



Queen Margaret University  
EDINBURGH

## ANNUAL STATEMENT ON INSTITUTION-LED REVIEW OF QUALITY 2016-2017

### 1 Introduction

This report provides an overview of institution-led quality review (ILR) and enhancement activities at Queen Margaret University (QMU) during Academic Session 2016-17. Commentary is provided on emerging good practice and on areas for development, highlighting the institutional response and impact, in so far as can be determined at this point in the planning cycle. Outcomes and actions arising from the operation of a number of established processes are detailed. These include: programme review, annual monitoring, evaluation of student feedback and other key performance indicators.

The Student Experience Committee (SEC), which reports directly to the University Senate, is responsible for overseeing the full range of quality review and enhancement activities and processes within the University. Through its detailed consideration of review outcomes and supporting data, SEC is well positioned to make evidence-based recommendations for enhancement. SEC has a remit to oversee implementation of the Student Experience Strategy for the period 2015-20<sup>1</sup>. During 2016-17, a number of activities were progressed under the auspices of that Strategy related to ILR, and in particular, the use of quantitative and qualitative evidence to enhance the student experience. Further information is provided later in this report.

### 2 Committee effectiveness

An important recommendation arising from the 2013 Enhancement Led Institutional Review (ELIR) was that the University should: '*Continue to actively manage the business and operation of the Student Experience Committee to ensure that it remains focussed on strategic matters and institutional self-evaluation.*' In response to this, SEC introduced an annual review of its operation. The most recent review (undertaken in May 2017) confirms that the Committee continues to manage its business effectively. Whilst the overall evaluation was very positive, it was agreed that further consideration be given to agenda management to ensure continued proportionate consideration of all papers, informed decision making, and opportunity for sharing practice.

In parallel with the above, the University Court completed its implementation of the action plan arising from an externally facilitated review of the effectiveness of its governance arrangements. That review was conducted during 2015-16 in fulfilment of the requirements of the Scottish Code of Good HE Governance. The overarching judgement of the group conducting the review was that the University Court has in place effective arrangements to ensure that it meets its key obligations, as set out in the

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<sup>1</sup> The Strategy is available in full from: <https://www.qmu.ac.uk/about-the-university/quality/quality-enhancement-and-external-context/quality-enhancement/>

University Court Statement of Primary Responsibilities. A number of examples of best practice in governance were also identified<sup>2</sup>.

### **3 QMU reference points for institution-led quality review**

The University's framework for institution-led quality review is available on the Quality section of the University website<sup>3</sup>. Regulations, policies and procedures are typically updated on a five yearly basis, with some flexibility to accommodate internal and external factors, such as changes to key reference points.

During 2016-17, administrative arrangements for the approval and periodic review of programmes were reviewed. This resulted in recommendations around the preparation of documentation and the timing and conduct of events. In parallel, reviews were conducted of current approaches to annual monitoring and module evaluation. A revised annual monitoring template is being piloted in some areas, with the key objectives to: 1) make better use of the enhanced evidence base to identify areas for development; 2) improve visibility of key outcomes for senior committees; and 3) strengthen the relationship between annual monitoring and strategic planning. Outcomes from the module evaluation review included development of a revised template in partnership with students, and provision of enhanced guidance to staff on the following key areas: maximising return of evaluations; making best use of results to enhance provision; and improving dissemination of outcomes to students (closing the loop).

### **4 External TNE and internal subject review 2016-17**

#### **4.1 External TNE review**

During 2015-16, QMU's partnership with AKMI Metropolitan College (AMC) in Greece was selected for inclusion in the QAA TNE review of UK provision in Greece and Cyprus. The results of that review are available on the QAA website<sup>4</sup>. The QAA report included commendations on attentiveness to the student voice, and on the establishment of the Academic Link Person (ALP) Forum at QMU. The ALP Forum provides a structure for practitioners involved in TNE to share practice and make recommendations for the enhancement of the student experience. There were also two recommendations as follows: 1) development of a policy for delivery of programmes in a language other than English; and 2) development of methodology for a partnership review, to be undertaken by 2018. The first of these was completed during 2015-16 (as reported in the 2016 return). The partnership review took place in March 2017. The format of the review comprised a refresh of due diligence and a Panel visit (with external representation) to AMC's three campus sites. The overall outcome of the review was that AMC should continue to operate as a partner of the University. A number of commendations and recommendations were also agreed, and these are being progressed through the relevant committees as part of the agreed Action Plan.

#### **4.2 Internal subject review**

A summary of internal events held during 2016-17 is provided at Appendix one. There were eight institution-led reviews, including three held at partner institutions overseas. A

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<sup>2</sup> <https://www.qmu.ac.uk/about-the-university/university-court/>

<sup>3</sup> <https://www.qmu.ac.uk/about-the-university/quality/resources-for-validation-and-review/>

<sup>4</sup> <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/review-of-overseas-provision/tne-greece-cyprus-15>

number of programmes were reviewed through the University's major change process. The major change process applies where there is revision and reformulation of a programme that merits Panel scrutiny but not a full scale face-to-face event.

Professional and Statutory Bodies (PSRBs) were involved in events as set out in Appendix one. The Health and Care Professions Council (HCPC) did not participate in any institution-led review events, but approved some changes by correspondence. Other PSRB outcomes during 2016-17 were as detailed below:

- Higher Education Academy (HEA) - accreditation of the QMU CPD Scheme and e-PgCert in Professional and Higher Education
- British Association of Play Therapists (BAPT) – accreditation of the MSc Play Therapy (delivered in partnership between QMU and With Kids, Glasgow)
- British Dietetic Association (BDA) – annual re-accreditation of the BSc (Hons) Dietetics and MSc/PgDip Dietetics.

### **4.3 Key themes arising through internal subject review**

The small number of events held during 2016-17 means that it is more difficult than in previous years to draw out key themes. Nevertheless, some common areas may be identified, and in particular, in relation to the overseas collaborative events. Three programmes were reviewed in country, and for each of these, conditions were set to re-submit documentation to ensure completeness and consistency. Other recommendations related to developing library and practical resources; enhanced staff development; and increased engagement with standard quality procedures (to include increased student engagement). Whilst student feedback was not always evident through the documentation submitted, Panels commended the level of engagement and enthusiasm of students participating in overseas events.

Looking across the full range of events (home and overseas), Panels made various recommendations related to documentation. The rationale for suggested modifications was typically to render the documentation (and particularly the Student Handbook) more user friendly. In some cases, it was considered that Programme Teams had explained points comprehensively at the event, and that stakeholders would benefit from having those points set out in writing. Other recommendations related to assessment pattern and content. There were two conditions set requiring clarification of transition arrangements.

Commendations were wide-ranging, covering various aspects of learning, teaching and assessment. There were also commendations on opportunities for students to develop graduate attributes. Two Panels identified, as best practice, the engagement of stakeholders, including students, employers and service users in curriculum design and development. Within the Student Experience Strategy, there is an action to develop and implement mechanisms for staff and students to engage in curriculum development as co-creators. Programme teams are encouraged to engage with this on an on-going basis, but especially through the validation and periodic review process.

### **4.4 Developments to the subject review process in 2016-17**

The Learning and Teaching Panel (LTP) considers subject review reports in detail and makes recommendations to SEC for the development of the review process. During the reporting period, a number of LTP recommendations were implemented, mainly to

improve administrative efficiency of the subject review process. In parallel with LTP scrutiny, feedback is collated from academic and student participants in review events, usually on an annual basis. Feedback considered during the reporting period (in relation to the 2015-16 schedule) was largely positive, with particular commendations on the conduct of events, the way events were convened, and the quality of administrative support and professional advice to the Panel. Student reviewers again reported that they had been made welcome by staff and that they considered themselves to be equal members of the Panel.

As reported in the previous statement (2016), a working group was established during 2015-16 to make particular recommendations on the conduct of overseas review events. That group reported early in 2016-17 with recommendations for panel composition, preparations in advance of the overseas visit, and in-country agenda management. A key recommendation from the working group was to establish mechanisms for student reviewers to be involved in scrutiny of overseas provision. This has since been successfully implemented for recent events in Nepal and India.

## **5 Professional services review**

Panels for subject review are asked to consider the extent to which the University has been able to provide an environment in which the Programme can flourish, and whether appropriate support systems are in place. Panels for collaborative programmes are required to consider equivalence with QMU provision, and various examples of arrangements appropriate to the local context were again highlighted during the 2016-17 events. Consideration of professional services' contribution to the student experience was also an important strand of the partner review with AMC (paragraph 4.1 refers).

The University also conducts separate periodic reviews of professional services, taking either a departmental or thematic approach. Reports are submitted to SEC for consideration and implementation of recommendations arising through this process. The University's commitment to developing professional services is exemplified within the Student Experience Strategy, which includes an action to develop professional services and academic support mechanisms for all students.

During 2016-17, the following activity took place linked to professional services review:

- Development of an Inclusive Practice Policy in response to a specific recommendation arising from the 2015-16 Disability Services Review.
- Approval of various recommendations arising from a review of professional services' contribution to induction (these are being implemented in parallel with recommendations arising from the institution-wide Entrants' Survey).
- Review of the support provided by the School Office.

Work has also commenced on a review of the effectiveness of the Graduate School (event scheduled for 31 October 2017). The focus of this will be the extent to which the Graduate School has enhanced the doctoral student experience and overall research culture of the University since its restructure and relaunch in 2015-16.

## **6 Performance indicators**

### **6.1 Overview**

The University has a comprehensive suite of published Key Performance Indicators (KPIs), developed and approved by the University Court. A full review and evaluation of the KPIs is conducted on a quarterly basis by the University Court and the Executive Board. Quarterly reports are provided to the University Senate, and the full suite is published on the staff Intranet. The KPIs are grouped under broad headings, including quality and the student experience. The student experience category includes NSS results, retention and employability. Further consideration is given to the NSS and retention under paragraphs 6.3 and 6.4 of this report. The most recently published HESA statistics on employability (July 2017) show that QMU has the highest graduate employment rate of any Scottish university and the third highest employability rate amongst all UK higher education institutions. During 2016-17, the University's Employability Strategy was updated to incorporate benchmark metrics. As part of that update a revised implementation plan was agreed to support achievement of targets, including positive destinations for all graduates.

### **6.2 Annual monitoring**

Annual monitoring serves as the principal vehicle for co-ordinated programme and School evaluation. Performance indicators underpinning the annual monitoring exercise include: progression, completion and attainment statistics; student survey data; and qualitative feedback from stakeholders, including employers and External Examiners. During the reporting period, there were considerable improvements to the format and presentation of performance indicators generated through the Student Records System. Systems were upgraded in parallel to improve access to data. Significant developments include the launch of a staff 'Insight' dashboard and updates to the Staff Portal to provide more transparent information on students' attendance and performance. Attendance data is captured through Electronic Registration of Attendance (ERA). ERA was rolled out across the University in 2015-16 following a successful pilot in the previous year. Data arising from ERA is evaluated by SEC, which also considers the overall operation of the system. As a result of the first year review, various enhancements were put in place for 2016-17, the impact of which was evaluated at an extraordinary SEC meeting towards the end of semester two.

Each of the two Schools produces an over-arching annual monitoring report that synthesises and evaluates outcomes reported at programme level. The requirement for action planning and impact evaluation allows for a full progress review in subsequent years. Key outcomes arising from the most recent reports (2015-16) are detailed below.

Various trends in admissions, progression and completion are recorded in the reports. For both Schools, a steady increase in level of undergraduate attainment is recorded. This data is also captured in the institutional KPI for attainment (under the quality heading) which shows an increase in the percentage of first and upper second class degrees awarded. Both reports also record the efforts, successes and challenges of recruiting and retaining students from groups that are under-represented (for example male students). Factors influencing attainment and progression identified in the reports include academic and pastoral support and enhancements to learning, teaching and assessment strategies. The positive impact of retention related activities co-ordinated through the WISER Board is commended within the reports. The Deans also welcome

the provision of enhanced retention statistics and information on the reasons for withdrawal, which can help target interventions.

Matters reported as arising from student feedback relate to curriculum and programme management. The reports indicate that careful consideration is given to student feedback and that adjustments are implemented, where possible and appropriate. Examples are provided of various changes to content and/or assessment strategy, as well as changes to administrative processes, informed by student evaluation. In some cases, this type of evidence-based enhancement happens locally. However, other matters are progressed on a Divisional, School or institutional level.

Other stakeholder feedback that informs the reports comes from employers, professional bodies and service users. There is good evidence of employer engagement across programmes and growing evidence of service user involvement. External Examiner commendations cited within the reports relate to assessment and feedback, student support and administration. The latter includes electronic access to samples of work, which the majority of Examiners welcome as an improved efficiency. Further detailed attention is given to External Examiner feedback through the annual cross-institutional summary of their reports, the most recent of which was considered by SEC in April 2017. As in previous years, recommendations were mostly at the level of individual programmes or modules, with no significant University-wide issues identified. The key themes emerging from Examiners' reports have been collated in a one page summary to help disseminate the valuable information arising through annual reports in a format that can be more easily digested.

### **6.3 Responding to student feedback**

#### **6.3.1 National Student Survey**

The University continues to develop its approach to survey management and responding to student feedback. In 2016-17 the new QMU Student Surveys Hub (QMU's VLE) site was launched and promoted to all students. The site provides clear and consistent information on key student experience surveys including a summary of results and how the University uses them. Promotion during 2016-17 included a personalised email sent to current students who had completed surveys in the previous year with a direct link to the site.

We achieved strong results for a number of subject areas in the first year of the revised National Student Survey. Publicity Studies (PR & Media and PR, Marketing & Events), is ranked top in the UK and top in Scotland; Marketing (PR, Marketing & Events) is joint top in the UK and top in Scotland; Nursing is joint top in both the UK and Scotland; and Sociology (Public Sociology and Psychology & Sociology) is also top in Scotland.

The cross-institutional results, while not directly comparable to previous years, witnessed a reduction in levels of satisfaction in most categories, and in relation to the University's benchmark. This reversed what had been a sustained and steady increase in satisfaction scores across most areas in the period since the University's first participation in the Survey. The biggest decreases were in overall satisfaction; organisation and management; IT and resources; and assessment and feedback.

A structured action plan to address those areas where scores have decreased has been developed and is in the process of being implemented. An immediate action has been to introduce a 15 working day deadline for the return of undergraduate level three and four

student assessment and feedback. Further actions include publication of feedback return dates in all module and programme handbooks from the start of semester one in 2017-18 and an acceleration of the programme to adopt electronic marking and feedback for all eligible assessments.

Progress with this work is being coordinated by the NSS Results Working Group, convened by the Deputy Principal, and with membership from professional services and academic staff as well as the Students' Union. University staff continue to work in partnership with the Students' Union using the class representation structure and other approaches to engage students with this work.

There are also planned enhancements to the reporting system in place for responding to survey results. Each year, Programme Leaders are provided with NSS results packs, which include national level comparators and student comments, and are asked to discuss results directly with students and to formulate a response through an NSS action plan. These then form the basis of School level action plans which are reported on through the School Academic Boards. This year each School Management Team will play an additional role in monitoring the progress of programme level action plans throughout the year.

The actions described above will support an existing programme of work in response to student feedback, including major investment in upgrading the current wireless platform, work for which will begin in the autumn. This is expected to deliver significant improvements in reception and performance throughout the campus.

### **6.3.2 Other survey activity**

The University's internal Student Survey (QSS) is open to all taught students who are not eligible for the NSS, with questions based on the same format as the NSS. Results are aggregated by undergraduate (first year to third year) and taught postgraduate (PGT) responses. Overall satisfaction increased for both groups in the 2017 survey, but there were some reductions to a number of scores in line with the NSS. Within the QSS, there are additional questions for PGT students about their experience of the dissertation/major project. Results for these particular questions, which are modelled on the PTES (Postgraduate Taught Experience Survey), were excellent. One such example is the increase of 15% for "My supervisor has the skills and subject knowledge to adequately support my dissertation/major project."

Programme Leaders also receive QSS results packs, where there are sufficient number of respondents, and are asked to consider them in their Annual Monitoring Reports and to use them as the basis for discussion with students.

The University participated in the Postgraduate Research Experience Survey (PRES) for the third time in 2017. The results showed an increase from the 2015 survey in all but two of the categories, one of which had stayed the same, whilst the other had decreased. The results from PRES will feed into the planned review of the Graduate School (paragraph 5 refers). The resulting Action Plan will be co-ordinated through the Graduate School Academic Board with input from the Doctoral Students' Association and wider doctoral student community.

## **6.4 Student Retention**

During 2016-17, the Outcome Agreement Data Group continued to meet on a monthly

basis, to monitor and review the outcomes from the Outcome Agreement, using both SFC national measures and QMU specific measures. These frequent and focussed meetings ensure trends are monitored and timely responses made, as required. Representatives from the Group attended Divisional meetings to brief all staff on contextualised admissions, and the University's widening participation and student retention priorities.

The WISER (Widening Participation and Student Retention) Board considers a broader set of widening participation and student retention data and directs and oversees relevant activities and projects, promoting best practice and facilitating joined up working across projects. It meets on a quarterly basis. The Board commissions enhancement activities in support of those elements of the University's Outcome Agreement concerned with access and retention.

An example of one of the projects funded during 2016-17 was the student phone call support project aimed at first generation student entrants. Trained student mentors carried out a series of calls to students at four key points in the academic year, with a focus on relevant topics e.g. settling in, first assignment, and exams. Retention rates for 2016-17 are not finalised yet, but early indications are that the retention rate for students contacted under the scheme have increased (up from 91% to 94%).

All WISeR funded projects are required to report on progress, outcomes and evidence of impact twice a year as well as presenting at the WISeR show case event for all staff in March each year. The 'Stay-on-Course' project was funded by WISeR in 2015-16. Offering targeted intervention and direct support to students identified as being at risk of leaving, it is now embedded into support offered to students, with a full-time Wellbeing Adviser in post since February 2017.

Each School continues to receive funds to support the role of WISeR Coordinator. The role supports the implementation and embedding of best practice in relation to widening participation and student retention activity within each School, with the primary aim being to further engage staff at the local level with the University's priorities in these areas. The priorities for each School are determined by a number of factors, and on the basis of evidence, including admissions and retention data. Outreach and widening participation activity has been prioritised within Health Sciences, while within Arts, Social Sciences and Management (ASSaM), the focus is on activities supporting student retention, including direct entrants articulating from college.

Each Coordinator works with academic colleagues and professional services staff to develop processes and systems, based upon, or leading, best practice within the HE sector. In 2016-17 the ASSaM WISeR Coordinator developed a central campaign to promote the range of different support services by student need rather than as separate services. The series of slides will be displayed on campus from the start of semester one in 2017-18. The 'joined up' and collaborative approach of the roles ensures continued staff engagement across the University.

## **7 Student engagement**

During 2016-17, all subject review Panels met face-to-face with current students and, where possible, recent graduates. As in previous years, review reports include conditions and recommendations informed by the discussion with the student group. There were fewer opportunities for students to be included as panel members due to the small number of events and location of some of these overseas. However, students

were involved in the overseas events by scrutinising documents in advance and providing feedback to inform the event in country. This led to a very specific condition in one case, illustrating the benefit of student input to the process.

The University's student representation system is now well established. Students' Union and University staff work together to gather a range of feedback which contributes to the assessment of the effectiveness of the system. The importance of representation is recognised in our Student Experience Strategy, which includes an action to: further develop partnership working between the University and the SU to enhance the student experience. Activities in support of this include; implementation of the Student Partnership Agreement; SU engagement in University staff meetings; and continued development of arrangements for student representation on committees.

The Class Reps' Experience Survey is administered annually, with results considered in parallel with review feedback from Reps who attend the introductory training sessions. Supplementary questions on student feedback have been included in the QMU NSS and internal survey (QSS) since 2014. This became a mandatory section in the new NSS in 2017. For the first time in 2017, we also surveyed representatives on senior committees. The feedback arising from this was positive, confirming broad satisfaction with induction, conduct of meetings and student input to decision making.

A report summarising feedback and developments in 2016-17 was considered at the Student Experience Committee meeting in May 2017. Highlights presented in the paper included an increased number of representatives and improved scores in relation to training and support from the Students' Union. The continued success of the STaR (Student Teaching and Representation) Awards was also reported. The awards bring together students and staff to celebrate learning and teaching and recognise those who have contributed to enhancing the student experience. This year saw a sharp rise in nominations for student awards, highlighting a good level of student engagement. Challenges related to the impact of the Class Rep role on students' workload, time allocated for gathering feedback from the cohort and ensuring students were aware of how the issues they raised had been resolved. These will be addressed through Class Rep training and also in updated briefing guidance for academic staff.

## **8 Review activity**

The University's review schedule for 2017-23 is attached as Appendix two.

## **9 Governing body endorsement**

This report has been approved by the Chair of Court under powers delegated by the University Court. The report will be presented for HOMOLOGATION by the University Court at its meeting on 4 October 2017.

## **10 Further information**

Further information is available from Dawn Martin, Assistant Secretary, Governance and Quality Enhancement: [dmartin1@qmu.ac.uk](mailto:dmartin1@qmu.ac.uk)

**APPENDIX ONE  
INTERNAL PROGRAMME REVIEW 2016-2017**

<b>Date</b>	<b>Programme(s)</b>	<b>Status of internal approval</b>	<b>Professional body involvement/other notes</b>
02/12/16	Review of MBA & MSc International Management and Leadership with EASB, Singapore	Approved	Held in country
12/01/17	Review of MSc Physiotherapy (pre-registration) / BSc (Hons) Physiotherapy	Approved	Joint event with the Chartered Society of Physiotherapy
March 2017	Change of language delivery for Business programmes delivered at AMC, Greece	Approved	
27/04/17	MSc Dispute Resolution (major change)	Approved	
May 2017	MSc Cognitive Behavioural Therapy with NHS Lothian and NHS Greater Glasgow and Clyde (major change)	Approved	
24&25/05/17	Review of BA International Hospitality and Tourism Management and BA International Culinary Arts with ITM, India	Approved	
21/06/17	Review of BA International Hospitality and Tourism Management with Silver Mountain Hotel School, Kathmandu, Nepal	Approved	Held in country
August 2017	BSc (Hons) / PgCert Person-centred Practice (District Nursing) (major change)	Approved	Joint event with Mott MacDonald

The following events listed in last year's forward plan for 2016-17 were postponed following University procedures for extending the period of approval. All programmes remain within the maximum six year approval period.

- All undergraduate business degrees
- BSc Conversion (Podiatry, Physiotherapy, OT, Radiography)
- MSc Podiatry

## APPENDIX TWO

### Six year programme of internal subject review (subject to change)

2017-18 (validation or most recent review usually 2012-13)

<b>School of Health Sciences</b>	
Masters of Clinical Research	Joint event with Masters of Research
MSc Radiotherapy	
MSc Podiatry	
BSc (Hons) Nursing	
BSc (Hons) Logopaedics	Collaboration with AKMI Metropolitan College, Greece
BSc (Hons) Occupational Therapy	Collaboration with AKMI Metropolitan College, Greece
BSc (Hons) Physiotherapy	Collaboration with AKMI Metropolitan College, Greece
BSc (Hons) Speech and Language Therapy	
BSc Professional Practice/BSc Applied Nursing	
BSc Conversion (Podiatry, Physiotherapy, OT, Radiography)	
Graduate Certificate in Palliative Care	Collaboration with St Columba's Hospice, Edinburgh
<b>School of Arts, Social Sciences and Management</b>	
Masters of Research	Joint event with Masters of Clinical Research
MA Arts, Festival and Cultural Management	
MSc Gastronomy	
All undergraduate programmes hosted within the Division of Business, Enterprise and Management (excluding collaborations)	
BA Media Production, Athens	Collaboration with AKMI Metropolitan College, Greece

**2018-19 (validation or most recent review usually 2013-14)**

<b>School of Health Sciences</b>	
MSc Professional and Higher Education (to include the e-PgCert in Professional and Higher Education)	
MSc Advanced Dietetic Practice	Collaboration with AKMI Metropolitan College, Greece
MSc Cognitive Behavioural Therapy	Collaboration with the South of Scotland Cognitive Behavioural Therapy Partnership
MSc Rehabilitative Audiology	
All undergraduate programmes hosted within the subject area of Dietetics, Nutrition and Biological Sciences (excluding collaborations)	
BSc (Hons) Podiatry	
NHS Lothian CPD Framework	Collaboration with NHS Lothian
<b>School of Arts, Social Sciences and Management</b>	
MSc in Dispute Resolution	
Undergraduate Media and PR programmes hosted within the Division of Media, Communication and Performing Arts	
All undergraduate programmes hosted within the Division of Psychology and Sociology (excluding collaborations)	
BA (Hons) Drama and Performance and BA(Hons) Theatre and Film	
BA (Hons) International Hospitality and Management	Collaboration with EASB. Singapore

**2019-20 (validation or most recent review usually 2014-15)**

<b>School of Health Sciences</b>	
MSc Occupational Therapy (post-registration):	
MSc Art Psychotherapy (International)	
MSc Music Therapy	
MSc Theory of Podiatric Surgery	Collaboration with GCU
MSc Speech and Language Therapy (pre-registration)	
MSc Audiology (pre-registration)	
MSc Diabetes	
All programmes hosted within the Institute for Global Health and Development	
PgCert Collaborative Working: Education and Therapy	
BSc (Hons) Physical Activity, Health and Wellbeing	
BSc (Hons) Diagnostic Radiography/Therapeutic Radiography	
Person Centre Practice Framework and Community Health Nursing programmes	
HEDip Hearing Aid Audiology	
Inter-professional Education modules	
<b>School of Arts, Social Sciences and Management</b>	
MSc Strategic Communication and Public Relations	
All postgraduate and undergraduate business programmes delivered in partnership with AMC	Collaboration with AKMI Metropolitan College, Greece
BA (Hons) Costume Design and Construction	
BA (Hons) Acting for Stage and Screen	Collaboration with Edinburgh Napier

**2020-21 (validation or most recent review usually 2015-16)**

<b>Cross-institutional</b>	
Professional Doctorate	
<b>School of Health Sciences</b>	
MSc Diagnostic Radiography	
MSc Medical Imaging	
MSc Dietetics/MSc Public Health Nutrition	
MSc Radiotherapy and Oncology	
MSc Occupational Therapy (pre-registration) and BSc (Hons) Occupational Therapy	
MSc Advancing Physiotherapy Practice	
MSc Play Therapy	Collaboration with With Kids, Glasgow
MSc Mammography and HECert Mammography	Collaboration with Scottish Breast Screening
MSc Person-Centred Practice – Public Health and Wellbeing/ Palliative Care	Collaboration with St Columba's Hospice, Edinburgh
BSc (Hons) Dietetics	Collaboration with AKMI Metropolitan College, Greece
BSc (Hons) Nursing	Collaboration with the British University Egypt
BSc (Hons) Nursing	Collaboration with AKMI Metropolitan College, Greece
HEDip Podiatric Assistant	Collaboration with the SAME Institute, Maidenhead
<b>School of Arts, Social Sciences and Management</b>	
MA Stage Management	Collaboration with the Edinburgh Stage Management School
Master of Public Administration (MPA)	
MBA and MSc International Management and Leadership programme suite	
MBA/MBA Passport and BBA	Collaboration with Ace International Business School, Nepal
BA Culinary Arts	Collaboration with AKMI Metropolitan College, Greece

**2021-22 (validation or most recent review usually 2016-17)**

<b>Cross-institutional</b>	
Doctoral Certificate in Researcher Development (READ)	
<b>School of Health Sciences</b>	
MSc Physiotherapy (pre-registration)/BSc (Hons) Physiotherapy	
BSc (Hons) Podiatry	Collaboration with AKMI Metropolitan College, Greece
<b>School of Arts, Social Sciences and Management</b>	
MBA & MSc International Management and Leadership	Collaboration with EASB, Singapore
BA International Hospitality and Tourism Management BA International Culinary Arts	Collaboration with ITM, Mumbai. India
BA (Hons) International Hospitality and Tourism Management BA International Culinary Arts	Collaboration with Silver Mountain, Nepal

**2022-23 (validation or most recent validation or review usually 2017-18)**

<b>School of Health Sciences</b>	
Masters of Clinical Research	Joint event with Masters of Research
MSc Radiotherapy	
MSc Podiatry	
BSc (Hons) Nursing	
BSc (Hons) Logopaedics	Collaboration with AKMI Metropolitan College, Greece
BSc (Hons) Occupational Therapy	Collaboration with AKMI Metropolitan College, Greece
BSc (Hons) Physiotherapy	Collaboration with AKMI Metropolitan College, Greece
BSc (Hons) Speech and Language Therapy	
BSc Professional Practice/BSc Applied Nursing	
BSc Conversion (Podiatry, Physiotherapy, OT, Radiography)	
Graduate Certificate in Palliative Care	Collaboration with St Columba's Hospice, Edinburgh
<b>School of Arts, Social Sciences and Management</b>	
Masters of Research	Joint event with Masters of Clinical Research
MA Arts, Festival and Cultural Management	
All undergraduate business programmes	
BA Media Production, Athens	Collaboration with AKMI Metropolitan College, Greece