

The University of Edinburgh
Senatus Quality Assurance Committee

**Meeting to be held on Thursday 8 September 2016 at 2pm
in the Cuillin Room, Charles Stewart House**

AGENDA

1. Welcome and Apologies
2. Minutes of previous meeting held electronically between Tuesday 28 June 2016 - Friday 8 July 2016 QAC 16/17 1A
- 3. Matters Arising**
- 3.1 Matters arising from the Minutes of the meeting held electronically between Tuesday 28 June 2016 - Friday 8 July 2016
- 3.2 Terms of Reference and Committee Priorities 2016-17 QAC 16/17 1B
- 4. Convener's Business**
- 5. For Discussion**
- 5.1 Mid-Semester Feedback Surveys Verbal
- 5.2 EUSA Priorities 2016-17 QAC 16/17 1C
- 5.3 EvaSys Course Evaluation roll-out QAC 16/17 1D
- 5.4 Internal Review Themes 2015-16 QAC 16/17 1E
- 5.5 Proposals for the appeals, discipline and external examiners reports QAC 16/17 1F
- 5.6 PT System Oversight Group QAC 16/17 1G
- 6. For Approval**
- 6.1 Scottish Funding Council Annual Report QAC 16/17 1H
- 6.2 Annual Monitoring, Review and Reporting Policy QAC 16/17 1I
- 6.3 Edinburgh University Students' Association and University Student Engagement Statement QAC 16/17 1J
- 6.4 Internal Review Reports and Responses: QAC 16/17 1K
 - TPR of Psychology 2015/16 - 14 week response
- 7. For Information**
- 7.1 Changes to Internal Review Processes for 2016/17 QAC 16/17 1L
- 7.2 Changes to Committee Meeting Dates from 2017/18 QAC 16/17 1M
- 8. Date of Next Meeting**
- 8.1 Thursday 20 October 2016 at 2pm in Cuillin Room, Charles Stewart House

The University of Edinburgh
Senatus Quality Assurance Committee

Electronic Meeting
28 June – 8 July 2016

**Minutes of the electronic meeting of Senate Quality Assurance Committee conducted
from Tuesday 28 June 2016 to Friday 8 July 2016**

AGENDA

1. Formal Business

1.1 Minutes of previous meeting held on Thursday 26 May 2016 QAC 15/16 7A

The Minutes of the meeting held on 26 May 2016 were approved.

1.2 Matters arising from the Minutes of the meeting held on Thursday 26 May 2016 QAC 15/16 7B

The Committee noted progress with actions arising.

2. For Approval

2.1 ELIR Theme Lead Reports QAC 15/16 7C

The Committee noted the progress reports from the theme leads responsible for taking forward the areas for development from the University's Enhancement-Led Institutional Review (ELIR).

The Committee commented on each theme as follows:

Theme: Assessment and Feedback

The Committee noted that good progress was being made with the theme.

Recommendation 59: It was agreed that the next update should include more specific timings, particularly in regard to when the insight from the pilot project to analyse the free text comments will be available. The Committee would also like further clarification on whether or not EvaSys would cover Assessment and Feedback going forward (if it does, it should be included in the data sources) and who is charged with working with students in schools to address the matters raised (and how this will be monitored).

Recommendation 61: It was agreed that the next update should clarify who is charged with working in partnership with students at school level and provide more information on what action might be taken following the analysis.

Theme: Personal Tutor System

The Committee noted that good progress was being made with the theme. It was agreed that the next update should include clarification whether training will become mandatory (and which training), and how performance monitoring will be managed (i.e. who will do it and how will it be implemented). Also, the plans

for ODL need to be clarified (i.e. will a short-term working group review provision in 16/17 and then implement policy and processes in 17/18?).

Theme: Postgraduate Research Student Experience

The Committee noted that the proposal to fund the Postgraduate Research Experience Project (PREP) had been unsuccessful and therefore, no additional information was presented to the Committee. As advised at the April meeting, alternative options for addressing the ELIR recommendations should now be planned by separating the work that was dependent on funding (e.g. the development of online tools) and the work relating to policy development and training. It was agreed that the theme update should be amended to include a specific date for the consideration of a plan of action by SQAC (and REC). The following wording was agreed: "a report from the joint REC-SQAC task group and associated action plan will be submitted to SQAC and REC". The Committee agreed that the next update must include more detailed information on planned action and details of the outcomes of the scoping exercise on PGR students who teach.

Theme: Staff engagement in learning and teaching (workload allocation models)

The Committee noted that good progress was being made with the theme. The theme lead should consider additional measures of "How will we know when we get there?" beyond those provided from student feedback data.

Theme: Student Data Dashboard

The Committee noted that the theme was progressing well and made no recommendations.

Theme: Student representation – college and school level

The Committee noted that this theme was progressing well. It was agreed that the next update should include clarification on the funding source for the new part-time, paid college representative roles.

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

It was agreed that the next update reports would be received at the October meeting of SQAC, instead of the September meeting as previously agreed, in order to provide the Theme Leads with a sufficient period of time after the summer break to progress actions.

2.2 College Annual Report Template

QAC 15/16 7D

The Committee approved the revised template for the college annual quality report for implementation in 2016/17. The revision forms part of the review of the University's quality framework.

2.3 Internal Review Reports and Responses

The Committee received and approved the following final reports:

QAC 15/16 7E

- TPR of Applied Sport Science and Sport and Recreation Management
- TPR of Celtic & Scottish Studies
- TPR of Veterinary Studies

H/02/28/02

- PPR of GeoSciences (PGT)
- PPR of Veterinary Studies (PGT)
- Thematic Review of Mental Health Services

The following Committee comments were noted:

PPR of Veterinary Studies (PGT)

It was noted that in section 2.31 of the report reference was made to a PhD student self-funding attendance on an Institute for Academic Development (IAD) training session on small group teaching. However, the IAD does not charge staff or students for courses.

Thematic Review of Mental Health Services

It was noted that the review team heard from the University Health Centre, and University colleagues, about the difficulty of engaging some international students in thinking about their mental health and supporting them effectively. However, such admissions require that the student has developed a trust relationship and it was unclear from the report whether the fostering of such a relationship was possible in the model in place.

Action: Academic Services to publish the final reports on the Academic Services website.

The Committee approved feedback to Schools in regard to the following post review follow-up responses:

QAC 15/16 7F

- TPR of Biological Sciences - Year on response
- TPR of Music - Year on response
- TPR of Archaeology - Year on response
- TPR of Informatics - Year on response
- PPR of Health in Social Science – Year on response
- PPR of Online Distance Learning Programmes, College of Medicine and Veterinary Medicine – Year on response
- TPR of Oral Health Sciences – Year on response
- PPR of Divinity - 14 week response

Action: SQAC Secretary to disseminate Committee feedback to the Schools.

3. Date of Next Meeting

3.1 Thursday 8th September 2016 at 2pm in the Cuillin Room, Charles Stewart House

The University of Edinburgh
Senatus Quality Assurance Committee

8 September 2016

**Terms of Reference and
Committee Priorities 2016/17**

Executive Summary

This paper notes the Committee's Terms of Reference and outlines the planned priorities for 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 information.

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

Terms of Reference, Committee Priorities

Originator of the paper

Brian Connolly, Academic Policy Officer, Academic Services

Terms of Reference and Committee Priorities 2016/17

The Terms of Reference can be found at the following link:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/QAC/QACRemit.pdf>

The following extract has been taken from the full Annual Report of the Senate Committees paper considered by Senate at the meeting to be held on Wednesday 1 June 2016:

4.3 Quality Assurance Committee (QAC)

4.5.1 Enhancement-led Institutional Review (ELIR) – support review and follow-up, including beginning to respond to any recommendations from the review

The University's support for the review process went very smoothly, and the University achieved the highest possible judgement and outcome, that of "effective arrangements for managing academic standards and the student learning experience". QAC has overseen the establishment of plans to address the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching.

4.5.2 Quality Assurance Framework – following ELIR and conclusion of SFC review of quality, review and streamline annual and periodic review arrangements.

Following extensive consultation with Schools and Colleges, QAC has developed proposals which, if implemented, would streamline processes and reduce the burden on colleagues, while deriving maximum benefit from quality activity. In developing these proposals, QAC has taken account of the current ongoing 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. QAC plans to make a final decision on these proposals at its meeting in May 2016.

4.5.3 Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement.

See the entry under 4.4.3.

4.5.4 External Examiner Project - Complete roll-out of phases one and two of new External Examiners system and policy, introduce new role of Programme External Examiner, and undertake relatively light-touch work to evaluate new system and policy.

Following the roll-out of the External Examiners Reporting online system for UG programmes in summer 2015, the full roll-out of the system to PGT programmes and courses took place in autumn 2015, and the roll-out of the of Programme External Examiner role will become mandatory from 1 August 2016. Academic Services and

Student Systems have worked with Colleges and Schools during 2015-16 to support the roll-out process, and to encourage them to utilise the new management information that the system makes available.

4.5.5 Embed quality review processes for Personal Tutor (PT) system and oversee transition from Enhancing Student Support (ESS) project to mainstreamed activity.

Following the end of the ESS project in 2014-15, QAC has established a group to monitor the effectiveness of the PT system via the annual Quality Assurance (QA) reporting process, and to review Schools' Personal Tutoring Statements. The group will operate initially for one year, after which it will be reviewed.

4.5.6 Collaboration – follow up joint Governance and Strategic Planning / International Office / Academic Services Collaboration project with further guidance and support for collaborative activities.

In summer 2015, Central Management Group agreed the new approval processes and guidance documentation that GASP, Academic Services and the International Office had developed. GASP, Academic Services and the International Office ran sessions to brief Colleges regarding the new arrangements, which have operated since the start of 2015-16.

4.5.7 Core activities

The Committee has conducted its annual review of Colleges' Quality Assurance and Enhancement reports. It has also continued to oversee and approve internal subject review reports and responses. This academic year six Teaching Programme Reviews (TPR), four Postgraduate Programme Reviews (PPR), and a thematic review of support for student mental health, have taken place. QAC has also conducted the annual quality review of student support services - this session it adopted streamlined reporting requirements for these reviews and aligned the timings of the review with the University's planning cycle. Feedback was generally positive in regard to the new arrangements.

QAC has continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. The main theme to emerge from this year's reports was the continuing increase in the volume of student complaints and appeals, and an overall increase in breaches of the Code of Student Conduct.

4.5.8 New priorities identified and progressed during the session

- Student Representation for Distance Learners – Following last session's review into the student representation requirements to allow the Edinburgh distance learning student voice to be heard, the task group has continued to work on the implementation of the agreed set of actions. It is due to submit to QAC a progress update at the start of 2016-17.
- Roll-out of EvaSys course evaluation system – QAC has inputted into the plans for rolling out the EvaSys system.
- Staff / Student Liaison Committees – QAC approved the revised Principles and Guidance regarding the operation of SSLCs, and monitored Schools' implementation of key elements of it.

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H/02/28/02

QAC 16/17 1 B

Brian Connolly, Academic Policy Officer, Academic Services
September 2016

The University of Edinburgh
Senatus Quality Assurance Committee

8th September 2016

EUSA Priorities 2016-17

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper seeks to provide an introduction to EUSA's new sabbatical officers and their priorities for 2016-17.

Action requested

This paper is for information.

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Any Other Relevant Information

Originators of the paper

Patrick Garratt, EUSA Vice President Academic Affairs

The sabbatical officers elected for 2016-17 are:

Alec Edgecliffe-Johnson, EUSA President

Patrick Garratt, EUSA Vice President Academic Affairs (VPAA)

Jessica Husbands, EUSA Vice President Societies & Activities (VPSA)

Jenna Kelly, EUSA Vice President Services (VPS)

VPAA Objectives for 2016-17:

1. Breaking down student-teacher barriers

The aim is to increase provision of open platforms, through which students can have constructive input into both the content of their courses, and the assessment methods of these courses. All students should be able to take part in a pedagogical process that they feel adequately represents and accommodates for their needs, backgrounds and academic interests.

- Creating platforms for mid-semester feedback from students to staff, pertaining mainly to seminars, tutorials and laboratory sessions, and putting less weight on surveys, thus establishing a more conversational dialogue between students and staff. These platforms would serve to ensure that small but pertinent changes can be implemented during the semester, at which point students have more of a stake in their course.
- Working with all Schools to explore how students' curricula can be liberated, varying from changes to content in some disciplines, to further exploring the diversification of assessment methods and pedagogy in others
- Ensuring that the Learning Adjustments outlined in the Accessible and Inclusive Learning Policy are consistently implemented, and that Learning Profiles are consistently recognised and accommodated.
- Improving the functioning of the Class Rep system across all Schools, and putting greater weight on the role of School Conveners.
- Ensuring there is stronger transparency about the outcomes of staff-student liaison committees, and working with Schools to strengthen their communication with students.
- Continuing the Students' Association's promotion of co-curriculum.

2. Reducing the stress of studying and enhancing accessibility

The Students' Association will work with the University to ensure that the pastoral needs of students are met whilst they are studying, continuing the work of the previous sabbatical

officers and the University on support for students suffering from mental health issues. We will also be putting particular weight on helping students who are on, or returning from, their year abroad.

- Working with the University to convince academics about the pedagogical benefits of lecture capture, and particularly making the case for the ways in which the recording of lectures assists the accessibility needs of students.
- Ensuring that students who are on a year abroad scheme are able to effectively communicate with their personal tutors, that they receive adequate pastoral support whilst they are at their host institution, and that they are provided with greater support upon their return to effectively bridge the gap between pre-Honours and Honours study.
- Working with the other sabbatical officers to prioritise the enhancement of support for students suffering with mental health issues.
- Ensuring that the Learning Adjustments outlined in the Accessible and Inclusive Learning Policy are consistently implemented and that Learning Profiles are consistently recognised and accommodated.
- Establishing stronger support networks both within the Students' Association and at the University to help students for whom English is not their first language.

3. Prioritising postgraduate representation with our Students' Association, and putting particular weight on supporting postgraduate tutors

The aim is to establish clearer channels of communication and representative structures for postgraduate research students across the University. We want to provide greater support for postgraduate tutors, whom the University relies heavily on for the learning experiences of pre-Honours students.

- Creating stronger bonds of community between both PGT and PGR students with our Students' Association
- Greater provision of course-specific training for postgraduate tutors.
- Ensuring that both postgraduate tutors' and students' expectations of contact time and support are met.
- Putting greater weight on the pastoral and mental health needs of PGR students
- Relieving the pressure upon PGR students who are forced to work in part-time jobs external to their employment with the University.

4. Ensuring students are aware of the government policies affecting Higher Education, and working with the University to tackle these changes

The aim is to articulate to students the overarching changes sweeping Higher Education across the UK, and also explaining the specific features of the Scottish context. We will also be working with student associations and unions across the UK to protect the rights of international students, and ensuring that students remain politically aware with wider government policies imposed on higher education institutions.

- Ensuring that students at the University of Edinburgh can have their voices heard whilst the Scottish HE sector looks to find a possible alternative to the Teaching Excellence Framework.
- Promoting wider discussions amongst the student body about what constitutes 'teaching quality', particularly through the research of last year's Teaching Awards.
- Tackling the PREVENT agenda with the University.
- Working with NUS Scotland and the University to explore possible concessions following the cross-party steering groups' review into the reintroduction of the post-study work visa in Scotland.
- Working with the University to develop a recruitment strategy for students who enter the University of Edinburgh through articulation, and recognise a variety of Further Education qualifications.

Patrick Garratt,

EUSA Vice President Academic Affairs

QUALITY ASSURANCE COMMITTEE

Thursday 8th September 2016

EvaSys Course Evaluation Roll-Out

Description of paper

1. The paper presents the QAC with recommended core course and staff question sets to be used for institution wide course evaluation from the 2016/17 academic year.

Action Requested

2. The Committee is asked to **approve** the question sets.

Background and context

3. The EvaSys course evaluation system has been in use across the University for over three years now to support end of course evaluation and feedback. At the start of the 2015/16 academic year it was in use across 15 Schools with coverage of 30% of our taught courses.
4. The approach adopted across the University contained some variation in approach, as highlighted in the table below.

Core questions	Mix between use of the standard set and variation on these.
Staff questions	Variation between use of named staff, generic feedback on Tutor, and Schools opting not to ask this set of questions.
Additional questions	Some using questions from a standard set, some developing School specific, and some not asking any additional questions.
Open questions	3 open comment questions (plus two Schools have comments at tutor level).
Engagement & Response rates	Significant variation in response rates on course surveys. Variation in staff engagement and visibility within Schools.
Use of data	Some variation on the use of the data at a course and staff level.

5. The EvaSys course evaluation system will be rolled out to all Schools, covering all UG and PGT courses, by the start of the 2016/17 academic year. A short-life project board has been established, sponsored by Vice Principal Jane Norman, to help deliver the project.
6. The table below illustrates the future desired position and within that the key strands in the project. This paper focusses on the question sets, however a verbal update on other stands of the project can be provided at the meeting.

Roll out	All taught courses for the start of 2016 academic year (with any exceptions identified).
Policy	Approved policy in place for 2016/17 Academic Year. Approved by the Central Management Group.
Core questions	Approved core question set at course and staff level. Approved by the Quality Assurance Committee. Development of question sets for use at School level.
Engagement & Response rates	Engagement with EUSA and Students on the purpose of course evaluation, how the feedback will be used and the value of engaging. Engagement with colleagues both through the development of approved question sets, policy and to share practice internally, enhance engagement rates, and distribution methods (online/paper). Engagement with Trade Unions.
In-year support	In-year support for set up and running of additional volume of questionnaires, reports and engagement.

7. We have collected this data before in different ways, some paper based, some digital, and have used this to enhance student learning, to provide staff with information that they can use to guide and evaluate changes in course content and teaching, and to enhance learning and support for learning across programmes and the broader university. This is not new practice.

Core course and staff question Sets

8. A consultation place with staff took place between April and July 2016 with the purpose of assessing the perceived suitability of proposed core course and staff question sets. Consultation included:
- School consultation;
 - Committee and management meeting consultation (including QAC in May 2016);
 - Findings presented to 'question panel' made up of 7 academic colleagues with expertise in this area;
 - Presentation to QAC for approval in September 2016
9. In addition the question set was circulated electronically to the student panel seeking feedback on students understanding of what questions were asking and understanding of particular words. This resulted in two changes to the words used in the question sets.
10. The consultation process has been extensive, but it should also be acknowledged that the question sets presented does not have unanimous support. This is unlikely to be achieved. While the themes covered by the question sets covers most if not all of the key areas identified by colleagues, there is alternative wording favoured and suggested by some colleagues which have not been adopted.

11. It has been suggested that the Project Team produce a short document which provides information on the rationale for the question set and this be made available to colleagues along with other supporting information.
12. It is important that a decision is made to proceed with approved question sets from the start of the 2016/17 academic year to enable roll-out. Recommendations have been received on potential ways to review the effectiveness of the question sets and these will be considered by the Project Board.
13. The table below sets out the recommended core course and staff questions.

Core course questions

Questions 1-6 will be presented with a five point scale of response options (Definitely agree – Definitely disagree) and a 'Not applicable' option. 7-8 are free text comment boxes.

1. The course was well organised
2. Learning aims of the course were clear
3. Feedback so far has been helpful and informative
4. This course has been intellectually challenging
5. The course has developed my skills and abilities
6. Overall, I am satisfied with the quality of the course
7. What did you find most valuable about the course?
8. What improvements, if any, would you make to the course?

Core staff questions

Questions 1-4 will be presented with a five point scale of response options (Definitely agree – Definitely disagree) and a 'Not applicable' option. 5 is a free text comment box.

1. <staff member name> was organised and well prepared
2. <staff member name> was good at explaining the subject
3. <staff member name> was approachable and willing to help
4. <staff member> stimulated my interest in the subject
5. Please provide any further comments about this staff member in the space below

Next Steps

14. The policy will be presented at the Central Management Group on 30 August 2016 for approval. By the time QAC meets a verbal update on this will be able to be provided.
15. Meetings have or are taking place with Schools to discuss and help implement the individual School development plans.
16. Support will be available to School from Student Systems and the Project Board will continue to oversee the implementation plan and coverage achieved during Semester 1 of 2016/17 academic year.

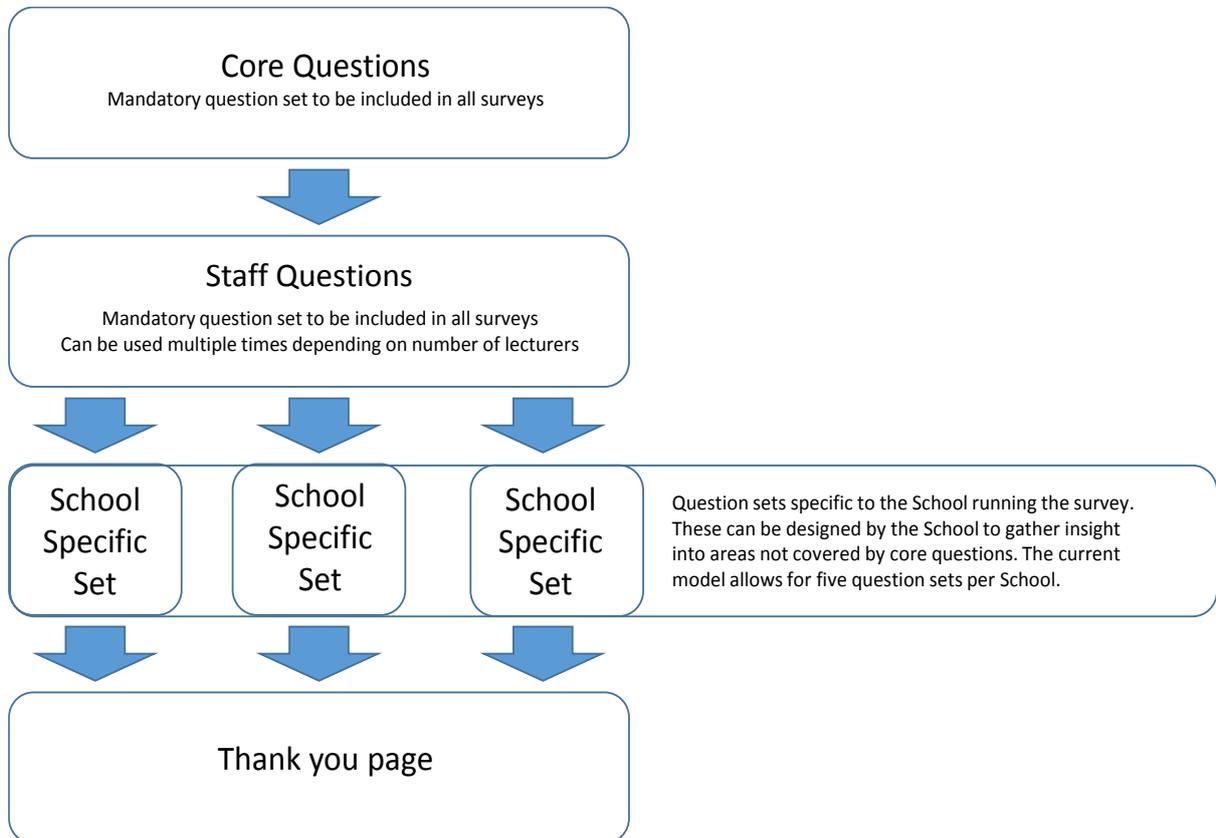
Recommendation

17. The Committee is asked to **approve** the question sets.

Barry Neilson
Director of Student Systems & Service Excellence Programme Lead

25 August 2016

Appendix 1 – Proposed questionnaire structure



The University of Edinburgh
Senatus Quality Assurance Committee
8 September 2016

Internal Review Themes 2015/16

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

The paper identifies good practice and key themes for development arising from internal subject reviews held in 2015/16, and proposes appropriate responsibility for action in response. The paper is relevant to the University's Strategic Plan Goal of Excellence in Education.

Action requested

For discussion and approval of proposals for routing of action.

Communication/Implementation

Actions arising from the paper will be remitted as appropriate. College Deans of Quality are asked to communicate the themes and the outcome of the discussion to relevant College committees and to promote further. Academic Services will communicate the themes and responsibility for further action at University level to Schools which have had provision reviewed during the academic year in question. A sharing good practice event will be held and material will be identified for the Institute for Academic Development case study wiki.

Resource implications

Does the paper have resource implications? No specific resource implications are identified at this point.

Risk Assessment

Does the paper include a risk analysis? No. Failure to respond to areas for development identified through quality assurance processes would constitute an institutional risk.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? The paper itself does not require an Equality Impact Assessment.

Freedom of information

Can this paper be included in open business? Yes.

Originator of the paper

Nichola Kett, Academic Services, 30 August 2015

Any other relevant information, including keywords

Internal review, TPR, PPR, good practice.

Internal Review Themes 2015/16

- Applied Sport Science and Sport and Recreation Management (Undergraduate Provision)
- Celtic and Scottish Studies (Undergraduate Provision)
- Mathematics (Undergraduate and Taught Postgraduate Provision)
- Psychology (Undergraduate Provision)
- Veterinary Studies (Undergraduate Provision)
- Biological Sciences (Postgraduate Research Provision)
- Divinity (Taught Postgraduate and Postgraduate Research Provision)
- Veterinary Medicine (Taught Postgraduate Provision)
- GeoSciences (Taught Postgraduate Provision)

Individual review reports are available at: <http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/internal-review/teaching-programme-review/reports>

Good Practice

Innovative Learning and Teaching

Examples of innovation in learning and teaching were identified throughout the reviews.

- Use of digital media (Applied Sport Science and Sport and Recreation Management)
- Adoption of innovative teaching practices and professional development workshops to enhance teaching practice (Veterinary Studies)
- Online systems to improve the student experience and enhance learning and teaching (Divinity)
- Exploration of innovative tools such as CogBooks and use of flipped classroom approaches (GeoSciences)

Assessment and Feedback

Good practice in assessment and feedback was identified in a number of reviews.

- The use of cohort feedback and feedforward from assessments (Applied Sport Science and Sport and Recreation Management)
- A heterogeneous mix of assessment types (Psychology)
- Good practice in the provision of feedback (Veterinary Studies)
- Innovative assessment methods across all programmes (Veterinary Studies PGT)
- The use of Collaborate for the recording of assessments (Veterinary Studies PGT)
- Staff actively identify and manage deadline 'diaries' (GeoSciences)

Student Support

The Personal Tutor system was a prominent feature in the reviews and there were a number of good practice examples that were identified that could be shared across the University. The support of students by staff was highly commended in a number of reviews, most notably the enthusiasm and commitment of both academic and professional staff.

- Effective working of the team delivering the Personal Tutor system (Applied Sport Science and Sport and Recreation Management)
- The success of the Student Learning Advisor post (Mathematics)
- A clear and defined strategy for supporting students through their degrees (Mathematics)
- Building academic communities and peer support (Mathematics and Psychology)
- Support for students experiencing difficulties transitioning across years, commitment to the Personal Tutor system and School approach to student support (Veterinary Studies)
- Commitment to the Personal Tutor system and student support (Divinity)

- Building academic communities through the Transitions Hub (Veterinary Studies PGT)
- Well received Personal Tutor system, for both online and on campus students (Veterinary Studies PGT)
- The use online Café discussion boards is recommended to other programmes (Veterinary Studies PGT)
- Commitment of Personal Tutors (GeoSciences)

Student Engagement

There was evidence throughout the reviews of examples of good practice in relation to student engagement, with a focus on listening and responding to student feedback.

- Format of Student Staff Liaison Committees meetings and “You said we did” feedback (Applied Sport Science and Sport and Recreation Management)
- Listening to feedback and encouraging an engaged student body to actively participate (Celtic and Scottish Studies)
- Responding to student feedback/views (Mathematics)
- Approach to acting on student feedback (Psychology)
- Ensuring that students feel listened to and making changes as a response to feedback (Veterinary Studies)
- Inclusion of student committees in the academic structure and responsiveness to student feedback (Divinity)
- Responsiveness to feedback from external examiners and students (Divinity)

Postgraduate Tutors

There were numerous examples of good practice activities relating to the support of postgraduate tutors.

- Effective engagement with and support of postgraduate tutors (Celtic and Scottish Studies)
- Initiatives in supporting and developing postgraduate tutors in its aim for a consistently high level of feedback to students (Mathematics)
- Tutors Tutorials initiative (Psychology)
- The Postgraduate Tutor Mentor received positive feedback from student demonstrators/tutors (Biological Sciences)
- The creation of a Postgraduate Tutor Mentor post and their enthusiastic approach (Divinity)

Inclusivity

There was a theme of inclusivity running through the reviews, with several references to engagement with Athena SWAN initiatives.

- Engagement with Athena SWAN Charter (Celtic and Scottish Studies)
- Inclusive, well-considered and innovative approach to enhancing learning and teaching (Psychology)
- Achievement of a Silver Athena SWAN award (Biological Sciences)
- Championing the Athena SWAN principles and clear commitment to continued effort towards a Silver award and actions taken to support career development for women (Divinity)

Areas for Further Development

Assessment and Feedback

Assessment and feedback was identified as an area for further development in a number of reviews, with a subtheme of transparent processes which are made clear to students.

- Ensure prompt feedback and clear communication (Applied Sport Science and Sport and Recreation Management)

- Reconfigure the curriculum in favour of courses with larger volumes of credits to reduce summative assessment (Mathematics)
- Making fuller use of the marking scale (Applied Sport Science and Sport and Recreation Management and Mathematics)
- More transparent assessment strategies (Psychology)
- Consistent provision, quality and timeliness of feedback (Veterinary Studies)
- Transparency and consistent use of marking schemes (Veterinary Studies)
- Consult students on their experience of formative feedback to ensure expectations and needs are met (Divinity)
- Staff training on quality of feedback and feedforward, management of turnaround times and students' expectations of feedback, and ensure the appropriateness of types of assessment (Veterinary Studies PGT)

Remit to: *Professor Susan Rhind, Assistant Principal Assessment and Feedback and Enhancement-led Institutional Review (ELIR) theme lead for Assessment and Feedback.*

Student Support

The Personal Tutor system also produced themes for further development, with the training of Personal Tutors being a prominent subtheme.

- Clarify the roles and responsibilities of those delivering the Personal Tutor system (Mathematics and Psychology)
- Greater participation in Personal Tutor training (Divinity)
- Clear process of developing and maintaining Personal Tutor skills (GeoSciences)

Remit to: *Professor Alan Murray, Assistant Principal Student Support and ELIR theme lead for the Personal Tutor System.*

Training and Support for Postgraduate Tutors and Demonstrators

The training and support for postgraduate tutors and demonstrators as a theme for further development produced a variety of recommendations across the reviews.

- Consider ways of supporting and including them in decision making (Applied Sport Science and Sport and Recreation Management)
- Encourage and clarify teaching career tracks (Psychology)
- Transparent selection mechanism, clear guidelines for preparation time and receiving feedback at course or individual level (Biological Sciences)

Remit to: *The Researcher Experience Committee Task Group reviewing the Code of Practice for Tutors and Demonstrators.*

Postgraduate Research Supervision

The review produced recommendations on the theme of postgraduate research supervision around clear processes and procedures for student giving feedback on their supervisors and a recommendation about separate School training.

- Implement a process for students giving feedback on supervisors without them being present and outside the context of assessment (Biological Sciences and Divinity)
- Clarify expectations of co-supervision, develop procedures for change of supervisor, and set an upper limit for the number of students staff can be primary supervisor for (Biological Sciences)
- The Institute for Academic Development considers running supervisor training sessions separately for each School (Divinity)

QAC: 08.09.16
H/02/28/02

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Remit to: *Professor Jeremy Bradshaw, Assistant Principal Researcher Development and ELIR theme lead for Postgraduate Research Student Experience.*

The University of Edinburgh
Quality Assurance Committee

8 September 2016

Proposals for Academic Appeals, Student Discipline and External Examiners Theme Reports

Executive Summary

This paper outlines proposed changes to the academic appeals, student discipline and external examiners themes reports that are submitted annually to the Senate Quality Assurance Committee.

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

This paper presents proposals that will help the Committee fulfil its Terms of Reference.

Action requested

The Committee is asked to approve the proposed changes.

How will any action agreed be implemented and communicated?

The changes will be implemented by Academic Services in academic session 2016/17.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications.

2. Risk assessment

Risk associated with ineffective reports meaning that the Committee could not fulfil its responsibilities as detailed in the Terms of Reference.

3. Equality and Diversity

An Equality Impact Assessment is not required as there are no major changes proposed to existing practice.

4. Freedom of information

Open

Key words

Academic appeals, student discipline, external examiners themes, annual reports

Originator of the paper

Nichola Kett and Adam Bunni, Academic Services, 30 August 2016

Purpose of the Reports

In line with the Committee's terms of reference (2.3 - 4) the purpose of these reports (Academic Appeals, Student Discipline and External Examiners Themes) will be to:

- 1) Present relevant data
- 2) Identify trends and themes (and a brief reflection on these)
- 3) Recommend actions (as appropriate)

Data that will be Presented

Academic Appeals

- Number of appeals by year (last five years);
- Number of appeals by grounds;
- Outcomes of appeals; number of appeals upheld by grounds;
- Number of appeals by level of study (UG/PGT/PGR);
- Number of appeals by College; comparison with student numbers/proportion;
- Number of appeals by level of study (UG/PGT/PGR) within each College;
- Number of appeals by School; comparison with student numbers/proportion;
- Number of appeals by fee status (Scotland/RUK/EU/Overseas);
- Equality and Diversity monitoring: number of appeals by gender, disability, ethnicity.

Student Discipline

- Number of misconduct offences by category (last five years);
- Number of academic misconduct offences by type;
- Number of academic misconduct offences by College;
- Number of plagiarism offences by College; level of study (UG/PGT/PGR); fee status (Scotland/RUK/EU/Overseas);
- Number of misconduct cases in which penalties of a specific type were applied (e.g. fines, academic penalties, suspension of privileges).

External Examiners Themes

- Number and status of reports by School (to show overall scale and actions to increase response rates could come in here)
- Number of comments by type (would show if we have increasing "issues" over time)
- Proportion of issues by theme (would show the main themes of issues e.g. academic standards, assessment process – are they increasing/decreasing over time, etc.)
- Top ten issues, suggestions and commendations by sub-theme (will show over time the major themes that EEs are commenting on and may identify actions – focus reflections on these)

Timescales

October	External Examiners Themes Undergraduate
December	Academic Appeals Student Discipline

QAC: 08.09.16
H/02/28/02

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February External Examiners Themes Taught Postgraduate

The University of Edinburgh
Senatus Quality Assurance Committee

8 September 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

Approve the proposed meeting schedule for 2016-17.

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 **Wednesday 22 June 2016**
at **2pm** in the **Elder Room, Old College**

Notes

Present:

Professor Alan Murray, Convenor, Assistant Principal Academic Support;
Professor Allan Cumming, Dean of Students, 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, Dean of Students, College of Science and Engineering;
Nichola Kett, Head of Quality Assurance and Enhancement Team, Academic Services;
Brian Connolly, Academic Policy Officer, Academic Services.

Apologies:

Professor Jeremy Bradshaw, Assistant Principal Researcher Development and Director of Quality Assurance, College of Medicine and Veterinary Medicine;
Dr Gordon McDougall, Dean Quality Assurance, College of Science and Engineering.

School Personal Tutoring Statements - Annual Review

In preparation for the 2016-17 academic year, Senior Tutors were asked to review their School Personal Tutoring Statements to ensure alignment with the University standard template and to ensure information was current. This also served as a quality assurance review to ensure that the core requirements of the Personal Tutoring (PT) system were incorporated, as set out in the standard template, and to compare statements with outcomes, as recorded in school annual quality assurance and enhancement reports.

In regard to the PT system, there were no major changes to the standard template for School Personal Tutoring Statements for 2016-17. However, core content wording and formatting were slightly enhanced in an effort to simplify and streamline statements as much as possible.

In regard to the School QAE reports, two new sections covering the PT system were added to the school annual quality assurance and enhancement report template for 2015-16. Schools were asked to report on how they were managing variation in PT performance with a view to achieving greater levels of consistency and higher levels of student satisfaction (section 1.2.11) and to state what they were planning to do to improve satisfaction further (section 4.2).

For the review, the Group received the School Personal Tutoring Statements, a brief comment highlighting issues for consideration (from an initial analysis by Academic Services comparing each statement with the standard template), and the information from each school QAE report relating to the two sections on new PT system (as noted above). For

additional context, the Group also received figures relating to overall student satisfaction with academic advice and support from the latest Edinburgh Student Experience Survey (ESES) conducted between 18 January and 4 March 2016. The Group was asked to consider each statement and either **approve** or **approve with amendments**. It was agreed that the Group would review late or non-submissions at a later date via an electronic, email meeting. The following was noted:

College of Humanities and Social Science

School	School Personal Tutoring Statement - Comments
Business	Late submission.
Divinity Approve	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Good, clear report. Appropriate level of detail and easy to read. • First year students may not get the required 4 meetings per year if the end of second semester course choices conversation is conducted by email. • Not clear who is responsible for initiating the first meeting of the year for PGT students and UG students in their second and subsequent years. • Not stated who students should contact if their PT is unavailable. • Good information on peer support.
Economics Approve	<p>UG:</p> <ul style="list-style-type: none"> • Very clear. • All required information about meetings (number of meetings, content, who is responsible for scheduling these) and support contacts provided. • Not stated explicitly who students should contact if PT is unavailable (though clear that the Student Support Officers are the first point of contact). • Good additional information on peer support activities. <p>PGT:</p> <ul style="list-style-type: none"> • Very comprehensive information on meetings, both individual and group.
Edinburgh College of Art	Late submission.
Education Approve	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Very nice clear, well written statement with pictures of staff. Good description of what the SST does and also FAQs.

	<ul style="list-style-type: none"> Exceeding the University requirement for meetings (4 each year for UG students) Page 5 – University-wide services: better to link to the Student Thematic website Page 7 and 8 – Other sources of support – again, link to the Student Thematic website
HCA Approve	UG: Late submission. PGT: <ul style="list-style-type: none"> No Issues
HiSS	ST stepping down and has asked for an extension until early July so that successor can draft the statement.
Law	ST stepping down and has asked for an extension until early July so that successor can draft the statement.
LLC Approve	UG: <ul style="list-style-type: none"> Good statement overall. Nice web link to who to contact for a variety of queries. Not completely clear that 1st year students will have four scheduled meetings (two one-to-one and “at least one group or programme meeting, and other activities). Nice description of the initial one-one to meeting (what happens, etc.). Good example queries link. Holding Group or Programme meetings – might be an example of a group meeting which could be shared? PGT: <ul style="list-style-type: none"> Good statement overall. Mentions office hours of PTs. Nice idea of programme meetings as group meetings. Nice description of one-to-one meetings.
PPLS Approve with Amendments	UG&PGT: <ul style="list-style-type: none"> the School should establish an expectation that the scheduled meetings are scheduled by staff; in regard to PGT students, the statement must be clear that the University minimum requirement is: four meetings during the taught part of the degree (at least two of which must be individual meetings); one individual meeting during the research part of the degree.

SPS	Late submission.
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College of Medicine and Veterinary Medicine

School/Deanery/ Programme	School Personal Tutoring Statement - Comments
Biomedical Sciences Approve	UG&PGT: No Issues
CMVM PGT/ODL Approve	PGT/ODL: <ul style="list-style-type: none"> • Only two scheduled 'meetings/contacts' – students to be emailed three reminders/contacts with questionnaire. • It was agreed that the statement would be approved as a pilot for ODL PT support.
MBChB Approve	UG: No Issues
Oral Health Approve with Amendments	UG: <ul style="list-style-type: none"> • Made some changes to the "Your Personal Tutor" standard text. • Link to IAD resources for prep for individual meetings. Encouraging reflection. • the heading <i>Support Contacts</i> is repeated twice (it was suggested that one of them could be changed or both conflated into one Support Contact section).
RDSVS Approve	UG&PGT: No Issues

College of Science and Engineering

School	School Personal Tutoring Statement Comments
Biological Sciences	UG&PGT:

Approve with Amendments	<ul style="list-style-type: none"> Only 3 individual meetings scheduled in year 1 – approve with the proviso that the number of School scheduled meetings in first year is aligned with the University requirement of 4.
Chemistry Approve	UG&PGT: No issues.
Engineering	<p>UG&PGT:</p> <ul style="list-style-type: none"> Not adhering to University minimum meeting requirements (UG nor PGT). Virtual meetings – technically within the parameters of the template/guidance but are they in line with the ethos of the PT system? <p>Action: Assistant Principal Academic Support and Dean of Students (CSE) to discuss issues with ST.</p>
GeoSciences Approve	<p>UG&PGT:</p> <ul style="list-style-type: none"> Correct numbers of meetings for each stage, and good information provided about content, who will initiate these etc. Good support contact information provided.
Informatics Approve	UG&PGT: No issues.
Maths Approve	UG&PGT: No issues.
Physics & Astronomy Approve	<p>UG&PGT:</p> <ul style="list-style-type: none"> Very nice tone to the meetings descriptions. Very encouraging about students contact staff and the approach of the School to supporting students. Good additional text on partnership. Link to FAQs page – very good. Link to Student Support Services and the University – link to Student Thematic website.

Future Meeting Schedule

The Group discussed options for the future of the group. It was agreed that the group should continue to oversee the mainstreaming of the PT system for at least another year. The following meeting schedule was proposed for approval at the next meeting of Senate Quality Assurance Committee due to be held in September 2016:

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- One meeting to consider most recent ESES and NSS results. It was suggested that this be held in October 2016 and report to the December 2016 meeting of SQAC.
- One meeting to consider the outcomes of the PT system student survey, to be held during 2016-17 academic session, and approve School PT Statements for 2017-18. It was suggested that this be held in late June/Early July 2017 and report to the September meeting of SQAC.

Brian Connolly
Academic Services
June 2016

Senatus Quality Assurance Committee Personal Tutor System Oversight Group

**Notes of the electronic meeting conducted
from Wednesday 3 July 2016 to Wednesday 8 July 2016**

Present:

Professor Alan Murray, Convenor, Assistant Principal Academic Support;

Professor Jeremy Bradshaw, Assistant Principal Research Development and Director of Quality Assurance, College of Medicine and Veterinary Medicine;

Professor Allan Cumming, Dean of Students, 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, Dean of Students, College of Science and Engineering;

Dr Gordon McDougall, Dean Quality Assurance, College of Science and Engineering;

Nichola Kett, Head of Quality Assurance and Enhancement Team, Academic Services;

Brian Connolly, Academic Policy Officer, Academic Services.

School Personal Tutoring Statements Annual Review

In preparation for the 2016-17 academic year, Senior Tutors were asked to review their School Personal Tutoring Statements to ensure alignment with the University standard template and to ensure information was current. This also served as a quality assurance review to ensure that the core requirements of the Personal Tutoring (PT) system were incorporated, as set out in the standard template, and to compare statements with outcomes, as recorded in school annual quality assurance and enhancement reports.

In regard to the PT system, there were no major changes to the standard template for School Personal Tutoring Statements for 2016-17. However, core content wording and formatting were slightly enhanced in an effort to simplify and streamline statements as much as possible.

In regard to the School QAE reports, two new sections covering the PT system were added to the school annual quality assurance and enhancement report template for 2015-16. Schools were asked to report on how they were managing variation in PT performance with a view to achieving greater levels of consistency and higher levels of student satisfaction (section 1.2.11) and to state what they were planning to do to improve satisfaction further (section 4.2).

For the review, the Group received the School Personal Tutoring Statements, a brief comment highlighting issues for consideration (from an initial analysis by Academic Services comparing each statement with the standard template), and the information from each school QAE report relating to the two sections on new PT system (as noted above). For additional context, the Group also received figures relating to overall student satisfaction with academic advice and support from the latest Edinburgh Student Experience Survey (ESES) conducted between 18 January and 4 March 2016.

The Group reviewed and approved the majority of the statements for 2016-17 at the meeting held on 22 June 2016. The following set of statements were submitted after the deadline for that meeting. The Group was asked to consider each statement and either **approve** or **approve with amendments**. The following was noted:

College of Humanities and Social Science

School	School Personal Tutoring Statement - Comments
Business Approve with Amendments	UG & PGT: <ul style="list-style-type: none">• there should be greater harmony between the UG and PGT statements;• the School should establish an expectation that the scheduled meetings are scheduled by staff;• initial induction meetings involving the whole school should not count as one of the minimum required scheduled meetings;• the School should find ways of involving PTs more in the group meetings.
Edinburgh College of Art Approve with Amendments	UG & PGT: <ul style="list-style-type: none">• in regard to PGT students, the statement must be clear that the University minimum requirement is: four meetings during the taught part of the degree (at least two of which must be individual meetings); one individual meeting during the research part of the degree.
HCA Approve	UG: No issues.
Law Approve	UG & PGT: No issues.

Brian Connolly
Academic Services
July 2016

The University of Edinburgh
Senatus Quality Assurance Committee
8 September 2016

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

The paper is the University's annual statement on institution-led review and enhancement activity to the Scottish Funding Council, as required by the Council's guidance to higher education institutions on quality from August 2012 (SFC/14/2012). The paper is relevant to the Strategic Plan Strategic Goals of Excellence in Education, Excellence in Research, and Strategic Theme of Outstanding Student Experience.

Action requested

For approval.

Communication/Implementation

Following approval, the paper will be presented to the Electronic Senate for noting and comment and to Court for endorsement. Court will be asked to return a statement of assurance to the Funding Council confirming that the University's academic standards and quality of learning provision continue to meet the requirements set by the Council.

Resource implications

Does the paper have resource implications? No.

Risk Assessment

Does the paper include a risk analysis? No, however failure in effectiveness of quality assurance framework constitutes an institutional risk.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Quality assurance policies and processes are subject to Equality Impact Assessment.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Nichola Kett, Academic Services, August 2016

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Any other relevant information, including keywords

Quality assurance, Scottish Funding Council, statement of assurance, annual review



The University of Edinburgh

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16

Summary of principal quality assurance and enhancement activities, including self-evaluation processes, undertaken in the preceding academic year

The University continued to operate annual monitoring and periodic internal reviews for academic subjects and support services aligned with external requirements. The University received a positive judgement in its most recent Enhancement-led Institutional Review (ELIR) and the Technical Report (November 2015) notes: "... the University has robust arrangements for securing academic standards and for enhancing the quality of the student experience." The periodic internal subject review process is evaluated annually using feedback from areas which have undergone review and from review teams, and enhancements are made in response. Comments received from support services on the periodic review processes are being taken into account in ongoing enhancements to the method. Good practice identified through periodic internal subject review informs the focus of an internal event. Due to the ELIR and the review of the quality framework taking place, an internal event was not held in 2015/16, however, planning is underway for an event in semester one 2016/17.

A review of the University's quality framework was undertaken in 2015/16, with the aim of streamlining processes whilst deriving maximum benefit from quality activity. Proposals were developed following consultation with all Schools and Colleges and in consultation with the Quality Assurance Agency Scotland. As a result of the review, changes have been made to the annual monitoring, review and reporting processes for the forthcoming academic year resulting in a shorter cycle that aligns with School and College annual planning. Recommendations from the quality framework review relating to periodic internal subject review will be taken forward as part of a review of the process in 2016/17.

The EvaSys course evaluation system has been in use across the University for over three years to support end of course evaluation and feedback. It is currently in use across 15 out of 20 Schools with coverage of 30% of taught courses. By the start of the 2016/17 academic year, the EvaSys course evaluation system will be rolled out to all Schools, covering all taught courses, allowing systematic analysis and benchmarking of courses.

Enhancements have been made to the way that student data is collected and presented. This has resulted in the development of the student data dashboard which will give those responsible for the management of the student learning experience access to a more sophisticated dashboard of

management information from November 2016, and better support the annual monitoring and review processes.

The External Examiner System (implemented in the previous academic year) is now supporting the analysis of key themes arising from over 550 external examiner reports annually at institutional level.

List of subject areas/programmes reviewed by other bodies

As outlined in Appendix 1, 92 reviews were carried out in academic year 2015/16 and all programmes were accredited.

Ways in which support services were reviewed

Student-facing support services are reviewed annually by a sub-committee of Senate Quality Assurance Committee. Enhancement made to the review process in 2015/16 included a service value grid format and alignment of the meetings with the University's planning cycle. The sub-committee reports annually to a meeting of Senate Quality Assurance Committee which approves commendations and recommendations for each support service. A periodic thematic review of mental health services was undertaken in 2015/16. The approach aimed to take a strategic overview of strategy, services and user experiences pursuant to a particular theme that cuts across many areas of the University, both student services and academic areas.

Key messages derived from monitoring and analysis of performance indicators and other data and from feedback from students and actions taken

All periodic internal subject reviews consider a data suite which forms the basis for reflection on student performance, progression and attainment. School and College annual quality monitoring also includes reflection on this data. Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant Higher Education Statistics Agenda (HESA) Performance Indicators (non-continuation and projected outcomes).

Senate Quality Assurance Committee consider data annually on the degree classification outcomes of the University's undergraduate students, in the context of recent trends and HESA data on Russell Group research-intensive institutions. College Representatives disseminate Undergraduate Degree Classification Analysis data to Schools.

The Edinburgh Student Experience Survey (ESES) is a survey of all non-final year undergraduate students. Its purpose is to gather feedback from students on their experience and identify opportunities for enhancement. The 2016 results show that, at institutional level, primary themes were broadly consistent with previous years. The survey results point to students becoming more satisfied with assessment and feedback and academic advice and support, which reflect areas where the University has undertaken work to deliver improvements to the student experience. However the survey shows a small decline in satisfaction with learning and teaching, student services, communications, equality and diversity and overall experience. Results have remain stable for learning resources, organisation and management and personal and career development.

The National Student Survey (NSS) results for 2016 have recently been received. Initial analysis shows that the overall satisfaction has fallen, however, there are variations in results across Colleges, Schools, subjects and programmes that will require in-depth analysis. Careful

consideration is being given to actions in response to the results and is building on work already in progress as part of the University's response to its most recent ELIR.

The Postgraduate Taught Experience Survey results for 2016 show an increase in overall satisfaction. The results have recently been received and the University will reflect upon them.

At the start of academic year 2015/16, with the appointment of a new Senior Vice-Principal for Learning and Teaching, the University embarked on a programme of work aimed at addressing a number of themes identified in previous monitoring and review activity and in the NSS.

- The **data** work stream will implement: the roll out of a standard course evaluation system; online assessment and feedback; a review of student surveys; and a student data dashboard.
- The **teaching performance** work stream will deliver: principles for workload allocation; enhanced support and guidance for annual review; a continuing professional development framework; and enhanced documentation and processes for identifying teaching excellence, use of the Reader title, recruitment, and capability.
- The **enhancement** stream will align with ELIR themes work and deliver a review of the Code of Practice for Tutors and Demonstrators; effective implementation and enhancement of the Personal Tutor system; and enhancements to assessment and feedback practices. The University made a commitment to improving the student experience in these areas in the form of the appointment of Assistant Principals related to two main primary measures of the NSS, Assessment and Feedback and Academic Support.
- The **change** work stream will deliver: enhanced communication on learning and teaching matters; a package of work around curriculum innovation; simplification of processes; and has delivered a review of academic year dates.

This programme of work will continue in academic year 2016/17.

The above work streams, along with work packages on the postgraduate research student experience and student representation, are helping the University to respond to its ELIR.

Any significant issues relating to development needs or good practice identified as a result of these review processes

Annual Review of Academic Provision

Positive practice at the University level:

- External Examiner system: There is good evidence that the new external examiner system seems to be bedding in well and has had a positive impact particularly in regard to increased submissions and use of external examiner report data.
- EvaSys: the plans to roll-out the system across the University have been well received.
- Online Systems: there has been a significant shift towards the use of online submission and marking (in line with Edinburgh University Students' Association (hereafter referred to as "the Students' Association") priorities for the year past).
- Internal Review: changes to the periodic internal subject review process, including feedback from Senate Quality Assurance Committee, have been well-received.
- Collaborations guidance material: The revised guidance provides an effective framework and is helpful to Schools and Colleges.

Areas for further development at the University level:

- Space Management: The University encountered teaching space issues at the start of the academic year due to a number of refurbishment projects. This has highlighted the need for the views of staff and students to be taken into account in planning space for teaching and learning,

both in terms of availability and appropriateness to needs. A review was held and a Working Group is overseeing space allocation for September 2016. Estates and Buildings representatives attended a meeting of the Researcher Experience Committee and comments were reported to the Space Enhancement Management Group.

- **Feedback to Students:** ensuring consistency in the quality and quantity of feedback across the University. This will continue to be addressed through the work of the Assistant Principal Assessment and Feedback.
- **Personal Tutor system:** ensuring the effective implementation of the PT system across the University and continuing to share innovation and good practice across Schools and Colleges. This will continue to be addressed through the work of the Assistant Principal Academic Support.
- **Sharing Good Practice:** ensuring that the many examples of good practice are shared across the University. A new good practice sharing event is being launched in academic year 2017/18 as a result of revised annual monitoring, review and reporting processes. The [Teaching Matters](#) website and blog showcase good practice in learning and teaching.
- **PhD Supervision:** ensuring staff carry out effective supervision of postgraduate research students through regular and effective training. This aligns with work on the ELIR theme of postgraduate research student experience and will be taken forward by the Assistant Principal Researcher Development.

Annual Review of Support Services – General Themes and Issues Arising

- **Rising demand for student services:** All services are facing increased demand, in many cases with a smaller resource. Reports show that services are dealing effectively with increased demand and have done so through greater efficiency drives and increased use of technology. Increased use of technology is not only enabling efficient service delivery, but is also providing in many cases alternative modes of outreach. The University needs to further consider at what point the combination of finite (and proportionally) reducing resource and increased/increasing demand become a risk.
- **User feedback and evaluation:** All services are making significant efforts to gather feedback from users and there is evidence of effective action being taken in response. It is good to see other, quite novel, ways in which services are gathering feedback and engaging with users to enhance the quality of the service. One innovative example is Information Services' "Run the Library for a Day" that is now being considered by other services. This offers a valuable insight for services into student needs and also for students to gain a broader appreciation of the services available to them, as well as the challenges in making the services available.
- **Assessing impact:** Building on the positive progress made in user feedback and evaluation, more emphasis now needs to be made on assessing the impact of services on student outcomes (such as retention, achievement, degree outcome, destination, etc.), to support students to achieve their academic and developmental goals. This will be taken forward in a revised annual monitoring template.
- **Student communication:** A number of services highlighted the need to make more efficient and effective use of communication. Services also expressed a need for support in effective use of websites. It was highlighted that the University has a role in communicating the services on offer that enables both staff and students to easily find what they need in terms of information and service provision. Communication with students will form a key institutional focus in academic year 2016/17.
- **Awards and accreditations:** There is growing evidence of services successfully achieving awards, accolades and external recognition. There is also evidence that awards/accreditations are being used as a means of reflection and improvement. Some of the awards/accreditations processes

(such as the Matrix Standard and AMOSSHE¹) focus heavily on quality and standards. It would be worthwhile considering the scope for streamlining internal service quality reporting based on increased external accreditation.

- **Student and staff wellbeing:** The changed student demographic, increased demands on services and facilities and the implications for student and staff wellbeing and the need to promote student and staff wellbeing was considered. Sport & Exercise are running the Healthy University project but can only provide a focus on physical activity. A need to consider a more holistic approach to health and wellbeing for staff and students was identified. This was considered for students as part of the mental health services review.
- **Partnership working:** In previous years the need to create more cross-service working and partnership development has been noted. This year there was evidence of increased partnership working across services and scope to build upon this further. One example includes the partnership between the Students' Association and Accommodation Services to provide the Accommodation Advice Service in Fresher's week. There is also scope for greater partnership working between services and Schools and Colleges, in particular in relation to training and development and in embedding employability and graduate attributes in the curriculum. The Institute for Academic Development's model of "off-the-self provision" that provides Schools with a framework that can be tailored to local solutions and delivered locally which other services could adopt.

Role and nature of student involvement in review processes and in student engagement more broadly

All periodic internal reviews, both of subject and support services, include student members on review teams. Student members are drawn both from student representatives and students in the wider student body. The student member of a review team will typically convene one or more meetings during the review. Membership of a review team is included in the student's Higher Education Achievement Record. Engagement of students within periodic internal subject review is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide Schools on how to engage their students with reviews. The remits for all reviews include items proposed by students.

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement. The joint Students' Association-University Student Engagement Statement is regularly reviewed, and consideration is now being given to the development of a partnership agreement.

The University has amended its statement of Student Staff Liaison Committee principles to reflect recent changes to the student representation process. In particular, to outline processes for online distance learners and the new arrangement whereby Schools facilitate communication between student representatives and the students they represent.

Reflective overview of key findings from the previous year's reviews, including areas of strength and issues for further development

Periodic Internal Subject Reviews 2015/16

- Applied Sport Science and Sport and Recreation Management (Undergraduate Provision)
- Celtic and Scottish Studies (Undergraduate Provision)

¹ Association of Managers of Student Services in Higher Education

- Mathematics (Undergraduate and Taught Postgraduate Provision)
- Psychology (Undergraduate Provision)
- Veterinary Studies (Undergraduate Provision)
- Biological Sciences (Postgraduate Research Provision)
- Divinity (Taught Postgraduate and Postgraduate Research Provision)
- Veterinary Medicine (Taught Postgraduate Provision)
- GeoSciences (Taught Postgraduate Provision)

The Teaching Programme Review of Initial Teacher Education was due to take place in 2015/16. Because of major internal and external reviews in the area, together with a wish to hold a single combined review of Initial Teacher Education, Community Education and Childhood Practice in order to maximise the holistic benefit of the review, Scottish Funding Council agreed that the University could hold the review in 2017/18, subject to the University undertaking specific scrutiny of Initial Teacher Education provision until the review had taken place. Senate Quality Assurance Committee gave specific consideration to the annual school quality assurance and enhancement report by the Moray House School of Education at its meeting of 20 April 2016, and confirmed that it was content with the oversight of Initial Teacher Education.

Areas of strength

- Innovative learning and teaching – in particular the use of digital media and the use of flipped classrooms.
- Assessment and feedback – for example, the use of cohort feedback and feedforward and staff identifying and managing deadline diaries.
- Student support – the Personal Tutor system was a prominent feature in reviews which found many examples of committed teams and also good practice on themes such as building academic communities and supporting student transitions that could be shared across the University.
- Student engagement – a common theme identified through the reviews was listening and responding effectively to student feedback.
- Postgraduate tutors – good practice examples relating to the support of postgraduate tutors included the use of Tutor Mentors.
- Inclusivity – engagement with Athena SWAN was identified in several reviews.

Issues for further development

- Assessment and feedback – transparent processes which are made clear to students.
- Student support – enhancing the training of Personal Tutors to support their development.
- Training and support for postgraduate tutors and demonstrators – in terms of career development and guidance on their role.
- Postgraduate research supervision – clear processes and procedures for students giving feedback on their supervisors.

Senate Quality Assurance Committee receives an annual report on good practice and areas for development from annual reviews, and remits actions as necessary. The periodic internal subject review process will be reviewed in 2016/17 with the aims of streamlining processes while deriving maximum benefit, including further alignment with professional, statutory and regulatory body reviews.

Periodic Support Services Review

Following reflection on the periodic support services review process, a thematic review of Mental Health Services took place in 2015/16. The aim was to focus on the student experience and need for

mental health support and allow the quality of the service experience to be evaluated holistically, especially where support is shared across service units and academic departments.

The Review Team commended: the wide range of approaches to supporting student wellbeing and mental health; the services that deliver mental health services; and the plan to extend training of Personal Tutors to include mental health awareness. The Review Team made recommendations relating to: governance and strategy; scaling up of activities; policy review and implementation; delivery of reasonable adjustments; continued awareness raising; monitoring of provision; supporting students who live at home or commute; exploring perceived barriers to accessing services; links between Schools and support services; and training.

A year-on report on progress with recommendations will be made to Senate Quality Assurance Committee.

Indication of institution-led reviews for the forthcoming academic year

Periodic Internal Subject Review

- Asian Studies (Undergraduate Provision)
- Islamic & Middle Eastern Studies (Undergraduate Provision)
- Art (Undergraduate Provision)
- Design (Undergraduate Provision)
- Ecological and Environmental Sciences (Undergraduate Provision)
- European Languages & Cultures (Undergraduate Provision)
- Linguistics & English Language (Undergraduate Provision)
- Social Work (Undergraduate Provision and includes the MSW/Diploma in Social Work and the PGCert in Advanced Professional Studies (Mental Health Officer Award))
- Business (Taught Postgraduate & Postgraduate Research Provision)
- Economics (Undergraduate, Taught Postgraduate & Postgraduate Research Provision)
- History, Classics & Archaeology (Taught Postgraduate & Postgraduate Research Provision)
- Physics and Astronomy (Postgraduate Research Provision)

Periodic Support Services Review

No reviews will take place in 2016/17 in order to allow for a review of the process, including a reflection on the thematic approach taken to the mental health services review in 2015/16 and to identify further themes for thematic review.

August 2016

Appendix 1 – Degree Programmes Accredited in 2015/16

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body	Accredited 2015/16 - Outcome
BEng (Hons) Artificial Intelligence and Software Engineering	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Artificial Intelligence and Software Engineering	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BEng (Hons) Artificial Intelligence with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Artificial Intelligence with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BEng (Hons) Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BEng (Hons) Computer Science and Electronics	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Computer Science and Electronics	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BEng (Hons) Computer Science with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Computer Science with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BEng (Hons) Software Engineering	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Software Engineering	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BEng (Hons) Software Engineering with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Software Engineering with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Artificial Intelligence	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BSc (Hons) Artificial Intelligence	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Artificial Intelligence and Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BSc (Hons) Artificial Intelligence and Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Artificial Intelligence and Mathematics	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation

BSc (Hons) Cognitive Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BSc (Hons) Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Computer Science and Management Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Computer Science and Mathematics	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Computer Science and Physics	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
BSc (Hons) Mathematics and Statistics	Royal Statistical Society (RSS)	http://www.rss.org.uk/site/cms/contentChapterView.asp?chapter=1	Approved
BVMS Veterinary Medicine	Australasian Veterinary Boards Council (AVBC)	https://avbc.asn.au/	Full Accreditation
BVMS Veterinary Medicine	European Association of Establishments for Veterinary Education (EAEVE)	http://www.eaeve.org/	Full Accreditation
BVMS Veterinary Medicine	American Veterinary Medical Association (AVMA)	https://www.avma.org/	Full Accreditation
BVMS Veterinary Medicine	Royal College of Veterinary Surgeons (RCVS)	http://www.rcvs.org.uk/home/	Full Accreditation
MInf (Hons) Informatics	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
MSc Advanced Design Informatics - 21 Months	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
MSc Advanced Design Informatics - 21 Months	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
MSc Artificial Intelligence - 1 Year	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
MSc Artificial Intelligence - 1 Year	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
MSc Artificial Intelligence - 2 Years	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
MSc Artificial Intelligence - 2 Years	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
MSc Artificial Intelligence - 3 Years	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
MSc Artificial Intelligence - 3 Years	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
MSc Book History and Material Culture - 1 Year	Chartered Institute of Library and Information Professionals (CILIP)	http://www.cilip.org.uk/Pages/default.aspx	Full Accreditation
MSc Book History and Material Culture - 2 Years	Chartered Institute of Library and Information Professionals (CILIP)	http://www.cilip.org.uk/Pages/default.aspx	Full Accreditation
MSc Cognitive Science - 1 Year	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
MSc Cognitive Science - 1 Year	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation
MSc Cognitive Science - 2 Years	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
MSc Cognitive Science - 2 Years	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation

The University of Edinburgh

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16

Statement of assurance

On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2015/16, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

.....

Anne Richards

Vice-Convener of Court

.....

Date

QAC: 08.09.16
H/02/28/02

QAC 16/17 1 H

The University of Edinburgh
Quality Assurance Committee

8 September 2016

Annual Monitoring, Reporting and Review Policy

Executive Summary

This paper presents the Annual Monitoring, Reporting and Review Policy which has been created using content from the approved University Quality Framework Review Proposals for Consultation paper presented to the committee in May 2016. The Policy clarifies information such as report deadlines, the flow of information and outlines a minor change to the College role made as a result of stakeholder feedback.

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

The Policy will support effective annual monitoring, reporting and review.

Action requested

The Committee is asked to approve the Policy.

How will any action agreed be implemented and communicated?

The Policy and documents will be communicated by email, posted on the Academic Services' website and discussed at the School Director of Quality briefing event in October.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
No additional resource implications.
- 2. Risk assessment**
Risk associated with ineffective monitoring, reporting and review.
- 3. Equality and Diversity**
An Equality Impact Assessment was carried out as part of the quality framework review.
- 4. Freedom of information**
Open

Key words

Annual monitoring, annual reporting, annual review, quality framework

Originator of the paper

Nichola Kett, Academic Services, 31 August 2016

Background

Following the approval of the University Quality Framework Review Proposals for Consultation in May 2016, a suite of documents was created to provide guidance to staff on the new process. These documents were: guidance (text based); a flowchart; a timescales document; and a College Role document. The School Director of Quality Role Outline was also updated to reflect the new process.

Additions/Changes

Following feedback from key stakeholders, it has been decided that the guidance document should be changed into a Policy as the annual monitoring, review and reporting process is mandatory. The following additions were also made:

- Clarification of report deadlines.
- Addition of a flowchart showing the flow of information.
- To be added: a reference to the EvaSys Policy and explicit reference to course evaluation requirements.

College Offices have requested a change to the College role from “training and development” to “briefing and support as necessary” in order to better reflect the support provided. This change is presented in tracked changes on page 3 of the Policy.

Annual Monitoring, Review and Reporting Policy



THE UNIVERSITY
of EDINBURGH

Purpose of Policy

To outline the University's approach to annual monitoring, review and reporting.

Overview

Describes the University's annual monitoring, review and reporting processes.

Scope: Mandatory Policy

Applicable to all credit-bearing programmes and courses.

Contact Officer

Nichola Kett

Academic Policy Manager

nichola.kett@ed.ac.uk

Document control

Dates	Approved: 08.09.16	Starts: 08.09.16	Equality impact assessment: 25.05.16	Amendments:	Next Review: 2018/19
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Approving authority

Senate Quality Assurance Committee
This Policy was created from the University Quality Framework Review Proposals for Consultation which was approved on 26.05.16

Consultation undertaken

Schools, Colleges, Senate Quality Assurance Committee

Section responsible for policy maintenance & review

Academic Services

Related policies, procedures, guidelines & regulations

UK Quality Code

UK Quality Code Chapter B8 Programme Monitoring and Review

Policies superseded by this policy

Alternative format

If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.

Keywords

Annual monitoring, review, reporting



Annual Monitoring, Review and Reporting Policy

This document sets out the quality assurance processes for annual monitoring, review and reporting in place across all credit-bearing provision in the University. The University is responsible for its academic standards and the quality of the student learning experience. It is committed to reflecting on and systematically reviewing its provision and taking action to enhance it. The University is also answerable to a number of external bodies for the quality of its provision.

The University's quality framework is thus informed by the requirements of:

- The Scottish Funding Council
- The Quality Assurance Agency's UK Quality Code
- Expectations of external professional, statutory and regulatory bodies (PSRBs)

The University's management of its academic standards and quality of the student experience is reviewed periodically by the Quality Assurance Agency (Scotland) Enhancement-led Institutional Review method.

Annual Programme Monitoring

WHAT: Schools carry out annual programme monitoring, implementing a process which meets both local contexts and institution-wide principles and uses standard data. [Template](#)

WHEN: All programmes must be monitored annually.

Monitoring and review of provision is ongoing throughout the year through formal evidence-based discussion of student performance and progression data, teaching review meetings, taught and research programme monitoring, consideration of external examiner reports and student feedback. These inform the school annual quality report.

In accordance with the [\[EvaSys Policy – link\]](#) ...

Operational outline:

- **Schools** will decide on the optimum clustering of their programmes for Annual Programme Monitoring (i.e. single and/or joint honours programmes, clusters of similar programmes), to enable effective evaluation and reflection whilst avoiding duplication of effort. Annual Programme Monitoring does not require a separate process and can take place in existing meetings, such as undergraduate/postgraduate/learning and teaching committees, or small groupings of programme directors and other relevant staff.
- **Schools** will use available data provided via the Student Data Dashboard to support their reflection in a way that is meaningful to them. Other sources of data are listed in the template.
- Annual Programme Monitoring will include consideration of course monitoring including both core and elective courses. Credit-bearing courses offered by a school which do not form a core part of a single programme (e.g. common courses, stand-alone courses taught by staff from several schools) and courses taken by large numbers of students from outwith the programme must also be reviewed annually within the Annual Programme Monitoring process.
- **Schools** can continue to give consideration to the course level as relevant to the local context, however reporting will be at the level of the programme or programme clusters.
- Outputs of Annual Programme Monitoring must be recorded, and be available to **School Directors of Quality** to support their annual overview reporting.
- Annual Programme Monitoring can feed in to school annual and strategic planning.



Annual Monitoring, Review and Reporting Policy

- **Colleges** will support schools and provide appropriate opportunities as necessary for **training briefing** and **support development**, with a particular emphasis on delivering an effective, streamlined approach.
- **Academic Services** will establish principles and guidance based on the UK Quality Code. The guidance will include the data sources to be used as a basis for school reflections.
- The effectiveness of Annual Programme Monitoring arrangements will be evaluated in periodic review.

School Annual Quality Report

WHAT: Schools report annually to Senate Quality Assurance Committee on key themes and actions from in-year monitoring, review and reflection, providing greater institutional oversight of issues and good practice, with support from colleges. [Template](#)

WHEN: By late-August annually. Date will be confirmed by Academic Services.

The first reports in the new format will be made in summer 2017, reporting on academic years 2015/16 and 2016/17 in order to catch up from the current retrospective timing. There will therefore be no requirement to prepare a school annual quality report under the previous format in semester 1 2016/17. During semester 1 2016/17 colleges will support schools to produce a brief update on their progress with key areas for action identified in reporting on 2014/15 activity.

Operational Outline:

The school annual quality report draws on the school's ongoing processes for review and reflection on its provision. All reflections should be evidence-based.

- Using the school annual quality report template schools reflect on: what has worked well throughout the year; any new/ innovative developments throughout the year worth sharing more widely; any areas identified requiring attention/further development; what action is planned; progress with recommendations from Senate Quality Assurance Committee the previous year; action requested of college/University. Schools identify key themes and trends they consider significant.
- The template makes provision for reporting on 1 or 2 key institutional priorities. The current priority is the institutional performance indicator of 80% student satisfaction with personal tutoring.
- The annual reflection will draw on the school's annual monitoring and review processes where student performance and course-related issues are discussed, including annual programme monitoring based on the University template, Boards of Examiners' discussions, annual teaching review and programme review meetings.
- Themes identified in the annual report should contribute to the learning, teaching and research student experience element of the school annual plan.
- In the first report under the new format schools will include a description or process flow of their annual monitoring and review cycle leading up to the production of the school annual quality report. It will cover all credit-bearing provision, and state what data is considered as part of these. The description will state when and how the processes are carried out, and what roles are involved, and what data is used as evidence. The scope will include all monitoring and review processes, including those embedded in ongoing activity. Thereafter schools will only require to provide an update on their processes with their annual report if there are any changes. The process description will support continuity between school director of quality appointments.



Annual Monitoring, Review and Reporting Policy

- The effectiveness of the school's monitoring and review arrangements will be evaluated as part of the periodic review process.

Timing

Quality reporting will therefore be able to contribute to the learning and teaching element of the school annual plan. It is acknowledged that the shorter timescale will mean that any issues from the dissertation element of taught postgraduate provision will need to be reported on in the following year. However, action to resolve urgent issues at all levels of provision should take place at the earliest possible stage. Likewise, the majority of boards of examiners will have met by the time the annual report is being prepared.

Most progression data will be available in June for UG and PGT. The outcome of resits and of taught postgraduate dissertations will be considered through college committees once available and will be key themes reported on by schools in their next annual report. Postgraduate research issues which miss the summer reporting period can likewise be included in the next annual report. External examiners' views will be available through the minutes of Boards of Examiners meetings: again the emphasis should be on reporting major issues (all individual programme issues are now reported via the External Examiner System), commendations relating to positive or innovative academic practice, or significant recommendations for action.

Student engagement with quality processes will continue as at present, with issues identified during semester time from student-staff liaison committees or equivalent, student surveys and other mechanisms feeding into the school annual quality report. The shorter school annual quality report will lend itself to discussion of themes and actions being taken by the school in student-staff liaison committees at the start of the following academic year.

What Happens Next

School annual quality reports will be considered by Senate Quality Assurance Committee, which will focus on outputs and recommendations for colleges to take forward with schools. Colleges will retain their peer review of school reports, which adds value to the annual process and will provide detailed monitoring and feedback to individual schools on recommended action.

Operational outline:

- From academic year 2016/17 schools will complete their annual quality reports by late August and send them to Academic Services and the college dean for quality.
- Following receipt of the reports the Assistant Principal Academic Standards and Quality Assurance will convene a meeting of the college deans and the head of quality assurance and enhancement, Academic Services, to review the reports and prepare recommendations for consideration by Senate Quality Assurance Committee at its first meeting in September. This consideration will also inform the University's annual report to the Scottish Funding Council, currently due at the end of September. Senate Quality Assurance Committee will be responsible for tracking schools' action in response to recommendations through schools reporting in their next annual quality report, and for reporting to schools on actions taken in response to issues they have raised for attention at University level. Colleges will similarly report to schools on actions raised for attention at college level.
- Colleges will continue to carry out peer review of school reports with a view to supporting schools and enhancing provision and will provide detailed monitoring and feedback to individual schools on recommended action.

Annual Monitoring, Review and Reporting Policy



THE UNIVERSITY
of EDINBURGH

College Annual Quality Report

WHAT: Colleges will submit College Quality Enhancement Plans annually to SQAC outlining their action plan for the support of teaching excellence and capacity building, their overview of performance data across the college and themes to inform SQAC's forward planning. [Template](#)

WHEN: January (annually) so that the report is both informed by colleges' ongoing support of schools and can contribute to SQAC's forward planning.

Operational outline:

- Colleges will report annually to SQAC meeting in February. This will be based on colleges' action plans for how quality activity will support teaching excellence and capacity building and on their overview of performance data across the college, and will contribute to SQAC forward planning. In addition to the content above, college annual reports to SQAC in February 2017 will include an update on progress with addressing key themes identified from school annual reports on 2014/15 activity.

College Role in Annual Reporting and Quality Processes

Operational outline:

- Colleges will continue proactively to support schools in taking forward actions from annual reporting, including where colleges identify clustering of issues across schools where action would be more effective on a college-wide basis.
- Colleges will support schools to introduce Annual Programme Monitoring where this does not already exist, and will monitor implementation to ensure full coverage.
- In the first meeting of semester 1 following the August school quality report, college quality committees will identify good practice and areas for further development from school reports to contribute to a University event during semester 1.
- During Semester 1 annually and starting from Semester 1 2016/17, college quality committees will monitor and support schools' preparations for annual reporting in August by: providing and discussing college benchmarked data for schools' reflections on performance, including degree classification, themes from external examiner reports generated by EERS, EvaSys, student surveys; discussing issues arising from school annual reports and directing schools' attention to areas requiring action, assisting schools to frame their reporting in the context of longer-term school and college planning, and carrying out peer review.
- Colleges will communicate the annual outcomes of the Student Support Services Quality Assurance Framework annual reports via the deans for quality who are members of the SSSQAF sub-committee. College committees will discuss SSSQAF recommendations which have implications for schools, and will report to SQAC on actions taken.
- Colleges will continue to support and develop student engagement in quality processes.
- College committees will support discussion and sharing of good practice.

8 September 2016

Programme (no reporting requirement below programme level)

Consideration of student performance and progression data

- Student Data Dashboard (from November 2016)
- Information Portal Quality Assurance Toolkit

Consideration of other core data sources as outlined in the template

Consideration of course monitoring
Including both core and elective courses and courses which do not form part of a single programme and/or are taken by large numbers of students from outwith the programme

Annual Programme Monitoring

Schools decide on the optimum clustering of programmes
Existing meeting structures can be used
Effectiveness will be evaluated in periodic review

Report template

School

School Director of Quality

Effectiveness will be evaluated in periodic review

School Annual Quality Reporting

Consideration of data as outlined in the template

For 2017 – description of annual monitoring and review processes
Thereafter – resubmit if there are any changes

Report template

School annual and strategic planning

College

College Quality Committees provide and discuss College benchmarked data; themes; and issues and areas requiring action from School annual reports

College Annual Quality Reporting

Report template

For full details of the role of the College see: [\[hyperlink\]](#)

College Dean for Quality

Peer review of School reports

College Office

University

Academic Services provide guidance

Guidance

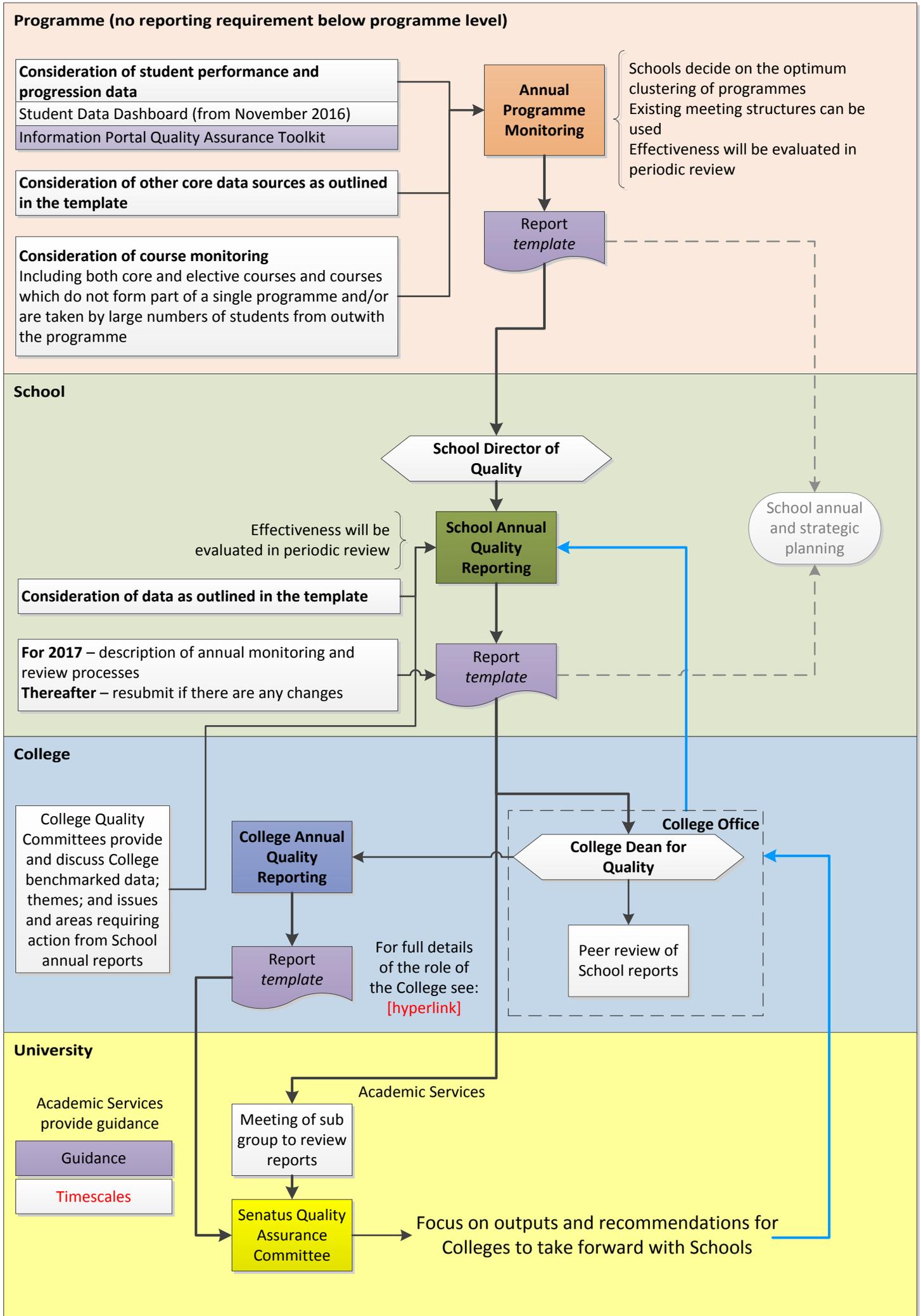
Timescales

Meeting of sub group to review reports

Senatus Quality Assurance Committee

Academic Services

Focus on outputs and recommendations for Colleges to take forward with Schools



The University of Edinburgh

Senatus Quality Assurance Committee

8th September 2016

Edinburgh University Students' Association and University Student Engagement Statement

Executive Summary

The student engagement statement is reviewed on an annual basis under the remit of the Quality Assurance Committee.

Further to discussions with colleagues in the Students' Association, minor updates have been made to the statement to ensure that it reflects current initiatives and practices and to reflect the change of name and logo of the Students' Association.

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

The paper is relevant to the University's strategic theme of Outstanding Student Experience.

Action requested

For approval.

How will any action agreed be implemented and communicated?

The revised statement will be published on the Edinburgh University Students' Association and the University websites. The statement will be included as part of a communication about student representation to all students and staff at the start of semester 1 2016/17.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
No additional resource implications
- 2. Risk assessment**
Risk associated with ineffective student engagement and representation
- 3. Equality and Diversity**
An Equality Impact Assessment was carried out.
- 4. Freedom of information**
Open.

Key words

student engagement, student representation, the Students' Association

Originator of the paper

Gillian Mackintosh
Academic Policy Officer, Academic Services

QAC: 08.09.16
H/02/28/02

QAC 16/17 1 J

31 August 2016



Edinburgh University Students' Association and University Student Engagement Statement

At the University of Edinburgh we are committed to providing an outstanding student experience and we recognise the important role of our students as co-creators of their own academic experience. Our students are encouraged to play an active role in ensuring their University experience is an excellent one. Our students are critical members of a thriving and vibrant academic community which is constantly evolving and developing.

Staff at the University work in partnership with Edinburgh University Students' Association to ensure that our students are central to governance, decision making, quality assurance and enhancement, providing opportunities for our students to become active participants, and fostering collaboration between students and staff. Crucial to this is the engagement of our students at every point in the student journey, at every level of the University, and in both the formal curriculum as well as in co-curricular activities.

The University and the Students' Association support and promote the engagement of our students through a variety of activities and processes including, but not limited to:

- The Student Representation system facilitating student participation on committees at every level of the University, including Student-Staff Liaison Committees, School and subject area committees, College Committees, Senate Committees, Senate, and Court – eusa.ed.ac.uk/representation
- Student participation in Task and Project Groups
- Student participation in the Internal Review Process, including full membership of review teams – [Information for students on Internal Review Process](#)

The University and the Students' Association support and encourage the growing appreciation and appetite for student-led initiatives including, but not limited to:

- Peer Learning and Support – eusa.ed.ac.uk/peersupport
- Impact Awards, recognising outstanding student leaders and student/staff partnerships on campus: <http://www.eusa.ed.ac.uk/impactawards>
- Student-Led Teaching Awards - eusa.ed.ac.uk/teachingawards
- Student Led Activities from Societies to Volunteering that enhance student life. – eusa.ed.ac.uk/activities
- The Activities Awards, to celebrate and showcase what makes the University such a fantastic place to be and the experiences that it offers and to recognise the contributions that societies and volunteering make to the University and the community.
- Student Groups which provide support and representation for marginalised and underrepresented student communities: eusa.ed.ac.uk/representation/studentgroups/
- Student-Led Individually Created Courses (SLICCs)
- The Gather Festival celebrating culture and community on campus: gatheruoe.wordpress.com

This statement will be reviewed on an annual basis under the remit of the Senate Quality Assurance Committee.

The University of Edinburgh

Senatus Quality Assurance Committee

8th September 2016

Internal Review: TPR of Psychology 2015/16

14 week response

Executive Summary

TPR of Psychology 2015/16, 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

For comment and to consider the recommendations. The committee are asked to note the following comments:

Recommendation 1 – for the year on response it would be useful to have some examples of communications with students.

Recommendation 3 – Could College confirm if they will be involved in this external review and/or if any discussions have taken place with College in the first instance?

Recommendation 6 – in relation to the Psychology Exchanges student survey, it would be useful to hear about progress on this in the year on response.

Recommendation 11 – we look forward to hearing about progress with the initiatives in the year on response.

How will any action agreed be implemented and communicated?

Comments on the progress towards completion of recommendations will be reported back to the subject area. The response 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, Psychology, 14wk response

Originator of the paper

Gillian Mackintosh
Academic Policy Officer
Academic Services

31 August 2016

The University of Edinburgh
Internal Review

14 week response report on recommendation actions

TPR of: Psychology

Date of Review: May 2016

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. manage student expectations with clear and timely communication, particularly when providing follow-up and closure on initiatives (e.g. SSLC mins posted on VLE/Facebook/PPLS Undergraduate Hub and an update digest of SSLC related activity in handbooks at the start of each year).	ongoing	We have revised the student handbooks such that the first section is a clearly-labelled “what’s new” section, disseminating actions in response to student feedback and other changes.	Sep 2016
		The revised Psychology website, which is due to go live in September, has clearly signposted links to SSLC minutes as well as full details about opportunities for student representation.	Sep 2016
		We continue to work on communication with students, in consultation with the SSLC and PsychSoc.	ongoing
2. consider increasing academic staff contact time with students in Y1 and Y2.	complete	Our 2016-17 teaching plans include Y1 tutorials with staff for students studying for Psychology-owned degrees (tutors will be the students’ PTs, ensuring that each student has 8 tutorial meetings with their PT, on top of meetings at the beginning of the year). Academic staff will also attend Y1 and Y2 labs. Both of these initiatives are new.	Sep 2016
3. liaise with School and College management to discuss options for encouraging teaching career tracks, including clearer pathways for progression.	May 2017	Psychology is planning an external review for early 2017, and career progression will be an item on the agenda.	ongoing
4. explore career advancement pathway options (and possible regrading) for the Teaching Coordinator role.	complete	We created a job description for a Senior Teaching Coordinator shortly after the Psychology TPR and were able to advertise and recruit to this post over the summer. Appointing a Senior Teaching Coordinator has allowed us to make progress in a number of areas, for example around the study abroad issues raised in recommendations 6 and 7.	Jul 2016
5. provide more transparent assessment strategies across each year including clear communication regarding the timing and reason for assessment.	Sep 2017	Timings and details of assessments are more accessible via the online psychology handbooks which will launch for all years in September 2016.	Sep 2016
		In pre-honours we have: introduced an MCQ component to the Y2 exam, making it follow on better from Y1; introduced short	Sep 2016

		<p>answers in Y2 labs in preparation for the new exam components.</p> <p>The TAG (Teaching Action Group) is reviewing Honours assessment strategy as part of the redevelopment of Y3-Y4.</p>	ongoing
6. consider more ways to promote the opportunities that study abroad offer students.	Jun 2017	<p>The Senior Teaching Coordinator's role now includes support of students abroad and returning students. In addition, an additional member of staff is serving as Exchanges Coordinator, bringing the total number of staff explicitly involved in study abroad to 3.</p>	Sep 2016
		<p>The new Psychology website, and the forthcoming course handbook website, both explicitly feature study abroad as a section heading.</p>	Sep 2016
		<p>The Senior Teaching Coordinator is leading the development of a returning students' debriefing event during semester 1, which will be open to 2nd year students considering a year abroad.</p>	ongoing
		<p>We are devising a Psychology Exchanges student survey to assess student interest and motivation for studying abroad.</p>	ongoing
7. consider ways to increase the robustness of its support mechanisms for year abroad students.	Jun 2017	<p>Additional manpower assigned to Psychology Exchanges will allow us to provide better support for outgoing and incoming exchange students.</p>	Sep 2016
		<p>The Senior Teaching Coordinator is now in charge of learning agreements for outgoing students. This means that there will be a single point of contact for students at the point of departure.</p>	Sep 2016
		<p>The student survey (see response to 6 above) will further allow us to identify support needs for exchange students.</p>	ongoing
8. the School uses its School Personal Tutoring Statement to clarify the practical division of PT/SST duties and how the PTs and SSOs relate to each other within the School.	complete	<p>A revised statement was recently approved by the Senate Quality Assurance sub-group. It includes the following advice: Personal Tutors: The primary function [...] is to provide you with <i>academic</i> guidance. You may wish to discuss, for example, your previous year results, how to improve your grades, your course choices for the present year, your degree plan, and things to be thinking about for achieving your goals at university and beyond. Student Support Team: PPLS has a team of Student Support Officers (SSOs) who work with Personal Tutors to support you. The SSOs are the first-point-of-contact for routine enquiries, pastoral support, and non-academic issues in PPLS. For</p>	Sep 2016

		<p>example, the SSOs deal with issues such as: special circumstances; extensions; curricula regulations; procedures; course changes; transfers to another degree; study abroad</p> <p>The SSOs are also the people to contact if you have issues or concerns that you feel are affecting your studies.</p> <p>The updated Psychology website is also clearer on these points.</p>	Sep 2016
9. consider opening up joint degree programmes to include wider subjects from across the College (e.g. Psychology and Neuroscience).	Sep 2018, ongoing	<p>We are planning to move to a single Psychology BSc in place of the MA and BSc currently offered. This will simplify future discussion of possible joint degree programmes.</p> <p>The Teaching Action Group (TAG) is working on a revised Honours programme restructure based around 20-credit courses. This will facilitate joint degree design relative to our current 10-credit structure.</p>	<p>ongoing</p> <p>ongoing</p>
10. review the impact of the introduction of the discrete marking scheme on dissertation assessment and degree classifications.	Aug 2017	<p>An analysis of the impact of this scale is ongoing, and will be completed when we have a couple of years' data.</p> <p>In light of comments in the TPR and from our external examiners in June, we have added an additional discrete marking point at 75 to the scale for 2016-17. A full description of the revised scale can be found at http://students.ppls.ed.ac.uk/assignments/psychology/markin-policy/</p>	<p>ongoing</p> <p>Sep 2016</p>
11. continues to monitor the impact of recent initiatives and ensure that all students, both current and prospective, are made aware of the new requirements (i.e. RMS1 and RMS2).	ongoing	<p>We have recently updated our prospectus information in light of the changes to the course.</p> <p>For the past two years we have given a quiz to students beginning Y3, allowing us to assess their methodological knowledge. As the first cohort of students to have taken RMS1 begins Y3, we will be able to assess the impact of this new course on levels of relevant knowledge, compared to two cohorts who did not take the course.</p> <p>Early indications are that there has been no increase in failures to qualify for Honours entry (nor in the number of related appeals).</p> <p>We will continue to monitor the impact of these initiatives.</p>	<p>Jun 2016</p> <p>ongoing</p> <p>Sep 2016</p> <p>ongoing</p>
12. ensure that the proposed changes align with current University minimum requirements for the Personal Tutor system.	complete	<p>We believe that our personal tutoring arrangements fully satisfy the University's requirements.</p>	Sep 2016

Please report on steps taken to feedback to students on the outcomes of the review

An SSLC was held on 17 March 2016, shortly after the TPR visit on 2-3 March. The relevant minutes are pasted below. Because of the timing of the final report (in May), opportunities for further dissemination to students were limited. However actions as a consequence of the TPR will be flagged as such in the “news” sections of student handbooks.

Extract from SSLC Minutes, 17 March:

The committee were informed of the recent departmental TPR on 2-3 March, involving a panel of experts and including external assessors (student assessor from ECA, assessor from Glasgow University, St Andrews University, UoE Economics, and chaired by the UoE Head of Chemistry Teaching Organisation).

The Head of Psychology briefed the committee on the outcomes of the TPR and informed the meeting that a summary document will become available to the public.

Brief summary of points reported: Staff were happy in general, as their work was recognised and the ‘room for improvement’ areas are already in hand. Commendable points reported were: Our curriculum, recognition of the surveys of student experience, Year Abroad arrangements, the big picture narratives in lectures; Psychology staff are listening, however could close the loop more effectively thereby enhancing communication, the online handbooks, external events including the Camera Obscura trip, the Developmental Lecture post-coffee meet by the Senior Lecturer, PsychFamilies, Library and Librarian, and Teaching Coordinators.

Recommended points were: Tutorials taken by academic staff rather than postgrads; explain different types of assessment; develop further opportunities for Study Abroad; communicate the differences between the roles of Personal Tutor and SSO.

The Head of Psychology encouraged the meeting to read through the interim report and give him feedback. A member of staff (Lecturer) who was interviewed reported he felt that it was an open and transparent TPR and a well-balanced TPR.

The University of Edinburgh
Quality Assurance Committee

8 September 2016

Changes to Internal Review Processes for 2016/17

Executive Summary

This paper provides the Committee with an update on changes made to streamline periodic internal subject review processes for 2016/17 in response to the quality framework review.

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

Aligns with the Committee's priority to implement the outcomes of the quality framework review.

Action requested

The paper is being presented to the Committee for information.

How will any action agreed be implemented and communicated?

The changes will be implemented by Academic Services in academic session 2016/17.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Reduced documentation requirements for internal reviews.

2. Risk assessment

None. Changes align with Scottish Funding Council guidance.

3. Equality and Diversity

An Equality Impact Assessment is not required as there are no major changes proposed to existing practice.

4. Freedom of information

Open

Key words

Internal review, TPR, PPR, streamlining

Originator of the paper

Nichola Kett, Academic Services, 30 August 2016

The quality framework review undertaken in 2015/16 proposed changes to teaching and postgraduate programme reviews. One of these proposals was to “Reduce the documentation required by schools, including a more streamlined focus of the analytical report and reduction in the supporting evidence.” It was agreed that “Due to the lead-in time preparing for reviews, such streamlining as can be achieved will be implemented for reviews taking place in 2016/17. The remaining changes will be implemented for reviews in 2017/18.”

The following streaming changes have been made for reviews taking place in 2016/17:

- The documentation list has been reviewed and amended to reduce information provided by Schools (e.g. Student-staff Liaison Committee minutes). These can be made available to the Review Team on request if there is a particular theme from the analytical report to be followed up.
- Detailed scrutiny of academic standards and management of Boards of Examiner processes will shift to ongoing School monitoring and review processes under College oversight. A short commentary will now be provided by the College confirming that it is assured of the School’s processes to ensure academic standards.
- Schools will be able to access the External Examiner Reporting System to provide an overview report for academic year 2015/16 onwards rather than provide External Examiners’ reports.
- Updates have been made to the Quality Assurance toolkit wiki and to the Quality Reporting guidance to remove duplication of information.
- Review visit schedules: removed meetings with Directors of Teaching and Course Organisers and the academic standards meeting to provide opportunities to have specific meetings relating to the subject area remit items. It is hoped that this change will allow the Review Team to discuss the specific remit items in further detail and to meet with the relevant members of staff. More time has also been built in to give the Review Team more time to reflect and prepare for meetings.

Proposals for further streamlining to processes for reviews from 2017/18 onwards will be brought to the Committee at a future meeting.

The University of Edinburgh

Senate Quality Assurance Committee

8 September 2016

Committee Meeting Dates from 2017/18

Executive Summary

This paper presents changes to Committee meeting dates from 2017/18.

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

The pattern of meetings aligns with planned committee business relating to the quality framework and reflects recent changes to the annual monitoring, review and reporting processes.

Action requested

For information.

How will any action agreed be implemented and communicated?

Meeting dates will be communicated to members by the Committee Secretary. Committee dates are published on University webpages (Academic Services and Governance and Strategic Planning).

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional resources. There will be one less meeting per year.

2. Risk assessment

There are no risks associated with this change.

3. Equality and Diversity

Not required as this is not a major change to an existing practice.

4. Freedom of information

Open.

Key words

Quality Assurance Committee

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services, 12 August 2016

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Senate Quality Assurance Committee Meeting Dates from 2017/18

Tuesday 19 September 2017

Later than at present in order to allow the themes report on Schools' Annual Quality reports to feed into the Scottish Funding Council annual report (due at the end of September). This meeting would also consider the Enhancement-led Institutional Review theme updates (by 2017/18 the six monthly reporting cycle will be in place). The meeting has been set for Tuesday as the Learning and Teaching Committee meets on Wednesday and the Curriculum and Student Progression Committee meets on Thursday.

No October meeting.

Thursday 30 November 2017

This meeting is one week earlier than the current December meeting and will consider the External Examiners themes annual report (undergraduate) and the annual reports on academic appeals, student discipline and student complaints.

Thursday 8 February 2017

No change from the current meeting schedule. This meeting would consider the External Examiners themes annual report (postgraduate), College Annual Quality reports and the Enhancement-led Institutional Review theme updates.

Wednesday 18 April 2018

No change from the current meeting schedule. This meeting will consider the Student Support Services Quality Assurance Framework annual review report.

Thursday 24 May 2018

No change from the current meeting schedule. For consideration of end of year business.