

The University of Edinburgh
Senatus Quality Assurance Committee

**Electronic meeting Senate Quality Assurance Committee will be conducted from
Wednesday 20 December 2017 to Friday 12 January 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.

2. For Approval

2.1 Internal Review Reports and Responses

Paper A

- Teaching Programme Review of Linguistics and English Language 2016-17 - Year on response
- Postgraduate Programme Review of Chemistry 2017-18 – Final Report
- Postgraduate Programme Review of Clinical Sciences 2017-18 – Final Report
- Postgraduate Programme Review of Engineering 2017-18 – Final Report
- Teaching Programme Review of Social Anthropology 2017-18 – Final Report

3. For Information

3.1 Service Excellence Programme

Paper B

4. Date of Next Meeting:

Thursday 8 February 2018 at 2pm in the Raeburn Room, Old College

The University of Edinburgh

Electronic Senatus Quality Assurance Committee

20 December 2017 – 12 January 2018

Internal Periodic Review Reports and Responses

Executive Summary

The following year on response (2016/17) and final reports from Internal Reviews 2017/18.

Year on responses 2016/17:

TPR Linguistics and English Language

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

Postgraduate Programme Review of Chemistry
Postgraduate Programme Review of Clinical Sciences
Postgraduate Programme Review of Engineering
Teaching Programme Review of Social Anthropology

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

The paper is relevant to the University's Strategic Goal of 'excellence in education' and the Strategic Theme of 'Outstanding student experience'.

Action requested

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+Wednesday+20+December+2017+-+Friday+12+January+2018>

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

TPR	Recommendation	Comment
TPR Linguistics & English Language 2016/17		We look forward to hearing about progress on the recommendations in the School Annual Programme Monitoring report

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.

Year on response: comments on the progress towards completion of recommendations will be reported back to the 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

Originator of the paper

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Academic Policy Officer, Academic Services

December 2017

Internal Review reports 2017/18

PPR/TPR	No	Commendations	Recommendations	Responsibility
PPR Chemistry	1	The postgraduate students in the School of Chemistry are commended for the valuable contribution they make to the excellent research culture of the School and their support for one another.	The Review Team strongly recommends that additional administrative resource be made available for the hiring of a full-time Graduate School administrator, but commends the Graduate School administrative team for the support they currently offer staff and students in the absence of this role.	Head of School and College Planning and Resources Committee
	2	The School are commended on the effectiveness of their collaborative partnerships with industry representatives, the Institute for Academic Development and other training partners; a further example of good practise that should be shared more widely.	The Review Team strongly recommends that during the annual review, the School formally separate progression decisions and supervisory support and that any issues raised be handled formally by an independent staff member/s and acted upon confidentially by the Head of the Graduate School and/or the Head of School as appropriate.	Head of School and Head of Graduate School
	3	The Review Team highly commends the Head of the Graduate School and the Graduate School Office for their cohesive, enthusiastic and dedicated approach to student support despite operating on lean resource.	The Review Team recommends that all supervisors undertake Mental Health Awareness training and that the support available through the Student Counselling Service, including mental health resilience training, be communicated to all students.	Head of Graduate School in partnership with the Student Counselling Service
	4	Staff involved in administering the OPTIMA (Optical Medical Imaging) CDT programme are commended for its successful management, operation and for the effective collaboration between its stakeholders.	The Review Team recommends that a wider and group of clearly identifiable Postgraduate Advisers be made available to students for pastoral support throughout the academic year and that diversity be considered during this process.	Head of Graduate School
	5	The Review Team highly commends the School on the success of the Joseph Black Conference and suggests that this example of good practise be shared more widely across the University.	The Review Team recommends that the School find ways to enhance the culture of reassurance and support of students towards the end of the third year and re-enforce this using ongoing messages of constructive positivity as part of supervisory support.	Head of School in partnership with School staff with supervisory responsibilities.
	6	The Review Team highly commends the School on its appointment of a dedicated Health and Safety Manager and hopes that this will lead to an open and transparent safety culture in the future.	The Review Team recommends that the Graduate School is provided adequate resource to produce a single exhaustive source of information (e.g. handbook or web equivalent) for students that meets the minimum standard of guidance set at University level.	Head of School
	7	The Graduate School is commended for its use of training plans to aid the professional development of students. The Review Team suggests that the School develop these plans and make them more visible to students. This example of	The Review Team recommends that peer support arrangements introduced in labs by the Principal's Career Development Scholar, relating to marking oversight, peer observation and feedback on	Head of School, Undergraduate Teaching Office

		good practise should also be shared more widely across the University.	professional development be rolled out to all labs and further enhanced by sharing good practise.	
	8	The Review Team commends the Equality and Diversity Committee for ensuring staff and students undertake training in equality and diversity and unconscious bias training. The School is also commended for its continued commitment to regaining the Athena Swan Gold award.	The Review Team recommends that the School address the issue relating to paying demonstrators for marking as a matter of urgency.	Head of School, Undergraduate Teaching Office
	9	The Review Team highly commends the work of the Principal's Career Development Scholar and staff in the School to enhance feedback, marking and peer support in laboratory based teaching and demonstrating.	The Review Team recommends that consistency in supervisory support is improved on split site supervision through the introduction of mandatory quarterly joint meetings.	Head of School in partnership with CDT Managers and School based Supervisors
	10		The Review Team recommends that the Space Enhancement and Management Strategy Group consider ways of utilising the existing estate in consultation with the School and suggests that these development plans are communicated to staff and students on a regular basis.	Space Enhancement and Management Group and specific Chemistry delegate on Group
	11		The Review Team recommends that any safety lectures and associated induction training sessions be held on a more regular basis to ensure all students are undertaking the training at an appropriate time in their programme.	Head of Graduate School, Health and Safety Manager
		Commendations	Recommendations	Responsibility
PPR Clinical Sciences	1	The Review Team commends both the administrative staff and the Programme Directors within the Deanery for their strength, enthusiasm and dedication to teaching.	The contribution of NHS colleagues should be recognised by the clinical service in both job plans, and in career progression opportunities and, to this end, it is recommended that the teaching contributions of NHS colleagues are formalised, both through allocated time for teaching and with the introduction of more dedicated teaching posts.	The Deanery
	2	The Deanery is strongly commended for their portfolio of programmes which are making a significant contribution to the lives and professional careers of a global workforce of health professionals.	The Review Team strongly recommends that resource planning be aligned to Deanery growth strategy.	The Deanery

	3	The Review Team commends the breadth of programme portfolio in the Deanery.	The Review Team recommends that pragmatic consideration is given to the resourcing of courses and programmes within the Deanery.	The Deanery
	4	That the Deanery has created a context within which tutors who are also leading clinicians and health professionals find such teaching rewarding is commended by the Review Team.	To assist planning for growth it is recommended that the Deanery consider a more holistic, transparent approach, rather than the current programme-based, siloed approach which was identified by the Review Team.	The Deanery
	5	The Review Team commends the Deanery for the induction programmes which are evidently working well and are appreciated by the students.	The Review Team recommends that the perception amongst teaching staff that teaching activity itself is not generally regarded as beneficial for promotional opportunity within the University is reviewed by the Deanery, the College and the University.	The Deanery, Head of College and the Director of Human Resources
	6	The Review Team commends the Deanery on the student body and emphasises that the students spoken with throughout the course of the review were excellent, motivated, enthusiastic and energised by their experience.	The Review Team recommends that the Deanery engage a Postgraduate Student Experience Officer (SEO).	The Deanery
	7	The Review Team commends the Deanery for establishing the Student Experience executive group which is very new, but welcome.	The review team recommends that the University consider a review of acceptable fee levels with a view to maintaining an ethical commitment to global equity in access.	University Fees Strategy Group
	8	The University's Institute for Academic Development (IAD) have developed workshops in order to support both on-campus and ODL students through the key transitional phases identified by the Deanery (for example, returning to academic study, and the transition to digital study) for which the Deanery is commended.	It is essential that locally-developed applications, in particular Labyrinth, are fully integrated with the Learn VLE before full migration takes place so that teaching is not affected by the transition. The Review Team therefore recommends this as a priority.	University Information Services
	9	The Deanery Postgraduate Society is commended for organising the 'Careers outside Academia' event which was held on-campus and entirely organised by students.	The approach of having self-taught clinicians supporting the Deanery VLE is unsustainable and the review Team therefore recommends that the Deanery consider establishing a Digital Education Unit (similar to the model found in the University of Edinburgh Veterinary School), with some local learning technologist support.	The Deanery
	10	The Review Teams commends the IT and library support which is provided by central support services as being of excellent quality.	The Review Team recommends that the University continues to review the fit between existing frameworks and the needs of ODL programmes.	Academic Services who will liaise with other relevant departments
	11	The variety of teaching approaches taken within ODL provision within the Deanery, and the high quality of moderation of discussion forums which is generally self-	It is recommended that the Deanery consider how best to enable more timely feedback to students on assessed work.	The Deanery

		supported by clinical academic staff, is commended by the Review Team.		
	12		It is recommended that mechanisms are devised and formalised for the local sharing of practice among teaching teams within the Deanery	The Deanery
		Commendations	Recommendations	Responsibility
PPR Engineering	1	The Review Team commends the School's strong and visionary PGR programme leadership and the proactive approach taken in relation to the projected growth in student numbers.	The Review Team strongly recommends that a clear PGR student support system is formalised and that all student-facing staff engage with University-level training particularly in relation to mental health.	School of Engineering
	2	The Review Team commends the success of the 'Buddy System' currently in operation within the Institute of Energy Systems.	Based on discussions with the students interviewed as part of the review process, the Review Team recommends that the following actions are taken in relation to communication: <ol style="list-style-type: none"> 1. Streamline communication – there are a number of wikis which provide conflicting information. Students would find it helpful if they were directed to a single source where they can check for accurate information and updates. 2. Create an online calendar on the School's wiki, which highlights events and training opportunities for Students. If this is implemented, students will have a single point of reference for training opportunities and seminars, rather than relying on an e-mail invitation. 3. The Review Team recommends that students are involved in any consultation in relation to plans for 'hot-desking' and the new buildings. This will allow students to become part of the decision-making process and stakeholders in the future of the School. 	School of Engineering
	3	The Review Team commends the creation and use of the School PGR handbook, which is provided during the induction process. The Review Team found this to be informative, and an example of best practice.	The Review Team noted that the training plan provided students with access to valuable courses and strongly recommends that the School liaises with the Institute of Academic Development to create compulsory researcher development training courses. The Review team also strongly recommends that the appropriate and relevant training elements are added into the annual review process as a milestone for progression.	School of Engineering

	4	The Review Team commends the School of Engineering on a greatly improved student experience for PGR students.	The Review Team strongly recommends that supervisors utilise the annual review process as an opportunity to formally discuss completion targets in order to help students stay on track with their research.	School of Engineering
	5	The Review Team commends the research culture which exists within the academic communities.	The Review Team recommends that the School liaise with the Institute of Academic Development to create a set of compulsory tutor and demonstrator training courses, which are accredited by the Higher Education Academy.	School of Engineering
	6	The Review Team commends the School of Engineering's Tutoring and Demonstrating Handbook. The Review Team found it to be extremely useful and an example of best practice.	The Review Team recommends that an exact timeline for thesis submission is published and emphasised during the induction process.	School of Engineering
	7		The Review Team recommends that information in relation to bursaries and provision for equipment and travel should be published on the School website.	School of Engineering
	8		In light of the proposed changes resulting from the predicted increase in growth, the Review Team recommends that the induction process is used to manage student expectations in relation to any changes, which may affect them during their studies.	School of Engineering
	9		The Review Team commends the School of Engineering for piloting innovation with the 'Buddy System' and recommends that this is introduced across all seven of the institutes.	School of Engineering
	10		The Review Team recommends that the School should plan for an increase in technical and administrative staff as plans for growth progress.	School of Engineering
	11		As the School expands in terms of student numbers and seeks to build relationships with international bodies, the Review Team recommends that the School explore options in relation to obtaining further information on 'self-funded' students with Student Systems	School of Engineering
		Commendations	Recommendations	Responsibility
TPR Social Anthropology	1.	Innovative and distinctive features of Social Anthropology's provision: <ul style="list-style-type: none"> • wide-ranging expertise on account of the department being one of the largest in the UK; • particular strengths in the anthropology of Christianity, South Asia and medical anthropology; • creative and appealing research-led options courses; 	That the Subject Area devotes time to developing and emphasising a fresh strategic vision for its learning and teaching to both help attract students and guide and inform future decision-making.	Subject Area

		<ul style="list-style-type: none"> • excellent dissertation support; • and the flexibility and breadth afforded by the Scottish, four-year degree programme. 		
	2.	<p>Personal Tutor System:</p> <ul style="list-style-type: none"> • The Senior Tutor, Personal Tutors and Student Support Officer for their commitment to their roles and the quality of the service they provide. • The Subject Area for aiming to offer students the same Personal Tutor for the duration of their studies. • Recent improvements in the level of support made available to third year students studying abroad. 	<p>Equality and Diversity:</p> <ul style="list-style-type: none"> • That the Subject Area continues to support students' exploration of a decolonising agenda by developing an overarching and long-term strategy for the implementation of its ideas into the curriculum. • That an additional session of the 'Teaching in a Diverse Classroom' training is run for those Postgraduate Tutors who have not previously been able to attend. • That Student Recruitment and Admissions consider the potential value of providing Subject Areas with additional management information about those students who have entered the University through widening participation routes with a view to enhancing support. 	<p>Subject Area</p> <p>Subject Area</p> <p>Student Recruitment and Admissions</p>
	3.	<p>Administrative staff within the Subject Area and School for the support they provide for students, particularly those with disabilities.</p>	<p>Assessment and Feedback:</p> <ul style="list-style-type: none"> • That the Subject Area reviews its assessment practices and ensures that it is not over-assessing. • That criteria for assessing tutorial participation are reviewed. • That moderation procedures are reviewed. • That procedures for considering undergraduate extension requests are reviewed. • That Social Anthropology continues to communicate with students about what constitutes feedback. 	<p>Subject Area</p> <p>Subject Area</p> <p>Subject Area School, College and Service Excellence Programme Subject Area</p>
	4.	<p>The Subject Area's Friday afternoon departmental seminar programme and coffee gatherings as an opportunity to bring all members of the community together.</p>	<p>Personal Tutor System:</p> <ul style="list-style-type: none"> • Where the Subject Area is not able to offer a student the same Personal Tutor for the duration of their studies, that any alternative arrangements put in place are clearly communicated. • That the Subject Area ensures that there is consistency in the student experience of the Tutor-Tutee relationship whilst adhering to the Workload Allocation Model. 	<p>Subject Area</p> <p>Subject Area</p>

			<ul style="list-style-type: none"> That IT support for Personal Tutors and timetabling support in particular is referred to the Service Excellence Programme for further consideration. 	Service Excellence Programme
5.	Excellent preparation and support for the undergraduate dissertation.	<p>Supporting and Developing Staff:</p> <ul style="list-style-type: none"> That the policy and procedures around entitlement to sabbatical leave in cases where individuals have had a period of extended leave or research buyout are clarified. That Social Anthropology develops detailed grade descriptors for academic administrative roles, and undertakes a gender and grade analysis of the Subject Area's Workload Allocation Model to ensure that these roles are distributed equitably. That the Subject Area considers providing Postgraduate Tutors with additional guidance on the content of individual tutorial sessions for some courses, and investigates remuneration models at institutions where tutors are paid to attend lectures for the course on which they tutor. That the College of Arts, Humanities and Social Sciences' Human Resources team seeks to bring clarity to the implementation of the 'Policy for the Recruitment, Support and Development of Tutors and Demonstrators'. 	School Subject Area Subject Area CAHSS Human Resources	
6.	The range of provision within the Subject Area and School to support the development of employability and graduate attributes.	That the Subject Area seeks to secure funding for the undergraduate dissertation to ensure that all students wishing to undertake original research are able to do so, regardless of their financial circumstances.	Subject Area	
7.	<p>Equality and Diversity:</p> <ul style="list-style-type: none"> The Subject Area's willingness to engage with a 'decolonising the curriculum' agenda, and the careful attention that is being given by staff members to the student voice in relation to this issue. The School's Athena Swan Bronze award. The Subject Area's progress in recent years with gender balance at Grades 8 and 9, and the Head of Subject Area's commitment to putting in place strong 	<p>Employability and Graduate Attributes:</p> <ul style="list-style-type: none"> That the Subject Area presses ahead with producing the in-house film in which Social Anthropology alumni will reflect on the links between their degrees and their various careers. That consideration is given to the ways in which the various services operating within the Subject Area and School to support employability and graduate attribute development might be better integrated to avoid duplication of effort. That the Subject Area maps and makes more visible to students the transferable skills that exist across programmes. 	Subject Area Subject Area, Student Development	

		mentoring for women at this level to assist with progression to Grade 10. <ul style="list-style-type: none"> The 'Teaching in a Diverse Classroom' training developed for Postgraduate Tutors. 		Office, Careers Service Subject Area
	8.	The feedback that is given to students on their assessed work, and the commitment of staff members to providing excellent feedback.		
	9.	The School's sabbatical system.		
	10.	Postgraduate Tutors: <ul style="list-style-type: none"> The high quality and commitment to the role of the Postgraduate Tutors interviewed during the Review. The development opportunities provided for Postgraduate Tutors at a number of levels. 		

The University of Edinburgh

Electronic Senatus Quality Assurance Committee

20 December 2017 – 12 January 2018

Service Excellence Programme
Student Administration & Support

Executive Summary

This paper provides a brief update of the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme, as part of a commitment to ensure that the Senate Committees are appraised of progress across each of these projects.

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

The Service Excellence Programme has been identified as a strategic priority.

Action requested

To note (no requested action at this stage).

How will any action agreed be implemented and communicated?

Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures. Future SA&S project proposals will be routed through Researcher Experience Committee, Learning & Teaching Committee, Quality Assurance Committee or Curriculum & Student Progression Committee as necessary.

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A at this stage.

2. Risk assessment

SA&S aren't identifying risks for consideration at this stage.

3. Equality and Diversity

N/A at this stage.

4. Freedom of information

Open

Key words

Service Excellence Programme / Student Administration & Support

Originator of the paper

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Student Administration & Support Programme Lead

UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)

The Student Administration & Support Programme's proposed programme of work (emerging from previous CSA and OBC phases) has been endorsed by the Service Excellence Board and the team are now working on a number of projects.

The Programme's vision encompasses a vision for professional services staff, academic staff, students and the University

- For students – from pre-arrival to graduation: Smooth. Seamless. Easy to navigate. "My way"
- For professional services staff: Fewer, better systems so less manual processing and fewer work arounds. Less duplicated effort. Better data. Clarity over who is responsible for what.
- For academic staff: Better admin support for you / your students. Less admin for you.
- For all staff and students: Clear, easy to understand policies
- For the University: Better Value for Money

The projects that are currently underway are the following:

- Special Circumstances, Extension and Concessions - to create a workflow system, application form, and data repository, as well as defining roles and responsibilities.
- Exam Timetabling - to provide students with personalised timetables of all of their centrally scheduled exams, published via their Office 365 calendars.
- Redesign of Working & Study Away Processes and Systems - a major project that includes the development of an online application form that is integrated into the Student Record. (Placements of all types are also within scope.)
- Student Centred Portal Pilot - to demonstrate the functional and technical requirements in order (ultimately) to deliver a single, personalised, point of access for all the information a student needs during their programme of study with us. Vision and consultation
- Comprehensive Timetabling Analysis - to define what we would need to do in order to deliver a comprehensive and personalised timetable to all students. Vision and student consultation
- Policy and Regulation Review - through a process of analytically reviewing the impact of current policies, to develop a set of principles for the development, implementation and review of policies and regulations, and to review business processes, roles and responsibilities.
- Tier 4 / Student Immigration Service - to reduce any risk associated with the University's Tier 4 Sponsor Licence through the strengthening of best practice in all areas of compliance, supported by a single Student Immigration Service unit.
- Timetabling Service - to develop a consistent cross institution approach to course scheduling and curriculum planning, delivered through reviewed business processes, roles and responsibilities.
- Student Finance - to develop a consistent cross institution approach to all aspects of student funding and finance (UG, PGT and PGR), reviewing business processes, roles and responsibilities, supported by the introduction of a single Student Finance unit.
- SA&S Target Operating Model - in common with other Service Excellence Programmes we will be undertaking some initial analysis and discussion on the current operating model in this area and looking to develop a Target Operating Model that represents a desired future state.

The SA&S Board will next meet on 20th November. It is anticipated that this Board will be asked to consider detailed process proposals from the following Project Teams:

- Special Circumstances, Extension and Concessions
- Working & Study Away
- Comprehensive Timetabling Analysis

Projects planned for the future (over the next 2-3 years) include work in the following areas:

- Creating systems, tools and processes to support the PGR lifecycle (including recording Annual Reviews and HEAR data)
- A major project to provide a single, golden-copy, data source for all Programme and course information, to clarify associated business processes for creation and update, and to provide tools by which the golden-copy data is used to publish key Programme and course information.
- Delivery of a transparent online matriculation process that guides a student through the steps they must complete (including a fee payment stage) in order to be fully matriculated.
- Create systems and tools to support the business processes involved in running Exam Boards.
- Redesign, simplify and standardise the processes for internal reporting through the creation of a single data warehouse and creating a user-centred interface to support day-to-day reporting requirements in Colleges and Schools.
- Completion of earlier work to support the Graduation process by introducing e-ticketing for Graduation (and eliminating inefficient manual processing).
- Various other investigations are planned, including into Online Course Selection, Course Assessment and Feedback tools, and the possibility of a digital document management system to support exam processes from setting questions to marking scripts.

Finally, it is likely that the work currently planned will result in further projects related to the new student interface and the ambition to deliver a comprehensive timetable to students.

The SA&S have developed a wiki, intended to provide detail on upcoming workshops and emerging project outputs. This will be maintained throughout the coming months, and into the next phase of the programme as detailed proposals are developed for future projects:

<https://www.wiki.ed.ac.uk/pages/viewpage.action?pageId=346121562>

Neil McGillivray
Student Administration & Support Programme Lead
November 2017