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| **School/Deanery Annual Report 2023/24** |

The University is responsible for its academic standards and the quality of the student learning experience. The School/Deanery Annual Report is a key part of the University’s commitment to reflecting on and systematically reviewing its provision and taking action to enhance it.[[1]](#footnote-1)

**Scope:** Your report should cover all credit-bearing provision, including collaborative and credit-bearing continuing professional development (CPD) provision (where applicable).

**Length:** Your report should be brief (see word count guidance in each reporting box) and use bullet points where possible.

**Contributors:** Your report should include input and contributions from colleagues across your School/Deanery.

**Data:** Your report should include reflection on relevant data available via the following links (also see data guidance in each reporting box):

* [Data to Support Annual Quality Processes](https://www.ed.ac.uk/sites/default/files/atoms/files/annualqualitydata.pdf)
* [Data Insights Hub](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/Insights-Hub.aspx)
* [Data Help Videos](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/PowerBI-Help-Videos.aspx)
* [Student Analytics, Insights & Modelling](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/Analytics.aspx?source=https%3A%2F%2Fuoe.sharepoint.com%2Fsites%2FStudentAnalytics%2FSitePages%2FForms%2FByAuthor.aspx)

Please note that reports should not contain information which identifies any individual – [Data Protection Policy](https://www.ed.ac.uk/records-management/policy/data-protection)

**Deadline**: **Monday 19 August 2024**

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| **School/Deanery:** |  |
| **Report written by (include contributors):** |  |
| **Date of report:** |  |

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| 1. **Actions from the previous year.**   Please report on progress with the actions you identified in last year’s report and planned to take in 2023-24. |
| **Guidance:**  Your answer should make reference to last year’s report (see Aide Memoire from Academic Services). If there are no actions on which to report, please explain why.  *(100-200 words)* |
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| 1. **Institutional Priority: Assessment and Feedback**   Please report on activities to align existing practice with the [Assessment and Feedback Principles and Priorities](https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf). |
| **Guidance:**  You should include evidence of how you have taken action to ensure that the [Assessment and Feedback Principles and Priorities](https://www.ed.ac.uk/sites/default/files/atoms/files/assessmentfeedbackprinciplespriorities.pdf) are fully implemented, and that feedback turnaround times and quality are monitored effectively. Answers to the following questions should be included:   * What changes have you made to assessments to bring them in line with the Principles and Priorities? What changes are still needed and what is the timeframe for these? * What is your rate of return within the three-week turnaround for semester 2, 2023-24, and what steps are you taking to improve this in 2024-25? * What strategies do you have as a School/Deanery to ensure quality of feedback? How do students rate feedback in your school? * What steps have you taken to address assessment challenges (e.g. over-assessment)? What changes are still needed and what is the timeframe for these?   Your answer should include analysis of data from student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/c9aaf024-4443-46fc-91fa-e2722921e355/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi)), School/Deanery Education Committee and Board of Studies minutes and annual programme reviews. Where possible, compare this year’s data with previous years’ data.  *(150-250 words)* |
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| 1. **Institutional Priority: Student Voice**   Please report on the approach and effectiveness of student voice activities in line with the [Student Voice Policy](https://www.ed.ac.uk/files/atoms/files/studentvoicepolicy.pdf). |
| **Guidance:**  Answers to the following questions should be included:   * What opportunities do you provide to your students to enable them to feed in to the learning and teaching process and how have you made students aware of these opportunities? * What methods do you use to close the feedback loop to your students (e.g. *'you asked, we did'*)?   Your answer should include analysis of data from student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/c9aaf024-4443-46fc-91fa-e2722921e355/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi), [PRES](https://app.powerbi.com/groups/me/apps/6cea3a26-a812-440c-bef4-3271306e1f41/reports/a1484325-361c-4781-af3e-2e1c00376dbf/ReportSection?language=en-GB-oxendict&experience=power-bi)), School/Deanery annual programme reviews, course feedback and SSLC meeting minutes. Where possible, compare this year’s data with previous years’ data.  *(150-250 words)* |
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| 1. **Institutional Priority: Student Support**   Please report on the effectiveness of student support arrangements. |
| **Guidance:**  Your answer should include evidence of how your School/Deanery implemented the University's new Student Support Model from September 2023, in terms of academic guidance and student support.  Your answer should include analysis of data from student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/c9aaf024-4443-46fc-91fa-e2722921e355/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi)), School/Deanery annual programme reviews, course feedback and SSLC meeting minutes. Where possible, compare this year’s data with previous years’ data.  *(150-250 words)* |
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| 1. **Institutional Priority: Industrial Action**   Has the industrial action impacted the quality of provision and student experience, and, if so, how this has been mitigated? |
| **Guidance:**  Your answer should include analysis of data from student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/c9aaf024-4443-46fc-91fa-e2722921e355/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi), [PRES](https://app.powerbi.com/groups/me/apps/6cea3a26-a812-440c-bef4-3271306e1f41/reports/a1484325-361c-4781-af3e-2e1c00376dbf/ReportSection?language=en-GB-oxendict&experience=power-bi)), School/Deanery annual programme reviews, course feedback, SSLC meeting minutes, [external examiner reports](http://www.eers.is.ed.ac.uk/), and [progression/performance data](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/Annual-Monitoring-Insights.aspx) or annual progress reviews/vivas.  *(100-200 words)* |
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| 1. **Student Outcomes**   Please reflect on student assessment, progression and performance data for your School/Deanery. |
| **Guidance:**  Your answer should include analysis of assessment, progression and degree outcomes on your programme(s) and factors that might have impacted on them either positively or negatively (other than Industrial Action – see question 5).  **Your answer should include specific analysis of any differences in attainment for different student demographic groups on your programme(s).**  Your answer should include analysis of [progression/performance data](https://uoe.sharepoint.com/sites/StudentAnalytics/SitePages/Annual-Monitoring-Insights.aspx) as well as student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/c9aaf024-4443-46fc-91fa-e2722921e355/ReportSectiond64f25bc2b1d30a325a0?experience=power-bi), [PTES](https://app.powerbi.com/groups/me/apps/5584260a-8527-4a9a-9ee0-80349e356d67/reports/ea735f2b-2b9a-4f6b-add6-d05cc31f6754/ReportSection?language=en-GB-oxendict&experience=power-bi)), SSLC meeting minutes and course feedback. Where possible, compare this year’s data with previous years’ data.  For PGR Student Outcomes please see Question 7.  *(100-200 words)* |
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| 1. **Postgraduate research (PGR) provision**   Please report on the effectiveness of your arrangements for supporting PGR students. |
| **Guidance:**  You should include answers to the following questions:   * What is the average time to completion and the completion rates in your School/Deanery? What percentage of students have repeat reviews or are downgraded? What factors might have impacted student outcomes either positively or negatively (other than Industrial Action – see question 5)? Your answer should include specific reflection on any differences in attainment for different student demographic groups on your programme(s). * **What percentage of tutors and demonstrators\* are postgraduate research (PGR) students who teach in your School/Deanery and what percentage of these received training before engaging in teaching activities? What system does the School/Deanery have in place to monitor this training and what changes are still needed to ensure that all PGR students who teach are systematically trained and fully supported?**   \*Tutors and demonstrators are defined to be any staff (including PGR students who teach) not on teaching or teaching and research contracts who deliver teaching activities for the School/Deanery.   * What support does your School/Deanery have in place for PGR students (such as supervisor training, induction and training for annual reviews and vivas, support with career development/employability)?      * What approach does your School/Deanery take to the wider PGR student experience specifically in relation to community building, student satisfaction (including contributing factors such as resources/facilities), and possible differences between on-campus and online students?   Your answers should include analysis of data from student surveys ([PRES](https://app.powerbi.com/groups/me/apps/6cea3a26-a812-440c-bef4-3271306e1f41/reports/a1484325-361c-4781-af3e-2e1c00376dbf/ReportSection?language=en-GB-oxendict&experience=power-bi)), School/Deanery annual programme reviews, course feedback, SSLC meeting minutes, annual progress reviews/vivas and completion rates. Where possible, compare this year’s data with previous years’ data.  *(150-250 words)* |
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| 1. **What has worked well this past year?**   Please give specific examples of good practice for sharing across the University. |
| **Guidance:**  Your answer should highlight particularly innovative or creative practice within your School/Deanery.  *(100-200 words)* |
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| 1. **What could have worked better/requires further development?**   Please identify any areas for improvement as well as any challenges or barriers. |
| **Guidance:**  Your answer could include areas for further development within your School/Deanery or at College or University level.  *(100-200 words)* |
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| 1. **Please use this free text space if there is anything you would like to reflect on or highlight that has not been addressed elsewhere in the report.**   *(100-200 words)* |
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| 1. **Actions for the coming year.**   Please identify actions for your School/Deanery during the next year (up to 5 bullet points). |
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1. https://www.ed.ac.uk/sites/default/files/atoms/files/annualmonrevreppolicy.pdf [↑](#footnote-ref-1)