

School: Business School
Academic year: 2016/7
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Areas for reflection

1. Progress with recommendations from Senate Quality Assurance Committee in the past year.

- Prioritisation of student experience, learning and teaching

University of Edinburgh Business School (UEBS) has responded to the University's and College's prioritisation of student experience, learning and teaching by enhancing structures and developing new positions. We have established the positions of "Head of Student Experience" and "Student Experience Administrator". We have brought together our Undergraduate Support Office, Postgraduate Taught Support Office and Student Development Team, into the Student Experience Team. This brings greater synergies, efficiencies and sharing of practices. The Head of Student Experience and her team are involved in the following achievements, discussed within this report: Mid-semester feedback; Student learning and achievement; Creative learning; School collaboration with the School Council; and Skills Matrices. They are involved in planned future actions, particularly: improving the student experience and employability readiness; student community and engagement building and increased international experiences for students. Programme Directors and the School's Quality and Accreditations Team are also closely involved in this.

- Communicating priorities

We communicate the priorities of student experience, learning and teaching through our School Fora, our Subject Group Teaching Days/Meetings and Staff news(to staff) and through student staff meetings and the School blog (to students).

- Recognising and celebrating teaching performance

Each year we recognise teaching performance through the Business School's 'Excellence in Teaching' awards. 13 awards are available, each of £1000.

- Implementation of the new University Quality Framework

We have implemented the new University Quality Framework, and developed a School Quality Model. We discussed and agreed this model at the School's Learning and Teaching Forum. (Separate document uploaded)

- Annual Programme Reviews/ Online quality monitoring and reporting project

UEBS has mature processes for Annual Programme Reviews. We are taking part in the online quality monitoring and reporting project.

- Programme flexibility

UEBS was one of three schools to complete the restructuring of undergraduate degree programmes, as part of the Programme Pathways Project.

- Electronic Submission and Feedback

UEBS implemented Electronic Submission and Feedback in 2016/17 and we are carrying out a School review of this first year of Electronic Submission and Feedback. We are sharing the results of this review to student experience, learning and teaching contacts within the University.

- Mid-semester feedback

UEBS gathered mid-semester feedback. We promoted its gathering to all academic staff. All courses at undergraduate level and some courses at postgraduate level carried out mid semester feedback. Our Student Council helped with the promotion of mid-semester feedback.

2. What has worked well throughout the year?

- Redesigning Personal Tutoring

Now almost all faculty are involved. The ideal maximum number of Tutees per Personal Tutor is 25. We increased the number of Personal Tutors at UG from 21 to 50 and at PGT from 20 to 27. We have staff from levels UE07-10 engaged, including all academic members of the School's Executive Team. This enhances the student-focused culture of the School and helps staff understand student issues. We inserted the question: "Overall I am satisfied with my Personal Tutor experience" into our Final Student Survey, available in June/July to all UG students. Agreement or definite agreement with this statement is 61.3%. (The same survey is available to PG students in August/September.) The increase in numbers of personal tutors has not been

without problems. We are reviewing aspects of this. (Please see sections 4 and Actions planned)

- Student learning and achievement

We recruit and support students, who perform excellently (see Appendix 2). Traditional academic achievement is matched by achievement in other ways of learning: i) The Edinburgh Award for Professional Development was completed by almost 100 postgraduate students in 2017. Supported by our Student Development team, the award recognises students' personal and professional development achievements. UG students at present do not take this award but participate in other versions of the Edinburgh Award, as do some PG students.; ii) In March 2017 over 130 students presented findings, as part of consultancy work for 35 clients. Teams of PG and UG students impressed clients with their research findings and recommendations. Clients reported that the work, which the students produced was beyond the standard, which they have received from paid consultants, iii) CreatEd, a team of ten MSc students, participated in 'Dragons' Glen', a charity competition, challenging them to raise funds for the Scottish Charity, Children First. CreatEd worked with the Business School and the Edinburgh College of Art to produce an Edinburgh colouring book, raising £5000 for the charity and being awarded "Most innovative product".

- Creative learning

We launched #makeyourmark. Twelve teams (65 undergraduates) competed to develop business ideas, which tackle social challenges. Circa 30 companies and third sector bodies took part. These donated clinics, judges and around 20 prizes, including work experience, shadowing and mentoring. The event will run again in 2017/18. It might involve other Schools, in particular those with whom we run joint degree programmes.

- New Learning structures

The uptake of Student-Led Individually Created Courses (SLICCs) is encouraging (Appendix 4). Our Undergraduate Board of Studies has approved a specific Business Studies SLICC, where the activity undertaken must relate to Business topics and/or organisations. We are collaborating with the National Institute of Securities Exchange in India (NISEI), who provide Undergraduate mini-internships (Appendix 4). The Business School launched its first open MOOC (Marketing) on 5 September 2016 (Appendix 4). This course is live until 5 September 2017, when the next course will start afresh. An Online Distance Learning (ODL) Group operates in the School. We are developing an ODL Strategy and actively contributing to the University wide Distance @scale ODL discussions and preliminary initiatives.

- Using Course Enhancement Surveys to support programme / faculty development

We analyse course enhancement survey data and report on this to key stakeholders around the School. This supports the development of programmes / courses. It also supports Faculty development, through provision of data for annual and performance reviews. Where necessary additional training and/or bespoke coaching will be actioned.

- Continued development of collaboration with the School Council

Formed in 2014/15, the Business School Council feeds into the University-wide Students' Association Student Council. In 2016/17, the School and the School Council have continued to develop mechanisms for communicating, sharing information and working together. The Student Experience Team supported the School Council convenors in their own development. We collaborated with, and advised, the Student Council on events, communications channels and feedback mechanisms. We forged strong relationships and good communication channels with the convenor and committee.

- Wider community

Our annual Start-up Festival (UEBS in association with the E-Club, Edinburgh's Entrepreneurship Club) is a one-day festival, with circa 17 events. These offer inspiration, networking opportunities, knowledge & skills to entrepreneurs and students, through storytelling, workshops, games and debates. Alongside Edinburgh University Women in Business (<https://www.euwib.com/>), the School promoted the student-led initiative 'The Edinburgh Undergraduate Women in Business Summit', the first UK full-day undergraduate women in business summit.

- Changeover of roles

We thank the outgoing Director of UG Programmes, Dr Peter Moles; the outgoing Director of PG Programmes, Professor Jo Danbolt; and the outgoing Director of the Doctoral Programme, Professor John Amis for all their significant contributions over the last 3 years. We would like to welcome the new Director of UG Programmes, Professor Mary Brennan, the new Director of PG Programmes, Dr Roberto Rossi and the new Director of the Doctoral Programme, Professor Neil Pollock.

3. Any new/innovative developments throughout the year worth sharing more widely?

- Personal Tutor Training

The Undergraduate Senior Tutor reviewed and revised the Undergraduate Personal Tutor (PT) training sessions. Now ongoing PTs and new PTs have separate sessions. The training uses fact sheets (on issues like course choice and outside courses) and a video focussing on using Euclid. Several members of staff commented that this is the most comprehensive and useful PT training, which they have experienced. PGT Personal Tutor Training is delivered by the Postgraduate Senior Tutor, with input from the Convener of the PG Examination Board and Special Circumstances Committee, PGT Programmes Administration Manager and an experienced PT. It includes sections on regulations, special circumstances and EUCLID.

- Extra Support for PhD Students

From 2017/18 PhD students will be able to discuss issues with a person from outside their Subject Group and will have a choice between people. This allows them to raise issues, which they might not wish to discuss with their Supervisor.

- PhD Teaching Assistant Training

A three-year training programme to support teaching is now part of the PhD programme. This programme is developed within UEBS. It is led by our Mentor of PhD Teaching Assistants and supported by 6 Academic Group Teaching Assistant Coordinators. Its first year is compulsory for all. Its second and third years are compulsory for those students, wishing to undertake teaching work in UEBS. It includes: different teaching styles; work shadowing - attending tutorials; reflective essay submission (year 1); sharing of top teaching tips by experienced academics; course organisers observing and reviewing the delivery of the Teaching Assistant's tutorials (years 2 and 3); an individual Annual Review (year 3).

- Electronic Submission and Feedback

We established a small team to monitor the implementation of Electronic Submission and Feedback. This was coupled with a larger group meeting less frequently.

- Skills Matrices

Skills Matrices (a table of skills, which students should attain during their programme of study, linked to Graduate Attributes and employability) operate for all PGT programmes. We update these annually. We are developing UG Skills Matrices, having accessed PTAS funding in 2016/17. This mapping is in tandem with our Ethics, Responsibility and Sustainability (ERS) mapping. (See Actions planned)

4. Any areas identified requiring attention/further development?

- Personal Tutoring

We need to review our recent changes to the Personal Tutor system to improve student satisfaction. Evidence from the 2017 PTES surveys (Appendix 3) showed a mixed picture. We will aim to match better the experience of Personal Tutors and students. We will work with the Senior Personal Tutors and Student Support Officers to improve student experiences.

- Courses with lower Course Enhancement Survey scores

We are acting on this, via our academic staff Annual Reviews and academic staff Personal Improvement Plans. Performance reviews have been undertaken and improvement goals have been agreed. All, or very nearly all, academic staff annual reviews took place (at least 97%). We are working with the Institute for Academic Development and employing academic coaching. We will continue to monitor this topic.

- Reinvigorating Peer Observation of Teaching

We see peer review as part of the mentoring process. Proposals, concerning this reinvigoration were discussed at School Executive meetings. The proposals were referred to Heads of Groups, for publicising and wider discussion at Group meetings. Peer Observation of Teaching happens in some cases but it is not actively rolled out. More discussion is needed.

- Student Community and Engagement Building

We wish to review practice on how we best communicate with students over a range of issues including engagement in the student surveys (Appendix 3), and nominations for the Business School's 'Excellence in Teaching' awards. We will take account of student preferences here.

Actions planned

1. Actions planned by the school based on the analysis in questions 1-4 in Areas for Reflection.

- Improving the student experience

We will build on the already strong relationship with School Council and relevant student societies, offering support to them in a range of ways. We will implement recommendations from the 2016-17 launched Staff-Student Community and Engagement Group, regarding programming of events, communications, well-being initiatives and celebrations of success. (This group: academics and professional services staff consulting with students, is mapping and exploring student communication and community engagement.) We plan to expand our BizPals and AccountingPals programmes. We will pilot an AlumniPALS scheme, supporting fourth year students through their dissertation and transition out of University. We will continue to develop best practice in soliciting and acting on student feedback; and to train and develop class representatives, working with our School Council, the Students' Association and the central student experience teams. We will review mid-semester feedback, and encourage its best practices. Longer term, we wish to provide all students with industry engagement experiences.

- Increased international experiences for students

We have an established and strong exchange programme for our UG students and an MBA pathway with international exchange. We are developing international business engagement treks, both PG and UG, expanding from our current PG treks. We are also investigating provision of international experiences, with reduced costs or time away, e.g. virtual experiences or partnering with local multinational enterprises, to allow students, who would otherwise not be able to or want to travel, to benefit from global experiences.

- Reviewing programmes and courses

We have a new UG first year offering, coming on stream in 2017/18. We are starting to scope out improvements, which we will make to other UG years, with particular emphasis on core courses. We are conducting a PGT review, to ensure that

programmes and courses are meeting market expectations, in terms of student demand (numbers), content, delivery mode and quality.

- Marking rubrics

We are developing more standardised marking feedback forms and rubrics. Given the variation in subjects, our priority is to achieve consensus within each Subject Group. Informing students about marking rubrics in use also requires attention.

- Personal Tutoring

Reviewing our first year of redesigned personal tutoring (see sections 2 and 4).

- Courses with lower Course Enhancement Survey scores

In 2017/18 we will continue to implement and monitor our solution of acting on this, via our staff annual reviews and staff Personal Improvement Plans.

- Reinvigorating Peer Observation of Teaching

Ongoing topic.

- Ethics, Responsibility and Sustainability (ERS)

In line with recommendations from the EQUIS reaccreditation, we intend to embed ERS across our activities over the next 3-5 years. We are mapping ERS within the curriculum. This mapping is being developed in tandem with our Skills Matrices mapping (see section 3).

- Student Community and Engagement Building: Review of communication (see section 4).

Actions requested

1. Actions requested of the college based on the analysis in questions 1-4 in Areas for Reflection.

- Model of 4 year PhD with integrated studies

The College Postgraduate Studies Committee (CPGSC) have discussed a paper from the Postgraduate Research Strategy Working Group, which requested the move to a 4 year PhD with integrated studies. The proposal was positively received. It is now progressing through decision-making. This move to a four year PhD with integrated studies would be appropriate for the UEBS PhD Management. We are keen to see the continued progress of this proposal.

2. Actions requested of the University based on the analysis in questions 1-4 in Areas for Reflection.

- Space

The Postgraduate Panel Review (November, 2016) included a recommendation that "the School and College take urgent steps to provide additional study and interaction space to MSc students to enhance the student experience". 29 Buccleuch Place is operating at capacity - we can make no further alterations. We are awaiting the outcome of the University's Central Area Space Review. We are concerned that matters may worsen in the short-term, due to building work in Buccleuch Place.

- Clear definitions within the common marking scheme.

This is often commented upon by External Examiners and it would help in the development of rubrics.

School Quality Model

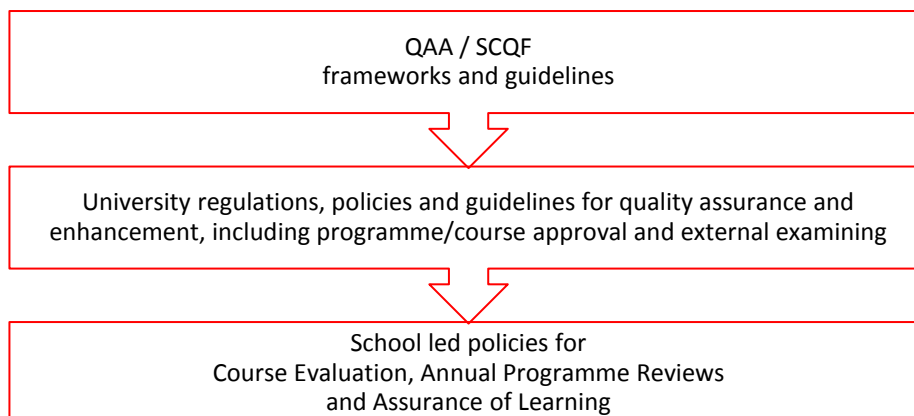
1. What annual monitoring and review processes are in place in the school?

Please see the uploaded document 'UEBS Quality assurance framework'.

University of Edinburgh Business School Quality Assurance and Enhancement Framework

The School, operates within the framework of the Quality Assurance Agency Scotland and the Scottish Credit and Qualifications Framework. Formal academic surveillance is exercised internally in the University and externally through the framework of External Examiners on both programme and course level. Informal academic surveillance is exercised through engagement with external accrediting bodies. The formal mechanisms are outlined in Figure 1.

Figure 1: Quality assurance and enhancement framework



University led programme reviews

Under the terms of the Scottish Higher Education Funding Agency all programmes are subjected to a comprehensive review every 5-6 years, through the Teaching Programme Review or Postgraduate Programme Review facility. The main features of the review are:

- A review team composed of University internal and external reviewers, including student membership.
- An overarching University remit for all reviews based on the key themes and areas covered in the Quality Assurance Agency's Enhancement-Led Institutional Review:
 - Management of the student learning experience.
 - Management of quality and standards.
 - Management of enhancement and promotion of good practice.
- Remit items selected by the school and students of the school.
- A report containing commendations of good practice and recommendations for action, issued after the review.
- Publication of review reports and School/subject area responses on the University website.
- Follow-up of progress of action through the annual quality assurance reporting process.
- Dissemination of good practice across the University.

School level annual monitoring to the University

The School reports annually to the Senatus Quality Assurance Committee based on set items:

- Student performance on courses or programmes, and related trends.
- Feedback from students.
- Feedback from external examiners.
- External accreditation reviews.
- Teaching Programme Reviews or Postgraduate Programme Reviews.

Practical implementation of quality assurance and enhancement in the School

Student-staff liaison committees (SSLC)

SSLCs provide a formal mechanism for communication and discussion between faculty, administrative staff and representatives of the student body about matters relating to the programme and the student experience. The SSLC is a forum for information sharing, with staff sharing information such as themes arising from student surveys, themes from External Examiners reports course evaluation and accreditation visits, while representatives for each course being taught will provide feedback on behalf of the class. The SSLC allow student representatives and staff to identify trends and areas for improvement. When programme reviews are undertaken this is also the forum through which to engage with students for input and dissemination.

Course evaluation surveys/end of programme surveys

A comprehensive schedule of course evaluation surveys and end of programme surveys is carried out each year with students taking a course or a programme being invited to participate in these surveys. This information feeds into the quality assurance and enhancement processes in numerous ways, alongside data and information obtained via the national student surveys, NSS, PTES and PRES.

School led annual programme reviews

Based on a set template, Programme Directors, with input from the relevant member(s) of the programme support team(s), the review leads to a discussion about changes to be made and any resources needed to implement the agreed changes. The template for the review has, over the years, been adapted to take into consideration issues relating to accreditations, such as Assurance of Learning. Agreed changes including those made to programme aims and learning outcomes will be implemented through consultation processes with the Subject Groups as well as relevant support staff.

Assurance of Learning

Annual processes for Assurance of Learning has been implemented for all programmes. At the end of each academic year the Programme Director will reflect on attainment of ILO/Programme Outcomes in an 'Assurance of Learning Report'. The Programme Director will reflect on the level of attainment against the set benchmark on the basis of the following principles. Where the cohort fails to meet the benchmark the Programme Director will be required to identify and implement necessary action. In the following year the Programme Director will be required to comment on the effectiveness of the previous year's initiatives. Where a cohort meets the set benchmark the Programme Director will be required to reflect on whether the benchmark, after careful consideration, should be set at a more ambitious level. The School's model for Assurance of Learning has been identified as Best Practice in the University.

Internal moderation

The process of internal moderation involves another knowledgeable member of staff, the Internal Moderator, inspecting the proposed wording of all assessments prior to this being sent an External Examiners for final moderation prior to this being made public to the students. In addition the Internal Moderator will inspect a selection of assessed work to consider the range of marks, borderline work and comments given in feedback. This may result in changes to marks.

External examining

External examiners are asked to confirm that standards are at least equal to those of other UK universities of comparable standing. Exam questions and other assessment are moderated by the External Examiner who will also inspect all cases of failed or marginal overall marks as well as representative cases from the complete range of marks. External Examiners are expected to attend meetings of the Board of Examiners and have access to all assessed work before these boards. Reports from External Examiners are scrutinised by the School before a formal response is sent to the External Examiners, explaining how problem raised, if any, will be addressed.

Course monitoring

Course monitoring is carried out by Course Organisers and is included in Annual Reviews of programmes.

Relevant committees

Senatus Quality Assurance Committee

Senatus Academicus (Senate) has devolved responsibility for quality assurance and enhancement to the *Senatus Quality Assurance Committee* (SQAC), led by the Assistant Principal Academic Standards and Quality Assurance. The committee is responsible, on behalf of the Senatus, for the University's academic quality assurance framework. The committee also acts as a planning forum for the discussion and promotion of developments in academic quality assurance, whether from internal or external incentive.

Membership is available at:

<http://www.ed.ac.uk/academic-services/committees/quality-assurance/members>

The full remit of the committee is available at:

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

The Quality Unit manages all University-level arrangements for quality assurance and enhancement of degree programmes. The full scope of this may be seen at:

<http://www.ed.ac.uk/academic-services/quality-unit>

College of Humanities and Social Science Quality Assurance Committee

The College, through its Quality Assurance Committee, has responsibility for implementing the University's strategy for quality assurance of learning and teaching across the College. The Director of Quality from each school within the College is a member of the committee.

More information about the committee is available at:

<http://www.ed.ac.uk/schools-departments/humanities-soc-sci/committees/chss-quality-assur>

School level committees

[Currently under review]

- Learning & Teaching Forum
- Undergraduate Board of Studies
- Undergraduate Learning and Teaching Committee
- Postgraduate Board of Studies
- Postgraduate Discussion Forum
- Research Degree Committee

Appendix 1 - Key School Facts

The Business School is led by the Dean (Head of School), supported by a Deputy Dean and the School Executive, consisting of the Executive Team and Heads of Group. An International Advisory Board with a membership of practitioners and Deans from international peer schools is consulted at an early stage in the development and planning of new initiatives.

Academic faculty are members of one of six Subject Groups, each with a Head of Group, supporting programmes of study. Programmes of study are led by: a Director of PG Programmes; a Director of UG Programmes; Programme Directors (Doctoral, MSc & MBA); Year Heads (UG); and Cluster Heads (UG). The six Subject Groups are:

- Accounting and Finance.
- Entrepreneurship and Innovation.
- Management Science and Business Economics.
- Marketing.
- Organisation Studies.
- Strategy.

Staff

As at 01 August 2017, there was 113 core academic staff (107.37fte) whose roles were dedicated fully to the mission of the School. The composition was as follows:

- Countries represented: 32
- Nationality: 41% British /59% non-British.
- Gender: 58% male/42% female.

The School has a contingent of professional support staff equivalent to 102.3 fte.

Students and programmes

For the academic year 2016/17 there were 1,089 undergraduate students on programmes (as of 30 September 2016) for which the Business School had primary responsibility (Table 1.1). There are 43 degree programmes overall for which the School has primary responsibility.

Numbers of students on Business School programmes in the AY2016/17

Programme	2016/17	
Undergraduate	1,089	46%
Masters	957	40%
MBA's	150	6%
Doctoral programmes	135	6%
Other	49	2%
Overall total	2,380	100%

Student profile AY2016/17

	Undergraduate	Postgraduate taught	PhDs
No. of countries	73	94	38
% Oversea & EU	74%	97%	89%

Appendix 2 - Key Performance Data

Awards, classification and withdrawal

UG

	2012/13		2013/14		2014/15		2015/16		2016/7	
	Count	%	Count	%	Count	%	Count	%	Count	%
Fully matriculated	595	-	617	-	685	-	714	-	770	-
Interrupted	10	2%	7	1%	3	0.4%	5	1%	5	0.6%
Withdrawn	5	1%	14	2%	9	1%	7	1%	12	2%
Successfully achieved award	184	31%	177	29%	171	25%	200	28%	248	32%
1 st class	41	7%	31	5%	36	5%	60	8%	61	6%
2 nd Class, Division 1	117	20%	105	17%	90	13%	99	14%	137	13%
2 nd Class, Division 2	19	3%	22	4%	31	5%	30	4%	21	2%
3 rd Class	0	-	6	1%	2	0.3%	2	0.3%	0	-
BA w. Merit	0	-	1	0.2%	2	0.3%	1	0.1%	4	0.4%
BA Pass	7	1%	11	2%	10	1%	8	1%	26	2%
Diploma	0	-	1	0.2%	2	0.3%	4	1%	5	0.5%
Certificate	1	0.2%	0	-	2	0.3%	1	0.1%	40	4%

PGT - full-time only

	2012/13		2013/14		2014/15		2015/16		2016/17	
	Count	%	Count	%	Count	%	Count	%	Count	%
Fully matriculated	482	-	477	-	519	-	477	-	558	-
Interrupted	5	1%	2	0.4%	1	0.2%	5	1%	2	0.4%
Withdrawn	4	1%	4	1%	4	1%	3	0.4%	1	0.2%
Successfully achieved award	455	94%	443	93%	442	85%	444	93%		
Distinction	55	11%	82	17%	89	17%	92	19%	-	-
Pass	378	78%	400	84%	387	75%	402	84%	-	-
PG Diploma	4	1%	7	1%	5	1%	4	1%	-	-

PGR (PhD)

	2012/13	2013/14	2014/15	2015/16	2016/17
Active students	105	101	94	99	113
Withdrawn	1	6	4	5	2
Successfully completed	18	22	23	19	13
Completed within 3.7 years (full time)	1	3 (16%)	8 (38%)	5 (27%)	2 (18%)
Average length for completion in years (full time)	5.0	4.84	4.65	4.23	4.65
Extensions - less than 6 months	3	4	4	6	4
Extensions - 6 months to 1 year	6	9	13	2	1
Extensions - more than 1 year	13	12	7	5	4

Appendix 3 – Student surveys

Comparison of national and School survey results

RR – Response Rate

Q1 – The course was well organised

Q2 – Learning resources were available and relevant

Q3 – Overall satisfaction with the course

School vs National	RR	Q1	Q2	Q3
Course Evaluation Surveys (UG) – 2016/17	32%	78%	79%	71%
NSS (2017)	57%	68%	86%	83%
Course Evaluation Surveys (PG) – 2016/17	67%	79%	83%	77%
PTES (2017)	54%	72%	89%	76%

Personal Tutor Satisfaction	Agreement
Final Survey (UG)	61%
NSS (2017)	63%
Final Survey (PG)*	-
PTES (2017)	63%

* Data not available until October 2017

Appendix 4 – New Learning Structures

Students taking up SLICCS

Year (summer)	2015	2016	2017
Number of students (UEBS only)	4	2	3
Number of students (University wide)	12	40	40

Undergraduate Mini-internships in India

Year (summer)	2015	2016	2017
Number of students	1	3	5

Marketing MOOC

Year	September 2016 to September 2017
Total enrolment	28,124
Verified enrolment (those paying for a certificate)	349
Countries represented	190
Main countries by enrolment	USA (17%) India (10%) UK (5%)
Median learner age	29
Previous education of those enrolling	College Degree (47.6%) Advanced Degree (27.8%) High School Diploma (22%)
Gender	F (43%) M (57%)