

The University of Edinburgh

**Internal Periodic Review
College of Medicine and Veterinary Medicine
Postgraduate Research Provision**

5-7th March 2025

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Executive summary

This report comprises the outcomes from the internal review of postgraduate research (PGR) provision in the College of Medicine and Veterinary Medicine (CMVM).

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

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

Key Commendations

The review team commended the College for their provision of student support by both academic and Professional Services staff, the value that is placed on PGR students and their experience, and the engagement and commitment that has been demonstrated throughout the IPR process. Further commendations are included in the report.

Key recommendations

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

- 1) The review team recommend that the College ensure clear transitional arrangements are in place to support students and the PGR teams, comprised of both academic and Professional Services staff, based in Schools and the College throughout the Modernisation process.
- 2) The review team recommend that the College consider the key roles required to support the PGR experience across the College and develop common job descriptions to be used across the different Schools.
- 3) The review team recommend that the College increase the frequency of required supervisory refresher training for supervisors and develop opportunities for professional development training for all academic and Professional Services staff involved in PGR.

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 CMVM for the clear value placed on PGR students and their research across the College.	1
2.	The review team commend the College for looking to other Colleges and Schools to map to their governance structures and learning from practices elsewhere within the University.	2.1
3.	The review team commend the engagement, commitment and knowledge of academic staff working with the PGR community.	2.1
4.	The review team commend the College for their excellent international reputation in research which is a decisive factor in students applying to study at the University.	2.1
5.	The review team commend the Thesis Committees for their effective working practices and early support of students as they begin their programme.	2.2
5.	The review team commend the College for its work in the student support area, including the creation of pastoral committees which work alongside the Thesis Committees.	2.3
7.	The review team commend the Professional Services staff who play a key role in supporting PGR students and facilitating their experience in Schools, within the College and across the University.	2.3
8.	The review team commend the enthusiasm of PGR students working in T&D roles who spoke positively of developing their skills and the opportunity to work with taught students.	2.7

Recommendations

Areas for development and enhancement – progress to be reported.

No.	Recommendation	Section in report	Responsibility of
1.	Modernisation Programme and Strategy The review team recommend that the College ensure clear transitional arrangements are in place to support students and the PGR teams, comprised of both academic and Professional Services staff, based in Schools and the College throughout the Modernisation process.	1	College

	<p>The review team recommend that the College consider the key roles required to support the PGR experience across the College and develop common job description to be used across the different Schools.</p> <p>The review team recommend that the College gives specific consideration to the impact of the current University context on the PGR community.</p>	<p>1</p> <p>1</p>	
2.	The review team recommend that the College provide consistency and greater upfront clarity of how research costs are met for students, supervisors and projects.	2.1	College
3.	The review team recommend that, on behalf of the University, the Deputy Secretary Students and University Initiatives Portfolio Board, consider a Student Support Model that extends Professional Services support to PGR students.	2.3	University - Deputy Secretary Students and University Initiatives Portfolio Board
4.	<p>The review team recommend that the College set out a clear experience offer to PGR students when they apply. There should be clarity on additional opportunities and resources, such as funded societies, travel events and community building opportunities.</p> <p>The review team also recommend that the College ensures there is a consistent and appropriate level of induction across the Schools.</p>	<p>2.3</p> <p>2.3</p>	<p>College</p> <p>College</p>
5.	The review team recommend that the College Dean of Research liaise with the Doctoral College to identify ways to enhance visibility of PGR representation at the top level of the University and to explore mechanisms for communicating back to the PGR communities at local areas.	2.4	College
6.	The review team recommend that the College increase the frequency of required supervisory refresher training for supervisors and develop opportunities for professional development training for all academic and Professional Services staff involved in PGR.	2.7	College

7.	The review team recommend that the College work with colleagues across the relevant teaching offices in CMVM and CSE to ensure that teaching opportunities are visible, and to ensure all PGR students have equitable access to opportunities for teaching and training for teaching, which is dependent on their skills set, as opposed to their position in the University structures.	2.7	College
8.	The review team recommend that the University's Future Students Committee should clarify the criteria for online and distance PhD programmes and give consideration to the fees for these programmes.	2.8	University – Future Students Committee

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1.	The review team suggest that the College approach the Institute for Academic Development (IAD) for training and support in mediation which can be available to colleagues working within the research community.	2.3
2.	The review team suggest that the College set a requirement for a standard College-level induction which can be supplemented by School/Institute level induction.	2.3
3.	The review team suggest that the College explore alternative communication methods to reduce reliance on emails, such as a newsletter or posters in key buildings which are frequently used.	2.4
4.	The review team suggest that the College should look to introduce sector and industry voices to the career discussions with PGR students, where possible.	2.6
5.	The review team suggest that, as good practice and in addition to core training, the College should offer continuous opportunities for supervisory training, such as lunchtime online sessions focussed on supervising part-time or overseas students, for example.	2.7
6.	The review team suggest that the Academic Quality and Standards team review the IPR process to streamline where possible, and consider the time commitment of review team members.	3

Section A – Introduction

Scope of review

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

The Internal Periodic Review of the College of Medicine and Veterinary Medicine in 2024/25 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 - Community Building and Student Support
 - Research Culture and the Student Voice
- 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 College and others to whom recommendations were remitted following the review

Review Team Members

Convener	Professor Stephen Warrington Dean of Student Experience College of Science and Engineering
External member	Dr Phillip Lord School of Computing University of Newcastle Upon Tyne
External member	Professor Sarah Pedersen Graduate School Robert Gordon University
External member	Professor Tim Warner Faculty of Medicine and Dentistry Queen Mary University of London
Internal member	Dr Jennifer Yule Lecturer in Marketing The Business School
Student member	Amer Khushman School of Social & Political Science
Administrator	Sinéad Docherty, Academic Policy Officer, Academic Quality and Standards, Registry Services

The College

This review was conducted at College level as administrative processes for PGR are managed by the College Postgraduate Office. The College comprises of the following Schools, Deaneries and Institutes:

- The Royal (Dick) School of Veterinary Studies
- Edinburgh Medical School
Comprising the Deaneries of:
 - Clinical Sciences
 - Biomedical Sciences
 - Molecular Genetic Population Health Sciences
- The Queen's Medical Research Institute
- The Institute of Genetics and Cancer
- The Usher Institute
- Edinburgh Neuroscience
- The Roslin Institute
- The Institute for Regeneration and Repair
- The UK Dementia Research Institute

The College also works in partnership with Zhejiang University, to form the Zhejiang Institute. Together the College and the Zhejiang Institute provide joint PhD degree programmes to students based in China.

Physical location and summary of facilities

The College of Medicine and Veterinary Medicine has staff and students based across the following sites:

- Central Campus
- Edinburgh Dental Institute
- Western General Hospital (IGC)
- Royal Edinburgh Hospital
- BioQuarter
- Easter Bush

Date of previous review

The previous review was held on 13th and 14th March 2019.

Reflective Report

The Reflective Report was prepared by:

Professor Patrick Hadoke; Director of Postgraduate Student & Early Career Research Experience, CMVM

Kim Orsi, Academic Support Administrator (PGR)

Consultation has included:

- The Head of College
- The College Registrar
- The PGR Dean
- The Dean of Education
- The Head of Strategic Education Operations
- The Dean of Quality
- The Academic Administrator (QA and QE)
- The College REC
- College and Doctoral College Student representatives
- Pulse Surveys and PRES

Section B – Main report

1 Strategic overview

The College of Medicine and Veterinary Medicine (CMVM) is undertaking a structural reorganisation, termed as its Modernisation programme, which will result in a six School structure rather than the current two Schools and three Deaneries structure. This is expected to be in place for academic year 2025/26. The review team met with the senior team leading this Modernisation programme, who explained that the current structure has been in place for 20 years and has evolved over time. The Modernisation programme aims to redefine the structure, organisation and integration of the current Schools, Deaneries and Institutes and to enable CMVM to operate more strategically for the benefit of staff and students.

The senior leadership team clearly articulated that student experience is at the centre of the Modernisation plans, and it was frequently reflected on by colleagues during discussions throughout the review. The review team **commend** all staff within CMVM for the clear value placed on PGR students and their research across the College. This was evident from meetings with a range of staff and students held throughout the review.

The review team observed that the Internal Periodic Review provides a timely opportunity for the senior leadership team in the College to consider the feedback from the panel in relation to Modernisation. The review team heard a clear message from staff across the College that an expected outcome of the Modernisation programme will be a consistent hierarchical structure throughout the Schools and greater consistency in the staff and student experience. Aspects of experience identified for improvement include consistent job descriptions, consistent titles, clear FTE expectations and Professional Services support.

The review team **recommend** that the College ensure clear transitional arrangements are in place to support students and the PGR teams, comprised of both academic and Professional Services staff, based in Schools and the College throughout the Modernisation process. It was recognised that the changes will have an impact over several years whilst new processes and structures become embedded, and it is essential that the PGR community is not negatively affected by this period of change.

The review team **recommend** that the College consider the key roles required to support the PGR experience across the College and develop common job descriptions to be used across the different Schools. This will ensure equitable student support underpinning the student experience. The review team noted that PGR professional services staff and PGR Directors are two critical groups of people who are valued by PGR students and who demonstrate the value of personal connections within the College. Under current plans, a 0.5 FTE Director of PGR role is to be introduced, which is replacing two posts that combine to 0.8 FTE. This reduction in FTE was noted as a concern and informs this recommendation for consideration of key roles within the PGR team.

The review team identified a risk of the relationships described above becoming lost in either the Modernisation programme, the voluntary severance scheme currently underway at the University, or possible further measures impacting the future size and shape of the University. The review team **recommend** that the College give specific consideration to the impact of the current University context on the PGR community.

A point of discussion throughout the review was where PGR students sit within the College structure and whether that is under education or research. The review team understand that under the College Modernisation plans, PGR is expected to sit under education; however, there is a clear link and alignment with the research stream. Students reported feeling most connected to their research groups and valued their experience as researchers. The review team noted that recognition and greater emphasis on PGR students as researchers, in communication and in the College structure, may help to address the dissatisfaction PGR students report in community building, research culture and student voice.

2 Enhancing the student experience

2.1 The approach to enhancing Learning and Teaching

As detailed above, the College is undertaking a Modernisation programme and portfolio management is a consideration within the plans. It was outlined to the review team that the College want to ensure they have an agile and co-ordinated offering that lends itself to developing cohorts of students. It was emphasised that funding is an important consideration for portfolio management with diverse income streams, including direct investment, scholarships and alumni, requiring strategic consideration to ensure alignment with the objectives of the College.

The PG Board of Examiners is currently the central body within the College that manages PGR provision. However, under the modernisation plans, it is expected that the College will operate a College Education Committee which will provide streamlined oversight across the Schools within the College and ensure consistency throughout. This is expected to have an important role in managing the expectations and requirements of funders, whilst ensuring that student transition and experience are consistent. The College have looked to other Schools and Colleges in the University to map to their Committee governance structures. The review team **commend** this approach of mapping to existing structures and learning from practices elsewhere within the University.

Students spoke positively of their interactions with academic staff in the College and were happy with their supervisory teams. Several members of staff were identified by students for their approachability, and the review team heard that PGR Directors sit in the café in the Usher Building every fourth Thursday to be available to students for drop-in interactions. The review team **commend** the engagement, commitment and knowledge of academic staff working with the PGR community.

It was recognised that PGR students come into the University through different streams and with different funding arrangements, and this can create a sense of disparity for students. The review team met with a number of PGR students throughout the review, and some concerns were raised as to the transparency and flow of research costs. The review team heard different experiences relating to bench fees, allocation of research costs and additional funds for travel and conferences, for example. Therefore, the review team **recommend** that the College provide consistency and greater upfront clarity of how research costs are met for students, supervisors and projects at the start of their particular programmes.

The review team did not have the opportunity to meet with students based in Zhejiang, but did meet with the dedicated Professional Services staff within the College who work on the Zhejiang programmes. The review team also met with some of the academic staff who travel to China to teach for up to 12 weeks per year. Teaching and support

are managed in partnership with staff who are based in the Zhejiang Institute, and the student journey is mapped to the QA framework of the University of Edinburgh.

The review team **commend** the College for their excellent international reputation in research, which is a decisive factor in students applying to study at the University. The review team heard students clearly express their reasons for choosing to study in Edinburgh and, on the whole, were positive about their PGR experience within the College. Students highlighted the quality of research within the College, the diverse and inclusive environment and the overall University ranking as reasons why they applied.

2.2 Assessment and Feedback

The College has Thesis Committees in place which oversee the annual review process. As good practice, the Thesis Committees undertake a 10-week review with PGR students at the beginning of their programme, as well as the annual review progression point, as per the regulatory requirements. The review team **commend** the Thesis Committees for their effective working practices and early support of students as they begin their programme.

2.3 Supporting students in their learning

The College asked the review team to specifically explore community building and student support within this review. The review team met with a number of PGR students during the course of the review, and it was clear that they knew where to go for support. The review team **commend** the College for its work in the student support area. The College has demonstrated excellent practice in its creation of Pastoral Committees to work alongside the Thesis Committee structure. This was adopted as standard practice to give students the opportunity to discuss pastoral matters with a dedicated contact outside of their supervisory arrangement and annual review process.

The review team also **commend** the Professional Services staff who play a key role in supporting PGR students and facilitating their experience in Schools, within the College and across the University. During their discussions with the review team, Professional Services staff demonstrated extensive knowledge of College and University processes and resources and demonstrated good practice in their engagement with the Doctoral College.

The review team identified mediation as an important skill for staff working with PGR students, as student-supervisor or peer relationship breakdown can be a risk in the research environment. The review team **suggest** that the College approach the Institute for Academic Development (IAD) for training and support in mediation which can be available to colleagues working within the research community.

It was noted that the University-wide student support model, underpinned by Student Advisors (a Professional Services role), was implemented for taught students only. Staff in the College voiced concern about the disparity of student support for PGR students, and whilst local efforts and activity are delivering support, there is a risk of gaps developing and inconsistency across Schools and across the Colleges. It was clear that colleagues across the College felt that a similar Student Advisor role should be considered for the PGR community. In light of the benefits of the Student Advisor role, the review team **recommend** that, on behalf of the University, the Deputy

Secretary Students and University Initiatives Portfolio Board, consider a Student Support Model that extends Professional Services support to PGR students.

Connected to community building, the devolved structure and spread of the College across buildings and campuses doubtless presents some challenges for the PGR sense of community. Some students reported a sense of belonging within their particular building, whilst other students commented on the disparity of space, resources and facilities. The review team heard from students that the Western General campus was believed to have £7k of funding per year for community events, whereas the students in BioQuarter campus have no funding for events and their only social space is the café, which closes at 3pm. Students also reported inconsistent experiences of encouragement and available funding to attend conferences. Differences in experience, even if perceived, have a detrimental impact on the sense of community within the College and risks disappointing students' expectations.

The review team **recommend** that the College set out a clear experience offer to PGR students when they apply to assist with setting expectations. There should be clarity on additional opportunities and resources, such as funded societies, travel events and community building opportunities. Consideration should also be given as to how these events and opportunities are communicated across the different campuses. The review team also **recommend** that the College ensure there is a consistent and appropriate level of induction across the Schools. The team heard from students that they had different experiences of induction, ranging from a 3-week induction period to an informal walk around the building as an induction. The review team **suggest** that the College set a requirement for a standard College-level induction, which can be supplemented by School/Institute level induction.

2.4. Listening and responding to the Student Voice

The College selected Research Culture and Student Voice as one of its remit items. In the reflective report provided ahead of the review, and during discussions within the review, colleagues commented on the decline in research culture satisfaction that the College has received in PRES surveys, especially since the Covid years.

CMVM has a College-level SSLC in place and student representatives across the College. It was reported via EUSA colleagues during the review that students in CMVM reported having felt listened to even when meaningful change had not happened. However, there was concern voiced throughout the review that Student Voice for PGR is lacking at University level, and a need for a visible PGR champion in the senior leadership team. It was recognised that there is a VP Education and VP Research in the University's Senior Leadership team, but concern that these roles do not reflect the full PGR experience and that, as a result of dividing the education and research aspects, the holistic PGR perspective is lost.

Discussions during the review highlighted some clear areas where PGR experience is perceived as being separate from the taught student experience. Systems such as EUCLID are designed for taught students, and PGR staff and students need to develop and employ workarounds to make use of these systems. PGR students being unable to claim expenses through the People and Money finance system was a specific example of system failure, reinforcing the sense of creating a divide with PGR students. Furthermore, in several discussions, it was indicated to the review team that there was a lack of clarity on the University's reporting structures and not enough visibility of PGR representation at University level. The review team **recommend** that

the College Dean of Research liaise with the Doctoral College to identify ways to enhance visibility of PGR representation at the top level of the University and to explore mechanisms for communicating back to the PGR communities in local areas.

In terms of engaging with the student voice, the review team **suggest** that the College explore alternative communication methods to reduce reliance on emails, such as a newsletter or posters in key buildings which are frequently used. Students reported being overwhelmed with emails, but still eager to receive key communication and feedback from their School and College.

2.5 Accessibility, Inclusivity and Widening Participation

The College engages with services across the University, including The Wellbeing Service, Student Disability and Learning Support (DLSS) and the Widening Participation Team to create an accessible and inclusive environment. As referenced in section 2.1, the inclusive environment was cited as a factor in students choosing to study at the University of Edinburgh.

As also addressed in section 2.1, the review team recommend greater clarity around the transparency and flow of fees, and it is noted that this aspect may have a particular impact on WP students. Where Centres for Doctoral Training and Doctoral Training Programmes have enhanced funding packages, there is scope for these to be used to enhance EDI work within the College.

2.6 Development of Employability and Graduate Attributes

The review team were informed of the Annual PhD Horizons Conference which is jointly organised by the Careers Service and the Doctoral College. This centrally managed event was noted as a valuable opportunity for PhD students across the University to engage with a career-focused event. Within the College, as part of their annual review, PGR students discuss career paths with the Thesis Committee and are signposted to the University's Careers Service.

During discussions, it was suggested that there can be a perception of failure in academia if students do not go on to become researchers or academics. To enhance the visibility and understanding of career paths available, the review team **suggest** that the College should look to introduce sector and industry voices to the career discussions with PGR students, where possible.

2.7 Supporting and developing staff

The review team met with some supervisors representing research areas across the College. The supervisors outlined the governance and monitoring processes in place, largely overseen by Committees in CMVM, which ensure that formal policies and support are in place and in line with University requirements. The supervisors described a communicative and dynamic system which shares good practice, escalates issues and supports students throughout their PGR journey.

It was noted by the review team that whilst mechanisms are in place for sharing good practice and addressing issues as they arise, supervisors are only required (by the Postgraduate Degree Regulations and Programmes of Study – Regulation 37) to undertake mandatory refresher training every five years. Noting that supervisory relationships are integral to a PGR student's experience and throughout the sector can

often be a source of discontent for students, the review team felt that training should be undertaken by supervisors more often than the current requirement.

Therefore, the review team **recommend** that the College increase the frequency of required supervisory refresher training for supervisors and develop opportunities for professional development training for all academic and Professional Services staff involved in PGR. The review team propose that the supervisory training should be undertaken at least every two years. The review team **suggest** that, as good practice and in addition to core training, the College should offer continuous opportunities for supervisory training, such as lunchtime online sessions focussed on supervising part-time or overseas students, for example.

The review team met with a small number of PGR students working in Tutor and Demonstrator (T&D) roles, both within the College and out with (working in Biological Sciences, in the College of Science and Engineering). The review team **commend** the enthusiasm of PGR students working in T&D roles who spoke positively of developing their skills and the opportunity to work with taught students. The review team heard of well-organised opportunities available to T&Ds, specifically in the Biomedical Sciences Teaching Organisation, but also heard of disparity of access if PGR students belong in a School with fewer, or no, teaching opportunities. The review team **recommend** that the College work with colleagues across the relevant teaching offices in CMVM and CSE to ensure that teaching opportunities are visible, and to ensure all PGR students have equitable access to opportunities for teaching and training for teaching, which is dependent on their skills set, as opposed to their position in the University structures.

2.8 Learning environment (physical and virtual)

The review was based in the Usher building, a new building in the BioQuarter which formally opened in 2024. This is evidence of investment in the College estate, and the review team heard of further plans for relocation of some Schools after the Modernisation programme.

In the previous review, the College had outlined its plans for a PGR centre, as a physical space in the central area to be used by PGR students. Due to a change in University budget and resources, this space was never realised. It remains a concern that there is a lack of social space for the PGR community, and there are challenges with the spread across 6 different parts of campus throughout Edinburgh. Staff and students also highlighted logistical challenges, such as the lack of a shuttle bus between campuses, as factors which have a detrimental effect on the campus environment. This does impact efforts to build community, as addressed previously in section 2.3.

The College reflected on the opportunities of online and distance PhDs, which are attracting more interest. Covid presented opportunities for hybrid and remote work and study, and there is interest in developing PhD opportunities in this way to present new opportunities to prospective students. To assist the College in developing their PhD offering, the review team **recommend** that the University's Future Students Committee should clarify the criteria for online and distance PhD programmes and give consideration to the fees for these programmes.

3 Assurance and enhancement of provision

The College has appropriate mechanisms in place for setting, maintaining and reviewing academic standards across PGR provision. There is a well-structured governance and quality assurance framework, ensuring continuous improvement through Board of Examiners oversight, Committee structures, student feedback mechanisms, and alignment with national academic frameworks.

Standards are continuously reviewed through annual monitoring activity via the College's Annual Quality Report and Schools/Deaneries Annual Quality Reports. In addition, standards are maintained and reviewed through External Examiner reporting, efficient mid-course feedback structures and alignment with the SCQF framework. Staff are closely involved with the subject community and relevant national bodies such as the Scottish Qualifications Authority and the Quality Assurance Agency.

In terms of the process, the review team **suggest** that the Academic Quality and Standards team review the IPR process to streamline where possible, and consider the time commitment of review team members.

Appendices

Appendix 1: Range of provision considered by the review

Subject Area	Programme Code	Programme Name
Medicine	PRMD1MEDIC1F	Medicine (MD) - 2 Years (Full-Time)
Medicine	PRMD1MEDIC1P	Medicine (MD) (Part-time)
Medicine	PRMD1MEDIC2P	MD Medicine - 3 Years (Part-time)
Medicine	PRMD1MEDIC3P	MD Medicine - 4 Years (Part-time)
Medicine	PRMD1MEDIC4F	Medicine (MD) - 2 Years(OR)
Medicine	PRMD1MEDIC5P	MD Medicine - 3 Years (Part-time)(OR)
Medicine	PRMD1MEDIC6P	MD Medicine - 4 Years (Part-time)(OR)
Medicine	PRMEDMEDIC1P	Medicine (MD) (Part-time)
Medicine	PRPHPMEDVM1P	Publications Medicine and Veterinary Medicine (PhD by Research) (Part-time)
Biomedical Sciences	PRMSCINBMS1F	Integrative Biomedical Sciences (Based in China) (MScR) - 1 Year (Full-time)
Biomedical Sciences	PRMSCINFMD1F	Infection Medicine (Biomedical Sciences) (MSc by Research)
Biomedical Sciences	PRMSCMEDMI4F	Biomedical Sciences (Pathway Medicine) (MSc by Research) (Full-time)
Biomedical Sciences	PRMSCMEDMI6F	Biomedical Sciences (Life Sciences) (MSc by Research)
Biomedical Sciences	PRMSCNEURS2P	Neuroscience (Biomedical Sciences - Centre for Discovery Brain Sciences) (MSc)(R) - 2 Years (Part-time)
Biomedical Sciences	PRPHDANASC1F	Anatomical Sciences (Biomedical Sciences) (PhD) - 3 Years (Full-Time)
Biomedical Sciences	PRPHDANASC1P	Anatomical Sciences (Biomedical Sciences) (PhD) - 6 Years (Part-Time)
Biomedical Sciences	PRPHDBIOMS1F	Biomedical Sciences (Based in China) (PhD) - 3 Years (Full-time)
Biomedical Sciences	PRPHDINBMS1F	Integrative Biomedical Sciences (PhD) - 4 Years (Full-time) (Zhejiang University)
Biomedical Sciences	PRPHDINFME1F	Infection Medicine (Biomedical Sciences) (PhD) - 3 Years (Full-Time)
Biomedical Sciences	PRPHDINFME1P	Infection Medicine (Biomedical Sciences) (PhD) - 6 Years (Part-Time)
Biomedical Sciences	PRPHDMEDMI4F	Biomedical Sciences (Pathway Medicine) (PhD) (Full-time)
Biomedical Sciences	PRPHDNEURS2P	Neuroscience (PhD) (Part-time) - 6 Years
Biomedical Sciences	PRPHDNEURS3P	Neuroscience (Biomedical Sciences - Centre for Discovery Brain Sciences) (PhD) - 6 Years (Part-time)
Biomedical Sciences	PRPHDSCICO1P	Science Communication (PHD) (Part-time) (6 Years)
Biomedical Sciences	PRPHDWISTN1F	Translational Neuroscience (PhD with Integrated Study) - 4 Years
Biomedical Sciences	PRPHPMVMBS1P	PhD by Research Publications Medicine and Veterinary Medicine - 1 Year (Biomedical Sciences)

Integrative Biomedical Sciences (Zhejiang)	PRMSCBIOMS1F	Biomedical Sciences (Zhejiang) (MSC)(R)
Microbiology and Infection (Biomedical Sciences)	PRMSCINFDS1F	Infectious Diseases (MSc by Research)
Neuroscience (Biomedical Sciences)	PRMSCINEUS1F	Integrative Neuroscience (MSc by Research) (Full-time)
Neuroscience (Biomedical Sciences)	PRMSCNEURS2F	Neuroscience (Biomedical Sciences - Centre for Discovery Brain Sciences) (MSc by Research) - 1 Year (Full-time)
Neuroscience (Biomedical Sciences)	PRPHDMEDMI3F	Biomedical Sciences (Cognitive and Neural Systems) (PhD) (Full-time)
Neuroscience (Biomedical Sciences)	PRPHDNEURS1F	Neuroscience (PhD) (Full-time)
Neuroscience (Biomedical Sciences)	PRPHDNEURS2F	Neuroscience (Biomedical Sciences - Centre for Discovery Brain Sciences) (PhD) - 3 Years (Full-time)
Physiology (Biomedical Sciences)	PRMSCINTPH1F	Integrative Physiology (Biomedical Sciences - Centre for Discovery Brain Sciences) (MSc by Research) - 1 Year (Full-time)
Physiology (Biomedical Sciences)	PRMSCINTPH1P	Integrative Physiology (Biomedical Sciences - Centre for Discovery Brain Sciences) (MSc by Research) - 2 Years (Part-time)
Physiology (Biomedical Sciences)	PRPHDINTPH1F	Integrative Physiology (Biomedical Sciences - Centre for Discovery Brain Sciences) (PhD) - 3 Years (Full-time)
Physiology (Biomedical Sciences)	PRPHDINTPH1P	Integrative Physiology (Biomedical Sciences - Centre for Discovery Brain Sciences) (PhD) - 6 Years (Part-time)
Physiology (Biomedical Sciences)	PRPHDMEDMI1F	Biomedical Sciences (Integrative Physiology) (PhD) (Full-time)
Science Communication and Public Engagement	PRPHDSCICO1F	Science Communication (PHD) (Full-time)
Clinical Sciences	PRDDSDENSG1F	Dental Surgery (DDS) (2 Years) (Full-time)
Clinical Sciences	PRDDSDENSG3P	Dental Surgery (DDS) (3 Years) (Part-time)
Clinical Sciences	PRDDSDENSG4P	Dental Surgery (DDS) (4 Years) (Part-time)
Clinical Sciences	PRMDCMEDIC1F	Medicine (MD) - 2 Years (Clinical Sciences) (Full-time)
Clinical Sciences	PRMDCMEDIC2P	MD Medicine - 3 Years (Clinical Sciences) (Part-time)
Clinical Sciences	PRMDCMEDIC3P	MD Medicine - 4 Years (Clinical Sciences) (Part-time)
Clinical Sciences	PRMMEMEDSC1F	Medical Sciences (MMedSci by Research) (Full-time)
Clinical Sciences	PRMMEMEDSC1P	Medical Sciences (MMedSci by Research) (Part-time)

Clinical Sciences	PRMPHCARSC1F	MPhil by Research Cardiovascular Science - 2 Years (Full-time)
Clinical Sciences	PRMPHCLNEU4F	Psychiatry (MPhil)
Clinical Sciences	PRMPHCLNEU5F	Molecular and Clinical Medicine (Clinical) (MPhil) (Full-time)
Clinical Sciences	PRMPHDENTS1F	Dentistry (MPhil) (Full-time)
Clinical Sciences	PRMPHDENTS1P	Dentistry (MPhil) (Part-time)
Clinical Sciences	PRMPHGLOBH1F	Global Health (MPhil) (Full-time)
Clinical Sciences	PRMPHGLOBH1P	Global Health (MPhil) (Part-time)
Clinical Sciences	PRMPHMEDRA2F	Child Life and Health (MPhil) (Full-time)
Clinical Sciences	PRMPHMEDRA2P	Child Life and Health (MPhil) (Part-time)
Clinical Sciences	PRMPHMEDRA6F	Geriatric Medicine (MPhil) (Full-time)
Clinical Sciences	PRMPHMEDRA6P	Geriatric Medicine (MPhil) (Part-time)
Clinical Sciences	PRMPHMEDRA9F	Orthopaedic and Trauma Medicine (MPhil) (Full-time)
Clinical Sciences	PRMPHMEDRA9P	Orthopaedic and Trauma Medicine (MPhil) (Part-time)
Clinical Sciences	PRMPHMEDRADF	Respiratory Medicine (MPhil) (Full-time)
Clinical Sciences	PRMPHMEDRADP	Respiratory Medicine (MPhil) (Part-time)
Clinical Sciences	PRMPHMEDRAEF	Surgery (MPhil) (Full-time)
Clinical Sciences	PRMPHMEDRAEP	Surgery (MPhil) (Part-time)
Clinical Sciences	PRMPHREGME1F	Regenerative Medicine (MPhil)
Clinical Sciences	PRMPHREGME1P	Regenerative Medicine (MPhil)
Clinical Sciences	PRMPHREPHE1F	Reproductive Health (MPhil) - 2 Years (Full-time)
Clinical Sciences	PRMSCCARDDB1F	Cardiovascular Biology (MSc by Research)
Clinical Sciences	PRMSCCARSC1F	MSc by Research Cardiovascular Science - 1 Year (Full-time)
Clinical Sciences	PRMSCCARSC1P	MSc by Research Cardiovascular Science - 2 Years (Part-time)
Clinical Sciences	PRMSCCLNEU6F	Psychiatry (MSC)(R)
Clinical Sciences	PRMSCCLNEU6P	Psychiatry (MSC)(R)
Clinical Sciences	PRMSCGERIA1F	Geriatric Medicine (MSc by Research) (Full-time)
Clinical Sciences	PRMSCGERIA1P	Geriatric Medicine (MSc by Research) (Part-time)
Clinical Sciences	PRMSCINFLA1F	Inflammation (MSc by Research) (Full-time)
Clinical Sciences	PRMSCINFLA1P	Inflammation (MSc by Research) (Part-time)
Clinical Sciences	PRMSCMEDRACF	Reproductive Biology (MSc by Research)
Clinical Sciences	PRMSCMEDS11F	Medical Sciences with Engagement (MScR) - 1 Year (Full-Time)
Clinical Sciences	PRMSCORTH01F	Orthopaedic and Trauma Medicine (MSc by Research) (Full-time)
Clinical Sciences	PRMSCORTH01P	Orthopaedic and Trauma Medicine (MSc by Research) (Part-time)
Clinical Sciences	PRMSCREPHE1F	Reproductive Health (MSc by Research) - 1 Year (Full-time)
Clinical Sciences	PRMSCREPSC1F	Reproductive Sciences (MSc by Research)
Clinical Sciences	PRMSCRESPI1F	Respiratory Medicine (MSc by Research) (Full-time)
Clinical Sciences	PRMSCRESPI1P	Respiratory Medicine (MSc by Research) (Part-time)

Clinical Sciences	PRMSCRGMTR1F	MSc by Research Regenerative Medicine and Tissue Repair - 1 Year (Full-Time)
Clinical Sciences	PRMSCSURGE1F	Surgery (MSc by Research) (Full-time)
Clinical Sciences	PRMSCSURGE1P	Surgery (MSc by Research) (Part-time)
Clinical Sciences	PRMSCTISRE1F	Tissue Repair (MSc)(R) - 1 Year (Full-time)
Clinical Sciences	PRPHDANAPM1P	Anaesthesia and Pain Medicine (PhD)
Clinical Sciences	PRPHDCARSC1F	Cardiovascular Science (PHD) (Full-time)
Clinical Sciences	PRPHDCARSC1P	Cardiovascular Science (PHD) 6 Years (Part-time)
Clinical Sciences	PRPHDCARSC3F	Cardiovascular Science (KU Leuven with UoE) - 3 Years (Full-Time)
Clinical Sciences	PRPHDCARSC4F	Cardiovascular Science (UoE with KE Leuven) - 3 Years (Full-Time)
Clinical Sciences	PRPHDCLBRS1F	Clinical Brain Sciences (PHD) (Full-time)
Clinical Sciences	PRPHDCLBRS1P	Clinical Brain Sciences (PHD) (Part-time)
Clinical Sciences	PRPHDCLINS1F	Clinical and Surgical Sciences (PhD)
Clinical Sciences	PRPHDCLNEU4F	Psychiatry (PhD) (Full-time)
Clinical Sciences	PRPHDCLNEU4P	Psychiatry (PhD) (Part-time)
Clinical Sciences	PRPHDCLNEU5F	Molecular and Clinical Medicine (Clinical) (PhD) (Full-time)
Clinical Sciences	PRPHDCLNEU5P	Molecular and Clinical Medicine (Clinical) (PhD) (Part-time)
Clinical Sciences	PRPHDDENTS1F	Dentistry (PhD) (Full-time)
Clinical Sciences	PRPHDDENTS1P	Dentistry (PhD) (Part-time)
Clinical Sciences	PRPHDISCRM1F	Stem Cell and Regenerative Medicine (PhD with Integrated Study)
Clinical Sciences	PRPHDMEDRA2F	Child Life and Health (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRA2P	Child Life and Health (PhD) (Part-time)
Clinical Sciences	PRPHDMEDRA6F	Geriatric Medicine (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRA6P	Geriatric Medicine (PhD) (Part-time)
Clinical Sciences	PRPHDMEDRA9F	Orthopaedic and Trauma Medicine (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRA9P	Orthopaedic and Trauma Medicine (PhD) (Part-time)
Clinical Sciences	PRPHDMEDRACF	Reproductive Health (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRACP	Reproductive Health (PhD) (Part-time)
Clinical Sciences	PRPHDMEDRADF	Respiratory Medicine (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRADP	Respiratory Medicine (PhD) (Part-time)
Clinical Sciences	PRPHDMEDRAEF	Surgery (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRAEP	Surgery (PhD) (Part-time)
Clinical Sciences	PRPHDMEDRAFF	Inflammation (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRAFP	Inflammation (PhD) (Part-time)
Clinical Sciences	PRPHDMEDRS1F	Medical and Radiological Sciences (PhD) (Full-time)
Clinical Sciences	PRPHDMEDRS2P	Medical and Radiological Sciences (PhD) (Part-time) - 6 Years
Clinical Sciences	PRPHDMEDSC1F	Medical Sciences with Engagement (PhD with Integrated Study) - 4 Years (Full-Time)
Clinical Sciences	PRPHDREGME1F	Regenerative Medicine (PhD) - Full-time
Clinical Sciences	PRPHDREGME1P	Regenerative Medicine (PhD) - Part-time
Clinical Sciences	PRPHDREPDS1F	Reproductive and Developmental Sciences (PhD) (Full-time)
Clinical Sciences	PRPHDTISRE1F	Tissue Repair (PHD) - 3 Year (Full-Time)

Clinical Sciences	PRPHDTISRE1P	Tissue Repair (PHD) - 6 Years (Part-Time)
Clinical Sciences	PRPHPMVMCS1P	PhD by Research Publications Medicine and Veterinary Medicine - 1 Year (Clinical Sciences)
Clinical Sciences	PRPHDCSCBD1F	Clinical Sciences by Distance (PhD) - 3 Years (Full-time)
Clinical Sciences	PRPHDCSCBD1P	Clinical Sciences by Distance (PhD) - 6 Years (Part-time)
Medicine	PRMD2MEDIC1F	Medicine (MD) (Edinburgh Medical School) - 2 Years
Medicine	PRMD2MEDIC2P	Medicine (MD) (Edinburgh Medical School) - Part-Time 3 Years
Medicine	PRMD2MEDIC3P	Medicine (MD) (Edinburgh Medical School) - Part-Time 4 Years
Medicine	PRPHDCLIED1F	Clinical Education (PHD) (Full-time)
Medicine	PRPHDCLIED1P	Clinical Education (PHD) (Part-time)
Molecular, Genetic and Population Health Sciences	PRMDMMEDIC1F	Medicine (MD) - 2 Years (MGPH Sciences) (Full-time)
Molecular, Genetic and Population Health Sciences	PRMDMMEDIC2P	MD Medicine - 3 Years (MGPH Sciences) (Part-time)
Molecular, Genetic and Population Health Sciences	PRMDMMEDIC3P	MD Medicine - 4 Years (MGPH Sciences) (Part-time)
Molecular, Genetic and Population Health Sciences	PRMPHCANCR2F	Cancer (Intercalated) (UoE Lead with Glasgow) (MPhil) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRMPHCLNEU1F	Molecular and Clinical Medicine (ECRC) (MPhil)
Molecular, Genetic and Population Health Sciences	PRMPHMUSDE1F	Musculoskeletal Disease (Intercalated) (UoE Lead with Glasgow) (MPhil) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRMPHPOPHS1F	Population Health Sciences (MPhil) - 2 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRMPHPREME1F	Precision Medicine (UoE lead with Glasgow) (MPhil by Research) - 2 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCCANCR2F	Cancer (Intercalated) (UoE Lead with Glasgow) (MScR) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCCECRC1F	Cancer (Edinburgh Cancer Research Centre) (MSc by Research) -1 Year (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCCECRC1P	Cancer (Edinburgh Cancer Research Centre) (MSc by Research) - 2 Years (Part-time)
Molecular, Genetic and Population Health Sciences	PRMSCGENEX1F	Genomics and Experimental Medicine (MSC)(R) (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCGENEX1P	Genomics and Experimental Medicine (MSC)(R) (Part-time)

Molecular, Genetic and Population Health Sciences	PRMSCGENMM1F	Genetics and Molecular Medicine (MSc) - 1 Year (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCGENMM1P	Genetics and Molecular Medicine (MSc) - 2 Years (Part-time)
Molecular, Genetic and Population Health Sciences	PRMSCGLOBH1F	Global Health (MScR) - 1 Year (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCGLOBH1P	Global Health (MScR) - 2 Years (Part-time)
Molecular, Genetic and Population Health Sciences	PRMSCMOLCM1F	Molecular and Clinical Medicine (ECRC) (MSc by Research) (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCMOLCM1P	Molecular and Clinical Medicine (ECRC) (MSc by Research) (Part-time)
Molecular, Genetic and Population Health Sciences	PRMSCMUSDE1F	Musculoskeletal Disease (Intercalated) (UoE Lead with Glasgow) (MScR) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCPOPHS1F	Population Health Sciences (MSc by Research) (Full-time)
Molecular, Genetic and Population Health Sciences	PRMSCPOPHS1P	Population Health Sciences (MSc by Research) (Part-time)
Molecular, Genetic and Population Health Sciences	PRMSCPREME1F	Precision Medicine (MSc by Research) (UoE Lead with Glasgow) - (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDCANCR1F	Cancer (Joint with University of Gdansk) (PhD) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDCANCR2F	Cancer (Intercalated) (UoE Lead with Glasgow) (PhD) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDCECRC1F	Cancer (Edinburgh Cancer Research Centre) (PhD) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDCECRC1P	Cancer (Edinburgh Cancer Research Centre) (PhD) - 6 Years (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDCLINE1P	Clinical Neurosciences (PhD) (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDCLNEU1F	Molecular and Clinical Medicine (ECRC) (PhD) (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDCLNEU1P	Molecular and Clinical Medicine (ECRC) (PhD) (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDCLNEU2F	Molecular and Clinical Medicine (Molecular Medicine) (PhD) (Full-time)

Molecular, Genetic and Population Health Sciences	PRPHDCLNEU2P	Molecular and Clinical Medicine (Molecular Medicine) (PhD) (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDGENEX1F	Genomics and Experimental Medicine (PHD) (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDGENEX1P	Genomics and Experimental Medicine (PhD) (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDGENMM1F	Genetics and Molecular Medicine (PhD) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDGENMM1P	Genetics and Molecular Medicine (PhD) - 6 Years (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDGLOBH2F	Global Health (PhD) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDGLOBH2P	Global Health (PhD) - 6 Years (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDISPME1F	Precision Medicine (PhD with Integrated Study) (UoE lead with Glasgow) - Full-time 4 Years
Molecular, Genetic and Population Health Sciences	PRPHDISPME1P	Precision Medicine (PhD with Integrated Study) (UoE lead with Glasgow) - Part-time 8 Years
Molecular, Genetic and Population Health Sciences	PRPHDISPME2F	Precision Medicine (PhD with Integrated Study) (UoE lead with Glasgow) - Full-time 4 Years
Molecular, Genetic and Population Health Sciences	PRPHDMEDIN1F	Medical Informatics (PhD)
Molecular, Genetic and Population Health Sciences	PRPHDMEDIN1P	Medical Informatics (PhD) (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDMEDRAAF	Population Health Sciences (PhD) (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDMEDRAAP	Population Health Sciences (PhD) (Part-time)
Molecular, Genetic and Population Health Sciences	PRPHDMUSDE1F	Musculoskeletal Disease (Intercalated) (UoE Lead with Glasgow) (PhD) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDONPHY1F	Oncology Physics (PhD)
Molecular, Genetic and Population Health Sciences	PRPHDPATHO1F	Pathology (PHD) - 3 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHDPATHO2P	Pathology (PHD) - 6 Years (Part-time)

Molecular, Genetic and Population Health Sciences	PRPHDPMINT1F	Precision Medicine (with Internship) (PhD with Integrated Study)
Molecular, Genetic and Population Health Sciences	PRPHDPREME1F	Precision Medicine (PhD with Integrated Study) (Non-UoE Lead with Glasgow) - Full-time 4 Years
Molecular, Genetic and Population Health Sciences	PRPHDPREME2F	Precision Medicine (PhD with Integrated Study) (Non-UoE Lead with Glasgow) - Full-time 4 Years
Molecular, Genetic and Population Health Sciences	PRPHDPREME3F	Precision Medicine (UoE lead with Glasgow) (PhD) - 4 Years (Full-time)
Molecular, Genetic and Population Health Sciences	PRPHPMVMMG1P	PhD by Research Publications Medicine and Veterinary Medicine - 1 Year (MGPH Sciences)
Veterinary Medicine	PRDVMVETMD1P	Veterinary Medicine (DVM) - 5 Years (Part-time)
Veterinary Medicine	PRMPHCLVES1F	Clinical Veterinary Sciences (MPhil) - 2 Years (Full-time)
Veterinary Medicine	PRMPHCLVES1P	Clinical Veterinary Sciences (MPhil) - 4 Years (Part-time)
Veterinary Medicine	PRMPHDEVBI1F	Developmental Biology (MPhil) - 2 Years (Full-time)
Veterinary Medicine	PRMPHDEVBI1P	Developmental Biology (MPhil) - 4 Years (Part-time)
Veterinary Medicine	PRMPHGENGE1F	Genetics and Genomics (MPhil) - 2 Years (Full-time)
Veterinary Medicine	PRMPHGENGE1P	Genetics and Genomics (MPhil) - 4 Years (Part-time)
Veterinary Medicine	PRMPHINFIM1F	Infection and Immunity (MPhil) - 2 Years (Full-time)
Veterinary Medicine	PRMPHINFIM1P	Infection and Immunity (MPhil) - 4 Years (Part-time)
Veterinary Medicine	PRMSCAGCFS1F	Agriculture and Food Security (MSc by Research)
Veterinary Medicine	PRMSCFUGED1F	Functional Genetics and Development (MSc by Research) - 1 Year (Full-time)
Veterinary Medicine	PRMSCFUGED1P	Functional Genetics and Development (MSc by Research) - 2 Years (Part-time)
Veterinary Medicine	PRMSCGENGE1F	Genetics and Genomics (MScR) - 1 Year (Full-time)
Veterinary Medicine	PRMSCGENGE1P	Genetics and Genomics (MScR) - 2 Years (Part-time)
Veterinary Medicine	PRMSCINFIM1F	Infection and Immunity (MSC)(R)
Veterinary Medicine	PRMSCINFIM1P	Infection and Immunity (MSC)(R) - (Part-time) 2 Years
Veterinary Medicine	PRMSRCLVES1F	Clinical Veterinary Sciences (MSc by Research) - 1 Year (Full-time)
Veterinary Medicine	PRMSRCLVES1P	Clinical Veterinary Sciences (MSc by Research) - 2 Years (Part-time)
Veterinary Medicine	PRMVSVETSC1F	Veterinary Sciences (MVetSci by Research) (Full-time)
Veterinary Medicine	PRMVSVETSC1P	Veterinary Sciences (MVetSci by Research) (Part-time)

Veterinary Medicine	PRPHDABINT1F	Animal Biosciences with Internship (PhD)
Veterinary Medicine	PRPHDAGFOS1F	Agriculture and Food Security (PhD) - 3 Years (Full-time)
Veterinary Medicine	PRPHDAGFOS1P	Agriculture and Food Security (PhD) - 6 Years (Part-time)
Veterinary Medicine	PRPHDCLVES1F	Clinical Veterinary Sciences (PhD) - 3 Years (Full-time)
Veterinary Medicine	PRPHDCLVES1P	Clinical Veterinary Sciences (PhD) - 6 Years (Part-time)
Veterinary Medicine	PRPHDCLVES2P	Clinical Sciences (Online Learning) (PhD) - 6 years (Part-time)
Veterinary Medicine	PRPHDDEVBI1F	Developmental Biology (PhD) - 3 Years (Full-time)
Veterinary Medicine	PRPHDFUGED1F	Functional Genetics and Development (PhD) - 3 Years (Full-time)
Veterinary Medicine	PRPHDFUGED1P	Functional Genetics and Development (PhD) - 6 Years (Part-time)
Veterinary Medicine	PRPHDGENGE1F	Genetics and Genomics (PhD) - 3 Years (Full-time)
Veterinary Medicine	PRPHDGENGE1P	Genetics and Genomics (PhD) - 6 Years (Part-time)
Veterinary Medicine	PRPHDINFIM1F	Infection and Immunity (PHD) - (Full-time)
Veterinary Medicine	PRPHDINFIM1P	Infection and Immunity (PHD) - 6 years (part-time)
Veterinary Medicine	PRPHDRDVET8P	Royal (Dick) School of Veterinary Studies (PhD) (Part-time)
Veterinary Medicine	PRPHDVETSC1P	Veterinary Sciences (Online Learning) (PhD) - 6 years (Part-time)
Veterinary Medicine	PRPHPMVMVS1P	PhD by Research Publications Medicine and Veterinary Medicine - 1 Year (Royal (Dick) School of Veterinary Studies)
Veterinary Medicine	PRMPHOHMDI1F	One Health Models of Disease (MPhil)
Veterinary Medicine	PRMSCOHMDI1F	One Health Models of Disease (MSc by Research)
Veterinary Medicine	PRPGCOHMDI1F	One Health Models of Disease (PgCert by Research)
Veterinary Medicine	PRPGDOHMDI1F	One Health Models of Disease (PgDip by Research)
Veterinary Medicine	PRPHDOHMDI1F	One Health Models of Disease (PhD with Integrated Study)
Veterinary Medicine	PRPHDOHMDI2F	One Health Models of Disease (PhD)
Veterinary Medicine	PRPHDVETBD1F	Veterinary Medicine by Distance (PhD) - 3 Years (Full-time)
Veterinary Medicine	PRPHDVETBD1P	Veterinary Medicine by Distance (PhD) - 6 Years (Part-time)

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
- Short Courses (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:

- College Reflective Report
- Data Reports for PGR (including, but not limited to, entrants, awards and demographic data)
- College Annual Quality Reports
- Student Experience Surveys (PRES)
- College level Student Staff Liaison Committee minutes
- Careers Service report
- PGR College Handbook
- EDI Student Report (EDMARC) 2024
- Generative AI guidance: For Staff
- Generative AI guidance: For Students
- Research cultures information
- Student voice | The University of Edinburgh
- Student representation | The University of Edinburgh
- Quality | The University of Edinburgh
- Data reports, including student numbers (**can be provided to the College upon request**)