

School Annual Report 2025/26

The University is responsible for its academic standards and the quality of the student learning experience. The School 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 The report will also inform the University's [Self Evaluation Action Plan](#), 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.

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](#)
- [Data Insights Hub](#)
- [Data Help Videos](#)
- [Student Analytics, Insights & Modelling](#)

Please note that reports should not contain information which identifies any individual – [Data Protection Policy](#)

Deadline: Monday 31st August 2026

School/Deanery:	
Report written by: (Include name and role for author and contributors)	
Confirmation that programme level monitoring has taken place	

¹ <https://www.ed.ac.uk/sites/default/files/atoms/files/annualmonrevreppolicy.pdf>

and has informed the School report:	
Confirmation that the Head of School has approved the report:	
Comment from the Head of School on the report:	
Date of report:	

1. Actions from the previous year.

Please report on progress with the actions you identified in last year's report and planned to take in 2025-26.

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.

(approx. 100-200 words)

2. Institutional Priority: Learning and Teaching Strategy

Please report on activities to align existing practice with the University [Learning and Teaching Strategy](#).

Guidance:

Your answers should address the three key purposes of the [Learning and Teaching Strategy](#): to stimulate developments to our educational offer, ensuring it remains fit to equip our students for the futures they will be entering; to promote and support inspiring teaching and supervising; to engage and empower our students to become lifelong learners and make a meaningful impact in the world.

(approx. 300-400 words)

2.1 What practices or strategies do you already have in place within your School that contribute to the Learning and Teaching Strategy?

2.2 What activities are planned within your School to better align provision with the Learning and Teaching Strategy?

3. Institutional Priority: Assessment and Feedback

Please report on activities to align existing practice with the [Assessment and Feedback Principles and Priorities](#).

Guidance:

Your answers should include analysis of data from student surveys ([NSS](#), [PTES](#)), School 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.

(approx. 400-500 words)

3.1 What actions has your School taken to ensure that the [Assessment and Feedback Principles and Priorities](#) are fully implemented? What changes are still needed and what is the timeframe for these?

3.2 What is your School's rate of return within the three-week turnaround for 2025-26, and what steps is your School taking to improve this in 2026-27?

3.3 What strategies do you have as a School to ensure quality of feedback? How do students rate feedback in your School?

3.4 Have marking criteria (including any marking rubrics or detailed grade descriptors) been applied to all courses within your School? How is this audited at School level?

3.5 What steps has your School taken to address assessment challenges? What changes are still needed and what is the timeframe for these?

3.6 Do you have any further comments on Assessment & Feedback?

4. Institutional Priority: Student Voice

Please report on the School's approach to engaging students in dialogue about their learning and wider experience of the University, including evidence of closing the feedback loop and alignment with the University's [Student Voice Policy](#).

Guidance:

Your answers to the below questions should include analysis of data from student surveys ([NSS](#), [PTES](#), [PRES](#)), School annual programme reviews, course feedback, Staff-Student Liaison Committee (SSLC) meeting minutes and the [Student Feedback Action Log](#) for your School. 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.

(approx.300-400 words)

4.1 It is expected that all Schools comply with the University's Student Voice Policy. What deviations, if any, are in place within your School? Please provide an explanation for any deviations.

4.2 What enhancements, if any, are in place within your School to strengthen dialogue with students and their representatives?

4.3 How do you measure and evaluate the effectiveness of these Student Voice opportunities?

4.4 What methods do you use to close the feedback loop to your students (e.g. 'you asked, we did')?

4.5 Do you have any further comments on Student Voice within your School?

5. Institutional Priority: Student Support

Please report on the effectiveness of the School's student support structures and mechanisms and how they align with the University's [Student Support Framework](#).

Guidance:

Your answers should include analysis of data from student surveys ([NSS](#), [PTES](#)), School annual programme reviews, course feedback and SSLC meeting minutes. Where possible, compare this year's data with previous years' data.

(approx. 200-300 words)

5.1 What feedback did you receive from NSS, PTES and PRES in relation to student support in 2024-25 and what actions have you taken in 2025-26 in response (building on good practice, addressing challenges)?

5.2 How do you know if these actions have been successful?

5.3 Do you have any other comments on the student support arrangements within your School and/or the University?

6. 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:

Where possible, please include specific examples and evidence.

(approx. 200-300 words)

6.1 What innovations or changes to practice in learning, teaching and assessment has your School implemented as a result of GenAI?

6.2 What specific challenges, if any, has your School encountered as a result of these developments?

6.3 Does the University's Generative AI Guidance for Staff and Students address the key issues? If not, please be specific about additional guidance needed.

7. Student Outcomes and Awarding Gaps

Please report on how your School monitors data to ensure all students are supported to succeed at key stages in the student lifecycle.

Guidance:

Your answer should include analysis of key student lifecycle data (e.g. student assessment, progression and awarding data etc) for all student demographic groups (e.g. gender, disability, ethnicity, socio-economic background etc) within your School. Where possible, compare this year's data with last year's data.

For PGR Student Outcomes please see Question 8.

(approx. 200-300 words)

7.1 Has your School identified a particular issue (e.g. an assessment, progression or awarding gap etc) impacting a particular student demographic group (e.g. gender, disability, ethnicity, socio-economic background)?

7.2 What actions are being taken by your School to specifically address awarding gaps within the School? How do you know if these actions are successful?

8. Postgraduate research (PGR) provision

Please report on the effectiveness of your arrangements for supporting PGR students.

Guidance:

Your answers should include analysis of data from student surveys ([PRES](#)), School 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.

(approx. 300-400 words)

8.1 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?

8.2 What percentage of students have completed an annual review? What percentage of students are downgraded or recommended for exclusion? What factors might have impacted student outcomes either positively or negatively?

8.3 The University's [Policy for the recruitment, support and development of tutors and demonstrators](#) requires that all postgraduate research (PGR) students who teach are trained before engaging in teaching activities. What percentage of your PGR students who teach have been trained? What system does your School 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?

8.4? What percentage of supervisors have undertaken the course Fundamentals of PhD Supervision in the last 5 years, and how is this monitored? What have been the key challenges relating to supervision in the last year, and how is the School addressing these issues?

8.5 What approach does your School take to the wider PGR student experience specifically in relation to community building, student

satisfaction (including contributing factors such as resources/facilities), EDI, career development and possible differences between on-campus and online students?

8.6 What Student Voice mechanisms are in place for PGR students? Please highlight any good practice and challenges you are facing in this area.

9. What has worked well this past year?

Please give specific examples of good practice within your School 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.

(approx. 100-200 words)

10. 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:

Your answer should identify any School, 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 be specific about the impact of decisions made and the effect on School and/or students. Please identify any areas for improvement as well as any challenges or barriers to improvement.

(approx. 150-250 words)

11. 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.

(approx. 100-200 words)

12. Actions for the coming year.

Please identify actions for your School during the next year (up to 5 bullet points).