

The University of Edinburgh

Internal Periodic Review

School of Social and Political Science

Postgraduate taught provision

23 – 25 February 2021

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Executive summary

This report comprises the outcomes from the internal review of postgraduate taught provision in the School of Social and Political Science.

The review team found that the School of Social and Political Science has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice.

The report provides commendations on the School's provision, recommendations for enhancement that the School will be asked to report progress on to the Senate Quality Assurance Committee and suggestions on how to support developments.

Key Commendations

The review team commended the School for prioritising the student voice, research-led teaching, programme diversity and innovations such as the placement-based dissertation and engaging with the Edinburgh Futures Institution to develop new Masters programmes, support for skills development through the Research Training Centre and Research Training Fair. Further commendations are included in the report.

Key recommendations

The top three recommendations identified by the review team for the School to prioritise were:

- **Dissertation Support**
- **Assessment and feedback**
- **Student voice**

Commendations, recommendations and suggestions

Commendations

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 academic and professional services staff for their exceptional effort in the move to online provision and continuing to support students in their learning under challenging circumstances. (Student support)	1
2	The review team commends the placement-based dissertation as an innovative development. The past year has been a challenging time for coordinating placements and the review team commends professional services staff who have worked hard in collaboration with colleagues in the Study and Work Away team to ensure continued support for placement-based dissertations. (Dissertation support)	2.1.1
3	The review team commends the School on its strength in research-led teaching and the impressive diversity of its postgraduate portfolio. (Research-led teaching)	2.1.2
4	The review team commends the School on its Research Training Centre and the excellent opportunities it provides to support students. (Research training)	2.1.2
5	The review team commends the Research Training Fair as an excellent initiative for building community and supporting students in preparation for their dissertation. (Community building)	2.1.3
6	The review team commends the School for its focus on delivering research methods training and recruiting new posts with research methods expertise. (Research training)	2.1.3
7	The School has engaged with the Edinburgh Futures Institute in developing some innovative new provision in blended learning which complement the Research Training Centre's offer. This has increased opportunities for breadth of programme provision, draws on the School's strengths in research-led teaching and led to innovative new Masters programmes being developed. The review team commends this exciting and innovative collaboration in developing new learning and teaching provision. (Research-led teaching/innovations)	2.1.4
8	Since the previous review, the School has benefited from a new Student Support Team and reconfigured Teaching Office. The review team commends the staff in the Student Support Team and Teaching Office for the support they offer to all students, both on-campus and online. (Student support)	2.3.1.1
9	The review team commends the Postgraduate Reps for maintaining good communication, particularly with online students. (Communication)	2.3.1.2

10	The review team commends the School's professional services staff on their commitment to pastoral support for students. (Student support)	2.3.1.4
11	The review team commends the School for prioritising the student voice and encourages them in progressing this priority. (Student voice)	2.4
12	The review team commends the School's commitment to widening participation, its online widening participation activity and planning for online micro Masters as an innovative way to address barriers to participation. (Widening participation)	2.5
13	The School's Student Development Office delivers a range of training and coaching workshops. Engagement with workshops has increased with online delivery and the team are considering how this can be incorporated as an element of future provision. The review team commends this approach and encourages the Student Development Office to continue reflection on online delivery for enhancement. (Learning from hybrid model)	2.6.3
14	The review team commends the academic and professional services staff for embracing online learning and support mechanisms. (Online programmes and courses)	2.8.1

Recommendations

Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	Dissertation Support The review team recommends that the School adopt a more consistent timescale for dissertation allocation across programmes and consider early allocation of dissertation supervisors to address issues around planning for supervision over the summer months. To ensure equity in staff workload the School should also consider a cap on the number of students allocated to each supervisor. Continuing to explore dissertation topic models, such as introducing faculty-led dissertation topics may also be helpful in equity of allocation.	2.1.3	School Learning and Teaching Directorate
2	Assessment and feedback The review team recommends that the School Learning and Teaching Directorate ensures consistent formative feedback is provided as set out in the Taught Assessment Regulations. Students need consistent, constructive feedback to develop and improve	2.2	School Learning and Teaching Directorate

	<p>their skills. A standardised process for providing structured, timely, mid-course assessment and feedback opportunities would support this and is particularly important where a course relies on a single piece of end of course summative assessment.</p>		
3	<p>Student voice The review team recommends a more active, structured engagement process with students and that the School supports students in engaging with their decision-making processes. The School should ensure that it hears a representative voice reflecting the diversity of the student population.</p> <p>The review recommends the School ensures that the online student voice is included in future discussion on the learning environment and planning for programme enhancements.</p>	<p>2.4</p> <p>2.8.1</p>	<p>School</p> <p>School</p>
4	<p>Research Methods Training The review team commends the School for its focus on delivering research methods training and recruiting new posts with research methods expertise. The review team recommends that the School consider taking full advantage of this new expertise in making Research Methods training a compulsory or core element of dissertation training. This training would be a helpful addition to workshops around what makes a good dissertation. The timing of Research Methods training can support cohort community building and provide a common link if dissertations are allocated consistently.</p>	2.1.3	School
5	<p>Learning from hybrid model The review team recommends the School continues to explore learning from hybrid teaching and what enhancements can be further developed and continue to be implemented in the future by both academic and professional services staff. This should include maintaining the enhancements to online material developed over the past year and ensuring it is kept current and relevant (see also paragraph 2.4 below).</p>	1	School
6	<p>Online programmes and courses The review team recommends that the School ensures the recognition of the effort involved for the online model is included in the Work Allocation Model.</p>	2.2	School Management Team

	The review team recommends the School considers increasing group work for online students as a way of enhancing contact and facilitating connections. The School should also explore ways of enhancing community and a sense of belonging for online programmes.	2.3.1.2	School
7	Communications The review team recommends that the School ensures consistency of information in handbooks and that staff are aware of the University's Programme and Course Handbooks Policy. The review team recommends that, in agreement with students and staff, the School set clear common principles and minimum expectations on contact time. Online students are likely to need more contact points and the School should also take this into account.	2.3.1.1 2.3.1.3	School School
8	Student support The review team recommends that the University Student Wellbeing Service considers providing a formal Mandarin speaking support officer. The review team recommends that the School Management Team ensure support is available for staff supporting students, particularly professional services colleagues who should not become the only source of pastoral and wellbeing support for students.	2.3.1.4	Student Wellbeing Service School Management Team

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1	The review team suggests peer to peer feedback as a potential way of ensuring online students can assess how they are progressing. Some programmes within the School offer alternative and creative assessment methods such as blogging and policy briefing and the review team suggests the School explores whether these can be extended to more courses.	2.2
2	The review team suggests that the School explore ways of ensuring a more representative spread of Postgraduate Reps to reflect the diverse student population.	2.3.1.2
3	The School should ensure that it hears a representative voice reflecting the diversity of the student population. The review team	2.4

	suggests co-production of future quality reports is one mechanism and the School consider other creative and inclusive ways of involving students.	
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Section A – Introduction

Scope of review

Range of provision considered by the review (see Appendix 1).

The Internal Periodic Review of School of Social and Political Science in 2020/21 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 - Dissertation Support
An opportunity to reflect further on how to improve support for dissertation research and writing.
 - Online Courses and Programmes
An opportunity to reflect on the online student experience and on possible ways of integrating online learning with on-campus learning.
- The Reflective Report and additional material provided in advance of the review
- The meeting of the review team including consideration of further material (see Appendix 3)
- The final report produced by the review team
- Action by the School and others to whom recommendations were remitted following the review

Review Team Members

Convener	Stephen Warrington
External Member	Dr Kriti Kapila
External Member	Dr China Mills
Internal Member	Dr Wendy Ugolini
Student Member	Aigli Raouna
Review Team Administrators	Susan Hunter

The School

The School of Social and Political Science (SPS) is one of 12 Schools in the College of Arts, Humanities and Social Sciences (CAHSS). The School offers taught postgraduate programmes in seven Subject Areas:

- Politics and International Relations (PIR)
- Science, Technology & Innovation Studies (STIS)
- Social Anthropology
- Social Policy
- Social Work
- Sociology
- The Centre of African Studies (CAS)

Physical location and summary of facilities

Social and Political Science facilities are mainly located in the Chrystal Macmillan Building in the University Central Campus. The School also has a presence in High School Yards. At the time of this review, the majority staff and students were working digitally due to the coronavirus pandemic.

Date of previous review

The previous review was held on 28 – 29 November 2013.

Reflective Report

Written by: Dr Stefan Ecks, Director for Postgraduate Taught Programmes (2018-2020)

Input from: Dr Gian Marco Campagnolo, Director of Online Learning
Toni Dismore, Graduate School Manager
Dr Elke Heins, Director for Postgraduate Research Programmes
Dr Lawrence Dritsas, Director for Quality Assurance and Enhancement and Taught Courses
Professor Richard Baxstrom, Director of Learning and Teaching and Deputy Head of School
Marie Craft, Head of Teaching and Student Services
Sharon Boateng, Work Placement Manager, Study and Work Away Service, Edinburgh Global

Consultation: SPS Learning and Teaching Directorate meeting
SPS Postgraduate Board of Studies
SPS Postgraduate Committee
SPS Programme Directors Group

Student input: Student representatives who attended the above meetings and consultation with postgraduate student representatives.

Final draft of this report distributed to

- Student representatives
- Head of School
- School Learning and Teaching Directorate

Section B – Main report

1 Strategic overview

Social and Political Sciences (SPS) is a large School with a diverse student and staff population. The School offers taught postgraduate programmes in its subject areas and the cross-subject International Development cluster. There are several inter-disciplinary programmes within the School and some collaboration with other Schools in the University.

SPS has recently restructured its academic and professional services leadership roles and introduced a Directorate system. The Learning and Teaching Directorate is responsible for postgraduate learning and teaching within the School. Postgraduate teaching is delivered both on campus and online and students can study full time or part time.

The School has experienced growth in student numbers since the last review and is participating in a College postgraduate taught sustainability review. The School Management Team is conscious of the impact of growth for growth's sake and asked the review team to reflect on this during the review visit. The School Management Team is conscious of competing demands including market-led programme development, research-led teaching and developing an inclusive curriculum balanced with transparent financial decisions; there are plans to develop an overarching framework to support programme sustainability.

The necessary move to hybrid teaching over the past year has led to a transformation of teaching delivery. SPS aspired to this for some time and has welcomed the enhancements hybrid teaching has brought, for example to student communications, the virtual learning environment and planning for curriculum review. The review team **commends** the academic and professional services staff for their exceptional effort in the move to online provision and continuing to support students in their learning under challenging circumstances. The review team **recommends** the School continues to explore learning from hybrid teaching and what enhancements can be further developed and continue to be implemented in the future by both academic and professional services staff. This should include maintaining the enhancements to online material developed over the past year and ensuring it is kept current and relevant (see also paragraph 2.4 below).

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

2.1.1 The School offers placement-based dissertations in some of its degree programmes and had asked the review team to focus on this during the review. Placement-based dissertations let students follow a programme of work agreed with an external partner organisation. This is a popular option and is allocated through a competitive process. Managing allocations for this type of dissertation has moved from the School to the new central Study and Work Away team and the School's professional services staff have a strong relationship with the central team. The review team **commends** the placement-based dissertation as an innovative development. The past year has been a challenging time for coordinating placements and the review team **commends** professional services staff who have worked hard in collaboration with colleagues in the Study and Work Away team to ensure continued support for placement-based dissertations.

2.1.2 Taught provision in SPS is rooted in its research activity, leading to a diverse set of postgraduate taught programmes. The review team **commends** the School on its strength in research-led teaching and the impressive diversity of its postgraduate

portfolio. The creation of the Research Training Centre within SPS has provided the School with an excellent resource offering an impressive range of courses. The review team **commends** the School on its Research Training Centre and the excellent opportunities it provides to support students.

- 2.1.3 The School had asked the review team to explore dissertation support as part of this review. In particular, the School wanted to reflect on how to enhance dissertation research and writing support. As noted above, the Research Training Centre offers excellent student support resources within SPS and could be extended to offer further dissertation support. The School also holds an annual Research Training Fair which is valued by students. Due to the pandemic restrictions, it was not possible to hold the Fair in the last year and the students the team met had missed it. The review team **commends** the Research Training Fair as an excellent initiative for building community and supporting students in preparation for their dissertation. The review team **commends** the School for its focus on delivering research methods training and recruiting new posts with research methods expertise. The review team **recommends** that the School consider taking full advantage of this new expertise in making Research Methods training a compulsory or core element of dissertation training. This training would be a helpful addition to workshops around what makes a good dissertation. The timing of Research Methods training can support cohort community building and provide a common link if dissertations are allocated consistently. The School Learning and Teaching Directorate is also considering models such as clustering and faculty-led dissertation topics. Both staff and students had highlighted the summer period as having less supervision capacity. The review team **recommends** that the School adopt a more consistent timescale for dissertation allocation across programmes and consider early allocation of dissertation supervisors to address issues around planning for supervision over the summer months. To ensure equity in staff workload the School should also consider a cap on the number of students allocated to each supervisor. Continuing to explore dissertation topic models, such as introducing faculty-led dissertation topics may also be helpful in equity of allocation.
- 2.1.4 The School has engaged with the Edinburgh Futures Institute in developing some innovative new provision in blended learning which complement the Research Training Centre's offer. This has increased opportunities for breadth of programme provision, draws on the School's strengths in research-led teaching and led to innovative new Masters programmes being developed. The review team **commends** this exciting and innovative collaboration in developing new learning and teaching provision.

2.2 Assessment and Feedback

The School had asked the review team to focus on online programmes and courses as part of this review. During the review visit, the team met with students studying on on-campus and online programmes. Although the group of students the team met with was small, both on-campus and online students had experienced inconsistent feedback. Online students particularly highlighted the lack of formative feedback and assessment opportunities. This group of students had found it difficult to gauge their own understanding and development and would value more opportunities to assess their progress. The review team heard from staff about the effort that is expended in creating online programmes and courses. Staff also highlighted the continuing effort required to support online students, both academically and pastorally, and in keeping online content relevant and current. The review team **recommends** that the School ensures the recognition of the effort involved for the online model is included in the

Work Allocation Model. The review team **recommends** that the School Learning and Teaching Directorate ensures consistent formative feedback is provided as set out in the Taught Assessment Regulations. Students need consistent, constructive feedback to develop and improve their skills. A standardised process for providing structured, timely, mid-course assessment and feedback opportunities would support this and is particularly important where a course relies on a single piece of end of course summative assessment. Consideration of diversifying assessment types will also support this. The review team **suggests** peer to peer feedback as a potential way of ensuring online students can assess how they are progressing. Some programmes within the School offer alternative and creative assessment methods such as blogging and policy briefing and the review team suggests the School explores whether these can be extended to more courses.

2.3 Supporting students in their learning

2.3.1 Academic and student support structures and mechanisms

2.3.1.1 Since the previous review, the School has benefited from a new Student Support Team and reconfigured Teaching Office. The review team **commends** the staff in the Student Support Team and Teaching Office for the support they offer to all students, both on-campus and online. The School publishes course and programme handbooks to support students academically. The review team heard evidence of some inconsistency in the information provided in programme handbooks. Students had difficulty in finding course handbook information on Learn in some cases and would value being able to access course handbooks before starting a course. The review team **recommends** that the School ensures consistency of information in handbooks and that staff are aware of the University's Programme and Course Handbooks Policy. The School should also consider the value of early access to course handbooks, particularly for new students who may be unfamiliar with the virtual learning environment.

2.3.1.2 Online students sometimes feel isolated and can find it difficult to make connections with other students. The students the team met highlighted the Postgraduate Rep role as having a positive impact on making connections, but also felt that they needed to seek out ways of connecting with others and that little was provided to support community building. Students would value some School organised activities, involving the whole School, to build a sense of community. On-campus students highlighted the Burns Night as a good example of this. The review team **commends** the Postgraduate Reps for maintaining good communication, particularly with online students. The review team **suggests** that the School explore ways of ensuring a more representative spread of Postgraduate Reps to reflect the diverse student population. The review team **recommends** the School considers increasing group work for online students as a way of enhancing contact and facilitating connections. The School should also explore ways of enhancing community and a sense of belonging for online programmes.¹

2.3.1.3 Programme Directors within the School act as Personal Tutors for their postgraduate taught students. Students are also allocated dissertation supervisors. The students that the team met had mixed experiences of the amount of contact time with their Personal Tutors and dissertation

¹ [Sense of Belonging](#) Task Group outcomes may be helpful.

supervisors. The review team **recommends** that, in agreement with students and staff, the School set clear common principles and minimum expectations on contact time. Online students are likely to need more contact points and the School should also take this into account.

2.3.1.4 Both staff and students were aware that it was not always easy for students whose first language was not English to seek support for non-academic problems. The increased number of students seeking mental health support is recognised in SPS, across the University and in the sector generally. Currently, professional services staff are taking an increasing role in supporting students, however they have had little training in support for students with mental health issues and this additional activity is not recognised in their workload. The School recognises that although professional services staff are committed to supporting students as best they can, they should not be viewed as the only source of mental health support. Professional services staff also expressed concern that they may become the default source of mental health support for students. The review team **commends** the School's professional services staff on their commitment to pastoral support for students. The review team **recommends** that the University Student Wellbeing Service considers providing a formal Mandarin speaking support officer. The review team **recommends** that the School Management Team ensure support is available for staff supporting students, particularly professional services colleagues who should not become the only source of pastoral and wellbeing support for students.

2.4. Listening and responding to the Student Voice

One of the School's key priorities is to ensure that the student voice is heard and staff have experienced improved communications with Postgraduate Reps over the past year. The online students, with whom the review team met, highlighted the enhanced quality of video lecture content this academic year. They understood this was a result of all provision having to be online and welcomed staff recognition that online lecturing is a distinct format. However, they expressed disappointment that although they had asked for these enhancements in previous years, changes had only been made now. Online students emphasised that online programmes should be perceived as distinct from and equal to on-campus programmes. The review team **commends** the School for prioritising the student voice and encourages them in progressing this priority. The review team **recommends** a more active, structured engagement process with students and that the School supports students in engaging with their decision-making processes. The School should ensure that it hears a representative voice reflecting the diversity of the student population. The review team **suggests** co-production of future quality reports is one mechanism and the School consider other creative and inclusive ways of involving students.

2.5 Accessibility, Inclusivity and Widening Participation

SPS is clearly committed to widening participation and inclusivity. As discussed above, the School community is diverse. The School has appointed a new Head of Student Engagement with a remit that specifically includes a focus on widening participation in recruitment. The review team **commends** the School's commitment to widening participation, its online widening participation activity and planning for online micro Masters as an innovative way to address barriers to participation.

2.6 Development of Employability and Graduate Attributes

2.6.1 Skills Training

As noted above, the School has an impressive resource for skills training in its Research Training Centre. Skills training is also offered through the Student Development Office (see 2.6.3).

2.6.2 Links with Alumni and Industry

Placement-based dissertations are one of the key mechanisms through which the School engages with partner organisations. Many collaborations are long-standing and are often initiated by a Programme Director's external links. However, new collaborations can also be generated from student-led activity when a particular research project fits well with a new partner. Students on placement-based dissertations are often recruited by the host partner organisation and thus alumni and industry links are further strengthened. The School has mechanisms in place to ensure appropriate approvals for new collaborations and research projects.

2.6.3 Preparing students for their future career

The School's Student Development Office delivers a range of training and coaching workshops. Engagement with workshops has increased with online delivery and the team are considering how this can be incorporated as an element of future provision. The review team **commends** this approach and encourages the Student Development Office to continue reflection on online delivery for enhancement. The Student Development Office also provides students with a route to the Edinburgh Award and a range of workshops available from the Careers Service.

2.7 Supporting and developing staff

2.7.1 Support and training for tutors and demonstrators

Support and training for tutors and demonstrators was not part of this review as it had been covered in the School's Internal Period Review of postgraduate research provision held the previous year.

2.7.2 Support and training for Professional Services and Support staff

There is a small professional services team dedicated to postgraduate taught support. In the past 18 months, the team has been co-located with undergraduate and postgraduate research professional services colleagues, enabling colleagues to support each other more easily. Where possible, undergraduate and postgraduate taught student support processes have been aligned. The School Technology Enhanced Learning team has been key in transforming online learning and teaching and is keen to maintain links to the academic decision-making mechanisms to support ongoing engagement with new technology to enhance provision.

2.7.3 Approach to Continuing Professional Development (CPD) to enhance Learning and Teaching

The School's People+ initiative, which strategically supports staff development, received an Athena Swan bronze award for its initial focus on gender equality. Subsequently, the focus was broadened and an interim Equality and Diversity Committee replaced the People+ committee in the School. People+ is aimed at academic staff but has been extended to include PhD students and post-doctoral fellows.

2.8 Learning environment (physical and virtual)

- 2.8.1 As noted in section 1, the move to hybrid teaching during 2019/20 necessitated all staff in the School becoming involved in online learning. This had led to the emergence of new experts, bringing innovative ideas. This has also impacted on existing online programmes and students that the team met noted improvements, for example to video lecture content, having been implemented. They were however frustrated that these were enhancements they had suggested in previous years but no action was taken. The review team **commends** the academic and professional services staff for embracing online learning and support mechanisms. The review **recommends** the School ensures that the online student voice is included in future discussion on the learning environment and planning for programme enhancements. Students perceived that online programmes were seen as somehow lesser than on-campus programmes and that this was a risk to the School's reputation. In the review team's opinion, ensuring online student voice inclusion will mitigate that perception and risk.

3 Assurance and enhancement of provision

3.1 Setting and maintaining academic standards

The School operates within the University's Quality Framework and the review team is confident that academic standards are high. The School's approach to setting, maintaining and reviewing academic standards is appropriate. Standards are continually reviewed through External Examiner reports, student feedback and annual monitoring and the School takes steps to address any issues raised.

Appendices

Appendix 1: Range of provision considered by the review

Programmes

Advanced Professional Studies (Adult Protection) PgCert
Advanced Professional Studies (Mental Health Officer Award) (PgCert)
Africa and International Development (MSc)
Africa and International Development (Online Learning) (ICL) (PgCert) - 2 Years
African Studies (MSc)
Comparative Public Policy (MSc)
Digital Society (MSc)
Global Challenges (Online Learning)(ICL) MSc
Global Challenges (Online Learning)(ICL) Pg Dip
Global Challenges (Online Learning) MSc
Global Challenges (Online Learning) Pg Dip
Global Development Challenges (Online Learning) (ICL) (PgCert)
Global Development Challenges (Online Learning) (PgCert)
Global Environment, Politics and Society (MSc)
Global Health and Public Policy (MSc)
Global Health Policy (MSc)
Global Health Policy (Online Learning) (ICL) (PgCert)
Global Health Policy (Online Learning) (MSc)
Global Health Policy (Online Learning) (PgCert)
Health Policy (MSc)
International and European Politics (MSc)
International Development (MSc)
International Development (Online Learning) (MSc)
International Development (Online Learning) (PgDip)
International Political Theory (MSc) (Full-time)
International Relations (MSc) (Full-time)
International Relations of the Middle East (MSc)
International Relations of the Middle East with Advanced Arabic (MSc)
International Relations of the Middle East with Arabic (MSc)
Management of Bioeconomy, Innovation and Governance (MSc)
Master of International Affairs (MIA)
Medical Anthropology (MSc)
Nationalism Studies (MSc)
Policy Studies (MSc)
Public Policy (PgCert)
Science and Technology in Society (MSc)
Social Anthropology (MSc)
Social Research (ICL) (PgCert)
Sociology and Global Change (MSc)
South Asia and International Development (MSc)

Programmes live but not recruiting

Africa and International Development (Online Learning) (PgCert)
Childhood Studies (MSc)
Making Use of Digital Research (Online Learning) (ICL) (PgCert)

Courses

Advanced Theory in Science and Technology Studies
Africa and International Politics
Analysing Development (Distance Learning)
Analysing European Governance and Public Policy
Analysing Qualitative Data
Analysing Social Networks with Statistics
Analysis and Shaping of the Bioeconomy
An Introduction to Anthropological Theory
Anthropological Theory
Anthropology and Environment
Anthropology of Global Health
Anthropology of Health and Illness
Anthropology of Sex and Reproduction
Applied Demography
Armed Force and Society
Assessment and Management of Need, Care and Risk in relation to the MHO role
Biobusiness
Building Blocks of African Studies
Business and International Development
China's Contemporary Transformations
Comparative Analysis of Social and Public Policy
Comparative Perspectives in Nationalism Studies
Conflict and Peace in Africa
Consumption, Exchange, Technology: The Anthropology of Economic Processes
Contagion
Contemporary Political Theory: Engaging with Current Research
Contemporary Social Theory
Controversies in the Data Society
Core quantitative data analysis 1 and 2
Critical perspectives on mental health and well-being in the global south
Culture and Mental Health in a Global Perspective
Culture and Power: The Anthropology of Political Processes
Digital Markets and Society
Displacement and Development
Displacement and Development (ODL)
Dissertation by Placement (MSc Childhood Studies)
Dissertation - Health Policy
Dissertation MSc Comparative Public Policy
Dissertation (MSc/Dip African Studies)
Dissertation (MSc/Dip Childhood Studies)
Dissertation (MSc/Dip International & European Politics)
Dissertation (MSc/Dip International Relations)
Dissertation (MSc/Dip Nationalism Studies)
Dissertation (MSc/Dip Policy Studies)
Dissertation (MSc/Dip Social Anthropology)
Dissertation (MSc/Dip Social Research)
Dissertation (MSc Global Environment, Politics and Society)
Dissertation & MSc health inequalities and public policy

Dissertation - MSc Health Systems & Public Policy
Dissertation MSc in Africa and International Development
Dissertation (MSc in Digital Society)
Dissertation (MSc in Management of Bioeconomy, Innovation and Governance)
Dissertation (MSc in Sociology and Global Change)
Dissertation (MSc International Development)
Dissertation (MSc International Development - Online Distance Learning)
Dissertation MSc International Political Theory
Dissertation (MSc International Relations of the Middle East)
Dissertation (MSc International Relations of the Middle East with Arabic)
Dissertation MSc Medical Anthropology
Dissertation - MSc Public Health Policy (Global Health)
Dissertation (MSc Science and Technology in Society)
Doing Social Work Research
Economic Issues in Public Policy
Economics of Public Policy
Education Policy
Energy in the Global South
Energy Policy and Politics (10 credit version)
Energy Policy and Politics (20 credits)
Engaging with Digital Research
Ethnopolitical Conflict
European Social Policy
Evaluation Research Methods
Explanation and Understanding in Social and Political Research
Finance and Society
Foreign Policy Analysis
Gender and Development
Global and International Social Policy
Global Development Challenges (Distance Learning)
Global Environmental Politics
Global Environment and Society
Global Environment: Key Issues
Global Food Security Governance
Global Health Governance (Distance Learning)
Globalization
Global Politics of Public Health
Governance, Development and Poverty in Africa
Gulf Politics
Health and Human Rights: Principles, Practice and Dilemmas
Health inequities and the social determinants of health (Distance learning)
Health Systems Analysis
Health Systems: Strengthening and Reform
Humanitarianism and the Media
Human Rights, Global Politics and International Law
Humans and Other Species
Indigenous Peoples of Lowland South America
Infrastructure and Development
Innovation in Sustainable Food Systems
Innovation Systems Theory and Practice
Institutions and Policies of the European Union

International Political Economy
International Relations and Contemporary Conflict
International Relations Theory
International Security
Internet, Society and Economy
Interpreting Development: Institutions and Practices
Intimate Relationships
Introduction to Risk, Regulation and Governance
Issues and Concepts in Digital Society
Key Concepts in Global Social Change
Key Debates in South Asian Development
Key Skills in Development Practice
Key Skills in Development Practice (ODL)
Kinship: Structure and Process
Labour Market Policy: International and Comparative Perspectives
Magic, Science and Healing
Managing Digital Influence
Mental Wellbeing and Mental Disorder
Mental Well being and the MHO Role in relation to adults: working across and between the relevant legislation
Multi-Level Modelling in Social Science
Nations and Nationalism
People First: The Anthropology of International Development
Political Issues in Public Policy
Political Theory and International Affairs
Politics and Theories of International Development
Politics and Theories of International Development (Distance Learning)
Population Health and Health Policy
Product Development
Professional Social Work Practice 1
Professional Social Work Practice 2
Public Engagement in Policymaking and Governance
Public Health and Health Policy (Distance Learning)
Qualitative Methods and Ethnographic Fieldwork
Regulation and Governance of New Therapies
Regulation and Governance of the Life Sciences
Research Design
Research in Africa
Researching Digital Life
Researching Global Social Change
Researching International Development (Distance Learning)
Research problems in drugs and crime online
Research Skills in the Social Sciences: Data Collection
Ritual and Religion
Roots of African Poverty and Development (Distance Learning)
Science, Knowledge and Expertise
Social Determinants of Health and Public Policy
Social Dimensions of Systems and Synthetic Biology
Social Network Research: Theories and Analysis
Social Shaping of Digital Research
Social Work with Individuals and Families

Sociological Theory for Social Research
Sociology of the Arts
Statistical Modelling in the Social Sciences
Swahili 1A
Swahili 1B
Technologies of Civic Participation
The Anthropology of Africa
The Anthropology of Death
The Anthropology of Language
The Ethnography Seminar
The European Union in International Affairs
The Invention of History
The Middle East in International Relations
Theories and Theorists in Nationalism Studies
The Politics of Migration in Europe
The use and evolution of digital data analysis and collection tools
Understanding Care and Control in Social Work (PG)
Understanding Data Visualisation
Understanding Data Visualisation (on-campus)
Understanding Infectious Disease
Understanding Technology
Work-based dissertation (Africa and International Development)
Work-based dissertation (Global Public Health Unit)
Work-based dissertation (International Development)
Work-based dissertation (MSc Global Environment, Politics and Society)
Work-based dissertation (MSc in International and European Politics)
Work-based dissertation (MSc in Management of Bioeconomy, Innovation and Governance)
Work-based dissertation (MSc Medical Anthropology)
Work-based dissertation (Science and Technology in Society)
Work-based dissertation (Social Research)
Work-based dissertation (Sociology and Global Change)
Working with mentally disordered persons within the criminal justice system
Working with Risk, trust and Complexity (PG)
Working with Self & Others: Skills Theories & Methods

Appendix 2 – 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)

Appendix 3 Additional information considered by review team

Prior to the review visit:

- Reflective Report
- Appendices
 1. Marking Descriptors
 2. Accessible and Inclusive Learning Policy
 3. New Course Proposal Form
- Update from Graduate School – February 2021
- School Quality Assurance Reports: (2018-2019, 2017-2018, 2016-2017)
- School organisational charts
- Programme Handbooks
- Programme Specification Information
- Applications, progression and performance data
- Equality and Diversity Student Report
- School Background Data for first Destination Statistics (DHLE Survey) Taught
- Postgraduate Taught Experience Survey (PTES) results and reflections
- Student Staff Liaison Committee meeting minutes (2018, 2019)
- University of Edinburgh Standard Remit 2019/20
- Subject Specific Remit
- Edinburgh University Students' Association School Report

During the review visit

- Updated School organisational charts

Appendix 4 Number of students

Entrants by Qualification and Programme, by entry session and mode of study

Postgraduate Taught

	2016/8	2016/8	2018/7	2018/7	2017/8	2017/8	2018/8	2018/8	2018/0	2018/0
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
MPP in Master of Public Policy	17		16		9					
MSc in Africa and International Development	17		14		25		15	1	13	
MSc in African Studies	3	1	7		5		2	1	3	
MSc in Childhood Studies	5	1	6	2	16	2	7			
MSc in Comparative Public Policy	11	1	12	1	18	1	28		27	
MSc in Digital Society					11	1	25		30	1
MSc in Global Challenges				3		1		3		12
MSc in Global Environment, Politics and Society	9	2	20		25	2	17	1	18	3
MSc in Global Health and Public Policy	13	2	27							
MSc in Global Health Policy					25	1	28	7	26	7
MSc in Health Inequalities and Public Policy	4		6	1						
MSc in Health Policy					7		4	1	10	1
MSc in Health Systems and Public Policy	6	2	6							
MSc in International and European Politics	9	1	14	3	15		18	1	15	
MSc in International Development	49	1	60	7	80	12	65	50	59	29
MSc in International Political Theory	6		13	1	14	2	8	2	6	1
MSc in International Relations	46		57	1	61		59		50	1
MSc in International Relations of the Middle East	6		5		3		8		3	
MSc in International Relations of the Middle East with Advanced Arabic					3		2		2	
MSc in International Relations of the Middle East with Arabic	8		9		9		7		9	
MSc in Management of Bioeconomy, Innovation and Governance	11		6		5		13		7	
MSc in Medical Anthropology	6		15		12	1	5	2	10	2
MSc in Nationalism Studies	11		5		12		9		10	
MSc in Policy Studies	8	1	12	1	14	1	21	1		
MSc in Public Policy								1	40	1
MSc in Science and Technology in Society	7	3	9	4	10	1	10		11	
MSc in Social Anthropology	17	1	16		19	1	29	3	26	
MSc in Social Research	12	2	18	2	19		11	1	7	
MSc in Social Research (Quantitative Methods)									7	
MSc in sociology and Global Change		3		2		2		3		
MSc in Sociology and Global Change	17		32		34		32		32	
MSW in Social Work	39		27		33		28		31	
PgCert (ICL) in Africa and International Development		1		3		5				
PgCert (ICL) in Global Development Challenges		3		5		6		1		2
PgCert (ICL) in Global Health Policy				3		1				
PgCert (ICL) in Making Use of Digital Research								1		
PgCert (ICL) in Social Research		1				1				1
PgCert in Advanced Professional Studies (Mental Health Officer Award)		22		17		20		21		17
PgCert in Africa and International Development		3		5		1		2		
PgCert in Global Development Challenges		1		9		3		5		
PgCert in Global Health Policy			2			2				
PgDip in Global Challenges				3						
TOTAL	337	62	414	73	484	87	461	108	462	78

