

The University of Edinburgh

Internal Periodic Review 2018/19

Postgraduate Programme Review (PPR) College of Medicine and Veterinary Medicine 13 and 14 March 2019

Final report

Section A- Introduction

Scope of the review

Range of provision considered by the review:

Agriculture and Food Security PhD
Biomedical Sciences PhD, MSc by Research
Biomedical Sciences (Clinical) MPhil
Biomedical Sciences (Cognitive and Neural Systems) PhD, MSc by Research
Biomedical Sciences (Integrative Physiology) PhD, MSc by Research
Biomedical Sciences (Pathway Medicine) PhD, MPhil, MSc by Research
Biomedical Sciences (Life Sciences) MSc by Research
Cancer (Edinburgh Cancer Research Centre) PhD, MSc by Research
Cardiovascular Biology MSc by Research
Cardiovascular Science PhD, MPhil, MSc by Research
Child Life and Health PhD, MPhil
Clinical Brain Sciences PhD
Clinical Education PhD
Clinical Veterinary Sciences PhD, MPhil, MSc by Research
Dental Surgery DDS
Dentistry PhD, MPhil
Developmental Biology PhD, MPhil, MSc by Research
Genetics and Genomics PhD, MPhil, MSc by Research
Genetics and Molecular Medicine MSc by Research
Genomics and Experimental Medicine PhD, MSc by Research
Geriatric Medicine PhD, MPhil
Global Health PhD, MPhil
Inflammation PhD, MPhil, MSc by Research
Infection and Immunity PhD, MPhil, MSc by Research
Infectious Diseases MSc by Research
Integrative Neuroscience MSc by Research
Integrative Physiology PhD, MSc by Research
Integrative Biomedical Sciences PhD, MSc by Research
Medical Informatics PhD
Medicine MD
Medicine (Edinburgh Medical School) MD
Medicine (Clinical Sciences) MD, MMedSci by Research
Medicine (MGPH Sciences) MD, PhD by Research Publications
Medicine and Veterinary Medicine DSc, PhD by Research Publications
Medicine and Veterinary Medicine (Clinical Sciences) DSc, PhD by Research Publications
Medicine and Veterinary Medicine (MGPH Sciences) DSc
Medicine and Veterinary Medicine (Royal (Dick) School of Veterinary Studies) DSc, PhD
by Research Publications
Molecular and Clinical Medicine MPhil
Molecular and Clinical Medicine (ECRC) PhD, MPhil, MSc by Research
Molecular and Clinical Medicine (Molecular Medicine) PhD
Molecular and Clinical Medicine (Pathology) MPhil
Neurobiology PhD, MPhil
Neuroscience PhD

Neuroscience (Biomedical Sciences - Centre for Discovery Brain Sciences) PhD, MSc by Research
 Orthopaedic and Trauma Medicine PhD, MPhil, MSc by Research
 Pathology PhD
 Population Health Sciences PhD, MSc by Research
 Precision Medicine PhD with Integrated Study, MSc by Research
 Psychiatry PhD, MPhil, MSc by Research
 Regenerative Medicine PhD, MPhil
 Reproductive Health PhD, MPhil
 Reproductive Sciences MSc by Research
 Respiratory Medicine PhD, MPhil
 Royal (Dick) School of Veterinary Studies (Animal Genomics and Disease Resistance) PhD, MPhil, MSc by Research
 Royal (Dick) School of Veterinary Studies PhD
 Science Communication PhD
 Surgery PhD, MPhil, MSc by Research
 Tissue Repair PhD
 Translational Neuroscience PhD with Integrated Study
 Veterinary Medicine DVM
 Veterinary Sciences MVetSci by Research

The PPR of the College of Medicine and Veterinary Medicine consisted of:

The University's remit for internal review (listed in Appendix 1)

The subject specific remit for the review, consisting of the following items:

- **Student Support and Community:** focus on student support and community, the impact on health (physical and mental) of the pressures of postgraduate research. The multi-site structure of the college, and potential isolation of individual students, make community building (and consequently, consistent provision of welfare support) extremely challenging.
- **Equality of Student Experience:** ensuring quality of supervision, supporting and promoting student welfare; promoting equality; quality assurance in assessment processes; and, increasing visibility of, and access to, transferable skills training and career development support.
- **Support for Postgraduate Research Students who teach:** PRES results indicate that PGR students do not feel they have sufficient opportunity to gain experience in teaching and demonstrating.

The Reflective Report and additional material provided in advance of the review (see Appendix 2)

The visit by the review team including consideration of further material (see Appendix 2)

The final report produced by the review team

Action by the Subject Area/School and others to whom recommendations were remitted following the review

Membership of review team

Convener	Dr Will Hossack (Physics & Astronomy)
External Member	Professor Neva Haites (University of Aberdeen)
External Member	Dr Franchesca Houghton (University of Southampton)
External Member	Professor Melissa Westwood (University of Manchester)
Internal Member	Dr Karen Goodall (Clinical Psychology)

Student Member	Helen Jones (Chemistry)
Review Team Administrator	Susan Hunter (Academic Services)

The review was conducted at College level as the College Postgraduate Office deals with most of the administrative processes for postgraduate research.

The College base is at Little France with postgraduate provision across multiple sites, including: the BioQuarter at Little France, Vets School at Easter Bush, Central Campus and the Institute for Genetic and Molecular Medicine at the Western General Hospital.

The previous review was held on 24 and 25 January 2013.

Dr Patrick Hadoke, Director of Postgraduate Student and Early Career Researcher Experience and Kim Orsi, Postgraduate Officer prepared the Reflective Report. In preparing the report, they consulted with the Deanery Directors of Postgraduate Research, the Institute for Academic Development and students were involved through consultation with the Little France and Western General Postgraduate Society.

Section B - main report

1 Strategic overview

The College offers postgraduate research programmes through “traditional” study and cohort programmes in Research Centres, Institutes, Doctoral Training Partnerships and Centres for Doctoral Training. A significant number of students study remotely from the Edinburgh campuses, and there is a new joint PhD with Zhejiang University in China with a teaching element and plans in place for online PhD programmes.

There have been changes to the management structure since the previous review. The review team **commends** the introduction of the Director of Postgraduate Experience role to separate the student experience portfolio from the financial role and the Director’s commitment to the role. The review team **suggests** raising the profile of this role to students and School and Deaneries. One route to students could be through induction.

The review team **commends** the College for the way it is managing a large student population and complex structure. There are multiple College committees involved in postgraduate research management with responsibility for training, experience and resourcing. The College would like to integrate quality assurance into that family of committees and the review team **suggests** the College explores ways of progressing this. The provision of good data and management information would support this. The College and the review team identified obtaining clear, relevant progression and completion, and equality and diversity data to inform quality assurance and management decisions as a challenge. The review team **recommends** that the College explore with Student Systems how data provision might be improved and supplied to the College in a more usable format.

2. Enhancing the student experience

2.1 Supporting students in their learning – all aspects of support relevant to students’ learning.

2.1.1 Pastoral and academic support

Supervisory teams and Thesis Committees provide main focus for pastoral and academic support. The review team **commends** the Thesis Committee structure, which provides a robust quality assurance process for postgraduate research study. There was evidence that Thesis Committees were not implemented consistently across the College and that student experience of the support provided by thesis committees was variable. The review team **recommends** that Thesis Committees are implemented consistently across the College and in particular, the role of the Principal Supervisor in these committees should be clarified.

2.1.2 Student Transition Support

The review team found evidence of variable student experience of induction, particularly where students arrive before or after the start of the academic year. There was also evidence of inconsistency in the information available to new students. The review team **recommends** the College ensure standardisation of induction and that all students have access to induction.

2.1.3 Peer Support

There was evidence of good practice of student peer support through Postgraduate Societies. These are student-led activities and the review team **commends** the College for encouraging this type of activity. The review team **commends** the student-led “SolidaritTea” initiative, which aims to provide an informal support and advice network for students. This aligns with the University

Mental Health Strategy item of supporting student-led initiatives. The review team **suggests** the College consider providing funding for this type of activity, which may encourage similar activity on other sites and would support the College remit item on building communities.

2.1.4 Engagement with Mental Health Strategy

Both the College and students perceived mental wellbeing and support as key to enhancing the student experience and supporting successful completion. Despite, this, the student view reflected a perception that mental health in postgraduate students is not an area of priority. The review team found some evidence that students were unclear on the support available and where to find relevant information. In particular, students seemed unaware of the remit of the Director of Postgraduate Experience. The review team **recommends** the College ensures that the University Mental Health Strategy and its implementation, are relevant for the specific issues faced by postgraduate research students within the College. The College should ensure that College support and activities related to wellbeing are better communicated to students, with clear sign-posting to support routes within Deaneries.

2.1.5 Other student support provision

The review team considered effective communication with postgraduate research students as a key element in supporting the equality of student experience and offering opportunities to build communities. The review team **commends** the College wiki as a good initiative for static information such as procedures and forms and **suggests** the wiki is communicated to all students more effectively. The review team found some evidence that students in small cohorts had difficulty in joining relevant mailing lists and therefore missed information, while other students noted that email lists generated an overabundance of information. The review team **recommends** that the College consider developing a central repository for information relevant to all postgraduate research students, such as tutoring opportunities, seminars and student representatives and ensures that students are aware of where to find this information.

The College had asked the review team to explore ways to increase student support and building community across a diverse, multi-site campus. It appeared that the College had hopes that the Old Kirk Project, which will provide a postgraduate student centre in the central area, would provide some focus for this. The review team considered that a small facility, which is now significantly delayed, remote from the College's students may not provide the best opportunity for community building and **suggests** that once the Old Kirk site is available, the College evaluate use and success for their students. The review team **suggests** the College consider a College-wide conference or events for all postgraduate research students, which would give students the opportunity to present their work to others across the College. There is existing good practice in Deaneries and the College may wish to explore mechanisms for connecting these with College-wide activity.

2.2. Listening to and responding to the Student Voice

2.2.1 Engaging students in their learning, including building and supporting academic communities

The College had asked the review team to explore building communities as part of this review. The review team found that the existing Postgraduate Societies are good initiatives for supporting this. However, societies are dependent on proactive individuals to set up and keep them going which represents a risk to societies' sustainability and transparency. The students expressed a desire for some administrative support with the practicalities of running a society. The review team

recommends that the College explore ways to support sustainability of societies, including administrative support and formalised constitution of societies to promote transparency.

2.2.2 **Listening and responding to the student voice**

The College provided its response to the Postgraduate Research Experience Survey (PRES) as part of the review. The response included clear actions but the review team found evidence that students were unaware of the PRES results and College response. Students expressed a clear interest in finding out about the survey and the review team **suggests** that the College makes PRES information available to students through appropriate channels.

The review team noted that there did not appear to be a Student Staff Liaison Committee at College level and were not able to ascertain how these operate at School and Deanery level.

There are Postgraduate Student Reps within the College and the review team **commends** their enthusiasm and engagement. The College integrates Postgraduate Student Reps within its Committees but there appeared to be no clear reporting structures. The review team **recommends** that the College consider a more formalised structure for using the Postgraduate Student Reps in reporting up and down between students and College. The College should ensure appropriate training is available for all Reps, the sustainability of these roles and that Rep contact details are communicated to the student body. The review team considered that this will support the College remit item on supporting community and equality of student experience.

2.3 Learning and Teaching

2.3.1 **Curriculum design and development**

The review team **commends** the development of cohorts in Doctoral Training Programmes as good practice in providing integrated postgraduate research training.

2.3.2 **Engagement with current Enhancement Theme: Evidence for Enhancement: Improving the Student Experience**

The review team **commends** the 10 week review meeting as positive practice. The review team **recommends** that the 10 week review meeting should be standard practice across the College and that it includes training needs analysis discussion with students. Training needs analysis should also be a standard part of all annual progression reviews.

2.4 Assessment and Feedback

2.4.1 **Overview of assessment methods**

Thesis Committees assess student progress in most areas and supervisors are involved in Thesis Committee meetings. Supervisors are responsible for monitoring student progress where a Thesis Committee is not available. Thesis Committees provide students with a written report following formal Thesis Committee assessment and annual progression reviews.

The review team noted that there are potential conflicts where Thesis Committee also provide pastoral support. The review team **recommends** that the College considers separating pastoral support from the Thesis Committee and ensures support for pastoral issues is available in all areas. The review team **recommends** that there should be clear procedures for the formation of Thesis

Committee membership and in particular, [membership should not be allocated by the supervisor](#). The College should ensure consistency of allocation, clarity of roles and a truly independent Thesis Committee Chair. This will support the College remit item on equality of student experience.

2.5 Accessibility, Inclusivity and Widening Participation

2.5.1 Engagement with the University's Equality and Diversity Strategy

The College seeks to promote diversity and gender balance on its Committees, supervisory teams and Thesis Committees. The review team noted that it was difficult to extract information on student characteristics, outcomes and progression from the available statistics.

2.5.2 Involvement in disability/equal opportunity committees

There was evidence of student support teams locally for students with learning profiles from the Student Disability Service.

2.6 Learning environment (physical and virtual)

Many students are situated in laboratory facilities and research institutes, which provides an easily recognisable academic community. Students readily identify themselves with their research institute or centre. There are Postgraduate Societies within the different campuses, which provide a focus for academic and social communities.

2.7 Development of Employability and Graduate Attributes

2.7.1 Developing graduate attributes

The College aims to embed skills development in the Thesis Committee process. Including training needs analysis discussion with student in the 10 week review meeting and at annual reviews (as recommended in 2.3.2) will further support this.

2.7.2 Preparing students for their future career

The College supports discussion on future careers by interaction with the Institute for Academic Development on the appropriateness of training courses. The College also engages with the Careers Service skills development resources. The College seeks to embed transferable skills emphasis in Thesis Committees and supervisor briefings.

2.8 Supporting and developing staff

2.8.1 Continuing Professional Development (CPD)

Postgraduate research supervisors have access to training and support through College Supervisor Briefings, Institute for Academic Development workshops and research leadership training. The review team **recommends** the College ensures clarity on supervisory team appointment and responsibilities and monitors support for students during medium term supervisor absences.

The review team **commends** the College Office Graduate Hub team, which is key to College operations. Professional staff reported that they felt well supported and that they were encouraged to take advantage of training opportunities to support their development.

2.8.2 Early career staff

The College has made positive developments in supporting early career researchers by implementing policy to allow postdoc research assistants to act as third supervisors. There are also some development funding opportunities available to early career staff.

2.8.3 Support and training for tutors and demonstrators

The review team **commends** the support in Biomedical Sciences for postgraduate student tutors and demonstrators as an area of good practice. Of particular note was the Deanery's mentoring training programme for their joint provision with Zhejiang University. The review team **suggests** the College considers whether these activities could be extended across other areas. The review team also **suggests** the College review the usefulness of Institute for Academic Development training and consider in-house training to ensure appropriateness. In-house training may support the College remit item on building communities.

There was evidence that students were keen to have teaching opportunities but had difficulty in finding out about them. The review team **recommends** the College ensures there is visibility and transparency in the publicising of and recruitment to teaching and tutoring opportunities for students. There may be opportunities for the College to explore the availability of demonstrating positions in the College of Science and Engineering to increase opportunities for its students. Supervisors should offer encouragement to all students to take up these opportunities.

3. Assurance and Enhancement of provision

3.1 Setting and maintaining academic standards

The nature of the College level review meant that the review team was not able to explore assurance and enhancement of student experience at Deanery and School level in any detail. The review team **recommends** that the College consider with Academic Services the value of restructuring future postgraduate programme reviews.

3.1.1 Admissions and Recruitment

The review team notes that issues with recruitment and admissions processes from the previous review had been resolved and **commends** the standardisation of recruitment procedures. There was some evidence to suggest that there are communication difficulties between admission and arrival with some staff reporting that they are unaware of new students' arrival times. The review team **suggests** the College consider reviewing the effectiveness of internal communications on student arrival to ensure they feel welcomed when they arrive.

3.2 Key themes and actions taken

3.2.1 External Examiners reports and responses

The College Postgraduate Board of Examiners evaluates examiners' reports. Actions arising have been highlighted in supervisor training and feedback to students.

3.2.2 Annual monitoring, review and reporting

Actions from annual progression monitoring are only escalated to College when there is a problem.

The College is seeking ways to integrate further postgraduate research quality reporting into its Committee structure.

Section C – Review conclusions

Confidence statement

The review team found that the College of Medicine and Veterinary Medicine has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice

Key Strengths and Areas of Positive Practice for sharing more widely across the institution

No	Commendation	Section in report
1	The review team commends the introduction of the Director of Experience role to separate the student experience portfolio from the financial role and the Director's commitment to the role.	1
2	The review team commends the College for the way it is managing a large student population and complex structure.	1
3	The review team commends the Thesis Committee structure, which provides a robust quality assurance process for postgraduate research study.	2.1.1
4	There was evidence of good practice of student peer support through Postgraduate Societies. These are student-led activities and the review team commends the College for encouraging this type of activity.	2.1.3
5	The review team commends the student-led "SolidariTea" initiative, which aims to provide an informal support and advice network for students.	2.1.3
6	The review team commends the College wiki as a good initiative for static information such as procedures and forms	2.1.5
7	There are Postgraduate Student Reps within the College and the review team commends their enthusiasm and engagement.	2.2.2
8	The review team commends the development of cohorts in Doctoral Training Programmes as good practice in providing integrated postgraduate research training.	2.3.1
9	The review team commends the 10 week review meeting as positive practice.	2.3.2
10	The review team commends the College Office Graduate Hub team, which is key to College operations.	2.8.1
11	The review team commends the support in Biomedical Sciences for postgraduate student tutors and demonstrators as an area of good practice. Of particular note, was the Deanery's mentoring training programme for their joint provision with Zhejiang University.	2.8.3
12	The review team notes that issues with recruitment and admissions processes from the previous review had been resolved and commends the standardisation of recruitment procedures.	3.1.1

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Recommendations for enhancement/Areas for further development

Priority	Recommendation	Section in report	Responsibility of
1	<p>Thesis Committee The review team recommends that Thesis Committees are implemented consistently across the College and in particular, the role of the Principal Supervisor in these committees should be clarified.</p> <p>The review team recommends that the 10 week review meeting should be standard practice across the College and that it includes training needs analysis discussion with students. Training needs analysis should also be a standard part of all annual progression reviews.</p> <p>The review team recommends that there should be clear procedures for the formation of Thesis Committee membership and in particular, membership should not be allocated by the supervisor. The College should ensure consistency of allocation, clarity of roles and a truly independent Thesis Committee Chair. This will support the College remit item on equality of student experience.</p>	2.1.1, 2.3.2, 2.4.1	College
2	The review team recommends that the College considers separating pastoral support from the Thesis Committee and ensures support for pastoral issues is available in all areas.	2.4.1	College
3	<p>Communication The review team found evidence of variable student experience of induction, particularly where students arrive before or after the start of the academic year. There was also evidence of inconsistency in the information available to new students. The review team recommends the College ensure standardisation of induction and that all students have access to induction.</p> <p>The review team recommends that the College consider developing a central repository for information relevant to all postgraduate research students, such as tutoring opportunities, seminars and student representatives and ensures that students are aware of where to find this information.</p>	2.1.2, 2.1.5	College
4	<p>Student Voice The review team recommends that the College explore ways to support sustainability of societies, including administrative support and</p>	2.2.1, 2.2.2	College

	<p>formalised constitution of societies to promote transparency.</p> <p>The review team recommends that the College consider a more formalised structure for using the Postgraduate Student Reps in reporting up and down between students and College. The College should ensure appropriate training is available for all Reps, the sustainability of these roles and that Rep contact details are communicated to the student body.</p>		
5	<p>The review team recommends the College ensures there is visibility and transparency in the publicising of and recruitment to teaching and tutoring opportunities for students. There may be opportunities for the College to explore the availability of demonstrating positions in the College of Science and Engineering to increase opportunities for its students. Supervisors should offer encouragement to all students to take up these opportunities.</p>	2.8.3	College
6	<p>The review team recommends the College ensures that the University Mental Health Strategy and its implementation, are relevant for the specific issues faced by postgraduate research students within the College. The College should ensure that College support and activities related to wellbeing are better communicated to students, with clear sign-posting to support routes within Deaneries.</p>	2.1.4	College
7	<p>The review team recommends the College ensures clarity on supervisory team appointment and responsibilities and monitors support for students during medium term supervisor absences.</p>	2.8.1	College
8	<p>The College and the review team identified obtaining clear, relevant progression and completion, and equality and diversity data to inform quality assurance and management decisions as a challenge. The review team recommends that the College explore with Student Systems how data provision might be improved and supplied to the College in a more usable format.</p>	1	College liaise with Student Systems
9	<p>The review team recommends that the College consider with Academic Services the value of restructuring future postgraduate programme reviews.</p>	3.1	College with Academic Services

Suggestions for noting

If an issue is minor but the review team nevertheless wants to flag it as a potentially useful action, it will be couched as a suggestion rather than a formal recommendation. Suggestions are not tracked in onward reporting.

No	Suggestion	Section in report
1	The review team suggests raising the profile of this role to students and School and Deaneries. One route to students could be through induction.	1
2	The College would like to integrate quality assurance into that family of committees and the review team suggests the College explores ways of progressing this.	1
3	The review team suggests the College consider providing funding for this type of (student-led) activity, which may encourage similar activity on other sites and would support the College remit item on building communities.	2.1.3
4	The review team commends the College wiki as a good initiative for static information such as procedures and forms and suggests the wiki is communicated to all students more effectively.	2.1.5
5	The review team considered that a small facility, which is now significantly delayed, remote from the College's students may not provide the best opportunity for community building and suggests that once the Old Kirk site is available, the College evaluate use and success for their students.	2.1.5
6	The review team suggests the College consider a College-wide conference or events for all postgraduate research students, which would give students the opportunity to present their work to others across the College. There is existing good practice in Deaneries and the College may wish to explore mechanisms for connecting these with College-wide activity.	2.1.5
7	Students expressed a clear interest in finding out about the survey and the review team suggests that the College makes PRES information available to students through appropriate channels.	2.2.2
8	The review team suggests the College considers whether these activities (training for tutors and demonstrators in Biomedical Sciences) could be extended across other areas.	2.8.3
9	The review team also suggests the College review the usefulness of Institute for Academic Development training and consider in-house training to ensure appropriateness. In-house training may support the College remit item on building communities.	2.8.3
10	The review team suggests the College consider reviewing the effectiveness of internal communications on student arrival to ensure they feel welcomed when they arrive.	3.1.1

Appendices

Appendix 1 – University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:

- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

1. Strategic overview

The strategic approach to:

- The management and resourcing of learning and teaching experience,
- The forward direction and the structures in place to support this.
- Developing business cases for new programmes and courses,
- Managing and reviewing its portfolio,
- Closing courses and programmes.

2. Enhancing the Student Experience

The approach to and effectiveness of:

- Supporting students in their learning
- Listening to and responding to the Student Voice
- Learning and Teaching
- Assessment and Feedback
- Accessibility, Inclusivity and Widening Participation
- Learning environment (physical and virtual)
- Development of Employability and Graduate Attributes
- Supporting and developing staff

3. Assurance and Enhancement of provision

The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

- Admissions and Recruitment
- Assessment, Progression and Achievement
- Programme and Course approval
- Annual Monitoring, Review and Reporting
- Operation of Boards of Studies, Exam Boards, Special Circumstances
- External Examining, themes and actions taken
- Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code
- Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

Centre for Discovery Brain Sciences)									
PhD in Biomedical Sciences (Pathway Medicine)		2	1		4		2		
PhD in Integrative Physiology (Biomedical Sciences - Centre for Discovery Brain Sciences)						1	2		
PhD in Neuroscience (Biomedical Sciences - Centre for Discovery Brain Sciences)					1		7	1	
PhD in Science Communication	1		1	1					
PhD in Translational Neuroscience			6		6		6		
Total	54	74	80	1	85	1	96	1	

Deanery of Clinical Sciences

	2014/15	2014/15	2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
MMedSci by Research in Medical Sciences	2		5		4		5			1
MPhil in Cardiovascular Science			1							
MScR in Cardiovascular Biology	4		8		7		6		4	
MScR in Cardiovascular Science			2		1					
ScR in Inflammation							2			
MScR in Orthopaedic and Trauma Medicin							1	2		
MScR in Psychiatry		1							1	

MScR in Reproductive Sciences	5		6		4		10		7	
MScR in Surger	2									
PhD in Cardiovascular Science	11	5	10	5	15	4	15	3	4	3
PhD in Child Life and Health		1								
PhD in Clinical Brain Sciences	3		8	3	6		10	1	2	1
PhD in Dentistry			2		3	1				
PhD in Geriatric Medicine			2							
PhD in Inflammation	5	3	9		6	1	11	3	5	1
PhD in Orthopaedic and Trauma Medicine			1		4					
PhD in Psychiatry	3		3		4	2	2			
PhD in Regenerative Medicine	4		9	3	3		3		1	
PhD in Reproductive Health	9	1	5	1	8	1	6		1	
PhD in Respiratory Medicine		2		3		2				
PhD in Surgery	2		1		1					
PhD in Tissue Repair	6		6		7		7		7	
Total	56	13	78	15	73	11	78	9	32	6

Higher Doctorate

	2014/15	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19
	PT	PT	FT	PT	FT	PT	FT
DDS in Dental Surgery	1	1					
MD in Medicine		1	9	1	9	2	3
PhD by Research Publications in Medicine and Veterinary Medicine		1					
Total	1	3	9	1	9	2	3

College of Medicine and Veterinary Medicine

	2014/15	2014/15	2015/16	2016/17	2017/18
	FT	PT	FT	FT	FT
DSc in Medicine and Veterinary Medicine	1	1			
MD in Medicine	9	3	7	2	2
Total	10	4	7	2	2

Edinburgh Medical School

	2014/15	2015/16	2016/17
	FT	FT	FT
PhD in Clinical Education	1	2	3
Total	1	2	3

Deanery of Molecular, Genetic and Population Health Sciences

	2014/15	2014/15	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	
	FT	PT	FT	FT	PT	FT	PT	FT	PT	
MScR in Genetics and Molecular Medicine		1	1	3	2		2		1	
MScR in Genomics and Experimental Medicine					1					
MScR in Population Health Sciences		3			1	1	1			
PhD in Cancer (Edinburgh Cancer Research Centre)						1			3	1
PhD in Genetics and Molecular Medicine		17		18	11	3	16	1	10	1
PhD in Genomics and Experimental Medicine		10	1	10	1		2		1	1
PhD in Global Health		2		2	4		11	2	1	
PhD in Medical Informatics					2		3	2	4	

PhD in Pathology				1					
PhD in Population Health Sciences	11	1	10	15	1	8		2	
PhD in Precision Medicine				18		27		35	
Total	44	3	43	56	6	70	5	57	3

Higher Doctorate

	2017/18 (PT)
MD in Medicine	1
Total	1

Royal (Dick) School of Veterinary Studies

	2014/15	2014/15	2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
MScR in Clinical Veterinary Sciences	2	2	5		2		3		1	
MScR in Developmental Biology			2		2		2			
MScR in Genetics and Genomics					1	1				
MScR in Infection and Immunity	5		1		4			1	1	
MVetSci by Research in Veterinary Sciences	2	1	1		1				1	
PhD in Agriculture and Food Security									1	
PhD in Clinical Veterinary Sciences	8		7	2	11		9	1		
PhD in Developmental Biology	7		12		5		6		3	
PhD in Genetics and Genomics	11	1	7		10	2	10	1	4	1
PhD in Infection and Immunity	10	1	14		4	1	8		3	
Total	45	5	49	2	40	4	38	3	14	1

Higher Doctorate

	2015/16 (PT)
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PhD by Research Publications in Medicine and Veterinary Medicine	1
Total	1