

The University of Edinburgh

Internal Periodic Review 2018/19

Teaching Programme Review (TPR) Earth Sciences

11 and 12 March 2019

Final report

Section A- Introduction

Scope of the review

Range of provision considered by the review:

Geology (BSc HONS *and* MEarthSci)

Geology and Physical Geography (BSc HONS *and* MEarthSci)

Environmental Geoscience (BSc HONS)

Geophysics (BSc HONS *and* MEarthPhys)

Geophysics and Geology (BSc HONS *and* MEarthPhys)

Geophysics and Meteorology (BSc HONS *and* MEarthPhys)

Geophysics with Professional Placement (MEarthPhys)

Geophysics and Geology with Professional Placement (MEarthPhys)

Geophysics and Meteorology with Professional Placement (MEarthPhys)

The TPR of Earth Science consisted of the following:

- The University's remit for internal review (listed in Appendix 1)
- The subject-specific remit for the review, consisting of the following items:
 - Employability and skills development
 - Engagement of staff and students
- The Reflective Report and additional material provided in advance of the review
- The visit by the review team including consideration of further material (Appendix 2)
- The final report produced by the review team
- Action by the Subject Area/School and others to whom recommendations were remitted following the review

Membership of review team

Externals Professor Erin McClymont Department of Geography, Durham University	Externals Professor David Jolley School of Geosciences, University of Aberdeen
Convenor Dr Neil Hudson Senior Veterinary Clinical Lecturer, Royal (Dick) School of Veterinary Studies & Roslin Institute	Internal Dr Matthew Novenson Senior Lecturer, School of Divinity

Administrator Miss Theresa Sheppard Academic Policy Officer, Academic Services	Student Ms Anne-Charlotte Douard School of Social and Political Science
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Situation of Subject Area/School within its College

Earth Sciences is part of the School of GeoSciences within the College of Science and Engineering.

Physical location and summary of facilities

Most academic staff involved in delivery of Earth Science UG programmes are based in the Weir Building and the Grant Institute, both on the King's Buildings campus, with additional staff members based at Drummond Street, Central Campus, where some teaching also occurs.

Date of previous review

March 2013

Reflective Report:

- Dr Geoffrey Bromiley, TPR Liaison and Earth Science Coordinator and Geology Degree Programme Convenor
- Ms Emma Forrest, GeoSciences Student Project Officer
- Professor Simon Kelley, Head of School
- Dr Mikael Attal, Geology & Physical Geography Degree Programme Convenor
- Dr Simon Jung, Environmental Science Degree Programme Convenor
- Professor David Stevenson, Geophysics Degree Programme Convenor
- Professor Andrew Dugmore, Undergraduate Director of Teaching
- Professor Simon Tett, Director of Quality Assurance
- Dr Alex Thomas, Earth Science Admissions Advisor

Students were not involved in direct preparation of this report. However, Student Representatives to the Staff Student Liaison Committee were asked to contribute towards key themes identified in this report and contribute remit items for consideration.

Section B - main report

1 Strategic overview

1.1 The School of GeoSciences is divided into three research institutes: Earth and Planetary Sciences, Global Change, and Geography and Lived Environment. This Teaching Programme Review focuses on the Earth Sciences undergraduate degree programmes, which form one set of three groupings of undergraduate degree programmes within the School. Some staff members involved in the delivery of these programmes are part of both the Earth and Planetary Sciences and the Global Change research institutes.

1.2 The School notes that its diversity and interdisciplinary nature make it an attractive choice for prospective undergraduates, and students appreciate the broad range of degree programmes (14 in total, which are divided into six programme groupings) on offer within the subject area. The School acknowledges, however, that its diversity makes it simultaneously challenging to enact change, and has made efforts to embrace collegiality, peer-to-peer interaction, and flexibility for students, as well as to form strong links between degree programmes. The School has started to review the curriculum and assessment in a holistic way, via a 'Teaching and Assessment Working Group,' and the panel **commends** this culture of reflection. The panel recognises that, through this review Group, the School has already made positive changes to enhance the student experience. The panel notes, however, that the Terms of Reference for the Group focus on reducing effort around teaching and assessment, and **recommends** that the School re-purpose the Group to focus on enhancing the staff and student experience, to include the following remit items: timing and modes of assessment, curriculum review, including thread review, academic guidance, and optimising spaces and resourcing.

1.3 The panel explored the two subject-specific remit items of employability and skills development, and engagement of staff and students. While the panel has made specific recommendations with regard to both these areas, it will be important for the School to access and analyse retention, progression and graduate destination data in order to identify areas for improvement generally. The School has reported that the data to which it currently has access are not sufficiently granular, and are not analysed on a sufficiently regular or uniform basis in order to be used to implement enhancements in these two areas. The panel therefore **recommends** that the School institute mechanisms to improve the collection of data in order to make informed decisions and implement change. The data should include information on student retention, transfers, progression and graduate destinations.

2. Enhancing the student experience

2.1 Supporting students in their learning

2.1.1 The panel explored the role of Personal Tutors in depth during the visit. There are around 20 tutees allocated to each Tutor, and the Tutors themselves have indicated that this load is manageable, and that it allows them to get to know their tutees, which they believe in turn has a positive effect on student retention rates. The panel has noted some disparity, however, in the perception of the Personal Tutor role among both staff and students. The students have demonstrated that there is no clear or uniform message on the matters which they can bring to the attention of their Personal Tutor. The panel therefore **recommends** that the School introduce more clarity and better communication on the Personal Tutor role to staff and students, more in line with the University's guidance on Personal Tutors.

2.1.2 Among the staff members, particularly the Personal Tutors themselves, there is an expectation that this role should be primarily focused on academic issues. Many staff members and students understand that the structure of the Personal Tutor role is both academic and pastoral, however. Alongside this, the School has worked to develop a strong team of Student Support Coordinators to whom the students are referred for support with pastoral matters. Both the staff and students have spoken enthusiastically about the quality of the support offered by Earth Sciences Student Support Coordinators, and the panel **commends** the quality of these members of staff. The panel is concerned, however, that the Personal Tutors are demonstrating an over-reliance on the availability of this support, and also that the School is not supporting the Personal Tutors with training to enable them to advise on pastoral matters, should the need arise. This issue should therefore be addressed under Recommendation 4.

2.1.3 It is vital to student welfare that robust mechanisms to support students' health and mental wellbeing are in place, in addition to the School's academic and pastoral support provision. The students have observed that, while the Students' Association has made progress in enhancing the provision of counsellors, support is predominantly based in the central area. The panel therefore **recommends** that the University increase provision of support services, including counselling services, on site at King's Buildings.

2.1.4 In relation to its remit item of Student Engagement, the panel has observed that the School is not routinely monitoring attendance at lectures, seminars, practicals and tutorials; some practical sessions are monitored with sign-in sheets, but this is not consistent, and a more formalised mechanism would be preferable. Moreover, students are unclear as to whether they need to inform members of staff of their absence, or what mechanism they should follow to do so. While the School has indicated that attendance should not be compulsory, the panel agrees that the School must have greater oversight of student attendance, primarily for welfare reasons, and also Tier-4 monitoring. The panel therefore **recommends** that the School review its processes for maintaining student welfare by instituting uniform attendance monitoring, at least for practicals, record keeping and triage systems; in particular, it is recommended that the School maintain formal attendance monitoring for practicals, using University systems to support this. This will also support the School's aim to enhance engagement with academic provision.

The University is due to undertake a single review of the student support ecosystem (all aspects of student-facing support including Personal Tutors and Student Support Teams) starting in April 2019, therefore the comments noted above will be reported to the working group for consideration.

2.1.5 The School's Geological Society manages the Peer Assisted Learning scheme GeoPALS in which Honours students run Earth Science related skills-based sessions for first year students. Students have reported that it is useful to have alternative points of contact and to receive the less formal support from this scheme. On exploration with the students on the visit, there was an appetite for the School to introduce more peer assisted learning opportunities. The panel **suggests** that the School build on this scheme by introducing peer assisted learning by Honours students for students in both pre-honours years.

2.2. Listening to and responding to the Student Voice

2.2.1 The School has set out in its reflective report its response to the 2017/18 National Student Survey (NSS) results which were disappointing. It has identified that negative experiences by students of one particular course or courses can have a disproportionate impact on the results. The panel has identified that communication to students of the School's response to feedback is important to addressing this issue, and **suggests** that the School put mechanisms in place to raise student awareness when introducing positive change as a result of listening to the student voice, for example more widespread use of 'you said we did' communications.

2.2.2 The School has reported positive use of the Staff-Student Liaison Committee (SSLC) to gain feedback from students, and has made changes to enhance the student experience on the basis of this feedback. For example, on the basis of feedback from various sources, the School has developed a new set of third year programmes to reduce the assessment load on students, with some small changes being made quickly within a semester. The School has also highlighted the opportunities which field trips provide for staff and students to interact and to gain feedback on a more informal basis.

2.3 Learning and Teaching

2.3.1 The panel was very impressed by the commitment and enthusiasm of the staff and students that it met during the review visit. Students in particular have spoken positively about the quality of the academic staff in the subject area and the experience of being taught by world leaders, and the panel **commends** the School for the inspirational quality of its academic teaching, for being engaged with students and delivering a quality service. Furthermore, the panel **commends** the GeoPhysics subject area for demonstrating various examples of good practice which have been highlighted by both staff and students, notably the quality of the academic guidance by lecturers to students, the emphasis on the relevance and application of teaching, and the incorporation of social events. In order to enhance the students' learning and teaching experience and the feeling of belonging to the academic community, the panel **recommends** that academic staff members (non-tutors and demonstrators) be present and engaged with all practical sessions; in some cases, these sessions are currently run by tutors and demonstrators alone.

2.3.2 Students spoke enthusiastically about the field trips which are part of their degree programmes, reporting that they are not only a valuable learning experience, but also that they are an opportunity to socialise with their peers and for both staff and students to get to know each other better. The panel therefore **commends** the School for its field trip provision. Moreover, the School's 'Teaching and Assessment Working Group' (see 1.2) has already put in place measures to enhance the student experience, significant among which is to provide students with full funding for compulsory field trips. The students have responded extremely positively to this move and the panel **commends** this policy.

2.3.3 With regard to the School's subject-specific remit item of Student Engagement, the panel has focused on student course choice and provision of academic guidance. Students on the GeoPhysics programmes have indicated that they are given a clear understanding of how pre-honours and honours courses relate to each other and that the academic outcomes are clear. This is not the case for all students on other programmes, however; some students have indicated that the rationale for certain pre-honours courses, and their relevance to their studies in later years, is not explained to them. Moreover, some have reported that they are not given sufficient guidance over which pre-honours courses will most support their learning and provide a solid foundation for honours courses. The panel **recommends** that the School improve academic guidance on course choice in pre-honours years, particularly courses in or adjacent to Schools which develop and consolidate essential skills for honours years. The panel has further noted that students have limited time available to make choices for their first year of study, and therefore **recommends** that the School highlight the rich information which already exists on their webpages to the incoming cohorts, to provide them with sufficient knowledge and background to make well-informed course choices on arrival.

2.4 Assessment and Feedback

2.4.1 With regard to the School's subject-specific remit item of 'Employability and Skills,' the panel discussed with the School the timing of its assessments. The School has highlighted that assessments at the end of Semester 2 have impeded students' ability to gain internships in addition to academic commitments such as fieldwork in the summer vacation. The panel also understands that there are pressure points involving multiple

deadlines throughout the year, and that the School should review the spacing of these. The panel has **recommended** that an analysis of timing and content of assessment be a priority for the School's 'Teaching and Assessment Working Group' (see 1.2). The School has indicated that this will also include consideration of when during the programme certain skills should be assessed. For example, it has been suggested that it might be helpful to students for the School to introduce coding skills and/or programme skills earlier in the programme than at the Junior Honours stage.

2.4.2 The panel understands from discussion with students that provision of feedback is currently lacking in consistency, both in the School's approach and the effectiveness of feedback and also in feedback turnaround times; some students indicated that they have had to wait several weeks for feedback and that, in some cases, they are not confident that the feedback will be useful. The panel therefore **recommends** that the School improve information to staff and students on feedback dates, have a uniform approach to the of quality of feedback provided within and across courses, and that it abide by the 15 working day rule set by the University.

2.4.3 The panel identified that there was a lack of consistent guidance across the field courses to students on the content and style of their field notebooks. While the School has been reluctant to impose a house style of notebook, this approach has caused frustration among students, especially when they receive inconsistent marks and feedback for different courses. The panel therefore **suggests** that the School develop a house style for notebooks in order to avoid confusion and inconsistency in this area.

2.5 Accessibility, Inclusivity and Widening Participation

2.5.1 The School engages in the Sutton Trust Summer School and Lothians Equal Access Programme for Schools. A small cohort of student volunteers within the subject area assists at outreach events and Open Days. Meanwhile, the GeoScience Outreach Course also provides a structure for students to be involved in outreach activities.

2.5.2 The School does not identify or monitor students from Widening Participation backgrounds but Personal Tutors have reported that they feel that they can get to know their students and respond to their individual needs while on programme due to the manageable ratio of tutors to tutees. The panel hopes that more regular analysis of retention data will assist in identifying any areas for improvement in the future (see recommendation 2).

2.6 Learning environment (physical and virtual)

2.6.1 The School of GeoSciences has a particular challenge in that its learning environment is split geographically across three buildings in Drummond Street, Central Campus, the Weir Building and the Grant Institute, King's Buildings. The School also makes use of dedicated laboratory teaching space in the James Clerk Maxwell Building, King's Buildings.

2.6.2 The School has noted that it is unlikely that the University will invest in a single building for the School in the next five years, and that it is working to optimise the use of current available space. The students have responded positively to the study space which is available to them. The panel **commends** the School's use of its available space, noting in particular the well-designed laboratory space in the James Clerk Maxwell Building and areas in Murchison House and the positive use to which the School puts it.

2.6.3 These geographically-separate spaces create obvious challenges for the engagement of students, who are required to travel between campuses, particularly in pre-honours years, and for students' sense of identity, because they do not have an official 'home.' In the 2017/18 National Student Survey, students identified the lack of

identity as a key issue, and this is linked to the lack of a single teaching building. Furthermore, students have reported that it can be challenging to access quiet study space. The panel recognises the challenge of building the identity of the Earth Sciences cohort when operating across multiple sites, and **recommends** that the School review and seek to improve the provision of spaces to enhance the student and staff experience, this to include social space, teaching space and quiet study space. The panel **suggests** that the University Estates' space management group be mindful to continue essential investment during the decommissioning stage. In the short term, the panel **suggests** that the School refresh and refurbish teaching spaces where necessary.

2.7 Development of Employability and Graduate Attributes

2.7.1 With regard to the School's subject-specific remit item of employability and skills development, the panel heard that an academic member of staff within the School works on careers events for Earth Science students, and that it recently employed a new head of Marketing and Recruitment who is focusing alumni interaction, linking this to careers talks. This is supplemented by a dedicated GeoSciences representative from the Careers Service, who has improved the provision of advice to students on finding internships and work experience and writing CVs. As part of its careers advice provision, honours students and alumni/alumnae attend evening sessions in order to advise pre-honours students on placement opportunities, and the panel **commends** this good practice.

2.7.2 The School recognises that the diversity of skills developed in its degree programmes allow students to pursue a number of different career paths, but that a particular challenge is that these opportunities are not routinely made clear to students. Furthermore, there are comparatively fewer placements advertised for Geoscientists than for students in other disciplines such as Physics or Engineering. A priority for the School therefore is to communicate clearly to students intended outcomes of their learning and assessment and to raise awareness of the benefits and the transferability of their skills. The panel's recommendation on improved use of data by the School on graduate outcomes, and communication of this information to students, will assist in this area (see recommendation 2). The panel furthermore **suggests** that the School introduce an alumni/alumnae webpage and social media page with the data on it which it can link to recruitment outcomes, and which will support communication on the variety of career options available to students.

2.8 Supporting and developing staff

2.8.1 The School has made consistent efforts to improve the quality of its teaching delivery, recognising that negative student experiences on a small number of courses has had a disproportionate effect on the overall student experience survey results. The School has ensured that contributions to good teaching are rewarded by promoting staff via the recognition of teaching pathway, and the panel **commends** the School for recognising and rewarding teaching excellence.

2.8.2 With regard to members of the professional services staff, the School recognises the valuable contribution which these staff members make, particularly in relation to providing on-course support for students (see 2.1). The panel understands that some professional services staff members within the School may feel that they are not supported by the University to develop their careers, and there is not a framework in place for the promotion of these staff members. Moreover, new initiatives, such as proposals to enhance the student experience, are not matched with additional resource, so staff members do not have room in their schedules to make time for development. This results in high turnover of staff, and a lack of continuity which is a challenge for the School. The panel **recommends** that the University support the long-term in-position

career progression, development and promotion of the Earth Sciences professional services staff in order to allow continuity in Schools.

2.8.3 The panel was very impressed with the dedication of the tutors and demonstrators it met during the review visit and recognises the hard work and commitment of these members of the academic staff. The panel also heard that support and training for tutors and demonstrators has improved since the last review.

2.8.4 The panel understands, however, that this level of dedication is not consistent across all members of the tutoring and demonstrating staff, and that some members are more competent than others to engage with students and answer their questions. This was also reflected in comments made by students about the varying quality of tutors and demonstrators. The panel understands that engagement with supplementary training provided by IAD is not consistent, because tutors and demonstrators must themselves be proactive in registering for these courses and because the courses provided are not all considered sufficiently specific to assist tutors and demonstrators in the respective subject areas. Tutors and demonstrators have expressed interest in engaging with routes to Continuing Professional Development (CPD) to enhance their own employability, but that it can be difficult to find time for this, and that more consistent encouragement from the School to engage with this would be helpful. The panel therefore **recommends** that the School continue to improve training for tutors and demonstrators by encouraging them to engage with CPD, including Higher Education Academy (HEA), Postgraduate Certificate in Academic Practice (PgCAP), and The Edinburgh Teaching Award (EdTA).

2.8.5 Tutors and demonstrators have indicated that the School does not have clear structures in place for raising any issues or concerns, noting during the review visit several areas which require improvement: tutors and demonstrators are not all using a common marking scheme and in some cases are not aware of its existence; the School is not consistently paying tutors and demonstrators for time spent in meetings with Course Organisers, which does not adhere to the University's Policy for the Recruitment, Support and Development of Tutors and Demonstrators; and the number of demonstrators allocated to groups of students should potentially be increased. The panel therefore **recommends** that the School institute and communicate to tutors and demonstrators a process for them to provide feedback to the School and that it address issues relating to the common marking scheme, payment for tasks undertaken and staff-student ratios raised during the review.

3. Assurance and Enhancement of provision

3.1 Setting and maintaining academic standards

3.1.1 The School operates within the University Quality Framework and the panel is confident that academic standards are high. Courses and programmes map onto the Scottish Credit and Qualifications Framework (SCQF) level descriptors and to the relevant Quality Assurance Agency (QAA) Subject Benchmark Statement. External Examiners expressed their satisfaction with academic procedures, assessment and the classification of degrees.

3.2 Key themes and actions taken

3.2.1 The panel noted reports by External Examiners which have identified that there is a lack of consistency in the moderation of coursework and in the feedback provided between modules and assignments. The School has responded to this by rolling out more consistent practice across all subject areas, using University moderation guidance. The School will continue to monitor progress in this area.

Section C – Review conclusions

Confidence statement

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

Key Strengths and Areas of Positive Practice for sharing more widely across the institution

No	Commendation	Section in report
1.	The panel commends the School's culture of reflection.	1.2
2.	The panel commends the quality of the Earth Sciences Student Support Coordinators	2.1.2
3.	The panel commends the School for the inspirational quality of its academic teaching	2.3.1
4.	The panel commends the GeoPhysics subject area for demonstrating various examples of good practice which have been highlighted by both staff and students, notably the quality of the academic guidance by lecturers to students, the emphasis on the relevance and application of teaching, and the incorporation of social events.	2.3.1
5.	The panel commends the School for its field trip provision.	2.3.2
6.	The panel commends the School's policy of providing full funding for students for compulsory field trips.	2.3.2
7.	The panel commends the School's use of its available teaching space	2.6.2
8.	The panel commends the School's good practice of senior students and alumni/alumnae assisting in evening sessions about placements	2.7.1
9.	The panel commends the School for recognising and rewarding teaching excellence through promotion	2.8.1

Recommendations for enhancement/Areas for further development

Priority	Recommendation	Section in report	Responsibility of report
1	The panel recommends that the School review its processes for maintaining student welfare by instituting uniform attendance monitoring at least for practicals, record keeping and triage systems; in particular, it is recommended that the School maintain formal attendance monitoring for practicals, using University systems to support this.	2.1.4	School
2	The panel recommends that the School institute mechanisms to improve the collection of data in order to make informed decisions and implement change. The data should include information on student retention, transfers, progression and graduate destinations.	1.3	School
3	The panel recommends that the School re-purpose the Teaching and Assessment Working Group to focus on enhancing the staff and student experience, to include the following remit items: timing and modes of assessment, curriculum review including thread review, academic guidance, and optimising spaces and resourcing.	1.2	School
4	The panel recommends that the School introduce more clarity and better communication	2.1.1	School

	on the Personal Tutor role to staff and students, more in line with the University's guidance on Personal Tutors.		
5	The panel recommends that the University increase provision of support services, including counselling services, on site at King's Buildings.	2.1.3	University – Deputy Secretary Student Experience
6	The panel recommends that the School improve information to staff and students on feedback dates, have a uniform approach to the of quality of feedback provided within and across courses, and that it abide by the 15 working day rule set by the University.	2.4.2	School
7	The panel recommends that the School improve academic guidance on course choice in pre-honours years, particularly courses in or adjacent to Schools which consolidate essential skills for honours years.	2.3.3	School
8	The panel recognises the challenge of building the identity of the Earth Sciences cohort when operating across multiple sites, and recommends that the School review and seek to improve the provision of spaces to enhance the student and staff experience, this to include social space, teaching space and quiet study space.	2.6.3	School
9	The panel recommends that the University support the long-term in-position career progression, development and promotion of the Earth Sciences professional services staff in order to allow continuity in Schools.	2.8.2	University - Human Resources
10	The panel recommends that the School continue to improve training for tutors and demonstrators by encouraging them to engage with CPD, including Higher Education Academy (HEA), Postgraduate Certificate in Academic Practice (PgCAP), and The Edinburgh Teaching Award (EdTA).	2.8.4	School in conjunction with IAD
11	The panel recommends that the School institute and communicate to tutors and demonstrators a process for them to provide feedback to the School and that it address issues relating to the common marking scheme, payment for tasks undertaken and staff-student ratios raised during the review.	2.8.5	School
12	The panel recommends that academic staff members (non-tutors and demonstrators) be present and engaged with all practical sessions	2.3.1	School
13	The panel recommends that the School highlight the rich information which already exists on their webpages to the incoming cohorts, to provide them with sufficient knowledge and background to make well-informed course choices on arrival.	2.3.3	School

Suggestions for noting

If there is an issue that the review team wants to flag it as a potentially useful action, it will be couched as a suggestion rather than a formal recommendation. Suggestions are not tracked in onward reporting.

No	Suggestion	Section in report
	The panel suggests that the School build on the Peer Assisted Learning scheme GeoPALS by introducing peer assisted learning by Honours students for students in both pre-honours years.	2.1.5
	The panel suggests that the School put mechanisms in place to raise student awareness when introducing positive change as a result of listening to the student voice.	2.2.1
	The panel suggests that the School develop a house style for notebooks in order to avoid confusion and inconsistency in this area.	2.4.3
	The panel suggests that the University Estates' space management group be mindful to continue essential investment during the decommissioning stage.	2.6.3
	The panel suggests that the School refresh and refurbish teaching spaces where necessary.	2.6.3
	The panel suggests that the School introduce an alumni/alumnae webpage and social media page with the data on it which it can link to recruitment outcomes, and which will support communication on the variety of career options available to students.	2.7.2

Appendices

Appendix 1 – University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:

- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

1. Strategic overview

The strategic approach to:

- The management and resourcing of learning and teaching experience,
- The forward direction and the structures in place to support this.
- Developing business cases for new programmes and courses,
- Managing and reviewing its portfolio,
- Closing courses and programmes.

2. Enhancing the Student Experience

The approach to and effectiveness of:

- Supporting students in their learning
- Listening to and responding to the Student Voice
- Learning and Teaching
- Assessment and Feedback
- Accessibility, Inclusivity and Widening Participation
- Learning environment (physical and virtual)
- Development of Employability and Graduate Attributes
- Supporting and developing staff

3. Assurance and Enhancement of provision

The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

- Admissions and Recruitment
- Assessment, Progression and Achievement
- Programme and Course approval
- Annual Monitoring, Review and Reporting
- Operation of Boards of Studies, Exam Boards, Special Circumstances
- External Examining, themes and actions taken
- Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code
- Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

Appendix 2 Additional information considered by review team

University of Edinburgh Standard Remit 2018/19
Subject Specific Remit
Student Staff Liaison Committee meeting minutes (previous academic year) Pre Honours 7 February 2018 & 14 March 2018 Honours 7 February 2018 & 14 March 2018 Minutes 11 October 2017 & 8 November 2017
Statistical information: Completion rate of entrants report Course results Entrants report Progression report Student applications Students Studying Abroad report (2016/17 & 2017/18) Widening Participation Equality Diversity Monitoring and Research Committee (EDMARC) Student report (2017) Undergraduate Degree Classification report (April 2018) Subject Area Background Data for First Destination Statistics (DHLE Survey) DHLE HESA Performance Indicator for 2016/17 leavers
School Quality Assurance Reports: 2017-2018 2016-2017 2015-2016
School & Subject Area organisation chart
Reflective Report
Programme specification information Environmental GeoScience (BSc Hons) Geology and Physical Geography (BSc Hons) Geology and Physical Geography (MEarthSci) Geology (BSc Hons) Geology (MEarthSci) Geophysics and Geology (BSc Hons) Geophysics and Geology (MEarthPhys) Geophysics and Geology with Professional Placement (MEarthPhys) Geophysics and Meteorology (BSc Hons) Geophysics and Meteorology (MEarthPhys) Geophysics and Meteorology with Professional Placement (MEarthPhys)

Geophysics (BSc Hons)
Geophysics (MEarthPhys)
Geophysics with Professional Placement (MEarthPhys)

Programme Handbooks (or equivalent)

Environmental Sciences year 3
Environmental Sciences year 4
Geology years 1 & 2
Geology year 3
Geology year 4
Geophysics years 1 & 2
Geophysics year 3
Geophysics year 4
Geology & Physical Geography years 1 & 2
Geology & Physical Geography year 3
Geology & Physical Geography year 4

Professional Statutory and Regulatory Bodies (PSRBs) reports -to follow

The Geological Society
The Royal Meteorological Society

National Student Survey (NSS) results and reflection 2017-2018

External Examiners reports and responses:

2017-2018
2016-2017
2015-2016

Current Subject Area staff information

List of programmes and courses covered in the review

Previous TPR report

Previous TPR response

Quality Assurance Agency (QAA) Subject Benchmark Statement

School Personal Tutor statement

Academic Standards comments

Teaching Excellence Framework Statement

Student Voice arrangements

Student Representation arrangements

Quality Assurance arrangements

Learning and Teaching Strategy

Appendix 3 Number of students

Entrants by Qualification and Programme, by entry session and mode of study

Undergraduate Taught

	2014/5	2015/6	2016/7	2017/8	2018/9
	FT	FT	FT	FT	FT
BSc (Hons) in Environmental Geoscience	12	17	15	22	19
BSc (Hons) in Geology	40	25	31	17	19
BSc (Hons) in Geology and Physical Geography	7	19	13	13	6
BSc (Hons) in Geophysics	10	10	13	11	8
BSc (Hons) in Geophysics and Geology	5	3	3	1	4
BSc (Hons) in Geophysics and Meteorology	4	1	6	5	2
MEarthPhys (Hons) in Geophysics		5	2	3	3
MEarthPhys (Hons) in Geophysics and Geology		1	2	1	2
MEarthPhys (Hons) in Geophysics and Geology with Professional Placement				1	4
MEarthPhys (Hons) in Geophysics and Meteorology		1	1	1	1
MEarthPhys (Hons) in Geophysics and Meteorology with Professional Placement				1	
MEarthPhys (Hons) in Geophysics with Professional Placement			1	1	1
MEarthSci (Hons) in Geology	8	6	7	8	6
MEarthSci (Hons) in Geology and Physical Geography	1	9	8	8	2
TOTAL	87	97	102	93	77