



Queen Margaret University  
EDINBURGH

## **ANNUAL STATEMENT ON INSTITUTION-LED REVIEW OF QUALITY 2017-2018**

### **1 Introduction**

This report provides an overview of institution-led quality review (ILR) and enhancement activities at Queen Margaret University (QMU) during Academic Session 2017-18. 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.

### **2 ELIR 4**

During 2017-18, QMU participated in the fourth round of Enhancement-led Institutional Review (ELIR 4). As with previous ELIR review exercises, preparing the Reflective Analysis (RA) for submission provided the University with enhanced opportunity for institutional review and reflection. The introduction of contextualised themes for this ELIR cycle encouraged evaluation of areas of strategic importance to the University in particular.

Within our Reflective Analysis (December 2017), we identified four contextualised themes: development and implementation of our Student Experience Strategy 2015-20; using evidence to enhance the student experience; employability, enterprise and entrepreneurship; and Graduate School enhancement activities since 2015.

In addition to these themes, we provided significant narrative during the review on the Portfolio Sustainability Review, which we had embarked upon part way through our ELIR preparations (paragraph 3 below refers). We included preliminary information about the Portfolio Sustainability Review in our RA, but the timing of the portfolio review exercise meant that it was premature to include it as a contextualised theme in our RA. Nevertheless, by the time of the ELIR review visits in February and April 2018, we were well-placed to engage in discussion with the reviewers around emerging recommendations and potential outcomes.

### **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. Evidence to inform the Review came from internal and external evaluation of a range of elements that contribute to portfolio sustainability. We established a number

of working groups to undertake internal evaluation, in parallel with which we engaged an independent consultancy to undertake external evaluation.

Outcomes from the Review included 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.
- Increases in fees to reflect market rates better.
- Measured development of our online provision.

Staff and students have contributed extensively to discussions around these areas through our consultative committee structure, and locally within both Schools and each Division. The outcomes are at various stages of implementation at the time of submitting this Annual Statement. It is too early, at this stage of the planning cycle, to provide an evidence based evaluation of impact. However, we expect to be able to do so in subsequent Statements.

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

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. 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 2018 confirmed continued effectiveness.

SEC has a remit to oversee implementation of the Student Experience Strategy for the period 2015-20<sup>1</sup>. Within our 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.

During 2017-18, a number of activities were progressed under the auspices of that Strategy that contribute directly to Institutional Led Review (ILR), including, in particular, the use of quantitative and qualitative evidence to enhance the student experience. Our Institutional Team for the current Enhancement Theme reports to SEC, and its activities contribute directly to the successful achievement of outcomes established within the Student Experience Strategy. In the first year of the Theme, the Team undertook a scoping exercise on staff and student perception of the usefulness of available qualitative and quantitative enhancement data, and on any gaps in the data and/or barriers to engaging with the data. The outcome of the evaluation will inform the development of guidance on good practice in using evidence for enhancement. We have chosen to focus our Enhancement Theme activity on the areas of Access, Inclusion and

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

Retention (AIR). Further information on this approach is provided in paragraph 8.4 below.

## **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 the University website<sup>2</sup>. Regulations, policies and procedures are typically updated on a five yearly basis, with some flexibility to accommodate internal and external factors, including changes to key reference points.

During 2017-18, we introduced a revised annual monitoring process following a successful pilot in 2016-17. The new process requires teams to submit a preliminary report in July, with a final report in October. The two-stage approach was designed to allow teams to reflect on the mainly qualitative data available to them by June, with a follow-up to address the quantitative data provided later in the Session. The July submission appears to align better with the timing of teams' reflection and evaluation of the academic year just completed, and consequent forward planning for the upcoming year. Our ELIR report includes a commendation on the revised approach, which the reviewers identified as making effective use of a range of data, enabling programme teams to implement enhancements for the start of the next academic year. We will reflect further on the effectiveness of the process following the first year of operation.

A further key development during the reporting period was the review of the University's undergraduate Assessment Regulations. A number of revisions were approved by the University Senate, having been benchmarked carefully against HE sector practice. The revisions include some increased flexibility in terms of SCQF credit levels, in line with published SCQF guidance, and revised regulations on progression from levels one and two.

## **6 Internal subject review 2017-18**

### **6.1 Overview and developments to the subject review process**

A summary of internal subject review events held during 2017-18 is provided at Appendix one. There were nine institution-led reviews, including five reviews of collaborative programmes. Three programmes were also 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 review event.

Unusually, there were no joint reviews with Professional, Statutory and Regulatory Bodies (PSRBs) during the reporting period. The Health and Care Professions Council (HCPC) approved some changes by correspondence, however. Other PSRB outcomes during 2017-18 were as detailed below:

- British Dietetic Association (BDA) – annual re-accreditation of the BSc (Hons) Dietetics and MSc/PgDip Dietetics.
- BA Business Management with Finance – accreditation by the Chartered Institute of Management Accountants (CIMA).

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

An important change to our procedures for internal subject review during 2017-18 was the introduction of an earlier document submission deadline. This allows for a two-stage scrutiny process that incorporates formative feedback to the programme team before the documentation goes out to the full panel. The rationale for this change is to support teams to produce high quality documentation, thereby reducing the number of conditions set relating to document revision, and allowing the review event to focus on sharing practice to identify further enhancements.

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

The majority of programmes presented for review were approved without conditions. This represents a very positive development, as it would be usual for panels to recommend approval subject to conditions. Conditions were set at just three events. These related to the provision of specialist facilities (for healthcare provision in Greece) and clarity of documentation. Panel recommendations related to assessment strategy, curriculum and skills development, and support for different modes of study and to students from a range of backgrounds (including international learners and direct entrants). Panels also made recommendation on documentation enhancement, including the content of Student Handbooks. Having reviewed the full set of review reports in June 2018, the University Senate requested enhanced guidance on Student Handbook format and contents. A proposal will come to the first meeting of the Student Experience Committee in Session 2018-19.

Panels commended teams on their approach to the review process, and their on-going responsiveness to stakeholder feedback. Other commendations related to assessment strategy, the high quality of student support, and employability. There were also recommendations around these areas, often taking the current good practice as a starting point and a solid basis for future enhancement. Several panels also commended the high quality of documentation. We are currently seeking feedback from participants in those events where there was programme approval with no conditions, with a view to incorporating best practice into staff guidance and development.

## **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.

In October 2017, we undertook a thematic review of the effectiveness of our Graduate School. The review panel, which included external and doctoral candidate representation, made commendations on areas including: the enhanced sense of belonging for doctoral candidates since relaunch of the School in 2015; improved parity of PhD and Professional Doctorate experience; improved development opportunities for doctoral candidates, and improved governance arrangements. Recommendations related to the continued development of good practice initiatives, and to the place of the Graduate School within the University.

During the ELIR visits, we took the opportunity to discuss with our reviewers the development of the Graduate School, which was identified as one of our contextualised themes within the RA. The reviewers noted significant enhancements to the role and operation of the Graduate School since the previous ELIR, including the strengthening of the research environment and positive student feedback. Our enhancement activities are progressing under the auspices of the Graduate School Academic Board. The Board includes doctoral candidates in its membership, and has a remit that includes oversight of PRES results and other evidence related to the doctoral experience.

Other activity related to professional services review during the reporting period included the following:

- On-going implementation of recommendations arising from the 2016 review of our Disability Service.
- Review of Student Finance, as part of the rolling programme of review of individual student services.

## **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 parallel with the QM150 Strategy for the period 2015-20.

During 2017-18, the University Court revisited the KPIs as part of the planned 2018 review of QM150. Court determined that the Strategy and KPIs remain relevant and fit for purpose and no changes were proposed to the current format. Senate subsequently had the opportunity to review the Court paper, and confirmed agreement with the Court decision.

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 was refreshed and relaunched towards the end of 2016-17. The most recent evaluation report, published internally in May 2018, confirms that good progress is being made against strategic objectives and benchmark metrics.

### **8.2 Annual monitoring**

Annual monitoring serves as the principal vehicle 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. Key outcomes arising from the most recent reports (2017-18) are detailed below.

Various trends in admissions, progression and completion are recorded in the reports. Both Schools comment on a reduction in application and conversion rates in some areas of the portfolio. In recognition of a need to improve the efficiency of the admissions process, we have centralised further our admissions decision-making process. Whilst it is too early to evaluate with any certainty the impact on student entrants for 2018-19, we can report an increase in the number of offers and acceptances compared to the previous recruitment cycle.

The reports note student attainment levels above our KPI benchmarks, including for the percentage of first and upper second class degrees awarded. Consideration is also given to the successes and challenges of recruiting and retaining students from demographic groups that are under-represented, with both reports citing the positive impact of retention related activities co-ordinated through the WISER Board (paragraph 8.4 refers).

Matters reported as arising from student feedback relate primarily to curriculum and programme management. The reports indicate that staff give careful consideration to student feedback and that adjustments are implemented, where possible and appropriate. Examples are provided of student evaluation having informed various changes to content and/or assessment approaches, as well as to administrative processes. Both Schools report extensive efforts to improve timeliness of feedback to students, the impact of which can be seen in the improved NSS score for this category in 2018 (paragraph 8.3.1 refers).

Both Schools report some student dissatisfaction with the effectiveness of technology available across the campus, and with the interface between our timetabling and Electronic Registration of Attendance (ERA) systems. We have undertaken significant work in these areas over the past year. In response to timetabling and ERA feedback, we withdrew attendance information temporarily from the Student Portal, although students continued to sign in, and data was available to staff. The data was monitored during this period for accuracy, and earlier technical difficulties appear to have been resolved. On the basis that we continue to believe that attendance monitoring has the potential to contribute significantly to student persistence and retention, ERA has been reinstated in September 2018. Enhancements to our IT infrastructure are described in paragraph 8.3.1 below.

Annual Reports are also informed by stakeholder feedback from collaborative partner organisations, employers, and service users. There is good evidence of industry/employer engagement across programmes, and action plans for 2018-19 demonstrate a commitment to build on this good practice through the on-going development of innovative programmes that are fit for purpose.

External Examiner commendations cited within the reports relate to assessment and feedback, student support and administration. Both School reports highlight planned administrative enhancements to address feedback from Examiners and overseas partners.

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 February 2018 noted that, as in previous years, there were no significant University-wide issues identified, with Examiners' recommendations for enhancement focused at the level of individual programmes or modules.

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

The University continues to develop its approach to survey management and student feedback. An adapted version of our student experience survey was piloted with students studying at our collaborative partners in 2016-17, with a Greek version launched in 2017-18. Results have been analysed and distributed following the methodology in place for other surveys. The ELIR reviewers commended the introduction of this survey as a tool to systematically gather independent feedback from students studying with our partner institutions.

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

Following a decrease in a number of NSS scores in 2017, we implemented a structured action plan to address and improve scores in identified areas. An immediate action was the introduction, and enhanced monitoring, of a 15 working day deadline for the return of undergraduate level three and four student assessment and feedback. Information provided to students was improved, and the programme to adopt electronic marking and feedback for all eligible assessments has been accelerated.

NSS 2018 results were positive, with increased satisfaction achieved in all but the learning resources category (which experienced a slight drop). The most significant improvement in satisfaction by question was for 'feedback on my work has been timely' which increased by 21% to 67%, reflecting the work undertaken in this area. There was a strong increase in satisfaction with the Students' Union (SU) (+11%), with 52% of students satisfied that the SU effectively represents students' academic interests, 1% above the Scottish average. Substantial increases were achieved also in the Student Voice category, with improvements in staff valuing students' views and opinions, and it being clear how student feedback had been acted on.

There was a drop in satisfaction with IT resources. Work to improve Wi-Fi connectivity was already well underway when the survey took place, but had not been completed fully, so students surveyed would not have benefitted. This work is now complete. We have moved to the next phase of enhancements to the IT infrastructure. This includes an upgrade to the student desktop, which we expect to have a positive impact on our learning resources scores next year.

We continue to achieve strong results at programme level, with a number achieving 100% overall satisfaction (Acting for Stage and Screen, which we deliver jointly with Edinburgh Napier; Diagnostic Radiotherapy; Dietetics; and Psychology and Sociology). At national level, Sociology (Public Sociology and Psychology & Sociology) is ranked top in Scotland and fifth in the UK.

While these results are a return to the previous steady increase in scores since the University's first participation in the Survey, 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 around the 2018 results have identified the need to investigate further students' views of assessment and feedback. This will dovetail with work to respond to the ELIR recommendation to engage in partnership with students to identify what improvements they would like to see in consistency of assessment and feedback.

### **8.3.2 Other survey activity**

The University's QMU 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.

QSS 2018 results also demonstrated a notable improvement in the score relating to timeliness of feedback (+15%). While the highest increase was for third year students, increases were seen across all other levels, including PGT students. This suggests that the programme of improvements in this area has had a positive impact for all students. In contrast to QSS 2017, results for the section on taught postgraduate dissertation/major project reflect a decrease in satisfaction.

Programme Leaders receive QSS results packs, where there are sufficient numbers 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 will participate next in the Postgraduate Research Experience Survey (PRES) in 2019. During 2017-18, the Graduate School continued to implement enhancement in response to the 2017 PRES, which also contributed to the evidence base for the Graduate School Review (paragraph 7 refers).

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 2017, there was an overall increase in satisfaction with induction, which is now 90%. In addition to this, 92% of students said that they felt welcomed as a QMU student during induction. The Group establishes and monitors actions in response to the results.

## **8.4 Student Retention**

During 2017-18, the Outcome Agreement Data Group continued to meet on a monthly basis, to monitor and review progress in achieving outcomes established in the University Outcome Agreement, based on SFC national measures and QMU specific measures. These frequent and focussed meetings ensure emerging trends are identified and recuperative action taken, as appropriate and where possible.

The WISER (Widening Participation and Student Retention) Board reviews 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 the University. The Board, which meets on a quarterly basis, commissions enhancement activities in support of those elements of the University's Outcome Agreement concerned with access and retention.

In 2017-18, a sub-group of the Board reviewed the University's approach to contextualised admissions, reviewing internal and external evidence, and benchmarking



against practice in the sector, including the SFC 'Mapping and Evaluating the Use of Contextual Data in Undergraduate Admissions in Scotland' report. Internal evidence included published entry requirements, UCAS tariff points on entry, and student progression at programme level. Programme specific recommendations for standard and minimum entry requirements will be considered for 2019-20 entry.

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. One such programme is the Peer Assisted Learning Scheme (PALS), piloted within 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. The PALS scheme is being extended to the Division of Psychology and Sociology in 2018-19, with participant progress and outcomes monitored.

All WISeR funded project coordinators are required to report on progress, outcomes and evidence of impact twice a year, as well as presenting at the annual WISeR show case event for all staff.

## **9 Student engagement**

During 2017-18, 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 discussion with the student group. There were fewer opportunities for students to be included as panel members during the period under review due to the proportion of events held overseas. Nevertheless, students were involved in overseas events through scrutiny of documents in advance and provision of feedback to inform the event in country.

As in previous years, we conducted a full day's training for all student reviewers in partnership with the Students' Union. Students meeting the ELIR reviewers provided positive feedback on the training, and we were commended on our approach in the ELIR Outcome Report.

The University's student representation system is well established. Students' Union and University staff work in partnership to gather a range of feedback that contributes to an 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.

A report summarising feedback and developments in 2017-18 was considered at the Student Experience Committee meeting in May 2018. Highlights presented in the paper included the development of a discussion forum on the University's Virtual Learning Environment (the Hub) for Class Reps and a pilot of 'Question of the Month' (QotM), through which Class Reps were asked to collate the views of their cohort on a range of topics. For example, in November the question was 'Can you tell us one thing that

positively impacted on your learning at QMU?' QotM served the dual purpose of making Class Reps more visible to their class and of ensuring that they had more regular contact with the SU. Class Reps were more confident in approaching the SU for support and advice with any issues. Results from QotM were made available to all students on the SU website. The pilot had varying levels of engagement, and questions and timings will be reviewed for next year.

While representation is strong, and the number of Class Reps is equivalent to the previous year, the process of collating Class Reps' details at the start of the first semester remains challenging. 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 Student-Staff Consultative Committees (SSCCs). In 2018-19, a small number of programmes will pilot recruitment of level one Class Reps at the beginning of semester two, instead of semester one, during which time senior Class Reps will support first year classes. We expect that, by semester two, students will have adjusted to University life and have a better awareness of the role through senior Class Reps.

Results from the 2018 QMU Student Survey and the NSS demonstrated improvements in the Student Voice section, with notable improvement in responses to the statement that 'it is clear how students' feedback has been acted on'. Closing the feedback loop is an important focus of our Enhancement Themes Team. Outcomes from the Team's work, together with other sources of evidence, will influence the on-going enhancement and effectiveness of our student representation mechanisms.

## **10 Review activity**

The University's review schedule for 2018-24 is attached at Appendix two.

## **11 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 3 October 2018.

## **12 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 2017-2018

Date	Programme(s)	Status of internal approval	Professional body involvement/other notes
24 April 2018	BA Media Production (review)	Approved	Collaboration with Metropolitan College, Greece
26 April 2018	All undergraduate programmes hosted within the Division of Business, Enterprise and Management (review)	Approved	
3 May 2018	BSc (Hons) Physiotherapy (review)	Approved	Collaboration with Metropolitan College, Greece
8 May 2018	BSc (Hons) Occupational Therapy (review)	Approved	Collaboration with Metropolitan College, Greece
9 May 2018	BSc (Hons) Speech and Language Therapy (previously Logopaedics) (review)	Approved	Collaboration with Metropolitan College, Greece
15 May 2018	MSc PR and Strategic Communications (review)	Approved	
16 May 2018	MA Arts, Festival and Cultural Management (review)	Approved	
22 May 2018	Graduate Certificate Palliative Care (review)	Approved	Collaboration with St Columba's Hospice, Edinburgh
July 2018	PgDip Person-centred Practice (major change)	Approved	Collaboration with St Columba's Hospice, Edinburgh
August 2018	MSc Podiatry (interim review: full review planned for 2018-19)	Approved	
August 2018	BSc (Hons) Physical Activity, Health and Wellbeing (major change)		
August 2018	BSc (Hons) Podiatry (major change)		Collaboration with Metropolitan College, Greece

The forward plan for 2017-18 (as provided in the 2017 Annual Statement) was amended as follows.

Programme	Notes
Masters of Clinical Research/Masters of Research	Extension agreed – review planned for 2018-19 (remains within six year maximum approval period)
BSc (Hons) Nursing	
BSc (Hons) Speech and Language Therapy	
BSc Professional Practice	
MSc Radiotherapy	No extension required (had been brought forward – review planned for 2018-19)
MSc Gastronomy	
BSc Applied Nursing	Programme withdrawn
BSc Conversion (Podiatry, Physiotherapy, OT, Radiography)	

**APPENDIX TWO**

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

Masters of Research	<b>Spans both Schools</b>
<b>School of Health Sciences</b>	
MSc Professional and Higher Education	
MSc Advanced Dietetic Practice	Collaboration with Metropolitan College, Greece
MSc Cognitive Behavioural Therapy	Collaboration with the South of Scotland Cognitive Behavioural Therapy Partnership
MSc Rehabilitative Audiology	Proposed new postgraduate framework for Dietetics, Nutrition and Biological Sciences; Physiotherapy; Podiatry; and Radiography
MSc Radiotherapy	
MSc Diabetes	
MSc Podiatry	
All undergraduate programmes hosted within the subject area of Dietetics, Nutrition and Biological Sciences	Excludes collaborations
BSc (Hons) Nursing	
BSc (Hons) Speech and Language Therapy/ MSc Speech and Language Therapy (pre-registration)	
BSc (Hons) Podiatry	
NHS Lothian CPD Framework/BSc Professional Practice	Collaboration with NHS Lothian
<b>School of Arts, Social Sciences and Management</b>	
MSc Dispute Resolution	
MSc Gastronomy	
Undergraduate Media and PR programmes hosted within the Division of Media, Communication and Performing Arts	
BA (Hons) Drama and Performance and BA (Hons) Theatre and Film	
BA (Hons) Costume Design and Construction	
BSc (Hons) Psychology	

**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 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	
BSc (Hons) Physical Activity, Health and Wellbeing	
BSc (Hons) Diagnostic Radiography/Therapeutic Radiography	
HEDip Hearing Aid Audiology	
Inter-professional Education modules	
<b>School of Arts, Social Sciences and Management</b>	
All postgraduate and undergraduate business programmes delivered in partnership with Metropolitan College (including Culinary Arts)	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	<b>Spans both Schools</b>
<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
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 and MSc International Management and Leadership programme suite	
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) Speech and Language Therapy	
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)**

Masters of Research	<b>Spans both Schools</b>
<b>School of Health Sciences</b>	
MSc Professional and Higher Education	
MSc Advanced Dietetic Practice	Collaboration with Metropolitan College, Greece
MSc Cognitive Behavioural Therapy	Collaboration with the South of Scotland Cognitive Behavioural Therapy Partnership
Postgraduate framework for Dietetics, Nutrition and Biological Sciences; Physiotherapy; Podiatry; and Radiography	Subject to validation 2018-19
All undergraduate programmes hosted within the subject area of Dietetics, Nutrition and Biological Sciences	Excludes collaborations
BSc (Hons) Speech and Language Therapy/ MSc Speech and Language Therapy (pre-registration)	
BSc (Hons) Nursing	
BSc (Hons) Podiatry	
NHS Lothian CPD Framework/BSc Professional Practice	Collaboration with NHS Lothian
<b>School of Arts, Social Sciences and Management</b>	
MSc Dispute Resolution	
MSc Gastronomy	
Undergraduate Media and PR programmes hosted within the Division of Media, Communication and Performing Arts	
BA (Hons) Drama and Performance and BA (Hons) Theatre and Film	
BA (Hons) Costume Design and Construction	
BSc (Hons) Psychology	