

The University of Edinburgh

**Meeting of Senate Education Committee  
to be held at 2.00pm on Wednesday 9 October 2019  
in the Main Library (Centre for Research Collections, 6<sup>th</sup> Floor)**

While the main meeting will begin at 2.00pm, the Committee is being given the opportunity to visit the Library and University Collections from 1.30pm. You will be able, over coffee, to see posters designed by students who have been working with Schools on the Learn Foundations project, lecture recording, media subtitling and distance learning. There will also be a display of materials from the student Makerspace and projects to diversify the collections and engage with object based-learning. Please do come along at 1.30pm if you can!

**A G E N D A**

**1. Welcome and Apologies**

**2. Minutes:**

- |     |   |              |
|-----|---|--------------|
| 2.1 | Final Meeting of Senate Researcher Experience Committee (REC) held on 14 May 2019 | EC 19/20 1 A |
| 2.2 | Final Meeting of Senate Learning and Teaching Committee (LTC) held on 22 May 2019 | EC 19/20 1 B |

**3. Matters Arising**

- |     |  |               |
|-----|--|---------------|
| 3.1 | Review of Accessible and Inclusive Learning Policy (LTC 22 May 2019, Item 6.1) | Verbal Update |
|-----|--|---------------|

**4. Convener's Communications**

**5. For Discussion**

- |     |   |                        |
|-----|---|------------------------|
| 5.1 | Senate Education Committee Terms of Reference   | EC 19/20 1 C           |
| 5.2 | Student Satisfaction Results 2019   | EC 19/20 1 D<br>CLOSED |
| 5.3 | Progress Against University of Edinburgh Learning and Teaching Strategy Implementation Plan | EC 19/20 1 E           |
| 5.4 | University of Edinburgh Students' Association Vice-President Education Priorities 2019/20   | EC 19/20 1 F           |
| 5.5 | Student Support and Personal Tutor Project – Update   | EC 19/20 1 G           |

- |           |  |              |
|-----------|--|--------------|
| 5.6       | Student Experience Action Plan – Update  | EC 19/20 1 H |
| 5.7       | Enhancing Doctoral Training Provision through a Doctoral College - Update                          | EC 19/20 1 I |
| 5.8       | Excellence In Doctoral Education and Career Development Programme                                  | EC 19/20 1 J |
| <b>6.</b> | <b>For Information and Noting</b>  |              |
| 6.1       | Assessment and Feedback Enhancement Group / Support for Curriculum Development Group Annual Report | EC 19/20 1 K |
| 6.2       | Report from Knowledge Strategy Committee (24 May 2019)   | EC 19/20 1 L |
| 6.3       | Student Partnership Agreement Update   | EC 19/20 M   |
| <b>7.</b> | <b>Any Other Business</b>  |              |

**Meeting of the Senate Researcher Experience Committee  
held on 14 May 2019 at 2pm  
in the Raeburn Room, Old College**

**Present:** Professor Stephen Bowd (Convener), Dean of Postgraduate Studies, College of Arts, Humanities and Social Sciences (CAHSS)  
Dr Paddy Hadoke, Director of Postgraduate Research (PGR) and Early Career Researcher Experience, College of Medicine & Veterinary Medicine (CMVM)  
Dr Antony Maciocia, Dean of Postgraduate Research, College of Science & Engineering (CSE)  
Fabio Battaglia, Postgraduate Research Student Representative, Students' Association  
Dr Sharon Maguire, Head of Doctoral Education, Institute for Academic Development (IAD)  
Nichola Kett, Head of Enhancement Team, Academic Services  
Daniel Dodd, Postgraduate Research Student Representative, CMVM  
Professor Jamie Pearce, Scottish Graduate School for Social Sciences  
Kirsty Woomble, College of Arts, Humanities and Social Sciences  
Susan Hunter, Academic Services (Secretary)

**Apologies:** Megan Brown, Students' Association Staff Postgraduate Research (PGR) Representative  
James Saville, Director of Human Resources (HR)  
Ben Möws, Postgraduate Research Student Representative, CSE  
Dr Caroline Proctor, School of Biological Sciences  
Dr Katie Nicoll Baines, Early Career Research Representative, CMVM  
Dr Mits Ota, School of Philosophy, Psychology and Language Sciences  
Dr Shari Sabeti, Moray House School of Education  
Professor Robert Semple, CMVM

**Attending:** Julia Ferguson, College Office Academic Affairs, CSE  
Sarah Harvey, Service Excellence Programme

**1. Minutes of the meeting held on 18 March 2019**

Subject to a factual correction to item 12, replacing reference to CAHSS with CMVM, the Committee approved the minutes as an accurate record of the previous meeting.

**2. Matters Arising**

**2.1 Postgraduate Research Experience Survey (PRES)**

The Committee noted that early indications are that the response rate has increased. Student Surveys expect to be able to publish PRES results week commencing 20 May 2019.

**2.2 Old Kirk Project**

The Committee Conveners had met with the Senior Vice Principal and expressed disappointment that this project had been paused. Academic

Services will seek advice on an appropriate announcement in relation to the project.

**Action: Academic Services** [Post-meeting note – communication from Senior Vice-Principal circulated to Committee members 16 May 2019.]

### **2.3 Scholarships**

The REC sub-group had received updates from Schools on progress for their Enlightenment Scholars. The sub-group chair will remind Schools that all scholars on the teaching track should be enrolled on the Edinburgh Teaching Award.

The Committee noted that there were plans for a broader review of scholarships.

### **2.4 Electronic Business: Public Defence of Theses**

The Committee had submitted comments to the Director of Academic Services by email in April 2019 to support ongoing work in developing joint PhD programmes with European partners.

## **3. Convener's Communications**

### **3.1 Senate Committees Review**

The Committee noted the plans for an enhanced Senate Learning and Teaching Committee to include postgraduate research business in its remit. This committee is likely to be renamed Education Committee. Membership of this committee is to be confirmed but may include the three College Deans representing postgraduate research. The Education Committee's terms of reference will not initially include broader student experience matters. Future governance of student experience matters will be clarified following implementation of the University Executive's Student Experience Plan and the new Vice Principal Students' priorities.

The Committee noted the plans for early career researcher business to be included in Research Policy Group's remit and to establish a reporting route to Senate for that Group.

The Committee noted plans to rename Curriculum and Student Progression Committee as Academic Policy and Regulations Committee and to include staff with research student responsibility from each College in membership.

The Committee noted that as this was likely to be its final meeting, no further actions for this Committee would be recorded. However, the Committee could remit any actions arising from discussion to appropriate committees or business units.

### **3.2 PhD Graduate School**

The Committee noted that a paper is being submitted to the Senate Learning and Teaching Committee (LTC) in May on structures to support postgraduate research governance. The aim is to promote discussion on providing an externally facing structure and more internal coherence without change to current operations.

The Committee discussed the opportunity to bring together areas supporting postgraduate research and enhancing visibility for Doctoral Training Partnerships, Centres for Doctoral Training and other cohort-based activity.

Once submitted to LTC, the Dean of Postgraduate Research, CSE will circulate the paper to this Committee.

**Action: AM** [Post-meeting note – paper circulated 16 May 2019.]

#### **4. Update: Research Staff Scoping Project**

The Committee noted the paper summarising a consultation with research staff on their engagement with University support and systems. The key recommendations included developing a single information point for research staff and a business case for specialist careers support for research staff.

The Committee supported the recommendation for IAD to liaise with Communications and Marketing to develop dedicated web pages for research staff.

The Committee supported the proposal for IAD and Careers Services to develop a case for University support for a specialist careers adviser for research staff.

The Committee noted that IAD is committed to provide support for mentoring for research staff.

IAD will report on progress with the project to the appropriate committee once confirmed.

#### **5. Excellence in Doctoral Education and Career Development: Report on current status of work streams**

The Committee noted the paper. Following recommendations from work stream 1, supervisor training and support, a working group has been set up to look at developing online training for supervisors and review the effectiveness of supervisor training. IAD will support this in the short-term.

A PhD intern has been recruited to continue work on peer mentoring in relation to work stream 2, mentoring and wellbeing. IAD and the Students' Association will retain oversight of this project.

Implementation of a postgraduate research personal and professional development record (work stream 3) will be progressed by the Service Excellence Programme's (SEP) postgraduate research (PGR) lifecycle project.

The Committee discussed overall co-ordination and strategic approach to the Excellence in Doctoral Education and Career Development Programme.

The Committee approved IAD retaining ownership of work stream 1, IAD and the Students' Association retaining ownership of work stream 2 and SEP progressing implementation of the PGR personal and professional development record.

The Committee supported the new Education committee providing a strategic steer on programme governance.

**6. Service Excellence Programme update**

The SEP representative reported that the SEP Board had approved the blueprint and business case proposals for the PGR lifecycle project. This project was now in the detailed planning and design phase. SEP will look holistically across the Student Administration strand projects when prioritising work and [consider from where different aspects of the Postgraduate Research lifecycle administration are best delivered](#).

The Committee noted that the annual progression monitoring system enhancements are included in the PGR lifecycle project.

The Committee noted that a SharePoint SEP information hub has been set up for sharing updates. The link will be circulated to Committee members.

**Action: S Harvey** [Post-meeting note – link circulated 20 May 2019.]

**7. Senate Themes for 2019/20 meetings**

The Committee noted the paper inviting suggestions for the presentation and discussion section of Senate Committee meetings. The Committee supported suggesting the benefits and challenges of postgraduate research collaborations and joint PhD programmes, student mental health and supporting early career researchers.

**Action: Academic Services**

**8. Code of Practice for Supervisors and Research Students: Review 2019**

The Committee noted the paper. The Committee approved the amendments and plans for evaluating the Code of Practice. The Committee supported Academic Services reporting the evaluation results to Senate Quality Assurance Committee.

**9. Handbook for External Examining of Research Degrees: Updates 2019**

The Committee noted the paper.

The Committee discussed the responsibility for arranging the viva, noting that this lay with the Internal Examiner. Graduate Schools sometimes support the examiner in making arrangements and the Committee approved that this could be included in the Handbook with a clear statement on the Internal Examiner's responsibility.

The Committee discussed Non-Examining Chair appointment and noted that the regulations only require this in particular circumstances. The Committee noted that CAHSS routinely appoints a Non-Examining Chair to all vivas. The Committee approved an amendment to the Handbook to clarify that in some circumstances College may appoint a Non-Examining Chair for the viva.

**Action: Academic Services**

**10. Communications**

**10.1 Tutors and demonstrators**

The Postgraduate Research Rep, Students' Association presented results from a survey of tutors in the School of Social and Political Sciences.

The Committee discussed the University policy for recruitment, support and development of tutors and demonstrators, work allocation models and the learning and teaching experience of students.

The Committee noted that the University policy will be evaluated in the next academic year. There were opportunities to input to College reviews of work allocation models through College postgraduate student reps. Postgraduate Research Experience Survey (PRES) results also provide institutional evidence on tutoring and demonstrating experience.

**10.2 Postgraduate research student reps**

The Postgraduate Research Rep, Students' Association reported on the challenges of communicating with students for an institutional level representative.

The Committee discussed University guidance for Schools on communication between student reps and students, mechanisms for collaborative work and sharing information, and training for student reps.

The Committee noted that Academic Services and the Students' Association will review the University guidance. The Students' Association has plans to revise student rep training. There are

opportunities to raise communication issues for College committee discussion through College postgraduate student reps.

**11. External engagement**

**11.1 League of European Research Universities (LERU)**

The Convener reported on a recent meeting in Leuven on the European Union budget for research. LERU is lobbying to promote budget increases against some resistance.

The Committee noted that the Doctoral Summer School organising time would welcome support from College senior teams for the event the University is hosting in July.

**11.2 UK Council for Graduate Education (UKCGE)**

The Committee noted a UKCGE consultation on postgraduate supervision is underway. The Secretary will forward the consultation email to the College Deans for circulation in the Colleges.

**Action: Secretary** [Post-meeting note – circulated 15 May 2019.]

The CAHSS representative had attended a recent Doctoral Education Training event with a presentation from UK Research and Innovation (UKRI) presenting on their priorities for interdisciplinary and cross-Research Council funding.

**11.3 Coimbra**

The Head of Doctoral Education, IAD will attend the [Doctoral Studies Working Group meetings at the Annual Conference in June](#). The group's current focus is on [doctoral employability, supervision training and support, and interdisciplinarity in doctoral research](#). Coimbra are running a Three Minute Thesis competition and a University of Edinburgh student will participate in the final.

**11.4 Network of Universities from European Capitals (UNICA)**

There was nothing to report to this meeting.

**11.5 Universitas 21**

There was nothing to report to this meeting.

**11.6 Russell Group PGR Special Interest Group**

The Director of PGR, CMVM will attend the next meeting on 11 June in Nottingham.

**12. Report from Knowledge Strategy Committee: 22 March 2019 meeting**

The Committee noted the paper.

**13. Research Policy Group report**

There was nothing to report to this meeting.

**14. Any other business**

**14.1 Postgraduate Research Degree Examiners**

The Committee noted that CMVM require a Non-Examining Chair where two external examiners are assessing NHS staff members. The College will submit a proposal for consideration in the next regulations review for a Non-Examining Chair to act as Internal Examiner in these circumstances.

**Action: CMVM/Academic Services**

CMVM will submit a proposal for consideration in the next regulations review on Thesis Committee members acting as Internal Examiners.

**Action: CMVM/Academic Services**

**14.2 Erasmus+ postgraduate research student opportunities**

Academic Services will contact Edinburgh Global for information on postgraduate research student take-up of Erasmus+ opportunities and report electronically to the Committee.

**Action: Academic Services**

The Convener closed the meeting with thanks to all for participation and contributions, particularly the Secretary.

Susan Hunter, Academic Services  
16 May 2019

**Draft minutes – for approval at meeting to be held on 9 October 2019**

**Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC)  
held at 2pm on Wednesday 22 May 2019  
in the Liberton Tower Room, Murchison House, Kings Buildings**

**1. Attendance**

<b>Present:</b>	
Professor Stephen Bowd	Dean of Postgraduate Studies (CAHSS)
Ms Megan Brown	Edinburgh University Students' Association, Academic Engagement Co-ordinator (Ex officio)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (Ex officio)
Professor Iain Gordon	Head of School of Mathematics (Co-opted member)
Ms Shelagh Green	Director for Careers and Employability (Ex officio)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy (CSE)
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Dr Sarah Henderson	Acting Director for Postgraduate Taught (CMVM)
Ms Melissa Highton	Director of Learning, Teaching and Web Services Division
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Ms Nichola Kett	Academic Governance Representative, Academic Services
Ms Diva Mukherji	Vice President (Education), Edinburgh University Students' Association (Ex officio)
Professor Graeme Reid	Dean of Learning and Teaching (CSE)
Dr Sabine Rolle	Dean of Undergraduate Studies (CAHSS)
Professor Mike Shipston	Dean of Biomedical Sciences (Co-opted member)
Mrs Philippa Ward	Academic Services
<b>Apologies:</b>	
Professor Rowena Arshad	Head of Moray House School of Education (Co-opted member)
Professor Sian Bayne	Director of Centre for Research in Digital Education (Co-opted member)
Dr Velda McCune	Deputy Director, Institute for Academic Development (Ex officio, Director's nominee)
<b>In attendance:</b>	
Dr Paddy Hadoke	CSE
Dr Antony Maciocia	MVM
Mr Tobias Thejll-Madsen	Employability Consultancy, Careers Service
Dr Jon Turner	IAD

**2. Minutes of the previous meeting**

LTC approved the minutes of the meeting held on 13 March 2019.

### **3. Matters Arising**

#### **3.1 Electronic Consideration of Student Experience Action Plan (13 March 2019 meeting, agenda item 5.8)**

The Committee noted members' feedback on the latest draft of the Student Experience Action Plan which had been circulated electronically after the March meeting of LTC.

### **4. Convener's Business**

#### **4.1 Vice-Principal Students Post**

The Convener advised members that the new Vice-Principal Students, Professor Colm Harmon, would take up his post in October 2019. Professor Harmon had visited the University the previous week, and would also be attending the Learning and Teaching Conference in June 2019.

#### **4.2 Learning and Teaching Conference**

Members noted that all places at the Learning and Teaching Conference had been filled within 36 hours of registration opening. There was a waiting list in operation and the Director of the Institute for Academic Development (IAD) advised members that this was being managed to ensure that a spread of academic and professional services staff from all areas of the University were in attendance. Arrangements were being made to livestream some of the Conference sessions, and the possibility of holding the conference in a larger venue next year was being considered.

### **5. For Discussion**

#### **5.1 Careers and Employability Update**

The Director for Careers and Employability advised members that the paper provided a brief update on activity previously recommended by LTC in support of careers, employability and graduate outcomes. There was further work to do, but progress had been made against the five priority areas identified by a Careers and Employability Task Group of LTC in May 2018, and there was a sense that the internal landscape was changing.

The most recent development was the completion of a light-touch mapping of current practice within Schools. Tobias Thejll-Madsen was thanked for his significant contribution to this work. It was noted that the mapping had asked Schools and Subject Areas to mark against 10 measures, with no expectation that every Subject would mark against these in the same way. The mapping had identified an encouraging range of activity and examples of best practice. Work would now be done to ensure that this best practice was shared effectively.

'Enterprise Education' and 'Reflection' had been identified as areas for improvement. The mapping had also identified the need for Schools to be more explicit about their provision to ensure that both staff and students were fully aware of the employability-related aspects of

their curricula. Members noted that the exercise had not mapped specifically for digital skills, and that there may be benefit in doing this in future.

The Committee supported the proposed priorities for 2019/20, and particularly the proposal to review the University's graduate attribute framework. It was recognised that there was a need to adopt both institutional and School-level approaches to the development of employability, and that employability and graduate attribute development should be central to any discussions around curriculum review and reform. Members noted staff concerns about workload and the need, therefore, to ensure that any developments in the area of employability were properly supported.

The Committee also supported undertaking a piece of work to gather student views on careers and employability. It was agreed that this could be done by consulting Programme Representatives, and members suggested that there may also be benefit in trying to consult a group of less-engaged students.

The Director for Careers and Employability was encouraged to feed into the University's ongoing Student Support Review, and specifically into discussions around the careers-related aspects of the Personal Tutor role.

## **5.2 Enhancing Doctoral Training Provision**

Dr Maciocia advised the Committee that the landscape for Postgraduate Research (PGR) training was changing, and that, in this context, there was a need for the University to present a coherent picture of its provision. To facilitate this, the University needed to put in place horizontal structures that cut across and promoted better communication between its existing, vertical structures.

Members also noted that a task group was in the process of reviewing the structure and effectiveness of Senate and its Standing Committees, and had proposed the abolition of Researcher Experience Committee (REC), with its PGR-related activities transferring to Learning and Teaching Committee. With that in mind, an early consideration of PGR issues at LTC was sensible. The Committee was aware that the Service Excellence Programme was considering PGR systems and processes.

The paper proposed the creation of a 'Doctoral College': a small, central unit consisting of an academic director, an administrative director and an administrative assistant, with additional input from existing staff in the Colleges and Support Groups. A high-level, short-life working group would be established to draw up precise design details for the proposed structure.

Members strongly supported the proposal noting both the limitations of the University's existing PGR governance structures, and recommendations in the previous Enhancement-Led Institutional Review (ELIR) around PGR provision. As such, it was agreed that the proposed working group would be established, and that a representative of the Service Excellence Programme would be invited to join the membership. It was hoped that it would be possible to bring more detailed plans to the October 2019 meeting of LTC.

**Action:** Authors of paper to establish proposed working group, and to invite a representative of the Service Excellence Programme to join the membership.

### **5.3 UK Quality Code for Higher Education – Approach to Advice and Guidance**

The UK Quality Code sets out the fundamental principles that should apply to Higher Education across the UK. The paper outlined recent changes to the Code and asked members to discuss and approve an approach to using the Code's underpinning advice and guidance.

Members noted that the newly-introduced version of the Code consisted of mandatory expectations; core practices (applicable UK-wide); common practices (mandatory for Scottish but not English institutions); and non-mandatory advice and guidance, although QAA Scotland expected Scottish institutions to map down to the 'guiding principles' level of the advice and guidance in order to demonstrate that they were meeting the Code's mandatory expectations. Committee members expressed disappointment that Scottish institutions were being asked to map down to this level, but were supportive of the paper's proposal to undertake an initial mapping in Semester 1 2019/20 with the aim of identifying any gaps in provision. Provided no gaps were identified, each University policy and practice would then be reviewed within its planned timescale. Comprehensive mapping would be completed in time for submission of the University's ELIR Advanced Information Set in summer 2020. LTC agreed that, wherever possible, mapping and review should be light-touch, and that the University should be identifying opportunities to make efficiencies whilst still ensuring that policies and practices were effective.

### **5.4 Mid-Course Feedback: Follow-Up Evaluation**

The paper outlined the results of evaluation of mid-course feedback undertaken in March 2019. Members noted that the staff responses gathered were broadly positive and consistent with those received in academic year 2017/18: use of mid-course feedback was high amongst respondents, and it was valued by those who used it. Postcards were the most popular method for gathering feedback, and most issues identified through the feedback were being resolved within the course timeframe. Over a third of respondents noted that the feedback had brought to their attention issues which they would otherwise not have been aware of. Limited confusion appeared to exist amongst staff and students on account of there being multiple points for gathering feedback from students.

The Committee supported the 5 recommendations outlined in the paper, namely that:

1. Mid-course feedback should also be used in taught postgraduate (PGT) courses. It was agreed this should be encouraged from September 2019, with the understanding that colleagues would be given time to adjust and put appropriate systems in place.
2. Guidance on what constitutes mid-course feedback should be produced. Members agreed that this should include guidance on situations where the use of mid-course feedback might not be appropriate, and should make clear to Schools and Course Organisers that there was flexibility to use mid-course feedback in the way that worked best for their provision.
3. Existing examples of mid-course feedback should be shared.

4. Mid-course feedback should be standard for courses running for 10 weeks or more.
5. The term 'mid-course feedback' should be used consistently, with 'mid-semester feedback' being avoided to make it clear that only one opportunity for mid-course feedback needed to be provided for courses running over two semesters. Members noted that care would need to be taken to avoid confusion with end of year questionnaires.

The importance of closing the feedback loop when using mid-course feedback was highlighted. This should include discussing with students changes that were not being made in response to the feedback received.

It was agreed that Colleges would be consulted about the proposed introduction of mid-course feedback for PGT provision, and that the matter would then be taken to Senate Quality Assurance Committee (QAC) for electronic approval. A repeat evaluation exercise would be undertaken in 2019/20 to allow the impact of the PGT changes to be measured.

**Action:** Ms Kett to consult Colleges about the proposed introduction of mid-course feedback for PGT provision before taking the matter back to QAC for electronic approval.

### **5.5 Final Report of the Task Group to Review the Operation of Section 6.1 of the Higher Education Achievement Report (HEAR)**

The Committee noted and approved the principles to be applied when considering whether or not an activity should be included in Section 6.1 of the HEAR (subject to clarifying heading 1, 'Additional Awards').

Members also agreed, in response to questions raised by Student Systems, that there would be benefit in including information about professionally accredited programmes and work and study away on the HEAR, and in offering any student of the University a HEAR, whether they were studying on campus or at a distance. The Committee recognised that facilitating these changes would require substantial resource.

**Action:** Secretary to publish the approved principles and to advise Student Systems of the Committee's views on the questions raised.

### **5.6 Senate Themes for 2019/20 Meetings**

Members suggested the following possible themes for Senate meetings in 2019/20:

- Postgraduate Research students and Early Career Researchers
- The role of the Library – future role, including the role of the digital library
- Co-creation of the curriculum
- Student and staff wellbeing (to coincide with the opening of the 'Wellbeing Centre')
- Curriculum review
- Community

The proposed themes would be discussed with the Principal.

## **6. For Approval**

### **6.1 Review of Accessible and Inclusive Learning Policy (AILP)**

Members considered the revised Policy and recognised the benefit of linking this to the University's newly-introduced Lecture Recording Policy. However, it was agreed that there would be benefit in making additional changes to ensure that AILP fully reflected current practice. The Director of the Learning Teaching and Web Services Division of Information Services would work with the Director of the Student Disability Service to make the required changes, and the Policy would be signed off electronically by LTC over the summer for implementation in Semester 1 2019/20.

**Action:** Director of the Learning Teaching and Web Services Division to work with the Director of the Student Disability Service to make the required changes. Revised Policy to be signed off electronically by LTC over the summer for implementation in Semester 1 2019/20.

### **6.2 Assessment and Feedback Enhancement Group: Proposed Update Name, Remit and Membership**

The Committee approved the proposed name ('Support for Curriculum Development Group') and membership for the Group. It agreed that some minor amendments should be made to the proposed remit to make it clearer that the group was operational in nature.

**Action:** Dean of Undergraduate Studies, CAHSS to make required changes to the Group's remit.

## **7. For Information and Noting**

### **7.1 Review of Common Marking Schemes: Update**

Members noted that progress with the review had been limited on account of changes in senior management and other areas of activity. However, it was anticipated that a review of the Common Marking Schemes would be incorporated into upcoming, broader curriculum review discussions.

### **7.2 Report from Knowledge Strategy Committee (Meeting 22 March 2019)**

The report was noted.

### **7.3 Space Strategy Group Report**

The Committee noted that the Learning and Teaching Spaces Strategy had been approved and that all staff were now being encouraged to engage with its implementation.

### **7.4 Student Representation: Programme-Level System Update**

LTC was advised that, in the first year of the new system, there had been a 35% decrease in Student Rep numbers and a 15% increase in the number of Reps completing training. 66% of this year's Reps had produced handover documents for their successors, and 96% of these had stated that they would recommend the role to others.

Areas for further development included looking at the best way for Reps to communicate with their students, sharing relevant data (eg. high-level NSS and PTES data) with senior Reps at School level, and identifying clear routes for dealing with issues that could not be addressed at Student-Staff Liaison Committee level (eg. University-wide transport issues).

The Committee was satisfied with the progress that had been made and agreed that the Programme-Level System appeared to be working effectively.

## **8. Any Other Business**

The Committee thanked those members whose terms of office were coming to an end for their service: Students' Association Vice-President Education; Head of the School of Mathematics; Head of the Deanery of Biomedical Sciences; Head of Moray House School of Education; and the Director of the Centre for Research in Digital Education.

Members also thanked the Dean of Learning and Teaching, CSE for his commitment to the work of the Committee over a number of years, and wished him well in his retirement.

Philippa Ward  
Academic Services  
31 May 2019

## **The University of Edinburgh**

### **Senate Education Committee Terms of Reference**

#### **1. Purpose and Role**

- 1.1. The Education Committee is responsible, on behalf of Senate, for taught and research student matters, particularly strategy and policy concerning learning, teaching and the development of curriculum.

#### **2. Remit**

- 2.1. Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners.
- 2.2. Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations.
- 2.3. Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback.
- 2.4. Give specific consideration to instances in which the experience of one particular cohort of students or learners (undergraduate, postgraduate taught or postgraduate research students, and those involved in non-standard programmes) may diverge from that of others.
- 2.5. Anticipate and prepare for new opportunities and likely future developments in learning and teaching for all cohorts of students and learners.
- 2.6. Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.

#### **3. Operation**

- 3.1. The Committee reports to Senate, acting with delegated authority to take strategic and high-level policy decisions.
- 3.2. The Committee may bring matters to the attention of the University Executive as required.
- 3.3. The Committee will meet at least four times each academic year and will interact electronically, as necessary.
- 3.4. The Committee will follow a schedule of business set prior to the start of the academic year and which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.
- 3.5. From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

#### **4. Composition**

<b>Role</b>	<b>Term</b>
Vice Principal for Students (Convener)	Ex Officio
Assistant Principal Academic Standards & Quality Assurance	Ex Officio
2 x senior staff members from each College with responsibility for learning and teaching	
1 x senior staff member from each College with responsibility for postgraduate research	
1 x Edinburgh University Students' Association, Vice-President Education	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	Ex Officio
1 x postgraduate research student representative	
1 x Head of School from each College chosen by the Heads of College	
Director of Academic Services, or nominee	Ex Officio
Director of Institute for Academic Development, or nominee	Ex Officio
Director of Student Recruitment & Admissions, or nominee	Ex Officio
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Ex Officio
Director for Careers & Employability, or nominee	Ex Officio
Up to 3 co-options chosen by the Convener	Up to 3 years

- 4.1. The Convener can invite individuals for specific meetings or agenda items.
- 4.2. Substitution of members (i.e. due to inability to attend) shall be at the discretion of the Convener of the Committee.

#### **5. Responsibilities and Expectations of Committee Members**

- 5.1. Be collegial and constructive in approach.
- 5.2. Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.
- 5.3. Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members should take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 5.4. Be committed to communicating the work of the Committee to the wider University Community.

**Senate Education Committee**

**9 October 2019**

**Progress Against University of Edinburgh Learning and Teaching Strategy Implementation Plan**

**Description of paper**

1. This paper summarises progress against the University of Edinburgh Learning and Teaching Strategy Implementation Plan at September 2019.

**Action requested / recommendation**

2. For information and discussion. The Committee may wish to consider the current status and future direction of the Learning and Teaching Strategy, particularly in the context of the recent launch of 'Strategy 2030'.

**Background and context**

3. The University of Edinburgh's [Learning and Teaching Strategy](#) was launched in March 2017. In 2017/18, Learning and Teaching Committee (LTC) and Learning and Teaching Policy Group (LTPG) (both now disbanded) approved priorities and an Implementation Plan for the Strategy in academic years 2017/18 and 2018/19. Progress against the Plan in 2017/18 was evaluated by LTC at the start of academic year 2018/19, and this paper evaluates progress in 2018/19.

**Discussion**

4. The attached table summarises progress against the Learning and Teaching Strategy Implementation Plan at September 2019.

**Resource implications**

5. The implementation of the Strategy has had resource implications. In general, the Implementation Plan has related to activities that were already underway, and it has been necessary for staff with leadership responsibility for each of the priority areas to ensure that resources were in place to support the activities.

**Risk management**

6. The implementation plan has helped the University to manage the risks associated with learning and teaching (for example, the risk of low levels of student satisfaction) by providing a clear and coherent framework for its learning and teaching activities.

**Equality & diversity**

7. Equality and diversity issues were considered when the Learning and Teaching Strategy and priorities for implementation were approved. Some elements of the Strategy have advanced equality of opportunity (eg. work on enhancing the class rep system and student support), and no adverse effects on equality of opportunity have been identified.

**Freedom of Information**

Open

Priority	Key actions planned for 2017-18 and 2018-19	Update on progress September 2019
<b><i>Working in partnership with students (Tina Harrison)</i></b>		
<p>Working with the Students' Association to enhance the class representative system (lead responsibility: Tina Harrison)</p>	<ul style="list-style-type: none"> <li>• In 2017-18, the Students' Association has discussed its plans for the system with all Schools, and Academic Services is asking Schools to outline how they plan to revise their class representation system arrangements for 2018-19</li> <li>• In 2017-18, Academic Services to work with ISG, CAHSS and the Students' Association to explore how Learn or alternate platforms may be able to facilitate communications between class reps and the students they represent</li> <li>• In 2017-18, Academic Services and Student Systems exploring with class reps how student survey data can support their roles.</li> </ul>	<p>The introduction of the new Programme Rep system has been a huge success. There has been wide-spread adoption of the system now across all Colleges and the Centre for Open Learning has also adopted the Rep system (having not had any rep system previously). The number of Reps has reduced significantly in the move from class to programme reps, and engagement in training and Rep lunches has significantly improved. Almost all Reps attended face-to-face training.</p> <p>Alongside the changes to the Rep system, additional projects are ongoing which focus on Rep communications and feedback. In 19/20, the University and the Students' Association are providing data reports for Reps to support them in their roles. Work to consider the current effectiveness of Student-Staff Liaison Committees is also being undertaken, focusing particularly on issues which cannot be solved at the School level and how these are escalated.</p>
<p>Embedding mid-course feedback for all UG students</p>	<ul style="list-style-type: none"> <li>• Continue to promote and share experiences through Directors of Teaching network (as well as via Directors of Professional Services and Heads of Schools).</li> </ul>	<p>Over the last two academic years we have evaluated the use of mid-course feedback. Based on responses from 424 individuals (representing 32% of 1,356 UG course organisers) the 18/19 evaluation revealed:</p> <ul style="list-style-type: none"> <li>• Use of mid-course feedback is high – 87.5% of respondents reported using mid-course feedback in their 2018/19 courses.</li> </ul>

<p>(lead responsibility: Tina Harrison)</p>	<ul style="list-style-type: none"> <li>• Expand supporting material as necessary through IAD website.</li> <li>• Discuss and develop approach to evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-course feedback is valued by staff– 78% of respondents considered mid-course feedback to be useful.</li> <li>• Postcards, or other paper-based approaches, are the most popular method for gathering feedback.</li> <li>• Most issues identified through feedback are being resolved within the course timeframe and typically communicated to students in class.</li> <li>• Where mid-course feedback is not being used, this is primarily due to confusion and lack of perceived value – there is some lack of clarity about the way in which mid-course feedback relates to other student voice mechanisms.</li> </ul> <p>In response to the evaluation, the following actions were agreed by SQAC:</p> <ol style="list-style-type: none"> <li>1. Mid-course feedback will be introduced for all taught postgraduate courses – initially it will be encouraged from September 2019, and will form policy from AY 2020/21.</li> <li>2. A feedback graphic has been produced outlining the various student voice mechanism and their purpose.</li> </ol>
<p>Implementing the ‘Inspiring Students’ student communications plan - including working with Schools to establish effective ways of demonstrating that they are listening to</p>	<ul style="list-style-type: none"> <li>• Delivery of year-round series of institutional and School-level communications (online and offline) organised into monthly themes to support key messages</li> <li>• Delivery of plan agreed by Senate Learning and Teaching Committee for supporting Schools to show they are listening to student feedback</li> <li>• Delivery of NSS 2018 promotional campaign including</li> </ul>	<p>The Inspiring Students campaign has been replaced with a more strategic internal communications plan; however the “we’re listening” materials developed as part of “Inspiring Students” are still available via sharepoint and can continue to be used by Schools.</p>

<p>and acting on student feedback (lead responsibility: Gavin Douglas)</p>	<p>new central resource dedicated to highlighting the ways the University is responding to NSS feedback</p> <ul style="list-style-type: none"> <li>• School-led “you said we listened” activities leading up to NSS 2018</li> <li>• Start of year ‘welcome back’ sessions in all Schools led by HoS in Sept 2018</li> </ul>	
<p>Working with the Students’ Association to promote and implement the Student Partnership Agreement (lead responsibility: Tina Harrison)</p>	<ul style="list-style-type: none"> <li>• Academic Services and the Students’ Association are developing an implementation plan, to be considered by the Senate Learning and Teaching Committee in March 2018</li> <li>• Senior Vice-Principal allocated funds for students and staff to submit bids to undertake work in 2017-18 and 2018-19 that supports the Partnership Agreement.</li> </ul>	<p>Senate approved the first Student Partnership Agreement for the University on 4 October 2017. The three key themes of academic support, promoting positive mental health and wellbeing, and student voice were identified as initial themes in AY 17/18, and were agreed again for AY 18/19. Small project funding was made available to staff and students to work in partnership to support one of the key themes. In 17/18 17 applications were received, and 12 were received in 18/19. The call is currently live for bids for 19/20. This year’s themes have been agreed as: community and belonging; student voice; and social justice. The projects have led to a number of low-cost interventions, largely around community and social gatherings with a purpose, which have been shared and adopted in other schools.</p>
<p><b><i>Nurturing a learning community that supports students (Alan Murray)</i></b></p>		
<p>Reviewing and clarifying the academic and pastoral support available to</p>	<ul style="list-style-type: none"> <li>• AP Academic Support to discuss analysis of academic support and possible ways for Schools to enhance their approaches with Academic</li> </ul>	<p>A planned (2019) review of the role of the Personal Tutor has been merged with an ongoing review of Student Support Teams in Schools (part of the <i>Service Excellence</i> project). Alan Murray (AP Academic Support) is a member of the design team in this holistic review, which is being run under the full project-management discipline of the Service Excellence methodology. It would have been foolish to have run the two reviews separately.</p>

<p>students (including that provided by Personal Tutors and Student Support Teams), communicate this more effectively to students and encourage them to engage with it (lead responsibility: Alan Murray)</p>	<p>Strategy Group and Colleges in 2018-19</p> <ul style="list-style-type: none"> <li>• Academic Services to develop a student- and staff-facing leaflet guide for PTs</li> <li>• AP Academic Support and College Deans of Students to review the approach to Personal Tutor Statements and how they are used to communicate the system to students and for accountability purposes</li> <li>• Academic Services to review University web-based information regarding the PT system to ensure it is fit-for-purpose and to remind Senior Tutors to ensure School Personal Tutoring Statements are sign-posted appropriately (eg. from programme and course handbooks)</li> </ul>	<p>Three approaches to student support (“models”) have been defined and a careful University-wide (staff+students) consultation is now underway to narrow down to a single model that will then be proposed to the University Executive.</p>
<p>Implementing Student Mental Health Strategy, and review of support for disabled students (lead responsibility: Gavin Douglas with Andy Shanks)</p>	<ul style="list-style-type: none"> <li>• Review and restructure University webpages on mental health and wellbeing, and roll out “The Big White Wall” across the institution</li> <li>• Continue to deliver training in supporting students with mental health difficulties to PTs, supervisors and SSTs</li> <li>• Expand Mental Health &amp; Wellbeing Week</li> </ul>	<p><u>Mental Health Strategy</u></p> <ul style="list-style-type: none"> <li>• Refresh of Student Mental Health Strategy Action Plan and prioritisation of focus areas (logic-modelling and links with UUK “Step Change” report).</li> <li>• Aligning this work with work on “staff wellbeing” to ensure we take a strategic, whole-institution approach to wellbeing and mental health at the University.</li> <li>• Ongoing focus on developing metrics to measure impact.</li> <li>• The review of Student Support and PT is a crucial piece of work, and there has been a focus on establishing and maintaining robust links to this, and also to the Student Experience Action Plan- proposals being written to enhance and scale up our service offer for students experiencing challenges with their with mental health and wellbeing.</li> </ul>

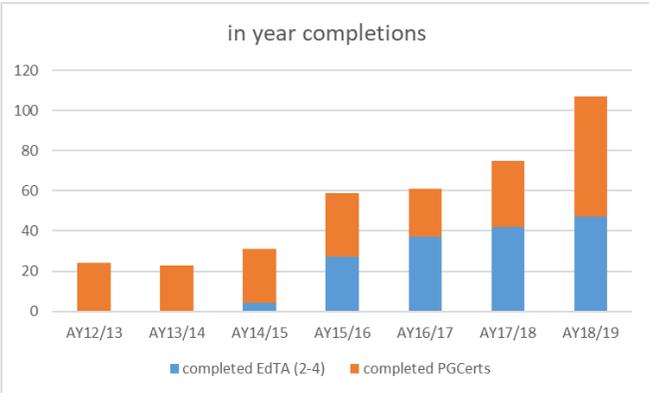
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	<ul style="list-style-type: none"> <li>• Review and enhance Support for Study Policy</li> <li>• Secure additional resources for specialist counselling services in the short term and develop a robust stepped-care plan for medium-term</li> <li>• Deliver 17-18 and 18-19 actions related to the review of support for disabled students</li> </ul>	<ul style="list-style-type: none"> <li>• We are working collaboratively with CAM and ISG to complete a full review and refresh of our digital platform: UoE web-pages on health and wellbeing- Phase 1 to be completed by Sept 2019.</li> <li>• Phase 2 will involve further engagement with UoE students and staff to identify user needs and align and improve MH and Wellbeing web-content based on best-practice within the sector, as well as to ensure there is consistency across all UoE web-pages.</li> <li>• Uptake of MH training remained at just under 60% for 18/19.</li> <li>• University MH and Wellbeing training programme is ongoing, and is currently undergoing comprehensive and strategic review- objective remains to make training more accessible for all staff.</li> <li>• Collaborative project with Charlie Waller Memorial Trust is moving into cohort 2, with the objective of raising the profile of this and engaging more staff in the high-quality online MH and Wellbeing modules. 8 Schools and Prof Svces Depts upskilled in cohort 1.</li> <li>• Multi-disciplinary group is developing a digital platform- a “Professional Development Framework”- for all staff within the University who have contact with students- main focus is Student Mental Health and Wellbeing.</li> </ul> <ul style="list-style-type: none"> <li>• Very successful week of events, including collaborative event with Positive Foundation for Mental health, attended by Scott Hastings.</li> <li>• 73 events and activities</li> <li>• Presence on all major campuses (George Square, King’s Buildings, Edinburgh College of Art, Little France, Moray House and Easter Bush) as well as Pleasance, Peffermill, Pollock Halls, Holyrood Accommodation, and online</li> <li>• 40% of events were student-led</li> <li>• 89% of event organisers would suggest running their event again in future Mental Health and Wellbeing Weeks</li> <li>• Over 1,100 students and staff attended events with many more engaging with outreach and through social media</li> <li>• Enhanced comms strategy will enable us to maintain focus on mental health and wellbeing throughout the year. CAM working with us to develop “wellbeing map” of the year- identify pressure points- plan scaled up communication, with services planning to flex capacity at these points</li> </ul>
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	<ul style="list-style-type: none"><li>• Revised Support for Study Procedure launched in Aug 2019, with capacity for mandatory interruption of study built in.</li><li>• Health and Wellbeing Centre development is progressing- plan to move SDS and SCS there in Feb 2020.</li><li>• Number of students with a declared MH condition at the University 1093 in 17/18 up to 1,421 in 18/19 a rise of 30%.</li><li>• Number of students with a MH condition registered with SDS 412 in 17/18 up to 796 in 18/19 students a rise of 55%</li><li>• SCS has scaled up this year through increased investment, and saw a further 12.3% increase in demand (a total of 4127 students seen within the service).</li><li>• Psycho-educational “Skills for Life and Learning Groups” were scaled up this year to increase capacity.</li><li>• 4065 hours of mental health mentoring offered by SDS to 346 students in 18/19 (no previous recording of this- now being recorded as a component of SDS KPIs).</li><li>• Uptake of Big White Wall and the Feeling Good App continues to rise, and the recent introduction of online CBT through SilverCloud has been well received.</li><li>• Chaplaincy are continuing to focus on scaling up further the Listening Service (increase in activity of over 50% across the last 2 years- 225 people seen in 18/19) and the Mindfulness offer (plans to recruit to a Mindfulness Practitioner post).</li><li>• Work has started on developing further strategic connections with and pathways to statutory and 3<sup>rd</sup> sector mental health services in the area, and making these systemic.</li></ul> <p><u>Support for disabled students</u></p> <p>The group tasked with overseeing implementation of the review recommendations has held regular meetings to consider progress reports from each area with remitted actions. Good progress has been made with the new system for recording adjustments, and a survey of students’ experiences of adjustments being implemented is expected by Christmas 2019. In terms of the estate, the University has allocated significant funding for an action plan to address areas of inaccessibility which emerged from the review. Estates liaised with both the Staff Disability Network Group and Students’ Association to invite disabled staff and students to provide representation at consultations on University estate developments. A new role, Disability Access and Equality Manager, was created in Estates with responsibility for performing a regular review of activities and performance around inclusive</p>
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		<p>access. Estates also has a new system in place to record, monitor and progress all maintenance and repairs.</p>
<p>Support for students on joint degree programmes (to be led by the College of Arts, Humanities and Social Sciences) (lead responsibility: Sabine Rolle)</p>	<ul style="list-style-type: none"> <li>• Collate data on numbers of (joint) degree programmes and numbers of students on those programmes, owned by CAHSS, and map student support and wider organisational issues / problems around joint degrees</li> <li>• Consult with key committees (CAHSS CUGLAT, CPGSC, CQAC, Taught Managers Forum, LTPG) to sense-check and further develop mapped issues</li> <li>• Move to harmonisation of key dates (for, e.g., elective course choice) across CAHSS Schools</li> <li>• Initial discussion of issues and possible solutions at LTPG in Mach 2018</li> <li>• Moving into 2018-19, establish short-life working group to propose possible solutions and make recommendations for further action</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of data (survey data, costs) still ongoing. A first evaluation of NSS data provided some interesting insights: no significant difference in overall satisfaction between Single Honours and Joint Honours students, but differences in correlation between primary themes and overall satisfaction scores - there is a stronger relationship between Organisation &amp; Management and overall satisfaction for Joint Honours students; but unlike for Single Honours Students, there is no relationship between Learning Community and overall satisfaction.</li> <li>• Paper on data and analysis of issues discussed at CAHSS UG Learning and Teaching Committee in semester 1 2018-19. Task group set up to develop role description for UG Programme Director; recommendations to be implemented in CAHSS Schools from 19/20 onwards.</li> <li>• Work on harmonisation of key dates (e.g. course choice) more or less complete; harmonized deadlines due to be in place by 1 April 2020.</li> <li>• Ongoing portfolio reviews in CAHSS Schools; first set of low-recruiting UG programmes closed in LLC by 19/20.</li> <li>• Introduction of School-wide (rather than subject-specific) Internal Periodic Reviews in CAHSS from 19/20 onwards; whilst this is not directly related to Joint Degree work, the more holistic perspective is likely to benefit student experience on joint programmes.</li> </ul>
<p>Developing high quality learning and</p>	<ul style="list-style-type: none"> <li>• Continue with delivery of major long-term institutional</li> </ul>	<p>The Space Strategy Group set up a 'start and finish' group to consult on and develop a learning and teaching spaces strategy. The consultation involved a staff survey (2016) and student survey (2018) and four workshops - three for staff and one for</p>

<p>teaching spaces for taught and research students (lead responsibility: Sarah Cunningham-Burley)</p>	<p>programme of investments in learning and teaching spaces</p> <ul style="list-style-type: none"> <li>-In short- to medium- term, explore options for enhancing teaching space in order to protect the student experience in the short-term term.</li> <li>The Space Strategy Group (SSG) to develop a Learning and Teaching Spaces strategy by end 2017/18</li> <li>SSG to review and contribute to learning and teaching space development through modelling need and consulting with staff and student, including conducting a student survey by end of 2017/18</li> </ul>	<p>students - which took place in Semester 1 2018. Additionally, email responses were gathered, especially for those not able to attend the workshops. Estates, IS and Timetabling worked closely together. A short video was produced to provoke discussion and key questions were posed in the workshops. The strategy was approved by the University Executive and Estates Committee in March 2019.</p> <p><a href="https://www.ed.ac.uk/files/atoms/files/lt_spaces_strategy_2019.pdf">https://www.ed.ac.uk/files/atoms/files/lt_spaces_strategy_2019.pdf</a></p> <p>There is an Implementation Plan 2020-2030 (this is a closed paper) which was taken to SSG in August. This work was supported by a Business Analyst and operationalises the LTS Strategy and its core principles through a thematic approach that places the student journey at the centre.</p>
<p>Piloting new approaches to providing additional support to those Schools whose NSS scores are disappointing (lead responsibility: Gavin Douglas)</p>	<ul style="list-style-type: none"> <li>Establish working groups in two Schools to review evidence on student experience, evaluate the Schools' current approaches to enhancement and identify, implement, and review additional measures that will accelerate the speed of change</li> </ul>	<p>Two pilots ran in 18/19. These were not generally seen as successful and there are no current plans to repeat them.</p>
<p><b>Recruiting and nurturing excellent teaching staff</b></p>		

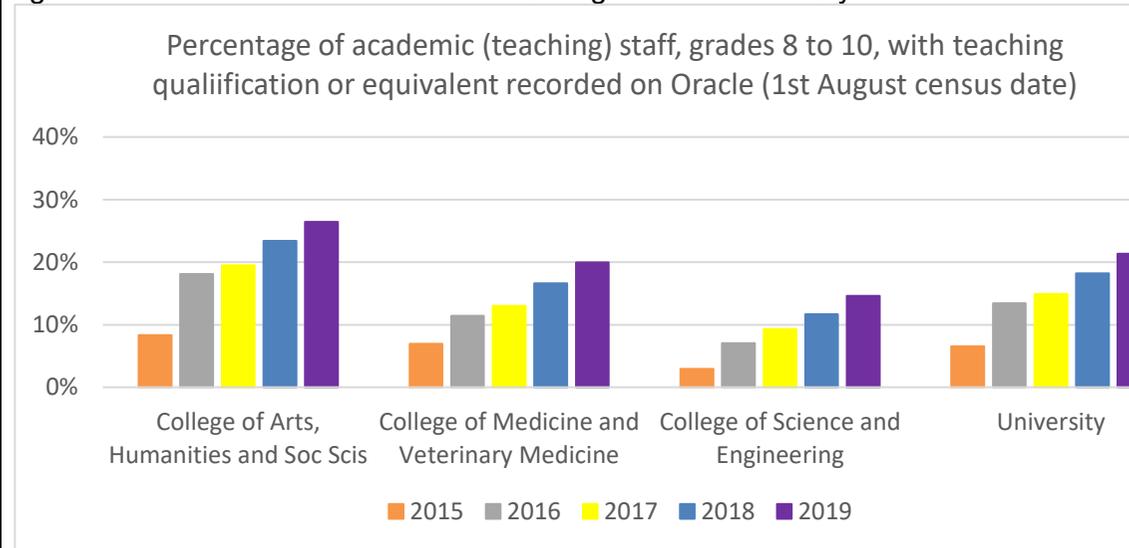
<p>Strengthening communications with staff regarding learning and teaching (lead responsibility: Gavin Douglas)</p>	<ul style="list-style-type: none"> <li>Establish a staff communications function within CAM</li> <li>Review staff-facing webpages at <a href="https://www.ed.ac.uk/staff/student-support">https://www.ed.ac.uk/staff/student-support</a> and <a href="https://www.ed.ac.uk/staff/teaching-matters">https://www.ed.ac.uk/staff/teaching-matters</a> to ensure practical information and guidance on teaching is easily accessible</li> </ul>	<p>Continued great progress in growing engagement and positive impact of Teaching Matters blog site, with readership continuing to grow year to year.</p> <p>Second University Learning &amp; Teaching Conference in June 2019 successfully delivered. Third conference (2020) to be significantly larger and move to a new venue.</p> <p>Support continues for several active staff networks and communities linked to roles (Directors of Teaching etc.)</p>																								
<p>Promoting staff engagement with formally accredited CPD, and developing an embedded culture of professional development around teaching (lead responsibility: Jon Turner)</p>	<ul style="list-style-type: none"> <li>Complete external re-accreditation by Higher Education Academy of CPD framework (AY17/18)</li> <li>Continue steady growth in participation and completion of central versions of Edinburgh Teaching Award and other accredited CPD pathways [aiming for annual growth of ~10% for AY17/18 and 18/19].</li> <li>Launch new version of PGCAP in AY17/18 [partly designed to support faster and higher completion rates]</li> <li>Support establishment and growth of School level Edinburgh Teaching Awards (with support from IAD/Vet School secondment in AY17/18)</li> </ul>	<p>In year completions of the PGCAP and EdTA (levels 2-4), key elements of the University Learning &amp; Teaching CPD framework that are aimed at academic staff grades 8-10, are continuing to grow (see chart below), with 107 completions in AY18/19 (up 43% on the previous year). We expect this number to grow further over the next couple of years, with the new PGCAP playing an increasingly significant role.</p>  <table border="1"> <caption>in year completions</caption> <thead> <tr> <th>Year</th> <th>completed EdTA (2-4)</th> <th>completed PGCerts</th> </tr> </thead> <tbody> <tr> <td>AY12/13</td> <td>0</td> <td>25</td> </tr> <tr> <td>AY13/14</td> <td>0</td> <td>22</td> </tr> <tr> <td>AY14/15</td> <td>5</td> <td>28</td> </tr> <tr> <td>AY15/16</td> <td>30</td> <td>30</td> </tr> <tr> <td>AY16/17</td> <td>38</td> <td>22</td> </tr> <tr> <td>AY17/18</td> <td>42</td> <td>32</td> </tr> <tr> <td>AY18/19</td> <td>48</td> <td>60</td> </tr> </tbody> </table> <p>We expect to enrol between 60 and 80 new participants onto the PGCAP during AY19/20 and between 60 and 100 new participants onto central or local EdTA programmes. Completion rates are currently around 50-60%. As completion rates</p>	Year	completed EdTA (2-4)	completed PGCerts	AY12/13	0	25	AY13/14	0	22	AY14/15	5	28	AY15/16	30	30	AY16/17	38	22	AY17/18	42	32	AY18/19	48	60
Year	completed EdTA (2-4)	completed PGCerts																								
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AY17/18	42	32																								
AY18/19	48	60																								

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- Increase % of teaching staff with HEA Fellowship, teaching qualification or equivalent (includes ongoing work to improve coverage and accuracy of Oracle record).
- Understand, demonstrate and build positive impact of accredited CPD, for individuals, Schools and institution. Identify and monitor key risks and challenges.

improve and recruitment strengthens we expect end year participant numbers to stabilise at around 350 as the number of successful completions continues to grow. The key barrier to successful completion and enrolment is consistently reported as being staff workload pressures.

This growth in the number of colleagues completing accredited CPD pathways like the PGCAP and EdTA is contributing to an increase in the proportion of academic staff who teach who have a teaching qualification or equivalent (see chart below). While being lower than the figure reported for most Russell Group institutions, this figure has increased in all Schools and Colleges over the last 5 years.



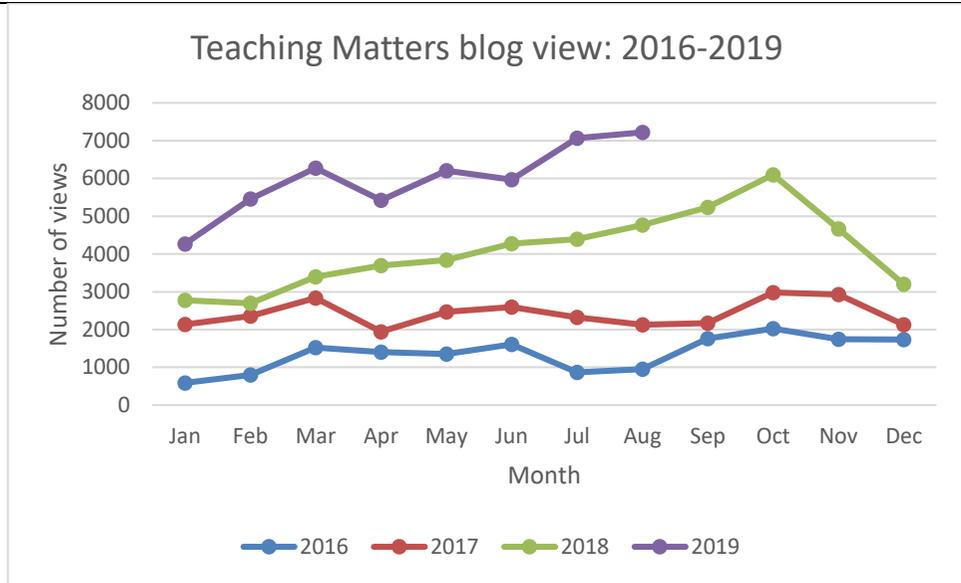
During AY18/19 a project was set up to review processes and incentives for the recognition, reward and support of teaching in academic careers alongside other parts of the academic role. The Teaching and Academic Careers Project (<https://www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers>) supported a University wide consultation to develop a set of principles that will be used to inform future actions to enhance the way in which teaching is valued and supported within our academic career paths. Recommendations from the group for implementation during AY19/20 were approved by the University Executive in June

		<p>2019. These included recommendations to further enhance professional development in teaching included a requirement for all Schools and equivalent organisational units to produce a professional development of teaching strategy, a commitment to increase the proportion of staff with a teaching qualification or accreditation, and to provide practical training and support linked to specific roles and career stages. Schools will be supported to develop a strategy and plan for professional development in teaching during AY19/20.</p> <p>The University Executive has also approved a further phase of work for the project in 2019/20 – to be led by the new Vice-Principal (Students) – to address a series of linked activities so that the newly optimised career path can function effectively. Together these steps will further underpin a University culture that values and recognises high quality teaching.</p>
<p>Consolidating the recent work to recognise student education as a key element in academic staff recruitment, promotion, annual review, and work allocation modelling (lead responsibility: Alan Murray and Jon Turner)</p>	<ul style="list-style-type: none"> <li>• Continue to embed good practice regarding recruitment, drawing on the proposed survey of Schools</li> <li>• Promote University-wide discussion on whether a L&amp;T based career track is appropriate in Edinburgh – with view to Senate discussion 2018-19.</li> <li>• Continue to embed good practice and ensure that L&amp;T conversations can be integrated into any e-recording of Annual Review.</li> <li>• Ensure that each School publishes a time “tariff” for GH</li> </ul>	<p>Exemplars of Excellence in Student Education have been revised, polished and extended to Grade 7-8 promotions. This is a significant step for many reasons, recognising the long-standing lack of clarity and consistency regarding career progression on the basis of a teaching-dominated portfolio of contributions. A set of FAQs has also been developed to make the processes clear about all aspects of promotion, including the role of teaching excellence. These questions have debunked many myths and “phantom rules” that have evolved over the years and should enhance the esteem given to teaching excellence in particular. Working with the new VP Students and with the explicit support of the Principal, AP Academic Support now plans to address:-</p> <p><b>Annual Appraisal, Management and Reward</b></p> <hr/> <ul style="list-style-type: none"> <li>• Annual appraisal was introduced in the 1980s to a sceptical academic workforce as being “nothing to do with promotion”. As a result, it enjoys high compliance rates within the University, but extremely low average usefulness. We must now make <u>formal and transparent links</u> between the necessarily separate <u>processes</u> of             <ul style="list-style-type: none"> <li>○ day-to-day management</li> <li>○ appraisal (including workload) ... and</li> <li>○ promotion/reward.</li> </ul> </li> </ul>

	<p>staff for the L&amp;T activities they are asked to do.</p>	<p>In doing so, we hope to streamline the paperwork involved, which is currently inefficient and incoherent.</p> <p><b>Workload Modelling</b></p> <ul style="list-style-type: none"> <li>• I plan to launch a university-wide discussion of:             <ul style="list-style-type: none"> <li>○ academic workload</li> <li>○ who has “agency” over it ... and</li> <li>○ how it can be both controlled and monitored.</li> </ul> </li> </ul> <p>Diverse workload models are used across the University and all are over-complex and contentious with a pretence of accuracy that is both unhelpful and misleading.</p> <p><b>Meaningful Probation Periods.</b></p> <p>It has been observed that, while we have a notional 1-year probation period for all academic staff, it is largely ignored. We treat Chancellor’s Fellows far better with a meaningful review at 3 years and most other Russell Group universities have a rigorous probation period and process. Now that we have made the recruitment process more rigorous with respect to teaching, the scene is set to review our procedures with respect to a probationary period with sensible targets.</p>
<p>Building communities of practice, encouraging innovation, and diffusing good ideas regarding learning and teaching – new Teaching Conference, new University networks for student support teams</p>	<ul style="list-style-type: none"> <li>• Continue to grow engagement and positive impact of Teaching Matters blog site. [Maintain range and quality of blogs; grow audience year on year; plan to introduce range of enhancements in AY18/19]</li> <li>• Run first University Learning &amp; Teaching conference in June 2018 [aim for audience of 200-300]. Make an annual event from AY18/19 onwards if successful.</li> </ul>	<p>Continuing strong progress in this area through Teaching Matters, University Learning &amp; Teaching Conference, support for staff networks and communities of practice, and production of accessible resources and guides.</p> <p>Readership figures for Teaching Matters (a proxy for evidence engagement with others’ practice) have tripled over the last two years (see below) with total blog views recorded at 144,238. Over 400 contributors have written nearly 500 blog posts.</p>

and for staff interested in student engagement, strengthening Director of Teaching network and other existing staff networks (lead responsibility: Jon Turner)

- Support a range of appropriate networks and communities of practice for staff (IAD, Academic Services, IS). Aim is to grow size of networks and depth of engagement; and close down any without a clear purpose and benefit.
- Produce accessible support material that can be adapted and used locally (e.g. ENGAGEd Guides). At least two each year (AY17/18 and 18/19).



Monthly themes are aligned with the University's Learning and Teaching Strategy and high priority initiatives, such as Building Academic Communities, and Widening Participation. These are accompanied by mini-series that addresses 'hot topics' across the University through a co-edited series (a weekly post is published every Wednesday over two months). This allows specific strategic initiatives, Senate Committees and University-wide projects to document their outcomes as an in-depth series of blog posts. Recent series have included Mental Health and Wellbeing, Inclusivity in the Curriculum, and Academic Blogging. By assigning each post in the mini-series with a unique meta-tag, the co-editors are able to refer to one simple URL to share a resource bank of between 8-10 blog posts and two podcast episodes on their mini-series (e.g., <https://www.teaching-matters-blog.ed.ac.uk/tag/mini-series-inclusivity-in-curriculum/>). Other initiatives during AY18/19 included an increased focus on student-authored blogs and a new Teaching Matters podcast series.

The second University of Edinburgh Learning & Teaching Conference took place in June 2019 with over 100 presenters from across the University (up from 80 in 2018) alongside 2 external keynote speakers and nearly 300 delegates. When the

		<p>conference was opened for bookings all places filled within 24 hours. While this is a very positive sign of demand and interest across the University some colleagues were disappointed not to be able to book a place. We therefore arranged a live stream of the opening speeches and keynotes to increase access and have included these in the online archive of videos and presentation slides from the 2019 conference are available at: <a href="https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/ltconf2019">https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/ltconf2019</a>. The conference will move to the McEwan Hall for 2020 where we will be able to increase the capacity to 500.</p> <p>Engagement with staff networks has continued to be strong during AY18/19 through groups like the Engaged and experienced teacher networks organised by IAD, alongside role specific groups like the Directors of Teaching Network and Senior Tutor network supported by Academic Services. These networks are increasingly being used to inform and provide feedback on institutional enhancement activities (e.g. Academic Teaching Careers Project).</p> <p>Two new Engaged guides will be published in autumn 2019, one on research-teaching linkages and one on lecture recording.</p>
<p>Continuing to implement the new Policy on the recruitment, support and development of tutors and demonstrators (lead responsibility: Paddy Hadoke, Stephen</p>	<ul style="list-style-type: none"> <li>• Taking account of any feedback on the FAQs for PGR students regarding the limited on the hours of employment at the University issued in early 2018, review whether further institutional advice for students is required.</li> <li>• HR and senior University management to continue to emphasise to Schools the importance of implementing the Policy in full</li> </ul>	<p>No significant progress at this stage due to initiation of other projects.</p>

Bowd, Antony Maciocia)		
<b><i>Developing our curriculum</i></b>		
<p>Enhancing the development of employability skills through the curriculum (lead responsibility: Shelagh Green)</p>	<ul style="list-style-type: none"> <li>• By May 2018, Senate Learning and Teaching Committee's Careers, Employability and Graduate Attributes Task Group will have submitted report.</li> <li>• By end of 2018-19 Careers Service will have negotiated, agreed, evidence based Employability Development Plans developed and active in every School, with enhanced support for priority Schools</li> <li>• Introduce annual reviews of actions to support employability and improved graduate outcomes at relevant College Committees, informed by School level reports on actions and reflection</li> <li>• Source and share practice via the Learning and Teaching conference, Personal Tutor briefing resources and current PTAS projects, and in 2018 fund and support PTAS special call for employability</li> </ul>	<p>Updates were provided at the L&amp;T Committee meetings in January and May 2019 and to Senate in May 2019. Progress over the last 12 months has included:</p> <ul style="list-style-type: none"> <li>• A short-life project using desk based research, structured interviews with, and self-reflection by Schools, to assess current provision at a programme level against a 10-element checklist of practices likely to evidence support for careers and employability.</li> <li>• College level workshops in CAHSS and CSE are planned for Autumn 2019 to further progress thinking and action. And a toolkit to share practice and provide support to increase coverage across all elements and all schools in in development.</li> <li>• The special call on employability within PTAS resulted in several innovative projects which will directly benefit participating schools, and provide learning that is applicable and shareable beyond the individual discipline.</li> <li>• Discussions with several Heads of School have resulted in more strategic collaborations, and employability action plans with greater impact and buy-in.</li> <li>• Input to the Boards of Studies network on curriculum design and embedding employability was well received, with discussion centred on ways to 'extract' employability from existing curricula, enabling students to make more overt connections between academic learning and career and personal development.</li> <li>• More systematic consideration of careers and employability issues will become the norm within the Teaching Programme Review process, with representation from the Careers Service at remit and review meetings. Introduced for the 19/20 review schedule, this has garnered immediate and positive benefits, surfacing existing good practice and noting areas for development and enhancement.</li> </ul> <p>Quantifying the impact of recent activity and greater focus on this issue is difficult. The first set of data from the new Graduate Outcomes Survey should be available in spring 2020. This will provide a new baseline and it will be possible to gauge our relative performance within the sector.</p>

		<p><b>Maintaining Momentum Looking Ahead</b> Changes within the internal landscape, particularly the appointment of a VP Student and the development of a Student Experience Action Plan, create excellent opportunities to both mainstream and accelerate support for careers and employability in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Direct initiatives, such as support for WP student mentoring and enterprise education</li> <li>• Related projects, particularly curriculum review and the review of student support and the PT system: these present significant opportunity to embed employability and careers support within the mainstream curricular and student support ecosystems, as an intentional consequence of a world-class, contemporary learning and teaching experience.</li> <li>• Related opportunities, such as work allocation modelling: ensuring accountability, ownership and structural support at a discipline level was a recommendation of the L&amp;TC Task Group. However time to engage with this was identified as a key barrier.</li> </ul>
<p>Creative use of digital technologies – further roll-out of lecture recording, developing a vision for Digital Education (the ‘Future Teacher’ programme), Virtual Learning Environment (VLE) consolidation</p>	<ul style="list-style-type: none"> <li>• Completing the ‘Near Future Teacher’ programme.</li> <li>• Roll out of lecture recording facilities to 400 teaching rooms, along with development of institutional policy on lecture recording</li> <li>• Supporting Schools in making informed decisions regarding digital platforms for teaching and learning, addressing historical proliferation of complex systems.</li> <li>• Establishing and promoting minimum standards for quality and consistency of VLE use to</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture recording facilities are in place in 300 rooms for the start of 2019/20, and the opt-out policy is in its second year. We are recording more courses in more rooms and opt-out remains at a steady level. Evaluation of lecture recording continues via PTAS projects. Student guidance on how to make the most of studying with recordings has been widely distributed in Semester 1.</li> <li>• ISG has further reduced the number of VLEs from 15 to 3 and is assigning resources to improve the user experience of the primary VLE, Learn. ISG is working with Schools to raise the level of consistency of use, navigation, and accessibility across Learn. Schools are receiving accessibility audits and support to map their content into new templates for an improved student experience.</li> <li>• An extended programme of digital skills training for staff and students targeting data skills, media literacy and VLE use has been offered and uptake has been good.</li> <li>• ISG has produced case studies and reports of impact for lecture recording, MOOCs, online learning, digital skills, co-created media subtitling, VLE excellence, academic blogging and open educational resources to audiences inside and out with the University</li> </ul>

<p>(lead responsibility: Melissa Highton and Sian Bayne)</p>	<p>improve student experience of learning and teaching.</p> <ul style="list-style-type: none"> <li>• Supporting digital skills in learning and teaching through staff training and online skills resources.</li> </ul>	
<p>Developing the University's approach to research-led learning and teaching, including experiential learning in the community (lead responsibility: Sarah Cunningham-Burley and Lesley McAra)</p>	<ul style="list-style-type: none"> <li>• Senate Learning and Teaching Committee task group on research-lead learning and teaching to submit its report by end of 2017-18</li> <li>• Launch of Community of Practice for Experiential Learning (soft-launch via website in Spring 2018)</li> <li>• Senate Learning and Teaching Committee to explore longer-term approach to Student-Led Individually-Created Courses (SLICCs)</li> <li>• Roll-out of experiential learning opportunities linked to Community engagement strategy flagship projects; beginning in 2018/19 with the Homeless Health and Inclusion Centre (free legal advice clinic, critical literacy clinic, student placements)</li> <li>• Main launch of co-curricular pathways linked to SRS themes in September 2018</li> </ul>	<p>A new Engaged guide on research-teaching linkages will be published in autumn 2019.</p>

<p>Continuing to support staff to enhance assessment and feedback, including encouraging Schools to undertake Leading Enhancement in Assessment and Feedback (LEAF) audits, and considering the importance of curriculum design in facilitating quality assessment and feedback models (lead responsibility: Sabine Rolle)</p>	<ul style="list-style-type: none"> <li>• Work with IAD to offer central materials to support Schools in undertaking LEAF audits ('LEAF-lite')</li> <li>• Continue to highlight course and programme design workshops and events in addition/ as an alternative</li> <li>• Work with IAD and AS to develop training/ support for Boards of Studies – conveners and board members</li> <li>• Work with IAD, AS, IS to develop an aligned suite of course and programme development options</li> </ul>	<ul style="list-style-type: none"> <li>• New LEAF activity has slowed; evaluation of key themes presented to LTC in autumn 2018 shows similar concerns across different programmes (over-assessment and deadline log-jams, disparity in required workload and associated credit, concerns over (lack of) assessment literacy, (perceived) lack of authentic assessment). IAD and Academic Services to evaluate the LEAF process and impact early in 2019/20.</li> <li>• Increase in Edinburgh Learning Design Roadmap (ELDeR) requests; 10 new requests approved by Assessment and Feedback Enhancement Group (AFEG) in 18/19. This change is a clear indication that more holistic review of programme design is more useful to Schools.</li> <li>• Discussions about pass/fail assessment and a review of the common marking schemes initiated in 18/19 in AFEG but paused to wait for input from new VP Students.</li> <li>• Change of name, remit and membership of AFEG approved by LTC in May 2019 to reflect the group's broader discussion. New name – Support for Curriculum Development Group – in place from 19/20.</li> <li>• Board of Studies convenors training moved into BAU after successful pilots; network of BoS members established by IAD.</li> </ul>
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**Senate Education Committee**

**9 October 2019**

**University of Edinburgh Students' Association Vice President Education  
Priorities 2019/20**

**Description of paper**

1. This paper provides an overview of the Students' Association Vice President Education's priorities for the academic year 2019/20.

**Action requested / recommendation**

2. For information.

**Background and context**

3. In March 2019, Steph Vallancey was elected as the Students' Association's Vice President Education for the academic year 2019/20. This paper outlines her priorities for the year ahead, including key areas of work.

**Discussion**

Over the coming year, Steph will be focusing on the following priority areas.

Promoting quality and constructive feedback

*All students deserve to receive quality feedback on their academic work, and for the feedback they provide to the University to be taken seriously.*

Steph will be exploring and sharing best practice with regards to assessment feedback from across the University, as well as working with Schools to improve existing processes for collecting student feedback, and ensuring issues are escalated and responded to effectively.

Ensuring students have access to the support they need

*Accessible and tailored academic and pastoral support is key to improving students' experience at the University.*

Steph will be sitting on the University's Personal Tutor and Student Support Review Design Group, alongside the Students' Association's Vice President Welfare Oona. Their focus will be on ensuring that students have opportunities to provide feedback

on the proposals and shape the new model. She also will be working on enhancing the School Representative support and training, ensuring students are well equipped to create a positive impact through their school.

### Improving the accessibility and inclusivity of academia

*From a diverse curriculum to tackling hidden course costs and promoting innovative assessments, academia should be a place for all.*

Steph's current focus is on understanding the extent of additional course costs across the University, but she will then move on to working alongside Schools to reduce these costs where possible and improve transparency so students can feel prepared from the start of their programmes.

### **Resource implications**

4. To be considered if specific actions arise from the paper.

### **Risk management**

5. To be considered if specific actions arise from the paper.

### **Equality & diversity**

6. The principles of equality, diversity and inclusion remain at the heart of the Students' Association's work, and this paper reflects that. Equality and diversity implications will be considered if specific actions arise from the paper.

### **Communication, implementation and evaluation of the impact of any action agreed**

7. To be agreed if specific actions arise from the paper.

#### **Author**

*Sarah Moffat  
Representation and Democracy  
Manager, Edinburgh University Students'  
Association  
20/09/19*

#### **Presenter**

*Steph Vallancey  
Vice President Education, Edinburgh  
University Students' Association*

### **Freedom of Information**

This paper is open.

## **Student Support and Personal Tutor Project - Update**

### **1. Description of paper**

- This paper provides the Senate Education Committee with an update on review of Student Support and Personal Tutoring.
- This paper summarises the key themes which have emerged to date, the three models of future ways of working which are currently under consultation with students and staff, an overview of the opportunities for students and staff to take part in the consultation process, and project timelines.

### **Action required**

- 2.** The Senate Education Committee is asked to **comment on and note** this paper.

### **Background and Context**

- 3.** The University introduced the Personal Tutor (PT) system in September 2012 (UG) and 2013 (PGT) along with the creation of Student Support Teams (SST) in each school to provide administrative support for Personal Tutors.

In 2017 and 2018, a number of reviews/surveys identified that, while PT/SST provision is clearly effective in some areas, satisfaction with the PT system overall is declining year on year, dropping in the National Student Survey (NSS), for example, from 68% in 2017 to 61% in 2019. A forthcoming analysis for Senate Education Committee of free text comments on this topic in the NSS states that:

*There are very disparate views around Personal Tutors in the University, as the experience naturally differs from one student to another. Whilst multiple students found their experience with their tutor to be fantastic, many other students were dissatisfied. Comments cite lack of contact with the Personal Tutor, leading to a very impersonal relationship wherein the student is not comfortable going to their tutor for support. Some students also feel that their Personal Tutor does not know how to perform their duties, and the students tend to blame the system for this, requesting it be reassessed.*

A UoE Internal Audit on SST in August 2017, and a CAHSS review of Personal Tutoring from September 2018 identified further areas to focus on in a review project. University Executive agreed to a “nothing off the table” review of student support to be carried out in 2019 with a commitment for proposals for change to be brought to the Executive by December 2019.

### **3.1 Project governance**

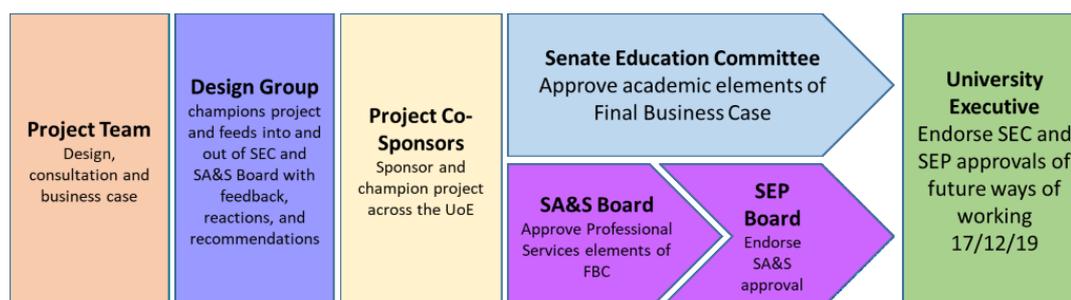
- The Student Administration and Support (SA&S) Board is responsible to the Service Excellence Programme (SEP) Board for approval of the overall design of professional service student support report;
- Senate Education Committee (SEC) is responsible for approval of Academic support and advice element reports;
- The University Executive will be asked to endorse the entire set of proposals and approve the final business case.

The project is co-sponsored by incoming Vice-Principal Students Colm Harmon (replacing Senior Vice-Principal Charlie Jeffery) and Deputy Secretary Student Experience Gavin Douglas.

### 3.2 Project delivery

- The project is delivered within the structure of the Student Administration & Support (SA&S) Programme which provides project management, implementation planning and implementation in due course, subject to resources, and line management.
- A Design Group is established to have oversight of the project, with the following remit:
  - i. Responsible to the SA&S/SEP Board for the overall design of student support and to the Senate Education Committee for academic aspects of this overall design;
  - ii. Provides oversight of work in line with agreed design principles, evaluation criteria and project plan;
  - iii. Signs off completed deliverables, provides recommendations to the SA&S/SEP Board and Senate Education Committee for approval and that key milestones and deliverables can be closed;
  - iv. Signs off scope and high level plans for each stage of the project;
  - v. Responsible for supporting the team to deliver the project objectives;
  - vi. Responsible for communicating with key stakeholders across the University;
  - vii. Provides operational support for the project, taking ownership of risk and supporting the mitigation of risk and the resolution of issues.

The group was chaired by SVP Charlie Jeffery, with VPS Colm Harmon taking over from October. The group includes Heads of Schools, Senior Tutors, Students' Association VPs, and senior Professional Services leaders from across all Colleges and central functions.



### 3.3 Scope and objectives

- The primary objective of the project is to obtain approval, from both the Senate Education Committee (SEC), and the Service Excellence Student Administration and Support (SA&S) Programme Board, for a recommended model for student support.
- This will ensure progress towards the Student Experience Action Plan (StEAP) objective [s8.3.1] that "...that students have consistent access to high quality support with academic, personal / pastoral, professional and career issues."

- The project team has been tasked with reviewing the following for all taught students (PGR students are out of scope):
  - Personal Tutor provision;
  - Student Support teams;
  - how the latter relate to other services (such as careers and counselling), but not these services themselves;
  - the physical spaces and environments in which support is delivered;
  - the systems used and;
  - the potential for using learner / data analytics.
- The project team work to an agreed set of design principles, which are set out in Appendix 1.

#### **4. Discussion**

##### **4.1 Review of current state/position**

- Between April and July, the team had conversations with colleagues from across every school and deanery, College offices and Deans, central specialist services, as well as speaking with counterparts across 16 different universities in the UK and North America, and attending a number of conferences covering student support, tutoring and broader student experiences. Using this information, the team has been able to build a comprehensive picture of how we currently support our students, and develop ideas for potential different ways of working in the future.
- Across the University, there is much evidence of the enormous commitment shown by personal tutors and student support staff across the University to their roles, the very positive impact which personal tutors and student support teams can have on students' experience of University and of how very rewarding personal tutoring and student support roles can be to those performing them. In crisis situations, there were powerful examples of different parts of the University support structure working together effectively to support students.
- However, it is also clear that personal tutors and student support teams are facing growing challenges and that the system is under pressure, in part due to the expansion of the University in recent years, across all levels and modes of study; in part due to wider societal changes / expectations; and in part due to inherent weaknesses in the system itself (eg that some staff are required to be PT's who are not well suited to this role.)
- The key themes which challenge and expose the University to potential risk are listed below:
  - Lack of clarity of roles and responsibilities;
  - How we reward, recognise and develop our colleagues;
  - Mixed, ambiguous and sometimes mismanaged communications, expectations and understanding of how we deliver student support and what it is;
  - The need to differentiate between time spent on transactional vs developmental discussions;
  - The important role of induction, orientation and peer networks in the student support eco-system;
  - The potential to use our Data and Systems better in order to inform conversations and identify possible challenges;

- The importance of visible, accessible and inclusive support – both the people involved and the spaces in which this happens;
- Vocational / Regulated Degrees not always fully supported by current system.

#### **4.2 Overview of potential models being presented for consultation and evaluation**

- Three differentiated models of support will be presented for review, evaluation, debate and discussion as part of the consultation period. The intention is not for students and staff to 'pick' one model, but to evaluate the elements of each, in order to understand what may work best in particular contexts, and where there may be particular barriers or challenges. The models are presented in summary form below. They differ mainly in the following areas:
  - The nature and volume of work undertaken by academic staff;
  - The numbers and type of academic staff that provide support;
  - The balance between support from academic staff and support from professional services staff;
  - The location of support for mental health and wellbeing, personal/professional and academic development.

##### **Purple model:**

- Each student has a named academic Advisor of Studies who is responsible for:
  - welcoming a group of students to their programme;
  - having discussions relating to course choice, progression and their academic discipline with these students (in groups and individually); and
  - being an initial point of contact for those students in the group who may need extra support
- Academics who take this role take on a larger caseload than is currently the norm for PT's so there are fewer academics taking on this role than currently act as PT's. However academics are appointed because they are well-suited to their role. They are also trained and appropriately recognised and rewarded.
- (This part of the model is very similar to that currently operated by the School of Chemistry.)
- Restructured Student Administration and Support teams in each school (or, where necessary, across clusters of schools), deliver a range of locally delivered and enhanced support for academic, wellbeing and personal skills development, as well as teaching administration and organisation.

##### **Orange model:**

- Each student has a named academic mentor who is responsible for group welcome, orientation and reflection activities but *not* for matters such as course choice, progression or being an initial point of contact for those students in the group who may need extra support. (These matters are dealt with by professional services colleagues in the Student Administration and Support team).
- Academics who take this role take on a larger caseload than is currently the norm for PT's so there are fewer academics taking on this role than currently act as PT's. However academics are appointed because they are well-suited to their role. They are also trained and appropriately recognised and rewarded.
- Students are encouraged to take personal accountability for their own learning and development; they are encouraged to connect with staff related to their area of academic interest.

- Students have a named Teaching Office advisor (a professional services colleague) for discussions about course choice, progression, development etc
- Students will also be able to access more specialised and locally delivered wellbeing support from their Student Administration and Support team.

**Blue model:**

- Each student has a named academic Programme Lead (which may be a role shared across a small team of academics, depending on the size of programme)
- The Programme Lead(s) will lead on welcome, community building and orientation activities for their programme
- Students will be encouraged to connect directly with teaching staff related to their area of academic interest (in office hours etc)
- Students have a named Teaching Office advisor (a professional services colleague) for discussions about course choice, progression etc
- Students will also be able to access more specialised and locally delivered wellbeing support from their Student Administration and Support team.

The more detailed versions of these models incorporate further areas for consideration such as:

- The potential / need for academic and study skills advisors – “para-academics” who can provide subject-specific support to students in their chosen discipline;
- The structure of wider, cross-University support for academic, professional and personal development;
- The role of peer support and peer-assisted learning.

**4.3 Consultation process**

The consultation on future ways of supporting our students was launched in an All Staff Email by Project Sponsor, Gavin Douglas, on Tuesday 27 August. A student launch was sent on 23 September to All Taught Students by Gavin Douglas, with targeted messages also sent via the Students’ Association, Sports’ Union, Study and Work Away team, and Online Programme directors.

Over the first half of Semester One, the project team will be sharing with staff and students the findings from the review and discussing the potential new models for supporting our students. We are planning and promoting across the campuses a series of:

- Town hall presentations
- Facilitated workshop activities
- Roadshows
- Pop-up events
- Online feedback via our SharePoint info hub
- Briefings at key College and University-wide committees.

The project team has created a consultation page on the project team’s SharePoint Info Hub which has at time of writing had 12,990 visits (2,626 unique viewers). This site will be kept up to date with information about consultation events, emerging feedback from the discussions with staff and students, and all materials relevant to the project:

<https://uoe.sharepoint.com/sites/StudentSupportandPersonalTutorReview>

**4.4 Project and Decision Timelines**

The governing groups will be meeting as follows:

10 September	SA&S Board	Update on project
23 September	University Executive	Update on project
9 October	Senate Education Committee	Update on project
21 October	SA&S Board	Draft Outline Business Case (OBC) [please note, consultation not yet closed]
22 October	University Executive	Draft OBC
19 November	University Executive	Options Appraisal development update
3 December	SA&S Board	Approve Options Appraisal recommendation (OA)
11 December	Senate Education Committee	Approve Options Appraisal recommendation (OA)
17 December	University Executive	Endorse Options Appraisal for implementation planning

## 5. Resource implications

The final recommendations will be accompanied by a business case that sets out the resource implications of any proposed changes.

## 6. Risk Management

<b>Risks</b>	<b>Planned Mitigation</b>
Options Appraisal drafting overlaps with end of consultation period	Transparent in consultation communications about this overlap; may need to reflect changes to Options Appraisals at short notice after October governance meetings
Risk of Options Appraisals not being approved in order to progress to FBC	Working with governance groups in advance to understand points of possible resistance and concern
Limited time between Options Appraisals and FBC	tbd
Availability of other resources (including HR and Finance) to feed into this work	Planning now for resource allocation and will escalate in late September if insufficient resource available.

## 7. Equality & Diversity

Final recommendations will be subject to a full EQiA before being brought to the Governing groups.

## 8. Next steps

The team will continue with the widespread University communications and consultation. The next point at which the project will report to the Senate Education Committee will be the December meeting date.

**Further information**

Author

Rosalyn Claase  
Senior Design Lead  
Service Excellence Programme

Presenter

Gavin Douglas  
Deputy Secretary, Student Experience

## **Appendix 1 – Design Principles**

The Design Group agreed upon the following Design Principles to inform how any future models should be built:

- We will have a shared understanding and clear communication of the terminology and meanings related to student support and development
- Our colleagues have diverse skillsets and expertise (academic, professional services and technical) and these should be trained, supported and developed appropriately
- We will release academics' time
- All students will have equal opportunity to access support, through a variety of mechanisms, both online and in-person, recognising that there will be a baseline level for all, and some may require more frequent and specialised support
- Data analytics will be used sensibly, transparently and consistently using standard and integrated systems
- The development of academic and personal skills, and the colleagues supporting this, needs to be integrated to a greater extent into our curricula
- Activities which build social and peer networks in a participatory fashion, enabling students to transition into and through this phase of their academic life and identify with their peers and subject, should be built into our support
- Every student will have the opportunity to build a relationship with a member of their school staff who is concerned with helping them get the most from their studies, providing support and encouragement to do so
- Location, campus, nature of school (single / multi discipline, size), stage of study and estate play a role in the way support is provided
- Degree programmes which are traditionally vocational or professional may need different support.

**Senate**

**2 October 2019**

**Student Experience Action Plan - Update**

**Description of paper**

1. An update on the Student Experience Action Plan

**Action requested / recommendation**

2. For information and discussion

**Resource implications and risk management**

3. A Standing Committee of the University Executive has been created to have oversight of the Student Experience Action Plan, including resource and risk management.

**Equality & diversity**

4. Activities under the Student Experience Action Plan are subject to Equality Impact Assessment.

**Communication, implementation and evaluation of the impact of any action agreed**

5. An update on the Student Experience Action Plan was also provided at the 2 October 2019 meeting of Senate.

**Author**

Gavin Douglas  
Deputy Secretary (Student Experience)  
24 September 2019

**Presenter**

Gavin Douglas  
Deputy Secretary (Student Experience)

**Freedom of Information**

Open

## STUDENT EXPERIENCE ACTION PLAN: UPDATE FOR SENATUS ACADEMICUS AND SENATE EDUCATION COMMITTEE OCTOBER 2019

In October 2018, following disappointing National Student Survey results, Senior Vice-Principal Charlie Jeffery presented initial thoughts about a new approach to student experience University Senate. In February 2019 the outline of an ambitious new Student Experience Action Plan was presented to Senate. This brought together a significant number of initiatives in one holistic plan designed to ensure the University provides or fosters:

- Education (in form of the curriculum) that is inspiring, challenging, and inspirational
- Excellence in teaching
- Access to excellent student support welcoming and friendly student-facing services
- High quality, fit for purpose learning spaces and resources; and timely, sustainable transport
- A strong academic community of staff and students
- Student admin and support processes, such as timetabling, that run smoothly.

A Standing Committee of University Executive was set up to have oversight of the development and implementation of the plan and the wider student experience. This was chaired by Senior Vice Principal Charlie Jeffery for the rest of 18/19 and will in future be chaired by incoming Vice Principal (Students) Colm Harmon.

Following further iterations of the plan and prioritisation of the different projects, the University approved an investment of just under £15 million in the Student Experience Action plan as part of the 2019/20 planning round. The final list of prioritised projects to be taken forward is as follows. Projects in blue are already underway.

### Excellent teaching

- A project to take forward the work done to date on recognition and reward for excellence in teaching at the University
- One to develop a set of principles for workload allocation models (WAM's)
- A project to evaluate and improve the consistency of the implementation of mid-course feedback, and seek views on extending it to PGT
- A review of the processes behind, usefulness and timeliness of information provided by Course Enhancement Questionnaires

### Inspiring curriculum

- A review of joint degree arrangements within CAHSS
- Taking forward the recommendations of the Near Future Teaching project
- A formal curriculum review to be led by the new VP students

### Excellent student support and service

- Carrying out a “nothing off the table” review of the student support eco-system and implementing the recommendations

- 3 linked projects to implement the University/s Student Mental Health and Wellbeing Strategy
- Developing a series of administrative support “hubs”, one on each campus, that integrate services delivered by different professional service groups
- A range of measures to tackle sexual violence on campus and improve support for survivors
- 3 linked projects to enhance student employability including support for WP students, mentoring through alumni and support for transitions
- A pilot project to develop customer service excellence in a number of departments including at least one School

#### Excellent facilities and transport

- A review of sustainable models for inter-campus transport
- A scheme to use student helpers to ensure teaching spaces are well set up coupled with a project to deliver remote support for all teaching in central teaching spaces
- Enhanced information for students on location and availability of study spaces
- Increased provision of electronic reading lists
- Further investment in upgraded AV across the centrally managed estate
- Costs to open up to 3 Learning and Teaching spaces longer for self-study
- A project to deliver a “conversational interface” to make it easier for students (and others) to find information on our website
- A programme of digital skills training for professional services staff
- A subtitling for Media service project to support digital skills development for accessibility and inclusion

#### Sense of belonging & community

- A project to increase the range and impact of peer support schemes across the University
- A review of student induction and welcome week arrangements
- A task force to investigate and recommend ways in which the University could strengthen student community
- Complete the overhaul of the Student Representative System
- Fund a range of activities to “show we care” about our students e.g. giving free access to iconic spaces such as McEwan Hall for some student activities
- Enhancements in timetabling: to deliver a teaching-free Wednesday – a project to deliver our commitment to manage the travel time between teaching classes

#### “Things run smoothly”

A range of projects, most of them all embedded within Service Excellence, aimed at enhancing service to students – supporting professional services staff and academic staff better – and saving money, including:

- A single service to support all working and studying away
- A single timetabling unto supporting timetabling across the entire University
- An integrated student finance service for all student finance related matters
- A new team to manage all special circumstance applications up to a certain point

### Leadership

- A project to review the role and development needs of Heads of School and those aspiring to be HoS

### Staff experience

Since the development of the Student Experience Action Plan, an Executive sub-committee on staff experience has also been established (convened by Vice Principal Sarah Smith). A small number of priority actions (and funding) originally identified as part of the student experience work (above) have now been moved to the staff experience side:

- The ongoing work on recognition and reward for teaching (teaching in Academic Careers Group)
- Review of academic staff workload / Workload Allocation Models
- Leadership development and support for Heads of School and other academic leaders.

Gavin Douglas  
Deputy Secretary (Student Experience)

**Senate Education Committee**

**9 October 2019**

**Enhancing Doctoral Training Provision through a Doctoral College - Update**

**Description of paper**

1. This paper provides an update on proposals to enhance doctoral training provision through the establishment of a Doctoral College, first presented to Senate Learning and Teaching Committee (LTC) in May 2019:

<https://www.ed.ac.uk/files/atoms/files/20190522combinedagendapapers.pdf>

(Paper D)

**Action requested / recommendation**

2. For information and discussion.

**Discussion**

3. A slightly more detailed version of the paper taken to LTC in May 2019 was presented to the Executive Committee. The Committee approved it and agreed that a steering group should be set up to develop more detailed proposals to go back to a later meeting of the Executive.
4. It was clear from the Executive meeting that the key role would be a coordinating one allowing it to provide a one-stop-shop for information covering all aspects of doctoral education from recruitment and scholarships to training, examination and careers.
5. The structure would be a collective of all staff involved in the provision of these services (we would expect this to amount to some 300 staff). It would provide conduits for sharing good practice and training largely located in currently existing Graduate Schools or other structures in Schools but is not intended to replace any such activity.
6. The Steering group (convened by VP Seckl and consisting of Paddy Hadoke, Stephen Bowd, Kirsty Woomble, Susan Hunter, Jon Turner, Sue McGregor, Gavin Douglas and Antony Maciocia) met in August to initiate our plans.
7. A work plan is being drawn up (by Fiona Philippi in the IAD) and Susan and Kirsty are working on detailed benchmarking.
8. The next iteration of the paper would be aimed more at Schools and Support groups providing them with rationales, activities, deliverables and impacts as well as reporting on some benchmarking.
9. We would aim to have a launch hopefully early in the New Year and to provide central web pages and registers of staff and activities associated with the Doctoral College.

**Resource implications**

10. To be included in more detailed proposals.

**Risk management**

11. To be included in more detailed proposals.

**Equality & diversity**

12. To be included in more detailed proposals.

**Communication, implementation and evaluation of the impact of any action agreed**

13. To be included in more detailed proposals.

**Author**

Antony Maciocia

1 October 2019

**Presenter**

Antony Maciocia

**Freedom of Information**

Open

**Senate Education Committee**

**9 October 2019**

**Excellence in Doctoral Education and Career Development Programme**

**Description of paper**

1. This paper gives an update on the work of the Excellence in Doctoral Education and Career Development Programme, a programme of work initiated by the Senate Researcher Experience Committee in January 2017 but now governed by the Education Committee. In particular it provides an overview of current focus on training and support for doctoral supervisors.

**Action requested / recommendation**

2. The Committee is asked to discuss and make recommendations on the initiatives in doctoral supervisor support and training, and to indicate any action from Education Committee to support this work including the request for resource.
3. The update on work on mentorship and wellbeing, and personal and professional development record for PGRs is for information only but Committee views are welcomed.
4. The Committee is also asked to recommend an appropriate reporting mechanism for this programme of work. Should it be reported regularly to this Committee or is there a more operational committee or structure that could take it forward?

**Background and context**

5. The [Excellence in Doctoral Education and Career Development Programme](#) focuses on three specific and interrelated areas of the Postgraduate Research experience; (1) supervisor support and training, (2) mentorship and wellbeing, and (3) personal and professional development record.
6. This work ties in with recommendations from ELIR that 'The University should review the effectiveness and regularity of supervisor training'. It also aligns with the University Strategy 2030, in particular:
  - a. Students: We will strengthen our ability to generate new knowledge through primary research and provide ever better education and training for exceptional early career researchers
  - b. Staff: We will support each other's development and career progress.

**Discussion**

**7. Workstream One: Supervisor Support and Training**

A task group focusing on supervisor support and training [reported](#) to the Researcher Experience Committee (REC) in March 2019. Key actions resulting from the work of the task group:

- I. After consultation with supervisors the PG Degree Regulations were updated in 2019/20 to clarify the timing (all supervisors must attend a supervisor briefing every 5 years) and mandatory nature of this training and School responsibilities, so formalising the requirement for supervisor training. This

- was communicated to Schools by the College Research Training and Postgraduate Committees and Academic Services in summer 2019.
- II. A framework outlining content of additional online training was agreed and work will focus on developing this training for AY 2020/21 (see appendix one for framework). In addition, our framework will be reviewed with reference to [the UK Council for Graduate Education \(UKCGE\)](#) new Research Supervision Recognition Framework to ensure alignment.
  - III. Principles of good supervision were developed by the group and communicated to the University Teaching and Academic Careers project. Discussions are taking place on how and if these will influence the continued development of Exemplars of Excellence in Student Education for academic promotion.
8. **Action:** The Committee is asked to comment on the development of online training for supervisors and how this should link with mandatory training for supervisors. Engagement of supervisors with training (mandatory and optional) continues to be a challenge so discussion and suggestions for this are requested. Progress on development of online training for supervisors has been hampered by lack of dedicated resource. The Committee is asked to consider how resource can be obtained for this work.
9. **Workstream Two: Mentorship and Wellbeing – For information only**  
A PhD Intern based in the Students' Association with joint supervision from the Institute for Academic Development is carrying out research into, and developing models of, peer support for PGRs which could address aspects of community and wellbeing. Initial work has involved conducting research into what PGR students want from peer mentoring and piloting some new peer mentoring projects. The focus in semester two 2019/20 will be on evaluating these pilots and making recommendations for sustainability of successful activities.
10. **Action:** The committee is asked to note this work which will be completed in April 2019. There will be a further report on this to the Committee in Spring 2019.
11. **Workstream Three: Personal and Professional Development Record – For information only**  
The workgroup focusing on this area finalised their [report](#) in December 2017. The group recommended that a Personal and Professional Record for Post-Graduate Research Students should be introduced and should be called a Post-graduate Research Higher Education Achievement Award (PG HEAR). Principles of the PGR HEAR and the process for developing it were outlined in the report. Action on this was then handed over to Service Excellence Programme (SEP) for consideration as part of their PGR Lifecycle project. The business case for the PGR Lifecycle project was approved by the SEP board in April 2019. The Institute for Academic Development will continue to engage with

the SEP PGR project team to ensure work done in developing guidelines and making recommendations for the PGR development record are considered and implemented as appropriate.

12. **Action:** For information only.

### **Resource implications**

13. PGR mentoring project is currently resourced. Outcome of the project may make recommendations for further resource beyond the current end date and this will be brought to the Committee for discussion in Spring 2019.

14. Development of online training for supervisors has resource implications as there is currently no dedicated resource for this work. The Committees view on how resource can be accessed is requested.

### **Risk management**

15. QAA Quality Code states 'Supervisors are appropriately skilled and supported' and ELIR has identified supervisor training as an area of focus so work in this area will ensure we fulfil our obligations. In addition, funders are increasingly asking institutions for information on supervisor training so being transparent about how our supervisors are trained and supported is becoming even more important.

16. PGR mentoring will help to address problems of wellbeing and community in PGR population so contributing to a positive student experience.

### **Equality & diversity**

17. Mandatory requirement to attend supervisor training could have E&D implications due to accessibility of training for academic staff who are PhD supervisors. The development of online training will make training more accessible for supervisors.

### **Communication, implementation and evaluation of the impact of any action agreed**

18. IAD will be responsible for communicating any actions, with support from Academic Services and Schools as appropriate.

#### **Author**

*Dr Sharon Maguire, Head of Doctoral Education (maternity cover), Institute for Academic Development*

#### **Presenter**

*Dr Sharon Maguire*

*25<sup>th</sup> September 2019*

### **Freedom of Information**

This paper is open

**Appendix 1: Current and proposed online provision for supervisors**

**Online resources or courses currently available for PhD supervisors include:**

- Sexual harassment – no one asks for it (e-learning module available to all staff)
- Overcoming unconscious bias (e-learning module available to all staff)
- eDiversity in the workplace (e-learning module available to all staff)
- Checklist for postgraduate research students – student responsibilities (word document)
- Checklist for supervisors – supervisor responsibilities (word document)
- Discussion prompts for the supervisory team (word document)
- Expectations questionnaire for initial meeting between student and supervisor (word document)

**Initial proposal for an online course for supervisors**

**Content**

<b>Section</b>	<b>Learning outcomes (to be developed)</b>	<b>Topics covered</b>	<b>To be consulted</b>
Attracting and recruiting students		Recruitment best practice Profiles of students: Distance students International students Part-time researchers	SRA Colleges Edinburgh Global
Managing progress		Meetings Writing and feedback Annual reviews Extensions/ interruptions	Colleges/ Academic services/ IAD
Supervisory styles		Understanding own style Expectations Co-supervision Working in a team	Colleges/ IAD
Preparing for examination		Regulations Ways to support students	Colleges/ Academic Services/ IAD
Mental health and wellbeing support		Mental health strategy/common issues/ Where to go for help	Counselling/ Disability/ Advice Place
Professional and career development support		How best to support a student – academic or non-academic careers	Careers / IAD

References:

Taylor, S. Towards a Framework for the Professional Development of Doctoral Supervisors, *Staff Development Forum Digest*, 2014 (2). Pp. 74- 87 <https://sdf.ac.uk/>

**Senate Education Committee**

**9 October 2019**

**Assessment and Feedback Enhancement Group / Support for Curriculum Development Group Annual Report**

**Description of paper**

1. The paper provides the annual report on Assessment and Feedback Enhancement Group activity. The Group, now known as Support for Curriculum Development Group, is a task group of Senate Education Committee.

**Action requested / recommendation**

2. To formally note the paper.

**Background and context**

3. Assessment and Feedback Enhancement Group formerly reported to Learning and Teaching Committee. Its agenda covered a range of topics related to assessment, feedback and feedback on student feedback. At the end of 2018/19 Learning and Teaching Committee agreed that the Group was renamed Support for Curriculum Development Group with a remit to advise Learning and Teaching Committee (now Senate Education Committee) on operational support for implementing curriculum development, including assessment and feedback.

**Discussion**

4. There are no specific items for Committee discussion. The paper covers activity during 2018/19, Leading Enhancement in Assessment and Feedback (LEAF) themes, ELDeR – Edinburgh Learning Design Roadmap requests and Directors of Teaching Network. (See appendix 1 for full report.)

**Resource implications**

5. No resource implications are associated with the paper. The Support for Curriculum Development Group activity is expected to be met within existing resources and is supported by Academic Services as part of core business.

**Risk management**

6. No risks are associated with the annual report.

**Equality & diversity**

7. No equality and diversity implications are associated with the paper. The Support for Curriculum Development Group will consider equality and diversity implications as required in relation to its areas of activity.

**Communication, implementation and evaluation of the impact of any action agreed**

8. No actions are associated with the paper.

**Author**

**Presenter**

*Dr Sabine Rolle, Chair Support for  
Curriculum Development Group  
Susan Hunter, Academic Services  
18 September 2019*

*Dr Sabine Rolle*

**Freedom of Information** The paper is **open**.

## Assessment and Feedback Enhancement Group

### Annual Report to Senate Education Committee (SEC)

#### Activity during 2018/19

The Assessment and Feedback Enhancement Group met three times during 2018/19. The agenda covered a range of topics related to assessment, feedback and feedback on student feedback. Key activity included:

- **Assessment** – The group discussed the future of Digital Assessment at UoE, including the relationship between computer-based exams and different marking practices, and support and training issues associated with offering digital assessment. The group noted challenges in obtaining a definitive list of digital assessment pilots offered across the University. The group also discussed the assessment section in the new Learn Foundations template and noted the need for consistent terminology. The group discussed the advantages of pass/fail assessment and concluded there was no need to change the current Taught Assessment Regulations.
- **LEAF** Leading Enhancement in Assessment and Feedback (LEAF) activity was undertaken in GeoSciences, Biology and Education. Qualitative analysis of Schools data is being undertaken in the Institute for Academic Development (IAD). Themes arising from audits were previously reported to LTC and general themes are listed below.
- **Edinburgh Learning Design Roadmap – ELDeR** The group approved 10 requests from seven Schools including all Colleges, recommended student involvement in the ELDeR process. A process for evaluating the impact of ELDeR is being developed.
- **Common marking scheme** – input to discussion paper submitted to Curriculum and Student Progression and Learning and Teaching Committees.
- **Remit and membership** – revised to reflect the Group's broader discussion and approved by LTC in May 2019. The Support for Curriculum Development Group will advise Senate Education Committee on operational support for implementing curriculum development, including assessment and feedback.

The agenda also included regular updates from:

- **Students' Association**
- **Information Services and Student Systems**, including Learn Foundations project and online tools.
- **College of Arts, Humanities and Social Sciences** on electronic submission of assessment and return of feedback.

Items planned for discussion during the next academic year, 2019/20, include:

- Discussing operational support for upcoming curriculum review as necessary. This will provide the context for continued discussions of pass/fail assessment and common marking schemes, and their link with graduate skills and curriculum development.
- Computer-based exams - pedagogical and technological issues
- Reviewing ELDeR requests as required.

### **Leading Enhancement in Assessment and Feedback (LEAF) themes**

New LEAF activity had slowed during 2018/19 with only one LEAF-lite process ongoing in GeoSciences. The Group discussed the potential to seek new LEAF activity, but noted that the increase in ELDeR – Edinburgh Learning Design Roadmap – requests appeared to show a change in what is most useful to Schools.

The Institute for Academic Development and Academic Services are evaluating the LEAF process and impact early in 2019/20.

Year on year and across programmes, LEAF has highlighted a number of themes relating to the assessment and feedback experience of students with sufficient consistency to infer that these may be more generic issues for programmes. The general themes highlighted were:

- Over-assessment and deadline log-jams; disparity in required workload and credit available.
- Consistency in assessment and teaching: ‘assessment injustice’.
- Agency / assessment literacy: students are not always sure what is expected of them.
- Aligned authentic assessment: exams and ‘traditional’ methods dominate.
- Sense of community: peer support and dialogue between staff and students to address perceived distance. This may be addressed by developing feedback as a dialogic process.

### **ELDeR – Edinburgh Learning Design roadmap**

The group approved an increased number of requests to undergo the ELDeR process in 2018/19 from:

- Online Learning MSc Ancient Worlds
- BA Fine Art
- Thinking about Music (a second request from Music)
- Arabic and French
- MSc Circular Economy (which had previously undergone a LEAF)
- Art course level (courses in BA Fine Art)

- Interdisciplinary Design MFA
- MSc Global Mental Health
- Literacies for Diversity and
- MSc Clinical Trials Online

Electronic approval is available for requests received between group meetings.

Information Services (IS) and Institute for Academic Development are considering options for evaluating the ELDeR process and its wider institutional influence. Evidence that the University is reflecting on the impact of ELDeR and LEAF is important for the University's forthcoming Enhancement-Led Institutional Review.

### **Directors of Teaching Network**

Assessment and Feedback Enhancement Group also links with the Directors of Teaching Network. The network met twice in 2018/19 and discussion covered:

- Employability (November 2018 – joint meeting with Senior Tutor Network)
- Teaching and Academic Careers (March 2019)

Items planned for discussion during the next academic year, 2019/20, include:

- October 2019 joint meeting with Directors of Quality Network planned to share good practice on mid-course feedback
- Formative feedback sharing good practice
- Exploring different approaches to linking Schools' planning processes with the Learning & Teaching Strategy

Dr Sabine Rolle, Chair Assessment and Feedback Enhancement Group

Susan Hunter, Academic Services

18 September 2019

## **REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE**

**24 May 2019**

### **1 Core Systems Programme Update and Presentation**

The Deputy Chief Information Officer provided an update on the programme to replace HR, Finance, Payroll and Procurement systems. The supplier contract was signed in April, with a due diligence period using subject matter experts across the University concluded. The following points were discussed:

- The importance of wider staff communications as part of the preparatory work prior to implementation, to reach regular users in addition to specialist staff;
- Presenting an implementation timeline similar to the procurement timeline to aid the Committee in monitoring progress and to include other key milestones (e.g. Research Excellence Framework 2021 deadlines) that may impact on timings; and,
- Staff involved were congratulated on a successful procurement process.

### **2 Near Future Teaching Outcomes Presentation**

Findings from the Near Future Teaching Outcomes project were presented, a project intended to co-design a values-based future for digital education at the University. Themes that had emerged included concerns over 'too much tech' that may be added on to traditional courses rather than fundamentally re-thinking course design in a digital world and whether digital provision may increase any distance on-campus students may feel. Instead, digital education should place the University community at its heart, with the student and staff experience central to all educational technology development, decision-making and procurement.

The Committee discussed incorporating findings within the distance learning at scale pilots and wider dissemination through the Institute for Academic Development staff development courses and the Edinburgh Learning Design Roadmap (ELDeR) process. The boundary challenging element of the outcomes – that digital education should be lifelong, open and transdisciplinary was welcomed, with a vision that all course content is open to all enrolled students. Future updates to the Committee were requested.

### **3 Plan S Update**

An update on the initiative from predominantly European funding agencies to accelerate the transition to full and immediate open access to research publications was reviewed. Initial indications of revised guidance to be published by the funding agencies shortly is positive, with the likelihood that changes made will incorporate feedback from universities to extend the implementation period to 2021 and a number of technical compliance improvements. The Research Policy Group and College-level committees will continue to monitor developments closely, with Knowledge Strategy Committee to receive regular updates. Members discussed the importance of open access for research not funded by external awards, predominantly in the arts, humanities and social sciences, with Library Committee

exploring open access monograph provisions, and links with open access requirements for the Research Excellence Framework 2021.

#### **4 Network Project Update**

The Director of IT Infrastructure provided an update on the project to upgrade the University's IT network. The contract award has been made following an 18 month competitive dialogue process and will enable significant improvements in speed reliability, security and can enable student and staff experience projects that could include location-based notifications, in-building wayfinding and asset tracking. Communicating the student and staff benefits were discussed, as well as re-profiling the budget to match the competitive contract price achieved and the two year timescale to completion.

#### **5 Information Security Update**

The Chief Information Security Officer presented a regular update on current and planned work being undertaken to address the information security threat facing the University. The Committee discussed the intention to deploy a password manager system for student and staff use, with a five year trial for users expected. This was agreed as a sensible strategy.

#### **6 General Data Protection Regulation (GDPR): Implementation Overview**

An overview of the implementation of GDPR at the University one year after introduction was considered. Improving the proportion of staff who have completed the mandatory data protection training from the current level of 55-60% was discussed, acknowledging the likely undercount of the proportion completed given student ambassadorial staff and other temporary or visiting staff. Introducing refresher training for permanent staff was encouraged as appropriate.

#### **7 Main Library Masterplan**

An update on the Main Library Masterplan, a project to greatly increase the number of study spaces along with other improvements, was reviewed. Planning requirements are in development and are subject to consultation with Historic Scotland, with a target date for completion of Autumn 2028. A range of smaller improvements are planned in the interim, including converting existing space for use as student study space. It was agreed that the planned short-term and longer-term improvements should be communicated to students in consultation with EUSA.

#### **8 University Computing Regulations**

Proposed minor revisions to the University Computing Regulations were recommended to Court for approval.

[Secretary's note: Court approved the revisions, available at: [https://www.ed.ac.uk/files/atoms/files/golden\\_computing\\_regulations\\_2019-20\\_0.pdf](https://www.ed.ac.uk/files/atoms/files/golden_computing_regulations_2019-20_0.pdf)].

**9 Sir Charles Lyell correspondence**

The intention to launch a fundraising campaign to purchase the correspondence of noted Scottish geologist Sir Charles Lyell was welcomed.

## Senate Education Committee

9 October 2019

### Student Partnership Agreement Update

#### Description of paper

1. The paper provides an overview of Student Partnership activity during 2018/19 and sets out the Student Partnership themes for 2019/20.

#### Action requested / recommendation

2. Education Committee is invited to note the themes for 2019/20, which have already been approved by Convener's Action due to the first Committee meeting of the year not taking place until October.

#### Background and context

3. Senate approved the first Student Partnership Agreement for the University on 4 October 2017. The agreement serves to highlight ways in which the wider University, including all staff and students, can work together effectively to enhance the student experience. It sets out our values and our approach to partnership. Funding has been provided over the last two academic years to support projects focussing on student partnership themes.

#### Discussion

##### 4. Overview and reflections from 2018/19

Based on feedback from students, the three key themes of academic support, promoting positive mental health and wellbeing, and student voice remained as priorities. Although the priority areas remained the same as 2017/18, under each theme, specific areas that staff and students could work on together were identified (highlighted in bold below). Continuity with the themes also allowed the success of the previous year to be built on and created potential for greater impact.

##### Academic Support:

•**Supporting staff and students to develop effective learning communities.**

##### Promoting positive mental health and wellbeing:

•**Supporting staff and students to develop initiatives that promote Community Building.**

•Facilitating the growth of peer support networks and co-creating a range of events for Mental Health Awareness Week and across the academic year.

•Supporting staff and students in key support/peer mentor roles through mental health training and guidance.

##### Student Voice:

•Continue working towards a programme level representation structure for all student groups to enable student feedback to be shared and addressed.

•**Working to develop initiatives that promote inclusion equality and diversity.**

**•Co-creating learning opportunities. e.g. collaborative projects where staff and students work together to design/re-design courses/ assessments or programmes.**

Following the launch of the agreement, Senior Vice-Principal Professor Charlie Jeffery made funds available for students and staff to submit bids to undertake projects that supported the partnership agreement. The projects had to involve both students and staff, and link to one of the partnership agreement key themes.

A total of 12 applications were received and the project funding panel approved 10 projects. One project did not conclude and funds were returned. The panel were impressed with the positive outcomes from the projects, particularly some of the initiatives that were shared more widely across the institution.

Funds are now available again for 2019/20 through the Sense of Belonging Task Group, and we will be writing to Schools inviting applications to participate in small projects.

## 5. **Themes for 2019/20**

Each year, the themes are agreed with the Students' Association and formally approved by the first Senate Education Committee meeting of the academic year. Since this meeting did not take place until October this year, the themes were agreed by Convener's action to enable the call for small project applications to be communicated by the end of September.

The themes relate to ongoing work in the Student Experience Action Plan and have been discussed with the Students' Association, the Deputy Secretary Student Experience and the Vice Principal (Students).

### Community:

- Supporting staff and students to develop, enhance, and support effective communities that promote a sense of wellbeing and belonging

### Student Voices:

- Continue working to enable student feedback to be shared and addressed, in particular exploring innovative ways to use the new student voice feedback diagram or enhancing aspects of existing mechanisms to close the feedback loop.

### Social Justice:

- Exploring issues of diversity, sustainability and justice with the aim of empowering students and staff to engage critically and sensitively with the challenges of our contemporary world. This includes engaging with discourses of liberation, or embedding sustainability within the curriculum.

## 6. **Reviewing the Student Partnership Agreement**

The Partnership Agreement will continue to be reviewed annually to check on progress and to review the themes following the election of student sabbatical officers and outcomes from major student surveys. If the themes remain relevant, they may continue for a further academic year to allow for greater continuity and impact.

## **Resource implications**

7. Costs involved in staff engagement with the Partnership Agreement will be met as part of ongoing enhancement activity by Schools and Colleges. The Agreement does not require additional work: it mainly emphasises working in partnership on existing activities that are part of student survey action plans and other enhancement activity.

## **Risk management**

8. There is a risk associated with not working in partnership with students to enhance the student experience: the risk is that students act as consumers rather than co-creators of their university experience.

## **Equality & diversity**

9. Equality and Diversity is a key underlying motivation for the Partnership Agreement; to enhance the student experience for all students. An Equality Impact Assessment was carried out in March 2018.

## **Communication, implementation and evaluation of the impact of any action agreed**

10. The themes for 2019/20 will be communicated to Schools by inviting applications for small project funding. Project outcomes and impact will be reviewed and communicated back to staff and students as appropriate.

## **Authors**

- Stephanie Vallancey, VP Education, Edinburgh University Students' Association
- Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
- Gillian Mackintosh, Academic Policy Officer, Academic Services

## **Presenter**

Tina Harrison

25 September 2019

**Freedom of Information – Open.**