

The University of Edinburgh
Senatus Quality Assurance Committee

**Meeting to be held on Thursday 29 October 2015 at 2pm
in the Raeburn Room, Old College**

AGENDA

1. Welcome and Apologies
2. Minutes of previous meeting held on 3 September 2015 QAC 15/16 2 A

3. Matters Arising

- 3.1 Matters arising from the Minutes of the meeting held on 3 September 2015

4. Convener's Business

- 4.1 SFC agreement to reschedule Teaching Programme Review of Medicine from 2016/17 to 2017/18

5. For Discussion

- 5.1 College Quality Assurance Priorities 2015-16:
 - CHSS QAC 15/16 2 B
 - CMVM QAC 15/16 2 C
 - CSE QAC 15/16 2 D
- 5.2 Use of Student Data to help enhance learning & teaching, the student experience and operational effectiveness QAC 15/16 2 E
- 5.3 Student Survey Unit Priorities QAC 15/16 2 F

6. For Approval

- 6.1 Internal Review Reports and Responses:
 - TPR of Business School 2013/14 - year on response.
 - TPR of Informatics 2014/15 - 14 week response.
 - PPR of Online Distance Learning Postgraduate Taught Programmes in CMVM - 14 week response.QAC 15/16 2 G

7. For Information

- 7.1 ELIR Update
- 7.2 Subject Benchmark Statements
 - Revised:
[Languages, Cultures and Societies](#)
[Linguistics](#)
[Optometry](#)
 - Drafts for consultation:
[Creative Writing](#)
[Social Policy](#)

8. Electronic Business

- 8.1 Internal Reports and Responses - electronic approval requested by Committee QAC 15/16 2 H
by Monday 26 October

9. Date of Next Meeting

- 9.1 Thursday 10 December 2015 at 2pm in the Hodgson Room, Weir Building, the King's Buildings

The University of Edinburgh
 Senatus Quality Assurance Committee

Minutes of the meeting held on Thursday 3 September 2015 at 2pm in the Torridon Room, Charles Stewart House

Minutes are draft until approved by the next meeting of the Committee

Present	
Professor Jeremy Bradshaw	Director of Quality Assurance, CMVM, Assistant Principal Researcher Development
Dr Linda Bruce	Academic Policy Manager, Academic Services
Professor Tina Harrison (Convener)	Assistant Principal, Academic Standards and Quality Assurance
Dr Sheila Lodge	CMVM Head of Academic Administration
Dr Robert Mason	Associate Dean (Quality Assurance) College of Humanities and Social Science
Dr Gordon McDougall	Dean (Quality Assurance), College of Science and Engineering
Dr Claire Phillips	School Representative (Royal (Dick) School of Veterinary Studies), College of Medicine and Veterinary Medicine
Professor John Sawkins	External Representative. Deputy Principal (Learning and Teaching), Heriot Watt University
Dr Inger Seiferheld	School Representative (Edinburgh Business School), College of Humanities and Social Science
Professor Michael Summerfield	School Representative (School of GeoSciences), College of Science and Engineering
Dr Jon Turner	Director, Institute for Academic Development
Mr Tom Ward	Director, Academic Services
In attendance	
Mr Brian Connolly	Secretary to Senatus Quality Assurance Committee
Mr Andy Peel	Vice President (Societies and Activities), EUSA
Mrs Gillian Mackintosh (for items 6.2 & 6.3)	Academic Policy Officer, Academic Services
Apologies	
Ms Erin Jackson	Co-opted Member: Distance Learning & E-learning
Ms Tanya Lubicz-Nawrocka	EUSA Academic Engagement Co-ordinator
Mr Ronnie Millar	Director, Student Counselling Service, Representative of Student Services

Mr Barry Neilson	Director, Student Systems
Ms Imogen Wilson	Vice President (Academic Affairs), EUSA

1. Welcome

The Convener welcomed new members:

Sheila Lodge (representative from the College of Medicine and Veterinary Medicine), Claire Phillips (new School representative from the College of Medicine and Veterinary Medicine), and Inger Seiferheld (new School representative from the College of Humanities and Social Science).

It was noted that Imogen Wilson, Vice President Academic Affairs was the new EUSA representative on the committee and would be attending the next meeting. Gillian Mackintosh, Academic Services, was in attendance for items 6.2 and 6.3.

The Committee congratulated the Convener on her Professorial appointment.

2. Minutes of previous meeting held 28 May 2015

QAC 15/16 1 A

The Minutes of the meeting of 28 May 2015 were approved as an accurate record.

3. Matters Arising

- 3.1 The following matters arising from the Minutes of the meeting held on 28 May 2015 were noted: QAC 15/16 1 B
- Item 14 – The Convener reported that the new Accreditations recording database was now operational.
 - Item 16 – The Convener reported that Collaborative Provision Guidance roadshows had now been held in each college and that school sessions would follow shortly.
 - Item 17 – The Convener reported that the issue of research student progression milestones had been raised at Convener's Forum.

4. Convener's Business

4.1 NSS

The Convener reported that the University's NSS scores had improved and now appeared to be on an upward trajectory. It was important to give positive recognition to areas contributing to the overall uplift. However, the University's relative performance remained unchanged. The importance of the NSS would continue to grow, particularly in the light of the anticipated changes to the national quality frameworks

The Convener noted that the Senior Vice Principal would be addressing the underlying issues as part of his new responsibilities. It was noted that the Committee would be well placed to assist in this process by:

- Systematically analysing annual monitoring, TPR and PPR material to highlight good practice, particularly in schools with high NSS scores. Attention would also be given to characteristics of schools in the middle and low performance bands with the aim of identifying barriers to higher performance;
- Reviewing the University's quality assurance framework as set out in Paper E;
- Identifying and using relevant metrics and data and in particular identifying what metrics and data were appropriate to recognise good teaching. Work was already underway through the initial Quality Hub scoping and more recently through the wider management information dashboard work discussed by the Senate meeting of June 2015. More detailed proposals for the management information dashboard would be presented in autumn 2015.

Members noted the importance of identifying factors shared by the highest performing schools in the NSS (e.g. size, staffing, physical location, type of students recruited). KIS data would be a useful source of information on the organisation of teaching.

Action: Convener and Linda Bruce to carry out analysis of quality material in relation to NSS scores.

4.2 Student Recruitment Strategy

The Convenor reported that she was leading a workstream on developing the University's portfolio offering, within a broader package of work on the University's student recruitment strategy.

5. For Discussion

5.1 EUSA Priorities 2015-16

QAC 15/16 1 C

The Committee welcomed the paper which was introduced by the Vice President (Societies and Activities), EUSA. It was noted that EUSA would prioritize assessment issues, progressive and flexible learning, and protecting the rights of students and staff. Members noted that these were aligned with University and college priorities, with the first two priorities aligned with the remit of Senate Learning and Teaching Committee. With regard to item 3, the issue of support and training for tutors was reflected in a theme identified in Paper F, Learning From Internal Review.

College representatives reported that very useful meetings had taken place with EUSA to discuss its priorities and how colleges could support them. Further meetings were planned to take action forward.

5.2 National Quality Frameworks Reviews

QAC 15/16 1 D

The Committee received the paper providing an overview of the current reviews by the Scottish Funding Council (SFC) of the Quality Enhancement Framework in Scotland, and by the Higher Education Funding Council for England of the future shape of Quality Assessment in the rest of the UK. It was unknown how much impact the proposals for the rest of the UK would have on the Scottish sector. It was noted that there was an increased emphasis on the use of data in the proposals. A timeline for the outcome of the SFC consultation was expected during September.

It was agreed that references in the paper employing the informal term 'Westminster Government' should be replaced with the formal designation 'UK Government'.

Action: College Deans to communicate the paper to College quality committees and other interested stakeholders for information.

5.3 University Quality Framework Review

QAC 15/16 1 E

The Committee noted plans for review of the University's academic quality framework.

While the outcome of the national framework reviews was not yet known, consideration could be given in the meantime to what the University valued about the current arrangements and to identifying good practice. Consideration would also be given to the general wish at all levels of the institution to streamline processes and reduce the burden on colleagues, while deriving maximum benefit from quality activity, and to develop further the enhancement focus of the University's framework.

Action: College Deans for Quality Assurance to consult with College quality committees and other stakeholders and report to the December 2015 meeting of Senate Quality Assurance Committee.

5.4 Internal Review Themes 2014-15

QAC 15/16 1 F

The Committee noted examples of good practice and areas for further development from the internal reviews conducted during the 2014-15 academic year. The annual Learning from Internal Review event would draw on the themes identified.

It was noted that work was already underway by the Institute for Academic Development (IAD) on training and support for postgraduate tutors and demonstrators and mentoring PhD students. The Director of the IAD tabled examples of Insight papers aligned with the Vision for Learning and Teaching highlighting good and innovative practice in the areas of outreach and engagement and of interdisciplinary learning.

Action: members to feed back to Director, IAD on usefulness of the Insight publications approach and provide suggestions for other topics.

Members agreed on the importance of translating examples of good practice into shared practice across the wider institution. It was noted that the Case Studies produced by the IAD provided a useful conduit for the dissemination of good practice across the University. New examples were constantly being added to the collection and members were invited to contact IAD with further suggestions.

Members agreed that the review of the University's quality assurance framework should reflect on how the distinction between innovative and good practice was identified and drawn out. The periodic review method should facilitate the identification of good practice, with additional guidance provided for internal review teams in relation to highlighting good practice and promoting innovative and exceptional practice at a level above that of good practice. The aim should be to identify practice that was suitable for sharing across the University. A clustering of good practice could form the basis for a conversation with Senate

Learning and Teaching Committee. Where good practice occurred consistently in areas with high NSS scores it could be appropriate to consider being prescriptive about the practice for wider adoption.

The Committee **approved** the paper and proposals for routing action.

Action: College Deans to communicate the themes and the outcome of the discussion to relevant college committees and to promote further.

Action: Academic Services to remit recommendations as agreed and communicate the themes and responsibility for further action at University level to Schools which have had provision reviewed during the academic year in question.

**Action: Academic Services to draw on paper for good practice event,
Action: members to encourage their constituencies to identify material for the IAD case studies wiki.**

5.5 **External Examiner Project Update** Oral

The Convenor reported that preparation for full roll-out of the External Examiners online Reporting System to PGT programmes and courses was currently taking place. The role of Programme External Examiner would become mandatory from 1 August 2016 with at least one Programme External Examiner appointed with responsibility for oversight of each programme leading to a higher education award. The Committee noted that the External Examiners for Taught Programmes Policy was available on the Policy page of the Academic Services website:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/External_Examiners_Taught.pdf

Members gave feedback on experience of using the system. The College of Science and Engineering was keeping a log of desirable enhancements. This approach was commended as contributing to the ongoing evaluation of the system and a decision on bidding for further development work.

6. For Approval

6.1 **Annual Report to Scottish Funding Council** QAC 15/16 1 G

The Committee received and noted the University's annual statement on institution-led review and enhancement activity to the SFC, as required by the Council's guidance to higher education institutions on quality from August 2012.

It was agreed that the following amendments be made:

- Page 4, paragraph 3: '*The largest improvement has been in the area of assessment and feedback, which saw the biggest improvement*'. Repetitive statement to be amended.
- Page 4, paragraph 3: '*This shows the impact of University-wide initiatives in this area*'. Wording to be amended.

With these amendments, the Committee **approved** the report for onward transmission to e-Senate, Court and the SFC.

Action: Linda Bruce

6.2	Draft Principles for Student Staff Liaison Committees	QAC 15/16 1 H
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The Committee received and noted the draft Principles for Student Staff Liaison Committees. It was noted that the document had been amended to reflect updates to the student representation process.

The Committee agreed that the document should be re-presented as a set of principles and accompanying operational guidance. The term 'Student Convener' should be clearly defined.

The Committee **approved** the revised Principles.

6.3	Draft Guidance for Students – External Examiner Summary Reports at Student Staff Liaison Committees	QAC 15/16 1 I
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The Committee received and noted new guidance for students on considering external examiner summary reports at student staff liaison committees. It was noted that the new guidance was orientated towards a student audience and aligned with the introduction of the External Examiners for Taught Programmes policy which was directed at staff.

Members agreed that students should be made more aware of the distinctiveness of the UK external examining system. This in turn may influence student perception and appreciation at the point of NSS completion. The availability of University summary themes from the External Examiners online Reporting System should also be highlighted.

Action: Tanya Lubicz-Nawrocka to include in class representative training. Convener willing to do presentation. Linda Bruce to include University summary themes report on Quality Toolkit.

The Committee **approved** the content of the revised guidance. It was agreed that it should be re-presented in a similar way to Paper H, and that the contents of Papers H and I should be merged into a single document with two sections.

6.4	Baseline Statement on Quality Arrangements	QAC 15/16 1 J
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The Committee received and noted the baseline statement of the University's quality arrangements. It was noted that the statement was produced in alignment with the Scottish Code of Good Higher Education Governance, the Scottish Funding Council's guidance on public information about quality and the Quality Assurance Agency UK Quality Code Part C, Information About Higher Education Provision. It is reviewed annually. The statement had been amended to reflect current Vice Principal and Assistant Principal roles, Court's approval of the Reflective Analysis and Case Studies for the ELIR in Semester 1 2015/16 and the meeting of the conveners of the standing committees of Senate and Court.

The Committee **approved** the baseline Statement on Quality Arrangements.

Action: Linda Bruce to transmit to Senate and Court.

- 6.5 **Proposal to change process for Lead Readers' Reporting on College Annual QAE Reports** QAC 15/16 1 K

The Committee received and noted a proposal to streamline the lead reader process. It was noted that report readers would continue to be allocated to a College report, and would be requested to provide an outline of their observations on the report they are requested to consider. The Convener would meet readers prior to the April meeting to discuss and collectively produce an overview report drawing out themes from observations. This report would then form the basis of the Committee's discussion at the April meeting, alongside the College reports. The report would be published as an Open paper.

The Committee **approved** the proposed changes.

Action: Committee Secretary

- 6.6 **Quality Assurance Committee Terms of Reference 2015-16** QAC 15/16 1 T

The Committee received and noted a proposal for a minor change to Clause 10 of Section 5 Composition of the current Terms of Reference as follows:

"The Committee shall appoint a member from a student support service, and a member with expertise in the area of ~~collaborative academic provision~~ distance learning and e-learning".

The Committee **approved** the proposed changes for transmission to the eSenate.

Action: Committee Secretary

7. For Information

- 7.1 **Annual Report on MOOC Provision** QAC 15/16 1 L

The Committee noted the Annual Report on MOOC Provision. It was agreed that reporting arrangements in this respect should be reviewed, including relevant data. Reference to retention rates in relation to the rest of the MOOC sector should be included.

Action: Convener/Linda Bruce for review of quality assurance framework.

- 7.2 **Student Representation for Distance Learners Task Group – Progress Report** QAC 15/16 1 M

The Committee received a progress report from the Student Representation for Distance Learners Task Group. The report noted that schools should share with student representatives the University student email addresses of the students they represent or facilitate alternative ways for reps to contact classmates. College representatives confirmed that this development would be workable. It was noted that a further update would follow at the end of academic year 2015/16.

The Committee received an update on preparations for the forthcoming ELIR. It was noted that the documentation for the Reflective Analysis, Case Studies and Advance Information Set had all been submitted to the QAA by the required deadline. Preparations for the showcases are ongoing and all staff and students attending Part 1 meetings were being confirmed.

7.4 Internal Review – summary report of recommendations remitted to the University and other areas

QAC 15/16 1 N

The Committee received the summary report of recommendations remitted to the University and other areas.

In addition, the following updated responses were noted:

– **PPR of Engineering**

The Panel recommends that the College reviews the provision of management data to Schools and works with the Schools and GaSP to identify what data is required and to provide access to standard BOXI reports to retrieve this data from EUCLID. Dean of Quality Assurance, CSE.

Updated Response: The College and schools have worked with a University group to identify data needs. Enhanced standard reports have been developed by Student Systems and are reviewed annually to respond to user requirements. Further work is planned as part of the wider student data dashboard developments being led by Student Systems. An initial round of consultation on data requirements with school and college staff was held in Semester 2 2014/15.

– The Panel requests that SACS provides ‘hands on’ training sessions in BOXI for staff to compliment the current online training provision. Head of Academic Affairs, CSE.

Updated Response: Face to face training sessions have been held. Customised reports have been produced for schools where appropriate.

– **PPR of LLC**

Recommendation remitted to Information Services ('The Panel was concerned that full IS facilities are not available 24/7 which is detrimental to ODL students and recommends that further training be offered to all Information Services help-desk staff') the following response was received from Jo Craigie, Head of Knowledge Management and IS Planning & Administration:

Updated response: UoE IS started using Unidesk for call logging in November 2010. We extended Helpline service in July 2012 to use the 'Norman service' at Northumbria University for out of hours cover (8pm-8am) - about 50 UK Universities use this service. They receive and register calls, resolving a small number of queries, and pass them back to us at 8am in the morning for delivery to the appropriate team's queue.

The service is described on the Information Services' web page at <http://www.ed.ac.uk/information-services/help-consultancy/help-services/contact/contact-helpline>

This shows core contacts, out of hours and any special local School arrangements - seven Schools have still to buy in to the full IS helpline service.

We have reorganised the entire helpline in the past year or so and now run with a set of full-time permanent staff who are trained in all IS services on campus and ODL variety.

User Satisfaction statistics contain some useful percentages and encouraging comments, and are available at <http://www.ed.ac.uk/information-services/help-consultancy/help-services/satisfaction-survey>

7.5	Annual Report of the Senate Committees	QAC 15/16 1 O
<p>The Committee noted the Annual Report of the Senate Committees containing priorities for the coming year.</p>		
7.6	Guidance for Senate Committee members on authoring papers and other aspects of Committee business	QAC 15/16 1 U
<p>The Committee noted new guidance for Senate Committee members on authoring papers and other aspects of Committee business.</p>		

8. Electronic Business		
8.1	Student Support Service Quality Assurance Framework Revised Annual Report Template	QAC 15/16 1 P
<p>The Committee homologated the Student Support Service Quality Assurance Framework Revised Annual Report Template approved by the Committee via electronic business in August 2015.</p>		
8.2	Summary of Committee Comments on Internal Review reports	QAC 15/16 1 Q
<p>The Committee received the Summary of Committee Comments on Internal Review reports.</p>		
<p>Action: Gillian Mackintosh to transmit comments to schools.</p>		
8.3	Allocation of Annual Committee Business	QAC 15/16 1 R
<p>The Committee received a paper setting out the main business for 2015-16. It was noted that this would be kept under review in response to developing business needs.</p>		
<p>Action: Members to alert Committee Secretary to agenda items well in advance.</p>		
8.4	UK Quality Code for Higher Education: Revised Mapping	QAC 15/16 1 S

The Committee received a revised mapping of the University's top level policy, guidance and information to Chapter B1 of the UK Quality Code for Higher Education: Programme Design, Development and Approval and Chapter B2: Recruitment, selection and admission to higher education. The mapping of

Chapter B1 had been revised to take into account the outputs of the Programme and Course Information Management project.

The Committee **approved** the revised mapping.

9. Date of Next Meeting

- 9.1 Thursday 29 October 2015 at 2pm in the Raeburn Room, Old College

The University of Edinburgh
Senatus Quality Assurance Committee
29 October 2015

College of Humanities and Social Science Quality Assurance Priorities 2015-16

Executive Summary

The paper provides an outline of the priorities for 2015-16 of the CHSS College Quality Assurance Committee, as discussed at its meeting of 16 September 2015.

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

It is aligned with the University's strategic goal of Excellence in Education.

Action requested

For information.

How will any action agreed be implemented and communicated?

Action will take place during the academic session 2015-16.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications.

2. Risk assessment

No risks.

3. Equality and Diversity

Consideration of Equality and Diversity issues forms an element of the framework for annual programme review, which is among the priorities listed.

4. Freedom of information

Open.

Key words

QA, QE

Originator of the paper

Robert Mason, Associate Dean (Quality Assurance), CHSS.

College of Humanities and Social Science

Quality Assurance Priorities 2015-16

1. Engagement with the review of the University Quality Framework
Consultation is due to take place during semester 1, with work continuing throughout the year. The review will also be responsive to any issues emerging from the Enhancement-led Institutional Review and to the Scottish Funding Council's review of the Quality Enhancement Framework.
2. Support for the development of an online system for course and programme monitoring at the College level
Work has taken place in order to define the needs and goals of such a system, and it is hoped that development will be possible during the year ahead; it will be important to provide CQAC guidance for its development.
3. Exploration of annual programme review in its implementation stage
Over the past few years CQAC has developed a framework for annual programme review across the College, which has been supportive of different approaches, according to the need of different programmes. It is suggested that CQAC continues to monitor the implementation of annual programme review, and to share ideas across the Schools.
4. Initiatives to share the results of QAE monitoring
In recent years CQAC has worked quite extensively with CUGLAT, in running a number of joint sessions on various themes; it is proposed to continue such work (beginning with a November session on assessment within the context of the three-week turnaround regulation). Last year we incorporated discussion of TPR and PPR recommendations in CQAC, and it is also proposed to continue this initiative. Other suggestions about how to pursue this goal, of maximizing the impact of QAE monitoring, would be welcome.

These priorities were discussed at the meeting of the College Quality Assurance Committee on 16 September 2015. They were developed with reference to Senatus Quality Assurance Committee priorities and the College Learning and Teaching Strategy 2013–2016. There was also consultation with College Deans.

Robert Mason, Associate Dean (Quality Assurance), CHSS

17 September 2015

Annual programme review in CHSS

Background

The development of annual programme review is an action within the framework of the CHSS Learning and Teaching Strategy for 2013–2016. This work connects with chapter B8 of the UK Quality Code, ‘Programme monitoring and review’ (<http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b8-programme-monitoring-and-review>.)

Among the issues underpinning CHSS interest in developing monitoring/review at the programme level are:

- the view that, with the important exception of TPRs, the programme-level perspective is often absent from our QA monitoring (especially in multi-discipline Schools);
- the expectation that this programme-level perspective will shed new light on the nature of the student experience within the College;
- the larger context in which flexibility of study is acquiring greater priority, therefore increasing the desirability of understanding how programmes work (as within the CHSS Programme Pathways Project).

The initial focus of this work has involved UG programmes; in many CHSS Schools, programme-level review, at least informally, is already not uncommon for PGT programmes.

In tandem with the development of annual programme review, CHSS is interested in formalising the roles of programme director and of joint programme coordinator (responsible for joint programme matters in the non-owning School).

Development

CQAC worked with CUGLAT and CPGSC to develop a framework for annual programme review/monitoring, as outlined in appendix 1. In coordination with the other two college committees, CQAC will lead in monitoring implementation and in reviewing this framework.

The key principles informing the development of a framework for programme-level review were (and remain):

- the minimisation of any administrative burden associated with reviewing programmes (with the understanding that, for most Schools, this would involve a new level of QA monitoring), while maximising the value of the review process in highlighting successful practice and in identifying issues for attention;
- flexibility to permit individual Schools to develop a programme-level perspective on teaching provision according to local needs (with a desire across CHSS to learn from different approaches and from the successes that they achieve).

Implementation

The College asked Schools to initiate annual programme review at the UG level with effect from the 2014/15 academic session. For some Schools (Business, ECA), annual programme review was already

part of the QA process. (In these cases, the framework for programme review is much more extensive than that adopted by the College as a whole.) In line with the flexibility that the College framework embraces, Schools have taken forward this idea in diverse ways. Appendix 2 is a summary of discussions that took place during a joint CQAC/CUGLAT meeting in March on the implementation of annual programme review, reflecting this diversity but also the value that has been identified at the School level in developing a stronger programme-level view of teaching provision.

Next steps

Review of the framework will take place in semester 2, focusing especially on the relationship between programme review and the development of the programme director role at the UG level. CHSS CQAC plans to discuss the implications of programme review for other aspects of the QA process, including course monitoring and internal review (both preparations for Teaching Programme Reviews and the monitoring of actions in response to TPR recommendations), perhaps within the framework of the consultation on the review of the University QA Framework. There is interest, too, in thinking about how best to use data in support of annual programme monitoring.

Robert Mason, Associate Dean (Quality Assurance), CHSS
13 October 2015

The University of Edinburgh
College of Humanities and Social Science
Annual programme review: why and how?

Why have an annual programme review¹?

- The UK Quality Code for Higher Education Chapter B8 “Monitoring and Review” requires universities to monitor (i.e. look at all relevant information) and review (i.e. identify actions to enhance) all their undergraduate and postgraduate programmes
- Programme reviews are essential processes within our internal quality assurance procedures and ensure learning outcomes are achieved. All undergraduate and postgraduate programmes should be formally reviewed every year to reflect on
 - the learning opportunities students have experienced
 - the academic standards achieved
 - their continuing currency and relevance
- Enhancements of the student learning experience are identified and implemented through programme reviews
- Annual programme reviews are integral to the University’s strategic aim of excellence in education and the College’s Learning and Teaching Strategy 2013-2016

How do we do it?

- Programme reviews can be part of a continuous engagement by staff and students throughout the academic year or part of a formal event at a particular time of the year
- Many programmes are already annually reviewed and also/or frequently reviewed during the year and there are a range of forms currently in use that other programmes across the College can also use (e.g. ECA and Business School)
- There is no ‘best’ time to monitor and review a programme but there must be a formal account showing that a programme has been monitored and reviewed and relevant enhancements implemented
- A short form is attached for use by anyone wanting a simple format to follow to show that a programme has been reviewed
- Please give a copy of the form to your School’s Quality Director, so that the process of programme review informs the quality process within your School

Further information

Undergraduate programmes: Dr Robert Mason, Associate Dean, Quality Assurance
robert.mason@ed.ac.uk or 0131 650 3770

Postgraduate programmes: Dr Gale Macleod, Dean, Postgraduate Taught
gale.macleod@ed.ac.uk or 0131 650 4086

¹ Annual programme review includes the monitoring of all relevant data and other evidence

The University of Edinburgh
College of Humanities and Social Science
Annual programme review form

Some suggested areas to consider:

- Does the programme promote the achievement of learning outcomes appropriately?
- Are the types of assessment appropriate?
- Does the programme support student employability?
- Are there any staffing issues that need attention?
- Is the system of student support, including Personal Tutors, working effectively?
- Is the learning environment inclusive? Are all mainstreamed adjustments in place?
- Are placements appropriate and working well?
- Does the programme appropriately promote internationalisation?
- Are resources/facilities/equipment adequate?
- Is marketing appropriate (PGT)?
- Is the programme sustainable (PGT)?
- Does programme planning involve reflection on the Learning and Teaching Strategy?
- To what extent does the programme embrace an agenda of internationalisation?
- In what ways does reflection on the past TPR/PPR or preparations for the next TPR/PPR inform programme development?

Programme	
Lead reviewer	
Date of review	
Which of the following sources of information were used to inform discussions?	
Student progression data: yes/no	TPR or PPR reports and responses: yes/no
External Examiner reports: yes/no	Student feedback forms: yes/no
NSS or PTES results: yes/no	Course Monitoring Forms: yes/no
SSLC minutes: yes/no	Other information (please describe):
What issues were discussed?	
1.	
2.	
3.	
What actions are planned?	
1.	
2.	
3.	
Which School Committee(s) will this report be taken to?	
Date of previous year's review	

Appendix 2

The University of Edinburgh College of Humanities and Social Science

Notes of joint CQAC/CUGLAT Annual Programme Review discussion held on 11.3.15

Context

The QAA Quality Code² encourages an increasing focus on programme-level review and Annual Programme Reviews (APRs) are an important strand of the CHSS Learning and Teaching Strategy. However, the University is better set up for reviewing courses than programmes, which brings particular challenges to Schools.

The College does not want to create unnecessary levels of monitoring; indeed, the goal is to find ways to carry out QAE processes in a ways that are as valuable as possible but that are also as non-onerous as possible. APRs should be simple to carry out and not seen as an administrative burden. APRs should provide the process to highlight what is going well in a programme and what could be improved whilst also recognising enhancements put into place throughout the year.

The College APR simple model form can be found at

<http://www.ed.ac.uk/schools-departments/humanities-soc-sci/academic-administration/qa-enhancement/quality-assurance-processes>

Schools and APRs

- Business use APRs as a comprehensive one-stop shop to view the wider context. This includes work towards accreditation and linking changes to University deadlines. (More information: inger.seiferheld@ed.ac.uk)
- Nursing carry out APRs but find they don't fit so easily into College and University structures. (More information: T.Fawcett@ed.ac.uk)
- ECA need to ensure actions are taken forward from their cross-School roundtable discussions. Each programme rep fills out an APMR and attends the roundtable currently held in January, but they are looking to see whether there is a more appropriate time during the year. While in January there is full information in place about the previous year, it is late to make changes for the following year. (More information: joan.smith@ed.ac.uk)
- Architecture hold a 'post mortem' after their Board of Examiners as a space to have a strategic look at their programme. Discussion outcomes feed into learning and teaching discussions attended by academics and admin staff. Ideas then feed into the subject area for further discussion and into the Board of Studies. (More information: john.lowrey@ed.ac.uk)
- Social Work are trying to align internal reviews with external accreditations. A 'courses review' is carried out after the exam board at the beginning of June; despite its name, this includes programme-level discussion. (June is a good time to reflect on

² QAA Code: Part B: Assuring and enhancing academic quality; Chapter B8: Programme Monitoring and Review: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

the year just ending, but input from external examiners is informal at that point as their reports have yet to be received.) SPS is looking to establish APRs across the School based on the Social Work model. (More information: ruth.forbes@ed.ac.uk)

- Education has a number of different accrediting bodies and none carried out on an annual basis, so School-wide events would not be appropriate (More information: shereen.benjamin@ed.ac.uk)
- Law use the first Board of Studies of the academic year to discuss and take forward issues from the previous year's APR. APRs tend to be relatively low-key because of nature of the curriculum, which includes many compulsory courses, for accredited-related reasons. Law accreditation is every four years and will be tied into TPR/PPR schedules. (More information: sandra.eden@ed.ac.uk)

The student voice

- Schools need to make sure the student voice is heard in APRs – student committee reps are well placed to provide an input
- More (informal) conversations with students is an excellent way to find out what they really think (compared to national survey results)
- Such conversations can produce simple issues that could be quickly rectified
- More consideration needs to be given to asking students questions to elicit the most helpful answers in looking at potential enhancements to programmes – need to know what works well as much as what might be improved
- Personal Tutor group meetings may be a way to get student views
- Student:Staff Liaison Committees are an ideal way to get student feedback if run well

Issues and ideas

- When is the optimum time to carry out a programme review to ensure changes can be implemented as appropriately as possible in line with the academic year?
- Subject areas are asked to provide a report as a contribution to the School annual QAE report. This could be used as an opportunity to carry out an APR
- Ideally, more informal reviews will be carried out during the year which will highlight issues that may be quickly resolved
- The systematic development of APRs could have implications for the ways in which we both conduct course-level monitoring and prepare for TPRs and PPRs
- The goal to operate APRs of joint programmes brings another set of challenges (especially when programmes are run between different Schools), which the structure of programme directors and joint programme coordinators seeks to address. There are different views across the Schools about reviewing joint programmes as part of an overall APR or on a separate basis (perhaps involving clusters of joint programmes)

The University of Edinburgh
Senatus Quality Assurance Committee
29 October 2015

College of Medicine & Veterinary Medicine Quality Assurance Priorities 2015-16

Executive Summary

This paper notes the QA priorities in the College of Medicine & Veterinary Medicine for the current academic year.

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

Our QA priority is to ensure that QA and QE activities fully support delivery of the University's and College's strategic plans and priorities.

Action requested

SQAC is asked to note the paper.

How will any action agreed be implemented and communicated?

The new ToR for the Committee will come into force as soon as the proposed structure is signed off by the Head of College. This is expected to happen in the next few weeks, and the Committee will have its first meeting of the session in November. Communication will be via College Strategy Group and other established channels.

Resource / Risk / Compliance

1. Resource implications (including staffing)

None.

2. Risk assessment

The very small risk that the revised QAC will fail to improve the oversight of QA and QE in the College will be mitigated by formal review of the Committee's activities periodically throughout the academic session.

3. Equality and Diversity

Equality & Diversity have been considered. An EIA is not considered to be necessary. There are no major Equality & Diversity implications.

4. Freedom of information

This paper is open.

Key words

QA, QE, CMVM College priorities

Originator of the paper

Dr Sheila Lodge, CMVM Head of Academic Administration, 17 October 2015

College of Medicine & Veterinary Medicine Quality Assurance Priorities 2015-16

Background

The College adopted a new structure with effect from 1 August 2015. The Edinburgh Medical School was created, along new Deaneries of Clinical Sciences and Molecular, Genetic and Population Health Sciences. Consequently, the opportunity was taken to review and revise the College's committee structure relating to learning and teaching, and the terms of reference of these Committees.

As a result, it is proposed that the current QA Executive, which met only once each year, be replaced by a College Quality Assurance and Enhancement Committee. This would meet face-to-face up to five times a year, with provision also being made for electronic meetings. The membership of the Committee has been revised, making provision for student representation.

Priorities for 2015-16

In the light of these current developments, rather than give a list of issues which the Committee will wish to tackle, it seems more sensible to give our priority for the current academic session as:

developing our college QA framework to fit with the new School structure and to maximise the opportunities for dissemination of good practice.

Dr Sheila Lodge,
CMVM Head of Academic Administration,
17 October 2015

The University of Edinburgh
Senatus Quality Assurance Committee
29 October 2015

College of Science and Engineering Quality Assurance Priorities 2015/16

Executive Summary

- i) **Co-ordinators of adjustment** – review of role within Schools with the aim of raising CoA profile within Schools, particularly within Postgraduate Research.
- ii) **Equality and Diversity** – maximise Academic Affairs representation within the CSCE Equality and Diversity Committee as a means to raise student concerns.
- iii) Use of **BI Suite** data display to assist and enhance External Examiner reporting feedback analysis.
- iv) Working with EUSA to improve **student engagement within College Committees**.
- v) **EvaSyS** – The College would like to use the system more constructively, however, to be able to do this effectively the College would like its implementation and use to be supported centrally. This will ensure sufficient resourcing and consistency of analysis.

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

- i) **CoA improvements:** CSCE L&T has an overarching aim to provide an excellent educational experience for all our students; supporting them to become effective learners. UoE strategy aims to strengthen and enhance the quality of students' experiences of study.
- ii) **Equality and Diversity:** UoE has a strategic theme of Equality and Widening Participation, enhancing the student experience.
- iii) **Use of new EE reporting within BI Suite:** Improvements regarding all areas of feedback is a key target in the College Learning and Teaching Strategy 2014-16. This will also allow a more efficient feed-forward of comments to improve teaching practice.
- iv) **Student Engagement within College Committees:** this aligns with the enhancement of the student experience and ensuring students play an active role in developing College practices.
- v) **EvaSyS:** this leans towards enhancing the student experience and providing/maintaining excellence in education. Improvements regarding all areas of feedback is a key target in the College Learning and Teaching Strategy 2014-16.

Action requested

For information; to note formally.

How will any action agreed be implemented and communicated?

College reps will feedback to Senate Quality Assurance Committee, as requested, regarding the status of these priorities.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Some priority items may require additional staff time, however are not expected to exceed the existing staffing budget.

2. Risk assessment

N/A

3. Equality and Diversity

The paper poses enhancements to the existing Equality and Diversity policy. Lynda Henderson will carry out an Equality Impact Assessment as appropriate.

4. Freedom of information

The paper can be included in open business.

Key words

QA, QE

Originator of the paper

Sarah Wyse, CSCE QA Administrative Support. 29 September 2015.

The University of Edinburgh
Senatus Quality Assurance Committee
29 October 2015

Use of Student Data to help enhance learning & teaching, the student experience and operational effectiveness

Executive Summary

Earlier in the calendar year, Student Systems were provided with a steer from senior management to develop our use of student data to support ways to enhance learning & teaching, the student experience and operational effectiveness; focus activity on what will make a difference at School level; focus on the accessibility, visualisation and transparency of the data; and examine the use of dashboards to support these objectives.

This paper provides QAC with some information in advance of the presentation which will be delivered at the meeting.

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

This work is being developed to support the delivery of an outstanding student experience.

Action requested

The committee is asked to discuss the paper and presentation.

How will any action agreed be implemented and communicated?

The next steps are identified in the paper and any actions agreed at the meeting will feed into these timescales, leading to a presentation at the Academic Strategy Group meeting in November and a go/no-go decision soon thereafter.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The current work is being delivered from existing resources across a number of teams. If this work is prioritised it is likely that future work will need to be resources through existing staff (centre, college) plus a bid for resources through the planning round, supporting the capacity and capabilities required to deliver the work. In addition there may be system implications.

2. Risk assessment

This work falls under the 'Education & Student Experience' heading on the University of Edinburgh Risk Policy and Risk Appetite. There will be issues in relation to ethics and privacy which, depending on how the project develops, will need to be considered in due course.

3. Equality and Diversity

This has not been considered in any great detail to date and an EIA may be required if the project were to progress beyond the prototype phase.

4. Freedom of information

Paper is open.

Key words

Student Data, Management Information, Analytics, Business Intelligence, Student Experience.

Originator of the paper

Barry Neilson
Director of Student Systems
29 October 2015

Use of Student Data to help enhance learning & teaching, the student experience and operational effectiveness

Introduction

1. This paper provides the Committee with some information in advance of the presentation on the Use of Student Data which will be delivered at the meeting. This follows on from a paper delivered at the May 2015 meeting.
2. The committee is asked to **discuss** the paper and the presentation.

Background

3. Student Systems has responsibilities, amongst other things, in relation to applicant, admissions and student data held on EUCLID and related systems; the key student survey data including the NSS, ESES, PTES, and EvaSys course evaluation data; and a number of statutory returns including the HESA Student Return and the Key Information Set return.
4. Earlier in the calendar year Student Systems were provided a steer from senior management to:
 - Develop our use of student data to support ways to enhance learning & teaching, the student experience and operational effectiveness;
 - Focus activity on what will make a difference at School level – provide support, help develop insights and share practice;
 - Focus on the accessibility, visualisation and transparency of data, helping to simplify and manage complexity;
 - Examine the use of dashboards to support these objectives.
5. An initial working group set up (Student Systems, BIMI Programme, ISG, CHSS, GaSP) and the following steps have been completed:
 - Workshops completed with a wide range of staff in May 2015;
 - Papers and presentations delivered to Learning & Teaching Committee and Senate in May/June 2015;
 - Series of meetings held with Heads of School and Directors of Professional Services during August and September 2015 in addition to colleagues in other roles;
 - Meetings with externals – The University of Warwick, University of Sheffield and Oxford Brookes University.

Draft observations

6. There are some emerging areas where Schools are providing feedback on where enhanced use of student data can support their work. The table below should be treated as a draft at this stage and more detail will be provided in the presentation.
7. These are not prioritised, nor is there a suggestion that all of this can be delivered through dashboards and there is acknowledgement that there are a number of process, technical, accessibility, security and other considerations.

Understand applications/admissions over a period of time and to plan for next year	Understand my student cohort, their characteristics, trends, progressions and outcomes.	Are we teaching well? Survey data, linked to student record and other sources, some local level internal and external benchmarking.
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Standard reports for annual course and programme reviews and TPRs to spend less time looking for data and more using it	Understand my student on an individual level and what is happening in-year.	Are we teaching effectively? Assessment volumes, feedback and mark turnaround, internal and external comparison, contact hours.
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8. A number of consistent themes have emerged from our conversations with external Universities who are further ahead than us in this area, notably:
- Accessibility, visualisation, simplicity and recognition enormously helpful in supporting change of approach in academic areas;
 - Clear link to strategy and key indicators along with consistency of data and consistency of use, focussed at the level of need;
 - Staff skills, technical capabilities and senior management support enormously important.

Next Steps

9. Next steps are identified below:
- Develop a small number of prototypes and mock-up dashboards based on existing architecture and systems and start to understand the emerging data model requirements;
 - Understand the resources required to roll out a programme of development in this area;
 - Deliver a presentation to the Convenor's Forum on 6 November 2015;
 - Deliver a presentation at the November Academic Strategy Group meeting to help determine next steps.

Barry Neilson
 Director of Student Systems
 29 October 2015

The University of Edinburgh
Senatus Quality Assurance Committee
29 October 2015

Student Survey Unit Priorities

Executive Summary

This paper provides QAC with some information on the emerging Student Survey Unit priorities in advance of the presentation which will be delivered at the meeting.

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

This work is being developed to support the delivery of an outstanding student experience.

Action requested

The Committee is asked to comment on the paper and presentation.

How will any action agreed be implemented and communicated?

The actions will be taken forward by the Student Survey Unit and communications will be issued through Student Systems to relevant stakeholders.

Resource / Risk / Compliance

1. Resource implications (including staffing)

This paper does not reflect any resource implications of the priorities, this will be dealt with separately.

2. Risk assessment

This work falls under the 'Education & Student Experience' heading on the University of Edinburgh Risk Policy and Risk Appetite. There will be issues in relation to ethics and privacy which are considered as part of the usual function of the Unit.

3. Equality and Diversity

Not applicable.

4. Freedom of information

Paper is open.

Key words

Student Surveys, Student Data, Student Experience.

Originator of the paper

Barry Neilson
Director of Student Systems, 29 October 2015

Student Survey Unit Priorities

Introduction

1. This paper provides the Committee with some information in advance of a short presentation on the priorities for the Student Survey Unit which will be delivered at the meeting.
2. The committee is asked to **comment on** the paper and the presentation.

Background

3. The Student Survey Unit moved into Student Systems on 1 August 2015 from the Student Experience Project primarily to help align and enhance the use we make of student data across the institution. The Student Survey Unit is in the process of finalising its priorities for the next 18 months.

Priorities

4. The table below provides a high level summary of priorities for discussion.

Support EvaSys roll out to Schools and changes required to make this successful.

Increase response rates in all surveys, with a particular focus on NSS and EvaSys.

Extract maximum value and insights from survey (and other student) data.

Review purpose and outputs of ESES and iSB Surveys.

Review approach for surveying Distance Education students.

Implement communication plan and link with other internal activity.

Review service provision to and engagement with School and College Office.

Action requested

5. The committee is asked to **comment on** the paper and the presentation.

Barry Neilson
Director of Student Systems
29 October 2015

The University of Edinburgh
Senatus Quality Assurance Committee
29 October 2015

Internal Review Reports and Responses

Executive Summary

Internal Review Responses:

- *TPR of Business School 2013/14 - year on response.*
- *TPR of Informatics 2014/15 - 14 week response.*
- *PPR of Online Distance Learning Postgraduate Taught Programmes in CMVM - 14 week response.*

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

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

Action requested

Committee Members will be allocated responses after the meeting and invited to comment. These comments will then be consolidated by the Convenor and then circulated electronically to the Committee, in order to avoid undue delay to the subsequent dissemination to the relevant subject areas and support service. The comments will then be submitted to the next meeting at which point the Convenor may wish to highlight specific points for discussion.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No.

2. Risk assessment

No.

3. Equality and Diversity

Yes.

4. Freedom of information

Yes.

Key words

TPR, PPR, Internal review

Originator of the paper

Gillian Mackintosh

Academic Policy Officer, Academic Services

The University of Edinburgh
Internal Review
Year on response report on recommendation actions

TPR of: UG Business and Accounting, University of Edinburgh Business School,

Date of Review: 25-26 March, 2014 Year on response due: 16 October 2015

This document forms part of the 2014 Teaching Programme Review of the University of Edinburgh Business School's Undergraduate provision. It is submitted in response to the TPR Team's final report received on 16 October 2014.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1. It is recommended that the School fully integrate the student engagement strategy into the School's strategic plan. [2.3.2]	<ul style="list-style-type: none">▪ Student Experience Strategy – to be fully developed by January 2016	<p>The School now has a draft Student Experience Strategy. (This includes our approach to Student Engagement.) The strategy is being discussed at committees, prior to finalisation and implementation. It complements the School's Learning and Teaching Strategy (agreed AY 14/15). The strategy is an agreed School priority.</p> <p>During 2014/15, 34 members of the School were involved in a significant initiative: the Value-based Change working groups. The chief results of the Value-based Change working groups were a set of core values to underpin the work of the School, as well as ten initiatives that have derived from the Value Based Change Working Groups.</p> <p>The core values were that our research and teaching should be visionary (a focus on developing leaders, put broadly, and addressing big challenges), in such a way that it is inspirational to us and those we serve; to conduct work in a collaborative manner, and for it to have impact. We should carry our work in a sustainable way.</p> <p>A number of the ten initiatives directly link to the Student Experience Strategy. The Student Experience Strategy is consistent with both the ten initiatives and the core values.</p>	<ul style="list-style-type: none">▪ The outcomes of the Value-based Change work were publicised school wide in April 2015 and are now being implemented.

		<p>Some other initiatives are proceeding alongside the development of the Student Experience Strategy. These include: New 'Year Descriptors'; Semesterisation and the Exams structure; the School Council; better use of student feedback and improvements to welcome week.</p> <p>The parallel development of a Student Experience Strategy is vital to ensure that initiatives are consistent with a developed and lasting plan for achieving success.</p>	
<p>2. The review team recommend that the School review its overall approach to internships and placements and investigate a strategy for the introduction of formal internships as part of the curriculum. The potential benefits include enhancement of the student experience, raising the quality and calibre of students in terms of employability in turn raising the profile and positioning of the School in terms of rankings and league tables. It would be useful for the School to consider linking with the Careers Service and existing central university resources as part of this exercise.</p> <p>[1.2.4]</p>	<ul style="list-style-type: none"> ▪ Implementation of optional internships by AY2016/17. ▪ Short international experience opportunity by end April 2016 	<p>Semesterisation was implemented in time for the start of AY2015/16.</p> <p>A trial of mini-internships took place with the National Institute of Securities Exchange in India (NISEI) over the summer of 2015, called the Global Internship Programme (GIP). Due to the late implementation of this option, only one student was selected for this. The student spent 4 weeks in Mumbai on a project researching mutual funds. The student has referred to the mini-internship as very beneficial. The internship included opportunities to attend external meetings, (some with Capital Market experts from Cambodia, Laos, Vietnam and Myanmar). For summer 2016, we have a target of 6 students. GIP offers students an opportunity to engage in world-facing research in a different environment and furthers our internationalisation efforts.</p> <p>We are also implementing level 8 and level 10 Student-Led Individually Created Courses (SLICCs). In 2015/16 the Business School was the School where the most undergraduate students undertook SLICCs , relative to other Schools in the University. Over the course of the summer 2015, out of an initial interest by 20+ Business School students, we had 3 complete the Level 8 and 1 the Level 10 SLICC. These varied in length from five weeks to most of the summer. They included two self-generated projects and two based around internships. We anticipate further interest in SLICCs as the pilot is repeated on larger scale in AY 15/16.</p>	<ul style="list-style-type: none"> ▪ Semesterisation has now been implemented in time for the start of AY2015/16. ▪ The trial of mini-internships took place during the summer of 2015.

		<p>In addition, we are piloting in AY 15-16 a short but intensive international experience opportunity for students where they travel to a foreign location in order to explore, analyse and develop an understanding of the economic, social and political environment, to which they are exposed.</p>	
<p>3. The review team recommend that the School consider the long term approach to innovative learning, especially now that the School have recently appointed a Learning Technologist, and how this fits with the strategic plan for the School. It may be useful for the School to consider using the model for the Entrepreneurship course as a pilot for some future development in this area. [1.6.4]</p>	<ul style="list-style-type: none"> ▪ Once published, consider the implications of the University's new "Learning and Teaching Vision". 	<p>The 2nd Year simulation course has been implemented in time for AY2015/6. It is titled Business Simulation (BUST08031) [http://www.drps.ed.ac.uk/15-16/dpt/cxbust08031.htm]. The course uses computer simulation to build and integrate business-related skills.</p> <p>This year the School is extending its piloting of electronic submission and electronic feedback for assignments. The School is also piloting the Top Hat electronic voting system.</p> <p>The UEBS electronic feedback pilot 2015/16 promotes the adoption of Grademark for individual assignments and Group Assignment Tool in Learn (GATL) for group assignments. Our Learning Technologist provides Grademark/GATL demonstration sessions and Grademark/GATL training sessions. These training sessions and the pilot itself have been promoted extensively in the School via email. A total of 9 undergraduate courses are now signed up for the pilot, including two of our largest courses – Foundations of Business (BUST08025) and Introduction to Business (BUST08026). There is also a significant commitment to the pilot at PGT level. For courses where Grademark or the Group Assignment Tool in Learn is not suitable, increased discussion of feedback options is leading to greater adoption of Pebblepad.</p> <p>The University's Learning and Teaching Vision remains as emerging [source - website article of 10/08/2015, http://www.ed.ac.uk/academic-services/projects/developingalandtvision]. The School submitted a formal response as part of this process on 22 April 2015. Our formal response included examples of</p>	<ul style="list-style-type: none"> ▪ The 2nd Year simulation course has been implemented in time for AY2015/16.

		<p>Business School practice that support the Vision and proposals for extending the Vision.</p> <p>The remit and focus of the School's Learning & Teaching Forum is unchanged. It is still our intention to review this, but this is now included into the larger review of School governance and processes, which is an outcome of the Value-based Change working groups activity.</p> <p>Starting in AY 16-17, we are planning on replacing our 1st year introductory business course, Foundations of Business, with two new 20 credit courses. The new courses are based around current global themes (e.g. aging populations; globalisation, etc.) and develop an understanding of the business environment and dynamics, through using the Business School's Edinburgh location (developing a distinctive "Edinburgh brand" for our undergraduate education offering).</p>	
<p>4. The review team recommends that the School consider the effectiveness and timing of the employability events and the feasibility of incorporating these into the main curriculum or at least on multiple occasions in order to accommodate those interested. [1.5.5]</p>	<ul style="list-style-type: none"> ▪ Curriculum mapping to be complete by December 2016 	<p>A survey carried out by the Careers Office with Business School undergraduates identified shortfalls in preparedness for employment and careers planning. In particular, students are not confident about their prospects. These findings and other research / discussions are being used to guide improvements in employability. A major mapping exercise is planned to start in AY 15/16 to identify and ensure that we are delivering the right skill set on our UG programmes. This will address the Graduate Attributes that a Business School graduate is expected to have and ensure that—in line with the recently issued revised QAA Subject Benchmark Statements—we “build-in” the relevant skills.</p> <p>The Careers Development Planning course in 2nd year is being modified in AY15/16 in the light of the survey results to address some of these issues. Forward thinking on careers is now also a large part of the start-of-year induction, where a member of the Careers Office discusses the opportunities with and expectations of employers, including the support from Careers in helping students further their goals in all years.</p>	<ul style="list-style-type: none"> ▪ Review of ‘employability’ within the UG programmes completed by end AY2014/15 ▪ Changes to Careers Development Planning: already actioned

		<p>The Leadership Development Training facilitated by the University's Officer Training Corps (in partnership with the Army) and the Insight into Management events during Innovative Learning Week will both run again in 15/16. Neither will expand at present due to capacity constraints. The School is developing a further event, also for Innovative Learning Week that may possibly run in February 2016. This is currently at an early stage of development, so may not be ready to roll out this year.</p> <p>As previously mentioned under 3, we also intend to ensure that employability is embedded in our programmes through skills development being an integral part of the curriculum.</p>	
5. The review team recommend that the School consider the introduction of a mid-semester networking meeting; this would support the subject specific remit item of 'building and supporting our academic community'. [1.4.7]	<ul style="list-style-type: none"> ▪ During AY2015/16 fully implement Programme Cluster activities. ▪ During AY2015/16 consider whether additional initiatives are necessary. 	<p>During AY2014/15, the Student Council was formed and we observed its workings. This covers all Business students (UG; PGT; PGR) and is the formal body for student representation. The board is made up of elected officers and there are sub panels for the different degree types. Course reps and programme reps (an innovation in AY 14/15) form the executive arm of the Council. The structure mirrors the School's degree structures to a large extent, thus providing a student voice that is related to and has experience of particular degree types.</p> <p>One of the ten initiatives coming out of the Value-based Change working groups is "Increased student ownership of Staff Student Liaison Committee (SSLC)" This has now been implemented with a formal arrangement that the Convenor of the SSLC meetings is a member of the Student Council. This worked well in AY 14/15 and will continue in AY 15/16.</p> <p>For arriving students, in this year's Welcome Week, we held cluster meetings for students on different degrees. We are also taking steps to increase student participation at seminars, presentations and other events organised through the School.</p>	<ul style="list-style-type: none"> ▪ During AY2014/15, observe and review the workings of the Student Council.

		<p>For arriving / existing students, we are looking to enhance the cluster activities, already taking place in cluster meetings, with further opportunities to take part in existing specialist seminars / presentations relevant to the pathways. For example, where an event is planned, which is relevant to a particular student pathways, we will ensure that the students are informed about this and invited.</p> <p>Either through existing courses or in special arrangements, we are looking to build in greater practitioner-university linkages. This is already happening - students are acting as product managers or consultants on some courses (Strategy & Management Consulting, where students are engaged with industry partners) and business people are central to the delivery of the course (Business Simulation will have a "guest" speaker each week on their specialist area, to give the practitioner perspective on the subject).</p>	
6. The review team recommend that the Senior Tutor reinforces to the undergraduate student body the support, both academic and pastoral, that is provided by the Personal Tutor and the support offered by the Student Support Office. [1.4.9]	<ul style="list-style-type: none"> ▪ Sem2 AY2014/15 and Sem1 AY2015/16, consider additional signage in the School. ▪ Sem1 AY2015/16 consider a poster or wall section in the UG Reception area that details the type/range of student support offered by the School with links to the appropriate on-line resources. 	We are still considering either a poster or wall section in the UG Reception area that details the type/range of student support offered by the School (with links to the appropriate on-line resources) and other additional signage in the School.	
7. It is recommended that the School consider ways in which further improvements to the quality of feedback can be achieved. [1.4.12]	<ul style="list-style-type: none"> ▪ AY2015/16, include feedback in Internal Moderation. ▪ AY 2015/16, use External Examiners' reports to identify 	The electronic feedback pilot continues during AY2014/15 and AY2015/16. In AY2014/15, two methods were trialled: the Batch Upload Feedback tool and Gracemark. The Batch Upload feedback tool trial was discontinued and the Gracemark trial is expanding in 2015/16. (Please see also the response to recommendation 3.)	<ul style="list-style-type: none"> ▪ AY2014/15, Feedback Quality has been discussed in a range of fora. ▪ AY2014/15 electronic feedback trial carried

	<p>courses where the quality of feedback may be an issue.</p>	<p>Going forward we will ask the Internal Moderator also to inspect and comment on the quality of feedback, to provide collegiate input during the Internal Moderation process.</p> <p>Also in AY2015/16, we plan to ask the external examiners to tell us informally where feedback could be improved. This will be part of a wider dialogue with external examiners, where we will also ask external examiners to look at the way the courses are assessed and to recommend other ways of assessing courses. This is to meet a concern that internal examiners on occasions rely overly for example on examinations or group work.</p> <p>The Deputy Dean reiterated issues of feedback quality to Heads of Subject Groups and asked the Heads of Subject Groups to raise these issue within the group.</p> <p>The School's draft Student Experience Strategy has a section on Immediate Action Proposals relating to Assessment and Feedback. A paper recently developed by the Director of UG Programmes and discussed at the School's Learning and Teaching Forum – "Assessment in Business and Management", considers good feedback practice throughout.</p>	<p>out, both UG & PGT, reviewed and additional trials launched.</p>
<p>8. It was recommended that the School considers an approach to maximising opportunities for student input to decision making, such as making SSLC meetings more student focused, considering student items at the beginning of the meeting and having meetings chaired by a student representative. It may be useful for the School to consider inviting class representatives to introduce themselves at an early point in the semester perhaps during lecture time. [2.3.4]</p>	<ul style="list-style-type: none"> ▪ Review Programme Cluster meetings – this is still ongoing and will conclude during 2015/16 	<p>Starting in AY 14/15, a new format for SSLC meetings was agreed with the Student Council. These would take a course approach for one meeting and a programme approach, (with newly appointed Student Council programme representatives), the second meeting. The intention was not to just look at individual course issues but also at those that affect degree programmes. This change was very successful and will be the pattern going forward.</p> <p>SSLC meetings will be chaired by a student convenor and the agenda developed from a prior meeting by the Student Council in discussion with the Director of Undergraduate Programmes. We have reversed the agenda of SSLC meetings, to take student issues first.</p>	<ul style="list-style-type: none"> ▪ Measures have been taken to increase student ownership of SSLC meetings. ▪ AY2014/15, School Council reorganised. ▪ Sem2 AY2014/15, Student Council members invited to take a seat on the School Board. ▪ Sem2 AY2014/15, we continued co-chairing

		<p>Programme Cluster Heads also hold meetings each semester with students to discuss degree issues and to help foster a community spirit for students on a particular degree pathway across the different years. These started in AY14/15 and will be ongoing as they allow inter-year discussion of issues and provide useful insights into how students view particular degrees.</p> <p>Student Council members (UG, PGT and PGR) attended the School Board (SB) in February, March, May and June of 2015. There is currently an initiative to change the governance of the School in order to simplify processes, as well as improving efficiency and effectiveness. Student voices will be maintained across relevant committees. Students are particularly interested in representation on a more teaching orientated committee. Student representation on the Learning and Teaching Forum, or its successor committee will be implemented.</p>	<p>of SSLC meetings and reversed the order of agendas to take student issues first.</p>
9. Recognising this influx of new staff, the School is recommended to capitalise on the enthusiasm and new ideas brought by newly appointed staff and consider ways in which these ideas can be integrated into the School's long-term strategy. [1.1.7]	<ul style="list-style-type: none"> ▪ Once published, consider the implications of the University's "Learning and Teaching Vision". ▪ AY2015/16, review remit of Learning & Teaching Forum (delayed – see recommendation 3) ▪ Sem1 AY2015/16, consider ways in which the School can capitalise on the diversity of faculty 	<p>The University's "Learning and Teaching Vision" and the remit of the Learning and Teaching Forum are already discussed within our report on recommendation 3.</p> <p>From semester 1, AY 15/16, the Subject Groups now consider teaching as a regular item at meetings and in a similar way to research, organise meetings to consider teaching matters at least once a year. Staff coming from different institutions are applying their innovative methods to courses (examples include Creativity in Theory and Practice and Strategic Leadership Development). New practices have been introduced by existing staff (e.g. Brand Culture and Digital Marketing).</p> <p>Many staff also teach to their research specialisms (e.g. Accounting Profession and International Strategic Management in Practice) whilst others to areas of industry experience (Futures and Options and Management of Technology).</p>	

<p>10. In relation to the subject specific remit item of building and supporting academic community, the review team recommends that the School consider new ways in which undergraduate students, especially those in the 1st and 2nd years, can be further integrated into the Business School. It is suggested that there are potential networking opportunities across the student cohort that could be introduced especially during Freshers' week. [1.6.2]</p>	<ul style="list-style-type: none"> ▪ All actions completed <p>The University wide term of "Welcome Week" has been adopted by the School. Learning from the past years, in which we used BizPals (the student led peer support at the School) to enhance our introduction to the University and the School, has been taken on. The week is now much better structured, with a definite emphasis on helping students transition into university life. It is now very student led and student focused. Proper sequencing of information is ensured. The use of Bizpals is now a standard fixture of our new student induction, during and after Welcome Week.</p> <p>Some the details from Welcome week 2015/16:</p> <p>The BizPALS volunteers ran a number of events for our new undergraduate students. These included: Orientation tours; Drop in Zone (with BizPALS on hand to answer questions and signpost services. They also offered i) sign ups to the new buddying scheme for first years, designed to help them settle in socially to the Business School and University; and ii) pinning their place of origin up on a map.); treasure hunt event; social events; Student led IT orientation and accessing systems sessions.</p> <p>In 2015/16, we have around 35 second to fourth year undergraduate student BizPALS volunteers. They engaged in S1 across to our entire first year cohort via Study Skills for Business, Accountancy 1A and the Buddying scheme offering peer support. Since the BizPALS scheme was launched, the Business School score on 'sufficient opportunities for Peer Support' has increased by 27% in the Edinburgh Student Experience Survey (ESES).</p>	<ul style="list-style-type: none"> ▪ Sem2 AY2014/15, review 2014/15 Freshers Week for further adjustments for Welcome Week AY 2015/16.
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<p>11. Although the School is commended for the current support mechanisms that are in place, such as support from the Academic Mentor, Course Organiser and the IAD, there were inconsistencies noted in terms of formal training and induction, and on marking and giving feedback. Therefore the review team recommends that existing School support is further strengthened, that systems are established to make sure all Tutors are offered and make use of appropriate training and guidance, and that further guidance on marking, feedback and moderation is provided for the purposes of clarity. [1.8.5]</p>	<ul style="list-style-type: none"> ▪ AY2015/16 onwards, review outcomes of new Teaching Assistant (TA) policy and training programme. 	<p>The TA training now in its 2nd year explicitly deals with both marking criteria and feedback as part of the preparation for the role. This training is partly delivered by the University's Institute for Academic Development (IAD) and senior members of staff. We have a member of staff who is designated to lead on this issue and develop new ways of improving our TA system going forward.</p> <p>The Deputy Dean works with Heads of Subject Groups to ensure that new and bought-in faculty receive appropriate induction in relation to marking and giving feedback. All existing and new Personal Tutors (PTs) are required to attend a start of AY training session as part of their role. Enhancements to the tools in EUCLID are also helping facilitate the PT role.</p> <p>The new training programme for PhD Teaching Assistants has now been implemented and is in its 2nd year of operation.</p>	<ul style="list-style-type: none"> ▪ Before AY2015/16, reviewed remit for Course Organiser to ensure that new and bought-in staff receive appropriate induction in this role.
<p>12. The School is considering a formal mentor/mentee scheme and the review team recommends that this scheme is rolled out to all staff and not restricted to new members of staff. [1.8.6]</p>	<ul style="list-style-type: none"> ▪ All actions completed 	<p>There is now a formal mentor scheme for all academic staff in place and staff are asked to meet with and discuss issues with mentors at least once a semester.</p>	<ul style="list-style-type: none"> ▪ Completed prior to summer 2015.
<p>13. In reference to 1.8.4, and from evidence from External Examiners reports, there were inconsistencies noted in moderation principles and in consistency issues. Therefore the review team recommends that the School review its procedures and that these are communicated as appropriate. [2.4.2]</p>	<ul style="list-style-type: none"> ▪ Sem1 AY 2015/16, review the Course Organiser remit. 	<p>The School is undertaking a major review from autumn 2015 and ongoing into its structures and procedures. One element of this will be to review the documentation for various roles within the School to ensure that there is greater clarity and accountability for roles and responsibilities.</p> <p>The course organiser role, which is both UG and PGT will form part of that review, but will need to be part of the wider review process so that there is consistency in the course organiser remit with other job descriptions. In addition, the University's own policy document on this is due to be revised in AY15/16 and we would want our own policy on this to match probable changes to the University's guidance. In particular, we would want to make sure that moderation is enhanced and that we further improve our feedback practices.</p>	

		This means that the review has been put back until such time as the new University policy is issued, but we anticipate that the School policy will be completed within the current academic year (15/16).	
Please report on steps taken to feedback to students on the outcomes of the review	This report will be disseminated through Staff-Student Liaison Committee meetings.		

Internal Review

14 week response report on recommendation actions

TPR of: Informatics

Date of Review: 25th and 26th February 2015

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1. It is recommended that the School considers refining and introducing greater transparency to the workload model in the light of changing demands on role holders and the introduction of additional roles in the School in order to ensure sufficient allowance is given to staff undertaking considerable management responsibilities in support of teaching. As part of this consideration, the School is asked to include the management role for the MSc programme. [1.1.5]	12 months	We will review our current workload model and improve information systems support to monitor duties allocation and workload based on detailed staff profiles. The specification of the current MSc Year Organiser role is being revised, and we will consider introducing a separate role to de-couple admissions, induction, curriculum design, and review duties from day-to-day student support tasks.	
2. It is recommended that the School considers how to engage the widest range of its academic staff in teaching and allied academic activities. [1.1.6]	6 months	The School has a strong record of staff being successful in applications for Fellowships, Sabbaticals and similar opportunities. This means that, at any time, there will be a proportion of staff who are not available for teaching and related duties (although some staff do, voluntarily, undertake such duties whilst on Fellowship or Sabbatical). We will look to increase the transparency of the workload model so that, where staff are relieved of teaching and related duties, the reasons for such remission are apparent and also to ensure that those staff who are available for such duties are deployed appropriately.	
3. In considering its allocation of staff to teaching, it is recommended that the School considers the sustainability of the current highly flexible curriculum. [1.1.6]	12 months	A comprehensive curriculum review is currently underway which is expected to result in implementation of changes for the 2016/17 session. As part of this, we plan to reduce the number of courses in Year 3 by introducing more 20-point courses, which should also go some way toward addressing the December examination issue.	

4. It is recommended that the School once and for all decides whether or not to move assessment to the end of semester and communicate it effectively to the student body in a way that continues to manage student expectations. [2.4.3]	6 months	A committee has been established which includes student involvement to resolve this issue. The streamlining of Year 3 courses will offer opportunities to reduce the overall exam load in year 3, which has the highest number of exams.	
5. It is recommended that the School considers the feasibility of a staged move [to wide choice of options] in year 3 through a combination of compulsory courses and some free choice. The review team heard views from some students that they would like a more challenging curriculum, particularly in year 1. [1.2.2]	12 months	The streamlining of Year 3 is expected to involve introduction of more compulsory courses. Current evidence regarding student performance does not suggest that our courses are not challenging enough, though we appreciate the breadth of experience varies greatly particularly in Year 1 due to variation in student backgrounds. We have already introduced further learning opportunities for strong students in some Year 1 courses.	
6. Should the School decide not to implement these suggestions [changes to teaching of programming], it is recommended that a light touch review of programming courses is undertaken to ensure sufficiently challenging progression and that the School's diverse courses are continuing to deliver programme learning outcomes.[1.2.3]	12 months	A review of programming courses will be conducted over the next few months, which will take into account changes that will result from the more general curriculum review. Changes are expected to be implemented for the 2016/17 session.	
7. Given the model of uncapped entry to Year 1 and 2 courses, the review team recommends that the School and College continue to monitor delivery of the student experience and that courses are being delivered to the appropriate level. [1.3.1]	12 months	We anticipate further growth in student numbers and see this as a positive development for the School (the College has an overall growth target, across all activities, of 40% between 2012/13 and 2025/26). We will therefore continue to review and develop our curriculum to ensure that it meets the needs of all students, including students registered on Programmes with other Schools. Recent innovations include a new Year 1 course which emphasises data and design and which is particularly appropriate to such students.	
8. The team recommends that the School considers devising and implementing a model for the inclusion of teaching performance in annual appraisal. [1.4.3]	12 months	The School will produce guidance to appraisers to discuss teaching performance in appraisal meetings and to comment on it in reports. We will develop appropriate information sharing processes to make student feedback data and appraisee workload profiling information available to appraisers.	

9. It is recommended that the School take the move away from Appleton Tower as an opportunity to review software provision for Informatics students to ensure that it is up to date, while ensuring that the student voice is heard, potentially through adding student representation to any panel discussing the software provision [1.6.2]	3 months	There is currently no clear evidence regarding lack of software provision for students. We will ensure a member of Computing Staff will attend the regular Student Staff Representative meetings. We will ensure that the systems briefings made to students at the start of each academic year include an explicit invitation to request software that would be found useful if installed, with instructions on how to make such suggestions.	
10. It is recommended that the School reviews its liaison mechanisms with internal joint programme partners to ensure that there is systematic dialogue about joint provision with all partner schools. [1.1.3]	3 months	We will appoint a member of staff as Joint Degree Liaison, who will act as an identified contact with other Schools.	
11. It is recommended that the School ensures that there is consistent uptake of the compulsory training for postgraduate tutors, that current mentoring arrangements are reviewed, and considers how to engage a wider group of PhD students in tutoring. This recommendation relates to the student remit item, 'review of lab and tutorial provision'. [1.8.2]	3 months	We will establish a mechanism for recording uptake of training courses consistently, as well as regular meetings with tutor reps. We are also introducing recruitment events to promote support staff roles and increase uptake. Our new Teaching Support Staff policy should aid in making these roles more attractive by providing a clear framework for monitoring, support, and development of support staff.	
12. The review team acknowledges the School's engagement with systematic planning [in the area of curriculum review] and recommends that it implements a tempo of review that ensures ongoing oversight of learning outcomes in relation to assessment and overall programme structure and aims, and ensures that programmes and courses are sufficiently challenging for all students, at undergraduate and taught postgraduate levels. [2.1.3]	3 months	We will develop a process for systematic periodic review of all courses and programmes through a standing School Curriculum Committee.	
13. The review team recommends that the School explores avenues to increase participation in course evaluation surveys in collaboration with students. [2.3.1]	12 months	We are currently engaging with the University's plans to adopt a novel course evaluation survey system and will evaluate the effectiveness of this approach at the end of the 2015/16 session.	

14. It is recommended that the School liaises with the College admissions office to monitor the taught postgraduate intake in more detail in terms of likely number and type of entrants, in order better to predict volume and characteristics of the student body, and to support existing mechanisms for allocating students to appropriate personal tutors, within the constraints of available staffing. [1.3.3]	6 months	We will provide the School's Recruitment Committee with improved data monitoring and reporting and seek to engage more closely with relevant staff at the College Admissions unit in relation to target setting and monitoring.	
15. Undergraduate and taught postgraduate recruitment material show the research-only Informatics Forum building, rather than the Appleton Tower in which teaching provision is located. It is recommended that the School addresses this issue in its recruitment material. [1.6.1] Recommendation	3 months	We are in the process of updating promotional materials to include appropriate presentation of teaching facilities. During the temporary move from Appleton Tower to Forest Hill it may prove challenging to ensure all materials are up to date at all times.	
Please report on steps taken to feedback to students on the outcomes of the review	A summary of the review and of this response has been circulated among the student body electronically, and an open event will be held to discuss the review with the student body.		

14 week response report on recommendation actions

PPR of: Online Distance Learning Programmes, College of Medicine and Veterinary Medicine

Date of Review: March 30 – 31 2015

The subject area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
<p>1. The review team strongly recommend that the College pursue their plans to improve communication around strategic plans and the implementation of such, across College, and between College, Schools and programme teams. Due to the restructuring of the College, a full organisational plan was not available to the review team. It will be important that the new organisational plan clearly indicates the location of these programmes in relation to Schools and College (1.1.2, Management of the student learning experience).</p> <p><i>College Senior Staff</i></p>	Ongoing	<p>Communication of College strategic plans and other College and University level information in general has greatly improved with the reintroduction of the PGT Directors and Administrators Fora. These are ongoing on a monthly basis and are being piloted until the end of the 2015/16 session to assess how often they should be held. For the forums held to date (since May 2015) attendance has been high and this will continue to be monitored throughout the year.</p> <p>The Head of Academic Administration has arranged a series of graduate hub meetings with various Schools/Sites across the College and these will continue before the formal hubs are rebranded.</p>	Ongoing
<p>2. The review team strongly recommended that the College PGT Committee review the implementation of the Personal Tutor system and College PT Statement as they apply to PGT OL DL programmes, and develop an appropriate model with input from SSIG [see recommendation below]. This review should include: clarifying the needs and expectations of PGT OL DL students; consideration of whether Programme Directors acting as PTs represents a conflict of interest; a clear statement of the PT responsibilities of staff and any resource implications (the review team recognise that the PGT Deputy Director has begun some of this work); appropriate mechanisms for recording contact with students; clear mechanisms for monitoring and supporting progress, as this seemed to be an area where less support is provided currently on some programmes. The outcome of this review should be a clear statement of the support mechanisms in operation for PGT OL DL students in the College (1.4.6).</p> <p><i>College PGT Committee</i></p>	Ongoing	<p>Please refer to Recommendation 3 below, which is contradictory to information we have been given to date. A meeting has been arranged with Professor Ian Pirie to discuss the SSIG response to the recommendation. Of concern is that the response states that we should continue with 5 meetings per annum, however as previously agreed by SSIG, due to the part time nature of OL DL programmes, that 2 meetings per annum were sufficient. The discussion will include Professor Tina Harrison, Dr Linda Bruce, Dr Sheila Lodge, Dr Simon Riley and Dr Sarah Henderson.</p> <p>(Please see appendix: approved PT statement)</p>	Ongoing
3. The review team recommend that SSIG provides a steer for the College review as a matter of urgency, including identifying existing good practice in supporting	Ongoing		Ongoing

OLDL students from its review of PT statements for the forthcoming year. SSIG is also asked to identify any University-wide principles that can be derived from current good practice, and to disseminate these for use by Schools in reviewing their PT statement (1.4.7).
Student Support Implementation Group (SSIG)

Firstly, SSIG discussed the initial findings of the on campus PGT and OLDL student surveys in the light of the recommendations from the recent PPR review of OLDL programmes at CMVM and noted the following points:

- The University has grown OLDL provision in recent years and there seems to be a tension between this increase and the allocation of staff resources which has resulted in high ratios of PTs to Tutees in some areas. SSIG was in agreement that this was primarily a resource allocation issue and suggested that the School of Physics and Astronomy had devised a workload model which could be shared as an exemplar of good practice. It was also noted that the Open University may provide a sector benchmark for the University's OLDL provision.
- The role of Personal Tutor and Programme Director for OLDL students is often provided by the same member of staff which could lead to a conflict of interest in certain situations. SSIG suggested that independent support could be made available to tutees in situations of conflicted interest via a pool of Personal Tutors acting as 'ombudsman' support for a wider group of tutees.
- OLDL students are already well supporting by academic staff, as evidenced by the initial findings of the student surveys. SSIG was in agreement that it should be possible for this existing support to be framed in such a way as to meet the formal requirements of the PT system without further duplication of support. If students are already receiving this support then these interactions could be badged and recorded as Personal Tutor meetings.

Secondly, in the light of the student surveys SSIG agreed changes to the PT system for all Postgraduate Taught (PGT) students across the University:

- Schools will continue to formally schedule meetings between PTs and Tutees but these meetings will become more flexible in regard to the mix of individual and small group meetings related to local pedagogic approaches.
- Overall, the number of scheduled meetings will remain at five for the academic year as a whole. Furthermore, the requirement for three of these to be individual one-to-one meetings is retained (at least two in the taught part of degree programmes and one in the research part). However, the requirement for the remaining two scheduled meetings to be in the form of small group activities has now been relaxed. Henceforth, schools will have the option to determine the format and timing of these two remaining formally scheduled meetings.

SSIG has agreed this change to ensure that the PT system for PGT students remains aligned with that for Undergraduate (UG) students. The change is in line with the principle of local autonomy established by Central Management Group earlier this year and enshrined in the refinements to the PT system for UG students. Furthermore, the change recognises the good work of PT system staff as evidenced by the findings of the PGT student surveys (a comprehensive analysis of the findings will be presented and discussed at the Senior Tutor and Student Support Team Networks meeting on Monday 31st August at 1pm in the Playfair Library).

		SSIG was in agreement that the change should take immediate effect (instead of waiting for the start of the 2016-17 academic session as previously planned) in response to colleagues, particularly with on-line distance learning students, who have been struggling to accommodate the group requirement where this was not already imbedded in local pedagogical practice.	
4. The review team strongly recommend that Information Services engage in constructive and effective dialogue with all programme teams to explore their needs. This should include a review of the current use, sustainability and development requirements of all VLEs across the suite of programmes, and should draw on external expertise where necessary (1.6.3). <i>Information Services</i>	Ongoing	<p>Update: The development of a Learning and Teaching IT Roadmap for the College in partnership with IS, through the creation of the Learning and Teaching IT committee in February 2015 will help address this recommendation, providing a clear and transparent 3-5 year strategy for each of the main Learning and Teaching IT themes. It is envisaged that this work will help the College provide better input into the annual planning cycle. This in turn will ensure that the College makes best use of centralised platforms, and seeks development or changes through this process to demonstrate value for money.</p> <p>Feedback to report: The key element is ensuring that there is appropriate buy-in within the College of Medicine and Veterinary Medicine, including director and senior management buy-in for strategic alignment, but also communicated through the group, administrators and functional areas by College staff.</p>	3-5 Year Strategy
5. The review team strongly recommend the College PGT Committee and programme teams review the use of external tutors, to identify and address challenges related to quality assurance, recruitment, retention, training and development (1.8.5). <i>College PGT Committee</i>	12 months	<p>The remit of the College PGT L&T Committee has been reviewed and is being refocussed towards greater discussion around enhancement themed topics. One of these topics is to address the recruitment, retention, training and development of external tutors and this will be discussed in the first meeting of the Committee in 2015/16.</p> <p>(Please see appendix: revised committee structure (draft))</p>	August 2016
6. The review team recommend that the College Learning and Teaching IT Committee find effective means to engage with PGT OLDL programme teams, and review its communication strategy to ensure that colleagues across the College are effectively engaged wherever possible (1.6.2). <i>College Learning and Teaching IT Committee</i>	Ongoing	<p>Update: Development of the IT committee group documentation, such as the Terms Of Reference and communications plan will help ensure that there is appropriate measures put in place to communicate effectively.</p>	Ongoing
7. The review team recommend that the Head of College IT and IS work with programmes teams to clarify immediate support requirements and provision of support for VLEs (1.6.5). <i>Head of College IT / Information Services</i>	Monthly meetings	<p>Update: A monthly meeting takes place between the Digital Learning Applications and Media (DLAM) team within Learning, Teaching and Web services (LTW) division and all bespoke CMVM platform owners. A subsequent meeting is to be set up for the College Moodle and Learn users.</p> <p>Feedback to report: To help manage expectations, it would be helpful to note that some of the functionality within some VLE platforms are extensively used, and as such, there may be considerably more problems over a more streamlined implementation. A College strategy for VLE use, aligned to the centralised VLE platforms would ensure a consistent approach across all implementations, with a standard look and feel, which in turn would help resolve problems.</p>	Ongoing

<p>8. The review team also recommend that the Head of College IT and IS work with programme teams to address immediate support issues in relation to Adobe Connect (1.6.5).</p> <p><i>Head of College IT / Information Services</i></p>	Complete	<p>Update: Work has been complete to migrate the College Adobe Connect service to supported Information Services infrastructure and is now supported by staff within the IS applications team. There are different variants of this solution in use across College, including the cloud based version, and through the development of the IT roadmap, we will help inform the best strategic direction moving forward.</p> <p>Feedback to report: There is a University supported virtual classroom product called Collaborate. This was not initially seen as the best fit for College business requirements. However, it is important to note that the way that the Adobe Connect platform(s) are being used, may not be even supported by the manufacturer. To manage expectations, specific problems could be attributed to the way the software is being used. In the meantime, the platform has been migrated to standardised, supported infrastructure, with a maintenance plan being developed to maintain.</p>	Complete
<p>9. The review team commend the College's current activity to develop a staff workload model, but recommend that the College engage specifically with OL DL programme teams in the development of the workload model, to ensure that any resource issues specific to OL DL programmes are captured in the model (1.1.7).</p> <p><i>College senior staff</i></p>	12 Months	<p>Work has started in conjunction with OL DL programme teams to identify workload requirements for delivery of part time and intermittent programmes. Full consultation on proposed models will be carried out via the Graduate School Fora.</p>	August 2016
<p>10. The review team recommend that programme teams develop a scheme to formally monitor the return of feedback to students, in line with current practice elsewhere in the university and conforming to current regulations. There also need to be mechanisms to address cases where feedback is delayed (1.4.8).</p> <p><i>Programme teams</i></p>	Will start from 2015/16	<p>It is recognised that return times for student feedback can be challenging for small teams. However gathering this information will provide a useful baseline and help ensure consistency in return rates between academic staff members. This information is already collected by 2 teams (Conservation Medicine and Clinical Trials). Both have agreed to share their information gathering system with the other teams and all will adopt this system for the start of the 2015/16 academic year. This will yield useful information for quality monitoring purposes and will also be shared with the wider PGT community.</p>	Ongoing
<p>11. In order to address possible disengagement from studies and isolation in the dissertation phase, the review team recommend that the programme teams review support for year 3 students to ensure ongoing support (1.4.9).</p> <p><i>Programme teams</i></p>	Ongoing	<p>The teams are aware of this and have made efforts to address this in previous years. Initiatives like pebble pad progress reports, regular real time tutorials and recorded programmes of lectures will continue. However, it should be noted that only a minority of students take-up the opportunities of support during the year.</p> <p>Some programmes at R(D)SVS (IAWEL) already require a monthly progress log from students and supervisor and Conservation Medicine will be adopting this from 2015/16. Conservation Medicine has piloted a peer tutor support programme which will roll out to include dissertation year students.</p> <p>The MSc Clinical Trials students will continue to identify, plan and reflect upon their own learning and developmental needs as part of the dissertation process. As an important part of this process, each student will maintain their own e-portfolio using the portfolio software, PebblePad (via Moodle) which they will be expected to contribute to in analysing and reflecting upon their progress at key stages during their dissertation. The e-portfolio can be used and further developed as both a valuable reference tool and a showcase of research practice and experience.</p> <p>In Surgical Sciences, Year 3 is divided into four phases, where students must submit an outline of their research project in October (worth 10% of end-of-year mark), a summary</p>	Ongoing

		<p>in December (worth 20% of end-of-year mark), an ePoster /virtual conference in March (worth 20% of end-of-year mark), ending with submission of their Research Project Report in May (worth 50% of end-of-year mark). These iterative milestones ensure that students are kept on track throughout the year. This programme intends to supplement this format by following the good practice delivered by the Clinical Education programme, whereby live webinars between staff and students are held during the year.</p> <p>College Note: These and other instances of good practice will be shared via the Graduate School Fora.</p> <p>The challenge for dissertation supervisors lies in the diversity of the study cohort on these programmes and steps must be taken to ensure that progress is being made, despite their career and family commitments.</p>	
12. The review team recommend that programme teams review the training and support provided to dissertation supervisors, and ensure they receive a clear statement of responsibilities backed up by appropriate training and support (1.8.6). <i>Programme teams</i>	Ongoing	<p>This is an increasing problem for the programme teams, given the increasing numbers of students on some programmes. Recruitment of suitable supervisors will be a challenge for programme teams and already some programmes are heavily reliant on external staff. Currently those new to supervising will co-supervise with a more experienced supervisor but this takes time.</p> <p>Clinical Education have been in discussion with IAD to develop a central training course for Masters level supervision. Programme teams would like to be involved in the development of this resource but do not have the capacity to develop it alone with current staffing levels.</p> <p>Clinical Education and Clinical Trials have a dissertation guide which documents the roles and responsibilities of both the student and the supervisor. This document has been shared around the group.</p> <p>Having central advice on issues like ethics and statistics would be extremely valuable to dissertation supervisors as issues like these can be very difficult to access for postgraduate students.</p> <p>R(D)SVS has created a specific post of MSc taught programmes study design and statistics teaching fellow, to provide experimental design and statistical support for PGT students, particularly in their dissertation year, and this post will also specifically support dissertation supervisors.</p> <p>MSc Clinical Trials is also recruiting a full time statistician to teach on the MSc and support students in the dissertation year.</p>	Ongoing
13. The review team recommend the College review staff development, support and resourcing through the business planning process, particularly in the context of expanding student numbers on these programmes (1.8.1). While there are clearly many strengths to the annual review of business plans process, the review team recommend that College ensure that the process for annual review of business plans is fit for purpose for OLDL programmes, particularly in recognising the full resource requirements of OLDL programmes (1.2.6). <i>College senior staff</i>	November 15 meeting	<p>A meeting has been arranged for November 2015 with the College Registrar, College Planning Officer, Head of College IT and Head of College HR to discuss how best to proceed with increasing student numbers, resource allocation from business plans, and IT resources in order to better support OLDL programmes.</p>	Ongoing

<p>14. The review team recommend that the programme teams develop an effective means to assess whether students require basic skills training, and to monitor the effectiveness of any training offered in response (1.3.7).</p> <p><i>Programme teams</i></p>	Ongoing	<p>All programmes have independently developed introductory sessions to ensure students have the basic academic skills necessary. It cannot be assumed that as they are postgraduates these skills will be present. Currently the effectiveness of such provision is not monitored. It might be suggested that this is a role for the central university, the provision of a standalone study skills course with associated analytic analysis.</p> <p>However individual programmes can monitor uptake of such training. The effectiveness of said training is much more difficult to assess unless we somehow have some baseline information with which to compare any improvement in basic skills.</p> <p>The MSc Clinical Trials has developed a Clinical Trials Foundation course, which offers participants a grounding in the following areas:</p> <ol style="list-style-type: none"> 1. Online learning and communication technologies 2. Web literacy and evidence based medicine (EBM) 3. Basic medical statistics <p>Together, competency in each of the areas will prepare the course participant for online study on the MScCT programme and contribute to the individuals' academic writing skills and critical appraisal skills within the presentation and analysis of clinical research (see attached course descriptor).</p>	Ongoing
<p>15. The review team recommend that the College PGT Committee review student representation structures for OLDL programmes, to support programmes in developing more effective procedures. It will be useful for the committee to engage with the outcomes of the Student Representation for Distance Learners Task Group, formed by the Quality Assurance Committee in 2014/15. Particular areas for attention include mechanisms for identifying student representatives, methods for compiling student comments to identify common or recurring issues, and effective means for managing SSLC meetings with OLDL students. The review team felt that current practice on the Conservation Medicine and Clinical Trials programmes may provide useful examples (2.3.2).</p> <p><i>College PGT Committee</i></p>	12 Months	<p>As per recommendation 5, The remit of the College PGT L&T Committee has been reviewed and is being refocussed towards greater discussion around enhancement themed topics. The topic of Student representation on the CPGT L&T Committee was discussed at the final meeting of the 14/15 session, and will be discussed again at the first meeting of the Committee in 2015/16, and will incorporate the information in recent communication from Louise Connolly of IAD which includes link to a range of information and guidance developed following the conclusion of the Senate QA task group on Student Representation for Distance Learners.</p>	August 2016
<p>16. The review team noted that in the Analytical Report there was limited reference made to sources of evidence or existing documentation. Centrally-produced quality assurance data, produced by Student Systems and Academic Services, is circulated to Schools but it was not clear how this was used. The review team therefore recommend that programme teams, and the College PGT Committee, review the use made of evidence to support decision-making and quality assurance reviews.</p>	Ongoing	<p>The programme teams felt that it was the responsibility of the College PGT Committee to disseminate QA data to staff within the College. Notably, a search for QA matters on the University website revealed a series of broken links on the date the above team met to discuss this report.</p> <p>The team would like to suggest setting up a central ODL sharepoint area, where documentation can be version controlled and easily tracked for updates to relevant resources. This could easily be managed using Sharepoint Office 365, which would integrate with the University's current Office 365 Email:</p> <p>https://products.office.com/en-gb/SharePoint/collaboration</p>	Ongoing

<p>An example of an area where more detailed evidence of current issues would be valuable is the support for Virtual Learning Environments (VLEs) (2.2.2).</p> <p><i>Programme teams / College PGT Committee</i></p>		<p>College Note: Representatives from each School/Deanery sit on the Committee and QA information is shared and discussed. The Committee remit and membership has been reviewed, along with the other College Committees as part of the recent College Restructure. The aim for the Committee will be to ensure that there is consistency of information across the Schools/Deaneries and that a process is in place to appropriately disseminate information. Information dissemination has also been addressed to a significant degree by the reintroduction of the PG Forums.</p> <p>In terms of relevant documentation a PG Wiki is used a central point for programmes to use with the most up to date versions and links to relevant pages, and the set-up of a sharepoint area as suggested above may lead to duplication.</p>	
<p>17. The review team noted considerable variation in the level of distinctions between programmes, including a (very) high level in some programmes, and recommend that the programme teams consider whether this may be influenced by the use of multiple choice question exams, and ensure that markers are aware of different marking scales in operation for UG and PGT programmes in CMVM (2.1.5).</p> <p><i>Programme teams</i></p>	Ongoing	<p>All markers on each of the programmes are made aware of the marking scales used at PG level.</p> <p>Due to a change in University regulations introduced in 2011/12, Masters with Distinctions can only be awarded to those students who achieved 70% and above, in each of the three years of study. This has seen a reduction in the number of distinctions awarded on Surgical Sciences, a programme with an historically high level of distinctions; numbers fell from 50% in 2009/10 (first graduate cohort) to 18% in 2014/15. The programme is delivered in partnership with the Royal College of Surgeons of Edinburgh, and is intended to support candidates preparing for their professional membership examinations, which follow MCQ format. For this reason the end-of-year examinations at Certificate and Diploma levels are MCQ-based, and comprise 75% and 60% of final assessment weighting, respectively. It should also be noted that the students enrolled on the Surgical Sciences programme all hold a medical degree and, as such, can be considered high- achievers academically. Thus, the level of distinctions is not particularly alarming to the programme team.</p> <p>College Note: The regulation noted above regarding the award of distinction (for 15/16 regulation 57 of the Taught Assessment regulations), the student must be awarded 70% for the dissertation and must pass all other courses with an average of at least 70%, rather than for each of the three years of study as interpreted above.</p>	Ongoing
<p>18. The review team recommend that the College Postgraduate Office engage with programme support staff to investigate any support needs in relation to OLDL programmes, to minimise the development of multiple local solutions to common issues. (1.1.8).</p> <p><i>College Postgraduate Office</i></p>	Ongoing	<p>Discussion around the support needs of OLDL as well as on campus programmes has been addressed to a significant degree by the reintroduction of the PG Forums.</p> <p>As previously mentioned the College PGT Committee remit has been reviewed and representatives from the Schools/Deaneries can discuss enhancement related issues at the Committee including any support needs for OLDL programmes to enhance the student experience.</p>	Ongoing
<p>19. The review team recommend that the University Student Induction team ensure that they identify the different needs of OLDL students, and work with programme teams / Schools to ensure that communications sent to students about induction are coordinated as far as possible with communications sent by programme teams and Schools (1.3.4).</p>	Ongoing	<p>The Induction Team have reviewed Recommendation (19): 'The review team recommend that the University Student Induction team ensure that they identify the different needs of OLDL students, and work with programme teams / Schools to ensure that communications sent to students about induction are coordinated as far as possible with communications sent by programme teams and Schools' (1.3.4).'</p>	Ongoing

<p><i>University Student Induction team</i></p>	<p>The Induction Team acknowledges the strategic importance of ODL to the University and the importance of the University better understanding the distinct needs of ODL students. ODL students are a population that we have, as part of the SEP project, included for support with the <u>ODL-specific Getting Started Guide</u> and the <u>Checklist</u> as well as highlighting ODL induction events and activities when these have been shared with us from relevant central teams and schools. We also highlighted the needs of ODL students when creating the '<u>Student Induction Framework</u>', and collaborated with the DEI to ensure that a New Student Survey of ODL students has been run at the same time as the on-campus new student survey. But resources have thus far restricted our ability to do more and this is likely to be exacerbated going forward.</p> <p>As you know, on 1st August 2015 the Induction Team left the Student Experience Project to be embedded within Student Recruitment and Admissions. With this move we have had a reduction of our staff hours (from 4 staff who were working 3.6 FTE to 3 staff working 2FTE) as well as a significant reduction to our operating budget. The outcome of this, is that we will likely be required to focus our efforts to a much greater extent than previously.</p> <p>We can assure you, however, that the need to continue to identify the different needs of ODL students, and the desire to work with programmes teams / Schools to ensure coordinated efforts will be considered alongside other strategic priorities as the remit of the newly-formed, and reduced, Pre-arrival and induction team is agreed over the coming months. Please note - there will be opportunities for colleagues in Schools and Colleges to contribute to this discussion and we welcome your input!</p>	
<p>Please report on steps taken to feedback to students on the outcomes of the review</p>	<p>The programme teams will feedback to the students on the outcomes of the review.</p>	

Personal Tutoring Statement
College of Medicine and Veterinary Medicine
Postgraduate Taught Online Distance Learning Programmes
2013/14

The Benefits of the Personal Tutor system

By working in partnership with your Personal Tutor you will:

- Become a confident learner in your discipline and play an active part in your academic community.
- Reflect on your academic progress and your effective use of academic feedback.
- Develop the range of skills and attributes required for success at university and beyond.

More extensive details on all aspects of the Personal Tutoring system, as well as other sources of support at the University, can be found at the following link:

<http://www.ed.ac.uk/schools-departments/academic-services/personal-tutors>

How your School will deliver these Benefits – Postgraduate Taught Students

One-to-one Meetings:

As a postgraduate taught student you will have at least two individual meetings or ‘contacts’ with your Personal Tutor per academic session. As you are studying for an online degree, your meetings may take place by telephone, live internet call, or a web conferencing application. Email exchanges are not considered to be meetings unless they take place within a pre-agreed timeframe to enable you to have a “conversation” (e.g. if you are overseas and emailing within a 24-36 hour period to take account of time differences).

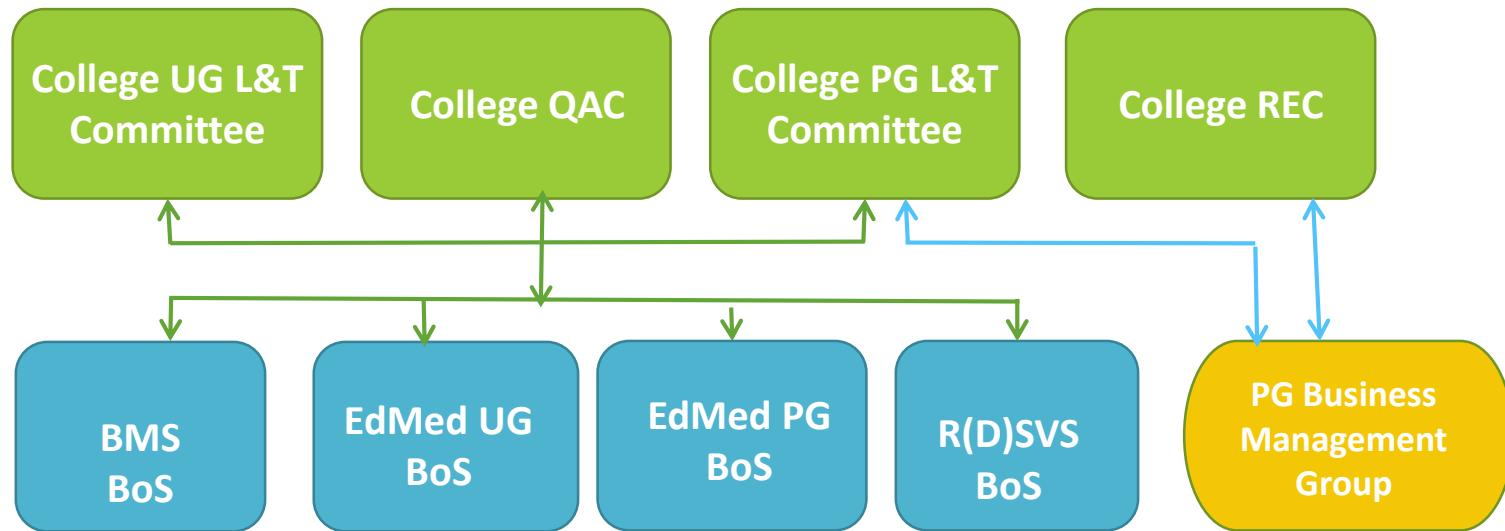
- The timing of meetings and how to book meetings with your Personal Tutor will depend on your Programme of study. Please refer to your Programme Handbook for more details, such as when the meetings are scheduled, how long scheduled meetings are likely to last, who arranges the meetings, how to request any additional meetings, and the structure, purpose and content of each meeting.

Student Support Organisational Structure – Who to Contact?

All taught students have a Personal Tutor, a Senior Tutor, and a Student Support Team. You can find out who your Personal Tutor is through MyEd.

- Please refer to your Programme Handbook for full contact details, including:
 - Academic and Pastoral support – details of your Senior Tutor
 - Administrative Support – The Student Support Team
 - Your first point of contact
 - Explanation of who to go to with specific types of queries
 - Response time expectations
 - Who to contact if you need to change your Personal Tutor

CMVM Committee Structure for Learning & Teaching Matters



The University of Edinburgh
Senate Quality Assurance Committee
Electronic Business – 19-26 October 2015

Internal Review Responses

Executive Summary

The paper proposes the Committee's response to schools and a student support service on their 14 week/initial responses to the recommendations in their Teaching and Postgraduate Programme reviews and Student Support Service review.

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

Themes addressed in the reviews and in the paper align with the University's Strategic Plan goal of Excellence in Education and the Strategic Plan strategic theme of Outstanding Student Experience and Equality and Widening Participation.

Action requested

For approval by 26 October 2015.

How will any action agreed be implemented and communicated?

Following approval by the Committee, comments will be transmitted to the schools and student support service for use in taking forward further actions.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
The paper does not request additional resource.
2. **Risk assessment**
Failure to maintain and enhance the quality of students' education and student experience would constitute an institutional risk.
3. **Equality and Diversity**An Equality Impact Assessment is not required. Internal review processes are subject to Equality Impact Assessment. The periodic review of the Student Disability Service has an impact on the equality of the student experience.
4. **Freedom of information**Open.

Key words

Internal review, TPR, PPR, Student Support Service Periodic Review, Quality Assurance

Originator of the paper

Professor Tina Harrison, Assistant Principal Academic Standards & Quality Assurance, 19 October 2015.

Internal Review Responses

Feedback to Schools from Senate Quality Assurance Committee

TPR of Archaeology 14 week response

QAC thanks Archaeology for its response. Although cost is raised as an issue where hard copy machine-readable feedback forms are used, Archaeology's attention is drawn to the School's engagement with EvaSys in 2015/16 and that online course surveys carry no cost. QAC is pleased to read that the 80-credit requirement is expected to change in future, and encourages Archaeology to progress with this development and provide an update in the year-on report. Archaeology is encouraged to progress its organisational chart including lines of responsibility and report on this in the year-on report. Archaeology should give an update on its progress with implementing peer training/mentoring for postgraduate tutors in the year-on report, in addition outline the mechanisms in place in the School to ensure that all PG tutors have undergone appropriate training. Progress with streamlining common documentation is commended.

TPR of Architecture 14 week response

QAC thanks Architecture for its report on planned actions. There are a number of recommendations where the urgency of the school's response appears constrained by 'due process' of school and college committees (programme boards, curriculum and programme approval). The school is encouraged to look for means/opportunities of considering and implementing as many of the recommendations as soon as possible, particularly those relating to changes in student workload, assessment deadlines, learning experience etc. [Recommendations 1, 2, 4, 6, 7, 8] and provide an update on progress at the year-on report. The school should ensure that all tutoring staff receive adequate training and support for all teaching activities, going beyond the planned structured induction and appraisals for key staff. [Recommendation 6] Personal Tutor models are within the remit of the school. If the system appears unsatisfactory for any reason, the school should address this directly as a matter of some urgency. [Recommendation 11] Architecture is commended for drawing on good practice across the University for the introduction of specialist technical and general ongoing language support for overseas students.

TPR of Biological Sciences 14 week response

QAC thanks Biological Sciences for its response. The committee looks forward to receiving an update in the year-on response on plans to simplify teaching management structures. Biological Science should report in the year-on report on the financial viability of the 12 Honours programmes. Similarly, a year-on update should be provided on progress with issues under Recommendation 7, regarding the Personal Tutor/Student Support system. The School should give further thought to the nature of moderation in line with the University's guidance on moderation of marking, which is different from reconciling marks. The School's consideration of mini sabbaticals to allow staff to develop and introduce new teaching methods is commended and the committee looks forward to receiving an update in the year-on report. It is noted that further education colleges have to date been unable to support an increase in the level of maths offered on the Scottish Wider Access Programme. An update on the outcome of discussions on this issue with colleges should be included in the year-on report.

TPR of Music 14 week response

Music is thanked for the very detailed 14 week response and its positive engagement with implementing the TPR's recommendations, and for its promising ideas about how to do so. Music is encouraged to plan firmer timescales for completion of actions, particularly where there are plans for both longer and shorter term actions. This is particularly the case regarding recommendations about rehearsal and teaching space. The response carefully and imaginatively engages with the space-related challenges that the report identified, and it is to Music's credit that engagement with student opinion is emphasised. The interest in finding shorter-term as well as longer-terms solutions is also a strength, though the way in which these ideas are presented leaves some lack of clarity about timescales. The year-on response should clarify whether the end of 2016/17 is the target for longer-term planning, or also the target for the shorter-term improvements. Music's emphasis on staff involvement in the development of a work allocation model is potentially helpful for other schools. The response to the recommendation on recruitment to the BMus Tech programme refers to the University Pathways Project. Music's attention is drawn to the fact that this is a College project, whose remit does not include recruitment. In relation to developing existing connections, the Pathways project is unlikely to create opportunity for cross-disciplinary degrees in terms of new or ad-hominem degrees. Actions to support drawing up an employability action plan are promising and creative and once implemented could inform initiatives elsewhere in the College and the wider University. With regard to support for tutors, Music may find it beneficial to work with IAD on developing its framework.

TPR of Oral Health Sciences 14 week response

Oral Health Sciences is commended for making good progress with the majority of recommendations by this early stage. The subject area is asked to provide an update in the year-on report on progress with aligning SSLCs with the University principles beyond the actions already taken. With regard to monitoring procedures at course level [Recommendation 5], it is not clear what elements described are new in response to the recommendation nor that there was clear gathering of feedback at individual course level. Clarity on this and that the process is 360⁰ providing a formal record of feedback should be provided in the year-on response. Good progress has been made on the audit of timetable changes, and Oral Health Sciences could find it beneficial to have a mechanism for a named staff member and students to regularly audit extent of changes rather than leave this until the end of the year. A specific response to the recommendation to map learning outcomes to course assessments should be provided in the year-on response. [Recommendation 8] Likewise, the year-on response should update on the timescale for aligning course information with University guidance.

Periodic Review of the Student Disability Service initial response

The Student Disability Service is thanked for its thorough initial response which already shows evidence of progress. Positive actions are being taken to audit and strengthen the Accessible and Inclusive Learning Policy, including working collaboratively with Coordinators of Adjustments. In working on communication and estates and buildings issues, the Service should ensure that disability matters continue to be fed in to ongoing estate discussions. With regard to recommendations on staff uptake of training, the approach taken by Athena SWAN may be useful to consider. QAC urges that work on disabled access and PEAPS/fire evacuation proceeds swiftly and that reports from areas outside the Service to be included in the year on report. It is very satisfying to see that additional resources have been made available for mental health mentoring.