



Queen Margaret University  
EDINBURGH

## **ANNUAL STATEMENT ON INSTITUTION-LED REVIEW OF QUALITY 2018-2019**

### **1 Introduction and governing body endorsement**

This report provides an overview of institution-led quality review (ILR) and enhancement activities at Queen Margaret University (QMU) during academic session 2018-19. Commentary is provided on emerging good practice and on areas for development, highlighting the institutional response and impact. Outcomes and actions arising from the operation of a number of established review processes are detailed. These include programme review, annual monitoring, and evaluation of student feedback and other key performance indicators.

The report has been approved by the Chair of the University Court under powers delegated to the Chair by the Court. The report will be presented for HOMOLOGATION by the University Court at its meeting on 2 October 2019.

### **2 ELIR 4**

During 2018-19, the University responded to the recommendations arising from ELIR 4, and published in the ELIR Outcome and Technical Reports in August 2018. The Student Experience Committee (SEC) has overseen the implementation of our ELIR action plan. Activities progressed in that plan have included the conclusion of the review of our Personal Academic Tutor (PAT) system, which was in progress at the time of the ELIR Main Visit, and a project to consider consistency in the quality of assessment feedback. Outcomes arising from these two significant pieces of work will be implemented during 2019-20.

Other outcomes from our ELIR action plan include:

- Agreement to pilot UniHub, an enhanced career and employability portal, as a mechanism for the University to recognise and record the skills and attributes gained by students outside the formal curriculum.
- Development of a centralised system for monitoring Graduate Teaching Assistants' completion of the University's skills development course.
- Amendments to risk management arrangements for our collaborative provision.
- The forthcoming review of the extent to which students at our Greek partner institution (who are taught and assessed in Greek) can make effective use of academic literature throughout their programme of study.

Our ELIR reviewers identified significant progress in the availability and use of data to support decision-making. We continue to take an evidence based approach to institution-led quality review, and we are progressing a number of data related projects under the auspices of our Institutional Team for the current Enhancement Theme: Evidence for Enhancement - Improving the Student Experience.

One of the Team's priorities for the 2018-19 session was the 'Five Things' project. This project has a focus on data that a lecturer might find useful in order to address the following questions: Who are my students? How do they engage? How are they doing? What do they find most useful? How does this compare with other institutional and national information? We will consolidate and embed the outcomes from the 'Five Things' project during academic session 2019-20.

### **3 Portfolio Sustainability Review**

We launched our Portfolio Sustainability Review in May 2017, with the objective of ensuring that the University offers a sustainable academic portfolio that is attractive and relevant to students and employers, that contributes to our long-term financial sustainability, and that delivers an efficient and equitable learning and teaching experience. In our 2018 Annual Statement we identified a number of outcomes from that Review including the following:

- Improved programme efficiency and sustainability through measures including the on-going transfer to a 20-credit module structure and the introduction of viability thresholds.
- New postgraduate programme development.
- Expansion into Initial Teacher Education.
- The development of our strategy to increase growth in undergraduate student numbers.
- Review and revision of fees rates to reflect market rates.
- Measured development of our online provision.

During the reporting period, we have made good progress against these objectives. We are working towards full roll-out of the 20-credit module structure, the deadline for completion of the transfer from the previous 10 and 15-credit structure being the end of academic year 2019-20.

The BA (Hons) Education Studies (Primary) and PGDE in Home Economics were successfully validated by the University and accredited subsequently by the General Teaching Council for Scotland (GTCS). Within our School of Arts, Social Sciences and Management, we approved new postgraduate programmes in areas identified through our internal evaluation and a scoping exercise undertaken by an independent consultancy to inform the Portfolio Sustainability Review. Within Health Sciences, we launched our first Integrated Masters degree in the subject of Dietetics, a model which we are seeking to roll out across our Allied Health Professions and Nursing provision. We also consolidated a number of post-registration programmes into our new Advancing Practice in Health Framework.

### **4 Strategic responsibility for ILR**

The Student Experience Committee (SEC), which is a standing committee of 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 evidence, SEC is well positioned to make evidence based recommendations for enhancement. The Committee evaluates the effectiveness of its operation annually, considering in particular the extent to which it

retains a focus on strategic matters. The most recent evaluation in May 2019 confirmed the Committee's continued effectiveness.

SEC has a remit to oversee implementation of the University's Student Experience Strategy for the period 2015-20<sup>1</sup>. Within our 2018 ELIR Outcome Report, we were pleased to receive a commendation on our approach to strategy development, which the reviewers considered to be dynamic, iterative and embedded in the student experience. We continue to work, in partnership with our students, towards implementation of our institutional strategies. As an integral feature of this approach, the Student Experience Strategy is subject to annual review. The most recent review took place in May 2019, at which point it was determined that the Strategy remains fit for purpose, and that we have made good progress against agreed actions. The Strategy is due for review in 2019-20, following which the updated version will be in place for the period 2020-25.

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

The University's framework for institution-led quality review is published on the Quality section of our website<sup>2</sup>. Regulations, policies and procedures are normally updated on a five yearly basis, with some flexibility to accommodate internal and external factors, including changes to key reference points.

## **6 Internal subject review 2018-19**

### **6.1 Summary of QMU and PSRB review activity**

A summary of internal subject review events held during 2018-19 is provided at Appendix one. There were fifteen institution-led reviews, three of which took the form of 'interim reviews'. An interim review is held when a programme has reached the maximum six year period of approval, but cannot proceed to full review. External factors often influence such decisions. For example, in 2018-19 the review of the BSc (Hons) Nursing was put on hold pending publication of new Nursing and Midwifery Council standards. The interim review process provides assurance that the programme under consideration continues to meet stakeholder needs, until such time as the full review can take place (typically in the following academic year).

During the reporting period, Professional, Statutory and Regulatory Bodies (PSRBs) were involved in two joint reviews with the University as detailed below and set out in Appendix one.

- The Association for Nutrition (AfN) participated in the review of the BSc (Hons) Nutrition. This programme was successfully validated by the University and application documents have been submitted for AfN accreditation. The AfN will update the team on the progress of the application within the usual AfN timescale.
- The Health and Care Professions Council (HCPC) and British Dietetics Association participated in the joint review of the pre-registration BSc (Hons) and MSc Dietetics programmes, which were revalidated as an Integrated Masters with subsidiary undergraduate awards. HCPC granted open ended approval, whilst the BDA accredited the programme for five years subject to annual review.

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<sup>1</sup> <https://www.qmu.ac.uk/about-the-university/quality/quality-enhancement-and-external-context/quality-enhancement/>

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

Other PSRB activity is detailed below:

- The British Psychological Society re-accredited the BSc (Hons) Psychology for a period of five years, subject to conditions, the deadline for which falls early in semester one of academic session 2019-20.
- HCPC granted open ended approval for the Non-Medical Prescribing module.
- HCPC approved other programme changes by correspondence.
- The Chartered Institute for Public Relations (CIPR) re-accredited Queen Margaret University as an Approved Teaching Centre, with no recommendations.

## **6.2 Developments to the internal review process**

An important change to our regulations during 2018-19 was the updating of our arrangements for risk monitoring to include a review of the risk status of each partnership before agreeing to renew a collaborative agreement. This was in response to the ELIR recommendation that we '*extend the use of periodic review across all collaborative partners, recognising proportionality in the approach adopted*'. Under the revised regulations, the renewal of an agreement may be contingent on the outcome of a partnership review. The first such partnership review took place in March 2019, and resulted in an action plan with a number of conditions, which have been addressed.

During 2018-19, we also continued the pilot of a revised internal document submission deadline, introduced in the previous academic year. This requires review documentation to be submitted to an earlier deadline so as to provide for the incorporation of formative feedback to the programme team, with a view to reducing the potential number of conditions set relating to document revisions. However, this additional step has generated considerable additional effort, with no real evidence of impact. As such, we are looking at different ways to support teams in the run up to submission, including the provision of enhanced guidance on the documentary requirements. Most recently, we developed guidance on programme specific student handbooks, and the relationship between programme specific and central resources.

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

Panels have commended teams on the use of stakeholder feedback to inform programme development. The majority of reports record that teams are responsive to internal and/or external drivers, including changes to the employment market. Several panels noted the high quality of industry connections. For healthcare programmes, there were specific commendations on positive relationships with clinical placement providers. Features of programme design identified in the reports as best practice include the integration of theory and practice, inter-disciplinary learning, and opportunities to develop skills for employability. Panels also made commendations on student support, widening access and retention. As in previous years, the enthusiasm and commitment of academic staff was identified as having a significant positive impact on the student experience. Panels also welcomed the high quality of documentation submitted for some events

Seven of the fifteen programmes listed in Appendix one were approved with no conditions. With one exception, the other eight programmes were approved with just one condition (the normal University maximum being five). The conditions mostly took the form of requirements to update the documentation submitted before the event to ensure accuracy, completeness and consistency. Within the resubmitted documentation, some teams were asked to update module descriptors to ensure constructive alignment of

SCQF level, learning outcomes and assessment. Panels also made recommendations, which are advisory in nature, and can point towards further enhancement to established good practice. Recommendations were wide ranging, but across the programme of review fell mostly within the following categories

- Programme content – specific recommendations often informed by the external panel member’s subject expertise.
- Structure, including articulation of part-time and transition arrangements.
- Widening access, including support for direct entrants.
- Volume and nature of assessment, including formative and group assessment.
- Work-based learning - opportunities and clarity of roles of expectations.
- Organisation and communication - signposting students to information about their programme and/or the wider University environment.

A few Panels made recommendation that the University keep under review the technical support for online learning, as the scale of distance learning and blended provision increases in line with the outcomes from the Portfolio Sustainability Review (paragraph 3 refers).

## **7 Professional services review**

Our approach to professional services review is deliberately flexible. Professional services may be reviewed on a discrete basis, or as part of a broader thematic review, typically covering support for a particular group of students. The validity of a particular approach takes account of a range of factors, including size and scope of the service, and the extent to which the service is subject to external scrutiny (to avoid duplication). Panels for subject review also consider the contribution of professional services to the student experience. For collaborative provision, panels have a particular remit to consider equivalence of professional services with QMU provision. During the reporting period, there was no discrete professional services review activity. However, we did undertake a review of the management of collaborative provision, which allowed us to look across the functions that support our partnerships. We also continued to implement recommendations arising from previous review of Student Services and the Graduate School.

## **8 Performance indicators**

### **8.1 Overview**

The University has a comprehensive suite of published Key Performance Indicators (KPIs), developed and approved by the University Court in support of the QM150 Strategy for the period 2015-20. The University Court and Executive Board undertake quarterly review and evaluation of the KPIs. The University Senate also receives quarterly reports, 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 8.3 and 8.4 of this report.

The most recently published HESA statistics on employability (July 2018) show that QMU has the third highest graduate employment rate of any Scottish university and the 14th highest employability rate amongst all UK higher education institutions. Our

Employability Strategy is due to be refreshed and relaunched during the academic session 2019-20, at which point we will consider the continued relevance of our strategic objectives and benchmark metrics

## **8.2 Annual monitoring**

Annual monitoring serves as the principal method for co-ordinated programme and School evaluation. Underpinning sources of evidence include: progression, completion and attainment statistics; student survey data; and qualitative feedback from stakeholders, including employers and External Examiners. 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 provides for a full progress review in subsequent years.

During 2018-19, we rolled out in full our revised approach to Annual Monitoring, which had been piloted in the previous session. The revised process incorporates a two stage programme submission, with two deadline dates, rather than a single deadline of October. A second key change is the introduction of a more streamlined reporting template to help focus on the key themes and improve visibility of the outcomes from the monitoring exercise. Stage one programme reports are due by the beginning of July to coincide with programme teams' usual planning timeline for the coming academic year. Stage two reports are due towards the end of October and take the form of an update to the June submission to reflect any changes agreed as a result of reflection on evidence that has become available in the intervening period. Such evidence includes, but is not limited to, NSS results, External Examiners' reports, and data on progression, retention and attainment. In May 2019, we undertook a review of the effectiveness of the revised arrangements, the results of which indicated that the majority of respondents prefer the revised reporting templates and submission arrangements.

Key outcomes arising from the most recent reporting cycle (2018-19) are detailed below.

Various trends are noted in relation to applications, offers and admissions. Both Schools recorded a small increase in undergraduate entrants. However, there has been a decrease in postgraduate entrants. The reports note a slight increase from the previous year in the percentage of first and upper second class degrees awarded. However, across the five year reporting period, there is no evidence of grade inflation. Retention and progression are also considered through the reports. Full information is given in paragraph 8.4 below.

Reflection on the dataset for annual monitoring culminates in identification of good practice, the development of an action plan for the coming year, the identification of activities that relate to our institutional KPIs, and a summary of matters to bring to the attention of senior committees. Both Schools identify as good practice across their suite of programmes, the embedded approach to employability, collaborative activity with TNE partners and other organisations, and approaches to student integration, sense of belonging and retention. Under the KPI themes, the reports identify the following as contributing to financial sustainability and recruitment targets: development of a more streamlined and focused portfolio; increased benchmarking of fees against competitor provision; and enhanced marketing efforts. These activities reflect very closely the outcomes from the Portfolio Sustainability Review (paragraph 3 refers).

Many of the priorities for the coming year relate to programme development to deliver an attractive portfolio that is sustainable and fit for purpose. Both Schools also identify the

continued development of approaches to feedback as a priority, and both make recommendations to support academic practice at collaborative partner organisations.

The reports demonstrate good engagement with stakeholders. Both Schools cite positive feedback from placement providers and/or other measures of recognition e.g. external awards and sponsorship. Within Health Sciences there are ongoing efforts to build on previous work in extending service user involvement in programme development and other quality processes. The reports record that External Examiner feedback is largely positive.

Further detailed institutional scrutiny of External Examiner feedback is undertaken by the Student Experience Committee through its annual review of a cross-institutional summary of all External Examiner reports. The Student Experience Committee review in April 2019 noted that, as in previous years, there were no significant University-wide issues identified, with Examiners' recommendations for enhancement typically focused at the level of individual programmes or modules.

### **8.3 Responding to student feedback**

We continue to develop our approach to survey management and student feedback. Our ELIR reviewers identified as good practice, the systematic use of our Partner Organisation Student Survey (POSS) as a tool to gather independent feedback from students studying based at collaborative partner organisations. Engagement with the POSS has increased each year since first piloted, suggesting that both partners and students recognise the value of student feedback. This year we encouraged partners to promote the survey more actively to students by identifying examples of enhancements that had resulted from student feedback. We achieved improved response rates of 23% for the 2019 POSS (compared to 15% in 2018) and 28% for the 2019 Greek POSS (up from 18% in 2018). Survey results feed into Annual Monitoring Reports, and are included on the agenda for our annual Joint Board of Studies meeting with each collaborative partner.

#### **8.3.1 National Student Survey**

NSS 2019 results were positive, with increases in scores for the majority of categories. The score for overall satisfaction remains at 82%, just under the Scottish and UK averages (both 84%) and 1% under the benchmark of 83%. For individual questions, there were notable increases in scores for marking and assessment has been fair (+ 7%), IT resources and facilities (+ 6%), and advice and guidance in relation to my course (+ 6%). Following a decline in satisfaction with IT resources and facilities in NSS 2018, the 2019 improvement reflects a range of enhancements to the IT infrastructure including work to improve Wi-Fi connectivity and an upgrade to the student desktop. Assessment and feedback continues to be an institutional priority with on-going work across academic teams and professional services to support enhancements. The score for the category continues to increase, and the greatest improvement was with 'marking and assessment have been fair'. In Scotland, the University performs well in the student voice category, with the biggest increase in staff valuing students' views and opinions.

There are strong results at programme level, with a number achieving 100% overall satisfaction (Nursing; International Hospitality and Tourism Management; Psychology and Sociology; and Public Sociology). At national subject level, both Nursing and Sociology (Public Sociology and Psychology & Sociology) are ranked top in Scotland and joint top in the UK.

Oversight of results and enhancement activity continues under the auspices of the NSS Results Working Group. The Group is convened by the Deputy Principal and brings together academic, professional services and Students' Union representatives. University staff work in close partnership with the Students' Union, through the class representation structure and other approaches, to engage the wider student body with this work. Initial discussions about the 2019 results have identified institutional priorities as a continued focus on assessment and feedback and areas which have been identified as below the University benchmarked results. The NSS Results Working Group reports to the Student Experience Committee, allowing SEC to consider actions arising from the Working Group within the broader context of enhancement activities across the University.

### **8.3.2 Other survey activity**

The QMU Student Survey (QSS) is open to all taught students who are not eligible for the NSS. It uses the NSS questions, with an additional set of questions on the postgraduate dissertation/major project for taught postgraduate students. Results are split by undergraduate (UG) and taught postgraduate (PGT) responses. Programme Leaders receive QSS results when there are sufficient respondents, and are asked to consider them in their Annual Monitoring Reports and to use them as the basis for discussion with students.

QSS 2019 results for UG students showed improvements in all categories and in the majority of questions. The most notable improvement was with the teaching on my course category (+15% to 80%), followed by the learning resources category (+7% to 66%). The question with the greatest increase was Q18 IT resources and facilities (+10% to 78%). Overall satisfaction increased to 81%. Results for PGT students were more variable with decreases in several categories and an overall drop in satisfaction of 8%. However, Q18 again saw improvement (+8%). The two questions which had the greatest decrease were Q12 concerning being able to contact staff, and Q23 concerning opportunities to provide feedback on the course (both -9%). The statements on dissertation/major project specific to PGT show mixed results, with improvements in understanding the required standards and support with planning, but a decline in other statements concerning supervision.

The QMU Entrants' Survey (QES) runs annually, surveying new entrants about their pre-entry and induction experience. Results are considered by the Transition and Induction Working Group. In 2018, there was an overall increase in satisfaction with induction, which is now 93%. In addition to this, 94% of students said that they felt welcomed as a QMU student during induction. The Group establishes and monitors actions in response to the results.

We last participated in PRES in 2017, the results from which contributed to the evidence base for our 2017-18 thematic review of the Graduate School. Since then we have continued to gather doctoral candidate feedback through a range of mechanisms, and we are increasingly looking to adopt imaginative approaches to complement survey data. Our Graduate School Strategy includes, as an important priority for 2019-20, the development of approaches to collecting and engaging with candidate feedback. This work will be undertaken in partnership with our Doctoral Candidate Association.

## 8.4 Widening Access and Student Retention

The WISER (Widening Participation and Student Retention) Board reviews a broad 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 the University. The Board, which meets on a quarterly basis, commissions enhancement activities in support of those elements of our Outcome Agreement concerned with access and retention. A planning day, which included academic and support staff and students involved in student retention and widening participation activities, took place in July 2019. This further strengthened the partnership approach and resulted in a co-ordinated action plan for 2019-20.

During 2018-19, the Outcome Agreement Data Group, which reports to the WISER Board, continued to meet on a monthly basis. The Group monitors and reviews progress in achieving widening access and student retention outcomes established in the University Outcome Agreement, focusing on SFC national, and QMU specific, measures. The frequency of the meetings ensures that emerging trends are identified and that recuperative action is taken, as appropriate and where possible. During 2018-19, enhanced retention reports were developed to enable the earlier identification of any potential issues. These reports provide a programme level overview of module attendance, class type, average first diet mark and first diet pass rate. Specific matters considered during the reporting period included the challenges of reporting on each of the SFC priority groups e.g. student carers, where identification relies on self-identification. Members worked with the Carers Trust Scotland to update the policy on supporting student carers to ensure commitments were being met and that all relevant students are supported.

Funds continue to be made available for each School to support the role of WISER Coordinator. This role supports the implementation and embedding of best practice in widening participation and student retention activity within each School, with the primary aim of further engaging 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.

Within Arts, Social Sciences and Management (ASSaM), the focus is on activities supporting student retention, including direct entrants articulating from college. One such programme is the Peer Assisted Learning Scheme (PALS), piloted in the Division of Business, Enterprise and Management, which has a high number of direct entrants, and which data suggested had lower retention rates in identified modules. PALS was extended to the Division of Psychology, Sociology and Education in 2018-19, and will be further extended in 2019-20 to cover two programmes within the Division of Media, Communication and Performing Arts. Impact is being measured through monitoring module pass rates and participants' progress.

All WISER funded projects are required to report on progress, outcomes and evidence of impact twice a year. This year the annual showcase event was replaced with a staff newsletter and drop-in session, in order to reach a broader group of staff.

## 9 Student engagement

Our Student Partnership Agreement (SPA) provides information for all students on opportunities for engagement and representation. The SPA, which is updated annually, can be accessed here: <https://www.qmu.ac.uk/about-the-university/quality/quality->

[enhancement-and-external-context/quality-enhancement/](#) The 2018-19 iteration remained largely unchanged from the previous year, as the priorities continued to be current and relevant.

During 2018-19, all subject review panels met face-to-face with current students, and with recent graduates, where possible. As in previous years, panel review reports included conditions and recommendations informed by discussion with the student group. Students also participated as reviewers on all panels. Our ELIR Outcome Report (2018) includes a commendation on the compulsory training that we provide for student reviewers. This full day session is conducted annually in partnership with the Students' Union. Evaluation forms from the most recent training (February 2019) show that students benefit from the training, which is identified as having helped demystify the role and supported student preparedness for their involvement as reviewers.

We have a well-established student representation system. Students' Union and University staff work in partnership to gather a range of feedback that contributes to an assessment of the effectiveness of the approach. The importance of representation is recognised in our Student Experience Strategy, which includes an on-going action to further develop partnership working between the University and the SU to enhance the student experience. A report summarising feedback and developments in 2018-19 was considered at the Student Experience Committee meeting in May 2019. Highlights presented in the paper included the development of a Student-Staff Consultative Committee (SSCC) action plan template, and improvements in Class Reps' experience of SSCCs fed back through the annual Class Reps' experience survey.

Consistency in meeting the deadline for Class Rep recruitment remains variable across programmes. This is due partly to additional pressures at that point in the academic year, and to the short time scale for recruitment to meet the delivery of training and the first meetings of SSCCs. In response to staff highlighting these issues, we piloted the recruitment of Class Reps later in the session. However, uptake was limited, and in some of the participating programmes, Reps were in fact recruited within the standard timescale. Research will be conducted into staff views of the system in order to identify what works well, what could be improved and any additional resources or support required. This project will be undertaken in 2019-20, led by Students' Union with support from the University.

As highlighted above (paragraph 8.3 refers), results for the student voice section in both the QSS and NSS in 2019 are strong. In fact, QMU performed above the Scottish NSS average for all questions in this category and is 5<sup>th</sup> in Scotland, indicating that the student representation system is working well.

## **10 Review activity**

Our review schedule for 2019-25 is attached at Appendix two.

## **11 Further information**

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

## INTERNAL PROGRAMME REVIEW 2018-2019

Date	Programme(s)	Status of internal approval	Professional body involvement/other notes
3 April 2019	MSc Advancing Physiotherapy Practice. MSc Diabetes. MSc Medical Imaging. MSc Podiatry. MSc Public Health Nutrition.		Reviewed and repackaged within the MSc Advancing Practice in Health Framework.
4 April 2019	BSc (Hons) Psychology.	Approved	Separate BPS accreditation process.
15 April 2019	BSc (Hons) Nutrition.	Approved	Joint event with the Association for Nutrition.
1 May 2019	NHS Lothian CPD Framework.	Approved	Collaboration with NHS Lothian.
1 May 2019	BSc (Hons) Dietetics.		Validated within the Master of Dietetic Framework Joint event with HCPC.
7 May 2019	MSc Professional and Higher Education.	Approved	MSc and PgDip outcomes discontinued. Approved as e-PgCert only.
9 May 2019	BA (Hons) Film and Media. BA (Hons) Media and Communications. BA (Hons) PR and Marketing Communications.	Approved	
16 May 2019	BA (Hons) Theatre and Film. BA (Hons) Drama. BA (Hons) Performance.	Approved	
28 May 2019	MRes/MClinRes.	Approved	Validated as combined single award of MRes
6 June 2019	MSc International Management and Leadership.	Approved	Brought forward from 2020-21.
13 June 2019	BSc (Hons) Speech and Language Therapy.	Approved	Interim Review.
20 June 2019	MSc Gastronomy.	Approved	
20 June 2019	BSc (Hons) Nursing.	Approved	Interim Review.

27 June 2019	BA (Hons) Costume Design and Construction.	Approved	
27 June 2019	BSc Professional Practice.	Approved	Interim Review.

The plan for 2018-19 (as provided in the 2018 Annual Statement) was amended as follows.

<b>Programme</b>	<b>Notes</b>
MSc Cognitive Behavioural Therapy: Collaboration with the South of Scotland Cognitive Behavioural Therapy Partnership	Extension agreed – review planned for 2019-20 (remains within six year maximum approval period).
MSc Radiotherapy.	
BSc (Hons) Podiatry.	
MSc Rehabilitative Audiology.	Programme withdrawn/running out.
MSc Dispute Resolution.	
MSc Advanced Dietetic Practice: Collaboration with Metropolitan College, Greece.	

## APPENDIX TWO

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

<b>School of Health Sciences</b>	
MSc Occupational Therapy (post-registration).	
MSc Occupational Therapy (pre-registration) and BSc (Hons) Occupational Therapy.	
MSc Speech and Language Therapy (pre-registration) and BSc (Hons) Speech and Language Therapy.	
MSc Art Psychotherapy (International).	
MSc Music Therapy.	
MSc Theory of Podiatric Surgery.	Collaboration with GCU.
MSc Radiotherapy.	
MSc Audiology (pre-registration).	
All programmes hosted within the Institute for Global Health and Development.	
Person Centre Practice Framework and Community Health Nursing programmes	Includes all pathways within Framework.
PgCert Collaborative Working: Education and Therapy.	
MSc Cognitive Behavioural Therapy.	Collaboration with NHS Lothian and NHS Greater Glasgow and Clyde.
BSc (Hons) Physical Activity, Health and Wellbeing.	
BSc (Hons) Diagnostic Radiography/Therapeutic Radiography.	
BSc (Hons) Podiatry.	
BSc (Hons) Nursing.	
HEDip Hearing Aid Audiology.	
BSc Professional Practice.	

<b>School of Arts, Social Sciences and Management</b>	
All postgraduate and undergraduate business programmes delivered in partnership with Metropolitan College.	Collaboration with Metropolitan College, Greece.
All postgraduate and undergraduate business programmes delivered in partnership with EASB.	Collaboration with EASB, Singapore.
BSc (Hons) Psychology and Sociology/BSc (Hons) Public Sociology.	
BA (Hons) Acting for Stage and Screen.	Collaboration with Edinburgh Napier.

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

Professional Doctorate.	Spans both Schools.
<b>School of Health Sciences</b>	
MSc Diagnostic Radiography.	
MSc Radiotherapy and Oncology.	
MSc Play Therapy.	Collaboration with With Kids, Glasgow.
MSc Mammography and HECert Mammography.	Collaboration with Scottish Breast Screening.
BSc (Hons) Dietetics.	Collaboration with Metropolitan College, Greece.
BSc (Hons) Nursing.	Collaboration with the British University Egypt.
BSc (Hons) Nursing.	Collaboration with Metropolitan College, Greece.
HEDip Podiatric Assistant.	Collaboration with the SMAE Institute, Maidenhead.
<b>School of Arts, Social Sciences and Management</b>	
MA Stage Management.	Collaboration with the Edinburgh Stage Management School.
MBA.	
MBA/MBA Passport and BBA.	Collaboration with Ace International Business School, Nepal.

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

Doctoral Certificate in Researcher Development (READ).	<b>Spans both Schools</b>
<b>School of Health Sciences</b>	
MSc Physiotherapy (pre-registration)/BSc (Hons) Physiotherapy.	
BSc (Hons) Podiatry.	Collaboration with Metropolitan College, Greece.
<b>School of Arts, Social Sciences and Management</b>	
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>	
MSc British Sign Language.	
MSc Musculoskeletal Medicine.	Collaboration with the Society of Musculoskeletal Medicine.
MSc Nursing.	Collaboration with EASB, Singapore.
BSc (Hons) Speech and Language Therapy.	Collaboration with Metropolitan College, Greece.
BSc (Hons) Occupational Therapy.	Collaboration with Metropolitan College, Greece.
BSc (Hons) Physiotherapy.	Collaboration with Metropolitan College, Greece.
BSc (Hons) Midwifery.	Collaboration with Metropolitan College, Greece.
Graduate Certificate in Palliative Care.	Collaboration with St Columba's Hospice, Edinburgh.
<b>School of Arts, Social Sciences and Management</b>	
MSc Public Sociology.	
MSc PR and Strategic Communications/MSc Digital Campaigning and Content Creation.	
MSc Media Management.	
MA Arts, Festival and Cultural Management.	
All undergraduate business programmes.	
Graduate Apprenticeship in Business Management.	
BA Media Production, Athens.	Collaboration with Metropolitan College, Greece.
BA Acting and BA Musical Theatre.	Collaboration with New College Lanarkshire, Coatbridge (Acting) and Motherwell (Musical Theatre).

**2023-24 (validation or most recent review usually 2018-19)**

<b>Cross-School programme</b>	
MRes.	
<b>School of Health Sciences</b>	
Master of Dietetics (MDiet).	
MSc Advancing Practice in Health Framework.	
ePgCert Professional and Higher Education.	
BSc (Hons) Nutrition.	
NHS Lothian CPD Framework.	Collaboration with NHS Lothian
<b>School of Arts, Social Sciences and Management</b>	
PGDE Home Economics.	
MSc International Marketing.	
MSc Accounting and Finance with CIMA.	
MSc International Management and Leadership.	
MSc Gastronomy.	
BSc (Hons) Psychology.	
BA (Hons) Education Studies (Primary).	
BA (Hons) Education Studies.	
BA (Hons) Film and Media. BA (Hons) Media and Communications. BA (Hons) PR and Marketing Communications.	
BA (Hons) Theatre and Film. BA (Hons) Drama. BA (Hons) Performance.	
BA (Hons) Costume Design and Construction.	
BA (Hons) Drama, Theatre and Performance.	Collaboration with West College Scotland.

**2024-25 (validation or most recent review usually 2019-20)**

<b>School of Health Sciences</b>	
MSc Occupational Therapy (post-registration).	
MSc Occupational Therapy (pre-registration) and BSc (Hons) Occupational Therapy.	
MSc Speech and Language Therapy (pre-registration) and BSc (Hons) Speech and Language Therapy.	
MSc Art Psychotherapy (International).	
MSc Music Therapy.	
MSc Theory of Podiatric Surgery.	Collaboration with GCU.
MSc Radiotherapy.	
MSc Audiology (pre-registration).	
All programmes hosted within the Institute for Global Health and Development.	
Person Centre Practice Framework and Community Health Nursing programmes	Includes all pathways within Framework.
PgCert Collaborative Working: Education and Therapy.	
MSc Cognitive Behavioural Therapy.	Collaboration with NHS Lothian and NHS Greater Glasgow and Clyde.
BSc (Hons) Physical Activity, Health and Wellbeing.	
BSc (Hons) Diagnostic Radiography/Therapeutic Radiography.	
BSc (Hons) Podiatry.	
BSc (Hons) Nursing.	
HEDip Hearing Aid Audiology.	
BSc Professional Practice.	
<b>School of Arts, Social Sciences and Management</b>	
All postgraduate and undergraduate business programmes delivered in partnership with Metropolitan College.	Collaboration with Metropolitan College, Greece.

All postgraduate and undergraduate business programmes delivered in partnership with EASB.	Collaboration with EASB, Singapore.
BSc (Hons) Psychology and Sociology/BSc (Hons) Public Sociology.	
BA (Hons) Acting for Stage and Screen.	Collaboration with Edinburgh Napier.