

The University of Edinburgh

**Meeting of Senatus Quality Assurance Committee
to be held at 2pm on Thursday 8 December 2016
in the Hodgson Room, Weir Building, King's Buildings**

A G E N D A

1. **Minutes of the meeting held on Thursday 20 October 2016** QAC 16/17 3A
2. **Matters Arising**
 - a) Convenor's Business

For Discussion
3. External Examiner Themes QAC 16/17 3B
4. Annual Report on Complaint Handling QAC 16/17 3C
5. Student Appeals Annual Report – **CLOSED PAPER** QAC 16/17 3D
6. Student Discipline Annual Report – **CLOSED PAPER** QAC 16/17 3E
7. PT Oversight Group Update QAC 16/17 3F
8. MOOCs Report QAC 16/17 3G

For information and formal business

9. **Internal Review:**
 - a) Teaching Programme Review (TPR) of Linguistics and English Language – Final Report QAC 16/17 3H
 - b) Thematic Review of Mental Health Services – Initial Response Tabled Paper
10. **Any Other Business**
11. **Date of Next Meeting:**
Thursday 9 February 2017 at 2pm in Cuillin Room, Charles Stewart House

The University of Edinburgh
Senatus Quality Assurance Committee

**Minutes of the meeting held on Thursday 20 October 2016 at 2pm
in the Cuillin Room, Charles Stewart House**

Present:	
Professor Tina Harrison (Convener)	Assistant Principal, Academic Standards and Quality Assurance
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services
Dr Sheila Lodge	CMVM Head of Academic Administration (Co-opted Member)
Tanya Lubicz-Nawrocka	Students' Association Academic Engagement Co-ordinator
Dr Robert Mason	Associate Dean (Quality Assurance) College of Humanities and Social Science
Dr Claire Phillips	School Representative (Royal (Dick) School of Veterinary Studies), College of Medicine and Veterinary Medicine
In attendance:	
Brian Connolly	Secretary to Senatus Quality Assurance Committee
Jamie Morton	Strategic MI Manager, Student Systems
Apologies:	
Professor Jeremy Bradshaw	Director of Quality Assurance, CMVM, Assistant Principal Researcher Development
Patrick Garratt	Vice President (Academic Affairs), Students' Association
Dr Huw Lewis	Senior Lecturer School of Literatures, Languages and Cultures (Co-opted Member)
Dr Gordon McDougall	Dean (Quality Assurance), College of Science and Engineering
Barry Neilson	Director, Student Systems (Co-opted Member)
Professor John Sawkins	Deputy Principal (Learning and Teaching), Heriot-Watt University (External Representative)
Dr Inger Seiferheld	School Representative (Business School), College of Humanities and Social Science
Dr Jon Turner	Director, Institute for Academic Development
Tom Ward	Director, Academic Services

1. Welcome and Apologies

The Convener welcomed members and noted apologies as above.

2. Minutes of previous meeting

The Minutes of the previous meeting of Senate Quality Assurance Committee held on Thursday 8 September 2016 were approved.

3. Matters Arising

3.1 There were no matters arising.

4. Convener's Business

4.1 External Examiners Report

The Convenor reported that the External Examiner Report had been postponed until the next meeting in December due to the volume of reports still outstanding.

5. For Discussion

5.1 Student Data Dashboard

The Committee received an update presentation from Student Systems on the development of the Student Data Dashboards. It was noted that the dashboards would offer easy access to summary information to enhance learning and teaching and provide insights into a range of key themes, including applications and admissions trends, student progression and achievement, course results, and student feedback on both programmes (through national surveys) and courses (through course enhancement questionnaires).

Data would be presented consistently across a range of levels (i.e. University level down through Colleges, Schools and subjects to individual courses and programmes), sessions (for trend analysis purposes, the latest data would be presented alongside that for previous years), and student characteristics (students could be broken down by fee status, gender, ethnicity and widening participation status). Internal benchmarking would be facilitated with comparative indicators for one course or programme alongside another, or for different levels (i.e. to an overall subject, School, College or the whole University), and students sharing certain characteristics could be compared to other groups of students, or to the student body as a whole. External benchmarking would be provided for NSS survey results.

It was noted that a beta version of the first dashboard, focusing on undergraduate students, was available on the University website for review. Initially published with just admissions and course result data, the beta version would be expanded over the coming weeks to include the full range of content in the run up publishing the final version at the start of November. Student Systems would then develop and publish further dashboards, starting with a postgraduate taught version.

5.2 Planning Round

The Committee received a paper noting the new two-stage approach to planning the work of the Senate Committees which would apply for the planning round for 2017-18. In line with this new approach the Committee was invited to identify any major developments that may require resourcing via the planning

round. The Committee agreed that additional development of the External Examiner system may be required once the initial implementation of the system had been analysed. The Committee noted that the External Examiner report was now due for consideration at the December meeting.

5.3 ELIR Theme Lead Reports

The Committee received and discussed reports from the theme leads responsible for taking forward the areas for development from the University's Enhancement-Led Institutional Review (ELIR) held in Semester 1 2015. The Convenor outlined specific comments in relation to each report and it was agreed that the comments would be fed back to each theme lead.

Action: SQAC Secretary to disseminate Committee comments to theme leads.

5.4 Consultation on the next iteration of Enhancement-led Institutional Review

The Committee received and discussed a consultation paper on the next iteration of Enhancement-led Institutional Review (ELIR). The Committee was invited to comment on the consultation, specifically a series of questions and proposals in relation to the method for ELIR4.

The following was discussed and agreed:

- **Planning visit** – essential that whole team attend as setting the agenda is a vital part of a review, determining the areas of focus and allowing institutions and review teams to develop a rapport. It was suggested that a half-day of context setting showcases followed by a half-day of agenda setting would be an appropriate model;
- **Institutional showcase** – valuable feature of reviews, bringing enhancements to life in a tangible and fully rounded manner;
- **Size/composition of ELIR team** – depends on the size of the institution but three regarded as too small. Must not be at the cost of the institution as this would likely always result in the minimum option;
- **ELIR reporting** – must be kept simple, along lines similar to the University's TPR/PPR model with recommendations and commendations written succinctly and as self-contained sentences/paragraphs;
- **Website statements** – there was no particular enthusiasm for this change.
- **ELIR follow-up** – too drawn out, must simplify and possibly tie up with Enhancement Themes;
- **Time between visits** – maximum of two months between visits (three months regarded as too long as momentum dissipates and currency lost);
- **Single visit** – one day would be too short for a review (as opposed to accreditation visits which by definition are sharper and more specifically focused);
- **Advanced information sets** – simplify requirement (by possibly losing the case studies?) and ensure a sharper focus on changes since last review.

It was noted that the Committee's response would feed into the institutional response which was due to be returned to QAA Scotland by 1 November 2016.

5.5 Internal Review Reports and Responses

The Committee received a report on 14 week responses from Internal Reviews 2015/16. The Committee agreed the comments on the progress towards completion of recommendations for reporting back to the subject areas.

6. For Information

6.1 Student Staff Liaison Committees - Principles and Operational Notes

The Committee noted the following minor changes: Student Representatives would now self-register with the Students' Association and reference to EUSA had now been replaced with 'Edinburgh University Students' Association' or simply the 'Students' Association'.

6.2 Knowledge Strategy Committee

The Committee noted the latest update from the Knowledge Strategy Committee (KSC).

6.3 Collaborative Provision

The Committee noted the minor update to guidance clarifying that the institution delivering the majority of the teaching on the programme must now issue the Confirmation of Acceptance for Studies (CAS).

6.4 Changes to the approval/flow of Internal Review Reports

The Committee noted the changes to the processing of internal review reports ensuring that reports would be processed quicker and more efficiently so that the review area would receive the final report in a timely manner.

7. Date of Next Meeting

7.1 Thursday 8th December 2016 at 2pm in Hodgson Room, Weir Building, the King's Buildings

The University of Edinburgh
Senatus Quality Assurance Committee

8 December 2016

**Undergraduate External Examiner Reports:
Thematic Analysis 2015/16**

Executive Summary

The paper comprises qualitative and quantitative analysis data from the External Examiner Reporting System (EERS). It covers undergraduate programmes for the academic year 2015/16 and provides comparison with 2014/15.

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

The paper aligns with the University's strategic objective of leadership in learning.

Action requested

Senatus Quality Assurance Committee is invited to discuss the report and identify any University-level actions to take as result and to approve the recommendation identified in the report at 2.4, "Academic Services recommend that the reporting deadlines and key School and College roles are included in the External Examiners for Taught Programmes Policy" (see page 6).

College representatives are asked to ensure that the outcomes of the Committee's discussions are made available to and considered by the relevant College committee(s).

How will any action agreed be implemented and communicated?

The committee is invited to consider how any agreed action will be implemented and communicated.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The paper is a report on activity and no resource implications are identified

2. Risk assessment

The paper is a report on activity and no risk assessment is required.

3. Equality and Diversity

The paper is a report on activity and equality impact assessment is not required.

4. Freedom of information

The paper is **open**

Originator of the paper

Susan Hunter, Academic Services
21 November 2016

Undergraduate External Examiner Reports:

Thematic Analysis 2015/16

1. Introduction

- 1.1 This report provides a thematic analysis of External Examiner reports for undergraduate programmes. Analysis was conducted based on data available on the 21 November 2016.
- 1.2 **Action requested:** Senatus Quality Assurance Committee is invited to discuss the report and identify any University-level actions to take as result. The Committee is also requested to approve recommendations identified in the report.

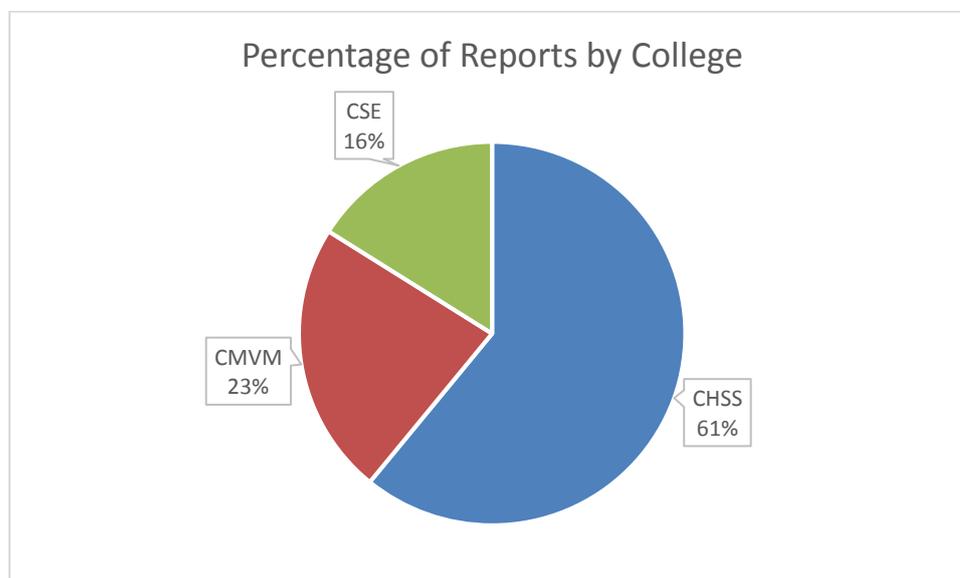
2. Overview of the number of External Examiner Reports

2.1 Outlined in the figure and table below are the number of undergraduate (UG) reports by College comparing the previous two academic years.

Table 1: Number of Undergraduate reports by College

	2015/16	2014/15
College of Humanities and Social Sciences (HSS)	148	146
College of Medicine and Veterinary Medicine (CMVM)	56	61
College of Science and Engineering (CSE)	39	39
Total number of reports	243	246

Figure 1: 2015/16 Undergraduate reports



- 2.2 Outlined in the figures are the number and status of undergraduate reports in each College by School, for 2015/16 and 2014/15:

Figure 2

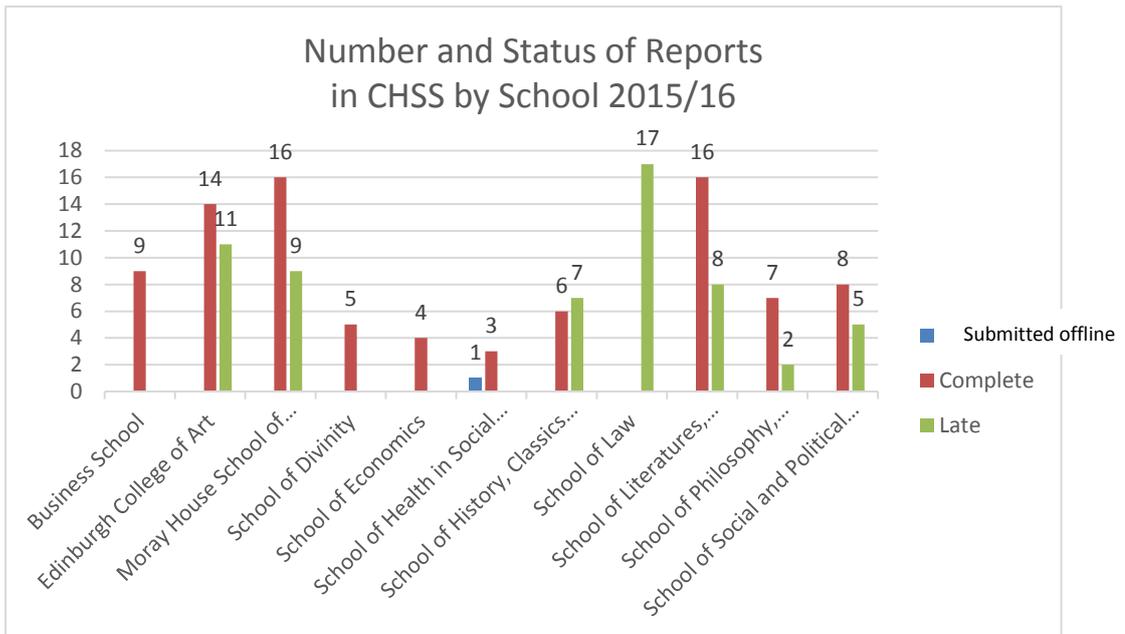


Figure 3

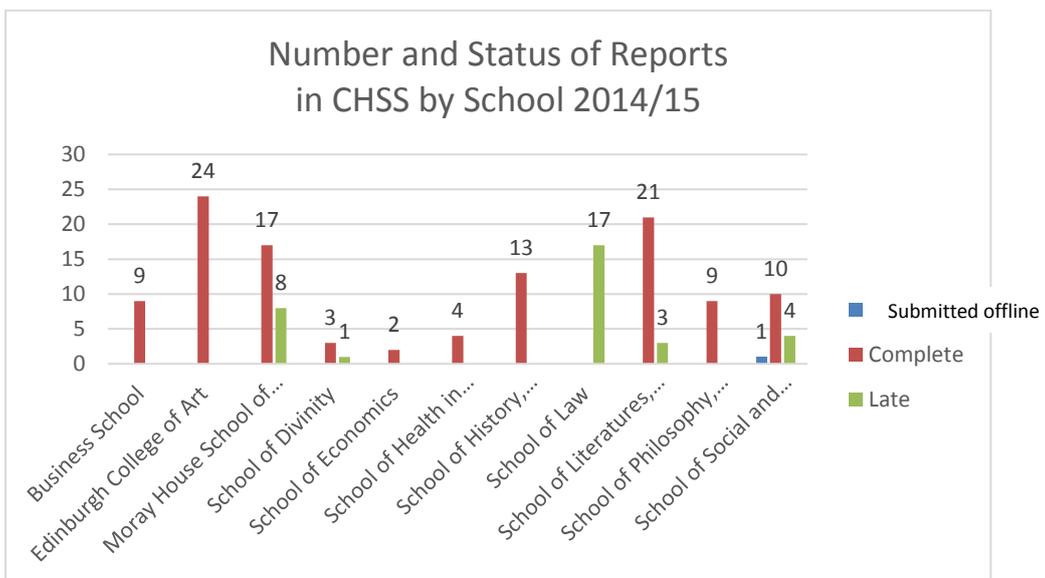


Figure 4

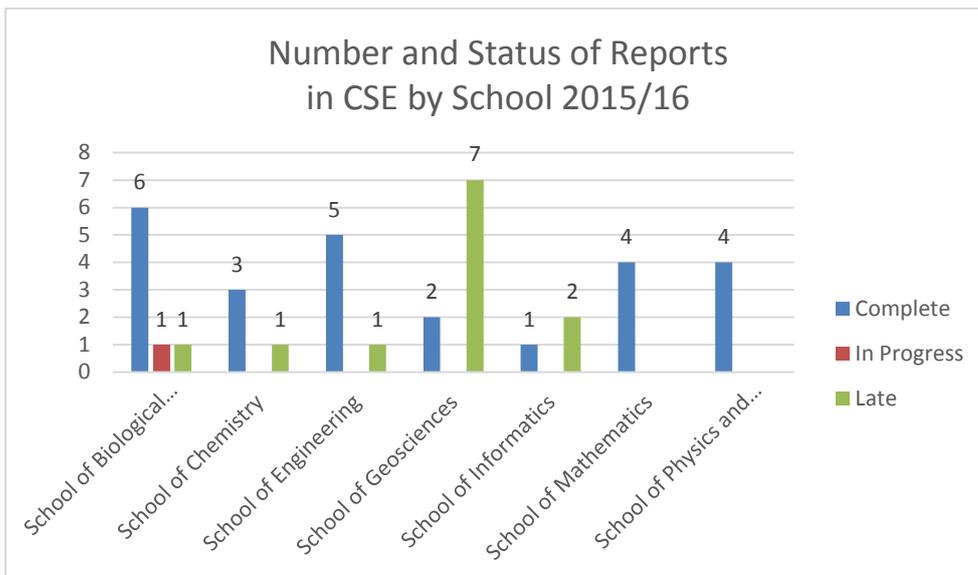


Figure 5

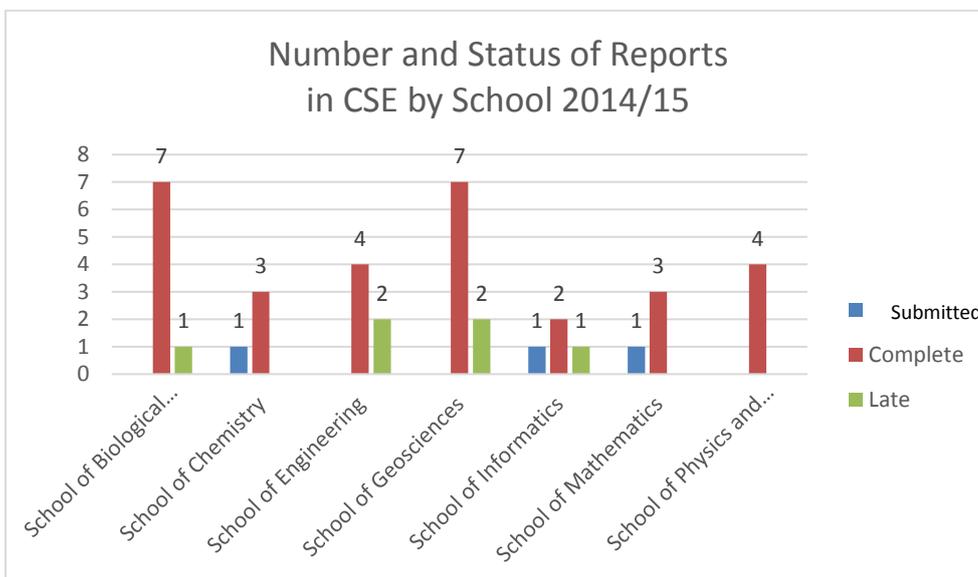


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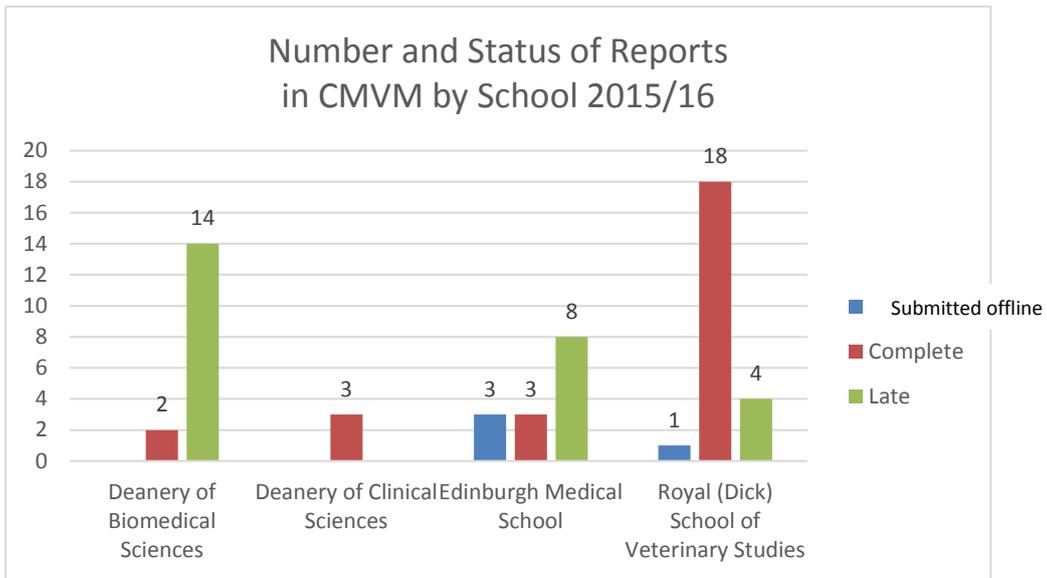


Figure 7

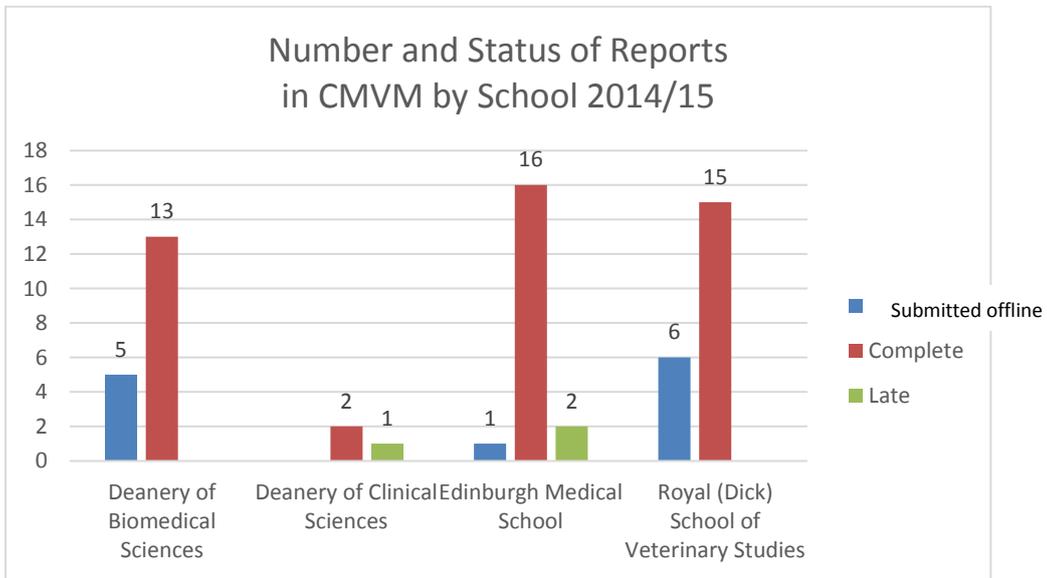
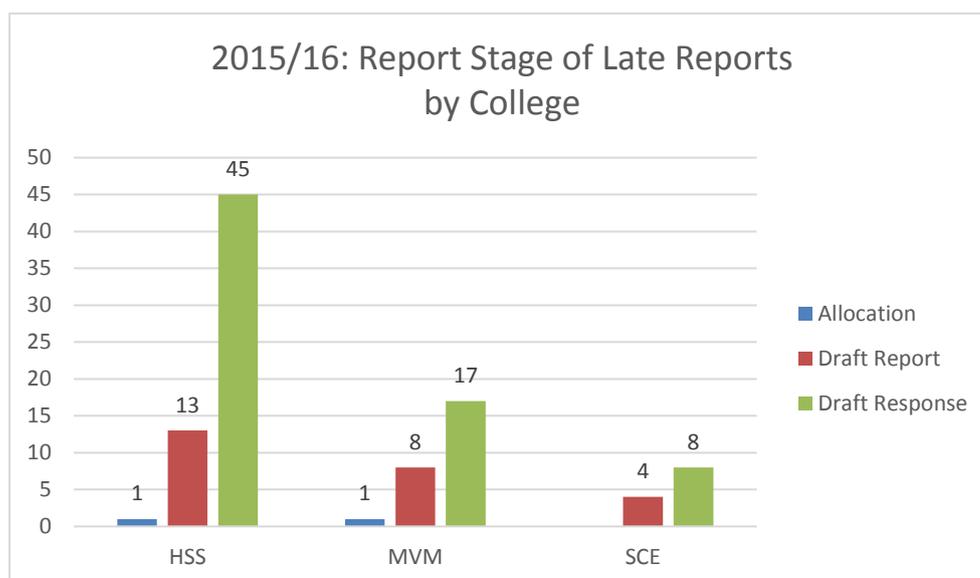


Figure 8



2.4 Recommendation

Academic Services recommend that the reporting deadlines and key School and College roles are included in the External Examiners for Taught Programmes Policy.

3. Overview of the Status of Reports

Table 2: Number and stage of reports by College and academic year

	Report Stage	2015/16	2014/15
HSS	Response Submitted	86	112
	Draft Response	45	26
	Draft Report	13	7
	Cancelled	2	0
	Allocation	1	0
	Submitted Offline	1	1
MVM	Response Submitted	26	46
	Draft Response	17	1
	Draft Report	8	2
	Submitted Offline	4	12
	Allocation	1	0
SCE	Response Submitted	24	30
	Draft Response	9	3
	Draft Report	4	3
	Cancelled	1	0
	Submitted Offline	0	3

3.1 Reports at the allocation stage relate to reports that have not been allocated to an Academic Response Coordinator and therefore have not been circulated to the External Examiner. This can happen for a variety of reasons, for example, due to the External Examiner no longer being utilised. In 2015/16, the number of reports

submitted offline reduced by 68% on the previous academic year.

4. Quantitative Analysis

4.1 Comparison: 2014/15 and 2015/16

4.1.1 The figures below set out a breakdown of the different types of comments that External Examiners made in their reports.

Figure 9: Number of comments by type across the University 2015/16

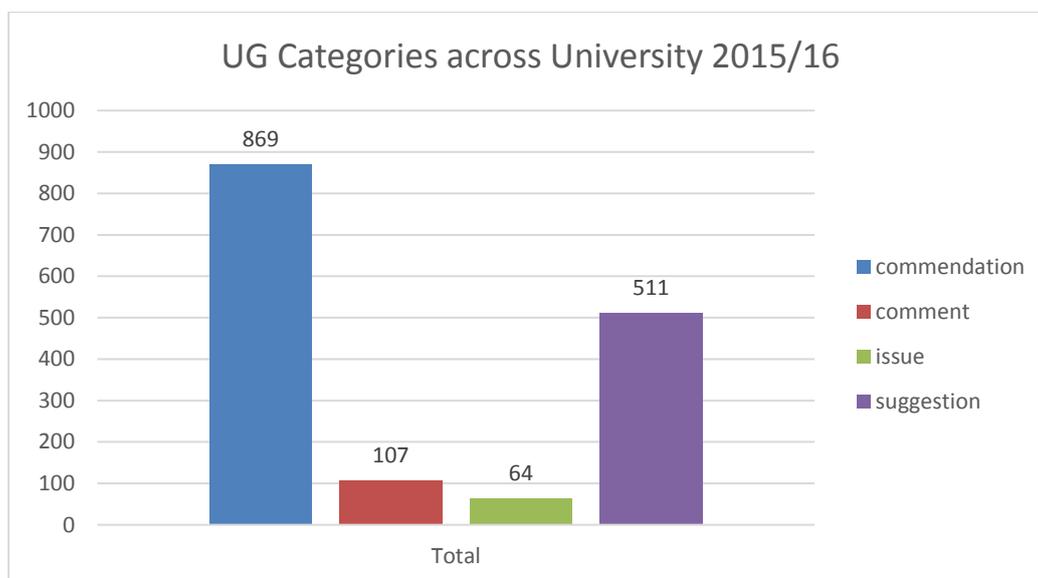
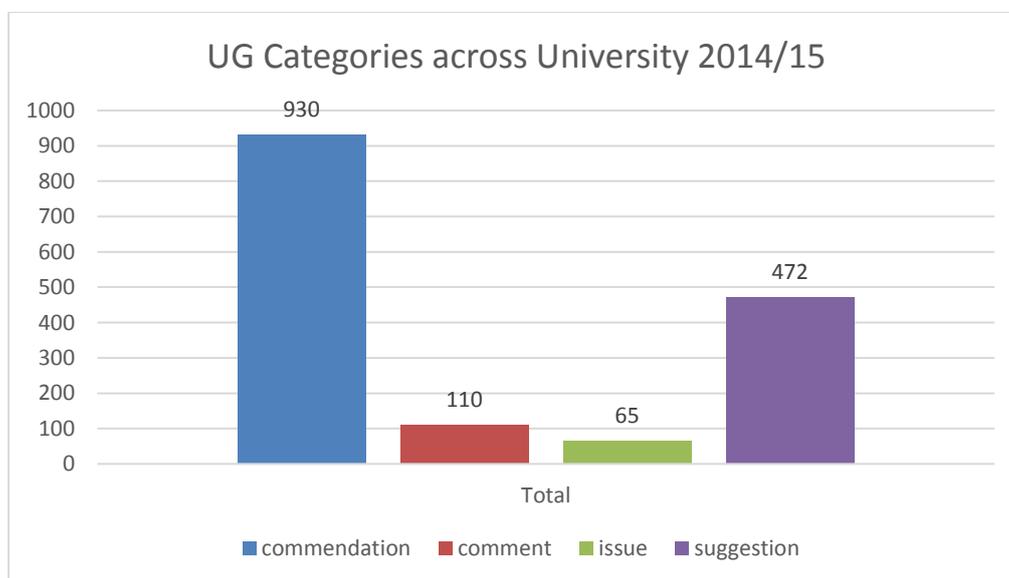


Figure 10: Number of comments by type across the University 2014/15



4.1.2 There are a low number of issues across the University and a high number of commendations. The number of commendations has reduced slightly, with a similar increase in the number of suggestions. The comment and issue categories remain at similar levels to the previous year. External Examiners are also taking the opportunity to provide suggestions. Comments in 2015/16 are provided for questions answered

in relation to the Theme “Term of Office” which covers two sub-themes “Induction” and “Term of Office Overview”.

4.1.3 The figures below set out the proportion of issues by theme:

Figure 11

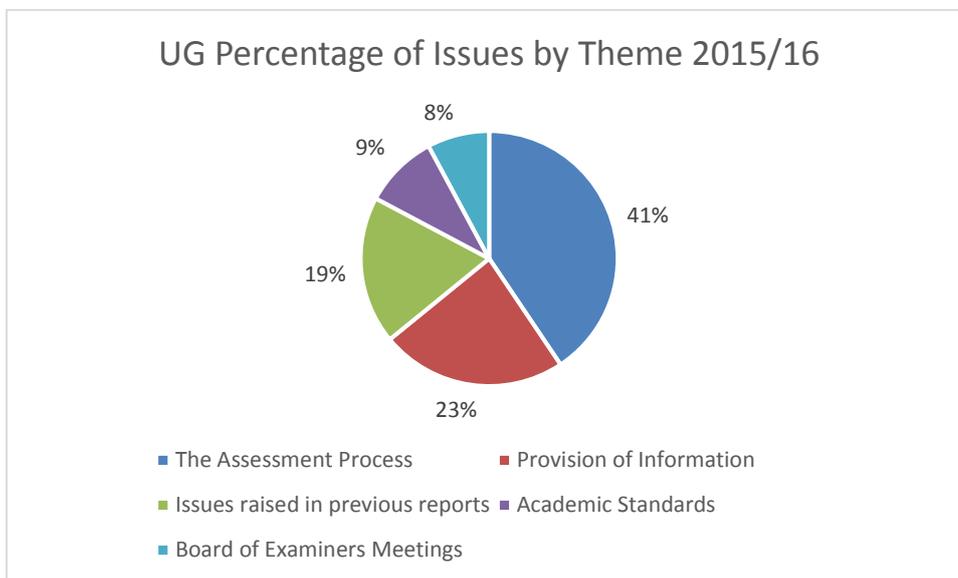
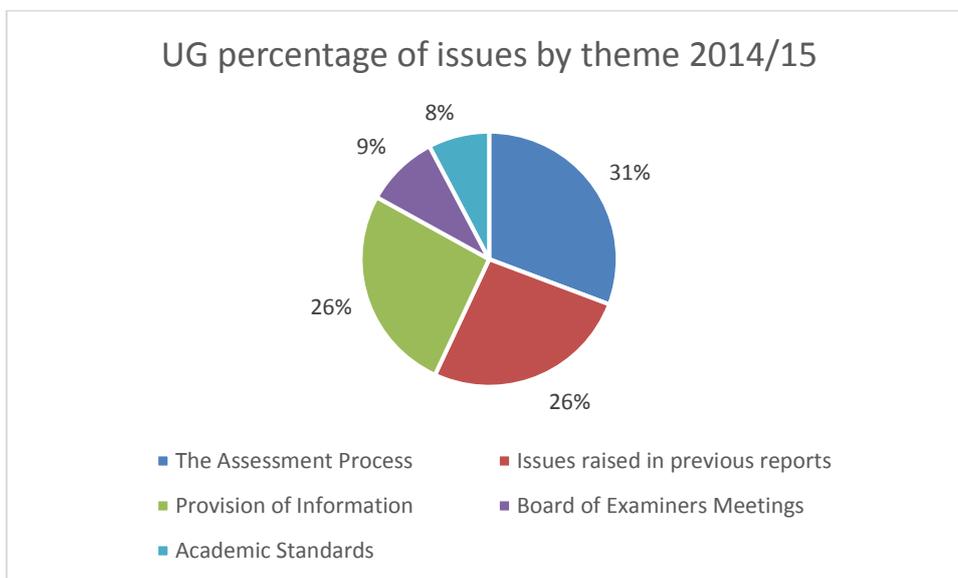


Figure 12



4.1.4 The Assessment Process theme accounted for the largest proportion of issues in the two previous years with a 10% increase in 2015/16. This reflects a decrease in the issues related to the themes “provision of information” and “issues raised in previous reports”, rather than an increase in the overall number of issues raised.

4.2 Analysis of issues, suggestions and commendations: 2015/16 and 2014/15

4.2.1 The top ten issues by sub-theme were as follows:

Figure 13

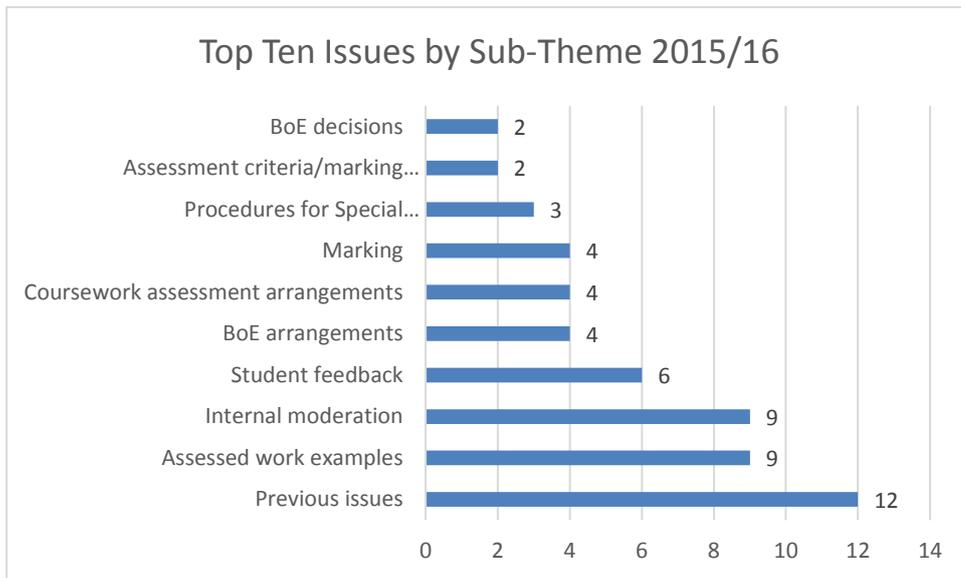
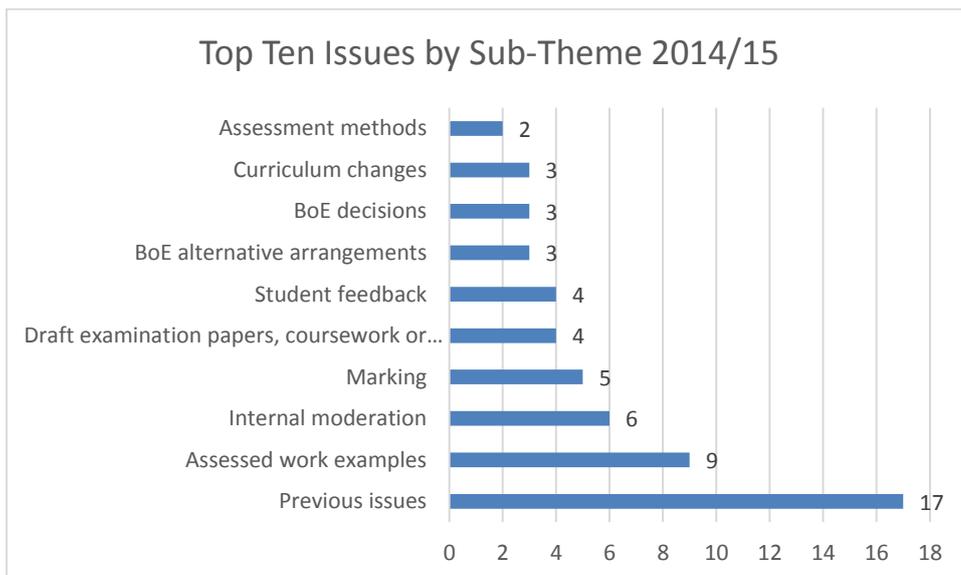


Figure 14



4.2.2 No significant changes are noted.

4.2.3 The top ten suggestions by sub-theme were as follows:

Figure 15

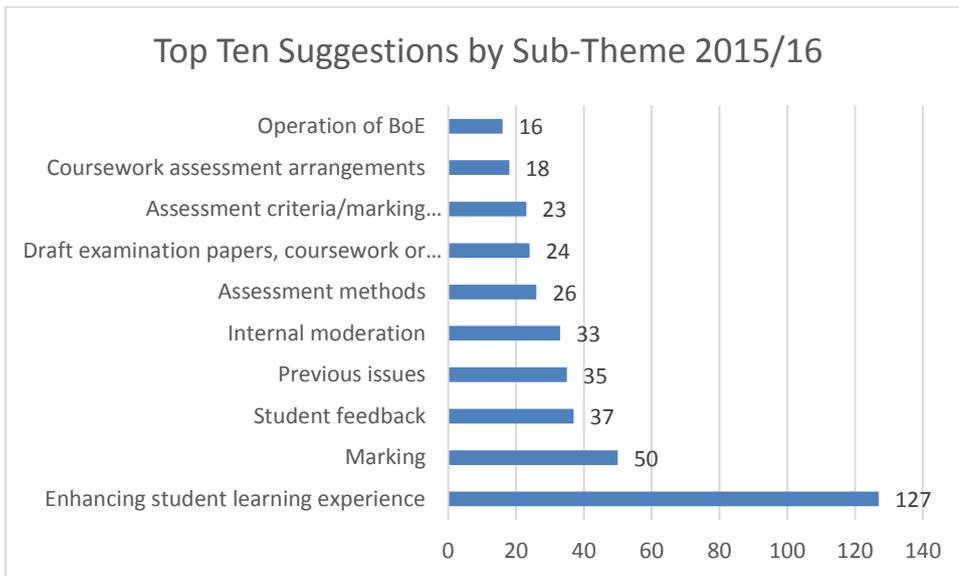
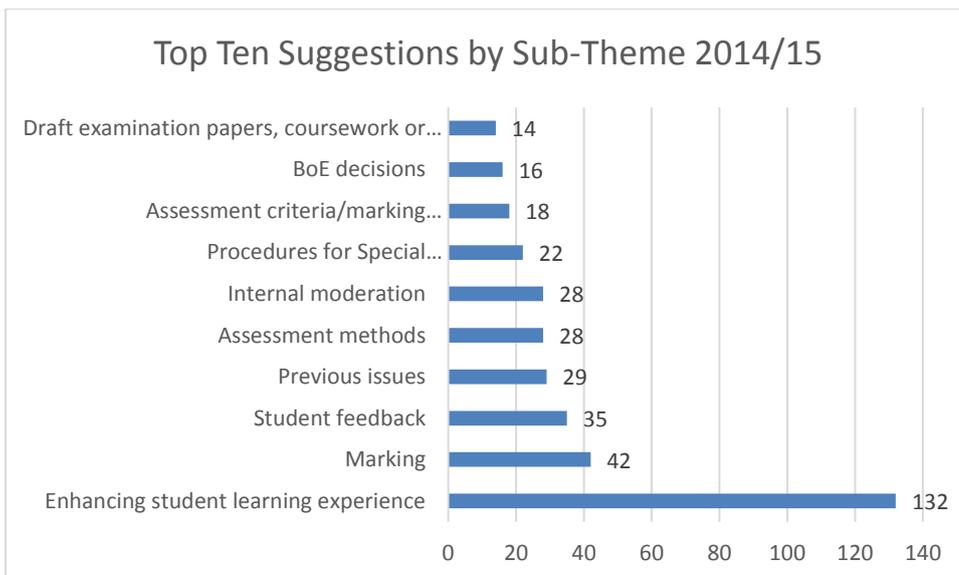


Figure 16



4.2.4 Boards of Examiners Decisions and Procedures for Special Circumstances did not appear in the top ten suggestions for 2015/16. Operation of Boards of Examiners and Coursework Assessment Arrangements have appeared.

4.2.5 The top ten commendations by sub-theme were as follows:

Figure 17

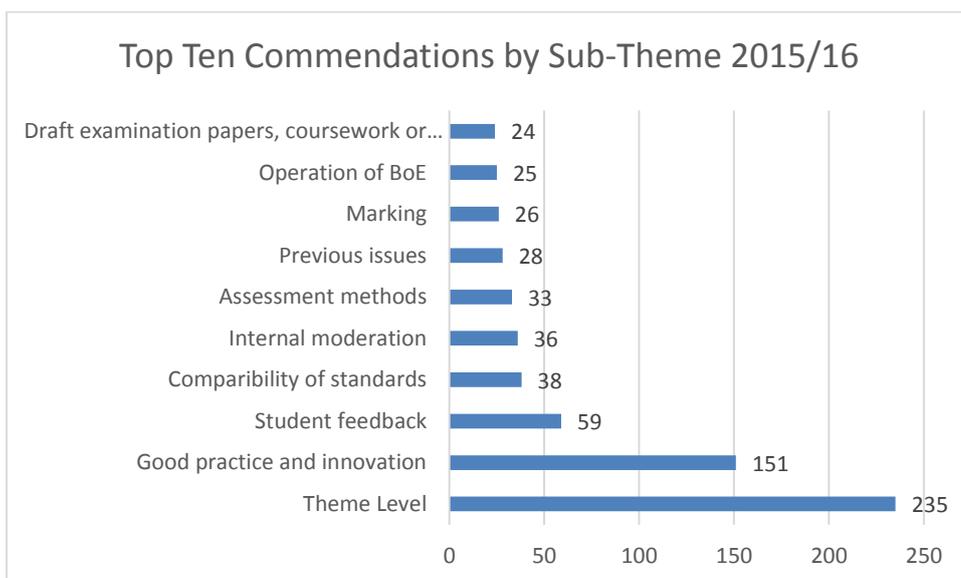
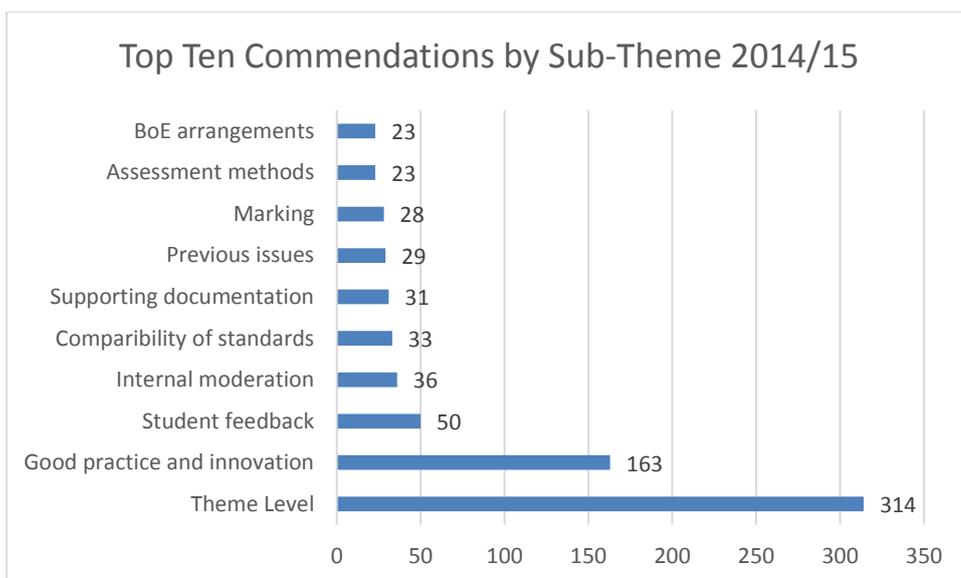


Figure 18



4.2.6 The sub-theme, "Theme Level" refers to commendations given by External Examiners at the end of each theme section.

4.2.7 Theme Level comments recorded for 2015/16 are shown in Table 3 below.

Table 3

Theme	No. of Comments
Provision of Information	63
Board of Examiners Meetings	56
Academic Standards	48
The Assessment Process	45
Issues raised in previous reports	23

5. Comments identified by Academic Response Coordinators as Institutional matters

- 5.1 Academic Response Coordinators have tools to identify whether an issue, suggestion or commendation is a School, College or Institutional matter. In 2015/16 only four matters were flagged for escalation to institutional level. This represented a significant reduction from 2014/15 when 12 matters were flagged for escalation to institutional level.

Table 4: Institutional escalation themes 2015/16

Academic Standards	2
Issues raised in previous reports	1
Provision of Information	1

Table 5: Institutional escalation themes 2014/15

Provision of Information	4
Issues raised in previous reports	3
Programme Development and Enhancement	2
The Assessment Process	2
Board of Examiners Meetings	1

Susan Hunter
Academic Services
21 November 2016

The University of Edinburgh
Senatus Quality Assurance Committee

8 December 2016

Annual Report on Complaint Handling 2015-16

Executive Summary

In line with the requirements of the Scottish Public Services Ombudsman (SPSO) and the University's Complaint Handling Procedure (CHP), this paper reports on the handling of complaints to the University for the academic year 2015-16.

Action requested

College representatives are asked to ensure that the outcomes of the Committee's discussions are made available to and considered by the relevant College committee(s).

How will any action agreed be implemented and communicated?

The Investigations Manager will be responsible for taking forward points relating to data collection and further analysis.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no immediate resource implications.

2. Risk assessment

There are no risks in the report per se, which is for information only. Risk management is a key element in the successful handling of all complaints, especially those which carry the potential for reputational damage to the University and/or claims for compensation.

3. Equality and Diversity

SPSO carried out an EIA before publishing the model CHP. This report covers complaints received, some of which relate to matters where equality and diversity is a consideration.

4. Freedom of information

This paper is open; data from it will be published on the University's complaint handling web pages.

Key words

Complaint

Originator of the paper

Jean Grier, Investigations Manager, 22 November 2016.

Annual Report on Complaint Handling 2015-16

Background and context

1. The CHP has two stages. Stage 1 Frontline Resolution should be used in the majority of cases, with likely outcomes being an on-the-spot apology, an explanation or other action to resolve the complaint very quickly (within five working days). Stage 2 Complaint Investigation is appropriate where attempts at Frontline Resolution have failed, or where the issue is sufficiently complex, serious or high risk from the outset that Frontline Resolution would not be appropriate. The CHP specifies that the following will be reported internally:

1) 'performance statistics detailing complaint volumes, types and key performance information, for example on time taken and stage at which complaints were resolved'

2) 'the trends and outcomes of complaints and the actions taken in response including examples to demonstrate how complaints have helped improve services'

Discussion

2. For the purposes of complaint reporting, the University has around 50 'areas' – each of the Schools, College Offices, and designated support services. Areas report quarterly on complaints resolved at Frontline. All Stage 2 complaints are managed centrally by the Investigations Manager.

3. During the 12 month period 1 August 2015 – 31 July 2016, areas reported a preliminary total of 449 complaints (303 from students with the remainder from members of the public and a very small number from staff members). This is a decrease on the previous year's figure of 559, but as a number of areas have not yet submitted their final returns (despite reminders) the total figure for the AY is likely to be broadly in line with the previous year.

4. It is believed that the majority of Frontline cases were resolved within the five-day time limit, but data on this was not being recorded consistently by areas. We hope that this will be addressed for the current year by the introduction of a new logging tool for complaints which has now been rolled out.

5. In total, 291 'complaints' were raised through the central complaints@ed.ac.uk mailbox, up significantly from the previous 12-month figure of 205 and the 2013-14 figure of 156. Of these:

- 78 (64 in previous year) cases were referred to the appropriate areas for Frontline resolution and are thus also counted in the 449 total for the year.
- In 47 (59) cases, the 'complaint' was resolved through an explanation, advice, provision of information, or advice on where to take a problem which was not one for the University.
- 16 (17) complaints were not considered – 12 of these because of 'unacceptable behaviour' on the part of the complainants, 2 because they were time-barred and

2 because they were attempts to re-open complaints which had been completed through the University's procedures.

- The SPSO contacted the office regarding 22 cases, many of which were appeal cases rather than complaints. Of the complaints they reviewed, SPSO endorsed the University's handling in all cases.
- A few cases were referred for investigation under another procedure – student conduct (14), staff capability/disciplinary (3), staff grievance (0), research misconduct (3) or academic appeal (10).
- 28 cases were referred back to complainants for more information or for third party DPA clearance.

Several complaints were raised regarding the online activities of a student, and one student raised a very large number (approx. 40 over two years) complaints; other than this there were no discernible trends.

A welcome development this year has been the number of occasions on which staff members have consulted the Investigations Manager for advice on cases at an early stage, either to give a 'heads-up' on an imminent complaint, or to check that their proposed frontline approach to a complaint seems appropriate. These cases account for the majority of cases not specified above. A total of 18 requests for complaint-related information through FOI also involved work on the part of the Investigations Manager.

6. The information below gives a more detailed analysis of the 'complaints' which were received centrally in 2015/16. The figure comes to only 165 (not the 291 'issues' logged in total) as many items received are not truly 'complaint'. The analysis therefore excludes items which are genuinely appeal rather than complaint, etc..

Categories used are:

1 Facilities, service provision or failure of provision (8 cases logged)

Examples – library opening hours, failure to rectify a reported problem with accommodation or facilities, delays processing a request to Student Services, absence of catering facilities at a specified location, administrative errors or delays, equipment in lecture theatres/laboratories/teaching rooms.

2 Teaching and/or assessment (23)

Examples – cancellation of classes without notice, change of examination dates, inaudible lecturer. (Note that appeals against academic assessments cannot be considered under the CHP and must be taken through the Appeals route instead.)

3 Pastoral support (3)

Examples – failure of PT to provide pastoral support, misdirection by PT, problems in academic relationship with research supervisor.

4 University policy or procedures (7)

Examples – the CHP recognises that policy is set at the discretion of the University, but it may still be legitimate for someone to complain about policy.

5 Fees and funding issues (3)

Examples – complaints about fee levels, bursaries etc. or failure to provide funding, administration of awards from third party providers.

6 Meeting of special needs (10)

Examples – complaints about failure to assess or make reasonable adjustment for a physical or learning disability/impairment.

7 Staff attitude or conduct (18)

Examples – complaints about any allegation of inappropriate behaviour on the part of a staff member – undue delays in responding, rudeness, or any behaviour which infringes the University's Dignity and Respect Policy.

8 Student attitude or conduct (33)

Examples – complaints about any allegation of inappropriate behaviour on the part of a student –rudeness, any behaviour which infringes the University's Dignity and Respect Policy, behaviour off-campus e.g. in residential accommodation. Note that the majority of complaints from members of the public are about student behaviour off-campus.

9 Other (60)

Examples – a complaint about any issue which is not covered by the above categories.

Commentary:

- Category 2 teaching and assessment includes several cases which were unsuccessful appeals and where the appellant has then attempted to re-open the appeal by bringing forward some element of complaint.
- Category 7 staff attitude/conduct includes public complaints about online posts by staff members, an allegation or two re research misconduct etc.
- Category 8 student attitude/conduct includes many about the online behaviour of students (several of them about the same student), and a number of public complaints about 'young people' who might or might not be students.
- Category 9 other includes complaints about noise/dust from construction works, complaints about racist remarks by a contractor, complaints about matters not within the University's jurisdiction, a complaint about a garage on Meadow Lane, about the wording of something on the website, about someone claiming to be a student, about an article in the press, about the selection of speakers for an external conference...

Outcomes are not always known centrally as the majority of these cases have been referred to frontline for resolution there, and without a disproportionate amount of cross-checking which is not yet possible, we cannot say whether a complaint was upheld or not. This aspect of data collection is being worked on for the future.

7. During the full academic year, a total of 8 (13) cases went to Stage 2 Complaint Investigation, meaning that 99% (98%) of complaints were resolved at Frontline. The 2013-14 figures were 20 cases or 95%, and so this year represents a further improvement on our already-high frontline resolution rate.

8. Investigations should be completed within a maximum of 20 working days, unless an extension is given for good reason. The breakdown of time taken over investigations is as follows:

- Within 20 working days 0 (4)
- Within 25 working days 0 (0)
- Within a significantly longer period (max 5 months) 6 (9)
- Withdrawn by complainant before completed 0 (0)
- Still under consideration at time of report 1(0)
- Resolved by other means after investigation 1(0)

9. In all the cases which took more than 20 days, the delay was largely due to the complainant – either due to absence or difficulty contacting the complainant, slowness of response from complainant, or because investigation was put on hold at some point at the request of the complainant. The case which is still under consideration is one such case.

10. The breakdown of Stage 2 investigation outcomes is as follows:

- Complaint fully upheld 1 (1)
- Complaint partially upheld* 1 (1)
- Complaint not upheld 4 (11)
- Complaint withdrawn 0 (0)
- Resolved by other means 1 (0)
- Still under consideration 1 (0)

*Many complaints cover several issues. Where any of these are upheld, the outcome for the investigation as a whole is recorded as ‘partially upheld’.

The two complaints which were fully or partially upheld both related to failure to make adjustments for disability. Information from these complaints has been provided to the review of the Student Disability Service.

Last year this report noted that ‘Whilst it is risky to draw conclusions from a single year’s data, the fact that none of the Stage 2 investigations upheld complaints which had previously been considered at Frontline might suggest that Frontline resolution is indeed finding appropriate solutions where those exist.’ With the exception of the two disability-related complaints, where general learning points will hopefully be addressed through the review of SDS, it would again appear that frontline resolution is working well in the majority of cases.

11. Improvements to services may arise even where a complaint is not upheld. Examples of such improvements in the past academic year include a commitment to revise the invoicing procedures for returning students, though this work is not scheduled immediately.

12. The SPSO now issues ‘annual letters’ to institutions, and it is clear from the data that the University of Edinburgh sees a significantly higher number of cases going on to the SPSO for review than does any other institution, even when adjustments are made for size of institution. Of cases referred to SPSO in 2015-16, 17 relate to unsuccessful academic appeals, 4 to complaints, and 1 to a conduct hearing. This higher referral rate may be as a result of better signposting to SPSO by UoE; some analysis of this data will

be done shortly. The important point to note is that SPSO endorsed the University's handling of all cases which were investigated by them last year.

Consultation

13. The information in this report has also been provided to CMG.

Further information

14. Author

Jean Grier

Investigations Manager

22 November 2016

The University of Edinburgh
Senatus Quality Assurance Committee

8 December 2016

**Personal Tutor System
Oversight Group**

Executive Summary

This report updates the Committee on activities in relation to the mainstreaming of the Personal Tutor (PT) system within School QA processes.

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

The Committee is asked to note and comment on the ongoing activities to mainstream the PT system within School QA processes.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
Yes.
2. **Risk assessment**
No.
3. **Equality and Diversity**
Yes.
4. **Freedom of information**
Yes.

Key words

Personal Tutor

Originator of the paper

Brian Connolly, Academic Policy Officer, Academic Services

Senatus Quality Assurance Committee
Personal Tutor System Oversight Group

Meeting held on **Tuesday 15 November 2016**
at **2pm** in the **Hodgson Room, Weir Building, King's Buildings**

Notes

Present:

Professor Jeremy Bradshaw, Assistant Principal Researcher Development and Director of Quality Assurance, College of Medicine and Veterinary Medicine;
Professor Peter Higgins, Dean of Students, College of Humanities and Social Science;
Dr Robert Mason, Associate Dean Quality Assurance, College of Humanities and Social Science;
Dr Antony Maciocia, Convenor and Dean of Students, College of Science and Engineering;
Dr Gordon McDougall, Dean Quality Assurance, College of Science and Engineering;
Professor Geoff Pearson, Dean of Students, College of Medicine and Veterinary Medicine;
Nichola Kett, Head of Quality Assurance and Enhancement Team, Academic Services;
Brian Connolly, Academic Policy Officer, Academic Services.

Apologies:

Apologies were received from Professor Alan Murray, Assistant Principal Academic Support.

Personal Tutor System Oversight

The Group received and considered the following evidence relating to the operation of the Personal Tutor (PT) system:

1. Academic Support-related Student Survey Results 2016 (ESES, NSS and PTES);
2. All PT-related free text comments from the NSS 2016;
3. PT-related Teaching Award Nomination Analysis;
4. Tutor-related free text comments analysis by Student Surveys.
5. Benchmarking information from the top 20 institutions for academic support (NSS 2016)

The Group was in agreement regarding the limitations of the PT performance data currently available. More robust and granular internal benchmark data was required if meaningful conclusions were to be drawn and/or judgements made in regard to the relative performance of both Schools and individual PTs. In this context*, the Group considered the most recent National Student Survey (NSS), Edinburgh Student Experience Survey (ESES), and Postgraduate Taught Experience Survey (PTES) results. The following was noted:

College of Science and Engineering (CSE)

In CSE, the School of Chemistry had large drops the NSS scores compared to 2015 and that the PTES score was particularly low. The Group noted that Chemistry was traditionally a very strong performer in relation to student support. The CSE Dean of Quality noted that there had been specific reasons for the Chemistry scores and therefore was assured that the drop for the year 2016 was anomalous but should be monitored. It was also noted that there appeared to be no correlation between the NSS scores and the free text comments.

College of Arts, Humanities and Social Science (CAHSS)

In CAHSS, the Group noted that the Business School had consistently performed at a level below the other schools in the College. The CAHSS Dean of Students noted that conversations had taken place with Business. The School had acknowledged that there was room for improvement with Personal Tutoring, particularly at UG level. It was noted that following appointment of a new Senior Tutor it was anticipated that there would be further developments in the training provided for PTs at the School.

College of Medicine and Veterinary Medicine (CMVM)

In CMVM, the Group noted that NSS scores for the MBChB were lower than other areas of the College. The CMVM Dean of Quality noted that this was due to the complex nature of the PT system, with support split between University PTs and clinical staff based within the National Health Service, and was assured that appropriate action was taking place to address the low NSS scores. In the context of PT performance data currently available, the Deans were satisfied that Schools had initiated actions where NSS results had dropped significantly compared to the previous year.

PT-related Teaching Award Nomination Analysis

The Group welcome this report which correlated with the findings from the other evidence considered and, in particular, noted that students want a PT who is available to support them and has a helpful attitude. **Action: The Group agreed that the good practice examples should be made available to the Senior Tutors to inform enhancements to the PT system.**

PT-related free text comments from the NSS 2016

The Group considered the free text comments from the 2016 NSS and the following consistent themes were noted:

- **Valued** – positive free text comments illustrated that students value their PTs, finding them accessible and helpful.
- **More contact** – students would like more contact with their PT. This was consistently the most common comment. It was noted that this was the first cohort to go through the PT System and that from 2015-16 the 4,3,1,1,(1) model of scheduled meetings was implemented which should impact on future years. **Action: Monitor the volume of free text comments relating to more contact. The Group noted that the use of the IT Tools was not consistent so it is not possible to ascertain at a University level if the required number of scheduled meetings is taking place.**
- **PT continuity** – students would prefer to have the same PT throughout their studies at the University in order to allow for more consistency and to help foster a more personal relationship. Lack of continuity seemed to be an issue within seven schools in particular. Schools must be more systematic and supportive in regard to managing PT changes, for example scheduling an additional meeting if the change occurs during an academic session. Change itself may be beneficial at specified points in the student journey, for example at the transition to UG honours or PG dissertation. **Action: The Group agreed that there should be a communication sent to Schools about the importance of managing PT changes**

and of minimising changes wherever possible (Assistant Principal Academic Support).

- **Knowledgeable PTs** – students want a PT that is knowledgeable about their programme and course options, support services and academic procedures, and also their subject in order to ensure advice and guidance is relevant
- **Relationship** – students want a PT who knows them and who they can go to for academic *and* pastoral support.
- **Engaged** – students want someone who actually wants to be a PT.

Proposed Enhancements

In relation to the issues raised by students via the NSS free text comments, the Group considered the following proposed enhancements to the PT system:

- **Meaningful Meetings**
Templated (but non-restrictive) guidance highlighting some of the key topics that PTs could usefully cover with tutees at each stage of the PT system life-cycle. The guidance would be aimed at all PTs but would be of particular benefit to new or struggling PTs to help them provide a good standard of support to their tutees. More generally, the guidance would also provide PTs with an outcome based rationale for the 4:3:1:1 scheduled meetings model. The Group was in agreement that careful consideration must be given to the suggested topics with a mind to the diversity of local pedagogic practice. It was suggested that the topics may be best presented as part of the guidance for the School Personal Tutoring Statements circulated with the template each year.
- **Pre-arrival Questionnaire**
Early contact with tutees to understand their expectations and aspirations and help support their goals through meetings relevant to their individual needs. The questionnaire information would provide a basis for discussion at the first meeting and help to provide a meaningful starting point to the PT/Tutee relationship. The Group agreed that the questionnaire could provide positive scaffolding for the vital first meeting. The Group raised concerns in regard to the name, 'questionnaire' could be regarded as another burdensome survey and thus adversely impacting on uptake. It was also noted that if used badly it could be alienating.
- **Group Practice**
PT peer learning and monitoring systems based around the idea of 'group practice'. PTs are assigned to groups with at least one senior/high performer in each group. These groups then help train new PTs, provide peer observation and feedback for continuing PTs, and allow for discreet qualitative monitoring of the system. They also build a level of robustness, as PTs in the group can "cover" for one another on an ongoing basis. If tutees know who the partners in the group practice are, they have a natural set of academic staff to consult if their own PT is not immediately available. This is unlikely to be necessary or helpful in small Schools, or subject areas. The Group agreed that this group practice could be beneficial but must be

monitored as any slippage away from the PT as a specifically named point-of-contact would be undesirable.

The Group noted that the enhancement proposals were due to be considered by the Senior Tutor Network on Tuesday 13 December 2016.

Benchmarking

The Group received and noted a report on the practices of the top 20 universities for academic support (NSS). It was noted that the PT systems in these institutions were described in broadly similar terms to the University's, apart from none appeared to have Student Support Teams. The Group were invited to request further information on particular institutions' PT systems and Academic Services would facilitate this as required.

Next Meeting

Late June/early July to approve School Personal Tutoring Statements.

Brian Connolly,
Academic Services,
November 2016

***Note: Context**

The Group had originally been tasked by Senate Quality Assurance Committee (SQAC) with the responsibility for QA oversight of the PT system during the transition from the conclusion of the implementation of PT system, in August 2015, to full mainstreaming within the Quality Assurance (QA) processes of each School. To this end, the Group's primary responsibility was to ensure that each School remained aligned to the University's commitment to a quality student experience across the PT system, as enshrined in the School Personal Tutoring Statement (SPTS). Each SPTS explains how the PT system operates at the local School level while also stating the minimum University-wide standard of support that every student should expect. It was envisioned that the Group would operate initially for one year during which time a robust performance management system would be developed which would ultimately enable Schools to completely assume responsibility for monitoring the effectiveness of their PT system within their annual QA processes.

To support Schools in this task and to ensure effective line-management of the PT system, Central Management Group (CMG), at the meeting held on Tuesday 20 January 2015, agreed that data on effectiveness of the PT system at School and individual PT level would be gathered. In the light of this decision, the Student Enhancement Programme Board (SEPB, the body with responsibility to oversee the PT system at the time), at the meeting held on Wednesday 25 February 2015, agreed that a set of University-wide Key Performance Indicators (KPIs), would be developed to facilitate the annual QA review of the PT system both locally and for the University as a whole. It was agreed that the effectiveness of the PT system should not simply be based upon student feedback statistics, due to the number of variables this entailed. Instead, a basket of evidence would be devised and agreed which would include KPIs from various sources. These KPIs should be used to support Schools and staff to both nurture good practice and highlight issues which may need further support. If a School's overall KPIs dropped below 80% this would then trigger further investigation by the SQAC sub-group tasked with oversight. Furthermore, it was agreed that a survey methodology for specifically gathering data on student feedback on individual PTs, would be developed with a view to gathering this data from 2016-17.

The University of Edinburgh
Senate Quality Assurance Committee

8 December 2016

MOOCs Report

Executive Summary

This paper presents an overview of achievements in the area of massive open online courses (MOOCs) to date, indicating how the MOOC project team will be managed going forward within Information Service Group (ISG) and how new MOOC developments will be clearly and closely aligned with University strategy.

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

The MOOC strategy board, which includes key stakeholders from across the University, ensures that MOOCs align with University strategy.

Action requested

The Committee is asked to consider the future of the MOOC annual reporting requirement to SQAC given the non-credit bearing nature of the courses.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No

2. Risk assessment

No

3. Equality and Diversity

MOOCs are built in conformance with the inclusive learning and teaching, and open educational resource policies.

4. Freedom of information

Yes

Key words

Massive, Open, Online, Courses

Originator of the paper

Stuart Nicol (Learning Technology Team Manager) & **Stephen McEwan** (Project Manager – IS Projects, MOOC's)

29 November 2016

MOOCs Report

Background

The University began developing massive open online courses (MOOCs) in June 2012, launching the first wave of courses in January 2013. To date the portfolio of MOOCs from Edinburgh is the largest in UK with 31 developed courses and a further 4 set to launch in the coming weeks. Over several years the range and reach of our shared knowledge has grown, with more than 2 million learners from across the globe choosing to learn online and engage with our content. Within the University 14 schools across all 3 colleges, as well as the Institute for Academic Development, have developed or are developing MOOCs.

The University has developed partnerships with the providers of international platforms (Coursera, FutureLearn and edX) and with other universities and cultural organisations to bring a richness and diversity to the courses. We have seen benefits from those partnerships in two-way engagement to learn and share emerging practice. The University MOOCs have led the way in developing new pedagogies for public engagement, knowledge exchange and research dissemination.

Update since last report

In the last SQAC report (August 2015) it was proposed that MOOCs should be aligned with existing University strategies rather than requiring an independent vision. Meetings have been held to embed ownership of MOOCs across the whole institution. Following from this a MOOC strategy group has been established to align new MOOC proposals to relevant University strategy. The MOOC strategy board met in October 2016 and approved 3 new MOOCs for development in the first half of 2017:

- How to Read a Novel (LLC)
- Mitigating Climate Change with Carbon Capture and Storage (CCS) (Engineering & Geosciences)
- Bonnie Prince Charlie and the Jacobites (History of Art & NMS)

Operationally the MOOC development and support team has moved from IS Special Projects to Learning, Teaching and Web Services Division (LTW).

Headline figures: University wide

Total number of courses:

- Coursera = 26
- FutureLearn = 6
- edX = 3

Engagement (as of September 2016):

- More than 2.2 million sign ups
- More than 14.5 thousand certificates sold

Break down by college and school:

College	School	No. of courses
CAHSS	Philosophy, Psychology & Language Studies	2
	Education	5
	Health in Social Science	1
	College of Art	2
	Social & Political Science	6
	Business School	1
	History, Classics & Archaeology	1
CSE	Physics & Astronomy	3
	Informatics	3
	<i>Mathematics (in development)</i>	1
CMVM	Royal (Dick) School of Veterinary Studies	5
	Biomedical Sciences	1
	Centre for Integrative Physiology	1
	Molecular, Genetics & Population Health Sciences	2
	The Institute for Academic Development	1

Focus for next period:

- Since the departure of MOOC / DEI Project Manager, Amy Woodgate, in September 2016 a project management contractor has been brought on board to lead on alignment and integration of MOOC project and reporting processes with the University's existing project management structures. Working across LTW and IS Project Services, Stephen McEwan will manage all new MOOC course projects in the coming months. Reporting on development and progress will be made transparent to University management via the 'Projects' website.
- Line management of the MOOC team now comes under the Educational Design and Engagement (EDE) team manager.
- By mid January 2017 four new MOOC's will be launched.
- A further three new MOOCs will begin development in January 2017.
- The MOOC strategy board will meet again early 2017 to select three new MOOCs for development in the second half of 2017. We are already in discussion with a number of groups across the University who are interested in submitting proposals.
- We will continue to support 'devolved' MOOC development by learning technologists in the School of Philosophy, Psychology and Language Studies. A devolved model has the potential to offer opportunity for scaling MOOC production output by the wider University.

Stuart Nicol

Learning Technology Team Manager

Stephen McEwan

Project Manager – IS Projects (MOOC's)

29 November 2016

The University of Edinburgh

Senatus Quality Assurance Committee

8 December 2016

Internal Review Report

Executive Summary

The final report of the Teaching Programme Review of Linguistics and English Language 2016/17.

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

For approval. The Committee is asked to note the following commendations and recommendations. The recommendations are remitted to the subject area. The full report is published on the wiki: <https://www.wiki.ed.ac.uk/display/SQAC/3.+Thursday+8th+December+2016>

No	Commendation
1	The review team commends the accessibility and approachability of staff.
2	The review team commends the commitment and enthusiasm demonstrated by Postgraduate Tutors.
3	The review team commends the development of online tutor support tutorials.
4	The review team commends the regular tutor-lecturer briefing sessions.
5	The review team commends the breadth of pre-honours and honours courses.
6	The review team commends the subject area's approach to the dissertation - in particular the dissertation conference, topic information session and induction.
Priority	Recommendation
1.	It is recommended that the subject area make a commitment to electronic marking and the provision of electronic feedback for coursework, and to return degree examination scripts (with comments) to students on Year 1 and 2 pre-honours courses.
2	It is recommended that the subject area to aim for more consistency, structure and information to be provided to students in relation to the Personal Tutor system.
3	The review team recommends that the subject area examine issues of development and progression through the first three years, particularly in areas where students have little prior experience.
4	For study abroad students, the review team recommends structured communication between the student and subject area throughout the study abroad year.
5	The review team recommends that the dissertation (or project) should be compulsory but with flexibility in the type of assessment.
6	The review team recommends that the subject area pay postgraduate tutors to attend courses (e.g. Institute for Academic Development courses), to ensure baseline pedagogical consistency.
7	For visiting students, the review team recommends the provision of more information, and access to previous teaching materials pre-arrival.
8	The review team recommends that the subject area works closely with the timetabling unit in an attempt to alleviate the impact of timetabling problems and ensure the provision of suitable flexible teaching spaces to positively impact student experience.

How will any action agreed be implemented and communicated?

The report will be circulated to the School and to the subject area to action the recommendations and to the College for information. The report will be published on the Academic Services website.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional resource implications.

2. Risk assessment

No risk associated.

3. Equality and Diversity

An Equality Impact Assessment was carried out on the internal review process.

4. Freedom of information

Open.

Key words

Teaching Programme Review, TPR, Linguistics and English Language

Originator of the paper

Gillian Mackintosh,
Academic Policy Officer,
Academic Services,
1 December 2016

The University of Edinburgh
Thematic Review

Initial Response: Report on recommendation actions

Thematic Review of Mental Health Services

Date of Review: March 2016

The Initial response is largely forward looking and is each services' initial plan for how the recommendations will be addressed. The support service to which the recommendation is remitted is responsible for reporting on progress of all recommendations, including joint recommendations.

Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
The Review Team recommends that the governance of mental health services and strategy be incorporated into the Learning and Teaching governance framework. Future governance arrangements need to ensure that mental health services are considered at an appropriately high level of University committee. This should be implemented as quickly as possible.	2016/17	Complete. Learning and Teaching Committee agreed to receive reports and updates on student mental health strategy (SMHS) at its meeting of 25 th May 2016. The draft strategy itself is to be discussed by LTC in Feb 2017.	May 2016
The Review Team recognise that there is a need to scale up activities to develop and sustain student wellbeing and resilience and recommends that the University, EUSA and the Sports Union continue to develop the strategic approach to this activity in a coordinated and joined up manner.	This is a rolling commitment	The draft SMHS commits the University to: o Map / identify existing initiatives promoting positive student mental health and bring into the scope of this strategy for evaluation o Resource and support the further development of pilot work both centrally and in Schools on : o Early warning and intervention o Student resilience / self-care training o Mindfulness training o Sports & Exercise / physical activities o Empathy / compassion initiatives for the general student population	Mapping to be completed by July 2017
The Review Team recommends that the University considers taking a "healthy settings" approach (www.who.int/healthy_settings/en) to the way it conducts business to support staff and student	2016/17	Discussed but not implemented. The Student Mental health Strategy Group discussed this recommendations at its meeting in September 2016. The Group noted that the "healthy settings" approach was used by a small number of Universities in the UK under the "healthy	Sept 2016

<p>wellbeing. It will be helpful to reflect on this model when developing the Mental Health Strategy.</p>		<p>Universities” banner but that the number of Universities adopting this approach had not grown significantly in recent years. The Group noted there is limited research evidence on the impact of Healthy Universities on their institutions’ core business and noted that, following so soon after the Student Experience Project, it was unlikely that UoE was ready to invest in a Health Universities approach at this time.</p>	
<p>The Review Team recommends that Learning and Teaching Committee ensures that the Accessible and Inclusive Learning Policy is appropriately implemented and embedded.</p>	<p>Completed</p>	<p>A communication was sent to Schools in June 2016 asking them to ensure that all staff were aware of and were implementing fully the Accessible and Inclusive Learning Policy. In September 2016, Schools were asked to confirm that this had been done. Confirmation was received from 19 Schools.</p>	<p>Completed (September 2016)</p>
<p>The Review Team recommends that efforts to raise awareness of the purpose of SCS among staff and students are continued.</p>	<p>September 2017</p>	<p>Efforts to raise awareness of the purpose of SCS among staff and students are continuing through (a) talks to students at welcome events and staff at induction events (b) through the Student Mental health training programme for PTs and SSOs and (c) planned redevelopment of the Service website.</p>	<p>Ongoing</p>
<p>It is recommended that Residence Life revisit the monitoring process to ensure that the relevant provision is being delivered consistently across all sites.</p>	<p>Feb 2017</p>	<p>The majority of the Res Life posts are residential and part time.</p> <p>Wardens (22) are members of staff or post graduate students. The Wardens are responsible for the line management of the Resident Assistants (RAs) (203) who are returning students. We retain approx. 50% of RA’s each year which means a large recruitment and training process each year.</p> <p>Due to the nature of these posts we have a reasonably high number of new Wardens joining us each year. We are also increasing the overall staff numbers year on year. We had 8 new starts last year and 5 this year. This requires an intensive recruitment and training schedule each year.</p> <p>While all staff receive full training there is no question that it takes time to “bed” into the Warden and RA roles, particularly as this is an additional part time post to be completed on top of their day job / studies. We have introduced, what seems to</p>	<p>Review of systems to be implemented for recruitment Feb 2017</p>

		<p>be, a successful “Buddy” scheme for Wardens to assist with ongoing training.</p> <p>The Wardens are line managed by full time staff. Last year we had, for a variety of reasons, a very high turnover within the team. We are hopeful that the more stable nature of the team this year will lead to improved line management of the Wardens and in turn the RAs.</p> <p>We review recruitment and training annually and will seek to improve systems for next year.</p>	
The Review Team recommends that consideration be given to introducing a programme to help students who live at home or commute to manage the transition to university, perhaps using the current Residence Life programme as a model.	2017/18	The SMHS sets out a plan to gather better data on the needs of underserved groups and build on that data to identify groups that may require further support on the basis of greater need or lower than expected participation in services.	Data gathering planned for 2017/18
The Review Team recommends that mental health services consider – what are the perceived barriers to students accessing services? Having identified these, consideration should be given to ways in which these barriers can be mitigated or removed.	September 2017	<p>The Report describes the Review team as having identified a number of perceived barriers, though only two are commented upon: stigma associated with mental illness and the name of the Student Disability Service. It would be helpful if the Review Team could share more detail of the perceived barriers they identified.</p> <p>Consideration of perceived barriers to students accessing the Service is already an ongoing part of the Service’s work, as is the mitigation of barriers.</p> <p>Reluctance to seek out treatment is a complex issue. Although stigma is one barrier, research evidence suggests other, often more common barriers have been identified:</p> <ul style="list-style-type: none"> (a) self-sufficiency i.e. wanting to handle the problem on one’s own (b) a student simply feeling they didn’t need ‘treatment’ (c) experiencing mild enough problems and finding methods of coping elsewhere (d) gaining access to treatment in a timely manner (e) confidentiality issues (f) lack of accessibility (g) low knowledge about mental health services 	Ongoing

		<p>(h) fear/stress about the act of help-seeking (i) scepticism about treatment effectiveness</p> <p>NUS Scotland recognises that stigma is reducing, and indeed EUSA's report on student mental health found that 90% of respondents knew where to seek help and 80.5% knew about SCS.</p> <p>The Service already demonstrates examples of current best practice in overcoming barriers to accessing the service:</p> <ul style="list-style-type: none"> • Tiered support (multiple ways of accessing support online/self-help group/workshop/counselling) • Close partnerships with external agencies • Interactive and direct means of service promotion • Referral to programmes of exercise • Tracking counselling service outcomes <p>What has been achieved already to mitigate or remove barriers?</p> <ol style="list-style-type: none"> 1. Relocation of SCS and SDS to the Main Library, a hub of student activity, to make the services both more visible and accessible 2. Service operating out of six sites across campus 3. Extended opening hours 4. Developing online resources, including Big White wall, and extending the drop in psychoeducation programme 5. Clear online information about Service confidentiality 6. SCS contact email address on the back of very student and staff card 7. Better publicity for SCS - 95% publicity satisfaction from service users (see 2014-15 annual report) 8. Increased resources aimed at reducing waiting times 9. Increase by 200% in service users over 5 years – much higher than sector average. <p>The Service supported the University's signing up to the 'See Me Campaign', NUS Scotland's Think Positive campaign and EUSA's Let's Talk mental health awareness week.</p>	
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		Further work is planned by the Student Mental Health Strategy Group, of which the Director is a core member. SCS will take a lead in "data and demand" i.e. carrying out a more detailed analysis of service use by various characteristics (ie to identify and underserved or over-using groups), and then to build / adapt the forecast demand for services over medium term, and identify strategies for reaching out to underserved groups. The Strategy aims (inter alia) for the University to deliver effective communications to students from first point of contact and throughout the student journey that highlight the importance of good mental health and how to develop / maintain it and tackle the stigma that is often associated with discussing or disclosing poor mental health.	
The Review recommends further investigation of how links between services and schools can be improved. There should be a robust structure to support the links between schools and services which may be through student support staff or through the Senior Tutors and nominated contact points for each service.	2017/18	The SMHS sets out a plan to develop a network of trained, specialist support staff (e.g. one senior SSO in each school) to act as a first point of contact for students wishing to discuss mental health issues or for other staff who have concerns about a student	Network in place by 2018/19 at latest
The Review Team recommends that Records Management review the document 'Guidelines on the Disclosure of Information about Students' to ensure that it is fit for purpose and accessible for students and staff involved in their support.	Responsibility for the recommendation lies jointly with the Records Management Section, Student Disability Service and Student Counselling Service. The timescale will need to be discussed between the three areas and will depend on the actions agreed.	To enable the Records Management Section to understand the issues behind the recommendation we are arranging a meeting with Shelia Williams (Student Counselling Service) and Sheila Green (Careers Service) who were involved in the Review. As this meeting will also be to discuss appropriate actions, we are also inviting Ronnie Millar and/or Jenny Leeder from the Student Counselling Service.	The meeting will be held in October 2016. The completion date will depend on what actions are agreed between the three areas.
The Review Team recommends having a higher level of training for certain individuals in each School, recognising that some Schools may need to pool resources, so that these people could support and advise colleagues dealing with complex or difficult situations.	2016/17	We have instigated a programme of "basic" mental health training for all personal tutors, starting in September 2016. Once that has gained momentum, I (AP Academic Support) will ask all Schools to recommend one or two individuals with the aptitude and enthusiasm for more in-depth training. These individuals may be academic or support staff - the key	Ongoing

		<p>criterion is enthusiasm and commitment. At all times, it is important to emphasise that this training, at all levels, is NOT aimed at creating counsellors from personal tutors. Rather it aims to provide a knowledgeable, sensitive conduit from student to appropriate help.</p>	
<p>The Review Team is aware that there a number of training programmes in existence already and recommends that an audit of all programmes should be undertaken in order to avoid further confusion and streamline time and resource both from those involved in delivering training and those seeking training.</p>	<p>2016/17</p>	<p>This will be carried out in semester 2 2016/17.</p>	<p>July 2016</p>