Internal Periodic Review

School of Health in Social Science

Undergraduate, Postgraduate Taught and

Postgraduate Research provision

25 – 27 October 2021

Contents

Executive summary

This report comprises the outcomes from the internal review of undergraduate, postgraduate taught and postgraduate research provision in the School of Health and Social Science.

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

This review visit was conducted digitally on Microsoft Teams. The review team was only able to meet with a limited number of postgraduate taught and research students, and no undergraduate students, during the review and this limited some of the conclusions that were able to be drawn from the review visit. As students return to campus, the review team considered that it may be the case that students are less willing to participate in digital meetings.

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 its dedicated staff and students, programme and placement opportunities, student support through personal tutoring, postgraduate tutors and demonstrators, and sense of community. The review team identified the appointment of a Director of Tutoring and Demonstrating within the School is an example of good practice. Detailed commendations are included in the report.

Key recommendations

The top three recommendations identified by the review team for the School to prioritise were:
- **Making the most of resources:**
  - consider a review of its teaching portfolio to simplify and consolidate its courses
  - consider their staff profile, specifically whether they are producing graduates that could fulfil their role requirements and/or whether they should diversify the types of staff they hire rather than requiring individuals to have diverse activities
  - conduct long-term growth planning for student numbers
- **Postgraduate tutors and demonstrators**
  - consider the appropriateness of work allocation and support for postgraduate tutors
- **Student Support: Personal Tutoring**
  - that College supports the School in maintaining the level of student support, both academic and pastoral, that they wish to continue

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	**Staff and Students** The review team was impressed by the dedication of academic staff, particularly during challenging circumstances, and **commends** their commitment and passion for their subjects.	1
	The review team **commends** the School's strong and vibrant PhD student community. There was some excellent student-led activity on the part of postgraduate research (PGR) students, including the School PGR Conference, careers sessions, social activities and the "Research Bow" blog.	2.4
	The review team **commends** the commitment and dedication of the School's professional services staff.	2.7
2	**Making the most of our resources (School remit)** The review team also **commends** the School for managing growth in programmes and students numbers in the short-term using existing resources.	1
3	**Programmes and placements** The review team **commends** the School in the opportunities it provides for interdisciplinary education.	2.1
	The School set up the Hope Park Counselling Service and students can access placements there. This is an established service, available to the local community. The Centre for Psychological Therapies has recently opened as an expansion of the Hope Park provision which enables the School to offer more placements to international students, facilitating the development of a full-time MSc Psychological Therapies. The review team **commends** this initiative as both a community service and increasing placement opportunities for students.	2.1
4	**Student Support: Personal Tutoring** The review team **commends** the School on its infrastructure to support Personal Tutors. There are strong processes and materials in place including induction for new Personal Tutors. The postgraduate taught students that the team met were appreciative of having a named contact to go to for advice. The review team also **commends** the clear dedication and commitment of the School Student Support Team and their student-centred approach.	2.3
5	**Supporting student career development and employability (School remit)** The review team **commends** the strong generic careers support that is clearly visible to students.	2.6
		2.6

	The review team heard some excellent examples of postgraduate research student-led activity, including a planned alumni workshop with a careers focus. The review team **commends** this activity.	
6	**Postgraduate Tutors and Demonstrators** The review team **commends** the School's support infrastructure and the clear recognition of the benefits of postgraduate tutoring opportunities to both student development and to teaching within the School. The appointment of a Director of Tutoring and Demonstrating within the School is an example of **good practice**.	2.7
	The Review team **commends** the enthusiasm of the School's active and engaged postgraduate tutor community.	2.7
7	**Creating an inclusive and connected learning community (School remit)** The review team **commends** the strong sense of community identity expressed by both postgraduate students and staff within their disciplines.	2.8
	The review team heard from a small group of postgraduate taught students that there was a welcoming discipline and programme community feel and that was to be **commended**. The review team heard that students were confident and comfortable in establishing their own networks and this was **commended**.	2.8

Recommendations
Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	**Making the most of our resources (School remit)** The review team **recommends** that the School Management Team considers a strategic review to assess their desired student numbers and profile across programmes and taking account of the future policy landscape, particularly in relation to funding for educating in health. This could include student recruitment and admissions targets and consideration of the staffing profile. Specifically, the review teams **recommends** that the School Management Team consider their profile of staff requirements and whether they are producing graduates that could fulfil their role requirements (mixing academic and clinical experience) and/or whether they should diversify the types of staff they hire rather than requiring individuals to have diverse activities.	1	School Management Team

	The review team **recommends** that the School Management Team considers steps to accelerate a culture change that raises the esteem of teaching-focused staff/lectureships to help address some pressures from student numbers. This could be done by clear promotion procedures and practice for relevant staff.	1	School Management Team
	The review team **recommends** that the School considers a review of its teaching portfolio to simplify and consolidate its courses. This should take account of alignment with the University's Curriculum Transformation Programme. There may also be some value in establishing key course criteria, consolidating course content with subject areas and opportunities for scalable non-specialist, transferable learning to expand teaching opportunities. The School could also draw on existing practice within its subject areas that could be extended across the School.	1	School
	As noted in section 1, the review team **recommends** the School consider a strategic teaching portfolio review and this should include consideration of what they can achieve in relation to interdisciplinary education.	2.1	School
	The School reported that the processes in place for research grant buy-out of staff were not simple and involved input from various parts of University administration. This meant that filling resource gaps was often delayed. The review team considered that a streamlined process would support the School's remit item on making the best use of resources and **recommends** the College supports the School in simplifying these processes.	2.7	College/School
2	**Postgraduate Tutors and Demonstrators** The review team **recommends** that the School considers whether there is appropriate allocation of postgraduate tutors and whether the support models are evenly distributed across all subject areas.	2.3	School
	The review team **recommends** that the School considers ways of ensuring equality of work allocation for its postgraduate tutors; including first year postgraduate research students in tutoring opportunities, perhaps by	2.7	School

	offering a second induction event, may support equitable allocation and maximise tutoring potential. The School also recognises that some postgraduate tutors may feel less supported or prepared for specific courses. The review team further **recommends** that the School considers implementing an oversight process for course specific preparation of those postgraduate tutors. The new Director of Tutoring and Demonstrating is developing plans to work with Course Organisers on support. The review team encourages the School to continue with this work.		
3	**Student Support: Personal Tutoring** The review team **recommends** that the College supports the School in maintaining the level of student support, both academic and pastoral, that they wish to continue. The School should also consider the appropriateness of professional services and academic staff engaging beyond their role in support activity.	2.3	College/School
4	**Supporting student career development and employability (School remit)** The review team **recommends** that the School, in consultation with the Careers Service, considers mechanisms for providing more specific advice on different aspects of practice-based settings and from other non-NHS employers. There may be opportunities to capitalise on School connections with different types of employers to achieve this. The School should have an awareness of international contexts in its subject areas and should clearly articulate to students what the limits of the advice it can provide are. It may also be useful to include this type of information in programme marketing material.	2.6	School
	There may be other opportunities for the School to harness alumni through existing connections and learning from existing practice within subject areas, and the review team **recommends** that the School explores these to enhance its careers activity.	2.6	School
	One opportunity may be in increasing the focus of the University Alumni Team, therefore, the review team **recommends** that Development and Alumni work with the School in managing alumni relationships for	2.6	Development and Alumni/School

No	Recommendation		Section in report	Action by
	enhancing student career guidance and development.			
5	**Creating an inclusive and connected learning community (School remit)** The review team **recommends** that the School consider clearer information on signposting resources to students at the start of their programme, perhaps though a central information point; students highlighted ethics approval processes as being one area where such information would be helpful. The School should also consider the value of informal spaces for students. There may also be opportunities to capitalise on the School's location within the City of Edinburgh.	2.8		School
6	**Student-led activity** The review team **recommends** that the School considers ways of supporting student-led activity through additional administrative support. There may also be a risk in overreliance on engaged postgraduate research student representatives to drive activity in future.	2.4		School
7	**Quality Assurance mechanisms** The review team noted that recent changes to course evaluation will require the School to consider how evaluation is achieved effectively. The review team **recommends** that the School ensure existing mechanisms (within existing resources) are used to monitor the quality of teaching provision. The School is evaluating how to get feedback on courses in general with plans to establish new procedures and this should be progressed. There is also a need for oversight of preparedness of postgraduate tutors (see recommendation at 2.7) and postgraduate research supervision. The School should provide suitable training for supervisors to ensure oversight of the preparedness of postgraduate research students, particularly for the viva.	3		School

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1	The review team **suggests** that the School considers the risks of relying on self-funded postgraduate research students and whether	1

	there may be opportunities to include PhD funding in future grant proposals. The School should also consider ways to improve PhD retention. The review team heard that the School was considering a more rigorous progression meeting and encourages the School to develop this.	
2	The review team heard that the School was in dialogue with Psychology programme staff in the School of Philosophy, Psychology and Language Sciences. There may be synergies across the programmes in both Schools and the review team **suggests** the School continues to explore further collaboration with the Psychology programme.	2.1
3	The review team **suggests** that the School considers whether marketing material for the MSc Conversion programme manages student expectations on shape and size.	2.3
4	There may be some lack of awareness of the time commitment required for the distance PhD programme by applicants and the review team **suggests** this could be addressed in the School's marketing material.	2.5
5	The review team **suggests** that to support the School's mission to be a global centre of excellence there may be opportunities to extend an enterprise arm, in supporting the development of international practitioners, to increase global reach.	2.6
6	The review team **suggests** that the School continues to horizon-scan for changes in funders' limits on postgraduate research student teaching roles and influence funders, where possible, to retain the benefits provided to postgraduate research students to be able to gain valuable teaching experience.	2.7

Section A – Introduction

Scope of review

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

The Internal Periodic Review of the School of Health in Social Science in 2021/22 consisted of:

- The University's remit for internal review (see Appendix 2)

- The subject specific remit items for the review:

    o Making the most of our resources including getting a quality experience on a large programme
    o Supporting student career development and employability
    o Creating an inclusive and connected learning community

- 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	Dr Patrick Walsh
External member	Professor Louise Barriball
External member	Dr Ladislav Timulak
Internal member	Dr Richard Anderson
Student member	Nisha Grewal
Student member	Hannah Lytollis
Administrator	Susan Hunter

The School

The School of Health in Social Science is part of the College of Arts, Humanities and Social Sciences. It contains three subject areas: Clinical Psychology; Counselling, Psychotherapy and Applied Social Sciences; and Nursing Studies.

Physical location and summary of facilities

Teaching is mainly located in the Central Campus area including teaching space at the Holyrood Campus. The Nursing subject area also makes use of facilities at Little France. The School has a bespoke facility to allow hybrid teaching across NHS sites in Scotland.

Date of previous review

12 – 13 November 2014.

Reflective Report

The report was prepared by Dr Emily Taylor, Director of Learning and Teaching following consultation with whole School staff and students. It included contributions from Dr Karen Goodall, Postgraduate Research Director, Dr Rosie Stenhouse, Director of Equality Diversity and Inclusion, Nasseem Fazal-Hamedi, Student and Academic Services Manager, Emily Gribben, Director of Professional Services and Programme Directors and Administrators.

Section B – Main report

1   Strategic overview

The School has a large postgraduate taught student population. Student numbers are increasing across all provision with significant growth in taught provision in the past couple of years. Postgraduate research growth has been slower but has still increased. The majority of the School's students are female, white and over 24 years of age.

The School had asked the review team to look at making the most of their resources including getting a quality experience on a large programme as part of this review. The review team was impressed by the dedication of academic staff, particularly during challenging circumstances, and **commends** their commitment and passion for their subjects. The review team also **commends** the School for managing growth in programmes and students numbers in the short-term using existing resources. There may be value in considering the idea of refocusing School funding on workload rather than directly on student numbers and recognising the difference in effort required for different programmes and teaching activities. The review team **recommends** that the School Management Team considers a strategic review to assess their desired student numbers and profile across programmes and taking account of the future policy landscape, particularly in relation to funding for educating in health. This could include student recruitment and admissions targets and consideration of the staffing profile. Specifically, the review teams **recommends** that the School Management Team consider their profile of staff requirements and whether they are producing graduates that could fulfil their role requirements (mixing academic and clinical experience) and/or whether they should diversify the types of staff they hire rather than requiring individuals to have diverse activities.

The review team **recommends** that the School Management Team considers steps to accelerate a culture change that raises the esteem of teaching-focused lectureships to help address some pressures from student numbers. This could be done by clear promotion procedures and practice for relevant staff.

The School offers a wide range of course options across subject areas. The review team **recommends** that the School considers a review of its teaching portfolio to simplify and consolidate its courses. This should take account of alignment with the University's Curriculum Transformation Programme. There may also be some value in establishing key course criteria, consolidating course content with subject areas and opportunities for scalable non-specialist, transferable learning to expand teaching opportunities. The School could also draw on existing practice within its subject areas that could be extended across the School.

The School has a large number of self-funded postgraduate research students and the review team heard that it was unusual for PhDs to be included in Research Council funding. The review team **suggests** that the School considers the risks of relying on self-funded postgraduate research students and whether there may be opportunities to include PhD funding in future grant proposals. The School should also consider ways to improve PhD retention. The review team heard that the School was considering a more rigorous progression meeting and encourages the School to develop this.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

The review team **commends** the School in the opportunities it provides for interdisciplinary education. As noted in section 1, the review team **recommends** the School consider a strategic teaching portfolio review and this should include consideration of what they can achieve in relation to interdisciplinary education.

Programmes include placements for students in practice-based disciplines. These include NHS settings and a variety of public and third sector services in Scotland and northern England. The School set up the Hope Park Counselling Service and students can access placements there. This is an established service, available to the local community. The Centre for Psychological Therapies has recently opened as an expansion of the Hope Park provision which enables the School to offer more placements to international students, facilitating the development of a full-time MSc Psychological Therapies. The review team **commends** this initiative as both a community service and increasing placement opportunities for students.

The review team heard that the School was in dialogue with Psychology programme staff in the School of Philosophy, Psychology and Language Sciences. There may be synergies across the programmes in both Schools and the review team **suggests** the School continues to explore further collaboration with the Psychology programme.

2.2 Assessment and Feedback

The School commented in its Reflective Report on the impact of an increase in extension and special circumstances requests on marking and moderation. The review team did not hear any evidence of this impact from students, although it should be noted that the team were unable to meet with undergraduate students. The postgraduate taught students the team met on the MSc Psychology of Mental Health conversion programme referred to having too much assessment during semester one. The review team did not hear any evidence of problems with feedback turnaround times. However as discussion was with a limited number of students the team did not feel it could make any commendations or recommendations in relation to assessment or feedback.

2.3 Supporting students in their learning

The review team **commends** the School on its infrastructure to support Personal Tutors. There are strong processes and materials in place including induction for new Personal Tutors. The postgraduate taught students that the team met were appreciative of having a named contact to go to for advice. The review team also **commends** the clear dedication and commitment of the School Student Support Team and their student-centred approach.

The review team heard that the School has concerns about the forthcoming University review of the personal tutoring system. The School felt this might lead to a deterioration of the support they currently provide and that there would be issues in resourcing any increase in workload for the Student Support Team. The Student Support Team provides support and advice to both students and academic staff as well as supporting each other when dealing with challenging situations. The review team **recommends** that the College supports the School in maintaining the level of

student support, both academic and pastoral, that they wish to continue. The School should also consider the appropriateness of professional services and academic staff engaging beyond their role in support activity.

The review team met with a limited number of students on the MSc Psychology of Mental Health Conversion programme. Overall, students were positive about the programme content but were surprised at the large cohort. The review team found evidence that some students had expressed frustration that some postgraduate tutors were not subject specialists in some areas of practice on the Conversion programme. The review team **recommends** that the School considers whether there is appropriate allocation of postgraduate tutors and whether the support models are evenly distributed across all subject areas. The review team **suggests** that the School considers whether marketing material for the MSc Conversion programme manages student expectations on shape and size.

2.4. Listening and responding to the Student Voice

The review team **commends** the School's strong and vibrant PhD student community. There was some excellent student-led activity on the part of postgraduate research (PGR) students, including the School PGR Conference, careers sessions, social activities and the Research Bow blog. The review team **recommends** that the School considers ways of supporting student-led activity through additional administrative support. There may also be a risk in overreliance on engaged postgraduate research student representatives to drive activity in future.

The review team heard that there was generally much positive feedback from students on their experience of being taught by postgraduate tutors. However, the School was aware of some negative feedback regarding postgraduate tutors on the MSc Psychology of Mental Health Conversion programme in relation to their lack of specialist knowledge. (See section 2.7)

2.5 Accessibility, Inclusivity and Widening Participation

The student population in Health in Social Sciences is predominantly female. The School is taking steps to increase the visibility of men in caring professions and has an action plan to respond to the Scottish Funding Council's Gender Action Plan.

The School was an early adopter of online learning and has a distance PhD programme in place. Online learning is more accessible for practitioners and helps with broadening the School's international reach. There may be some lack of awareness of the time commitment required for the distance PhD programme by applicants and the review team **suggests** this could be addressed in the School's marketing material.

2.6 Development of Employability and Graduate Attributes

The School had asked the review team to look at supporting student career development and employability as part of this review. Although the team met with a limited number of students, international students were well represented among those the team did meet. Students felt well informed about career options and were familiar with what the Careers Service can offer. However, they felt that some more discipline-specific careers advice and advice on transitioning into careers in their home country would be useful. The review team **commends** the strong generic careers support that is clearly visible to students. The review team **recommends** that

the School, in consultation with the Careers Service, considers mechanisms for providing more specific advice on different aspects of practice-based settings and from other non-NHS employers. There may be opportunities to capitalise on School connections with different types of employers to achieve this. The School should have an awareness of international contexts in its subject areas and should clearly articulate to students what the limits of the advice it can provide are. It may also be useful to include this type of information in programme marketing material. The review team **suggests** that to support the School's mission to be a global centre of excellence there may be opportunities to extend an enterprise arm, in supporting the development of international practitioners, to increase global reach.

The review team heard some excellent examples of postgraduate research student-led activity, including a planned alumni workshop with a careers focus. The review team **commends** this activity. There may be other opportunities for the School to harness alumni through existing connections and learning from existing practice within subject areas, and the review team **recommends** that the School explores these to enhance its careers activity.

One opportunity may be in increasing the focus of the University Alumni Team; therefore, the review team **recommends** that Development and Alumni work with the School in managing alumni relationships for enhancing student career guidance and development.

2.7   Supporting and developing staff

The review team **commends** the commitment and dedication of the School's professional services staff. This is a cohesive and supportive group of colleagues who feel well supported by the School.

The review team met with a range of postgraduate research student tutors and staff who support them. The School has developed an impressive infrastructure for supporting and training postgraduate tutors in a relatively short timeframe. It has also recruited a new appointment (Director of Tutoring and Demonstrating) to oversee tutoring and demonstrating in the School. The review team **commends** the School's support infrastructure and the clear recognition of the benefits of postgraduate tutoring opportunities to both student development and to teaching within the School. The appointment of a Director of Tutoring and Demonstrating within the School is an example of **good practice**.

The review team heard evidence of a strong peer community from postgraduate tutors. The postgraduate tutors the team met felt generally well supported and appreciated the range of opportunities available to them. Postgraduate tutors also felt that there may be missed opportunities in not offering teaching to first year postgraduate research students. The Review team **commends** the enthusiasm of the School's active and engaged postgraduate tutor community. The review team heard evidence that there may be some inequality in the workload for postgraduate tutors, for example in relation to marking and providing student support. Postgraduate tutors would also appreciate more subject specific tutorial content and logistical advice in some areas. The review team **recommends** that the School considers ways of ensuring equality of work allocation for its postgraduate tutors; including first year postgraduate research students in tutoring opportunities, perhaps by offering a second induction event, may support equitable allocation and maximise tutoring potential.

The School also recognises that some postgraduate tutors may feel less supported or prepared for specific courses. The review team further **recommends** that the School considers implementing an oversight process for course specific preparation of those postgraduate tutors. The new Director of Tutoring and Demonstrating is developing plans to work with Course Organisers on support. The review team encourages the School to continue with this work.

The review team **suggests** that the School continues to horizon-scan for changes in funders' limits on postgraduate research student teaching roles and influence funders, where possible, to retain the benefits provided to postgraduate research students to be able to gain valuable teaching experience.

The School reported that the processes in place for research grant buy-out of staff were not simple and involved input from various parts of University administration. This meant that filling resource gaps was often delayed. The review team considered that a streamlined process would support the School's remit item on making the best use of resources and **recommends** the College supports the School in simplifying these processes.

2.8   Learning environment (physical and virtual)

The School had asked the review team to look at creating an inclusive and connected learning community as part of this review. The review team **commends** the strong sense of community identity expressed by both postgraduate students and staff within their disciplines.

The review team heard from a small group of postgraduate taught students that there was a welcoming discipline and programme community feel and that was to be **commended**. However, they felt that this was not so evident at School level, although they acknowledged that restrictions during the Covid-19 pandemic may have impacted on this. The postgraduate taught students the review team met reported that they appreciated the opportunities created for group learning. The review team heard that students were confident and comfortable in establishing their own networks and this was **commended**. However, students had found it difficult to navigate what was available and where to find resources, particularly at the start of their programmes. Students also highlighted a perceived lack of informal spaces to meet their peers. The students the review team met did not appear to be aware of the School's dedicated postgraduate taught space in Forresthill. The review team **recommends** that the School consider clearer information on signposting resources to students at the start of their programme, perhaps though a central information point; students highlighted ethics approval processes as being one area where such information would be helpful. The School should also consider the value of informal spaces for students. There may also be opportunities to capitalise on the School's location within the City of Edinburgh.

3   Assurance and enhancement of provision

The School has appropriate mechanisms in place for setting and maintaining academic standards. It is appropriately accredited by the relevant professional bodies and maintains strong links with them. Responses to External Examiner reports, annual monitoring and reporting are embedded within School management and operational structures. The review team noted that recent changes to course

evaluation will require the School to consider how evaluation is achieved effectively. The review team **recommends** that the School ensure existing mechanisms (within existing resources) are used to monitor the quality of teaching provision. The School is evaluating how to get feedback on courses in general with plans to establish new procedures and this should be progressed. There is also a need for oversight of preparedness of postgraduate tutors (see recommendation at 2.7) and postgraduate research supervision. The School should provide suitable training for supervisors to ensure oversight of the preparedness of postgraduate research students, particularly for the viva.

Appendices

Appendix 1: Range of provision considered by the review

Undergraduate:
Health, Science and Society MA(Hons)
Nursing (BN)

Postgraduate Taught:
Clinical Psychology (Core Programme Route) (DClinPsychol)
Psychotherapy and Counselling (Interpersonal Dialogue) (DPsychotherapy)
Psychotherapy and Counselling (DPsychotherapy) (Part-time)
Psychotherapy and Counselling (DPsych)
Counselling (Interpersonal Dialogue) (MCouns)
Advanced Nursing (Clinical Research) (MSc)
Advanced Nursing (Leadership) (MSc)
Advanced Nursing (Education) (MSc)
Advanced Nursing (MSc)
Advanced Nursing (Clinical Research) (MSc)
Applied Psychology (Healthcare) for Children and Young People (MSc)
Counselling Studies (MSc)
Mental Health in Children and Young People: Psychological Approaches (MSc)
Psychology of Mental Health (Conversion) (MSc)
Psychological Therapies (ICL) (MSc)
Psychological Therapies (CBT) (MSc)
Counselling Studies (PgCert)
Counselling (PgDip)
Nursing with Pre-registration (Adult) (MN)

Postgraduate Research:
Nursing Studies (MPhil)
Counselling Studies (MSc by Research)
Clinical Psychology (MSc by Research)
Health Humanities and Arts (MSC)(R)
Nursing (MSc by Research)
Clinical Psychology (PhD)
Counselling Studies (PhD)
Distance in the School of Health in Social Science (PhD)
Health in Social Science (PHD)
Interdisciplinary Social Sciences in Health (PhD)
Nursing Studies (PhD)
Clinical Psychology (MPhil)

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

- School Remit Items Consultation summary

- MSc Applied Psychology BPS Action Plan

- 2017 Jan Edinburgh MSc Applied Psychology CVP

- BPS Action Plan 090118

- 20181107 Edinburgh Response to Society report outcome

- BPS Report DClinPsychol 2018

- School Quality Assurance Reports:

  - 2020-2021
  - 2019-2020
  - 2018-2019

- External Examiners summary reports:

  - UG 2017 - 2020

  - PGT 2017 - 2020

- School organisation chart for Professional Services

- School Management Structure
- Programme Teams
- Research Supervision Workload
- Programme Handbooks

  - Doctorate in Clinical Psychology Academic
  - Counselling Psychotherapy and Applied Sciences
  - Interpersonal Dialogue Programme
  - MSc Mental Health in Children and Young People; Psychological Approach
  - Nursing Studies
  - MSc Mental in Children and Young People; Psychological Approach (online)
  - NHS and Clinical Practice Placement
  - Professional Doctorate in Psychotherapy and Counselling
  - Doctorate in Clinical Psychology Programme
  - Examination and Assessments

- Programme Specification Information

  - http://www.drps.ed.ac.uk/21-22/dpt/drps_hea.htm

- Statistical information:

  - UG Statistical report
  - PGT Statistical report
  - PGR Statistical report
  - Equality and Diversity Monitoring and Research Committee Report
  - School Graduate Outcomes data

- National Student Survey (NSS) results 2017/2020
- Postgraduate Taught Experience Survey (PTES) results 2017-2021
- Postgraduate Research Experience Survey (PRES) results 2015-2021

- Student Staff Liaison Committee meeting minutes

  - SSLC 20 October 2020
  - SSLC MA 9 Feb 2021
  - SSLC MSc Psych Therapies March 2021
  - PGR Rep meeting 17 Nov 2020
  - PGR Rep meeting 27 Aug 2020
  - Mental Health Conversion Sem1 SSLC
  - MHCYPPA Sem 1 SSLC
  - SSLC Nursing 11 Nov 2020
  - SSLC Nursing 27 Jan 2021

- Reports from Professional, Statutory and Regulatory Bodies (PSRBs)

  - NMC Programme Approval letter

- Comments received from external bodies/institutions/other Schools

  - NHS Education for Scotland (NES)

Appendix 4 Number of students

Undergraduate:

Entry Programme Name	2015/6	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2
Health, Science and Society MA(Hons)	12	9	13	11	12	18	0
Nursing (BN)	33	39	46	40	48	58	0

Postgraduate Taught:

Entry Programme Name	2015/6	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2
Advanced Nursing (MSc) - 1 Year (Full-time)					20	19	0
Advanced Nursing (MSc) - 2 Years (Part-time)					2	3	0
Advanced Nursing (MSc) - 3 Years (Part-time)					0	0	0
Applied Psychology (Healthcare) for Children and Young People (MSc)	17	18	19	29	29	29	
Clinical Psychology (Core Programme Route) (DClinPsychol) (Full-time)	29	31	34	32	34	42	
Counselling (Interpersonal Dialogue) (MCouns) (Full-time) - 2 years	12	14	19	7	6	12	0
Counselling (MCouns) (Part-time) - 4 years	9	16	12	9	17	32	0
Counselling (PgDip) - 3 Years (Part-time)	18	20	17	12	16	28	0
Counselling Studies (MSc) (Full-time)	24	23	23	21	39	56	0
Counselling Studies (MSc) (Part-time) - 2 Years	1	2	2	1	0	1	0
Counselling Studies (MSc) (Part-time) - 3 Years	0			0	0	0	0
Counselling Studies (PgCert) (Part-time)	28	20	22	19	16	15	0
Mental Health in Children and Young People: Psychological Approaches (MSc) - 1 Year (Full-time)					48	58	0
Mental Health in Children and Young People: Psychological Approaches (Online Learning) (ICL) (MSc) - 2-6 Years					47	48	0
Psychological Therapies (ICL) (MSc) - 2-6 Years			11	30	14	25	0
Psychology of Mental Health (Conversion) (ICL) (MSc) - 2-6 Years	9	14	8	9	8	7	0
Psychology of Mental Health (Conversion) (MSc) - 1 Year (Full-time)	54	92	129	144	134	129	0
Psychology of Mental Health (Conversion) (MSc) - 2 Years (Part-Time)						1	
Psychotherapy and Counselling (DPsych) - 4 Years (Full-time)			2	10	12	8	0
Psychotherapy and Counselling (DPsych) - 7 Years (Part-time)			1	4	2	3	0
Psychotherapy and Counselling (DPsychotherapy) (Part-time)	0						

Postgraduate Research:

Entry Programme Name	2015/6	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2
Clinical Psychology (Core Programme Route) (DClinPsychol) (Full-time)	29	31	34	32	34	42	
Clinical Psychology (MSc by Research) (Full-time)	1	1	3	0	3	2	0
Clinical Psychology (MSc by Research) (Part-time)	0	0	0		1		
Clinical Psychology (PhD) (Full-time)	6	7	4	12	10	11	0
Clinical Psychology (PhD) (Part-time)	0	0	0	2	0	1	0
Counselling Studies (MSc by Research) (Full-time)	0	1	0	2	1	3	0
Counselling Studies (MSc by Research) (Part-time)				1		0	
Counselling Studies (PhD) (Full-time	1	3	3	3	7	1	0
Counselling Studies (PhD) (Part-time)	0	1	1	4	2	3	0
Distance in the School of Health in Social Science (PhD) - 3 Years (Full-time)				1	3	1	0
Distance in the School of Health in Social Science (PhD) - 6 Years (Part-time)					1	1	0
Health Humanities and Arts (MSC)(R) - 1 Year (Full-Time)					4	2	0
Health Humanities and Arts (MSc)(R) - 2 Years (Part-Time)					0	1	0
Health in Social Science (Part-time) (PHD)		0	2	2	1	0	0
Health in Social Science (PHD)		0	2	6	2	6	0
Interdisciplinary Social Sciences in Health (PhD) (Full-time)	2	1					
Interdisciplinary Social Sciences in Health (PHD) (part-time)	0						
Nursing (MSc by Research) (Full-time)	0	0	0	0	0	0	0
Nursing (MSc by Research) (Part-time)	1	0		0	0		
Nursing Studies (MPhil) (Full-time)	0	0	0	0	0	0	0
Nursing Studies (PhD) (Full-time)	5	9	1	9	8	6	0
Nursing Studies (PhD) (Part-time) - 6 Years	0	0	1	0	0		0