

The University of Edinburgh
Senatus Quality Assurance Committee

**Meeting to be held on Thursday 5 December 2019
at 2pm in the Torridon Room, Charles Stewart House**

A G E N D A

- 1. Welcome and Apologies**
- 2. Minutes of the meeting held on Wednesday 18 September 2019** SQAC 19/20 2A
- 3. Matters Arising**
 - 3.1 School Annual Quality Reports – Actions SQAC 19/20 2B
 - 3.2 Degree Classification Outcomes **CLOSED PAPER** SQAC 19/20 2C
- For Discussion**
- 4. MOOCs Annual Update 2018-19** SQAC 19/20 2D
- 5. College Annual Quality Reports 2018-19:** SQAC 19/20 2E
 - 5.1 College of Arts, Humanities and Social Sciences
 - 5.2 College of Medicine and Veterinary Medicine
 - 5.3 College of Science & Engineering
- 6. Annual Reports 2018-19:**
 - 6.1 Undergraduate Taught External Examiner Reports: Thematic Analysis SQAC 19/20 2F
 - 6.2 Academic Appeals **CLOSED PAPER** SQAC 19/20 2G
 - 6.3 Student Discipline **CLOSED PAPER** SQAC 19/20 2H
 - 6.4 Complaint Handling SQAC 19/20 2I
 - 6.5 Annual Review of Student Support Services SQAC 19/20 2J
- 7. Students' Association School Reports** SQAC 19/20 1K
- 8. Course Enhancement Questionnaires – Review Proposals** SQAC 19/20 1L
- 9. UK Quality Code for Higher Education - Advice and Guidance Mapping** SQAC 19/20 1M
- 10. Associated Institution Policy – Minor Amendments** SQAC 19/20 1N
- 11. Consultation on Quality Enhancement of UK HE Transnational Education** SQAC 19/20 1O
- 12. Scottish Credit and Qualifications Framework - Third Party Credit Rating Policy** SQAC 19/20 1P
- 13. Student Staff Liaison Committee (SSLC) Principles and Operational Guidance** SQAC 19/20 1Q

For Information and Formal Business

14. Internal Periodic Review:
 - Responses SQAC 19/20 1R
 - Schedule 2020/21 – 2024/25 SQAC 19/20 1S
15. Enhancement-led Institutional Review (ELIR):
 - ELIR 2020 - Update SQAC 19/20 1T
 - ELIR 4 – Outcomes of Reviews SQAC 19/20 1U
16. Subject Benchmark Statements
 - Updates to STEM subjects: <https://www.qaa.ac.uk/news-events/news/updates-to-subject-benchmark-statements-in-stem-subjects>
17. **Any Other Business**
18. **Date of Next Meeting:** Thursday 27 February 2019 at 2pm in the Liberton Tower Room, King's Buildings

The University of Edinburgh
Senate Quality Assurance Committee

**Minutes of the meeting held on Wednesday 18 September 2019
at 2pm in the Elder Room, Old College**

Present:

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| Professor Tina Harrison (Convener) | Assistant Principal Academic Standards and Quality Assurance |
| Brian Connolly | Academic Policy Officer, Academic Services |
| Dr Gail Duursma | School Representative (Engineering), College of Science and Engineering |
| Nichola Kett | Head of Quality Assurance and Enhancement Team, Academic Services |
| Dr Linda Kirstein | Dean of Education Quality Assurance and Culture, College of Science and Engineering |
| Sarah McAllister | Head of Operations & Projects & Assistant Director, Institute for Academic Development |
| Dr Claire Phillips | Dean of Quality Assurance, College of Medicine and Veterinary Medicine |
| Dr Inger Seiferheld | School Representative (Business), College of Arts, Humanities and Social Sciences |
| Steph Vallancey | Vice President (Education), Students' Association |
| Paula Webster | Head of Student Data and Surveys (Student Systems), co-opted representative for Student Systems. |

In Attendance:

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| Alastair Duthie | Academic Administrator, Governance, QA and Enhancement, College of Arts, Humanities and Social Sciences |
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Apologies:

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| Brian Green | Deputy Associate Principal (Learning & Teaching), University of Strathclyde |
| Dr Shereen Benjamin | Associate Dean (Quality Assurance) College of Arts, Humanities and Social Sciences |
| Dr Jeni Harden | School Representative (School of Molecular, Genetic and Population Health Sciences), College of Medicine and Veterinary Medicine |

1. Welcome and Apologies

The Convenor welcomed **Steph Vallancey** to her first meeting in her new role as Students' Association Vice President Education and **Paula Webster** (Head of Student Data and Surveys, Student Systems) as the new co-opted representative for Student Systems. The Convenor also welcomed back and thanked **Dr Inger Seiferheld** (Director of Quality and Accreditations, Business School) for volunteering to step-in as the CAHSS school level representative for Dr Katherine Inglis until she completes her sabbatical in December 2019.

The Convenor thanked **Sarah McAlister** (Institute for Academic Development representative) and **Megan Brown** (Students' Association permanent member) for their work on the Committee and noted that their replacements (Dr Sara Shinton and Sarah Moffat respectively) would attend the next meeting in December.

The Convenor also noted that **Alastair Duthie** (Academic Administrator, Governance, QA and Enhancement, CAHSS) was attending on behalf of CAHSS.

2. Minutes of the previous meetings

The Committee approved the minutes of the meeting held on Thursday 23 May 2019 and the electronic meeting conducted between Monday 19 and Monday 26 August 2019.

3. Matters Arising

The Committee discussed the following matters arising:

- **eSQAC** – the Convenor thanked members for all comments received and noted that these had been incorporated.
- **Student Panel** – the Head of Student Data and Surveys reported that Student Systems was seeking to recruit more students to the panel this year and would be looking to provide them with more regular activities.
- **Service Excellence Programme (SEP)** – the Convenor noted that due to the busy agenda the Design Lead of the Personal Tutor and Student Support Review had not been invited as agreed at the previous meeting. However, SEP will be invited to a future meeting once a substantial proposal emerges from the review.
- **Terms of Reference** – the Convenor noted that an updated terms of reference had now been approved (in a new format) and would be circulated after the meeting.

For Discussion

4. School Annual Quality Reports 2018-19

The Committee discussed the report from the Sub Group tasked with reviewing School annual quality reports. The Committee also discussed a report outlining a selection of good practice identified by members of the Sub Group.

Action: College Deans of Quality to ensure that the outcomes of the Committee's discussions in regard to the School Annual Quality Reports 2018-19 are made available to and considered by the relevant College committee(s).

It was noted that in preparation for this year's reporting process each Director of Quality had been sent an aide memoire summarising actions proposed by their school in last year's report and recommendations from the Committee in response to that report. The aide

memoire also included a progress report on actions agreed by the Committee for the Colleges and the University in response to issues for further development across the institution identified in last year's reports. The aide memoire appeared to have been effective as each report, to a greater or lesser degree, addressed the actions from the previous reporting cycle.

The Committee noted that there had been a general lack of reflection and engagement with the data on the new BI dashboards. Whilst it was acknowledged that encouraging use of the new BI data dashboards would entail a gradual process of cultural change it was also agreed that more hands-on development and training sessions will be useful over the coming year to encourage Directors of Quality to engage with this new resource.

Action: Student Systems to organise and deliver more local hands-on development and training sessions for Directors of Quality.

The Committee noted that the Sub Group had considered each report with particular attention to: the Personal Tutor system; Degree Classification; and Industrial Action. The following was noted:

- **Personal Tutor system** - there was limited reflection on the PT system and in many cases Schools were explicit in citing the current PT and Student Support Review as the reason for holding-off on PT related initiatives and enhancements.
- **Degree Classification** - a number of Schools had failed to reflect on Degree Classification data (in line with the general lack of engagement with the new BI dashboards). The Committee agreed that these Schools will be asked to submit a further update to the December meeting of SQAC.

Action: The School of Engineering, Edinburgh College of Art, and Moray House School of Education to submit additional updates on Degree Classification Outcomes to the December meeting of the Committee.

- **Industrial Action** - the previous year's Industrial Action appeared to have had no discernible residual effect, with no Schools reporting issues.

The Committee agreed that examples of curriculum review underway at school level should be harvested from the reports and sent to the new Vice-Principal Students in order to feed into the proposed University level curriculum review.

Action: Academic Services to collate examples of curriculum review underway and send to the new Vice-Principal Students.

The Committee noted the following themes of good practice for sharing across the University:

- **Student Voice** - was a strong theme across many School annual quality reports. Schools provided a number of examples of how student feedback was gathered and responded to, in many cases beyond the requirements set out in the Student Voice Policy. Additionally, Schools reported that the new programme student representative system was bedding in well.
- **Academic Community** - Schools are continuing to build academic communities through a variety of activities including staff-student collaboration, engaging student representatives, and the use of Student Partnership Agreement project funding.

The Committee noted that Schools will be encouraged to include more reflection on local initiatives and good practice in next year's reports.

The Committee noted the following areas for further development at University level:

- **Space** - Schools continue to identify challenges with accessing suitable learning and teaching accommodation. This included social spaces for students and staff to interact outwith timetabled sessions, appropriate space for postgraduate research students, and study space for students. Some Schools also reported challenges with suitability of staff offices, including a lack of private space to meet with students requiring support, and issues with staff and/or teaching being split across multiple sites. These issues were felt to impact on the ability to build academic communities. The importance on minimising the impact on students of estates developments at King's Building was also noted.
- **Timetabling** - the majority of Schools reported increasing issues with timetabling. Individual examples included: significant changes to course timetables; allocation of rooms; consecutive classes timetabled in rooms some distance apart; and communication with the Timetabling Unit. Further investigation will be required to understand the specific issues. It was noted that the complexity of our provision is challenging to timetable. Challenges with the exam timetable, specifically its release date and tight timescales for marking when examinations with large cohorts happen late in the examination period, were also raised.
- **Pressure on staff time** - Schools reported that rising student numbers, especially in postgraduate taught programmes, and challenges with staff recruitment (appointing to and replacing posts) are increasing staff workloads and impacting on the student experience.
- **Assessment and Feedback** - some Schools requested that the 15 day feedback turnaround deadline be reconsidered in light of student feedback and challenges staff have in meeting this blanket deadline for different cohort sizes and types of assessments. The Sub Group **recommend** that the 15 day feedback turnaround deadline is reviewed to determine if it is appropriate in all circumstances and to explore if a different approach could be taken which still allows for timely and quality feedback to be provided to students in a clearly communicated timeframe alongside robust marking and moderation processes.
- **Student Voice** - several Schools questioned the purpose and usefulness of course enhancement questionnaires. This was felt to be contributing to the low, and declining, response rates. It was also felt that course enhancement questionnaires add to feelings of survey/feedback fatigue by students. The Sub Group **recommend** a fundamental review of the purpose of course enhancement questionnaires and their role in relation to other student voice mechanisms.

Action: The Convenor to prepare a report on the areas for further development for consideration at University Executive.

- **IT and Systems** - a collection of individual, and sometimes recurring, items were raised by Schools under this broad heading:
 - Student record-related issues raised included annual monitoring for postgraduate research students, work and study away, special circumstances, and Boards of Examiners.

Action: Committee Secretary to refer to the Director of Student Systems and Administration.

- Student record-related workarounds and the challenges of accessing meaningful data for non-standard provision (interdisciplinary, online, and open learning) were also raised.

Action: Committee Secretary to refer to the Head of Student Data and Surveys.

- Several Schools, primarily within the College of Science and Engineering, also made requests for more support for online examinations.

Action: Committee Secretary to refer to the Director of Learning, Teaching and Web Services.

The Committee **approved** the Sub Group commendations and recommendations.

Action: Committee Secretary to feedback to Schools and disseminate College and University level actions.

The Committee noted that a University level event would be held in February 2020 to share examples good practice from this round of annual monitoring (and internal review) reporting. Academic Services is also developing a good practice and resources website which will be launched in October (in time for the joint Directors of Teaching and Quality network meeting on 23 October 2019). Good practice examples have been shared with the Institute for Academic Development for showcasing through the Teaching Matters blog.

5. Internal Periodic Review Themes 2018-19

The Committee discussed the themes that emerged from teaching/postgraduate programme reviews held in 2018-19.

Action: College Deans of Quality to ensure that the outcomes of the Committee's discussions in regard to the Internal Review Themes 2018-19 are made available to and considered by the relevant College committee(s).

The following areas of good practice were noted:

- **Student support** – the support, dedication and commitment provided to students by both academic and professional services staff.
- **Learning, teaching and the curriculum** – including the quality of teaching, breadth of curriculum, skills development, and fieldwork opportunities.
- **Employability and graduate attributes** – engagement with alumni and employers, involvement of the Careers Service and use of placements.
- **Supporting and developing staff, including support for tutors and demonstrators** – rewarding and recognising teaching, roles to support and mentor tutors and demonstrators, and support provided to staff by other staff.
- **Academic community** – use of societies, social activities and student-led activities.

The Committee discussed the following areas for further development and approved the proposals for responsibility for action in response as follows:

- **Tutors and demonstrators** - recommendations related to training, promoting continuing professional development opportunities, improving two-way (feedback to and from) communication, allocating reasonable time for tasks, appointing a role to provide support, and appointment processes.

Action: Academic Services to refer recommendation to the review of the Policy for the recruitment, support and development of tutors and demonstrators, which was delayed from 2018/19.

- **Widening participation** - recommendations related to increasing numbers of students from widening participation backgrounds, considering widening participation students through reviews of curriculum and induction arrangements, provision of additional management information, and the appointment of a subject area dedicated Widening Participation Director.

Action: Academic Services to refer recommendations to the Widening Participation team, and to the new Vice Principal Students for the specific reference to the curriculum review.

- **Assessment and feedback** - recommendations focussed on quality of feedback and implementing assessment and feedback policy on formative assessment, feedback turnaround times, and scaling of marks.

Action: Academic Services to refer recommendations to the University Executive alongside the assessment and feedback further development outcomes from the annual monitoring, review and reporting process.

- **Supporting and developing staff** - recommendations covered the importance of staff engagement in continuing professional development and aspects of promotion.

Action: Academic Services to refer recommendation to the Teaching and Academic Careers task group for consideration and response.

- **Student voice** - two out of three PPRs had recommendations relating to clarity and enhancement of the student representation system at postgraduate research level.

Action: The Committee to discuss the student representation system at a future meeting.

- **Employability and graduate attributes** - recommendations related to embedding transferable skills and graduate attributes within the curriculum, extending writing skills support, engagement with alumni and employers, and extending the use of inter-disciplinary projects.

Action: Academic Services to refer recommendations to the University Executive.

6. Thematic Review 2018-19

The Committee received and discussed the final report and recommendations of the 2018-19 Thematic Review focused on black and minority ethnic students' experiences of support at the University.

The Committee noted the following key findings and recommendations:

- **Racial Literacy and Awareness Gap** - a gap exists between the awareness and racial literacy of University staff and the lived experiences of both UK-domiciled and international black and minority ethnic (BME) students. The Review Panel recommended that the Principal leads a conversation on 'race' in higher education and the implications for the University of Edinburgh. The Review Panel also recommended that University Leadership recognise the need to improve knowledge and upskill in the area of developing racial literacy. To kick start the institutional conversation the Review Panel recommended that the University provide each Head of College, School, and Professional Service area with a copy of '*Why I'm No Longer Talking to White People About Race*'.
- **Sense of Belonging** - the impact of attending an institution where BME people are in the minority can contribute to a sense of academic and social isolation. The Review Panel recommended that the University commit to increase the percentage of BME staff, both academic and professional services, with immediate priority in the professional services areas. The Review Panel also recommended that the University recruit a new BME Outreach Officer to work with BME communities. In relation to these two representation recommendations, the Review Panel encouraged the University to use positive action to diversify staffing.
- **Accessing Support Services** - BME students experience barriers accessing support services at the University. The Review Panel recommended that the Service Excellence Programme ensure that a systematic staff training programme is an integral part of the final recommendations of the current Personal Tutor and Student Support Team Review. The Review Panel also recommended that the Student Counselling Service use positive action to diversify its staffing.
- **Curricula and Learning** - there is an attainment or awarding gap between white and BME students at the University. BME students experience barriers related to both representation and cultural diversity within the curriculum and learning environments they encounter. Staff with a remit to improve BME inclusion and attainment also experience institutional barriers to achieving better outcomes.

The Review Panel recommended that the University address the attainment/awarding gap that exists between BME and white students. The Review Panel also recommended that the proposed Curriculum Review enables BME students to be involved in diversifying content, including the co-design of curricula and assessments. It was also recommended that Senate Quality Assurance Committee implement systematic monitoring of retention, progression and degree outcome data for BME students and, if appropriate, recommend interventions where there are clear and consistent patterns of divergence between BME students and white students.

The Committee welcomed the findings and recommendations and thanked the review panel.

The Committee **approved** the report and recommendations. It was agreed that, due to the specific staffing recommendations, the Convenor would invite the Convenor of the People Committee and the University Secretary to comment before the publication of the final report.

Action: The Convenor to invite the Convenor of the People Committee and the University Secretary to comment before the publication of the final report.

The Committee noted that the final report would be published on the Academic Services website and circulated to the heads of support services and academic areas included in the review, Assistant Principal Academic Standards and Quality Assurance, Deputy Secretary Student Experience, review panel, student and staff participants, and all areas responsible for action. Following receipt of the final report, the areas remitted recommendations would be responsible for submitting progress reports (14 week and year-on) to SQAC for comment, approval and feedback.

The Committee thanked the review panel and the author, Brian Connolly (Academic Services) for their work on the report.

Thematic Review 2017-18

The Committee considered an update on progress to implement the recommendations from the 2017-18 Thematic Review of Support for Mature Students and Student Parents and Carers. It was noted that the key recommendations and actions of the review were being addressed by the Edinburgh Cares project. The Committee was content with progress and agreed to receive an annual report until all actions had been completed.

Action: Committee Secretary to feedback to the review areas.

7. Students' Association Priorities 2019-20

The Committee noted the priorities of the Students' Association Vice President Education for 2019-20 as follows:

- Promoting quality and constructive feedback – to ensure that students receive quality feedback on their academic work, and that the feedback they provide to the University is taken seriously.
- Ensuring students have access to the support they need - accessible and tailored academic and pastoral support as a key to improving student experience.
- Improving the accessibility and inclusivity of academia - from a diverse curriculum to tackling hidden course costs and promoting innovative assessments.

The Committee also noted the overarching priorities for the Sabbatical team for 2019-20 as follows:

- Relevance – to ensure that Students' Association continues to be relevant to student life by working to respond to developing trends in students' lifestyles.
- Participation – to ensure strong participation and engagement as a key to a healthy Students' Association and University.

- Support – to provide practical help with student life in relation to academic and pastoral support.

The Convenor welcomed the priorities and noted intersections with the Sense of Belonging strand of the Student Experience Action Plan (StEAP).

8. Student Staff Liaison Committee (SSLC): Operational Guidance & Escalation of issues

The Committee discussed the revised Student Staff Liaison Committee (SSLC) Operational Guidance and proposed action plan.

The guidance and action plan was approved with the following provisos:

- The use of 'should' throughout the document was a legacy of the original policy and therefore not appropriate for a guidance document.
- Membership amended to clarify that the school student rep must be 'informed of business ... and may attend as they see fit' and staff attend 'as appropriate and relevant to school structure'.

It was noted that the principles of the guidance would receive a 'soft' launch with optional adoption during current academic session to allow for any issues to be identified and addressed before they became mandatory from 2020-21.

The Committee commended the author, Gillian Mackintosh (Academic Policy Officer, Academic Services), for her work on the document.

9. ELIR Activity Workshop

The Convenor invited the Committee to identify enhancements to showcase during the ELIR. Members suggested the following: streamlining and enhancing of QA processes (including the Aide Memoire for Directors of Quality); Thematic Review; Data Dashboards; the organisation of the internal periodic review processes.

For Information and Formal Business

10. Terms of Reference, Senate Committees Members' Guidance and Committee Priorities 2019-20

The Committee noted the Terms of Reference, Senate Committees Members' Guidance, and summary of the planned priorities for 2019-20 which was approved by Senate in May 2019.

The Convenor noted that a new Terms of Reference for the Committee had recently been approved by Senate (with minor amendments to Membership) and would be circulated after the meeting.

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| Action: Committee Secretary to circulate the new Terms of Reference. |
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11. Scottish Funding Council Annual Report 2018-19

The Committee noted the University's annual statement on institution-led review and enhancement activity to the Scottish Funding Council (SFC). The Committee commended the author, Nichola Kett (Head of Quality Assurance and Enhancement Team, Academic Services) for her work on the report.

12. Enhancement Themes Institutional Plan

The Committee noted the University's end of year one report for the Enhancement Theme, Evidence for Enhancement, Improving the Student Experience.

13. Internal Periodic Review Reports and Responses

The Committee confirmed that it was content with progress implementing the recommendations from the internal periodic reviews.

However, in relation to the TPR Medicine, the Committee agreed that it would be useful to have more milestones set and where possible earlier completion dates for implementation.

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| Action: Academic Services to feedback to the reviewed areas. |
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14. Positive Outcomes from Internal Periodic Review 2017/18

The Committee noted the report identifying examples of a positive change as a result of the internal periodic review process.

15. Higher Education in Apprenticeships - Characteristics Statement

The Committee noted the following link:

[Higher Education in Apprenticeships - Characteristics Statement](#)

16. SRUC Enhancement-led Institutional Review report

The Committee noted the following links: [Outcome report](#) and [Technical report](#)

17. Personal Tutor (PT) System Oversight Group

The Committee noted the update on matters considered by the PT System Oversight Group.

18. Knowledge Strategy Committee

The Committee noted the update on matters considered by the Knowledge Strategy Committee.

19. Any Other Business

There was no other business.

20. Date of Next Meeting: Thursday 5 December 2019, 2pm, Torridon Room, Charles Stewart House

The University of Edinburgh
Senatus Quality Assurance Committee

5 December 2019

**School Annual Quality Reports:
Actions**

Description of paper:

1. School responses to the Committee's requests for further information in relation to the School Annual Quality Reports.

Action requested / recommendation:

2. Consider the responses and decide if they meet the original requests.

Background and context:

3. Actions from the School Annual Quality Report for 2018-19.

Discussion:

4. Consider the responses from the Directors of Quality in attached paper and decide if they meet the original requests.

Resource implications:

5. None - request for further information and therefore no resource implications.

Risk management:

6. N/A

Equality & diversity:

7. Request for further information and therefore no equality and diversity implications.

Communication, implementation and evaluation of the impact of any action agreed:

8. Committee Secretary will feedback comments to relevant areas.

Author

Brian Connolly, Academic Policy
Officer, Academic Services

Presenter

Brian Connolly, Academic Policy
Officer, Academic Services

November 2019

Freedom of Information: Open

School Annual Quality Reports 2018-19: Actions

At the previous meeting (18 September 2019) the Committee requested further information in relation to specific School Annual Quality Reports. The following responses were received:

| School | Action | Response |
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| <p>Business</p> | <p>Business School to resubmit the report to the December SQAC with more evidence based reflective analysis on why the numerous initiatives to improve the student experience have not, so far, had a positive impact on the School's NSS scores. The resubmitted report should also include more reflection on postgraduate research at the School.</p> | <p>The full report and response is published on the Committee wiki: https://www.wiki.ed.ac.uk/display/SQAC/Thursday+5+December+2019</p> <p>Summary of resubmission:</p> <ul style="list-style-type: none"> • We have added more evidence based reflective analysis to the paragraphs on “Making improvements to the years of the Undergraduate programme” at the foot of page 1 and continuing into page 2. • This reflective analysis and particularly the paragraph starting “In general and as confirmed by our External Examiners,” (middle, page 2), led us to add to the report 2 further UG initiatives to sections “4. Any areas identified requiring attention/further development?” and “5. Actions planned and requested”. These are not new initiatives from November 2019. They are initiatives, which were already occurring, but which needed to be included more prominently into the information, which we were presenting. These initiatives are: “12.ii) Reducing the quantity of Level 10 group work assessment” |

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| | | <p>and “12.iii) Using the upcoming Internal Review to gain input on curricula review” (foot, page 7).</p> <ul style="list-style-type: none"> • In the section: “2. What has worked well throughout the year?” (foot, page 3), we added some more information to the paragraph on “Edinburgh Awards” (page 4) and to the related appendix 3, in order to give good evidence that the peer support through Group Coaching had been very well received. • We took advice from Shereen Benjamin, Associate Dean (Quality Assurance), CAHSS on where to include more reflection on postgraduate research within the School. As a result, we linked our changes in the ‘Introduction to the PhD in Management’ course to an improvement in its CEQ score (paragraph “PhD provision”, foot page 3). We also added the clarification to the Doctoral initiatives (Section 4., points 16 and 17) that both initiatives: “were developed during the PhD Annual Programme Review report reflection, as a result of consultation between the Director of the PhD Programme, the Deputy Director of the PhD Programme and PhD students.” Shereen had recommended that we gave more “spelt-out rationale for the actions arising from the evidence” at this point. • For technical reasons, we are submitting the resubmitted report as a word template and not via SPQS. Alastair Duthie has kindly offered to upload the report to SPQS, once tweaks to the system are made. |
| <p>Edinburgh College of Art</p> | <p>Edinburgh College of Art to submit an additional update to the December meeting of</p> | <p>See agenda item 7, Paper L.</p> |

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| | SQAC reflecting on degree classification outcomes for Architecture and providing a full explanation of any trends and actions taken to address any inappropriate patterns. | |
| Moray House School of Education | Moray House School of Education to submit an additional update to the December meeting of SQAC reflecting on degree classification outcomes for Education and providing a full explanation of any trends and actions taken to address any inappropriate patterns. | See agenda item 7, Paper L. |
| Health in Social Science | Health in Social Science to submit an additional update to the December meeting of SQAC providing greater clarity on progress with each specific action planned in last year's report and any recommendations from last year's Senate Quality Assurance Committee sub group meeting. The update | Awaiting response. |

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| | should also include more reflective analysis on Personal Tutor system and Degree Classification. | |
| Literature, Languages and Cultures | Literature, Languages and Cultures to submit an additional update to the December meeting of SQAC providing greater clarity on the nature of the request for additional funding for students from underrepresented groups. | <p>Funding of training for student volunteers on our WP programme, perhaps taking the funding of the Students' Association training of Student Representatives as an exemplar of a similar scheme. Most particularly, we would welcome any additional funding which might be directed towards increasing WP recruitment into Modern Languages.</p> <p>Additional funding to help with the crucial administrative work involved in LLC's WP programme as it now stands. Excellent as the work is, it is taking up more and more time of key teaching and administrative staff.</p> <p>Specific bursaries for WP and/or UK-BAME applicants to our PGT programmes.</p> |
| Philosophy, Psychology and Language Sciences | Philosophy, Psychology and Language Sciences to submit an updated version of the Quality Model to the December meeting of SQAC reflecting the changes made to QA process. | Awaiting response. |
| Social and Political Science | Social and Political Science to submit an updated version of the Quality Model to the December meeting of SQAC | Awaiting response. |

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| | reflecting the changes made to QA process. | |
| Edinburgh Medical School: Biomedical Sciences | Biomedical Sciences to submit an additional update to the December meeting of SQAC providing clarification on whether moderation is used and if so, if it is effective (particularly in relation to the high proportion of B grades). | Moderation is, to my knowledge, used universally across courses in DBMS. Blind double marking is used for a small proportion of high-credit pieces of work, notably the honours project dissertations. Given its universal use, it's very difficult to say how effective this process is: we have nothing to compare it to. Any judgement would be speculation on my part. Records of moderation processes are available to external examiners but I am not aware of this process being raised by EEs either positively or negatively. |
| | Biomedical Sciences to submit an additional update to the December meeting of SQAC providing greater reflection on Deanery actions to address student dissatisfaction, particularly in relation to the perceived lack of fairness and clarity of assessment. | Most of the actions taken to address student dissatisfaction were already included in the quality report. Free-text comments both in the NSS and CEQs suggest that the dissatisfaction about marking and assessment relates not to the absolute mark but to negative feedback that is not clearly related to assignment guidance or marking criteria: students feel they are losing marks for things they didn't know they would be assessed on. I have raised the need to link feedback and marks clearly to marking schemes to teaching staff at the BMS learning and teaching forum and suggested that this should be a major component of moderation procedures. It was also discussed extensively in a training session for new course organisers in China for the ZJE programmes. This session constituted the first meeting of a newly-formed ZJE learning and teaching network. Attendance at these events has been strongly encouraged by senior ZJE management. |

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| Biological Sciences | Biological Sciences to submit an additional update to the December meeting of SQAC reflecting on student data in relation to entrants, progression rates, course pass rates, completion rates withdrawal rates, widening participation and black and minority ethnic (BME) students. | Progression rates For UG, progression rates are 90% for the 18-24 age group over the last 5 years. There has been a significant improvement for 25+ from ~70% in 14/15, 15/16 to high 80% in last three years. The Scottish fee status group consistently achieve lower progression rates (~90%) than EU, Overseas and RUK (~95%), although the last 3 years have seen an improvement. For students with a disability, progression rates for most categories are close to and above 90%. Students with multiple disabilities have a very low rate fluctuating around 50% (although numbers may be too small for useful comparison). Females have consistently higher progression rates than males, although the gap has closed recently to about 2-5 percentage points. However, both are above 90%. Not-UK ethnicity is consistently above White and BME ethnicities which have been roughly similar at about 90% for the last three years. For PG, progression rates are all above 80% for all demographics. However, low numbers in some categories, e.g. BME, cause considerable variability. Course Pass Rates For UG, there are no meaningful differences in pass rates by ethnicity, fee status or sex; all are in the high 90s. Pass rates for the 25+ age group have been quite variable over the last few years, probably due to low numbers in this age group. Pass rates were quite low at 81% in 18/19. Pass rates for students with disability have usually been lower than for students without disability. In 18/19 pass rates for disability were 94% and no disability were 98%. For PG there are no meaningful differences in pass rates by any demographic, and all are above 90%. Low numbers of students in some categories cause quite variable pass rates. |
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| | | <p>Awards For UG in 18/19 there are no significant differences in %High classifications in any of the demographics. However, BME students have consistently achieved 5-15 percentage points lower %High classifications over the last 4 years. For PG there are no significant differences in %High classifications in any of the demographics.</p> <p>Withdrawal rates There is no meaningful difference in withdrawal rates by sex, ethnicity and age of entry. There is a high rate of withdrawal of Online Distance Learning students (28%) and a slightly higher rate of withdrawal of Scottish students (11%) compared to EU, Overseas and RUK (2-5%).</p> <p>WP There are no significant differences in WP performance on %High classifications and course pass rates. Withdrawal rates are higher (24%) for category “Y” in Access Programme than for categories “N/A” and “N”, which have withdrawal rates of 4% and 8% respectively.</p> <p>BME BME students have similar progression rates, course pass rates, and withdrawal rates than other ethnicities. They consistently achieve 5-15 percentage points lower %High classifications than other ethnicities.</p> |
| | <p>Biological Sciences to submit an additional update to the December meeting of SQAC with more detailed reflection on</p> | <p>The transition to a smaller number of representatives for programmes happened smoothly. The selection process is a little bit more awkward than the old course-level system, but we seem to have a method that works. The quality of student representatives is as good as the old system.</p> |

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| | how the new programme rep system has functioned. | <p>However, the supposed benefits of the change have not materialised. The original justification to change to the programme representative system was that the old system resulted in too many representatives for EUSA to provide good quality training. This led to an under-functioning system of representation. The argument was made that fewer representatives would mean each one would be better trained, and the system would improve. However, the reduction in student representative numbers has not resulted in enhanced training. In particular, training on how to gather feedback from courses students themselves do not take and training to seek consensus views rather than the students' own points of views have not materialised. It has also led to gaps in some courses not being covered – fortunately, this is a minority. The smaller number of representatives means that we get a narrower perspective and less diversity of student voices being presented.</p> |
| Engineering | Engineering to submit an additional update to the December meeting of SQAC reflecting on degree classification outcomes and providing a full explanation of any trends and actions taken to address any inappropriate patterns. | See agenda item 7, Paper L. |
| Mathematics | Mathematics to submit an additional update to the December meeting of SQAC | The Special Circumstances and Extensions strand of the ongoing Service Excellence Programme will be gathering assessment deadlines into the Assessment and Progression Tool in EUCLID for implementation |

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| | providing more clarity on why streamlining of assessment deadlines is considered primarily an issue for the Service Excellence Programme. | of a new service by Semester 1 of 2020-21. Hence, the School has decided to base its review of its calendar of assessments on the data thus generated in order to avoid duplication of effort and incompatibilities in format. |
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The Committee is asked to consider the responses and decide if they meet the original requests.

Brian Connolly
Academic Policy Officer, Academic Services

The University of Edinburgh
Senatus Quality Assurance Committee

5 December 2019

MOOCs
Update on the portfolio

Description of paper:

1. The MOOC strategy group received a large number of strategically aligned applications in 2019 and have approved 8 new courses. Each of these courses must come with adequate resourcing and funding to cover both academic input and production costs. A condition of the MOOC Strategy Group approval is they also come with senior strategy ownership, head of school or support group support, and agreement to seek approval by school board of studies (or similar) in line with University policy academic QA.
2. This paper discusses the various ways in which MOOCs are now being viewed as a vehicle to meet new strategic aims. We also suggest, in light of this diversification, that a more appropriate way to refer to this portfolio is as free online short courses (<https://www.ed.ac.uk/studying/online-learning/free-short-courses>).

Action requested / recommendation:

3. SQAC is invited to review the information in the accompanying executive summary, which includes details about the current MOOCs and their learner numbers. The online learning team in ISG would be pleased to answer any questions about MOOCs and strategic priorities.

Background and context:

4. The University's commitment to City Deal, through the Data Driven innovation Programme, requires that large scale digital skills training and development is delivered to local citizens at all educational levels, from schools, to further and higher education, whilst also engaging employers, and training providers. Courses delivered on our MOOC partnership platforms have the proven capacity to engage very large numbers of learners, often UK-based, at different levels and studying for different types of credentials, or simply for self-development. This has been recognised (both formally and informally) by all of the institutes contributing to DDI – Bayes, EFI, Usher, and Roslin – and the MOOC team have engaged with each group to discuss requirements. A number of the new MOOCs approved for development link directly to DDI-related initiatives and will contribute to targets.
5. We also continue to see MOOC proposals that more strategically align with our online learning portfolio, and will act as feeders to proposed online masters

degrees. The introduction of a new University masters level microcredential on edX – MicroMasters – has also allowed academic programmes to consider how the barriers to for-credit masters education can be made more flexible and to encourage new groups of students to study more formally with the University.

Discussion:

6. See attached paper.

Resource implications:

7. MOOCs are now fully costed and Information Services Group have developed costing models for courses and programmes at varying levels. These models are based on prior experience of delivering MOOCs and have factored in new approaches aiming to standardise and increase efficiency in production tasks.

Risk management:

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

Equality & diversity:

9. There are no equality Impacts arising from this paper.

Communication, implementation and evaluation of the impact of any action agreed:

10. The ISG online learning team will present the paper to the December SQAG meeting to showcase the portfolio of MOOCs and the benefits being realised for the institution.

Authors

Melissa Highton

Director of Learning, Teaching & Web Services & Assistant Principal Online Learning

Presenter

Melissa Highton

Director of Learning, Teaching & Web Services & Assistant Principal Online Learning

10th September 2019

Freedom of Information: Open

MOOC Programme overview, November 2019

This paper provides an executive summary report about the University of Edinburgh's portfolio of existing and proposed MOOCs. The paper is split into six sections:

- Portfolio summary data
- New courses launched in 2019
- Courses completing development
- Courses approved at May strategy board
- Enrolment and certificate data for all courses

Portfolio summary data

| Platform | No. of courses | Enrolments | Certificates |
|--------------------|----------------|------------------|---------------|
| Coursera | 38 | 2,522,553 | 34,260 |
| FutureLearn | 12 | 169,556 | 14,328 |
| Edx | 7 | 110,994 | 2,386 |
| <i>Total</i> | 57 | 2,803,103 | 38,676 |

New courses launched in 2019

| Name | School / Centre | Date launched | Enrolments | Platform |
|--|------------------------------------|---------------|------------|-------------|
| Know Thyself - The Value and Limits of Self-Knowledge: The Unconscious | Philosophy, Psychology & Languages | 21 Jan 2019 | 3,348 | Coursera |
| Code Yourself! An Introduction to Programming (Arabic) | School of Informatics | 4 March 2019 | 138 | Coursera |
| The Sharia: An Introduction the Path of God in Muslim Belief, Practice & Law | Alwaleed Centre | 6 May 2019 | 4,633 | FutureLearn |
| Research Data Management Service Development | Digital Curation Centre | 3 Sept 2019 | 1,956 | FutureLearn |

Status and Planned start dates of approved courses from May 2019 MOOC strategy board

| Name | School / Centre | Sponsor(s) | Status(Planned to Start) |
|--|---|----------------------|-----------------------------------|
| Data, Ethics and Responsible Innovation | College of Science & Engineering/Bayes Centre | Prof. Dave Robertson | In Production (starting Feb 20) |
| Sustainable Global Agri-Food System | Royal (Dick) School of Vet Medicine | Prof. David Argyle | In Production (starting Oct 20) |
| Christian Muslim Relations; History, Scripture, Theology, Politics | School of Divinity | Prof. Dorothy Miell | In Planning (target start Oct 20) |
| Blended Learning Education – conditional approval | School of Informatics (<i>in partnership with EADTU, KU Leven, TU Delft, Dublin City University,</i> | Prof. Jane Hillston | In Production (starting April 20) |

| | | | |
|---|--|----------------------|--------------------------------------|
| | <i>Tampere University and Aarhus University)</i> | | |
| Data Literacy in GeoSciences | College of Arts, Humanities & Social Sciences | Prof. Simon Kelly | In Planning (target start Sept 2020) |
| Social Anthropology | School of Social & Political Science | Prof. Linda McKie | In Planning (start TBC) |
| Diagnosing and Managing Chronic Respiratory Diseases | Edinburgh Medical School | Prof. Harry Campbell | In Planning (start TBC) |
| Tackling Violence Against Children – conditional approval | School of Social & Political Science | Prof. Linda McKie | In Planning (start TBC) |

Enrolment and certificate data for all courses

| | School | Enrolments | Certificates |
|--|----------------------------------|------------|--------------|
| EdX | | | |
| Climate Change: Carbon Capture and Storage | Engineering / Geosciences | 4,168 | 200 |
| Economic Democracy: The Cooperative Alternative | Economics | 12,665 | 348 |
| Introduction to Marketing: Tools to Set Enterprises Apart | Business | 56,086 | 1,149 |
| Introduction to Social Research Methods | Education | 8,473 | 147 |
| Nitrogen: A Global Challenge | Geosciences | 3,055 | 104 |
| Nitrogen: A Global Challenge (Hungarian) | Geosciences | 281 | 1 |
| Statistics: Unlocking the World of Data | Mathematics | 20,358 | 225 |
| FutureLearn | | | |
| Bonnie Prince Charlie and the Jacobites | ECA (partnership with NMS) | 11,030 | 470 |
| Football: More than a Game | Moray House | 27,953 | 240 |
| How to Read a Novel | LLC | 37,045 | 415 |
| Research Data Management Service Development | Digital Curation Centre | 1,956 | 53 |
| Scotland and Wales Vote 2016: Understanding the Devolved Elections** | SPS | 2,652 | 0 |
| Social Wellbeing | SPS | 11,064 | 96 |
| Stereoscopy: An Introduction to Victorian Stereo Photography** | Education (partnership with NMS) | 8,382 | 71 |
| The Discovery of the Higgs Boson | Physics & Astronomy | 33,951 | 458 |

| | | | |
|--|--|---------|-------|
| The Sharia: An Introduction the Path of God in Muslim Belief, Practice & Law | Alwaleed Centre | 4,633 | 82 |
| Towards Brexit? The UK's EU Referendum** | SPS | 10,791 | 38 |
| Towards Scottish Independence? Understanding the Referendum** | SPS | 9,486 | 0 |
| Mental Health: A Global Priority** | Molecular, Genetic & Population Health Sciences | 8,462 | 135 |
| Coursera | | | |
| ¡A Programar! Una introducción a la programación | Informatics (partnership with Universidad ORT Uruguay) | 108,184 | 791 |
| Animal Behaviour and Welfare | Vets | 108,416 | 4,901 |
| Artificial Intelligence Planning** | Informatics | 113,565 | * |
| Astrobiology and the Search for Extraterrestrial Life | Physics & Astronomy | 141,773 | 1,775 |
| AstroTech: The Science and Technology behind Astronomical Discovery (2016) | Physics & Astronomy | 36,836 | 712 |
| Chicken Behaviour and Welfare | Vets | 28,589 | 1,041 |
| Code Yourself! An Introduction to Programming | Informatics | 139,252 | 1,683 |
| Code Yourself! An Introduction to Programming (Arabic) | Informatics | 138 | 6 |
| Critical thinking in Global Challenges ** | Biomedical Sciences | 220,608 | 1,029 |
| | | | |
| Data Science in Stratified Healthcare and Precision Medicine | Edinburgh Data Science | 4,330 | 320 |
| Digital Footprint | EDINA / Vets | 4,932 | 163 |
| EDIVET: Do you have what it takes to be a veterinarian? | Vets | 47,386 | 1,631 |
| E-Learning and Digital Cultures** | Education | 94,132 | * |
| Equine Nutrition** | Vets | 52,994 | 896 |
| Fundamentals of Music Theory | ECA | 310,080 | 2,861 |
| Intellectual Humility: Practice | PPLS | 6,938 | 98 |
| Intellectual Humility: Science | PPLS | 5,483 | 111 |
| Intellectual Humility: Theory | PPLS | 17,512 | 306 |

| | | | |
|---|---|---------|-------|
| Introduction to Philosophy | PPLS | 552,310 | 6,245 |
| Know Thyself - The Value and Limits of Self-Knowledge: The Examined Life | PPLS | 10,390 | 136 |
| Know Thyself - The Value and Limits of Self-Knowledge: The Unconscious | PPLS | 3348 | 71 |
| Learning for Sustainability: Developing your personal ethic ** | Education | 13,998 | 103 |
| Philosophy and the Sciences (2014) ** | PPLS | 81,509 | 558 |
| Philosophy and the Sciences: Introduction to the Philosophy of Cognitive Sciences | PPLS | 29,320 | 875 |
| Philosophy and the Sciences: Introduction to the Philosophy of Physical Sciences | SPS | 18,109 | 512 |
| Philosophy, Science and Religion: Philosophy and Religion (PSR 2) | PPLS | 11,205 | 266 |
| Philosophy, Science and Religion: Religion and Science (PSR 3) | PPLS | 4,942 | 138 |
| Philosophy, Science and Religion: Science and Philosophy (PSR 1) | PPLS | 23,375 | 640 |
| Photography: A Victorian Sensation** | Education (partnership with NMS) | 7,522 | 71 |
| Research Data Management and Sharing | EDINA / Data Library | 12,497 | 939 |
| Sit Less, Get Active | Molecular, Genetic & Population Health Sciences | 62,043 | 594 |
| The Clinical Psychology of Children and Young People** | SPS | 88,187 | 1,575 |
| The Making of the US President: A Short History in Five Elections | HCA | 2,364 | 62 |
| The Truth About Cats and Dogs | Vets | 19,498 | 624 |
| Understanding the UK's 2015 General Election** | SPS | 4,550 | * |
| Understanding Obesity | Centre for Integrative Physiology | 38,223 | 810 |
| Warhol** | ECA | 41,484 | 160 |
| 哲学导论 (中文版) Introduction to Philosophy | SPS | 15,502 | 226 |

* Data not available.

** Course not currently active.

The University of Edinburgh
Senatus Quality Assurance Committee

5 December 2019

**College Annual Quality Reports
2018-19**

Description of paper:

1. The College annual quality reports for 2017-18.

Action requested / recommendation:

2. For discussion.

Background and context:

3. The College annual quality reports for 2017-18.

Discussion:

4. See attached papers.

Resource implications:

5. Considered within the reports.

Risk management:

6. Considered within the reports.

Equality & diversity:

7. Considered within the reports.

Communication, implementation and evaluation of the impact of any action agreed:

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

Authors

CAHSS:

Alastair Duthie, Academic Administrator, Governance, QA and Enhancement; **Dr Shereen Benjamin**, Associate Dean Quality Assurance and Enhancement, College of Arts, Humanities and Social Sciences.

CMVM:

Presenter

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Dr Claire Phillips, Director of Quality Assurance, College of Medicine and Veterinary Medicine; **Victoria Bennett**, Quality Officer, College of Medicine and Veterinary Medicine.

CSE:

Dr Linda Kirstein, Dean of Education Quality Assurance and Culture, College of Science and Engineering; **Heather Tracey**, Deputy Head of Academic Affairs, College of Science & Engineering

November 2019

Freedom of Information: Open

Dr Claire Phillips, Director of Quality Assurance, College of Medicine and Veterinary Medicine

CSE:

Dr Linda Kirstein, Dean of Education Quality Assurance and Culture, College of Science and Engineering;

College Annual Quality Report

College of Arts, Humanities and Social Sciences (CAHSS)

Academic Year: 2018/19

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

Author: Alastair Duthie (Academic Administrator, Governance, QA and Enhancement)

Contributors: Shereen Benjamin (Associate Dean, Quality Assurance and Enhancement), Stephen Bowd (Dean of Postgraduate Education), Jeremy Crag (Dean of Students), Lisa Kendall (Head of Academic and Student Administration), Sabine Rolle (Dean of Undergraduate Education), and College Quality Assurance Committee (CQAC).

1. Reflection on progress with actions from the last year

1) *The College was asked to provide greater support in the analysis of qualitative and quantitative data relating to student feedback (NSS, PTES, PRES and CEQs), Widening Participation data on admissions and retention, and degree classification results.*

The College Office continues to support Schools in the transition to the new Power BI Data Dashboards. Schools and College have actively participated in the development of the dashboards through user testing. Most of the data sets above are now available through Power BI and recent development work within Student Systems has added Widening Participation filters to existing reports providing data on admissions and retention. The College is now looking at ways of utilising this data to support strategic planning; particularly in the area of student support for WP students where a new College WP Champion has now been appointed. Following submission of this year's reports, further guidance and training to support Schools (and Colleges) in using the dashboards to support effective evaluation and enhancement is now requested [see section 4].

2) *Ongoing support to enhance the operation of the Personal Tutoring system.*

The Dean of Students continues to oversee the operation of the Personal Tutor System addressing any issues on a case by case basis. The College continues to organise two Student Support Forums each year and runs regular briefings and events for Senior Tutors. The Dean of Postgraduate Education is also overseeing the delivery of enhanced supervisor training in Schools to ensure consistency of support for postgraduate research students. The institutional-wide Review of Student Support and Personal Tutoring has now reached the end of its consultation phase and the College Office and Schools continue to actively engage with the Design Group as this work progresses.

3) *Further co-ordinated support in the organisation and management of joint programmes was requested by the Schools.*

The Dean of Undergraduate Education continues to lead on enhancement work in this area. In collaboration with the Head of Academic and Student Administration, a dynamic key contacts document for joint programmes was developed and shared with Schools to

aid communication between subject areas. The College has also developed a RACI model to support the development of a role descriptor for a Programme Director at undergraduate level that will also include those with specific responsibility for joint programmes (see section 3, action 1). This work is ongoing and remains a key strategic priority for the College this academic year.

2. Reflection on School reports to identify College themes

Student Community, Inclusivity and Mental Health Support

A number of initiatives are underway in Schools to support student community building on campus and online. The College continues to promote the use of good practice sharing events and the Teaching Matters blog to communicate these initiatives to the wider University. The absence of suitable physical space continues to be cited as a barrier to effective community building, with consequent negative impact in cross-College survey results. The College considers this as a critical issue and the continued lack of an institutional approach to address this issue impacts on both staff and student experience thereby presenting a reputational risk to the University. College and University support was requested for escalating estates concerns with a number of specific examples cited including:

- Moray House School of Education and Sport (MHSES) noted a number of specific concerns with the quality and availability of teaching space and a general lack of accessibility in parts of their estate. Philosophy, Psychology and Language Sciences (PPLS) also noted a lack of suitable teaching space and poor coordination of timetabling changes for students with accessibility requirements [see section 3, action 2].
- The School of Health in Social Science (HiSS) requests that the planned relocation of the School attends to the needs to build academic community by delivering a cutting-edge interdisciplinary learning environment for staff and students with spaces for interaction [see section 3, action 2].

Schools continue to experience challenges in delivering consistent student support to students. The ongoing institutional-wide Review of Student Support and Personal Tutoring will help to address some of the local issues raised in School reports [see section 1]. However, a particular need for increased mental health and wellbeing support for Postgraduate Research students was picked up through student feedback in some Schools and requires College attention [see action 3].

Quality Assurance and Learning and Teaching Enhancement

Support for School Directors of Quality

A number of Schools asked for enhanced support documents and guidance for new and existing School Directors of Quality. Resources requested include a practical list of main tasks, a timeline that will support handover, training and guidance for Power BI Dashboards tailored to School strategic priorities [see action 4].

School Annual Quality Reports

Challenges with the timing of School Annual Quality reports was raised as an issue by the Centre for Open Learning (COL). The structure of the semester is different to other Schools and vital reflection on one term (July-September) is missed. Other Schools noted that Postgraduate Research and the dissertation element of Postgraduate Taught provision is also not adequately captured in reports. Some Schools also requested a cross-

College strategy to support more effective reporting over the entire annual cycle [see action 5].

▪ **Student Representation and Student Voice**

Schools continue to develop initiatives to support effective student representation while generally strengthening student voice mechanisms. The College is working with Students' Association to support the effective delivery of the student representative system, helping to further embed the programme and School representative system and ensuring the feedback loop is closed using School SSLCs and College meetings [see action 6].

▪ **Course Enhancement Questionnaires (CEQs)**

Schools continue to raise the need to enhance mechanisms for student feedback on courses (e.g. CEQs and mid-course feedback) and two Schools requested a full review of CEQs. PPLS requested support from the College to refocus feedback at programme-level rather than course-level monitoring, with MHSES using an in-house system for course monitoring, which is separate from CEQs [see action 7].

Review of impact of Lecture Recording on attendance and student engagement

The Business School has requested support from the College (and University) in reflecting on how lecture recording is impacting student engagement with their studies [see action 8].

Tuition Fee Deposits

The School of Law has requested that College support the introduction of a system solution for tuition fee deposits for on-campus PGT offer-holders. They link this to a concern about highly unpredictable and rapidly increasing student numbers [see action 9].

| 3. College quality assurance and enhancement plan – actions | | | |
|---|---|-----------------|--|
| Action | Output(s)/success measures | Deadline | Responsible |
| 1. Joint Degree Programme work to consider the request for the development of programme director role descriptor | <ul style="list-style-type: none"> Development of a suitable role descriptor for programme leads that helps Schools to improve communication and coordination across all levels | June 2020 | Dean of UG Education and Dean of PG Education |
| 2. College Quality Assurance Committee to discuss options for escalation and ongoing support relating to space. Specific feedback to go to CAHSS reps on Space Strategy Group and in particular the reported accessibility issues will be raised with College Estates Manager | <ul style="list-style-type: none"> College to ensure accessibility concerns are escalated through a clearly defined support framework Where estates restrictions act as a barrier to effective student community building, investment in additional space is welcomed [see section 4] | Ongoing | College Quality Assurance Committee; CAHSS Reps on Space Strategy Group; College Estates Manager |
| 3. Mental Health and Wellbeing Support for PGR Students to be explored through enhanced supervisor | <ul style="list-style-type: none"> Further discussion and implementation through appropriate channels. Raise awareness of | Ongoing | Dean of Postgraduate Education, PGR Student Office, Director of Student Wellbeing and SMHIG |

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| training and further discussion through the Student Mental Health Strategy Implementation Group (SMHIG) | existing support and self-help guides | | |
| 4. Support documents and Power BI training for School Directors of Quality to be developed in collaboration with Academic Services and the Head of Student Data and Surveys | <ul style="list-style-type: none"> Enhanced support documentation outlining key dates and resources Power BI training and guidance for School stakeholders to increase confidence in data evaluation | April 2020 | College Academic and Student Administration; Academic Services and Head of Student Data and Surveys |
| 5. Concerns regarding the timing of School Annual Quality Reports and full cycle reporting to be discussed and addressed locally | <ul style="list-style-type: none"> Dean (Quality Assurance and Curriculum Approval) to hold further discussion with the Centre for Open Learning and other Schools, with input from Academic Services | March 2020 | Dean (Quality Assurance and Curriculum Approval); Centre for Open Learning; Academic Services |
| 6. College Quality Assurance Committee will continue to support the Students' Association and the VP Education with the implementation of the programme, School and committee representation system and improved routes for escalation of issues emerging from School SSLCs | <ul style="list-style-type: none"> Successful introduction of clear roles and responsibilities in SSLC remits and improved induction guidance delivered jointly between the College and the Students' Association | July 2020 | College Academic and Student Administration; Students' Association; VP Students |
| 7. College will continue to support the roll-out of mid-course feedback at PGT level and will promote College wide engagement in the planned review of CEQs this academic session | <ul style="list-style-type: none"> College Quality Assurance Committee will ensure Schools are informed of progress of planned institutional-wide review and will feed specific comments into the review | Ongoing | Dean (Quality Assurance and Curriculum Approval) |
| 8. Reflections on lecture recording to be remitted to the Deputy Director, Learning, Teaching and Web Spaces division of ISG seeking response on data already gathered. The School will also be referred to the recent | <ul style="list-style-type: none"> Support an ongoing institutional dialogue about the effective use of lecture recording to support student learning. Further discussion through the College Quality | October 2020 | College Quality Assurance Committee; Deputy Director (Learning Teaching and Web Services, ISG) |

| | | | |
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| publications produced by the Lecture Recording Project aimed at students and staff | Assurance Committee next academic session | | |
| 9. Item on Tuition Fee Deposits and student numbers to be remitted to the Director of PG Admissions and Head of Academic and Student Administration. Work to investigate potential solutions for deposits ahead of SEP Student Finance project was undertaken but currently there is no resource to proceed in advance of required major system changes | <ul style="list-style-type: none"> Ongoing discussion with School and measures are in place for 2020 admissions cycle including gathered field and staggered deadlines | Ongoing | Director of Postgraduate Admissions; Head of Academic and Student Administration; SEP Student Finance Project |
| 10. Specific comments relating to the challenges with the common marking scheme will be communicated to CAHSS Reps on the Assessment and Feedback Enhancement Group. A request to review the 15-day turnaround policy has been communicated to the University Executive Group | <ul style="list-style-type: none"> Ongoing discussion through the College Quality Assurance Committee will ensure local concerns are addressed and considered as part of institutional-led work | Ongoing | College Quality Assurance Committee; Assessment and Feedback Enhancement Group |

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

Data Support and Power BI

The College requests additional support and training for key users of the Power BI Dashboards, enhancing our ability to analyse and evaluate this qualitative and quantitative data. We would support the introduction of training sessions (by School or grouped) and enhanced support guidance. Signposting to key data sets and reports is recommended in order to rationalise the vast data sets available, with additional data available at a more granular level when required. The College will actively include this in support documentation for School Directors of Quality, that can be shared with School colleagues (Programme Directors and professional services staff).

Course Enhancement Questionnaires

As noted above under section 3, the College welcomes the further planned review of Course Enhancement Questionnaires and will engage wherever possible. Senate Quality Assurance Committee is requested to consider the role of CEQs alongside other, more effective, modes

of student feedback and to help make the distinction between course enhancement, course monitoring and the role of each of these in staff appraisal. Student Systems is also asked to consider how appropriate training, guidance and enhanced data sets can be provided to appropriate staff in Schools and Colleges.

Feedback Turnaround (15-Day Turnaround)

The College supports the planned review of the 15-day turnaround. The negative impact of the 15-day turnaround on staff and students was recorded in a paper submitted to Senate Quality Assurance Committee and the College will continue to engage in these discussions [see section 3, action 10].

Impact of Estates on Learning, Teaching and Community Building

Community building among students and staff is a key strategic priority. Inadequate and poorly configured teaching and social spaces act as a significant barrier to effective student community building and poor accessibility in any part of our campus must be addressed as a matter of urgency. As noted above, problems with our estate are now at a critical point and are directly impacting on the staff and student experience. The College requests that careful and transparent consideration is given to immediate concerns and fully supports investment in additional space and carefully coordinated redevelopment of existing space, with input from teaching staff and students throughout.

College Annual Quality Report

College of Medicine and Veterinary Medicine

Academic Year 2018/19

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

Authors: Claire Phillips, Victoria Bennett

Contributors: Members of CMVM CQAE

1. Reflection on progress with actions from the last year

2017/18 actions and updates:

- To share examples of good practice around feedback and closing feedback loops.

CMVM Annual Good Practice Showcase took place on 3rd April 2019. This annual event provides an opportunity for those involved in teaching and learning activity to share practice with the CMVM community. The 2019 theme was Good Practice in Feedback and Closing Feedback Loops. There were seven presentations from across Schools and Deaneries covering both UG and PGT provision. Next year's event will take place on 18th March 2020. Following feedback the theme for this event will be Assessment and the format of the session has been slightly amended.

- To enhance College External Examiner processes

During 2017/18 we reviewed our Taught External Examiner nomination and approval processes including developing a new College nomination form and set up a new Taught External Examiner Approval sub-committee to the College QAE Committee. The sub-committee operates electronically on an ad hoc basis. The committee is supported by the Quality Officer with oversight provided by the Dean QA. Previously nominations went to either the PG or UG Learning and Teaching Committee. The new processes were implemented for 2018/19 and have been well received. Bringing all nominations under one committee has improved consistency around scrutiny of nominations across all taught provision and made it simpler to identify common themes arising out of the nomination process to address through the QAE Committee. For example, we have developed guidance around extensions to External Examiner tenures and we plan to develop some central resources to support External Examiner induction. Local areas additionally report that External Examiner nominations are now considered on a timelier basis due to the electronic operation of the sub-committee. Committee members are very positive about the new process.

- Support Schools/Deaneries to increase student survey response rates.
- Continue to share and enhance QA processes between each area of the College. Learning, sharing and communication across the College structure, both PG and UG.
- Review visibility of student feedback and QA documentation across each area of the College – enhancing communication

These three actions have been agenda items on the College QAE Committee throughout 2018/19. Topics such as survey response rates are considered as distinct agenda items at appropriate times in the academic year and there is a standing item for each School/Deanery to report on local QA activity throughout the year (*see section 2 – Feedback*). Members are encouraged to bring and share locally developed resources and examples of good practice for dissemination across the College. Recently resources have been shared around External Examiner administration and

communication, moderation practices and methods of storing, publishing and using QA related documentation to support access and use by wider academic and student communities in each area. This work will continue throughout 2019/20.

- Encourage all areas to direct students to IAD resources and to work with IAD to develop new resources in response to identified needs within the College

Dr Jenny Scoles was invited to attend a meeting of CQAEC to highlight Teaching Matters. As a result of this, the December Teaching Matters theme will be contributions from students on online programmes. The College PGT community have been asked to encourage students on online programmes to contribute. There is now regular communication between Dr Scholes and the Quality Officer who points people in her direction as examples of good practice are identified through quality processes to further encourage engagement with Teaching Matters.

- Request regular updates on progress with items identified as College issues in School/Deanery QA reports but out-with the remit of the CQAEC

Any actions in School/Deanery Annual QA Reports out-with the remit of the CQAEC are referred to relevant bodies within the College, for example the College Operations Group, with updates reported at CQAEC mid and end of year.

- Continue to learn from TPRs and PPRs across College (*renamed Internal Periodic Reviews*) – identify common themes and consider what actions CQAEC could undertake to support areas for development or to highlight good practice and innovation.

There were four internal periodic reviews at CMVM during 2017/18 and a cross College PGR review in 2018/19. The CQAEC receives and discusses all final internal review reports as well as 14 week and year on reports. With five reviews taking place during this period we took the opportunity throughout 2017/18 and 2018/19 to review recommendations across reviews with a view to identify any common themes to inform the work of the CQAEC. We will continue do this with all future internal periodic reviews.

- Monitor progress with ongoing actions from 2016/2017 report – All outstanding actions from 2016/17 are now completed.

2. Reflection on School reports to identify College themes

Reflection on College Quality Assurance and Enhancement:

- Genuine collegial atmosphere among CQAEC members. Given the pressures on colleagues' time there is clear engagement and willingness to share and learn from each other.
- Recent years have seen steady progress with enhancements to QAE processes and visibility at local levels.
- Numerous examples of good practice across a range of themes were identified by SQAC in all School/Deaneries across the College indicative of not just depth but breadth and value placed on QAE across the College. (Paper SQAC 19/20 1D)

From School/Deanery Annual QA reports common themes which may impact others across the College are identified annually. Discussion and reflection at CQAEC has informed the actions planned in section 3. Many of the common themes are interrelated.

In addition, extensive and wide-ranging good practice/innovations from across the College are condensed into a single document for ease of sharing with colleagues. Examples –

- Highlighting good practice in L&T now standing item on agenda for academic meetings. (DBMS)
- Active programme cross-talk and content-sharing across programmes. (DCS)
- MSc Clinical Trials created a Dedicated Tutoring course in Moodle. (DMGPHS)
- PTAS project -review student induction resulted in more explicit guidance to students (PGT) (ME)

- Development of research Methods and Data Analysis course - ensure more consistent experience across PGT programmes (R(D)SVS)

Common themes – with potential detrimental impact

• PGR-provision cross-College

Key area requiring development across the College (alongside the University level review).

Actions informed by:

- Outcomes of the College PGR PPR March 2019.
- Common theme for development from most School/Deanery QA reports.
- Earlier recognition by CQAEC members during 2018/19 that PGR QA had not featured highly in recent years.

Areas for development raised in School/Deanery QA reports include:

- Review of Thesis Committees – potential separation of academic and pastoral roles in line with PPR recommendations.
- Consistency of experience and practice of supervision guidance, support and opportunities for teaching.
- Challenges with online reporting (via EUCLID); student health and wellbeing.

• Marking and Moderation

A number of Schools/Deaneries identified variation, lack of clarity and consistency of application of moderation and marking criteria. This includes some comments from external examiners. CQAEC concluded a review and enhancement of moderation processes and consistent application of processes including consideration of marking criteria would be a valuable and informative action for the coming year.

• Resources for teaching and learning

Identified as an area of significant and increasing concern. Particularly relating to staffing and identifying and accessing resources to support teaching. This related to challenges around:

- Engaging staff on primarily research (or NHS) contracts with teaching and assessment activity.
- Reported difficulties securing tutors and dissertation supervisors/markers for programmes.
- Research students reported unequal access to opportunities to teach, sometimes due to limited value placed on this by some areas of the College.
- Concern around expectations for growth in student numbers, especially PGT, and maintenance of quality with colleagues concerned that quality would reduce if additional resources to support teaching were not secured as programmes grew.

• Feedback

Feedback to and from students was a general theme although no single area for development common to all Schools/Deaneries. Areas for development from QA reports include:

- Student perception of the value of their feedback and lack of response to their feedback.
- Visibility of feedback mechanisms both to and from students (closing feedback loops)
- Assessment Feedback (amount, consistency, lack of feedback to improve performance and turnaround times).

Given the number of recent initiatives and items of planned actions for 2019/20 in local areas it is clear that all areas of the College recognise this challenge. It is appropriate that rather than plan significant College-level action this year, we allow local plans to be actioned, recent changes to embed and monitor progress mid-year and evaluate any support the CQAEC can offer.

- Continued concern at low CEQ response rates and therefore value of this feedback. Currently a University-level review. The College does not plan a particular action although discussion of ideas to improve response rates occurs at CQAEC.

• Curriculum review

A number of areas (MBChB, BVM&S, MGPHS) are undertaking large scale curriculum reviews and although not a direct planned action the Committee will encourage local QAE colleagues to

feed into these reviews and CQAEC will monitor progress through standing items on the CQAEC agenda.

• PGT fee levels and availability of scholarships

Raised last year. Impact on student recruitment and limits student diversity. See University level issues – section 4.

• Personal Tutor satisfaction

Continues to be below aspirations. We hope the new student support system will resolve the challenges and meet the variable student expectations across our broad provision.

Summary of CMVM 2019 PT Satisfaction:

- NSS - evidence of an opposite trend to that of UoE. Schools/Deaneries performed above the UoE average with all areas across the College showing static results or some improvement. It is worth noting that the free text comments do not give any insight into why students respond to this question as they do.
- PTES - compared to NSS, CMVM shows much greater variation between Schools, Deaneries and programmes with greater swings year on year. Maybe explained partly by many fewer responses due to smaller numbers of PGT students and smaller numbers on each programme. Appears to be no pattern to the results between on-campus and online student experience of the PT system.

CQAEC will continue to address those themes within the remit of the CQAEC and push harder for solutions, formalise concerns for those out-with.

| 3. College quality assurance and enhancement plan – actions | | | |
|---|---|-----------------|----------------------------------|
| Action | Output(s)/success measures | Deadline | Responsible |
| Support the development of a strategy for the management of supervision for PGR students | Strategy developed | November 2020 | CQAEC and PGR Board of Examiners |
| Review of the process for the appointment of internal and external examiners for PhD viva examinations | Develop a transparent and robust process for consideration and approval of examiners. | January 2021 | CQAEC |
| Review moderation activities across the College and provide useful guidance to share examples of good practice. | Guidance developed and published on College SharePoint site | July 2020 | CQAEC |
| Articulation of the challenges around identifying and securing resources to support teaching with a view to influence College practice in this area. | Paper identifying shared challenges produced for College Deans of Learning and Teaching to take to College Strategy Group | January 2020 | CQAEC |
| Monitor 'state of play' on plans and recent local initiatives to address various challenges relating to feedback to and from students as reported in School/Deanery QA reports. | Mid-year update to CQAEC from all Schools/Deaneries. | March 2020 | CQAEC (School/Deaneries DoQ) |

4. Any University-level matters for the attention of Senate Quality Assurance Committee

(beyond those already identified by the Sub Group reviewing the School annual quality reports)

- PGT – Review the technology and technical support for the online programmes.
- Review PGT recruitment through a widening participation lens.
- Fees: Competitors fees are often lower. While the programmes can make sure their marketing highlights the teaching and research excellence at the University of Edinburgh, it would help if fees stayed the same once the student has signed up for the programme and if there was a freeze in the 5% increase in fees per annum.

Glossary

| | |
|---------|---|
| BVM&S | Bachelor of Veterinary Medicine and Surgery |
| CEQ | Course Evaluation Questionnaires |
| CMVM | College of Medicine and Veterinary Medicine |
| CQAEC | College Quality Assurance and Enhancement Committee |
| DBMS | Deanery of Biomedical Sciences |
| DCS | Deanery of Clinical Sciences |
| DMGPHS | Deanery of Molecular, Genetics and Population Health Sciences |
| DoQ | Director of Quality |
| IAD | Institute for Academic Development |
| MBCbB | Bachelor of Medicine and Surgery |
| ME | Medical Education |
| NSS | National Student Survey |
| PGR | Postgraduate Research |
| PGT | Postgraduate Taught |
| PPR | Postgraduate Programme Review |
| PT | Personal Tutor |
| PTES | Postgraduate Taught Experience Survey |
| QAE | Quality Assurance and Enhancement |
| R(D)SVS | Royal (Dick) School of Veterinary Studies |
| SQAC | Senate Quality Assurance Committee |
| TPR | Teaching Programme Review |
| UG | Undergraduate |

November 2019

College Annual Quality Report

College of Science and Engineering

Academic Year 2018/19

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Dean of Learning and Teaching

1. Reflection on progress with actions from the last year

Completed Actions

Due diligence in relation to Institutional Exchange Agreements

An action was identified to ensure that due diligence is taking place when Schools are setting up Exchange Agreements with overseas institutions. The following procedures are now in place:

- All exchange agreements with new institutions are presented to the College Curriculum Approval Board for approval. The Board pays particular attention to the checks that have taken place to ensure that there is appropriate course provision at the partner institution.
- All Schools are periodically reminded of the need to specify how they have checked that the curriculum of a partner institution is appropriate.

Student Representation in College Committees

- It was agreed that briefings would take place with student representatives prior to committee discussions so that Reps could ensure they were fully briefed, understood their roles in order to proactively contribute to College committee discussions, and so that consultation could take place with the student body where appropriate.
- Briefings took place prior to most Committee meetings in 2018/19, although it was noted that attendance was poor at meetings around vacation time (as might be expected). Student representatives that participated suggested that the meetings had a positive impact in helping them to prepare for committee discussions. We plan to continue this practice in 2019/20, and are putting in place the opportunity for more student-led discussion about the issues that matter to the student body (as opposed to College-directed business) through the College Student Staff Liaison Committee (CSSLC) – see details in Section 2 (Student Voice).

Representatives Networking Event

- A Representatives Networking Event took place on 29th January 2019 and involved an early evening informal gathering of the student representatives nominated to sit on College Committees, along with colleagues from the Students' Association, and key College Office Bearers including the Head of College, Deans, College Registrar and members of the Academic Affairs Team. The event was positively received by the Student Representatives and helped to establish a less formal channel of communication with the elected representatives, as well as giving an informal opportunity to gather feedback on issues from the representatives.

Open Actions

Brexit Preparation

- Brexit continues to be an issue of concern and the Directors of QA and Directors of Learning and Teaching in Schools provided direct feedback to the Dean of Quality Assurance in relation to academic quality-related matters posed by Brexit. These items were communicated to the College Registrar and Head of Academic Affairs, and we continue to monitor the potential impact of Brexit in relation to teaching delivery and quality. The College has had regular planning discussions in relation to Brexit, which will continue.

Borderlines

- The College's Joint Learning and Teaching (CLTC) and Quality Assurance Committee (CQAC) discussed the development of a single approach or algorithm for classification of borderlines, preferably at University level. The Joint Committee agreed that a single, consistent approach across the College would be desirable. Work is ongoing to find a suitable approach across the College and this will be discussed at the December 2019 CLTC, to feed into a discussion at APRC in January 2020.

Model for Study Abroad in Year 2

- The College agreed to investigate a model for operating student exchanges in year 2 rather than year 3, with GeoSciences acting as a pilot school for this. A meeting to discuss logistical considerations was held in April 2019 between colleagues from GeoSciences, Edinburgh Global, Academic Services and the College, and it was agreed that the proposal was viable, subject to an update of the University's regulations to allow for pre-honours exchanges. The School of GeoSciences continues to work on this proposal. Once an approach is finalised, details will be shared across the College in case other schools are interested in adopting a similar approach.

CCAB SharePoint

- A secure area in SharePoint was created for the submission and distribution of College Curriculum Approval Board material and this is now used as a repository for documentation.

Use of SPQS

- The College has contributed to discussions in relation to the CAHSS College's development of SPQS. It was hoped that a training package could be developed and delivered for completion of reports in summer 2019, however due to the timing of system updates this was not achievable. We recognise the benefits of SPQS and the improvements that have been made, and plan to work with colleagues in CAHSS to ensure that training is delivered for all CSE Schools for the completion of School Reports in 2020.

Moderation

- CQAC held a discussion to share good practice on the recording of moderation. A standard form was developed to record moderation for Schools that did not currently record moderation via a standardised form, and this has been adopted by some schools. It was agreed that the College would investigate the creation of an online moderation repository (likely held in SharePoint) as an enhancement to schools moderation practices, with the intention of improving external examiner awareness of and engagement with moderation practices, ensuring compliance, and creating an archive. Due to staffing constraints, the development of this has not yet commenced but we plan to scope this fully with CSE schools in 2019/20 to assess requirements.

Lecture Recording

- The College continues to monitor the usage of lecture recording across the College, and a discussion is scheduled to take place at the January 2020 CQAC in relation to this, with a continued interest expressed on the impact of lecture recording on student engagement and attendance. We are also hoping to receive an update on the subtitling project, as the need to provide subtitling is an issue which has affected several schools in the College in semester 1 of 2019/20.

Collaborations

- In the previous QA Report we identified the need for greater support around the development and approval of collaborative activity with external partners, and planned to develop a paper on this. On further investigation, it emerged that a detailed internal audit had taken place which drew together the issues around collaborations succinctly and made a number of recommendations as to how these should be addressed – as such a paper was not produced as this would have duplicated effort.

We understand that collaborations will not be considered now within the Service Excellence Student Administration and Support Remit. We are actively engaging with the International Partnerships Task Group established by Edinburgh Global, and hope this will result in the creation of a dedicated resource to support collaborative activity; however it is likely that issues will remain around non-international collaborations and further clarification of processes will be required in the College. We plan to undertake a piece of work in the new year (in light of any decisions by the task group) to clarify procedures around collaborations so that Schools understand how to engage with this area of work and how to access support.

Learning Analytics

- The project to engage with students across the College to understand the attitudes and appetite toward the use of learning analytics to support their learning journeys was postponed due to lack of student engagement with the project; however we are due to go out with a second call to students with a view to completing this project in Semester 2 of 2019/20, utilising the strong links that have been built this year as a result of the CSE Enhancing Your Student Experience Project.

2. Reflection on School reports to identify College themes

The below reflections are drawn from themes arising from School Reports, and wider discussions across the College's committees and working groups.

Attainment and Transition Support

Concerns were raised regarding lower attainment/ higher failure rates within our Scottish student cohort at UG level, with schools and the College noting that this is a trend that extends beyond the 1st year. We will engage with wider curriculum review initiatives to address attainment gaps as they affect specific groups within the student population, including BAME, WP, and Scottish domicile students, and to evaluate and improve support for key transitions.

As improvements have been made to the data around students from widening participation backgrounds, we will review the data to more effectively monitor progression and attainment, looking at how students in specific groups are progressing against different academic levels. If we identify attainment gaps, we will investigate further and establish what kind of additional support is required, sharing best practice between schools where appropriate.

Quality Assurance, Curriculum Enhancement and Review

Curriculum Reviews

Several Schools within the College are undertaking or have recently begun to implement curriculum reviews (Biological Sciences, Engineering, Informatics and Mathematics all have ongoing activity in this area). We are actively assisting and support Schools undergoing curriculum review to ensure they are appropriate in light of Strategy 2030, whilst being mindful of the prospect of a broader curriculum review across the University. We will undertake mapping work to share information in the context of a wider University review about the curriculum review exercises that have taken place in recent years, the drivers for them, and the lessons learned from them.

Framework for Logistical Development of Internal Collaborative Programmes (Internal Service Level Agreements):

We are undertaking work to develop a template document to help schools iron out logistical arrangements when creating joint/ collaborative programme provision (e.g. development of internal service level agreements). There is an increasing need for this as more collaborative provision develops across colleges – particularly given the growth of cross-cutting initiatives such as those linked with EFI, Bayes and Usher. We have started to think about this individually as a College, but see a significant benefit in widening this discussion so that we can try to develop a single approach across the institution that is also suitable for collaborative provision under the various DDI centres/ institutes. Academic Services, CAHSS and CMVM are aware of this work and have expressed support for it being taken forward.

Quality Assurance Processes for CDT/ PhD Provision

The College developed approval processes for dealing with CDT provision in the CDT round for 2018/19. Having learned from this round of CDT development, and having reflected on improvements that could be made, we will be undertaking a further review of QA processes for CDT/ PhD provision (particularly where collaborative partners or external funding is involved) to ensure that the process of seeking internal approval and assurance of quality is efficient and that information produced for funding bids can be repurposed effectively for internal approval processes, making greater use of the Stage 1 approval route.

Provision of Space

It continues to be noted in School QA reports that an increase in numbers within Schools has created issues around space within the King's Buildings campus for both expansion and community building. This is a recurring concern that must be resolved.

The College acknowledges the future benefits of ongoing enhancements to the site, however we do recognise that disruption to students in terms of building work, noise and potential reduction of services. We acknowledge this must be managed to ensure the student experience is not unduly impacted. College will continue to work with Schools and Planning to minimise, and to ensure appropriate communications are issued around the disruption caused by building works.

Student Voice

College-Level SSLC

At a College Quality Assurance Committee in 2018/19, schools suggested that there was no clear escalation route for issues emerging from Student Staff Liaison Committees (SSLCs) which were unable to be resolved at a school level. Therefore, the College has established a College Student Staff Liaison Committee (CSSLC) for both taught and research provision, which will hold its first set of meetings in November and December 2019/20. This meeting will provide the space for issues escalated from SSLCs as well as common issues impacting on schools and at a College level to be voiced. Through preliminary student-led agenda setting, College will be able to invite relevant staff members from across the College (e.g. catering, estates) who can talk to the emerging issues. In addition, office bearing staff and staff from Academic Affairs will be in attendance to ensure we escalate accordingly, direct feedback through our existing committee structures and actions are taken where appropriate within the College.

We are working closely with Edinburgh University Students' Association (EUSA) and the Vice President Education to develop the CSSLC and support and empower our student representatives to engage with this committee and represent their cohort effectively. As a part of this, we anticipate contributing to the creation of resources to support programme and school reps to engage with the relevant student voice mechanisms within the college.

CSE Enhancing Your Student Experience (EYSE) Project

The CSSLC is an output of our larger Enhancing Your Student Experience (EYSE) project, where one of the key themes is "promoting students as active partners". A significant focus of this work is embedding student representation and voice within our College including, understanding and supporting our student

representation system across all schools and extending our opportunities for student voice to enhance the student experience. At the start of Semester 1 2019/20, we ran multiple 'temperature checks' to identify areas of best practice in relation to the student experience in the College as well as areas for improvement. Students were able to quickly share their voice on this issue, posting a note on the windows outside the library and other social spaces. This method was well received and 340 comments were shared. We have used this feedback to shape the direction of the EYSE project and will continue to use this method throughout the year as an opportunity for student voice in the College.

| 3. College quality assurance and enhancement plan – actions | | | |
|---|---|--|--|
| Action | Output(s)/success measures | Deadline | Responsible |
| 1. Attainment and Transition Support | <ul style="list-style-type: none"> a. Data Analysis b. Evaluate existing support c. Identify improvements/ share good practice | <ul style="list-style-type: none"> a. Jan 2020 b. March 2020 c. May 2020 <p>Aligned with CQAC dates.</p> | Dean Education Quality Assurance and Culture (EQAC) & Deputy Head of Academic Affairs |
| 2. Curriculum Reviews | <ul style="list-style-type: none"> a. Provide direct support to schools currently undergoing curriculum review in context of strategy 2030. b. Produce mapping of recent curriculum reviews (past 5 years) and collate lessons learned. c. Actively engage with University-level discussions regarding Graduate Attributes and wider curriculum review, as led by the VP Students. | <ul style="list-style-type: none"> a. Ongoing b. Jan 2020 c. To be determined by VP students | Dean EQAC Deputy Head of Academic Affairs Student Experience & Curriculum Officer Academic Policy Officer (Taught) |
| 3. Graduate Apprenticeships | <ul style="list-style-type: none"> a. Initiate internal review of Graduate Apprenticeships within CSE b. Careers Service to initiate higher-level strategic discussion regarding support for Graduate Apprenticeships | <ul style="list-style-type: none"> a. December 2019 – Jan 2020 b. Careers Service to determine (needed asap) | <ul style="list-style-type: none"> a. Deputy Head of Academic Affairs, Dean EQAC, Dean Learning and Teaching (L&T) b. Careers Service (Shelagh Green, Kelly Barbour) |
| 4. Internal Service Level Agreements (logistical arrangements for internal collaborative provision) | <ul style="list-style-type: none"> a. Initial meeting – produce template document b. Share draft with committees (cross-college) c. Review committee feedback and finalise document d. Launch document | <ul style="list-style-type: none"> a. Early January 2020 b. Early Feb 2020 c. March 2020 d. April 2020 | Deputy Head of Academic Affairs leading with support from Centre for Excellence |
| 5. College SSLC | <ul style="list-style-type: none"> a. CSSLC Taught and PGR meetings to take place in Nov/ Dec 2019 b. Review of operation to take place in Jan 2020, for further meetings in S2 | <ul style="list-style-type: none"> b. Taught SSLC 18 Nov 2019, Research SSLC 4 Dec 2019 c. January 2020 | Dean of Student Experience, Dean L&T, Dean EQAC, Student Experience and Curriculum Officer, Deputy |

| | | | |
|---|--|-------------------------|---|
| | a. Further review in Summer 2020 | d. By end August 2020 | Head of Academic Affairs |
| 6. Quality Assurance for CDT/ PhD Provision | Review QA processes for approval and monitoring of CDT/ PhD provision to ensure they are efficient and proportionate. | By end of February 2020 | Dean EQAC, Deputy Head of Academic Affairs, Dean of PGR Students, Doctoral Cohort Coordinator |
| 7. Feedback | CLTC discussion regarding capping of enrolments for large courses (link with feedback as this will ensure class sizes do not overshoot manageable levels). | 18 February 2020 | Dean of Learning and Teaching & Deputy Head of Academic Affairs |
| 8. Timetabling Issues | Issues identified will be progressed through the College Learning and Teaching Committee (Timetabling invited to December CLTC) | 11 December 2019 | Dean of Learning and Teaching, Head of Timetabling Services |

4. Any University-level matters for the attention of Senate Quality Assurance Committee

(beyond those already identified by the Sub Group reviewing the School annual quality reports)

Assessment and Progression Tool

There are significant concerns that the current lack of capacity in the Assessment and Progression Tool (APT) requires schools to set up spreadsheets to manually calculate results where the structure of resit assessment differs in any way from the original structure, which results in significant increased administrative effort around the resit diet but, more worryingly, increases the risk of human error in the calculation of marks and reduces the ability to audit the input and amendment of marks during resits. The College Learning and Teaching Committee and the Teaching Organisation Administrators Forum have both made strong requests for this to be prioritised and the view of the College is that the current situation with regard to resits largely having to be administered outside APT is not acceptable or sustainable.

Graduate Apprenticeships

The development of Graduate Apprenticeships is an emerging area of activity within the College, with two programmes currently in place (one UG, and one PG, both linked to Skills Development Scotland along with a number of industrial partners). We are analysing how these apprenticeship programmes are set up and managed, as we are conscious of the need for a firm foundation to offer the required flexible learning delivery while ensuring a high quality University of Edinburgh experience; and the need to reflect on experience to date and address issues that have arisen. However, there is a broader question to be answered regarding the overall strategic direction in relation to Graduate Apprenticeships given the high level of support required to develop and deliver them, and we request that the University clarifies whether this activity should be prioritised and, if so, develops a framework for supporting this activity.

Feedback

Some Schools reported ongoing difficulty in returning timely feedback for coursework (within the publicised 15 day feedback turnaround time), evidenced through NSS/PTES scores. This is particularly challenging for schools with large numbers and is linked to the broader discussion about capacity, size and shape.

Schools have observed that the 15 working day turnaround time does not necessarily provide the quality of feedback that we would like to provide. Additionally, there are concerns that with the implementation of the new process for approving extensions, it will be difficult to guarantee a 15 day turnaround time as it is expected that, at least in the short-term, there will be an increase in the number of extension requests.

The College requests that the Senate Quality Assurance Committee continues to monitor the effectiveness of the 15 working day turnaround time, to consider whether it is assisting schools to meet the intended objectives whilst appropriately managing student expectations. Furthermore, we request that SQAC monitors the impact of the new extensions process on turnaround times.

On a practical level, we recommend that further efforts are made to make it clear that the timeframe is 15 working days (e.g. Mon – Fri, x 3) as there is a perception amongst the student body that it is 15 days total.

Capacity for Computer-Based Examinations

The College is supportive of the idea of rolling out computer-based examinations, particularly seeing the benefit this could bring to examinations through greater use of online assessment and feedback techniques, and is interested to understand what appetite and capacity there might be across the University to develop capacity for computer-based examination.

Course Enhancement Questionnaires

The College supports the proposed review of the purpose and context of CEQs, as we widely agree as a College that the current format of CEQs is not fulfilling the intent or need for course-related feedback (in contrast to mid-course feedback, which is seen as a valuable and less onerous exercise). The placement of CEQs within the broader context of feedback mechanisms within the University should be addressed.

Timetabling

The College notes a negative impact of late room changes and inadequate room substitution on the staff and student experience and, more widely, the Edinburgh Experience. All schools have been asked to provide feedback in relation to their timetabling experience this semester and this will be discussed at our College Learning and Teaching Committee in December 2019 – the initial sense is that the experience of schools has been variable in relation to timetabling provision in semester 1 of 2019/20. However, we request that the University continues to monitor the impact of timetabling changes and works toward identifying actions that can ensure consistency of experience and communication across all schools.

Personal Tutor System

We await the outcome of the Personal Tutor review and confirm a willingness to contribute to this review in order to ensure a high standard of service for students. We note that the Senate Quality Assurance Committee has asked that Schools clarify how internal school improvements will be addressed in the short-term whilst the broader review takes place. Whilst many schools are understandably waiting for the outcome of the review rather than aiming to implement internal improvements in 2019/20, the Dean of Student Experience will be working with Schools to understand whether there are any small-scale issues that can be addressed, or improvements that can be made, in the short term.

MScR Marking Scheme

External Examiner comments have been received expressing concern around the lack of SCQF guidance for attributing a marking band to MScR assessments. The guidance is not clear for Examiners as to how to apply a pass, merit or distinction in the context of an MScR, and External Examiners have queried how we are applying these bands. We request that the guidelines at University level for award of MScR bands is reviewed so that the criteria are clear for markers and External Examiners.

Senate Quality Assurance Committee

5 December 2019

Undergraduate Taught External Examiner Reports: Thematic Analysis 2018/19

Description of paper

1. An analysis of data from the External Examiner Reporting System (EERS). Covers undergraduate programmes for academic year 2018/19, provides comparison with 2017/18 and trend analysis over the past five years.

Action requested / recommendation

2. The Committee to note the report and identify any University-level actions (assigning to specific areas as appropriate).

Background and context

3. The University's External Examiners for Taught Programmes Policy states that the Senate Quality Assurance Committee uses information from External Examiners reports to identify common themes to help shape strategic approach to quality assurance, quality enhancement and to enhance student experience.

Discussion

4. Analysis includes major themes arising from commendations, suggestions, issues, comments identified for institutional escalation in the External Examiners' reports and summarises report status. Analysis was conducted based on data available on 25 November 2019. Full analysis is attached as Appendix 1.

Resource implications

5. The paper is a report on activity therefore there are no resource implications associated with it. Any actions taken by Schools and Colleges as a result of External Examiner reports are expected to be met from within existing resources.

Risk management

6. The paper is a report on activity and no risks are identified.

Equality & diversity

7. The paper is a report on activity and an equality impact assessment is not required. Academic Services has identified no major equality impacts in relation to this report.

Communication, implementation and evaluation of the impact of any action agreed

8. The Committee should consider implementation and communication of any agreed action. College representatives should ensure that the outcomes of the Committee's discussions are available for consideration by the relevant College committees.

Author

*Susan Hunter, Academic Services
27 November 2019*

Presenter

Nichola Kett

Freedom of Information

The paper is **open**.

Undergraduate External Examiner Reports: Thematic Analysis 2018/19

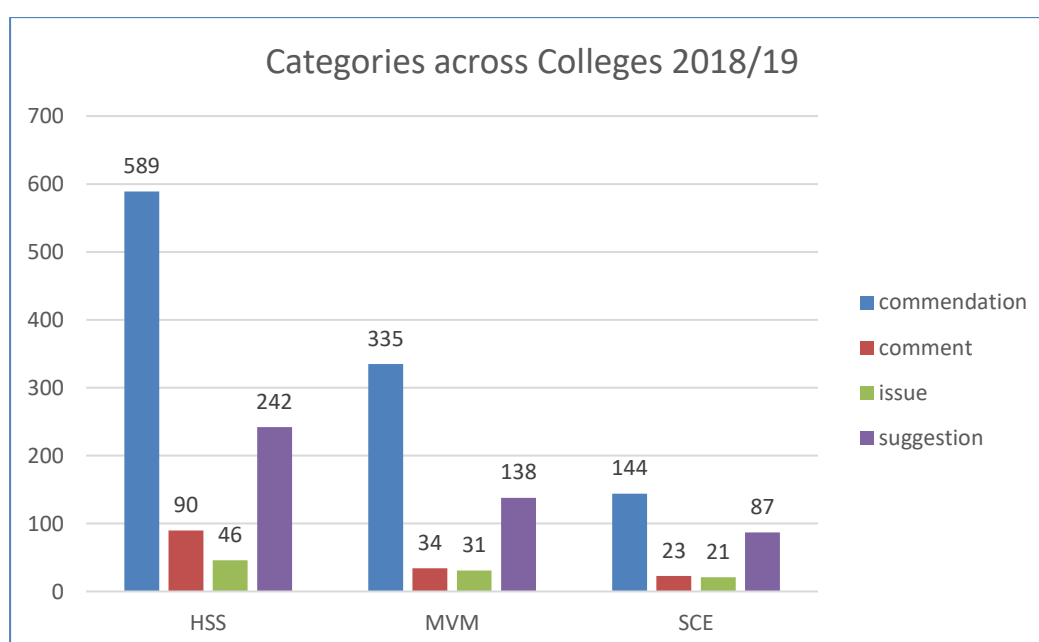
1. Introduction

- 1.1 This paper provides a thematic analysis of External Examiner reports for undergraduate programmes. Analysis was conducted based on data available on 25 November 2019.
- 1.2 **Action requested** The Committee to note the report and identify any University-level actions (assigning to specific areas as appropriate).

2. Analysis of major themes

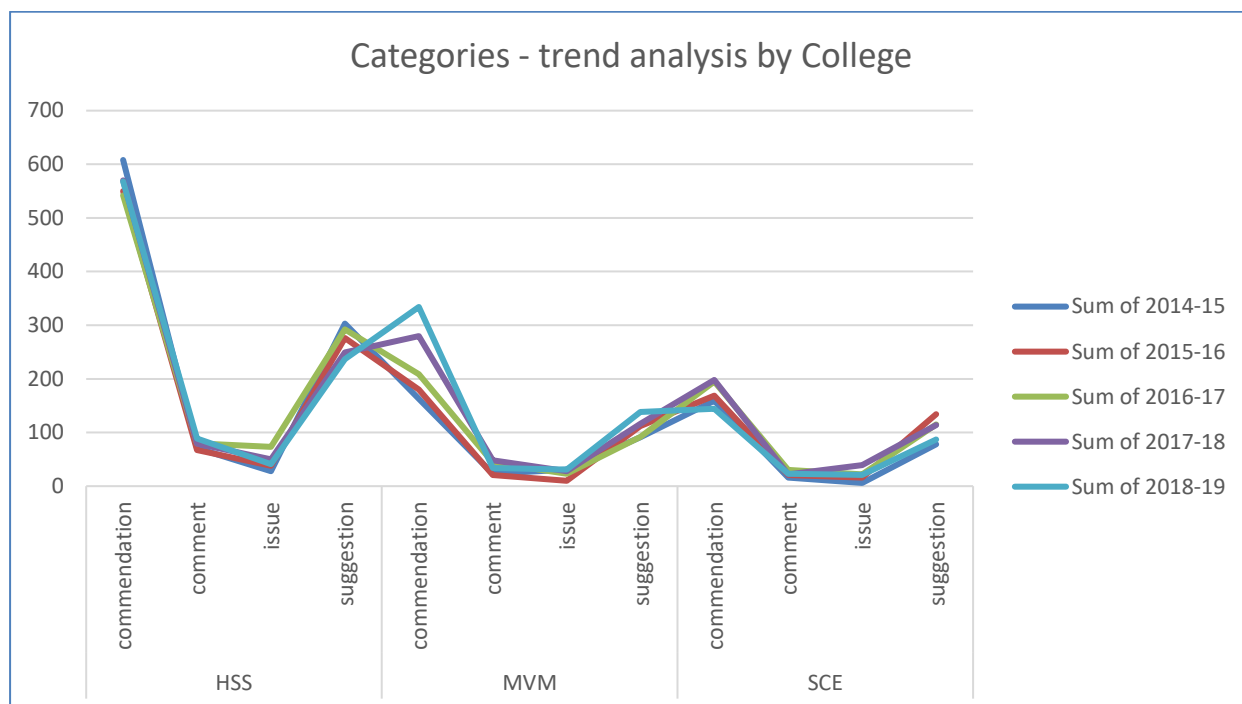
- 2.1 Analysis continues to show a high number of commendations across the University and a low number of issues. The totals in all categories have fluctuated in the Colleges of Medicine and Veterinary Medicine (MVM) and Science and Engineering (SCE) compared with the previous year where the total number of reports have risen and fallen respectively. There has been little change in the total number across categories in the College of Arts, Humanities and Social Sciences (HSS) despite the inclusion of data from the Centre for Open Learning for the first time in 2018/19.
- 2.2 The majority of Schools have a higher number of commendations than suggestions, comments or issues from their External Examiner reports. The majority of Schools received more than 50% of total remarks as commendations.

Figure 1



HSS (College of Arts, Humanities and Social Sciences), MVM (College of Medicine and Veterinary Medicine), SCE (College of Science and Engineering). The number of issues, commendations, suggestions and comments are in the context of the relative size of each college.

Figure 2



HSS (College of Arts, Humanities and Social Sciences), MVM (College of Medicine and Veterinary Medicine), SCE (College of Science and Engineering). The number of issues, commendations, suggestions and comments are in the context of the relative size of each college.

2.3 Commendations

Consistent with the previous three years, External Examiners most often commended the main theme of The Assessment Process across all three Colleges. The most commendations of a single sub-theme were in Good practice and innovation (in the Programme Development theme). Some examples of External Examiners' comments are:

“The SRC projects are an outstanding contribution to the education of veterinary students at the University of Edinburgh. Enabling all students to gain experience of research during their undergraduate program is extremely valuable. It will benefit them in developing transferable skills in formulation of research questions, critical appraisal of the literature, study design, data analysis and synthesis of findings in the context of the relevant literature.”

“The suite of degree programmes in language and linguistics offered by Edinburgh should be a source of pride for the University, and the highly motivated, creative, and engaging staff must be commended. The range of courses on offer remains the envy of linguistics departments across the world. As stated last year, the availability of honours courses in either year and the use of the same teaching delivery for Honours and MSc courses facilitates an incredible amount of flexibility. The range of assessment methods used is impressive, developing and testing a wide variety of skills.”

“The SLICC courses are unique in the sector and continue to go from strength to strength. The quality of the work that students produce is often exceptional with the type of high level of self-reflection not seen in many courses. The supporting materials are comprehensive and if students pay attention to them provide a clear roadmap to success. The support given by the diverse range of tutors is also excellent.”

2.4 Suggestions

The Assessment Process sub-theme “Internal moderation” attracted the highest number of suggestions. External Examiners made suggestions in all Colleges. The majority of suggestions were specific to courses or programmes, however the most common suggestion made by External Examiners was that they would like more clarity on the moderation process used and a clear audit trail when marks had changed.

2.5 Issues

Overall, 98 issues were raised (fewer than the previous year). As in 2017/18, the main theme was “Provision of Information” with 30 comments made across all Colleges. However, this year the sub-theme of “Issues Raised in a Previous Report” had the most comments at 24. These related to a variety of topics however, 50% of comments related to External Examiners not having had sight of the previous report because this was their first year of examining or it was the first year of the degree programme. Many External’s commented that they would have chosen “not applicable” to answer this question if the system allowed. Other comments suggest that some new External Examiners are given the previous External Examiner’s report and therefore it appears that practice on this varies between programmes. Schools have responded to, or are in the process of responding to, all comments raised in this area.

3. Additional analysis of issues, suggestions and comments

Analysis showed three main additional themes emerging consistently across Schools and Colleges.

3.1 Receipt of Exam Board papers

External Examiners reported that short timescales in receiving papers before the Exam Board meeting did not allow enough time to review the material. External Examiners were not always clear about the reasons for the timescale, however some External Examiners noted the short turnaround time between marking and the Exam Board date, late submission of papers to the teaching office and lack of staff time as contributory factors.

3.2 Value of external examining experience

External Examiners were positive about the value of the external examining experience at Edinburgh and commended the good support from academic and professional services teams in Schools. External Examiners also reported positive engagement from staff with the comments they provide.

3.3 Provision of additional information

Reports showed a number of instances where External Examiners required additional information to carry out their responsibilities. These included missing material for Board meetings, a lack of information on new or changed courses, marking criteria, model answers and information on moderation processes.

4. Overview of the number of External Examiner Reports

4.1 Table 1 shows the total number of undergraduate reports by College compared with the previous academic year.

Table 1: Number of undergraduate reports

| | 2018/19 | 2017/18 |
|---|---------|---------|
| College of Arts, Humanities and Social Sciences (CAHSS) | 166 | 159 |
| College of Medicine and Veterinary Medicine (CMVM) | 68 | 71 |
| College of Science and Engineering (CSE) | 43 | 42 |
| Total number of reports | 277 | 272 |

4.2 Table 2 shows the number and stage of undergraduate reports in each College for 2018/19 and 2017/18.

Table 2: Number and stage of reports

| | Report Stage | 2018/19 | 2017/18 |
|-------------|---------------------------------------|---------|---------|
| AHSS | Response Submitted (complete) | 107 | 115 |
| | Draft Response (response outstanding) | 43 | 32 |
| | Draft Report (report outstanding) | 9 | 9 |
| | Allocation | 4 | 2 |
| | Cancelled | 3 | 1 |
| MVM | Response Submitted | 52 | 54 |
| | Draft Response | 12 | 2 |
| | Draft Report | 3 | 8 |
| | Allocation | 0 | 3 |
| | Submitted Offline | 1 | 1 |
| | Cancelled | 0 | 1 |
| SCE | Response Submitted | 33 | 36 |
| | Draft Response | 6 | 2 |
| | Draft Report | 1 | 1 |
| | Cancelled | 3 | 2 |

- 4.3 Colleges and School Directors of Quality are continuing to explore reasons for outstanding reports and issuing reminders when appropriate. Academic Response Co-ordinators are also being reminded to respond to submitted reports as soon as possible. Colleges advise that some reports will not be received as they are either duplicates, have been submitted offline or the External Examiner is no longer in their role (these will include reports at allocation stage). Records on External Examiners terms of office are not held within the External Examiner Reporting System. Schools records may provide opportunities for local analysis but analysis of outstanding reports in relation to External Examiners at the end of their tenure is problematic in terms of institutional analysis.

5 Comments identified by Academic Response Coordinators as Institutional matters

- 5.1 Academic Response Coordinators can flag comments for School, College or Institutional escalation. The Committee's primary interest in institutional escalations is to identify any issues that require institutional action. In 2018/19, there were two **issues** flagged for institutional escalation in relation to using the full range of marks particularly at the top end of the scale and moderation at the point when presumptively final marks are known. Schools have responded to the issues raised.
- 5.2 Academic Response Coordinators flagged 11 items (including the two issues above) for institutional escalation. Of these, five were **suggestions** relating to consistency in recording assessment processes, personal tutor system, External Examiner attendance at Boards of Examiners meetings, sharing knowledge and innovations and the External Examiner's confirmation that a programme was consistent with national standards. Four **commendations** were flagged for

institutional escalation, relating to high quality of assessment, feedback and responding to a previous recommendation. However, in one “commendation” the External Examiner reported a lack of time to adequately review exam results and expressed support for earlier timetabling of the exam. The nature of some of the remarks suggests that they may be flagged inappropriately. However, it was noted that Schools may flag items for institutional escalation where the point is outwith the School’s remit, for example in relation to QAA benchmark statements.

Table 3: Institutional escalation themes 2018/19

| | |
|--|---|
| The Assessment Process (2 issues, 1 suggestion and 1 commendation) | 4 |
| Academic Standards (1 commendation and 1 suggestion) | 2 |
| Programme Development (2 suggestions) | 2 |
| Board of Examiners Meetings (suggestion) | 1 |
| Issues raised in a previous report (commendation) | 1 |
| Provision of information (commendation) | 1 |

Table 4: Institutional escalation themes 2017/18

| | |
|--|---|
| Board of Examiners Meetings (suggestion) | 4 |
| Programme Development and Enhancement (suggestion) | 1 |
| The Assessment Process (suggestion) | 1 |
| Issues Raised in a Previous Report (issue) | 1 |

Susan Hunter
 Academic Services
 27 November 2019

The University of Edinburgh
Senatus Quality Assurance Committee

5 December 2019

Annual report on complaint handling, 2018-19

Description of paper

1. In line with the requirements of the Scottish Public Services Ombudsman (SPSO) and the University's Complaint Handling Procedure (CHP), this paper reports on the handling of complaints to the University for the academic year 2018-19.

Action requested

2. College representatives are asked to ensure that the outcomes of the Committee's discussions are made available to and considered by the relevant College committee(s).

Recommendation

3. There are no recommendations at this stage.

Background and context

4. The CHP has two stages. Stage 1 Frontline Resolution should be used in the majority of cases, with likely outcomes being an on-the-spot apology, an explanation or other action to resolve the complaint very quickly (within five working days). Stage 2 Complaint Investigation is appropriate where attempts at Frontline Resolution have failed, or where the issue is sufficiently complex, serious or high risk from the outset that Frontline Resolution would not be appropriate. The CHP specifies that the following will be reported internally:

- 1) 'performance statistics detailing complaint volumes, types and key performance information, for example on time taken and stage at which complaints were resolved'
- 2) 'the trends and outcomes of complaints and the actions taken in response including examples to demonstrate how complaints have helped improve services'

Discussion

5. For the purposes of complaint reporting, the University has around 50 'areas' – each of the Schools, College Offices, and designated support services. Areas report quarterly on complaints resolved at Frontline. All Stage 2 complaints are managed centrally by the Investigations Manager.

6. During the 12 month period 1 August 2018 – 31 July 2019, areas reported a total of 632 complaints (425 from students with the remainder from members of the public and a small number from staff members). This is a decrease on the previous year's figure of 718, with 467 being recorded for 2016 – 2017.

7. It is believed that the majority of Frontline cases were resolved within the five-day time limit, but data on this was not being recorded consistently by areas. Mechanisms

for logging complaints have still not been improved as we had hoped. Work on developing systems is on hold at present.

8. In total, 531 'complaints' were raised through the central complaints@ed.ac.uk mailbox, showing a continuing increase from previous years (437 in 2017-18, 342 in 2016-17, 294 in 2015-16, 205 in 2014-15 and 156 in 2013-14.) Of these:

- 149 (156 in previous year) cases were referred to the appropriate areas for Frontline resolution and are thus also counted in the 632 total for the year.
- In 55 (41) cases, the 'complaint' was resolved through an explanation.
- 23 (8) complaints were not considered – 16 of these because of 'unacceptable behaviour' on the part of the complainants, 5 because they were time-barred and 2 because they were attempts to re-open complaints which had been completed through the University's procedures.
- The SPSO contacted the office regarding 26 cases, many of which were appeal cases rather than complaints.
- Some cases were referred for investigation under another procedure – student conduct (35), staff capability/disciplinary (16), or academic appeal (11). These figures, though small, are all substantially up on previous years' figures, possibly reflecting a greater awareness on the part of students that they can complain about inappropriate behaviour by other students or by staff.
- 41 cases were referred back to complainants for more information or for third party DPA clearance.
- 32 complaints were raised about matters which were not the responsibility of the University, most of these coming from members of the public and a significant number of them coming from just two complainants.

The number of requests under FoI or DPA legislation dropped slightly, with 31 requests this year (38 in previous year, 32 in 2016-17).

There were no readily discernible trends in the range of issues complained about. Complaints not taken forward because of 'unacceptable behaviour' on the part of the complainant increased from 5 to 16, but as with the complaints about matters not within the University's jurisdiction, the total was accounted for largely by two individual complainants.

A continuing trend has been the number of occasions on which staff members have consulted the Investigations Manager for advice on cases at an early stage, either to give a 'heads-up' on an imminent complaint, or to check that their proposed frontline approach to a complaint seems appropriate. Such approaches account for the majority of cases not specified in the breakdown above and demonstrate the value of the complaints staff as an advisory resource, rather than purely handling final-stage casework.

9. During the academic year, a total of 17 (9, 9, 8) complaints went to Stage 2 Complaint Investigation. This increase has resulted from a change of practice following consideration of one case by the SPSO, which has resulted in cases being accepted for Stage 2 investigation even where we believe nothing more can be added to what has been done at Stage 1. A total of 10 cases went through 'light touch Stage 2'; none of these were upheld. Of the 10 cases where a 'light touch' investigation was done, 3

were from one student and 4 were from members of the public. Of the 6 cases which went through full investigation, 2 were upheld, 1 was partially upheld and 1 was withdrawn by the complainant before investigation. Even with the increased number of Stage 2 investigations due to SPSO policy, the percentage of complaints being closed at Frontline is still over 98%.

10. Investigations should be completed within a maximum of 20 working days, unless an extension is given for good reason. The light touch investigations were completed swiftly, with the exception of 3 complaints from one student which were put on hold for a time while other procedures took place. Of the cases going to full investigation this year, all took longer than specified by SPSO, with 3 being completed within 10 weeks, and the remainder taking between 15 and 20 weeks. Delays arise for many reasons but are often in response to requests by the complainant who may wish an investigation to be put on hold for a time. Difficulty in identifying suitable interview dates for staff can also be a factor.

11. The breakdown of Stage 2 investigation outcomes over the past five years is as follows:

| | |
|-------------------------------|------------------|
| • Complaint fully upheld | 2 (0, 0, 1, 1) |
| • Complaint partially upheld* | 1 (2, 2, 1, 1) |
| • Complaint not upheld | 13 (7, 6, 4, 11) |
| • Complaint withdrawn | 1 (0, 1, 0, 0) |
| • Resolved by other means | 0 (0, 0, 1, 0) |
| • Still under consideration | 0 (0, 0, 1, 0) |

*Many complaints cover several issues. Where any of these are upheld, the outcome for the investigation as a whole is recorded as 'partially upheld'.

Both of the complaints which were upheld related largely to staff attitude.

The figures above demonstrate that frontline resolution is working well in the majority of cases.

12. Improvements to services may arise due to investigation of a complaint, whether the complaint is upheld or not. Examples of such improvements in the past academic year include:

- Clarification of information on some web pages.
- Additional staff briefings delivered in two areas in particular as a result of complaints received.

13. The majority of cases where contact was made with the SPSO related to unsuccessful academic appeals. The SPSO upheld complaints made to them about the handling of 1 appeal and 1 complaint, and learning points have arisen from both of those cases. In another case, although the complaint to SPSO was not upheld by them, consideration of the case did lead to the change of procedures internally, whereby we now conduct 'light touch' Stage 2 investigations in some cases, as noted above.

Resource implications

14. Previous reports, and indeed internal audit reports, have highlighted the vulnerability of the 'Complaints Department' due to absence of robust cover arrangements for the Investigations Manager. This has been addressed for the future by the move in August 2018 of the complaints function into Academic Services and ongoing restructuring within that department, including the filling of two posts.

In late September 2019 (i.e. into the current AY and not within the period covered by this report) the SPSO contacted institutions across Scotland with a consultation document on proposed changes to the Model CHP. The indication is that the changes – which are significant – will be published by the end of 2019 and that universities will be expected to implement them w.e.f. April 2020. It is too early at this stage to clarify what those changes might be as the consultation process is still ongoing, but there are likely to be resource implications due to SPSO's indication that additional matters should come within the purview of the CHP, and that additional recording, reporting and analysis should be carried out. This information is being reported here as 'early warning'; further information will be provided when available.

Risk Management

15. There are no risks in the report *per se*, which is for information only. Risk management is a key element in the successful handling of all complaints, especially those which carry the potential for reputational damage to the University and/or claims for compensation.

Equality & Diversity

16. SPSO carried out an EIA before publishing the model CHP. This report covers complaints received, some of which relate to matters where equality and diversity is a consideration.

Next steps/implications

17. The Investigations Manager will be responsible for taking points arising from this report, and in particular will manage the process of implementing a revised Complaints Handling Procedure once that is published by SPSO.

Consultation

18. The information in this report has also been provided to CMG.

Further information

19. Author

Jean Grier

Investigations Manager

21 October 2019

Freedom of Information

20. This paper is open; data from it will be published on the University's complaint handling web pages.

Senate Quality Assurance Committee

5 December 2019

Report on the

Annual Review of Student Support Services

Description of paper

1. Report on the review of Student Support Service annual reports for 2018/19. The paper highlights areas of good practice, themes arising from the service reports, summarises the service reports and areas identified for consideration in the next reporting cycle. Fourteen services participated.

Action requested / recommendation

2. To discuss and approve areas identified for further consideration by services (section 2). To consider whether any further actions are required in relation to the themes discussions (section 3).

Background and context

3. Student Support Services reporting is part of the University's quality assurance framework. Services report on student-facing activity and its impact on student experience.

Discussion

4. The paper, attached as Appendix 1, reports on the 2018/19 reporting process including report readers' commendations and areas for further consideration by Student Support Services. These require committee approval and full detail is contained in the appendix. This year the reporting process included a peer review element where each participating Head of Service reviewed another service's report. Feedback from peer reviewers was that this reflective and self-critical process was useful in considering how they would write their own future reports. Academic Services proposes to continue peer reviewing as a standard part of the Student Support Services Annual Review process.
5. The paper also covers the good practice examples and common themes identified across Student Support Service reports and discussed at the sub-committee meeting held on 12 November 2019. Further information is included in the appendix.

Resource implications

6. No resource implications are directly associated with the paper which is a report on activity. Resource implications are implicit in existing planning by support services.

Risk management

7. No risk assessment is included in the paper as it reports on areas for further consideration identified to services. Services carry out risk assessment on areas for development.

Equality & diversity

8. No equality and diversity implications are directly associated with the paper. Services consider equality impact as part of the annual reporting process.

Communication, implementation and evaluation of the impact of any action agreed

9. Academic Services communicated reader commendations and areas for further consideration to Student Support Services. The paper identifies responsibility for implementation of any actions and services are asked to report follow up actions in the next year's annual report.

Author

*Susan Hunter, Academic Services
29 November 2019*

Presenter

Professor Tina Harrison

Freedom of Information

The paper is **open**.

Report on the Annual Review of Student Support Services

1. Reporting process

1.1 2018/19 annual reporting process

Academic Services asked Student Support Services to submit their reports on their activity at the beginning of October 2019. For this reporting cycle, The Assistant Principal Academic Standards and Quality Assurance and the Deputy Secretary Student Experience agreed to include a peer review element. Peer reviewers were drawn from the Heads of Student Support Services included in annual review and each was asked to review one other service's report. We allocated one Report Reader and one Peer Reviewer to each report and readers and reviewers submitted their reports by the end of October 2019. The QAC sub-committee held two meetings, a readers' meeting (peer reviewers did not attend this meeting) in October 2019 and a full sub-committee meeting, in November 2019. Readers discussed all service reports at the October meeting and identified areas for further consideration and common themes across reports. A full sub-committee meeting, to which all Service Directors were invited, discussed the identified themes and heard presentations on some areas of positive practice.

2. Summary of service reports

Service reports are available for all participating Services and sub-committee members on the Student Support Services Annual Review wiki (restricted access): <https://www.wiki.ed.ac.uk/display/SSSAR/Student+Support+Services+Annual+Review+Home> (EASE log in required).

Readers identified much to commend across the reports. Key commendations are highlighted below for each Service, with detailed commendations noted in individual reports. Readers also identified areas for consideration for each Service to be approved by the Committee.

2.1 Accommodation Catering and Events (ACE)

Readers commended ACE for its Finance team's initiatives to improve customer satisfaction (responding to student feedback) and the Residence Life team's engagement with and support for student mental health.

Areas for further consideration and reflection in next year's report:

- The Service's impact on the student experience
 - Focus on how the Service supports students;

- With particular focus on Residence Life and student catering, for example update on partnership with the Students' Association.
- Responding to feedback
 - How the Service engages with data, including the National Student Survey and other student experience survey results.
 - How does the Service close the feedback loop? Focus on student experience of accommodation and catering and how the Service lets students know what has been done in response to their feedback, "You said, we did".

2.2 The Advice Place

Readers commended the Advice Place's developed operating model which focuses on student need. The service has commendable partnerships with others and hosts other services at key times to improve access for students.

Areas for further consideration and reflection in next year's report:

- Training support – update on proposals to investigate joint training across support services.
- KPIs – more comprehensive evaluation of the Service's impact on student experience.

2.3 Careers Service

Readers commended the Careers Service as a very proactive, embedded Service which has good partnerships and clear objectives. Its annual report was an example of good reflection on impact.

Areas for further consideration and reflection in next year's report:

- Marginalised groups – is there an opportunity for further support for marginalised groups, for example BME (black, minority and ethnic) students?
- Engaging students early
 - Is there potential to reach more students early, for example through partnerships with Schools?
 - What is the Service's student engagement strategy – expectations on when and how students are engaged?

2.4 Chaplaincy

Readers commended the Chaplaincy as a responsive Service supporting both student and staff well-being. The Chaplaincy operates a commendable partnership working model.

Areas for further consideration and reflection in next year's report:

- Links to University strategy – is there potential for the Chaplaincy to be more integrated in University strategic discussions, for example on well-being and community?
- KPIs – is there potential to develop suitable measures to aid evaluation, for example through benchmarking with other chaplaincies?

2.5 Edinburgh Global: Study and Work Away Service

Readers commended the Study and Work Away Service's partnership working with key stakeholders. The service has achieved the highest possible grade in Erasmus beneficiary reports.

Areas for further consideration and reflection in next year's report:

- Service changes – reflect on the impact on student (and staff) experience of new services and systems; how is it working?

2.6 Estates

Readers commended as an area of good practice Estates embedding student work experience as part of the curriculum. The Service is encouraged to extend its commendable work on involving the Students' Association in project discussions.

Areas for further consideration and reflection in next year's report:

- Reflecting on student experience – focus on how the Service is adding value to and how it impacts on the student experience.
- Closing the feedback loop
 - What are the Service's data sources for getting student feedback?
 - Is there potential to get student feedback on smaller projects and how does the Service let students know how it has responded, "You said, we did"?

2.7 Finance

Readers commended Finance for its clear focus on student experience. The Service shows commendable partnership working both between Finance teams and with other business units.

Areas for further consideration and reflection in next year's report:

- Core systems and Helpline changes – reflect on how challenges were or will be overcome.

2.8 Information Services Group (ISG)

Readers commended ISG's clear focus on student experience and employing students in a variety of roles. The Service report was a good example of use of evaluation and KPIs.

Areas for further consideration and reflection in next year's report:

- Links to University strategies – how the Service's activities contribute to University strategies.
- Resourcing – how is the Service overcoming challenges related to service delivery and the student experience?

2.9 Institute for Academic Development (IAD)

Readers commended the IAD's tracking and monitoring of initiatives as an area of good practice. The service report was a good example of a reflective and balanced report with clear awareness of links to other areas and University strategy.

Areas for further consideration and reflection in next year's report:

- Engaging Tutors and Demonstrators – the report suggests this is low. What is IAD's expectation on, and what actions are being taken to increase, tutor and demonstrator engagement?
- Equality, diversity and inclusion (EDI) – how is IAD engaging with Schools to support EDI activity, for example outcomes from the Thematic Review?

2.10 Student Counselling Service

Readers commended the Student Counselling Service for continuing to deliver a significant, valuable service to students in the context of increasing demand while working within existing resources. Its commendable activity on diversifying staff recruitment showed clear engagement with the Thematic Review.

Areas for further consideration and reflection in next year's report:

- Move to Well-Being Centre – reflect on the impacts of change in facilities, for example loss of space at Edinburgh College of Art and the move to the Student Well-being Centre.

2.11 Student Disability Service

Readers commended the Student Disability Service for its positive response to increase in demand. The Service has commendable activity on staff development and upskilling.

Areas for further consideration and reflection in next year's report:

- Move to Well-Being Centre – reflect on impact and mitigation of risks to ensure seamless service delivery.
- Training
 - Are there opportunities to cascade disability training around the University, for example through partnership working with Schools?
 - Are there opportunities to communicate more widely on what the Service provides?

2.12 Student Recruitment and Admissions

Readers commended Student Recruitment and Admissions' leadership and activity in relation to Widening Participation. The Service has a commendable approach to student engagement and feedback from service users.

Areas for further consideration and reflection in next year's report:

- KPIs – develop success measures that reflect Service activity as well as delivery connected to University strategy.

2.13 Student Systems and Administration

Readers commended Student Systems and Administration for meaningful use of LEAN across the Service and its focus on continuous improvement.

Areas for further consideration and reflection in next year's report:

- Closing the feedback loop – reflect on Service impact, for example Timetabling changes, and how the Service responds to user feedback, “You said, we did”.
- Vision and mission – update on plans for service delivery; what is the vision and reflect on impact.

2.14 University Sport and Exercise

Readers commended University Sport and Exercise for achieving the Platinum Investors in People award and its staff development activity. The Service had a commendable approach to closing the feedback loop by listening and responding to feedback.

Areas for further consideration and reflection in next year's report:

- Equality, diversity and inclusion (EDI) – reflect on available data and how the Service is reaching marginalised students.
- Supporting staff to enhance student experience – there may be scope to reflect on how the Service offering to University staff impacts on the student experience (within the parameters of the Student Support Service Annual Review reporting).

Action for QAC: to approve the points listed above for consideration by individual services.

2.15 Additional area for consideration

During discussion at the Readers' meeting, one additional area for consideration emerged in relation to recruitment ratios. The meeting discussed whether there was scope for partnership working with Schools to ensure that the level of new student recruitment is sustainable and manageable within existing School resources. This is not within any Student Support Service remit. Does the Committee consider this could be remitted to Colleges?

Action for QAC: to consider appropriate remitting of this area for consideration

3. Full sub-committee meeting report

3.1 Sharing examples of good practice

- **Key Performance Indicators (KPIs) and evaluation: Institute for Academic Development and Information Services Group**

The Director of the Institute for Academic Development (IAD) described IAD's approaches, the differences between monitoring and evaluation, and data sources. Discussion explored asking why we do things because we have always done them, the importance of triangulating data and relying on professional judgment.

The Head of Knowledge Management and Planning, Information Services Group (ISG) shared their approach to delivering and evaluating lecture recording. Discussion explored the importance of communication, ongoing data collection and the challenge of concurrent policy consultation with project delivery.

- **LEAN for service enhancement: Student Systems and Administration**

The Director of Student Systems and Administration described how the LEAN process, adapted to the academic environment, enhanced team working across the service. Discussion explored the value of sharing experiences and impact of user-led project working.

- **Values-led service: Chaplaincy**

The University Chaplain shared the Chaplaincy's values-led approach. The service responds to need and its values are embedded in all of the team. Discussion explored the possibility for a more values based appraisal process and the importance of celebrating successes.

3.2 Themes arising from service reports

- **Affordability**

The Advice Place Manager introduced the "Affordability" theme on the financial challenges students face and resulting barriers to participation.

Key points raised in discussion were:

- The need for student financial literacy – understanding the full cost of their time at Edinburgh and the added value of University services, for example accommodation. The Assistant Principal Academic Standards and Quality Assurance will discuss how to support students on financial literacy with the Director of Student Systems and Administration.

- Getting rid of stigma associated with financial problems and encouraging students to report problems early.
 - Impacts across services and wider costs of support needs for vulnerable students.
- **Going local**

The Director of the Careers Services introduced the “Going local – how embedded services support student experience” theme on the opportunities and challenges for dispersed service delivery.

Key points raised in discussion were:

- Can be impactful for some services but there must be a purpose to embedded delivery.
- LEAN can be useful for focusing conversations and demonstrating change is effective.
- Links to well-being, for example community cafes role in supporting students.
- Potential to map what is available and where.

Action: QAC to consider any further actions in relation to the good practice and discussion items.

Susan Hunter, Academic Policy Officer, Academic Services
29 November 2019

The University of Edinburgh
Senatus Quality Assurance Committee

5 December 2019

Edinburgh University Students' Association School Reports

Description of paper:

1. Edinburgh University Students' Association reports on engagement of each School/Deanery/Centre with the Students' Association for the academic year.

Action requested / recommendation:

2. For discussion.

Background and context:

3. Edinburgh University Students' Association created the reports for each School/Deanery/Centre to provide insight into the student population at a local level.
4. The reports are submitted to the Committee annually and then circulated by the Students' Association to: Heads of School; Directors of Teaching; Directors of Quality; Senior Tutors; Deans of Students; Deans of Quality; Heads of Teaching Organisation; Heads of Support Services; SSLC Chairs.
5. The information in the reports is included in internal review documentation.
6. Going forward, the Students' Association plans to produce an institutional-level report, in addition to the School-level reports.

Discussion:

7. The full reports are published on the Committee wiki:
<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+5+December+2019>

Resource implications:

8. None - met within existing resource.

Risk management:

9. N/A

Equality & diversity:

10. The reports include aggregated data from the Rep Diversity Questionnaire. This data has been shared with Schools in order to prompt conversations around Equality and Diversity and, where relevant, to inform changes designed to recognise the importance of a diverse student representative population.

Communication, implementation and evaluation of the impact of any action agreed:

11. The Students' Association will circulate the reports to: Heads of School; Directors of Teaching; Directors of Quality; Senior Tutors; Deans of Students; Deans of Quality; Heads of Teaching Organisation; Heads of Support Services; SSLC Chairs.

Authors

Sarah Moffatt, Representation and Democracy Manager, Students' Association;

Natalie Hay, Academic Representatives Officer, Students' Association

November 2019

Freedom of Information: Open

Presenter

Sarah Moffatt, Representation and Democracy Manager, Students' Association;

The University of Edinburgh
Senatus Quality Assurance Committee

5 December 2019

Course Enhancement Questionnaires Review Proposal and Outline

Description of paper

1. The paper provides the framework for a fundamental review of Course Enhancement Questionnaires (CEQs) in the 2019/20 academic year. The paper includes the proposed Terms of Reference for a Review Group which will be convened from January 2020 and nominates group participants.

Action requested / recommendation

2. QAC are asked to approve the approach and the Terms of Reference for the group.

Background and context

3. Response rates for CEQs have been decreasing year on year and approaches to data collection vary across the university. Following an initial review of CEQs in the 2018/19 academic year University Executive Group approved a fundamental review of the approach to gathering student feedback from CEQs.

Discussion

4. Full details are provided in the Appendix.
5. Are QAC satisfied with the proposed governance structure?
6. Are QAC satisfied with the Terms of Reference for the group?

Resource implications

7. N/A

Risk management

8. N/A

Equality & diversity

9. Not applicable however an EqIA will be completed for any new policy proposal / change to current policy.

Communication, implementation and evaluation of the impact of any action agreed

10. Actions will be implemented by the Head of Student Analytics and Insights.

Author

Name Paula Webster, Head of Student Analytics and Insights

Presenter

Name Paula Webster, Head of Student Analytics and Insights

Date 20th November 2019

Freedom of Information - open

Course Enhancement Questionnaires Review Proposal and Outline

Introduction

Response rates for Course Enhancement Questionnaires (CEQs) have decreased year on year¹ and approaches to data collection vary across the university. Decreasing response rates and a decision to completely anonymise the results of CEQs has limited the amount of usable insight the University of Edinburgh can garner from this data. CEQs are also resource intensive for both the central and School teams who are responsible for their administration. University Executive Group have approved a fundamental review of the approach to gathering student feedback from course enhancement questionnaires across the university. This paper sets out the plan for this review with a timeline that aims to implement a new approach to collecting student feedback in 2020/21.

Proposal

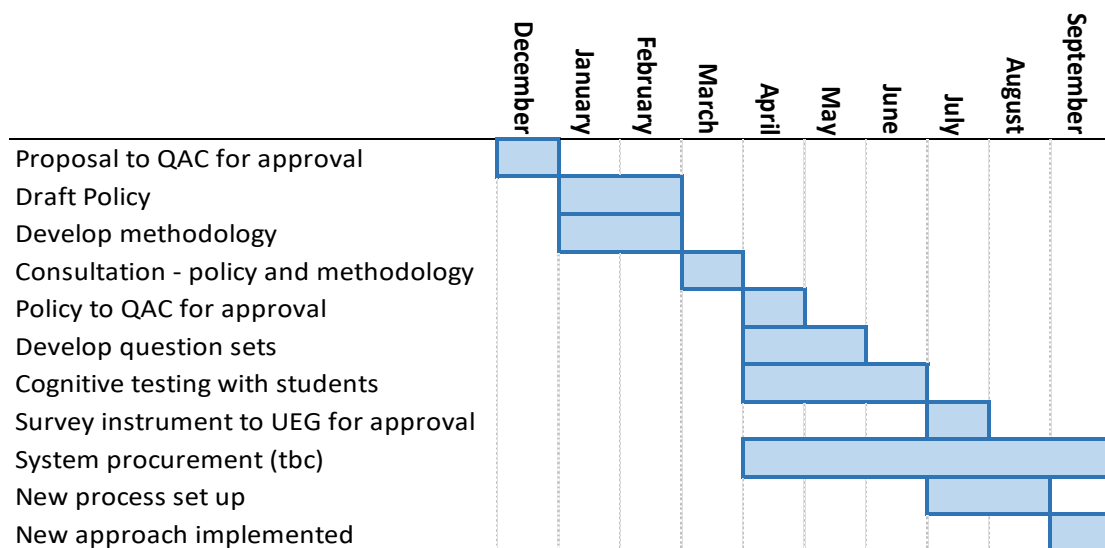
It is proposed that a Task and Finish group be convened to lead the review (the anticipated composition of the group is provided below). The group will provide advice and guidance to help shape the future policy and research design and will support consultation activities with colleagues across the university.

The group will report into Quality Assurance Committee (QAC) and reports from QAC made to Education Committee. The policy, delivery design methodology and question set will also be reported to University Executive Group (UEG).

The group will meet monthly during the lifecycle of this project and will be supported by the Student Analytics and Insights team.

Timeline

The proposed timeline allows for the maximum possible time to be spent working with students to ensure that questions developed are meaningful and avoid ambiguity or misinterpretation.



¹ From 33% in 2017/18 to 27% in 2018/19

Terms of Reference

This group has been established to review the current approach to collecting end of course feedback across the University of Edinburgh. This is a Task and Finish Group that will meet once a month during the lifespan of this project. The group will be tasked with:

- Articulating why we are collecting feedback from students and how this feedback will be used to inform decision making about teaching and learning in the University of Edinburgh
- Articulating how this activity relates to other feedback collection mechanisms e.g. mid-course feedback and SSLCs
- Redrafting the policy to reflect the purpose of this exercise as articulated by the group
- Developing an appropriate research design that will be applied across the university
- Advising on the development of the survey instrument which will be applied across the university
- Establishing an approach for future oversight / development
- Establish an approach to closing the feedback loop that can be implemented consistently across the university

Key questions the group will be asked to consider include (but are not limited to):

- What are the key research questions we need to answer?
- What are the relative benefits and dis-benefits of surveying at course and programme level?
- Could this activity support students to engage with their learning?
- Can / should the university develop a learning gain measure and is this the mechanism to do so?
- How can we effectively support colleagues to engage with more nuanced student engagement data?
- What are the opportunities for including PGR students in this work?
- How can we ensure that we are effectively including different student voices e.g. online learners / students on non-standard study patterns?
- Ensuring that the research design is flexible enough to accommodate changing ways of delivering teaching and learning to ensure that longitudinal data can be analysed meaningfully
- Ensuring that survey instruments are engaging and can be completed easily on mobile devices in line with the university's digital strategy

Group composition

Project Board:

The Project board be responsible for finalising the proposals for this review but will work with a wider consultative group who will be able to feed into the board electronically.

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|---------------------------------------|--|
| Chair: Professor Tina Harrison | Assistant Principal Academic Standards and Quality Assurance |
| Paula Webster | Head of Student Analytics and Insights, Student Systems |
| Steph Vallancey | Vice President (Academic Affairs), EUSA |
| Sue MacGregor (or nominee) | Director of Academic Services |
| Professor Martin Corley | Head of Psychology |
| Professor Velda McCune | Head of Learning and Teaching, IAD |

Nominated School Director of Quality or School Director of Teaching for each College to be nominated by College Deans of Quality and College Deans of Teaching and Learning

Moray House School of Education representative

Consultative Group to include:

- Professor Sarah Cunningham-Burley, University lead on Equality, Diversity and Inclusion
- Heads of School (for each College)
- Shelagh Green, Director of the Careers Service
- College Head of Academic and Student Administration (or nominee) for each College

Senate Quality Assurance Committee

5 December 2019

UK Quality Code for Higher Education Advice and Guidance Mapping

Description of paper

1. Mappings of the University's policies and practices to the advice and guidance that underpins the UK Quality Code for Higher Education.
2. The Mappings are published on the on the Committee wiki:
<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+5+December+2019>

Action requested / recommendation

3. To approve the mappings.

Background and context

4. The UK Quality Code for Higher Education (the Code) sets out fundamental principles that should apply to higher education quality across the UK. It was significantly redeveloped in 2018 with the aims of: making it applicable across all four UK nations; reducing length and improving accessibility to a wide variety of stakeholders; and placing a greater emphasis on student outcomes and engagement.
5. The current Code comprises (for both standards and quality) mandatory expectations and core practices and, mandatory for Scotland, common practices. 12 "themes" of non-mandatory advice and guidance underpin the mandatory elements of the Code. The Code also has supporting reference documents such as subject benchmark statements and the Scottish Credit and Qualifications Framework.
6. Although the advice and guidance is non-mandatory, QAA Scotland expect institutions to map down to the level of guiding principles in order to demonstrate that they are meeting the mandatory expectations and practices of the Code.
7. The Advance Information Set for the University's next Enhancement-led Institutional Review in 2020 will contain a mapping of the institution's policies and practices to the redeveloped Code.
8. In May 2019, Senate Learning and Teaching Committee agreed to the following approach for mapping to the advice and guidance¹:
 - Academic Services will work with policy and practice owners to undertake, during Semester 1 2019/20, an initial mapping (using the mandatory elements of the Code and mapping down to the level of the guiding principles of the advice and guidance) with the aim of identifying any gaps. Due to the breadth

¹ <https://www.ed.ac.uk/files/atoms/files/20190522combinedagendapapers.pdf> (Paper E)

of the mandatory elements of the Code and the guiding principles, it is not anticipated that any major gaps will be identified. However, if there are any gaps identified, the relevant policy and/or practice will be reviewed promptly, and before the deadline for the submission of documentation for ELIR.

- Providing there are no gaps identified, thereafter, each policy and/or practice will be reviewed within its planned timescale. During these reviews, opportunities should be sought for making efficiencies whilst still ensuring the effectiveness of the policy and/or practice and that all requirements of the Code, including the guiding principles of the relevant advice and guidance theme(s), are met.
- A comprehensive mapping of the University's policies and practices to the current Code will be completed in time for the submission of the Advanced Information Set in summer 2020.

Discussion

9. Completed mappings are presented for approval for the following advice and guidance themes:

- Admissions, recruitment and widening access
- Assessment
- Concerns, complaints and appeals
- Course design and development
- External expertise
- Learning and teaching
- Monitoring and evaluation
- Research degrees
- Student engagement

10. Mappings for the following advice and guidance themes will be presented to the February meeting:

- Enabling student achievement
- Partnerships
- Work-based learning

Resource implications

11. There are resource implications for Academic Services and policy and practice owners in undertaking the mapping exercise. There may be additional resource implications as a result of reviewing policies and practices against the guiding principles of the advice and guidance, however, the recommended approach aims to minimise these.

Risk management

12. The University's policies and practices must align with the Code.

Equality & diversity

13. Equality and diversity implications would be considered as part of any review of policies and/or practices.

Communication, implementation and evaluation of the impact of any action agreed

14. The approved mappings will be made available on the Academic Services' website.

Author

Nichola Kett, Academic Services
28 November 2019

Presenter

Nichola Kett, Academic Services

Freedom of Information

15. Open

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Admissions, Recruitment and Widening Access

Expectations for standards

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

Common practices for standards

Expectations for quality

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for quality

- The provider has a reliable, fair and inclusive admissions system.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

Common practices for quality

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University's policies and/or practices | Additional notes |
|---|--|---|
| 1. Policies and procedures for application, selection and admission to higher education courses are transparent and accessible. | University website studying section (https://www.ed.ac.uk/studying) includes links on every page to: <i>Admissions policies and procedures:</i> https://www.ed.ac.uk/studying/admissions/policies-procedures <i>Terms and conditions:</i> https://www.ed.ac.uk/studying/admissions/terms-conditions <i>Applicant privacy statement:</i> https://www.ed.ac.uk/studying/admissions/privacy-statement | University of Edinburgh Admissions Policy and terms and conditions, are reviewed on an annual basis. Other policies are reviewed every three years, or when a substantial change is required. Currently policy reviews have been on hold pending outcome of Service Excellence Programme policy development strand. A large scale review of all admissions policies is planned for Nov 2019 – Jan 2020 with a view of improving their accessibility. |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Admissions, Recruitment and Widening Access

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| | <p>Detailed information is provided online and in the printed University Guide to help prospective applicants understand our entry requirements, application and selection processes, and our arrangements for particular groups of applicants e.g. those with a criminal conviction; or disabled applicants.</p> <p>Entry requirements published in our printed University Guide, and on our Degree Finder which includes details on required subjects and any non-academic requirements.</p> <p>Language related to widening access and entry requirements has been revised using nationally-agreed terminology to ensure information is clear for all applicants from across Scotland.</p> | |
| <p>2. Higher education providers use fair, reliable and appropriate assessment methods that enable them to select students with the potential to complete the course successfully.</p> | <p>Selection is carried out by trained, professional admissions staff and by trained academic staff.</p> <p>Selection criteria including entry requirements are reviewed on an annual basis. Central admissions staff from Student Recruitment and Admissions and web content managers from Communications and Marketing ensure entry requirements and selection criteria are clear and unambiguous, and that any changes are evidence-based. They liaise with college and school admissions and academic staff to achieve this.</p> <p>Admissions teams in academic colleges and schools review local selection guidelines on an annual basis to ensure accurate and consistent selection processes which are fair to all applicants.</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Admissions, Recruitment and Widening Access

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| | <p>The University carries out regular tracking and analysis, and periodic research studies, reviewing student progression and outcomes in order to reflect on appropriateness of, and potentially refine, entry requirements</p> | |
| <p>3. Higher education providers reduce or remove unnecessary barriers for prospective students.</p> | <p>Annual review of the Admissions Policy, entry requirements and selection criteria to ensure they are fit for purpose, and do not introduce unnecessary barriers.</p> <p>Equality Impact Assessment of student recruitment and admissions practices, policies and procedures to remove barriers.</p> <p>Policies are in place aimed at reducing barriers to prospective students: <u>Adult Returners to Higher Education policy</u> <u>Recognition of Prior Learning in Admissions policy</u> <u>Applicants who have Disclosed a Disability policy</u></p> <p>Support is in place for a wide range of applicant groups including <u>care experienced applicants</u>, <u>carers</u>, <u>estranged applicants</u>, <u>applicants with disabilities</u>, <u>applicants with a criminal conviction</u>, <u>military veterans</u>, <u>refugees and asylum seekers</u>. Information is provided on our website.</p> | |
| <p>4. Information provided to prospective students for recruitment and widening access purposes supports students in making informed decisions.</p> | <p>The University carries out a wide range of recruitment activities, delivered by the <u>Student Recruitment and Admissions</u> undergraduate and postgraduate recruitment teams, recruitment staff within <u>Edinburgh Global</u> and admissions, recruitment and academic staff from the Schools and Colleges. These include outreach and off-campus visits, higher education conventions and careers fairs, Open Days and on-campus visits, online interactive</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Admissions, Recruitment and Widening Access

recruitment activities, social media, provision of printed prospectuses and other paper-based information, and online information through University, College and School websites. Student ambassadors and volunteers are involved at all levels of student recruitment, and some recruitment activities are carried out in partnership with University of Edinburgh alumni and the Edinburgh University Student Association.

Useful links:

Study section of the University of Edinburgh website provides information for all prospective undergraduate and postgraduate students

<https://www.ed.ac.uk/studying>

International students section provides guidance on studying in the UK, visas, international entry requirements etc. for prospective undergraduate and postgraduate students from countries outside the UK

<https://www.ed.ac.uk/studying/international>

More specific information for prospective students is provided on College and School websites:

College of Arts, Humanities and Social Sciences

<https://www.ed.ac.uk/arts-humanities-soc-sci>

College of Medicine and Veterinary Medicine

<https://www.ed.ac.uk/medicine-vet-medicine/prospective-undergraduates>

<https://www.ed.ac.uk/medicine-vet-medicine/prospective-postgraduates>

College of Science and Engineering

<https://www.ed.ac.uk/science-engineering/studying>

WP outreach is designed to inform and inspire prospective students from under-represented groups or from low socio-economic backgrounds, or who attend schools of low progression.

Access Edinburgh section of the University website provides detailed information for a broad range of prospective undergraduate students, including information on widening participation activities which may be available to them

<https://www.ed.ac.uk/studying/undergraduate/access-edinburgh>

Evaluation:

The value of recruitment activities in assisting prospective students in making informed decisions are assessed via:

- Open Day follow-up surveys and other research with people who have participated in recruitment activities
- Feedback from visits to schools, colleges and other institutions
- UCAS decliner surveys
- Qualitative research such as focus groups with current and potential students
- WP project evaluation
- Academic research

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Admissions, Recruitment and Widening Access

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| <p>5. All staff, representatives and partners engaged in the delivery of admissions, recruitment and widening access are appropriately trained and resourced.</p> | <p>Recruitment, selection and admissions processes are carried out by trained, professional recruitment and admissions staff and by trained academic staff.</p> <p>Regular training, updates and briefings are provided to ensure the University of Edinburgh Admissions Policy framework is fully understood and implemented.</p> <p>All staff are required to complete online modules in Equality and Diversity, and Unconscious Bias provided by HR.</p> <p>Online training packages are being developed. The module ‘Postgraduate Admissions: the legal and policy framework’ has been available since October 2014 and includes links to HR equality and diversity e-modules.</p> | |
| <p>6. Providers continually develop widening access strategies and policies in line with local and national guidance.</p> | <p>https://www.ed.ac.uk/student-recruitment/widening-participation/about/widening-participation-strategy</p> <p>The University’s Widening Participation Strategy was launched in October 2018, and builds on more than 20 years of sector-leading work to widen access to the University for students from disadvantaged backgrounds.</p> <p>The strategy is accompanied by a three-year implementation plan, with oversight from across the University.</p> <p>The University continues to develop new widening participation partnerships and to focus its outreach to improve access in accordance with the strategy and with</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Admissions, Recruitment and Widening Access

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| | Scottish Government and Commission on Widening Access targets. | |
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UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for quality

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

Common practices for quality

- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider's approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

| Guiding Principle | Mapping to the University's policies and/or practices | Additional notes |
|---|---|------------------|
| <p>1. Assessment methods and criteria are aligned to learning outcomes and teaching activities.</p> | <p>Programme and Course Approval and Management Policy: https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Programme and course design: www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design</p> | |
| <p>2. Assessment is reliable, consistent, fair and valid.</p> | <p>The Principles of Assessment are outlined within the University's assessment regulations (Taught Assessment Regulation 11 in 2019/20). "The University, which engages in a wide diversity of assessment procedures, has established the following general principles of assessment: (a) beneficial –actively fostering learning (b) fair, reliable and valid (c) diverse, varied and representative (d) transparent (e) effective; and (f) secure". www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Processes of moderation operate in order to ensure that students are assessed fairly and consistently. These are covered in the Taught Assessment Regulations (31 in 2019/20), and supplemented with guidance on good practice, provided by the Institute for Academic Development: https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment/moderation-guidance</p> <p>The assessment and moderation processes are overseen by a Board of Examiners, which operate in line with the provisions of the Taught Assessment Regulations, and the Handbook for Boards of Examiners for Taught Courses and Programmes: https://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf</p> <p>The Handbook articulates their role as: "Boards of Examiners are a key part of enabling the University to judge that students have achieved their intended learning outcomes in a consistent, fair and reliable way, using agreed evidence and processes to reach their decisions".</p> | |
| <p>3. Assessment design is approached holistically.</p> | <p>Programme and Course Approval and Management Policy: https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Programme and course design: www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-design</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

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| | <p>Edinburgh Learning Design Roadmap (ELDeR): https://www.ed.ac.uk/information-services/learning-technology/learning-design/about</p> | |
| <p>4. Assessment is inclusive and equitable.</p> | <p>Taught Assessment Regulations: Reasonable adjustments (Taught Assessment Regulation 19 in 2019/20) www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>The Principles of Assessment are outlined within the University’s assessment regulations (Taught Assessment Regulation 11 in 2019/20): www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Accessible and Inclusive Learning Policy www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf</p> <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf “Design courses and programmes to be accessible to all students and to avoid any unnecessary barriers to students with protected characteristics”</p> | |
| <p>5. Assessment is explicit and transparent.</p> | <p>All courses and programmes are required to provide a Statement of Assessment, which covers in detail how students will be assessed. This is covered in Taught Assessment Regulation 14 in 2019/20. The statement is expected to made available to students in a prominent place, such as a course or programme handbook, and should include the following information:</p> <p>(a) how each piece of assessed work contributes to the final assessment, progression decision or classification, outlining relevant weightings; (b) the arrangements for the moderation of the assessed work; (c) any methods that the Board of Examiners uses for standard setting; (d) assessment deadlines and any penalties for late submission; (e) the duration and format of examinations and in which diet they will be held; (f) how work will be taken into account by a resit Board of Examiners and the number of permitted resits; (g) the standards and criteria for entry into honours or for progression to Masters dissertation, where relevant.</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

Assessment policies, regulations and processes are available on Academic Services' website e.g.

Information for students: <https://www.ed.ac.uk/academic-services/students/assessment>

Assessment Regulations

www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment

The Assessment Regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University.

Taught Assessment Regulations

www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf

Postgraduate Assessment Regulations for research degrees

www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf

Common Marking Schemes

The University has Common Marking Schemes which are used for specific categories of assessment: undergraduate (except BVM&S and MBChB); BVM&S; MBChB; taught postgraduate; and Edinburgh College of Art Degree Programmes which use the Assessment Grade Scheme.

www.ed.ac.uk/timetabling-examinations/exams/regulations/common-marking-scheme

Principles and guidelines

The University engages in a wide diversity of assessment procedures, which have supporting guidance, and has established general principles for assessment.

The Principles of Assessment are outlined within the University's assessment regulations (Taught Assessment Regulation 11 in 2019/20):

www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf

Moderation and standard-setting is outlined within the University's assessment regulations (Taught Assessment Regulation 31 in 2019/20)

www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf

Doctoral and MPhil thesis assessment process flowchart

www.ed.ac.uk/files/atoms/files/doctoralthesisassessment.pdf

Board of Examiners principles, policies and guidance

www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners

Handbook for Boards of Examiners for Taught Courses and Programmes

www.ed.ac.uk/files/atoms/files/boe_handbook.pdf

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

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| | <p>Programme and Course handbooks www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf Key changes for assessment regulations are highlighted annually to staff www.ed.ac.uk/academic-services/staff/assessment/assessment-regulations Degree Regulations archive(DRPS) www.drps.ed.ac.uk/</p> | |
| <p>6. Assessment and feedback is purposeful and supports the learning process.</p> | <p>Specific provisions for feedback are set in the University’s assessment regulations (Taught Assessment Regulations 15 and 16 in 2019/20). These include a requirement to provide at least one formative feedback or feed-forward event on each course, and to ensure that feedback on assessment is provided to students promptly enough to inform subsequent assessment. www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Information and guidance is provided to help staff consider and develop their approaches to student assessment and feedback https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment</p> <p>Assessment and feedback practice take place within a context set by the Learning and Teaching Strategy www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf</p> <p>engagEd in... feedback and assessment http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Resources/Student_Engagement/UoE_IADEngage_FeedbackAssess_A5_V4_WEB.pdf</p> | |
| <p>7. Assessment is timely.</p> | <p>Taught Assessment Regulations (Taught Assessment Regulation 14 Statement of assessment) www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf ‘Students must be given a clear statement of how and when each of their courses and programmes is to be assessed. The statement needs to be issued at the start of each course; on entry into the honours component of a degree programme; and at the start of each postgraduate programme.’ www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> <p>Specific deadlines for feedback are set in the University’s assessment regulations (Taught Assessment Regulation 16 in 2019/20) www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

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| <p>8. Assessment is efficient and manageable.</p> | <p>Programme and Course Approval and Management Policy www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Edinburgh Learning Design Roadmap (ELDeR) www.ed.ac.uk/information-services/learning-technology/supporting-learning-and-teaching/learning-design/about</p> | |
| <p>9. Students are supported and prepared for assessment.</p> | <p>Taught Assessment Regulations (Taught Assessment Regulation 15 Provision of formative feedback)</p> <p>‘All students will be given at least one formative feedback or feed-forward event for every course they undertake, provided during the semester in which the course is taken and in time to be useful in the completion of summative work on the course. Such feedback may be at course or programme level, but must include input of relevance to each course in the latter case.’</p> <p>The regulations advise staff that feedback and feed-forward may be provided in various formats, for example, to include written, oral, video, face-to-face, whole class, individual. Further advice on feedback and feed-forward is available on the Enhancing Feedback webpages: www.enhancingfeedback.ed.ac.uk/</p> <p>Further guidance for staff on student assessment and feedback is available online. www.ed.ac.uk/institute-academic-development/learning-teaching/staff/assessment</p> <p>Academic and Pastoral Support Policy www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</p> | |
| <p>10. Assessment encourages academic integrity.</p> | <p>Good academic practice information, in addition to being covered in courses, is available to students from the Institute for Academic Development. www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/good-practice</p> <p>Information is provided for students and staff on avoiding, identifying, investigating and handling student misconduct, including academic misconduct. www.ed.ac.uk/schools-departments/academic-services/staff/discipline/academic-misconduct</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Assessment

www.ed.ac.uk/schools-departments/information-services/learning-technology/assessment/plagiarism

www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline

The Academic Misconduct Investigations Procedures set out the University's procedures for dealing with suspected cases of academic misconduct by students or graduates of the University.

www.ed.ac.uk/files/atoms/files/academicmisconductprocedures.pdf

Taught Assessment Regulations/Course and Programme Handbooks

Taught Assessment Regulation 14.2 in 2019/20 'The assessment statement is included in a course or programme handbook or provided by the School, along with other relevant information about assessment, feedback, good academic practice and the avoidance of plagiarism.'

www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Concerns, Complaints and Appeals

Expectations for standards

Expectations for quality

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for standards

Core practices for quality

The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

Common practices for standards

Common practices for quality

The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University’s policies and/or practices | Additional notes |
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| 1. Concerns, complaints and appeals are used to improve the student experience. | <p>Student Appeal Regulations - https://www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf.</p> <p>Students have the right of appeal against Boards of Examiners decisions, decisions taken in relation to proceedings under the Code of Student Conduct, Exclusion decisions, Fitness to Practise decisions (where applicable) and Support for Study decisions. Annual Reports detailing appeals processed, along with thematic analysis of those, are sent to the Senate Quality Assurance Committee each year, where themes and trends are discussed, along with any required actions arising. Data contained within these reports is dictated by the Senate Quality Assurance Committee.</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Concerns, Complaints and Appeals

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| | <p>Student Appeal Regulation 46 - The Student Appeal Committee reports annually to the Senate Quality Assurance Committee, detailing the volume and nature of the appeals dealt with in the previous academic session, and highlighting any issues of concern or significance.</p> <p>Complaint Handling Procedure – https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure</p> <p>In common with the other Scottish HEIs, the University uses the model Complaint Handling Procedure (CHP) as prescribed by the Scottish Public Services Ombudsman (SPSO). ‘Learning from’ complaints is one of the SPSO’s underpinning principles and is fully endorsed by the University. Learning points arising from complaints – whether upheld or not – are fed back to Schools and support services etc. as appropriate.</p> | |
| <p>2. Concerns, complaints and appeals procedures are accessible and inclusive.</p> | <p>Student Appeal Regulations - https://www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf</p> <p>These regulations apply to all students or recent students of the University who wish to submit an appeal, and to all staff who deal with or respond to student appeals. These regulations also outline how the process operates at each stage.</p> <p>All information regarding the appeal procedures - https://www.ed.ac.uk/academic-services/students/appeals</p> <p>As a matter of course, should individuals require documentation in differing formats, University policies or regulations contain contact details for obtaining these.</p> <p>Appeals can be submitted by post, as outlined in the Student Appeal Regulations.</p> <p>Complaint Handling Procedure –</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Concerns, Complaints and Appeals

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| | <p>https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure</p> <p>The CHP applies to students and recent students, applicants for admission and members of the public. Full information about the procedure itself, and short guidance leaflets for students and members of the public, are all available on the link above.</p> <p>Section 9 of the CHP covers adjustments. Complaints can be submitted in person, by phone, by email or by post.</p> | |
| <p>3. Information is clear and transparent.</p> | <p>Information on Appeal procedures - https://www.ed.ac.uk/academic-services/students/appeals</p> <p>Includes ‘What is an appeal?’ (https://www.ed.ac.uk/academic-services/students/appeals/what-is-an-appeal), how to submit an appeal ‘Submitting an appeal’ (https://www.ed.ac.uk/academic-services/students/appeals/submitting), where people can ask for specific advice ‘Where to get Advice’ (https://www.ed.ac.uk/academic-services/students/appeals/where-to-get-advice), information about the timescales at play ‘Timescales’ (https://www.ed.ac.uk/academic-services/students/appeals/timescales) and information about the Scottish Public Service Ombudsman (SPSO) (https://www.ed.ac.uk/academic-services/students/appeals/scottish-public-services-ombudsman)</p> <p>Complaint Handling Procedure – https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure</p> <p>The CHP includes information on what is covered by the CHP (and what is not); how to submit a complaint; where to get advice before doing so (https://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/); and the timescales for submitting a complaint and within which responses should be given by the University</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Concerns, Complaints and Appeals

4. People raising concerns or making complaints or appeals are treated with dignity and respect, and their well-being is properly considered.

Student Appeal Regulations -

<https://www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf>

Information is given within regulations regarding ensuring avoidance of conflicting interests and any possible bias stemming from this in consideration of appeals. Appeals will never be considered by staff from the same School as the appellant in order to ensure impartiality. Where information is requested in relation to appeals from members of University staff, staff are reminded that this should be factual and objective. Any correspondence sent during appeal proceedings is marked as confidential.

Sources of support and advice are available on the Appeal webpages -

<https://www.ed.ac.uk/academic-services/students/appeals/where-to-get-advice> as are contact details for appropriate members of staff.

'If things go wrong' pages - <https://www.ed.ac.uk/academic-services/policies-regulations/if-things-go-wrong>

Complaint Handling Procedure –

<https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure>

The CHP covers the need to avoid conflicts of interest. Stage 1 complaints are handled at local level by the unit in which the issue has arisen; Stage 2 investigations are carried out by suitably trained staff from a different area of the University to ensure that bias or conflict of interest are avoided. Investigation reports are marked as confidential and shared only on a 'need to know' basis; learning points from complaints are anonymised before being disseminated to appropriate areas. Where necessary, adjustments are made to the procedure to take account of any particular concerns; this arises most commonly in relation to timescales where, for example, a student may wish to pause consideration of a complaint for a period in order to concentrate on an academic deadline.

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Concerns, Complaints and Appeals

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| <p>5. Concerns, complaints and appeals processes are proportionate and allow for cases to be resolved as early as possible.</p> | <p>Student Appeal Regulations - https://www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf</p> <p>Timescales - https://www.ed.ac.uk/academic-services/students/appeals/timescales</p> <p>Complaint Handling Procedure – https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure</p> <p>The CHP places a strong emphasis on ‘early resolution’ (one of the SPSO’s ‘Principles of Good Complaint Handling’), and the University resolves around 99% of cases at Stage 1 ‘Frontline resolution’.</p> | |
| <p>6. Concerns, complaints and appeals procedures are fair and impartial.</p> | <p>Student Appeal Regulations - https://www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf</p> <p>Information is given within regulations regarding ensuring avoidance of conflicting interests and any possible bias stemming from this in consideration of appeals. Appeals will never be considered by staff from the same School as the appellant in order to ensure impartiality. Judgements on whether grounds for appeal have been established is the responsibility of the relevant sub-committees of the Appeal Committee or relevant Appeal Committees themselves.</p> <p>Complaint Handling Procedure – https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure</p> <p>The CHP covers the need to avoid conflicts of interest. Stage 1 complaints are handled at local level by the unit in which the issue has arisen; Stage 2 investigations are carried out by suitably trained staff from a different area of the University to ensure that bias or conflict of interest are avoided.</p> | |
| <p>7. Confidentiality and anonymity are appropriately assured.</p> | <p>Boards of Examiners who are required to reconvene following an upheld appeal must conduct their business in line with the provisions of the Taught Assessment Regulations</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Concerns, Complaints and Appeals

<https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>)

which detail anonymity and confidentiality requirements.

Appeal submissions and case considerations are received, acknowledged and processed from a private, password protected and encrypted mailbox, and stored in restricted access drives. Only staff with business requirements for access to this information can access it.

Correspondence and electronic letters and reports are appropriately marked as Private & Confidential and sent in secure format.

Privacy Notice for Appeal procedures -

<https://www.ed.ac.uk/files/atoms/files/appealsprocessprivacynotice.pdf>

Appeal files are destroyed five years following the completion of the case. In some circumstances, the University may retain this information for longer where a case may be relevant to an ongoing relationship between an individual and the University.

Complaint submissions and case considerations are received, acknowledged and processed from a private, password protected and encrypted mailbox, and stored in restricted access drives. Only staff with business requirements for access to this information can access it. Correspondence and electronic letters and reports are appropriately marked as Private & Confidential and sent in secure format.

Privacy Notice for Complaint procedures –

<https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure/privacy-notice>

Complaint files are destroyed five years following the completion of the case. In some circumstances, the University may retain this information for

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Concerns, Complaints and Appeals

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| | <p>longer where a case may be relevant to an ongoing relationship between an individual and the University.</p> | |
| <p>8. Concerns, complaints and appeals are resolved in as timely a way as possible.</p> | <p>Appeals: Timescales (https://www.ed.ac.uk/academic-services/students/appeals/timescales)</p> <p>Complaint Handling Procedure – https://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure</p> <p>Timescales set by the SPSO are covered within the CHP. Whilst the majority of Stage 1 cases are resolved speedily (within the 5 working days specified by the SPSO), Stage 2 investigations generally take longer than the SPSO’s indicative timescale of 20 working days due to the need to conduct interviews and produce agreed notes from each interview prior to writing a report which addresses all issues raised by the complainant.</p> | <p>Appeals: the SPSO expects procedures relating to appeals/complaints/investigations to have indicative timescales, and that these be adhered to. The University aims to have each appeal considered by a sub-committee of the relevant Appeal Committee in the first instance, with the appellant informed of any outcome, within 30 working days of having received the appeal.</p> |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Course Design and Development

Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.

Core practices for quality

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Common practices for quality

- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University’s policies and/or practices | Additional notes |
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| 1. Strategic oversight ensures that course design, development and approval processes and outcomes remain consistent and transparent. | Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf “Course and programme proposals should take account of the relevant internal strategic context.” | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Course Design and Development

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| | <p>Curriculum webpages https://www.ed.ac.uk/academic-services/staff/curriculum</p> <p>Academic Policy and Regulations Committee https://www.ed.ac.uk/academic-services/committees/academic-policy-regulations</p> <p>College-specific information https://www.ed.ac.uk/academic-services/staff/curriculum/college-specific-information</p> <p>School Boards of Studies https://www.ed.ac.uk/files/atoms/files/boardofstudies.pdf</p> <p>Support for Curriculum Development Group https://www.ed.ac.uk/files/atoms/files/scg-remit.pdf</p> | |
| <p>2. Accessible and flexible processes for course design, development and approval facilitate continuous improvement of provision and are proportionate to risk.</p> | <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Curriculum webpages https://www.ed.ac.uk/academic-services/staff/curriculum</p> | |
| <p>3. Internal guidance and external reference points are used in course design, development and approval.</p> | <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf “Key issues to address” lists internal and external reference points</p> | |
| <p>4. Feedback from internal and external stakeholders is used to inform course content.</p> | <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <ul style="list-style-type: none"> • Student involvement | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Course Design and Development

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| | <ul style="list-style-type: none"> • Evidence of expertise from outside the programme (for programme approval the involvement of individuals external to the University is required) • Evidence of consideration (as appropriate) from: professional, statutory and regulatory bodies (PSRBs); employers; and industry. <p>Contribution of students to programme and course design https://www.ed.ac.uk/academic-services/staff/curriculum/key-issues-to-address-in-proposals-credit-bearing/student-involvement</p> <p>Teaching Matters co-creation of curriculum/courses examples: https://www.teaching-matters-blog.ed.ac.uk/tag/co-creation/</p> <p>Boards of Studies membership:</p> <ul style="list-style-type: none"> • one student member from a relevant discipline • one external member from another Board of Studies within the University <p>Edinburgh Learning Design Roadmap (ELReR) process uses critical friends and students https://www.ed.ac.uk/information-services/learning-technology/learning-design/about</p> | |
| <p>5. Development of staff, students and other participants enables effective engagement with the course design, development and approval processes.</p> | <p>Board of Studies training for convenors and administrators covers policy and process, roles and responsibilities, and pedagogical considerations.</p> <p>The Board of Studies convener and administrator network provides a forum for discussion and sharing practice.</p> <p>Practical Strategies workshops:</p> | <p>Further developments to support student members of Boards of Studies are planned.</p> |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Course Design and Development

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| | <ul style="list-style-type: none"> • Introduction to Course Design • Designing effective learning outcomes <p>Institute for Academic Development initiatives designed to support student engagement https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement</p> <p>The Postgraduate Certificate in Academic Practice has an online module about course and programme design: Foundations of Academic Practice block 3: Designing High Quality Learning Environments. This highlights pedagogical course design issues such as learning outcomes, inclusive design, student involvement, constructive alignment, and SCQF levels.</p> <p>Online Learning Network https://blogs.ed.ac.uk/online-learning-network/</p> | |
| <p>6. Course design, development and approval processes result in definitive course documents.</p> | <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf (includes timescales for approval of proposals and arrangements for publishing information)</p> <p>Degree Regulations and Programmes of Study http://www.drps.ed.ac.uk/</p> <p>Programme and Course Handbook Policy https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p> | <p>The Programme and Course Information Management strand of the Service Excellence Programme (running to 2022) will help to improve the student and staff experience by providing a single source of truth of programme and course information to feed all our channels, supported by new systems and procedures.</p> |
| <p>7. Design, development and approval processes are reviewed and enhanced.</p> | <p>The Programme and Course Approval and Management Policy is part of the academic governance framework and is regularly reviewed. The Policy is owned by the Academic Policy and</p> | <p>The Programme and Course Information Management strand of the Service Excellence Programme (running to 2022) will help to</p> |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Course Design and Development

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| | <p>Regulations Committee, membership includes Students' Association representation.</p> <p>Annual monitoring, reporting and review processes consider a standard set of data (including student performance, feedback from external examiners, and student survey data) https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> <p>Edinburgh Learning Design Roadmap (ELReR) process https://www.ed.ac.uk/information-services/learning-technology/learning-design/about</p> | <p>improve the student and staff experience by providing a single source of truth of programme and course information to feed all our channels, supported by new systems and procedures.</p> |
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UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – External Expertise

Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

Core practices for quality

- The provider designs and/or delivers high-quality courses.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered or who delivers them.

Common practices for quality

The provider's approach to managing quality takes account of external expertise.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University's policies and/or practices | Additional notes |
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| 1. Providers use one or more external experts as advisers to provide impartial and independent scrutiny on the approval and review of all | External Examining External Examiners contribute to course and programme design. They highlight good practice and make recommendations leading to ongoing programme enhancement. | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – External Expertise

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| <p>provision that leads to the award of credit or a qualification.</p> | <p>External Examiners for Taught Programmes Policy: https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf</p> <p>Programme Approval Schools seek external expertise when proposing new credit-bearing programmes. Programme and Course Approval and Management policy: https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Internal Periodic Review External expertise is integral to the internal periodic review process. External review team members highlight good practice and make recommendations for ongoing enhancement to academic provision and student experience: https://www.ed.ac.uk/files/atoms/files/guidancenotesreviewteams.pdf</p> | |
| <p>2. Degree-awarding bodies engage independent external examiners to comment impartially and informatively on academic standards, student achievement and assessment processes for all provision that leads to the award of credit or a qualification.</p> | <p>The External Examiner’s role in providing independent and impartial assurance of academic standards, student achievement and assessment processes is set out in the External Examiners for Taught Programmes Policy: https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf</p> <p>Conveners of Boards of Examiners are responsible for ensuring External Examiners contribute to and comment on provision as set out in Taught Assessment Regulations: https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf Additional guidance on roles and responsibilities of members of Boards of Examiners are provided in the Board of Examiners Handbook: http://www.ed.ac.uk/files/atoms/files/boe_handbook.pdf</p> <p>External Examiners are integral to the assessment processes for doctoral degrees as set out in the Postgraduate Assessment Regulations for</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – External Expertise

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| | <p>Research Degrees: https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf</p> | |
| <p>3. Degree-awarding bodies have processes for the nomination, approval and engagement of external examiners and other independent external experts.</p> | <p>Colleges are responsible for appointing External Examiners and must have robust documented approval mechanisms in place. External Examiners for Taught Programmes Policy: https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf</p> <p>Appointment processes for External Examiners of postgraduate research degrees are set out in the Postgraduate Assessment Regulations for Research Degrees: https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf</p> <p>Additional guidance is published in the Handbook for External Examining of Research Degrees: https://www.ed.ac.uk/files/atoms/files/pgreexternalexamininghandbook.pdf</p> <p>Colleges work within the institutional policy framework for nomination, approval and engagement of External Examiner and manage their own processes. Nomination forms for External Examiners for Taught Programmes are available for each College: https://www.ed.ac.uk/academic-services/quality/external-examining/policy-regulations</p> <p>And a separate University form is available for nominations for External Examiners for Research Degrees: https://www.ed.ac.uk/files/atoms/files/pgrexaminernominationform.docx</p> | |
| <p>4. Providers ensure that the roles of those providing external expertise are clear to students, staff and other stakeholders.</p> | <p>Roles and responsibilities for course and programme External Examiners of taught programmes are set out in the External Examiners for Taught Programmes Policy: https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf</p> <p>Additional online guidance on external examining roles is available on the public website:</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – External Expertise

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| | <p>https://www.ed.ac.uk/academic-services/quality/external-examining</p> <p>Programme handbooks are available to all students and contain details of External Examiners: https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p> <p>Postgraduate research External Examiner roles are set out in the Postgraduate Assessment Regulations for Research Degrees. Colleges must specify responsibilities to examiners: https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf</p> <p>Additional guidance on roles and responsibilities is provided in the Handbook for External Examining of Research Degrees: https://www.ed.ac.uk/files/atoms/files/pgrexternalexamininghandbook.pdf</p> | |
| <p>5. Providers ensure that external experts are given sufficient and timely evidence and training to enable them to carry out their responsibilities.</p> | <p>Schools are responsible for briefing External Examiners, providing appropriate information to enable them to carry out their responsibilities at appropriate times as set out in the External Examiners for Taught Programmes Policy: https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf</p> | |
| <p>6. Providers have effective mechanisms in place to provide a response to input from external examiners and external advisers.</p> | <p>External Examining</p> <p>Academic response coordinators in Schools are responsible for responding to External Examiner reports as set out in the External Examiners for Taught Programmes Policy: https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf</p> <p>All External Examiner reports for taught provision must be submitted through the online External Examiner Reporting System. This provides the mechanism for responding to input from External Examiners: https://www.ed.ac.uk/academic-services/quality/external-examining/external-examiner-reporting-system</p> <p>Quality Assurance Committee receives a thematic report from Undergraduate and Postgraduate Taught external examiner reporting in</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – External Expertise

November and February respectively. The Committee identifies any institutional actions – Committee agendas and papers:

<https://www.ed.ac.uk/academic-services/committees/quality-assurance/agendas-papers>

Internal Periodic Review

Schools provide 14 week and one year on responses to Internal Period Review reports. These report progress on recommendations, which include input from external panel members. Reports and responses are published

at: : <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review/reports>

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Learning and Teaching

Expectations for standards

Expectations for quality

- Courses are well designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for standards

Core practices for quality

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider supports all students to achieve successful academic and professional outcomes.

Common practices for standards

Common practices for quality

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

https://www.qaa.ac.uk/docs/qaa/quality-code/qc-a-g-learning-and-teaching.pdf?sfvrsn=1f2ac181_6

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University’s policies and/or practices | Additional notes |
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| 1. Effective learning and teaching is underpinned by a shared understanding of the provider’s learning and teaching strategy. | Strategy 2030 https://www.ed.ac.uk/about/strategy-2030 Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf “Course and programme proposals should take account of the relevant internal strategic context. This may include: a School strategy; a College strategy; the University’s Learning and Teaching Strategy; and/or the University’s Strategic Plan.” | The current Learning and Teaching Strategy was launched in 2017. A detailed plan for implementing the Strategy was developed and approved by Senate |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Learning and Teaching

Accreditations <https://www.ed.ac.uk/academic-services/quality/accreditation-collaboration>

Learning and Teaching Committee during academic year 2017/18. Progress against this implementation plan was reviewed by Learning and Teaching Committee at the start of 2018/19 and by Education Committee at the start of 2019/20. At its October 2019 meeting, Education Committee agreed that, following on from these successes, the University should be aiming to move into the next phase of learning and teaching and curriculum review and development. For the remainder of 2019/20, the focus will be on reflecting on achievements and identifying gaps or areas not fully addressed to inform discussions around future direction. A new learning and teaching strategy (or similar), taking in account the overall vision set out in 'Strategy 2030', will be put in place for the start for of academic year 2020/21.

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Learning and Teaching

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| <p>2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.</p> | <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Assessment Regulations https://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment</p> <p>Monitoring and review https://www.ed.ac.uk/academic-services/quality/monitoringandreview</p> <p>External Examining https://www.ed.ac.uk/academic-services/quality/external-examining</p> <p>Boards of Examiners https://www.ed.ac.uk/academic-services/staff/assessment/boards-examiners</p> <p>Careers and employability https://www.ed.ac.uk/studying/undergraduate/edinburgh/employability</p> | |
| <p>3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.</p> | <p>Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf</p> <p>Widening Participation Strategy https://www.ed.ac.uk/student-recruitment/widening-participation/about/widening-participation-strategy</p> <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Equality and Diversity Strategy, Outcome and Action Plan https://www.ed.ac.uk/equality-diversity/about/strategy-action-plan</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Learning and Teaching

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| | <p>Student Disability Service https://www.ed.ac.uk/student-disability-service</p> <p>Centre for Open Learning https://www.ed.ac.uk/lifelong-learning</p> <p>Information Services Learning Technology and Accessibility https://www.ed.ac.uk/information-services/learning-technology https://www.ed.ac.uk/information-services/help-consultancy/accessibility</p> <p>Online Learning https://www.ed.ac.uk/studying/online-learning</p> <p>Work-based and Placement Learning Policy https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf</p> | |
| <p>4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.</p> | <p>Institute for Academic Development: support for learning and teaching roles https://www.ed.ac.uk/institute-academic-development/learning-teaching</p> <p>Institute for Academic Development: support for postgraduate research supervisors https://www.ed.ac.uk/institute-academic-development/research-roles/supervisors</p> <p>Tutors and Demonstrators https://www.ed.ac.uk/academic-services/policies-regulations/research-students/tutors-demonstrators</p> <p>Annual Review https://www.ed.ac.uk/human-resources/learning-development/annual-review</p> <p>Exemplars of Excellence in Student Education https://www.ed.ac.uk/files/atoms/files/exemplarsexcellencestudenteducation.pdf</p> <p>Teaching Matters https://www.ed.ac.uk/staff/teaching-matters</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Learning and Teaching

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| | <p>Learning and Teaching Conference https://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/workshops/learning-teaching-conference</p> <p>Quality: sharing good practice https://www.ed.ac.uk/academic-services/quality/good-practice</p> | |
| <p>5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.</p> | <p>Monitoring and review https://www.ed.ac.uk/academic-services/quality/monitoringandreview</p> <p>External Examining https://www.ed.ac.uk/academic-services/quality/external-examining</p> <p>Boards of Examiners https://www.ed.ac.uk/academic-services/staff/assessment/boards-examiners</p> <p>Student Voice https://www.ed.ac.uk/students/academic-life/student-voice</p> | |
| <p>6. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.</p> | <p>Estates policies and strategies https://www.ed.ac.uk/estates/about-us/policies-and-strategies</p> <p>Learning and Teaching Spaces Design https://www.ed.ac.uk/estates/what-we-do/learning-teaching-spaces</p> <p>Information Services policies and regulations https://www.ed.ac.uk/information-services/about/policies-and-regulations</p> <p>Library https://www.ed.ac.uk/information-services/library-museum-gallery</p> <p>Information Services Learning Technology and Accessibility https://www.ed.ac.uk/information-services/learning-technology https://www.ed.ac.uk/information-services/help-consultancy/accessibility</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Learning and Teaching

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| | <p>Equality and diversity https://www.ed.ac.uk/equality-diversity</p> <p>Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf</p> | |
| <p>7. Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.</p> | <p>Academic life https://www.ed.ac.uk/students/academic-life</p> <p>Health and wellbeing https://www.ed.ac.uk/students/health-and-wellbeing</p> <p>Student Services https://www.ed.ac.uk/students/student-services</p> <p>Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</p> <p>Supporting students https://www.ed.ac.uk/staff/student-support</p> <p>Work-based and Placement Learning Policy https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf</p> <p>Programme and Course Handbook Policy https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p> | <p>Student feedback and engagement informs the enhancement of policies and practices.</p> |
| <p>8. Effective learning and teaching encourages and enables students to take an active role in their studies.</p> | <p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>The Student Contract https://www.ed.ac.uk/students/academic-life/contract</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Learning and Teaching

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| | <p>Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</p> <p>Student Voice https://www.ed.ac.uk/students/academic-life/student-voice</p> <p>Programme and Course Handbook Policy https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf Core content required: links to University regulations, policies and procedures including on academic misconduct (including plagiarism)</p> <p>Student transitions https://www.ed.ac.uk/academic-services/quality/enhancement-themes-overview</p> | |
| <p>9. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.</p> | <p>Student Voice https://www.ed.ac.uk/students/academic-life/student-voice</p> <p>Monitoring and review https://www.ed.ac.uk/academic-services/quality/monitoringandreview</p> <p>Academic and Pastoral Support Policy https://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf</p> <p>Student engagement https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Monitoring and Evaluation

Expectations for standards

Expectations for quality

- Courses are well designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for standards

Core practices for quality

- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider supports all students to achieve successful academic and professional outcomes.

Common practices for standards

Common practices for quality

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University’s policies and/or practices | Additional notes |
|---|--|------------------|
| 1. Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently. | <p><u>Oversight at University, College and School level:</u> https://www.ed.ac.uk/academic-services/quality https://www.ed.ac.uk/academic-services/quality/monitoringandreview https://www.ed.ac.uk/academic-services/quality/roles https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

Annual Monitoring, Review and Reporting Policy

This outlines the University's approach to annual monitoring, review and reporting:

<https://www.ed.ac.uk/files/atoms/files/annualmonrevreppolicy.pdf>

Annual Programme Monitoring

Schools carry out annual programme monitoring, implementing a process which meets both local contexts and institution-wide principles and uses standard data. Schools will decide on the optimum clustering of programmes. All credit bearing courses offered by a School are included. All programmes are monitored annually.

<https://www.ed.ac.uk/files/atoms/files/annualprogrammemonitoringtemplate.docx>

School Annual Quality Report

Schools report annually to Senate Quality Assurance Committee on key themes and actions from in-year monitoring, review and reflection, providing institutional oversight of issues and good practice.

<https://www.ed.ac.uk/files/atoms/files/schoolannualreporttemplate.docx>

College Annual Quality Report

Colleges submit annual quality reports to Senate Quality Assurance Committee outlining their action plan following a reflection on School reports.

<https://www.ed.ac.uk/files/atoms/files/collegeannualreporttemplate.docx>

Course Enhancement Questionnaires

Course Enhancement Questionnaire Policy:

<https://www.ed.ac.uk/files/atoms/files/courseenhancementquestionnairepolicy.pdf>

Internal Periodic Review

<https://www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review>

Internal Periodic Review outcomes are reported to Senate Quality Assurance Committee

<https://www.ed.ac.uk/files/atoms/files/sqac-termsofreference2018-19.pdf>

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

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| | <p><u>Student Support Services Annual Review (SSSAR):</u> https://www.ed.ac.uk/academic-services/quality/monitoringandreview/sssqaaf</p> <p><u>Student Support Thematic Review</u> Thematic Review is the process by which the quality of the student experience is reviewed in relation to a particular theme or aspect of student support: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-support-thematic</p> <p>Student Voice: https://www.ed.ac.uk/students/academic-life/student-voice</p> <p>Student Voice Policy - https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>Student engagement: https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement</p> <p>Enhancement Themes: https://www.ed.ac.uk/academic-services/quality/enhancement-themes-overview</p> | |
| <p>2. Providers normalise monitoring and evaluation as well as undertaking routine formal activities.</p> | <p><u>Mid-course feedback</u> https://www.ed.ac.uk/students/academic-life/student-voice/enhancing-courses/mid-course-feedback https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/teaching-feedback/mid-course</p> <p><u>Course Enhancement Questionnaires (CEQs)</u> https://www.ed.ac.uk/files/atoms/files/courseenhancementquestionnairepolicy.pdf https://www.ed.ac.uk/students/academic-life/student-voice/enhancing-courses/course-enhancement-questionnaires</p> <p><u>Annual Programme Monitoring</u> https://www.ed.ac.uk/files/atoms/files/annualprogrammemonitoringtemplate.docx</p> <p><u>Internal Periodic Review (IPR)</u></p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

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| | <p>IPR operate on a schedule whereby Subject areas/Schools are reviewed on a six yearly cycle. https://www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review</p> <p><u>External Examiner system:</u> The External Examiner system forms a key part of the University's quality assurance and enhancement mechanisms https://www.ed.ac.uk/academic-services/quality/external-examining</p> <p>Student Staff Liaison Committee Operational Guidance (SSLC) https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-guidance</p> <p>Enhancement-led Institutional Review https://www.ed.ac.uk/academic-services/quality/elir</p> | |
| <p>3. Providers clarify aims, objectives, activities and actions, and identify the key indicators, issues, questions, targets and relevant information/data.</p> | <p>All the data that the University gathers is used to shape future decisions about the full spectrum of areas that make up the student experience.</p> <p>We analyse the results from the surveys and make recommendations for change based on the findings. Some of the findings may prompt further research so we can gain more of an understanding of how students feel about particular issues.</p> <p>https://www.ed.ac.uk/staff/data-matters https://www.ed.ac.uk/staff/data-matters/student-dashboard/data-definitions/data-definitions Student Surveys: https://www.ed.ac.uk/students/academic-life/student-voice/student-surveys</p> <p>Data dashboards and information to support annual quality processes. https://www.ed.ac.uk/files/atoms/files/annualqualitydata.pdf</p> <p>Video Recording of how to use the Quality Data Dashboards : https://edin.ac/32atZe7</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

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| | <p>An analysis of undergraduate degree classifications are discussed annually at Senate Quality Assurance Committee.</p> <p>Accreditation and Collaboration : https://www.ed.ac.uk/academic-services/quality/accreditation-collaboration</p> <p>Student Staff Liaison Committee Operational Guidance (SSLC) https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-guidance</p> <p>External Examiner system: The External Examiner system forms a key part of the University's quality assurance and enhancement mechanisms https://www.ed.ac.uk/academic-services/quality/external-examining</p> <p>Student Voice: https://www.ed.ac.uk/students/academic-life/student-voice</p> | |
| <p>4. Providers decide whom to involve in the different stages of monitoring and evaluation, clearly defining roles and responsibilities and communicating them to those involved.</p> | <p>Information on quality assurance and enhancement roles and responsibilities: https://www.ed.ac.uk/academic-services/quality/roles</p> <p>Responsibilities for programme and course management: https://www.ed.ac.uk/academic-services/staff/curriculum/programme-and-course-management https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> <p>Students should be involved in Programme and Course design, development, approval, changes and closure processes: https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Schools Boards of Studies include at least one student member from a relevant discipline: https://www.ed.ac.uk/files/atoms/files/boardofstudies.pdf</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

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| | <p>Student Staff Liaison Committee (SSLC) Operational Guidance: https://www.ed.ac.uk/files/atoms/files/sslcguidance.pdf</p> <p>Course organiser role: https://www.ed.ac.uk/files/atoms/files/courseorganiserrole.pdf</p> <p>School Director of Quality role outline: https://www.ed.ac.uk/files/atoms/files/schooldirectorqualityrole.pdf</p> <p>Directors of Quality Strategic Development Sessions https://www.ed.ac.uk/files/atoms/files/web-sqac-agendapapers-20190425.pdf [SQAC 18/19 4M]</p> <p>Internal Periodic Review processes, roles and responsibilities. All reviews include a student member on the review team, Review teams meet with students: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review/general-information https://www.ed.ac.uk/files/atoms/files/guidancenotesreviewteams.pdf https://www.ed.ac.uk/files/atoms/files/guidancenoteschoolssubjectarea.pdf https://www.ed.ac.uk/files/atoms/files/guidancenotesforadministrators.pdf https://www.ed.ac.uk/files/atoms/files/iprsubjectareasschoolsstudentinvolvement.pdf https://www.ed.ac.uk/files/atoms/files/iprinformationforstudents.pdf https://www.ed.ac.uk/files/atoms/files/reviewteaminternalreviewbriefing.pdf https://www.ed.ac.uk/files/atoms/files/schoolsubjectareainternalreviewbriefing.pdf</p> <p>External Examiner role: https://www.ed.ac.uk/academic-services/quality/external-examining/role</p> | |
| <p>5. Providers evaluate, analyse and use the information generated from monitoring to learn and improve.</p> | <p>Processes for annual monitoring, review and reporting are in place across all credit-bearing provision and support systematic reflection and enhancement: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

Internal Review Themes – enhancements identified in internal periodic review are grouped thematically and disseminated to relevant committees

<https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180920-web.pdf> [QAC 18/19 1E]

Internal Review Themes 2017/18 – Update

<https://www.ed.ac.uk/files/atoms/files/web-sqac-agendapapers-20190425.pdf>

College Annual Quality Reports 2017-18 [SQAC 18/19 3D]

<https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20190227.pdf>

College Annual Quality Reports: update on actions [SQAC 18/19 5I]

https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20190523.pdf

Good Practice identified from School Annual Quality Reports is collated and disseminated by Senate Quality Assurance Committee : <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180920-web.pdf> [SQAC 18/19 1D]

Examples of good practice identified in internal periodic review can be included on the Teaching Matters website and on the Institute for Academic Development Case Studies wiki

<https://www.ed.ac.uk/staff/teaching-matters>

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/case-studies-wiki>

Mid-course feedback evaluation [SQAC 18/19 2H]

<https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20181206-web.pdf>

External Examiner Reporting System (EERS):

Designed to facilitate effective qualitative and quantitative analysis of external examiner reports to inform the University's strategic direction on quality assurance.

<https://www.ed.ac.uk/academic-services/quality/external-examining/external-examiner-reporting-system>

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

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| <p>6. Providers communicate outcomes from monitoring and evaluation to staff, students and external stakeholders.</p> | <p>Student Voice Policy https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>A ‘Good Practice’ website highlights examples of good practice across the University, good practice events and resources: https://www.ed.ac.uk/academic-services/quality/good-practice</p> <p>A ‘Sharing good practice from quality processes’ event promotes good practice identified in internal periodic reviews and from School annual monitoring reports: https://www.ed.ac.uk/academic-services/quality/good-practice/events</p> <p>Examples of good practice identified in internal periodic review can be included on the Teaching Matters website and on the Institute for Academic Development Case Studies wiki https://www.ed.ac.uk/staff/teaching-matters https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/case-studies-wiki</p> <p>Good Practice identified from School Annual Quality Reports is collated and disseminated by Senate Quality Assurance Committee - https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180920-web.pdf [SQAC 18/19 1D]</p> <p>Annual College Quality Reports: https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20190227.pdf</p> <p>College Annual Quality Reports: update on actions https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20190523.pdf</p> <p>The University’s annual statement on institution-led review and enhancement activity to the Scottish Funding Council (SFC) is approved by Senate Quality Assurance Committee [SQAC 18/19 1M] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180920-web.pdf</p> <p>Sharing Student Survey data with School Reps [SQAC 18/19 5G] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20190523.pdf</p> | |
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UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Monitoring and Evaluation

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| | <p>Mid-course feedback evaluation [SQAC 18/19 2H] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20181206-web.pdf</p> <p><u>Student Support Services Annual Review</u> Student Support Service reports highlight good and promising practice for sharing with other areas. https://www.ed.ac.uk/files/atoms/files/prompractice.pdf</p> <p>The review identifies areas for Student Support Services to consider and report on progress as part of the next annual review. https://www.ed.ac.uk/files/atoms/files/areasforconsideration.pdf</p> <p>External Examiners feedback: Postgraduate Taught Reports - Thematic Analysis 2017-18 [SQAC 18/19 3E] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20190227.pdf</p> <p>Closing the feedback loop: https://www.ed.ac.uk/academic-services/staff/closing-feedback-loop</p> <p>Enhancement-led Institutional Review:</p> <ul style="list-style-type: none"> • 2015 Review – Theme Reports • 2020 Review – Update and Contextualised Themes https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20190227.pdf | |
| <p>7. Providers take account of ethics and data protection requirements when designing and operating monitoring and evaluation systems.</p> | <p>Student Voice Policy https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>Courses and programmes should be design to be accessible so they do not present any unnecessary insurmountable barriers to students with protected characteristics: https://www.ed.ac.uk/academic-services/staff/curriculum/key-issues-to-address-in-proposals-credit-bearing https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p><u>Course Enhancement Questionnaires:</u></p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Monitoring and Evaluation

Guidance for the fair and effective interpretation and use of CEQ data:
<https://www.ed.ac.uk/staff/data-matters/guidance-ceq-data/how-should-ceq-data-be-used>

Equality, diversity and unconscious bias:
<https://www.ed.ac.uk/students/academic-life/student-voice/enhancing-courses/course-enhancement-questionnaires/equality-diversity-unconscious-bias>

Equality Impact
The equality impact of any significant changes to regulations, policies and codes is assessed:
<https://www.ed.ac.uk/files/atoms/files/committeemembersguidance.pdf>

Equality and Diversity question included on Committee cover sheet:
<https://www.ed.ac.uk/files/atoms/files/senatecommitteespapertemplate.pdf>

Equality Impact Assessments are published on university website:
<https://www.ed.ac.uk/equality-diversity/monitoring-statistics/impact-assessment/a-z-assessments>

University data protection policy : <https://www.ed.ac.uk/records-management/policy/data-protection>

Data protection (surveys) : <https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

Dignity and Respect Policy :
http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Dignity_and_Respect-Policy.pdf

The University expects External Examiners to treat confidential information
<https://www.ed.ac.uk/academic-services/quality/external-examining/data-protection>

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Research Degrees

Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for quality

- The provider designs and/or delivers high-quality courses.
- Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
- The provider supports all students to achieve successful academic and professional outcomes.

Common practices for quality

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/research-degrees>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University’s policies and/or practices | Additional notes |
|---|---|------------------|
| 1. Provision of information is clear and accessible to research students and staff. | Key information is published on the University website: Postgraduate degree finder provides information on programmes - https://www.ed.ac.uk/studying/postgraduate/degrees Postgraduate research application information - https://www.ed.ac.uk/studying/postgraduate/applying/research Postgraduate research regulations/policies - https://www.ed.ac.uk/academic-services/policies-regulations/research-students | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Research Degrees

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| | <p>Admissions policies, including postgraduate admission, and recognition or prior learning - https://www.ed.ac.uk/studying/admissions/policies-procedures</p> <p>Researcher development information - https://www.ed.ac.uk/institute-academic-development/research-roles</p> <p>Each postgraduate research degree programme publishes a handbook containing key information – Programme and Course Handbook Policy: https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p> <p>The Code of Practice for Supervisors and Research Students provides information on roles and responsibilities: www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf</p> | |
| <p>2. The research environment is supportive and inclusive for all research students.</p> | <p>Information on postgraduate research - https://www.ed.ac.uk/studying/postgraduate/applying/research</p> <p>Information provided at College level - https://www.ed.ac.uk/arts-humanities-soc-sci/research-ke/our-research/schools-research https://www.ed.ac.uk/medicine-vet-medicine/our-research https://www.ed.ac.uk/science-engineering/research</p> <p>Researcher development information - https://www.ed.ac.uk/institute-academic-development/research-roles</p> <p>Information and support on research integrity - https://www.ed.ac.uk/research-support-office/research-integrity</p> <p>The University was reaffirmed as a leading UK research university in the Research Excellence Framework - https://www.ed.ac.uk/research/assessment</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Research Degrees

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| | <p>The University considers themes arising from the Postgraduate Research Experience Survey (PRES) at an institutional level - https://www.ed.ac.uk/files/atoms/files/20170926agendapapers.pdf https://www.ed.ac.uk/files/atoms/files/agendapapers_2.pdf</p> <p>The University considers themes arising from Internal Reviews, including postgraduate research, at an institutional level - https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180920-web.pdf</p> <p>Health and wellbeing https://www.ed.ac.uk/students/health-wellbeing</p> <p>Equality and diversity https://www.ed.ac.uk/equality-diversity</p> | |
| <p>3. Supervisors are appropriately skilled and supported.</p> | <p>The Postgraduate Degree Regulations state the requirements for supervisors training (Regulation 37): http://www.drps.ed.ac.uk/19-20/regulations/PGDRPS2019-20.pdf</p> <p>The Code of Practice for Supervisors and Research Students provides information on roles and responsibilities: www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf</p> <p>Supervisor training, skills development and events are provided at institutional level by the Institute for Academic Development: https://www.ed.ac.uk/institute-academic-development/research-roles/supervisors</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Research Degrees

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| <p>4. Research students are afforded opportunities for professional development.</p> | <p>Researcher development information - https://www.ed.ac.uk/institute-academic-development/research-roles</p> <p>Professional development opportunities are available through cohort-based centres for doctoral training</p> <p>Support for PGRs who teach - https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators</p> <p>Annual progression reviews afford an opportunity for all students to discuss professional development and training needs. Information is available in the Code of Practice for Supervisors and Research Students (Section 3) - https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf</p> | |
| <p>5. Progression monitoring is clearly defined and operated.</p> | <p>Annual progression monitoring is defined in the Postgraduate Assessment Regulations for Research Degrees: https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf</p> <p>The University has an online annual progression monitoring system: https://www.ed.ac.uk/student-systems/support-guidance/students/postgraduate-research-annual-review-form https://www.ed.ac.uk/student-systems/support-guidance/academic-staff/pgr-supervision https://www.ed.ac.uk/student-systems/support-guidance/admin-support-staff/pgr-annual-review-information</p> <p>The Code of Practice for Supervisors and Research Students (Section 3) provides guidance on annual progression monitoring - https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Research Degrees

6. Higher education providers offer clear guidance and processes on assessment for research degrees.

The criteria for the award of postgraduate research degrees is provided in the Postgraduate Degree Regulations:

<http://www.drps.ed.ac.uk>

Assessment processes, regulations and guidance are provided in the Postgraduate Assessment Regulations for Research Degrees:

https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf

Additional guidance for postgraduate research degrees:

Including publications in postgraduate research theses -

https://www.ed.ac.uk/files/atoms/files/publications_in_thesis.pdf

Guidance on videolinked oral exams or vivas -

https://www.ed.ac.uk/files/atoms/files/videolinked_phd_oral.pdf

Thesis preparation and assessment information is provided in the Code of Practice for Supervisors and Research Students -

<https://www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf>

Additional guidance is provided on the thesis lay summary, the signed declaration and thesis format and binding -

https://www.ed.ac.uk/files/atoms/files/lay_summary_in_theses.pdf

https://www.ed.ac.uk/files/atoms/files/thesis_signed_declaration.pdf

<https://www.ed.ac.uk/files/atoms/files/thesisbinding.pdf>

Thesis and viva training is available from the Institute for Academic Development - [https://www.ed.ac.uk/institute-academic-](https://www.ed.ac.uk/institute-academic-development/postgraduate/doctoral/advice-support/writing-up)

[development/postgraduate/doctoral/advice-support/writing-up](https://www.ed.ac.uk/institute-academic-development/postgraduate/doctoral/advice-support/writing-up)

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Student Engagement

Expectations for standards

Expectations for quality

Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.

Core practices for standards

Core practices for quality

The provider actively engages students, individually and collectively, in the quality of their educational experience.

Common practices for standards

Common practices for quality

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University’s policies and/or practices | Additional notes |
|---|--|------------------|
| <p>1. Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.</p> | <p>Student Voice https://www.ed.ac.uk/students/academic-life/student-voice</p> <p>Student Voice Policy https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>Student Engagement in quality processes https://www.ed.ac.uk/academic-services/quality/student-engagement https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-engagement</p> <p>Student Engagement https://www.ed.ac.uk/studying/undergraduate/edinburgh/teaching</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Student Engagement

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| | <p>https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement</p> <p>Student Partnership Agreement https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement</p> <p>Student Surveys https://www.ed.ac.uk/students/academic-life/student-voice/student-surveys</p> <p>Student Representation https://www.ed.ac.uk/students/academic-life/student-voice/student-representation https://www.eusa.ed.ac.uk/yourvoice/</p> <p>Online student representatives https://www.ed.ac.uk/academic-services/quality/student-engagement/organising-meetings-including-odl-student-reps</p> <p>Peer Learning and Support https://www.eusa.ed.ac.uk/peersupport</p> <p>Teaching Awards https://www.eusa.ed.ac.uk/teachingawards</p> <p>Student Awards https://www.eusa.ed.ac.uk/studentawards</p> | |
| <p>2. Higher education providers, in partnership with their student body, define, promote, monitor and</p> | <p>University Quality Framework https://www.ed.ac.uk/academic-services/quality</p> <p>Student Voice</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Student Engagement

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| <p>evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.</p> | <p>https://www.ed.ac.uk/students/academic-life/student-voice https://www.eusa.ed.ac.uk/yourvoice/</p> <p>Student Voice Policy https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf</p> <p>Student Engagement in quality processes https://www.ed.ac.uk/academic-services/quality/monitoringandreview/student-engagement</p> <p>Monitoring and Review https://www.ed.ac.uk/academic-services/quality/monitoringandreview</p> <p>Programme and Course approval and management https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>External Examiners Reports https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf</p> | |
| <p>3. Effective student engagement supports enhancements, innovation and transformation in the community within and outside the provider, driving improvements to the experience of students.</p> | <p>Student Voice https://www.eusa.ed.ac.uk/yourvoice/</p> <p>Student Surveys https://www.ed.ac.uk/students/academic-life/student-voice/student-surveys</p> <p>Student Staff Liaison Committees (SSLC) https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-guidance</p> <p>SSLC Operational Guidance https://www.ed.ac.uk/files/atoms/files/sslcguidance.pdf</p> | <p>Examples of 'You Said, We Did': https://www.ed.ac.uk/geosciences/teaching-organisation/ug-students/student-representation/you-said-we-did</p> <p>https://www.ed.ac.uk/biomedical-sciences/bmto/wellbeing-support/feedback/you-said-we-did</p> |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Student Engagement

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| | <p>Mid-course feedback (MCF) https://www.ed.ac.uk/students/academic-life/student-voice/enhancing-courses/mid-course-feedback</p> <p>Course Enhancement Questionnaires (CEQs) https://www.ed.ac.uk/students/academic-life/student-voice/enhancing-courses/course-enhancement-questionnaires</p> <p>HEAR (Higher Education Achievement Report) https://www.ed.ac.uk/student-administration/order-documents/transcripts/hear</p> <p>We're listening – Have your say suggestion box https://www.ed.ac.uk/students/inspiring-students/we-re-listening</p> <p>Edinburgh Award https://www.ed.ac.uk/edinburgh-award</p> <p>SLICCS https://www.ed.ac.uk/employability/staff-information/sliccs</p> <p>My Development Hub https://www.ed.ac.uk/my-development-hub/students https://www.eusa.ed.ac.uk/activities/volunteering/</p> <p>Student Partnership Agreement https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement</p> | |
| <p>4. Arrangements exist for effective representation of the collective student voice at all organisational levels</p> | <p>All Senate Committees have student membership https://www.ed.ac.uk/academic-services/committees</p> <p>Student Staff Liaison Committees (SSLC)</p> | <p>Work is underway in 2019/20 to enhance SSLC policy and practice</p> |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Student Engagement

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| <p>including decision-making bodies.</p> | <p>https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-guidance</p> <p>Student Voice https://www.ed.ac.uk/students/academic-life/student-voice https://www.eusa.ed.ac.uk/yourvoice/</p> | |
| <p>5. Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.</p> | <p>Online students https://www.ed.ac.uk/academic-services/quality/student-engagement/organising-meetings-including-odl-student-reps</p> <p>Student Voice Policy https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf Key principle: “The methods used to survey the student opinion should not disadvantage any student from participating. The methods used should provide equal opportunity for all students to feedback on their experience.”</p> <p>Student Voice https://www.eusa.ed.ac.uk/yourvoice/ https://www.eusa.ed.ac.uk/yourvoice/representation/findyourreps/</p> | |
| <p>6. Student engagement and representation processes are adequately resourced and supported.</p> | <p>The Students’ Association provides training for student representatives, predominantly in-person but with online provision available where required. Feedback on the training is gathered.</p> <p>Sharing Student Survey Reports with School Representatives https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20190523.pdf Paper 5G</p> <p>The University’s student-led Teaching Awards, coordinated by the Students’ Association, celebrate excellence in teaching and student</p> | <p>Support and guidance for staff and students on student engagement is provided through the policies and practices referenced throughout the mapping</p> |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Student Engagement

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| | <p>support across the institution: https://www.eusa.ed.ac.uk/teachingawards</p> <p>The Students' Association's Student Awards celebrate the achievements of students, and the positive impact their activities have had on the student experience at Edinburgh: https://www.eusa.ed.ac.uk/studentawards</p> | |
| <p>7. Providers work in partnership with the student body to close the feedback loop.</p> | <p>Closing the feedback loop resources https://www.ed.ac.uk/academic-services/staff/closing-feedback-loop</p> <p>Student Staff Liaison Committees (SSLC) https://www.ed.ac.uk/academic-services/quality/student-engagement/sslc-guidance</p> <p>We're listening – Have your say suggestion box https://www.ed.ac.uk/students/inspiring-students/we-re-listening</p> <p>Each Summer, the Students' Association's Vice President Education meets with key staff within every School to discuss how they can work together to enhance student engagement at a School, College and University-wide level: https://www.eusa.ed.ac.uk/yourvoice/representation/findyourreps/</p> <p>The Students' Association works with student representatives and University staff to constantly evaluate and enhance the Programme Representative system, ensuring feedback is effectively collected, communicated, and responded to: https://www.eusa.ed.ac.uk/yourvoice/representation/ https://www.eusa.ed.ac.uk/peersupport https://www.eusa.ed.ac.uk/teachingawards https://www.eusa.ed.ac.uk/studentawards</p> | |

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Student Engagement

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Senate Quality Assurance Committee

5 December 2019

Associated Institution Policy – minor amendments

Description of paper

1. The paper seeks approval for minor amendments to the Associated Institution Policy following the Senate Committees review. Appendix 1 highlights the proposed amendments.

Action requested / recommendation

2. To approve the amendments highlighted in the appendix.

Background and context

3. Following the Senate Committee review, the Education Committee's terms of reference incorporated the Research Experience Committee's (REC) remit for postgraduate research degree training. However, as REC's role in the Associated Institution approval process was mainly in terms of agreeing the quality of the academic provision available. The University accords Associated Institution status to allow non-commercial, non-degree awarding organisations to provide supervision and training for University of Edinburgh postgraduate research students.

Discussion

4. The paper proposes that Senate Quality Assurance Committee replaces Senate Researcher Experience Committee in the policy as the academic advice body for the Associated Institution nomination and approval process, and that the Committee is the approving authority for the policy. The proposal reflects the incorporation of postgraduate research degree training into the Committee's remit.
5. In line with the provisions in the Delegated Authority Schedule, the paper proposes that the Head of College has responsibility for the nomination and signing process (see paragraph 10). The proposal reflects current practice for collaborative agreements under the terms of the Delegated Authority Schedule.

Resource implications

6. Committee time for consideration of any future Associated Institution nominations. Academic Services has not identified any other resource associated with the proposals.

Risk management

7. Academic Services has not identified any risk in proposing Quality Assurance Committee as the academic advice body for Association Institution nominations. The proposal will remove the risk of Associated Institution nominations failing to have any institutional academic input to the approval process.

Equality & diversity

8. Academic Services does not anticipate any equality or diversity implications in relation to the proposed amendments. The proposals do not mean any change of practice, only a reallocation of responsibility so an Equality Impact Assessment is not required.

Communication, implementation and evaluation of the impact of any action agreed

9. If agreed, Committee members should communicate the change to appropriate College Committees. Academic Services will communicate changes to key stakeholders following approval and through its annual communication on policy and regulations updates. Academic Services does not anticipate any impact from the proposals and considers evaluation is unnecessary. However, if Colleges raise any issues Academic Services will review the need for evaluation.

Author

*Susan Hunter, Academic Services
Jennifer McGregor, Governance and
Strategic Planning
10 September 2019*

Presenter

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

Freedom of Information The paper is open.



Associated Institution Policy

Purpose of Policy

This policy, and the associated Memorandum of Understanding and Memorandum of Agreement templates for Associated Institutions, aims to ensure that:

- The University has a standard, robust process for the nomination, approval and monitoring of Associated Institutions.
- The academic standards of the University of Edinburgh are maintained.
- Appropriate pastoral and academic support for students are considered and provided.
- The legal responsibilities of the University of Edinburgh are met.

Overview

The University recognises that collaboration offers value to the University, its staff and students. The University's [Strategy 2030 articulates that we will enhance new partnerships locally, nationally and internationally, developing Strategic Plan aims to develop](#) long-term productive partnerships and collaborations that deliver major benefits for society and augment the local and international standing of the University.

An Associated Institution is a non-commercial, non-degree awarding organisation with which the University collaborates to promote cooperation in teaching, research and service to the community by working together on activities and projects where there is alignment of strategy and objectives.

To be an Associated Institution, the partner needs to be of recognised standing, concerned with research and/or education, and be of a complementary nature to the University, with a compatible mission statement.

Scope: Mandatory Policy

This policy covers all Associated Institutions and applies to all Colleges and Schools involved with Associated Institutions.

Contact Officer Susan Hunter Academic Policy Officer Susan.Hunter5@ed.ac.uk

Document control

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|---|--|----------------------------|---|--|---|
| Dates | Approved: 5.5.16 | Starts: 01.08.16 | Equality impact assessment: 28.3.16 | Amendments: n/a December 2019 | Next Review: 2019/2023 |
| Approving authority | Researcher Experience Committee Senate Quality Assurance Committee | | | | |
| Consultation undertaken | Original consultation: Quality Assurance Committee, Colleges, Governance & Strategic Planning, International Office, the University Secretary; this synthesis of the superseded policies: REC, GaSP and the University Secretary's Office | | | | |
| Section responsible for policy maintenance & review | Academic Services | | | | |
| Related policies, procedures, guidelines & regulations | Collaborative Provision: www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity/overview Taught Assessment and Research Assessment Regulations | | | | |
| UK Quality Code | UK Quality Code: Chapters B10 and B11 Partnerships | | | | |
| Policies superseded by this policy | The Policy on Criteria for According Associated Institution Status and the Associated Institution Nomination, Approval and Monitoring Procedure | | | | |



Associated Institution Policy

Definition

1. An Associated Institution (AI) is a non-commercial, non-degree awarding organisation with which the University collaborates to promote cooperation in teaching, research and service to the community by working together on activities and projects where there is alignment of strategy and objectives.
2. To be an Associated Institution, the partner needs to be of recognised standing, concerned with research and/or education, and be of a complementary nature to the University, with a compatible mission statement.

Roles and responsibilities

3. Collaboration with an Associated Institution includes a variety of activities:
 - Sharing information, experience and skills
 - Joint research and publication
 - Providing teaching or research supervision for a University of Edinburgh degree programme.
4. Depending on the activities, different regulatory frameworks apply, e.g. research collaboration protocol, relevant Memoranda of Understanding and Agreement, and the University's degree programme regulations¹. Information is available on the Collaborative Activity webpages.
www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity

Criteria for Associated Institution status

5. Listed below are the academic and financial criteria against which an institution is judged to be accorded Associated Institution status.

Academic criteria

- a. The Institution should be a non-commercial, non-degree awarding body of recognised standing concerned with research and/or education, of a complementary nature to the University.
- b. The mission statement of the Institution must be compatible with that of the University.
- c. There should be mutual benefit for the University and the Associated Institution.
- d. The staff of the Associated Institution should normally engage in collaborative research and publication with University staff.
- e. The Associated Institution must meet the University's requirements under its policies of health and safety, and data protection.

¹ As an AI does not award degrees, all degree programmes on which they collaborate, e.g. for example by supervising research students, are University of Edinburgh awards and go through the usual University approval routes.



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- f. The Associated Institution and the University will have, or will enter into, a Memorandum of Understanding (MoU). The MoU sets out the broad principles on which it is intended that the relationship will proceed, and helps guide and focus discussion regarding proposed specific collaborative activities. The MoU is not legally binding and specific activities and projects may be governed by formal, legally binding agreements between the University and the Associated Institution.
- g. Where an Associated Institution provides supervision of students registered in the University, the following conditions must apply:
 - i. the Associated Institution must meet the University's requirements for quality assurance;
 - ii. staff involved in supervision must be appropriately qualified and receive training from the University;
 - iii. accommodation and relevant equipment must be of a standard comparable to those in collaborating departments in the University;
 - iv. a Memorandum of Agreement (MoA) setting out the arrangements for a collaborative PhD for each research student must be in place.

Financial criterion

- h. The Institution should be wholly financially independent of the University.

Financial implications

- 6. Where an Associated Institution contributes to the teaching of postgraduate courses, payment for such teaching services will be negotiated between the relevant School/College and that Institution; funding for such payments will be the responsibility of the School/College. –Details will be included in the Schedule to the Memorandum of Agreement.

Nomination procedure

- 7. Associated Institutions are nominated by a School or College. A School/College lead person will be identified (normally the Head of the relevant School) to liaise with the Associated Institution and take responsibility for the nomination, any subsequent agreement and its monitoring. The lead is responsible for ensuring due diligence is carried out before submitting a nomination to the ~~Researcher Experience Committee (REC)~~ [Senate Quality Assurance Committee](#). The lead is also responsible for ensuring that risk management and due diligence is performed in line with standard University procedures.

Due diligence

- 8. A College/School wishing to collaborate with a partner will perform the checks, including site visits, necessary for the University to endorse them as a partner and satisfy itself of the good standing and legal capacity of the partner.



Associated Institution Policy

- This might include: current/future world rankings or league tables; other indicators of quality at institutional or departmental level; compatibility with the University's mission and vision; governance and financial stability; and political sensitivities.
 - Since the Associated Institution ([AI](#)) is not a University, due diligence may need to be adapted as appropriate, and should be undertaken in more detail, ensuring that the AI
 - has the necessary academic expertise and capacity to deliver their contribution to the collaboration
 - has an effective management system suited to assuring the quality of research programmes;
 - offers an ethos and environment for research students appropriate to UK higher education and to the proposed collaboration;
 - has appropriate arrangements for monitoring the proficiency of its staff; and
 - where relevant, appropriate Professional, Statutory or Regulatory Bodies are content with the proposed arrangements.
 - For International Partnerships staff should follow the Global Partnerships Policy. www.ed.ac.uk/about/edinburgh-global/partnerships/new-partnership
9. Due diligence must include a statement of rationale for any proposed collaboration which should link to the College's strategic plan. -This statement will form part of a business case for programmes and other forms of collaboration. For collaborative programmes this will follow the established approach in the relevant College.

Nomination approval process

10. The Head of College, on behalf of the University Court, will be responsible for the process of considering the case for award of Associated Institution status, on the advice of the Virtual Collaborations Group (VCG) and Senate Quality Assurance Committee. The VCG will ensure the case meets the Associated Institution criteria, consulting relevant parties as appropriate, before consulting Senate Quality Assurance Committee for academic advice.

~~10.11. The College must support the business case for the Associated Institution nominations will be approved at College level before~~ submission to REGSenate Quality Assurance Committee.

~~11.12.~~ When submitting a nomination to REGSenate Quality Assurance Committee, the School/College business case should include

- the reasons for the nomination;
- a brief description of how the institution meets the criteria for according Associated Institution status;
- a summary of the key findings from due diligence;
- risk management report;
- the review period for monitoring the agreement and time limit to the agreement;
- Supervisory arrangements, where relevant, should be included in the submission. Where staff at Associated Institutions will act as supervisors, they are required to attend University supervisor training sessions, as is required of University staff supervisors.



Associated Institution Policy

~~12. The University Secretary on behalf of the Central Management Group, will be responsible for the process of considering the case for award of Associated Institution status, on the advice of the Virtual Collaborations Group (VCG) and Researcher Experience Committee (REC). The VCG will ensure the case meets the Associated Institution criteria, consulting relevant parties as appropriate, before it is considered by REC for academic advice. Once a nomination for Associated Institution status is endorsed by REC it will be submitted for final approval by the Senior Vice Principal.~~

13. Under the University's Delegated Authority Schedule, only certain University office-holders have authority to sign MoUs and MoAs for collaborative programmes.

Memoranda and monitoring

14. The Memorandum of Understanding and any Memoranda of Agreement will be drawn up between the University and Associated Institution. Memoranda will be time-limited and subject to review².

15. The relevant School/College will determine and put in place appropriate and proportionate safeguards to manage the risks of the arrangements.

16. The Memoranda will be monitored by the relevant School/College to ensure that the Associated Institution continues to meet the criteria set out in this policy, and that it continues to meet due diligence and risk management checks and any additional conditions of the agreement. The University will also review its collaborative arrangements periodically, at strategic, operational and academic levels.

17. More information on collaborative provision and agreements, including template Memoranda and the Delegated Authority Schedule, is available on the Governance & Strategic Planning website:

www.ed.ac.uk/schools-departments/governance-strategic-planning/collaborative-activity

~~5 May 2016~~ XX December 2019

² The AI MoU template includes a length of five years, which can be extended by agreement. The AI MoA template suggests a time limit of the length of the student's degree programme.

Senate Quality Assurance Committee

5 December 2019

Consultation on Quality Enhancement of UK HE Transnational Education

Description of paper

1. The paper asks the Committee to discuss a draft response to the consultation on future approaches to the external quality enhancement of UK Higher Education transnational education.

Action requested / recommendation

2. To discuss the draft to inform a final response.

Background and context

3. Universities UK, GuildHE and the Quality Assurance Agency are consulting on future approaches to the external quality enhancement of UK Higher Education.

Discussion

4. The paper provides further background and consultation questions.

Resource implications

5. Both proposed models have the potential for increased costs to the University. The resource implications for University staff are unclear.

Risk management

6. The UK Quality Code for Higher Education stipulates:
 - Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
 - Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Equality & diversity

7. Those running the consultation are responsible for considering equality and diversity.

Communication, implementation and evaluation of the impact of any action agreed

8. Those running the consultation are responsible for communicating the outcome. The outcome will be reported to the Committee.

Author

Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

Presenter

Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

Nichola Kett, Academic Services
28 November 2019

Freedom of Information The paper is open.



Consultation on Future Approaches to the External Quality Enhancement of UK Higher Education Transnational Education

Introduction

Transnational education (TNE) is an important component of UK higher education provision. In 2017-18, 139 universities reported TNE activity in 225 locations (countries, territories and administrations), with over 690,000 students studying for UK awards outside of the UK. TNE is also one of the pillars of the [International Education Strategy](#) jointly developed by the Department for International Trade and the Department for Education, and it is supported by the [Global Wales](#) and [Connected Scotland](#) initiatives.

The success of UK higher education transnational education (UK HE TNE) is underpinned by its reputation for quality - a reputation recognised by students and their families, and by overseas regulators and agencies; and which makes UK universities partners of choice internationally.

UK providers are ultimately responsible for the academic standards of their awards and for the quality of provision irrespective of where or how courses are delivered or who delivers them. External regulation and quality assurance provide a framework for ensuring that baseline quality requirements are met. UK HE TNE reputation is strengthened by robust quality assurance mechanisms, both internal and external, and by the comprehensive regulatory and funding frameworks applied in the four UK nations.

Universities also engage in quality enhancement as an aspect of institutional quality management designed to secure steady, reliable and demonstrable improvements in the quality of learning opportunities and continual improvement in the effectiveness of the learning experience of students. This aspect of quality has been particularly significant for TNE provision, which has relied on enhancement-led peer review and on close collaboration with overseas quality assurance agencies to underpin its reputation.

Quality enhancement in the UK is built on shared characteristics and requirements but, recently, the way in which this is delivered in practice, in each of the UK's nations, has become more diverse in line with differing needs and policy drivers. The changes to higher education regulatory and funding systems in the UK has had implications for the external quality enhancement of UK transnational education activity.

This consultation is being undertaken to scope the future form that a quality enhancement system of UK HE TNE may take. The intention is to explore a solution supported by higher education providers offering or aiming to offer TNE and that enhances the reputation of the UK higher education sector, in order to achieve the goals of the International Education Strategy and the Global Wales and Connected Scotland initiatives. In this consultation we

have taken a deliberately high-level approach to developing questions. The aim is to receive views on a general framework for quality enhancement of UK HE TNE. Any future system will be developed in detail subsequently.

Purpose of the consultation

The basic question to be answered by the consultation is:

What is needed to implement an approach to the quality enhancement of UK HE TNE that strengthens the reputation of the UK higher education sector and is economically sustainable?

The consultation goals are:

- 1 To understand whether:
 - existing quality enhancement mechanisms in the different UK nations are robust and provide overseas stakeholders and institutions' own governing bodies with reassurance that the quality of provision is being continually improved, alongside the activities of the regulator for England and authorities in the devolved administrations
 - external in-country quality enhancement activity of UK TNE should be added to existing mechanisms, and the most adequate scale of such activity.
- 2 To explore ways to develop an economically sustainable system for the external quality enhancement system of UK TNE that will underpin its continued growth, including by effectively engaging with international stakeholders.

Who is running the consultation?

This consultation is jointly managed by Universities UK, GuildHE and the Quality Assurance Agency for Higher Education.

- Universities UK is the collective voice of 136 universities in England, Scotland, Wales and Northern Ireland. Our member universities' core purpose is to maximise their positive impact for students and the public, both in the UK and globally, through teaching, research and scholarship. We are led by our members and act on behalf of universities.
- GuildHE is a recognised representative body and official voice for UK higher education, especially for universities and colleges with a tradition of learning, research and innovation in industries and professions. We promote and maintain a distinctive, diverse and inclusive higher education sector.
- The Quality Assurance Agency for Higher Education (QAA) is the UK's independent quality body for higher education.¹ Our mission is to safeguard standards and improve the quality of UK higher education wherever it is delivered around the world.

For any questions related to the consultation, contact: tne@international.ac.uk

¹ QAA is a UK-wide body and independent charity; it is also the Designated Quality Body (DQB) in England where it acts on behalf of the Office for Students. With regard to quality enhancement, the activities proposed in the consultation fall outside of the activities of QAA's remit as DQB.

Who should respond to this consultation?

We are particularly interested in responses from degree-awarding providers who currently deliver their awards through transnational education arrangements or who are considering entering this market in the near future.

We welcome responses from any organisations with a direct interest in the quality enhancement of UK higher education such as:

- universities and higher education providers
- funding and regulatory bodies
- representative bodies
- student representative bodies
- overseas quality assurance agencies
- overseas sponsoring ministries
- and other interested parties from outside the UK.

We also welcome individual responses from those with a direct interest.

How to respond to this consultation

The consultation will run from 16 October 2019 until 3 January 2020 (at 23.00 GMT). If you wish to respond, please use the [online survey](#).

The consultation questions can be found at the end of this document to enable them to be discussed within organisations prior to submission of the online response.

UK higher education providers: A single institutional response from a respondent nominated to complete the survey on behalf of the provider.

Any other organisation: Nominate a respondent to complete the survey on its behalf.

Individuals: Should indicate at the start of the survey that they are doing so as individuals and not on behalf of their institution or organisation.

We would like to encourage respondents to answer all questions, to ensure we collect as many views as possible, although we understand that not all questions may be relevant for all respondents.

A word-limit for comments is indicated against each question.

After the consultation - the next steps

UUK, GuildHE and QAA will jointly analyse the responses and prepare a summary of the outcome and models for the Boards of each organisation, together with an action plan that will be developed to take forward the outcome of the consultation. The action plan will be implemented following recommendations from the Boards of the three organisations.

UK TNE provision: Context and background

What is TNE?

Transnational education (TNE) is the provision of education for students based in a country other than the one in which the awarding institution is located. For the purpose of this consultation, we refer to the [Higher Education Statistics Agency \(HESA\) coverage definition](#) which indicates that the Aggregate offshore record should be collected in respect of students studying (to date) wholly outside the UK, who are either registered with the UK reporting provider or who are studying for an award of the UK reporting provider. TNE is used in the context of higher education providers that are degree-awarding bodies and includes distance-learning provision.

Importance of UK TNE

TNE is an important area for UK higher degree-awarding providers. Over 80% of publicly-funded universities report that they have students in transnational education programmes. In 2017-18, over 690,000 students were studying for UK awards through transnational provision including through open and distance learning. The Department for Education (DfE) estimates that UK HE TNE contributed £610 million in exports to the UK economy in 2016.

The UK Government has explicitly expressed interest in supporting the growth of TNE from English higher education institutions, recognising its economic benefits and soft power returns. The [International Education Strategy: global potential, global growth](#) jointly published by the Department for International Trade and the Department for Education in March 2019, aims at 'supporting TNE as a key growth area'. This interest is mirrored in other nations, as shown through the '[Global Wales](#)' and '[Connected Scotland](#)' initiatives, which also support transnational education.

Quality assurance and enhancement across the UK

Shared principles, distinctive approaches

The quality assurance and enhancement of the UK higher education commands an international reputation. However, while to external audiences the sector may be considered homogenous and subject to the same regulatory frameworks and processes, regulation and quality assurance and enhancement occur through a number of interlinking frameworks and guidance, operating at different levels and with national variations in priorities, emphasis, and process.

The different authorities and regulators for each UK nation will use the outcomes in different ways and have different expectations on whether providers are required to participate in the reviews, which will be clarified by the regulators following the outcomes of the consultation. This consultation focuses on enhancement activities beyond meeting baseline regulatory requirements and quality assessment measures applied in the UK nations.

For example, in England, paragraph 88 of the regulatory framework for higher education indicates that the OfS will regulate overseas activity on the basis that the obligations of the registered provider extend to students for whom it is the awarding body wherever and however they study. The OfS has stated their intention to communicate more detail regarding their regulatory approach to TNE and discuss this with the sector in England and representative bodies, as well as other national and international stakeholders, during autumn 2019.

This consultation runs alongside the aforementioned OfS activity in the common understanding that there is a place for the sector and its representative bodies to develop an approach to quality enhancement alongside the regulatory activities of the OfS and national authorities. The models presented in this consultation focus on quality enhancement and, as such, stand apart from the baseline regulatory requirements set in the *Regulatory framework for higher education in England*.

Background to the consultation

Given the changes and diversity across the UK nations in regulatory regimes and the particular importance and nature of TNE, there is an opportunity to review how to effectively enhance the quality of the TNE student experience in order to meet the transnational education activity goals of the four nations. The aim is to devise a solution that meets the diversity of approaches to quality enhancement across the UK, while remaining valued and trusted internationally.

In November 2018, the UUK Board recommended that a working group should be established jointly by UUK with QAA and GuildHE to consider future quality assurance and enhancement arrangements for TNE. The working group met three times between January and March 2019 and agreed a set of guiding principles and two models to implement an approach to UK HE TNE quality enhancement. These were endorsed for public consultation by the UUK Board and the GuildHE Executive. The two models are:

Model 1: Accepts that existing national mechanisms applied in the UK are broadly sufficient to enhance the quality of transnational education provision. Providers use a variety of existing national systems and processes to safeguard their academic standards and enhance the quality of the student experience which are considered to be sufficient to strengthen the reputation of UK higher education vis-à-vis overseas partners and governments. This model seeks to identify where an additional focus may be required by providers and in collaboration with QAA and national funders and regulators, where appropriate. In addition, this model includes taking the opportunity to identify cases where supplementary ad hoc measures, which could include in-country reviews, could provide additional enhancement.

Model 2: Adds a regular programme of in-country quality enhancement reviews to existing national quality assurance and enhancement mechanisms. This programme retains aspects of the in-country review process carried out by QAA, while using a simplified methodology with reduced information requirements, and increasing geographical and institutional coverage. It would retain a peer review focus aimed at identifying good practice and areas for improvement, to be shared across the sector; and a rolling programme of in-country TNE quality enhancement activity.

Consultation questions

Section 1 asks about the guiding principles (Qs 7-8)

Section 2A asks a series of questions about Model 1 - on the proposition, its governance and funding (Qs 9-12)

Section 2B asks a series of questions about Model 2 - on the proposition, its governance and funding (Qs 13-20)

Joint UUK/GuildHE/QAA Consultation on the future quality enhancement of UK higher education transnational education

Information about you

| | |
|-------------------------------------|--|
| Q1 | Name: Professor Tina Harrison |
| Q2 | Role: Assistant Principal Academic Standards and Quality Assurance |
| Q3 | Institution/organisation: University of Edinburgh |
| Q4 | Do you deliver TNE? |
| <input checked="" type="checkbox"/> | yes |
| <input type="checkbox"/> | no |
| Q4a | If yes, number of TNE students: |
| <input type="checkbox"/> | less than 100 TNE students |
| <input type="checkbox"/> | 101-500 TNE students |
| <input type="checkbox"/> | 501-1000 TNE students |
| <input type="checkbox"/> | 1001-2000 TNE students |
| <input checked="" type="checkbox"/> | over 2000 TNE students |
| Q5 | Nation: |
| <input type="checkbox"/> | England |
| <input type="checkbox"/> | Northern Ireland |
| <input checked="" type="checkbox"/> | Scotland |
| <input type="checkbox"/> | Wales |
| <input type="checkbox"/> | other (please specify): |
| Q6 | I am responding: |
| <input checked="" type="checkbox"/> | on behalf of my university |
| <input type="checkbox"/> | as an individual |
| <input type="checkbox"/> | on behalf of my organisation (not a university) |

Consultation information and questions

Section 1: Guiding principles

The joint UUK/GuildHE/QAA working group agreed with the merits of adopting a UK-wide approach to quality enhancement of TNE and identified 11 UK-wide principles that should underpin any approach to quality enhancement of UK HE TNE.

Any effective system should:

- 1 be UK-wide
- 2 apply to all degree-awarding bodies who engage in TNE
- 3 be valid for all types of TNE
- 4 be cost-efficient
- 5 be flexible and responsive
- 6 minimise the burden to institutions, avoiding duplication of course or institutional review and aligning with the review processes of professional, statutory and regulatory bodies (PSRBs), where relevant and appropriate
- 7 have the student experience at its heart
- 8 ensure equivalence of student experience and student outcomes between TNE and UK-based students
- 9 retain international trust and maintain the reputation of the UK's quality assurance approach
- 10 be enhancement-led
- 11 be informed by robust metrics where available and align with UK data-informed approaches where possible.

Question 7

To what extent do you agree that any quality enhancement system of TNE should retain a UK-wide approach?

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please give your comments **We feel it is important to have a UK-wide approach, because this is what international partners recognise and identify with.**

Question 8

To what extent do you agree that a quality enhancement system of UK HE TNE should be underpinned by the 11 guiding principles outlined above?

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Standards and expectations of quality are implicit rather than explicit. A statement could be included about assurance of standards and expectations of quality in reference to the UK.

Please give your comments if you think that additional or different principles should be taken into account.

Section 2: Models for the continued improvement and quality enhancement of UK HE TNE

The working group reviewed practice and expectations in other countries and considered a range of potential approaches. It concluded by developing two models, which were endorsed by the UUK Board and the GuildHE Executive for consultation. In summary, Model 1 suggests reaffirming existing quality enhancement arrangements, identifying and applying additional measures where and when necessary; and Model 2 suggests establishing a programme of regular in-country quality enhancement activity to complement existing national mechanisms.

Both models align fully with existing quality assessment and assurance arrangements in the UK nations, including those UK-wide elements that apply to all provision (such as the Quality Code for Higher Education) and both build on established principles such as avoidance of duplication. Each of the national systems in the UK makes use of information and data, and therefore would embrace further information and data on TNE as it becomes available. Neither model precludes other actions such as the development of guidance and advice for TNE providers and international engagement with overseas quality assurance bodies and regulators.

These models are not mutually exclusive, and elements of one or the other could be retained in a combined approach depending on the results of the consultation.

2A - Model 1: Reaffirming institutional and national enhancement arrangements

This model is based on the principle that existing national quality assurance and enhancement mechanisms are comprehensive and look at the total provision of higher education providers, including their TNE provision. It therefore places reliance on existing national quality assurance and enhancement mechanisms for both home and overseas provision. This model also allows the possibility for the sector, through agreed governance arrangements, to identify where it may be advisable to engage in further enhancement activity in specific circumstances, for example, to get a better understanding of the quality enhancement mechanisms in place in emerging locations, and to support institutions in maintaining and enhancing their own assurance mechanisms

Key operational features of this proposed approach are:

- reliance on existing national quality assurance and enhancement mechanisms for both home and overseas provision
- identification of cases where it may be advisable to engage in further enhancement activity in specific circumstances, such as through in-country visits or thematic reviews.

The governance arrangements will allow the sector to identify where future context-specific and proportionate measures are required to provide additional reassurance to their governing bodies and domestic and overseas regulators and partners. These could include:

- development of specific guidance to support the delivery and quality assurance and enhancement of UK HE TNE
- commissioned enhancement activity of UK HE TNE provision (either as a standalone activity of a specific TNE arrangement or as part of a voluntary wider institutional enhancement activity), through a methodology to be developed.

Question 9

To what extent do you agree that it will be possible to rely on existing national quality assurance and enhancement mechanisms, without complementary regular in-country reviews, in order to strengthen the international reputation of UK HE TNE?

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please give your comments

To a certain extent it depends on how much TNE an institution has. We have a modest amount by comparison to some other institutions, and our ELIR could arguably provide sufficient oversight. However, for other institutions, an additional process would be needed to provide sufficient oversight. Nevertheless, even though we might not have TNE provision in some countries, we would still want to be assured of the standard and quality of the provision by other UK HEIs, since the reputation of UK HE depends on the collective reputation of all UK HEIs. Overall, then existing arrangements would not be sufficient.

Question 10

What additional measures, if any, could complement existing national quality enhancement mechanisms to underpin a robust and internationally-trusted quality enhancement approach to UK HE TNE?

Additional in-country reviews would seem appropriate, but they need to be proportionate.

Governance of Model 1

Under this model, there could be an added reliance on UK-wide sector-led oversight to ensure that existing national quality enhancement mechanisms remain fit-for-purpose for TNE and decide on any additional measures needed to complement existing mechanisms. This would take place in communication with, and respecting decisions taken by, the respective funders and regulators in each of the nations.

Question 11

Do you agree that there should be UK-wide sector-led oversight to ensure that existing national quality enhancement arrangements are, and remain, fit-for-purpose for TNE?

- yes
 no

Please comment on whether a new or existing body would be appropriate to fulfil this role.

We do not agree that there is a need for a new body. QAA has the expertise to undertake this and would be our preferred option.

Funding mechanism of Model 1

Under this model, there would be no initial added costs to providers except those linked to internal quality enhancement processes.

When a specific measure was deemed necessary collectively - to strengthen the quality of the educational experience vis-à-vis domestic or overseas stakeholders (such as an ad hoc country visit or specific guidance) - the sector, through its representative bodies, would require costing and pricing from the organisation or organisations selected to apply that specific measure. The source of funding would need to be decided collectively by the sector in consultation with authorities and regulators in the four nations. A cost-sharing model could be envisaged depending on the specific measure to be applied.

Question 12

To what extent do you agree that the costing of any eventual additional quality enhancement measure should be decided collectively by the sector on a case-by-case basis, and request an external organisation to cost and price those additional measures?

- strongly agree
 agree
 neither agree nor disagree
 disagree
 strongly disagree

Please give your comments

The involvement of an external organisation to cost and price additional measures would add to the overall cost and would not be desirable.

2B - Model 2: Regular in-country quality enhancement

The second model is for regular in-country quality enhancement activity to complement existing national approaches in the UK in a similar way to which QAA's in-country reviews traditionally have done.

The key operational features of this proposed model are to:

- increase geographical and institutional coverage with more than one in-country review per year
- operate on the basis of a rolling programme of TNE quality enhancement activity, specifying locations for in-country activity and type of quality enhancement activity
- retain a peer-review focus aimed at identifying good practice and areas of improvement to be shared across the sector
- streamline information requirements focusing on the expectations of the Quality Code, the enhancement of the student experience, and the use of data to inform internal quality enhancement processes
- engage with host countries' national quality assurance agencies, through information-sharing and joint review activity.

Question 13

To what extent do you agree a regular programme of in-country quality enhancement activity is needed in order to strengthen the international reputation of UK HE TNE?

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please give your comments

We agree that in-country reviews are an appropriate way to assure the quality of UK HE TNE, and this would be best done at a sector level, but the scale and regularity of the reviews must be proportionate.

UK HE TNE is offered in over 200 locations worldwide, therefore a range of coverage is necessary to offer more than nominal enhancement. Based on three in-country reviews per year, with each looking at 10 TNE arrangements, over the course of an indicative five-year period, it would be possible to look at approximately:

- 150 TNE arrangements and about 100 unique providers
- at least one TNE arrangement for smaller providers with a maximum of three for large providers
- 15 different locations, covering established TNE countries/regions together with a sample of emerging and smaller host locations.

Question 14

Do you agree that three countries/regions is an appropriate number of locations to be selected for quality enhancement activity normally each year? If you disagree, please indicate in your comments the number of locations that you would consider optimal.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

It's difficult to say. This could mean that some providers have to engage with multiple reviews in a year/few years, in addition to an ELIR Review every 5 years. The approach needs to be proportionate to the amount of TNE each provider has.

Please give your comments

Governance of Model 2

In this scenario, the in-country quality enhancement process could be supported by an advisory board of experts from the sector which, ensuring external oversight and sector ownership of the process, would be consulted, at least annually, on the rolling programme of TNE quality enhancement activity and locations. This would take place in communication with, and respecting decisions taken by, the respective authorities and regulators in each of the nations.

Question 15

If in-country reviews were retained, would there be a need for additional external oversight of the in-country review programme?

- yes
- no

Please comment on whether a new or existing body would be appropriate to fulfil this role.

We do not consider a new body is needed; QAA has the necessary expertise to provide this oversight in conjunction with the sector.

Funding mechanism of Model 2

This model is for regular in-country quality enhancement of UK HE TNE to be part of a voluntary QAA TNE membership scheme. Membership of the scheme would demonstrate the commitment of a provider to the external quality enhancement of its TNE. Membership could be associated with a mark or statement that the provider is covered by the scheme.

The costs of running the scheme would be shared across all UK HE providers buying into it. Possible funding models could include a 'flat' fee for all providers buying into the scheme or differential fee bands depending, for instance, on student numbers, number of TNE arrangements, or number of locations of provision.

Question 16

To what extent do you agree that regular in-country quality enhancement of UK HE TNE should be a voluntary QAA Membership service?

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please give your comments

Does making it voluntary undermine the authority of the process?
Some providers could be operating TNE without any oversight.
This could pose a reputational risk.

Question 17

How do you think providers buying into the proposed voluntary QAA TNE membership scheme should be charged?

- through a flat fee where all providers pay the same
- through differential fees where providers pay different amounts depending on specific factors

Please give your comments

We find this difficult to answer. Both options have their drawbacks. Since HEIs make (business) choices about TNE, there is perhaps an argument for differential fees.

Question 18

If differential fees were charged, which of the following parameters should be considered to determine different fee bands? Please rate in order of importance, with 1 being the most important.

- TNE student numbers
- number of TNE arrangements
- number of countries of delivery
- other

Please give your comments

TNE students numbers by country. The number of arrangements might be less reliable as an indicator since arrangements can be made for individual (research) students.

Question 19

Taking the example of three locations being selected for quality enhancement activity each year - each involving three peer-reviewers and a QAA Officer, and assuming that a significant majority of all degree-awarding bodies with TNE provision buy into the scheme - the annual fee per provider might range between £2,500 and £5,000. Would you agree that this is a reasonable and acceptable fee range for the service?

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please give your comments

Difficult to say and would depend on the amount of TNE provision each provider has in each year's review activity.

Question 20

To what extent do you agree that buying into this model of TNE quality enhancement should be associated with a mark or statement signifying the provider's commitment to enhancement of the quality of its TNE provision?

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please give your comments

If it is voluntary to sign up, then those HEIs that do sign up to the reviews need to have some recognition. The problem arises if a provider's TNE is found to be failing. It would seem unfair to penalise this provider when other providers may have opted out of the TNE reviews.

QAA2430 - Oct 19

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Senate Quality Assurance Committee

5 December 2019

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy: Review and Transfer of Oversight

Description of paper

1. The paper provides an updated version of the University's SCQF Third Party Credit Rating Policy for consideration and approval by the Committee.

Action requested / recommendation

2. QAC is invited to:
 - a. approve the proposal that responsibility for overseeing the SCQF Third Party Credit Rating Policy transfers from Academic Policy and Regulations Committee (APRC) to Quality Assurance Committee (QAC).
 - b. approve the Policy (attached), which has been reviewed and revised by Academic Services, in consultation with colleagues from Moray House School of Education and Sport (the School with most experience of operating the Policy).

Background and context

3. The University's SCQF Third Party Credit Rating Policy was introduced in 2015, and APRC (formerly Curriculum and Student Progression Committee) has been responsible for overseeing its operation. Given the quality-related aspects of the Policy, it is now thought that it may be more appropriate for QAC to be the overseeing body (although APRC may need to be consulted about aspects of the Policy's operation on occasions).
4. In line with the University's schedule for reviewing policies, the Third Party Credit Rating Policy has been reviewed by Academic Services, in consultation with colleagues from Moray House School of Education and Sport, this autumn. Only minor changes have been made at this stage (primarily changes to Committee names), but a more substantial review may be undertaken once the ongoing review of the SCQF Quality Assurance Model, which includes guidance on Third Party Credit Rating, is complete (March 2020).

Resource implications

5. None

Risk management

6. As only minor changes have been made to the Policy, there is no need to undertake another risk assessment at the stage.

Equality & diversity

7. As only minor changes have been made to the Policy, there is no need to undertake another Equality Impact Assessment at this stage.

Communication, implementation and evaluation of the impact of any action agreed

8. The Senate Committees' Newsletter will note that the Policy has been revised.

Author

Philippa Ward
27 November 2019

Presenter

No presenter

Freedom of Information

This paper is **open**

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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Purpose of Policy

This Policy on Scottish Credit and Qualifications Framework (SCQF) Third Party Credit Rating ensures that the University provides Third Parties with a robust Credit Rating service that satisfies SCQF requirements.

Overview

This Policy outlines the University's approach to and procedure for SCQF Third Party Credit Rating.

Scope: Mandatory Policy

This policy applies to all subject areas and staff undertaking SCQF Third Party Credit Rating. It is overseen by the Senate Quality Assurance Committee.

Contact Officer

Philippa Ward

Academic Policy Officer

Philippa.ward@ed.ac.uk

Document control

| | | | | | |
|--------------|------------------------------|----------------------------|--|--------------------------------|--|
| Dates | Approved: 19.11.15 | Starts: 19.11.15 | Equality impact assessment: 01.12.16 | Amendments: 05.12.19 | Next Review: End of 2019/20 (once review of SCQF Handbook complete) |
|--------------|------------------------------|----------------------------|--|--------------------------------|--|

Approving authority

Senate Quality Assurance Committee

Consultation undertaken

Senate Quality Assurance Committee

Section responsible for policy maintenance & review

Academic Services

Related policies, procedures, guidelines & regulations

School and Programme Annual Quality Reports

UK Quality Code

Policies superseded by this policy

N/A

Alternative format

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

Keywords

SCQF Third Party Credit Rating

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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Background

- The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national credit recognition and transfer system covering all levels of qualifications.
- The Framework uses two measures to position and compare Scottish qualifications and programmes of learning:
 - the 'Level' of the qualification or learning programme (difficulty);
 - and the number of 'Credit Points' awarded (length of time it takes to complete: one SCQF Credit Point represents an average of ten hours of learning time).
- 'Credit Rating' is the process of allocating an SCQF Level and Credit Points to a qualification or learning programme. SCQF Credit Rating can only be carried out by SCQF Credit Rating Bodies (CRB).
- All Higher Education Institutions were given authority to act as CRBs during the initial setting up of the Framework. As such, the University of Edinburgh is a CRB. It can Credit Rate both its own provision and that of other organisations in a process known as 'Third Party Credit Rating'.
- (Third Party Credit Rating differs from delivery of jointly awarded degree programmes or Accreditation: Credit Rating by the University does not constitute an award in the University's name.)
- The University carries out Third Party Credit Rating in accordance with the SCQF Principles laid out in the SCQF Handbook:

https://scqf.org.uk/media/1125/scqf_handbook_web_final_2015.pdf (see Section 6 in particular)

- Principles 12 to 19 are of particular relevance to Third Party Credit Rating:

Principle 12 - *Credit Rating Bodies must assure themselves, as far as is practically possible, of the good standing and credibility of the Third Party organisation prior to any submission for credit rating.*

Principle 13 - *Credit Rating Bodies must establish rigorous and appropriate systems for credit rating Third Party submissions.*

Principle 14 - *Credit Rating Bodies must ensure that Third Party organisations submit information and documented evidence of their assessment processes, including arrangements relating to their internal and external quality assurance of assessment decisions.*

Principle 15 - *The Credit Rating Body must ensure that the Third Party provides details of auditing / quality assurance systems including appropriate externality.*

Principle 16 - *Credit Rating Bodies must ensure that the Third Party Organisation submits regular (eg. annual) reports of progress in the delivery of any credit rated qualifications / learning programmes and is aware that they must inform the CRB if any significant changes to these are made which may affect the SCQF level or credit points.*

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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Principle 17 - Credit Rating Bodies should agree an appropriate review date for the credit rated qualifications / learning programmes(s) with the Third Party organisation.

Principle 18 - Credit Rating Bodies are responsible for uploading the details of all Third Party qualifications / learning programmes which they have credit rated to the SCQF Database.

Principle 19 - Credit Rating Bodies are responsible for issuing the SCQF logo and Brand Guidelines to the Third Party organisation and ensuring that they are aware of the requirements for certification as outlined in Principle 10.

- The University's procedure for Third Party Credit Rating takes full account of Principles 12 to 19 as outlined below:

Procedure for Third Party Credit Rating

1. Lead School and Lead Contact

The School wishing to establish the Third Party Credit Rating agreement will have lead responsibility for initiating the arrangements (steps 2 to 7 below) and for ongoing management and review (steps 9 and 10). The School appoints a Lead Contact (who should not be the person responsible for the final Credit Rating decision) to be the principal link with the Third Party.

2. Due Diligence

The University performs due diligence to assure itself:

- of the good standing and credibility of the Third Party organisation requesting Credit Rating;
- that there will be no reputational risk to the University as a result of its association with the Third Party;
- that the provision has not already been Credit Rated by another body;
- and that it will be possible for the organisation to provide continuity of the provision in question for the period of the Third Party Credit Rating agreement.

The University also ensures that a Memorandum of Understanding (MoU) exists between the University Court and the Third Party. There are already MoUs in place for many institutions, but where this does not exist, the document is drafted and approved in advance of the Credit Rating being undertaken.

The University of Edinburgh only provides a Third Party Credit Rating service in cases where:

- there is alignment with University and subject area strategies;
- and a clear rationale can be provided for the relationship.

3. Memorandum of Agreement

A Memorandum of Agreement (MoA) specific to the Credit Rating service to be provided is produced. This provides detailed information on the arrangements agreed with the Third Party

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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organization, and is legally binding. The Director of Legal Services can advise the lead School regarding the formal arrangements for signing the MoA and provide a template.

The MoA covers a fixed period, agreed by the relevant School on a case by case basis, but which is no longer than 3 years.

4. Fees

Fees are detailed within the MoA and are for the period covered by the MoA. They are agreed on a case by case basis by the relevant School, and a clear rationale for the level of the fee is provided.

5. Credit Rating Panel

A Credit Rating Panel of University subject specialists is formed to consider documentation on the provision to be Credit Rated. The documentation is provided by the Third Party in formats and within timescales agreed with the Lead Contact.

The Panel:

- considers the suitability of the Third Party's assessment processes;
- assures itself of the appropriateness of the Third Party's internal quality assurance arrangements;
- ensures that the Third Party has appropriate external quality assurance arrangements in place. (Where this is not the case, the University may provide these as a separately negotiated service.)
- Credit Rates the provision in question by assigning it an SCQF Level and number of Credit Points.
- Submits a recommendation to the relevant School Board of Studies for approval.

6. Board of Studies

The relevant School Board of Studies is the approving body for Third Party Credit Rating. The Credit Rating Panel submits a recommendation to the Board for consideration and approval.

7. Senate Curriculum and Student Progression Committee

The Board of Studies' decision is reported to Senate Quality Assurance Committee (SQAC) to maintain institutional oversight of Third Party Credit Rating.

8. Recording Internally and on SCQF Database

SQAC informs Governance and Strategic Planning (GaSP) of the Third Party Credit Rated provision. An internal record of the provision is generated, and GaSP also ensures that the provision is recorded within the SCQF Database.

9. Annual Reporting

The Third Party reports to the University annually as a minimum on progress in the delivery of the Credit Rated provision. The format of these reports is agreed in advance with the Lead

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy



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Contact, and they are reviewed by the Credit Rating Panel. The findings of the Credit Rating Panel are included in the School Annual Quality Report.

(Ongoing development of the content of the provision is anticipated to ensure that it remains current and relevant. In the event that the annual report signals changes to the provision that are likely to impact on the assigned Credit Level or Points, the revised provision is submitted for further review and revalidation by the Credit Rating Panel. This incurs an additional charge that is agreed between the parties.)

10. Review

Third Party Credit Rating arrangements are reviewed ahead of the end of the period covered by the MoA. A new MoA is produced if the arrangement is to continue.

11. Conferment of Awards / Certification

The Third Party organisation is responsible for the conferment of awards and qualifications and for the production of certificates. Certificates carry the SCQF logo and details of the SCQF Level and Credit Points awarded, accompanied by appropriate wording indicating that the provision has been Credit Rated by the University. (The Third Party is responsible for ensuring that learners are aware that Credit Rating by the University does not constitute an award in the University's name.)

05 December 2019

Senate Quality Assurance Committee

5 December 2019

Student Staff Liaison Committee (SSLC) Principles and Operational Guidance

Description of paper

1. The paper sets out the Student Staff Liaison Committee (SSLC) Principles and Operational Guidance

Action requested / recommendation

2. To approve the Principles and Operational Guidance

Background and context

3. The principles will be included in the Student Voice Policy to mandate particular approaches. The operational guidance sets out the practical arrangements for running SSLC meetings and includes examples of good practice.
4. The principles will be mandated for the operation of SSLC meetings from 2020/21, however Schools can adopt practices in revised principles from semester 2 of 2019/20.
5. College Deans and College Office Administrative Leads (QA) to continue engaging with Schools on drafting a formal SSLC remit.
6. At the February meeting of the Senate Quality Assurance Committee, Colleges will be asked to confirm that Schools have submitted SSLC remits.
7. It is proposed that SSLC remits to be uploaded to a SharePoint page to enable updating and for information sharing.

Discussion

8. See attached paper.

Resource implications

9. Full student engagement is essential to the enhancement of the student experience

Risk management

10. There are risks associated with ineffectively responding to student feedback

Equality & diversity

11. An Equality Impact Assessment (EqIA) was carried out on the Principles and Operational notes for SSLCs in September 2015 and identified no major equality and diversity implications. There have been no changes to the operational

guidance since the EqIA was carried out. A review of the EqIA will be carried out if the principles and guidance is approved

Communication, implementation and evaluation of the impact of any action agreed

12. The guidance will be made available on the Academic Services and Student Voice webpages. An email will also be sent to key stakeholders to notify them of the updates.

Author

*Gillian Mackintosh
29 November 2019*

Presenter

Academic Services

Freedom of Information

13. Open

Student-Staff Liaison Committee (SSLC) Operational Guidance



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Purpose of Guidance

This guidance sets out the principles and operational notes for Student-Staff Liaison Committees (SSLCs). The guidance was developed in partnership with Edinburgh University Students' Association as one of the ways to support and promote the engagement of our students in their learning and to strengthen the value of SSLCs.

The guidance supports the Student Voice Policy.

Scope: Guidance is not Mandatory

The guidance applies to all students and staff involved in SSLCs.

Contact Officer

Gillian Mackintosh

Academic Policy Officer

Gillian.Mackintosh@ed.ac.uk

Document control

| | | | | | |
|-------|-----------------------|---------------------|---|-------------------------|---------------------------|
| Dates | Approved: 03.09.15 | Starts: 01.07.13 | Equality impact assessment: 11.09.15 | Amendments: 27.11.19 | Next Review: 2021/2022 |
|-------|-----------------------|---------------------|---|-------------------------|---------------------------|

Approving authority

Senate Quality Assurance Committee (QAC)

Consultation undertaken

The Students' Association, current School Directors of Quality, a group of Academic and Administrative staff supporting SSLCs,

Section responsible for guidance maintenance & review

Academic Services

Related policies, procedures, guidelines & regulations

<http://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf>
<http://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting>
<https://www.ed.ac.uk/files/atoms/files/tprprsubjectareasschoolsstudentinvolvement.pdf>
<http://www.ed.ac.uk/records-management/data-protection/guidance-policies/student-information>
<http://www.ed.ac.uk/files/atoms/files/guidanceschoolcommsrep.pdf>
<https://www.eusa.ed.ac.uk/activities/postgraduate/about/odl/>
<https://www.eusa.ed.ac.uk/representation/yourrepresentatives/classreps/>
https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf

UK Quality Code

UK Quality Code for Higher Education : Advice and Guidance : Student Engagement (November 2018)

Guidance superseded by this guidance

Principles and operational notes for Student-Staff Liaison Committees

Alternative format

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

happen

SSLC, Student-Staff Liaison Committee, Student Representation, Edinburgh University Students' Association, External Examiners.

Student-Staff Liaison Committee (SSLC) Operational Guidance

Student-Staff Liaison Committees (SSLCs) are held in every School and are the main forum for Staff and Student Representatives to discuss matters relating to degree programmes and the student experience. Staff and Student Representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.

The following principles outline how SSLCs operate:

| | | |
|-----------|------------------------------|--|
| 1. | Role | SSLCs provide a formal mechanism for communication and discussion between academic and administrative staff and representatives of the student body, relating to all matters connected with improving the degree programmes (at all levels of study including Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR)) and the student experience. In addition it provides a mechanism to escalate issues that are out with the remit of the SSLC to resolve, to School, College, University or Support Service for further action. |
| 2. | Remit | <p>SSLCs should have a formal written remit which sets out the operation and governance of the SSLC, including where the SSLC sits in relation to other Committees in the School.</p> <p>The remit should also detail the mechanism for escalating issues out with the remit of the programme or School and how actions are reported back to the SSLC.</p> <p>Staff and Student Representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.</p> <p>The remit should set out the mechanism by which students will be notified on actions taken and expected response timelines. Schools are strongly encouraged to respond to issues in a timely manner, ideally within the same semester as the SSLC.</p> <p>The remit should be published on the School/Subject area/Research Centre/Institute website or equivalent and staff and students notified of its location.</p> |
| 3 | Membership | Meetings should be attended by Programme Representatives for the programmes being discussed, and staff responsible for the leadership and organisation of the programme, including professional services staff as appropriate and relevant to school structure. |
| 4 | Frequency of meetings | <p>At least one formal meeting should be held in each semester, which should be agreed upon in consultation with School staff and Student Representatives.</p> <p>Schools must publish the date, time, and location of the meeting, inviting any additional items to be added to the agenda. It is suggested that this happens at least two weeks in advance of the meeting.</p> |
| 5 | Agenda items | The agenda must be made available in advance of the meeting. Suggested agenda items are listed in section 5.2 |
| 6 | Meeting format | <p>Students should be encouraged to chair meetings or co-chair with staff.</p> <p>Schools are further encouraged to select a member of staff to support the student chair.</p> <p>Online Learner Student Representatives and Students should have the opportunity to participate virtually during the meeting or input via other electronic means beforehand.</p> <p>Exact format will vary between Schools however, an example of a basic format is described in section 6.</p> |
| 7 | Minutes | Schools must publish minutes and inform students and staff where these are located |

Student-Staff Liaison Committee (SSLC) Operational Guidance

1. Role

Student-Staff Liaison Committees (SSLCs) are meetings at which Student Representatives and staff supporting teaching and learning discuss the student experience which may include issues and activities in courses, programmes, and Schools.

As structures and systems vary between Schools, Institutes or Research Centres, the format of SSLCs may also be different to reflect this. Nonetheless, the principles should remain the same in that the committee provides a formal mechanism for communication and discussion between staff and representatives of the student body relating to all matters connected with the degree programme, and the student experience.

2. Remit

Principle

SSLCs should have a formal written remit which sets out the operation and governance of the SSLC, including where the SSLC sits in relation to other Committees in the School.

The remit should also detail the mechanism for escalating issues out with the remit of the programme or School and how actions are reported back to the SSLC.

Staff and Student Representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.

The remit should set out the mechanism by which students will be notified on actions taken and expected response timelines.

Schools are strongly encouraged to respond to issues in a timely manner, ideally within the same semester as the SSLC.

The remit should be published on the School/Subject area/Research Centre/Institute website or equivalent and staff and students notified of its location.

2.1 Formal Remit

Staff and student representatives are encouraged to review the remit annually to ensure that it reflects current learning, teaching and research matters in the School/Subject area. This could take place at an appropriate forum such as an SSLC meeting.

2.2 Expectations

SSLCs are one way in which students and staff should engage in discussions to improve the student experience at the University of Edinburgh, including the online learning environment for students not studying on campus.

Following the launch of the UK Quality Code Advice and Guidance: Student Engagement (November 2018), the code states that 'the provider actively engages students, individually and collectively, in the quality of their educational experience'.

Furthermore, the Code states: 'Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes'.

Student-Staff Liaison Committee (SSLC) Operational Guidance

Student Representatives are expected to gather representative student views to identify good practice and areas for development to enhance the degree programme and student experience.

Students are encouraged to share suggestions with staff so they can work in partnership to enhance the student experience and create a strong academic community within their area.

Staff and Student Representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.

Schools are strongly encouraged to respond to issues in a timely manner, ideally within the same semester as the SSLC. This could happen at another meeting or via another route. Schools should state what can or will be done as there may be situations where issues cannot be easily or quickly resolved. See Section 6.3 Communication following the SSLC.

Schools are expected to facilitate communication between Student Representatives and the students they represent. Schools should either share with Student Representatives the University student email address of the students they represent or facilitate alternative ways for representatives to contact all classmates e.g. via m-list.

Guidance is available for Schools which outlines the mechanisms by which Schools should share University student email addresses or facilitate alternative ways for Student Representatives to contact students in compliance with data protection guidelines.

Please refer to [Guidance for Schools regarding communication between Student Representatives and students](#) and the [Policy on Disclosure of Student Information](#)

3. Membership

Principle

Meetings should be attended by:

- Programme Representatives for the programmes being discussed
- Staff responsible for the leadership and organisation of the programme
- Professional services staff as appropriate and relevant to school structure.

The relevant elected Undergraduate/Postgraduate School Representative may attend SSLC meetings in their School as they see fit, and at a minimum be informed of the business conducted.

Their contact details can be obtained at <https://edin.ac/2NtW2gH> or by emailing reps@eusa.ed.ac.uk Where appropriate, presidents of relevant academic societies within the School or subject area may attend SSLC meetings; their details are available via eusa.ed.ac.uk/societies

4. Frequency of meetings

Principle

At least one formal meeting should be held in each semester, which should be agreed upon in consultation with School staff and Student Representatives.

Student-Staff Liaison Committee (SSLC) Operational Guidance

Schools must publish the date, time, and location of the meeting, inviting any additional items to be added to the agenda. It is suggested that this happens at least two weeks in advance of the meeting.

The frequency of SSLC meetings may vary between Schools depending on their size and structure as well as in terms of undergraduate and postgraduate provision. For example some SSLCs may operate at School, subject area or programme level depending on their structure.

At undergraduate level it may be more appropriate to meet once per semester whereas for postgraduate taught level it may be more appropriate to have additional meetings spread over the year.

Some subject areas and Schools may meet formally once a semester but may operate a more informal system throughout the year in terms of students having access to other meetings such as Director of Teaching meetings, School Undergraduate Learning and Teaching Committee meetings and meetings taking place at different levels (e.g. programme; subject area; school).

Therefore, Schools are expected to operate whichever system is most appropriate to their structure.

Good Practice

Some Schools list the dates of the meeting on the Rep student timetable. Students receive a note in their student timetable encouraging them to communicate with their Rep.

Some Schools schedule two meetings per semester; during week 3 /4 to discuss immediate issues at the start of semester, and towards the end of semester to feedback on actions.

5. Agenda items

Principle

The agenda must be made available in advance of the meeting. Suggested agenda items are listed in section 5.2

5.1 Sharing information

Staff are expected to share information with students. This could include information such as themes arising from student surveys, themes from External Examiners reports, Part 3 External Examiner reports (Postgraduate Research), course and programme evaluation and review documentation, School Annual Quality Reports, and Internal Periodic Review reports. Student Representatives and staff should collaborate to identify trends, areas for improvement and suggestions to enhance the student experience. Students' views should be sought on new programmes and courses as well as on changes to existing ones and the SSLC could provide a forum for this type of discussion. (see [Programme and Course Approval and Management policy](#))

Student-Staff Liaison Committee (SSLC) Operational Guidance

5.2 Suggested agenda items

Agenda items can be suggested by students and staff. Although the exact format of meetings will vary between schools, this is an example of the basic format which many follow, in the order that they occur.

- Minutes of last meeting including update on actions
- Agenda items suggested by students
- Standing items: School, College or University wide issues and any updates from School Representatives
- School Annual Quality report
- Themes arising from Student Surveys, course enhancement questionnaires
- Themes from for mid-course feedback
- Internal Periodic Review preparation, where appropriate
- Internal Periodic Review reports and responses, where appropriate
- Themes from External Examiner summary reports
- Professional, Statutory & Regulatory Body (PSRB) accreditation outcome reports, where appropriate
- Enhancement Led Institutional Review (ELIR), where appropriate
- Staff communications
- Student Partnership Agreement: priorities and any local activities which may be of relevance
- Any other business (AOB)
- Date of Next Meeting

5.3 External Examiner summary reports at SSLCs

Schools must provide an opportunity for Student Representatives to view themes extracted from External Examiner reports and the School's summarised response to these themes (section 68 External Examiners for Taught Programmes Policy).

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

In some Schools, the School-level SSLC may not be the most appropriate forum for discussion of themes and responses as this will take place at department or programme level rather than as part of the School as a whole.

There may be instances where one External Examiner's report may be relevant to more than one SSLC particularly for joint degrees. Therefore, each School is expected to decide which SSLC is most appropriate to their structure for the consideration of the summary reports.

Undergraduate External Examiner reports are received after the summer exam diet. For undergraduate students, the summary reports should be submitted to the first SSLC meeting of the academic year.

Postgraduate Taught External Examiner reports are received at the end of November and the summary reports will be submitted for consideration at SSLCs in the second semester.

It is expected that the summary reports and responses are emailed to SSLC members ahead of the meeting and in good time to allow members to prepare responses for discussion.

Student-Staff Liaison Committee (SSLC) Operational Guidance

The consideration of summary reports is an opportunity to be involved in discussion of potential improvements to courses and programmes recommended by the External Examiners. During the SSLC meeting, students are expected to consider the themes and responses in the summary report and be encouraged to provide comments and suggestions.

However, there may be occasions when an External Examiner makes a suggestion or recommendation that is not possible/practicable for the University to implement. The response from the School to the External Examiner should demonstrate that the University has given full and serious consideration to the comments made and indicates the reason that action cannot be taken forward.

Following consideration of the themes at the SSLC, it is expected that comments and suggestions are recorded in the SSLC meeting minutes.

Depending on recommendations, ongoing actions would be reported to SSLC meetings later in the academic year and ultimately through subsequent External Examiner reports.

(Section 68.1- 68.4 External Examiners for Taught Programmes Policy)

Individual students and members of staff will not be named in the reports.

Good Practice

Some Schools ask the Reps to suggest items under the headings of Start, Stop and Continue or by theme.

6. Meeting format

Principle

Students should be encouraged to chair meetings or co-chair with staff.

Schools are further encouraged to select a member of staff to support the student chair.

Online Learner Student Representatives and Students should have the opportunity to participate virtually during the meeting or input via other electronic means beforehand.

Exact format will vary between Schools however, an example of a basic format is described below.

6.1 Chairing of meetings

Students should be encouraged to chair meetings. This could be an elected School Representative or another trained Programme Representative. Schools may wish for the chair person to be neutral (e.g. not a student on-programme, Programme Director or Course Organiser teaching on the programme which is being discussed). Schools are encouraged to assign a member of staff to support the student chair and facilitate the student's leadership role within the SSLC.

Further information for students on preparing for and chairing meetings, is available on the Students' Association Programme Representative Forum on Learn (a closed area for Programme Representatives), and on the Students' Association website at: www.eusa.ed.ac.uk/programmereps

Student-Staff Liaison Committee (SSLC) Operational Guidance

Good Practice

Some Schools may choose to ask the School Representative to chair the SSLC meeting(s).

Some Schools organise a Welcome event at the start of semester so Reps have a clear understanding of the role and expectations and to make them aware of the staff who can offer support.

6.2 Online Learner (OL) Student participation

At School level, Online Learner (OL) Student Representatives and students should have the opportunity to participate virtually or otherwise input into SSLCs electronically.

Online Learner (OL) Student Representatives are expected to be able to input into the agenda; receive papers before meetings and minutes afterwards.

Meeting organisers are expected to consider the following when arranging the timing of meetings:

- the availability of students who have work commitments,
- time zone considerations,
- allow students plenty of notice of the meeting,
- ensure in advance that students can access whichever system is being used.

A number of options exist for Schools to set up meetings to enable OL students to participate such as Collaborate, Skype or video conference.

Collaborate, for instance, is an IS-supported system designed to support online classes and meetings. Any member of staff or student can set up Collaborate sessions via MyEd, and a wide range of guidance materials is available and accessible online.

- <http://www.ed.ac.uk/schools-departments/information-services/learning-technology/communication/collaborate/collaborate-students>

Skype is not centrally supported but is widely used by staff and students, and like Collaborate requires just a computer/tablet and a webcam. Other similarly 'technology light' tools and environments exist and are valued because they are free, and can be used with a lot of flexibility.

- <https://www.ed.ac.uk/information-services/computing/comms-and-collab/office365/skype-for-business>

Video conference three video conference (VC) suites exist in centrally bookable rooms, and other VC suites are situated in Schools around the University. The VC system is hosted by JANET, and requires registration. Online tutorials are available via the JANET VC webpages, and local support is offered via the Learning Spaces Technology team.

- <http://www.ed.ac.uk/schools-departments/information-services/computing/comms-and-collab/videoconferencing>

6.3 Communication following the SSLC

Students and staff are not expected to give an immediate response at meetings to all issues or where they would want to consult further. Students may feel it necessary to consult with students in the cohort or with students in other parts of the School. Most important of all, if any action is called for and agreed upon it should be promptly reported back to students via Student Representatives.

Student-Staff Liaison Committee (SSLC) Operational Guidance

Staff and Student Representatives are responsible for reporting back information to those they represent and taking ownership of any action points agreed at the meeting.

Schools are expected to appoint named academic and professional services staff contacts in each School for Student Representatives to discuss any additional issues as they arise or request additional meetings if required. Student Representatives and the Students' Association (reps@eusa.ed.ac.uk) are expected to be kept informed of the contact details of these staff.

7. Minutes

Principle

Schools must publish minutes and inform students and staff where these are located

It is expected that the minutes follow the same structure as the agenda outline.

The person nominated to write the minute is expected to identify agreed action points and assign them to specific individuals, with a target completion date.

It is normally the responsibility of a member of staff to write the minute, and students would not be expected to carry out this task. However, where a student member volunteers or is nominated to write minutes, it is expected that they would be supported by a member of staff to ensure that actions are directed appropriately.

Schools must publish the minutes on the School/Subject area webpages, Learn or equivalent.

It is expected that minutes are made available as soon as possible after the meeting.

Minutes can be made available to Internal Periodic Review teams if there is a particular theme from the reflective report to be followed up.

Minutes may be reviewed by Senate Quality Assurance Committee and/or College Quality Committee in relation to themes emerging from the escalation of issues

Good Practice

The Royal (Dick) School of Veterinary Studies provides a Rep starter pack detailing an example of clear and helpful style of minutes and flowchart detailing the pathway of the minutes.

Some Schools prepare a 'You Said, We Did' response and post it on Learn and inform students via announcements and email.

8. Equality

Schools should determine appropriate mechanisms for ensuring that all Student Representatives have an opportunity to participate. It is suggested that Schools consider the use of online forums or virtual meetings where appropriate.

Senate Quality Assurance Committee

5 December 2019

Internal Periodic Review Responses

Description of paper

1. The 14 week responses from Internal Periodic Reviews 2018/19

Action requested / recommendation

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

Background and context

3. The following 14 week responses from Internal Periodic Reviews 2018/19 are published on the Committee wiki:

<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+5+December+2019>

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

| PPR/TPR | Comment |
|---------------------------------|--|
| PPR of Edinburgh College of Art | We look forward to hearing about progress on the recommendations in the year on response |
| TPR of Engineering | We look forward to hearing about progress on the recommendations in the year on response |
| TPR of History of Art | We look forward to hearing about progress in the year on response on the recommendations that are still to be actioned |
| TPR of Philosophy | We look forward to hearing about progress on the recommendations in the year on response |

Discussion

4. See attached paper.

Resource implications

5. No additional resource implications

Risk management

6. No risk associated

Equality & diversity

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

Communication, implementation and evaluation of the impact of any action agreed

8. Comments on the progress towards completion of recommendations will be reported back to the School/Subject Area. The responses will be published on the Academic Services website

Author

*Gillian Mackintosh
29 November 2019*

Presenter

Academic Services

**Freedom of Information
Open**

The University of Edinburgh

Internal Periodic Review

14 week response report

PPR of (School): Edinburgh College of Art
Date of review: 7 & 8 March 2019
Date of 14 week response: 25/10/2019
Date of year on response: 28 June 2020

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

| <u>Recommendation Number</u> <small>(or sub-number)</small> | <u>Recommendation</u> <small>(Note that in preparing this document a number of key staff members, noted in brackets, have been added by ECA as they will play an important supporting role in implementing the relevant recommendations.)</small> | <u>Timescale for completion</u> | <u>Comment on progress towards completion and/or identify barriers to completion</u> | <u>Completion date</u> <small>("Year on response")</small> |
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| 1 | <p>The review panel strongly recommends that ECA take immediate steps to ensure all postgraduate tutors and demonstrators receive a contract of employment before they commence any teaching duties. Teaching planning and allocation deadlines should be created in consultation with HR and firmly adhered to so that there is sufficient time for HR to process contracts for tutors and demonstrators before they begin teaching.</p> <p><i>Who: Director of Professional Services and ECA Senior Management Team</i></p> | <p>Initial policy setting already complete at ECA level. Will have full effect School-wide by:</p> <p>August 2020</p> | <p>At the time of its PPR, ECA had made good progress in implementing the relevant contractual aspects of the University of Edinburgh's Policy for the Recruitment, Support and Development of Tutors and Demonstrators (web link). More recently, the new Collective Agreement (web link) with the UCU has re-enforced ECA's resolve to address the causes of contract delays.</p> <p>We recognise that teaching planning plays a key role in these issues. Since the PPR, ECA has implemented a new School-wide policy that requires earlier teaching planning by all 5 of ECA's Subject Areas, which will ensure that ECA is able to issue offers and contracts in good time. Specifically, ECA has taken steps to:</p> <ul style="list-style-type: none"> (i) Implement more robustly a previously-agreed CAHSS GH timeline and process which requires Subject Areas to define and agree teaching plans in February; (ii) Offer contract hours to continuing GH by May/June; (iii) Ensure that the majority of contracts are issued between June – August. <p>These improvements are set in a context where ECA is simultaneously implementing earlier overall planning in a number of areas, with clearly defined and observed timelines and deadlines across a wide range of interdependent planning processes.</p> <p>To support the reforms in teaching planning and GH contract processes, alongside the noted wider reforms, ECA has recently appointed a brand new admin post</p> | |

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| | | | <p>(effective 1st Oct 2019). Part of the remit for this new post is to support the DoPS in working with the 5 Heads of Subject, and other administrators involved in teaching planning and GH contract and offer making, to better understand and implement solutions to the barriers that result in late teaching planning. This work will directly support ECA's adherence to the agreed CAHSS timelines and activities.</p> <p>These tasks are complex and involve contributions to wider cultural shifts, bound up as they are in matters of planning culture, workload concerns, availability of information/data, and adequate systems and resource. Supporting a shift to earlier teaching planning will, however, have the immediate effect of ensuring that the majority of our tutors receive contracts and offers in good time. ECA Planning & Resources Committee (P&RC) will oversee, and be accountable for, the successful implementation of these changes.</p> <p>N.B. ECA recognise that, although there may be a small number of legitimate reasons for contracts or offers of additional hours to be issued at shorter notice than noted above, such cases will need to be justifiably exceptional in future, and comprise only a small minority of the overall number of contract offers.</p> | |
| 2 | <p>The panel note that change will continue with the new estates strategy and in-coming head of ECA but recommend that early consideration be given to enhancements to postgraduate provision, and enhancements carried out expeditiously, to allow curricular developments to inform decisions on physical estate.</p> <p><i>Who: ECA Principal and ECA Senior Management Team</i></p> | <p>August 2020 for direct changes to curriculum approval timelines.</p> <p>2021-2023 for implementation of the new ECA strategic plan</p> | <p>A number of initiatives and changes are already in progress to support development of a more sustainable and attractive suite of postgraduate programmes and courses, that will together demonstrate a clearer overall postgraduate strategy (see also Recommendation 4). Of particular note:</p> <ul style="list-style-type: none"> • Building on the achievement of the £5.5m AHRC Creative Informatics grant, led by ECA in October 2018, we are developing further links and collaborations with and within EFI. ECA is a key contributor to the ongoing development of EFI PG programmes and courses, with 6 of our staff partially funded to develop new curriculum, and a number of further staff likely to contribute in the coming months. Some of these staff members will continue to actively contribute to EFI over the coming years. • ECA's Recruitment and Admissions Strategy Group, chaired by the ECA Principal, is currently implementing changes in timeline and process for vetting and supporting the development of new and significantly revised programmes and other curriculum changes. A crucial component of these new processes will be the assessment of such proposals against clearly defined criteria, which include: <ul style="list-style-type: none"> ▪ Contribution of the proposal towards achieving the overall PG profile and recruitment strategy for ECA; ▪ Consideration of areas of synergy and collaboration with other taught programmes within and beyond ECA; ▪ The value of any areas of joint teaching or collaboration; | |

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| | | | <ul style="list-style-type: none"> ▪ Contribution to any new and/or innovative areas of teaching and research that we wish to grow and/or develop. • Within the current planning round, covering the period 2020-23, ECA will reiterate its strategic objective to engage with the wider University through offering courses, collaborations, and other linkages. Together these engagements will strengthen ECA’s visibility within the University, and broaden the scope of its contributions. • ECA has established a short-term “Size and Shape Group”, which has met monthly since May 2019 to consider, articulate, and plan for the desired size and distribution of its student population over the next 10 years. The work of this Group has been informed by all of the interdependent discussions and plans described above, and is actively feeding in to the wider estates planning work within the School. <p>In short, ECA is thinking hard about what curriculum it should offer, the size and distribution of student population that should engage with this curriculum, and how the future estate should be configured to optimally support this. ECA is undertaking this work with an eye on the farther future, 10 years away and beyond, accepting that any forward-thinking School will always be in a state of ongoing change. The apparently high estate demands required by many of ECA’s diverse set of disciplines make this a particularly important moment for careful consideration, with a view to future student demand, developing pedagogical approaches, and the future shape of these disciplines.</p> | |
| 3 | <p>The review team notes that many students and staff members do not feel themselves to be part of a wider ECA community, identifying most clearly with their subject area. The panel recommends that the ECA leadership team work with colleagues at all levels and across all subject areas to collectively articulate a shared vision and sense of purpose in terms of the culture and identity of ECA.</p> <p><i>Who: ECA Principal and ECA Senior Management Team</i></p> | August 2020 | <p>Through the current planning round (see also Recommendation 2) and through the work we are doing to inform our estate development, ECA P&RC will work and consult with staff and students to collectively understand and articulate our shared values, vision, and purpose. Indeed, a major driving factor for the ongoing estates development plans, which ECA hopes will lead to the majority of academic colleagues and students being based in or around the Lauriston campus, is to foster a more cohesive sense of academic, physical, and social community.</p> <p>In the nearer term, ECA will look carefully at whether there are practical steps that can be taken to further develop the sense of an ECA community for students and staff. Such steps may include aiming to deliver more disciplinary and interdisciplinary teaching, currently dispersed across the central area, within the existing Lauriston estate. ECA will also look carefully at the extensive existing portfolio of PG-focussed research seminars, looking for any potential areas of synergy or overlap that might be leveraged to bring such communities closer together.</p> | |

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| <p>4.0 (Overall finding, with sub-points listed separately below)</p> | <p>The panel further recommends the articulation of a clear postgraduate strategy.</p> <p><i>Who: PGR and PGT Programme Directors and Boards of Studies (ECA PGT Director & ECA PGR Director)</i></p> | <p>August 2020 (combined UG/PG L&T strategy)</p> | <p>ECA acknowledges that it needs to develop a formal PG strategy that sets key School-wide objectives, and describes the strategic steps needed to achieve them. However, this strategy cannot and should not be framed in isolation; rather, it needs to tessellate sensibly with ECA’s UG offerings.</p> <p>In this 14-week response ECA has addressed a number of identified sub-Recommendations, noted below. The work to fit them together to form a singular, cohesive, integrated UG/PG strategy, is ongoing. A number of focussed meetings have already taken place, involving the ECA Directors of L&T (UG, PGT, PGR) and other senior colleagues. Over the current academic year this work will crystallise into a single ECA L&T Strategy, which will include components that speak specifically to PGT and PGR.</p> | |
| <p>4.1</p> | <p>The panel further recommends that the postgraduate strategy recommended in Section 1.5 take greater account of the specific challenges for students undertaking practice-based research.</p> <p><i>Who: PGR Programme Directors (ECA PGR Director)</i></p> | <p>Initial work in Semester 1/2 of 2019-20.</p> <p>Then, August 2020 for Subject Area actions, with further, longer term outcomes in capital development and programmes</p> | <p>A working group of Subject Area PGR Directors has reported on this, and the report has been discussed more widely with ECA management. We will run a workshop with students this year (a/y 2019-20) to garner responses and to foster further discussion of the issues. The outcomes will be discussed at the ECA PGR Committee in the current academic year, with a view to agreeing actions in Subject Areas/programmes. There will also be input to the ECA capital plan in terms of enhancing practice-based provision and identity, and in discussions of new courses and programmes associated with EFI.</p> <p>In parallel, ECA will seek to learn from identified examples of good practice in external organisations and events. There are ongoing discussions with a number of such external groups that may lead to the development of an ECA-hosted event, initially as a one off, focussed on Practice as Research. Such an event would draw in a range of ECA PGR-, and potentially PGT-oriented, students and staff.</p> | |
| <p>4.2</p> | <p>The panel recommends that future postgraduate strategies put together by ECA should incorporate opportunities for ECA students and staff members to socialise and share their research outside of their specific subject areas. Specifically, they recommend establishing an ECA-wide PGR forum to be attended by both students and staff members. This should be an annual opportunity for all PGR students to present their work to a wider audience than their own</p> | <p>May/June 2020 (initial pilot event)</p> <p>August 2020 (complete planning of the new PGR Forum)</p> <p>August 2021 (delivery + evaluation of the PGR Forum)</p> | <p>During academic year 2018-19 the PGR Staff-Student Liaison Committee (SSLC) discussed the need for opportunities to present work to peers outside Subject Area and disciplinary boundaries. There is recognition that research groups and the Research Successes Forum provide opportunities for interaction, but that exchanges of research ideas, practice, and findings across ECA’s PGR community could be more fluid than at present.</p> <p>The PGR Team supported an event run by and for students during Semester 2 of 2018/19. However, there is a clear need for further development and fostering of staff engagement. PGR students feel that this is important for a sense of research community, and that it is an area of PRES evaluation that shows room for improvement.</p> <p>Development of a new event, with a working title of “ECA PGR Forum”, will be done in consultation with the 5 Subject Area PGR Directors and the PGR SSLC during Semester 1/early Semester 2 2019-20, and also through engaging the support of</p> | |

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| | <p>supervisory team and subject area colleagues.</p> <p>Who: PGR Programme Directors (ECA PGR Director)</p> | | <p>the ECA RKEI Director so as to foster wider research staff engagement. There will be a pilot event, run by the PGR SSLC with Subject-Area PGR Director support in May/June 2020, and a roll-out of a minimum of 2 events per year in 2021-22. Barriers to success include the ongoing pressure on research staff to engage with REF in the period, securing appropriate facilities, and budget availability.</p> <p>In parallel, and directly related the comment on Recommendation 3, ECA will explore the potential to involve PGR students more directly in framing and running research seminars, a practice that is well known in other institutions. An idea currently being explored is to develop tiered mentorship programmes involving PGR students at various stages of their studies, with oversight from more experienced academic(s). Such an approach has the potential synergic benefit of giving PGR students experience in leadership and management, a valuable area in which to demonstrate competence when seeking later employment.</p> | |
| 4.3 | <p>PGT students report that in general they are satisfied with their learning experiences. However, some PGT students raised concerns that they have been forced to take undergraduate-level courses as part of their programme due to their preferred postgraduate choices being taken by undergraduate students. This has greatly reduced their ability to specialise in their preferred areas of study. PGT students who are converting from a different subject at undergraduate level state that they sometimes need to rely heavily on the help of their classmates to master skills required for their programme, and PGT students with an undergraduate background in the same subject they are studying at Masters level sometimes experience strong overlap between material covered at undergraduate level and material covered within the first few</p> | <p>August 2020 (identification of 'hot spots')</p> <p>August 2020 and beyond (Boards of Studies policy around course capping)</p> <p>August 2021 (measures implemented to alleviate the most perennial course capping issues)</p> <p>August 2021 (phase out of shared lower level UG-PGT teaching)</p> | <p>The issue of course availability, at both UG and PGT levels, is a perennial challenge across the whole University. In this respect ECA is no different, and the School acknowledges that students can be left frustrated if they are unable to access their preferred optional course(s). There are two common causes for such issues: (i) timetabling clashes; (ii) capping of course sizes. In terms of the former, there is already work ongoing to seek compatible timetabling of the most common course options at various levels. However, solving the timetabling issue requires an institution-wide approach, which is ongoing and to which ECA will continue to contribute.</p> <p>In terms of the issue of course capping, the studio-, workshop-, and seminar- based nature of many courses at ECA makes this a particularly challenging issue. Course proposers will continue to be challenged to develop curriculum that is scalable, through Boards of Studies policy. The most direct solutions involve the development of new pedagogical approaches (which we note as common practice in other areas of the University), and/or designing courses in such a way as to make it practically feasible to teach them more than once per year. All such measures will, in time, contribute to the kind of cultural shift needed to encourage more scalable new curricula. In terms of the curricula that is currently offered, the ECA PG/T Director will work during 2019-20 to identify the key 'hot spots' where course capping is a perennial issue, and work with Subject Area Heads and wider colleagues to seek solutions.</p> <p>ECA acknowledges that there are a number of issues with the practice of shared UG/PGT teaching. The School would contend, however, that in the case of shared SCQF Level 10/11 teaching (i.e. final year Hons/Masters-level courses that share a degree of contact time, but with separate course codes, learning outcomes, and assessment), there are sensible arguments to continue such practices that align</p> | |

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| | <p>months of their PGT programme. The panel recommends that these issues are taken into account in the recommended Postgraduate Strategy, with a clear articulation of the ethos and distinctiveness of PGT study within ECA.</p> <p><i>Who: PGT Programme Directors and Boards of Studies (ECA PGT Director)</i></p> | | <p>with both pedagogical and resource-usage priorities (as long as there is clear and justifiable differentiation between the Level 10/11 course versions, and as long as students are clearly informed).</p> <p>In the small minority of cases where a degree of shared teaching takes place between lower-level UG and Masters-level, ECA agrees that such practices may not always be conducive to optimal student experience (though there may have originally been understandable reasons to develop such practices that relate to limited spaces/resources). To address this, ECA has taken, and is continuing to take, steps to develop new curricula and teaching strategies in the affected areas that will eliminate such practices entirely from 2021/22. ECA will also no longer permit the design of new courses that involve such a model of shared teaching.</p> <p>(See also the response to Recommendation 4.7, below.)</p> | |
| 4.4 | <p>Despite the generally positive experiences reported by online students, the review team are concerned by the lack of pedagogical consideration of the specific needs of online learners on the online MSc Digital and Media Design programme, given student's reported experiences of the way in which material is structured and presented to online learners. The panel recommends that as part of a wider postgraduate strategy for ECA, further attention should be paid to curriculum delivery methods and student support for online students, with an evidence-based approach towards the design of online learning experiences that scaffold student learning (through strategies such as chunking and active learning). This should include more opportunities for online students to interact with course material, rather than the current focus of relying on virtual</p> | <p>May 2020 (engagement of DMD students with External Examiner)</p> <p>August 2020 (initial MSc DMD programme review and recommendations + findings of ECA online learning working group – see also Recommendation 4.5 below)</p> | <p>Ongoing development of the Digital Media Design Programme is informed by a Principal's Teaching Award Scheme project ("CollaboratED: Collaborative Learning in a Shared Studio Environment for Digital Media Design Students") in which the Programme Director and colleagues are explicitly investigating improved support for online learners. This involves analysis of a number of types of data about students' experiences and learning needs. Over the next year, resulting insights will be used to develop and nuance the processes used in individual courses. It needs to be borne in mind that most courses in this programme are based very firmly on design projects and fundamentally active learning, including through collaborative group work.</p> <p>That said, in light of this recommendation a review of the MSc Digital Media Design (DMD) programme will be conducted with the Programme Director and wider academic team. Examples of University of Edinburgh best practice will be drawn upon, further internal expertise will be engaged (e.g. ECA Learning Technology team), and the potential for wider UoE support for programme development will also be explored (e.g. drawing on expertise within the IAD). Student engagement with the review will also be sought.</p> <p>In the current academic year (2019-20) we will also work to ensure that online students are given the same opportunities to speak directly to External Examiners as those on campus. Whilst our online students are already able to engage in such discussions, we will further emphasise the importance of this communication channel as a useful conduit for direct, actionable course and programme feedback.</p> | |

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| | <p>access to on-campus sessions for online learners.</p> <p>Who: Programme Directors for Online PGT Programmes</p> | | | |
| 4.5 | <p>The panel recommends that consideration should be given to the purpose and future of online learning as a whole within ECA as part of a wider ECA postgraduate strategy.</p> <p>Who: ECA PGT & ECA PGR Directors and Board of Studies</p> | <p>August 2020 (findings of ECA online learning working group)</p> <p>2021-2 for PGR Distance Learning model</p> <p>2022-3 for PGT Programmes (if any new)</p> | <p>ECA is aware that the costs in developing and delivering quality, new online learning programmes is significant. Elements of online learning already take place across ECA via LEARN and other platforms, and ECA has engaged in MOOC development on a number of fronts, but a fully integrated online programme requires considerable resource, and clearly defined and understood strategic objectives.</p> <p>To this end, online learning has been identified as a key issue by the ECA Recruitment and Admissions Strategy Group (RASG), including the question of PGR online learning. A working group, initially reporting to ECA RASG, has recently (September 2019) been established, Chaired by the ECA Director of Technology Strategy, and with membership including the ECA Directors of L&T (UG, PGT, PGR), and the ECA Director of Communications and Engagement. It will consult with the Centre for Digital Education and the Near Future Teaching project, building upon best practice at Edinburgh and at external institutions, as well as drawing on findings from research into market trends and demand. However, the group will prioritise high quality digital education first and foremost, along with its alignment to broader ECA research strands and strengths. The initial focus of this working group will be centred on PGT and PGR programmes (see also below).</p> <p>During academic year 2019-20, the ECA PGR Director will circulate a policy paper on Distance Learning PhD models, with a view to introducing such a programme for 2021-2. There appears to be genuine demand for distance learning, and a recent paper at CAHSS PG Education Committee has established the wider University context.</p> | |
| 4.6 | <p>The panel recommends that the recommended ECA-wide postgraduate strategy should include strategic consideration of skills development and employability for its postgraduate students.</p> <p>Who: ECA PGT & ECA PGR Directors and Board of Studies</p> | <p>November 2019 (new programme-level early approval processes)</p> <p>August 2021 (sharing of good practice from accredited</p> | <p>ECA was pleased that the panel recognised the good practice in this area already embedded into curriculum practice across the School. Our reading of this recommendation is that there is some unevenness in provision across the School, and more might be done to share good practice and highlight what is done more explicitly. This is especially relevant given that a significant number of ECAs UG and PGT programmes benefit from external (professional) accreditation. We will look to find ways to foreground such good practice, including at relevant PGT and PGR Committees.</p> <p>Issues of skills development and employability have been central to a number of recent new programme designs (examples being the newly launched</p> | |

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| | | programmes at specifically-focussed PGT/PGR Committees) | undergraduate BMus Music and BSc Acoustics and Music Technology degrees) and this good practice will be shared with colleagues looking to develop new curricula. To this end, a specific implementation of this Recommendation can be seen in newly defined ECA-level processes and guidance for new (and majorly changed) programmes. ECA has recently (October 2019) introduced a new School-stage early development process for such programmes (i.e. in advance of the initial CAHSS/College-level “Early Notification” stage) that will require proposers to provide a range of narrative commentaries that relate to skills development, employability, and a range of other key areas. By drawing attention to these important issues at the earliest possible stages, the intention is to embed them deeply within the cultural norms and expectations of colleagues across the School. | |
| 4.7 | The panel recommends that in creating an ECA-wide Postgraduate Strategy, there should be a strong emphasis on the clear delineation between undergraduate and postgraduate level teaching. The strategy should specify which PGT programmes are intended as conversion courses programmes (programmes for students with no undergraduate background in a specific subject area) and which as specialisations (programmes allowing students with an undergraduate background in a specific subject area to further specialise within this area), and this information should be made clear to potential applicants. <i>Who: PGT Programme Directors and Board of Studies (ECA PGT Director)</i> | August 2020 (initial findings of engagement project) August 2021 (enhanced external programme-level communications) | This Recommendation ties in quite closely with that of 4.3, addressed above. Noted here is ECA’s response to the issue of “conversion” vs “specialisation” programmes. ECA feels that the specific Recommendation that all PGT programmes should be clearly categorised and marketed as either “conversion” or “specialisation” is particularly challenging, for a number of reasons that pertain to both ECA, and many other Schools across the University. A key issue is that whilst some programmes may indeed be so categorisable, many of ECA’s PGT programmes fall somewhere between the two broadly named categories. In many cases, a certain level and type of background is often essential, but the whole point of the programme is to bring together a range of people from a range of backgrounds for a shared, co-beneficial educational experience. This issue is clearly of great contemporary relevance, in the context of increasingly cross-University curricula, and the burgeoning of EFI. ECA is concerned that simply categorising all PGT programmes into one of two such categories carries with it the risk to appearing to “undersell” what such “conversion” programmes actually represent. That said, ECA does recognise that there is always room to improve the clarity and quality of external marketing and communications information, so that prospective students have the clearest, most representative view of what is on offer, and why. To this end a new engagement/recruitment project has recently begun (started April 2019), led by the ECA Director of Communications and Engagement. This project will look closely at the external information, both in terms of content and communications processes, provided about all our PGT (and UG + PGR) programmes. ECA will look to improve the clarity and quality of this programme-level information, to better inform prospective students about the unique opportunities and student experience to be gained from enrolling here. | |
| 4.8 | The panel recommends that an admissions and recruitment strategy should form part of the | November 2019 (RASG process) | ECA has worked throughout summer 2019 to clarify and extend the remit of the Recruitment and Admissions Strategy Group (RASG), which is Chaired by the ECA Principal. RASG will now play a key role in reviewing new (and majorly changed) | |

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| | <p>recommended wider ECA postgraduate strategy.</p> <p>Who: ECA Recruitment & Admissions Strategy Group</p> | <p>December 2019 (first round of RASG-level review)</p> | <p>programmes at the earliest possible/sensible stage. Part of this will require RASG to appraise programme proposals against agreed Subject Area and ECA-level strategic plans. This new process will result in every such programme proposal being either (i) supported, in which case School-level funds will be released to help the proposers gain actionable market insight and other data; (ii) asked to review and resubmit, taking into account specific recommendations; (iii) rejected outright. Key to the operation of this new process is a shift in cultural expectation that any/all such programmes might be approved. Rather, ECA will take a more active role in shaping the strategic development of programmes that meet the School's wider goals.</p> <p>In addition, the ECA Director of L&T (PG/T) and ECA Head of Student Administration and Support Service (SASS) have been working closely with the CAHSS PG Admission Office (PGAO) to develop new processes for managing PG admissions applications. These processes build upon successful previous work in this area, including pilot processes for a number of programmes carried out during academic year 2018/19. The overall strategic objective is to reduce the amount of administrative processing work undertaken by academic staff, freeing them up to spend more time on applicant conversion and other activities.</p> | |
| 5 | <p>The panel also recommends that ECA identify and implement ways to better integrate research students into the research culture, noting that the lack of transparency and consistency of some existing processes, such as desk and funding allocation, is hindering students' engagement with their studies.</p> <p>Who: ECA PGR Director</p> | <p>August 2020 for key issues, longer term for study space for practice-based students</p> | <p>Transparency in funding and in relation to allocation priorities for study spaces is fundamental to good student experience. Since the PPR, we have created an additional PGR study space in Alison House. However, study space is a finite resource and so it is very important that students are engaged in defining priorities and principles for usage. We will establish this year a PGR Spaces Group (student committee), reporting to the PGR SSLC. Students will therefore become the decision makers in relation to study space usage and protocols. The bigger challenge relates to practice-based spaces in ECA. The capital development plans for ECA will unlock some further provision here (see also Recommendation 2), but that is longer term. Discussion about opportunities for innovation including PGR spaces at EFI are ongoing. We have also since the PPR revised and improved the guidance and forms for the Postgraduate Research Expenses fund applications.</p> <p>(For wider issues of integration in research culture, see response to Recommendation 4.)</p> | |
| 6 | <p>The panel recommends that ECA review all postgraduate taught and research student spaces to ensure:</p> <ul style="list-style-type: none"> • Spaces are of sufficient quality, consistent, available and appropriate to student need; | <p>Ongoing work already in embedding more student-led decision making practices (i.e. in session 2019/20)</p> | <p>ECA is committed to improving all student spaces and have done and are doing so in a number of ways:</p> <ul style="list-style-type: none"> • ECA is now (re-) establishing an ECA Space Strategy Group (first meeting on 30th October, 2019), chaired by the ECA Principal, where allocation of space, PG space issues, proposals and decisions will be high on the agenda, with oversight to address this PPR recommendation. | |

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| | <ul style="list-style-type: none"> • Spaces are fairly distributed according to need; • The process of space allocation is made clear to students and is consistently applied; • All students have access to the space required to complete their studies. <p><i>Who: ECA Principal & ECA Director of Professional Services</i></p> | 2022-2023, and beyond, for more significant estates issues | <ul style="list-style-type: none"> • Review of PG spaces is already part of the consultation, design and proposed provision that will be implemented through ECA's major estate development. Significant improvements in the quality, fair distribution, and allocation of PG space will be delivered at key stages of completion over the next 3 years. • In the meantime, ECA will continue to assess and take the opportunity to improve PG space provision as we decant and re-cant our spaces and buildings through the major development phases. An early example of this is that we have already decanted some Design programme PG studios from the Fire Station to better spaces in the NE Studio Building (NESB) and have already agreed, with input from staff and students, to move these studios one final time when we decant the NESB to their long term desired home in Evolution House. • We have already undertaken a review and completed in May 2019 the re-allocation of staff and PGR spaces at Alison House to ensure adequate PGR provision. • PGR SSLC is setting up a PGR Spaces Group (see also Recommendation 5) specifically to manage the main cross-ECA shared PGR space on the 5th floor of Evolution House, and the newly-configured PGR spaces in Alison House in a consistent way. This Group will act as a pilot to inform future development of consistently applied and appropriate allocation of PGR space as we progress through the estate development and short term allocations of PG space meantime. • The ECA Space Strategy Group, noted above, will in 2019-20 look into whether and how PGT and PGR student cohorts might be allowed to expand their space usage during the summer period, when demand from UG cohorts is lower. This consideration will need to take into account the wider needs of academic researchers and practitioners. | |
| 7 | <p>The panel recommends consolidating emerging initiatives to develop a more distinctive and confident culture of practice-based research within ECA.</p> <p><i>Who: ECA Principal, ECA PGR Director and Subject Area PGR Leads</i></p> | August 2021 (but ongoing as a project) | <p>This relates to Recommendation 4.2 above, and the comments made there apply equally well here.</p> <p>Furthermore, ECA agrees and accepts that more needs to be done to develop confidence in the practice-based research-community (among staff as well as students), and certainly REF2020 is fostering an understanding of practice-based research for staff that needs to cross-fertilise similar understanding within the PGR community. This is the key area for consolidation, but it is also true that PGR students model the notion of practice-based research in new and developing ways. Therefore, as part of our strategy to foster staff-student research exchanges across ECA, this will be a particular thematic focus over the next academic year. (It should be noted that the new Principal of ECA comes from a practice-based background.)</p> | |
| 8 | The panel recommends that ECA School management consider | October 2019 (for foundations of | We have already undertaken a major review looking at both UG and PG support and the feasibility of a single teaching organisation, the outcome of which is to | |

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| | <p>increasing resources within the PGO office to allow the issues to be addressed.</p> <p>Who: <i>ECA Director of Professional Services and ECA Senior Management Team</i></p> | <p>the UG/PG admin support merger to be complete)</p> <p>2021-2022 for fully formed new SASS service</p> | <p>bring the UTGO and PGO together as one Student Administration and Support Service (SASS). This includes UG, PGT, PGR, and Student Support. We are in the process of implementing this major change to structure, service, ways of working and processes. Resource considerations have been assessed, and will continue to be assessed and addressed where necessary, throughout. The changes include new opportunities for development and progression within the wider team (a number of which have already resulted in internal progressions) as well as some adjustment to remits aligned to grade appropriate responsibilities and redistribution of workload and resource which, combined with the efficiency gains of rationalisation, will improve capacity and resilience across the new service. We are taking a phased approach to implementing, reviewing and bedding in these major changes, aiming toward a more fully formed long term structure and service by 2021/22.</p> <p>Two additional and major factors that will have significant bearing on our plans and future response to this recommendation will be changes to staffing, resource, location of services and work coming out of the Service Excellence Programme's Student Administration and Support strand (see https://uoesharepoint.com/sites/ServiceExcellenceProgramme/SitePages/Student-Administration-and-Support-Plans-and-Priorities.aspx, web link) and the aligned major review of future student support and personal tutoring (see SharePoint site, web link) and expected changes which will be implemented over the course of the next 3 years.</p> | |
| | <p>Please report on steps taken to feedback to students on the outcomes of the review</p> | | <p>This 14-week report will be shared and discussed further at upcoming UG/PGT/PGR Committee meetings (all of which involve student representation). It will also be circulated within the PGR student committees, and will appear as an agenda item on an upcoming meeting.</p> | |
| <p>For Year on response only</p> | <p>Any examples of a positive change as a result of the review</p> | | | |

The University of Edinburgh

Internal Periodic Review
14 week response report

TPR of: School of Engineering

Date of review: 20/21 February 2019

Date of 14 week response: 18 September 2019

Date of year on response: 12 June 2020

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

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

| Recommendation no | Recommendation | Timescale for completion | Comment on progress towards completion and/or identify barriers to completion | Completion date |
|-------------------|--|---|---|-----------------|
| 1 | The review recommends that there is a need for the School to reflect and develop a strategic vision and that this exercise is prioritised to enable this vision to inform other areas of development. | 2021/22 for 1 st year, then other years following on | Conversations on developing a strategic vision began at the School Away Day on 4 th September 2019. These will continue to be discussed with all staff via the Management Committee, School Learning and Teaching Committee and as part of the school wide curriculum review. | |
| 2 | The review team recommends that the School examines their marking policy, and investigates why, in some areas, scaling of marks appears to be happening routinely rather than by exception. Following this exercise, the School should provide clarity to both students and staff on when and why scaling will be used. | April 2020 | This is a high priority item for School Learning and Teaching Committee discussion during this academic year. | |
| 3 | It is recommended that the School review and reflect on feedback provided to students to ensure it is effective, transparent, useful and timely | 2021/22 for 1st year, then other years following on | This was discussed at the School Away Day on 4 th September 2019 as well as at individual Discipline Teaching Review meeting, it will also be included as part of the school wide curriculum review. | |
| 4 | The review team recommends that the School makes space (both within workload allocations and by providing support, recognition and reward) for innovative teaching practice and considers how teaching practice can be shared across the School | Ongoing, see Rec 1 | Following the appointment of the new Director of Learning and Teaching, new deputy DOLT positions have been identified, (but not yet appointed), including Deputy DOLT CPD who will work with the Deputy Head of School on academic professional development (including workload aspects). The consideration of sharing teaching practice was also discussed at the School Away Day, on 4 th September 2019, and well received by staff present. This will be considered as part of the school wide curriculum review. | |
| 5 | The review team recommend that the School ensures that T&D tasks allocated are reasonable within the time | April 2020 | Prerequisites will be highlighted in relation to applying for posts, as PGRs should have relevant experience of the subject matter having | |

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| | allocated. In addition, Tutors and demonstrators must not commence their duties until the School has provided them with necessary formal induction on all core aspects of their role. The School could consider a system of noting pre-requisites to teach on any specific course and record that these have been met before starting tutor and demonstrator duties. | | previously attended the same or similar related courses. This knowledge would ensure that T&D tasks should normally be completed within the time allocated. The new Deputy DOLT CPD will continue the work begun by the T&D Academic Champion. | |
| 6 | The review team recommends that the School considers ways in which T&Ds can receive feedback and how they may provide feedback on their experiences | Discussions and planning for launch 2020/21 | Systems were developed with previous the T&D Academic Champion to provide opportunities for student review and POOT. Discussions now suggest developing self-review forms with the opportunity to discuss any issues with Course Organisers. T&Ds should continue to be made aware of the feedback options available to them. New Deputy DOLT CPD will continue work of T&D Champion role. | |
| 7 | The review team recommend that the School follow up with the IAD to review T&D training and development opportunities such as the Introduction to Academic Practice course (a Higher Education Academy accredited course aimed at tutors and demonstrators), or level 1 of the Edinburgh Teaching Award | Ongoing, current discussions on how to encourage completion (priority discussions with HR) | Additional training sessions were developed, in conjunction with IAD, and delivered for 2018/19 academic year. The HEA accredited course is also signposted in PGR induction and linked on the wiki. New Deputy DOLT CPD will continue work of T&D Champion role. | |
| 8 | The review team recommends that a review of CPD activity is undertaken to establish participation and support for CPD, and to send a clear message that development and performance of staff is a priority for the School | | New Deputy DOLT CPD role will have responsibilities in this area. Professor Alan Murray will be working with the new Deputy DOLT CPD to deliver a mentored Edinburgh Teaching Award in the school. Update: DDoLT CPD now appointed and working with Professor Alan Murray on this. | |
| 9 | In addition, the review team recommends that the role of the TESE Chair is carefully embedded via definable objectives, with both near and long term deliverables together with support for growth and dissemination of outcomes, and clarity on integration of the role within the School management structure. The review team recommends that the aims and objectives of the role are widely communicated to staff at all levels to facilitate opportunities for staff to engage with initiatives | | TESE Chair role will become part of School Learning and Teaching Committee, working with new DOLT, Assistant DOLT and Deputies to discuss objectives. The TESE Chair was also heavily involved in the planning and delivery of the School Away day in September 2019, which has begun the process of further engagement with staff. | Completed |

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| 10 | The review team recommends that students are engaged by and involved in the curriculum review | See Rec 1 | We will certainly work carefully to ensure students are involved. HoS/DOLT drop in sessions to ensure available to all students and the creation of a student council will allow closer connection and involvement of students. | |
| 11 | The review team recommends that the curriculum review also needs to take into account Widening Participation students (WP) and underperforming students in considering engagement with optional aspects such as extra-curricular activities | Begin to implement from 2020/21 academic year | DOLT recently met University WP staff to discuss our current situation and how we ensure we better engage WP. DDOLT WP now appointed and is exploring options for WP support mechanisms. Including arranging to meet with the University WP staff. | |
| 12 | The review team recommends that the School considers incorporating inter-disciplinary projects into all years, to provide students with increased experience of working on projects. At the same time, consider incorporating formal teaching of teamwork skills into the first year curriculum | | This will be considered as part of the curriculum review, and was one of the discussion points at the recent school away day. | |
| 13 | The review team recommends that the University and Students' Association consider ways to increase accessibility of existing services and review possible integration of support services currently based at the central campus | | School notes continued frustrations on access to support services at Kings Buildings. <u>Response from Gavin Douglas, Deputy Secretary, Student Experience</u> Student Counselling (SCS) currently have access to 2 counselling rooms at Murchison House, and Student Disability (SDS) have access to 1 room (all 5 days a week). SDS has also brokered a deal for temporary use of another room 4 days a week until spring 2020. Both services would welcome more space at KB- SDS has around 800 students registered with the service in Schools based at Kings. Ideally we could provide counselling (including groups), some assessor capacity, more mental health mentors and some management cover/ drop-in and problem-solving capacity. The Director of Student Wellbeing has raised this with the CSE College Office in the first instance and discussions are ongoing about suitable space. <u>Response from Students' Association:</u> In the 2018/19 academic year, The Advice Place renovated the Kings Buildings office space and increased capacity for advisers by adding an extra desk. Although the office offers an open drop in service | |

from 11am-2pm, students can book appointments at any time between 9am and 6pm Monday to Friday.

The Advice Place would welcome the opportunity to work with the School of Engineering on ways to advertise the opportunity to book appointments at KB during the week. We would also be keen to work with the School to more effectively promote the alternative ways to contact The Advice Place which include phone and email.

Data from The Advice Place suggests that students studying at Kings Buildings choose to come to the office in Bristo Square. 91% of the in-person contacts with students from the School of Engineering in the academic year 2018-19 were at the Potterrow office and only 9% were at Kings Buildings House. It is not clear if students at KB choose to come to central campus because they don't know about the opportunity to make appointments at KB or because they prefer to go to central campus. Anecdotally, when a student based at KB is offered an appointment on their own campus, they often request to meet in the central area instead.

As the School and The Advice Place work together to advertise the service to Engineering students in 2019/20, The Advice Place will monitor engagement with the service and see if this additional promotion increases attendance at both the KB Office and the Central office.

Unfortunately, The Advice Place works with limited resource. During the drop-in at KB 11-2 we never fill all of our drop-in slots, it is not uncommon to have only 1 or 2 students come in. In the same time at the Potterrow Office an adviser is often full to capacity seeing 9 students in 3 hours with our receptionist and volunteers fielding more quick enquiries. With a limited resource, it is therefore currently a more effective use of time for The Advice Place to base its advisers at the central office.

The Advice Place continually reviews its provision and would welcome the opportunity to work with the School of Engineering on an ongoing basis to offer an accessible service to students in the School.

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| 14 | The review team recommends that the School further reflect on the outcomes identified through its recent engagement with the LEAF project | | This will be considered as part of the curriculum review. | |
| 15 | The review team recommends the investment in the Maker Space to accommodate and support the growing number of student-led project activities in the School | | As an Engineering School this is something we agree is important both for student-led projects and to support the hands-on skills that are a vital part of an engineering training. However, University planning restrictions are currently a barrier. Space for activities remains a challenge within the School, however we are optimistic that plans are clearer within the next few months, by End April 2020. | |
| 16 | The review team recommend that the School are clear and transparent about the balance of credit in relation to workload, highlighting other benefits where appropriate, in order to manage expectations for both students and staff. | | This was discussed at the away day on 4 th September 2019 and will be considered as part of the curriculum review process. | |
| | Please report on steps taken to feedback to students on the outcomes of the review | We are in the process of appointing the new programme reps for 2019/20 and will discuss the TPR process and outcomes with them, at an initial meeting, during week 3. We will also encourage discussion at SSLC committees in week 5. | | |
| For Year on response only | Any examples of a positive change as a result of the review | | | |

The University of Edinburgh

Internal Periodic Review

14 week response report

TPR of: History of Art

Date of Review: 21 & 22 March 2019

Date of 14 week response: October 31, 2019

Date of Year on response: 23 May 2020

Drafted in consultation with HoA staff by Catriona Murray (TPR liaison) and Heather Pulliam (Head of Subject)

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

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

| Recommendation no | Recommendation | Timescale for completion | Comment on progress towards completion and/or identify barriers to completion | Completion date |
|-------------------|--|--------------------------|---|---|
| 1 | Review of the governance structures and decision making processes in History of Art, and how it relates to Edinburgh College of Art, including how to ensure student representation is fully considered | | <p>Reinstitute more regular staff meetings</p> <p>Institute monthly team meetings between HoS, Directors, Admin Support, and Course Organisers of large cohort/team-taught courses</p> <p>Continue regular meetings of Staff Student Liaison Committee</p> <p>Institute monthly meetings between UG Director, Exams Officer, HoS and ECA Student Support Officers.</p> <p>Tutor representative at teaching meetings</p> <p>Additionally, UG Director, HoS and Student representatives feed into/back from relevant Edinburgh College of Art Committees: ECA Undergraduate Board of Studies, ECA Undergraduate Studies Committee, ECA Planning and Resource Committee, ECA Technology Strategy Group, ECA Recruitment and Admissions Strategy Group, ECA Staff Student Liaison Committee</p> | <p>2019/20</p> <p>2019/20</p> <p>2019/20</p> <p>2019/20</p> <p>2019/20</p> <p>Ongoing</p> |
| 2 | Review communication channels to ensure effective discussion and information-sharing between all stakeholders across the subject area | | See above (e.g. reinstitute regular staff meetings; monthly team meetings); additionally, instituting subject area Away Day to occur in late Spring dedicated to reviewing current academic year, revising and forward planning next academic year in teams | 2019/20 |
| 3 | Steps are taken to focus on the restructuring of History of Art 1 and 2, specifically that they should be developed to become a suite of four, 20 credits courses rather than two 40 credit courses, and | | <p>Redesigning History of Art 1 (currently one-year 40 credit course) into two, semester length courses, 20 credit each;</p> <p>Redesigning History of Art 2 (currently one-year 40 credit course) into two, semester length courses, 20 credit each;</p> | Active: 2020/21 |

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| | consideration of allowing teaching sabbaticals in order to develop this | | Discussed as faculty and opted for a small working party, with formalised roles and points of reporting, to look at whole curriculum and assessment as the most effective route to ensure continuity and sustainability—stressing the importance of an integrated, holistic approach to our entire curriculum, both postgraduate and undergraduate. These critical duties will be factored into the individuals' workload allocation. | September 2022 |
| 4 | The appointment of a Senior Tutor for History of Art | | The University is currently undertaking a review of the Personal Tutor and Student Support systems for radical reforms to be instituted in 2020/21. History of Art has fed into this process. | 2020/21 |
| 5 | Postgraduate Tutor system <ul style="list-style-type: none"> a. The introduction of formalised training for all Postgraduate Tutors, including marking and feedback to ensure parity between markers b. Appoint a Tutor Co-ordinator, permanent staff member, with responsibility for oversight and ongoing training and monitoring Ensuring a voice for tutors, including Guaranteed Hours, to formally feedback to course teaching teams | | We are investigating how to incorporate this role and the training required into a more formalised range of mentoring, support and training for Early Career Researchers. We will launch a programme support in 2020/2021 with member of staff coordinating these. | 2020/2021 |
| 6 | Subject Area senior management should take steps to ensure an equity of workload that is demonstrably fair | | We instituted an informal version of a workload allocation model in semester one of 2019/20 and will move onto a formal workload allocation model using Simitive in the summer of 2020. | 2020/21 |
| 7 | Review of teaching and assessment methods used in Years 1 and 2 by encouraging lateral thinking and innovation, speaking with colleagues in other Schools and Colleges across the University regarding alternative teaching and assessment practices, explore the potential for collaboration with pre-honours UG teaching within the wider School community | | Working committee led by HoS, consulting with staff and History of Art student representatives scoping and investigating; report at the of the end of the academic year 2019/20 to be reviewed at the first subsequent teaching and staff meetings. | Summer 2020 |
| 8 | Due consideration and attention be given to the Student Voice and Student Representation mechanisms, in order to increase the visibility of the Student Voice and closure of the feedback loop | | Review Team suggested student presence at staff meeting for select items—but HoA staff were consulted and suggested that the Staff Student Liaison Committee and student presence at the Teaching Committee sufficiently addressed this concern. At beginning of each semester, staff will highlight student feedback and our responses across terms ('We asked...'; 'We did...') | January 2020 |
| 9 | The Subject Area should develop a plan and timeframe to address the further incorporation of graduate attributes and employability into teaching | | As part of the redesign our pre-honours curriculum, we will aim to: 1) more firmly embed graduate attributes and employability into our curriculum 2) make their presence more explicit, clearly connecting learning outcomes to employable skills; Additionally | 2021/22 |

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| | | | will make use of Careers Champion as this is rolled out through the University. | |
| 10 | The Subject Area should engage with alumni and employers | | Careers Champion to work closely with alumni office to create list of desirable skills, stories and quotes from alumni to delineate connection between employability and graduate attributes for current students. This databank of material can be used for Careers Days, curriculum planning, etc. | 2020/21 |
| 11 | The Art History Toolkit should be embedded into the curriculum | | Toolkit to be embedded into the curriculum as part of our redesign of our curriculum. This year, the “toolkits’ are also drawing in students from third year (study abroad) and PGT students—and this factor must also be taken into consideration. | 2021/22 |
| 12 | SSOs have easy access to a room for difficult conversations with students in private | | The School (ECA) will not be taking forward this recommendation. The Student Support Officer role (UE05) is primarily to provide administrative support for a range of academic related matters e.g. programme transfers, coursework extensions and to signpost students and staff to more specialist support services e.g. counselling, student disability service. Whilst we acknowledge that a student in distress may find the shared office difficult, the SSOs are not trained to support students in serious distress. We welcome the UoE Review of Student Support which we hope will propose better School based support for seriously distressed students and clarity on responsibilities in relation to wellbeing. We acknowledge that the term Student Support Office is potentially misleading, but again have adopted this as it is the norm across the University. We would note that we have liaised with other Schools regarding our office set-up and we are not alone in this arrangement. | N/A |
| | Please report on steps taken to feedback to students on the outcomes of the review | | Outcomes have been discussed at Teaching Committee and the Staff Student Liaison Committee. | |
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| For Year on response only | Any examples of a positive change as a result of the review | | | |

TPR of: Philosophy

Date of review: 14-15 March 2019

Date of 14 week response: 20 September 2019

Date of year on response: 14 June 2020

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

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

| Recommendation no | Recommendation | Timescale for completion | Comment on progress towards completion and/or identify barriers to completion | Completion date |
|-------------------|--|---|---|-----------------|
| 1 | The review team recommends that the Subject Area builds on the success of its recent curricular changes by reviewing the Year 1 curriculum. | Initial Review: Academic Year 2019-20 | For the academic year 2019-20, each pre-honours course will be taught by at most two lecturers. This will enable course organisers to make course-level improvements. The organisers for each Year 1 course will hold a meeting with faculty likely to teach on the course and relevant role-holders in order to review the direction and purpose of each course. A summary of the findings and any action points will be presented at a department meeting during 2019-20. This review will be the basis of any structural changes to the pre-honours curriculum. The subject area will also gradually incorporate the Philosophy Skills workshops into the course content of pre-honours courses. | |
| 2 | The review team recommends that the Subject Area continues looking carefully at the variety, appropriateness and timing of the assessments it uses. The review team recommends that Philosophy reviews its approach to formative feedback and | i. Academic Year 2020-21 ii. Immediate. | i. Philosophy is looking to expand the variety and appropriateness of its forms of assessment on a course-level basis. As a department, we will create a repository of forms of assessment. This recommendation specifically addressed periodic assessment for Logic 1. The CO for Logic 1 and other relevant faculty are convening to work towards implementing periodic assessment in the 2020-21 academic year. This may involve use of Edinburgh's Logic platform for marking. ii. Philosophy believes it is in compliance with Regulation 15, but that because the forms of formative | |

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| | ensures that all courses adhere to Regulation 15 of the Taught Assessment Regulations. | | feedback are diverse, this may not be visible to the students. Philosophy will update its teaching guidance for new faculty to emphasize ways to make formative feedback more visible to students. This guidance will be circulated to existing faculty. Philosophy will also discuss this issue in its welcome meetings for returning second, third, and fourth year students. | |
| 3. | <p>i. It is recommended that the Subject Area discusses ways in which it might move towards increasing the numbers of students it recruits from Scotland and from widening participation backgrounds</p> <p>ii. It is recommended that the review of induction arrangements pays particular attention to students entering the University through non-traditional routes, from widening participation backgrounds, and with additional support needs.</p> | On-going | <p>i. The target number of Scottish and widening participation students is set by the Scottish Government. The subject area has limited power to increase their numbers. The subject area will continue participation in recruitment activities such as the Sutton Trust. Philosophy is also exploring engagement in schools, which may also help with recruitment.</p> <p>ii. PPLS has reviewed its induction arrangements in order to create a more welcoming, less information-focussed induction. The additional support to students provided by the writing centre and the course-specific support provided by the Philosophy Skills workshops should provide additional benefits for students from non-traditional backgrounds. PhilPALS and PhilBuddies will also provide peer academic and pastoral support under the direction of the School.</p> | |
| 4. | <p>i. The review team recommends that Teaching Fellows who serve as Head Tutors are allocated time to provide in-person feedback for the Tutors they observe.</p> <p>ii. It is recommended that Philosophy develops a more high-profile, consistent and strategic approach to encouraging staff members to work towards HEA Fellowship.</p> | <p>Completed</p> <p>On-going 2019-20</p> | <p>i. After reviewing the allocations, Philosophy has assigned Head Tutors additional hours per pre-honours course for tutor training and tutor support. The hours allocations for Head Tutors on pre-honours courses will be subject to continual review.</p> <p>ii. In September 2019, PPLS will develop a plan to encourage and support staff members to work toward HEA Fellowship.</p> | |
| 5. | The review team recommends that Philosophy considers ways in which it can strengthen and develop its student partnerships. | 2019-20 | Philosophy will review activities to discern activities suitable for student partnerships in coordination with the Head of Student Support and Enhancement. | |
| 6. | The review team recommends that the Subject | 2019-2020 | As it creates a repository of assessment styles, | |

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| | Area continues to seek out meaningful opportunities to embed group work and other transferable skills within the curriculum, and ensures that these are visible to and recognised by students. | | Philosophy will highlight which of these teach transferrable skills. The careers consultant will also be involved in the final session of the Philosophy Skills workshops to highlight how academic skills can be transferred to employment. | |
| 7. | <p>i. It is recommended that the Subject Area considers whether the dissertation course should be embedded within the credit-bearing curriculum going forwards,</p> <p>ii. It is recommended that Philosophy reminds students of the resources that are available to support them in their learning at relevant points during their programmes.</p> | 2019-20 | <p>i. The Subject Area is sensitive to the fact that 0-credit courses should not replace credit-bearing curriculum. However, that is not the purpose of the dissertation preparation course. The subject area has experimented with a variety of means by which to relay formal requirements for the different kinds of dissertations and provide guidance. Philosophy has faced difficulties when our partner subject areas have tied dissertation information and preparation to particular courses, because not all of our students do enrol in these. The 0-credit course option guarantees that students on all degree programmes are informed about their dissertation options. Similar benefits have been bestowed on students taking an optional year abroad. The course entirely consists in online videos and guidance documents for submitting a dissertation proposal. Students regularly comment on the fact that Philosophy's dissertation information is far more accessible than that of our partner subject areas.</p> <p>ii. Philosophy will undertake a review of its guidance provided to students. The responsibility of providing this guidance and resources will be assigned to particular role holders, with reminders issued by the teaching office. The guidance will be posted at a more accessible place on the website.</p> | |
| 8. | The review team recommends that undergraduate students are made more aware that they are | Autumn 2019 | This will be mentioned at the welcome talks for returning students. The events will be made more | |

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| | welcome to attend Philosophy's research seminars. | | visible on the website. | |
| 9. | It is recommended that the School considers extending the scope of the PPLS Writing Centre's provision to include support for first year students. | 2019-20 | In 2018-19, the PPLS Writing Centre offered a pilot programme of writing workshops for Year 1 undergraduates. The events had between 50-120 participants. In 2019-20, these workshops will be expanded in scope and offer support to all years, including Year 1. PPLS is not in a position to extend individual writing tuition to Year 1 undergraduates. To ensure fairness, this would require offering writing tuition to the 1,000 students in our mandatory year 1 courses, more than double the number covered at Year 2. To cover these numbers would require a substantial increase in the number of PhD students who provide staffing. | |
| 10. | It is recommended that Student Recruitment and Admissions considers the potential value of providing Subject Areas with additional management information about widening participation students to allow support to be enhanced optimally. | 2019-20 | <p>A strand of the University's Widening Participation strategy relates to the development of tools and datasets to enable Schools and subject areas to better understand their WP cohorts, in order to anticipate and respond to their needs.</p> <p>Work has already been undertaken to clean the data, which it is intended will be shared via the online data dashboards.</p> <p>On an interim basis, data has been shared with Heads of Schools regarding WP cohorts and students with protected characteristics. This included PPLS.</p> <p>This work is being overseen by a subgroup of the Widening Participation Strategy Implementation Group, and will be delivered in AY 19/20.</p> | |
| 11. | It is recommended that Estates and Buildings takes the Subject Area's feedback on the Dugald Stewart Building into account in future estates developments. | On-going | <p>Philosophy will continue working with students to relay staff and student concerns about the available spaces.</p> <p><u>Response from Estates Dept:</u> Projects for all capital developments involve full engagement with building users. This is achieved through input from the Project Team and User Intelligence Groups which include representation from staff and students who will use the building post project. Coupled with this post occupancy reviews take</p> | |

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| | | | <p>place following the first 12-18 months of occupancy and this process includes feedback from building users. In relation to ongoing use of buildings from a space perspective, the Space Strategy Group (a sub committee of Estates Committee) acts as a conduit in the development of space in line with current pedagogy coupled with student and staff need. The Students' Association President and one of the Students' Association VPs sit on Estates Committee and we have representation from the Students' Association on the Space Strategy Group. We are also currently developing our approach so as that we strengthen the student voice in Capital developments going forward.</p> | |
| 12. | <p>It is recommended that the work being undertaken at College-level on joint degrees considers whether it might be possible to better align the Special Circumstances and Boards of Examiners meetings for the degrees owned by each of the Subject Areas.</p> | <p>On-going</p> <p>Special Circumstances 2020-21 (Expected)</p> | <p>The College Dean of Undergraduate Education met with the TPR Liaison, Incoming Exam Board Convener and School Director of Quality in August to discuss the recommendation. The recommendation was broken down into three main issues:</p> <p>1. Challenges created when Special Circumstances decisions diverge between Schools. It was noted that the Service Excellence Programme is undertaking a project to align decisions on the validity of Special Circumstances. The results of this project aim to reduce such cross-school discrepancies.</p> <p>2. Changes introduced at University-level that now ensure there is a gap between course and programme boards means that External Examiners must stay in Edinburgh for a longer period of time in order to attend boards. College has highlighted that External Examiners do not have to physically attend all programme boards and that there may be electronic solutions available to ensure external examiners can engage throughout the exam board process. The Subject Area will investigate the possibility that externals attend only the Course Boards and Single Honours Programme Board.</p> <p>3. Challenges are created when course marks are not</p> | |

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| | | | <p>ratified by partner Schools in time for progression boards. The University produces a list of key dates annually, which has a deadline for publication of course marks in Euclid. This precedes publication to students and joint Programme boards by a week. Philosophy will work to remind joint degree partners about these deadlines, and seek advice from College where necessary.</p> | |
| | <p>Please report on steps taken to feedback to students on the outcomes of the review</p> | <p>Themes from the report were presented at the 2019-20 welcome meetings for Year 2 through Year 4 students. The initial findings were discussed at the final Staff Student Liaison meeting of academic year 2018-19. The report in its entirety was discussed at a Staff Student Liaison Committee meeting in 2019-20</p> | | |

Senate Quality Assurance Committee

5 December 2019

Internal Periodic Review Forward Schedule 2020/21-2024/25

Description of paper

1. The paper sets out the forward schedule for Internal Periodic Reviews.

Action requested / recommendation

2. For information.

Background and context

3. The forward schedule has been updated to reflect the recent changes to combine individual programme and subject area reviews into single School reviews for undergraduate provision in College of Arts, Humanities and Social Sciences.

Discussion

4. See schedule published on the Committee wiki:
<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+5+December+2019>

Resource implications

5. There are no additional resource implications

Risk management

6. No risk associated

Equality & diversity

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

Communication, implementation and evaluation of the impact of any action agreed

8. The forward schedule will be made available on the Academic Services' website.

Author

Gillian Mackintosh
29 November 2019

Presenter

Academic Services

Freedom of Information

9. Open

The University of Edinburgh

Internal Periodic Review forward schedule 2020/21 – 2024/25

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| 2020/21 *ELIR* ¹ | <ul style="list-style-type: none">• History, Classics and Archaeology (all undergraduate provision)• Biological Sciences (Undergraduate & Postgraduate Taught provision)• Clinical Education (Postgraduate Taught provision)• Health in Social Science (including Nursing Undergraduate provision, Postgraduate Taught and Postgraduate Research Provision)• Informatics (Undergraduate & Postgraduate Taught provision)• Law (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision)• Maths (Postgraduate Research Provision)• Oral Health Sciences (Undergraduate provision) |
| 2021/22 | <ul style="list-style-type: none">• Biological Sciences (Postgraduate Research Provision)• Divinity (Postgraduate Taught & Postgraduate Research Provision)• Edinburgh College of Art (all undergraduate provision)²• Royal (Dick) School of Veterinary Studies (Postgraduate Taught Provision)• GeoSciences (Postgraduate Taught Provision)• Maths (Undergraduate & Postgraduate Taught provision)• The Royal (Dick) School of Veterinary Studies (Undergraduate provision)• Philosophy, Psychology and Language Sciences (all undergraduate provision)³ |
| 2022/23 | <ul style="list-style-type: none">• Business (Postgraduate Taught and Postgraduate Research Provision)• Ecological and Environmental Sciences (Undergraduate provision)• Economics (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision)• History, Classics and Archaeology (Postgraduate Research & Postgraduate Taught provision) |

¹ All reviews to take place in semester 2

² To include Architecture, Music, Art, Design, History of Art

³ To include Psychology, Linguistics and English Language, Philosophy

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| | <ul style="list-style-type: none"> • Literatures, Languages and Cultures (all undergraduate provision) ⁴ • Moray House School of Education and Sport (all undergraduate provision) ⁵ • Physics and Astronomy (Postgraduate Research provision) |
| 2023/24 | <ul style="list-style-type: none"> • Biomedical Sciences (Undergraduate & Postgraduate Taught provision, inc Zhejiang) • Chemistry (Postgraduate Research provision) • Clinical Sciences (Postgraduate Taught Provision) • Engineering (Postgraduate Research provision) • Medicine (Undergraduate provision) • Molecular, Genetic and Population Health Sciences (Postgraduate Taught Provision) • Physics and Astronomy (Undergraduate & Postgraduate Taught provision) • Social and Political Science (all undergraduate provision) ⁶ |
| 2024/23 | <ul style="list-style-type: none"> • Earth Sciences (Undergraduate provision) • Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision) • Engineering (Undergraduate and Postgraduate Taught provision) • GeoSciences (Postgraduate Research Provision) • College of Medicine and Veterinary Medicine (Postgraduate Research provision) |

⁴ To include Asian Studies, Celtic & Scottish Studies, Design, English Literature, European Languages and Cultures, Islamic and Middle Eastern Studies.

⁵ To include Applied Sports Science, Childhood Practice, Community Education, Physical Education, Primary Education with Gaelic, Sport and Recreation Management.

⁶ To include Politics & International Relations, Social Anthropology, Sociology & Sustainable Development, Social Policy, Social Work (which will include the Master of Social Work programme)

Senate Quality Assurance Committee

5 December 2019

Enhancement-led Institutional Review (ELIR) 2020 – Update

Description of paper

1. An update on preparations for ELIR 2020.

Action requested / recommendation

2. For information.

Background and context

3. ELIR is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. The University's next ELIR takes place in semester 1 2020/21.

Discussion

4. In preparation for ELIR 2020 we are currently drafting the reflective analysis which will cover: contextual information; enhancing the student learning experience; strategy and practice for enhancing learning and teaching; academic standards and quality processes; and collaborative provision.
5. The process of drafting the reflective analysis is mainly being communicated through a 'Spotlight on ELIR' series of Teaching Matters blog posts: <https://www.teaching-matters-blog.ed.ac.uk/tag/spotlight-on-elir/> with supporting communications from the Students' Association and Communications and Marketing. The blog posts invite students and staff to comment on the draft reflective analysis chapters.
6. A blog post introducing ELIR and outlining how students and staff can get involved was published on 1 October. A blog post accompanying a draft of Chapter 4 of the reflective analysis, covering academic standards and quality processes, was published on 16 October. A blog post accompanying a draft of Chapter 2 of the reflective analysis, covering enhancing the student learning experience, was published on 11 November. Three focus groups with students were held in the last week of November to gather their views.
7. Two more blog posts with accompanying draft chapters of the reflective analysis will be published in December, one on strategy and practice for enhancing learning and teaching and one on collaborative provision.
8. We will use the comments received on the draft chapters to develop a draft reflective analysis by February 2020 which we will invite all students and staff to comment on. A final version of the reflective analysis will then pass through University committees for approval in June 2020.

Resource implications

9. Students and staff are asked to contribute to the development of the reflective analysis.

Risk management

10. A successful ELIR is of vital importance to the University.

Equality & diversity

11. No issues are associated with this paper.

Communication, implementation and evaluation of the impact of any action agreed

12. As outlined above.

Author

Nichola Kett, Academic Services
28 November 2019

Freedom of Information

Open

The University of Edinburgh

Senatus Quality Assurance Committee

5 December 2019

ELIR 4 – Outcomes of Reviews (Update)

Executive Summary

This paper, produced by the Quality Assurance Agency Scotland, identifies the key themes arising from the recommendations and commendations identified in the first seven reviews completed in the ELIR 4 cycle and compares the ELIR 4 outcomes with the themes identified in the ELIR 3 cycle. It should be noted that the wording of the recommendations and commendations have been edited to reduce their length. This is an updated version of the paper that was presented to the Committee in May 2019.

The paper is published on the Committee wiki:

<https://www.wiki.ed.ac.uk/display/SQAC/Thursday+5+December+2019>

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

Relevant to the Committee's responsibility to support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.

Action requested

The Committee is asked to note the key themes.

How will any action agreed be implemented and communicated?

No actions are proposed, the paper is presented to the Committee for information.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Not applicable. This paper is presented to the Committee for information and no actions are proposed.

2. Risk assessment

Not applicable. This paper is presented to the Committee for information and no actions are proposed.

3. Equality and Diversity

Not applicable. This paper is presented to the Committee for information and no actions are proposed.

4. Freedom of information

Open.

Key words

ELIR, ELIR 4, outcomes

Originator of the paper

Nichola Kett (Academic Policy Manager, Academic Services)
20 November 2019

ELIR 4 – Outcomes from review activity

Purpose

1. This paper identifies the key themes arising from the commendations and recommendations identified in the first seven Outcome reports published in the ELIR 4 cycle. It compares the ELIR 4 outcomes with the themes identified in the ELIR 3 cycle.

Further information

2. Further information is available from Ailsa Crum (a.crum@qaa.ac.uk).

ELIR 4 cycle and outcomes

3. Two ELIR 4 reviews were completed in 2017-18 (Queen Margaret University and the Royal Conservatoire of Scotland). In 2018-19 five reviews were completed (Aberdeen, Dundee, Glasgow, Strathclyde and SRUC). This paper draws on the outcomes of the seven ELIR 4 reviews published to date.
4. In ELIR 4, each review includes a clear threshold judgement relating to the effectiveness of the institution's arrangements for securing academic standards and enhancing the student learning experience. Each ELIR 4 report also includes a set of differentiated commendations and recommendations.

Themes arising

5. The most commonly arising themes for commendations (which were also frequently occurring in ELIR 3) have been:
 - i. Partnership with students – this has been a commendation in five (of seven) ELIR 4 reports
 - ii. Student support – commended in four (of seven) ELIR 4 reports
 - iii. Clarity of institutional culture and strategy – commended in four (of seven) ELIR 4 reports
 - iv. Academic and educational development – commended in four (of seven) ELIR 4 reports
 - v. Widening participation and student transitions – commended in four (of seven) ELIR 4 reports
 - vi. Graduate attributes, employability and links with industry – commended in three (of seven) ELIR 4 reports
 - vii. Management of learning and teaching – commended in three (of seven) ELIR 4 reports.
6. A new area of commendation to emerge in ELIR 4 is: equality and diversity which has arisen in three (of seven) ELIR 4 reports so far.
7. The most commonly arising topics for recommendations (which were also frequently found in ELIR 3) have all been identified in four of the ELIR 4 so far:
 - i. Training and support for postgraduates who teach (although the postgraduate student experience was also commended in two other ELIR 4 reports)
 - ii. Feedback on assessment (appeared as a development area in six reports in the ELIR 3 cycle but has also appeared as a commendation in one ELIR 4 report so far)
 - iii. Enhancing aspects of managing collaborative provision (and was commended in one other ELIR 4 report).

Detailed outcomes

8. The table immediately below provides additional detail, comparing the key areas of 'positive practice' from the ELIR 3 cycle (which completed in 2015-16) with the commendations identified in the first seven review reports published in the ELIR 4 cycle.

| Positive practice in ELIR 3 cycle (key themes) | Commendations in ELIR 4 Outcomes to date |
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| Clarity of institutional culture and strategy | <p>The Culture of promoting equality and diversity was commended at RCS</p> <p>QMU was commended for having an institutional strategy which is dynamic, iterative and embedded in the student experience</p> <p>Dundee was commended for bringing about greater institutional oversight and opportunities for systematic enhancement through the introduction of the pivotal associate dean role. Associate deans enhance communication within and between schools, for example through their membership of school committees, bringing greater consistency in the student experience. Together they form an effective cross-school community which serves to enhance learning and teaching and share good practice across the University.</p> <p>Strathclyde was commended for its clearly articulated vision which is implemented in a coordinated manner enabling it to enhance the curriculum and the wider student experience.</p> |
| Partnership with students | <p>QMU was commended for engaging in a partnership with its students to continue developing its strategic approach.</p> <p>Aberdeen and its Students' Association were recognised for having made considerable progress in developing strong partnership working including establishing an ambitious Student Partnership Agreement and implementing a Student Engagement Development Plan.</p> <p>Dundee and its Students' Association were commended for their productive and collaborative relationship which brings a wide range of benefits to the student experience, for example the well-established Student Partnership Agreement which the University and DUSA monitor through mutually-agreed key performance indicators (KPIs).</p> <p>Glasgow was commended for its strong and productive relationship with the Students' Representative Council and the positive steps taken to engage the wider student body, both on formal committees and in the range of strategic projects underway. Students were clear that their contributions are valued and acted upon.</p> <p>Strathclyde was recognised for its approach to student partnership which is evident in a range of ways including in the work of the student-led Student Experience Committee, engagement with substantial campus infrastructure projects and in the opportunities provided by the University's use of student interns.</p> |

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| <p>Student support</p> | <p>RCS was commended for provision a strongly student-centred, personalised experience and being responsive to student feedback.</p> <p>Aberdeen was commended for proactively developing its student services to effectively support the requirements of its increasingly diverse student population.</p> <p>Aberdeen was also recognised for effective implementation of a Student Communication Policy, resulting in students recognising they are provided with targeted information on matters relevant to them.</p> <p>Glasgow was commended for its academic writing skills support which is a mandatory institution-wide course for all taught students. In addition to the benefits expected from the programme itself, its implementation has led to increased student engagement with other academic support provided by the Learning Enhancement and Academic Development Service.</p> <p>SRUC was commended for prioritising its awareness-raising and provision of support for student mental health linked to the development of a Health and Wellbeing Strategy which is successfully delivered through the implementation of a range of initiatives involving both staff and students.</p> |
| <p>Academic and educational development</p> | <p>RCS was commended for the positive impact of educational development inside the institution and in the educational community more widely. QMU was commended for its wide range of staff development opportunities which are responsive to the needs of staff and the University's strategic direction.</p> <p>The University of Dundee's Academic Skills Centre (ASC) was commended as a centre of excellence with a wide-ranging, innovative, responsive and proactive portfolio for students and staff. In addition to the Academic Induction Programme, the Postgraduate Certificate in Academic Practice in Higher Education and a shorter Learning to Teach in Higher Education programme, the ASC provision includes liaison staff dedicated to schools. For students, ASC offers a comprehensive selection of academic skills support and also works with the Centre for Technology and Innovation in Learning to provide bespoke training in response to topics identified by the schools.</p> <p>Strathclyde was commended for its staff development opportunities which are aligned to the institution's strategic ambitions and to supporting staff in delivering institutional strategy, particularly in the areas of digital education.</p> <p>SRUC was commended for recognising the importance of providing development opportunities for all academic staff as identified in the personal development process. In addition, SRUC actively supports academic staff to engage with a range of external and internal development</p> |

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| | <p>opportunities including the well-attended annual learning and teaching conference, and other formal study, pedagogic research and conference opportunities.</p> |
| <p>Widening participation and student transitions</p> | <p>RCS was commended for its substantial strategic commitment and range of support in place to promote student access. QMU was commended for its holistic and student-centred approach to widening participation.</p> <p>Aberdeen was commended for its strategic focus on widening access which has resulted in the development of a broad range of activities and measures including pre and post-entry support, with students confirming they are positively supported and prepared to succeed with their studies.</p> <p>Glasgow was recognised for its long-established strategic approach to widening access including the effective use of data and sector benchmarks. Through its research-informed approach, the University is influencing the wider sector, for example, the University's 2016 Impact for Access Report includes findings which have informed Scottish Funding Council policy.</p> <p>SRUC was commended for its establishment of effective mechanisms for identifying and supporting students' individual needs, enabling them to be successful in their student journey. In many cases, this allows students to achieve outcomes beyond their initial aspirations. This personalised approach to supporting students works well within the context of SRUC's multiple campuses and geographic spread.</p> |
| <p>Graduate attributes, employability and links with industry</p> | <p>QMU and RCS were commended in this area. RCS for providing a 'proto-professional environment' in which students are immersed in an environment which is very close to the professions they are preparing to enter. QMU was commended for the extent to which programmes and staff are focused on preparing students for employment including providing work-related learning experiences.</p> <p>Strathclyde was commended for its well-established links with industry which impact positively on curriculum development, pedagogy and the student learning experience. Related to this, the implementation of the Graduate Apprenticeship and Degree Apprenticeship schemes has informed the enhancement of the University's other provision.</p> |
| <p>Internationalisation</p> | <p>Strathclyde was commended for providing its students with an international element to their experience, drawn from a diverse range of opportunities including study or work abroad. In addition, there are positive examples of the University's links with international partners being used to inform the curriculum.</p> |

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| <p>Institutional self-evaluation</p> | <p>QMU was commended for its responsive annual monitoring arrangements and for the training and support provided for staff and students on validation and review panels.</p> <p>Aberdeen was recognised for having undertaken significant development of its quality processes to ensure these support self-evaluation and enhancement.</p> |
| <p>Management of learning and teaching</p> | <p>RCS was commended for its strategic approach to inter-disciplinary collaboration inside and outside the curriculum.</p> <p>Dundee was commended for prioritising learning and teaching across the institution. Staff are recognised for the delivery of high-quality learning and teaching, for example through the promotions policy, and are supported through opportunities to develop their practice provided by the Academic Skills Centre and the Organisational and Professional Development team.</p> <p>Glasgow was commended for the demonstrable progress it has made in reviewing and revising the University's career development pathways and promotions criteria for academic staff on its Learning, Teaching and Scholarship career track. This work has also resulted in strengthening the learning and teaching component of its Research and Teaching career track. Through this activity, the University has made considerable progress in promoting the role of teaching and establishing parity of esteem between groups of staff.</p> |
| <p>Sharing good practice across the institution</p> | <p>Dundee was recognised for having in place a wide variety of systematic approaches for identifying and sharing good practice including those linked to its regular quality processes, supplemented by innovative practice such as the presentations by Teaching Award winners at Discovery days.</p> <p>Glasgow University was commended for the introduction of an anonymised survey, linked to its periodic review process. The survey allows staff to provide feedback on their experience of teaching, support for cultural values associated with teaching and other activities undertaken in the area under review. The staff views are anonymised and communicated directly to the review panel as part of the preparation for the review. The survey draws on practice adopted in an international university network and has been welcomed as a positive initiative by staff and students alike.</p> |
| <p>VLE policy and practice was identified in the ELIR 3 cycle</p> <p>Use of technology has been commended in ELIR 4</p> | <p>Strathclyde was commended for the collaborative approach adopted by the Strathclyde Online Learning Committee towards the development and delivery of online courses, which has transformed the way in which expertise and resources are shared across the University. As a result, the University's use of digital technologies and online resources has acted as a catalyst for enhancement across its portfolio of provision.</p> |
| <p>Use of data</p> | <p>Strathclyde was commended for making extensive suites of data available to academic and professional services staff</p> |

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| | <p>which are widely and actively used to inform evaluation and decision-making.</p> |
| | <p>Oversight of collaborative provision</p> <p>QMU was commended for its effective oversight of collaborative provision.</p> |
| | <p>Postgraduate student experience</p> <p>QMU was commended for making significant enhancements to the role and operation of its Graduate School since the previous ELIR, including strengthening the research environment and attracting positive student feedback.</p> <p>Dundee was commended for the excellent postgraduate research student experience provided across the University including monitoring which takes place at least twice-yearly through thesis monitoring committees, independent of the student's supervisor, and includes both academic progress and pastoral support needs. In addition, a range of imaginative support is available to students such as the Thesis Bootcamp.</p> |
| | <p>Engagement with the Enhancement Themes</p> <p>QMU was commended for successfully embedded learning from the Enhancement Themes, enabling Theme priorities to be realised in a wide range of institutional policy and practice.</p> |
| | <p>Equality and diversity</p> <p>See RCS commendation on its culture of promoting equality and diversity (listed under institutional culture and strategy above).</p> <p>Aberdeen was commended for its strong institutional commitment which has ensured that equality and diversity is embedded across University policies, procedures and activities, and is also underpinned by a comprehensive range of initiatives involving both staff and students.</p> <p>Glasgow was commended for its pro-active approach to supporting the diverse needs of its student body, in collaboration with its Students' Representative Council. Equality Champions, recruited from the University's Senior Management Group, work effectively in conjunction with the Students' Representative Council and the Equality and Diversity Unit. Good progress is being made with equality outcomes across the University, in particular in the areas of mental health, LGBT and student parents and carers.</p> |
| | <p>Management of assessment</p> <p>Dundee was recognised for having embedded the use of the Transforming the Experience of Students Through Assessment (TESTA) approach across all of its academic</p> |

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| | schools, integrating the use of TESTA with the institution's periodic programme review method. This has had a positive impact on assessment design and the experience of students. |
| | <p>Communication with staff</p> <p>SRUC was commended for its attention to engaging staff at all stages during a period of considerable restructuring and change. SRUC has been particularly successful in employing an extensive range of communication measures including monthly briefings and consultations led by senior staff on all campuses. It was evident that staff valued the clarity this approach provided.</p> |

9. This next table compares the 'areas for development' identified in the ELIR 3 cycle with the recommendations identified in the first seven ELIR 4 reports published.

| Areas for development in ELIR 3 cycle | Recommendations from ELIR 4 reports to date |
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| <p>Postgraduate student experience – ten ELIR reports identified topics such as postgraduate transition, postgraduate community, student representation, the need for supervisor training, and the research culture</p> | <p>Aberdeen was asked to continue its work aimed at defining the role of the Postgraduate Research School and its relationship to the academic schools, enabling the University to ensure that all research students have an equivalent experience. The University was also asked to ensure that new postgraduate research supervisors undertake the training provided by the University.</p> <p>Glasgow was asked to make certain that the arrangements in place for advising postgraduate taught students are communicated clearly to students, in particular, identifying each student's designated advisor/advisory team at an early stage, as well as outlining the adviser role and responsibilities.</p> <p>Glasgow was also asked to ensure that the postgraduate research student experience is monitored systematically, in a manner comparable to the University's taught provision. This should enable the University to have an overview of the totality of the postgraduate research student experience including student progression, student feedback, and student engagement with training and research skills provision.</p> |
| | <p>Distance-learning student experience</p> <p>SRUC was asked to review the needs and experience of students studying by distance-learning to ensure they are effectively supported. This review should include consideration of SRUC's pedagogical approach for distance-learning, setting minimum expectations for online materials, student induction, IT support, library access, and the use of video conferencing.</p> |
| <p>Training and support for postgraduates who teach – in most cases, training was available but the development point related to ensuring those who teach were</p> | <p>QMU was recommended to consider introducing a centralised system for monitoring when Graduate Teaching Assistants complete the skills development course provided to support them in their teaching.</p> |

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| <p>always trained in advance and supported throughout their teaching practice.</p> | <p>Aberdeen was asked to ensure all new staff and postgraduate students who teach and assess complete, as a minimum, the University's 'Learning and Teaching in HE' course before taking up teaching responsibilities.</p> <p>Strathclyde was asked to ensure that all postgraduate research students receive formal training before commencing teaching or assessing others.</p> <p>SRUC was recommended to establish a clear policy which outlines institutional expectations for the training that all staff and students must complete before undertaking teaching and/or assessment responsibilities.</p> |
| <p>Feedback on assessment – identified in six ELIRs including topics such as consistency in the nature and timeliness of feedback.</p> | <p>QMU was asked to continue working with students to improve consistency in the quality of the feedback provided.</p> <p>RCS was asked to establish an institutional strategy for assessment and bring greater clarity and consistency to the design and delivery of assessments including assessment weighting and marking practices.</p> <p>Glasgow was asked to ensure that staff communicate consistently to students where the stated institutional policy expectations relating to marking turnaround time will not be met. This was in the context of the University carrying out a range of positive work to improve its assessment practice.</p> <p>SRUC was recommended to conclude the work currently underway to ensure there is greater consistency in the timeliness of assessment feedback provided to students, in accordance with institutional policy.</p> |
| <p>Implementing institutional strategy and practice consistently across schools/departments</p> | <p>RCS was recommended to continue with plans to ensure institutional strategies are aligned more closely with the Strategic Plan and with each other. It was also asked to improve the communication of key institutional policies and regulations to staff and students.</p> <p>Aberdeen was recommended to reflect on the balance between institutional and school responsibilities for establishing and implementing policy and practice to assure itself that all those studying for a University of Aberdeen award have parity of experience.</p> |
| <p>Optimising the use of technology in learning and teaching</p> | <p>RCS was asked to ensure there is more consistent use of learning technologies across the curriculum and consider how these could be used to promote engagement and to facilitate sharing key information between staff and students.</p> <p>Dundee was asked to develop guidance for programme teams on expected good practice for the design and use of its virtual learning environment in order to provide greater equivalence of experience across programmes and schools.</p> |

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| <p>Establishing representation arrangements for students from all modes of study and, in a number of cases, enhancing arrangements for representation at class or programme level</p> | <p>Dundee was asked to progress its work aimed at improving student engagement, representation and support for distance learning students.</p> <p>Responding to the student voice: SRUC was asked to review its current arrangements for analysing and responding to student views to ensure there is greater institutional oversight of responses with coordinated action being taken. This would enable SRUC to ensure changes are communicated effectively to students in a timely manner.</p> |
| <p>Enhancing aspects of managing collaborative provision</p> | <p>QMU was asked to extend the use of periodic review across all collaborative partners, recognising proportionality in the approach adopted. In addition, where programmes are delivered in Greek, QMU was asked to ensure students are able to make effective use of the academic literature throughout their programme of study.</p> <p>Dundee was recommended, as a matter of priority, to improve its oversight of collaborative activity to ensure it has effective arrangements in place for identifying and mitigating academic risks.</p> <p>Aberdeen was asked to review its processes for maintaining the Register of Partnerships and Collaborative Provision, to ensure its ongoing currency and completeness.</p> <p>Strathclyde was recommended to reflect on the information about collaborative programmes and student numbers made available to the Collaborative Provision Agreements Sub-group in order to support its institution-level oversight of collaborative activity.</p> |
| <p>Addressing a collection of technical aspects of quality arrangements</p> | <p>Aberdeen was encouraged to reflect on the effectiveness of its current arrangements for monitoring the training and induction provided for external examiners at school level. In addition, it should ensure that all students have easy access to the external examiners' reports for their programme.</p> <p>Glasgow was asked to make external examiners' reports accessible to students in order to give them the opportunity to engage in discussion and consideration of this element of the assessment process. Similarly, Strathclyde was asked to share information with students about the work of external examiners including their role and the recommendations and commendations they make relating to programmes.</p> <p>Glasgow was recommended to develop a systematic way of monitoring and analysing the use of discretion by examination boards in order to have a clear view of the effectiveness of these arrangements, and to have clearer and more detailed information about the consistency with which this aspect of the assessment regulations is applied across the University.</p> |

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| | <p>Approach to evaluation and review</p> <p>Aberdeen was asked to continue with its plans to develop processes for the routine review of student-facing professional services. Similarly, Glasgow was recommended to establish a systematic and timely mechanism for reviewing the contribution of the professional support services to the quality of the student experience. Strathclyde was also recommended to pursue its intention to implement a process for reviewing the professional services which contribute to the student experience.</p> <p>RCS was asked to reflect on its approach to self-evaluation and review to ensure it is able to optimise the learning from its review activity while streamlining the conduct of multiple reviews.</p> |
| | <p>Effective use of academic committee structures</p> <p>SRUC was asked to use the opportunity provided by recent changes to the academic governance and committee structure to review the balance of responsibilities and accountability between its academic committees and operational structures. In doing so, it was asked to ensure there can be an informed debate on key academic matters relating to learning and teaching, and the wider student experience.</p> |
| | <p>Personal tutor system</p> <p>QMU was asked to progress its plans to review and revise the Personal Academic Tutor (PAT) system.</p> <p>Aberdeen was asked to continue monitoring its personal tutoring arrangements to ensure they remain fit for purpose, in the context of the University's changing student population. It was also asked to extend personal tutoring for postgraduate taught students, including those studying online.</p> |
| | <p>Recognising and recording student skills and achievement</p> <p>QMU was asked to continue reflecting on the ways it can recognise and record the skills and activities students gain outside the formal curriculum.</p> |
| | <p>Use of evidence to enhance the student experience</p> <p>While recognising QMU has made significant progress in the availability and use of data to support decision-making, the University was encouraged to support staff in using that evidence to understand the extent to which there is potential variation in the student experience across disciplines.</p> |

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| | <p>While recognising the progress made in improving business information, SRUC was asked to continue enhancing the range of data sets produced, analysed and reported on, ensuring this evidence informs monitoring and decision-making on all aspects of academic quality including enhancing the student experience. There would be considerable value in SRUC working with its awarding institutions to ensure the institution has access to management data, particularly that related to its postgraduate research students</p> |
| | <p>Widening participation and flexible entry</p> <p>Dundee was asked to take an overview of the wide range of very positive initiatives the University has in place to support fair access and flexible entry routes. This would enable the University to form a clear view of the approaches that are most effective in helping students to enter from different academic backgrounds. It would also ensure students have an equivalent experience of key stages such as welcome and induction.</p> |
| | <p>Careers advice</p> <p>SRUC was asked to enhance the mechanisms through which professional careers advice is provided to all of its students</p> |

Following up on ELIR outcomes

10. ELIR 4 outcomes are followed up individually through annual discussions with QAAS officers and by institutions producing a Follow-up report one year after publication of their ELIR Outcome and Technical reports. In addition, ELIR 3 outcomes were taken forward in Follow-up events where institutions which were reviewed in the same year were brought together to discuss the ways in which they had addressed their ELIR outcomes. Follow-up events are not a formal part of the ELIR 4 methodology. Instead it was determined that institutions would engage with Focus On projects and that, over the cycle, the Focus On project scope would facilitate the follow-up of ELIR outcomes.
11. To date, the series of Focus On projects have addressed the following topics that have arisen frequently in ELIR outcomes:
- Assessment and feedback
 - Managing collaborative activity and creating effective learning communities at a distance
 - Institution-led review
 - Postgraduate research student experience including support for postgraduate who teach and training for research supervisors
 - Feedback from assessment
 - Graduate skills
 - Technology in Learning & Teaching (new for 2019-20)