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| **School/Deanery Annual Report 2024/25** |

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) The report will also inform the University’s [Self Evaluation Action Plan](https://registryservices.ed.ac.uk/academic-quality-and-standards/self-evaluation-action-plan-seap), the annual institutional report to the Scottish Funding Council (SFC) on activities to effectively manage quality assurance and deliver on enhancement.

**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://data-protection.ed.ac.uk/data-protection-policy)

**Deadline**: **Monday 1st September 2025**

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| **School/Deanery:** |  |
| **Report written by:**(Include name and role for author and contributors) |  |
| **Confirmation that programme level monitoring has taken place and has informed the School/Deanery report:** |  |
| **Confirmation that the Head of School/Deanery has approved the report:** |  |
| **Comment from the Head of School on the report:** |  |
| **Date of report:** |  |

| **Actions from the previous year.**Please report on progress with the actions you identified in last year’s report and planned to take in 2024-25. |
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| **Guidance:**Your answer should make reference to last year’s report (see Aide Memoire from Academic Quality and Standards). If there are no actions on which to report, please explain why. (100-200 words) |
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| **Institutional Priority: Assessment and Feedback**Please report on activities to align existing practice with the [Assessment and Feedback Principles and Priorities](https://uoe.sharepoint.com/sites/PolicyRepository/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FPolicyRepository%2FShared%20Documents%2FAssessment%5Fand%5FFeedback%5FPrinciples%5Fand%5FPriorities%2Epdf&parent=%2Fsites%2FPolicyRepository%2FShared%20Documents). |
| **Guidance:**You should include evidence of how you have taken action to ensure that the [Assessment and Feedback Principles and Priorities](https://uoe.sharepoint.com/sites/PolicyRepository/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FPolicyRepository%2FShared%20Documents%2FAssessment%5Fand%5FFeedback%5FPrinciples%5Fand%5FPriorities%2Epdf&parent=%2Fsites%2FPolicyRepository%2FShared%20Documents) 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 2024-25, and what steps are you taking to improve this in 2025-26?
* What strategies do you have as a School/Deanery to ensure quality of feedback? How do students rate feedback in your school?
* Has marking criteria (including any marking rubrics or detailed grade descriptors) been applied to all courses within the School?
* What steps have you taken to address assessment challenges? 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/5396e33b-b633-4d14-8543-acb523b9a501/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 to inform your report. Where possible, compare this year’s data with previous years’ data. (150-250 words)  |
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| **Institutional Priority: Student Voice** Please report on the culture, 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?
* How do you measure and evaluate the effectiveness 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/5396e33b-b633-4d14-8543-acb523b9a501/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 Staff-Student Liaison Committee (SSLC) meeting minutes. Where possible, compare this year’s data with previous years’ data. Please also include details of actions taken in response to issues identified from student feedback.(150-250 words) |
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| **Institutional Priority: Student Support**Please report on the effectiveness of student support arrangements. |
| **Guidance:**Your answer should report on effectiveness of academic guidance and/or student support:* provided by Student Advisers and Student Support Teams
* provided via Teaching Teams e.g. Course Organisers, Lecturers, Tutors and Demonstrators etc.
* provided by Cohort Leads and/or Directors of Students, via cohort activities or individually
* provided for peer support schemes

Your answer should include analysis of data from student surveys ([NSS](https://app.powerbi.com/groups/me/apps/75faa10e-183a-4f7f-a122-5efb150c9066/reports/5396e33b-b633-4d14-8543-acb523b9a501/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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| **Institutional Priority: Generative Artificial Intelligence (GenAI)**Please report on any activities or initiatives focused on integrating or adapting to GenAI in learning, teaching, and assessment. |
| **Guidance:**Your answer should highlight any innovations in learning, teaching and assessment as a result of GenAI, or changes to practice as a result. Please also comment on the University’s Generative AI Guidance for [Staff](https://information-services.ed.ac.uk/computing/comms-and-collab/elm/generative-ai-guidance-for-staff) and [Students](https://information-services.ed.ac.uk/computing/comms-and-collab/elm/guidance-for-working-with-generative-ai). Does it provide sufficient guidance? If not, please indicate further guidance required.(100-200 words)  |
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| **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.**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/5396e33b-b633-4d14-8543-acb523b9a501/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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| **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 percentage of students in your School complete within (a) the prescribed period of study, and (b) the maximum period of study? What is the average time to completion in your School/Deanery? What percentage of students have completed an annual review? What percentage of students are downgraded? What factors might have impacted student outcomes either positively or negatively? Your answer should include specific reflection on any differences in outcomes amd awards for different student demographic groups on your programme(s).
* **What percentage of the postgraduate research (PGR) students who teach in your School/Deanery have been trained 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 PGRs who teach are systematically trained and fully supported?**
* 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), EDI, 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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| **What has worked well this past year?** Please give specific examples of good practice within your School/Deanery from this last year that you would like to highlight and share.  |
| **Guidance:**Your answer should highlight particularly innovative or creative practice within your School/Deanery.(100-200 words) |
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| **What challenges have affected the quality of teaching and student experience in the past year? What could have worked better?** Please identify specific examples of challenges and context that have impacted the quality of the learning experience for students in the past year.  |
| **Guidance for UG/PGT/PGR:**Your answer should identify any School/Deanery, College or University level challenges that have impacted programme delivery and the student experience. This may include such things as financial context, industrial action, University infrastructure etc. Please identify any areas for improvement as well as any challenges or barriers to improvement.(150-250 words) |
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| **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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| **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)