

25 April 2008

Ms A Crum
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183 St Vincent Street
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Dear Ailsa

***RESPONSE TO THE QAA INSTITUTIONAL REVIEW REPORT OF APRIL
2007 ON THE UNIVERSITY OF EDINBURGH***

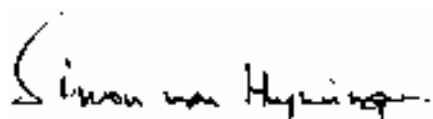
I write in reply to your letter to me dated 24 September 2007 asking for information on the action that the University of Edinburgh has taken in response to the points highlighted in the Institutional Review report published in April 2007.

The report was discussed extensively throughout the University with both informal working groups and formal University committees. The draft report was initially discussed with the Edinburgh University Students' Association sabbatical officers and then at the February 2007 meeting of the Senatus Quality Assurance and Enhancement Committee (SQAEC). Since then the University's response to the report has been a standing item on the SQAEC agenda.

Once the report was published, it was discussed at the May 2007 meeting of Court and I made a presentation to the annual Court away day in October 2007 which included reference to the ELIR report. Specific actions within the report have been progressed with those reviews and departments working in the identified areas, as well as being discussed at the Senatus Undergraduate Studies Committee (SUGSC), the Senatus Postgraduate Studies Committee (SPGSC) and the Principal's Strategy Group (PSG).

The action taken in response to each of the five overall themes in the report, and the individual action points under each theme, are listed in the table below.

Yours sincerely,



Vice Principal (Learning and Teaching)
Director of Quality Enhancement

University of Edinburgh: response to the report of the enhancement-led institutional review of November 2006

Theme 1: The ability of the institution’s internal review systems to monitor and maintain quality and standards

ELIR Action points	UoE response
<p>1.1 ...consider the effectiveness of the current remits and operation of the Senate and its key academic committees. In particular, the University has identified the need to consider whether a different model, to allow a separate focus on the differing issues arising from taught and research postgraduate provision, would enhance overall institutional consideration of postgraduate matters and of teaching (both undergraduate and postgraduate) more generally. Consideration should also be given to the most effective location for the audit function which is currently shared between the senatus undergraduate and postgraduate studies committees and the Senatus Quality Assurance and Enhancement Committee. (paras 60 & 161)</p>	<p>A number of related reviews and initiatives are addressing the action points in paragraphs 60 and 161.</p> <p>In Summer 2007 the Principal set the remit for a ‘light touch’ review of Senate. This was undertaken during September 2007 and its findings were presented to Senate for its consideration in October 2007 (Senate Review Paper). As a result of this review the remit and operation of Senate was amended with immediate effect from 24 October 2007, with a view to making it more streamlined and effective, and to focus it on strategic considerations. The operational aspects resulting from this review are currently being followed-up on by the Senatus Secretariat (the Academic Registrar and staff in Academic Affairs) and a paper on the implementation proposals was presented to the February 2008 Senate (February 2008 Senate paper). This paper covered proposals for the:</p> <ul style="list-style-type: none"> • Revised meeting pattern • Streamlined handling of business to reflect the new meeting pattern and to create more time for strategic discussion • Remit and structure of the Senate Agenda Committee <p>In addition, in November 2007 The Principal approved a review to consider the Restructuring of University-level Leadership, Governance and Administration of Academic Activities (RULGAAA). This is currently underway examining the University’s Governance and Management Framework, in order better to integrate taught postgraduate and undergraduate leadership, governance and administration. More detailed plans for improvement to the taught postgraduate experience are expected to flow from this. This review will include an examination, at a very high level, of the remits, membership, general effectiveness and inter-functionality of the set of committees reporting, directly or indirectly, to Senate. The review’s recommendations will be presented to Senate for approval.</p> <p>Audit responsibility for quality is devolved to a significant extent but lies overall with SQAEC for undergraduate and SPGSC for postgraduate teaching. Everything under RULGAAA’s scope is up for consideration. The specifics of this consideration will depend on the outcome of the review and we would not wish to pre-judge at this stage. However one possibility may be that SQAEC would devolve responsibility less for taught postgraduate and more for research postgraduate teaching.</p>

ELIR Action points	UoE response
<p>1.2 ...make more explicit reference to the elements of the Academic Infrastructure in the process documentation. This would allow staff to be confident of the alignment of their endeavours with those being pursued across the sector. (paras 62 & 163)</p>	<p>The Academic Infrastructure is summarised, and relevant links provided, in the University's Teaching Quality Handbook (The Teaching Quality Handbook). It is also considered under the standard remit for our Teaching Programme Reviews (TPRs).</p> <p>This action point was discussed at the November 2007 SUGSC. It was agreed that this would be taken forward by discussion in College Undergraduate Studies Committees (CUGSCs), leading to further consideration by Schools. Discussions should make explicit the processes being followed, with a monitoring role being established for any actions required. The resource of the QAA Codes of Practice, subject Benchmark Statements and the University's Teaching Quality Handbook would be recommended afresh.</p> <p>The EUCLID (Edinburgh University Complete Lifecycle Development) Project's systems for course and programme approval will incorporate fields which relate courses and programmes to relevant subject benchmarks (About EUCLID).</p>
<p>1.3 ...seek further security of standards by continuing work on the management of assessment and progressing systematically the actions arising from [The University's] work designed to bring greater consistency to the operation of its boards of examiners. (paras 63 & 164)</p>	<p>The Assessment Administration Working Group (AAWG) Review is well underway (including Special Circumstances Committees). Phase 1 established a set of Overarching Principles for taught course and programme Boards of Examiners (see attachment 1) which were approved by the April 2007 Academic Policy Committee (APC).</p> <p>Attachment 2 gives the project plan for Phase 2 of the AAWG Review, which started in September 2007. Work is underway to implement the operational guidance in support of the general principles and statements of roles involved in Boards of Examiners. In particular overarching Board of Examiners' models have been produced, on a College basis, with the aim of streamlining processes and facilitating the work of Boards involved in joint degree programmes. This implementation is being managed in line with the EUCLID project: EUCLID has assessment and role definition strands under its remit and the two projects must be tied together. See attachment 3 for the overarching Board of Examiners' remit: this has been approved by APC but may be subject to continued refinement. Discussions are underway with the Director of Training on the best way to provide induction, training and support on the guidance flowing from this review.</p> <p>The November 2007 SUGSC noted that this work was continuing as part of the University's ongoing commitment to ensure security of standards and encompassed both undergraduate and postgraduate levels. It further noted that College Undergraduate Deans and Deans of Learning and Teaching regularly reviewed the minutes of Boards of Examiners as part of Colleges' Quality Assurance and Enhancement Framework. It is recognised that such reviews are 'after the fact' and that the arrangements for considering external examiners reports varies between the Colleges, but that these reviews have an important role to play within the overall College-level structures in place. Conclusions from these reviews are explicitly covered in all three Colleges' annual reports to the April SQAEC. The College reports to the 22nd April 2008 SQAEC are available on the web (SQAEC Papers).</p>

ELIR Action points	UoE response
<p>1.4 ...explicitly differentiate the learning outcomes by level, and seek to align these outcomes with the assessments students undertake. (para 57)</p> <p>1.5 ...there would be benefit, particularly to students, in the programme specifications identifying differentiated learning outcomes according to level of study, and clarifying the links between the learning outcomes and assessment practice. (para 58)</p> <p>1.6 ...the University should take action in two areas: first, it should set expectations of progression at all levels through the use of level descriptors that are consistent with the SCQF; (paras 64 & 165)</p>	<p>As part of the University's curriculum project, undertaken in 2003 and 2004, there was extensive discussion about the appropriate SCQF levels at which to set learning outcomes and student achievements for courses in each degree programme year. The decision was taken to set the majority of courses at SCQF levels 8 and 10, to stretch students in year 1 and to allow them additional flexibility of course choice in Honours years. We believe this general approach is being supported by the findings of the First Year Enhancement Theme. Nonetheless the University has courses at levels 7 and 9 where appropriate and it currently has approximately 25 level 7 courses and 255 level 9 courses (8% of undergraduate courses).</p> <p>For those courses that can be taken in either of the Honours years there is no implicit difference in level dependant on which year a student takes the course, and no difference in how course assessments are marked. The Vice-Principal for Learning and Teaching/Director of Quality Enhancement (V-P L&T/DQE) will discuss with EUSA how to address any student concerns and misapprehensions in this area.</p> <p>The November 2007 SUGSC agreed that, via the channels of College and School committees, there should be consideration afresh of the appropriate learning outcome in relation to SCQF level for all courses, with follow-up action as required to include display of the appropriate level in all published material. It was noted that sequential courses at Honours level might in some cases exist, and might not necessarily imply a difference in level between the two.</p> <p>SUGSC agreed that it would be useful for students to have an explicit link between learning outcomes and assessment both in relation to their immediate academic development and to their longer term personal development planning. It was agreed that in tandem with Schools' consideration of SCQF levels, Colleges should refresh the understanding of level descriptors as one way of making it clearer to students what is expected of them at different levels. It was agreed that the articulation of assessment and learning outcomes would vary according to the course being delivered.</p> <p>An interim report of progress in this area was requested from the Colleges for the May/June 2008 meeting of SUGSC, with a further report in November 2008.</p>
<p>1.7 ...secondly, it should progress its current considerations with respect to assessment practice and its work in ensuring greater consistency in the operation of boards of examiners. (paras 64 & 165)</p>	<p>This will be covered by the AAWG Review referred to in 1.3 above.</p>

Theme 2: The institution's arrangements for ensuring that the information it publishes about the quality of its provision is complete, accurate and fair

ELIR Action points	UoE response
<p>2.1 ...establish systematic mechanisms for ensuring that all the information it publishes about the quality of its provision is complete, accurate and fair. (paras 69 & 166)</p>	<p>Two major University projects are strengthening mechanisms in this area:</p> <ul style="list-style-type: none"> • the EUCLID Project, already referred to in 1.2 above, will ensure one golden copy of a wide range of student and student-related material • the Website Development Project, which began work in February 2006, aims to provide a clear, consistent, and reliable online source of University information (About The Website Project) <p>In terms of its online information provision the University will launch the beginnings of its corporate website, within a content management system specifically tailored for the University, In 2008. This first phase website will contain prospectus information.</p> <p>The ongoing implementation plan specifies the roll out of the content management system across the University over the next several years, with systematic editorial control mechanisms in place to ensure responsibility is taken for the quality and accuracy of the information about the University's provision. A system of editorial control will be introduced, with cascading authority of content within clearly defined author, editor and publisher roles. Such workflow systems and clear ownership of content are designed to ensure accuracy and authority of content.</p> <p>Following on from the work on online provision the editorial control of those print marketing materials generated by colleagues around the University, beyond the direct control of Communications and Marketing (CAM), is under active consideration. CAM are looking into what further systems need to be put in place with the intention of developing an editorial approach and implementation plan in 2008.</p>

Theme 3: The effectiveness of the institution's approach to promoting an effective learning experience for students

ELIR Action points	UoE response
<p>3.1 ...continue to work with EUSA to develop student engagement in a range of ways including securing the links between School and class representatives, facilitating improved postgraduate representation, particularly at the School and College levels, and involving students as members of Teaching Programme Review (TPR) panels. (paras 118 & 167)</p>	<p>EUSA support staff are working closely with School representatives to encourage further, and to facilitate, links between school and class representatives. School representatives were more heavily involved than before in the planning and delivery of class representatives' training in the 2007/08 academic year. The training stressed the role of School Councils and encouraged class representatives to engage with them. School Council websites are being developed to aide their communication with students within Schools. Ongoing co-operation between the Students' Association and Schools, subject areas, and the Centre for Teaching Learning and Assessment (TLA) through their training of teaching staff, will be continued to emphasise the workings and importance of effective student representation. For the start of the 2007/2008 academic year the Students' Association provided improved information for teaching staff on the election and roles of class representatives: this will also be made available online.</p> <p>To initiate an ongoing project in the area of postgraduate representation the Students' Association carried out a mapping exercise over the Summer of 2007, to establish how effectively postgraduate representation is working across the university. This process involved direct engagement with students and staff throughout the university. One outcome of this was increased postgraduate engagement with the EUSA elections and increased postgraduate representation on the SRC. Initial findings and recommendations were also discussed with SPGSC. The outcomes from this work will be taken forward within the Association's strategic planning process. The Postgraduate Convener, with support from the Vice President Academic Affairs and the Senior SRC Advisor, will implement the short-term measures, such as better communication links and meetings.</p> <p>The President and Vice President (Academic Affairs) of the Students' Association were members on three TPR review teams during 2007/2008, in preparation for which they undertook SPARQS training. Positive feedback on student representation on the Review Teams has been obtained and disseminated to EUSA. A EUSA paper on future student involvement on review panels went to the April 2008 SQAEC (Student involvement in TPR review teams).</p>

ELIR Action points	UoE response
<p>3.2 ...reflect on how to develop a clearer view of the undergraduate student experience and, from this, form a systematic data set which could be used to enhance the learning opportunities provided. (paras 119 & 168)</p>	<p>The University values all sources of information on the experience of its students and so, for example, was the first University in Scotland to sign up to participate in the National Student Survey (NSS), with the very strong support of The Principal to do so. It also participates in the International Student Barometer (ISB) and uses end-of-course questionnaires.</p> <p>The V-P L&T/DQE put a paper to the November 2007 APC suggesting further ways in which the University might have systematic surveys of all student opinion with a view to getting more cross-institutional information. Such surveys require significant resource and are under discussion.</p> <p>The University systematically gathers and scrutinises feedback from its students in many different ways, with the intention of triangulating data from a range of viewpoints, including for example through:</p> <ul style="list-style-type: none"> • A strong and well-established system of student representatives at all levels from individual classes to the University • Promoting and facilitating the gathering of feedback in a range of ways (feedback is referenced extensively in the resources available from http://www.tla.ed.ac.uk/resources/index.htm) • The formal consideration of feedback at School, College and Senate-level committees
<p>3.3 ...build on the work [The University] is undertaking to improve its management of assessment and, in particular, should seek to improve the arrangements for providing feedback on students' assessed work as an aid to learning. (paras 120 & 169)</p>	<p>The University, at the highest levels, recognises the importance of providing feedback to students and is committed to developing this. For example:</p> <ul style="list-style-type: none"> • The V-P L&T/DQE held meetings on feedback with the Heads of all Schools which received below average NSS scores on this parameter • PSG and a special meeting of APC in November 2007 considered issues relating to feedback and the NSS • The Principal is sponsoring a Learning and Teaching Forum on the 17th June 2008 entitled 'A Festival of Feedback: Tradition and Innovation in Feedback and Guidance to Students' • The lead article in the April 2008 TLA newsletter will be The Trouble with Feedback: New Challenges, Emerging Strategies. The newsletter is disseminated through the TLA website, with email notification to all academic staff

ELIR Action points	UoE response
<p>3.3 (cont'd)</p>	<p>Feedback was discussed at the November 2007 SUGSC, informed by reports from all three Colleges on the work underway in this area. SUGSC's discussions led to the identification of a range of actions and to agreement that Colleges will provide an interim report on their development of student feedback to SUGSC during the academic year 2007/08, followed by an update during Semester 1 of 2008/09.</p> <p>The current EUSA campaign, Just a Number, aims to gather more detailed information about the positive and negative feedback practices across the university. It also aims to get students more engaged, and one of the ways it does this is by encouraging them to take up opportunities for feedback.</p>
<p>3.4 ...establish a clear understanding of the Director of Studies role which should be communicated to all staff and students. Given the importance of the role, there would be benefit in ensuring that adequate training and ongoing support is provided to all Directors of Studies. (paras 121 & 170)</p> <p>3.5 ...consider how the supply of [support] services can be kept in adequate proportion to student demand. (paras 122 & 171)</p>	<p>The College of Humanities and Social Sciences (CHSS) made significant changes to its Director of Studies (DoS) system at the start of the 2007/08 academic year. One effect of these changes will be to reduce the requirement for DoSs to carry out purely straightforward administrative tasks that could be done by non-academic staff. This new system was considered as a standard remit item in all the CHSS TPRs that took place in 2007/08. It will be monitored and reviewed.</p> <p>The DoS system across the University as a whole will be considered as part of a major Review of Academic and Pastoral Support for Students, which started in January 2008 and is scheduled to take one year. The remit for the review, set by the University, is given in attachment 4. A senior, full-time, project officer has been appointed to service the review and it will be carried out under the overview of the V-P L&T/DQE and the Academic Registrar. The services offered by EUSA, and their relationship to those delivered by the University will, with the agreement of EUSA, be included in this review.</p> <p>The supply of support services referred to in paras 122 & 171 will also be covered by the Review of Academic and Pastoral Support for Students.</p>

ELIR Action points	UoE response
<p>3.6 ...ensure that all students who fulfil a teaching role undertake the training which is provided and that they receive ongoing support for their teaching activity. (paras 124 & 173)</p>	<p>The V-P L&T/DQE put a paper to PSG on 20 November 2007 as a result of which Heads of Colleges agreed in principle to ensure awareness of this requirement across their Heads of Schools.</p>
<p>3.7 ...make more rapid progress with institution-wide implementation [of PDP] in order that the benefits of its introduction can be realised by all students. (paras 125 & 174)</p>	<p>This is in all three College's Teaching and Learning Strategies and they reported orally to the December 2007 SUGSC on their progress (Section 9 of the December 2007 SUGSC minute refers). This topic is discussed at most SUGSCs and, for example, the College of Medicine and Veterinary Medicine (CMVM) has since produced a follow-up on its work on PDP (MVM PDP Paper to SUGSC).</p> <p>This area will also be considered as part of the Review of Academic and Pastoral Support for Students referred to in 3.4 above.</p>

Theme 4: The combined effect of the institution’s policies and practices for ensuring improvement in the quality of teaching and learning

ELIR Action points	UoE response
<p>4.1 ... clarify the locus of responsibility for quality enhancement and the oversight of enhancement activity, particularly at institutional level. (paras 146 & 175)</p>	<p>This will be covered by the RULGAAA Review described in 1.1 above.</p>
<p>4.2 ...make more systematic use of the outcomes of the whole range of [The University’s] quality assurance procedures and processes. (paras 147 & 176)</p>	<p>Outcomes from Teaching Programme Reviews (TPRs) and Quinquennial Reviews (QQRs) are on the University’s website (TPR Reports and QQR Reports). Trends in TPRs are reported to APC and discussed in SQAEC and the College Quality Committees. QQR Reviews are reported to SPGSC.</p> <p>This aspect also relates to paragraph 42 in the ELIR report overview which said “The team noted that the mechanisms undertaken to ensure closure of the [TPR and QQR] report outcomes and school responses were more clearly demonstrated in some colleges than in others.” The principle underlying the Colleges’ annual reports to SQAEC is that they should be useful to the originating College, and so their formats vary. However the Schools’ responses to TPRs and QQRs are made available on the relevant web page.</p> <p>The outcomes of PSRBs are included in the Colleges’ annual report to the April SQAEC and will also be considered by the November SQAEC through the medium of the University’s response to the SFC on the outcome of TPRs/QQRs/PSRBs. As noted in paragraph 53 in the ELIR report overview “The University does not monitor, at institutional level, the submissions made to PSRBs by schools or the responses made to their findings.” Given the University’s structure SQAEC believes this approach allows submissions and responses to be made at the most informed level whilst maintaining the University-level overview of the outcome.</p> <p>Academic Appeal statistics are available online (Academic Appeal Statistics) and learning points are reported annually to Senate (Appeal Report to Senate).</p> <p>A database of TPR recommendations and commendations was set up at the start of the TPR process. However, following consultation with interested stakeholders across the University, and discussion at the January 2008 SQAEC, it was agreed that such a database was not helpful in sharing best practice and its use has been discontinued.</p>

ELIR Action points	UoE response
<p>4.3 ...develop the [Peer Observation of Teaching] system in ways that will demonstrate to staff the advantages of peer review in facilitating reflection on teaching and learning practices across the institution. (paras 148 & 177)</p>	<p>This is University policy, having gone to APC for approval and Senate for endorsement of APC's proposal. The current guidance on Peer Observation of Teaching is in the Teaching Quality Handbook.</p> <p>The University is also working more generally in a number of ways to improve recognition for teaching quality and to develop reflectiveness on teaching in staff. It sees the latter as the fundamental objective underlying Peer Observation of Teaching which may also be achieved, and sometimes more effectively, in ways other than Peer Observation of Teaching itself.</p> <p>For example:</p> <ul style="list-style-type: none"> • In June 2007 the TLA Centre introduced a new Postgraduate Certificate in University Teaching which offers enhanced opportunities for staff across the University to pursue their continued professional development • The January 2008 SQAEC invited a member of Human Resources to report on progress on recognition of good work in learning and teaching by staff in all categories. This is one of the target areas identified in the University's Quality Enhancement Strategy, as endorsed by PSG, APC and Senate • The College Learning and Teaching Strategies emphasise the scholarship of learning and teaching, and promote approaches that call increasingly for innovation, mutual reflection and sharing of experience
<p>4.4 ...consider the extent to which the Centre [for Teaching, Learning and Assessment]'s training and staff development activities are sustainable in its current form and location. (paras 149 & 178)</p>	<p>The V-P L&T/DQE consulted the Director of Human Resources and the Head of CHSS on this matter and they both believe that the TLA's current location within the CHSS should be continued.</p> <p>CHSS is home to a number of bodies that operate University-wide and the TLA's location within the academic structure ensures the quality of its output and its credibility with academic staff. Discussions are on-going about incorporating study skills for students into a new overarching organisation within CHSS covering all these bodies, leaving TLA to concentrate on its primary function of helping staff.</p> <p>To meet the increasing demands being placed on the TLA the V-P L&T/DQE and the Director of Human Resources will use existing structures, such as the Staff Committee and the TLA Advisory Group, to investigate ways in which closer synergies can be developed between the work that each does, and to identify improved ways in which they can pool resources and enhance the breadth of staff development offered.</p>

Attachment 1: AAWG Overarching Principles for taught course and programme Boards of Examiners

The overarching principles for Boards of Examiners were approved by APC on 23 April 2007.

- Principle 1* Academic skills and judgement are paramount to the operation of Boards of Examiners.
- Principle 2* The effective administration of assessment underpins the University's quality of learning and teaching.
- Principle 3* Within this framework, the University aims to have an efficient system of Boards of Examiners, avoiding duplication of effort and underpinned by appropriate structural models.
- Principle 4* A Board of Examiners is a body with membership approved by the relevant College whose role it is to take an overview of each student's academic performance on a relevant course or programme based primarily on assessment results, and to make a final academic judgement on the appropriate outcome.
- Principle 5* Working within the scope of agreed models and accompanying guidance, Schools will structure Boards of Examiners according to their own requirements. Changes to former models for Boards should ensure adequate input relating to small academic disciplines.
- Principle 6* The conduct of each Board of Examiners will be governed by a standard overarching remit.
- Principle 7* The academic goals of a Board of Examiners are to ensure that all students are treated with consistency and fairness, that the assessment process runs smoothly and correctly, that appropriate standards are set and maintained, and that the external examiner plays an appropriate role.
- Principle 8* The role of the external examiner will be clearly defined, based on Quality Assurance Agency precepts and those set by the University.
- Principle 9* Boards of Examiners will be conducted according to standard operational procedures defined by the University.
- Principle 10* Members of Boards of Examiners and those working in support of Boards of Examiners will receive appropriate support for and recognition of their role.

Attachment 2: AAWG Phase two project definition

Board of Examiners Project

Project Definition

The project's primary objective is to provide a consistent and streamlined framework for the operation of all taught course and programme Boards of Examiners.

Project objectives

- Establish transparent and consistent processes and operating procedures across all taught course and programme Boards;
- Improve staff and student understanding of the process;
- Clarify responsibilities of Board of Examiners;
- Clarify roles within the Board of Examiners;
- Reduce staff time devoted to Board of Examiners administration by reducing the overall number of Boards and by dissemination of good practice;
- Support staff involved in Boards of Examiners through the resource of clear and consistent guidance and the establishment of clear roles at all stages of the process;
- Establish consistency in the presentation and validation of assessment results by University record systems;
- Establish oversight of the entire BoE operating procedure
- Integrate with the EUCLID project;
- Integrate with the Assessment Regulations project

What we will deliver

- Clear statement of operating procedures for Boards of Examiners;
- Improved staff and student understanding of the process;
- Reduction in staff time devoted to Board of Examiners administration by reduction in overall number of Boards and by dissemination of good practice;
- Clear definition of remit and responsibilities of Boards of Examiners;
- Clear definition of roles within Boards of Examiners

How we are doing it

The project is headed by Professor Simon van Heyningen, Vice Principal for Learning and Teaching. The project team comprises academic and support staff from all three Colleges, and from relevant student and academic support services. Membership of the team includes Conveners of Boards of Examiners and staff who support the work of Boards.

The project is in two phases:

Phase 1 took place in AY 2006/07 and focussed on establishing a set of overarching principles for the operation of all taught course and programme Boards of Examiners.

- Approval by Academic Policy Committee of a set of overarching principles for the operation of Boards.
- Initial drafting of detailed guidance to support the work of Boards.
- Production of a draft remit for Boards of Examiners.
- Initial gathering of information on which to base development of guidance, remit and role definition in Phase 2.

Phase 2 began in June 2007 and will run through to the implementation of the guidance framework for AY 2007/08. Phase 2 will

- develop operational guidance in support of the general principles,
- together with statements of roles involved in Boards of Examiners
- and a remit
- Consider how best to provide induction/training and support, especially for Conveners and those supporting Boards.

Attachment 3: AAWG Suggested Draft Overarching Remit for Boards of Examiners

This document has been amended in light of feedback from APC and may be subject to further change as the project progresses and supporting guidance is developed.

A Board of Examiners is a body with membership approved by the relevant College whose role it is to take an overview of each student's academic performance on a relevant course or programme based primarily on assessment results, and to make a final academic judgement on the appropriate outcome.

In this light, the overarching remit of Boards of Examiners for Taught Programmes and Courses should be:

1. To review its own remit within the context of the University's overarching remit and recommend any changes to the remit to the College for approval,. The College should determine the coverage of the Board's remit;
2. To oversee the entire assessment process according to the University's assessment regulations and the principles approved by the appropriate Board of Studies;
3. To ensure that suitably detailed marking criteria are prepared for every item of assessment under the authority of the Board;
4. To apply the University's assessment regulations appropriately;
5. To take responsibility for looking at outcomes for students across all elements of courses or programmes for which the Board has responsibility;
6. To manage the outcomes of special circumstances committees appropriately;
7. To minute its decisions with sufficient detail and ensure that archives of its decisions/minutes and those of any of its subsidiaries are maintained;
8. To produce a set of outcomes appropriate to the examinations and transmit these to Registry.

Attachment 4: Review of Academic and Pastoral Support to Students: Scoping document

Scoping document

'Student' definition: all undergraduate and postgraduate (taught and research) students from acceptance of offer.

'Academic support' as being all academic support to undergraduate and taught postgraduate students. The review will not interfere with the PGR student/supervisor academic relationship but will concern itself with wider issues of support to PGR students (would for example include support with choosing a new PhD subject but not with academic issues with current PhD).

'Pastoral support' as being all the aspects of non-academic support seen as important for a student's welfare during their period of study at the University from acceptance of offer up until graduation (but not including any services provided by Development and Alumni). This will include reviewing the following services (not the quality of the service provided, which is not in doubt, but the mechanisms of delivery, visibility/location of the service and links with other services across the University):

- Accommodation Services (only in so far as allocation of accommodation is concerned).
- Careers Service
- Chaplaincy
- Counselling
- Office for students with disabilities
- Day Nursery
- Health Service
- Centre for Sport and Exercise
- Administrative and teaching and learning support services including Registry, Transferable Skills Unit, Teaching, Learning and Assessment: i.e. study skills.
- Other services not included above or other areas where it is felt adequate support does not currently exist.

Many relevant services are currently offered by the Students' Association and in agreement with EUSA the delivery of such services and their relationship with the above listed services will be reviewed.

HC
02/11/07