </ul>

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### **Future Meeting Schedule**

The Group discussed options for the future of the group. It was agreed that the group should continue to oversee the mainstreaming of the PT system for at least another year. The following meeting schedule was proposed for approval at the next meeting of Senate Quality Assurance Committee due to be held in September 2017:

- One meeting to consider most recent student satisfaction survey results. It was suggested that this be held in October 2017 and report to the November 2017 meeting of SQAC.
- One meeting to consider and approve School PT Statements for 2018-19. It was suggested that this be held in late June/Early July 2018 and report to the September meeting of SQAC.

**Brian Connolly**  
Academic Services  
July 2017



The University of Edinburgh

Senate Quality Assurance Committee

19 September 2017

## **Update to External Examiners for Taught Programmes Policy**

### **Executive Summary**

The paper comprises minor updates to the policy document to align with current quality processes in relation to College reporting. These are highlighted at section 7 and the deletion of section 64.

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

The policy aligns with the University's Strategic Plan objective of Leadership in Learning.

### **Action requested**

QAC is invited to approval these minor changes.

### **How will any action agreed be implemented and communicated?**

No action for communication is associated with the paper as this corrects an anomaly in the policy and aligns it with current quality processes.

### **Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

No resource implications are identified.

**2. Risk assessment**

No risks are associated with the paper as it proposes alignment with current quality processes.

**3. Equality and Diversity**

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

**4. Freedom of information**

The paper is **open**.

### **Originator of the paper**

Susan Hunter, Academic Policy Officer  
Academic Services, 28 July 2017



# External Examiners For Taught Programmes Policy

## Purpose of Policy

The Policy sets out the role, powers and responsibilities the University assigns to its External Examiners for undergraduate and taught postgraduate programmes. The Policy sets out the roles and responsibilities of Schools, Colleges and at the Institutional level for External Examiner Processes.

## Overview

The policy replaces: (i) Code of Practice for External Examiners of Undergraduate and Taught Postgraduate Programmes and (ii) Guidance to Schools/Colleges regarding the Freedom of Information and Data Protection implications of the University's Code of Practice on External Examining

## Scope: Mandatory Policy

This policy applies to staff who are engaged in assessment, processes involving External Examiners appointed for undergraduate and postgraduate taught programmes or courses and those involved in development of Course or Programme Handbooks. The policy must be applied, unless an opt out has been awarded by Quality Assurance Committee or as otherwise stated in the policy, on the basis of a case proposed by a College. The boxed "Application of the policy" provides guidance and must be applied, unless the College has approved an exemption on the basis of a case proposed by a School. These concessions and exemptions are recorded by the approving body.

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## Document control

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<b>Approving authority</b>	Quality Assurance Committee				
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<b>Section responsible for policy maintenance &amp; review</b>	Academic Services				
<b>Related policies, procedures, guidelines &amp; regulations</b>	Taught Assessment Regulations <a href="http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment">www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment</a> Guidance on policy, principle and operation of Boards of Examiners: <a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners">www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners</a> External Examiner Handbook: <a href="http://www.ed.ac.uk/files/atoms/files/externalexaminerhandbook.pdf">www.ed.ac.uk/files/atoms/files/externalexaminerhandbook.pdf</a>				
<b>UK Quality Code</b>	UK Quality Code, Chapter B7: External Examining				
<b>Policies superseded by this policy</b>	Code of Practice for External Examiners of Undergraduate and Taught Postgraduate Programmes				
<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 651 4490.				
<b>Keywords</b>	External Examiner, Board of Examiners				



# External Examiners For Taught Programmes Policy

## External Examiners for Taught Programmes Policy

This policy aligns with the *University's Taught Assessment Regulations*, which are agreed annually by the Curriculum and Student Progression Committee. Nothing in this policy supersedes the *University's Taught Assessment Regulations*. See:

[www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

### General

1. The conduct of assessment and examinations in the University is governed by the University's *Taught Assessment Regulations* and by decisions taken, from time to time, by Curriculum and Student Progression Committee. This policy sets out the role, powers and responsibilities the University assigns to its External Examiners for undergraduate and taught postgraduate programmes. It is intended primarily for the information of University staff involved in examinations and Boards of Examiners. The *Handbook for External Examiners of Taught Programmes* provides External Examiners with guidance on their roles, powers and responsibilities:  
[www.ed.ac.uk/files/atoms/files/externalexaminerhandbook.pdf](http://www.ed.ac.uk/files/atoms/files/externalexaminerhandbook.pdf)
2. Additional guidance on assessment procedures may be found in the University's *Taught Assessment Regulations*: [www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)
3. Policy, principle and operational guidance regarding Boards of Examiners is available at: [www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)
4. All sections of the policy apply to External Examiners appointed to a course(s) or taught programme(s) referred to as Course External Examiners and Programme External Examiners respectively, unless otherwise stated.
5. Student Administration exercises general oversight of examination procedures on behalf of the University and the detailed arrangement for examinations, including the provision of examination accommodation. See: [www.ed.ac.uk/schools-departments/student-administration](http://www.ed.ac.uk/schools-departments/student-administration).
6. Student Systems exercise general oversight of the receipt and notification of results on behalf of the University. See: [www.studentsystems.ed.ac.uk/](http://www.studentsystems.ed.ac.uk/).
7. Several different University and College committees have an involvement in areas covered by this Policy. Senatus Quality Assurance Committee (QAC) monitors the appointment of External Examiners by Colleges. QAC also ensures that appropriate action has been taken in regard to External Examiners' reports by way of the annual **College Quality Assurance and Enhancement reports monitoring, review and reporting process**. QAC ensures that quality assurance and policies and projects are informed by the thematic annual analysis of the External Examiner reports. The relevant College undergraduate and postgraduate committees ensure that External Examiners' appointments are consistent with the assessment regulations and this Code.



# External Examiners For Taught Programmes Policy

8. This policy aligns with the UK quality Code for Higher Education, Chapter B7: External Examining (October 2011):  
[www.qaa.ac.uk/en/Publications/Documents/quality-code-B7.pdf](http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B7.pdf).

## Purposes and Functions of External Examiners

9. The External Examiner system forms a key part of the University's quality assurance and enhancement mechanisms. External Examiners help to ensure that degrees awarded by the University are comparable in standard to those of other equivalent departments in UK universities, although their content may differ. They also ensure that the assessment process is operated equitably and fairly in respect of the treatment and classification of students, and in line with the University's policies and regulations. External Examiners also advise on the quality and enhancement of learning, teaching and assessment.
10. In order to achieve these purposes, External Examiners need to be able to:
- a) participate in assessment procedures (see related section 16); and
  - b) comment and give advice on assessment procedures and standards and jointly agree, as members of the Board of Examiners, the detailed assessment, award and final degree results.
11. An important requirement of the External Examiner's role is the provision of an annual report based on what the External Examiner has observed of the University's assessment processes and students' assessed work.

### Application

11.1 External Examiners are invited to provide feedback on good practice and opportunities to enhance the quality of programmes and/or courses, where appropriate. External Examiners are invited to offer a view of how standards compare with the same or similar awards at other Universities of which they have experience. External Examiners are also invited to comment on course content, balance and structure and on degree programme curricula. See sections 60, 61 and 62 which set out the expectations for External Examiners on completing External Examiner Reports.

12. Colleges or Schools may also choose to invite External Examiners to see and comment on reports and feedback related to curriculum review and quality of educational provision.

### Application

12.1 This may be on an informal basis, or as part of the external advice on review and development of courses and/or programmes.



# External Examiners For Taught Programmes Policy

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13. External Examiners may be asked to comment on the wider quality and enhancement aspects of a programme or course, such as its design, curriculum, mode of delivery and assessment methods.
14. External Examiners have the right to see any assessment material pertinent to the role and may comment about any aspect of a course or programme for which they are appointed as External Examiner.
15. External Examiners are encouraged to make use of opportunities to communicate with the School informally about the teaching of the course, assessment issues and overall performance of the students.
16. The External Examiner's role is primarily that of a moderator of the assessment process and an External Examiner will not be asked to assess directly the work of individual students unless this is explicitly stated in the External Examiner's terms of appointment. Where External Examiners are expected to advise on individual cases, the final decision will still be made by the Board of Examiners, with the views of the respective examiners made known to the Board of Examiners.
17. External Examiners may be required to have oversight of the decision process of the Undergraduate Progression Board. Schools will specify which Course or Programme External Examiner has responsibility for progression decisions and specific Progression Boards. This responsibility is usually exercised by a Programme External Examiner.
18. In fulfilling these functions, the University expects that the External Examiner has agreed with their own institution / employer the time commitment required for the role.

## **Role of Course External Examiners**

19. Each course must have an External Examiner appointed to it known as a Course External Examiner. They are expected:
  - a) to assess and comment on whether the course enables students to achieve the defined learning outcomes and whether the assessment is appropriate in this regard;
  - b) to consider the level of achievement of candidates on the course, in relation to standards elsewhere in the sector for the same kind of course within similar degree programmes;
  - c) to review and approve, if appropriate, all examination papers and assessment criteria for the courses examined;
  - d) to scrutinise a representative sample of all assessed work across each of the courses examined in order to judge whether marks are fairly and consistently applied to students across the courses, and whether markers are applying the marking scheme consistently and using the full range of marks where justified;



# External Examiners For Taught Programmes Policy

- e) to participate as a member of the relevant Board of Examiner meetings and to agree jointly, as a member of the Board of Examiners, the decisions of the Board of Examiners; and
- f) to be satisfied that the business of the Board of Examiners is correctly and robustly carried out, in line with the University's policies and regulations.

## Application

- 19.1 External Examiners appointed to a course or courses will be treated as Course External Examiners. A Course External Examiner can be appointed for multiple courses, where this is deemed appropriate. A Programme External Examiner may be appointed as a Programme External Examiner for a programme and also be appointed as a Course External Examiner for one or more courses.

## Role of Programme External Examiner

20. There must be at least one Programme External Examiner appointed who has responsibility for oversight of each programme that leads to a higher education award. *(This section of the policy will not come into effect until August 2016 to allow for full appointment of Programme External Examiners).*

## Application

- 20.1 External Examiners appointed to a programme will be treated as a Programme External Examiners. A Programme External Examiner can be appointed for multiple programmes, including their exit awards, where this is deemed appropriate.
- 20.2 A Programme External Examiner may be appointed to a programme and also be appointed as a Course External Examiner for one or more courses. Where there are no Course External Examiners appointed, the Programme External Examiner will be deemed to also be the Course External Examiner for the courses within the programme.
- 20.3 For undergraduate programmes, it is likely that the Programme External Examiner will also be examining a course or courses on the programme and oversight of the programme will be an additional role. For postgraduate programmes, a Programme External Examiner may be appointed as a Course External Examiner for courses within the programme(s).



# External Examiners For Taught Programmes Policy

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21. Programme External Examiners are appointed to give oversight of a whole programme. Programme External Examiners are expected:
- a) to assess and comment on whether the programme design enables students to achieve the defined learning outcomes for the programme;
  - b) to affirm that the programme overall meets recognised national standards for the final award;
  - c) to consider the application of the scheme of award for classification of honours to ensure this is correctly and fairly applied to all students on the programme;
  - d) to participate as a member of the relevant Board of Examiner meetings and to agree jointly, as a member of the Board of Examiners, with the decisions of the Board of Examiners; and
  - e) to be satisfied that the business of the Board of Examiners is correctly and robustly carried out, in line with the University's policies and regulations.

## Application

- 21.1 Programme External Examiners do not necessarily need to have knowledge of all the subject areas covered by the programme in order to perform the role of Programme External Examiner. This is because Programme External Examiner are appointed to have oversight of the academic standards for the programme(s) and/or award(s) for which they are appointed. Further information about the operation of the Board of Examiners can be found in the University's Taught Assessment Regulations: [www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

22. For combined degree programmes, the "owning" school will be responsible for appointing Programme External Examiners.

## Selection – general points

23. External Examiners should be selected from amongst suitably qualified people who meet the person specification outlined in this policy (See sections 29 and 30). Schools and Colleges must also consider any potential conflicts of interest prior to appointment (See section 31).
24. The number of External Examiners for any particular degree programme or course should be sufficient to cover the range of studies therein. More than one External Examiner may be needed where there is a large number of students, the course or programme covers a wide range of studies, and/or a large volume of academic work contributes to the course or programme.



# External Examiners For Taught Programmes Policy

## Application

- 24.1 Schools should use their judgement and should avoid both over-recruitment of External Examiners and excessive over-loading of individual External Examiners.

25. The appointment of External Examiners is the responsibility of Colleges on behalf of the University and they must have robust and documented mechanisms for approval of appointments in place.
26. Schools make the nominations to the Colleges after consultation with the staff members teaching the course or programme and having ascertained that the proposed individual is willing to accept the nomination as External Examiner.

## Application

- 26.1 Schools and Colleges may operate different nomination and appointment processes depending on their respective quality assurance structures. Nominations are made in the name of the relevant Head of School and appointments are approved in the name of the Head of College. The information contained in the External Examiner nomination form should affirm to the College that the person nominated has the necessary authority and experience and meets the other requirements set out in relation to qualifications / expertise, conflicts of interest and terms of office below.

27. External Examiners should normally be resident in the United Kingdom.

## Application

- 27.1 If the proposed External Examiner is resident abroad, the School should take account of UK visa and immigration requirements, travel costs and, where appropriate, check that the College is prepared to pay the cost of travel to Edinburgh before proposing the appointment.
- 27.2 Where an External Examiner from outside the UK is appointed, the School should confirm that the individual has the required knowledge of the UK HE system.
- 27.3 Human Resources' website provides information on Eligibility to Work in the UK and information and guidance for recruiters on immigration and visa requirements. See: [www.ed.ac.uk/schools-departments/human-resources/recruitment/eligibility-immigration/recruiters-guidance](http://www.ed.ac.uk/schools-departments/human-resources/recruitment/eligibility-immigration/recruiters-guidance).

28. In some areas of professional disciplines, External Examiners are subject to validation by external organisations and professional bodies.





# External Examiners For Taught Programmes Policy

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## Qualifications/Expertise

29. In order to ensure that External Examiners are competent to undertake the responsibilities expected of them, only individuals who can show appropriate evidence of the following will be appointed:
- a) appropriate knowledge and understanding of the UK HE Sector's agreed reference points for the maintenance of academic standards, including the relevant subject benchmarks, the national qualifications frameworks and UK Quality Code for Higher Education (See [www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code)), along with knowledge of quality assurance and enhancement processes;
  - b) sufficient standing and experience to be able to command authority and respect of academic peers and, where relevant, professional peers;
  - c) relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate. External Examiners from outside the HE system, for example from industry or the professions, may be appropriate in certain circumstances;
  - d) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
  - e) awareness of current developments in the design and delivery of relevant curricula;
  - f) familiarity with the standard to be expected of students to achieve the award that is to be assessed;
  - g) fluency in English and, where programmes are delivered or assessed in languages other than English, fluency in the relevant language(s); and
  - h) competence and experience relating to the enhancement of the student learning experience.

### Application

29.1 Schools may wish to develop their own School-specific guidance on the requisite qualifications and experience for External Examiners, as appropriate to their own specific disciplines.

30. In exceptional circumstances, an External Examiner may be appointed who does not meet the criteria with respect to standing and/or experience. Appointments of External Examiners in these circumstances must be approved by the Senatus Curriculum and Student Progression Committee on the basis of a College recommendation. Such an appointment should never be made as a sole Programme External Examiner for a specific degree programme.



# External Examiners For Taught Programmes Policy

## Application

- 30.1 These exceptional circumstances may arise where an External Examiner is appointed from industry or where the nominee has no previous experience as an External Examiner. Where an External Examiner who is not an academic is appointed for a particular course, the School will need to ensure that a mechanism for assuring academic standards is maintained, for example, by having another External Examiner who is an academic on the Board of Examiners.
- 30.2 Where an External Examiner has no previous experience as an External Examiner for any institution, a more experienced External Examiner will be appointed to act as mentor to work with the first-time External Examiner to provide guidance and to ensure that the Examiner fulfils the requirements of their role. Schools must consider whether first-time External Examiners have additional information and development needs when compared with experienced examiners.

## Conflicts of Interest

31. Individuals in any of the following categories will not be appointed as External Examiners:
- Members of the University Court, University Committee members or employees of the University.
  - Anyone with a current or previous personal, family or legal relationship with a student being assessed.
  - Anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study or any of the courses in question.
  - Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or course(s) in question. Significant involvement in this context means directly involved with a close knowledge of one another's work.
  - Former staff or students of the institution, unless a period of five years has elapsed and all students taught by or with the individual have completed their programme(s) of study.
  - Anyone whose appointment would create a reciprocal external examining arrangement involving cognate programmes at another higher education institution.
  - Anyone whose appointment immediately follows the appointment of an External Examiner from the same department in the same higher education institution.
  - Any nominee who has a colleague from the same department of the same institution already acting on the Board of Examiners to which the nominee is to be appointed.



# External Examiners For Taught Programmes Policy

- i) Any nominee who has an honorary position at the University or has held an honorary position at the University within the last five years.

## Application

- 31.1 This is a non-exhaustive list. Schools and Colleges are asked to use their judgement when ascertaining whether a conflict of interest exists.
- 31.2 With regard to section 29 (f), staff who perform External Examiner duties in other Universities should keep their School informed in order to ensure that reciprocal arrangements involving cognate programmes do not occur.
- 31.3 Schools should avoid a situation where a member of the University and a member of another HEI are both simultaneously sitting on the *same* Board of Examiners at both institutions. Schools should attempt to select examiners from the full pool of experts available rather than continually re-appointing from a small, familiar group, to maintain objectivity.

## Terms of office

32. The duration of an External Examiner's appointment will be for four years. An exceptional extension of one year may be permitted, if necessary.
33. Where an External Examiner retires from his or her institution during their four year External Examiner term, their appointment with the University as an External Examiner will cease at the end of the relevant academic session. An exceptional extension of one year to ensure continuity may be approved.
34. An External Examiner who has completed their term of appointment is not eligible for a new appointment until five years have elapsed.
35. In view of the time commitment required to fulfil the duties of an External Examiner, it is recommended that an individual should hold no more than one other External Examiner appointment for courses or taught programmes during their period of employment as an External Examiner in the University.

## Application

- 35.1 It is recognised that in specialised subjects where the pool of expertise is small, it may be necessary to appoint a single External Examiner to more than one Board of Examiners simultaneously. Schools should exercise judgement in whether an individual External Examiner is being allocated a manageable workload.

36. It is recommended that the period of office for all undergraduate and taught postgraduate External Examiners begins on the 1<sup>st</sup> August, finishes on the 31<sup>st</sup> October for all



# External Examiners For Taught Programmes Policy

undergraduate External Examiners, and on 30<sup>th</sup> November for all postgraduate taught External Examiners.

## Appointment and Induction

37. Once the relevant College has approved an External Examiner's nomination, the School/College will communicate with the External Examiner notifying them of their appointment.

### Application

- 37.1 The notification of appointment to the External Examiner is the responsibility of the Colleges. This responsibility can be delegated by the Colleges to the Schools. The appointment notification should include:
- a) a formal letter of appointment and details of the External Examiner contract, including a statement on the External Examiner's duties. This should include the courses or programmes they are appointed for, deadline for return of the External Examiner report and a statement that the External Examiner will operate within this policy and within the University's other regulations and policies;
  - b) the External Examiner Handbook;
  - c) guidance on the payment of fees and expenses, including relevant forms. The School or College will provide an explanation of how the External Examiner's fee is calculated or the amount if a fee is set. It should be explained that the fee will be subject to the External Examiner's satisfactory fulfilment of their duties and will be paid on the receipt of the External Examiner's final report. The School / College will also provide information on the University's Expenses Policy.

38. Schools will brief External Examiners as appropriate so as to enable External Examiners to fulfil their duties, including giving due attention to the needs of first-time External Examiners.

### Application

- 38.1 This information should include links to relevant sections of the University's Degree Regulations and Programmes of Study, course handbooks, programme handbooks, objectives of the courses, curricula and teaching methods, methods of assessment and marking scales or grade schemes, the schedule for aggregation of marks of the various components in the overall assessment and any arrangements for credit on aggregate or reassessment of parts of the programme. The School must also ensure that the External Examiner is briefed on their oversight role, where they have one, for an Undergraduate Progression Board.



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39. At the beginning of the academic session, the School should provide the following information to the External Examiner:
- information on dates of meetings;
  - details of the Board of Examiners' composition;
  - detailed arrangements for other examining activities such as attendance at orals or practicals; and
  - any other material the School considers necessary for the External Examiner to fulfil their role effectively.

## Application

39.1 The External Examiner Reporting System will ensure that the following documentation is available (via hyperlink) on the External Examiner Dashboard:

- the University's External Examiner Handbook
- the University's External Examiners for Taught Programmes Policy
- the University's Taught Assessment Regulations
- Chapter B7 of the UK Quality Code for Higher Education.

39.2 The External Examiner Dashboard on the External Examiner Reporting System informs the External Examiner of the report return deadline.

## Termination of Appointment

40. The University can terminate an External Examiner's appointment at any time where the External Examiner is deemed to have not fulfilled their obligations or if a conflict of interest arises which cannot be satisfactorily resolved.

## Application

40.1 Schools are expected to review the work of External Examiners and make recommendations for termination to the College for contractual non-compliance should this become necessary. The College is responsible for monitoring the External Examiners' compliance with their contracts. Schools and Colleges must make reasonable efforts to resolve issues of non-compliance through discussions with the External Examiner concerned. In rare cases where these matters cannot be resolved, termination of the appointment may be carried out by the Head of College on the basis of advice from Human Resources. The reasons for the termination of the appointment along with efforts to resolve the issues, should be fully documented.



# External Examiners For Taught Programmes Policy

- 40.2 The External Examiner must keep the School informed of any changes in circumstances that may give rise to a conflict of interest so that appropriate action can be taken. The School should inform the College and seek advice where appropriate.

## Participation of External Examiners in Assessment and Examination Procedures

41. External Examiners are full members of the Board(s) of Examiners. All External Examiners have the right to attend meetings of all relevant Boards of Examiners.

### Application

- 41.1 See the University's *Taught Assessment Regulations* which set out the rules which must be followed in taught student assessment, including the operation of the Board of Examiners meetings: [www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

42. In order to be quorate, at least one External Examiner must participate in and approve the decisions of the Board of Examiners.

### Application

- 42.1 An External Examiner's approval of the decisions of the Board of Examiners indicates that they are satisfied with the conduct of the assessment process. See the University's *Taught Assessment Regulations* which set out the quoracy requirements for Board of Examiner meetings and the operation of the Board of Examiners meetings: [www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

43. External Examiners should attend all Board of Examiners meetings relevant to their appointment.

### Application

- 43.1 If an External Examiner is not able to attend at least one Board of Examiners meeting in a year, his or her non-attendance must be reported to the College. If an External Examiner cannot attend a Board of Examiners meeting due to illness, travel disruption or similar unavoidable events, he or she should contact the School as soon as possible. Special arrangements can be put in place when an External Examiner cannot attend a meeting in person which may include, where practically possible, participation by live video link or telephone. Such arrangements must be recorded in the minutes of the Board of Examiners.
- 43.2 Where an electronic link is used in this way it must be live and in real-time for the External Examiner to be considered as participating in the meeting. Where this arrangement is employed, the External Examiner must be provided with all the preparatory documentation for the Board in advance of the meeting. Where an External Examiner is too ill to participate, even remotely, during the academic year, the School



# External Examiners For Taught Programmes Policy

will seek a replacement External Examiner, to be appointed through the usual School/College process.

44. The External Examiner's role is primarily that of a moderator of the assessment process. In some disciplines, an External Examiner may need to assess students directly in some parts of the assessment (e.g. orals) and this should be explicitly stated in the External Examiner's contract. In all other cases, the External Examiner must never be asked to mark/grade or otherwise assess directly the work of individual students.
45. External Examiner(s) must review and approve draft examination papers. Draft examination papers should be accompanied by model answers, where applicable and appropriate, or solutions and the marking schemes to be applied.

## Application

45.1 It is expected that Course External Examiners will carry out this function.

46. External Examiners will be provided with a sample of summative examination scripts or student coursework to review.

## Application

- 46.1 The samples must provide the External Examiners with enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent. External Examiners should see samples of summative assessments from the top, middle and bottom of the range. The principles governing the selection of these samples must be agreed in advance and communicated to the External Examiner.
- 46.2 External Examiners should also consider borderline cases which relate to the decisions of the Board of Examiners on pass/fail boundaries, progression, or in the case of final year candidates, the classification or award of a degree. An External Examiner has the right to see any summative assessment on request.
- 46.3 Where a School determines 50% or more of the summative assessment by coursework, orals, online tests, peer or self-assessment, the External Examiner must receive or view samples of work and be provided with sufficient information about these assessments. See the regulation on "Availability of assessment" in the University's Taught Assessment Regulations:  
[www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

47. Examinations that contain practical, oral or performance elements are invigilated by members of academic staff and may be conducted jointly with an External Examiner. Schools must





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inform students about how they will be orally assessed and whether this will involve an External Examiner.

## Application

47.1 Where External Examiners directly conduct oral examinations, they should have necessary information about the oral assessment to allow them to judge the student's performance in the orals. Where the External Examiner does not directly examine the student, he or she has the right to view oral examinations and presentations (either in person or by audio-visual means) where practicable and proportionate. See the regulation on "Oral assessment" in the University's Taught Assessment Regulations: [www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

48. External Examiners should have the same amount of involvement in both the content and process of practical examinations as they have for written papers and coursework.
49. Some Arts disciplines require assessment by live performance or exhibition. Participation by External Examiners in these forms of assessment must meet current standards and practices of the sector and relevant professional bodies, including, where appropriate the creation of retainable documentation of the performance and/or exhibition.
50. External Examiners may be required to have oversight of the decision process of an Undergraduate Progression Board. This oversight may be done remotely; the External Examiner does not need to be physically present.

## Application

- 50.1 The Undergraduate Progression Boards Policy sets out the responsibilities of External Examiners who have oversight of the decision process of the Undergraduate and how they should be supported effectively so they can fulfil their role.
- 50.2 See Undergraduate Progression Boards Policy: [www.ed.ac.uk/files/atoms/files/ug\\_progression\\_boards.pdf](http://www.ed.ac.uk/files/atoms/files/ug_progression_boards.pdf)

## External Examiner Report Submission

51. External Examiners are required to submit a report annually to the Principal of the University via the External Examiner Reporting System.
52. External Examiners are also required to provide an additional reflective overview at the end of their periods of office.

## Application

- 52.1 This reflective overview is included as a section in the (EERS) External Examiner report and will be filled out by External Examiners who are in their final year.





# External Examiners For Taught Programmes Policy

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53. The deadlines for submission of the External Examiner reports are 31 July for undergraduate and 30 November for postgraduate taught. Deadlines are set by Senatus Quality Assurance Committee.
54. External Examiners are expected to provide informative comment on the extent to which:
- a) the University is maintaining threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;
  - b) the assessment process measures student achievement rigorously and fairly against the intended outcomes of the course(s) or programme(s) and is conducted in line with the Universities policies and regulations;
  - c) the academic standards and the achievements of the students are comparable with those of other UK higher education institutions of which the External Examiner has experience.
55. External Examiners are expected to provide informative comment on quality assurance and quality enhancement and are asked to do the following:
- a) confirm that sufficient evidence was received to enable the role to be fulfilled and if evidence was insufficient, give details;
  - b) state whether issues raised in the previous report(s) have been, or are being, addressed to their satisfaction;
  - c) address any issues as specifically required by any relevant professional body and highlight areas of good practice and innovation; and
  - d) recommend, where appropriate, opportunities to enhance the quality of the learning opportunities provided to students.
56. External Examiners are expected to provide informative comment on teaching, course and programme structures and content including:
- a) good practice and innovation relating to learning, teaching and assessment; and
  - b) opportunities to enhance the quality of the learning opportunities provided to students.

## **Actions in response to External Examiners' Reports**

57. Schools are responsible for ensuring that they have robust mechanisms in place for handling External Examiner reports and for taking appropriate action where required in response to those reports.



# External Examiners For Taught Programmes Policy

## Application

57.1 Schools are expected to use data contained in the External Examiner Reporting System to identify themes and issues from individual External Examiner reports that require action.

58. A senior person responsible for teaching and quality assurance matters, designated by the Head of School, will take responsibility for responding to each External Examiner report. It is expected that external examiner reports will be responded to within six weeks so that information contained in reports can be acted upon promptly in order to maximise its use to Schools and students. This response should demonstrate that the University has given full and serious consideration to the comments made and indicates the actions that will be taken or not taken as a result of the comments.
59. It is the College's responsibility to oversee the operation of processes in Schools of responding to External Examiners' reports. Each College is also responsible for handling issues or suggestions arising from External Examiners' reports that pertain to the College, so that appropriate action is taken where required at the College level.
60. The College is responsible for identifying issues or suggestions that have institutional level implications and raising these matters in appropriate forums at an institutional level.
61. It is the College's responsibility to ensure that issues raised in a particular report, that are judged to be particularly serious or important, are copied to the Assistant Principal Academic Standards and Quality Assurance acting on behalf of the Principal.

## Application

61.1 This is only likely to occur in exceptional cases where institutional action is necessary or where serious quality assurance issues which affect more than one degree programme or School have been identified.

62. Certain External Examiners are appointed subject to validation by external organisations. If appropriate, Schools may choose to send the reports of these External Examiners to the relevant organisation, provided they are accompanied by information setting the Examiner's comments into context and noting any action that will be taken as a result of the report.

## Analysis of Themes arising from External Examiner Reports

63. The University is committed to using External Examiner reports and responses widely to enhance the student experience.

## Application

63.1 Business Information reports will facilitate thematic analysis of reports and responses.



# External Examiners For Taught Programmes Policy

~~64.~~ The annual College Quality Assurance and Enhancement reports to the Senate Quality Assurance Committee will include a summary of External Examiners' themes and the appropriate action taken.

~~65-64.~~ External Examiner reports provide invaluable independent feedback to the University at programme and course level, and sometimes also at institutional level. Colleges and the University's Senatus Quality Assurance Committee use information from External Examiner reports to identify common themes in order to help shape their strategic approach to quality assurance and quality enhancement.

## Details of External Examiners

~~66-65.~~ The names, positions and institutions of External Examiners must be included in the relevant course/programme handbook and made available to students. Where an External Examiner is appointed to fulfil a role on behalf of a professional body, this will be stated.

### Application

~~656.~~1 This information will also be made available to relevant staff in the University, and, where relevant, to external bodies such as the Quality Assurance Agency.

~~656.~~2 Students must be informed in the course/programme handbook that they must not make direct contact with External Examiners, and that other routes exist for queries about the assessment process.

## Participation of students

~~67-66.~~ Students have the right to view External Examiners' reports. Schools are responsible for making External Examiner reports available to students on request.

### Application

~~667.~~1 See sections 72 and 73 for further guidance on freedom of information and data protection matters. Schools should record the frequency of requests.

~~68-67.~~ Schools will make themes extracted from External Examiner reports, and the Schools' summarised response to these themes available to student representatives.

### Application

~~678.~~1 In partnership with Edinburgh University Students' Association, QAC has agreed that the Student Staff Liaison Committee (SSLC) is the best forum for consideration of themes arising from External Examiners reports and summarised responses of Schools/Subject areas.



# External Examiners For Taught Programmes Policy

~~68~~7.2 In order to streamline material being presented to SSLCs, Schools are encouraged to summarise points from External Examiner reports and group them into themes, together with the response from the School/Subject area/Programme and highlight areas of good practice.

~~67~~8.3 Each School should decide which SSLC is most appropriate to their structure for the consideration of the summary reports.

~~67~~8.4 Following consideration of the themes at the SSLC, comments and suggestions from the meeting will be collated and reported to relevant School Committees or member of staff. Depending on recommendations, ongoing actions would be reported to SSLC meetings later in the academic year and ultimately through subsequent External Examiner reports.

## Expenses and Fees

~~69~~68. Colleges are responsible for determining how to set External Examiner fees, and for arranging for the payment of fees and expenses. In some circumstances, Colleges may devolve responsibility for paying fees and expenses to Schools. Payment of expenses must be in line with the University's Expenses Policy.

### Application

~~68~~9.1 Payment of the External Examiner's fee is made annually by the Finance Office after receipt of a completed report from the External Examiner, and on the basis of payment instruction from Colleges or Schools.

## Causes for Concern

~~70~~69. External Examiners have the right to raise any matter of serious concern with the Assistant Principal Academic Standards and Quality Assurance, if necessary, by means of a separate confidential report. The Assistant Principal Academic Standards and Quality Assurance will respond in writing, outlining any actions to be taken as a result.

~~74~~70. Where an External Examiner has a serious concern relating to systematic failings in the academic standards of a programme or programmes and has exhausted all procedures internal to the University, including the submission of a confidential report to the Assistant Principal Academic Standards and Quality Assurance, he/she may invoke the QAA's concerns scheme or inform the relevant professional, statutory or regulatory body.

## Data Protection

~~72~~71. External Examiner reports are not published by the University. External Examiner Reports are disclosable upon receipt of a request for copies of the reports in accordance with the Freedom of Information (Scotland) Act 2002.



# External Examiners For Taught Programmes Policy

## Application

- 712.1** Schools are responsible for making External Examiners' reports available to students and the public on request. There is no requirement to publish External Examiners' reports. Care should be taken to redact the report where it contains information that could identify other students.
- 712.2** If the School is unsure about any aspect of a request made under the Freedom of Information Act or the Data Protection Act, contact your local practitioner or the Records Management Section. Requests for the disclosure of any restricted reports made directly, and separately to the Assistant Principal Academic Standards and Quality Assurance, will be judged on a case by case basis in line with the University's freedom of information obligations.

~~73.72.~~ The External Examiner Handbook informs External Examiners not to identify students or staff by name in their reports. It should be noted that, where an External Examiner identifies a student, the student will have the right under the Data Protection Act 1998 to make a subject access request. Even if a student is not named it may be possible to identify the student, for e.g. via a student's exam number or matriculation number.

## Application

- 723.1** External Examiner reports are accessible to those who have access to the EERS system and Business Information Suite. This means that a significant number of staff in the University are able to access External Examiner reports and Schools' responses. The External Examiner Reporting System includes a mechanism for reporting a data breach. Further information on using this tool can be found in systems guides.

~~18 April~~ **XX September 2017**

The University of Edinburgh

Senate Quality Assurance Committee

19 September 2017

## **Thematic Review Guidance Update**

### **Executive Summary**

The paper comprises minor updates to the policy document to align with current quality processes in relation to College reporting. These are highlighted at section 3.5 at the bottom of page 4.

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

The policy aligns with the University's Strategic Plan objective of Leadership in Learning.

### **Action requested**

SQAC is invited to approval these minor changes.

### **How will any action agreed be implemented and communicated?**

No action for communication is associated with the paper as this corrects an anomaly in the policy and aligns it with current quality processes.

### **Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

No resource implications are identified.

**2. Risk assessment**

No risks are associated with the paper as it proposes alignment with current quality processes.

**3. Equality and Diversity**

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

**4. Freedom of information**

The paper is **open**.

### **Originator of the paper**

Brian Connolly, Academic Policy Officer  
Academic Services, July 2017



# Thematic Review Guidance

## Purpose of Guidance

This guidance is for support service and academic areas included in a Thematic Review at the University of Edinburgh.

## Scope: Guidance is not Mandatory

Staff involved in Thematic Review

<b>Contact Officer</b>	Brian Connolly	Academic Policy Officer	b.connolly@ed.ac.uk
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## Document control

<b>Dates</b>	<b>Approved:</b> 25.05.2017	<b>Starts:</b> 2017-18	<b>Equality impact assessment:</b> May 2017	<b>Amendments:</b> n/a	<b>Next Review:</b> 2019-20
<b>Approving authority</b>	Quality Assurance Committee				
<b>Consultation undertaken</b>	Academic Services				
<b>Section responsible for guidance maintenance &amp; review</b>	Academic Services				
<b>Related policies, procedures, guidelines &amp; regulations</b>	Student Support Service Annual Quality Assurance Report Template				
<b>UK Quality Code</b>					
<b>Guidance superseded by this guidance</b>	n/a				
<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 514481.				
<b>Keywords</b>	Thematic Review, quality, student support				



# Thematic Review Guidance

## 1. Introduction

**1.1** Thematic Review is the process by which the quality of the student experience is reviewed in relation to a particular theme or aspect of student support, rather than an individual service or academic area.

**1.2** The role of student support is of crucial importance in determining the overall quality of the student learning experience.

As part of the University's Quality Assurance Framework, a review of the strategic and operational role of support services in relation to their impact on the student experience is conducted annually by a sub-group of the Senate Quality Assurance Committee (SQAC). This annual review process allows the University to reflect on the contribution of support services to the 'quality culture' within the institution, the ways in which the services engage with students to monitor and improve the quality of services, and the ways in which the services promote high quality learning and continuous quality enhancement.

**1.3** A key element of the annual review process is the identification of key issues and common themes which emerged across the University during the previous year. These are then considered by SQAC and inform the choice of topic for future Thematic Reviews.

## 2. Aims, Scope and Objectives

**2.1** The aim of Thematic Review is to identify and analyse areas of good practice and areas for enhancement across student support in relation to a select category of student experience or 'theme'. The approach aims to take an overview of strategy, services and user experiences pursuant to a particular theme that cuts across many areas of the University, in relation to both support services and academic areas.

It is intended that the process should be positive and constructive, supporting the service and academic areas in the enhancement of provision and the student experience.

**2.2** The scope of Thematic Review can be broad or narrow depending on the nature of particular theme.

For example, a broad scope encompassing student support across the University and examining a wide range of issues may be appropriate for a particular theme relevant to the student body as a whole. Alternatively, a narrower, more limited scope may be more appropriate when examining issues which impact on a discrete section of the student population.

The scope of a Thematic Review is determined by SQAC with due consideration given to the findings of the annual review of student support services, relevant statistical data and the University's strategic priorities.

**2.3** The objectives of Thematic Review are to:

- facilitate discussion between schools, colleges and support services;





# Thematic Review Guidance

- evaluate the extent to which provision meets and supports the needs of students and relevant stakeholders, including staff;
- evaluate the ways in which support engage with stakeholders to monitor and improve the quality of provision;
- share and disseminate examples of good practice;
- identify opportunities for enhancement and monitor action taken in response;
- evaluate the extent to which the activities are aligned with relevant institutional strategic objectives, as well as external requirements;
- determine action or support required at institutional level.

## 3. Process

3.1 The Thematic Review process consists of the following key stages:

- Planning
- Consultation
- Report
- Implementation

## 3.2 Planning Stage

A review panel will be selected by the by the Convenor of SQAC, including a Review Convenor, in consultation with the Deputy Secretary Student Experience and Academic Services. The panel will include a school academic representative, a school administrative representative, a student representative, an external member, and a Review Administrator (Academic Services). The Review Administrator will act as liaison between the review panel and the support areas.

The review panel will hold an initial meeting to discuss the scope of the review and agree a remit. At this meeting the panel will agree upon timelines for the review, which support services will be included and what documentary evidence will be required. The panel will also determine the most appropriate methodological approach to the consultation stage. For example, this may entail a day of scheduled meetings, a survey, or a set of focus groups or interviews with key stakeholders.

The support services and academic areas included in the review will produce a brief report providing a reflective and self-critical evaluation of the provision in relation to the theme of the review. The support service and academic area may be asked to provide further supporting documentation in advance of the review, however no material in addition to the reflective report should have to be created especially for the review.

In turn, the review panel will hold a meeting to consider the reflective reports (and other documentary evidence), identify initial findings and where further information may be required. Final arrangements for the consultation stage will be agreed at this point, including arrangements for meetings with key stakeholders.

## 3.3 Consultation Stage



# Thematic Review Guidance

The review panel will conduct consultations with key stakeholders (i.e. student and staff service users, support service staff, and University management) in line with the chosen methodological approach.

The review panel will hold a meeting at the conclusion of the consultation stage to discuss findings and agree initial commendations and recommendations which will form the basis of the review report.

## 3.4 Report Stage

The review report is drafted by the Review Administrator.

The report will identify and analyse areas of good practice and areas of enhancement across the student support services in relation to the theme. The report will include the following sections:

- Executive Summary - highlighting the key findings, commendations and recommendations;
- Introduction – noting the rationale for the theme and the chosen methodology;
- Analysis – in-depth consideration of the key findings, commendations and recommendations;
- Appendix – including a list of documentation considered by the review panel and a prioritized list of commendations and recommendations.

The Review Convenor agrees the draft before it is circulated to the review panel for comment and approval. The draft report is then sent to the relevant support or academic area for correction of factual errors. The review report is then submitted to SQAC for consideration and approval of the commendations and recommendations.

Following approval, the final report is circulated by Academic Services to the heads of support services and academic areas included in the review, Assistant Principal Academic Standards and Quality Assurance, Deputy Secretary Student Experience, review panel, and copied to all areas responsible for action. The report is published on the Academic Services website.

## 3.5 Implementation Stage

Following receipt of the final report, the support services and academic areas are responsible for taking forward action on the recommendations made by the review. The reviewed areas are responsible for informing student service users of the review outcome **and actions taken to address recommendations.**

Approximately 14 weeks after receiving the final report, the areas with remitted actions submit an initial progress report to SQAC for comment, approval and feedback.

A year after receiving the final report, areas with remitted actions submit a further progress report to SQAC for comment, approval and feedback. At this point, where recommendations are still outstanding, ~~ongoing updates are to be provided in annual review reports until all recommendations have been addressed~~ **SQAC will agree an appropriate approach to ongoing monitoring of recommendations.**

**Commented [CB1]:** To align with TPR/PPR practice, service users will be informed of actions taken to address recommendations.

**Commented [CB2]:** In practice, this will be too complicated to manage so propose that, at the year on report stage, SQAC agrees an appropriate approach to ongoing monitoring of recommendations.

The University of Edinburgh

Senatus Quality Assurance Committee

19 September 2017

## **Internal Periodic Review - Portfolio management and review**

### **Executive Summary**

This paper sets out proposals to enhance the Internal Periodic Review process to include consideration of the ongoing sustainability of courses and programmes to inform decisions about their continuation, in the context of the wider School, College and University portfolio.

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

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

### **Action requested**

The committee is invited to consider the proposed changes for approval.

### **How will any action agreed be implemented and communicated?**

Academic Services will communicate to Schools at the Early Preparation meeting and at the annual briefing meeting. The guidance document for Schools will be updated and published on the Academic Services website.

The revised University remit will be available on the Academic Services website and the reflective report template and review schedule visit template will be available on the liaison role wiki page.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

Relevant School staff e.g. recruitment and marketing staff, Director of Professional Services will be asked to attend a meeting during the review visit.

#### **2. Risk assessment**

No risk associated.

#### **3. Equality and Diversity**

An Equality Impact Assessment was carried out on the internal review process. The proposed changes are minor and could not reasonably have any equality impact.

#### **4. Freedom of information**

Open.

### **Key words**

Postgraduate Programme Review, Teaching Programme Review, TPR, PPR, sustainability, portfolio management

QAC: 19.09.17  
H/02/28/02

**QAC 17/18 1M**

**Originator of the paper**

Gillian Mackintosh  
Academic Policy Officer,  
Academic Services  
September 2017

### **Internal Periodic Review - Portfolio Management and Review**

The University's Recruitment Strategy, approved in 2016, recommended a number of actions in order to 'Agree a common approach to portfolio management and review'. One of these actions relates specifically to Internal Periodic Review:

Revise approaches to programme review to ensure the review cycle includes evaluation of both short-term viability and ongoing sustainability of programmes to include:

- enhancing existing six year Teaching Programme Reviews and Postgraduate Programme Reviews (Postgraduate Taught provision) to include explicit consideration of the ongoing sustainability of courses and programmes to inform decisions about their continuation, in the context of the wider School, College and University portfolio.

Like the annual monitoring and review processes, Internal Periodic Reviews focus on maintaining and enhancing academic standards and the student experience and academic standards. However, Internal Periodic Reviews have a broader and more strategic focus than the annual monitoring and review processes, and (under the 'Strategic Overview' part of the standard remit for reviews) all reviews will consider the School/Subject Area's strategic direction for its provision, and associated resourcing issues. In addition, School/Subject Areas can identify subject specific remit items, and from time to time these include strategic items regarding the business case for their programmes (e.g. exploring potential to grow student numbers on particular programmes, comparing their provision with that of comparator institutions, potential to develop new types of provision such as Online Learning). The core data issued to review teams provides a broad context for considering these issues of sustainability and strategy (e.g. data on applications and entrants on programmes, and student populations on courses).

While Internal Periodic Reviews will need to continue to focus on student experience and academic standards, there is some scope to strengthen their focus on the strategic and financial dimensions of the School/Subject Areas provision. There are however some practical constraints on their ability to do this: the busy schedules for the reviews limit the scope to add additional meetings to the reviews to discuss strategic and financial aspects of the provision, and mean that it would not be realistic for the review team to find much time to review detailed data on financial aspects of courses and programmes were it available; and review team members will not necessarily have any specific financial expertise or a detailed understanding of the University's financial and resource allocation models.

Therefore at its meeting on 8 August 2017, the Student Recruitment Strategy Implementation Group considered a planned approach to implementing the recommendations and proposed the following actions:

1. **University remit** - expand the 'Strategic Overview' part of the University remit for Internal Periodic Reviews so that it covers the review area's strategic approach to developing business cases for new programmes and course, to managing and reviewing its portfolio, and to closing courses and programmes.
2. **Review visit schedule** - adapt to include a meeting with Senior Management of the School/Subject Area and other relevant staff (eg recruitment and marketing staff, Director of Professional Services) to discuss the effectiveness of the area's strategic approach to these issues.

3. **Reflective Report** - amend the template to ask Schools/Subject Areas to reflect on their strategic approach to developing business cases for new programmes and courses, to managing and reviewing its portfolios, and to closing courses and programmes.
4. **Timescale** - the proposed changes would not impact on the reviews held during 2017-18, since the remits and schedules will already have been agreed. It is proposed that these changes would commence from 2018/19.

The Committee is asked to note that separate recommendations to give the annual quality review process a stronger focus on ongoing sustainability of courses and proposals will be considered at a subsequent Committee meeting, once the Committee has completed the first annual review process using the revised quality framework.

The University of Edinburgh  
Senatus Quality Assurance Committee  
19 September 2017

## **Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2016/17**

### **Executive Summary**

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

### **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**

Approval of the contents of the report.

### **How will any action agreed be implemented and communicated?**

The paper has also been presented to eSenate for noting and comment and to Court for consideration and endorsement. Court will be asked to return a statement of assurance to the SFC confirming that the University's academic standards and quality of learning provision continue to meet the requirements set by the Council.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are no specific resource implications associated with the report.

#### **2. Risk assessment**

The provision of a high quality student experience is covered by the University's Risk Register and actions are ongoing and continue to be managed via Risk Management Committee. Additionally, failure in effectiveness of quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

#### **3. Equality and Diversity**

Quality assurance policies and processes are subject to Equality Impact Assessment.

#### **4. Freedom of information**

The paper is open.

### **Key words**

Quality assurance and enhancement, Scottish Funding Council, annual report

### **Originator of the paper**

Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance) and Nichola Kett (Academic Policy Manager, Academic Services), 12 September 2017



## The University of Edinburgh

### Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2016/17

Summary of the institutional-led review outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations

#### Institution-led review (Teaching/Postgraduate Programme Reviews) – 2016/17

- Asian Studies (Undergraduate Provision)
- Islamic & Middle Eastern Studies (Undergraduate Provision)
- Art (Undergraduate Provision)
- Design (Undergraduate Provision)
- Ecological and Environmental Sciences (Undergraduate Provision)
- European Languages & Cultures (Undergraduate Provision)
- Linguistics & English Language (Undergraduate Provision)
- Social Work (Undergraduate and Taught Postgraduate Provision)
- Business (Taught Postgraduate & Postgraduate Research Provision)
- Economics (Undergraduate, Taught Postgraduate & Postgraduate Research Provision)
- History, Classics & Archaeology (Taught Postgraduate & Postgraduate Research Provision)
- Physics and Astronomy (Postgraduate Research Provision)

The Teaching Programme Review of Initial Teacher Education was due to take place in 2015/16. Because of major internal and external reviews in the area, together with a wish to hold a single combined review of Initial Teacher Education, Community Education and Childhood Practice in order to maximise the holistic benefit of the review, the Scottish Funding Council agreed that the University could hold the review in 2017/18, subject to the University undertaking specific scrutiny of Initial Teacher Education provision until the review had taken place. Senate Quality Assurance Committee (SQAC) gave specific consideration to the annual school quality assurance and enhancement arrangements by the Moray House School of Education at its meeting of 19 April 2017, and confirmed that it was content with the oversight of Initial Teacher Education.

SQAC receives an annual report in September on areas of good practice and for further development from institution-led reviews and remits actions as necessary. A progress report on actions is considered by SQAC at an appropriate point later in the academic year. The areas of good practice and for further development from 2016/17 reviews, which SQAC will discuss in September 2017, are as follows:

#### *Areas of Good practice*

- Innovative learning and teaching – in particular developments to enhance online learning.



- Assessment and feedback – the wide variety of assessment methods and mechanisms used to provide feedback to students.
- Student support – the diverse ways of supporting students, including alumni engagement and peer support.
- Building student communities – supported through a variety of practices, including facilitated cross-year and School initiatives, events such as lecture series, and peer support.

#### *Areas for further development*

- Learning and teaching – benchmarking exercises were recommended in a number of reviews, to gain a greater understanding in areas relating to provision, assessment and international partnerships.
- Student support – clarifying roles in the Personal Tutor system and support for year abroad students.
- Postgraduate tutors and demonstrators – training and support.
- Space – provision of study space for students.
- Supporting and developing academic staff – career development.

The institution-led review process was reviewed in 2016/17 with the aim of streamlining activities whilst deriving maximum benefit. This has resulted in documentation being introduced for 2017/18 reviews that supports a more focussed, evidence-based and reflective process. Additionally, there continues to be an emphasis on aligning institution-led reviews with professional, statutory and regulatory body reviews where appropriate.

#### **Annual monitoring, review and reporting – 2015/16 and 2016/17**

In 2016/17 the University made changes to annual monitoring, review and reporting (AMRR) processes as a result of the review of its quality framework in 2015/16. Reporting moved from course to programme level, the timing for the submission of School annual quality reports was brought forward to August, School annual quality reports are now considered at the University-level rather than College level (Colleges still receive copies and have a role in their analysis), and existing report templates (School and College) were streamlined. The first set of College annual quality reports were considered by SQAC in February 2017 and the first set of School annual quality reports in September 2017. The streamlined templates have resulted in more focussed reports and resulting recommendations.

#### *Themes of positive practice for sharing at University level:*

- Assessment and feedback – the different and innovative practices being implemented to effectively enhance students' experiences of assessment and feedback.
- Academic community – initiatives such as student fora, retreats and student-led publications support the development of academic communities, along with the widespread existence of peer learning and support schemes.
- Innovative learning and teaching and curriculum development – methods such as monitored online discussion tools and computer simulations are being used and there is a prevalence of curriculum development in response to student feedback.
- Enhancing and management of teaching – activities to enhance teaching include online recording of peer observation of teaching and teaching fora. The management of teaching is being approached in a variety of ways, including integration of teaching scores within annual review and performance conversations with supportive coaching.
- Student support – strengthening of the Personal Tutor system continues through activities such as programme group meetings, management of Personal Tutor/tutee ratios, and the provision of

student mental health training. There is also tailored and targeted support available for particular groups of students.

- Support for postgraduate research students – processes for recruiting, training and developing postgraduate research students who teach have been enhanced.
- Employability – developed through initiatives including career boards, work-related learning, and consultancy projects.

*Areas for further development at the University level:*

- Learning and teaching accommodation – in the context of increasing student numbers and estates developments, insufficient suitable learning and teaching accommodation was a consistent theme.
- Timetabling – also in the context of increasing student numbers and estates developments, issues including the timetabling of back-to-back classes in buildings far apart and classes near disruptive estates work were highlighted.
- Personal Tutor system – student feedback on satisfaction varies widely across Schools.
- Consistency and clarity of assessment and feedback processes – there is a need for clarification of marking schemes and grade descriptors so that student are clear on what is expected of them in assessment.
- Data to support quality assurance and enhancement processes – there is a challenge in accessing and understanding the data available for postgraduate research students in particular.

SQAC receives a report on the outcomes of the consideration of the School annual quality reports annually in September and remits actions as necessary.

In semester 1 2017/18, College quality committees will identify good practice and areas for further development from School annual quality reports to contribute to a University-level event.

**Other Enhancements**

Good progress has been made with addressing the recommendations from the 2015 Enhancement-led Institutional Review (ELIR) in the areas of assessment and feedback, personal tutoring, postgraduate research student experience, workload allocation models, student representation, and student data dashboards.

The University published a new Learning and Teaching Strategy in January 2017.

Following the successful development of a new undergraduate student data dashboard in 2016/17 (providing School managers with management information on key aspects of learning and teaching), a postgraduate taught version is in development. This development has been extremely well received in helping to support an evidence-informed approach to quality assurance and enhancement.

A consistent institution-wide approach to course enhancement questionnaires, covering all taught courses and including a core set of standard questions, was implemented in 2016/17. The data gathered using EvaSys software allows for systematic analysis of courses and is considered as part of quality assurance and enhancement processes. The results of the 2016/17 course enhancement questionnaires are reflected upon below.

During 2016/17 mid-course feedback was introduced for honours students. This gives students an opportunity to provide feedback during their courses rather than just at the end, allowing for immediate issues to be addressed. An evaluation revealed positive feedback and, at its meeting in

May 2017, SQAC approved the extension of the arrangements to include all pre-Honours courses from 2017/18.

In response to the 2015 ELIR, institution-led reviews, and other feedback, the University reviewed its Code of Practice for Tutors and Demonstrators during 2016/17 and agreed to replace it with a new Policy. The new Policy, which will be implemented from 2017/18, clarifies the arrangements for recruitment, support and development of tutors and demonstrators.

## Ways in which support services were reviewed

### Student Support Services Annual Review – 2015/16

Student-facing support services are reviewed annually by a sub-committee of SQAC. In a change to the process for 2015/16, a readers' meeting comprising senior staff was held in mid-January 2017 where themes arising from the service reports were identified for discussion at a sub-committee meeting in late January 2017. During the sub-committee meeting, good practice was shared and recommendations for other parts of the University were identified and transmitted to the relevant area of responsibility. Progress updates will be requested in the next reporting cycle. SQAC has agreed that the process will change in 2018/19 (for reporting on 2017/18) to align with a new planning process for student support services (Service Expectation Review (SER)). To manage the transition to the new process, a light touch review process will operate in 2017/18 for reporting on 2016/17.

#### *General Themes and Areas for Consideration*

**Underserved student groups:** some students have lower levels of usage of and/or face barriers to accessing student support services and Student Systems were asked to progress access to demographic data to support the analysis of service users. The 2017/18 student support thematic review topic will explore support for mature students (including students as parent/carers) as a subset of “underserved students.”

**Building communities:** student support services have a role in building and supporting student communities.

**Health and wellbeing:** student mental health is an increasing concern for the University and featured in a number of service reports. As well as directly supporting students with mental health issues via the Student Counselling Service, there is potentially more we can do across a range of services to create an environment that actively promotes and supports students to achieve positive health and wellbeing. In the context of the University's new Student Mental Health Strategy (launched in 2016/17), support services discussed the importance of joining up services and communicating available support, building student resilience, and a student-centred approach to developing space with consideration of wellbeing.

**Working within scarce resources:** in a context of increased demand on services and constrained budgets, we need to consider how to make most effective use of the resources available in ways that do not compromise the student experience. Discussion focussed on digital transformation improvements and learning from other services which can lead to more efficient delivery.

**Communicating with students:** given the size of the student body and the complexity of the University structure, communicating with students and ensuring students know where to go to access the information they need can be a challenge. Discussion focussed on lack of coordination,

communications strategies, ownership of communications, overview of student communications, and the concept of a student hub for communications.

### *Shared good practice*

All service reports showed areas of promising practice. Three services were invited to present on their particular areas of promising practice at the meeting in late January:

- The Advice Place and Accommodation Catering and Events jointly run Accommodation Information Centre: designed to cater to particular short-term need for accommodation advice at the start of the year.
- Careers Service approach to staff development and School Development Plans.
- Chaplaincy equality and diversity training for Veterinary Medicine students.

### **Student Support Thematic Review**

Over the past two years, the University has moved from undertaking periodic reviews of individual student support services towards holistic student thematic reviews which focus on the quality of the student experience in relation to a particular theme or aspect of student support which can span both student support services and academic areas. No periodic or thematic reviews of support services took place in 2016/17 in order to allow for a review of the processes, including a reflection on the thematic approach taken to the mental health services review in 2015/16, and to identify further topics for thematic review. At its May 2017 meeting, SQAC agreed to stop undertaking periodic reviews of individual student support services in order to focus on the more holistic student support thematic reviews. A year on response from the mental health services thematic review was considered by SQAC in May 2017, along with updated thematic review guidance. Also at this meeting, the next student support thematic review topic was agreed as support for mature students (including students as parents/carers). The proposal of this topic was influenced by the student support services annual review process theme of “underserved students” and discussions with Edinburgh University Students’ Association (Students’ Association).

### **Contextual information and key messages from analysis of data**

All institution-led reviews and AMRR consider a data suite which forms the basis for reflection. Colleges provide benchmarked data to Schools to help with their AMMR. The undergraduate student data dashboard provides staff with easily accessible and comparable data. Additionally, results of the first year of standardised course enhancement questionnaires are being considered as part of quality assurance and enhancement processes.

### **Summary of Findings**

Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant Higher Education Statistics Agenda (HESA) Performance Indicators (non-continuation and projected outcomes).

SQAC considers data annually on the degree classification outcomes of the University’s undergraduate students, in the context of recent trends and HESA data on Russell Group research-intensive institutions. In 2017, SQAC noted that the University’s degree classification outcomes are broadly in line with comparator institutions within the Russell Group. While there has been a significant upward trend in the award of firsts over the last ten years, this is consistent with patterns in the Russell Group, and a range of explanations was offered for this (higher intake standards, improving teaching quality, adoption of diverse assessment methods, and utilisation of the whole marking scheme). One of the Colleges was asked to follow up on an outlying School which was awarding fewer firsts to ask them to provide a reflection on this trend. College Deans will

disseminate undergraduate degree classification analysis data to Schools and ensure that the outcomes of SQAC's discussions are made available to and considered by the relevant College committee(s).

The National Student Survey (NSS) results for 2017 have recently been received and initial analysis shows a rather more positive set of overall outcomes than in 2016. However, there remains wide variation in results across Schools, subjects and programmes that will require in-depth analysis. The data will be considered in detail by the Senate Learning and Teaching Committee in autumn 2017.

The Postgraduate Taught Experience Survey (PTES) results for 2017 show that, at an institutional-level, performance across the primary themes is similar to the 2016 results, apart from a decrease in the institutional question measuring satisfaction with support provided by personal tutors. The data will be considered in detail by the Senate Learning and Teaching Committee in autumn 2017.

The results of the 2016/17 course enhancement questionnaires show that all questions related to student interaction with individual members of staff produced higher levels of satisfaction than comparable metrics produced by the NSS. At a University level; 89% of respondents agreed that staff were organised and well prepared, 85% found staff to be good at explaining the subject, 88% found staff to be approachable and willing to help, and 80% said staff had stimulated their interest in the subject.

The 2017 Postgraduate Research Experience Survey (PRES) results show that, at an institutional-level, performance across the primary themes is broadly in keeping with the previous PRES results (2015). The data will be considered in detail by the Senate Researcher Experience Committee in autumn 2017.

A rich range of data is now available through the External Examiner Reporting System and is being used to inform areas of work, including the development of guidance on moderation. An analysis of external examiners' reports from 2014/15 to 2015/16 shows that there continues to be a high number of commendations and a low number of areas for further development across the University. The areas for further development focus around the clarity and consistency of moderation processes and marking.

### **Actions Undertaken**

The following were delivered in 2016/17: a standard course enhancement questionnaire; a review of student surveys; an undergraduate student data dashboard; principles for workload allocation; enhanced support and guidance for academic staff annual review; a continuing academic staff professional development framework; enhanced documentation and processes for identifying teaching excellence, including expanded use of the Reader title to recognise teaching, inclusion of teaching presentations in recruitment, and use of capability processes in teaching performance; a review of the Code of Practice for Tutors and Demonstrators; enhanced communication on learning and teaching matters; and simplification of processes.

### **Planned Actions**

Implementation of the University's Learning and Teaching Strategy.

Work continues on: online assessment and feedback; effective implementation and enhancement of the Personal Tutor system; enhancements to assessment and feedback practices; and a package of work around curriculum innovation.

There will be a concerted approach to communications, engagement and dialogue with students. Building a stronger sense of shared ownership and responsibility for student experience and highlighting student and teaching achievement will be a top priority in the next semester. In addition we will continue to signal and reward the importance of teaching, alongside research, from the point of recruitment and through the whole lifecourse of academic careers. Furthermore, there will be heavy investment in student-facing facilities and services in the coming years to underpin the unambiguous priority given to learning, teaching and student experience.

### **Role and nature of student engagement in institution-led review**

Institution-led and thematic review both include student members on teams. The student member of a review team will typically convene one or more meetings during the review. Membership of an institution-led review team is included in the student's Higher Education Achievement Record. In addition to having student members on review teams, engagement of students from review areas as a part of institution-led review is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide Schools on how to engage their students with reviews. The remits for all reviews include items proposed by students in the review areas.

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement. The joint Students' Association-University Student Engagement Statement is regularly reviewed, and a student partnership agreement (which would replace the Statement) is in development. Strengthening aspects of the student representation system is likely to be a priority in 2017/18.

### **Reflective overview: key findings from the previous year's reviews, including areas of strength and issues for further development**

The previous year's reviews have identified an abundance of good practice examples across all areas of learning and teaching and it is important that these are shared across the University. There is clear evidence that staff are committed to enhancing the student experience by listening to and acting upon student feedback and other relevant data. The reviews also identified areas for further development, many of which are already a focus of work.

#### **Areas of strength**

- Innovative learning and teaching and curriculum development
- Assessment and feedback
- Student support
- Academic communities
- Enhancing and management of teaching
- Support for postgraduate research students
- Employability

#### **Issues for further development**

- Postgraduate tutors and demonstrators – training and support was identified as an area for further development through institution-led review. Through the analysis of School annual quality reports in August 2017, it was evidenced that many Schools have enhanced their processes for recruiting, training and developing postgraduate research students who teach. Additionally, one School has attributed the support provided to postgraduate research students who teach with increased quality of tutorials and relevant survey measures. The evaluation of

the impact of the Policy for the recruitment, support and development of tutors and demonstrators will also inform developments in this area.

- Learning and teaching accommodation and timetabling – in the first instance, Space Strategy Group and the Head of the Timetabling Unit will be asked to consider and respond to the points raised through the reviews. Senate Quality Assurance Committee will consider the responses and request further action as appropriate. One College (which is going through a large estates development) will also specifically consider the issue of space as part of their plans for 2017/18.
- Supporting and developing academic staff – work to recognise and reward teaching continues and aligns with the Strategic Plan and the Learning and Teaching Strategy.
- Personal Tutor system – the University is committed to continuing to enhancing the system through the implementation of the Learning and Teaching Strategy and in response to the last ELIR. The need to clarifying roles in the Personal Tutor system identified as a theme through institution-led reviews was found to be applicable to one College through the analysis of School annual quality reports in August 2017 and this will progressed by that College in 2017/18.
- Consistency and clarity of assessment and feedback processes – there is evidence of Schools giving this careful consideration and that plans are underway to address this issue, both at School- and University-level (aligning with the last ELIR).

#### **Indication of institution-led reviews for the forthcoming cycle**

Please see Appendix 1

Please note that specific timings may be subject to change to reflect schedules in Schools.

#### **List of subject areas/programmes reviewed by other bodies**

In 2016/17 12 professional bodies carried out reviews resulting in 28 programmes being successfully accredited/reaccredited. [Appendix 2]

**September 2017**

## Appendix 1 - Internal Periodic Review forward schedule

	<b>Postgraduate Programme Review</b>	<b>Teaching Programme Review</b>
<b>2018/19</b>	<ul style="list-style-type: none"> <li>• College of Medicine &amp; Veterinary Medicine (Postgraduate Research Provision)</li> <li>• Edinburgh College of Art (Postgraduate Taught &amp; Postgraduate Research Provision)</li> <li>• GeoSciences (Postgraduate Taught &amp; Postgraduate Research Provision)</li> <li>• Literatures, Languages and Cultures (Postgraduate Taught &amp; Postgraduate Research Provision)</li> </ul>	<ul style="list-style-type: none"> <li>• Classics (Undergraduate provision)</li> <li>• Engineering (combined) (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• History of Art (Undergraduate provision)</li> <li>• Earth Sciences (Undergraduate provision)</li> <li>• Philosophy (Undergraduate provision)</li> </ul>
<b>2019/20</b>	<ul style="list-style-type: none"> <li>• Education (Postgraduate Taught and Postgraduate Research Provision)</li> <li>• Informatics (Postgraduate Research Provision)</li> <li>• Philosophy, Psychology and Language Sciences (Postgraduate Taught &amp; Postgraduate Research Provision)</li> <li>• Social and Political Sciences (Postgraduate Taught &amp; Postgraduate Research Provision)</li> </ul>	<ul style="list-style-type: none"> <li>• Business and Accounting (Undergraduate provision)</li> <li>• Chemistry (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• Divinity (Undergraduate provision)</li> <li>• Geography (Undergraduate provision)</li> <li>• Politics and International Relations (Undergraduate provision)</li> <li>• Social Policy (Undergraduate &amp; Postgraduate Taught provision)</li> </ul>
<b>2020/21</b>	<ul style="list-style-type: none"> <li>• Health in Social Science (including Nursing Undergraduate provision, Postgraduate Taught and Postgraduate Research Provision)</li> <li>• Maths (Postgraduate Research Provision)</li> </ul>	<ul style="list-style-type: none"> <li>• Archaeology (Undergraduate provision)</li> <li>• Architecture (Undergraduate provision)</li> <li>• Biological Sciences (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• History (Undergraduate provision)</li> <li>• Informatics (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• Law (Undergraduate provision, Postgraduate Research &amp; Postgraduate Taught provision)</li> <li>• Music (Undergraduate provision)</li> <li>• Oral Health Sciences (Undergraduate provision)</li> </ul>
<b>2021/22</b>	<ul style="list-style-type: none"> <li>• Biological Sciences (Postgraduate Research Provision)</li> <li>• Divinity (Postgraduate Taught &amp; Postgraduate Research Provision)</li> <li>• Royal (Dick) School of Veterinary Studies (Postgraduate Taught Provision)</li> </ul>	<ul style="list-style-type: none"> <li>• Applied Sport Science and Sport and Recreation Management (Undergraduate provision)</li> <li>• Celtic and Scottish Studies (Undergraduate provision)</li> </ul>



		<ul style="list-style-type: none"> <li>• Maths (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• Psychology (Undergraduate provision)</li> <li>• The Royal (Dick) School of Veterinary Studies (Undergraduate provision)</li> </ul>
<b>2022/23</b>	<ul style="list-style-type: none"> <li>• Business (Postgraduate Taught and Postgraduate Research Provision)</li> <li>• Economics (Undergraduate provision, Postgraduate Research &amp; Postgraduate Taught provision)</li> <li>• History, Classics and Archaeology (Postgraduate Research &amp; Postgraduate Taught provision)</li> <li>• Physics and Astronomy (Postgraduate Research provision)</li> </ul>	<ul style="list-style-type: none"> <li>• Art (Undergraduate provision)</li> <li>• Asian Studies (Undergraduate provision)</li> <li>• Design (Undergraduate provision)</li> <li>• Ecological and Environmental Sciences (Undergraduate provision)</li> <li>• European Languages and Cultures (Undergraduate provision)</li> <li>• Islamic and Middle Eastern Studies (Undergraduate provision)</li> <li>• Linguistics and English Language (Undergraduate provision)</li> <li>• Social Work (Undergraduate &amp; Postgraduate Taught provision)</li> </ul>
<b>2023/24</b>	<ul style="list-style-type: none"> <li>• Chemistry (Postgraduate Research provision)</li> <li>• Clinical Sciences (Postgraduate Taught Provision)</li> <li>• Engineering (Postgraduate Research provision)</li> <li>• Molecular, Genetic and Population Health Sciences (Postgraduate Taught Provision)</li> </ul>	<ul style="list-style-type: none"> <li>• Biomedical Sciences (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• Education (Undergraduate provision, includes Childhood Practice and Community Health)</li> <li>• English Literature (Undergraduate provision)</li> <li>• Medicine (Undergraduate provision)</li> <li>• Physics and Astronomy (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• Social Anthropology (Undergraduate &amp; Postgraduate Taught provision)</li> <li>• Sociology and Sustainable Development (Undergraduate provision)</li> </ul>

## Appendix 2 – Degree Programmes Accredited in 2016/17

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MSc Accounting and Finance - 1 Year	Association of Chartered Certified Accountants (ACCA)	<a href="http://www.accaglobal.com/">http://www.accaglobal.com/</a>
LLB (Hons) Law and Accountancy	Association of International Accountants (AIA)	<a href="http://www.aiaworldwide.com/">http://www.aiaworldwide.com/</a>
MA (Hons) Accounting and Finance	Association of International Accountants (AIA)	<a href="http://www.aiaworldwide.com/">http://www.aiaworldwide.com/</a>
MA (Hons) Business and Accounting	Association of International Accountants (AIA)	<a href="http://www.aiaworldwide.com/">http://www.aiaworldwide.com/</a>
MA (Hons) Economics and Accounting	Association of International Accountants (AIA)	<a href="http://www.aiaworldwide.com/">http://www.aiaworldwide.com/</a>
MBA Business Administration - 1 Year	Association of MBAs (AMBA)	<a href="http://www.mbaworld.com/">http://www.mbaworld.com/</a>
MBA Business Administration - 16 Months	Association of MBAs (AMBA)	<a href="http://www.mbaworld.com/">http://www.mbaworld.com/</a>
MBA Executive Business Administration - 27 Months	Association of MBAs (AMBA)	<a href="http://www.mbaworld.com/">http://www.mbaworld.com/</a>
MSc Applied Psychology for Children and Young People	British Psychological Society (BPS)	<a href="http://www.bps.org.uk/">http://www.bps.org.uk/</a>
MSc Finance - 1 Year	Chartered Financial Analyst Institute (CFA)	<a href="https://www.cfainstitute.org/pages/index.aspx">https://www.cfainstitute.org/pages/index.aspx</a>
LLB (Hons) Law and Accountancy	Chartered Institute of Management Accountants (CIMA)	<a href="http://www.cimaglobal.com/">http://www.cimaglobal.com/</a>
MA (Hons) Accounting and Finance	Chartered Institute of Management Accountants (CIMA)	<a href="http://www.cimaglobal.com/">http://www.cimaglobal.com/</a>
MA (Hons) Business and Accounting	Chartered Institute of Management Accountants (CIMA)	<a href="http://www.cimaglobal.com/">http://www.cimaglobal.com/</a>
MA (Hons) Economics and Accounting	Chartered Institute of Management Accountants (CIMA)	<a href="http://www.cimaglobal.com/">http://www.cimaglobal.com/</a>
MSc Education (Learning in Communities)	Community Learning and Development Standards Council for Scotland	<a href="http://www.cldstandardscouncil.org.uk/Home">http://www.cldstandardscouncil.org.uk/Home</a>
BA (Hons) Landscape Architecture	Landscape Institute (LI)	<a href="http://www.landscapeinstitute.org/">http://www.landscapeinstitute.org/</a>
European Masters in Landscape Architecture (EMiLA)	Landscape Institute (LI)	<a href="http://www.landscapeinstitute.org/">http://www.landscapeinstitute.org/</a>
MA (Hons) Landscape Architecture	Landscape Institute (LI)	<a href="http://www.landscapeinstitute.org/">http://www.landscapeinstitute.org/</a>
MLA Landscape Architecture - 21 Months	Landscape Institute (LI)	<a href="http://www.landscapeinstitute.org/">http://www.landscapeinstitute.org/</a>
MSc Landscape Architecture	Landscape Institute (LI)	<a href="http://www.landscapeinstitute.org/">http://www.landscapeinstitute.org/</a>
BA Architecture	Royal Institute of British Architects (RIBA)	<a href="http://www.architecture.com/">http://www.architecture.com/</a>
MA (Hons) Architecture	Royal Institute of British Architects (RIBA)	<a href="http://www.architecture.com/">http://www.architecture.com/</a>
MArch Architecture - 21 Months	Royal Institute of British Architects (RIBA)	<a href="http://www.architecture.com/">http://www.architecture.com/</a>
BSc (Hons) Social Work	Scottish Social Services Council (SSSC)	<a href="http://www.sssc.uk.com/">http://www.sssc.uk.com/</a>
MSW Social Work - 21 Months	Scottish Social Services Council (SSSC)	<a href="http://www.sssc.uk.com/">http://www.sssc.uk.com/</a>
PgCert Advanced Professional Studies (Mental Health Officer Award) - 1 Year	Scottish Social Services Council (SSSC)	<a href="http://www.sssc.uk.com/">http://www.sssc.uk.com/</a>
MSc Banking and Risk - 1 Year	The Chartered Institute of Bankers in Scotland	<a href="http://www.charteredbanker.com/">http://www.charteredbanker.com/</a>
MSc Surgical Sciences	The Royal Australasian College Surgeons	<a href="http://www.surgeons.org/">http://www.surgeons.org/</a>

## **Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2016/17**

### Statement of assurance

On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2016/17, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

.....  
Anne Richards  
Vice-Convener of Court

.....  
Date

The University of Edinburgh

Senatus Quality Assurance Committee  
19 September 2017

## **School Director of Quality Role Outline – Update**

### **Executive Summary**

This paper asks the Committee to approve an updated version of the School Director of Quality Role Outline.

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

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

### **Action requested**

For discussion and approval.

### **How will any action agreed be implemented and communicated?**

The updated Role Outline will be made available on the Academic Services' website at: <http://www.ed.ac.uk/academic-services/quality/roles> and will be communicated to School Directors of Quality by email and at the next Network meeting (October).

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are no additional resource implications associated with this paper.

#### **2. Risk assessment**

There are no key risks associated with the paper – the update provides more clarity on the role and associated responsibilities.

#### **3. Equality and Diversity**

An updated Equality Impact Assessment is available at:

[http://www.docs.csq.ed.ac.uk/EqualityDiversity/EIA/School\\_Director\\_of\\_Quality\\_Role\\_Outline\(Academic\\_Services\).pdf](http://www.docs.csq.ed.ac.uk/EqualityDiversity/EIA/School_Director_of_Quality_Role_Outline(Academic_Services).pdf)

#### **4. Freedom of information**

The paper is open.

### **Key words**

School Director of Quality

### **Originator of the paper**

Nichola Kett, Academic Policy Manager, Academic Services  
4 September 2017

Feedback received from College Deans of Quality identified the need to simplify the wording of the School Director of Quality (SDoQ) Role Outline document and to present the information in a clearer way. It is anticipated that these changes will help SDoQ to better understand their role and help with recruitment into the role.

There have been no changes made to the document which alter the main responsibilities of the SDoQ. The key changes have been:

- Throughout the document wording has been simplified, with some sections and wording moved around, to make the requirements of the role clearer.
- The 'detailed responsibilities' have been matched to the relevant 'role outline' bullet points which will support clearer visual presentation of the bullet points following approval of the text in the document (see example below).
- References to roles have been removed where these were felt to be too specific or covered elsewhere in a related point.
- Unnecessary references to external requirements have been removed. The University's quality framework meets external requirements and, thus, by matching School processes to these requirements, Schools will meet external requirements.

### Example

**1. Provide effective leadership in developing and implementing quality assurance processes in the School which align with the University's quality framework and take an active role in enhancement activity**

- Undertake periodic review and development of the School's quality model, in particular to reflect requirements by the University. The responsibilities of the role form a key contribution to the University meeting its external compliance expectations, including its annual reporting to the Scottish Funding Council.
- To contribute to internal and external periodic review activity as directed by the Head of School and as invited/recommended by the College Dean of Quality (or equivalent)/Assistant Principal. To ensure that mechanisms are in place to inform students of the outcomes of internal and external periodic review. To advise the Head of School and staff responsible for implementing recommendations of internal and external review, and to advise on and ensure where appropriate the discussion of outcomes at relevant meetings.

### **Additional Guidance**

In order to support SDoQ further, [guidance on College and School Quality Committee agenda items](#) has also been developed by Academic Services. This has been well received by College Quality Officers.

### **Terminology**

The Assistant Principal Academic Standards and Quality Assurance would like the Committee to consider the use of the terms "quality assurance" and "enhancement" in the Role Outline. Are these the correct terms to use? Are there other terms that could be used? Committee members should note that any changes to the Role Outline which would impact on the role and/or responsibilities would require further consultation.

# School Director of Quality Role Outline



THE UNIVERSITY  
of EDINBURGH

## Purpose of Policy

Outlines the role of the School Director of Quality, which supports Schools in the area of quality assurance and associated enhancement, and to strengthen the consistency and value of quality assurance information.

## Overview

The national Quality Enhancement Framework makes explicit the purpose of quality systems in higher education as being to improve student experiences and, consequently, their learning. In this context the School Director of Quality role makes a vital contribution to the student experience through effective quality assurance processes and their contribution to informing enhancements and strategic developments in learning and teaching and the research student experience. The role is intended to apply to Schools and equivalent academic structures. ~~Note: 'School' as a unit is interpreted differently in the College of Medicine and Veterinary Medicine for this purpose.~~

## Scope: Mandatory Policy

Academic staff in Schools and equivalent academic structures. ~~The role is not linked to a specific grade. The role will typically be held by academic staff at grade UE09 or UE10, but may also be undertaken as possible career development by those at UE08. Appointment is determined by the Head of School (or equivalent). The scope of the role covers quality assurance framework for all taught and research provision in the School.~~

## Contact Officer

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## Document control

Dates	Approved: 05.09.13	Starts: 05.09.13	Equality impact assessment: <del>27.08.13</del> <u>01.09.17</u>	Amendments: <del>29.07.16</del> <u>19.09.17</u>	Next Review: 201 <u>208</u> /20 <u>21</u> 19
Approving authority	Senate Quality Assurance Committee				
Consultation undertaken	<del>College Quality committees (CHSS and CSE), CMVM via College Director of Quality Assurance, Human Resources College Deans of Quality and Senate Quality Assurance Committee</del>				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	<u>Quality Framework</u>				
UK Quality Code	UK Quality Code				
Policies superseded by this policy	<del>Very minor updates made in summer 2016 to reflect changes made to the quality framework. Simplification of document in September 2017.</del>				
Alternative format	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
Keywords	School Director of Quality, School Director of Quality Role Outline, School Quality role				



# School Director of Quality Role Outline

## **Role Summary**

To provide effective leadership in developing, implementing, maintaining and reviewing quality assurance processes in the School, and through these to inform enhancements and contribute to strategic developments in learning and teaching. The role relates to external compliance expectations.

To provide expert advice to the Head of School (or equivalent) and School colleagues on quality assurance matters across all taught and research provision (for all modes of delivery, including collaborative provision and distance learning) and their impact on enhancement. ~~in undergraduate and postgraduate provision, and across all modes of delivery, including collaborative provision and distance learning. To provide effective leadership in developing, implementing, maintaining and reviewing quality assurance processes in the School, and through these to inform enhancements and contribute to strategic developments in learning and teaching. The role relates to external compliance expectations.~~

~~The role will typically be held by academic staff at grade UE09 or UE10, but may also be undertaken as possible career development by those at UE08. In the latter case it is expected that staff appointed to the role will already have or be developing as part of their career development the expertise and authority necessary to deliver the leadership aspects of the role. The role cannot be undertaken below UE08.~~

~~The time allocated to fulfil the role is for agreement with the Head of School and incorporation in the workload model, with a recommended minimum of 0.5 days per week.~~

## **Term of office**

~~The minimum period of office will be two years, and ideally three years. Schools are strongly encouraged to ensure consistency through succession planning.~~

## **Role outline**

~~The role will:~~

1. **Provide effective leadership** in developing and, implementing and maintaining quality assurance processes in the School which align with the University's quality framework in the context of national, University and College quality assurance and enhancement frameworks and the requirements of professional and external bodies and take an active role in enhancement activity.
2. Be responsible for Ensure ing the effectiveness of the annual monitoring, reporting and review processes framework in the School as carried out by School staff across all undergraduate and postgraduate provision, and report on and monitor outcomes and actions, for reporting on monitoring processes and outcomes. Advise senior management on actions and enhancements arising from the monitoring activity.
3. Be closely involved in the management of School learning and teaching, including as Be a member of relevant School and College committees, and be closely involved in the management of School learning and teaching matters. Be involved in University committees and quality assurance processes as requested and with the agreement of the Head of School
4. Improve consistency of quality assurance processes within the School, Working with the College Dean ~~for of~~ Quality (or equivalent) and the Assistant Principal Academic Standards and Quality Assurance to improve consistency of practice within the School and across Schools and Colleges.
5. Take an active role in enhancement activity, communicating enhancements identified through quality assurance activity to the School Director of Learning and Teaching and the





# School Director of Quality Role Outline

~~School Postgraduate Director and collaborate as appropriate on their wider implementation in the School and more widely.~~

- 6.5. Promote good practice in quality assurance and associated enhancement processes activity, and fostering ing and embedding ing a strong student-focused quality assurance and enhancement culture.**

## Detailed responsibilities

1. Within the School, to lead on and promote engagement with/effective implementation of University and College policies, ~~codes of practice~~ and processes in quality assurance and its impact on enhancement, of requirements of professional bodies where relevant, and with the SFC/QAA Enhancement Themes with the aim of maintaining academic standards and enhancing the student learning experience. In this context the role contributes to the implementation of University strategy. **MATCHES TO ROLE OUTLINE 1**
2. Proactively work with School, College and University-level colleagues, ~~in particular with the School Director of Learning and Teaching, School Postgraduate Director and School Teaching/Postgraduate Administrator and with the College Dean for Quality or equivalent and the Assistant Principal for Academic Standards and Quality Assurance~~ to improve consistency of practice within the School and to contribute to improvements ~~across Schools and Colleges~~ **MATCHES TO ROLE OUTLINE 4**
3. Contribute to the management of the School through responsibility for ~~the~~ School annual quality monitoring, review and reporting framework in all taught and research provision, liaising with line managers as appropriate, working with relevant data, and reporting on monitoring outcomes and the effectiveness of processes. Prepare the annual School quality assurance report to College and Senate Quality Assurance Committee. Feed back to School colleagues on actions and recommendations arising from monitoring activity and advise line managers so as to ensure their effective implementation. **MATCHES TO ROLE OUTLINE 2**
4. To advise School colleagues on the delivery of the required outcomes of the annual monitoring, review and reporting process in terms of monitoring student performance and progression; maintaining academic standards; demonstrating progress towards the School and College learning and teaching priorities ~~enhancement strategy~~; identifying and embedding good practice. This will involve making recommendations to relevant School committees. ~~(see point 2 under 'Representation and engagement')~~. **MATCHES TO ROLE OUTLINE 2**
5. Undertake periodic review and development of the School's quality model ~~Quality Assurance and Enhancement Model~~, in particular to reflect requirements by the University, ~~the Quality Assurance Agency or the Scottish Funding Council~~. The responsibilities of the role form a key contribution to the University meeting its external compliance expectations, including its annual reporting to the Scottish Funding Council. **MATCHES TO ROLE OUTLINE 1**
6. To promote, develop and review the effectiveness of student engagement with quality processes within the School, including working with student representatives and ensuring effective student-staff liaison committees **MATCHES TO ROLE OUTLINE 6**
7. To advise School colleagues on effective mechanisms for obtaining feedback from students on their learning experience, ensuring alignment with University requirements ~~the UK Quality Code Chapter B5 and the University's Principles for Learning from and Responding to the Student Voice~~. To engage in University and College ~~induction for School Directors of Quality~~ and periodic development activities and information events, internally and, as appropriate, externally within the sector as recommended by the College Dean/Director/Associate Dean for Quality Assurance (& Enhancement) **MATCHES TO ROLE OUTLINE 6**
8. To contribute to internal and external periodic review activity ~~(TPR and PPR) and to periodic external reviews~~ as directed by the Head of School and as invited/recommended by the College Dean ~~of /Director/Associate Dean for Quality (or equivalent) Assurance (& Enhancement)~~/Assistant Principal. To ensure that mechanisms are in place to inform students





# School Director of Quality Role Outline

of the outcomes of internal and external periodic review. To advise the Head of School and staff responsible for implementing recommendations of internal and external review, and to advise on and ensure where appropriate the discussion of outcomes at relevant meetings, ~~including student-staff liaison committee meetings or other liaison mechanisms~~ MATCHES TO ROLE OUTLINE 1

9. To ensure the School has an effective process that includes students for discussing and responding to External Examiner reports. For taught provision this will encompass themes from External Examiners' reports and for postgraduate research provision any comments about processes from Part III reports (not relating to individual students). The process will be aligned with the requirements of the University's External Examiners for Taught Programmes Policy ~~and related guidance~~. MATCHES TO ROLE OUTLINE 1

## Representation and engagement

1. School Directors of Quality will attend events (internal and external) as recommended by the College Dean/~~Director/Associate Dean of Quality (or equivalent)~~, and may be asked to represent the ~~m~~ College Dean/Director/Associate Dean or the Assistant Principal at external ~~QAA and equivalent sector~~ events.
2. The School Director of Quality will be a member of relevant committees, including where relevant committees relating to the management of School learning and teaching matters, including the School Management Team. They ~~holder of the role~~ will represent their School and the quality area more widely, and will be expected to consult and communicate with ~~School~~ colleagues on issues under discussion in the committees. The School Director of Quality will make recommendations to the School quality committee or equivalent, and to other College committees as appropriate. ~~(See point 4 under 'Detailed responsibilities'~~
3. The School Director of Quality may be invited from time to time to contribute to specific College or University projects or initiatives in which they ~~holder of the role~~ or the School ~~or equivalent~~ has a particular interest or expertise.

## Grade

The role will typically be held by academic staff at grade UE09 or UE10, but may also be undertaken as possible career development by those at UE08. In the latter case it is expected that staff appointed to the role will already have or be developing as part of their career development the expertise and authority necessary to deliver the leadership aspects of the role. The role cannot be undertaken below UE08.

## Time allocation

The time allocated to fulfil the role is for agreement with the Head of School and incorporation in the workload model, with a recommended minimum of 0.5 days per week.

## Term of office

The minimum period of office will be two years, and ideally three years. Schools are strongly encouraged to ensure consistency through succession planning.

## Support Network

~~The School Directors of Quality Network meets regularly and An annual briefing will be held attended by all School Directors of Quality, College Dean/Director/Associate Dean and the Assistant Principal. This will~~ provides a forum for induction, update and discussion.

## Support and Guidance

As well as support provided within Schools, support and guidance is provided by Academic Services and College Offices.

# School Director of Quality Role Outline

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THE UNIVERSITY  
of EDINBURGH

19 September 2017~~29 July 2016~~

The University of Edinburgh

Senatus Quality Assurance Committee

19 September 2017

## Internal Periodic Review Reports and Responses

### Executive Summary

The following 14 week responses and final report from Internal Reviews 2016/17 and year on responses from Internal Reviews 2015/16.

#### 14 week response 2016/17:

Joint TPR & PPR of Economics  
TPR European Languages and Cultures  
TPR Islamic and Middle Eastern Studies  
TPR Social Work

#### Year on responses 2015/16:

PPR of School of GeoSciences Postgraduate Taught Programmes  
TPR Applied Sport Science and Sport & Recreation Management  
TPR Celtic and Scottish Studies  
TPR of Mathematics  
TPR of School of Veterinary Studies – BVM&S programme

Final report 2016/17: the paper contains an extract of the commendations and recommendations from the TPR Asian Studies final report.

### 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 report is published on the wiki:

<https://www.wiki.ed.ac.uk/display/SQAC/Tuesday+19+September+2017>

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

TPR/PPR	Recommendation	Comment
<b>2015/16 reports</b>		
PPR of School of GeoSciences PGT	4	It would be useful for GeoSciences to confirm when data from the College of Science and Engineering Recruitment and Admissions team is expected to progress with this recommendation
TPR Applied Sport Science and Sport & Recreation Management	5	It would be useful to receive feedback from CAHSS in respect of this recommendation

TPR Celtic and Scottish Studies	9, 10 & 12	It would be useful to review on-going progress with these recommendations in the Annual Programme Monitoring report
TPR of School of Veterinary Studies – BVM&S programme	9	We look forward to hearing about progress with student membership on the Curriculum Innovation Group.
TPR of Mathematics	5, 6, 7, 8, 9, 10	It would be useful to review on-going progress with these recommendations in the Annual Programme Monitoring report
<b>2016/17 reports</b>		
Joint TPR/PPR Economics		We look forward to hearing about progress on the recommendations in the year on response
TPR European Languages & Cultures		We look forward to hearing about progress on the recommendations in the year on response
TPR Islamic & Middle Eastern Studies	2, 4,5, 9	We look forward to hearing about progress on the recommendations in the year on response
TPR Social Work	3	We look forward to hearing about progress on the recommendations in the year on response

**How will any action agreed be implemented and communicated?**

The final report will be circulated to the appropriate School and Subject Area to action the recommendations and to the College for information. The report will be published on the Academic Services website.

14 week and Year on responses: comments on the progress towards completion of recommendations will be reported back to the School/Subject Area. The responses will be published on the Academic Services website.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

No additional resource implications.

**2. Risk assessment**

No risk associated.

**3. Equality and Diversity**

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

**4. Freedom of information**

Open.

**Key words**

Postgraduate Programme Review, Teaching Programme Review, TPR, PPR, 14wk response, year on response

**Originator of the paper**

Gillian Mackintosh  
Academic Policy Officer, Academic Services  
September 2017

The University of Edinburgh

Internal Review

14 week response report on recommendation actions

Joint TPR/PPR of: ECONOMICS

Date of Review: 7<sup>th</sup> and 8<sup>th</sup> March 2017

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1.The review team <b>recommends</b> that the School split key management and leadership roles	2018-19	New interim Head of School, Postgraduate Director, MSc Programme Director appointed. Roles undertaken Director of Teaching and Learning, Director of Undergraduate Teaching and Senior Tutor will be broken up in the hope of making them more attractive to other staff. Barriers to progress: lack of incentives for staff currently not involved in teaching leadership / management to share the burden. Lack of experience among staff not currently holding these roles.	2018-19
2.The review team <b>recommends</b> that consideration is given to the career track for Teaching Fellows and Senior Teaching Fellows especially with regards the progression from Grade 8 to Grade 9	To be agreed	<b>Response received by Academic Services from Professor Jane Norman:</b> This recommendation has been discussed with the Director of HR and also the Deputy Secretary Student Experience. There is activity going on at University level about GH staff, some of which are teaching fellows. This work has been prioritised through wide discussion and will be reported through the usual channels.	To be agreed
3.The review team <b>recommends</b> that the University make additional dedicated, permanent and high-quality space available to the School	To be agreed	Issue remitted to Space Enhancement and Management Group (renamed Space Strategy Group) and subject to ongoing discussions. Estates Department is currently carrying out a Central Area Space Study which will pick up space demands for all schools in the central area including Economics. There will be a report on this at the December Estates Committee.	To be agreed
4. The review team <b>recommends</b> that mandatory training be required for all student demonstrators and that the School undertakes a review of the training currently available	3 months	Student-demonstrators are hand-picked by the Director of Undergraduate Teaching on the basis of a combination of their academic ability and personal qualities. They always operate as 'class-room-assistants' supplementing (and under the direction of) a member of teaching staff who is leading the relevant tutorial/computing-lab session.  A review of current provision will be undertaken and from 2017-18	01-10-2017

		onwards new demonstrators will attend mandatory training and be mentored by a member of teaching staff (probably the relevant course organiser).	
5. The review team <b>recommends</b> that STATA software be provided to all individual students in the School at entry onto Economics 1	12 months	The School's Teaching and Learning Committee has reviewed this recommendation. It was felt that release in Year 1 would be unhelpful, since constraints imposed by the College's programme pathways project and the need to maintain flexibility of programme choice mean that statistical methods are not introduced until year 2. So we have decided to provide individual copies of STATA to students in year 2. (Year 1 would probably work at an English institution, where statistical methods are commonly covered in year 1 – the external members of the panel (economists) only had experience of the English system)	2017-18
6. The review team <b>recommends</b> that the School review, with a view to standardising, the undergraduate tutorial system with a particular focus at honours level	12 months	The Teaching and Learning Committee reviewed tutorial provision. In general, throughout the core taken by all students (in years 1-3) there are weekly tutorials (2 hours in Economics 1, 1.5 hours in all of Economics 2, Statistical Methods for Economics, and the 4 Honours core courses Topics in Microeconomics, Topics in Macroeconomics, Essentials of Econometrics and Applications of Econometrics) with additional help desks (daily for the Honours core courses) and computing laboratories for Essentials of Econometrics and Applications of Econometrics. We intend to retain this structure, even though the provision is considerably greater than that on other courses with similar credit weight elsewhere in the College. For Honours options there had, historically, been considerable reluctance to provide tutorials amongst established members of staff. We have established a minimum level of provision of 4 tutorials (in addition to weekly 2 hour lectures) for all 20 credit Honours option courses – although we are prepared to allow courses to include more tutorials on pedagogic grounds and (again on pedagogic grounds) to permit course organisers to teach courses multiple times with classes in seminar form instead of providing additional tutorials.	2017-18
7. The review team <b>recommends</b> that the School consider alternative methods of assessment to Multiple Choice Questions	12 months	School to review assessment strategies and progression of assessment strategies at different points within the programme	2017-18
8. The review team <b>recommends</b> that the School and Information Services consider the enhancement of the provision of computer labs available to the School	July 2017	Initial meeting discussed scope for provision of computer labs for the School. School to consider scope for reformulating teaching of econometrics / use of labs. However, really the TPR panel was suggesting that the School be given dedicated lab-space and this is not on offer.	TBA

<p>9. The review team <b>recommends</b> that the University allow students the option to re-sit exams at MSc level</p>	<p>2017-18</p>	<p>Subject to Senate approving the plans for next year, there is a CSPC action to “Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements” in 2017/18. It is anticipated that this will incorporate investigation of possibilities in relation to the specific MSc resit item that Economics has identified. They will be able to report back on progress with this item over the course of 2017/18.</p>	<p>2017-18</p>
<p><b>Please report on steps taken to feedback to students on the outcomes of the review</b></p>	<p>Semester 1 2017-18</p>	<p>To be discussed at Staff-Student Liaison Committees during Semester 1.</p>	<p>Semester 1 2017-18</p>

Internal Review

14 week on response report on recommendation actions

TPR of: **European Languages and Cultures**

Date of Review: **20<sup>th</sup> & 21<sup>st</sup> February April 2017**

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1 The learning journey and School vision are promoted more explicitly during induction and monitored throughout the programme	September 2017 for Stage 1; June 2018 for Stage 2	HoD to lead general review of the learning journey within DELC in liaison with the LLC Undergraduate Manager and Student Services Coordinator. Stage 1 of the discussion will focus on the structure of induction week and week 1, with a view to improving the way students are welcomed to, and embedded in, the Department as well as the individual language Subject Area. Stage 2 of the discussion will address how best to monitor progress throughout specific degree programmes.	
2 The Department considers ways of developing the PT system (within the framework of the School's PT statement) towards a relationship which is more proactive throughout Y1 – Y4 and uses it as a means of inculcating a more cohesive vision of the learning journey as a whole.	June 2018	DELC agrees that this is a desirable way forward. However, as the PT system is run on School-wide rules, it is largely outwith our direct control. There are also staffing implications. In order to address these concerns, the HoD and HoTO will initiate a series of meetings over the coming academic year, both within DELC, and in conjunction with the School's Undergraduate Manager, Undergraduate Director, and Senior Tutor to explore the possibilities for enhancing the student experience.	
3 DELC builds upon its work on improving programme transparency and documentation around the progression from Y3 to Y4.	September 2017 for Stage 1; January 2018 for Stage 2; then ongoing	DELC's HoD (current and incoming), HoTO and Senior Administrator met with CAHSS' Chief Information Officer on 1 June 2017 to discuss innovative IT solutions for enhancing the ways in which DELC shares information with its students. The project will begin by exploring the possibilities offered by LEARN and MyEd Channels to improve the flow of information concerning the Year Abroad. Stage 2 will involve a wider consultation with the student body to gauge how best to collate and present existing sources of information. The matter was discussed by the Year Abroad Coordinator Group on 15 May 2017, following which a member was co-opted to liaise with the student body and feed this back into the project by the end of the academic year 2017-18. In the medium term our objective	



			is to create, working in synergy with wider IT developments in the University, a new “DELIC App” which will provide a single, comprehensive, mobile-friendly platform for all our programme information.	
4	Further reflection is given to a rebalancing of the dissertation preparation element during Y3, the introduction of an oral exam at the end of Y3, and the feasibility of using SLICCs as a credit-bearing option during Y3.	July 2018	DELIC is actively working on the first and third of these recommendations. The basis for new courses discussed at the DELIC meeting on 7 December 2016 has now been refined, and funds acquired to develop supporting e-learning materials to accompany submission of the course proposals to the School’s Board of Studies. It is hoped that these courses will be approved and operational in time for the Year Abroad beginning August 2018. The current HoD is reluctant to introduce a Year 3 oral exam, as this was rejected by a DELIC meeting last year. However, the matter will be raised for review through SAC and DELIC meetings in the coming academic year.	
5	A teaching-learning forum is established to facilitate cross-pollination of ideas.	Ongoing	At the DELIC Meeting of 3 May 2017 it was agreed to re-establish a DELIC-wide Learning and Teaching Forum. Professor Peter Davies was appointed as convener. At a further meeting, held on 30 May 2017, it was agreed that the forum will comprise a mixture of guest lectures, discussion groups and workshops on different aspects of best practice to be held several times per semester beginning in Semester 1, 2017-18.	Ongoing
6	The structures for joint programme management are formalised by the establishment of joint committees	Ongoing	Due to the very broad range of degree combinations that DELIC offers (which is acknowledged to be a key strength), the recommendation will need to be addressed carefully in order to avoid proliferating and cumbersome administrative structures. Negotiations will have to include all our partner departments. DELIC’s HoD, HoTO and Senior Administrator will initiate a conversation with the College’s new Undergraduate Dean in September 2017, with a view to establishing a realistic roadmap for change by the end of the academic year 2017-18.	
7	The Department take the initiative in pushing for the enhanced sharing of student records, to facilitate communication between University departments about students on Year Abroad	Ongoing	The HoTO and Senior Administrator will liaise with the Undergraduate Manager to maintain and enhance channels of communication and co-operation between DELIC and Edinburgh Global. The working systems and practices of Edinburgh Global are currently under review at University level. The way DELIC works with Edinburgh Global will change as a result of this review, and we are working to ensure our students’ needs will be provided for by the new systems.	
8	Efforts are made to ensure that students know whom to turn	September 2017; then	The Senior Administrator and HoTO will work together to clarify	

	to when GH tutors are not available for consultation	ongoing	the documentation. The HoD will then work in conjunction with SACs to maintain effective lines of communication.	
9	Continued attention is given to improving lines of communication between GH tutors, SACs and course organisers	September 2017; then ongoing	As in point 8, above, the HoD will work in conjunction with SACs to maintain effective lines of communication.	
Please report on steps taken to feedback to students on the outcomes of the review		Students in Edinburgh will be provided with feedback via staff-student liaison meetings in S1 of 2017-18. The recommendations will also be shared with all students – in Edinburgh and abroad via LEARN from September 2017.		

Internal Review

14 week response report on recommendation actions

TPR of: Islamic and Middle Eastern Studies

Date of Review: 28<sup>th</sup> February & 1<sup>st</sup> March 2017

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1. The review team <b>recommends</b> that the Subject Area brings courses in line with University policy, in particular, ensuring that lecture outlines or PowerPoint presentation slides for lectures/seminars are made available to students at least 24 hours in advance of the class as a matter of course and furthermore that course outlines and lists of core readings are made available at least 4 weeks before the course starts. As part of the University's policy to mainstream common adjustments this should be effected as soon as possible.	AY 2017/2018	All colleagues were reminded of the ppt requirements in staff meetings and TRM.  IMES Administration will follow up with all staff to ensure that core readings and outlines are available on EUCLID at least 4 weeks before the courses commence.	
2. It is <b>recommended</b> that the Subject Area pays particular attention not to overextend the curriculum thereby risking diversion of resources away from the core and risking a loss of coherence	September 2019	IMES is planning a comprehensive review of all aspects of its UG programmes in 2017-18, led by IMES UG Officer.	
3. The team notes that the range of subjects offered makes the Subject Area potentially vulnerable to key staff changes and fluctuations in resource availability. The review team <b>recommends</b> that the Subject Area keeps this point under review	September 2019	IMES is reviewing resource availability along with the measures noted above, point 2.	
4. It is <b>recommended</b> that the Subject Area review the Arabic 1 course, with a particular focus on class size in comparison to other institutions and mixing IMES students with non-IMES sub honours students	AY 2017/2018	This review is ongoing, and under discussion with the School.	

<p>5. It is <b>recommended</b> that the Subject Area review whether assessment and feedback mechanisms are consistent, fit for purpose and support progression. Evidence from students suggested that some feedback was excessively based on format and presentation rather than on content, and that there was substantial variation in the timeliness and level of detail in feedback. In addition, the Subject Area should assess the contribution that other forms of learning including self –assessment, informal peer assessment, and e- learning can add to learner journey</p>	<p>September 2019</p>	<p>See above point 2.</p>	
<p>6. To further enhance the student experience the review team <b>recommends</b> a closer connect between the YAC and the PTs to ensure that all pertinent information about the student is recorded, should cases of Special Circumstances arise, and in addition the YAC should be offered Personal Tutor Training. This is particularly relevant to ensure that there is an awareness of current training courses and support tools such as Mental Health and Wellbeing training</p>	<p>AY 2018/2019</p>	<p>The need to bring in PTs where students abroad are facing difficulties, and for PTs to stay in touch with students abroad, have been highlighted at recent staff meetings; PT Peer is involved in maintaining this. All colleagues are encouraged to attend Mental Health training. Discussions with the School about PT training for YACs have begun.</p>	
<p>7. The review team <b>recommends</b> that the University explores ways to improve career development opportunities for Teaching Fellows and new ways to recognise and recompense their contribution, as successfully implemented at other comparable institutions.</p>		<p>Response from Professor Jane Norman (Vice-Principal People and Culture): This recommendation has been discussed with the Director of HR and also the Deputy Secretary Student Experience. There is activity going on at University level about GH staff, some of which are teaching fellows. This work has been prioritised through wide discussion and will be reported through the usual channels.</p>	
<p>8. The review team <b>recommends</b> that the Subject Area, School and College review the offering of joint programmes and the processes of managing joint programmes.</p>	<p>September 2019</p>	<p>These are ongoing through discussions with partner subjects but a more systematic review will be undertaken as in point 2, re. programme review by Dr Andreas Goerke.</p>	
<p>9. It is <b>recommended</b> that the Subject Area further explore formal training for PhD tutors.</p>	<p>AY 2017-18</p>	<p>This is under review at both department and School level; it will be taken up in the IMES Postgraduate Committee in S1 2017-18.</p>	
<p>10. The review team <b>recommends</b> that the Subject Area explores further opportunities and in particular the Edinburgh Award as a means to formally recognise non-assessed and extra-curricular activity.</p>	<p>September 2019</p>	<p>How best to develop further recognition of extra-curricular activities will take place in the review of UG programmes noted above, and will also be taken up by the IMES Careers Officer in</p>	

		S1 2017-18.	
11. The review team <b>recommends</b> that the Subject Area explore ways to maximise access hours to the subject specific library.	AY 2017-18	This will be taken up by the Library Officer, Prof. Jaakko Hameen-Anttila, for 2017-18; calls for assistance with the library will be made to 4 <sup>th</sup> years and PGs in Welcome Week	
<b>Please report on steps taken to feedback to students on the outcomes of the review</b>	<ul style="list-style-type: none"> <li>- Students were invited to a feedback meeting that was open to all students on staff on the day of the TPR. The purpose of the meeting was to feed back on the broad themes of the review along with the key commendations and recommendations that will be included in the report.</li> <li>- The review report was circulated to the internal student mailing lists.</li> </ul>		

Internal Review

14 week response report on recommendation actions

TPR of: Social Work

Date of Review: 20 & 21 February 2017

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
<p>1. The review team recommends that the School and subject area work together to ensure progress achieved in practice learning work is sustained, in particular by maintaining and developing the Practice Learning Fellow role. (School and Subject Area)</p>	<p>September 2018</p>	<p>This post has now been filled on a permanent basis and the post-holder will commence on 1st September 2017. The head of subject and the new practice learning fellow will liaise with the School to ensure that the progress identified in the TPR report is sustained.</p>	
<p>2. The review team recommends that the School and subject area review and extend existing mechanisms of support for postgraduate tutors to achieve a more consistent experience for both postgraduate tutors and students, and to ensure that all postgraduate students have undertaken sufficient training before taking up tutoring roles. (School and Subject Area)</p>	<p>June 2019</p>	<p>The School has defined a plan for the general induction, training and support of PG Tutors. A teaching and student development fellow has now been appointed and an explicit part of their job description is to work on cross-school initiatives around tutor development. As part of this, the graduate school have now started a policy for 2017/18 allowing subject areas to offer 3 hours of subject-specific tutor training.</p> <p>The graduate school are also looking at how tutor training can result in some form of accreditation to help tutors in their future careers, this will take a few more years to consolidate.</p> <p>At the Social Work, Subject Area level, each UG non honours course organiser facilitates three meetings per course with PG tutors in order to provide specific course induction and to provide support and guidance to each tutor. Often this will involve an assessment/marking and</p>	

		feedback session. We have been undertaking observation of tutors but following a school pilot that there may be a move to change this to peer observation in future. In general, we aim to engender a collegiate and supportive culture for our PG tutors. As course organisers we support PhD students to progress their teaching careers, including writing references to support PG Tutors submissions towards the Edinburgh Teaching Award.	
3. The review team recommends that the subject area and School consider how the work on assessment and feedback and learning can be enacted, and integrated into School-level strategic planning. (School and Subject Area Learning and Teaching Committee)	June 2019	This recommendation will be on the agenda of the Subject Area Teaching and Learning Committee, the graduate school (through programme directors groups), under-graduate schools and relevant School level committees in 2017/18.	
4. The review team recommends that the School consider how the subject area can be further supported and integrated; for example the School undergraduate and postgraduate offices should continue to consider ways to harmonise operations where possible, and the School could support the subject area in its development of internationalisation in the curriculum. (School Management Team)	June 2018	In the coming academic year, the undergraduate and post-graduate offices will be working to harmonise procedures.  The School and Subject Area will be discussing School support for internationalisation in the context of the subject's strategic plan. The student recruitment officer will be supporting targeted international marketing of new programmes. The recruitment of a new Centenary Chair and head of Social Work, expected to commence in January 2018, will support concretisation of these plans.	
Please report on steps taken to feedback to students on the outcomes of the review	Emails sent thanking students for their contribution and informing them of the outcomes. Dissemination via student-staff liaison committees.		

The University of Edinburgh

Internal Periodic Review

Year on response report

**PPR of:** School of GeoSciences Postgraduate Taught Programmes

**Date of review:** 23<sup>rd</sup> & 24<sup>th</sup> March 2016

**Date of 14 week response:** September 2016

**Date of year on response:** June 2017

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.

No	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1	The team recommends that University policy on online marking is implemented across the school. (Responsibility: Head of School)	N/A	The original recommendation has been removed after discussion with Academic Services. There is no such University policy. However, there is a policy in CAHASS. We will await a review of this policy in order to develop best practice. In the meantime, we have been providing training and support for online marking at course and dissertation level. We have an ambition as a School to have the majority of assessments marked on line within 2 to 3 years.	N/A
2	<p>The team recommends</p> <ol style="list-style-type: none"> <li>1. exploring whether the Dissertation Mixer can be extended to other programmes.</li> <li>2. ensuring that dissertation supervision is evenly distributed across staff, with co-supervision by PhD students and postdoctoral research fellows (leaving specific allocations to Programme Directors), noting that greater conformity in the timetabling of topic selection and dissertation submission may help achieve this.</li> <li>3. that all academic staff should offer specific dissertation topics and undertake supervision, with this being incorporated into the School's workload model.</li> </ol> <p>(Responsibility: School Management)</p>	16/17 academic cycle	<p>2.1 All programmes are invited to partake in the Dissertation Mixer. The MSc GIS has opted to run their dissertation process earlier and provide their own programme dissertation events. However, the students are still encourage to attend the Dissertation Mixer to take part in networking and other training opportunities. Feedback from students requests that the Dissertation Mixer remains in early semester 2.</p> <p>2.2 The allocation of both undergraduate and postgraduate supervision dissertation is now considered jointly in an attempt to broaden the staff involved in postgraduate taught dissertation supervision.</p> <p>2.3 All staff are encouraged to provide dissertation topics in the Dissertation Database. Programme Directors also direct students to relevant supervisors for listed or self-identified dissertation topics.</p>	<p>2.1 Complete</p> <p>2.2 Complete</p> <p>2.3 Complete</p>
3	The team recommends: that only courses that are definitely available are advertised under programmes and, where known, anticipated timetable clashes are highlighted; that limits are set	16/17 academic cycle	Medium term ambition is to refine choice and increase the core courses associated with each programme (specifically a choice that is pragmatic and reasonably achievable and the	Complete



	<p>on the amount of choice available, e.g. by increasing the amount of core credits on some programmes and reducing the number of optional courses available; and that all 10-credit courses are reviewed to ensure workload is appropriate, and consider withdrawing or combining courses or converting them to twenty credits as appropriate. (Responsibility: Head of School)</p>		<p>ambition to simplify the timetable to facilitate that ambition). Broader context is sustainable class sizes and programme cohorts. A clear statement has been inserted into the degree programme tables regarding the potential for timetable clashes.</p> <p>Rationalisation of all PGT 10 credit courses continues. One programme was successfully re-structured resulted in Board of Studies approval for implementation in 2017/18.</p>	
4	<p>The team recommends that the College Learning and Teaching Committee permits raising of English Language requirements where requested. (Responsibility: College L&amp;T Committee)</p>	10.09.16	<p>The College of Science and Engineering Learning and Teaching Committee accepted this recommendation at its meeting on the 20<sup>th</sup> September 2016.</p> <p>The subject area has not put forward a proposal to raise English Language requirements. We are awaiting data from the College of Science and Engineering Recruitment and Admissions team to determine the impact.</p>	Not completed
5	<p>The team recommends that in developing the PGT programme portfolio, a mix of top-down and bottom-up approaches to developing new programmes is adopted, drawing on both established centres of excellence and developments in new areas. (Responsibility: Director of Teaching, individual Programme Directors)</p>	2 years	<p>Discussions are ongoing with the Heads of Research Institutes (academic line managers) to rebalance PGT delivery across research groups and to simplify delivery according to strategic goals. Academic staff are still reporting there is little time for programme development and innovation with current demands on time and without impacting on research. The School does have a workload model tariff available to support programme and course development.</p> <p>The new online provision in Disaster, Risk and Resilience Science will service as a centre of excellence and include online CPD and postgraduate provision.</p>	Completed
6	<p>The team recommends the formal integration of criteria for assessing when programmes should be closed, suspended or further resourced into an annual review process for both campus-based and online programmes; one of the aims should be to reduce the number of existing courses provided by the School and to present a more coherent framework for PGT courses in relation to the School's research programmes and strategic objectives. (Responsibility: Head of School)</p>	2 years	<p>Similar to point 3 above, we are looking closely at the volume of elective provision and simplifying programme content with increase core components. Our annual individual programme reviews will continue to focus on programme viability against School strategic priorities.</p>	Ongoing
7	<p>The review team recommends that the Senate Learning and Teaching Committee considers the barriers to cross-college collaboration and administration, and whether these can be removed or mitigated. (Responsibility: Senate Learning and Teaching Committee)</p>	Ongoing	<p>The Assistant Principal (Community Relations), Professor Lesley McAra, is discussing these issues with Finance and is planning to bring a paper to the Learning and Teaching Policy Group (LTPG) in the near future. To support this work, Academic Services are working with Student Systems and</p>	Ongoing

			<p>Governance and Strategic Planning to explore how best to manage one particular form of cross-School / cross-College collaboration – the development of Student-led Individually Created courses (SLICCs). Since LTPG is leading on this issue, there is no advantage in referring the issue to the Senate Learning and Teaching Committee at this stage.</p> <p>Resource and administrative complexities impede development and sustainability of cross-college/cross-school programmes.</p>	
8	<p>The team recommends the further formalisation of programme clusters, along with closer engagement between research activity and learning and teaching. (Responsibility: Head of School)</p>	1-2 years	<p>New programme clustering has been identified for advertising and student experience purposes.</p> <p>We are moving towards restructuring of the MSc Committee to create clustered programme representation and a stronger strategic remit, including linking research with learning and teaching at a postgraduate level. The remit of the cluster representation and the allocated tariffs will be presented to our School Management Committee (SPARC) for approval.</p>	Not completed
9	<p>The team recommends considering creating Programme Cluster Directors, and replacing/streamlining individual Programme Directors. (Responsibility: Director of Postgraduate Teaching)</p>	1-2 years	Please see above	Not completed
10	<p>The team recommends that the SSLC organises a joint staff-student initiative to audit existing communications and agree future content and methods. (Responsibility: School)</p>	1 year	The 2016/17 SSLC, which meets in weeks 4 and 8 each semester, will add communication as an agenda item and focus for the year. Any agreed changes will be implemented. No issues were identified during the cycle.	Completed
11	<p>The team recommends formalising the recording of all forms of feedback and resulting actions. (Responsibility: Director of Postgraduate Teaching and Senior Personal Tutor)</p>		All assessment and feedback turnaround times are recorded within a database and reported as a matter of course. All feedback raised through SSLC or HoS Student Representative events is recorded and reported through our You Said, We Did reporting.	Completed
12	<p>The team recommends that due consideration is given to the workload of support staff to ensure that resilience is built into the team in the context of anticipated growth in PGT provision. (Responsibility: Head of School)</p>	1-2 years	The Head of Student Services and School Administrator are reviewing support staff workload against College recruitment priorities. There have been a number of Teaching Office support staff away days focused on resilience as workload and pace have increased, including Tier 4 monitoring and recording and assessment turnaround. Efforts continue to create more sustainable Programmes delivered by a critical mass of staff rather than individuals. All new programme proposals will be required to address the costing of support staff with greater attention paid to issues of strategic	Completed

			development and business case for expanding cohorts.	
13	The team recommends encouragement and support of students' management of their assessment schedules. (Responsibility: Programme Directors and Personal Tutors)	16/17 academic cycle	We will continue to populate the Learn Calendar with all assessment deadlines to allow students to manage their own time. Students taking courses outside the school will not have their Learn Calendar automatically populated.  We will also continue to use the training available through the Institute of Academic Development on time management and assessment skills.	Completed
14	The review team recommends engagement with alumni in recruitment and employability initiatives is rolled out across all programmes. (Responsibility: Programme Directors)	17/18 academic cycle	The Programme Directors of the MSc in GIS and MSc in Carbon Management who have thriving alumni communities have been asked to present to the other Programme Directors to identify best practice, the time commitment involved and programme level benefits. Funding to support such events would need to be presented to the School Management Committee (SPARC), however, there is a strategic goal at this level to support alumni and employability activities.  The remit of the School's Professional Advisory Board has been broadened to include PGT activities, Alumni, and engagement with external partners.	Ongoing
15	The team recommends developing a clear process of developing and maintaining personal tutor skills. (Responsibility: Head of School)	1 year	Our School Management Committee has approved the creation of Senior Personal Tutor for PGT which will allow our current UG system of student support to expand. PGT PT training will commence in August 2017.	Completed
	Please report on steps taken to feedback to student on the outcomes of the review	The outcomes were shared with all students via email but in detail with the Student Representatives on the Student Staff Liaison Committee. However, it should be noted that this was not the cohort involved in the remit and course creation given the degree programme length		

The University of Edinburgh  
Internal Review

Year on response report on recommendation actions

TPR of: Applied Sport Science and Sport and Recreation Management

Date of Review: 16<sup>th</sup> & 17<sup>th</sup> March 2016

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1. It is recommended that the Subject Area consider a new strategic post with remit to lead and enhance the provision of teaching in the Institute.	Academic Year 2017-2018	Due to the current financial constraints of the School, it is not possible to appoint new staff. Posts with a leadership of teaching role would have to be created in each subject area (or Institute) in the School, and at the moment the School workload model does not include this. Any decision would to appoint teaching leads in each subject area or institute would have to be taken at a School level. However, there is a current vacancy for School Deputy Director of Undergraduate Studies and it is hoped that a member of staff from the Institute of Sport, Physical Education and Health Sciences will apply.	Ongoing
2. It is recommended that the Subject Area, in consultation with the School and College, grow student numbers (particularly international and intercalated STEM students) in order to grow resources.	Ongoing	A new intercalated programme in Physical Activity for Health (which is in the Subject Area) has been successfully processed through School and College committees and will take up to 8 students/year from September 2017. Latest financial calculations from the School's Director of Professional services indicate that the main two programmes under review both make significant profits (income-expenditure on teaching hours) of approximately £210k and £380k for the School's budget. This suggests that the programmes are financially already very healthy, and may not need to bring in more students. As previously pointed out in the 14 week response, increases in student numbers would require increases in staff, which might actually make the programmes less profitable. Therefore, whilst discussion will continue at School level and with CAHSS Undergraduate Admissions over targets, the subject area will not be recommending a large increase in numbers.	Ongoing
3. It is recommended that the Subject Area consider more ways to support Tutors, both PhD and external, and more ways of including them in decision making processes.	Immediately through Academic Year 2017-2017	As mentioned in the 14 week response, the School has undergone significant changes in Tutor training and support over the last two years. This will continue as planned, with Tutors invited to programme team meetings and student	July 2018

		<p>feedback sessions.</p> <p>An important teaching focus of the School for Academic Year 2017-2018 will be peer observation of teaching, and this will include Tutors to aid their development and support.</p>	
4. It is recommended that the Subject Area/School consider the creation of a dedicated role with responsibility for co-ordinating placements.	Academic Year 2017-18	The inclusion of SRM and ApSS placement coordinator into the School's ITE placement unit was discussed at School Senior Management Team level, but it was felt that ITE and Sport placements were too different both in focus and administration for this to be successful. The difficulties that the current School's placement unit is having with the Scottish Government's School Placement Service would place a heavy load on staff and administrators if SEM and ApSS placements were also included in the unit's remit.	July 2018
5. It is recommended that the Subject Area consider ways to improve the marketing of its provision both within the University and across the sector.	Academic Year 2017-2018 and ongoing	This is an area where the University of Edinburgh lags behind competitors. Despite the Subject Area being number 1 in two important guides (Complete University Guide and The Guardian University guide) for 2017, this was not capitalized upon by Communications and Marketing, although highlighted several times at Open Days by Programme Directors. In general there needs to be better communication between CAM and programmes – this not only applies this Subject Area and needs addressing by CAHSS and Schools (perhaps by 'embedding CAM staff within Schools or Subject areas). We will work with our current marketing link person Catriona Regan to ensure we improve marketing for the 2018/19 intake.	Semester 2 2017
6. It is recommended that the Subject Area consider retitling its programmes (e.g. to include terms such as exercise, health and physical activity and possibly remove "Recreation" from the SRM programme title) to reflect current programme aims and content which may have evolved since it was conceived.	School Undergraduate Studies Committee and CUGLAT Semester 1 Academic Year 2017-2018	The new Head of Subject Area (Dr Christine Nash) and her Institute management team are working on a restructuring of the three main undergraduate programmes in the Institute (SRM, ApSS and PE) for a possible common first two (non-honours) years. Part of this planning process will include consideration of name changes of the degrees and these developments will be discussed at the Institute away day in September 2017. If staff are supportive of the changes, then these will go through the normal committee routes for commencement in September 2019.	September 2017
7. It is recommended that the Subject Area foster change in marking culture by enhancing subject area descriptors and encouraging fuller use of the ECMS, particularly the use of +80% marks.	Through Academic Year 2017-2018	This has been achieved with higher numbers of students achieving A grades and also a greater percentage obtaining first class degrees (ApSS 23.9%, SRM 25.0%, SSSM 87.5% up from 17%, 4% and 48% in 2015) bringing these into line with HESA Subject Area averages. Staff will be reminded to continue this positive trend in marking above 70% where academic work warrants it.	June 2018
8. It is recommended that the Subject Area consider	Academic Year 2017-18	Please see response to second recommendation	Ongoing

opening more Y1 courses up to students from across the University.			
9. It is recommended that the Subject Area consider encouraging more of its UG students to move on to its PGT programmes.	Immediately and Academic Year 2017-18	There has been a slight increase in UG students from the subject area continuing to the PGT programmes. However, there is still the issue with fees. For home students, the University of Edinburgh fee is 30-50% higher than major competitors in the Subject Area – even those institutions who are higher ranked than Edinburgh in the QS World Rankings. Until the home student fee level is competitive with other institutions in the field, it is difficult to see how this recommendation can be achieved.	Ongoing
10. It is recommended that the Subject Area should ensure prompt feedback; where the 15 days cannot be met, clear explanations and revised dates must be communicated to students, and these revised dates kept.	Academic Year 2017-18 and ongoing	Each LEARN course has the submission date and return date for every piece of assessment, so students should be aware of these. These dates are also in course handbooks and the Feedback statements for each course. Students will be apprised of any assessments for which these dates cannot be met and the reasons why, as well as a revised definite date for feedback.	Ongoing
11. It is recommended that the Subject Area take a more strategic approach to social media, utilizing full range of platforms to improve communication with students, the wider University and the wider community.	Academic Year 2017-18 and ongoing	The programmes under review both have Facebook pages and these have been a great success. There is also a special LinkedIn group for former Applied Sport Science students which facilitates communication with former students in a wide range of sport-related organisations. The Institute and School already have Twitter feeds and staff and students are to send items to the Twitter moderators for broadcast. An increasing number of staff now have their own Twitter accounts, via which successes, academic research and sporting achievements of students are shared with the world. Other social media outlets such as specialist Youtube channels will also be considered.	Ongoing
Please report on steps taken to feedback to students on the outcomes of the review	The Final Review Panel report was placed on the Programme LEARN pages and also on the Applied Sport Science student wiki page. The 14-week and 1 year responses will be placed on Learn pages and also on the agenda for Staff Student Liaison Committees for Semester 1 in Academic Year 2017-2018.		

The University of Edinburgh  
Internal Review

Year on response report on recommendation actions

TPR of: **Celtic and Scottish Studies**

Date of Review: 15-16 March 2016

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the university for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

<b>Recommendation</b>	<b>Timescale for completion</b>	<b>Comment on progress towards completion and/or identify barriers to completion</b>	<b>Completion date</b>
1. The review team recommends that the School, in discussion with College must give urgent consideration to the recommendations of the 2012 Report of the Archives, especially in relation to the financial model for supporting the ongoing operation of the Archive	Ongoing	The School is in active discussions with the College with respect to this recommendation, and is committed to the implementation of the recommendations of the 2012 report and the agreement of the financial model.	SSS Archives are now being located within the Centre for Research Collections. A steering committee to oversee the Archives has also been established, chaired by Prof. Gary West, and two posts have been approved by College, to provide archival support, and are currently being filled.
2. The review team recommends that the subject area review the provision of level 2 Gaelic courses with a view to improving the relevance of the curriculum for education students, and the transition from pure language learning to language and literature	Autumn 2016 and ongoing	The expectations of the students on the Gaelic and Education degrees need to be balanced with both the expectations and pedagogical needs of students on Celtic degrees and other students who are taking the level 2 Gaelic courses for various reasons. However, we are very mindful of both the expectations and needs of the students on the Education degrees. We will continue to give students a strong grounding not only in the Gaelic language but also its literature; however, we will institute some changes to the manner of delivery that to address the expectations of the Education students, both in the level 1 and level 2 Gaelic courses. For students on the Gaelic 1B course, we will increase the amount of material that is education-related on the Analysis and Editing portion of	As proposed, content relevant to education students was included in the 'Analysis and Editing' portion of the Gaelic 1B course, including work on terminology relevant to teaching in the classroom, and special attention to aspects of

		the course, and will work on vocabulary that will be of relevance to teachers, as well as highlighting Gaelic resources that will be of use in the classroom. Students had expressed the desire to make some presentations, to give them a taste of what they will be doing in the classroom, and to this end, we will ask them to make presentations, particularly on the Rosg (Prose) part of the course.	Gaelic grammar of particular importance to those entering the teaching profession. Classroom presentations on Rosg 3 (Prose) were included on a voluntary basis, but owing to indifferent uptake, this will be made a compulsory aspect of the level 2 courses, including presentations in other aspects of these courses.
3. The review team recommends that there be clear communication to students regarding the current and future prospects of the library and archives	Done, but ongoing updates needed.	We have informed honours students about the progress of process of recant at 29 George Square, and that we will be organising tours of the facility a little later in semester 1, when it is ready for use. As the staffing situation at 29 George Square has not been finalised, we are not yet able to let students know when the facility will be ready for use, or what the opening times will be; however, once the staffing situation is resolved and we have the opening date and hours, we will communicate this through announcements in class, via e-mail to students and others on our departmental e-mailing lists, and on the Celtic and Scottish Studies website for the wider user community.	Students were regularly updated on questions of access to the archives. The staffing situation is only now being rectified, and we expect that a full service will now be available for 2017-18 and all students will be informed of this.
4. The review team recommends that Celtic and Scottish Studies maintain the ERASMUS link with University College Cork, and take action to ensure that all students, including applicants, were made aware of this exchange opportunity	November 2016 and ongoing	We will seek to further heighten awareness of this ERASMUS opportunity by email in September, October and November alerting students to the deadline, making announcements in lectures and giving exchange possibilities a more prominent place on our web pages.	Efforts have been made to increase awareness of our ERASMUS exchange with UC Cork. One student – our first – will take up this opportunity in the next academic year.
5. The review team recommends that Celtic and Scottish Studies give due consideration to having a common style of dissertation and shared taught elements in Third Year across all	Ad hoc arrangement now in place. We will submit	Full-time academic staff in Celtic and Scottish Studies have begun a discussion of the introduction of a common style of dissertation and shared taught elements in Third Year for all students on Celtic and Scottish Studies degrees. There is broad agreement that this is desirable, but to effect it, Board of Studies approval will be required, and	The proposal to move to a common style of dissertation for all CSS degrees will be



<p>subjects in preparing for the dissertation</p>	<p>changes to next BoS.  October 2016</p>	<p>we will seek this approval for introduction in 2017-18. For 2016-17, we are asking all third year students on Scottish Ethnology and Scottish Studies degrees who will be writing a dissertation in fourth year to attend the third year course that is presently run for students on Celtic degrees.</p>	<p>submitted to the first BoS of 2017/18.</p>
<p>6. The review team recommends that the subject area consider strategies for better facilitating integration of visiting students</p>	<p>Autumn 2016 and ongoing</p>	<p>At present, we integrate visiting students with our own students in tutorial groups, and we have an end of semester event for all students on our courses, including visiting students, at the end of both semesters. We are exploring the possibility of setting up another social event at the beginning of each semester, and of creating an outing to sites of interest relating to our courses which would be of interest to all students; the main constraints here would be the identification of a budget. In addition, we will liaise with our student societies and with the Gaelic Language Officer for the University, with a view to highlighting as effectively as possible events of interest to all students at which visiting students can meet other students.</p>	<p>We instituted a beginning of academic year reception for all students at the beginning of Semester 1, and it was particularly well-attended by visiting students, as were both the end of semester social events. We continue to advertise student events in our lectures and seminars, and integrate visiting students through our tutorial groups.</p>
<p>7. The review team recommends that the College Recruitment and Admissions Strategy Committee undertake a review of the admissions policy and process with a view to allowing subject areas greater engagement with the quality and number of entrants</p>	<p>Autumn 2016 and ongoing</p>	<p>A meeting was held on 22 August to discuss recommendation 7 of the Teaching Programme Review of Celtic and Scottish Studies. The following were present at the meeting: Professor Rob Dunbar (Head of Celtic and Scottish Studies), Christine Lennie (Senior Undergraduate Administrator, Celtic and Scottish Studies), Lisa Brannan (Acting Head of Admissions, CAHSS), Rhona Hajcman (Acting Deputy Head of Admissions, CAHSS), Dr Jeremy Crang (Associate Dean, Recruitment and Admissions Strategy, CAHSS).</p> <p>The disappointing number of new students who joined the subject area each year was acknowledged, but it was noted that all those applicants who met the minimum entry requirements were given offers by the College. In order to grow the intakes, it was thus agreed that efforts should be made to increase the number and quality of applications. To this end, it was suggested that the subject area might approach SRA for specialist advice on appropriate recruitment strategies. It was also agreed that attempts should be made to improve the offer conversion rate. To facilitate this, it was suggested that the subject area might review its communication with, and tracking of, offer holders and the design of its post-offer visit days.</p>	<p>Professors West and Dunbar have met with Christine Lennie, Student Services Coordinator, and Africa Rebotto-Lopez with regard to the ongoing development of a strategy for enhancing student numbers on both courses and degrees Detailed admissions data for 2017/18 was supplied by Admissions and again all applicants who met the requirements were given offers. Our post-offer visit days were re-</p>

	Done – requested.	It was further agreed that the College Admissions Office would provide the subject area with relevant applicant data for recent years in order to determine if there are trends and patterns that might help to determine future recruitment and admissions strategy.	designed, including the presence of more staff and improved catering. SRA have offered to take printed material with them on school visits and we will continue to liaise with them with regards to recruitment strategy.
8. The review team recommends that the subject area examine the wider implications for the teaching practice element of the Education degree, and consider a strategy for continuing students upon their return in fourth year	December 2016	Primary Education students in their third year are periodically recalled by colleagues in Education to engage in learning activities. The subject area considers that the development of a workshop or workshops for students on the Education degrees be organised for the third year of the course, to work with the students on ways in which they can relate their honours courses to their teaching practice. We will discuss with the School of Education the possibility of integrating Scottish Studies materials into lesson planning. We will also consider providing the students with an advance reading list relating to honours courses and providing a short assignment on this reading material	We are liaising with colleagues in Education over these issues. The degree of Primary Education with Scottish Studies has been withdrawn. We will offer a pre-start meeting with those on-programme students who are returning following their year-long teaching practice. This will feature an introduction to honours level study, sample course material and an overview of resources available for research.
9. The review team recommends that provision should be made for students on the same programme or related programmes to engage in peer assisted learning	Pilot in place – we will assess potential for extending across courses.  Summer 2017	We are trialling peer assisted learning on the honours course Traditional Narrative: Theory and Practice with a view to its adoption across other CSS courses. Autonomous learning groups, or ALGs, are a core part of this course's delivery and assessment, with 10 percent of the overall mark deriving from ALG participation. During five, hour-long ALGs, students discuss prompts provided by the Course Organiser on their required reading and lecture material. They then provide written reflections on their contributions to the discussions - as well as those of other students - using the virtual learning environment. Thus, the ALGs provide a two-stage learning process enabling students to contribute orally and reflect upon it in writing, and whilst doing so, integrate their fellow students' contributions. We will review the effectiveness of this	This was successfully trialled, with students commenting that it was a very worthwhile aspect of the course. We will give close consideration to expanding the use of peer assisted learning across our courses.

		model after the completion of teaching on the course and consider its wider deployment in 2017-18.	
10. The review team recommends that Celtic and Scottish Studies should actively seek to enhance opportunities for students to listen and converse in Gaelic. In addition that consideration be given to the provision of a standalone social space for Gaelic	Academic year 2016-17 and ongoing	<p>We are exploring the possibility of creating a 'buddy system' whereby upper year students will be partnered with more junior students so as to provide both sets of students with a greater opportunity to use their Gaelic with each other. We already liaise closely with the Gaelic language officer, but we will work with the officer to ensure that opportunities which have been developed for conversation, such as conversation groups and Gaelic song workshops, are scheduled at times that are likely to be attractive to our students, as well as to the wider university community, and that these events continued to be notified to our students.</p> <p>The university committed itself in its Gaelic Language Plan to investigating the possibility of establishing a Gaelic common room in the George Square area, and we will continue to press the university for the provision of such a social space.</p>	<p>We continue to liaise and work closely with the Gaelic language officer to develop opportunities for the use of Gaelic outside the classroom, and in 2016-17 we contributed to a number of events conducted through the medium of Gaelic or of relevance to Gaelic, including lectures as part of Gaelic week. With regard to a dedicated space for Gaelic, in April 2017 Professors Dunbar and MacLeod met with Ian Conn, Director of Communications and Marketing, and Moira Gibson, Head of External Relations to discuss a range of issues relating to the University's Gaelic Language Plan, and the question of a social space was raised. A meeting of the Gaelic Language Plan Working Group was held in June 2017, and this matter was also raised at the meeting.</p>
11. The review team recommends that the subject area consider further		We will continue to liaise with recent graduates to get feedback from them, and in particular feedback in relation to elements of our courses	In 2016-17 an honours course on Gaelic Media

<p>development of courses and options with a view to future career options of their students. In addition the subject area explore possibilities with the University's Careers Service and willing alumni of working to highlight the possibilities of employment following graduation</p>	<p>Ongoing</p>	<p>which are particularly useful and relevant to their work, and elements that could be made more useful and relevant. We will explore the possibility of holding a careers fair with participation from recent graduates.</p>	<p>was offered for the first time; Gaelic media--BBC Alba, the BBC, MG Alba, and independent television production companies--are major employers of students on Celtic and Gaelic degrees in Scotland, and the course was very well received by students. This year, we also hosted for our students a presentation by a former student who has been working in a variety of capacities for the United Nations, and we hope to hold similar events in future.</p>
<p>12. The review team recommends that the school and subject area pursue necessary preparation for submission for the Athena Swan Silver status as a mechanism for raising awareness of gender equality issues across the School and Wider University</p>	<p>Ongoing</p>	<p>The School has made application for Athena Swan Bronze status and the School and C&amp;SS fully supports the preparation for submission for the Athena Swan Silver status.</p>	<p>The School was awarded Athena Swan Bronze status in May 2017.</p>
<p>Please report on steps taken to feedback to students on the outcome of the review</p>	<p>To be discussed at both SSLCs in Week 6 this AY. Students were invited to the debriefing session provided by the review team at the end of the review.</p>		

The University of Edinburgh

Internal Review

Year on response report on recommendation actions

TPR of: MATHEMATICS

Date of Review : 22-23 March 2016

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendations : 1- 5, 7, 10, 12 remitted to the School.

Recommendations : 6, 8, 9, 11 are jointly remitted with the College Learning and Teaching Committee.

Priority	Report Section	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Year on Response
1	1.4	The review panel <b>recommends</b> that the School continue to build on the upward trend of the NSS scores by maintaining progress in improving the quality of its feedback to students.	Ongoing	Our 2016 NSS Assessment and Feedback score is up 12 percentage points at 81% putting us third in the Russell Group on this heading. We aim to consolidate this success while improving also NSS scores under other headings. School Teaching Committee (STC) will discuss measures towards achieving these goals during 16-17.	2017 NSS results have become available very recently. Assessment and Feedback preserves the gains in 2016 and is at 81%. Overall Satisfaction has risen by four points. Under "Learning Community" we have the highest score in the Russell Group.
2	2.32	The review panel <b>recommends</b> that the Course Organiser role needs to have overall ownership of, and responsibility for, the delivery and quality of the tutoring and feedback; and that mechanisms are put in place to highlight early in the semester any potential problems.	Ongoing	We are preparing revised specifications of the course organiser role for week 0 of this academic year, taking into account the report's recommendations.	The role of Course Organiser has been updated for 17-18. A start of year update is being instituted from 2017.

3	2.2	The review team <b>recommends</b> that the School make the undergraduate Personal Tutor role and responsibilities clearer in light of the existence of the Student Learning Advisor post.	Ongoing, finalised within 1 year	<p>This has been discussed between the HoS and Senior Tutor, with some refinements to the annual PT induction meeting arising from that discussion.</p> <p>However, given the University-wide developments in personal tutoring, with which we are trying to align, School Teaching Committee will oversee a review of the description of the PT role during the coming academic year. We would like to maintain the flexibility whereby for many issues, students may choose to contact their PT or the SLA.</p>	Additional guidance for PTs will be made available at the start of year PT update from 17-18.
4	2.5	The review panel <b>recommends</b> that the School consider the transition of support from Year One to Year Two to possibly rebalance the level of support given between the two prehonours years.	Ongoing	<p>In the coming academic year, the School will make some modest rebalancing of support via Mathsbase and Piazza. We will consider also whether a better induction could be given to Y2 students. Additionally, the School is writing a guide for students to help with their subject choices, and to better guide personal tutors in providing good course advice for students in Y2. We would wish to keep in mind the well-researched and documented particular importance of strong support in Y1 of HE study. We will engage in a further discussion of the balance of support in Y2 at Teaching Programmes Committee.</p>	<p>An improved induction for Y2 students has been implemented from 17-18 onwards.</p> <p>Support has been rebalanced between Y1 and Y2.</p>
5	2.4	The review panel <b>recommends</b> that the School consider the amount of information on Personal Tutor systems and the general communication with postgraduate students to ensure that this is of an equally high standard as that provided to undergraduate students.	Ongoing	Greater coordination has been put in place between PGT Senior Tutor and UGT personal tutoring, with the aim of helping to spread best practice. In addition the School recognises a need to review and enhance the role of the PT at PGT level as well as the general	Progress has been made as indicated. Further integration of practice between UG and PGT will be introduced going forward.

				communication with PGT students, and will be working on this throughout the year.	
6	1.6	The review team <b>recommends</b> that the School carefully consider whether the current level of staffing in the MTO is sufficient given this recent growth and the proposed introduction of new courses and programmes.	1 year	The resourcing of MTO is a priority for the School Administrator, who is seeking to take advantage of ad hoc opportunities to provide additional resources. For example, from September, responsibility for processing tutor timesheets will pass from MTO to the School Office, freeing up resources in MTO. Other opportunities will be taken forward when they arise. The two main obstacles to additional staffing are space, and the current climate within the University, where requests for professional services posts are not looked on favourably by the Post Approval Group. Notwithstanding these obstacles, the School will push for additional posts if a case can be demonstrated.	Staffing has been discussed by STC and SPAC, and will be revisited as appropriate going forward.
7	1.6	The review team also <b>recommends</b> that the School more actively seeks the views of, and engages with, the MTO staff including issues related to change management and the introduction of new courses.	Ongoing	At School Teaching Committee and Teaching Programme Committee decisions with administrative implications will entail consultations with MTO staff. We have written a new cover sheet for our Board of Studies papers that will ensure that the papers considered there have gone through these committees, and therefore have in particular been commented on by MTO staff. We have also taken steps to ensure that MTO is formally represented at our Board of Studies.  We will ensure that relevant academic staff attend at least two MTO meetings per session.	
8	2.21	The review panel <b>recommends</b> that the School and College consider whether the	Ongoing, complete within 6 months	A job description for a Business Development Officer has been created, through discussion	A Business Development Officer is now in place.

		postgraduate taught programmes are adequately resourced in relation to their strategic ambitions and in particular appoint a Business Engagement Manager and convene an Industrial Advisory Board to support the enhanced development of postgraduate industrial links.		with stakeholders in the School and staff with experience both within the University and in the mathematical sciences in other universities. This is being submitted for grading and then we shall submit a business case to the University to allow us to make the appointment, to begin by the end of the calendar year at the latest.  We will consider an industrial advisory board together with our research partners in Heriot-Watt University.	An Advisory Board remains under consideration.
9	2.26	The review panel <b>recommends</b> that the School continue to actively explore various possibilities of reconfiguring aspects of the curriculum in favour of courses attracting larger number of credits in relation to reducing summative assessment.	1 year	The School Teaching Committee will consider a paper on this in 16-17, balancing the advantages of such a move with the issue of the resulting loss of choice. This discussion will take place in the overall context of the development of agreed statements at all levels of the school's teaching aims and graduate attributes, programme aims and outcomes.  Over the last five years the School has revised the academic curriculum significantly, so we would be reluctant to make substantial changes rapidly. In addition, current University regulations and practice around the credit load for individual courses limit our options.	Productive discussions on reducing summative assessment in various ways were held in 16-17, and will lead to incremental changes in practice over the next 2 years.
10	2.29	The review panel <b>recommends</b> that the School gives careful consideration to the issue of scaling in light of the external examiners' comments and the panel feels that scaling is appropriate and that scaling points at all boundaries between grades should be used.	Complete in 6 months - 1 year	A working party is to be convened, with a report for action before the end of Semester 1. The convenor will be our outgoing Director of Quality and the working party will make sure there is student input. It may be that restriction by the University of scaling points to P/F and A/B borderlines in its systems limits our ability to comply with the last point.	The working party on scaling has now reported; as a consequence, new guidelines will be introduced during 17-18.
11	2.18	The review panel <b>recommends</b> that the School allocate more resource upfront	1 year	Through the Internationalisation committee, the School will consider in 16/17 ways to	Changes have been made as per the 14 week report.



		to accommodate increased Visiting Students, 2+2 students, and greater study abroad options in order to maintain the current high standards provided.		support even more effectively the three categories of student mentioned. In the interim, the School will be running a special event for study abroad students. Furthermore, we introduced an undergraduate travel prize fund to allow students to take advantage of appropriate academic (and related) opportunities. This has been a positive development and recent successful applicants have received funding to enable them to attend summer activities in the US, India, Slovakia and Germany.	
12	2.33	The review panel <b>recommends</b> that the School revisit the Workload Allocation Model to review whether sufficient time has been allocated to feedback in all cases.	1 year	WAM (along with tutor preparation time allowances) is to be reviewed by HoS for next academic year.	See the 14 week report. Measures to regulate and standardise the quantity of summative assessment, as per 2.26, will have a positive impact.
		Please report on steps taken to feedback to students on the outcomes of the review.	The Review and 14-week feedback will be discussed at SSLC in Semester 1. The report and responses will be made available to students via our intranet.		

The University of Edinburgh  
Internal Review

Year on Response report on recommendation actions

TPR of: The Royal (Dick) School of Veterinary Studies – BVM&S programme

Date of Review: 3<sup>rd</sup> and 4<sup>th</sup> March 2016

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
<p>1 The review team recommends that the School ensures that all staff are aware of the strategic priorities of the School. The School should ensure that the strategic plan drives the day to day planning activities.</p>	<p>End of semester 1 2016/17</p>	<p>Strategic plan is on School intranet and staff reminded of this at open school meeting. All heads of division were involved in drafting the plan with input from members in their division.</p> <p>University Learning and Teaching strategy for 2016/17 is linked directly to School plan and will be on School intranet with open access to all staff. <b>In future staff will be directed to this at HR induction sessions.</b></p> <p><b>Update June</b> <b>Progress made as identified.</b></p>	<p><b>Progress complete semester 2 2016/17</b></p>
<p>2 The review team recommends that the School look more deeply at how to formalise Quality Assurance processes for selective rotations with external partners and how these relationships are maintained.</p>	<p>End of semester 2 2016/17</p>	<p>We have given the external selected rotation providers access to the Vet School's Staff Development pages on Learn. We have asked them to view certain materials linked to our teaching workshops (optimising teaching on final Year rotations, optimising small group teaching, giving constructive feedback). We have asked for more detailed outlines of the structure of their rotations. We are in the process of identifying specifically named vet school staff as contacts for the externals. We will encourage more students to give feedback on external selected rotation using the electronic survey already available. These adapted processes and student feedback will be monitored by the course organiser and the School QA committee.</p> <p>Addressing this recommendation is partially complete but looking to the end of semester 2 2016/17 to monitor effectiveness at the completion of these selected rotations.</p> <p><b>Update June</b> <b>Progress continues as identified and a further update will be available during the summer following a review of semester 2.</b></p>	

<p>3 The review team recommends that the School:</p> <ul style="list-style-type: none"> <li>i) Should take a comprehensive review of the feedback provided to students both in taught courses and selective rotations</li> <li>ii) Should pay particular attention to consistency of quality and timeliness (15 day turn-around) of feedback</li> <li>iii) Develop and establish mechanisms to ensure the quality and consistency of feedback to students.</li> </ul>	<p>End of semester 2 2016/17</p>	<p>Reviews carried out each semester to monitor the timeliness of feedback (2015/16 had years 1- 2 above 88% and years 3-4 100%)</p> <p>Work being carried out in 2016/17 to monitor the timeliness of feedback in final year for the rotations and a system has been put in place to communicate with the section heads if there are problems – and a process for how to remedy any delays.</p> <p>Students are given the opportunity to comment on the quality of feedback through the Course Enhancement Questionnaires and the Learning and Teaching Committee look at sharing examples of best practice across the courses.</p> <p><b>Update June</b> <b>Whilst the CEQ response rate has not been optimal it has provided useful data which is taken forward by the Learning &amp; Teaching committee. Feedback responses have been encouraging.</b></p>	<p><b>Progress complete semester 2 2016/17.</b></p>
<p>4 The review team recommends that the School reviews the portfolio, how it can be assessed and by whom, in relation to reflective practice skills and attainment of Day One Competencies.</p>	<p>End of semester 1 2016/17</p>	<p>The professional and clinical skills team are carrying out a holistic review of the portfolio and its contents</p> <p><b>Update June</b> <b>The professional and clinical skills team reviewed the format, content and assessment of the portfolio.</b> <b>Regarding content and format: Several key areas originally assessed on paper as part of the portfolio were moved to an electronic platform- DrugCalc, Clinical skills formative assessment (Learn) and EMS reports ( Pebble pad).</b> <b>The health and safety form and learning contract were managed by year administrators at the start of the academic year, so no longer was required as part of the portfolio.</b> <b>We reviewed the current options for an e portfolio for our course and year reflections, but were not able to find one suitable for our needs.</b> <b>Regarding assessment: Sourcing a suitable electronic platform and researching current best practice for assessment of reflection is ongoing and will drive future assessment changes.</b></p>	
<p>5 The review team recommends that the school develops a system to ensure the consistency of quality and ongoing enhancement of teaching, learning and assessment, ensuring that all groups</p>	<p>Ongoing</p>	<p>The School has an objective to develop the knowledge, capabilities and skills of our staff – we aim to do this through VMED in-house CPD training, mandatory courses for new staff (which we monitor staff attendance on), Edinburgh Teaching Award and Journal Club. Peer observation of teaching is now mandatory on a 2 year cycle.</p>	<p><b>Progress complete</b></p>

<p>involved in teaching are included (residents, interns, PhDs and lecturers from outside the school etc.)</p>		<p>We promote enhancements of practice and evaluate effectiveness of teaching content and delivery through our Curriculum Innovation Group, post course reviews and course evaluation questionnaires.</p> <p>We highlight and share best practice across course through our semesterly review of the course enhancement questionnaire outcomes in our opening meeting where courses can share their best practice.</p> <p>School L&amp;TC will continue to create policy to reflect adoption of best practice. More work to be done to ensure all groups of teaching staff are included.</p> <p><b>June Update</b>  <b><u>Edinburgh Teaching Award</u></b>  The Edinburgh Teaching Award is open to anyone who has involvement in teaching our undergraduate students .  Engagement levels since the programme started in June 2015 are shown below:</p> <ul style="list-style-type: none"> <li>• <b>Successfully completed = 13 (of which 9 have since become EdTA Mentors)</b></li> <li>• <b>Actively participating = 56</b></li> <li>• <b>Enrolling with next cohort (Jan 18) = 10</b></li> <li>• <b>On EdTA waiting list to join = 7</b></li> <li>• <b>Total engagement levels = 85* (*20 of these colleagues are in ‘non academic roles which include veterinary nurses, teaching technicians, postgraduate demonstrators, residents and interns)</b></li> </ul> <p><b>NB Total academic staff engagement levels = 65/130 = 50%</b></p> <p><b><u>Teaching Induction Workshops</u></b>  We run four different teaching induction workshops for different target audiences (staff, residents, interns postgraduate demonstrators) and attendance at these is mandatory for all new starts.  Each workshop is two hours in length and contains slightly different focuses around the core themes of 1) key staff contacts 2) support available for students 3) an overview of the BVM&amp;S curriculum 4) mainstreaming adjustments, and 5) a brief introduction to giving constrictive feedback) according to the teaching roles that different cohorts undertake.</p> <p><b>Lecturers from outside the school – resources available on LEARN but looking to introduce online workshops.</b></p>	
<p>6 The review team recommends review of the mechanisms for providing feedback</p>		<p>The mechanism was already in place to gather this feedback on a 4 week cycle from Final Year students.</p>	<p><b>Progress complete</b></p>

<p>to residents from students as it would be useful to their professional development as instructors.</p>	<p>End of semester 1 2016/17</p>	<p>We have improved the robustness of the process to ensure this feedback is provided to residents consistently. We have identified staff to ensure the feedback is received by residents and this will be monitored by the Final Year Teaching Group which meets regularly throughout the year.</p> <p>Addressing this recommendation is partially complete but looking to the end of semester 1 2016/17 to monitor effectiveness of our improved process.</p> <p><b>June Update</b> <b>Process in place whereby rotation organiser receives feedback and discusses with residents.</b></p>	<p><b>semester 1 2016/17.</b></p>
<p>7 The review team recommends that the School continues its ongoing commitment to the fullest recognition of their students and their contributions, such as through looking at how the Outstanding Student Ambassador Award can be included in the HEAR certificate.</p>	<p>Ongoing/ end session 16/17</p>	<p>We continue through our Student Support Management Group (SSMG) to consider nominations for the outstanding student ambassador award, this year awarding one for the first time at the final year prize giving ceremony. We have not yet had any clarification of whether these awards are able to be transferred onto the HEAR but remain valuable as CV items evidencing valuable contribution out-with core studies.</p> <p><b>June Update</b> <b>Students regularly nominated for the R(D)SVS Student Leadership Award.</b></p>	<p><b>Progress complete 2016/17</b></p>
<p>8 The review team recommends that the School reviews the relationship between the Senior Management Groups and the Learning and Teaching Committee to ensure effective two way communication within the school. The review team believe that the key to addressing issues of curriculum overload lies with these two groups exercising their authority.</p>	<p>End of semester 2 2016/17</p>	<p>In the existing model, L&amp;TC has full delegated authority from Senior Management Group (SMG) on curriculum matters and the chair is a core member of SMG. Restructure of L&amp;TC to have a clear division between Learning &amp; Teaching and Board of Studies is planned but this delegated authority will remain. Both will communicate directly to the Senior Management Group and have membership of SMG on their committees to ensure two-way communication. L&amp;TC through it curriculum innovation group is continuing to explore innovative approaches to L+T and assessment.</p> <p><b>June Update</b> <b>A restructuring of the L&amp;TC and BoS with SMG membership on both ensures improved communication.</b></p>	<p><b>Progress complete semester 2 2016/17.</b></p>
<p>9 The review team recommends that the School ensures transparency and consistent use of marking schemes.</p>	<p>Ongoing</p>	<p>We are aware of some inconsistency in this matter which has been identified not as a failure of policy but of individuals adhering to it. We are considering greater use of 'marking picnics' and/ or 'assessment captains' in addition to</p>	<p><b>Progress complete semester 2</b></p>

		<p>continuing with our yearly briefings for examination board members and markers.</p> <p><b>June Update</b>  <b>In-house training and workshops by VMED specifically covering exam board convenor and course organiser training.</b></p> <p><b>No external examiner comments to support the finding and the team believe it to be an isolated case.</b></p>	<p><b>2016/17 but will continue to monitor.</b></p>
<p>Please report on steps taken to feedback to students on the outcomes of the review</p>	<p>This report will be tabled for consideration by our Veterinary Students' Council (VSC). This is a committed, well attended and very active student council. We also intend to build this review cycle into an exemplar for a planned bid for an ASPIRE award in Student Engagement in 2017 [ <a href="http://www.aspire-to-excellence.org/">http://www.aspire-to-excellence.org/</a> ]</p> <p><b>June Update: ASPIRE bid on hold due to competing priorities but have welcomed student membership onto our Curriculum Innovation Group.</b></p>		

Internal Review reports 2016/17

TPR	No	Commendations	Recommendations	Responsibility
TPR Asian Studies	1	Asian Studies fosters an excellent sense of community and student satisfaction is generally high	Recommend that the School Senior Management Team enter into discussions with Estates and Buildings regarding the bringing together of Asian Studies staff accommodation and the proximity of teaching rooms to staff, whilst noting the importance of maintaining Asian Studies as an independent subject area	School Senior Management Team
	2	Although students sought diverse outcomes from their degrees, all those students spoken to appeared to have their desires met in this regard	The Review Team recommended that the School give Language teaching staff reserved time and budget for career development opportunities. This is crucial in maintaining the current high standards in language pedagogy given the rapid changes in this field	School Senior Management Team
	3	For having an effective and well monitored relationship with the Confucius Institute which has contributed greatly to the learning and teaching within the subject	Recommend Asian Studies deferring consideration of establishing new degree programmes for advanced language students. Undertake thorough consultation with other Universities, students and industry in regards to sector wide issues and practices	Asian Studies
	4	Successfully managed substantial expansion to the benefit of both staff and students	Recommend Chinese Studies introduce a mini-dissertation in Chinese modelled on the success of the mini dissertation in Japanese	Asian Studies
	5	For having introduced a number of new content based courses, courses on methodology and academic skills since the last Teaching Programme Review that have enriched the student experience and learning	Recommend the establishment of an Asian Studies PG Tutor Induction workshop based on the existing informal course level practices. This will ensure consistency in delivery of a high standard of teaching and learning	Asian Studies
	6	The successful introduction of combined degrees with Chinese Studies	Recommend Asian Studies afford greater flexibility in the use of PG Tutors in the range of lecturing and supervision they can provide whilst ensuring that they have the relevant training and support, including access to the staffroom	Asian Studies

	7	Having a successful, well supported and well administered Year Abroad Programme which delivers a valuable experience for students	Recommend Asian Studies introduce clearer administrative structures and information sharing between Chinese studies and Japanese studies. Although this often happens in practice, this needs to be documented and disseminated	Asian Studies
	8	Commend the high level of talent and commitment demonstrated by a number of staff within the department	The Review Team recommended that a review of workload allocation models is carried out to identify any imbalances in the delivery of teaching and Personal Tutoring which should be addressed by the Head of Subject area	Head of Subject Area
	9	Awareness of the issues (and the sensitivity by which these are handled) created by students who possess advanced levels of language on student morale, and efforts that have been made thus far to mitigate this impact	Recommend School Support for the final year students in preparing second year students for the Year Abroad by regularising the meetings and ensuring appropriate quality checks	School
	10		Recommend that Asian Studies explore ways of improving its ethnic diversity by targeted outreach activities	Asian Studies