

The University of Edinburgh

Internal Periodic Review

Deanery of Biomedical Sciences
UG and PGT

28th & 29th November 2023

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Executive summary

This report comprises the outcomes from the internal review of UG and PGT provision in the Deanery of Biomedical Sciences, including Zhejiang.

The review team found that the Deanery has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice.

The report provides commendations on the Deanery's provision, recommendations for enhancement that the Deanery will be asked to report progress on to the Senate Quality Assurance Committee and suggestions on how to support developments.

Key Commendations

The review team commended the Deanery for its commitment to developing a community and sense of belonging within the Deanery, the successful management and operation of the Zhejiang provision and the enthusiasm and commitment of teaching staff.

Further commendations are included in the report.

Key recommendations

The top recommendations identified by the review team for the Deanery to prioritise were:

- Work with University estates to develop and implement sustainable, innovative and flexible teaching space, informed by the requirements of academic staff, professional services staff and students.
- Progress with plans to enhance & develop teaching, drawing on the afore mentioned flexible teaching space. This activity should be supported by the appointment of a Director of Undergraduate Studies.
- BMTO to undertake a curriculum mapping review, in terms of content and skills development, to enhance the student journey through the programme.

Commendations, recommendations and suggestions

Commendations

Key strengths and areas of positive practice for sharing more widely across the institution.

No	Commendation	Section in report
1	The review team commend the commitment to developing a community and sense of belonging within the Deanery.	1
2	The review team commend the Deanery's desire to improve and develop teaching.	2.1
3	The review team commend the flexibility and choice of courses within programmes which is valued by students and commend the enthusiasm & commitment of staff who deliver courses.	2.1
4	The review team commend the work undertaken by the Deanery to develop their PGT online programmes and foster a sense of community with this cohort, and commend the interaction with students enrolled on online PGT programmes.	2.1
5	The review team commend the Deanery on the successful management and operation of the Zhejiang provision.	2.1
6	The review team commend the PGT experience for campus-based students; in discussions with students from this cohort, the clarity of assessment expectations, quality of feedback and community building activities were praised by students.	2.2
7	The review team commend the student-led peer support within the Deanery, including PALS and academic families.	2.3
8	The review team also commend the work of the BMTO Professional Services staff, particularly in their work to respond to recent change projects such as student support and implementation of new systems including Learn Ultra and People & Money.	2.3
9	The review team commend the Student Advisors for the positive impact they have had on the student experience, and their overall commitment to making the transition to the new student support model as smooth as possible.	2.3
10	The review team commend the support provided by the central Disability and Learning Support Service (DLSS), which was highlighted by UG students as a positive service.	2.5

Recommendations

Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1.	<p>Remit item 2: Strategic Development of BMTO Teaching Space</p> <p>The review team recommend that the University & Deanery urgently develop and implement sustainable, innovative and flexible teaching space (HRB or equivalent space) in order to enable stronger interaction between staff and students.</p> <p>The review team recommend that the Deanery use the expertise of staff who are already working in multiple sites to inform the design of the project & refurbishment moving forward.</p> <p>The review team recommend that the Deanery consider the requirements of professional services, student support and administrative staff to ensure they have adequate space in which to conduct their work and be accessible to students.</p> <p>The review team recommend that the Deanery consider the availability of Tutors & Demonstrators in the context of the move of all research work to the BioQuarter campus.</p>	2.8	<p>Deanery & University Estates</p> <p>Deanery</p> <p>Deanery</p> <p>Deanery</p>
2.	<p>Remit item 1: Management Structure to Optimise Teaching & Related Activity</p> <p>The review team recommend that the Deanery progress with their plans to appoint a Director of Undergraduate Studies, which will be a critical role in the strategic nature of their plans for teaching development. This should be actioned as soon as possible.</p> <p>The review team also recommend that the Deanery consider how to best establish leadership in educational research and develop a clear plan for pedagogic innovation, to further strengthen the quality of their provision.</p> <p>The review team recommend that the Deanery establish Educational Research Hub to create space and recognition of scholarship activity and, with the support of the College, increase</p>	1	<p>Deanery & College</p> <p>Deanery</p> <p>Deanery & College</p>

	scholarship levels to 20% in contracts to allow for this increased activity.		
3.	<p>Curriculum Mapping</p> <p>The review team recommend that the BMTO undertake a curriculum mapping review, in terms of content and skills development, to enhance the student journey through the programme.</p>	2.1	Deanery
4.	<p>Tutors & Demonstrators Training</p> <p>The review team recommend that the Deanery review recruitment, administration and professional development of Tutors & Demonstrators in line with university guidance and recommend that they work with IAD to ensure the policy is correctly implemented for their benefit of T&Ds.</p>	2.7	Deanery
5.	<p>Student Support & Experience</p> <p>The review team recommend that the Deanery take good practice from the PGT campus programmes and ensure it applies to all provision.</p> <p>The review team recommend that the Deanery works with its cohort teams and cohort leads to ensure their remits and roles are clear, and identify how to build in aspects of academic development and knowledge of a student's academic journey.</p> <p>The review team recommend that the Deanery evaluates the provision of support to direct entry, exchange and intercalating students.</p>	2.2 2.3 2.3	Deanery Deanery Deanery
6.	<p>Resource</p> <p>The review team recommend that cross-School/College teaching provision is formalised to ensure the staffing and resource is appropriately allocated and monitored.</p>	2.1	Deanery
7.	<p>PGT Placements</p> <p>The review team recommend that the Deanery evaluate the placement opportunities available as part of the Science Communication & Public Engagement MSc programme and look to enhance the in-person experience for students.</p>	2.6	Deanery

8.	University actions		
	The review team recommend that the University consider extra resourcing of English language skills; this was an area in which students expressed a desire for additional support. The review team suggest that the Centre for Open Learning (COL) have a role in providing this service with the appropriate resourcing and strategy from the University.	2.3	Centre for Open Learning (COL)
	The review team recommend that the University, led by the Disability and Learning Support Service (DLSS), provide more support and guidance for colleagues in relation to making materials accessible and inclusive.	2.3	DLSS
	The review team also recommend that the University's Estates Department conducts an audit of teaching spaces to review accessibility provision in teaching space used by BMTO.	2.3	Estates
	The review team recommend that the University's Student Recruitment and Fees Strategy Group (SRFSG) reviews affordability and sustainability of fees for online PGT students to lead to a more diverse group of students.	2.5	SRFSG
	The review team recommend that the University review workflows to address inefficiencies in process as a result of system constraints, and consequently allow staff to best perform their roles.	2.7	Student Systems and Timetabling

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1.	The review team suggest that the Deanery consult with other Deaneries/Schools that already have a scholarship model in place to learn of good practice within the wider institution.	1
2.	The review team suggest that the DBMS offer an induction for staff who are external to the Deanery and who teach on the Deanery's programmes, to ensure that clear expectations are set and consistency is maintained.	2.1
3.	The review team suggest that the Deanery circulate the existing University issued information around AI and ensure staff and students are comfortable with the guidance and definition of academic misconduct.	2.2

4.	The review team suggest that that the Deanery evaluate the approaches that have already been implemented in relation to Student Voice, identify best practice that is valued by students and enhance their approach to “closing the loop”.	2.4
5.	The review team suggest that the Deanery explores opportunity for recruitment interactions out with the enquiry management system for online PGT students.	2.5
6.	The review team suggest that the DBMS explore the viability of a shuttle service between BioQuarter and the main campus to help staff and students with travel, and support the University’s Strategy 2030 plan in terms of its strategic, environmental and sustainable goals.	2.8

Section A – Introduction

Scope of review

Range of provision considered by the review (see Appendix 1).

The Internal Periodic Review of the Deanery of Biomedical Sciences in 2023/24 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 - Optimising management structures within the BMTO / DBMS to support an expanding remit of teaching and teaching-related activity.
 - Strategic development of BMTO teaching space to support the BMS staff and student academic community over the next five to ten years.
- The Reflective Report and additional material provided in advance of the review
- The meeting of the review team including consideration of further material (see Appendix 3)
- The final report produced by the review team
- Action by the Deanery and others to whom recommendations were remitted following the review

Review Team Members

Convener Professor Tim Stratford Dean of Learning and Teaching School of Engineering	External Professor Louise Robson School of BioSciences University of Sheffield
External Professor Derek Scott Institute of Education in Medical & Dental Sciences University of Aberdeen	Internal Dr Richard Gratwick School Director of Teaching School of Mathematics Dr Tijana Mitic (shadowing) Centre for Cardiovascular Science Deanery of Clinical Sciences
Administrator Sinéad Docherty Academic Policy Officer Academic Services	Student Emma Bacioiu c/o Edinburgh School of Law

The Deanery

The Deanery of Biomedical Sciences (DBMS) is one of three Deaneries in the Edinburgh Medical School which itself sits within the College of Medicine and Veterinary Medicine (CMVM). The two main research themes of the Deanery are Infection Medicine and the Centre for Discovery Brain Sciences (CDBS).

The DBMS has a research and teaching collaboration with Zhejiang University (ZJU) through the ZJE Institute in Haining, China. This offers dual awards to UG and PhD students

Physical location and summary of facilities

The Deanery operates from the central area and BioQuarter, with some teaching also taking place at the King's Buildings campus. The Deanery also offers a dual UG award to students at the Zhejiang University of China.

Date of previous review

28th & 29th March 2018

Reflective Report

Prepared by:

- Dr Philip Larkman (Director of BMTO)
- Dr Michael Daw (Director of Quality)
- Dr Paul Skehel (Director of Student Support UGT)
- Dr Kim Picozzi (Director of PG Programmes and Director of Student Support PGT)
- Ms Karen Harris (Head of Academic Administration)
- Mr Kevin McArthur (Student and Academic Services Officer (Projects))

Dissemination/consultation phase and student input:

Discussions have taken place with the EUSA Deanery Student Representatives and student bodies via Staff Student Liaison Committee meetings

Section B – Main report

1 Strategic overview

The Deanery of Biomedical Sciences sits within the College of Medicine and Veterinary Medicine (CMVM) and is led by the Dean, with support from the DBMS Management Team. The Deanery is largely based at either the central campus or the BioQuarter campus, although some teaching does take place at Kings Buildings. DBMS has links to a campus in China; the Zhejiang University-University of Edinburgh Institute (ZJE) is a collaboration in the fields of Biomedical Sciences and Biomedical Informatics between Zhejiang University of China and The University of Edinburgh. The Deanery also run online distance learning PGT programmes and have 341 students enrolled on these programmes.

The review team **commend** the commitment to developing a community and sense of belonging within the Deanery, recognising that the diverse student population across campuses in Edinburgh, the Zhejiang campus and online students makes for a unique academic community, with both opportunities and challenges. The discussions around the physical estate and locations of the Deanery, as detailed in section 2.8 of this report, placed much emphasis on the importance of facilitating an engaged and coherent academic community. The Deanery selected this as one of their remit items and it is a clear and commendable priority within DBMS.

As the other of their remit items, the Deanery asked the review team to consider how best to optimise management structures within the BMTO & DBMS to support an expanding remit of teaching and teaching related activity. The review team considered the existing structures, and were supportive of the case presented by the Deanery for a change to the management structure. The review team **recommend** that the Deanery progress with their plans to appoint a Director of Undergraduate Studies, which will be a critical role in the strategic nature of their plans for teaching development. It is anticipated that such a role would create space for a strategic overview of teaching, develop a reflective learning and assessment framework and engage in co-creation work within the curriculum.

The review team considered this strategic development to be a key priority for the Deanery & the BMTO, and therefore **recommend** that the recruitment is actioned as soon as possible. The review team also **recommend** that the Deanery consider how to best establish leadership in educational research and develop a clear plan for pedagogic innovation, to further strengthen the quality of their provision. The review team **recommend** that the Deanery establish an Educational Research Hub to create space and recognition of scholarship activity and, with the support of the College, increase scholarship levels to 20% in contracts to allow for this increased activity. The review team **suggest** that the Deanery consult with other Deaneries/Schools that already have a scholarship model in place to learn of good practice within the wider institution.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

All teaching within the DBMS remit is delivered and administered through the Biomedical Teaching Organisation (BMTO). The review team **commend** the

Deanery's desire to improve and develop teaching, with initiatives such as teaching studios being explored as part of the strategic planning for the Deanery.

It was noted that staff from outside the Deanery teach on some programmes, and Deanery staff teach in other Schools within the University. This cross-School/Deanery and discipline approach is valuable, although the review team **recommend** that the arrangements are formalised to ensure the staffing and resource is appropriately allocated and monitored. The review team heard of challenges in trying to offer lab/practical-based projects which often meant appealing to other areas of the University without formalised agreements, expectation of numbers or supervisory commitments in place. The review team also **suggest** that the DBMS offer an induction for staff coming into the Deanery to teach on programmes to ensure that clear expectations are set and consistency is maintained.

The review team **commend** the flexibility and choice of courses within programmes which is valued by students, and **commend** the enthusiasm & commitment of staff who deliver courses. Activities such as "coffee and biscuits" organised by the Cohort Lead for UG students in years 1 and 2 were very much appreciated by students, and serve to strengthen the sense of community within the Deanery.

Whilst the Deanery had appropriate structures in place to manage curriculum design and development, the review team felt that a holistic look at provision would be a useful exercise. Therefore, the review team **recommend** that the BMTO undertake a curriculum mapping review, in terms of content and skills development, to enhance the student journey through the programme. As part of this, the review team recommend that the BMTO explore formal opportunities for ongoing evaluation across year groups and consider areas such as assessment, consistency in quality of feedback, embedding topics including AI skills development and employability and careers into curriculum.

During discussion with the DBMS management team, it was noted that programmes are streamlined and delivered efficiently in early years, but become more resource intensive when Biomedical streams split off in later years and intercalating students from join from within CMVM. The number of courses offered within programmes has grown, and the leadership within DBMS acknowledged that addressing this could enhance the use of teaching and professional services resource within the Deanery. Again, the recommended curriculum mapping review can help with these challenges and facilitate a programme-level approach to learning and teaching for the benefit of all staff and students.

During the visit, the review team held online meetings with postgraduate students enrolled on online programmes. The review team **commend** the work undertaken by the Deanery to develop their PGT online programmes and foster a sense of community, enhanced by activities such as the residential week and summer school. The review team also **commend** the interaction with students enrolled on online PGT programmes; students spoke positively of their engagement with the Deanery, felt that the student voice was taken seriously by programme team and felt that they received constructive feedback which they could apply to future assessments.

The review team also met online with UG students from the Zhejiang campus, and it was apparent that the programme was perceived to be of high quality with clear commitment to wider graduate attributes and international outlook. The review team identified the programme level approach to Zhejiang provision and employability as a focus throughout the programme as clear attributes, and **commend** the Deanery on the successful management and operation of the Zhejiang provision.

2.2 Assessment and Feedback

The review team **commend** the PGT experience for campus-based students; in discussions with students from this cohort, the clarity of assessment expectations, quality of feedback and community building activities were praised by students. The interaction from programme directors was also highlighted as exemplary. The review team **recommend** that the Deanery take this good practice and ensure it applies to all provision.

The Deanery have reduced their range of 10 credit course offering in favour of 20 credit courses, and one benefit of this is to reduce the level of assessment on students. However, in discussions some UG students reported dissatisfaction with their experience of assessment and feedback, with reference to a lack of constructive feedback, uncertainty around how assessment joins up with previous assessments, and lack of guidance reported by some students in their third year. As addressed by a recommendation in section 2.1 of this report, the review team held the view that a curriculum mapping exercise would help to enhance elements of the student experience, including assessment and feedback, and underpin consistency across provision. Students did speak positively of the diversity of assessment, and their experience of teaching blocks with assessment coming at the end.

Discussion with both staff and students addressed AI and academic misconduct. PGT students expressed particular worries about misconduct, having felt that there had been such a strong emphasis against collusion that they became afraid of speaking to each other about the programme. Recognising that the University has a role in setting out policy and guidance around AI, the review team **suggest** that the Deanery circulate the existing University issued information and ensure staff too are comfortable with the guidance and definition of academic misconduct.

2.3 Supporting students in their learning

The review team **commend** the student-led peer support within the Deanery, including PALS and academic families. These support mechanisms enhance the student experience and demonstrate a committed and supportive student community.

The review team also **commend** the work of the BMTO Professional Services staff, particularly in their work to respond to recent change projects such as student support and implementation of new systems including Learn Ultra & People & Money. Their efforts to deliver continued support, administration and functioning systems underpin the teaching and learning experience for students and staff.

The Deanery began to implement the new Student Support Model in 2022/23 and have continued that implementation in 2023/24 with all students now supported by the new model. The review team **commend** the Student Advisors for the positive impact they have had on the student experience, and their overall commitment to making the transition to the new student support model as smooth as possible. Students spoke highly of their interactions with their Student Advisors and it was evident to the review team that staff in these roles were vital to the successful implementation of the new model.

It appeared to the review team that the implementation of the cohort lead and cohort team roles required further consideration and planning to have the desired impact & level of effectiveness within the Student Support model. The objective of a cohort team supporting cohort leads and underpinning the work was supported by the review team, although it appeared further clarification and role definition would be required for those involved to understand how these roles interact with each other, Student Advisors and students themselves.

Furthermore, some staff raised concerns about the loss of knowledge and academic guidance in the new model. Therefore, the review team **recommend** that the Deanery works with its cohort teams and cohort leads to establish a clear remit and role, and identify how to build in aspects of academic development and knowledge of a student's academic journey. Having identified that the model needs to sustain knowledge of the academic journey to be successful, the Deanery will need to ensure that the appropriate members of staff with relevant expertise are included in evaluating and enhancing the cohort lead and cohort team model.

The review team **recommend** that the Deanery evaluates the provision of support to direct entry, exchange and intercalating students. These students are transitioning into an established cohort and it is important that the appropriate level of guidance and signposting is available to the students joining at this stage. Following discussion with UG students, it was felt that there is an opportunity for a better induction to the Deanery and improved guidance around course choices and access to preferred course choices for direct entry students. It was also felt it would be valuable to have enhanced focus on the development of academic skills (such as essay writing skills and referencing) for students joining as direct entry, exchange or intercalating students. Related to this, the review team **recommend** that the University consider extra resourcing of English language skills; this was an area in which students expressed a desire for additional support. The review team suggest that the Centre for Open Learning (COL) have a role in providing this service with the appropriate resourcing and strategy from the University.

2.4. Listening and responding to the Student Voice

As noted in section 2.1, students on the online PGT programmes spoke positively of their experience with the student voice, highlighting that they felt listened to and able to approach staff for help with the expectation of issues being resolved. The review team noted that SSLCs have been introduced for online programmes in 2023/24 and it is expected that this mechanism will strengthen student voice engagement for PGT online students. There is evidence of good practice within the DBMS that can be applied more broadly.

Some students expressed frustration with the student voice interaction, feeling that nothing changes or that they do not hear anything back when they have provided feedback. Staff also reflected on this and highlighted that this was a particular difficulty with PGT students who may not see progress within the space of one year and then feel disheartened by the process of giving feedback. In their Reflective Report, the Deanery included details of the different approaches and initiatives they have tried to improve student engagement. The review team **suggest** that the Deanery evaluate the approaches that have already been implemented, identify best practice that is valued by students and enhance their approach to "closing the loop".

2.5 Accessibility, Inclusivity and Widening Participation

The review team **commend** the support provided by the central Disability and Learning Support Service (DLSS), which was highlighted by UG students as a positive service. The review team **recommend** that the University, led by the DLSS, provide more support and guidance to teaching colleagues to help them make materials accessible and inclusive. Teaching staff reported challenges with adjusting materials to meet student needs and expectations, and expressed the concern that course organisers are not necessarily trained in how best to transform/update material. This is likely to be a University-wide need, beyond DBMS.

The review team also **recommend** that the University's Estates Department conducts an audit of teaching spaces to review accessibility provision in teaching space used by BMT0. Issues were reported with hearing loops in some rooms, and the quality of technology in some rooms which was detrimental to hybrid learning. Physical access to older parts of the estate, and the way the Deanery is spread out across locations, also presents accessibility challenges.

The review team heard concerns about the pricing of online PGT programmes and the impact high fees may have on student numbers and the profile of applicants. Therefore, the review team **recommend** that the University's Student Recruitment and Fees Strategy Group (SRFSG) reviews affordability and sustainability of fees for online PGT students to lead to a more diverse group of students.

One particular issue that was highlighted during discussions was the effectiveness of the enquiry management system. Prospective students used to be able to contact programme teams directly but now are required to go through EMS. There are concerns that this does not present a good first impression of the university, and is particularly problematic for online students. The review team **suggest** that the Deanery explores opportunity for recruitment interactions out with the enquiry management system for online PGT students.

2.6 Development of Employability and Graduate Attributes

The Deanery works with the Careers Service to prepare students for their future career and this service is available to all students at the University of Edinburgh (and for a period after graduation). Students on the UG programme in Zhejiang receive taught content relating to career pathways and career related skills as part of their curriculum, and are assessed on writing an application letter. Students reported that they found this to be valuable and thought it was something the programme does very well.

The review team noted the provision of placement courses on the Science Communication and Public Engagement MSc programme, which was perceived as helpful in providing real-world work experience. These placements are often in departments within the University (e.g. social responsibility) or organisations around Edinburgh (e.g. museums). The impact of Covid affected opportunities to undertake placements, but the Deanery reported that they are slowly building back placement offerings. PGT students reported some disappointment with the limitations affecting the placements in recent years, and expressed a preference for more in-person opportunities. The review team **recommend** that the Deanery evaluate the placement opportunities available and look to enhance the in-person experience for students.

2.7 Supporting and developing staff

During the review visit, the team met with two students who were working as tutors. Whilst this is a small number, the review team felt that this was an area where some challenges were apparent and therefore **recommend** that the Deanery review recruitment, administration and professional development of tutors & demonstrators in line with university guidance. The tutors reported challenges with onboarding and administrative tasks whilst getting set up on the necessary systems. Whilst these issues were resolved eventually, and not necessarily within the control of the Deanery (e.g. People and Money), improved oversight and communication from the Deanery would smooth out the onboarding process.

Tutors were aware of the training available to them and how to access it; however, there was some uncertainty over whether this was compulsory, and the general sense that the expectation to participate in induction and training activities varied from course to course. As noted above, the University of Edinburgh had a Tutors & Demonstrators policy which sets out the requirement for all T&Ds to receive training in order to teach. The review team **recommend** that the DMBS work with IAD to ensure the policy is correctly implemented for the benefit of T&Ds.

Professional Services staff highlighted issues with University systems such as timetabling and duplication of work across Learn Ultra and EUCLID because the two systems do not speak to each other. This impacts the effectiveness of PS staff, their ability to work on their own priorities and develop their roles. The review team **recommend** that the University reviews workflows to address inefficiencies in process as a result of system constraints, and consequently allow staff to best perform their roles.

2.8 Learning environment (physical and virtual)

As their second subject specific remit item, the Deanery focused on the strategic development of BMT0 teaching space to support the BMS staff and student academic community over the next five to ten years. The Deanery outlined their objectives and available options, both in the short-term and longer term, and the impact that the plans are expected to have on the student and staff experience. Plans to move CDBS research to the BioQuarter campus whilst all teaching will remain in the central area will create a separation between research and teaching, and the eventual plan to move teaching to a purpose-built Bio / Medical Teaching Building at the BioQuarter campus appears to remain several years away.

It was clear that the Deanery has considered the impact that relocation may have on its academic community, and is exploring ways to ensure that an engaged and integrated community can be facilitated across locations. To address challenges that may arise from the dislocated teaching and research spaces, the review team **recommend** that the University & Deanery urgently develop and implement sustainable, innovative and flexible teaching space (HRB or equivalent space) in order to enable stronger interaction between staff and students. Areas for studios and social space will be key to facilitating a vibrant and engaged community. It is also important that the plans are clearly communicated to staff to ensure all are aware of the plans and the expected impact.

Furthermore, in relation to the research move to BioQuarter and discussions around how best to use current available space and the anticipated eventual move to a purpose built teaching space, the review team made a number of further

recommendations to help with the plans and strategy: firstly, the review team **recommend** that the Deanery use the expertise of staff who are already working in multiple sites to inform design of the project & refurbishment moving forward; secondly, the review team **recommend** that the Deanery consider the requirements of professional services, student support and administrative staff to ensure they have adequate space in which to conduct their work and be accessible to students. The review team heard issues of forced hybrid working due to lack of desk space, and concerns that relocation of student support staff to less accessible areas of the building would have a negative impact on the student experience.

As a third point on this remit item, the review team **recommend** that the Deanery consider the availability of Tutors & Demonstrators in terms of the move of all research work to the BioQuarter campus. Tutors expressed concern about being based on one campus for research whilst needing to travel to another campus to engage in teaching activity, and considered this as a possible barrier to undertaking a tutoring role. It was noted that PGR may prefer alternative paid work if the commute and logistics of splitting time between campuses was too onerous.

The review team **suggest** that the DBMS explore the viability of a shuttle service between BioQuarter and the main campus to help staff and students with travel, and support the University's Strategy 2030 plan in terms of its strategic, environmental and sustainable goals.

The review team met with staff who work within the technical team within the Deanery and were informed that there is a good, reliable stream of equipment, a budget for replacing equipment when required and a budget for software. There are challenges with the volume of students on campus, and the example of technical staff having to run a lab session for 2nd year students 8 times to allow for all students to participate highlights this. It is important that aspects such as this are also considered in the redesign of teaching space and the growth of the Deanery.

3 Assurance and enhancement of provision

The Deanery of Biomedical Sciences has appropriate approaches to setting, maintaining and reviewing academic standards across undergraduate and postgraduate taught provision. The Director of Quality leads on QA work and standards which are continuously reviewed through annual monitoring via Annual Programme Reviews and the Deanery's Annual Quality Report. In addition, standards are maintained and reviewed through effective admissions procedures, internal committee structures, moderation of student assessment, external examiner reporting and alignment with the SCQF framework and QAA subject benchmarking. Overall, the setup of Deanery committees and exam boards is appropriate for maintaining academic standards.

Appendices

Appendix 1: Range of provision considered by the review

Programme List

Subject Area	Programme Code	Programme Name	UG/PG
Anaesthesia, Critical Care and Pain	UTBMEACCPM 1F	Anaesthesia, Critical Care and Pain Medicine (BMedSci) (Hons)	UG
Biomedical Sciences	UTBMEANDEV 1F	Anatomy and Development (BMedSci) - 1 Year (Full-time)	UG
Biomedical Sciences	UTBMEBIOLS1 F	Bioethics Law and Society (BMedSci)	UG
Biomedical Sciences	UTBMEBIOLS2 F	BMedSci (Hons) Bioethics Law and Society (External Intercalation)	UG
Biomedical Sciences	UTBMEBIOSC1 F	Biomedical Sciences (BMedSci Hons)	UG
Biomedical Sciences	UTBMEBIOSC2 F	BMedSci (Hons) Biomedical Sciences (External Intercalation)	UG
Biomedical Sciences	UTBMEHEASC 1F	Health Sciences (BMedSci)	UG
Biomedical Sciences	UTBMEHEASC 2F	Health Sciences (BMedSci) (External Intercalation)	UG
Biomedical Sciences	UTBSCANDEV1 F	Anatomy and Development BSc (Hons)	UG
Biomedical Sciences	UTBSCBIOLS1 P	Biomedical and Laboratory Science (BSc) (Fife College) - 4 Years (Part-time)	UG
Biomedical Sciences	UTBSCBIOSC1 F	Biomedical Sciences BSc(O)	UG
Biomedical Sciences	UTBSCBIOSC2 F	Biomedical Sciences BSc (Hons)	UG
Biomedical Sciences	UTBSCREPB1 F	Reproductive Biology BSc (Hons)	UG
Biomedical Sciences	UTBSVBIOSC1 F	Biomedical Sciences BSc (VetSci) (Hons) - 1 Year (Intercalation)	UG
Biomedical Sciences	VSCRDBMS01S 1	Semester 1 Courses for Visiting Students:BMS	UG
Biomedical Sciences	VSCRDBMS01S 2	Semester 2 Courses for Visiting Students BMS	UG
Biomedical Sciences	VSCRDBMSVS 1F	Full Year Courses for Visiting Students: BMS	UG
Biomedical Sciences	VSNGUREEXP 1F	Visiting UG Research Experience: BMS - 6 Weeks (Full-time)	UG
Biomedical Sciences	VSNGUREEXP 2F	Visiting UG Research Experience: BMS - 9 Months (Full-time)	UG
Biomedical Sciences	VSNGUREEXP 3F	Visiting UG Research Experience: BMS - 4 Weeks (Full-time)	UG
Biomedical Sciences	VSNGUREEXP 4F	Visiting UG Research Experience: BMS - 3 Months (Full-time)	UG

Biomedical Sciences	VSNGUREEXP 5F	Visiting UG Research Experience: BMS - 5 Months (Full-Time)	UG
Biomedical Sciences	VSNGUREEXP 6F	Visiting UG Research Experience: BMS with ZJE - 7 weeks	UG
Biomedical Sciences	VSNGUREEXP 7F	Visiting UG Research Experience: BMS with ZJE -12 Weeks	UG
Epidemiology (Biomedical Sciences)	UTBMEEPIDE1 F	Epidemiology (BMedSci Hons)	UG
Epidemiology (Biomedical Sciences)	UTBSMEPIDE1 F	Epidemiology (BSc (MedSci) (Hons))- 1 Year	UG
Integrative Biomedical Sciences (Zhejiang)	UTBSCBIOIN1F	Biomedical Informatics (Zhejiang University) (BSc) - 4 Years (Full-time)	UG
Integrative Biomedical Sciences (Zhejiang)	UTBSCINBIS1F	Integrative Biomedical Sciences (Zhejiang University) BSc (Hons)	UG
Integrative Biomedical Sciences (Zhejiang)	UTCRTINBIS1F	Integrative Biomedical Sciences (Zhejiang University) Cert HE	UG
Integrative Biomedical Sciences (Zhejiang)	UTDIPINBIS1F	Integrative Biomedical Sciences (Zhejiang University) Dip HE	UG
Integrative Biomedical Sciences (Zhejiang)	UTORDBIOIN1F	Biomedical Informatics (Zhejiang University) (BSc Ord) - 3 Years (Full-time)	UG
Integrative Biomedical Sciences (Zhejiang)	UTORDINBIS1F	Integrative Biomedical Sciences (Zhejiang University) BSc Ord	UG
Medical Sciences (Biomedical Sciences)	UTBSCMEDSC 2F	Medical Sciences BSc(O)	UG
Medical Sciences (Biomedical Sciences)	UTMESCI	Medical Sciences (BSc Hons)	UG
Microbiology and Infection (Biomedical Sciences)	UTBMEINFDS1 F	Infectious Diseases (BMedSci Hons)	UG
Microbiology and Infection (Biomedical Sciences)	UTBSCINFDI1F	Infectious Diseases BSc (Hons)	UG
Microbiology and Infection (Biomedical Sciences)	UTBSVINFDS1 F	Infectious Diseases BSc (VetSci) (Hons)	UG

Neuroscience (Biomedical Sciences)	UTBMENEUSC 1F	Neuroscience (BMedSci Hons)	UG
Neuroscience (Biomedical Sciences)	UTBSCNEURO 1F	Neuroscience BSc (Hons)	UG
Neuroscience (Biomedical Sciences)	UTVETNSCBSC	Neuroscience BSc (VetSci) (Hons)	UG
Pharmacology (Biomedical Sciences)	UTBMEPHARM 1F	Pharmacology (BMedSci Hons)	UG
Pharmacology (Biomedical Sciences)	UTBSCPHARM 1F	Pharmacology BSc (Hons)	UG
Pharmacology (Biomedical Sciences)	UTBSCVETSP1 F	Pharmacology BSc (VetSci) (Hons)	UG
Physiology (Biomedical Sciences)	UTBMEPHYSI1 F	Physiology (BMedSci Hons)	UG
Physiology (Biomedical Sciences)	UTBSCPHYSI1 F	Physiology BSc (Hons)	UG
Physiology (Biomedical Sciences)	UTVETPHYBSC	Physiology BSc (VetSci) (Hons)	UG
Reproductive Biology	UTBMEREPBI1 F	Reproductive Biology (BMedSci Hons)	UG
Reproductive Biology	UTBSVREPBI1 F	Reproductive Biology BSc (VetSci) (Hons)	UG
Biomedical Sciences	PTMSCCLINA1 F	Clinical Anatomy (MSc) - 1 Year (Full-Time)	PG
Biomedical Sciences	PTMSCHANAT1 F	Human Anatomy (MSc)	PG
Biomedical Sciences	PTPDVANASC1 U	Anatomical Sciences (PG ProfDev) (Online Learning) (ICL)	PG
Biomedical Sciences	PTPGCANASC1 U	Anatomical Sciences (PgCert) (Online Learning) (ICL) - 1-2 Years	PG
Biomedical Sciences	PTPGCANASC2 P	Anatomical Sciences (PgCert) (Online Learning) - 1 Year	PG
Biomedical Sciences	PTPGCBISLS1F	Biomedical Sciences (Life Sciences) (PgCert) - 1 Year (Full-time)	PG
Biomedical Sciences	PTPGCCLINA1 F	Clinical Anatomy (PgCert) - 1 Year (Full-time)	PG
Biomedical Sciences	PTPGCHUANA 1F	Human Anatomy (PgCert) - 1 Year (Intercalating)	PG
Biomedical Sciences	PTPGCINBMS1 F	Integrative Biomedical Sciences (Based in China) (PgCert) - 1 Year (Full-time)	PG
Biomedical Sciences	PTPGCINBMS2 F	Integrative Biomedical Sciences (Zhejiang University) (PgCert) - 1 Year (Full-time)	PG

Biomedical Sciences	PTPGCTRNEU1 F	Transnational Neuroscience (PgCert) - 1 Year (Full-Time)	PG
Biomedical Sciences	PTPGDANASC1 P	Anatomical Sciences (PgDip) (Online Learning) - 2 years	PG
Biomedical Sciences	PTPGDANASC1 U	Anatomical Sciences (PgDip) (Online Learning) (ICL) - 2-4 Years	PG
Biomedical Sciences	PTPGDCLINA1 F	Clinical Anatomy (PgDip) - 1 Year (Full-Time)	PG
Biomedical Sciences	PTPGDHUANA 1F	Human Anatomy (PgDip) - 1 Year (Intercalating)	PG
Biomedical Sciences	PTPGDHUANA 2F	Human Anatomy (PgDip)	PG
Biomedical Sciences	PTPGDINBMS1 F	Integrative Biomedical Sciences (Based in China) (PgDip) - 1 Year (Full-time)	PG
Biomedical Sciences	PTPGDINBMS2 F	Integrative Biomedical Sciences (Zhejiang University) (PgDip) - 1 Year (Full-time)	PG
Biomedical Sciences	PTPGDTRNEU1 F	Transnational Neuroscience (PgDip) - 1 Year (Full-Time)	PG
Global Health	PTMSCBIOWE1 P	Biodiversity, Wildlife and Ecosystem Health (Online Learning) (MSc) (Part-time)	PG
Global Health	PTMSCBIOWE1 U	Biodiversity, Wildlife and Ecosystem Health (Online Learning) (ICL) (MSc) - 2-6 Years	PG
Global Health	PTMSCGLOID1 P	Global Health and Infectious Diseases (Online Learning) (MSc) (Part-time)	PG
Global Health	PTMSCGLOID1 U	Global Health and Infectious Diseases (Online Learning) (ICL) (MSc) (Part-time)	PG
Global Health	PTMSCINTAH1 P	International Animal Health (Online Learning) (MSc) (Part-time)	PG
Global Health	PTMSCINTAH1 U	International Animal Health (Online Learning) (ICL) (MSc)	PG
Global Health	PTPDVBIOWE1 U	Biodiversity, Wildlife and Ecosystem Health (Online Learning) (ICL) (PG ProfDev) - 2 Years (Part-time)	PG
Global Health	PTPDVGLBHS1 U	Global Health Studies (Online Learning) (PG ProfDev)	PG
Global Health	PTPDVGLOID1 U	Global Health and Infectious Diseases (Online Learning) (ICL) (PG ProfDev) - 2 Years (Part-time)	PG
Global Health	PTPDVINTAH1 U	International Animal Health (Online Learning) (ICL) (PG ProfDev) - 2 Years (Part-time)	PG
Global Health	PTPGCBIOWE1 P	Biodiversity, Wildlife and Ecosystem Health (Online Learning) (PgCert) (Part-time)	PG
Global Health	PTPGCBIOWE1 U	Biodiversity, Wildlife and Ecosystem Health (Online	PG

		Learning) (ICL) (PgCert) - 1-2 Years	
Global Health	PTPGCGLOHS1P	Global Health Studies (Online Learning) (ICL) (PgCert)	PG
Global Health	PTPGCGLOID1P	Global Health and Infectious Diseases (Online Learning) (PgCert) (Part-time)	PG
Global Health	PTPGCGLOID1U	Global Health and Infectious Diseases (Online Learning) (ICL) (PgCert) - 2 Years (Part-time)	PG
Global Health	PTPGCINTAH1P	International Animal Health (Online Learning) (PgCert) (Part-time)	PG
Global Health	PTPGCINTAH1U	International Animal Health (Online Learning) (ICL) (PgCert)	PG
Global Health	PTPGDBIOWE1P	Biodiversity, Wildlife and Ecosystem Health (Online Learning) (PgDip) (Part-time)	PG
Global Health	PTPGDBIOWE1U	Biodiversity, Wildlife and Ecosystem Health (Online Learning) (ICL) (PgDip) - 2-4 Years	PG
Global Health	PTPGDGLOID1P	Global Health and Infectious Diseases (Online Learning) (PgDip)	PG
Global Health	PTPGDGLOID1U	Global Health and Infectious Diseases (Online Learning) (ICL) (PgDip) - (Part-time)	PG
Global Health	PTPGDINTAH1P	International Animal Health (Online Learning) (PgDip) (Part-time)	PG
Global Health	PTPGDINTAH1U	International Animal Health (Online Learning) (ICL) (PgDip)	PG
Microbiology and Infection (Biomedical Sciences)	PTMSCCBPON1P	Cancer Biology and Precision Oncology (Online Learning) (MSc) - 3 Years (Part-time)	PG
Microbiology and Infection (Biomedical Sciences)	PTMSCCLMID1P	Clinical Microbiology and Infectious Diseases (Online Learning) (MSc)	PG
Microbiology and Infection (Biomedical Sciences)	PTMSCCLMID2U	Clinical Microbiology and Infectious Diseases (Online Learning) (ICL) (MSc) (6 years)	PG
Microbiology and Infection (Biomedical Sciences)	PTPDVCLMID1U	Clinical Microbiology and Infectious Diseases (Online Learning) (ICL) (PG ProfDev) - 2 Years	PG
Microbiology and Infection (Biomedical Sciences)	PTPGCCBPON1P	Cancer Biology and Precision Oncology (Online Learning) (PgCert) - 1 Year (Part-time)	PG
Microbiology and Infection (Biomedical Sciences)	PTPGCCLMID1P	Clinical Microbiology and Infectious Diseases (Online Learning) (PgCert)	PG

Microbiology and Infection (Biomedical Sciences)	PTPGCCLMID1 U	Clinical Microbiology and Infectious Diseases (Online Learning) (ICL) (PgCert)	PG
Microbiology and Infection (Biomedical Sciences)	PTPGDCBPON 1P	Cancer Biology and Precision Oncology (Online Learning) (PgDip) - 2 Years (Part-time)	PG
Microbiology and Infection (Biomedical Sciences)	PTPGDCLMID1 P	Clinical Microbiology and Infectious Diseases (Online Learning) (PgDip)	PG
Microbiology and Infection (Biomedical Sciences)	PTPGDCLMID1 U	Clinical Microbiology and Infectious Diseases (Online Learning) (ICL) (PgDip)	PG
Science Communication and Public Engagement	PTMSCSCCPE 1F	Science Communication and Public Engagement (MSc) (Full-time)	PG
Science Communication and Public Engagement	PTMSCSCCPE 1U	Science Communication and Public Engagement (MSc) (Online Learning) - 3 years	PG
Science Communication and Public Engagement	PTPDVSCCPE1 U	Science Communication and Public Engagement (PG ProfDev) (Online Learning)(ICL) - 2 years	PG
Science Communication and Public Engagement	PTPGCSCCPE1 U	Science Communication and Public Engagement (PgCert) (Online Learning) - 1 year	PG
Science Communication and Public Engagement	PTPGDSCCPE1 U	Science Communication and Public Engagement (PgDip) (Online Learning) - 2 years	PG

Appendix 2 – University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:

- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

1. Strategic overview

The strategic approach to:

- The management and resourcing of learning and teaching experience,
- The forward direction and the structures in place to support this.
- Developing business cases for new programmes and courses,
- Managing and reviewing its portfolio,
- Closing courses and programmes.

2. Enhancing the Student Experience

The approach to and effectiveness of:

- Supporting students in their learning
- Listening to and responding to the Student Voice
- Learning and Teaching
- Assessment and Feedback
- Accessibility, Inclusivity and Widening Participation
- Learning environment (physical and virtual)
- Development of Employability and Graduate Attributes
- Supporting and developing staff

3. Assurance and Enhancement of provision

The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

- Admissions and Recruitment
- Assessment, Progression and Achievement
- Programme and Course approval
- Annual Monitoring, Review and Reporting
- Operation of Boards of Studies, Exam Boards, Special Circumstances
- External Examining, themes and actions taken
- Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code
- Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

Appendix 3 Additional information considered by review team

Prior to the review visit:

- Reflective Report
- Academic Standards Scrutiny document
- List of programmes and courses
- External Examiner reports
- Organisational charts and staff information
- Programme handbooks
- Statistical reports
- SSLC minutes
- NSS & PTES reports, and associated school reflection reports

- University Remit
- Previous Report - Teaching Programme Review of Biomedical Sciences (2018)
- 1 Year Response to previous review (2019)
- Graduate Outcomes report (Careers)
- Study and Work Away report (2023)

Appendix 4 Number of students

Undergraduate

Session Year Programme Name	2023/4		2022/3		2021/2		2020/1	
	Entrants	Students	Entrants	Students	Entrants	Students	Entrants	Students
Anaesthesia, Critical Care and Pain Medicine (BMedSci) (Hons)								
Anatomy and Development BSc (Hons)	2	2	0		6	6	3	3
Bioethics Law and Society (BMedSci)			5	5		1		1
Biomedical Informatics (Zhejiang University) (BSc) - 4 Years (Full-time)	49	49	46	46	43	43	29	29
Biomedical Laboratory Science (Professional Practice) (BSc Hons) - 4 Years (Part-time)						4		
Biomedical Sciences (BMedSci Hons)			1	1	1	1		
Biomedical Sciences BSc (Hons)	91	93	92	92	142	148	143	144
Epidemiology (BMedSci Hons)			1	1				
Infectious Diseases (BMedSci Hons)							3	3
Infectious Diseases BSc (Hons)	6	7	5	5	9	9	3	3
Integrative Biomedical Sciences (Zhejiang University) BSc (Hons)	95	95	95	95	93	93	81	81
Medical Sciences (BSc Hons)	38	37	34	34	41	41	56	57
Neuroscience BSc (Hons)	43	44	36	37	40	40	33	33
Pharmacology (BMedSci Hons)			2	2				1
Pharmacology BSc (Hons)	28	27	23	23	15	15	15	15
Physiology BSc (Hons)	4	4	3	3	2	2	5	5
Reproductive Biology (BMedSci Hons)								1
Reproductive Biology BSc (Hons)	1	1	0		2	2	0	

Postgraduate

Session Year Programme Name	2023/4		2022/3		2021/2		2020/1	
	Entrants	Students	Entrants	Students	Entrants	Students	Entrants	Students
Anatomical Sciences (PG ProfDev) (Online Learning) (ICL)		3		4		4		8
Anatomical Sciences (PgCert) (Online Learning) - 1 Year	2	2	1	2	5	5	5	5
Anatomical Sciences (PgCert) (Online Learning) (ICL) - 1-2 Years			0		3	3	2	2
Anatomical Sciences (PgDip) (Online Learning) - 2 years	2	2	3	1	2	2	5	5
Anatomical Sciences	3	3	1	2	0		1	

(PgDip) (Online Learning) (ICL) - 2-4 Years								
Biodiversity, Wildlife and Ecosystem Health (Online Learning) (ICL) (MSc) - 2-6 Years	6	6	9	9	3	3	11	13
Biodiversity, Wildlife and Ecosystem Health (Online Learning) (ICL) (PG ProfDev) - 2 Years (Part-time)		1		2		3		7
Biodiversity, Wildlife and Ecosystem Health (Online Learning) (ICL) (PgCert) - 1-2 Years	10	10	4	4	9	9	7	7
Biodiversity, Wildlife and Ecosystem Health (Online Learning) (ICL) (PgDip) - 2-4 Years	0				1	1	3	3
Biodiversity, Wildlife and Ecosystem Health (Online Learning) (MSc) (Part-time)	16	16	19	20	34	34	44	42
Biodiversity, Wildlife and Ecosystem Health (Online Learning) (PgCert) (Part-time)	9	9	9	9	13	13	8	8
Biodiversity, Wildlife and Ecosystem Health (Online Learning)	1	1	1	1	1	1	2	2

(PgDip) (Part-time)								
Biomedical Sciences (Life Sciences) (MSc by Research)	41	41	43	42	52	52	47	47
Cancer Biology and Precision Oncology (Online Learning) (MSc) - 3 Years (Part-time)	18	18	12	12				
Cancer Biology and Precision Oncology (Online Learning) (PgCert) - 1 Year (Part-time)	6	6	1	1				
Cancer Biology and Precision Oncology (Online Learning) (PgDip) - 2 Years (Part-time)	1	1	3	3				
Clinical Anatomy (MSc) - 1 Year (Full-Time)	9	10	3	3	0		0	
Clinical Microbiology and Infectious Diseases (Online Learning) (ICL) (MSc) (6 years)	0		0		1	2	7	7
Clinical Microbiology and Infectious Diseases (Online Learning) (ICL) (PG ProfDev) - 2 Years		1		6		5		10
Clinical Microbiology and Infectious	0		4	4	4	4	3	3

Diseases (Online Learning) (ICL) (PgCert)								
Clinical Microbiology and Infectious Diseases (Online Learning) (ICL) (PgDip)	0						1	1
Clinical Microbiology and Infectious Diseases (Online Learning) (MSc)	7	7	17	17	21	20	5	5
Clinical Microbiology and Infectious Diseases (Online Learning) (PgCert)	4	4	1	1	2	3	2	1
Clinical Microbiology and Infectious Diseases (Online Learning) (PgDip)	0		0		7	6	0	1
Global Health and Infectious Diseases (Online Learning) (ICL) (MSc) (Part-time)	5	6	1	2	1	2	4	3
Global Health and Infectious Diseases (Online Learning) (ICL) (PG ProfDev) - 2 Years (Part-time)						3		3
Global Health and Infectious Diseases (Online Learning) (ICL)	0	1	0		3	4	5	4

(PgCert) - 2 Years (Part-time)								
Global Health and Infectious Diseases (Online Learning) (ICL) (PgDip) - (Part-time)	0		0		0		1	1
Global Health and Infectious Diseases (Online Learning) (MSc) (Part-time)	7	6	11	10	22	22	21	22
Global Health and Infectious Diseases (Online Learning) (PgCert) (Part-time)	1		1	1	2	2	5	5
Global Health and Infectious Diseases (Online Learning) (PgDip)	0		0		0		1	1
Global Health Studies (Online Learning) (ICL) (PgCert)	0				1	1	1	1
Global Health Studies (Online Learning) (PG ProfDev)								2
Human Anatomy (MSc)	20	19	17	17	0*		0*	
International Animal Health (Online Learning) (ICL) (MSc)	0		0		3	4	2	2
International Animal Health (Online Learning) (ICL) (PG ProfDev) - 2 Years (Part-time)						3		1

International Animal Health (Online Learning) (ICL) (PgCert)	0		1	1				
International Animal Health (Online Learning) (ICL) (PgDip)	0				0			
International Animal Health (Online Learning) (MSc) (Part-time)	3	3	3	3	6	6	4	4
International Animal Health (Online Learning) (PgCert) (Part-time)	2	2			0		0	
International Animal Health (Online Learning) (PgDip) (Part-time)	0		0					
Science Communication and Public Engagement (MSc) (Full-time)	26	26	25	24	55	55	49	49
Science Communication and Public Engagement (MSc) (Online Learning) - 3 years	4	4	9	9	10	10	7	7
Science Communication and Public Engagement (PgCert) (Online Learning) - 1 year	0		2	2	4	4	9	9
Science Communication and Public	1	1	1	1	0		1	1

Engagement (PgDip) (Online Learning) - 2 years								
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* No recruitment over these two years was due to the programme being paused due to Covid-19.