

The University of Edinburgh

**Meeting of Senate Education Committee
to be held at 2.00pm on Wednesday 11 March 2020
in the Liberton Tower Room, Murchison House, Kings Buildings**

A G E N D A

- 1. Welcome and Apologies**
- 2. Minutes of the Meeting of Senate Education Committee held on 11 December 2020** EC 19/20 3 A
- 3. Matters Arising**
 - 3.1 Future Direction for Learning and Teaching Strategy (*11 December 2019 meeting, item 3.1*) Verbal update
 - 3.2 Guidance for Schools on Curriculum Review for use in Planning Round (*11 December 2019 meeting, item 4.1*) Verbal update
- 4. Convener's Communications**
 - 4.1 Curriculum Review Presentation
 - 4.2 Student Support and Personal Tutor Project Update Verbal update
- 5. For Discussion**
 - 5.1 Student Satisfaction Surveys:
 - Effect of Alumni on Levels of Satisfaction in the Postgraduate Taught Experience Survey (PTES) EC 19/20 3 C
 - Effect of School Size on Student Satisfaction EC 19/20 3 D
 - 5.2 Use of Coursework / Dissertations as Examples EC 19/20 3 E
 - 5.3 Standalone Courses - Discussion EC 19/20 3 F
 - 5.4 Assessment and Feedback EC 19/20 3 G
 - 5.5 Evaluating Leading Enhancement in Assessment and Feedback (LEAF) EC 19/20 3 H
 - 5.6 Update on Doctoral College and Meetings of the Postgraduate Research Steering Group Verbal update

- | | | |
|-----------|---|---|
| 5.7 | Evaluating the Revised Code of Practice for Supervisors and Research Students | EC 19/20 3 I |
| 5.8 | Education Committee Planning: | |
| | <ul style="list-style-type: none"> • Progress with 2019/20 Senate Committee Priorities • Senate Committees' Conveners' Forum and Education Committee Priorities for 2020/21 | <p>EC 19/20 3 J</p> <p>EC 19/20 3 K</p> |
| 6. | For Information | |
| 6.1 | Update on the Continuing Professional Development Framework for Learning and Teaching | EC 19/20 3 L |
| 6.2 | Space Strategy Group Report | EC 19/20 3 M |
| 6.3 | Enhancement-led Institutional Review (ELIR) 2020 – Update | EC 19/20 3 N |
| 6.4 | Report from Meetings of Knowledge Strategy Committee – 11 October 2019 & 24 January 2020 | EC 19/20 3 O |
| 7. | Electronic Business Conducted Between Meetings | |
| 7.1 | Postgraduate Taught Experience Survey (PTES) 2020 Institutional Questions | EC 19/20 3 P |
| 8. | Any Other Business | |

Draft minutes – for approval at meeting to be held on 11 March 2020

**Minutes of the Meeting of Senate Education Committee held at 2pm on
Wednesday 11 December 2019 in the Research Suite, Main Library**

1. Attendance

Present	Position
Colm Harmon	Vice-Principal Students (Convener) – Ex Officio
Tina Harrison	Assistant Principal Academic Standards and Quality Assurance (Deputy Convener) – Ex Officio
Sabine Rolle	Representative of CAHSS (Learning and Teaching)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Stephen Bowd	Representative of CAHSS (Postgraduate Research)
Judy Hardy	Representative of CSE (Learning and Teaching)
Michael Seery	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Steph Vallancey	Edinburgh University Students' Association, Vice-President Education – Ex Officio
Iain Gordon	Head of School, CSE
Richard Andrews	Head of School, CAHSS
Mike Shipston	Head of Deanery, CMVM
Sue MacGregor	Director of Academic Services – Ex Officio
Velda McCune	Representing Director of Institute for Academic Development – Ex Officio
Rebecca Gaukroger	Director of Student Recruitment & Admissions – Ex Officio
Melissa Highton	Director of Learning, Teaching and Web Services Division of Information Services – Ex Officio
Shelagh Green	Director for Careers & Employability – Ex Officio
Sian Bayne	Co-option – Digital Education
Philippa Ward	Secretary
Apologies	
Neil Turner	Representative of CMVM (Learning and Teaching, UG)
Sarah Moffat	Edinburgh University Students' Association, Permanent Staff Member – Ex Officio
In Attendance	
Ros Claase	Service Excellence Programme
Emma Hunter	Service Excellence Programme
Rosie Edwards	Service Excellence Programme
Fiona Philippi	Institute for Academic Development

2. Minutes of the previous meeting

Education Committee approved the minutes of the meeting held on 9 October 2019.

3. Matters Arising

3.1 Future Direction for the University's Learning and Teaching Strategy (*LTC 9 October 2019, agenda item 5.3*)

The Assistant Principal Academic Standards and Quality Assurance noted that there were still a number of areas that were formally reporting against the Learning and Teaching Strategy. As such, 2019-20 would be a transition year and would be used to tie off existing reporting lines. The Convener would meet with the Assistant Principal Academic Standards and Quality Assurance, Director of the Learning, Teaching and Web Services Division of IS and CAHSS Dean for Undergraduate Studies to discuss the development of a revised statement of the University's intentions around learning and teaching in advance of the next meeting of Education Committee.

Action: Convener to meet with Assistant Principal Academic Standards and Quality Assurance, Director of the Learning, Teaching and Web Services Division of IS and CAHSS Dean for Undergraduate Studies to discuss the development of a revised statement of the University's intentions around learning and teaching.

3.2 Links Between Senate Education Committee and Estates (*LTC 9 October 2019, agenda item 5.2*)

The Convener advised members that he was also chairing Space Strategy Group and therefore provided a link between learning and teaching and estates strategies. The remit and membership of Space Strategy Group were in the process of being reviewed with the aim of ensuring that the Group was more strategic than reactionary.

3.2 Enhancing Doctoral Training Provision Through a Doctoral College (*LTC 9 October 2019, agenda item 5.7*)

The PGR representatives reported that the Doctoral College paper had been delayed, and would be taken to University Executive in January 2020. Once finalised, the paper would be circulated to members of Education Committee for comment.

Action: PGR representatives to circulate the Doctoral College paper to members of the Committee when finalised.

4. Convener's Communications

4.1 Curriculum Review

The Convener advised members that he was currently heavily involved in 3 areas of work:

- The Student Support and Personal Tutor Project – this project was already well underway when the Convener joined the University and would be discussed more fully later in the meeting.
- The Student Experience Action Plan (STEAP) – this project was also underway when the Convener arrived. Additional work was now being undertaken to:
 - identify key pressure points in the student journey to help with prioritising resource
 - consider issues around the sustainability of the initiatives that were already underway
 - attract more College and School-led project applications
- Curriculum Review – Members recognised that it would be necessary for the University to take a decision on how transformative it wanted the proposed curriculum review to be. To facilitate this, the Convener was aiming to produce a 'green paper' discussing the University's vision for its graduates which would be circulated for widespread consultation in the new year. This would lead into a second piece of work before the summer around the type of curriculum that would deliver this vision. The final and most challenging piece of work would be mapping the existing curriculum onto the desired curriculum and implementing changes as required.

The Convener would present in more detail on curriculum review at the March 2020 meeting of Education Committee. It was noted that planning for the next 3 years was now underway, and that this would include curricular considerations. The Convener would therefore provide some guidance for Schools to use during the Planning Round on expected direction of travel.

Action: Convener to provide guidance for Schools on direction of travel around curriculum review for use during the Planning Round.

5. For Discussion

5.1 Edinburgh Futures Institute Education Portfolio: Update and Proposal for Academic Governance and Management Arrangements

The Director of Education and Head of Education Administration and Change Management at the Edinburgh Futures Institute (EFI) presented on the work being undertaken. It was noted that the first programmes would be launched in September 2021, and that the current focus was on overall vision and developing infrastructure for new kinds of teaching. Interdisciplinarity, inclusion, flexibility, hybrid teaching, teaching with non-academic partners, and data skills were central to the provision being developed.

Members were advised that because the provision being developed differed in both scale and complexity to the University's existing provision, particularly because of its interdisciplinary nature, it did not fit well within the University's School-based structure. To avoid students having a very fragmented experience, it was being proposed that EFI should have formal management of and administrative responsibility for ('ownership of') its programmes and courses. Programmes would be identified as 'EFI' in EUCLID, and EFI would take responsibility for delivering the required professional services support. However, EFI would not be a 'School' as academic staff teaching on the courses and programmes would continue to be based in their own Schools. Approval was being sought from Education Committee for the proposed governance and management arrangements.

Members of Education Committee raised the following points during discussion:

- The teaching provided by Schools fits into larger College and Senate Committee structures and as such, receives oversight. It would be important to be clear about how a 'non-School' of the type proposed fitted into these larger structures.
- Independent scrutiny of the programmes and courses being developed would be essential.
- Members were positive about the proposed provision and structure and recognised that they may represent best practice that could be adopted across the institution. However, concern was expressed about the University simultaneously running 2, parallel structures for the governance and management of teaching. Ideally, the University should be working towards developing a single structure, for use by all areas, which facilitated the type of teaching being discussed.
- Space, money and time are key considerations for any School or teaching unit. EFI has secured suitable accommodation and is well resourced, but further work around availability of staff time may be necessary.
- Understanding what EFI's graduates would 'look like' would be essential to its success, and this should continue to be at the forefront of discussions.

Notwithstanding the matters discussed, Education Committee was content to approve the governance arrangements for EFI as presented in the paper.

5.2 Student Support and Personal Tutor Project - Update

Members welcomed the Consultation Report and Options Appraisal and discussed the following:

- The emphasis on enhanced engagement was welcomed, as was the focus on learning as part of an effective community.
- The integration of learners' development into the curriculum was strongly supported.
- It would be important to ensure that students were known as individuals during their time in Edinburgh. There was some concern about whether or not the proposed 'Named Advisors' could deliver this individual service if they were supporting large numbers of students. The expectation that Named Advisors, Cohort Leaders and Professional Services staff in Schools would work together to provide personal recognition was noted.
- Course choice – members discussed the most appropriate location for delivering course and programme advice and guidance, and the potential importance of academic input in this area.

- Time – it was recognised that releasing time back into the academic context was one of the design principles underpinning the Project. As such, careful consideration would need to be given to issues of time in the next phase of the Project.
- It would be important to communicate to Schools that the proposed model was a baseline. The expectation was that Schools would build on the model to ensure that it suited their particular context. It was, however, recognised that this would require resourcing from Schools. It was also noted that the model was aiming to bring consistency across the University, and that this would be more difficult to achieve if each School adopted a very individual approach to the model.
- There would be value in the proposal providing more detail about the way in which the model for student support would integrate with existing, central professional services.

The Senior Design Lead for the Project responded to some of the points raised during the meeting, and provided further comment after the meeting by updating the Frequently Asked Questions section of the Project's Sharepoint site:

<https://uoe.sharepoint.com/sites/StudentSupportandPersonalTutorReview/SitePages/Frequently-Asked-Questions.aspx?from%3D=LightGBM>

Education Committee approved the support model outlined in the paper, and were content for the Project team to move forward to the next stage.

5.3 Support for Doctoral Supervisors – Development of an Online Course

The Head of Doctoral Education from the Institute for Academic Development presented the paper, which described an approach to developing an online course for doctoral supervisors to complement mandatory supervisor briefings. Generous resource had been put forward for this by IAD, and it was hoped that the draft course would be ready by the end of February 2020. It would be piloted over the following months with the aim of launching in full at the start of academic year 2020/21. The Committee noted and endorsed the proposal.

6. For Approval

6.1 Temporary Governance Arrangements for Postgraduate Research Provision

Members noted that the purpose of the paper was to set out temporary measures to ensure that the business formerly undertaken by Researcher Experience Committee (REC) continued to be well managed while the Doctoral College was being established. It was noted that the governance of PGR is the business of Education Committee and therefore that the arrangements described in the paper related to the management of operational business only. The proposed arrangements were approved, subject to minor amendments being made to the paper.

6.2 Report of Higher Education Achievement Record (HEAR) Recommendation Panel: Proposal to Introduce a New Category of Achievement

The Committee approved the proposal to add a new activity, 'History, Classics and Archaeology Student Research Room Volunteer' to the list of activities recognised under section 6.1 of the HEAR. HCA would also be encouraged to investigate the possibility of allowing students to recognise the activity through the Edinburgh Award.

7. For Information

7.1 Enhancement-Led Institutional Review (ELIR) 2020 - Update

The Assistant Principal Academic Standards and Quality Assurance advised members that the University was in the process of preparing the documentation required for the 2020 Review. 4 chapters had now been released, and colleagues were being given an early opportunity to engage with the material. A full draft would be sent to an external reader for review in January or February 2020, and comments from colleagues would be welcomed until Easter 2020.

8. Business Conducted Between Meetings

Members noted the business conducted by the Committee between meetings:

- Pilot of OnTask Data-Driven Feedback Tool – approved by Convener’s Action on 16 October 2019 to allow the project to commence in Semester 1 2019/20.
- National Student Survey 2020 Bank Questions – approved by electronic business on 18 November 2019 due to the cancellation of the November 2019 meeting of Education Committee.

Philippa Ward, Academic Services, 12 December 2019

Senate Education Committee

11 March 2020

Effect of Alumni on Levels of Satisfaction in the Postgraduate Taught Experience Survey (PTES)

Description of paper

1. This paper provides an analysis of the relative levels of satisfaction of University of Edinburgh alumni and students who are alumni of other institutions in the Postgraduate Taught Experience Survey (PTES).

Action requested / recommendation

2. Education Committee are asked to note and discuss the findings in this paper.

Background and context

3. This analysis was conducted following a discussion of 2019 student survey results at Education Committee.

Discussion

4. University of Edinburgh alumni were less satisfied than their peers in PTES 2019 but this difference is not statistically significant.
5. Outside the College of Science and Engineering (where Edinburgh alumni are significantly less satisfied than the most satisfied group of students); being an alumnus does not appear to be a good predictor of satisfaction.

Resource implications

6. N/A

Risk management

7. N/A

Equality & diversity

8. N/A

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

9. N/A

Author

Name

Paula Webster,
Head of Student Analytics, Insights &
Modelling
Student Systems & Administration

Date 02/03/20

Presenter

Name

Paula Webster,
Head of Student Analytics, Insights &
Modelling
Student Systems & Administration

Freedom of Information – Open paper

The effect of University of Edinburgh alumni on Postgraduate Taught student satisfaction

Introduction

This paper summarises the findings of analysis to explore the relationship between alumni and postgraduate taught (PGT) satisfaction levels as reported in the Postgraduate Taught Experience Survey (PTES). This analysis was prompted by a discussion of student survey results at Education Committee.

Data and methodology

There is no systematic way of recording whether a current student is a University of Edinburgh alumnus in the student record system but students are asked for their previous institution when they apply to taught-postgraduate programmes. Students who gave the University of Edinburgh as their previous institution have been counted as alumni for this analysis. There is the possibility that this undercounts the number of alumni as students who studied at the University of Edinburgh and then another institution may not be counted as only one institution can be given by the student.

This proxy 'alumni' flag was linked to 2019 PTES satisfaction results. As the number of alumni is relatively low (359 of 3815 respondents to the 'overall satisfaction' question in PTES) this analysis is at University and College level. It has not been possible to look at whether alumni are more or less likely to respond to PTES within this analysis.

All percentages in this report relate to the Overall Satisfaction question in PTES 2019.

Distribution of alumni in the sample

Respondents in the College of Science and Engineering (CSE) are more likely to be University of Edinburgh alumni. There is a statistically significant difference in the distribution of alumni in the sample ($\chi^2 = 23.51$, $df = 2$, $p < 0.05$).

Table 1 Proportion of University of Edinburgh respondents by College

	CAHSS	CSE	CMVM	All
Edinburgh alumni	8.9%	14.1%	7.0%	9.41%
Not Edinburgh alumni	91.1%	85.9%	93.0%	90.59%
N respondents	2350	682	783	3815

Satisfaction of Edinburgh Alumni

Edinburgh alumni are less satisfied than PGT students who studied at different institutions before joining the university although this difference is not statistically significant (80.5% compared to 83.4%).

Students in CSE are less satisfied with their overall experience than students in CAHSS and CMVM (79% in CSE, 83% in CAHSS and 88% in CMVM). As students in CSE are more likely to be alumni and

have lower levels of satisfaction the data were run through a simple binomial regression model to test whether College or being an alumnus is a better predictor of satisfaction (with “satisfied” or “not satisfied” acting as the dependent variable).

When alumnus and College are used as two independent variables in a model, College (with MVM as the base category) is significant but being an alumnus is not.

Combining College and alumnus into one variable shows that being in CSE and an Edinburgh alumnus is a statistically significant predictor of satisfaction (odds ratio = 0.313). Full outputs are available in the appendix.

Conclusions

Whilst University of Edinburgh alumni are less satisfied than their peers this difference is not significant and being an alumnus does not appear to be a significant predictor of satisfaction or dissatisfaction (with the exception of CSE alumni who are significantly less satisfied than the most satisfied students).

Appendix – model outputs

Model - Alumnus and College as independent variables

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	1.7988	0.1695	10.614	< 2e-16	***
Not vs Ed. Alumnus	0.1574	0.1417	1.111	0.27	
CAHSS vs CMVM	-0.3634	0.1211	-3	0.00	**
CSE vs CMVM	-0.5974	0.1438	-4.155	0.00	***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Chi Sq	19.89	Df	3	p	0.000179
--------	-------	----	---	---	----------

Pseudo R² for logistic regression

Hosmer and Lemeshow R ²	0.006
Cox and Snell R ²	0.005
Nagelkerke R ²	0.009

		Confidence Intervals	
		2.50%	97.50%
(Intercept)	6.042	4.363	8.482
Not vs Ed. Alumnus	1.170	0.881	1.536
CAHSS vs CMVM	0.695	0.546	0.878
CSE vs CMVM	0.550	0.414	0.728

Model - Combining Alumnus and College

	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	2.1001	0.4325	4.856	1.20E-06	***
CAHSS_Ed alumnus	-0.5693	0.469	-1.214	0.2248	
CSE_Ed alumnus	-1.1618	0.4885	-2.378	0.0174	*
CAHSS_not	-0.5173	0.4363	-1.186	0.2358	
CSE_not	-0.6901	0.4448	-1.551	0.1208	
CMVM_not	-0.1667	0.4467	-0.373	0.7091	

Base category = MVM Edinburgh alumnus (highest satisfaction rate)

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Chi Sq 22.3 Df 5 p 0.000459

Pseudo R² for logistic regression

Hosmer and Lemeshow R² 0.006

Cox and Snell R² 0.006

Nagelkerke R² 0.01

Odds ratios		Confidence Intervals	
		2.50%	97.50%
(Intercept)	8.167	3.790	21.292
CAHSS_Ed alumnus	0.566	0.205	1.331
CSE_Ed alumnus	0.313	0.110	0.770
CAHSS_not	0.596	0.227	1.296
CSE_not	0.502	0.189	1.113
CMVM_not	0.846	0.318	1.887

Senate Education Committee

11 March 2020

Effect of School Size on Student Satisfaction

Description of paper

1. This paper provides an analysis of the relationship between School size and student satisfaction at the University of Edinburgh.

Action requested / recommendation

2. Education Committee are asked to note and discuss the findings in this paper.

Background and context

3. This analysis was conducted following a discussion of 2019 student survey results at Education Committee.

Discussion

4. Whilst there is a negative correlation between overall satisfaction and the number of first degree students ($r = -0.595$) only weak negative correlations can be found between satisfaction with teaching and learning and assessment and feedback and first degree numbers.
5. There is no evidence of a relationship between PGT student numbers and student satisfaction in PTES.
6. There is a negative correlation between satisfaction with supervision in PRES and PGR student numbers ($r = -0.470$). Only weak correlations are found between overall satisfaction and satisfaction with assessment and feedback and PGR student numbers.

Resource implications

7. N/A

Risk management

8. N/A

Equality & diversity

9. N/A

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

- 10.

Author

Name

Paula Webster,
Head of Student Analytics, Insights &
Modelling
Student Systems & Administration

Date 02/03/20

Presenter

Name

Paula Webster,
Head of Student Analytics, Insights &
Modelling
Student Systems & Administration

Freedom of Information – Open paper

The effect of School size on student satisfaction

Introduction

This paper summarises the findings of an analysis of the relationship between School size and student satisfaction at the University of Edinburgh. The analysis was prompted by a discussion of student survey results at Education Committee.

Data sources and methodology

As satisfaction levels can vary year on year due to small respondent numbers at School level satisfaction scores given in this analysis are the average of two year's data. Scores given in this analysis are taken from the 2018 and 2019 results for PTES and the NSS and 2017 and 2019 results for PRES. Student numbers are taken from the HESA Student return and show a headcount using the HESA Standard Registration population¹. Again, the average across two years has been used. Students have been allocated to their 'home School' i.e. the School that owns the programme they are studying so students who are taught in more than one School are not apportioned between these Schools.

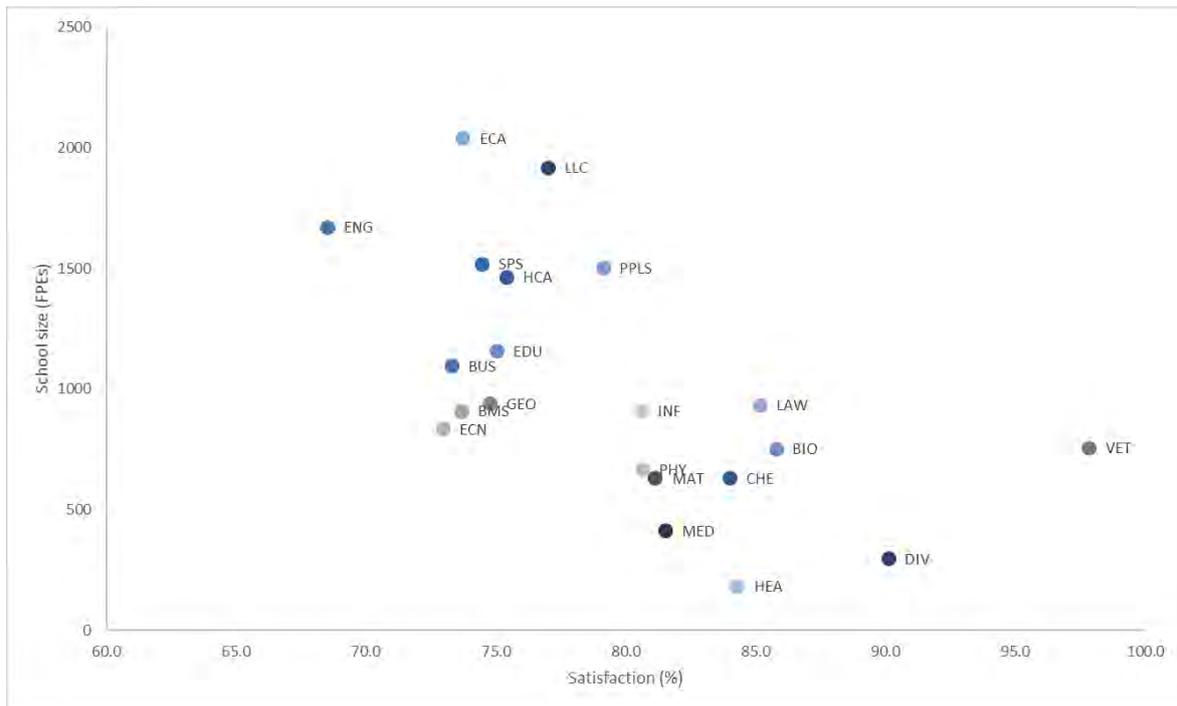
This analysis correlates average satisfaction scores with student numbers at School level. The correlation coefficient (r) figure shows the strength of the correlation i.e. the degree to which there is a relationship between the two variables – in this case size and satisfaction. Scores are between -1 and +1. Positive correlations indicate that as one variable increases the second variable increases. Negative correlations indicate that as one variable increases the second variable decreases. Where r exceeds ± 0.4 the relationship between the variables can be considered relatively strong. Correlation does not indicate causation.

Findings

There is a strong negative correlation between Overall Satisfaction in the NSS and the number of first degree students in each School ($r = -0.595$).

¹ This excludes incoming exchange students, Postgraduate Research students who are writing up and students who are studying outside the UK for the duration of their degree.

Figure 1 - NSS Overall Satisfaction and First Degree numbers



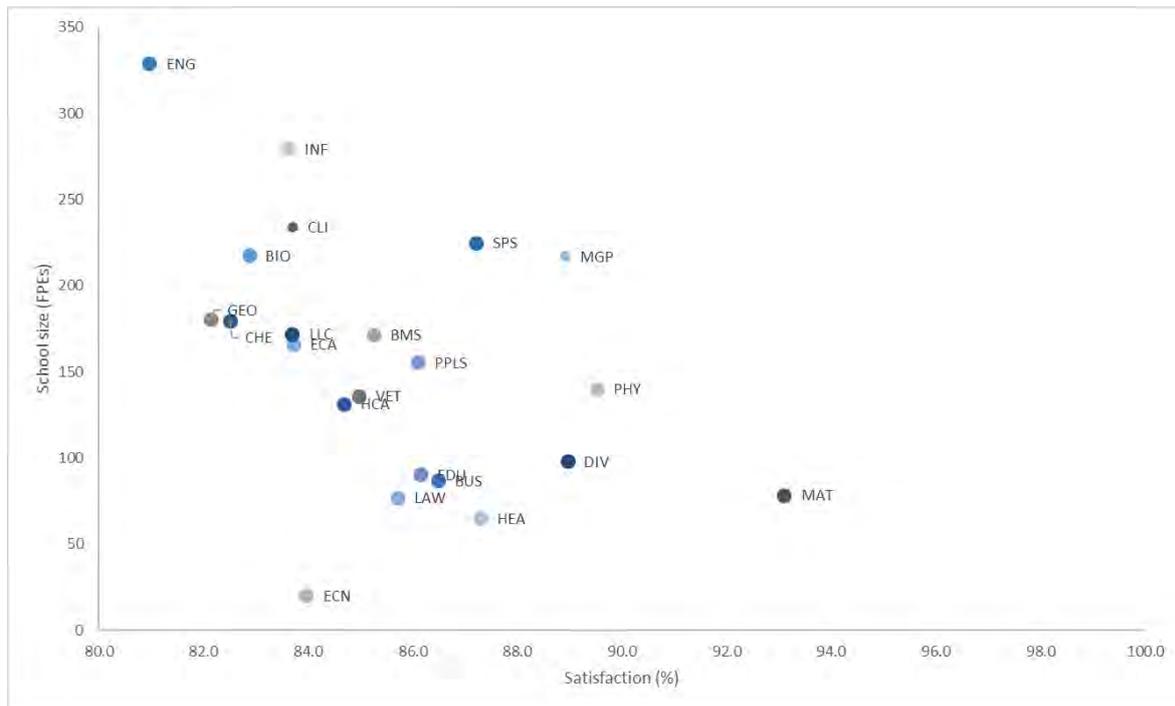
There are, however, only weak negative correlations between satisfaction with teaching and learning and School size and satisfaction with assessment and feedback and School size ($r = -0.362$ and $r = -0.323$ respectively).

Satisfaction with Personal Tutor support in the NSS has a strong negative correlation with School size ($r = -0.647$).

There appears to be no relationship between the size of the PGT student body and PTES satisfaction scores (see table two in the Appendix).

Plotting PGR student numbers against PRES satisfaction scores indicates that there is a negative relationship between satisfaction with supervision and the size of the PGR student body ($r = -0.470$).

Figure 2 PRES Supervision Satisfaction and PGR numbers



Conclusions

Whilst the size of Schools appears to have a relationship with overall levels of satisfaction for undergraduate students there isn't evidence of a similar relationship between size and satisfaction with teaching and learning or assessment and feedback.

There is no clear relationship between School size and satisfaction for PGT students and whilst there is a negative correlation between size and satisfaction with supervision for PGR students this relationship doesn't appear when overall satisfaction or satisfaction with assessment and feedback are examined.

To develop this analysis further it would be interesting to examine whether there is any relationship between satisfaction scores (which vary across levels of study) and the ratio of PGR, PGT and UG students in Schools. It would also be interesting to explore in more detail the composition of the student body in relation to student satisfaction and performance against sector wide and Russell Group subject benchmarks.

Appendix

Table 1 NSS Scores and Student Numbers

	Overall satisfaction	Teaching / Supervision	Assessment	First Degree
BIO	85.8	84.2	57.4	754
BMS	73.7	79.4	50.9	910
BUS	73.3	74.9	51.9	1096.5
CHE	84.0	82.2	71.4	632
DIV	90.1	89.9	73.5	298
ECA	73.7	81.5	67.8	2039.5
ECN	72.9	77.2	58.8	835.5
EDU	75.0	79.2	60.8	1157.5
ENG	68.5	73.8	43.2	1672
GEO	74.8	83.7	62.2	941
HCA	75.4	84.7	66.7	1464.5
HEA	84.3	87.4	79.9	183
INF	80.6	76.5	50.1	911.5
LAW	85.2	87.1	61.0	935.5
LLC	77.0	84.2	64.1	1918.5
MAT	81.1	81.9	72.2	632.5
MED	81.5	86.5	55.0	414
PHY	80.6	83.3	63.6	669
PPLS	79.1	84.2	57.9	1502.5
SPS	74.5	80.8	64.4	1519
VET	97.8	97.6	76.6	757
<i>r</i>	-0.595	-0.362	-0.323	1.000

Table 2 PTES Scores and Student Numbers

	Overall satisfaction	Teaching / Supervision	Assessment	PGT
BIO	74.9	78.4	60.8	123.5
BMS	88.1	84.9	77.1	157
BUS	78.6	81.7	64.9	651
CHE	40.0	42.4	38.1	15.5
CLI	87.6	83.9	77.2	329.5
DIV	88.8	91.9	81.6	39
ECA	73.8	76.5	70.2	658
ECN	83.3	86.6	65.4	91
EDU	85.2	84.9	80.1	1314.5
ENG	83.2	82.6	73.8	189.5
GEO	79.2	83.7	69.7	316.5
HCA	79.8	84.4	71.3	154.5
HEA	74.7	77.5	69.1	576.5
INF	76.2	77.7	56.2	400.5
LAW	84.1	84.5	72.7	585.5
LLC	82.7	84.2	79.8	316
MAT	82.5	86.9	73.3	187.5
MED	96.5	93.7	91.2	90

MGP	83.7	84.7	71.4	179.5
PHY	63.4	77.9	64.0	34
PPLS	71.7	78.6	63.3	278.5
SPS	78.3	81.2	68.3	588
VET	89.0	88.3	76.6	263.5
<i>r</i>	0.138	0.081	0.160	1.000

Table 3 PRES Scores and Student Numbers

	Overall satisfaction	Teaching / Supervision	Assessment	PGR
BIO	82.6	82.9	78.1	217.5
BMS	80.0	85.3	76.9	171.5
BUS	87.1	86.5	82.1	87
CHE	78.7	82.5	79.3	179.5
CLI	84.8	83.7	75.7	234
DIV	86.8	89.0	87.7	98
ECA	71.8	83.7	66.4	166
ECN	90.1	84.0	64.3	20.5
EDU	74.0	86.2	76.9	90.5
ENG	78.5	81.0	79.4	329
GEO	77.9	82.1	72.9	180.5
HCA	79.7	84.7	75.8	131.5
HEA	80.7	87.3	81.6	65
INF	79.9	83.6	69.5	279.5
LAW	77.4	85.7	80.1	77
LLC	74.6	83.7	78.5	172
MAT	84.4	93.1	78.5	78.5
MED				6
MGP	85.0	88.9	80.0	217
PHY		89.5	79.4	140
PPLS	90.0	86.1	70.5	155.5
SPS	78.3	87.2	78.9	225
VET	80.9	85.0	80.5	136
<i>r</i>	-0.251	-0.470	-0.055	1.000

Senate Education Committee

11 March 2020

Use of Coursework / Dissertations as Examples

Description of paper

1. This paper discusses use of exemplary past coursework or dissertations as good examples for current students as this needs to be done in accordance with data protection legislation.

Action requested / recommendation

2. To obtain the Committee's recommendation on how to best proceed

Background and context

3. Use of previous coursework and dissertations is useful for current students and needs to continue. However, in 2019, a current student was shown an Honours dissertation, which was several years old, as a good example. The dissertation included the name of the author. The current student then googled and subsequently contacted the author of the dissertation and asked for help with current coursework. The author was very upset and complained to the Data Protection Officer that she had never consented to her dissertation being used in this way. She threatened to take action against the University.

Discussion

4. There are two possibilities to solve the issue. Course coordinators could completely anonymise the work. An entry in the student privacy notice would then be required informing students that their work may be anonymised and used for this particular purpose. However, anonymization might not always be possible, depending on the topic, such as in highly specialised areas of work. If the authors remain in academia and build on the work from their dissertations, then it would be fairly easy for any future student to identify them, leading to a possible repeat of the situation described above.
5. The other option would be to comply with data protection legislation, which means informing students of the potential use of their work and applying one of two available so-called lawful bases to make use of the data lawful. The two available lawful bases are the students' consent or the use of the so-called 'legitimate interest' legal basis.
6. Opt-in consent would need to be obtained at the time students submit their work. A meeting with representatives from the Colleges took place and the initial decision was to include a request for consent in the 'own work declaration' (OWD) page in Learn. Unfortunately, technological issues do not allow this to happen. The reason given was that on the OWD form that is available in the institutional content, students are agreeing to 'all' on that form – they do not have a chance to state 'yes' to the OWD but refuse to consent to the future use of their work. Some Schools use a more interactive form, but although adding an opt-

in/opt-out question would theoretically be possible, this would then mean the adaptive release the School uses to hide the drop-down box until the 'own work declaration' is filled in may not always work properly and also, retrieving the data about whether someone opted in or not after assessment is very difficult. Thus, a manual way of obtaining and managing consent would need to be put in place for every School.

7. Legitimate interest first involves conducting a written assessment as to the University's legitimate interest in the use of the work and then providing students with an easy way to opt out of the use of their work at any time in the future. A procedure would have to be established for every School to enable this to happen.

Resource implications

8. All GDPR implementation projects and processes are integrated into normal planning and are resourced locally

Risk management

9. If coursework/dissertations of identifiable students are used unlawfully, this leaves the University open to complaints to and sanctions by the Information Commissioner.

Equality & diversity

10. No EIA is required.

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

11. The agreed solution will be communicated to Schools and Colleges with the help of the Data Protection Champions.

Author

*Dr Rena Gertz
Data Protection Officer
Date*

Presenter

Dr Rena Gertz

Freedom of Information Open

Senate Education Committee

11 March 2020

Standalone Courses – Discussion

Description of paper

1. College Offices have reported an increase in requests for the approval of credit-bearing standalone courses, particularly for continuing professional development (CPD), but not exclusively so. College Offices and Academic Services would welcome members discussing the opportunities and challenges associated with the growth of this type of provision with the aim of ensuring that our academic governance arrangements, quality assurance frameworks, and associated systems align and support an increase in such provision in a consistent, robust and systemic way.
2. Credit-bearing provision and Massive Online Open Courses are subject to annual monitoring and internal periodic review processes. Credit-bearing provision is subject to assessment policies and processes.
3. The paper will also be discussed at Academic Policy and Regulations Committee on 19 March 2020.

Action requested / recommendation

4. For discussion.

Discussion

General

5. There is significant growth within the University in the creation and student uptake of standalone courses, i.e. courses which do not contribute towards the award of a degree or other type of award from the University. This is often in the form of provision that is labelled as CPD. The use of standalone courses falls into a few categories based on the type of course, and the status of the student taking it.
6. Types of course:
 - Courses which normally contribute towards a University degree programme, but which are being taken by students on programmes to which the course will not contribute credit;
 - Courses (credit-bearing and non-credit-bearing) which do not currently form part of any University degree programme.

7. Types of student:

- Students on an existing University degree programme taking courses (credit-bearing or non-credit-bearing) outside of their programme of study, where these will not contribute credit towards their programme of study;
- Students who are not registered on any University degree programme taking one or more courses in isolation (Non-Graduating Students: <https://www.ed.ac.uk/files/atoms/files/visitingandnongraduatingstudentpolicy.pdf>). Also students in the Centre for Open Learning.

8. In some cases, courses taken by Non-Graduating Students are offered to allow individuals to get a flavour of a programme, or for them to take a collection of courses that are labelled as CPD. These can be genuinely CPD or are actually a summer school programme or similar which requires a container programme code to be created so that these courses can be in effect housed.

Fees and Finance

9. Courses taken by Non-Graduating students are usually invoiced on a pro-rata basis at course-level (<https://www.ed.ac.uk/student-funding/tuition-fees/postgraduate/visiting>).

Approval

10. Approval of non-credit and credit-bearing provision is covered in the Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf

- Boards of Studies are responsible for considering and approving proposals for new or revised non-credit bearing continuing professional development courses. What constitutes a CPD non-credit bearing course?
- In general, courses are approved at School-level and programmes are approved at College-level. When does a collection of standalone courses become a programme and this require College-level approval?
- With regard to credit-bearing courses, the Framework for Curricula (https://www.ed.ac.uk/files/atoms/files/curriculum_framework.pdf) requires that these be offered in volumes of 10, 20, 40, or 60 credits (or 5 in Centre for Open Learning). This is largely to allow compatibility for courses with multiple programmes. Some standalone (including CPD) courses would be smaller in volume than 10 credits if they were credit-rated. Where these courses are not expected to form part of any degree programme, is it permissible that they should be allowed to carry smaller volumes of credit?

11. Student Systems and Administration

- Non-Graduating Students studying at the University for more than two weeks are required to be registered on the student record. This requires them to be recorded against a “programme”. Some areas of the University are using Visiting Student codes for this, while others are using Non-Graduating Student codes. Both present problems, in terms of the volume of codes being used

and their defined duration which cannot be extended if a student decides to take further courses.

- Should students who complete a credit-bearing standalone course receive an award letter and/or transcript?
- Should students who complete a credit-bearing standalone course and subsequently take further study in the University, for which they wish to have this course recognised as a part, be able to have the course instance recorded on their record as part of the programme (rather than as RPL)?

12. Student Support

- The Visiting and Non-Graduating Student policy does not explain what services Non-Graduating Students are entitled to: should there be a minimum credit volume undertaken before a CPD student gets full access to services and support structures? What if this provision grows across the University? This discussion is also relevant to the Centre for Open Learning.

13. Course Management

- Where courses are offered for credit, this carries with it a number of significant implications with regard to their management and quality assurance. This can cause potential additional pressure on teaching organisation resources.
- All credit-bearing courses need to be overseen by, and accountable to, a Board of Examiners. For standalone courses which are not offered as part of a programme, consideration needs to be given to which Board of Examiners standalone courses go to.
- Entitlement to resits for courses is defined in the Taught Assessment Regulations based on what kind of programme a student is studying on. How should assessment/resits for standalone courses be managed?
- Standalone courses need a home school for the purposes of course management, including quality assurance and assessment processes. Does this cause challenges for the development of different types of courses, including one-off and interdisciplinary courses?

Information Services

- Do our existing learning and teaching systems support standalone courses?

Portfolio

- Do we have a clear vision and strategy for standalone courses?
- Do we understand the needs of students/others (including professional bodies for CPD)?
- Do we know how students/learners identify standalone course opportunities?
- How do we present standalone course opportunities?
- Do we need business cases for standalone courses?
- How do we pitch the fee levels for standalone courses to ensure they are commercially attractive/viable but also ensuring equity, where required, with standard provision?

Opportunities to consider

- Does the University foresee an appetite to allow more scope for individuals who may come to the University (as “students”/other) to take individual, credit-bearing courses, without making a commitment to undertaking a programme, but with the option to build up towards an award (e.g. modular study or credit accumulation)? If so, would there be time limits on this? And could students build towards general awards, as well as specific ones. For example, could a student collect 60 credits at Level 11 over 10 years, and gain some sort of general PG Certificate, or 120 for Diploma or 180 at L11 for a general Life-long Learning MSc?
- Potential for standalone courses to be available as electives for existing programmes. Does this align with the work undertaken on University-wide courses?
- Is there anything to learn from how micro masters are being managed?

Resource implications

14. The paper is for discussion, no action is proposed.

Risk management

15. As the University’s portfolio of standalone courses grows, there is potential risk associated with inaction with regards to some of the points raised in the paper.

Equality & diversity

16. To be included in more detailed proposals.

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

17. To be included in more detailed proposals.

Author

Adam Bunni and Nichola Kett (Academic Services), Victoria Bennett (College of Medicine and Veterinary Medicine), Alastair Duthie (College of Arts, Humanities and Social Sciences) and Heather Tracey (College of Science and Engineering)

Presenter

Sue MacGregor
Director of Academic Services

2 March 2020

Freedom of Information

Open

Senate Education Committee

11 March 2020

Assessment and Feedback

Description of paper

1. This paper asks the Committee to discuss aspects of assessment and feedback identified as a University-level area for further development by Senate Quality Assurance Committee (SQAC) through annual and periodic review.

Action requested / recommendation

2. For discussion and identification of actions.

Discussion

3. At its meetings in September and December 2019, SQAC considered the outcomes of annual and periodic review, identifying University-level areas for further development. These were reported to University Executive in December 2019, which remitted the following area to the Committee:

Assessment and Feedback

Some Schools requested that the 15 day feedback turnaround deadline be reconsidered in light of student feedback and challenges staff have in meeting this blanket deadline for different cohort sizes and types of assessments. Recommendations from internal reviews focussed on the quality of feedback and implementing assessment and feedback policy on formative assessment, feedback turnaround times, and scaling of marks.

Resource implications

4. There are no actions proposed in the paper and thus no specific resource implications identified at this stage. Any actions proposed by the Committee should take into consideration resources implications.

Risk management

5. The provision of a high quality student experience is covered by the University's Risk Register and actions are ongoing and continue to be managed via Risk Management Committee. Additionally, failure in effectiveness of the quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

Equality & diversity

6. The paper is for discussion. Any actions proposed by the Committee should take into consideration equality and diversity implications.

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

7. This will be dependent on discussion at the Committee. A progress report on actions is considered by SQAC at an appropriate point later in the academic year.

Author

Brian Connolly and Nichola Kett
Academic Services

Presenter

Tina Harrison

Freedom of Information

Open

Senate Education Committee

11 March 2020

Evaluating Leading Enhancement in Assessment and Feedback (LEAF)

Description of paper

1. Evaluation of the LEAF process including a summary of findings from the LEAF project which ran between 2013 and 2019.

Action requested / recommendation

2. Consider how we ensure the findings from LEAF inform future action.

Background and context

3. The Leading Enhancement in Assessment and Feedback (LEAF) project ran between 2013 and 2019 at the University of Edinburgh, and aimed to collate an overview of the assessment and feedback experiences of students studying on taught degree programmes. The evaluation centres on the effect of LEAF audits, understanding how LEAF outputs have been used and to what extent the LEAF process can be associated with positive changes within programmes. The main focus of gathering information for the evaluation was on the experience of School colleagues who had been involved in the LEAF process.

Discussion

4. Appendix 1 includes a summary of key findings from the LEAF project, evaluation methodology and findings, and future development of the LEAF process.

Resource implications

5. The paper evaluates activity and no resources are directly associated with it. However, there may be resource implications associated with any actions arising from Committee discussion on how we ensure the findings from LEAF inform future action.

Risk management

6. As the paper evaluates activity no risk assessment is included.

Equality & diversity

7. Academic Services does not anticipate any equality and diversity considerations directly associated with the evaluation.

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

8. The Committee should consider any communication, implementation and evaluation need as a result of any actions arising from the paper.

Author

*Dr Neil Lent, Institute for Academic Development
Susan Hunter, Academic Services
2 March 2020*

Presenter

Dr Sabine Rolle

Freedom of Information

The paper is **open**.

Appendix 1

Evaluating Leading Enhancement in Assessment and Feedback (LEAF)

Executive Summary

The Leading Enhancement in Assessment and Feedback (LEAF) project ran between 2013 and 2019 at the University of Edinburgh, and aimed to collate an overview of the assessment and feedback experiences of students studying on taught degree programmes. The Institute for Academic Development produced a thematic analysis of the qualitative data collected as part of the LEAF project. The key findings (which are consistent with themes reported annually to Senate Learning and Teaching Committee) from that report are below.

Six key findings:

1. **Programme structure:** high degrees of choice within degree programmes made it difficult to plan programme-level learning and teaching.
2. **Workload:** summative grades can be prioritised by students and result in lacklustre tutorial participation and students feeling overwhelmed.
3. **Assessment expectations:** it may take students time to understand disciplinary conventions, and without careful management these misunderstandings can persist throughout the degree programme.
4. **Assessment:** participants found exams stressful and believed they did not represent the breadth of students' learning well. Coursework was preferred, but it was noted that clashing deadlines or unrealistic workloads could also be a source of stress.
5. **Feedback:** students preferred embedded ways of receiving face-to-face feedback such as through small group teaching, to all other methods of feedback (face-to-face, audio/video, and written).
6. **Sense of belonging and agency:** positive experiences of assessment and feedback were supported by a disciplinary context in which dialogue was encouraged. Participants reported satisfaction where they felt valued and included by staff, understood what was expected of them, and were more likely to be engaged in disciplinary dialogue.

A cycle of misunderstanding.

Problems with assessment and feedback appear to be cyclical, with a lack of clarity around assessment expectations feeding into problems with assessment performance and the comprehension of feedback. If the departmental culture does not proactively and explicitly build relationships between and encourage dialogue between staff and students, students

may feel too apprehensive to raise their concerns with staff. As a result, in the absence of an intervention in this cycle, these problems then persist throughout courses taken across the degree programme and can lead to dissatisfaction experienced by both staff and students.

What to do.

1. **Programme structure:** have an awareness of the courses that students may have studied, or go on to study, in order to ensure that assessment expectation management and feedback provided is both appropriate and useful for students.
2. **Assessment expectations:** rather than telling students about assessment expectations, show them by allowing them to mark others' work (either exemplars or peers' work) and giving them feedback on their use of marking criteria to facilitate the development of their own assessment literacy.
3. **Assessment:** review the competencies students should develop on courses and ensure that assessment methods are appropriate to these and whether multiple methods of assessment can be used.
4. **Feedback:** primarily we rely on written feedback, and therefore must be careful to ensure that it can be used for future assessment (including on future courses), and is not overly specific to our own course content. It would also be useful to look at ways in which written feedback could be used to begin a dialogue between staff and students.
5. **Sense of belonging:** students appreciated opportunities for casual conversations between staff and students, in which feedback could organically be asked for and given. It is therefore useful to think about shared activities and communal spaces that are available to facilitate this type of dialogue.

*LEADING ENHANCEMENT IN ASSESSMENT AND FEEDBACK (LEAF)
A thematic analysis of qualitative data collected as part of the LEAF project
at the University of Edinburgh 2013 – 2019
Hazel Marzetti, Institute for Academic Development*

Background

Since the initial LEAF pilot in 2013-14, 28 programmes have participated in the audit process. Schools from across the Colleges have participated: Biological Sciences, Biomedical Sciences, Business, Chemistry, Economics, Education, Engineering, GeoSciences, History Classics and Archaeology (two separate occasions, one for History and one for Classics / Ancient History), Informatics, Law, Literatures Languages and Cultures, Maths, Physics and Astronomy and The Vet School. Although some programmes volunteered, most were nominated by Colleges. The LEAF process has now been modified so programmes can self-audit, with support from the Institute for Academic Development, in gathering experiential data from students. So far this has been used by three Schools: Education, Geosciences and Law.

As the LEAF process was set up to be non-directive, School reports were intended to offer support. All participating Schools received a report of the LEAF findings for their participating programmes and the offer of a meeting where results could be presented, discussed, further action planned and support for action offered. Some programmes stated that they would have preferred a more directive approach from the LEAF follow-ups as this would have provided greater motivation to implement changes. Equally, other programmes appreciated their ownership of the findings and were wary of being directed so this needed to be discussed on a programme by programme basis. Examples of areas where impact can be claimed are:

- Curriculum reform of undergraduate History (we cannot claim sole responsibility but we did suggest a more coherent programme structure when discussing the LEAF findings for History).
- Biological Sciences: since the original LEAF process, direct Institute for Academic Development involvement in helping enhance learning and teaching has increased. This includes representation on the School Curriculum Council (Dr Velda McCune), assisting with redesigning the pre-honours curriculum using the Edinburgh Learning Design Roadmap (ELDeR) process, following this up with 'ELDeR-like' support (Dr Neil Lent) and helping oversee the implementation of the new curriculum through membership of the School Curriculum Scrutiny Group (Dr Neil Lent and Dr Jenny Scoles).
- Education used their LEAF results in response to a recommendation from the Teaching Programme Reviews for three programmes (Primary with Gaelic, Physical Education and Community Education). The School addressed indications of bunched summative assessments through new programme assessment rationale development. This emphasises the range of assessment tools to help achieve learning outcomes as well as enabling development of graduate attributes for each programme.
- Dr Neil Lent was invited to discuss the LEAF findings at the Law School Learning and Teaching Committee.

LEAF provides participating programmes with information about the assessment structure and students' experiences of working within these structures. The qualitative focus group component in particular has the capacity to highlight experiential aspects of assessment and feedback from the students' perspective.

Evaluation methodology

Evaluation was undertaken by Academic Services and the Institute for Academic Development (IAD). To evaluate the effect of LEAF audits it was important to understand how LEAF outputs have been used. That is, whether or not any follow up work can be associated with enhancements made to programmes and to what extent the LEAF process can be associated with positive changes within programmes. The main focus of gathering

information was on the experience of School colleagues who had been involved in the LEAF process.

Academic Services conducted an online survey in April 2017 and May 2019. Key contacts in participating programmes were invited to comment on the process and whether they had made changes as a result. There were 17 respondents in total.

In semester 1 of 2019/20, IAD conducted interviews with School colleagues involved in the programme audits to evaluate their experience of the process as well as perceived benefits to the programme.

National Student Survey (NSS) results for the Assessment and Feedback primary theme were collated to see if there are differences across time for programmes that have undergone the LEAF process.

We discounted Course Enhancement Questionnaire data for this evaluation due to the volume and complexity of data. It may be possible to incorporate this in future, however it should be noted that there are a large number of courses associated with programmes and it is unclear whether this will yield useful information in relation to the impact of LEAF.

Findings

School feedback

The majority of Schools found the LEAF process to be positive. Where programmes had not made changes directly as a result of LEAF, they had found value in the conversations around assessment and feedback generated by the process. Where colleagues had found little value in the process, this was because LEAF had duplicated work already undertaken.

Main themes that emerged from School feedback on the LEAF process were:

- Value in enabling dialogue, influencing thinking on things that were already underway, for example curriculum review in Biology, or assessment and feedback enhancements that the School wanted to take forward.
- LEAF was not seen as a single solution for assessment issues but as part of a wider network of related activities.
- Useful in preparation for Internal Periodic Reviews.
- The independent nature of the appraisal process was helpful.
- Provides a useful map of assessment patterns and types across whole programmes where this is not already known.
- Gives useful insights into students' experiences of assessment and feedback.

National Student Survey

We analysed the Assessment and Feedback primary theme of the National Student Survey (NSS) to see if there were any differences across time for programmes that had undergone

the LEAF process. It should be noted that the LEAF process primarily offers targeted evaluation information and is not in itself a change mechanism. Although it is likely that the data from NSS may reflect some of the effects of actions taken by programmes in response to the LEAF process, we must recognise that NSS scores are influenced by many different factors and aspects of students' experiences.

As expected, it was difficult to draw any conclusions as there are no identifiable causal links between LEAF and NSS results. Caution should be used in attributing any changes, positive or negative, to specific institutional processes, such as LEAF, as NSS results are impacted by a variety of factors. What is likely, however, is that LEAF, together with other work at institution, College, School and programme level come together in ways that enhance student's experiences of learning and teaching.

Results from Assessment and Feedback NSS questions have been included in the evaluation reports as we undertook to include survey results in evaluation following the last Enhancement-Led Institutional Review (ELIR). However, as discussed above, due to the multiple factors that impact on NSS results, these should not be used as a direct measure but as one tool for helping aid our understanding of LEAF and Edinburgh students' experiences more generally.

Future development

Fifteen of the University's 22 Schools and Deaneries have now participated in the LEAF process. We also recognise that a broader look at programmes, not just focusing on assessment and feedback is more valuable and offers more enhancement opportunities. Since development of the Edinburgh Learning Design Roadmap (ELDeR) process, which looks at the design of the student learning experience, there have been more requests for this process than for LEAF. Indeed, several programmes that have undergone LEAF in the past have subsequently taken advantage of the ELDeR process. This shows an evolving, iterative process in considering the learning experience as more than assessment and feedback. Therefore, it is less likely that Schools will choose to undergo the full LEAF process in future. The [LEAF toolkit](#) which Schools can carry out themselves will still be available as required.

Action requested

Action: Senate Education Committee is asked to consider how we ensure the findings from LEAF inform future action.

Dr Neil Lent
Susan Hunter
2 March 2020

Senate Education Committee

11 March 2020

**Evaluating the Revised Code of Practice
for Supervisors and Research Students**

Description of paper

1. Evaluation of the effectiveness of communication of the Code of Practice for Supervisors and Research Students (Code of Practice) and revised content published in 2018.

Action requested / recommendation

2. To discuss whether any action is required in relation to communication of the Code of Practice to students – see (6) below.

Background and context

3. Academic Services conducted a major review of the Code of Practice in 2017/18 to streamline content, make it more user-friendly and confirm its status as University guidance. We undertook to evaluate the effectiveness of communication and revised content to support the Enhancement-Led Institutional Review (ELIR) 2015 recommendation and to inform future revisions to and communication of the Code of Practice.

Discussion

4. Evaluation methodology

Academic Services conducted evaluation through a survey of postgraduate research (PGR) Student Survey Panel members and Student Reps. The survey had a 20% response rate (26 responses). We obtained feedback from supervisors at a PGR Supervisor Network event, followed up by an email survey. We also sought feedback through College Postgraduate Office contacts. Respondents were asked to specifically comment on the student-supervisor relationship section of the Code of Practice at the request of Senate Researcher Experience Committee (REC), as well as their preferred method of communication about the Code of Practice, what content was most useful and what was less useful.

5. Findings

Findings showed 54% of student respondents had not heard about the Code of Practice before the survey. Of the rest, most had heard about it at matriculation or by email from their School. Student preferences for communication about the Code of Practice was by email to their University email account, School induction event, University induction event or School website. The majority of student

respondents who had read the Student-Supervisor Relationship content found it to be helpful. Of the other content, students said the Thesis Preparation and Assessment and Absences and Concessions sections were most useful. The survey results suggests that the Annual Progression Review section could be clearer and Academic Services will review this in semester 2 of 2019/20. All supervisors at the network event in August 2019 were aware of the Code of Practice and found it a useful document that reflected practice in their area. In December 2018, a survey conducted by a Senate Researcher Experience Committee task group looking at continuing professional development for supervisors also asked PGR supervisors about the Roles and Responsibilities section. The results showed that the majority of respondents found the content to be clear and that it reflected practice in their area.

Feedback from the College Postgraduate Offices suggested some minor amendments to specific content and useful channels for communicating with staff on the Code of Practice. There was also evidence that Schools use a variety of methods for communicating with students on the Code of Practice at key points during the academic year, including induction, Programme Handbooks and during the annual progression review process.

6. Action

The 2015 Enhancement-Led Institutional Review (ELIR) report recommended that, “The University should review the effectiveness and regularity of supervisor training and ensure that the University's Code of Practice is communicated and implemented effectively.” As the Code of Practice is now a guidance document, rather than policy, implementation is non-mandatory. Mandatory policy content from the Code of Practice was moved into regulations or policy as appropriate. However, there is some evidence that communication of the Code of Practice to students is less effective in some areas. The evidence on School communication was from the Postgraduate Forum in the College of Arts, Humanities and Social Sciences and it was not clear how Schools in other Colleges communicate with students on the Code of Practice. The Committee is asked to discuss and identify ways to effectively communicate the Code of Practice to students.

Resource implications

7. The paper is an evaluation of an existing guidance document and no resource implications are associated with it. There may be additional resource requirements identified through the discussion about communication methods.

Risk management

8. There is a risk associated with not respond to actions raised in the last ELIR report. The University statement of risk policy and risk appetite places high importance on avoiding risks in relation to compliance.

Equality & diversity

9. Academic Services does not anticipate any equality and diversity implications in relation to the evaluation of the Code of Practice.

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

10. The paper is an evaluation of previous action in relation to reviewing the Code of Practice. The Committee should consider communication, implementation and evaluation of any action agreed.

Author

Susan Hunter, Academic Services
2nd March 2020

Presenter

Antony Maciocia, Dean PGR, CSE

Freedom of Information

The paper is **open**.

Senate Education Committee

11 March 2020

Progress with 2019/20 Senate Committee Priorities

Description of paper

1. The 2019/20 priorities for the Senate Standing Committees were agreed at the 29 May 2019 meeting of Senate. This paper reports on Education Committee's progress with the agreed priorities for Education Committee and Researcher Experience Committee (REC, whose business is now being taken forward by Education Committee following the dissolution of REC).

Action requested / recommendation

2. For information

Discussion

3. The priorities agreed for Education Committee and progress made to date are as follows:

- | |
|---|
| <ul style="list-style-type: none">• Oversee continued implementation of University Learning and Teaching Strategy – it was agreed at the October 2019 meeting of Education Committee that 2019/20 would be the final year of the operation of the Learning and Teaching Strategy. The University will transition to a new strategy in due course, the main focus of which will be plans for curriculum review. The new strategy will also incorporate the key principles from the Accessible and Inclusive Learning Policy to ensure that the curriculum is inclusive by design. |
| <ul style="list-style-type: none">• In partnership with the Service Excellence Programme's Student Administration and Support board, oversee and guide the review of student support - Education Committee received an update on the Student Support and Personal Tutor Project at its October 2019 meeting and approved the proposed support model at its December 2019 meeting. |
| <ul style="list-style-type: none">• Oversee the implementation of recommendations from the 2018-19 task group on inclusion, equality and diversity in the curriculum – a taskforce has been established by Professor Sarah Cunningham-Burley under the new Equality, Diversity & Inclusion Committee to drive forward the recommendations of this task group and the Thematic Review of black and minority ethnic (BME) students' experiences of support at the University. |
| <ul style="list-style-type: none">• Monitor the implementation of the new institutional policy to support the University's Lecture Recording service – an update will be brought to the May 2020 meeting of Education Committee. |
| <ul style="list-style-type: none">• Ensure continued progress to enhance support for Careers, Employability and the development of graduate attributes – members received a copy of a briefing paper in February 2020 summarising research undertaken by the Careers Service into the future of work and what this means for Edinburgh's students. Graduate attribute development and a curriculum that supports this will be a key focus of the planned curriculum review. |
| <ul style="list-style-type: none">• Continue to monitor implementation of the Student Mental Health Strategy – an update will be brought to the May 2020 meeting of Education Committee. |

- **Continue to strengthen the University's understanding of retention and continuation rates for different undergraduate student groups, and to focus on enabling students from all groups to succeed** – this is now being taken forward by Senate Quality Assurance Committee.

4. The priorities agreed for Researcher Experience Committee (now being taken forward by Education Committee) and progress made to date are as follows:

- **Excellence in Doctoral Training and Career Development programme - evaluate the effectiveness of School / College briefings for supervisors, assess the impact of changes to requirements supervisor training and support planned for 2019-20, and explore the development of online training to supplement School / College briefings for supervisors** – Education Committee received an update at its October 2019 meeting on work being undertaken under the 'Supervisor Support and Training' work stream of the programme. It also endorsed a proposal to develop an online course for doctoral supervisors to complement mandatory supervisor briefings at its December 2019 meeting.

- **Review the University's approach to overseeing, coordinating, and managing postgraduate research student (PGR) support and development activities at an institutional level (subject to clarifying the relationship with the planned Service Excellence Programme strand of work on the PGR student lifecycle)** – the Committee received an update on proposals to establish a 'Doctoral College' at its October 2019 meeting, and expects to consider more detailed proposals later in the academic year. In the meantime, Education Committee approved (at its December 2019 meeting) temporary governance arrangements to ensure that the business formerly undertaken by REC continues to be well managed while the Doctoral College is being established.

- **Evaluate the implementation of the revised Code of Practice for Researchers and Supervisors** – this will be considered at the March 2020 meeting of Education Committee.

Resource implications

5. Not considered – the paper is for information only.

Risk management

6. Not considered – the paper is for information only.

Equality & diversity

7. Not considered – the paper is for information only.

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

8. Not considered – the paper is for information only.

Author

*Philippa Ward, Academic Services
27 February 2020*

Presenter

Sue MacGregor, Academic Services

Freedom of Information – the paper is open

Senate Education Committee

11 March 2020

**Senate Committees' Conveners' Forum and
Education Committee Priorities for 2020/21**

Description of paper

1. This paper provides the membership, remit and annual schedule of meetings of the Senate Committees' Conveners' Forum, which has been established to better coordinate the work of Senate and its Standing Committees.
2. The paper also asks Education Committee members to begin considering the Committee's priorities for academic year 2020/21.

Action requested / recommendation

3. Education Committee is asked to note the information relating to the Convener's Forum.
4. It is asked to discuss Education Committee's priorities for 2020/21. Priorities should be categorised, as far as possible at the time, as a future project for the Senate Committee, work for Academic Services, or a larger project / aim that may need to be taken forward to the next Planning Round.

Discussion

5. As part of the response to the recommendations of an external review of Senate and its Committees (March 2019), a Conveners' Forum has been established to support the Senate Standing Committees in effective planning, information sharing and reporting. The appendix provides details of the membership, remit and annual schedule of Convener's Forum.
6. As detailed in the Convener's Forum annual schedule for March / April each year, Education Committee members are now asked to begin considering the Committee's priorities for academic year 2020/21. These will subsequently be discussed by the Conveners of the three Senate Standing Committees before being reported to Senate in May 2020 via the annual report of the Senate Standing Committees.

Resource implications

7. The time of the Conveners and Academic Services staff in scheduling, preparing and attending meetings of Convener's Forum.
8. The resource implications of the 2020/21 Committee priorities identified will be considered in due course.

Risk management

9. Convener's Forum will contribute to effective academic governance and will therefore assist the University in managing risk associated with its academic activities.
10. The risks associated with the 2020/21 Committee priorities identified will be considered in due course.

Equality & diversity

11. The composition of Senate Committees including the role of Convener is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principals, Director of a defined support service or delegate) or as representative of a particular stakeholder (e.g. a College or the Students' Association). The membership of these Committees and the identification of Conveners who attend this Forum is therefore largely a consequence of decisions made elsewhere to appoint individuals to particular roles.
12. The Equality and Diversity implications of the 2020/21 Committee priorities identified will be considered in due course.

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

13. The 2020/21 Committee priorities identified will be discussed by the Conveners of the three Senate Standing Committees before being reported to the May meeting of Senate via the annual report of the Senate Standing Committees.
14. Progress with the identified Committee priorities will be evaluated by Education Committee in the middle and at the end of academic year 2020/21.

Author

*Sue MacGregor
Kathryn Nicol
28 February 2020*

Presenter

Sue MacGregor

Freedom of Information

Open

Appendix

Senate Committee Conveners' Forum

Membership, Remit and Annual Schedule

The Senate Committee Conveners' Forum is not a formal Senate committee. It is intended to support Senate Standing Committees in effective planning, information sharing and reporting.

1. Membership

- Conveners of Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; Quality Assurance Committee
- A representative from the Principal's Office, or University Secretary **TBC**
- Deputy Secretary Student Experience
- Representative of Research Policy Group
- Director of Academic Services
- Support provided by Senate Clerk and Senate Standing Committee Secretaries

2. Remit

- 2.1. The Senate Committees Conveners' Forum supports the conveners in their roles and contributes to the annual planning and prioritising of committee business for Senate and the committees reporting to Senate.
- 2.2. The purpose of the Forum is to facilitate communication between committees, reduce duplication of effort, and provide an opportunity for an overview of committee business and priorities, and mapping of the flow of business between committees.
- 2.3. The Forum provides an opportunity to identify committee business to be reported to Senate for discussion.
- 2.4. The Forum provides a point of coordination in responding to the emergence of key University groups and committees.

3. Annual schedule

Month	Conveners' Forum activity	Associated activity
August	Conveners' Forum <ul style="list-style-type: none"> • Review draft paper - Internal Committees Effectiveness review • Review committee plans for year ahead • Identify any new and emerging priorities • Highlight anything that should involve more than one committee, or that should be reported to Senate. • Highlight anything that is a significant project and may need to be raised in the planning round. 	
Sept / Oct		1 st meeting of Senate Committees Agenda item - Committees reminded of annual priorities. 1 st meeting of Senate Paper – report on annual internal effectiveness review of Senate Committees
Nov / Dec		2 nd meeting of Senate Committees
Jan / Feb	Conveners' Forum <ul style="list-style-type: none"> • Interim review against annual plan and priorities • Identify any new and emerging priorities • Highlight anything that should be received by more than one committee, or that should be reported to Senate. 	3 rd meeting of Senate Committees Paper - All Standing Committees receive a mid-year report on progress against committee priorities - paper written by Committee Secretary 2 nd meeting of Senate

EC 19/20 3 K

March / April		4 th meeting of Senate Committees Paper - All Standing Committees receive a paper inviting them to suggest priorities for the coming academic year. <ul style="list-style-type: none">• Priorities to be categorised, as far as possible at the time, as a future project for the Senate Committee, work for Academic Services, or a larger project / aim that may need to be taken forward to the next planning round.• The paper sets out the context of current and known future work for all Senate committees and wider University priorities.• Written by the Director of Academic Services.
April	Draft report - Director of Academic Services drafts Senate Standing Committees report to Senate, for review by the Forum. This includes a report on committee progress against priorities in the current year and plans and priorities for the coming year. This report is an opportunity to ask Senate to discuss any specific priorities identified by the Senate committees.	
May (early)	Conveners' Forum <ul style="list-style-type: none">• Review draft Senate Standing Committees report to Senate• Identify any new and emerging priorities• Highlight anything that should be received by more than one committee, or that should be reported to Senate.	

EC 19/20 3 K

May (late)		<p>5th meeting of Senate Committees Agenda item - Senate Standing Committees invite members to provide feedback on the committee effectiveness at the final meeting – this is noted and feeds into the annual effectiveness review.</p> <p>Paper - Senate Standing Committees preview of internal effectiveness review process and opportunity to comment on draft questions.</p> <p>3rd meeting of Senate Paper - Senate Standing Committees report to Senate on activity in the current year and plans for activity in next academic year.</p> <p>Paper - Senate Standing Committees preview of internal effectiveness review process and opportunity to comment on draft questions.</p>
June- July	Internal review of Senate and Senate Standing Committees' effectiveness, conducted by Academic Services. Report presented to Conveners' Forum then to Senate in Sept / Oct.	

Senate Education Committee

11 March 2020

**Update on the Continuing Professional Development Framework
for Learning and Teaching**

Description of paper

This paper provides an update for information on the operation and impact of the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was reaccredited by AdvanceHE (formerly Higher Education Academy) in 2017 until 2021. Good progress is being made with positive feedback from participants and steadily increasing participation. The main barriers to further increases in participation are academic staff workloads and workload models.

Action requested

The Committee is asked to note the paper for information.

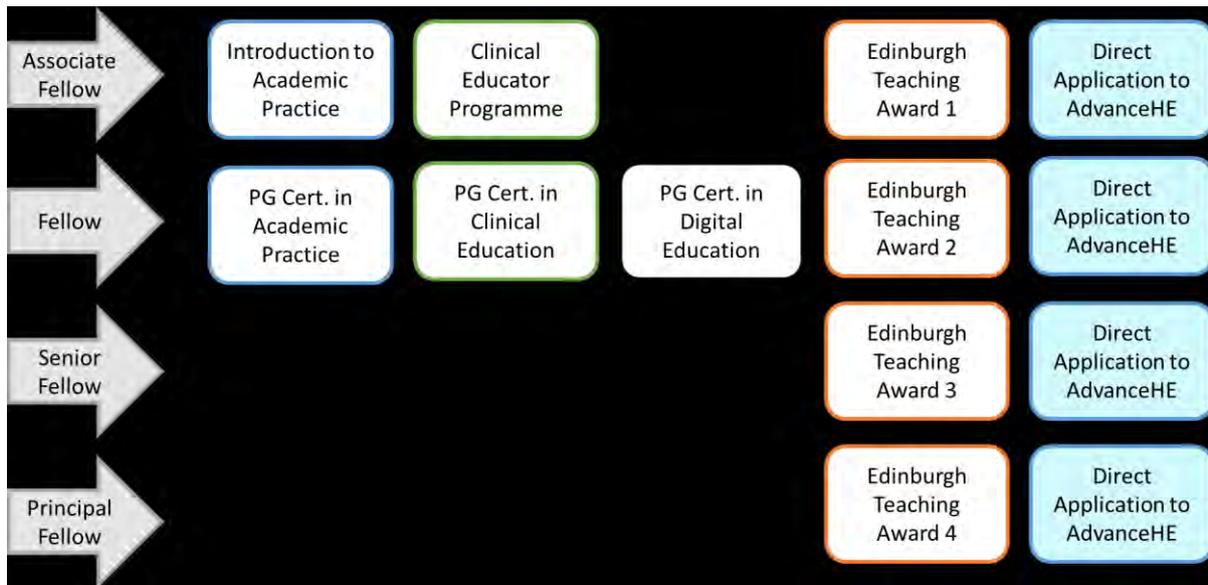
Recommendation

We recommend that the Committee consider the impact of academic workloads on participation in professional development for learning and teaching in the context of the Teaching and Academic Careers Project.

Background and context

This paper provides an update on the operation and impact of the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was requested by Learning and Teaching Committee in 2012, accredited by AdvanceHE in 2013, and reaccredited in 2017 until 2021 against the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF). The provision within the Framework is intended to provide relevant and flexible professional development for all University staff involved in teaching or supporting learning at any point in their careers. The Framework is delivered in collaboration with Schools and Support Services. The current Framework is illustrated in Figure 1 (overleaf). Gaining professional recognition from AdvanceHE provides national recognition for colleagues of their commitment to professionalism in teaching and learning in higher education.

Figure 1: The CPD Framework for Learning and Teaching



The Framework

The three main pathways through the Framework for University staff are the Introduction to Academic Practice (IntroAp), the Postgraduate Certificate in Academic Practice (PGCAP) and the Edinburgh Teaching Award (EdTA). The PGCAP is aimed at newer academic staff with particular interest in learning and teaching. For reaccreditation, we refreshed the PGCAP to bring priority areas – such as assessment and feedback and course design - more to the forefront. We also used an assessed blog to create a coherent through line for the 40 credit core course and reduced the total number of assessments, in order to encourage better completion rates. Our external examiner, Professor Paul Ashwin, has indicated that the standards on the PGCAP compare well with provision elsewhere and that participants are provided with excellent feedback. He also commented that the participants’ development is impressive and that the new core course seems to work much better than the previous one. Feedback from participants on the new programme has been mainly positive and there are early indications that completion rates have improved.

The IntroAp was developed to provide a route to Associate Fellowship of AdvanceHE for experienced tutors and demonstrators who previously had no internal UoE route to accreditation. The IntroAp was designed to include rich and structured face-to-face and online interaction as well as teaching observation. This provides an ideal learning environment for less experienced teachers. Postgraduate students appreciate having a nationally recognised teaching qualification for their curriculum vitae as this is appearing in advertisements for academic posts. At reaccreditation we made minor adjustments to this provision to meet new AdvanceHE requirements but as the provision is very well received by participants and has high completion rates we did not want to change it more than was necessary to achieve reaccreditation.

The EdTA was designed to provide a more manageable and flexible route to AdvanceHE accreditation than the PGCAP. It is aimed at all colleagues who are contributing to the

student learning experience at any stage in their careers. The EdTA requires participants to write a blog about their professional values and academic practice and to provide an overview of their success as teachers and their engagement with CPD relating to learning and teaching. The EdTA can be completed over six months to two years depending on participants' work patterns.

An external evaluation of the EdTA in 2016-2017 indicated that this provision was well received by participants and provoked positive change in their teaching practices. In January 2019 we took forward an internal evaluation of the EdTA. 106 people responded to an email questionnaire, 54 who had completed an award, 47 who were currently participating and 5 who had withdrawn. They were asked to give 3 words to capture their experience of the EdTA, and to contextualise these with longer responses. The most common responses from the completers were: reflective, rewarding, challenging, inspiring, time, and frustrating. The most popular responses from the participants were: supportive, inspiring, reflexive, busywork, and challenging. We were very pleased to see words such as inspiring, reflective and supportive, as this is exactly what we have aimed to achieve with the EdTA. These blog posts from EdTA participants give first-hand experiential account of how participating can promote teachers' development:

<https://www.teaching-matters-blog.ed.ac.uk/time-well-spent-reflections-on-undertaking-the-edta/>

<https://www.teaching-matters-blog.ed.ac.uk/doing-the-edinburgh-teaching-award/>

The experiences of frustration and busywork seem to relate partly to the older version of the EdTA and the Pebblepad system (which has been replaced by WordPress). We also sometimes struggle to get participants to see the value of the UKPSF - they can find it overly detailed or confusing - so we need to help them to see its value. The UKPSF is owned by the sector so we cannot change it directly but we do contribute to consultations on its development. We identified a few participants who were misunderstanding the intentions of the EdTA or having issues with their mentors, so we will strive to minimise any such issues through participant guidance and ongoing mentor training.

We have continued to offer the EdTA in partnership with some of the Schools within the University, to provide a closer fit to local needs and to secure greater buy-in across the University. There are now 7 Schools running their own versions of the EdTA, supported by the IAD. Six of these School EdTAs now have some successful completions. We anticipate two further School EdTAs will begin this calendar year.

Participation in the Framework

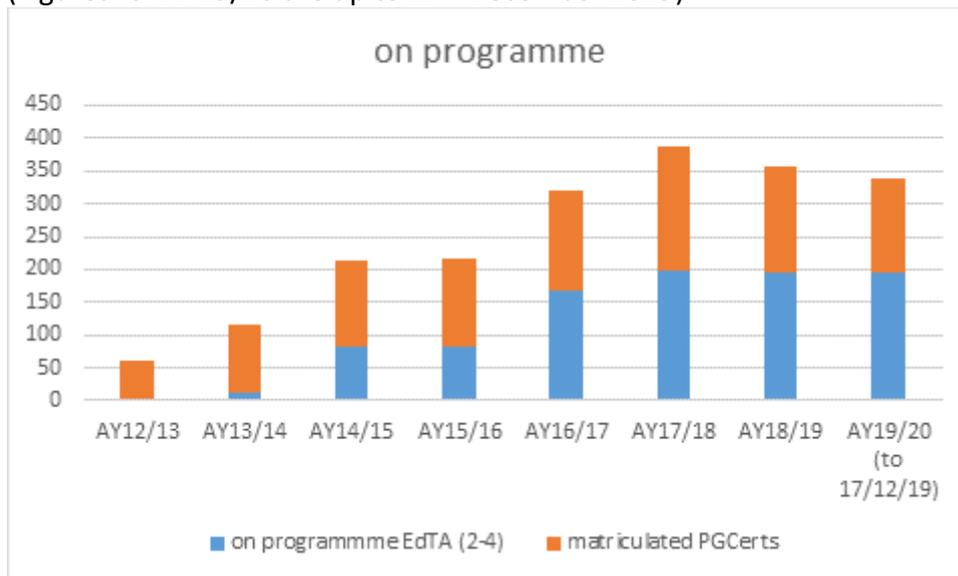
Participation in the PGCAP (see Figure 2) has remained generally stable in recent years despite the introduction of the Edinburgh Teaching Award as an alternative possibility for staff. This suggests an increase in willingness of staff to participate in accredited provision. There is potential for growth on the PGCAP, we could take two cohorts of around 50 participants per year leading to around 200 participants on the programme at any given time (assuming 2 years to completion). At present we are accepting around 30-40 participants per cohort. The peak numbers reported for the PGCAP in AY17/18 probably

reflect our transition from the old to the new PGCAP programme and participants exiting the new programme more quickly during AY18/19.

Participation in the Edinburgh Teaching Award grew steadily until academic year 2017/2018 and has now stabilised (see Figure 2). We have reached a steady state of around 200 participants per year on the central and existing School EdTAs. We typically run a waiting list for the central provision from some months before each intake. Growth in the numbers or scale of School EdTAs may result in participation numbers increasing but we are close to capacity for the central EdTA.

Participants tell us that finding time is the biggest barrier to full participation in the PGCAP and EdTA. We are getting regular comments from participants in the PGCAP and EdTA (and also from EdTA mentors) about the lack of recognition of this work in many School workload allocation models. The precarious working lives of some of our colleagues are also a factor, with some of those on short contracts leaving before they are able to complete. They may be able to use what they did on the PGCAP as APL into programmes in new institutions in these cases.

Figure 2: Participation in the EdTA (levels 2-4) and PGCAP (AY12/13 to AY19/20)
(Figures for AY19/20 are up to 17th December 2019)



The number of colleagues completing the full PGCAP seems to be beginning to improve with the new version of the programme (see Figure 3) but it will take 2-3 years to be sure this trend is established. Completions of the EdTA have grown steadily. Participants who do not complete the PGCAP or the EdTA typically cite time pressures as the main barrier.

Figure 3: In year completions for the EdTA (levels 2-4) and PGCAP (AY12/13 to AY19/20)
(Figures for AY19/20 are up to 17th December 2019)

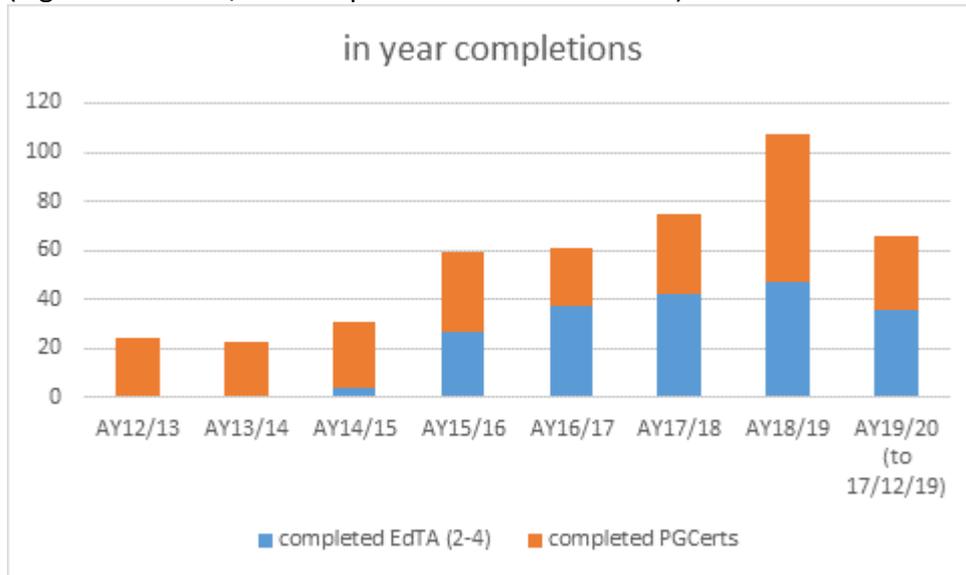
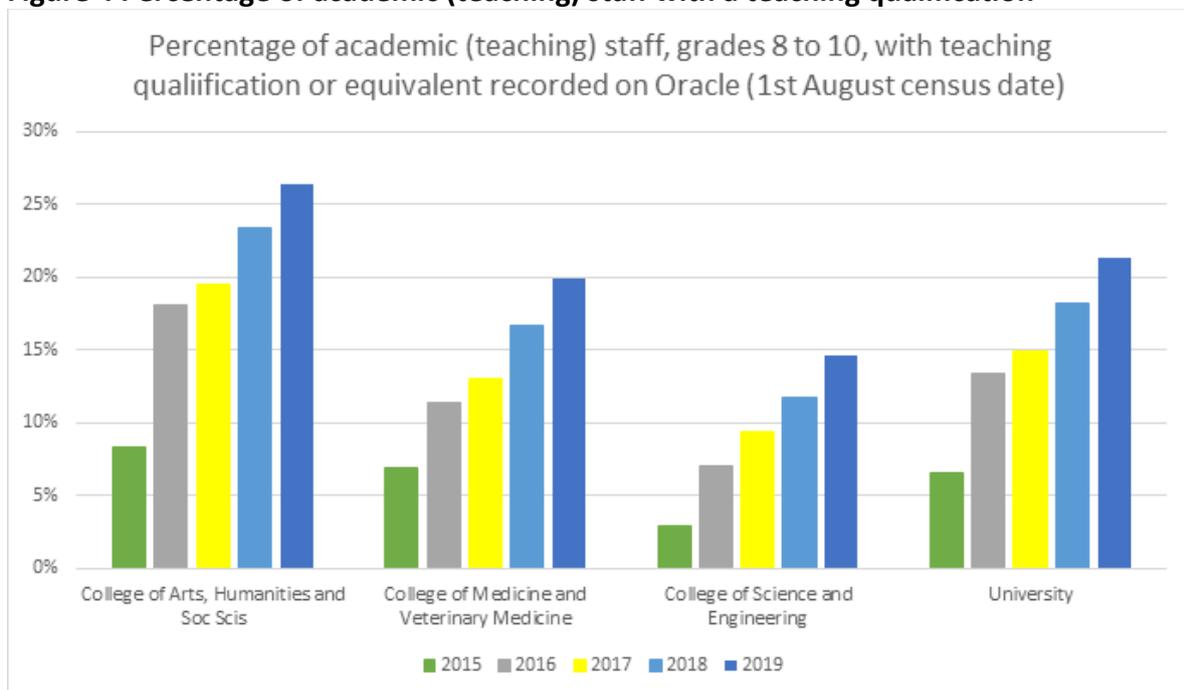


Figure 4 shows the percentage increase in the numbers of academic (teaching) staff on grades 8 to 10 who hold a teaching qualification. This shows a steady upward trend with some variation between Colleges. These data will include EdTA and PGCAP completers as well as colleagues who came from other institutions with their AdvanceHE Fellowship already in place. It also includes other qualifications recognised by the Higher Education Statistics Agency (HESA), such as holders of PGCE qualifications in secondary or further education.

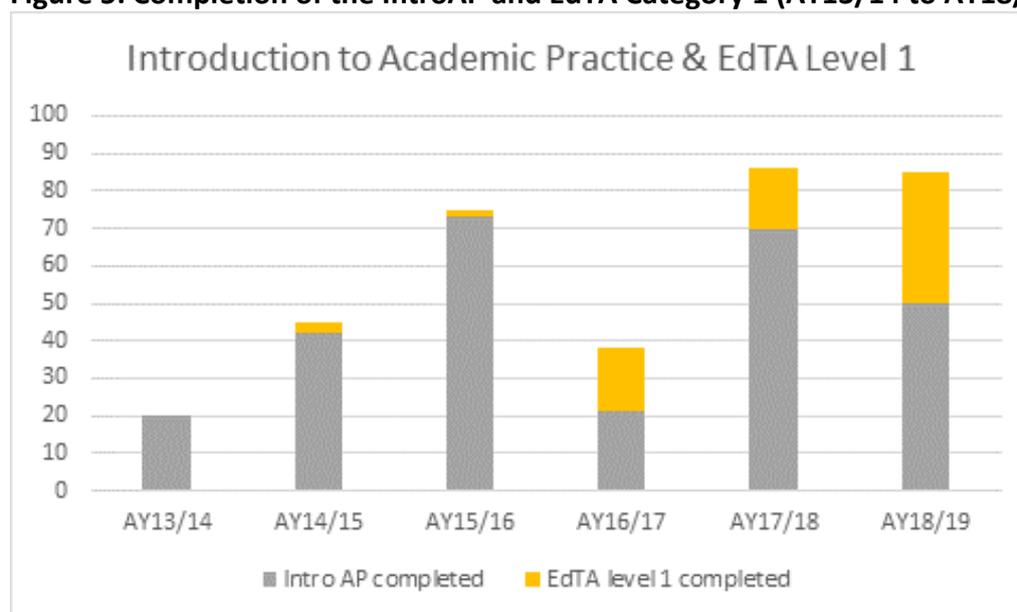
Figure 4 Percentage of academic (teaching) staff with a teaching qualification



Completion data for the Introduction to Academic Practice are provided in Figure 5 along with completion data for the EdTA category 1. The excellent completion rates for the

Introduction to Academic Practice (IntroAp) of around 95% reflect the close support given to participants by the IntroAp team. Other influences on completion are that tutors and demonstrators tend to have somewhat milder time pressures than other staff and do not yet have secure careers thus providing another incentive to secure an accredited award. Recruitment to the IntroAp has not yet peaked and we have capacity to take some more participants, particularly in the Semester 2 intake. We cap the number of EdTA participants for category 1 in order to prioritise spaces on this oversubscribed provision for academic staff rather than tutors and demonstrators. We also offer non-accredited workshops on tutoring and demonstrating to a larger numbers of participants.

Figure 5: Completion of the IntroAP and EdTA Category 1 (AY13/14 to AY18/19)



(The October 2016 iteration of the IntroAP was cancelled due to staff changes which also affected the January 2017 intake.)

The numbers of completers of Fellowship via other pathways through the CPD Framework are presented in Figure 6. It is important to bear in mind that these pathways often have much higher completion rates overall but not all participants qualify for (or choose to work toward) Fellowship as part of their participation. Only a subset of these Fellowship completers will be employed by the University.

Figure 6: Numbers of Fellowship completions by academic year for other pathways

	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
Clinical Educator Programme (AFHEA)	16	7	11	16	3
MSc/PgCert Clinical Education (FHEA)	25	19	15	19	21
MSc Digital Education (FHEA)	0	2	9	9	6

Looking ahead

The Teaching and Academic Careers Project, mentioned earlier in this report, was set up during AY18/19 to review processes and incentives for the recognition, reward and support of teaching in academic careers alongside other parts of the academic role. The 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. These principles were approved by the University Executive in December 2018.

Recommendations from the group for implementation during AY19/20 were approved by the University Executive in June 2019. These included the production of a revised version of the Exemplars of Excellence in Student Education that sets out examples of achievement in teaching that can be used to support cases for promotion (now including exemplars for promotion from Grade 7 to Grade 8). These include reference to the different categories of Fellowship of AdvanceHE. The 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 the professional development in teaching during AY19/20.

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. We expect that this will lead to increased participation in and completion of pathways through the CPD Framework for Learning and Teaching, particularly the EdTA and the PGCAP.

As this work goes forward, we intended to continue collaborating and consulting with Schools to support their plans and to enhance the provision in the CPD Framework. This will include further in-depth evaluation of key components of the CPD Framework, including exploring how past participants have developed their teaching practice on the basis of participation.

Resource implications

None

Risk Management

The key risk is that workload pressures make it difficult for sufficient colleagues to participate.

Equality & Diversity

An equality impact assessment has been conducted on the Framework.

Next steps/implications

The IAD will continue to work with colleagues across the University to build participation in the Framework and collect further evaluation data. We will respond to the recommendations of the Teaching and Academic Careers Project.

Consultation

This paper has been reviewed and approved by the leads of the Introduction to Academic Practice, Postgraduate Certificate in Academic Practice and Edinburgh Teaching Award.

Further information

Authors

Velda McCune and Jon Turner

Institute for Academic Development

20.2.20

Freedom of Information

This paper is **open**.

SENATE EDUCATION COMMITTEE

11 March 2020

Space Strategy Group Report

Committee Name

1. Space Strategy Group (SSG).

Date of Meeting

2. 19 November 2019.

Action Required

3. Education Committee is asked to:
 - note that the University Executive on 17 December 2019 approved continued use of Edinburgh International Conference Centre (EICC) for the December exam periods 2020- 2023;
 - note that Adam House (if available) would be used as exam space for the December exam diets from 2024 onwards; and
 - note:
 - the progress on the Learning and Teaching Spaces Strategy Implementation Plan 2020-2030 and the projected costs in Appendix 1.
 - Funding is being sought to progress the LTSS implementation programme.

Key points

4. Annual December Examination Venue Requirements from 2020

SSG noted the financial and business impact of two options for the provision of additional 400+ seat exam venues for the December exam periods 2020, 2021, 2022 and 2023. SSG recommended that this information be presented to the University Executive.

5. SSG further recommended that the University Executive be asked to consider the use of Adam House or an equivalent University of Edinburgh building as an exam venue from 2024 onwards.

6. A paper was presented to the Executive on 17 December 2019 where it agreed that core academic activity should take preference over commercial activity in terms of room allocations. Executive Members were updated on the ongoing challenge of delivering suitable space to accommodate University examinations in December. There was discussion about the underlying issue of the volume of assessments taking place in December, and it was agreed that this longer-term issue should be addressed as part of curriculum review.

7. The Executive noted that SSG had reviewed the options for exam space for the December exam period from 2020 to 2023, with the assumption that Adam House would then be available as a single exam venue for 500+ seats.

8. The Executive further noted that EICC provided a single, accessible location that student officers had found preferable to the use of a range of different University buildings that may be less accessible and potentially impact on other student activities.

9. Accordingly, the Executive approved continued use of EICC for the December exam diet, and asked that this decision be clearly communicated as being based on the student experience and not on financial or commercial considerations.

Learning and Teaching Spaces Strategy Implementation Plan 2020-2030 (LTSS)

10. The LTSS implementation plan has been developed to identify and track the actions required to deliver the strategy. The LTSS will complement the University Student Experience Action Plan and in particular help to address two key themes in the Plan:

- Excellent facilities (including the estate, IT and transport); and
- Strong sense of community and belonging.

The projected costs are shown in Appendix 1.

11. Funding is being sought to progress the LTSS implementation plan.

Equality & Diversity

12. All Equality and Diversity implications in relation to the content of the report will be addressed within the specific projects and programmes.

Further information

13. Author

Angela Lewthwaite,
Secretary to Space Strategy Group
3 March 2020

Presenter

Professor Colm Harmon,
Vice-Principal Students and Convener
of Space Strategy Group.

Freedom of Information

13. This paper is closed as disclosure would substantially prejudice the commercial interests of the University.

Appendices

Appendix 1 – Implementation Plan – projected costs

Appendix 2 – Detailed prioritised project list

Appendix 3 – Learning and Teaching Spaces brochure

Implementation Plan – projected costs

Following approval of the Implementation Plan, the Task Group focused on developing a set of criteria and methodology for objectively assessing and prioritising the range of projects identified within the plan. Resources required for the delivery of these projects have also been estimated. Table 1 shows cost projections for the full implementation of the plan across a 10-year timeline:

Table 1: LTSS overall cost projection

STRATEGIC OBJECTIVES	TOTAL INVESTMENT*
DESIGN of SPACE	
Work with Schools/Colleges to understand how innovative teaching methods currently inspire space design and pursue the categorisation of teaching delivery styles (P1)	£48,731
Provide a link between space design and teaching practice through closed engagement/alignment with: IAD; EFI, Bayes Institute; PTAS; Service Excellence, PCIM; Senate Committees; Board of Studies Network; Academic Services (P2)	£47,192
Ensure the look and feel of learning and teaching spaces reflect the diversity of the University community (A1)	£70,412
To use data to help drive innovation, understand emerging behaviours and drive new thinking (E3)	£25,040
Review design process and make sure learning and teaching spaces strategy key principles are built into this process (E4)	£35,544
USE of SPACE	
Analyse the current ownerships structure and processes in order to propose recommendation for reduction of silos and provide clarity to the University's space governance process (I1)	£65,376
Create a consolidated and coordinated support service for all bookable space (I2)	£135,564
Establish standards and implement processes for the daily preventative maintenance of furniture, writing surfaces and digital technology (I3)	£127,860
Define and publishing technology and space design standards for all types of learning and teaching spaces (I4)	£66,488
Implement tools and establish processes focused on creating a wider range of metrics (I5)	£140,364
Establish mechanisms ensuring users can provide feedback about University spaces (I6)	£44,856
Ensure information about the University's estate is easy to find and space related data is openly shared with staff and students (A2)	£142,968
Ensure users have a single point of access for booking space and seeing its availability (A3)	£127,320
Make sure Learning and Teaching Spaces Strategy is in dialogue with the University's Learning and Teaching Strategy and other strategies and programmes of work (E1)	£16,244
Promote equality of student experience by increasing access to the learning and teaching estate (C1)	£23,892
Conduct a UX (User Experience) design exercise around the physical and virtual characteristics of learning and teaching space to inform how students want to be taught and what makes for an easier teaching experience for academics (E2)	Cost covered by other objectives
Grand Total	£1,117,848

**TOTAL INVESTMENT is a sum of investment required for project resources and business resources (existing and new post). This cost includes 20% of project contingency and covers the cost of 3 year contract for a new business resource*

Implementation Plan – project prioritisation

Having identified an overall cost projection for full delivery of the Implementation Plan, the next step was to develop an objective calculation methodology to prioritise the full project list.

The projects were prioritised taking into account: project size; associated benefits; user reach; project dependency; and estimated cost. Appendix 2 shows the full prioritised project list, with associated calculation score, in descending order.

Implementation Plan – first three years

Prioritised Projects: Although the strategy implementation has a 10-year timeline, the project prioritisation exercise has enabled calculation of the resource required for an initial 3-year investment to deliver those projects deemed to be most urgent and beneficial, in a way that can quickly begin to demonstrate the value and benefit of the strategy. Table 2 shows the projected fixed-term costs for the delivery of the highest priority projects over an initial 3-year period:

Table 2: 3-year prioritised project cost

Investment into project work over next 3 years:									
User Journey	Main Deliverable	Project Ref No	Priority Score	Project Scale	Investment _ Project _ Resources	Investment _ Current _ Business Resources	Infrastructure cost	Project Investment Cost	Investment cost plus 20% Contingency
U of S	Process	I3.1	96	Large	£57,750	£12,480	£0	£70,230	£84,276
U of S	Process	I1.1	78	Medium	£21,000	£6,240	£0	£27,240	£32,688
D of S	Data	E3.1	75	Small	£5,250	£2,080	£0	£7,330	£8,796
U of S	Data	I4.2	57	Medium	£21,000	£6,240	£0	£27,240	£32,688
U of S	Data	I5.2	57	Small	£5,250	£2,080	£0	£7,330	£8,796
U of S	Process	I1.2	54	Medium	£21,000	£6,240	£0	£27,240	£32,688
D of S	User Ex	A1.2	54	Medium	£28,000	£6,240	£0	£34,240	£41,088
U of S	Data	I4.1	24	Small	£12,250	£0	£0	£12,250	£14,700
U of S	User Ex	I2.1	20	Medium	£21,000	£6,240	£0	£27,240	£32,688
U of S	Data	I5.3	17	Large	£68,250	£12,480	£2,000	£82,730	£99,276
Sub-Total					£260,750	£60,320	£2,000	£323,070	
20% contingency					£52,150	£12,064	£400	£64,614	
Grand Total					£312,900	£72,384*	£2,400	£387,684	

* although current business resource commitment has a calculated monetary value, it is recognised that project-related effort may be absorbable within existing roles

Academic engagement: Pedagogy is a key focus area of LTSS and plays a pivotal role in successful delivery of the Design of Space user journey strand.

The need for an academic engagement post has been identified as playing a key underpinning role across a broad range of projects, including a number out with the highest priority covered in Table 2. In order to emphasise the ‘post-based’ nature of this investment, rather than ‘project-based’, and the range of projects it underpins, Table 3 separately details the 3-year investment cost:

Table 3: Academic Engagement post

Academic Engagement post over 3 years:						
User Journey	Main Deliverable	Project Ref No	TOTAL Priority	Project Scale	Total Investment _Year 1	Total Investment_3 years
U of S	Data	I4.2	57	Medium	£2,380	£2,856
D of S	User Ex	A1.2	54	Medium	£2,380	£2,856
D of S	Process	E4.1	50	Medium	£2,380	£2,856
D of S	User Ex	P1.1	47	Ongoing	£5,415	£16,244
D of S	User Ex	A1.1	46	Small	£1,190	£1,428
D of S	User Ex	P2.2	36	Small	£1,190	£1,428
D of S	User Ex	P1.2	30	Ongoing	£5,415	£16,244
U of S	Process	E1.1	29	Ongoing	£5,415	£16,244
D of S	User Ex	P2.1	25	Ongoing	£5,415	£16,244
U of S	Data	I6.1	17	Medium	£2,380	£2,856
D of S	User Ex	P2.3	16	Small	£1,190	£1,428
D of S	User Ex	P1.3	15	Ongoing	£5,415	£16,244
D of S	Data	E3.2	10	Ongoing	£5,415	£16,244
D of S	User Ex	A1.3	9	Ongoing	£5,415	£16,244
U of S	Data	I4.3	8	Ongoing	£5,415	£16,244
Grand Total					£56,406	£145,656*

* given some elements of the role have been identified as stand-alone tasks, there is a slight reduction in the project overall cost in comparison with year-1.

First 3-year total costs

Project Implementation	£387,684
Academic Engagement post	£145,656
Total	£533,340

Resource Allocation

Focusing on the prioritised 3-year plan, resource allocation is projected across five areas:

- 1) Programme/Project Manager – 3-year fixed-term
- 2) Business Analyst – 3-year fixed-term
- 3) Academic Engagement post – 3-year fixed-term
- 4) Existing business support – as required
- 5) IS Development resource – costed per project requirement

Aligning strategies

Further analysis of other strategies (such as StEAP – Student Experience Action Plan) may identify some crossover activity that may contribute to projected implementation costs.

Prioritised project list to implement the Learning & Teaching Spaces Strategy 2020-2030

UJ/ Deliv.	Ref No	Project Summary	Priority
U of S	I3.1	Conduct gap analysis and draft a business case recommending solutions for restructuring and improving the bookable room support services. Work has been started in this area under “Bookable Space Review” project (TSOG001). Project objectives have been defined as: Create exhaustive list of services that University offers to the users of bookable space and define services which are missing that could improve students and staff experience. Investigate how cleaning, servitors, AV/IT equipment provision / maintenance and timetabling services could be streamlined to reduce the amount of support calls generated ;Define Service Catalogue: Clarify roles and responsibilities between services & Agree and document ownership of all services	96
U of S	I1.1	Visualise the current segmentation of the University spaces’ governance process: To list decisions required with regard to the University spaces annually/monthly/weekly etc; To capture the level of engagement with learning & teaching spaces by Schools, Colleges, Services and define the roles and responsibilities in spaces’ governance; To understand the impact of other strategies and programmes on decision making process, especially: The University’s Learning & Teaching strategy; the evolving Student Experience Action Plan; the Service Excellence Programme ; To document current decision-making processes	78
D of S	E3.1	Create a master set of terminologies and attributes for rooms, to achieve consistent categorisation and a common understanding from design stage to usage;	75
U of S	I2.2	To implement single point of contact solution based on the outcome of the analysis of I2.1. This project is dependent on analysis of I2.1	62
U of S	I4.2	Define minimum standards for space design, furniture and technology, that includes sustainability strategies, and make users aware of these standards.	57
U of S	I5.2	To create a definitive list of terminology used to describe room attributes and ensure there is a shared understanding of these between Service Owners and Space Users.	57
U of S	I1.2	Define how funding is currently received (programmes/planning rounds) and spent by Departments. Define inefficiencies in the current process: Review Teaching Accommodation Programme’s processes and identify areas for improvement; Analyse the impact of the Service Excellence Core Systems project ; Analyse the impact of the Capital Plan ; Review Study Space provision ; Make recommendations for Coordinated Annual Programme for improvements and maintenance of centrally managed learning and teaching estate.	54
D of S	A1.2	Work towards providing a fully inclusive learning and teaching estate by defining what makes a space accessible; Analyse users experience at various stages of the journey and define the minimal standards of accessibility of space for: Students and Staff with physical impairments and Students and Staff with learning difficulties; Contribute to re-write of the Accessibility Policy and review Inclusive Design guidelines; Understand how the cultural diversity of students and staff can be better recognised and how this can inform space design / upgrade processes. Recognise how space can support positive health and wellbeing of both students and staff	54
D of S	E4.1	To review current design processes and analyse how feedback from users, post implementation review action points and lessons learned are taken into account to improve the outcome of the future projects ; Make recommendation on how to establish a culture of continuous discovery, so the designers build user insight into their role and evidence their designs as they go	50
U of S	E2.1	Build a human centred service design strategy which will inform how students want to be taught and what makes for a more effective teaching experience for academics	48
D of S	P1.1	Liaise with influencers group and gather information about teaching needs and pedagogical challenges;	47
D of S	A1.1	Identify Student Experience Plan projects and other accessibility and diversity-related strategies to identify accessibility improvements	46
U of S	A2.2	Participate in development of a guidance for student and staff induction programme: “What do you need to know about University spaces”	43
U of S	I5.1	Analyse what can currently be measured in terms of: space usage; retention; type of use; satisfaction; and gather information on what should be measured to effectively support strategic prioritisation of refurbishment investment	38
D of S	P2.2	To formalise mechanisms for gathering information on success of innovative methods of teaching and factors that contribute to this success	36
U of S	A2.3	Create a website that provides convenient and accurate information on all aspects of the learning and teaching estate	35

Appendix 2

UJ/ Deliv.	Ref No	Project Summary	Priority
U of S	I5.5	Recognise how operational data can be better used to achieve improved service outcomes and analyse what data should be made available real-time to enable improved efficiency and cost effectiveness (e.g. find available study space, carpark places)	34
U of S	A3.1	To review current processes for booking space and viewing its availability; To understand what are users expectations with regard to single point of access for booking space	34
D of S	P1.2	Define what innovative teaching methods are currently considered or implemented across the University; Investigate opportunities for experiential learning through outside spaces and living lab	30
U of S	I3.3	To implement improvements to professional services processes, which will particularly lead to better quality services and a reduction in the amount of support calls	29
U of S	E1.1	Ensure oversight of key University strategies and programmes of work to ensure appropriate guidance, influence and synergy with the Learning and Teaching Spaces strategy	29
U of S	I3.2	Set service standards and develop SLAs (Service Level Agreements) with Schools and Students	26
U of S	A2.1	Establish a communication plan for learning and teaching space services: to raise awareness around issues of space and learning and teaching to open up communication across and between different staff and student communities; Provide easier avenues for engagement and support, such as through social media	25
U of S	I4.1	Perform usability testing to define how rooms are used considering Courses types/Teaching styles needs: equipment light, layout, additional furniture etc.	24
U of S	I2.1	Conduct gap analysis and draft a business case recommending solutions for restructuring and improving the bookable room support services.	20
U of S	I5.4	Recognise staff and students' information needs and analyse how we can benefit them in their personal planning by sharing the information more effectively	20
U of S	I5.3	Define reporting requirements through identifying data, data owners and system requirements; Deliver a reporting environment and data visualisation platform.	17
U of S	I6.1	The analysis and the implementation will require: Review how feedback about University spaces have been gathered and recorded to date. Access what mechanisms have been working best for student and staff. Investigate opportunities to establish additional communication channels, e.g. a space communication website / network to encourage staff / student feedback. "How can we improve..." ; Design and implement the process aiming to inform a user about the issue resolutions; Carrying out annual space surveys	17
D of S	P2.3	To review and improve communication channels for sharing across the University community about what types of space are the most innovative and enable modern methods of teaching	16
D of S	P1.3	Investigate options for the development of a categorisation of teaching delivery styles	15
U of S	A3.2	To implement the single point of access for booking space and seeing its availability	13
U of S	C1.1	To analyse the current level of restricted access to the University's learning & teaching estate, the reasons for access restrictions and their impact; Analyse how to improve users experience when accessing space and make recommendation for improvement; Analyse how services aiming to ease access to University estate are performing and how their processes can be streamlined	11
D of S	E3.2	Horizon scanning to identify emerging trends across the sector	10
D of S	A1.3	Work with University Collections to identify options and methods for presenting space	9
U of S	I4.3	Define how we can easily transform spaces for other uses	8
U of S	C1.2	Implement improvements designed to ensure wider accessibility of learning and teaching estate	7

Learning and Teaching Spaces Strategy 2030

Implementation Plan

Drivers for creation of Learning and Teaching Spaces Strategy

1. University Strategy 2030

By 2030 will be able to demonstrate the success of our strategy in the following way:

- “Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.”;
- “We will have more user-friendly processes and efficient systems to support our work.”

Universities values described in Strategy 2030 “Our teaching and research is relevant to society and we are diverse, inclusive and accessible to all.”

By implementation of Learning and Teaching Spaces Strategy 2030 will significantly contribute to this success.

2. Learning and Teaching Strategy

In its Learning and Teaching strategy (LTSS) the University has articulated its aim for “Reviewing and enhancing the way that our physical and digital estates support high quality learning and teaching and interaction between staff and students”

In order to deliver this, the Learning & Teaching Spaces strategy was developed, to translate the objective into a guide on how the various academic and professional service units can further collaborate to improve the future learning and teaching experience at Edinburgh, with the resulting vision for the Learning and Teaching Spaces strategy.

3. Voice of Students and Staff

The LTSS is built on five fundamental elements and the vision, which are derived from the feedback provided at the staff and student workshop consultations, and were approved by SSG as the way forward. Strategic objectives and emerging actions are the result of surveys and reports carried-out between 2015 and 2018 (main ones: Academic staff survey – 2017; Student survey – 2018; ISG CIO review into 2015 emergency with recommendations to the Central Management Group)

Pillars of the Strategy – Vision and Key Focus Areas

Those five pillars and the vision have been driving the Strategy Working Group through the process of the definition of the Strategic Objectives and Action Plan for the next 10 years.



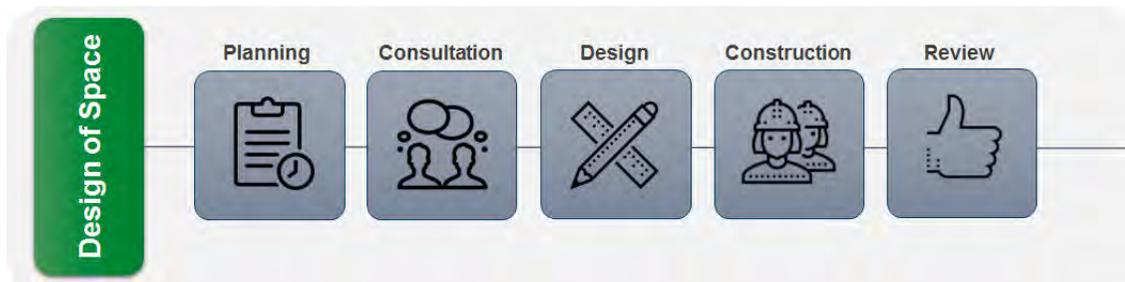
Impact

Learning and Teaching Spaces Strategy is about improving digital and physical spaces so they can better serve learning and teaching needs of students and staff. Strategic Objectives we define will directly impact their experience during two user journeys. These are called 'Design of Space' and 'Use of Space'.

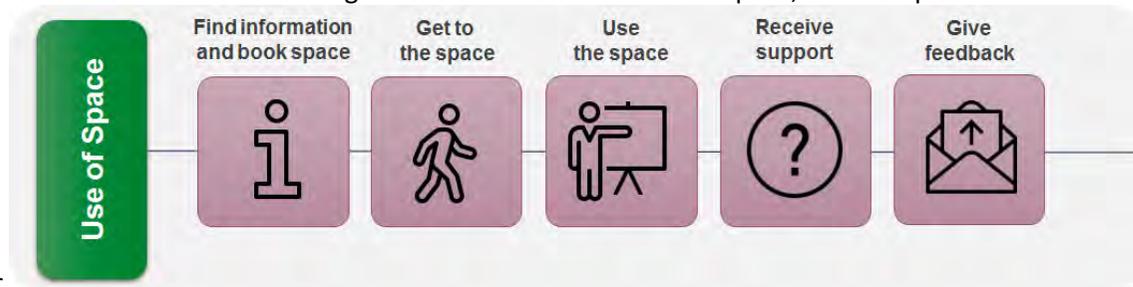
Every year we provide space and support for: 39 000 students; 10 000 Academics; and 5 000 professional staff, as well as for numerous members of our city community.

The user journey stages we have recognized as important to students, staff and professional services are visualized below.

The 'design of space' starts with the initial planning phase to assess, what learning & teaching styles the users want to adopt and or improve, and what does the space therefore need to provide both physically and digitally. It completes when they take occupancy of the space and share their feedback on the facilities.



In our understanding the Use of Space user journey starts when the user is looking for the information about the space, and completes when the user



share their experience after using the space, or after other stage of their journey.

any

Executive Summary of the Implementation Plan

Learning and Teaching Spaces Strategy will improve quality of data, processes and user experience during ‘Design of Space’ and ‘Use of Space’ user journeys by the implementation of the following Strategic Objectives:

DESIGN OF SPACE		
PEDAGOGY	<p>Objective P1:</p> <p>Work with Schools / Colleges to understand how innovative teaching methods currently inspire space design and pursue the categorisation of teaching delivery styles</p>	<ul style="list-style-type: none"> • Liaise with influencers group and gather information teaching needs and pedagogical challenges • Define what innovative teaching methods are currently considered or implemented across the University • Investigate options for the development of a categorisation of teaching delivery styles • Investigate opportunities for experiential learning through outside spaces and living lab
PEDAGOGY	<p>Objective P2:</p>	<ul style="list-style-type: none"> • Formalise the link between various initiatives across University focusing on improving teaching experience • Formalise mechanisms for gathering information on success of innovative methods of teaching

	Provide a link between space design and teaching practice through closed engagement / alignment	<ul style="list-style-type: none"> • Create communication channels for sharing across the University community what types of space are the most innovative and enable modern methods of teaching
ACCESSIBILITY	<p>Objective A1:</p> <p>Ensure the look and feel of learning and teaching spaces reflect the diversity of the University community</p>	<ul style="list-style-type: none"> • Identify projects addressing accessibility and inclusivity • Work towards providing a fully inclusive learning and teaching estate • Analyse users experience at various stages of the journey and define the minimal standards of accessibility • Contribute to re-write of the Accessibility Policy and review Inclusive Design guidelines • Understand how the cultural diversity of students and staff can be better recognised • Recognise how space can support positive health and wellbeing of both students and staff
ENGAGEMENT	<p>Objective E2:</p> <p>Conduct a UX (User Experience) design exercise around the physical and virtual characteristics of learning and teaching space to inform how students want to be taught and what makes for a more effective teaching experience for academics</p>	<ul style="list-style-type: none"> • Build a human centred service design strategy which will inform how students want to be taught and what makes for a more effective teaching experience for academics
ENGAGEMENT	<p>Objective E3:</p> <p>To use data to help drive innovation, understand emerging behaviours and drive new thinking</p>	<ul style="list-style-type: none"> • Create a master set of terminologies and attributes for rooms, to achieve consistent categorisation and a common understanding from design stage to usage • Horizon scanning to identify emerging trends across the sector
ENGAGEMENT	<p>Objective E4:</p>	<ul style="list-style-type: none"> • Review current design processes and analyse how feedback from users and lessons learned are considered to improve the outcome of the future projects

	Review design processes and make sure learning and teaching spaces strategy key principles are built into this process	<ul style="list-style-type: none"> • Make recommendation on how to establish a culture of continuous discovery in the space design process
--	--	---

USE OF SPACE		
INFRASTRUCTURE	<p>Objective I1:</p> <p>Analyse the current ownerships structure and processes in order to propose recommendations for the reduction of silos and provide clarity to the University's space governance process</p>	<ul style="list-style-type: none"> • Visualise the current segmentation of the University spaces' governance process • Define how funding is currently received, and inefficiencies in the current process • Make recommendations for Coordinated Annual Programme for improvements and maintenance of centrally managed learning and teaching estate
INFRASTRUCTURE	<p>Objective I2:</p> <p>Create a consolidated and coordinated support service for all bookable space</p>	<ul style="list-style-type: none"> • Conduct gap analysis and draft a business case recommending solutions for restructuring and improving the bookable room support services • To implement single point of contact solution based on the outcome of the analysis of the "Bookable Space Review" project
INFRASTRUCTURE	<p>Objective I3:</p> <p>Establish standards and implement processes for the daily preventative</p>	<ul style="list-style-type: none"> • Set service standards and develop SLAs (Service Level Agreements) with Schools and Students • implement improvements to professional services processes

	maintenance of furniture, writing surfaces and digital technology	
INFRASTRUCTURE	<p>Objective I4:</p> <p>Define and publish technology and space design standards for all types of learning and teaching spaces</p>	<ul style="list-style-type: none"> • Perform usability testing to define how rooms are used, with consideration of energy reduction and efficiency • Define minimum standards for space design, furniture and technology with consideration for energy efficiency and sustainable practices (e.g. reuse, low carbon), linking to ESME design standards for existing buildings where relevant • Define how we can easily transform spaces for other uses
INFRASTRUCTURE	<p>Objective I5:</p> <p>Implement tools and establish processes focused on creating a wider range of metrics</p>	<ul style="list-style-type: none"> • Analyse what can currently be measured • Create a definitive list of terminology and define reporting requirements • Recognise staff and students information needs and analyse how we can benefit them, including an eye to future learning and future climate • Recognise how operational data can be better used to achieve improved service outcomes
INFRASTRUCTURE	<p>Objective I6:</p> <p>Establish mechanisms ensuring users can provide feedback about University spaces</p>	<ul style="list-style-type: none"> • Review and implementation of the processes aiming to gather and respond to users' feedback during the 'design of space' and 'use of space' user journeys
ACCESSIBILITY	<p>Objective A2:</p> <p>To ensure information about the University's estate is easy to find and space related data is openly shared with staff and students</p>	<ul style="list-style-type: none"> • Raise awareness around issues of space and learning and teaching • Establish a communication plan for learning and teaching space services • Participate in development of a guidance for student and staff induction programme • Create a website that provides convenient and accurate information on all aspects of the learning and teaching estate • Link to existing EDINA project on building navigation for students

ACCESSIBILITY	<p>Objective A3:</p> <p>To ensure users have a single point of access for booking space and seeing its availability</p>	<ul style="list-style-type: none"> • Review current processes for booking space and viewing its availability • Understand what users' expectations with regard to a single point of access for booking space are • Implement the single point of access for booking space and seeing its availability • Support the University's strategy on community group access to University space (www.ed.ac.uk/local/news/university-makes-positive-pledge)
ENGAGEMENT	<p>Objective E1:</p> <p>To make sure Learning and Teaching Spaces Strategy is in dialogue with the University's Learning and Teaching Strategy and other strategies and programmes of work</p>	<ul style="list-style-type: none"> • Ensure oversight of key University strategies and programmes of work to ensure appropriate guidance, influence and synergy with the Learning and Teaching Spaces strategy
COMMUNITIES	<p>Objective C1:</p> <p>Promote equality of student experience by increasing access to the learning and teaching estate</p>	<ul style="list-style-type: none"> • Analyse the current level of restricted access to the University's learning and teaching estate • Analyse how to improve users experience when accessing space and make recommendation for improvement • Analyse how services aiming to ease access to University estate are performing and how their processes can be streamlined • Implement improvements designed to ensure wider accessibility of learning and teaching estate

Stakeholders

To achieve strategic aims of the Learning and Teaching Spaces Strategy we will need to engage and collaborate with those stakeholders:

Pedagogy	Infrastructure	Accessibility	Engagement	Community
<ul style="list-style-type: none"> • Institute of Academic Development (IAD) • Edinburgh Future Institute (EFI), Bayes Institute 	<ul style="list-style-type: none"> • University Executive • Heads of College • Library & Collections • Estates Committee 	<ul style="list-style-type: none"> • Estates • Heads of College • VP Equality and Diversity 	<ul style="list-style-type: none"> • Library & Collections • GASP • EUSA • STEAP 	<ul style="list-style-type: none"> • CAM • EUSA – VP Communities • Heads of College

- | | | | | |
|---|--|---|--|--|
| <ul style="list-style-type: none">• PTAS projects (Principle Teaching Awards Scheme)• Service Excellence PCIM project• Senate Committees• Board of Studies Network• Academic Services• Schools/Colleges• Social Responsibility & Sustainability | <ul style="list-style-type: none">• Service Excellence Programme• Information Technology Committee• Learning, Teaching & Web Department• Timetabling Unit• Estates Department• Schools• EUSA• Enterprise Architecture | <ul style="list-style-type: none">• Student Disability Services• School Support Officers• EUSA – VP Welfare• Fire Safety | <ul style="list-style-type: none">• LTW• Estates Department | <ul style="list-style-type: none">• VP Students• Director, Corporate Services• Schools• Health & Wellbeing Social Responsibility & Sustainability |
|---|--|---|--|--|

Deliverables

Strategic Objectives which aim to deliver improvements in 'Design of Space' and 'Use of Space' will benefit Students, Staff and Professional Services by:

User Experience

- Development of fit for purpose, user friendly space
- Space which is easy to access and reflects the diversity of the University community
- Fit for purpose, user friendly booking and support interfaces

Data

- Pedagogy & design requirements and feedback, captured consistently
- Defined and published technology and space design standards
- Information and metrics about space available in real time

Processes

- Effective and efficient space requirements gathering, and feedback processes
- Effective and efficient support and maintenance processes
- Effective space governance process

Benefits

During the analysis of the projects benefits, Strategy Working group listed over 70 benefits which the LTSS is going to deliver to students, academic, professional services and wider community. Those benefits have been categorised to 8 categories listed in the table below. Detailed description of benefits can be follows description of the projects scoped to deliver LTSS and documented through the rest of the implementation plan.

PROCESS		DATA		USER SATISFACTION			
Reduced effort or improved speed of working	Better internal communication	Ability to make data driven decisions	Better information management and reporting	Better reputation and market image	Improved end user satisfaction_ Information	Improved end user satisfaction_ Quality	Improved end user satisfaction_ Time
A1.1	A2.1	A1.2	E1.1	A2.2	A2.2	A1.1	E4.1
A2.3	I1.1	A2.1	E3.1		A2.3	A1.2	I2.2
A3.2	I2.1	C1.1	I1.1		A3.1	A1.3	
E3.1	I3.1	E2.1	I5.2		E3.1	A3.1	
E4.1	P1.1	E3.2	I5.3		I3.1	C1.2	
I1.1	P2.1	E4.1			I4.2	E2.1	
I2.2		I2.1			I5.2	E4.1	
I3.3		I5.1			I6.1	I1.2	
P1.3		I5.4			P2.3	I2.2	
P2.1		I5.5				I3.1	

		P1.1				I3.2	
		P1.2				I4.1	
		P2.1				I4.2	
		P2.2				I4.3	
						I5.1	
						P1.2	

Learning and Teaching Spaces Strategy 2030

Recommended Projects

Definitions

This document refers to Goals, Strategic Objectives and Actions for Learning and Teaching Spaces Strategy 2020 – 2030. Numbering convention has been explained below:

FOCUS AREAS	GOALS	STRATEGIC OBJECTIVES	ACTIONS
	Strategic goals in the focus area	Strategic objectives in the focus area	Actions in the focus area
PEDAGOGY	GP	E.g.: P1	E.g.: P1.1
INFRASTRUCTURE	GI	E.g.: I1	E.g.: I1.2

ACCESSIBILITY	GA	E.g.: A3	E.g.: A3.1
ENGAGEMENT	GE	E.g.: E2	E.g.: E2.2
COMMUNITY	GC	E.g.: C1	E.g.: C1.1

PEDAGOGY

GOALS	
GP1	Spaces should align with learning and teaching needs, this requires constant and iterative engagement with all those who use, develop and maintain our estate
GP2	We need to think beyond existing metrics of success based on capacity and usage towards a more holistic range of measures of outcomes and satisfaction
GP3	We should all share responsibility for maximising use of estate to develop innovative learning and teaching practices and to ensure evidence is brought to the fore

STRATEGIC OBJECTIVE	
P1	Work with Schools/Colleges to understand how innovative teaching methods currently inspire space design and pursue the categorisation of teaching delivery styles

ACTIONS	
P1.1	<p>To liaise with influencers group and gather information on:</p> <ul style="list-style-type: none"> • How they document their teaching needs and pedagogical challenges? • Who is undertaking research on innovative methods of teaching? • How are the requirements documented? • Who is making decisions that space should meet certain requirements? • How are the ideas for improvements implemented? • How do we gather the evidence what worked well? • What are the measures to confirm the success or failure? • What is the process of using this knowledge to build new space or upgrade the existing space <p>Influencers:</p>

	<ul style="list-style-type: none"> ● Curriculum Review ● Student Community ● Academic Community ● Institute of Academic Development ● Professional Services ● Senate committees
--	---

P1.2	<p>To define what innovative teaching methods are currently considered or implemented across the University:</p> <ul style="list-style-type: none"> ● Investigate what is being delivered under ongoing projects: KB Nucleus; EFI (which will promote new hybrid teaching spaces that allow sessions to be conducted both online and in person); Flipped teaching in Schools ● Review the recently published Near Teaching Future report for emerging strategy and related 'Utopia' project ● Review completed PTAS (Principal's Teaching Awards Scheme) project list for learning spaces/communities and curriculum development ● Consultation with Edinburgh Learning Design roadmap (ELDeR) project ● Explore options for deeper linkage with: Quality Assurance, Institute of Academic Development (IAD), course/programme surveys ● Investigate opportunities for experiential learning through outside spaces and living lab
P1.3	Investigate options (via Programme and Course Information Management) for the development of a categorisation of teaching delivery styles, captured at source that can then be matched against a standard space definition for each category.

Ref No	Benefits Category	Benefit Description	When?	Certainty?
P1.1	Ability to make data driven decisions	Better understanding of the various Schools' teaching styles and where these facilities are required geographically	Immediately	Medium
	Ability to make data driven decisions	The ability to gather evidence to review success and failure across different type of space: i.e. which aspects of spaces improve learning outcomes	In longer term	Medium

	Better internal communication	Closer cooperation and engagement with influencer groups will lead to more collaborative approach to space design	In longer term	Medium
P1.2	Improved end user satisfaction_Quality	Through the definition of currently used innovative teaching methods, we will be able to understand how space and technology is influencing and enhancing pedagogical design	Immediately	Medium
	Ability to make data driven decisions	Ability to more efficiently design fit for purpose spaces through understanding trends	In longer term	Medium
P1.3	Reduced effort or improved speed of working	Improved detail through course validation process will enable improved delivery of fit for purpose space allocation	In longer term	Medium

STRATEGIC OBJECTIVE	
P2	<p>Provide a link between space design and teaching practice through closed engagement/alignment with:</p> <ul style="list-style-type: none"> • Institute of Academic Development (IAD) • Edinburgh Future Institute (EFI), Bayes Institute • PTAS projects (Principal's Teaching Awards Scheme) • Curriculum Review/Service Excellence PCIM project • Senate Committees • Board of Studies Network • Academic Services • Social Responsibility and Sustainability
ACTIONS	

P2.1	To formalise the link between various initiatives across University focusing on improving teaching experience through the use of modern, digitalised teaching techniques. To appoint a person accountable for maintaining the link between space design and teaching practice
P2.2	To formalise mechanisms for gathering information on success of innovative methods of teaching and factors that contribute to this success
P2.3	To review and further improve communication channels for sharing across the University community about what types of space are the most innovative and enable modern methods of teaching

Ref No	Benefits Category	Benefit Description	When?	Certainty?
P2.1	Ability to make data driven decisions	Will allow for more informative decision-making based on the direct feedback from committees	In longer term	Medium
	Reduced effort or improved speed of working	Improved overview of teaching requirements across Colleges	In longer term	Medium
	Better internal communication	potholder responsible for managing communication and engagement between Colleges and Professional Services responsible for estate provision	In longer term	Medium
P2.2	Ability to make data driven decisions	Ability to gather data and measure how well University space meet teaching and learning needs. Gathered data can inform space design priorities and processes, among others	In longer term	Medium
	Ability to make data driven decisions	Will help to ensure that decision-makers have solid evidence to support their investment decisions	In longer term	Medium
	Ability to make data driven decisions	ability to gather the baseline data will allow for the measurement of investment success	In longer term	Medium

P2.3	Improved end user satisfaction_ Information	Improved communication channels will provide University community will more detail on teaching space types appropriate to their teaching requirements	In longer term	Medium
------	--	---	----------------	--------

INFRASTRUCTURE

STRATEGIC GOALS	
GI1	We should develop common standards across spaces and ensure support is available at point of need
GI2	Spaces should be well cared for to ensure comfort and support interaction
GI3	Spaces need to be adaptable to changing requirements of learning and teaching at point of use and in strategic developments

STRATEGIC OBJECTIVE	
I1	Analyse the current ownerships structure and processes in order to propose recommendations for the reduction of silos and provide clarity to the University's space governance process

ACTIONS		DELIVERY	PROJECT SIZE
I1.1	<p>Visualise the current segmentation of the University spaces' governance process:</p> <ul style="list-style-type: none"> To list decisions required with regard to the University spaces annually/monthly/weekly etc To capture the level of engagement with learning & teaching spaces by Schools, Colleges, Services and define the roles and responsibilities in spaces' governance To understand the impact of other strategies and programmes on decision making process, especially: The University's Learning & Teaching strategy; the evolving Student Experience Action Plan; the Service Excellence Programme To document current decision-making processes 	Year 1-2	Large
I1.2	<p>Define how funding is currently received (programmes/planning rounds) and spent by Departments. Define inefficiencies in the current process:</p> <ul style="list-style-type: none"> Review Teaching Accommodation Programme's processes and identify areas for improvement Analyse the impact of the Service Excellence Core Systems project Analyse the impact of the Capital Plan Review Study Space provision 	Year 2-3	Medium

	Make recommendations for Coordinated Annual Programme for improvements and maintenance of centrally managed learning and teaching estate		
--	--	--	--

Ref No	Benefits Category	Benefit Description	When?	Certainty?
I1.1	Better internal communication	Facilitate decision-making through clear governance and issue escalation process for space categories	Immediately	Medium
	Better information management and reporting	Clear, cross-institutional strategic alignment leading to better information management	In longer term	High
	Reduced effort or improved speed of working	Improved efficiency through cross-departmental integrated process flows	In longer term	High
	Reduced effort or improved speed of working	Reduced cost of maintaining the estate through increased efficiencies	In longer term	Medium
I1.2	Improved end user satisfaction_ Quality	Improved customer satisfaction through ability to maintain consistent space standard by better year-on-year spending across the teaching estate	In longer term	High
	Improved end user satisfaction_ Quality	More efficient and targeted investment in space categories	In longer term	High
	Improved end user satisfaction_ Quality	Maintain quality of space by improved ongoing maintenance	In longer term	High

I2	Create a consolidated and coordinated support service for all bookable space
-----------	---

ACTIONS

I.2.1	<p>Conduct gap analysis and draft a business case recommending solutions for restructuring and improving the bookable room support services.</p> <p>Work has been started in this area under “Bookable Space Review” project (TSOG001). Project objectives have been defined as:</p> <ul style="list-style-type: none"> • Understand current process of support and document “as is” processes required to deliver each service: <ul style="list-style-type: none"> - How different services are notified about issues with bookable space? - How do users of bookable space know who could help them? - Who do they report the problems to? - Do they expect a prompt response? - How quickly are the problems resolved? - Can all the issues be resolved? - Are users notified when the issue is resolved? - Investigate how other universities have been improving their support services • Define users’ journey: from searching for room information; through booking process; getting to the room; learning and teaching in the room; and understand users’ expectations at every stage of their journey. In particular, analyse staff and students’ feedback gathered to date and engage them in the investigation to identify the best possible solution (user experience (UX) analysis)
I2.2	To implement single point of contact solution based on the outcome of the analysis of the “Bookable Space Review” project (TSOG001)

Ref No	Benefits Category	Benefit Description	When?	Certainty?
I2.1	Ability to make data driven decisions	Formal process for consistent and regular engagement with users leading to better data gathering and analysis	In longer term	High

	Better internal communication	Formal process for consistent and regular engagement with users leading to creation of shared responsibility for space	In longer term	Medium
I2.2	Reduced effort or improved speed of working	Decrease in support calls generated for Estate, LST, TTU	In longer term	High
	Improved end user satisfaction_Quality	Customer facing support team will be available 24h a day	In longer term	Medium
	Improved end user satisfaction_Time	Users will be able to monitor support call progress via a single channel	In longer term	High
	Improved end user satisfaction_Quality	Trained support team to manage and triage support calls quickly and efficiently will give sense of expert and responsive support	In longer term	High

STRATEGIC OBJECTIVE

I3	Establish standards and implement processes for the daily preventative maintenance of furniture, writing surfaces and digital technology
-----------	---

ACTIONS

13.1	<p>Conduct gap analysis and draft a business case recommending solutions for restructuring and improving the bookable room support services. Work has been started in this area under “Bookable Space Review” project (TSOG001). Project objectives have been defined as:</p> <ul style="list-style-type: none"> • Create exhaustive list of services that University offers to the users of bookable space and define services which are missing that could improve students and staff experience. Investigate how cleaning, servitors, AV/IT equipment provision / maintenance and timetabling services could be streamlined to reduce the amount of support calls generated • Define Service Catalogue: <ul style="list-style-type: none"> ○ Clarify roles and responsibilities between services ○ Agree and document ownership of all services
13.2	Set service standards and develop SLAs (Service Level Agreements) with Schools and Students
13.3	To implement improvements to professional services processes, which will particularly lead to better quality services and a reduction in the amount of support calls

Ref No	Benefits Category	Benefit Description	When?	Certainty?
13.1	Improved end user satisfaction_Information	Create comprehensive list of services that University offers to the users of bookable space and identify services which are missing as part of improving students and staff experience.	Immediately	Medium
	Better internal communication	Clear classification of centrally managed space will lead to better communication and data management across professional services, especially: TTU, LST and Estate	Immediately	High
	Improved end user satisfaction_Quality	Streamlined process for space support (cleaning, servitors, AV/IT equipment provision/maintenance ;room booking) will reduce the amount of support calls generated	Immediately	High
	Better internal communication	Process review and integrated support between Estate, LST and TTU will lead to more effective support model, making spaces fit for purpose prior to every class, meeting or event, which will help better meet users requirements and increase their satisfaction	Immediately	High

	Improved end user satisfaction_Information	Service Catalogue: which is defined through the project will clarify roles and responsibilities and ownership of services which benefit Schools and Professional Services	Immediately	High
13.2	Improved end user satisfaction_Quality	Establishing of service standards via SLA will improve user awareness of service and provide metrics to measure service improvement	Immediately	High
13.3	Reduced effort or improved speed of working	Improvements to professional services processes, which will particularly lead to better quality services and a reduction in the amount of support calls	Immediately	High

STRATEGIC OBJECTIVE

14	Define and publish technology and space design standards for all types of learning and teaching spaces
-----------	---

ACTIONS

14.1	Perform usability testing to define how rooms are used considering Courses types/Teaching styles needs: equipment light, layout, additional furniture etc.
14.2	Define minimum standards for space design, furniture and technology, that includes sustainability strategies, and make users aware of these standards.
14.3	Define how we can easily transform spaces for other uses

Ref No	Benefits Category	Benefit Description	When?	Certainty?
--------	-------------------	---------------------	-------	------------

14.1	Improved end user satisfaction_Quality	Usability testing which will define how rooms are used (taking into account Courses types/Teaching styles needs: equipment light, layout, additional furniture) will provide significant information on user behaviour and will allow for more accurate definition of technology and space standards	In longer term	High
14.2	Improved end user satisfaction_Quality	Minimum standards for space design, furniture and technology will help to set users expectations and should reduce level of support calls and complaints	In longer term	High
	Improved end user satisfaction_Information	Users will have easy access to information and visuals of space which will improve and simplify the booking process	In longer term	High
	Improved end user satisfaction_Quality	Having minimum standard of every room defined will simplify the investment decision-making process and can help to ensure that all rooms across the University are equally inclusive and welcoming	In longer term	High
14.3	Improved end user satisfaction_Quality	Definition of how we can easily transform spaces for other uses will create greater flexibility for business and users and will improve estate usage efficiency	In longer term	Low

STRATEGIC OBJECTIVE	
----------------------------	--

15	Implement tools and establish processes focused on creating a wider range of metrics
-----------	---

ACTIONS	
----------------	--

15.1	Analyse what can currently be measured in terms of: space usage; retention; type of use; satisfaction; and gather information on what should be measured to effectively support strategic prioritisation of refurbishment investment
------	--

15.2	To create a definitive list of terminology used to describe room attributes and ensure there is a shared understanding of these between Service Owners and Space Users. Work has been started in this area under “Bookable Space Review” project (TSOG001)
15.3	Define reporting requirements through identifying data, data owners and system requirements. Work has been started in this area under “Bookable Space Review” project (TSOG001)
15.4	Recognise staff and students’ information needs and analyse how we can benefit them in their personal planning by sharing the information more effectively
15.5	Recognise how operational data can be better used to achieve improved service outcomes and analyse what data should be made available real-time to enable improved efficiency and cost effectiveness

Ref No	Benefits Category	Benefit Description	When?	Certainty?
15.1	Ability to make data driven decisions	Definition of measurement categories to effectively support strategic prioritisation of refurbishment investment will enable better decision-making in the provision of space	In longer term	High
	Improved end user satisfaction_ Quality	Student and staff will benefit from better designed space which more closely meets their needs	In longer term	Medium
15.2	Better information management and reporting	A unified data set from across Estate, LST and TTU will lead to smoother information exchange and will help avoid cost of ineffective data management	Immediately	High
	Improved end user satisfaction_ Information	Student and staff are going to benefit from more consistent and standardised room information	Immediately	High

15.3	Better information management and reporting	Coordinated attribute dataset will deliver the clarity and transparency of room condition	Immediately	High
	Better information management and reporting	Better reporting and data visualisation platforms will enable data driven decisions making	Immediately	High
15.4	Ability to make data driven decisions	The provision of a wider range of metrics will benefit users in their personal planning	In longer term	Medium
15.5	Ability to make data driven decisions	The provision of high-detailed information will aid end user decision making	In longer term	Medium
	Ability to make data driven decisions	Provision of high-detailed BI/MI will improve strategic decision making	In longer term	Medium

STRATEGIC OBJECTIVE

16	Establish mechanisms ensuring users can provide feedback about University spaces
-----------	---

ACTIONS

The analysis and the implementation will require:

- Review how feedback about University spaces have been gathered and recorded to date. Access what mechanisms have been working best for student and staff. Investigate opportunities to establish additional communication channels, e.g. a space communication website / network to encourage staff / student feedback. “How can we improve...”
- Design and implement the process aiming to inform a user about the issue resolutions
- Carrying out annual space surveys

Ref No	Benefits Category	Benefit Description	When?	Certainty?
16.1	Improved end user satisfaction_ Information	end user feedback enables provision of improved support service and improved overall space provision	In longer term	Medium

ACCESSIBILITY

GOALS	
GA1	There should be equality of experience across all students, staff, Schools and programmes
GA2	Spaces should be inclusive and welcoming to all
GA3	Spaces should be intuitive to use for everyone, whichever space they are in

STRATEGIC OBJECTIVE	
A1	Ensure the look and feel of learning and teaching spaces reflect the diversity of the University community

ACTIONS	
A1.1	Identify Student Experience Plan projects and other accessibility and diversity-related strategies to identify accessibility improvements
A1.2	<p>This project will:</p> <ul style="list-style-type: none"> • Work towards providing a fully inclusive learning and teaching estate by defining what makes a space accessible; Analyse users experience at various stages of the journey and define the minimal standards of accessibility of space for: <ul style="list-style-type: none"> ○ Students and Staff with physical impairments ○ Students and Staff with learning difficulties • Contribute to re-write of the Accessibility Policy and review Inclusive Design guidelines (due for review 19/20) • Understand how the cultural diversity of students and staff can be better recognised, and how this can inform space design / upgrade processes. Recognise how space can support positive health and wellbeing of both students and staff
A1.3	Work with University Collections to identify options and methods for presenting space

Ref No	Benefits Category	Benefit Description	When?	Certainty?
--------	-------------------	---------------------	-------	------------

A1.1	Reduced effort or improved speed of working	Improved co-ordination with other accessibility-related strategies will deliver improved accessibility across the estate	Immediately	High
	Improved end user satisfaction_ Quality	Improved accessibility through a broader definition will improve users' experience	In longer term	High
A1.2	Improved end user satisfaction_ Quality	Analysis of users experience, at various stages of their journey, will help to define accessibility standards	In longer term	High
	Ability to make data driven decisions	user workshops will help to gather evidence of how to better reflect the University's diversity through space improvements	In longer term	Low
	Improved end user satisfaction_ Quality	Improved reputation through clear physical and learning accessibility space standards	In longer term	Medium
	Improved end user satisfaction_ Quality	Improved aesthetics of the space	In longer term	Medium
A1.3	Improved end user satisfaction_ Quality	Space that reflects the diversity of the University community	In longer term	Medium

STRATEGIC OBJECTIVE	
A2	To ensure information about the University's estate is easy to find and space related data is openly shared with staff and students

ACTIONS

A2.1	<p>Establish a communication plan for learning and teaching space services:</p> <ul style="list-style-type: none"> • To raise awareness around issues of space and learning and teaching • To open up communication across and between different staff and student communities • Provide easier avenues for engagement and support, such as through social media
A2.2	Participate in development of a guidance for student and staff induction programme: “What do you need to know about University spaces”
A2.3	<p>Create a website that provides convenient and accurate information on all aspects of the learning and teaching estate. Especially:</p> <ul style="list-style-type: none"> • Analyse University webpages and document how fragmented the information currently is. Analyse how the content can be migrated into a single site • Create a prototype of the one stop shop website which can contain panes with information on <ul style="list-style-type: none"> – Room information – attributes of all bookable space and potentially also informal spaces – e.g. library student spaces, open access study space etc – Room booking methods and link to those booking channels – Central system, office365, EUSA, other local systems – How to report a problem and access support – FAQs – Quick links to relevant info e.g. Web Room Bookings (WRB); Bus Timetable Campus maps – Recent improvements – “You said, we did” / spaces under development – Publish information on unused and available space – About the services: quick links to Timetabling, LST, Estate • Perform usability testing to: <ul style="list-style-type: none"> – Define a list of room related data objects with values for users of bookable space – make sure the new interface is fit for purpose and suited to needs of students and staff • Make a recommendation on a website’s design <p>Work has been started in this area under “Bookable Space Review” project (TSOG001)</p>

Ref No	Benefits Category	Benefit Description	When?	Certainty?
A2.1	Better internal communication	Increased awareness of issues relating to space	In longer term	Medium
A2.1	Ability to make data driven decisions	Regular engagement with users will lead to better data gathering and analysis	In longer term	Medium

A2.2	Better reputation and market image	Improved experience for applicants who can make more informative decisions when choosing the University	In longer term	Medium
	Improved end user satisfaction_ Information	Improved user awareness of how to get best out of university spaces	Immediately	High
A2.3	Improved end user satisfaction_ Information	Improved user experience through a single point of access to information about University spaces', availability and booking channels	In longer term	High
	Reduced effort or improved speed of working	Reduced effort in maintenance of web pages focusing on space content	In longer term	High

STRATEGIC OBJECTIVE

A3	To ensure users have a single point of access for booking space and seeing its availability
-----------	--

ACTIONS

A3.1	To review current processes for booking space and viewing its availability; To understand what are users expectations with regard to single point of access for booking space
------	---

A3.2	To implement the single point of access for booking space and seeing its availability
------	---

Ref No	Benefits Category	Benefit Description	When?	Certainty?
A3.1	Improved end user satisfaction_ Information	Simplification and standardisation of booking process for space across the University	In longer term	High

	Improved end user satisfaction_ Quality	Improved user satisfaction through single point of support contact	In longer term	High
A3.2	Reduced effort or improved speed of working	Improved support process efficiency	In longer term	High

ENGAGEMENT

GOALS	
GE1	Our thinking should hold the 'student at the centre' to understand how they currently engage and would want to engage with our formal and informal learning and teaching spaces
GE2	We need to connect our requirements to available spaces, now and for the future, to enable the prioritising of learning and teaching requirements through better communication of what different spaces can support

STRATEGIC OBJECTIVE	
E1	To make sure Learning and Teaching Spaces Strategy is in dialogue with the University's Learning and Teaching Strategy and other strategies and programmes of work

ACTIONS	
E1.1	To ensure oversight of key University strategies and programmes of work to ensure appropriate guidance, influence and synergy with the Learning and Teaching Spaces strategy

Ref No	Benefits Category	Benefit Description	When?	Certainty?
E1.1	Better information management and reporting	Clear, cross-institutional strategic alignment leading to better information management	Immediately	High

STRATEGIC OBJECTIVE	
E2	Conduct a UX (User Experience) design exercise around the physical and virtual characteristics of learning and teaching space to inform how students want to be taught and what makes for a more effective teaching experience for academics

ACTIONS	
E2.1	<p>Build a human centred service design strategy with the University User Experience (UX) experts to create better services for students and staff:</p> <ul style="list-style-type: none"> • Build a map of customers' experiences and establish user types through personas to achieve a common view of who we are serving and why • Gather users insight using: <ul style="list-style-type: none"> ○ Helpdesk support call analysis ○ 'Secret shopper' studies ○ Usability testing, potentially using point of view recordings ○ Collaborative design activities ○ Diary studies ○ Top task analysis ○ Observing use of space • analysis to: <ul style="list-style-type: none"> • understand the context of use of the equipment and furniture in the teaching space • analyse how to improve users experience when accessing campuses, buildings, individual rooms or other space and make recommendations for improvement • define what creates a sense of community through space and how we can create shared responsibility for space • make a plan how needs and expectations of students and staff who represent other cultures can be better recognised and how they can inform space design/upgrade processes • understand what users' expectations with regard to single point of access for booking space are • Analyse users experience at various stages of the journey and define the minimal standards of accessibility of space for: <ul style="list-style-type: none"> ○ Students and Staff with physical impairments ○ Students and Staff with learning difficulties • Recognise staff and students' information needs and analyse how we can benefit them in their personal planning by sharing the information more effectively • Perform usability testing to define how rooms are used taking into account courses types / teaching styles needs: equipment, light, layout, additional furniture etc

--	--

Ref No	Benefits Category	Benefit Description	When?	Certainty?
E2.1	Ability to make data driven decisions	Clearer understanding of what kind of space students, staff and applicants need will fill the information gap on how the University spaces can better serve their needs, which will help to create a sense of community and shared responsibility	In longer term	High
	Improved end user satisfaction_Quality	Space design will be responsive to changing needs of users	In longer term	High

STRATEGIC OBJECTIVE	
E3	To use data to help drive innovation, understand emerging behaviours and drive new thinking

ACTIONS	
E3.1	<p>Create a master set of terminologies and attributes for rooms, to achieve consistent categorisation and a common understanding from design stage to usage.</p> <p>Create and formalise definitions of space, e.g:</p> <ul style="list-style-type: none"> – Formal learning and teaching

	<ul style="list-style-type: none"> - Formal study space - Informal learning and teaching - Informal study space - Virtual - Digital - Physical - Outdoor - Bookable space
E3.2	Horizon scanning to identify emerging trends across the sector

Ref No	Benefits Category	Benefit Description	When?	Certainty?
E3.1	Better information management and reporting	Will enable consistent reporting	Immediately	High
	Improved end user satisfaction_Information	Clear understanding of space categorisation will improve users satisfaction	Immediately	High
E3.2	Ability to make data driven decisions	Horizon scanning will provide evidence of current trends and future opportunities	In longer term	Medium

STRATEGIC OBJECTIVE

E4	Review design processes and make sure learning and teaching spaces strategy key principles are built into this process
-----------	---

ACTIONS	
E4.1	To review current design processes and analyse how feedback from users, post implementation review action points and lessons learned are taken into account to improve the outcome of the future projects; Make recommendation on how to establish a culture of continuous discovery, so the designers build user insight into their role and evidence their designs as they go

Ref No	Benefits Category	Benefit Description	When?	Certainty?
E4.1	Ability to make data driven decisions	Review of design process will create a flow which can ensure post implementation review action points and lessons learned are taken into account when delivering future projects	In longer term	Medium
	Improved end user satisfaction_Quality	Space design will be responsive to changing needs of users which will increase users satisfaction	In longer term	Medium
	Improved end user satisfaction_Quality	Reduction in reported cases of room inaccessibility	In longer term	Medium
	Improved end user satisfaction_Time	Reduction in time/effort spent in resolving issues	In longer term	Medium
	Reduced effort or improved speed of working	Avoided cost when room is designed right first time and re-investment is small	In longer term	Medium

COMMUNITIES

GOALS	
GC1	We need to support multiple communities, within and across Schools, programmes and campuses, creating spaces held in common as well as specialised spaces
GC2	Students and staff should feel welcome in our learning and teaching spaces, formal and informal, and be able to access different spaces with ease
GC3	We need to balance issues of adjacency, including with informal study spaces, the need for specialist spaces, with creative use of all spaces for learning and teaching
GC4	We should work with Schools to build a sense of belonging within and beyond School locations
GC5	We need to promote a shared approach to caring for and about our learning and teaching spaces and their role in building a sense of belonging and multiple communities and connections

STRATEGIC OBJECTIVE	
C1	Promote equality of student experience by increasing access to the learning and teaching estate

ACTIONS	
C1.1	<p>This project will:</p> <ul style="list-style-type: none"> analyse the current level of restricted access to the University's learning & teaching estate, the reasons for access restrictions and their impact analyse how to improve users experience when accessing campuses, buildings, individual rooms or other space and make recommendation for improvement

	<ul style="list-style-type: none"> how services aiming to ease access to University estate are performing and how their processes can be streamlined (CAM, Accommodation, Library services, Estate Signage, Reception, Servitors, Security, Transport, Timetabling) and make recommendations for improvement
C1.2	Implement improvements designed to ensure wider accessibility of learning & teaching estate

Ref No	Benefits Category	Benefit Description	When?	Certainty?
C1.1	Ability to make data driven decisions	Demonstrate how restricted access impacts end users	In longer term	Medium
C1.2	Improved end user satisfaction_Quality	Increased access to the University estate leading to increased user satisfaction	In longer term	Low

Version control

Version	Last updated	Last updated by:	Changes:
V1.0	15.08.2019	Scott Rosie, Euan Murray, Gill Nicoll, Angela Lewthwaite, Hannah King, Sabrina Fijalkowski	
V1.1	17.09.2019	Scott Rosie	Sustainability related changes

V2.0	22.10.2019	Scott Rosie, Sabrina Fijalkowski	Updated Benefits' list Impact column removed (Impact will be covered in Benefits and Investment spreadsheet) Updated Project size following up Benefits and Investment analysis
V2.1	12.11.19	Scott Rosie	Addition of Curriculum Review Highlight of Sustainability updates



THE UNIVERSITY *of* EDINBURGH



Learning and
Teaching Spaces
Strategy
2020-2030

VISION

We aim to be responsive and sector-leading in the creative use of our spaces to inspire and deliver an outstanding learning and teaching experience.



Values

Our strategy is unpinned by core values:

- **Collaboration**
- **Creativity**
- **Flexibility**
- **Responsiveness**
- **Accessibility**
- **Shared responsibility**

Mission

- We ensure our Learning and Teaching Spaces Strategy is in dialogue with the University's Learning and Teaching Strategy and the Estates' vision to enable the smooth transformation required by our overall vision
- We raise awareness around issues of space and learning and teaching to open up communication across and between different staff and student communities
- We gather information about new technologies, diverse methods of teaching and learning, and contemporary educational approaches in higher education to make recommendations for improvements to the University's estate
- We make sure staff and students have a chance to express their expectations or share their concerns to inform directly the programmes of work in Estates, Timetabling and Information Services Group
- We make sure students and staff have the best possible information on available physical and digital estate and are aware how they can use it for formal/informal learning and teaching
- We provide spaces, and information about them, that inspire staff and students to try different approaches to learning and teaching
- We continuously review our services to ensure all processes involved, from timetabling to new builds, reflect current and future needs.

Focus Areas and Strategic Goals

Pedagogy



Engagement



Accessibility



Infrastructure



Communities



PEDAGOGY



- Learning and teaching should drive the development and use of space
- Spaces should support the overall staff and student learning and teaching experience and the achievement of learning outcomes
- Spaces should align with learning and teaching needs; this requires constant and iterative engagement with all those who use, develop and maintain our estate
- Spaces should support flexible access to learning materials
- We should all share responsibility for maximising use of estate to develop innovative learning and teaching practices and to ensure evidence is brought to the fore
- We need to think beyond existing metrics of success based on capacity and usage towards a more holistic range of measures of outcomes and satisfaction.



ENGAGEMENT

Induction motors are used in a wide range of applications

- Industrial
- Transportation
- Integrated applications
- Communications
- Household applications



- There should be closer engagement with staff and students regarding learning and teaching spaces and their use
- We need to connect our requirements to available spaces, now and for the future, to enable the prioritising of learning and teaching requirements through better communication of what different spaces can support
- Our thinking should hold the 'student at the centre' to understand how they currently engage and would want to engage with our formal and informal learning and teaching spaces.



ACCESSIBILITY



- Spaces should promote equality and diversity
- Spaces should be easy to find, use and navigate
- Spaces should be inclusive of different learning and teaching styles and needs
- There should be equality of experience across staff, students, Schools and programmes
- Spaces should support the learning and teaching experience of both online and on-campus participants
- Spaces should be inclusive and welcoming to all
- Spaces should be intuitive to use for everyone whichever space they are in.



INFRASTRUCTURE



- Spaces should be adaptable and used with agility
- Spaces should provide and support a range of digital and physical technologies to enable learning and teaching activity
- We should develop common standards across spaces and ensure support is available at point of need
- Spaces should be well cared for to ensure comfort and support interaction
- Spaces need to be adaptable to changing requirements of learning and teaching at point of use and in strategic developments
- Spaces should promote staff student interaction beyond formal teaching
- We need to use spaces creatively, including unused spaces, outdoor spaces, impromptu use of space, to support flexibility required to meet changing need.



COMMUNITIES



- Spaces should create a sense of belonging
- We need to support multiple communities, within and across Schools, programmes and campuses, creating spaces held in common as well as specialised spaces
- Students and staff should feel welcome in our learning and teaching spaces, formal and informal, and be able to access different spaces with ease
- We need to balance issues of adjacency, including with informal study spaces, the need for specialist spaces, with creative use of all spaces for learning and teaching
- We should work with Schools to build a sense of belonging within and beyond School locations
- We need to promote a shared approach to caring for and about our learning and teaching spaces and their role in building a sense of belonging and multiple communities and connections



Estates Committee approved 20 March 2019
University Executive approved 19 March 2019



Design: Graphic Design Service, LTW, ISG, The University of Edinburgh,
www.ed.ac.uk/is/graphic-design

This publication is available in alternative formats on request. Please contact XXXXXXXXXXXX

The University of Edinburgh is a charitable body, registered in Scotland, with registration number SC005336.

Senate Education Committee

11 March 2020

Enhancement-led Institutional Review (ELIR) 2020 – Update

Description of paper

1. An update on preparations, next steps and information on visits for ELIR 2020.

Action requested / recommendation

2. For information.

Background and context

3. ELIR is the method by which the Quality Assurance Agency (Scotland) (QAAS) reviews universities and other higher education institutions in Scotland. The University's next ELIR takes place in semester 1 2020/21.

Discussion

Preparation of the Reflective Analysis

4. Drafts of chapters 2, 3, 4 and 5, developed using information gathered from colleagues across the University and the Students' Association, were made available to all staff and students in November and December 2019 with accompanying Teaching Matters blog posts. Comments received on the draft chapters were used to develop a first draft of the reflective analysis.
5. The first draft was reviewed by key internal and external stakeholders in the last week of January and the first week of February. Comments received on the first draft are being used to develop a second draft which will be made available to all students and staff to comment on in March 2020¹. A final version of the reflective analysis will then pass through University committees for approval in June 2020.
6. Briefing sessions are being held in early March for staff in roles who may be asked to meet the review team at visits. These briefing sessions will, as well as covering the background to ELIR and our preparations, encourage staff to comment on the second draft. Briefing sessions will be held with students chosen to meet the review team at the planning visit following the appointment of a PhD Intern who will support student engagement with the ELIR.
7. The development of the reflective analysis is being supported by a coordinated communications and engagement plan developed in consultation with Communications and Marketing and the Students' Association. The key elements of this plan are:

¹ <https://www.ed.ac.uk/academic-services/quality/elir/elir-2020>

- A Spotlight On ELIR series on Teaching Matters publicised to staff and students via email, social media channels and the quality website²
- Group meetings with students
- Engagement with College committees
- Regular update papers to Senate committees
- Senate committee newsletter entries

Visits

8. A review team, comprising three academic reviewers, two student reviewers and one co-ordinating reviewer has been appointed by QAAS to conduct the ELIR and will visit the University twice, meeting with staff and students.

6 August 2020	Deadline for submitting the Reflective Analysis and supporting Advanced Information Set to QAAS
17 September 2020	Early feedback provided to the University by QAAS: <ul style="list-style-type: none"> • Questions and/or themes for exploration in the planning visit • Any areas where the team think they need additional documentation
1 October 2020	PLANNING VISIT Meeting 1: Senior staff leading preparations Meeting 2: Group of student representatives and students with experience of internal review Meeting 3: Group of staff involved in quality processes
8 October 2020	Deadline by which we will receive (as an outcome of the planning visit): <ul style="list-style-type: none"> • An agreed set of themes to be explored during the review visit • A draft programme for the main visit • A note of additional information requested by the team <p>We will have at most 6 weeks to organise and brief the staff and students who will be meeting the review team. In preparation, during semester 2 2019/20 we will identify staff and students in roles who may be asked to meet the review team at visits.</p>
26 October – 2 November 2020	Earliest and latest deadlines for providing additional information requested by the team (2-3 weeks to gather the information).
Week beginning 16 November 2020	Review visit Meetings with groups of staff and students likely to be held Monday to Thursday (inclusive).

² <https://www.teaching-matters-blog.ed.ac.uk/tag/spotlight-on-elir/>

Resource implications

9. Students and staff are asked to contribute to the development of the reflective analysis and some students and staff will be asked to meet the team during the planning and review visits.

Risk management

10. A successful ELIR is of vital importance to the University.

Equality & diversity

11. No issues are associated with this paper.

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

12. As outlined above.

Author

Nichola Kett, Academic Services
2 March 2020

Freedom of Information

Open

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

11 October 2019

1 City Deal – World Class Data Infrastructure

Mark Parsons, Professor of High Performance Computing, presented on the World Class Data Infrastructure (WCDI) element of the City Deal's Data-Driven Innovation programme. WCDI will underpin the Data Driven Innovation programme and build on existing investment in the University's Advanced Computing Facility with a new high resiliency data centre room to support work with complex, high volume, real-time datasets from across the City Region and beyond. Points raised in discussion included:

- Expanding academic engagement with WCDI and City Deal hubs – a relatively small number of projects are under development in the first instance, with the intention to expand more widely in future. An academic engagement plan has been developed for the College of Medicine & Veterinary Medicine and will be developed for the other Colleges;
- Possible impacts if the UK leaves the European Union, particularly in a 'no deal' scenario – impacts for WCDI might include data legislation, although it is not currently expected to manage data from EU sources and supply chains for equipment, although supply chains in this area are global, with little sourced from EU member states; and,
- Managing the environmental impact of high performance computing such as the University's use of a green electricity tariff.

2 Purchase of Sir Charles Lyell's scientific notebooks

The Chief Information Officer reported on the University's success in raising £966,000 to purchase pioneering Scottish geologist Sir Charles Lyell's (1797-1875) 294 scientific notebooks. The notebooks had been listed for sale abroad but a temporary export bar had given the University and over 1,100 supporters the opportunity to raise funds for their purchase. £200,000 of the purchase price will be met from the University's own Heritage Collection fund, with the public appeal raising one third of the purchase price and the remaining sum met by external bodies. It was agreed to delegate authority to the Chief Information Officer to sign the agreement with Sotheby's to purchase the notebooks subject to final review by the Convener of Knowledge Strategy Committee of an accompanying paper. The Committee expressed gratitude to all contributors to the fundraising appeal and discussed plans to display some of the notebooks in the Main Library, using the notebooks within teaching and research activities and lessons learned from the success of the public appeal and alumni involvement.

Post-meeting addendum: following review of the paper by the Convener, the delegation of authority was granted and the purchase agreement signed.

3 Sustainable IT: Personal Computing Devices Policy

A draft Sustainable IT: Personal Computing Devices Policy was reviewed prior to submission to the University Executive for approval. The intent of the draft policy is to reduce the carbon and environmental impact of University-purchased personal computing devices and reduce the overall cost to the University of these devices; and the associated software, maintenance and power costs. An earlier draft had been the subject of a University-wide consultation and attracted 160 comments. The comments have fed into the current draft, e.g. recognition that homeworkers may require multiple computing devices.

Points raised in discussion included:

- The estimated 600 different types of computing devices used on campus hampers ethical and clean disposal, is costly and inefficient and increases information security risks;
- Communication of the new policy should also consider raising awareness to both staff and students (working with the Students' Association) of the environmental impacts of personal computing devices, advertising the University's work on ethical supply chains and addressing concerns of centralisation and reduced choice in local areas; and,
- Concerns that some academic staff may purchase their own devices if the choice of University approved devices on offer is restricted and does not allow for what an individual academic believes to be the best device for their own research – undermining efforts to improve information security and improve IT support.

4 Collections Management Policy 2020-2030

A Collections Management Policy 2020-2030 for the University's Collections was reviewed. Noting that the Policy is required for compliance with the Museums Accreditation Scheme (UK) and had been reviewed and supported by the University Collections Advisory Committee, it was agreed to recommend the Policy for approval by Court.

5 HPE Superdome Flex High Performance Computer System Purchase

The purchase of a £600,000 HPE Superdome Flex shared memory system and the delegation of signing authority to the Chief Information Officer was approved. It was noted that the purchase will be fully funded by a capital grant awarded by the Biotechnology and Biological Sciences Research Council with recurrent funding for staff to manage the service provided by Information Services Group.

6 Data-Driven Innovation: Internet of Things Service Data Platform Appliance Purchase

The purchase of an Internet of Things Service Data Platform Appliance at a price not exceeding £330,000 and the delegation of signing authority to the Chief Information Officer was approved. It was noted that the purchase follows the capital spending plan agreed within the City Deal's Data-Driven Innovation programme, with revenue funding for staff in place.

7 Digital Research Services Project Programme 2019/20

The proposed 2019/20 Digital Research Services project programme was reviewed. Noting that the programme supports the most commonly used data services for academic research, with some income from grant recovery where applicable, the proposed budget allocation was endorsed.

8 Learning Analytics: Pilot of OnTask Data-Driven Feedback Tool

A proposed pilot of a data driven feedback tool (OnTask) to be used within two School of Mathematics courses and six School of Business MicroMasters courses was considered. It was noted that the proposal had been reviewed and accepted by the Learning Analytics Review Group convened as per the Learning Analytics Policy and was now submitted for approval by the Committee. The Committee approved the pilots within the School of Mathematics and the School of Business, with an evaluation of the pilots to be submitted to the Committee before extension to other courses or Schools.

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

24 January 2020

1 Information Services Plan

The Chief Information Officer presented the emerging key components for the Information Services Group's (ISG) annual planning round submission. The submission is being developed around the four Strategy 2030 areas: people; research; teaching and learning; and, social and civic responsibility. A key element within the people strand is to expand workplace experiences within ISG for students. 300 students a year are currently benefiting, with the near term intention to grow to 500 students and a long-term aspiration of 1,000 students. Within the teaching and learning strand, the successful 'makerspace' in the Library could be a model for other parts of the University to establish makerspaces, with a paper to be submitted to the Committee on this topic.

The following points were raised in discussion:

- How to adopt the online/distance learning technologies for the hybrid online/in person approach to be pioneered by the Edinburgh Futures Institute – a course in teaching online courses has been developed and a course in teaching hybrid online/in person courses could be developed in partnership with the Edinburgh Futures Institute;
- Managing the tension between maintaining sufficient recurrent funding for core services and funding digital transformation projects – this will be done in close consultation with the Colleges to ensure that the appropriate balance is met;
- The potential for very different makerspaces in engineering or medicine is exciting – student demand for such provision is likely strong but will need to be

considered against other high student demand areas, e.g. refurbishment of audiovisual facilities;

- Avoiding any disconnect between ISG, Colleges and Edinburgh Futures Institute colleagues on Distance Learning at Scale activities – the consolidation of virtual learning environments (see Item 6 below) has helped bring staff across the University together. ISG are working to connect staff specialising in online learning across the University and this will continue.

2 World Class Data Infrastructure IT Equipment Procurement

Following an overview presentation at the previous meeting, the planned procurement of Information Technology equipment for the City Region Deal's World Class Data Infrastructure hub was reviewed. The inclusion of an information security component was welcomed and plans to mitigate software costs by using open source software where possible discussed. Consideration of data ethics was raised, to be overseen on a project by project basis by the City Deal Executive Governance Group and by the AI & Data Ethics Board chaired by Vice-Principal Professor Richard Kenway as appropriate. Provision for long term costs after the end of the 10 year funding period was queried, with the funding provided including a replacement cycle to cover a 15 year period and the intention to move towards self-funding over the period.

Environmental sustainability in relation to high performance computing systems more generally was discussed, noting that the largest system is the ARCHER2 system, which is a UK national resource hosted in Edinburgh and should be considered on a national level. The University uses a green electricity tariff and for the next generation of high performance computing systems is considering novel approaches to cooling and heat reclamation. An initial study is underway and funding to develop this applied for.

The Committee agreed to recommend to Policy & Resources Committee and Court that the University procure the IT equipment using an open procedure through the Official Journal of the European Union. The Committee further agreed to recommend to Court that, following the successful conclusion of the procurement process, contract signature (for an initial period of 5 years) is delegated to the Principal and subsequent to contract signature, authority is delegated to Professor Mark Parsons under the governance of City Deal Executive Governance Group to issue Purchase Orders against the IT Building Block price list.

3 Information Security Update

An update on current and planned work being undertaken to address the ongoing information security threat facing the University was considered. How to effectively publicise the Information Security Guidance for Travel to High Risk Countries was discussed, with the intention for the guidance to be raised automatically when arranging insurance for travel to one of the high risk countries. The Chief Information Security Officer was invited to meet with groups undertaking regular travel to China such as those involved in teaching in collaborative institutes. Information Services Group were encouraged to ensure that a potential unintended consequence of the sustainable IT policy in the form of staff purchases of personal

IT devices was avoided and to ensure that the provision of 'clean' University devices for those travelling to high risk countries is made as simple as possible to encourage take up.

4 Data-Driven Innovation: Regional Internet of Things Sensor Network

Following approval of the first phase data platform appliance at the previous meeting, the purchase of the second phase sensor network as part of the City Region Deal's World Class Data Infrastructure Internet of Things service was considered. Ethical and data security considerations in the establishment of a sensor network were raised, with projects to be reviewed by School-level Ethics Committees and the AI & Data Ethics Board as appropriate and an intention to set an exemplar in data security for the sensor network. The Committee approved the investment and delegated signing authority for the purchase to the Vice-Principal & Chief Information Officer.

5 IT Committee: Revised Terms of Reference

Following review by a working group, revised terms of reference for the IT Committee were submitted for approval. The intention to bolster the IT Committee's ability to govern the acquisition and implementation of IT systems with the aim of avoiding proliferation of systems in different parts of the University was welcomed. Adding pre-approval checks to procurement processes as a further safeguard was also suggested. Subject to minor textual amendments in consultation with the Deputy Secretary Strategic Planning, the revised terms of reference were approved.

6 Virtual Learning Environment Programme Closure Report

A closure report on the four year programme to consolidate the number of Virtual Learning Environment (VLE) platforms used within the College of Medicine & Veterinary Medicine was reviewed. The Committee congratulated all those involved in the programme for the success achieved and discussed how to embed findings in institutional memory. It was suggested that ensuring that the main VLE now in use, 'Learn', is sufficiently flexible to incorporate novel uses by teaching staff is key to avoiding the creation of new VLEs within Schools without the support of the Information Services Group.

Senate Education Committee

Postgraduate Taught Experience Survey (PTES) 2020 Institutional Questions

Description of paper

The Postgraduate Taught Experience Survey (PTES 2020) will open at the University of Edinburgh on Monday 30 March and close on Monday 15 June 2020. This paper presents the proposed institutional questions. These questions will be specifically asked of University of Edinburgh students and are optional.

It also asks the Committee to consider whether free text comment and dissertation questions should be hidden or remain in the questionnaire.

Action requested / recommendation

For approval

Background and context

All institutions are given the option of adding institutional questions. The Deputy Secretary, Student Experience and EUSA President have been consulted on, and approved, the proposed questions below.

Discussion

Proposed institutional questions

Employability and Skills

- My Higher Education experience has helped me plan for my future career.
- My institution offered activities and resources designed to prepare me for the next step in my career.
- The skills I have developed during my time in Higher Education will be useful for my future career.

The Employability and Skills bank was asked in PTES 2019 and so this would allow trend data to be gathered and analysed on this key priority in the University. These questions are also asked in NSS 2020 and so this would allow these data to be gathered for PGTs as well as UGs.

Student Safety

- I feel safe to be myself at university/college.
- My institution takes responsibility for my safety.

It is recommended that the bank on Student Safety be included for the first time to gather data which will assist with the ongoing work on tackling these issues. Again, this data is being gathered in NSS 2020.

Free text comment and dissertation questions

It is recommended that these are **not** hidden in the University of Edinburgh PTES questionnaire. The later start date of PTES (in previous years it has opened in February or

early March) at the University of Edinburgh means that a higher number of students should be in a position to answer the dissertation question.

The free text comments provide a valuable source of data at School and programme level (where the threshold is met) and so it is recommended that the free text comment questions remain.

Resource implications

No resource implications

Risk management

Not included

Equality & diversity

Not included

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

If agreed, the questions will be included in PTES 2020. The process for including and reporting on these questions will be overseen by Paula Webster, Head of Student Analytics, Insights & Modelling.

Author

Sarah-Jane Brown
3 February 2020

Presenter

n/a

Freedom of Information

This paper is open