<u>The University of Edinburgh</u>
Senatus Quality Assurance Committee

**Electronic meeting conducted from
Monday 20 to Monday 27 August 2018**

A G E N D A

1. **Formal Business**
This meeting will be conducted via email correspondence to enable the Committee to approve items which do not require substantial discussion in order to provide feedback to schools in a timeous manner and to commence preparations for the 2018-19 Thematic Review.

2. **For Approval**

2.1 **Thematic Review of Student Support 2018-19**   Paper A

2.2 **Student Voice Policy**   Paper B

2.3 **Student Staff Liaison Committee (SSLC) Operational Guidance**   Paper C

2.4 **Internal Review Reports and Responses**   Paper D

Final Reports - Commendations and Recommendations:
- Teaching Programme Review of Biomedical Sciences (including Zhejiang site visit) 2017-18
- Teaching Programme Review of Education 2017-18

Year on and 14 week Response Reports – Progress Updates:
- Joint Teaching/Postgraduate Programme Review of Economics 2016-17 - Year on
- Teaching Programme Review of Asian Studies 2016-17 - Year on
- Teaching Programme Review of Ecological and Environmental Sciences (including with management) 2016-17 - Year on
- Postgraduate Programme Review of Molecular, Genetic and Population Health Sciences 2017-18 - 14 Week Response
- Teaching Programme Review of SLICCs within TPR of Moray House School of Education 2017-18 - 14 Week Response
- Teaching Programme Review of Sociology and Sustainable Development 2017-18 - 14 Week Response

3. **For Information**

3.1 **External Examiner Reporting System**   Paper E

4. **Date of Next Meeting:**
Thursday 20 September 2018 at **9am** in the Raeburn Room, Old College

The University of Edinburgh
Senatus Quality Assurance Committee

Electronic Meeting
20 – 27 August 2018

Thematic Review of Student Support 2018-19: Refocussing of Scope

Executive Summary
The paper proposes refocussing to the scope of the 2018-19 review.

How does this align with the University / Committee's strategic plans and priorities?
The paper is relevant to the University's Strategic Goal of 'provide the highest-quality research-led teaching and learning".

Action requested
For approval.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Resource implications will be considered as part of the review.

2. **Risk assessment**
   Risks will be considered as part of the review.

3. **Equality and Diversity**
   Equality and diversity would be an integral part of the review.

4. **Freedom of information**
   Open.

Key words
Thematic Review

Originator of the paper
Brian Connolly, Academic Policy Officer

Thematic Review of Student Support 2018-19: Refocussing of Scope

It is proposed that the scope of the Thematic Review 2018-19 be changed from a general review of support for Widening Participation (WP) to a specific focus on Black and Minority Ethnic (BME) students' experiences of support at the University.

At the meeting held on Thursday 26 April 2018 the Committee agreed that Thematic Review in 2018-19 would focus on WP in the light of the approval by University Court of the new WP strategy. It was also agreed that, as part of this, the Thematic Review could focus particular attention to dimensions of the Strategy related to BME students' experiences of support.

At the time it was noted that the Students' Association, while very supportive of the work that the University had invested in WP, would welcome an opportunity to specifically focus on BME students' experiences of support. Concerns have been noted that it may not be possible to consider in depth relevant issues regarding BME students as part of a broader review of WP.

Furthermore, it may also be appropriate to allow more time for the University to implement the new WP Strategy before a further assessment is made on the University's approach to WP.

It should also be noted that several different strands of work across the University during the forthcoming year may have implications for BME students - including the Senate Learning and Teaching Committee (LTC) task group on 'inclusion, equality and diversity in the curriculum', a project (reporting to LTC) regarding patterns of non-continuation. It would be important to ensure that this year's thematic review does not overlap with these other activities.

The Committee is invited to **approve** the proposal to refocus the scope of the Thematic Review 2018-19 to look solely at BME students' experiences of support at the University. The Convener of the Committee would then determine the specific terms of reference for the review, in consultation with the Students' Association and with staff involved in related strands of work (see above).

Academic Services
August 2018

The University of Edinburgh
Senatus Quality Assurance Committee

Electronic Meeting
20 – 27 August 2018

Student Voice Policy

Executive Summary

This paper asks the Committee to approve a revision to the Student Voice Policy which is amended to reflect the move towards a streamlined student representation system based on a smaller number of reps structured by programme rather than course or tutorial group, in order that reps can be better trained and engage more effectively.

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

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

Action requested

The Committee is asked to approve the revised Policy.

How will any action agreed be implemented and communicated?

The Policy is available on the Academic Services and Student Voice webpages. An email will also be sent to key stakeholders to notify them of the update.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   In relation to mid-course feedback, resource implications will vary according to the School context and methods chosen but clearly do exist (although not quantified). Feedback to date suggests that the positive benefits justify this resource but dialogue will continue to monitor this, primarily through the Directors of Teaching Network.

2. **Risk assessment**
   There are risks associated with ineffectively gathering and responding to student feedback.

3. **Equality and Diversity**
   An Equality Impact Assessment (EqIA) was carried out on the new Policy and identified no major equality and diversity implications. There is potential for inappropriate comments and unconscious bias through feedback provided by students but actions have been taken to mitigate these risks which are outlined in the EqIAs for Course Enhancement Questionnaires and the Student Voice Policy.

4. **Freedom of information**
   Open.

Key words

Student feedback, student voice

Originator of the paper

Gillian Mackintosh, Academic Services
August 2018

Student Voice Policy

Purpose of Policy

To outline the University's approach to gathering, learning from and responding to the student voice (the individual and collective views of the student body).

Overview

The Policy establishes key principles for gathering students' opinions on their University experience and for learning from and responding to the student voice.

For the purposes of these principles to reflect the undergraduate, postgraduate taught and research student bodies, 'Programme ~~Class~~ Representatives' and elected 'School Representatives' will be referred to as 'Student Representatives'.

Scope: Mandatory Policy

The Policy applies to all students and to staff with responsibility for gathering student opinion and for taking action in response.

Contact Officer	Gillian Mackintosh	Academic Policy Officer	Gillian.Mackintosh@ed.ac.uk

Document control

Dates	Approved: 30.11.17	Starts: 30.11.17	Equality impact assessment: 02.11.17	Amendments: 17/08/18	Next Review: 2018/2019
Approving authority	Senate Quality Assurance Committee (QAC)				
Consultation undertaken	Edinburgh University Students' Association, Student Systems				
Section responsible for policy maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations					
UK Quality Code	UK Quality Code Chapter B5: Student Engagement				
Policies superseded by this policy	Principles and operational notes for Student Staff Liaison Committees Learning from and Responding to the Student Voice Policy Learning from and Responding to the Student Voice Code of Practice				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.				
Keywords	Student voice, Student Staff Liaison Committee, SSLC, Edinburgh University Students' Association, student representation, surveys, feedback, engagement, internal periodic review				

Student Voice Policy

Introduction

The University has a clear commitment to excellence in learning and teaching and enhancing the student experience. To ensure that the University maintains a high quality student experience it is essential that all students have an opportunity throughout their study to reflect on and evaluate their experience of academic life and the wider service offering. To this end the University engages with its students through a variety of mechanisms with a view to learning from and responding to the student voice from students individually, collectively or through their representatives.

Our commitment to working in partnership with students is articulated at the highest level in the University's Strategic Plan and the University Learning and Teaching Strategy. Staff at the University of Edinburgh currently work in partnership with Edinburgh University Students' Association to:

- ensure that students are central to governance and decision making,
- ensure that students are central to quality assurance and enhancement,
- provide opportunities for students to become active participants,
- foster collaboration between students and staff.

The student experience is used throughout this Policy to encompass the learning, teaching and assessment experience and the wider student experience including experience of student support services. This Policy recognises that student views about their experience of the University are an essential part of the University's quality assurance and enhancement framework.

Key Principles for Learning from and Responding to the Student Voice

The primary purpose of gathering student opinion is to assure the quality of learning and teaching and student services, and to enhance the student experience.

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.

Student surveying must be conducted within strict ethical guidelines[1]. Data integrity must be maintained through systematic approaches to collection and management. Confidentiality and anonymity of respondents must be ensured. Students must be informed of the purpose of the survey and the uses that may be made of the data.   Careful consideration should be given to the timing of surveys.

The benefits of surveying student opinion must outweigh the costs[2].

Students should ensure that their feedback does not breach the University's Dignity and Respect Policy[3].

The unit responsible for gathering feedback from students must communicate actions taken in response on a timescale appropriate to student needs

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[1] Student Surveys Ethics Committee http://edin.ac/2gyAUHf
[2] Contact the Student Surveys Unit for an example cost/benefit analysis
[3] Dignity and Respect Policy http://edin.ac/1Cq0VZY

Student Voice Policy

> **Multiple sources of information will be used to draw insights.** Sources of information include: surveys; the student representative structure; and Staff Student Liaison Committees. Where relevant, the analysis of data should allow for benchmarking.

Communicating Action taken in Response to Feedback

It is extremely important that student feedback is acted upon and that the action taken in response to feedback is clearly and effectively communicated to students. This will ensure that students feel their feedback is valued, shared, reflected upon and used for enhancement and they are clear on the action taken by the University in response to their feedback.

Mechanisms for Listening and Responding to the Student Voice

The following mechanisms underpin the University's approach to listening and responding to the student voice (Schools may supplement these with local arrangements):

- Student Representation
- Student Staff Liaison Committee (SSLC)
- Student Surveys and Course Enhancement Questionnaires
- Mid-course feedback from Students
- Student participation in Internal Periodic Reviews and Student Support Service/Thematic Reviews
- Student Partnership Agreement
- Student Panel

Student Representation

The University's student representation system provides multiple opportunities for the student voice to be heard. The Students' Association facilitates the student voice through Programme Representatives, School Representatives, Activities Representatives, Section Group Representatives, Liberation Officers and Sabbatical Officers. The student representation system functions through various structures and systems, including Student Council, campaigns, student-led projects, and referenda.

The Senate Learning and Teaching Committee[4] agreed that from 2019/20, all Schools are expected to implement a programme-level representation system for taught provision rather than following a tutorial or class representative model. Exceptions to this will be considered by Academic Services and the Students' Association, overseen by Senate Quality Assurance Committee (QAC)[5].

The number of programme representatives ('student reps') for taught provision in each School should be broadly proportionate to the number of students on programmes in the School. While Schools have flexibility, in liaison with the Students' Association, to determine how they organize their programme reps, a ratio of 1:40 is a useful guide.

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[4] Senate Learning and Teaching Committee 23 May 2018
[5] Academic Engagement Coordinator and VP Education, Edinburgh University Students' Association, Academic Policy Officer, Assistant Principal Academic Standards and Quality Assurance

The Students' Association will provide targeted in-person training for student representatives ('student reps')[6] which focuses on the programme level. Online training will also be available for students on online programmes and students on placement.

In addition to operating programme rep arrangements for taught programmes, Schools will work with the Students' Association to operate appropriate student representational systems for postgraduate research programmes.

Further information: student website http://edin.ac/2gz69C2 and Students' Association https://www.eusa.ed.ac.uk/representation/studentrepresentation/

Student Staff Liaison Committees (SSLC)

Student Staff Liaison Committees 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.

SSLCs provide a formal mechanism for communication and discussion between academic and administrative staff and representatives of the student body, on all matters related to improving degree programmes (at all levels of study including undergraduate, postgraduate taught and postgraduate research) and the student experience. In line with the new Programme Rep model, it is suggested that SSLCs would benefit from taking a programme-level approach. This would draw on the Student Representatives' feedback and mid-course feedback to identify areas of improvement within the student learning experience which contribute to the degree programme. Schools are encouraged to have a formal written remit for SSLCs.

At least one formal SSLC meeting should be held in each semester. This should be agreed in consultation with School staff and Student Representatives and ideally avoid clashing with courses students may be taking typically within the School. All SSLC members should be informed of the date, time, and location of the meeting, and invited to suggest any items to be added to the agenda. Schools should are encouraged to publish the dates of the meetings ahead of the meeting and agendas should be available in advance of the meeting. Online Learner Students and Student Representatives should have the opportunity to participate virtually or otherwise input electronically http://edin.ac/2gzE25y

Staff and Student Representatives are responsible for ensuring that students are made aware of how their feedback is acted upon after the SSLC meeting.

Operational Guidance: http://edin.ac/2AiKgSo

Student Surveys and Course Enhancement Questionnaires

Student surveys are a key element in seeking feedback from students and obtaining information to improve services and the student experience. Results are analysed and recommendations for change made based on the findings. Some of the findings may prompt further research to gain more of an understanding of how students feel about particular issues. Important student surveys

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[6] Training to be phased in from 2018/19, with desire to train all reps in-person by 2019/20. Online training will continue for online learners, students on placement and in other exceptional cases.

include: the National Student Survey; the Postgraduate Taught Experience Survey; the Postgraduate Research Experience Survey; and Course Enhancement Questionnaires.

Further information: http://edin.ac/2i1banf

The main purpose of **Course Enhancement Questionnaires** (CEQs) is to enhance student learning, to provide School staff with information that they can use to guide and evaluate changes in course content and teaching, and to enhance support for learning across programmes and the broader University. All taught, credit bearing courses (UG and PG) that have students enrolled on them and are delivered by the University of Edinburgh, including the taught portion of research courses, should be surveyed using the University's standard survey tool and question sets.

Further information: staff http://edin.ac/2w1vj1o and students http://edin.ac/2gAJEfQ

Mid-course feedback from Students

Mid-course feedback aims to provide students with an opportunity to provide feedback to staff *whilst courses are running* on what is going well and to identify any problems with the course. Students will receive a response to their feedback, again whilst the course is still running. This allows students to identify issues which staff can adjust during the course so that the current cohort of students can benefit from changes made; and to highlight aspects that are working well. It also allows staff to respond to items raised which cannot be adjusted during the course and to provide reason(s) for this.

Schools must collect and respond to mid-course feedback for all courses at undergraduate level. Schools are responsible for determining how mid-course feedback is carried out, for ensuring that it operates in an appropriate way and encourages constructive feedback. If Schools think that a particular approach to gathering mid-course feedback might raise equality and diversity issues then they should take steps to mitigate the risks.

Further information:
- Examples for students http://edin.ac/2i1J0Z5
- Guidance for staff http://edin.ac/2dOmswH

Student participation in Internal Periodic Reviews and Student Support Service/Thematic Reviews

Student views are gathered as part of the University's internal periodic review and student support service/thematic reviews. For internal periodic review, mechanisms for engaging with students prior to the review are detailed in the guidance issued by Academic Services and for Student Support Service/Thematic Reviews, a reflection on feedback from students forms part of process.

Further information: http://edin.ac/2gz59hg

Student Partnership Agreement

The Student Partnership Agreement states how students and the University are working in partnership. It is reviewed annually and, over time, will document activity.

The University of Edinburgh and Edinburgh University Students' Association enjoy a long and productive partnership. This agreement builds on the strength of that partnership. It highlights how the wider University, including all students and staff, can effectively work together to enhance the

student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on together.

Further information: http://edin.ac/2i1pIDg

Student Panel
The Student Panel is intended to provide staff with easy access to a broadly demographically representative sample of the student population for research purposes, whilst insulating the wider student population from ad-hoc insight activity in an effort to prevent survey fatigue.

By signing up for the Student Panel, a student is agreeing to be contacted by the Student Surveys Unit on a regular basis and asked to complete a variety of tasks. These tasks can range from filling out a short survey to attending a focus group. In return for their time, any student that participates in a task is awarded panel points which they can exchange for vouchers.

Contact: Student Surveys Unit student.surveys@ed.ac.uk

17 August 2018

<u>The University of Edinburgh</u>

Senatus Quality Assurance Committee

Electronic meeting
20 – 27 August 2018

Student Staff Liaison Committee (SSLC) Operational Guidance

<u>Executive Summary</u>
This paper asks the Committee to approve the Student Staff Liaison Committee (SSLC) Operational Guidance which has been revised to reflect the move towards a streamlined student representation system based on a smaller number of reps structured by programme rather than course or tutorial group, in order that reps can be better trained and engage more effectively.

<u>How does this align with the University / Committee's strategic plans and priorities?</u>
The paper is relevant to the Committee's responsibility for the quality assurance framework.

<u>Action requested</u>
The Committee is asked to approve the guidance.

<u>How will any action agreed be implemented and communicated?</u>
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 guidance.

<u>Resource / Risk / Compliance</u>

1. **Resource implications (including staffing)**
   The collation of student representative names for the Students' Association and the consideration of meetings with remote participants will involve staff resource. Full student engagement is essential to the enhancement of the student experience.

2. **Risk assessment**
   There are risks associated with ineffectively responding to student feedback.

3. **Equality and Diversity**
   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.

4. **Freedom of information**
   Open.

<u>Key words</u>
Student Staff Liaison Committee, SSLC, Student feedback, student voice

<u>Originator of the paper</u>
Gillian Mackintosh, Academic Services
August 2018

Student Staff Liaison Committee (SSLC) Operational Guidance

THE UNIVERSITY of EDINBURGH

Purpose of Guidance

This policy sets out the 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: 17.08.18	Next Review: 2018/2019

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/tprpprsubjectareasschoolsstudentinvolvement.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/
UK Quality Code	UK Quality Code Chapter B5: Student Engagement
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.
Keywords	SSLC, Student Staff Liaison Committee, Student Representation, Edinburgh University Students' Association, External Examiners.

Student Staff Liaison Committee (SSLC) Operational Guidance

Student Staff Liaison Committees 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 UG, PGT and PGR) and the student experience. In line with the new Programme Rep model, it is suggested that SSLCs would benefit from taking a programme–level approach. This would draw on the Student Representatives' feedback to identify areas of improvement within the student learning experience which contribute to the to focus on the learning experience within courses and how they holistically contribute to the degree programme.
2.	Remit	SSLCs are should be encouraged to have a formal written remit available to students and staff. It is suggested that the remit is published on the School/Subject area/Research Centre/Institute website.
3	Membership	Meetings can be attended by Programme Representatives for the programmes being discussed, Elected School Representatives, Course/Year Organisers, Programme Conveners, School PG Programme Directors, Research Centre or Institute staff, Personal tutors, School Directors of Quality, Administrative staff, School IT representatives & other relevant staff to discuss programme issues.
4	Frequency of meetings	At least one formal meeting should be held in each semester, which should be agreed upon in consultation with School staff and Student Representatives. This should ideally be scheduled to avoid clashing with courses students may typically be taking within the School. All SSLC members should be informed of the date, time, location of the meeting, inviting any additional items to be added to the agenda. Schools should are encouraged to publish the dates of the meetings ahead of the meeting and it is suggested that this happens at least two weeks in advance of the meeting.
5	Agenda items	Agenda should be made available in advance of the meeting. Suggested agenda items are listed in section 5.3.
6	Meeting format	Schools are encouraged to have student chairing of meetings or co-chairing 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 otherwise, input via other electronic means beforehand. Exact format will vary between Schools however, an example of a basic format is described in section 6.

7	**Minutes**	Schools are strongly encouraged to publish minutes on the School/subject area webpages.

1. Role

Student Staff Liaison Committees (SSLCs; or, Teaching or Programme Committees in some Schools or Postgraduate Research Forums in some Schools) are meetings at which Student Representatives, Programme/Course/Year Organisers, Academic and Administrative staff supporting teaching and learning discuss the student experience which may include issues and activities in courses, programmes, and Schools.

To increase the effectiveness of student representation and support from Schools and the Students' Association, it is suggested that SSLCs would benefit from taking a programme-level approach. This would draw on Student Representatives' feedback and mid-coursesemester feedback to identify areas of improvement within the student learning experience which contribute to the degree programme. Schools are expected to implement a programme-level representation system for taught provision rather than following a Therefore, it is suggested that Schools move from having tutorial- and course-level Student rRepresentatives model. and instead focus on programme-level student representatives system with approximately one Student Representative per 40-50 students on a programme. The number of programme representatives ('student reps') for taught provision in each School should be broadly proportionate to the number of students on programmes in the School. While Schools have flexibility, in liaison with the Students' Association, to determine how they organize their programme reps, a ratio of 1:40 is a useful guide.

Edinburgh University Students' Association coordinates Student Representation across the University and provides training and support for all Student Representatives (including Programme Representatives and elected School Representatives). Student Representatives should be jointly supported in their role by the Students' Association and Schools. Schools take ownership over their own student representation structures, the recruitment of Programme Representatives, and facilitating communication between Student Representatives and the students in their cohort so that feedback can be representative. Student Representatives work with the students they represent to identify areas for improvement, suggest solutions, and ensure that the views of the students they represent inform strategic decisions within the University. Student Representatives work in partnership with staff to build a stronger academic community and improve the student learning experience.

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 academic staff, administrative staff and representatives of the student body relating to all matters connected with the degree programme, and the student experience.

2. Remit

2.1 Formal Written Remit

SSLCs should beare encouraged to have a formal written remit, of which Student Representatives and staff review annually to ensure that it reflects current learning, teaching and research matters in their School/Subject area.

It is suggested that the remit is published on the School/Subject area/Research Centre/Institute website and that all students in that area are made aware of this.

Student Staff Liaison Committee
(SSLC) Operational Guidance

2.2 Student engagement

Following the publication of the UK Quality Code Chapter B5: Student Engagement, the code states that 'Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience'. 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.

Furthermore, the code states: 'Higher education providers, in partnership with their student body, share information so that students and staff involved in quality systems have an equally informed voice'. Student Representatives will be expected to gather representative student views to identify best practices and areas of improvement of the delivery, content, materials, assessment and feedback, and share with staff any suggestions so they can work in partnership to improve these areas and create a strong academic community within their area.

3. Membership

3.1 Suggested membership

SSLC meetings are attended by Programme Representatives, Course/Year Organisers, Degree Programme Conveners, School Postgraduate Programme Directors, staff representing Research Centres or Institutes, Personal tutors, School Directors of Quality, Administrative staff supporting teaching and learning, School IT representatives and other relevant staff to discuss programme ~~and course~~ issues. It is suggested that the relevant elected Undergraduate/Postgraduate School Representative is also invited to SSLCs to be given the option to attend, and that they would receive SSLC communications. Some Schools may choose to ask the School Representative to chair the SSLC meeting(s).

3.2 Student Representatives

During the first two weeks of the semester, Year Organisers or Degree Programme Conveners should invite students to become Programme Representatives and, where appropriate, hold elections to select the Representatives with consideration to the ratio of the student cohort. Students should be made aware of the purpose of the Programme Representative role, expectations of Programme Representatives, and that their details will be passed to the Students' Association in order to provide them with training and support.

Recruitment of Programme Representatives should happen as early as possible and no later than the end of Week 2 of each semester. Each School Office will collate details of Programme Representatives and send them to the Students' Association during Week 3. Details of Programme Representatives will not be accepted after Week 4.

The Students' Association holds elections in March (followed by By-Elections in October for postgraduate positions and any unfilled positions) each year to elect Undergraduate and Postgraduate School Representatives. These elected School Representatives should be invited as members of SSLC meetings in their School, or at minimum be informed of the business conducted. Their contact details can be obtained at eusa.ed.ac.uk/representation/yourrepresentatives/schoolreps/ ~~eusa.ed.ac.uk/representation o~~r by emailing reps@eusa.ed.ac.uk. Where appropriate, presidents of relevant academic societies within

the School or subject area could also be invited to SSLC meetings; their details are available via eusa.ed.ac.uk/societies.

Schools should share with Student Representatives the University student email address of the students they represent or facilitate alternative ways for Student Representatives to contact classmates e.g. m-list. Guidance is available for Schools which outlines the mechanisms by which Schools should share University student email address to 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

4. Frequency of meetings

The frequency of SSLC meetings should be agreed in consultation with School staff and Student Representatives. However, at least one formal meeting should be held in each semester. This 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 or programme level depending on their structure.

At undergraduate level it may be more appropriate to meet once per semester whereas for postgraduate taught students 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 should operate whichever system is most appropriate to their structure. Schools ~~are encouraged to~~ should publish the dates of meetings on the School/Subject area webpage ahead of the meeting and email all members with this information.

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.

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5. Agenda items

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 evaluation and review documentation, School Annual Quality Reports, and TPR/PPR reports. Student Representatives and staff should collaborate to identify trends, areas for improvement and suggestions to enhance the student experience.

Student Staff Liaison Committee (SSLC) Operational Guidance

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.

5.2 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 partnership with the Students' Association, Senate Quality Assurance Committee (QAC) has agreed that the SSLC is the best forum for consideration of themes arising from External Examiners' reports and summarised responses of Schools/Subject areas.

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.

Consideration should also be given to instances where one External Examiner's report might be relevant to more than one SSLC particularly for joint degrees. Therefore, each School should 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.

The summary reports and responses should be emailed to SSLC members ahead of the meeting and in good time to allow members to prepare responses for discussion.

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 should consider the themes and responses in the summary report and be encouraged to provide comments and suggestions.

However, it should be noted that 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, comments and suggestions should be 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)

It should be noted that individual students and members of staff will not be named in the reports.

5.3 Suggested Agenda items

Agenda items can be suggested by students and by staff and should be used as a focal point through which students can be informed about and be involved in decision making processes relating to:

- student-generated items
- School Annual Quality report - The shorter school annual quality report will lend itself to discussion of themes and actions being taken by the school in student-staff liaison committees at the start of the following academic year
- themes arising from Student Surveys, course evaluation questionnaires
- processes for mid-course feedback
- Internal Periodic Review preparation, where appropriate
- Internal Periodic Review reports, where appropriate
- themes from External Examiner summary reports
- Professional, Statutory & Regulatory Body (PSRB) accreditation reports, where appropriate
- Enhancement Led Institutional Review (ELIR), where appropriate
- standing items
- staff ideas and communications
- Student Partnership Agreement - priorities and any local activities which advance these priorities

Good Practice
Some Schools ask the Reps to suggest items under the headings of Start, Stop and Continue.

6. Meeting format

6.1 Chairing of meetings

Schools are encouraged to have a student chairing the meetings. This could be an elected School Representative or another trained Programme Representative. Where Schools decide not to have a student chair they 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). Some Schools may wish to select a member of staff to support the student chair.

Good Practice
Some Schools have a student chair and a student taking the minutes. It is helpful to assign a member of staff to support the student members and facilitate the student's leadership role within the SSLC.   **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 Example of meeting outline

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. The minutes of the meetings should follow the same structure.

Agenda
Minutes of the last meeting
Matters arising
Agenda items suggested by students and by staff
Any other business (AOB)
Date of Next Meeting: The date and time of the next meeting should be agreed and recorded by the minute-taker.

6.3 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.

Consideration should be given for meetings with remote participants for example, Student Representatives should be able to input into the agenda; receive meeting papers before meetings and minutes afterwards.

Meeting organisers should 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.wiki.ed.ac.uk/display/mscdetech/11.+Skype

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 LTSTS.
- http://www.ed.ac.uk/schools-departments/information-services/computing/comms-and-collab/videoconferencing

Student Staff Liaison Committee (SSLC) Operational Guidance

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/classreps

6.3 Communication following the SSLC

Students should not be expected to give an immediate response at meetings to all issues or where they would want to consult further; they 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.

Staff and Student Representatives are responsible for reporting back information to the people they represent and taking ownership of any action points agreed at the meeting.

Schools should appoint named academic and support 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) should be kept informed of the contact details of these staff contacts.

7. Minutes

The minutes should follow the same structure as the agenda outline. Schools are encouraged to publish the minutes from meetings on the School/Subject area webpages; Learn; showing clear action points resulting from SSLCs.

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 record in the minutes the action point, who will action and the target completion date.

Please note that SSLC minutes can be made available to internal review teams if there is a particular theme from the reflective report to be followed up.

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.

Student Staff Liaison Committee (SSLC) Operational Guidance

17 August ~~May~~ 2018

<u>The University of Edinburgh</u>
Senatus Quality Assurance Committee

Electronic Meeting
20 – 27 August 2018

Internal Periodic Review Reports and Responses

<u>Executive Summary</u>
The following year on response (2016/17), 14 week responses and final reports from Internal Reviews 2017/18.

<u>Year on responses 2016/17</u>:
Joint PPR/TPR of Economics
Teaching Programme Review of Asian Studies
Teaching Programme Review of Ecological and Environmental Sciences

<u>14 week responses 2017/18</u>:
Postgraduate Programme Review of Molecular, Genetic and Population Health Sciences
Teaching Programme Review of Sociology and Sustainable Development
Student-Led, Individually- Created Courses (SLICCs) Review

<u>Final reports 2017/18</u>: the paper contains an extract of the commendations and recommendations from the following final reports:

Teaching Programme Review of Biomedical Sciences including Zhejiang site visit
Teaching Programme Review of Education

<u>How does this align with the University / Committee's strategic plans and priorities?</u>
The paper is relevant to the University's Strategic Goal of 'excellence in education' and the Strategic Theme of 'Outstanding student experience'.

<u>Action requested</u>

Reports: for approval. The Committee is asked to note the following commendations and recommendations. The full reports are published on the wiki:
https://www.wiki.ed.ac.uk/display/SQAC/eSQAC+Monday+20+August+2018+-+Monday+27+August+2018

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

PPR/TPR	Recommendation	Comment
Year on responses 2016/17		
Joint PPR/TPR Economics	2,3,7,9	We look forward to hearing about progress on the recommendations in the School Annual Programme Monitoring report
TPR Asian Studies	1,4,10	We look forward to hearing about progress on the

		recommendations in the School Annual Programme Monitoring report
TPR of Ecological & Environmental Sciences (including with management)	1,2,3,4,5	We look forward to hearing about progress on the recommendations in the School Annual Programme Monitoring report
14 week response 2017/18		
PPR MolGenPop	All	We look forward to hearing about progress on all the recommendations in the year on response
SLICCS	1,2,5,6,7	We look forward to hearing about progress on the recommendations in the year on response
TPR Sociology & Sustainable Development	All	We look forward to hearing about progress on all the recommendations in the year on response

How will any action agreed be implemented and communicated?

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

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

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   No additional resource implications.

2. **Risk assessment**
   No risk associated.

3. **Equality and Diversity**
   An Equality Impact Assessment was carried out on the internal review process.

4. **Freedom of information**
   Open.

Key words

Postgraduate Programme Review, Teaching Programme Review, TPR, PPR, Year on response, 14 week response

Originator of the paper

Gillian Mackintosh
Academic Policy Officer, Academic Services
17 August 2018

PPR/TPR	No	Commendations	Recommendations	Responsibility
Biomedical Sciences	1	The review team **commends** the subject area Management Team on how they have managed a period of rapid growth in student numbers with a low increase in resources.	The review team **recommends** that the College of Medicine and Veterinary Medicine review the Resource Allocation Model to ensure the subject area is supported in resourcing continued growth. The College should also explore how the Work Allocation Model could be used to ensure teaching input from the Edinburgh Medical School can be secured to support the subject area.	MVM College Strategy Group, College of Medicine and Veterinary Medicine
	2	The review team **commends** the work the subject area is doing to review its work allocation model.	As the move to Little France appears to be likely within the next five years, the review team **recommends** the subject area Management Team develop a clear strategy and vision, emphasising the opportunities presented by the relocation. This should be communicated to the whole staff team to address concerns and uncertainties raised with the review team around the proposed relocation.	DBMS Management Team
	3	The review team **commends** the dedicated teaching and administrative team working across the subject area. Students greatly value the support they receive from teaching, personal tutoring and support staff.	The review team **recommends** that the Edinburgh Medical School consider how they can support the subject area by ensuring the preparedness of intercalating students and how resource allocation can support the growth of intercalating student numbers in the subject area.	Edinburgh Medical School
	4	An increase in the number of intercalating students being taught alongside biomedical students can be anticipated in the near future and the review team **commends** preparatory action being taken by the subject area and encourages them to continue to reflect on how increased numbers of intercalating students can be best managed.	The review team **recommends** that the subject area consider a blueprint exercise to review the core offering and thereby develop a clear and cohesive narrative across programmes. The subject area may also wish to consider rationalising elective course options to a more manageable level: a simplified course portfolio could help to create space for staff to develop learning and teaching activity.	Deanery Biomedical Sciences
	5	The review team were impressed by the project database that had been developed within the subject area and **commends** the use of technology for efficiency gains.	The review team **recommends** the subject area consider reviewing the timing, co-ordination, appropriateness and diversity of assessment, including the reliance on multiple choice questionnaires. The subject area is encouraged to consider skills training assessment for early undergraduate years. For Biomedical Sciences 2, the subject area should also	Deanery Biomedical Sciences

		consider the role of assessment in the development of graduate attributes when reflecting on the appropriateness of assessment. It would be useful to ensure there is oversight of timing and co-ordination of assessment. The subject area should also consider reviewing the clarity of marking criteria, articulated with learning outcomes and review the consistency of marking.	
	6	The review team **commends** the efforts made by the subject area to provide flexibility and choice within the programmes offered.	The review team **recommends** the subject area consider whether there is any practice that could be shared from the postgraduate taught side and whether there is consistency of support for postgraduate tutors on training for feedback provision.	Deanery Biomedical Sciences
	7	The review team heard from staff on the impact of supporting an increasing number of complex student cases, particularly on the Personal Tutoring system. The review team **commends** the subject area for reflecting on this.	The review team **recommends** the subject area consider how reviewing the work allocation model can be used to support change and leadership development. Reward and recognition for staff carrying out teaching, personal tutoring and leadership activity is supported by the University promotion criteria and the subject area should consider how this can be further supported by the work allocation model review.	Deanery Biomedical Sciences
	8	The review team **commends** the Academic Family system developed by the subject area to support students.	The review team found evidence that there was some inconsistency in the amount of training for postgraduate tutors and **recommends** the subject area consider the minimum training requirements and opportunities for extending good practice in mentoring to other postgraduate tutors.	Deanery Biomedical Sciences
	9	The review team **commends** the subject area's reflection on the number, timing and format of assessments.	As the subject area relies on bespoke IT developments as a key element to support growth, the review team **recommends** that the College considers how this gap in IT support can be addressed.	Head of IT, College of Medicine and Veterinary Medicine
	10	The review team **commends** the dedication and enthusiasm showed by postgraduate tutors.		

	11	The review team **commends** the excellent practice developed by the subject area in training PhD students for teaching on the Mentorship for Career Development scheme.		
Zhejiang site visit	1	The panel commends the considerable achievement of the Institute in developing the iBMS programme.	It is recommended that the Institute create a plan for the growth and increasing diversity of students on the iBMS programme. This plan should include specific focus on widening the scope of careers advice, developing graduate skills and increasing health and wellbeing provision.	ZJE Institute
	2	The panel commends the work of the Institute's leadership and teaching teams in the attention given to the iBMS students, the personalised way in which the Institute has engaged closely with the small cohort, and the consideration given to the assessment and graduate outcomes of the programme.	It is recommended that the policies of the Joint Institute and International Campus be put in place as soon as possible, and that they be clearly communicated to students and the staff	ZJE Institute
	3	The panel commends the joint teaching across all the courses, which has led to shared learning between the two faculties.	It is recommended that the Institute expedite the installation of the research laboratories so that they become fully functioning.	ZJE Institute
	4	The panel commends the Institute's approach to gathering mid-course feedback and end-of-course evaluation, and the way in which the Institute has reflected and made adjustments in response to student feedback.	It is recommended that the Institute consider all assessment deadlines, and form a clear plan for student workload, with a view to improving coordination across all assessments and deadlines.	ZJE Institute
	5	The panel commends the campus facilities, which are impressive and of a very high standard.	It is recommended that the Institute review entrance requirements for both domestic and international students on a regular basis to ensure that they are as consistent as possible for all students.	ZJE Institute
	6	The panel commends the work which has been undertaken to establish the student support infrastructure, including the Office for Disability Support, a Careers Centre, a student hospital, an office for student language support, and particularly the Student Counselling Service which was opened in the same week as the Site Visit.	It is recommended that further consideration be given to means of integrating iBMS students within the Edinburgh community.	ZJE Institute

	7	The panel commends the Residential College's approach to support for its students and the focus it has placed on its community.			
	8	The panel commends the creation of the role of Residential College Tutor within the residential community			
	9	The panel commends the Joint Institute and the International Campus for their strong vision for the strategic direction for the iBMS programme.			
TPR Education	1	The School management team presented a clear vision for the future and the School is **commended** for the strength of leadership demonstrated by the Head of School and Senior Management team.	The review team **recommends** that the clear vision is more widely communicated at all levels of the School to enable implementation at an operational level.	School	
	2	The School is **commended** for its proactive approach to navigating shifting priorities from multiple agencies. The review team **commend**s the distinctiveness of the programmes offered and **commends** the strong contribution that the School makes to the local community, engagement with widening participation and support for Gaelic language provision	The review team **recommends** the School build on these to consider diversifying assessment practice, identifying creative ways of using formative assessment and feedback, assessment weightings, focusing on helping students develop skills more broadly through feedback and not just on essay-specific feedback and involving students as co-creators in the assessment process	School	
	3	The School is conscious of the need to support students at all stages of the student journey and are **commended** for their commitment to student support	The review team **recommend** that the School review staffing models and succession planning particularly for the larger ITE programmes and where the imbalance between permanent and seconded staff is not equal.	School	
	4	The review team **commends** the School for its commitment to the student voice in enabling student engagement and involvement in decision making at all levels.	The review team recommend that the School consider the suggestions raised during the review around restructuring of the PGDE programmes and ensure that although the School wishes to learn from the MSc programme and from the MA Primary programme that they embrace this opportunity for change and to future proof the programmes.	School	
	5	The review team **commends** the format of the School Undergraduate Studies Committee and this is recognised as an example of **good practice** for wider dissemination across the institution	The review team **recommends** that the School further reflect on the outcomes identified through its recent engagement with the LEAF programme in the context of this student feedback	School	

		6	The review team **commends** the introduction of Teaching Sabbaticals to enhance teaching practice. This is recognised as an example of **good practice** for wider dissemination across the institution.	The review team **recommend** refining and clarifying the expectations of the role for the benefit of both Personal tutors and Students.	School
		7	The Review Team **commends** the Schools proactive approach to partnership and the Partnership Steering Group (PSG), which works to seize opportunities to get the best for its students, including potential involvement with the newly established Regional Improvement Collaboratives (RICs).	The review team **recommends** that the School progress with a number of ideas discussed during the review to evince improvements at the operational level. Such improvements would include the development of communication, access to and exchange of information, and clarity of expectations between the University, student and school tutor in relation to placements.	School
		8	The review team **commends** the School for the capacity building and Continuing Professional Development (CPD) opportunities for those in a mentoring role, despite the financial and administrative burden it places on the School.	The review team **recommends** the School explores opportunities for synergies across the programmes and works with the GTCS on making the SPS work to the betterment of the programmes	School
		9	The School is **commended** for the innovative opportunities and support mechanisms for students on placements.	To further support effective communication and the exchange of information, the review team **recommends** that the PSG develop a section in the partnership portal to link to resources.	School
		10	The review team **commends** the excellent support that the administrative staff provide to students and staff		
		11	The review team **commends** intentions for the planned introduction of a peer review system to further enhance teaching practice in the School.		
		12	The annual research conference organised by the MA Physical Education and BA Childhood Practice students creates a sense of academic community and is recognised as an example of **Good Practice**		
		13	The School is **commended** for its use of alumni in enhancing student experience in this area, for example through mentoring.		

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The University of Edinburgh

Internal Review

Year on response report on recommendation actions

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Joint TPR/PPR of: ECONOMICS
Date of Review: 7th & 8th March 2017
Date of 14 week response: 30 August 2017
Date of Year on response: 24th May 2018

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

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1.The review team **recommends** that the School split key management and leadership roles	September 2018-19	New Head of School, Postgraduate Director, MSc Programme Director have been appointed. We have now split the PGT director and MSc director roles; also appointed a deputy PGR director and a separate MSc admissions officer. Roles undertaken by the Director of Teaching and Learning, Director of Undergraduate Teaching and Senior Tutor may be broken up in the hope of making them more attractive to other staff. Barriers to progress: lack of incentives for staff currently not involved in teaching leadership / management to share the burden. Lack of experience among staff not currently holding these roles.	
2.The review team **recommends** that consideration is given to the career track for Teaching Fellows and Senior Teaching Fellows especially with regards the progression from Grade 8 to Grade 9	To be agreed	**Response received by Academic Services from Professor Jane Norman**: This recommendation has been discussed with the Director of HR and also the Deputy Secretary Student Experience. There is activity going on at University level about GH staff, some of which are teaching fellows. This work has been prioritised through wide discussion and will be reported through the usual channels. The School welcomes the Principal's statement in favour of the creation of a career track for teaching.	To be agreed – not within the control of the School
3.The review team **recommends** that the University make additional dedicated, permanent and high-quality space available to the School	To be agreed	Issue remitted to Space Enhancement and Management Group (renamed Space Strategy Group) and subject to ongoing discussions. Estates Department is currently carrying out a Central Area Space Study which will pick up space demands for all schools in the central area including Economics.	To be agreed– not within the control of the School

		The College has recognised the lack of provision of space for Economics undergraduates and has allocated a room at the top of the DHT, which will provide a partial interim solution.	
4. The review team **recommends** that mandatory training be required for all student demonstrators and that the School undertakes a review of the training currently available		Student-demonstrators are hand-picked by the Director of Undergraduate Teaching on the basis of a combination of their academic ability and personal qualities. They always operate as 'class-room-assistants' supplementing (and under the direction of) a member of teaching staff who is leading the relevant tutorial/computing-lab session. A review of current provision will be undertaken and from 2017-18 onwards new demonstrators will attend mandatory training and be mentored by a member of teaching staff (probably the relevant course organiser).	September 2017
5. The review team **recommends** that STATA software be provided to all individual students in the School at entry onto Economics 1		The School's Teaching and Learning Committee has reviewed this recommendation. It was felt that release in Year 1 would be unhelpful, since constraints imposed by the College's programme pathways project and the need to maintain flexibility of programme choice mean that statistical methods are not introduced until year 2. So we have decided to provide individual copies of STATA to students in year 2. (Year 1 would probably work at an English institution, where statistical methods are commonly covered in year 1 – the external members of the panel (economists) only had experience of the English system)	September 2017
6.The review team **recommends** that the School review, with a view to standardising, the undergraduate tutorial system with a particular focus at honours level		The Teaching and Learning Committee reviewed tutorial provision. In general, throughout the core taken by all students (in years 1-3) there are weekly tutorials (2 hours in *Economics 1*, *Economics 2* and *Statistical Methods for Economics*, and 1.5 hours in all 4 Honours core courses *Topics in Microeconomics*, *Topics in Macroeconomics*, *Essentials of Econometrics* and *Applications of Econometrics*) with additional help desks (daily for the Honours core courses) and computing laboratories for *Essentials of Econometrics* and *Applications of Econometrics*. We intend to retain this structure, even though the provision is considerably greater than that on other courses with similar credit weight elsewhere in the College. For Honours options there had, historically, been considerable reluctance to provide tutorials amongst established members of staff. We have established a minimum level of provision of 4 tutorials (in addition to weekly 2 hour lectures) for all 20 credit Honours option courses – although we are prepared to allow courses to include more tutorials on pedagogic grounds and (again	December 2017

		on pedagogic grounds) to permit course organisers to teach courses multiple times with classes in seminar form instead of providing additional tutorials.	
7.The review team **recommends** that the School consider alternative methods of assessment to Multiple Choice Questions	24 months (2017-2019)	School to review assessment strategies and progression of assessment strategies at different points within the programme. It appears that the TPR panel took the view that the School is overly reliant on Multiple Choice based assessment. They formed this view on the basis of discussions with a dozen undergraduate and postgraduate students, but without looking in detail at the assessment strategies used on courses across the undergraduate programmes. By contrast, the external examiners, who have a direct overview of *all* assessment types and assessment strategies on all courses have never voiced such a criticism and instead wrote to praise the variety of assessment strategies employed. This difference of opinion may reflect the greater focus of the TPR on the high-enrolment, compulsory, courses (which make greater use of MCQs) and the exposure of the external examiners to assessment on lower enrolment Honours options. The Teaching and Learning Committee reviewed the assessment strategies on the compulsory courses in years 1-3. Here, it is certainly the case that students undertake frequent multiple choice examinations – and this may be the source of the student frustration. However, all courses involve MCQs only as a one of a variety of assessment formats. The courses that make greatest use of MCQs (as a proportion of overall marks and in terms of frequency of assessment) *Economics 1* (400 students), *Economics 2* (250) and *Statistical Methods for Economics* (225) do so as a practical means of incentivising sustained student effort across the syllabus at non-Honours, given the large numbers of students involved. These courses also incorporate individual written assignments, weekly homework assignments and tutorials and end-of-year written examinations. The core Honours courses. *Topics in Microeconomics, Essentials of Econometrics, Applications of Econometrics* and *Topics in Macroeconomics* also make use of multiple choice examinations, again as an efficient means of covering the syllabus in large classes and *as one of several forms of assessment*. The Teaching Committee was not inclined to reduce the use of MCQs, but felt that it would be worth considering whether greater weight should be placed on essay-based assessment in year 3 (in	

		preparation for the dissertation) rather than earlier in the programme. This will be discussed further next year. At the PGT level, all MCQ-based class examinations in MSc core courses have been removed.	
8.The review team **recommends** that the School and Information Services consider the enhancement of the provision of computer labs available to the School		Initial meeting discussed scope for provision of computer labs for the School. School to consider scope for reformulating teaching of econometrics / use of labs. However, really the TPR panel was suggesting that the School be given dedicated lab-space and our discussions with the College indicate that this is not feasible at present. One issue that concerned the TPR panel was the fact that in computing labs, students worked in groups of up to 6, but only one student would have access to the computer package. This problem has been rectified through the introduction of individual STATA licences – see point 5 above. Students bring their laptops to class and are able to access STATA. Another issue implied by the TPR recommendation is reconsideration of the size of the computing lab classes – with the idea that a larger number of smaller classes could be provided. However, class size appeared not to be a major concern in mid-semester feedback or end-of-course questionnaire and because of resource constraints it has been decided to leave computing lab class sizes unchanged at present.	September 2017
9.The review team **recommends** that the University allow students the option to re-sit exams at MSc level		Subject to Senate approving the plans for next year, there is a CSPC action to "Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements" in 2017/18. It is anticipated that this will incorporate investigation of possibilities in relation to the specific MSc resit item that Economics has identified – this, however, was not included in the consultation document that was circulated. They will be able to report back on progress with this item over the course of 2017/18.	2017-18
Please report on steps taken to feedback to students on the outcomes of the review		Discussed at Staff-Student Liaison Committees the year and also at other feedback events such as the Dissertation / Senior Honours welcome meeting.	2017-18

Internal Review

Year on response report on recommendation actions

TPR of: Asian Studies
Date of Review: 27th & 28th April, 2017
Date of 14 week response: 22nd November 2017
Date of Year on response: 10th August 2018

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

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1. Recommend that the School Senior Management Team enter into discussions with Estates and Buildings regarding the bringing together of Asian Studies staff accommodation and the proximity of teaching rooms to staff, whilst noting the importance of maintaining Asian Studies as an independent subject area.	It is not possible to outline a clear timescale for completion. Changes to the office space for Asian Studies is dependent on the completion of other building projects.	The bringing together of Asian Studies staff to one site remains the School goal. This goal has been communicated to the senior management of the College of Arts, Humanities and Social Sciences. Senior management is in agreement with this aim. This matter has also been communicated to Estates and Buildings (and whose policy is informed by CAHSS). The matter now rests with CAHSS to action, therefore, as part of the whole 10-15 year plan for the Central Area of the University. The matter has therefore been completed as far as the School is able to do so.	August, 2018
2. The Review Team recommended that the School give Language teaching staff reserved time and budget for career development opportunities. This is crucial in maintaining the current high standards in language pedagogy given the rapid changes in this field.	Completed. This issue has already been considered (see "Comment on progress"). The School will review its approach should there be a change in budgetary constraints.	The Workload Allocation Model for language-teaching staff currently includes a remit of time for Continuing Professional Development. In terms of the finance side of CPD, this is a School-wide issue and while there are budget constraints, the School has now started to provide a special budget for language teaching staff for career development opportunities (such as conferences).	September, 2017
3. Recommend Asian Studies deferring consideration of establishing new degree programmes for advanced language students. Undertake thorough consultation with other Universities, students and industry with regards to sector-wide issues and practices.	Completed. Action taken.	Following the recommendation from the Review Team, we have deferred this consideration. Due to the effects of Industrial Action and adverse weather in Spring, 2018, the proposed exploratory workshop on this issue within language teaching with colleagues from other Universities and languages will not take place this summer.	June, 2017

4.	Recommend Chinese Studies introduce a mini-dissertation in Chinese modelled on the success of the mini dissertation in Japanese.	In progress. The first meeting for the working group took place in December, 2017. A number of suggestions were put forward as to how the mini-dissertation could be incorporated into our programmes. Delegated staff members will make the necessary changes for the 2019-20 AY.	There is now firm agreement within Chinese Studies that the introduction of a mini-dissertation in Chinese Studies would be a good idea. The departure and subsequent replacement of two language-teaching staff in 2017, and the impact of Industrial Action and adverse weather hampered progress on developing a clear plan for introducing the mini-dissertation. Some re-structuring of the Chinese Studies programme in Year Two is required and this plan was not agreed until June, 2018 at our Teaching Review Meeting. This means that the necessary changes to the programme (together with some re-structuring of language classes) will not be implemented until the 2019-20 academic year. In the interim, the syllabus for the Research Skills element of Chinese 2B has been changed to provide more focus on project design and the dissertation-writing process.	Expected, autumn, 2018 (to be run for the 2019-20 AY)
5.	Recommend the establishment of an Asian Studies PG Tutor Induction workshop based on the existing informal course level practices. This will ensure consistency in delivery of a high standard of teaching and learning.	Completed. No action will be taken (see "Comment on progress").	Training for PG Tutors is now centralised and provided by the School and takes place at the start of each semester. This change was implemented in order to ensure quality across all departments and to help foster a sense of community among the PG Tutors themselves. The School will continue to monitor the needs of PG Tutors and respond to concerns as they arise. In discussion with the School, Asian Studies strongly feels that there is no need to develop a formalised training workshop and Course Organisers will continue as before to provide support and help develop teaching at the course level. The Handbook for PG Tutors is now given to all PG Tutors, regardless of contract type and is also available through Sharepoint on the LLC site. Tutors teaching during the 2017-18 academic year all had access to the Handbook and feedback from this has been positive.	September, 2017
6.	Recommend Asian Studies afford greater flexibility in the use of PG Tutors in the range of lecturing and supervision they can provide whilst ensuring that they have the relevant training and support, including access to the staffroom.	Completed. More opportunities were provided during the 2017-18 academic year for PG Tutors to undertake marking of assignments and this worked well. No further action will be taken unless there are changes to the relevant regulations which will	Practice across the School is in line with regulations set by Human Resources and College and within these remits, lecturing is not standard practice for PG Tutors. However, the Head of School is willing to feed this issue back for discussion. Asian Studies has made extra efforts this year to encourage more PG Tutors to be involved in essay and exam marking and we are exploring the idea of supervision responsibilities for PG Tutors. For training and support, please see point 5 above. In terms of Staffroom access, this issue was previously discussed with staff across the School. The building (50 George Square) is already at capacity. If the School were to	September, 2017

	allow more flexibility in how we provide teaching opportunities for PG Tutors.	provide access for Asian Studies PG Tutors, then it would need to do so for all PG Tutors in the School. Some larger departments have significant numbers of PG Tutors and it would be considered impractical to open this space up for additional staff.	
7. Recommend Asian Studies introduce clearer administrative structures and information sharing between Chinese studies and Japanese studies. Although this often happens in practice, this needs to be documented and disseminated	Completed (see "Comment on progress").	A step towards this has been taken by arranging an additional Asian Studies staff meeting each semester in which information can be formally shared between Chinese Studies and Japanese Studies. Minutes from these meetings are made available to all Asian Studies staff. In addition, the meetings of all working groups (language courses, strategy, website, etc.) within Asian Studies are minuted and shared with group members following meetings. We are aware that there is a need for information-sharing without adding additional meetings where this is not deemed necessary. It should be noted that due to the Industrial Action which took place during Semester 2 of the 2017-18 academic year, a second staff meeting did not take place in Semester 2 but we will return to having two staff meetings per semester in the 2018-19 AY.	September, 2017
8. The Review Team recommended that a review of workload allocation models (WAM) is carried out to identify any imbalances in the delivery of teaching and Personal Tutoring which should be addressed by the Head of Subject area.	Action taken. Further review of workloads was completed in June, 2018 and adjustments made as necessary.	The expectation is that staff WAMs will be published annually and that they follow the principles outlined in the relevant guidelines. Some adjustments were made to staff workloads for the 2017-18 academic year. These were reviewed at the Annual Appraisal in May 2018.	June 2018
9. Recommend School Support for the final year students in preparing second year students for the Year Abroad by regularising the meetings and ensuring appropriate quality checks.	Completed. Additional meetings were scheduled for the start of Semester 1, 2017 for Year Abroad returnees on Chinese Studies programmes. A further meeting will take place in Week 10 to outline a timeline for preparation for the Year Abroad. Further training has already been added to	This is not a School-level matter. The issue has been discussed within Asian Studies and it was decided that we will revisit procedures in utilising the experiences of fourth-year Year Abroad returnees. We should also give consideration to communicating information about the Year Abroad to the second-year cohort earlier in Semester 1 so that second-year students do not only talk to fourth-year returnees before the formal meetings in Semester 2. The issue of quality-checks also relates to Pastoral visits to Year Abroad institutions (see point 2.4.5 below on the decision by Japanese Studies to consider reducing the number of host institutions in Japan). On the Chinese Studies side, it was agreed at our annual teaching Review Meeting in June, 2017, that the Year Abroad Coordinator would talk to fourth-year returnees about their	September, 2017

| | the Japanese Studies programmes in terms of the dissertation.

We will monitor progress in this area and make further adjustments as necessary. | comments to second-year students as this can sometimes have an impact on uptake at some host universities. As a result, a series of meetings was set up in the first half of Semester 1 this academic year (2017-18) for a discussion between the Year Abroad Coordinator and the students according to Year Abroad host institution. Students were advised (via email, and by Personal Tutors) to reflect on their own experiences and asked to be circumspect about what they relayed to second-year students. For the cohort due to go abroad in the 2019-20 AY the Year Abroad Coordinator will work together with the newly-appointed Chinese Language Programme Director over the coming months.

On the Japanese Studies side, a joint class was offered in Semester 1 of the 2017-18 AY to bring fourth-year returnees and second-year students together. A separate guidance session including Japanese Studies second-year and fourth-year students together with exchange students from the host universities was also set up half-way through Semester 1. There are also plans to extend information-sharing about the Year Abroad to first-year students. As part of class (for the second year) and assessment for the third year, the third-year students made introduction videos and information websites on their host universities, and second year students can contact the third years through the comments section of the videos and ask specific questions about the university they intend to study at in Japan. Although there is space for improvement (e.g. the mode and timing of the assessment) this was well received by the second-year students which enables them to get extra information on the year abroad coming directly from Japan and it reduced some of burden of the fourth year students' workload. | |
| 10. Recommend that Asian Studies explore ways of improving its ethnic diversity by targeted outreach activities. | Action taken. Due to disruptions as a result of Industrial Action and adverse weather in Semester 2 of the 2017-18 AY, the School-level plan has not yet been fully developed. A clear set of priorities will be drawn up by the School in the 2018-19 AY. | As a subject area, Asian Studies is already engaged in outreach activities in local primary and secondary schools but we recognise that we could do more to engage in targeted outreach with the aim of improving our ethnic diversity.

Outreach activities which we employ as part of our recruitment strategy are detailed in Section 2.3 of the Analytical Report. These outreach activities are also a vehicle for promoting our programmes to a wider audience.
• Chinese Studies engages with the Confucius Institute to promote Chinese language and culture in primary and | Ongoing |

- secondary schools.
- Chinese and Japanese Studies staff make use of opportunities to speak in schools about various aspects of Chinese language and culture.
- Asian Studies has partnered with the Confucius Institute to run an annual conference on learning and teaching Chinese language. This conference is aimed specifically at secondary school teachers in Scotland. In its broadest sense. It is hoped that promoting the learning and teaching of Chinese in schools can also help reach a broader demographic of students in the long term.
- Japanese Studies staff are involved with the "Introduction to Japanese Culture and Language Teaching in Primary education (J-Clan)".

To date, the School has been focusing its efforts on Widening Participation. The School is currently developing a clear strategy with regards to targeted outreach in Edinburgh and has identified good practice within all departments with the aim of promoting these as part of a coherent approach. Ongoing activities which other subject areas are involved in include outreach in secondary schools and Edinburgh College which has a diverse student body and from which the School recruits a good number of students each year. Speed-networking event have been running for several years within the School. These events provide opportunities for secondary school pupils to meet LLC students on language degrees and to find out what is involved in studying languages. There is also a Student Ambassadors programme which involves LLC students on language programmes visiting school to promote languages (as opposed to teach languages) and share their Year Abroad experiences via blogs, Skype, etc. These are events which Asian Studies could be involved in and we need to consider how better to engage in targeted outreach activities in order to enhance the ethnic diversity within our student body. As a subject area, it may be pertinent for Asian Studies to liaise with other Asian Studies departments in the UK in order to ascertain what strategies they are developing to address this issue.

(It should be noted that at postgraduate level, including Masters and PhD programmes, our student body is more diverse, though we realise that this was not the focus of the TPR.)

Please report on steps taken to feedback to students on the outcomes of the review	A full report of actions taken on recommendations relating to learning and teaching (recommendations 4, 6, 9, 10) was fed back to Chinese Studies Class Reps at the SSLC meeting in Semester 2. There was no Japanese Studies SSLC meeting in Semester 2 due to the Industrial Action. A report of actions will be made to the Japanese Studies Class Reps in the SSLC meeting in Semester 1 of the 2018-19 AY.

The University of Edinburgh

Internal Review

1 Year response on recommendation actions

TPR of: Ecological and Environmental Sciences (including with management)
Date of review: 27-28 March 2017
Date of 1 year response: 1st June 2018

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

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1 The Review Team recommends that the subject area, with strong support from the School, proceed with the planning and introduction of the 1st year course Introduction to EES (IEES) in 2018/19 to help with building a community identity and embed core transferable skills.	For introduction in semester 1 2019/20	The future of the degree programme and synergies with the Biological Sciences curriculum have been investigated in session 2017/18 and are continuing given the (still) uncertain nature of the change to the School of Biological Sciences year 1 offerings. Staff resource needed to create and run IEES needs to be considered carefully but in principle, the EES staff are strongly in favour of introducing this course. Many of the architects of the expansive course draft we currently have been on sabbatical but will return for the start of session 2018/19. We expect that the course proposal will be presented to the Board of Studies (BoS) for formal approval in February 2019 and implementation in Semester 1 2019/20.	
2 The Review Team recommends that the subject area revisits the possibility of introducing a 5-year UG Masters in Ecological Sciences through sharing of other Masters courses e.g. research methods in order to increase efficiency.	End of Semester 1 2018/19	The provision of integrated Masters programmes across the School are being reviewed during a project on learning, teaching, and assessment (LEA). In the meantime, the EESTC will discuss the possibility of a 5-year UG Masters in Ecological and Environmental Sciences (EES). Advice will be sought from those running other UG Masters within the School of GeoSciences and a decision will be made by the end of 2018/19 as to whether or not to proceed.	
3 The Review Team recommends that the EES management team review the BSc EES with Management degree and investigate a range of alternative options for students wishing a more applied	For introduction in 2019/20	The School supports a review of the 'with management programme' to set it in current day context. This will also be reviewed during the LEA review. Two new members of staff (both 0.6 FTE) with expertise in natural resource management, food security and policy joined the EES team in Semester 2 2017/18. This was in part-replacement for a member of staff who retired at the end of October 2017.	

degree that integrates ecological and environmental sciences with resource management and applied social science.		Discussions about the direction of the EES w/m degree programme will then take place with a view to possible inclusion of a social science component by 2019/20.	

4 With regard to Tutors and Demonstrators, the Review Team recommends that:
 	
- Tutors and Demonstrators should be involved in post-course review sessions as they gain valuable insight into the running of the course as well as the content.
 	
- Tutors and Demonstrators should receive formal feedback from the students that they teach – it was found that this would be valuable to Tutors and Demonstrators in terms of providing them with an indication of how they are performing.
 	
- Tutors and Demonstrators should receive clear guidance regarding marking of coursework to build confidence.
 	
- The School should also enhance the consistency of guidance in advance of each teaching session to ensure that the Tutors and Demonstrators are well informed of what is expected of them
	For introduction in 2018/19	The PGR Office, and in particular, the Academic Tutor & Demonstrating Representative will strongly encourage Course Organisers (COs) to feedback to Tutors and Demonstrators. The Degree Programme Convenors will ensure that all COs:
		  i. (i) Hold post-course review sessions involving tutors and demonstrators
		  ii. (ii) Provide tutors and demonstrators with written feedback from the students that they have taught
		  iii. (iii) Provide tutors and demonstrators with written guidance regarding coursework marking and further verbal guidance as required
			Part-completion for some courses.

5 The Review Team strongly recommends the introduction of regular Peer Observation of Teaching for all academic members of the teaching staff	2018/19	This has been discussed at a recent School Teaching Committee (May 2018) for roll-out School-wide. On our EES programme, we are looking for ways to provide a supportive environment for staff to improve their teaching excellence. We are investigating with the Institute of Academic Development best practice (within and beyond the University). Currently, we are encouraging individual arrangements of peer observation until we realise a more formal plan. One member of staff has put herself forward for a Senior Fellow of the HEA as part	

		of the Edinburgh Teaching Award. Hopefully this will be an example for others to follow.	
6 The Review Team strongly recommends student representation on school/subject level committees such as the Teaching Committee and others, where appropriate.	For introduction in 2017/18	Increasing student engagement is a priority in the School with recent activity including student presence on our staff hiring assessment. The school are also in the processes of changing how our Student Staff Liaison Committees (SSLCs) work with the aim of having broader student engagement. The Head of School (HoS), Director of Teaching (DoT), and Head of Student Services (HoSS) meet monthly with the Students' Association School Convenors to promote student engagement. The DPC invited student representatives from both non-honours and honours years to attend each of the EESTC meetings and the Chair of these meetings is now drawn from one of the student representatives.	Completed
7 The Review Team recommends the subject area reviews current processes to ensure student and staff course/programme feedback is evaluated and any action taken in response is highlighted and fed-back to both students and staff effectively to close the Quality Assurance and Enhancement loop	Semester 1 2017/18	The EES team has followed School guidelines in regard to student feedback. Student-staff meetings have been held twice per semester, minutes detailing initial staff response were produced and circulated, and the Student Support Co-ordinator (SSC) subsequently gathered responses and actions which were made accessible on the School website. The DPC met with each year group at least once per semester to discuss the responses and actions and gather further feedback from students. The revised representation for the SSLC is working well (year reps in attendance only) and feedback from the students has been positive.	Completed
8 The Review Team strongly recommends that all Personal Tutors hold group meetings with mixed year groups as students who have had these meetings found them extremely beneficial.	For introduction in 2017/18	The Senior Personal Tutor will oversee that group meetings led individually or jointly take place as required.	Completed
9 The Review Team recommends that the School introduce mechanisms to reward excellence in teaching and encourage engagement with new technologies and innovation.	For Introduction in 2018/19	We are exploring further ways in which to judge teaching excellence across the School. Currently, during promotion rounds teaching contribution is clearly recognised in part based on student survey data and student teaching nominations. We are reviewing practices in other institutions as part of this process as we recognise the value to staff and the School.	
10 The Review Team recommends that the subject area reviews communications to students regarding internships, funding	For introduction during 2017/18; ongoing in future	The degree area has a Careers Representative that coordinates with the Careers Service and external organisations. An EES webpage with information about internships, potential funding and international exchanges was developed during	Completed

sources, international exchanges and research placements to ensure equal and fair access to the information.	academic sessions	semester 1 2017/18. We intend to extend our international exchange programme over the next few years, if capacity allows.	
Please report on steps taken to feedback to students on the outcomes of the review		The DPC met with each year group during Semester 1 2017/18 to feedback the main commendations and recommendations from the review. This included discussion of the initial actions and timescales outlined above. The DPC also summarised the TPR findings at all the 'Transition' meetings for individual year groups held towards the end of semester 2 in session 2017/18.	

PPR: of Molecular, Genetic and Population Health Sciences
Date of review: 30th & 31st October 2018
Date of 14 week response: 29 May 2018

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 if the Deanery wishes to grow its already high reputation teaching portfolio and student numbers, it further commits to teaching as core business, resources accrued from teaching are reinvested in teaching up front to allow forward planning, and teaching staff are rewarded and developed with teaching recognised as a visible and reputation-enhancing dimension of the Deanery's work.	Ongoing	This recommendation contains two aspects: a) Commitment to teaching as core business and its value for the Deanery recognised. This aspect of the recommendation requires support at the Deanery and College level. The Director of Education has raised this issue at the Usher Board and will arrange to discuss with the Dean. There are also a number of actions being taken by the Director of Education and the Programme teams - Raising visibility: work continues to be undertaken by the programme teams and the Director of Education to raise the visibility of teaching within the Deanery. For example we have held several teaching and learning seminars this academic year and in June we have an Education Forum half day event. The online MPH team ran an information session outlining teaching opportunities in the programme for the coming year. - Recognition of teaching and learning in P&DRs: Staff have been advised (via an email from the Deanery manager) that consideration of teaching and learning should be part of the P&DR process. To support this further the programme teams will collate a list of teaching opportunities for line mangers and staff to refer to when preparing for and conducting P&DRs. This move is supported by the programme teams but there is concern that it may not be implemented and there is no way to monitor this. In the absence of a	

2		Sept 2018	workload model it is challenging to implement such changes. • Value of teaching (promotions): further information could be provided to staff regarding the significance of teaching in promotion opportunities. We would welcome data on % of staff in each college who have been promoted based on the different 'tracks'. • Value of teaching (metrics): linked to the above it would be useful if there were clearer metrics that we could use to communicate the value of teaching to research-oriented staff. We have presented, in various contexts, the financial and reputational contribution that our programmes make to the Deanery but College or University level information may further support this. b) Resources accrued are reinvested: some reinvestment has taken place since the review: the online MPH has appointed two teaching fellows; the on-campus MPH has appointed a programme coordinator. Spending priorities are being discussed by programme teams and will be reviewed at the next PGT steering group. We would welcome explicit commitment (Deanery/College) that teaching programmes can reinvest income by employing additional staff. At present, the process involves filling in a post approval (PRAF) form, which goes to college for approval. This approval is not always forthcoming, despite funds being available in the business plan. It would be good to have an explicit commitment from the college/deanery that where student numbers are increasing and funds are available in the business plan, there should be a presumption in favour of approving post requests.	
2	The Review Team **recommends** that the Deanery give consideration to the value of teaching in respect of the reputation and work of the Deanery and the University and to ensure its sustainability and visibility as part of the core business before embarking on further expansion of programmes and student numbers.	Ongoing	The actions identified in relation to recommendation 1 are also relevant here.	
3	The Review Team **recommend** that a review of Personal Tutor provision takes place and all Personal Tutors receive appropriate training to ensure there is a consistent		Some of the programmes have clear guidance for students and staff on the expectations, roles and activities associated personal tutoring. In order to enhance consistent good practice and identify	

	approach and understanding of the role and thus consistent student experience across all programmes, where possible	June 2018 July 2018 Dec 2018 March 2019	ways to improve personal tutoring experience for students and staff we plan to • share good practice across programmes • review available training and online resources offered to PTs via IAD • where required, develop an information site for students and staff, for example a Learn page within the programme site. • Run a training session for staff	
4	The Review Team **recommend** that the Deanery consider the assessment literacy practices that the ODL MPH programme adopts with a view to providing the same across all courses.	Sept 2018	We plan to share good practice in terms of supporting assessment literacy among staff and students within all programmes.	
5	The Review Team **recommend** that the Deanery act with confidence to implement alternative forms of Dissertations as they see appropriate.	For 2018/9 academic year	This issue has previously been raised and is dependent on university-level decisions. The online MPH is piloting using a SLICC as an alternative to the dissertation.	
6	The Review Team **recommend** that consideration should be given to how on-campus provision could readily learn from ODL to enhance the student experience	Feb 2018 and ongoing	• The appointment of a programme co-ordinator for on-campus MPH and her work to date has already had an effect on addressing this recommendation. • The bi-annual PGT steering group meeting provides a formal opportunity for sharing experience and informal exchanges between programmes in the setting of the PGT hub provide regular opportunities for sharing practice. • The programme teams have been working with the Director of Quality to agree a new QAE annual plan and this will be introduced for session 2018-19	
7	The Review Team **recommends** that course selection processes be reviewed as part of a wider applicant-student communication review	Dec 2018 Sept 2018	• We will review the materials offered by the MSc Clinical Trials to applicants (as well as to enrolled students) to assess whether a similar approach would be suitable for other programmes. • On campus MPH – course organisers have been asked to prepare short video introductions for students to help support course selection. This will also be useful for personal tutors.	
8	The Review Team **recommends** that the Deanery explore opportunities for specialised careers and professional development advice with the Careers Service.	Dec 2018	• We will discuss possible contributions that the careers service could make via the programme handbooks; information sessions. However the Careers Service may be limited in their capacity to offer that the kind of specialised careers advice that the students require. • We will contact alumni and professional contacts to ask them to prepare a short accounts/advice on their career pathway. (written or recorded).	

			Response from Careers Consultant, Careers Service:
			We feel some of the concerns raised have come from a lack of student awareness regarding how we currently support our PGT students, but also how we communicate that. We have discussed these with my colleagues and have some suggestions as to how we could move forward.
			Having a named contact for career related issues within both the Careers Service and the Deanery of Molecular, Genetic and Population Health Sciences (MGPHS) will allow improved communication and planning of careers support. We work closely together with Schools across the Colleges of MVM and SE.
			If you are able to advise us of key contacts within the Deanery (both academic and administrative) we can discuss careers support for PGT students, and ensure effective communications throughout the coming year. In addition to working with you to highlight Careers Services resources such as appointments with a Careers Consultant, events calendar and access to our opportunities database, there are a number of things we can recommend and would be happy to discuss these further with you e.g.:
			• A short induction input for campus-based students would allow us to introduce the Careers Service and what we can do to support students, highlight the specific resources and services of most relevance to your PGT students, clarify how to access careers support. We can also highlight what students can do to maximise their experience.
			• A newsletter (or online Collaborate session) for distance learners could similarly introduce the careers support available for them.
			• A tailored careers session for campus based students could be planned for later in the academic year
			• Reviewing the careers section of the Deanery website
			• Careers e-newsletters for students
			• Personal tutor training and e-newsletters
9	It is **recommended** that the Deanery discuss opportunities with Development and Alumni to engage with alumni to enhance the student experience	May 2019	Following discussion with Development and Alumni team we have agreed to invite Head of Alumni Engagement, to speak to the MGPHS PGT steering group at our September meeting about the

			plans for an online platform to support links between students and alumni. We anticipate using this platform to support delivery of video testimonials produced by alumni for some programmes and extending the approach for other programmes.	
10	The Review Team **recommends** that the Deanery review their student communications and that the issue of coordinated University and Deanery student communication should be highlighted to the Service Excellence Project	June 2018	This relates to the university email to new students advising them that they need to contact personal tutor in order to be able to matriculate. This advice is factually incorrect. This has been raised on a number of occasions and we would welcome support in bringing about a change to the wording of this email. This is being followed up with Student Systems and a response will be provided at the September meeting of QAC. Gillian Mackintosh	
	Please report on steps taken to feedback to students on the outcomes of the review		We will send copy of the review and this interim report on progress to student reps. We are also asking our communications team to prepare an 'infographic' style communication of the commendations, recommendations and actions. In the longer term we intend to create a feedback site (most likely in Learn) to communicate feedback from student evaluations, external examiner reports and PPR.	

TPR of: SLICCs within TPR of Moray House School of Education
Date of review: 22/02/2018
Date of 14 week response: 10/08/2018
Date of year on response:

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	It is recommended that the SLICCs team report on the SLICCs process through the Annual Programme Monitoring report to then be included in the School annual quality report for the current academic year 2017/18.	TBC – timing of EDUC Annual Report	Will include report on summer 2018 process within annual quality report cycle and will continue for each year.	
2	Academic Services to follow up with Student Systems about a CEQ with specific SLICCs questions for implementation in AY 2018/19 onwards. Once available, the CEQ data to be included as an appendix in the Annual Programme Monitoring report to the School.	October 2018	Initially remitted to Lisa Dawson (Student Systems) and Nichola Kett (Academic Services). SLICCs Team have engaged with Students Systems on this and awaiting a response. Questions have been formed and will be implemented through an EdWeb form if an adapted CEQ via EvaSys is not possible for the summer 2018 students.	
3	It is recommended that the SLICCs team follow up with the VP Education, Bobi Archer and Megan Brown, from the Students' Association to explore possible options.		SLICCs Team discussed with Students' Association and agreed that an SSLC was not appropriate in light of student participation being asynchronous and off-campus, and changes to the student representation structure. An optimal route for the student voice was identified and agreed – this includes interim anonymised feedback via an EdWeb form, students being informed of any in-course enhancements and responses as a result, and the CEQ at the end of the course.	July 2018
4	It is recommended that the SLICCs team work with Academic Services to develop and present a paper to		Extracted minutes of SLTC meeting:	May 2018

	the May 2018 Senate Learning and Teaching Committee for wider discussion and approval of the forward direction and intentions for the SLICCs process.		LTC encouraged continued development and exploration of:
			 • harnessing the flexibility of the SLICCs framework to:
			     o provide academic credit for term-time experiential learning, potentially of particular benefit for WP students
			     o help students bring together the learning from the two core subjects of a joint degree programme
			     o assist students with the transition from further to higher education as a Foundation course
			     o facilitate the development of co-created courses
			     o facilitate support for community engagement, for academic credit
			 • scalability - there were mixed views about the amount of academic time needed to support the centrally-run SLICCs and this should be considered to ensure a sustainable and scalable approach is achieved; group-based SLICCs may have particular value. However, it was agreed that there are already scalability opportunities with the in-programme SLICCs
			 • staff involvement and capacity - continue developing a network of SLICC champions to help drive developments forward, including possibly awarding credit to participants on the Edinburgh Teaching Award (EdTA) for supervising centrally-run SLICCs;
			 • terminology - consider a name change to better reflect the methodology and remove a potential current barrier
			 • evaluation - undertaking a structured evaluation of the impact of SLICCs to inform future developments.	

5	It is recommended that the SLICCs team discuss with Student Systems around mechanisms for recording the status of international Summer School Students.	December 2018	Remitted to Lisa Dawson (Student Systems) – Course Organiser is currently exploring this and checking for progress with Lisa.	
6	It is recommended that the SLICCs team discuss the NICE programme with Professor Tina Harrison and with the Director of Academic Services to better understand the collaborative arrangements.	Semester 1 2018/19	Edinburgh Global's NICE project team have investigated and confirmed that students can be registered as visiting students and through this gain full access to the necessary systems.	

			Discussions between the SLICCs Team and Edinburgh Global's NICE project team have been progressing which includes collaborative aspects. However Semester 1 would be a good time for this discussion to occur between Edinburgh Global's Go Abroad Team, the SLICCs Team, AP Academic Standards and Quality Assurance, and the Director of Academic Services.	
7	It is recommended that the SLICCs team discuss further with colleagues in Go Abroad recognition for a fuller range of international opportunities.	Semester 1 2018/19	As for Recommendation 6	
	Please report on steps taken to feedback to students on the outcomes of the review	Not relevant bar Recommendation 3 which has been actioned – see notes above.	

TPR of: **SOCIOLOGY AND SUSTAINABLE DEVELOPMENT**
Date of review: 12-13 February 2018
Date of 14 week response: 21 August 2018
Date of year on response: 15 May 2019

Recommendation no	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1	That Sustainable Development review the resources required to maintain, and the sustainability of, the current provisions of the Sustainable Development Degree.	MoUs with SAs – by September 2018. Pathway supervision proposal – for agreement 4/10/18. PIR to become one pathway instead of two – as of September 2018.	Some changes have been made and others are ongoing. More staff time now dedicated to the degree: 0.5 FTE from Sarah Parry, who takes over as Degree Programme Director from August 2018; 0.3 FTE from Eugenia Rodrigues (both based in STIS). Memorandums of Understanding will be agreed with each Subject Area (SA) that contributes to the degree by the start of the new academic year 2018-19. These aim to revitalise the role of 'Pathway Liaison' i.e. a member of staff from each SA who will have responsibility for facilitating the contribution of that SA to the degree. We are working towards gaining recognition in the WAM for the time this takes. A proposal is going to CUGLAT in September that in future, SD dissertations will be conducted in, and supervised by, the pathway SA. If agreed at CUGLAT meeting on 4/10/18, we anticipate implementing full transfer of supervision to pathways for students entering first year in 2019. Before then, students will be encouraged to do their dissertation in their pathway, but offered the SD dissertation providing that they can make an academic case for not being supervised in their pathway (because of what has been advertised to students currently on-programme and entering this September). This transfer of supervision should reduce SD staff workload and much invisible work that has been involved in supervision arrangements thus far. Politics and International Relations will be combined into one pathway, with pre-Honours students taking exactly the same core 'PIR pathway' courses but able to specialise towards either Politics or IR if desired at Honours level. Barriers to completion: due to staff workloads across subject areas, proper fulfilment of the 'Pathway Liaison' role is an aspiration that may not be realised immediately.	More staff time - already completed.

2	That consideration be given to the way in which funds allocated to tutoring could be spent in the diversity of differing tutor models, taking into account risk to the institution, the administrative burden and the repeated new workload associated with new tutors. The School Executive, in consultation with the subject groups, should consider alternative ways of optimal allocation. Consideration should be given to alternative ways in which this resource could be better used, such as studentships with attached teaching requirements, or teaching fellows, for example.	May 2019	HoSA will pursue this with SPS management in coming year as it involves School and College-wide tutoring policies. The subject area has reservations about relying too much on teaching fellows, but will continue to consider this option. The new Alice Brown Fellowship is an example of a school innovation in teaching-linked studentships. One of these has gone to Sociology.	
3	That individuals in key Personal Tutor (PT) and Student Support Officer (SSO) roles require access to private and confidential spaces, and that these spaces need to be readily available.	Assess in August when relocation possibilities are clearer.	This issue is affected by serious space constraints in SPS affected by growth. There is hope that a relocation of part of the School to different premises in August may make it easier to ensure single offices for SSOs and PTs. In the meantime bookable and break out spaces are available for these.	
4	The implementation of a School wide strategy for management of non-honours programmes with a view to coping with increasing numbers of students, and reflecting on the relative value of pre-honours courses and the distribution of core School staff, and a review of the provision of first year Sociology in particular. The School should consider the provision of alternatives for those who are on programme and off programme, where the Fundamentals course is incorporated into on programme Sociology.	Ordinary level teaching team to operate from Sept 2018; outcome of School-level review of Fundamentals by end of semester 2 (2018-19).	There are serious concerns in the subject area that creating two streams of ordinary courses for on- and off-programme students will simply increase teaching loads and student numbers when we are trying to contain these, without creating sufficiently small scale on-programme courses to enhance student experience. During a recent Sociology Away Day we discussed redesigning the Fundamentals courses in a way that would increase closer contact between staff and students. These courses are under review School-wide so we need to await the outcome of that review before making radical changes. This will be at the end of the next academic year. We are also organising a more coordinated ordinary level Sociology teaching team (year 1 and 2 course convenors, including fundamentals) to take a stronger overview of ordinary level (pre-Honours) curriculum and delivery.	
5	That the Subject Area engage further with their designated Admissions representative in order to establish clearer and more regular communication channels between the School and Central Admissions to ensure that information is disseminated through the subject groups for transparency, awareness and agreement of student numbers so that the School and Subject Area might be better able to effectively plan resourcing.	Initial discussions by Sept 2018; potential further work on arrangements by May 2019.	HoSA will take this forward with Director of Professional Services and Admissions over the summer.	
6	That a review of current restrictions on who can be tutors be undertaken, with consideration of the option of opening	By May 2019	A particular issue here is the ability of Sustainable Development as a multidisciplinary degree with external pathways to recruit appropriate tutors from Geography and possibly externally. HoSA	

	up recruitment to applicants from outside the School of Social and Political Science.		will pursue this question with School management over the summer.	
7	That the Head of School liaise with the appropriate contact in the College of Arts, Humanities and Social Sciences so that they might be provided with transparent data on how target contribution figures have been, and are being, arrived at, and the relationship between those and income generation schemes with particular focus on Undergraduate student intake.	Hopefully before College & Schools enter next Plan cycle in November.	The Director of Professional Services has begun liaison on behalf of the Head of School with College, as recommended. Initial discussion (July 2018) ascertained a preference, possibly a necessity, to involve College Finance and Planning Office, which involvement is being pursued.	
8	That a mapping of assessments across core curricula take place, including highlighting and improving where necessary the diversity of forms of assessment and types of writing. As part of this mapping, the subject area should consider forms of assessment which facilitate marking to fit within workload allowances.	May 2019	Exams convenor and TPR liaison have begun a survey of assessment methods in the subject area. We will build on this in the new academic year, and discuss assessment methods during a Teaching Away Day next year.	
9	That minutes of Student Staff Liaison Committees be discussed by the relevant team at a suitable meeting, with these discussions being fed back via a written response to the students in order to help to 'close the loop'.	By next Sociology Student Forum.	In Sociology we have a 'Sociology Forum' rather than a SSLC. The Sociology Forum webpage has been updated to incorporate minutes. We will consider dissemination to students next year by email and /or through our electronic newsletter. We plan to incorporate the Sociology Forum convenor role more closely into a UG teaching team including exams convenor and honours convenor in the coming year, to better integrate with teaching development. In SD, the Degree Programme Director feeds back a written response by email to all students after the SSLC.	Completed for SD.
	Please report on steps taken to feedback to students on the outcomes of the review		All students were invited to attend the review feedback session at the end of the TPR visit; none did. TPR Liaison sent the reviewers' report by email to students who contributed to the TPR.	
For Year on response only	Any examples of a positive change as a result of the review			

The University of Edinburgh
Senatus Quality Assurance Committee

Electronic Meeting
20 – 27 August 2018

External Examiner Reporting System:

Total reports for 2016/17

Executive Summary

The paper is provided for information and shows the total number of undergraduate and postgraduate taught reports submitted via the External Examiner Reporting System for academic year 2016/17. The status and stage of all reports are illustrated.

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

The paper aligns with the University's strategic objective of leadership in learning.

Action requested

Senatus Quality Assurance Committee is invited to note the paper.

How will any action agreed be implemented and communicated?

The paper is for information and no action is associated with it.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The paper is for information and no resource implications are identified
2. **Risk assessment**
   The paper is for information and no risk assessment is required.
3. **Equality and Diversity**
   The paper is for information and equality impact assessment is not required.
4. **Freedom of information**
   The paper is **open**

Originator of the paper

Susan Hunter, Academic Services
7 August 2018

## External Examiner Reporting System: Total reports for 2016/17

In 2016/17 a total of 527 undergraduate and postgraduate taught external examiner reports were submitted via the system. This report draws on data from the system as at 7 August 2018.

Figure 1: Status of submitted reports by College
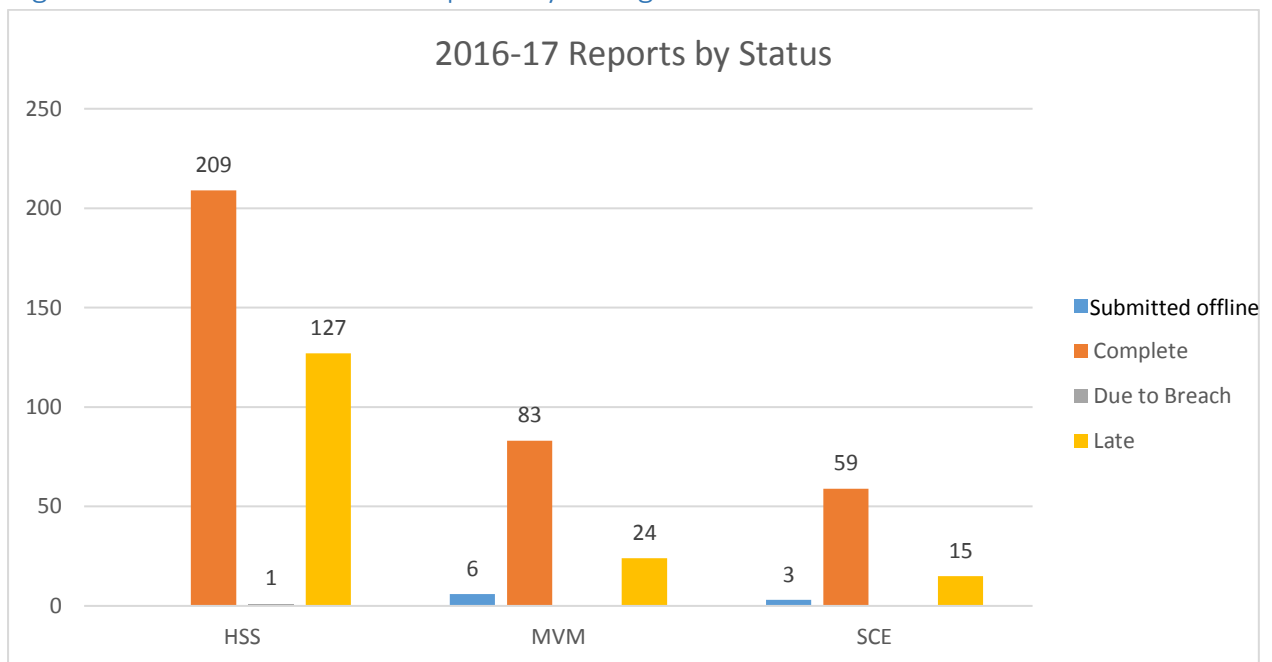
Colleges continue to follow up with Schools on any outstanding reports. Some outstanding reports were found to be allocation errors, for example duplication of allocation or allocation to External Examiners who had reached the end of their term of office.

Figure 2: Reports by stage in each College.
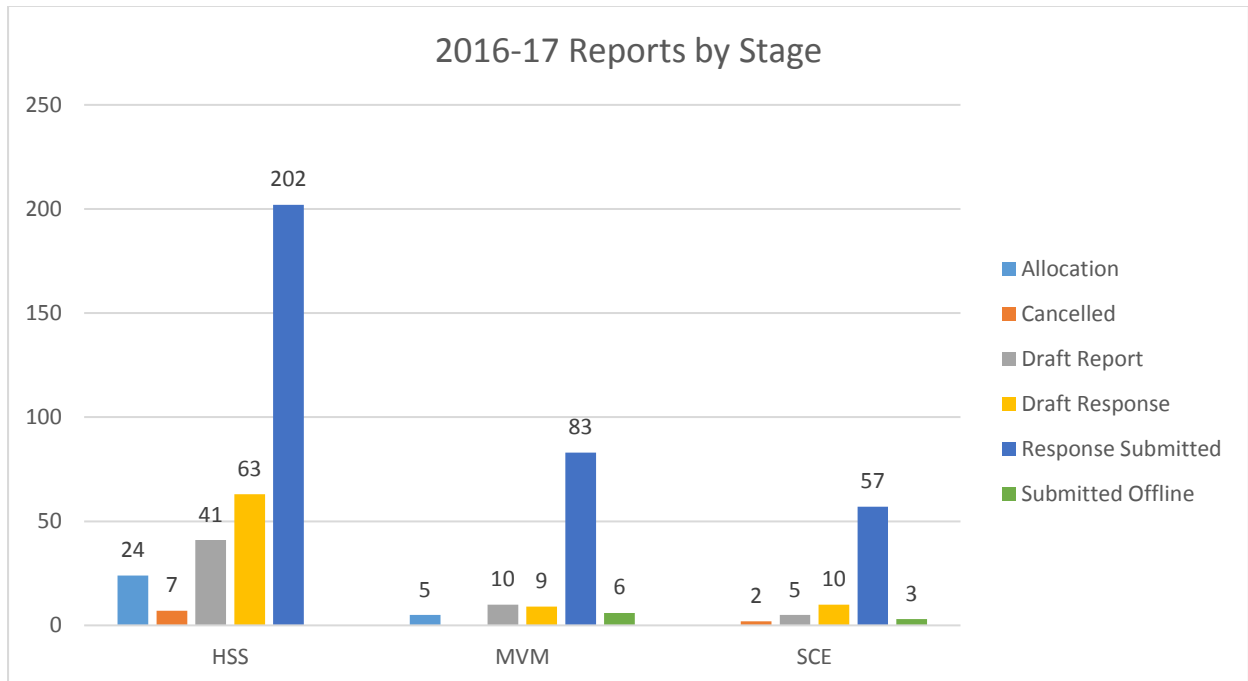
Six reports in the College of Medicine and Veterinary Medicine (MVM) and three in the College of Science and Engineering (SCE) were submitted offline. Seven reports in the College of Arts, Humanities and Social Sciences (HSS) and two in SCE were cancelled.

Table 1: Breakdown of reports by stage in each College

College Code	Allocation	Cancelled	Draft Report	Draft Response	Response Submitted (complete)	Submitted Offline	Grand Total
HSS	24	7	41	63	202	0	337
MVM	5		10	9	83	6	113
SCE	0	2	5	10	57	3	77
Grand Total	29	9	56	82	342	9	527

Susan Hunter, Academic Services
7 August 2018