

H/02/25/02

The University of Edinburgh

**Meeting of Senate Learning and Teaching Committee
to be held at 2.00pm on Tuesday 18 September 2018
in the 6th Floor Research Suite, Main Library, George Square**

(Induction of New Members at 1.30pm)

A G E N D A

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| 1. Visit to Centre for Research Collections (with a Focus on Diversifying the Curriculum) | 2.00 – 2.30pm |
| 2. Welcome and Apologies | |
| 3. Minutes of the Meeting held on 23 May 2018 | LTC 18/19 1 A |
| 4. Matters Arising | |
| 4.1 Lecture Recording Policy | Verbal Update |
| 5. Convener's Communications | |
| 6. For Discussion | |
| 6.1 Analysis of Student Survey Results: | |
| 6.1.1 National Student Survey (NSS) 2018 | LTC 18/19 1 B1 |
| 6.1.2 Postgraduate Taught Experience Survey (PTES) 2018 | LTC 18/19 1 B2 |
| 6.1.3 Course Enhancement Questionnaire Results (CEQs) 2017-18 | LTC 18/19 1 B3 |
| 6.2 Teaching and Academic Careers Project – Draft Principles | LTC 18/19 1 C |
| 6.3 Student Support: | |
| 6.3.1 Proposal for Review of Student Support | Verbal update |
| 6.3.2 Personal Tutor System Annual Update 2017-18 | LTC 18/19 1 D |
| 6.4 University Learning and Teaching Strategy: | |
| 6.4.1 Update on Progress against University Learning and Teaching Strategy Implementation Plan for 2017-18 and 2018-19 | LTC 18/19 1 E |
| 6.4.2 Review of School Annual Plans 2018-19 | LTC 18/19 1 F |
| 6.5 Student Mental Health Strategy Implementation - Update | LTC 18/19 1 G |
| 6.6 Edinburgh University Students' Association: | |
| 6.6.1 Students' Association Priorities 2018/19 | LTC 18/19 1 H |
| 6.6.2 Student Partnership Agreement – Implementation Plan 2017-18 Update and Proposed Themes for 2018-19 | LTC 18/19 1 I |

Date of next meeting: 14 November 2018, Cuillin Room, Charles Stewart House

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| 6.7 | Introduction of a Resource Lists Framework | LTC 18/19 1 J |
| 6.8 | Annual Review of Effectiveness of Senate Committees | LTC 18/19 1 K |
| 7. | For Information and Noting | |
| 7.1 | Senate Committee Input into 2019-22 Planning Round | LTC 18/19 1 L |
| 7.2 | Reports: | |
| 7.2.1 | Assessment and Feedback Enhancement Group | LTC 18/19 1 M |
| 7.2.2 | University-Wide Courses Consultation: Summary of Responses | LTC 18/19 1 N |
| 7.2.3 | Service Excellence, Student Administration and Support Update | LTC 18/19 1 O |
| 7.2.4 | Learning and Teaching Policy Group | LTC 18/19 1 P |
| 7.2.5 | Knowledge Strategy Committee (meeting 25 May 2018) | LTC 18/19 1 Q |
| 7.3 | Guidance for Committee Members 2018/19: | |
| 7.3.1 | Learning and Teaching Committee Terms of Reference
https://www.ed.ac.uk/academic-services/committees/learning-teaching/terms-reference | |
| 7.3.2 | Committee Members' Guidance
https://www.ed.ac.uk/academic-services/committees | |
| 7.3.3 | Annual Report of the Senate Committees (30 May 2018)
Outlining Agreed Plans for 2018/19
https://www.ed.ac.uk/files/atoms/files/20180530agendaandpapers.pdf
(Paper C) | |
| 8. | Any Other Business | |

Philippa Ward, Academic Services, September 2018

The University of Edinburgh

Senate Learning and Teaching Committee

18 September 2018

Edinburgh University Students' Association Priorities 2018-19

Executive Summary

This paper provides an introduction to the Students' Association Vice-President Education's priorities for 2018-19.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the strategic objective of 'Leadership in Learning'.

Action requested

For information and discussion.

How will any action agreed be implemented and communicated?

To be agreed if specific actions arise from the paper.

Resource / Risk / Compliance

1. Resource implications (including staffing)

To be considered if specific actions arise from the paper.

2. Risk assessment

To be considered if specific actions arise from the paper.

3. Equality and Diversity

The ideas discussed in the paper aim to encourage and support equality and diversity. Equality and diversity implications will be considered further if specific actions arise from the paper.

4. Freedom of information

This paper is **open**

Originator of the paper

Diva Mukherji, Students' Association Vice President Education
10 September 2018

1. Promoting a diverse curricula.

Student groups are increasingly discussing the need for a curriculum which represents voices from various backgrounds, and one wherein students are exposed to a host of different perspectives. Aligning with the work the LTC task group will be conducting, understanding how students interpret a 'diverse curriculum' will be essential in how this work will occur at school-level.

- Creating institutional guidelines which promote diversifying the curriculum as a necessity, while ensuring autonomy to subject areas to interpret the way in which it'd be most appropriate to a discipline.
- Hosting workshops with students to understand what those in various academic areas want to see within their curriculum.
- Raising awareness on the importance of diversity and representation in academic spheres with staff and students.
- Encouraging this is a prioritized guideline for when pre-honours courses are being audited.

2. Creating inclusive teaching environments.

We need to ensure that all teaching spaces are comfortable spaces for students from different backgrounds, and that we're able to challenge various view points and opinions in a healthy environment. This includes ensuring students can access necessary support services, both academic and pastoral.

- Emphasizing the importance of the mental health training for all Personal Tutors, and ensuring all Personal Tutor's undertake the training.
- Structuring the PT role more clearly, distinguishing the role as an academic and pastoral role, and emphasizing the role PT's play in academic development for students.
- Clarifying to both staff and students the role of the PT, so both groups have a better understanding of what that relationship entails.
- Developing microaggression training, to equip staff with the tools necessary to minimize the impact of microaggressions may have on students from various social backgrounds.
- Continue working to reduce the BME attainment gap.
- Understanding the experiences of widening participation students and increasing levels of support throughout their studies.

3. Developing alternative approaches to learning.

Encouraging the use of innovative teaching and learning pedagogies which centre student engagement in their academic journey. By ensuring students have opportunities to critically engage with their studies, we can collectively build wider learning communities.

- Create frameworks encouraging co-curricula, and a closer relationship between staff and students in course development.
- Support the development and enhancement of peer learning and mentoring schemes.
- Mainstreaming innovative and forms of assessment which appropriately assess learning outcomes.

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- Utilizing better forms of feedback, focusing on how students can constructively implement feedback in future assessment.
- Ensuring students are guided to optimize their experience of taking outside courses, to enhance the first and second year experience.

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The University of Edinburgh

Senate Learning and Teaching Committee

18 September 2018

Student Partnership Agreement –

Implementation plan 2017/18 update and proposed themes for 2018/19

Executive Summary

The paper provides an update on the agreed areas of work and project outcomes from 2017/18 and sets out the proposed themes for 2018/19.

The agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values and our approach to partnership.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University's mission to provide the highest-quality research-led teaching and learning, and the strategic objective – Leadership in Learning. It specifically aligns with the Learning and Teaching Strategy that emphasises our commitment to working in partnership with students to bring about enhancements to learning and teaching, in particular through the development of a partnership agreement and in facilitating effective dialogue with students and in representation of student views.

Action requested

For approval

How will any action agreed be implemented and communicated?

Following consideration at LTC, the themes for 2018/19 will be communicated to Schools inviting applications for small project funding.

A showcase event will be held on 9th October to present outcomes from a number of projects carried out during 2017/18.

Subsequent KPIs will be developed to track progress against the agreement and communicate back to staff and students.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Costs involved in staff engagement with the Partnership Agreement will be met as part of ongoing enhancement activity by schools and colleges. The Agreement does not require additional work; it mainly emphasises working in partnership on a small number of aspects that schools are already working on as part of NSS actions plans and other enhancement activity.

2. Risk assessment

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

3. Equality and Diversity

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

4. Freedom of information

This paper is **open**.

Key words

Originator of the paper

Diva Mukherji, VP Education, Edinburgh University Students' Association
Megan Brown, Academic Engagement Coordinator, Edinburgh University Students' Association
Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
Gillian Mackintosh, Academic Policy Officer, Academic Services

11th September 2018.

Student Partnership Agreement (SPA)

Implementation plan 2017/18 update and proposed themes for 2018/19

Overview and reflections from 2017/18

Senate approved the first Student Partnership Agreement for the University on the 4th October 2017. The partnership agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values and our approach to partnership.

The priorities we agreed to work on together during academic year 2017-2018 were Student Voice, Academic Support and Promoting Mental Health and Wellbeing.

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

A total of 27 applications were received and the panel approved 14 projects, some of which will be showcased at an event in October 2018. The panel were impressed with the positive outcomes from the projects, particularly some of the resources and initiatives that were developed and can be shared more widely across the institution. In addition, we are producing a booklet which include information about the projects and will be made available to School Reps and Schools.

Funds will be available again for 2018/19 and we will be writing to Schools in due course regarding the application process.

Student Partnership Agreement (SPA) 2017/18

Implementation Plan update

Theme & areas of work	Implementation & Evaluation
<p>Student Voice</p> <p>Supporting effective student engagement in relation to the whole student experience</p> <p><u>Lecture recording and consultation</u></p>	<p>The Students' Association consulted with students in order to submit its response to the Lecture Recordings Policy Consultation. A number of students sent in feedback to the VP Education and all School Reps were sent a draft copy of the consultation response to comment on. This response was sent to the University to inform next steps for the policy.</p>
<p>Working to ensure student feedback is valued, shared, reflected upon and used for enhancement, in dialogue with students</p>	<p>'Strengthening the Student Voice' email sent by Gavin Douglas and Bobi Archer 6th Dec 2017 updating staff on the range of activities that the University and Students' Association are working on to assist Schools and to alert Schools on specific strands of work to engage with.</p> <p>Sept 2018 update: A further update communication sent in August 2018 from Professor Charlie Jeffrey and Diva Mukherji, Vice President Education.</p>
<p>Enhancing and promoting effective student representation structures for all student groups to enable student feedback to be shared and addressed</p> <p>VP Education visited Schools to discuss proposal of streamlined class rep system. Academic Services have written to Schools in Sem 2 to ask Schools to outline how they plan to operate its class rep system in 2018/19.</p> <p>Practical operation of SSLCs review: colleagues from Academic Services and Students' Association attending various SSLC meetings during Semester 2 to observe current practice and gather examples of good practice to feed into the Operational Guidance for SSLCs.</p>	<p>Information to be collated by end of March 2018. Academic Services to review with VP Education.</p> <p>Academic Services and the Students' Association to reflect on observations and good practice to review SSLC guidance.</p> <p>Sept 2018 update: With support from the Senate Learning and Teaching Committee, the Students' Association are moving towards a streamlined student representation system based on a smaller number of student reps structured by programme rather than course or tutorial group, in order that reps can be better trained and engage more effectively. We are aware that the majority of Schools are planning to introduce these arrangements from 2018/19, and all Schools are expected to do so by 2019/20 (any cases for exemptions will need to be formally approved by Senate Quality Assurance Committee (QAC)). QAC has meantime</p>

<p>Meeting 19th Jan 18 with Students' Association/Academic Services/IS to explore use of Discussion Boards to:</p> <ul style="list-style-type: none"> • Help to close the feedback loop by distributing the minutes and action points from student-staff meetings to website and LEARN • Creating a section on LEARN for each programme, so that the reps have an online platform to gather and distribute feedback <p>Student Rep Workshop Feb 2018: to discuss using student survey data in your role as a Student Representative : 21 attendees at workshop and a mixture of UG and PG students – attendee feedback from the workshop was positive</p>	<p>approved minor amendments to the Student Voice policy and to the SSLC Operational Guidance to reflect these new arrangements.</p> <p>Scoping project funded by College of Arts, Humanities and Social Science to research the options around using Learn, or an alternative platform, to facilitate the student rep system. Sept 2018 update: The Scoping project will continue during 2018/19.</p> <p>Academic Services and the Students' Association to review workshop data to feed into discussions around sharing data with students.</p> <p>Sept 2018 update: Student Systems and Academic Services are working with a number of Schools during 2018/19 piloting an approach of sharing core (School-level) data – National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and Course Evaluation Questionnaires (CEQs) - with School student reps, in order to explore the potential merits of different approaches to providing core survey results to students more generally. An update on the outcomes of the pilot will be available later in the academic year.</p>
<p><u>Small projects</u></p> <ul style="list-style-type: none"> • A Students' Guide to Conferences- Deanery of Clinical Sciences • Exploring the educational training requirements of nursing and medical students at the University of Edinburgh – School of Health in Social Science • Making of a better you – Royal (Dick) School of Veterinary Studies • Student Voice – Edinburgh College of Art • Chemunity – School of Chemistry • Keeping well abroad – School of Literatures, Languages and Cultures 	<p>An event will be held on 9th October to showcase examples of projects. See Appendix 1 for all project outcomes. For example:</p> <p>Chemunity, School of Chemistry: This project sought to canvas student opinion on the themes of the Student Partnership Agreement, and then used this to create a web-based resource and social media presence for collating and disseminating useful information in a student-driven manner. A launch event was held in the School's Social Space with upwards of 50 students (UG and PG) attending. At the event board games were provided, including a customised version of Guess Who? with the faces of Chemistry academic staff used. Opinions, feedback, and suggestions for website content were collated on the night, and these were categorised depending on whether they best refer to the student voice, academic support, or mental wellbeing themes.</p> <p>A longer-term aim is to engage with other schools and support services in order to arrange joint events and to share our practise and findings.</p>

	<p>The website is now fully functional and ready for the new academic year in September. http://www.chemunity.chem.ed.ac.uk/</p> <p>Making of a better you, The Royal (Dick) School of Veterinary Studies: The “Making of a Better You” event ran around the theme of ‘a new start to the new year’ and taking an all-encompassing view of academic skills to include study/non-study support. The week ran with each day having a particular focus and light touch sign posting and some fun activities. The week’s activities were shared amongst the students with each VetPAL Leader year group taking on board the planning and running of the activities for one day thus spreading the load and leading to a diverse range of events. On each day the ‘5 ways to wellbeing’ postcards were made available as an on-going thread to the week and this proved useful.</p>
Theme & areas of work	Implementation & Evaluation
Academic Support	
<p>Developing a shared understanding of the various support roles and expectations of support, ensuring students know what support is available and how to access it.</p> <p>Increasing student engagement with academic support as a means to improving student outcomes Peer support:</p>	<p>Student workshop took place to consider information on website, production of a good practice leaflet and asking for views on publicising Personal tutor statements.</p> <p>Sept 2018 update: Minor amendments made to website, leaflet currently in production and Schools reminded to publicise PT statements.</p> <p><u>Peer Support Update:</u> Sept 2018 update The Peer Learning and Support team’s research ‘Mixed Methods study into the impact of attendance at Peer-Assisted Learning (PALS) on academic performance and social benefits’ will soon be circulated to relevant journals. Here are the final headline figures: Attendance and Satisfaction:</p> <ul style="list-style-type: none"> • On average 97% of those surveyed would recommend PALS to a friend. • On average, attendance has increased by 31% across all Schemes. • On average, 40% of students who have access to peer learning have attended at least once. • Schools such as Vet, Chemistry and Economics have had as high as 87% of 1st and 2nd year students attending. <p>Academic Impact of Attendance on academic performance:</p>

<p>Advice Place at KB</p> <p>Joint Degrees work</p>	<ul style="list-style-type: none"> • 93% of students who attended at least 6 times received a first or second class final grade • Students who attended 6 times or more were 4 times more likely to receive a first class grade than those who did not attend or attended only once. • A significant positive relationship has been established between frequency of attendance and academic performance. <p>The Advice Place at King’s Buildings has been renovated in order to act as a warm, engaging space for students.</p> <p>Sabine Rolle and Bobi Archer completed an initial mapping exercise with students and staff to understand the key issues facing joint degree students. Mapping exercise information is now being collated in order to decide on next steps, which may involve additional consultation or the development of initial action points.</p>
<p><u>Small projects</u></p> <ul style="list-style-type: none"> • That Vet Life Podcast – The Royal (Dick) School of Veterinary Studies • Making of a better you – The Royal (Dick) School of Veterinary Studies • Coding Club- advancing quantitative skills peer to peer • Chemunity – School of Chemistry 	<p>An event will be held on 9th October to showcase examples of projects. For example:</p> <p>That Vet Life Podcast, The Royal (Dick) School of Veterinary Studies</p> <p>‘That Vet Life’ is a student hosted podcast, created to highlight the people and experiences that Inspire, Encourage, and Challenge the veterinary profession. The sharing of ideas and experiences like these are best presented as a podcast because of the auditory form of the content which allows it to be easily accessed and consumed by the target audience. As the current trend of consumable content is moving towards auditory this podcast will not easily lose its place in today’s culture. The topics covered are such that it is not only relevant for the target audience of students and veterinary professionals, but that it may even be understood by those outside the veterinary profession.</p> <p>The content of the podcast consists of interviews with veterinary students, educators and professionals covering topics on the veterinary experience.</p> <p>The podcast can be found on any major podcasting platforms, as well as at https://thatvetlife.wordpress.com/</p>
<p>Theme & areas of work</p>	<p>Implementation & Evaluation</p>
<p>Mental Health and wellbeing</p>	
<p>Facilitating the growth of peer support networks and co-creating a range of events for Mental Health Awareness Week and across the academic year.</p>	<p>Mental Health and Wellbeing Week 2018 will run from November 12th – 16th. As in previous years, there will be a week long programme of activities and events. This year’s priorities are:</p>

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

- Expanding Mental Health and Wellbeing Week beyond Central Campus: Distance from Central Campus should never be a barrier to engaging in the conversation around mental health and wellbeing, so this year we'll be focusing on supporting activities and events on other campuses, from King's Buildings to Little France, ECA to Easter Bush, and beyond.
- Engaging with communities who have been traditionally underrepresented in conversations around mental health: We know there are some groups who feel excluded from conversations around mental health. That's why this year we'll be focusing on engaging men, Postgraduate students, and students from marginalised groups in the conversation through outreach, activities and events.
- Achieving change beyond the Week: Mental health is an issue which goes beyond a single week. This year we'll be focusing on expanding the impact of Mental Health and Wellbeing Week, whether that's encouraging students and staff to embed self-care into their daily routines, or lobbying for political change on a national level.

To support Schools and services to engage in the week, a handbook has been created which can be accessed here:

<https://www.eusa.ed.ac.uk/pageassets/representation/campaigns/welfare/letstalk/Mental-Health-and-Wellbeing-Week-Handbook-2018.pdf>.

More information on the week can be found at www.eusa.ed.ac.uk/letstalk.

Peer support role –Rather than establishing new Peer Support schemes with a specific focus on mental health, the Peer Learning and Support (PLS) team at the Students' Association are aiming to integrate training on mental health and wellbeing into their existing schemes for 2018/19. The motivation behind this is to equip as many student leaders as possible with the tools to support their peers.

Every one of their 600 +Student Leaders will receive basic training on promoting and supporting student wellbeing e.g. empathy, confidentiality, signposting, boundaries, dealing with students in distress. This will include working with the Advice Place to ensure that Leaders are able to consider how they might respond to a wide variety of disclosures/ issues. Students are regularly debriefed by staff about the issues they are encountering with students

Each Committee will be advised/encouraged to have a specific Welfare Coordinator. These Student Leaders will receive enhanced training on supporting students in distress.

	<p>The PLS team will run an increased number of specific signposting/wellbeing workshops open to all Student Leaders, Reps and Global Buddies (plan to work with the Chaplaincy to develop these further).</p>
<p><u>Small projects</u></p> <ul style="list-style-type: none"> • Scottish Mental Health First Aid (SMHFA) training for UG & PG students & staff: Royal (Dick) School of Veterinary Studies • Keeping well abroad – School of Literatures, Languages and Cultures • Solidari-Tea – School of Biological Sciences • Tops tips for staying in good mental health – School of Philosophy, Psychology and Language Sciences • Chemunity – School of Chemistry • Immersive Art Therapy Space for Students – Edinburgh College of Art • Yoga@CRM- MRC Centre for Regenerative Medicine • Our SpeakEasy - group of students from various schools • The HCA Staff-Student Cup – School of History, Classics and Archaeology 	<p>An event will be held on 9th October to showcase examples of projects. For example:</p> <p>The HCA Staff-Student Cup – School of History, Classics and Archaeology This project was the first of an annual staff-student competition within the School of History, Classics and Archaeology (HCA), and included three rounds: Quiz, Choir ‘Sing-Off’ and a Sports Day. All HCA staff and students were invited to take part, and each event gave different staff and students the chance to take participate in something suited to their talents and abilities. The trophy for the competition is prominently displayed within the School, and the events were publicised widely via the School’s social media pages. Whilst this was a competition, the project’s primary aim was to encourage students from all year groups and academic disciplines to work together in a friendly and encouraging environment. The entirety of the project was free for staff and students, ensuring accessibility for all.</p> <p>Tops tips for staying in good mental health – School of Philosophy, Psychology and Language Sciences: This project developed a dedicated resource that would help students maintain good mental health, as well as inform them about the available sources of help. The aim was to develop a single resource that could be used across a number of different media (handbooks, the PPLS student notebook, Year Organiser presentations at the beginning of each year) in the School, but potentially also more widely across the University.</p> <p>The information provided in the resource is evidence-based, drawing on psychological research on well-being and resilience. An important feature of the resource is its attractive graphic design and it is hoped that students will find the postcard and poster easier to engage with. https://www.ed.ac.uk/ppls/news/wellbeing-student-staff-partnership-project https://www.ed.ac.uk/files/atoms/files/10tipstostaywell-postcard.pdf</p>

Proposed themes for 2018/19

Partnership in Practice – Our Priorities

Based on feedback from students - from the National Student Survey, the Postgraduate Taught Experience Survey, our internal course and programme surveys - and from The Students' Association, we are proposing that the three key themes remain as priorities to be addressed together during the 2018/19 academic year. Recognising the positive impact that the agreement has already had e.g. the interest in the small projects process; the themes will continue to build on this success and to allow for greater continuity and impact.

Although the priority areas will remain the same, under each theme we have identified specific areas that staff and students may wish to work on together (these are highlighted below)

Funds will be available again for 2018/19 and we will be writing to Schools in due course regarding the application process.

Academic Support:

- Supporting staff and students to develop effective learning communities.

Promoting positive mental health and wellbeing

- Supporting staff and students to develop initiatives that promote Community Building.
- Facilitating the growth of peer support networks and co-creating a range of events for Mental Health Awareness Week and across the academic year.
- Supporting staff and students in key support/peer mentor roles through mental health training and guidance.

Student Voice:

- Continue working towards a programme level representation structure for all student groups to enable student feedback to be shared and addressed.
- Working to develop initiatives that promote inclusion equality and diversity.
- Co-creating learning opportunities. e.g. collaborative projects where staff and students work together to design/re-design courses/ assessments or programmes.

Reviewing the Student Partnership Agreement

This Partnership Agreement will continue to be reviewed annually to check on progress and to review the themes following the election of student sabbatical officers and outcomes from the major student surveys. It is proposed that if the themes remain relevant these would continue for a further academic year to allow for greater continuity and impact.

**Student Partnership Agreement
Small project outcomes 2017/18**

Project Title, School & Project lead	Project description	Impact	Sustainability of project/ plans to continue	Can the outcomes be shared
<p>A Students' Guide to Conferences.</p> <p>School of Clinical Sciences (Sarah Finnie, Student)</p>	<p>The Little France Post-grad society run a number of academic and non-academic events throughout the year. We aim to prepare students for wider world of academia, in this case presenting work and networking at academic events and conferences and applying for grants.</p>	<p>The workshop informed students how the grant writing process works in reality and allowed students to network with more senior researchers and ask questions.</p>	<p>This workshop could easily be re-created with different panel members. I think it would be beneficial to recruit senior members of staff who are potentially reading/ assessing applications on behalf of an organisation.</p>	<p>The main outcome was to arm students with knowledge as to how their career path may proceed if they were to choose a career in academia.</p>
<p>Making of a better you</p> <p>Royal (Dick) School of Veterinary Studies (Dr Jessie Paterson)</p>	<p>The event ran around the theme of 'a new start to the new year' and taking an all-encompassing view of academic skills to include study/non-study support. The week ran with each day having a particular focus and light touch sign posting and some fun activities. The week's activities were shared amongst the students with each VetPAL Leader year group taking on board the planning and running of the activities for one day thus spreading the load and leading to a diverse range of events. On each day the '5 ways to wellbeing' postcards were made</p>	<p>This project raised the profile of VetPALs to the whole School – through this week their work and relevance was highlighted to all students and also staff as they observed so publically what they do. A short survey ran across the School to get some idea of how successful the week was. Although the response rate was very low, those responding generally found it useful and they stated they learned something. They also seemed to find the topics relevant and useful showing that such a week is a really valuable addition to the School's activities.</p> <p>The postcards will additionally be embedded within the Professional & Clinical Skills Course on both our degree programmes to further embed the ideas around academic study and care for self, being totally related. They will also be highlighted and used at future events.</p> <p>The Leaders also submitted a Leader's story based on the week to the EUSA Leader's story weekly competition and won the week, in turn raising the profile to other peer support groups about this work.</p>	<p>This week is now embedded within the School's annual list of events and through having established and demonstrated its success the School will continue to fund the small amounts needed annually. Obviously, each year, care will be needed to keep this fresh and relevant but with new VetPAL leaders each year this should happen anyway.</p>	<p>The Team would be more than happy to meet and share with others what they did and other areas could adapt and use as best fitted their area.</p>

	available as an on-going thread to the week and this proved useful.			
The HCA Staff-Student Cup History, Classics and Archaeology (Dr Esther Mijers)	<p>This project was the first of an annual staff-student competition within the School, and included three rounds: Quiz, Choir 'Sing-Off' and Sports Day.</p> <p>All HCA staff and students were invited to take part, and each event gave different staff and students the chance to take part in something suited to their talents and abilities. The trophy for the competition is prominently displayed within the School, and the events were publicised widely via the School's social media pages.</p> <p>Whilst this was a competition, the project's primary aim was to encourage students from all year groups and academic disciplines to work together in a friendly and encouraging environment. The entirety of the project was free for staff and students, ensuring accessibility for all.</p>	This project has given students and staff the opportunity to socialise in informal settings. It was evident that there was a more positive atmosphere within the School when the competition was taking place. With this only being the first in what is hoped to be an annual event, it is difficult to measure even the short-term impact of the project. However, the willingness of all those involved this year that this competition should expand is indicative of a positive and successful outcome.	It is also envisaged that next year's events will see greater involvement from all the School-based societies and volunteer groups, as well as the Student Ambassador team.	Although this project is only in its first year, it is clear that students are willing to interact more closely with academics and vice versa, and the concept of a university community can be realised. Introducing similar collaborative projects in other schools may be beneficial to the University as a whole.
Immersive Art Therapy Space for Students Edinburgh College of Art (Ayshia Taskin, student)	Mood Booth is a tranquil creative, immersive environment for Edinburgh University students and staff to become rejuvenated in mind, body and spirit. The unique appeal of these bespoke drawing sessions is that they give open	Student project leads: the project is great for responsibility enhancing tasks (for current and future team members). The project has introduced people around the university to ECA and has assisted people with feeling better and relieving stress. Anonymous feedback cards were made available as evidence of support. We learned how to work with a team and recognised the importance of time management .The project helped us to understand the needs of students, it improved my CV and helped	The plan is for the team to continue delivering the project. The project is open to new team members joining and it is a good project for anyone interested in art as therapy. There have	Yes, the project would be great for psychologists, social and any art/health profession to monitor the impact art has on student/staff mental health. It could be

	<p>access to imagination, exploration and new dimensions.</p>	<p>me to find other projects relative to mental health and arts. It enhance my knowledge in how I will teach art for people who suffer stress. We have had positive feedback with the workshops and environment we created.</p> <p>Kate: This has been a great project to be involved with. The students and I really benefited from each other's input and it has been a joy working with them. The project has a lovely sense of what is possible when people come together. The Mood Booth has the possibility to make a real impact in students' lives – giving them a small amount of time to step away from the daily business of university life.</p>	<p>been requests for the mood booth for the coming academic year. It would be great practice to have a variety of students involved in delivering this project, each member brings something unique to the workshops (future idea). The team also wish to make the booth more of an immersive environment. The booth at the moment takes a lot of time to install, this will be remedied and a better idea sketched up for the future. This will include the booth having drawings all over it by the team members of other students/staff and also developing a booth which is easier to install. At the moment the booth takes the most time to install and take down. It is difficult for one person to install this object because it is awkward and heavy to carry.</p>	<p>used by scientists for detailed studies or just used as a form of therapy free from too much detailed analysis. This is a project other students could be involved in to help give them the responsibility of running and managing a project and will also enhance their CV. The project gives access to the providers in the delivery of creative projects for stress so anyone interested in art therapy be they an art student, psychologist or social worker. There is much potential to be explored</p>
The ECA Student Voice	The project sought to shape and support the ECA Student Voice. Over the years approaches have	The project will have impact over the coming academic year. This will be evaluated by students and staff. The project is seen as the	The ECA Student Support Hub will be managed by the	This can be replicated across the University.

<p>Edinburgh College of Art (Dr Kate Carter)</p>	<p>been developed, tried, tested and often dwindled. The funding will be used to develop an approach to Student Communication, Democracy and Representation that works across the five subject areas of ECA.</p>	<p>start of a better ECA Student Voice environment, and will hopefully evolve over the coming years.</p> <p>The project has given us the opportunity to see from a student perspective, what information and support is needed.</p> <p>We will have a twitter feed on activities going on in ECA which will help bring this together. This is seen as very important by ECA students.</p>	<p>Student Support Office. The Student Reps will also have the chance to use the site to communicate their messages with all students. At this time LEARN has limited useability for 'chat' and feedback, so it will primarily be an information point, but it is hoped that in the future we can develop ways for 'ECA Student Voice' conversations to take place on the wealth of activities that take place.</p>	
<p>Scottish Mental Health First Aid (SMHFA) training – UG & PG Staff and Students</p> <p>Royal (Dick)School of Veterinary Studies (RDSVS) (Mike Grieve and Omar Alfituri)</p>	<p>To provide mental health awareness training to groups of staff and students. Subjects included current attitudes to mental health issues, recovery, alcohol & drugs, suicide, self-harm, depression, anxiety, psychosis and developing listening skills.</p>	<p>Students and staff attended this course and worked together on subject, which many people are likely to find hard to discuss. Staff often provide first line support to students with mental health and well-being challenges, but noted they were intrigued to hear that the students on the course are helping friends and peers who present with mental health and well-being challenges, some of them serious.</p> <p>It is felt that attending the course has positively impacted on individual health and well-being, which can also suffer as a consequence of supporting someone with mental health and well-being challenges. It is hoped that this course has empowered all participants to talk about difficult subjects, and that feedback above would certainly support this assumption.</p> <p>It is hoped that through their own experiences of this course participants will encourage others to consider taking part so that together we can continue to build a healthy study and workplace. Given the nature of mental health challenges and the stigma still attached to mental health problems impacts will be difficult to</p>	<p>It is recognised that it will be prohibitively expensive to send every member of staff and each student to the training, even if we'd like to. Participants have been emailed post-training and have been asked to encourage others to consider attending one of the open courses, delivered throughout the central belt. Further funding from the University to run</p>	<p>The project may be particularly useful for anyone line managing staff and anyone who is involved in personal tutoring duties. One thing to note: this training is not a therapy, counselling or support group. People will share their own experiences of mental health and well-being but referring people who are having a current mental health crisis to other more appropriate services</p>

		measure. However it is hoped that through a strong network of people trained in mental health first aid we will make the study and workplace a healthier and happier one, and people will be equipped to help others who present with mental health and well-being challenges, whilst protecting their own needs in such a situation.	this training would be welcome	would always be advisable.
Top tips for staying in good mental health School of Philosophy, Psychology & Language Sciences (Kasia Banas)	This project developed a dedicated resource that would help students maintain good mental health, as well as inform them about the available sources of help. The aim was to develop a single resource that could be used across a number of different media (handbooks, the PPLS student notebook, Year Organiser presentations at the beginning of each year) in the School, but potentially also more widely across the University. The information provided in the resource is evidence-based, drawing on psychological research on well-being and resilience. An important feature of the resource is its attractive graphic design and it is hoped that students will find the postcard and poster easier to engage with.	This project has brought together students and staff who care about student wellbeing, a facilitated a creation of a new resource that will be shared across the School (and potentially the wider University community). The impact of the project will become apparent in the new academic year 2018/19, and we will measure the effectiveness of the new resource by asking students informally at meetings with PTs and the SSOs, as well as consulting the Student Representatives about the level of information that students seem to have about the different wellbeing services available at the University.	The main expense for the project was the graphic designer's time. We now have a design for a postcard, A3 poster and PowerPoint slide. These designs can be re-used in the future at minimal cost – additional posters and postcards can be printed according to demand, and the PowerPoint slide will be used by Course Organisers and other staff in their administrative lectures.	All Schools would be welcome to use the designs created as part of this project. All students are likely to benefit from the wellbeing advice, and the list of sources of support would only require minor adjustments if this was used by other schools.
Chemunity, School of Chemistry (Dr Chris Mowat)	This project sought to canvas student opinion on the themes of the Student Partnership Agreement, and then used this to create a web-based resource and social media presence for collating and disseminating useful	The immediate impact has been in raising awareness of the project itself. This has brought interaction with other staff and students at the University. For example, Dr Sara Shinton, Head of Researcher Development at IAD, used Chemunity as an example of initiatives at the University to support researchers with their mental wellbeing (https://iad4researchers.wordpress.com/2018/05/17/acknowledge-facilitate-intervene/). This has fed into some new school initiatives to support PGR students, and these are under development at this	There will be a major push to make Chemunity part of a socially inclusive and supportive academic community on an ongoing basis. We will be publishing a calendar	Our initial impression is that our project goals are shared by colleagues across the University. It has become clear that there are aspects of support services,

	<p>information in a student-driven manner.</p> <p>A launch event was held in the School's Social Space with upwards of 50 students (UG and PG) attending. At the event board games were provided, including a customised version of Guess Who? with the faces of Chemistry academic staff used. Opinions, feedback, and suggestions for website content were collated on the night, and these were categorised depending on whether they best refer to the student voice, academic support, or mental wellbeing themes.</p> <p>A longer-term aim is to engage with other schools and support services in order to arrange joint events and to share our practise and findings.</p> <p>The website is now fully functional and ready for the new academic year in September.</p>	<p>time. We have also been contacted by the organisers of WellComm, an initiative by students in the School of Biological Sciences to provide mental health and wellbeing peer support, and we plan to host joint events/workshops and share resources with a view to raising the profile of these groups.</p>	<p>of events for the coming academic year. We have begun to collate a number of blog posts from various students and staff in order to address some of the comments that arose from the launch event, and to relate personal experiences from the student members of the Chemunity team. Part of this process will involve recruitment of new student and staff members of the team in order to ensure its success as older student members depart.</p>	<p>academic regulations, and other key pieces of information that are not reaching their intended recipients, the students. It seems likely that this is not unique to the School of Chemistry. It is also the case that while some of the resources we will present/publicise are specific to the needs of chemistry students, there is a considerable volume of general information/resources that are not subject-specific. We would like to think that this project could become part of a sharing of resources and collaboration in initiatives across the University. For example, if we had not begun this project we would not have come into contact with the WellComm group, and we would welcome the opportunity to find out about others' good practise across the institution as we share ours.</p>
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<p>That Vet Life Podcast</p> <p>The Royal (Dick) School of Veterinary Studies (Moriah McCauley)</p>	<p>'That Vet Life' is a student hosted podcast, created to highlight the people and experiences that Inspire, Encourage, and Challenge the veterinary profession. The sharing of ideas and experiences like these are best presented as a podcast because of the auditory form of the content which allows it to be easily accessed and consumed by the target audience. As the current trend of consumable content is moving towards auditory this podcast will not easily lose its place in today's culture. The topics covered are such that it is not only relevant for the target audience of students and veterinary professionals, but that it may even be understood by those outside the veterinary profession.</p> <p>The content of the podcast consists of interviews with veterinary students, educators and professionals covering topics on the veterinary experience.</p> <p>The podcast can be found on any major podcasting platforms, as well as at https://thatvetlife.wordpress.com/</p>	<p>This podcast has helped to support and enhance student experience through its working partnership with students and staff/ other professionals within the veterinary field.</p> <p>At this time the quantitative measurement of the impact can be measured by the number of times podcast episodes have been listened to in a period of time. At this time there are five episodes that have been published with each averaging 24 interactions.</p> <p>At this point the Instagram account has reached close to 250 followers and the podcast has been listened to nearly 200 times. These are very small numbers but excited to watch the continuing growth.</p> <p>Qualitatively, the podcast has and will continue to be measured by the comments and responses received from students at this university and across the globe.</p>	<p>This project can easily be sustained into the future because it is not a singular event, but designed to be on-going with episodes posted every other week. With feedback from staff and students, able to learn how the podcast can continue to provide value to its listeners.</p>	<p>The outcomes of the project can definitely be used in other areas of the University. Podcasting is a form of auditory content which is quickly becoming the most popular form of consumable content. Because of the accessibility, low cost of maintaining and seemingly infinite number of topics, podcasting is a medium that can be used across campus as a quick way of providing information to students.</p>
<p>Coding Club-advancing quantitative skills peer to peer</p>	<p>This project involved organising a student-staff event providing one-on-one help with statistics and programming issues and develop a comprehensive online learning</p>	<p>The Code Clinic was very successful, as we were able to help all attendees. Many were very thankful for the workshop, stating it was a great way to receive help on any outstanding problems they had. As we had many members of the Coding Club present, attendees appreciated the one-to-one assistance they received.</p>	<p>We aim to measure impact through a survey at the end of the FAQ page, where we can receive feedback on the</p>	<p>We believe that our content can help all disciplines improve their coding and statistics knowledge</p>

<p>School of GeoSciences (Izzy Rich)</p>	<p>resource with commonly encountered problems and their solutions.</p>	<p>We believe that the FAQ page will greatly enhance student experience. By giving students a clear, reliable page where they can find answers to a variety of questions, students will not be discouraged when they face a problem; by being able to answer their questions quickly, they will be able to proceed with their coding and statistics projects! This improves efficiency, as they would not have to wait for a response from an email or an in-person meeting.</p> <p>We aim to measure this impact through a survey at the end of the page, where we can receive feedback on the usefulness of the page, as well encourage users to share any other questions that they would like to see answered. This will be monitored closely in order to keep the website up-to-date.</p>	<p>usefulness of the page, as well encourage users to share any other questions that they would like to see answered. This will be monitored closely in order to keep the website up-to-date.</p>	<p>and skills. We encourage interdisciplinary use of these skills and would like to support other degrees in holding similar clinics/ knowledge shares to remove the fear of approaching challenging tasks. Similar website designs can aid students' desire to learn about topics out-with their degrees, with information being disseminated in a user-friendly format.</p>
<p>Solidari-Tea School of Biological Sciences (Dr Louise Horsfall)</p>	<p>A fortnightly coffee morning for PhD students within the School of Biological Sciences to discuss difficulties outwith the technical aspects of their research. These events created a relaxed environment for experiences to be shared between students who otherwise might not be in touch with one another, and with key staff support.</p>	<p>This activity was incredibly valuable to a small group of students. Of those who attended, a number attended several times and we have received a very supportive email from one of the students who has experienced difficulties. It has also been highlighted by Sara Shinton, Head of Researcher Development and IAD Assistant Director, as an example of good practice in both her blog - https://iad4researchers.wordpress.com and at a Royal Society of Chemistry event she spoke at http://www.rsc.org/events/detail/32166/investigating-mental-health-in-the-research-community</p>	<p>This activity will be continued in future by the SBS graduate school. This will allow us to draw on a wider pool of people for voluntary support and not rely on just a couple of members of staff.</p>	<p>This is a very simple idea which can easily be transferred to other areas of the University. It does not even have to be staff led, should there be students keen to offer peer support. The most obvious limitation is finding a suitable space.</p>
<p>Our SpeakEasy Daniel Pokras</p>	<p>This project consisted of a blend of two events, at monthly intervals, designed to bring students and staff together to write a personal story. There was then an opportunity for people to read out</p>	<p>The first part of the project was successful in bringing together a wide range of people to share personal experiences of life and self.</p>	<p>This project can be sustained through further partnership between schools and student-led societies</p>	<p>The purpose of this project was to break the barriers between student and staff by creating a medium where both can</p>

	<p>these stories in front of everyone if they wish, allowing for all these individuals to be seen as more than just their job or student status, stripping the barriers and allowing staff and students to get to know one another in the hope of working together better.</p> <p>These stories, with the permission of their authors, are to be hung up around the university with the title “staff” or “student”, to allow others to see these powerful revelations, and to help everyone remember that all members of the University community are ultimately just people, working towards a goal common to both – research and education.</p> <p>Due to the time constraints, we were unable to successfully conclude the entirety of the project, but made a significant step in hosting a very successful event as described above on March 18th.</p>			<p>express themselves to an extent more than their position or role. This aspect of bringing everyone down to a single level has the benefits of creating a community of intellectuals that encompasses a larger university area.</p>
<p>Yoga @CRM MRC Centre for Regenerative Medicine (Joan Casamitjana)</p>	<p>This project aimed to offer low cost yoga sessions to any member working in the Centre at a convenient time. A certified instructor ran sessions in a designated area of the Centre on a weekly basis at a time agreed by interested participants (eg early morning, lunchtime). Pilot sessions</p>	<p>This project has helped and added to the student experience, by bringing affordable yoga sessions to the centre. This has contributed to participants physical and mental wellbeing and many of them have told us that they feel much more energised. On a personal level, this project also helped us, the organisers, to bring a contribution to the students and staff of the centre at a different level than contributing to research through our PhD project. Organising this project has also offered us an opportunity to exercise and enhance our time and project management skills.</p>	<p>This project can be carried out in the future using a similar system of blocks of sessions/classes advertised through a mailing list. The yoga classes, can be sustained in the future</p>	<p>The current project could be implemented across the different research centre across the University. We have received many emails from other centres wanting to join our classes, so there is</p>

	proved very popular so a regular instructor was contracted on a weekly basis.		only if all the attendees will pay for the class. The price will still be kept considerably lower than the current charge of a gym or yoga centre (£12/ person), to allow for equal opportunities for all staff and students of the centre. Some staff would have liked to attend but could not due to the date chosen by the majority, in the future, yoga classes could occur twice / week or twice/ month to fit the schedule or more researchers	certainly willingness to attend these classes in the future. Generally, practicing Yoga could improve physical and mental wellbeing, and help manage stress and anxiety. These benefits could bring a lot of benefits to the work practice and environment within and outwith the University setting.
Keeping well abroad School of Literatures, Languages and Cultures (Veronique Desnain)		Project still to report		
Exploring the educational training requirements of nursing and medical students at the University of Edinburgh		Project still to report		

School of Health in Social Science (Maggie Carson)				
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The University of Edinburgh

Senate Learning and Teaching Committee

18th September 2018

Introduction of a Resource Lists Framework

Executive summary

This paper provides an update to the Learning and Teaching Committee (LTC) on the recommendations of the Acquisitions Audit Report and outlines how the Library seeks to secure institutional support for the Resource List service through the introduction of a Resource List Framework.

The proposed Resource List Framework:

1. Identifies Resource Lists as the preferred route to request Library resources for teaching;
2. Includes a section on best practice, 'Resource Lists are most useful to students if they are...' which will be finalised in consultation with EUSA;
3. Includes definitions of the priorities used for Resource List readings- with the addition of a 'Required purchase' category;
4. States that resources prioritised as 'Further reading' will not be purchased automatically;
5. Sets out roles and responsibilities for Course Organisers and the Library.

How does this align with the University's /Committee's strategic plans and priorities?

Improving the student experience is a key priority for the University. The use of Resource Lists, via Learn, facilitates access to course readings and provides a consistent experience for students across Schools and disciplines.

The ISG 2020 plan aims to make all essential resources on reading lists available to students in the Library. The growth of the Resource Lists service is therefore a key strategic objective, enabling the Library to manage the provision of teaching resources to ensure sufficient copies of core texts are available or that access to electronic resources has been provided. Resource Lists support Digital transformation and the aim to make every students a digital student.

Resource Lists provide a single point of entry for Course Organisers requesting Library resources. The Resource Lists service has streamlined library workflows, increasing efficiencies across teams in line with Service Excellence.

Action requested

LTC is requested to review and support the introduction of the Resource Lists Framework as a possible alternative to a mandate (as recommended by the Acquisitions Audit Report) as a route to increasing adoption of the Resource Lists service. The Resource Lists Framework will be published in

early 2019 for use in preparation for session 2019/20, subject to acceptance by Library Committee and equivalent College committees, and following consultation with EUSA.

How will any action agreed be implemented and communicated?

The agreed framework will be published on the University website and circulated to Heads of School, Heads of Teaching and Learning, via the Resource Lists mailing list and service webpages and awareness raised in schools via Academic Support Librarians, appropriate blogs and social media (including Teaching Matters) and via the Learn User Group.

Resource/Risk Compliance

1. Resource implications (including staffing)

Increasing adoption of Resource Lists will impact on Library resource. Additional funding has been allocated to Resource Lists to increase staffing to support the growth of the service. Increased adoption of Resource Lists may also impact on the Library materials budget. The allocation for the purchase of Resource List materials for 2018-19 is being monitored to assess demand and a business case for further funding will be put forward as required. If significant quantities of new print materials are purchased there may be pressure on space across library sites.

2. Risk assessment

Risks were identified and monitored as part of the reading list procurement and implementation project. The majority of these risks were closed. Outstanding risks have been carried over to the Course Collections Service Board who will continue to monitor outstanding risks and identify and monitor new risks. The Service Board meets twice a year. Resource requirements will be monitored to ensure increases in funding for staff and materials are requested to support the meeting of targets.

3. Equality and Diversity

Equality and diversity has been considered and an EqIA completed and published as part of the procurement process: http://www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/IS-Reading_List_IT_Procurement_Project.pdf

The IS Disability Information Officer continues to be actively engaged with the service, monitoring accessibility and providing feedback to the reading list system supplier, Ex Libris.

4. Freedom of Information

Open

Keywords

Library, resource lists, reading lists, course reading, student experience.

Originator of the paper

Angela Laurins, Library Learning Services Manager, 28th August 2018

1. Background

The development of the Resource Lists service is a Library & University Collections strategic theme aligned closely with the University's desire to improve student learning experience.

Students benefit from a consistent route to access their course materials via Learn, Moodle or directly from the Resource Lists homepage: <http://resourcelists.ed.ac.uk> Students become confident that if there is a resource list for their course, the Library has ensured materials are made available to students in sufficient quantities, and where possible, in digital format.

In June 2017, following a procurement project, the Library replaced the reading list system, Talis Aspire, with the relatively new reading list system, Leganto. Leganto is underpinned by the current Library management System, Alma, and is fully integrated with DiscoverEd. This system integration allowed the Library to introduce improved workflows which quickly created efficiencies and avoided backlogs in resource provision in the first year of use.

Library teams are working closely together to simplify the process for teaching staff, increase efficiencies and ensure access to key course materials for students. Resource Lists provides a front-facing user service through which teaching staff can manage the provision of materials for course teaching via a single point of contact.

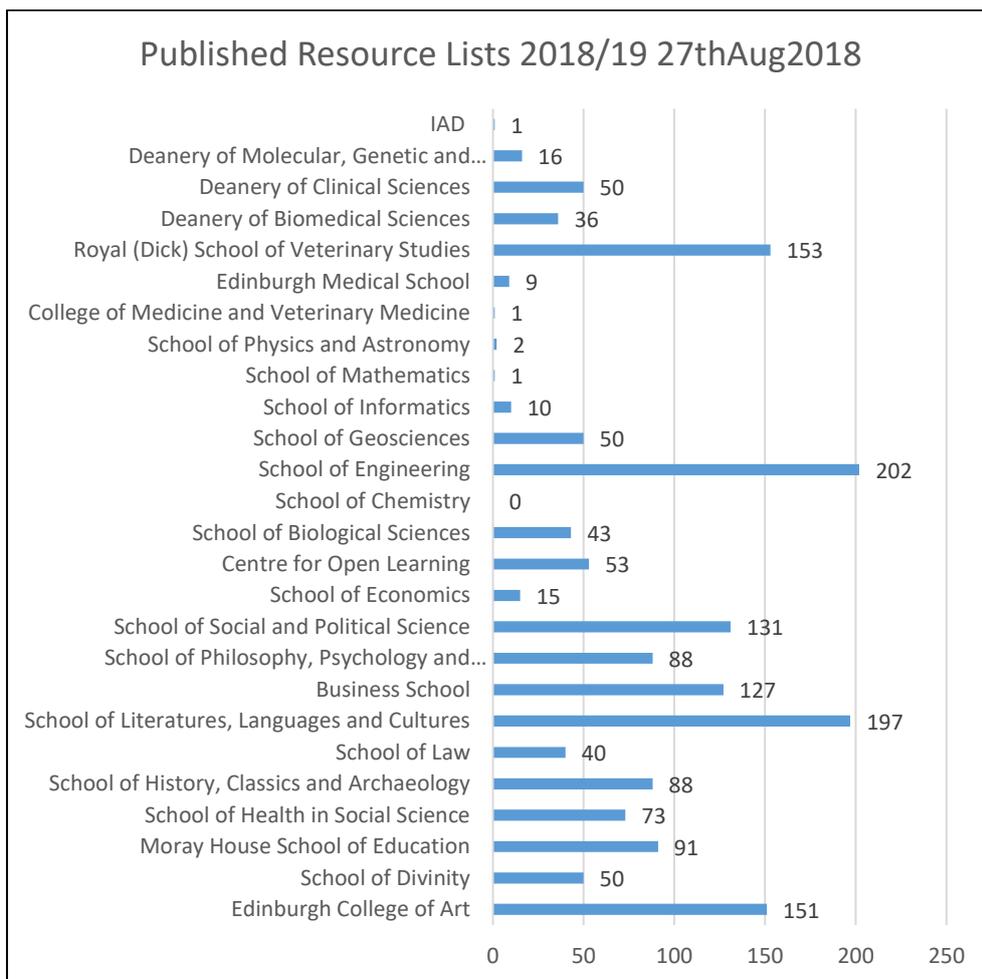
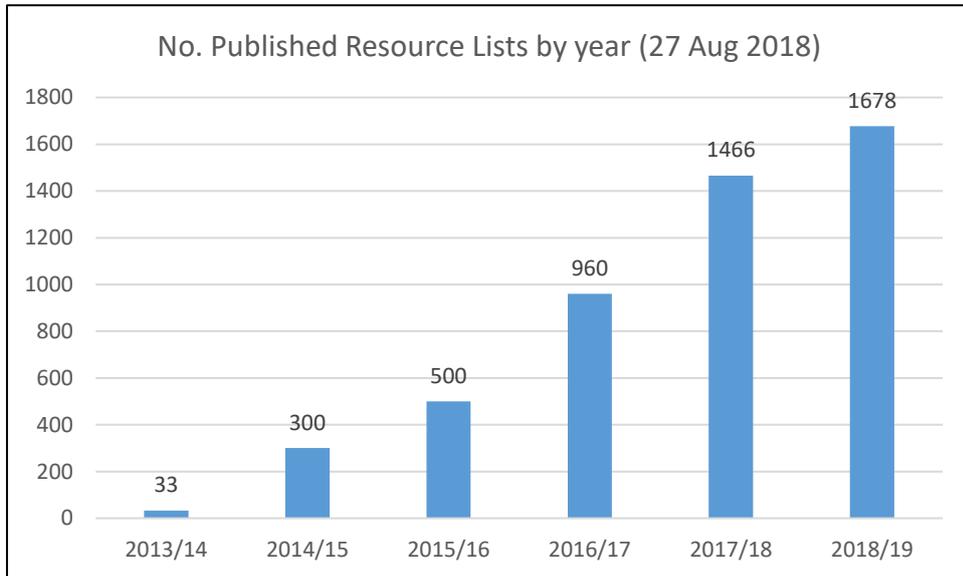
It should be highlighted that if Schools or individual academics choose not to use the Resource List service, the Library will have no systematic oversight of complete course reading lists. This may explain gaps in collections and some student dissatisfaction with the provision of course reading.

2. Published Resource Lists August 2018/19

If the full benefits of the service are to be realised, action is now required to secure institutional support for Resource Lists and to embed the service in school practice.

On 27th August 2018 ahead of the start of Semester 1, there were 1678 published resource lists for session 2018/19. This represents approximately 31% of all taught courses. In addition, there are approximately 240 resource lists for courses not delivered in 2018/19. Previous years Resource Lists are accessible via the corresponding year's Learn course.

There are approximately 5400 courses offered in 2018/19. To meet the target of 75% of taught courses with Resource Lists a shift in policy and practice across Schools is required. Embedding use of the Resource Lists service will support a consistent approach to resource purchase and access and make it easier for Course Organisers to adopt the service.



3. Acquisitions Audit Report

The Library Acquisitions Audit Report published in September 2017 recognised the benefits of Resource Lists in improving the student experience of using Library resources, increasing efficiencies in library workflows and delivering best value for money.

The Acquisitions Audit Report recommends mandatory use of the Resource List service across the University.

See Appendix A for the Acquisitions Audit Report in full

Appendix B provides Library updates to the report's recommendations.

4. Resource List Framework

In preference to a mandate, the Library proposes the introduction of a University endorsed Resource List Framework outlining suggested best practice in the provision of course material and clearly setting out expectations for both students and staff.

See Appendix C for the draft Resource List Framework.

Other Universities with Resource Lists services have published similar policies and frameworks. Typically, these include, but are not limited to, guidance on:

- Usability (length and structure of a list)
- Accuracy of references
- Accessibility of content
- Definition of priorities (Essential, Recommended, Further Reading)
- Book purchasing ratios
- Preference for use of electronic content when available
- Roles and responsibilities (Library/ Course Organisers)

The Resource List Framework focuses on four main areas:

1. Resource Lists as the preferred route to request Library resources for teaching

The Resource List Service is recognised by the Library and the Acquisitions Audit Report as an efficient, streamlined route to manage the provision of Library resources for courses. Adopting a single route to request materials is expected to further improve workflow efficiencies and simplify usage of library services for Course Organisers.

2. 'Resource Lists are most useful to students if they are..'

A common feature in other institutions' Resource Lists policies. This section of the framework will be finalised in consultation with EUSA.

3. Definitions of the priorities used for readings. Please note, there is a new 'Required purchase' category

Together with the Audit report recommendations, it has been clear in previous engagement activities across Schools, that definitions of priorities used by the Library to inform purchase and by students to manage their reading are required. Clear definitions will ensure common understanding and usage of terminology used on resource lists. The Framework provides definitions of four prioritisation categories:

- 1) Required purchase
- 2) Essential
- 3) Recommended
- 4) Further reading

3.1 Required purchase

'Required purchase' is a new category to make it explicit to students when they are required to buy a book for a course. This has been introduced on the recommendation of the Library & Information Strategy Committee (LISC) Essential Reading Project Group. Course Organisers will be advised to use this sparingly and with consideration. The Library will continue to purchase copies or provide access via e-book provision. The Library will seek feedback from EUSA on the addition of 'Required purchase'.

3.2 Further reading

Unless we set limits on the number of resources included in the 'Further reading' category the Library cannot commit to purchase all items on a resource list. However, the Library will continue to purchase individual 'Further reading' items if specifically requested by a course organiser.

4. Roles and responsibilities for Course Organisers and the Library

Although much of the information is documented elsewhere, the Framework will set out roles and responsibilities within a wider context of student experience and setting expectations for Course Organisers around Library provision of course materials.

4.1 What is not included in the Framework

Unlike some Universities with similar policies and frameworks, the Library has not set maximum limits to the numbers of resources that can be added to a resource list or category (Required purchase, Essential, Recommended and Further reading). Instead it is hoped that by encouraging Course Organisers to think about how resource lists are most useful to students, some consideration will be given to list length, suitable formats and availability of resources with particular focus on encouraging the use of digital formats, when available.

4.2 Consultation

The Library will ask for support and feedback on the Resource Lists Framework from the following:

- 1) Library Committee
- 2) Equivalent College Library committees
- 3) EUSA
- 4) Resource Lists Service Board
- 5) Discovery and Resource Lists user group

5. Overcoming existing challenges of increasing adoption of Resource Lists

5.1 No institutional mandate

There is no institutional mandate for the use of Resource Lists. We have to date secured adoption from academic teaching staff through promoting the merits of the service and system. Success to date has been very much on a course by course basis.

The introduction of a Resource Lists Framework endorsed by LTC, the various Library Committees and College equivalents and produced in consultation with EUSA will give the Library the necessary authority with which to encourage and increase adoption of the Resource List service and meet the 75% target much sooner.

5.2 Dual workflows

Library teams including, Acquisitions, Ereserve and HUB (High Use Books) operate dual workflows in the provision of materials for teaching, one workflow for provision of resources via Resource Lists and one for requests made via online purchase request forms or via email correspondence direct to teams. This is inefficient for the Library and confusing for Course Organisers. The Acquisitions Audit Report recognises the efficiency of driving provision of course materials via a single Resource Lists route.

The Resource Lists Framework will state Resource Lists as the preferred route for Course Organisers to request materials for teaching.

5.3 Communication

The Library has limited ability to reach and influence Course Organisers and school practice. Embedding Resource Lists in school policy and practice in a way that both benefits Course Organisers and increases use of the service is required.

The introduction of a Resource Lists Framework sets out expectations around provision of materials and clearly outlines responsibilities of Course Organisers and the Library.

5.4 Deadlines

The Library sets deadlines twice a year asking Course Organisers to either send their reading lists to the Library or send their resource lists to the Library to review. The Library recognises that there is a difficult balance to strike between setting deadlines too early for many Course Organisers and providing the Library with sufficient time to place orders, provide copyright-cleared scans and manage the location of physical titles.

Embedding Resource Lists with existing school policy and practice would facilitate adoption by Course Organisers by encouraging the submission of Resource Lists at different times of the academic year, for example; to correspond with Boards of Studies.

5.5 Learn integration

It is expected that most students will access their resource lists via Learn. The Library has worked closely with the Digital Learning Applications & Media Team to integrate Resource Lists with Learn and provide joined up support for users. However, integrating with Learn (the final stage in the process of making lists available to students) is often problematic. This is made difficult by not all Schools using the University course template and differing roles and responsibilities across schools when it comes to managing course content in Learn.

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The Library is represented on the current Learn Foundations Project Board and will make use of the opportunity to promote uniform Resource List usage via Learn and identify key contacts who can support adoption and integration at School-level.



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LTC 18th September 2018
Appendix A



THE UNIVERSITY
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INTERNAL AUDIT SERVICE

LIBRARY ACQUISITIONS: TEACHING

42.16/17

**Sarah Morrison, Senior Internal
Auditor**

September 2017



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Report distribution

Name	Title
Gavin McLachlan	Chief Information Officer and Librarian
Jeremy Upton	Director of Library & University Collections
Laura Shanahan	Head of Collections Development and Access



1. INTRODUCTION

A review of Library Acquisitions was undertaken as part of the 2016/17 Internal Audit Plan. It forms part of the Information Services audit coverage in the Audit Strategy.

2. BACKGROUND

The Library plays a central role in supporting learning and teaching on all the University's Undergraduate and Postgraduate Taught programmes. This occurs through the provision of course materials including books, e-books, journals and databases.

The Library allocated budget of £600k for spend on course collections in 2016/17. The budget is assigned to Colleges based on the institutional income allocation split. High levels of demand resulted in the budget for actual spend being increased to £750k.

Fund	Budget (£k)	Actual (£k)
MVM Course Collections	40	49
CSE Course Collections AHSS	40	39
Course Collections Student requests (cross-college)	400	491
	120	171
TOTAL	600	750

The Resource Lists service allows users to create and manage online reading lists. The online reading lists then drive the acquisition process and purchases are made based on agreed rules. The use of the Resource Lists service to manage and request course readings is not mandatory. Other ordering routes involve a combination of email and online forms. All of these methods cover orders for core texts, e-reserve scans and book moves to the HUB/Reserve.

Library & University Collections, with support from IS Applications, recently completed the procurement to select a new reading list system. This was necessary as the contract with the existing supplier, Talis, ended in July 2017. Following an evaluation process the contract was awarded to Ex Libris with their reading list system, Leganto.

3. SCOPE AND OBJECTIVES OF THE AUDIT

The objectives of the review were:

- a. To evaluate the acquisition processes for course collections and identify any control issues or areas of inefficiency.
- b. To examine the value for money and student experience impacts of the acquisition process.

The audit involved a review of the following:



- Detailed evaluation of the acquisition processes for course collections. This will involve consideration of both the online Resource Lists process and the alternative manual processes.
- Value for money assessment of the acquisition process and the ongoing use of analytics to monitor usage of purchases.
- Quality of communications and training provision for staff using Resource Lists (Leganto).
- Processes in place to understand the impact of the acquisition processes on student experience.

4. EXECUTIVE SUMMARY

The Information Services Group (ISG) is committed to providing the best possible service to students. Their 2020 plan aims to make sure all essential resources on reading lists will be available to students in the library. Significant investment has been made towards improving their service and implementing online provision of reading lists through Resource Lists.

Our review makes five recommendations. These have been categorised as two significant risks, two moderate risks and one minor risk. The following recommendations have been made:

- **Inconsistent use of Resource lists**

The submission of reading lists to the Library is not mandatory. Around 960 reading lists were published by the Library in 2016/17. There were 5,146 taught courses in the same year. When the Library receives the reading list, resources are purchased in line with policy. However, significant numbers of reading lists are not shared with the Library. This increases the following risks:

- a. Required course resources may not be readily available to students.
- b. Course study support provision may be inconsistently provided.

We have recommended that it is made mandatory for academics to publish reading lists with the Library.

At the end of 2016/17 the Library had only provided reading lists for around 19% of taught courses. There is a significant risk that as the volume of reading lists increases, budgetary and resource pressures on the Library become unmanageable. As the volume and content of reading lists is currently unknown, it is impossible to estimate additional implementation costs. We have therefore recommended that mandatory submission of reading lists be implemented on a phased basis to manage this risk.

- **Student experience**

We recommend a mechanism to measure student satisfaction with access to library resources is implemented. This will supplement the current NSS measure.

- **Use of data analytics**

In the first phase of this new service, analytics were not used to influence Library acquisition decisions. This was partly due to the limited management information available. However, the implementation of the Alma and Leganto systems mean more reliable management information is available. We have recommended that to achieve purchasing efficiencies and value for money, further analysis of resource usage must be implemented. This may involve engaging specialist business analyst skills to identify the most effective reporting and monitoring techniques.

- **Resource Categorisations**

There is currently no clear, consistent definition of 'essential', 'recommended' and 'further reading' in relation to academic resources. This results in inconsistency and different expectations associated with each term across the University. We have recommended that a more precise set of definitions is agreed for use across all Schools.

- **Workflow Efficiencies**

The Library continues to provide reading list services through various processes including both electronically (Leganto) and manually (by email). Provision of the same service through two different processes is inefficient. We recommend setting a timeline for implementing the sole use of Resource Lists to maximise the value from this investment. This will also ensure consistency across the University as the volumes of reading lists advised increase.

Good Practice

- The user group for Leganto continues to regularly meet and review the end to end processes for the Resource Lists service. This emphasises the continued focus on improving the process and finding efficiencies post implementation.
- The continued focus on increasing the number of academics using the Resource List service has paid off. 960 reading lists were published in 2016/17, this has already increased to 1200 at the start of 2017/18.
- Provision of workshops and training material to academics to encourage the use of Resource Lists.



5. SUMMARY OF FINDINGS

Overall Opinion: Limited assurance

There is a significant risk that as the volume of reading lists increases, future budgetary and resource pressures on the Library become unmanageable.

Recommendation Gradings

4. Fundamental weakness	3. Significant weakness	2. Moderate risk	1. Minor risk
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Inconsistent use of Resource Lists	<ul style="list-style-type: none">• Student experience measures• Management information/ analytics• Clarifying resource categorisations	<ul style="list-style-type: none">• Workflow efficiencies



6. AUDIT FINDINGS

Area Risk Level I	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
1. Significance	<p>Inconsistent use of Resource Lists</p> <p>The ISG 2020 Plan includes an objective that:</p> <p><i>‘All essential resource on reading lists will be available from the library, and student satisfaction with the Library Service will increase’.</i></p> <p>The Library’s preferred process for being advised about reading lists is through their Resource List service. Where resource lists are received, resources are acquired in line with book purchasing ratios. The number of reading lists on Leganto went from 500 in 2015/16 to 960 in 2016/17. The numbers of lists advised via Leganto is also expected to increase. However, there were 5,146 taught courses with students enrolled on them in 2016/17.</p> <p>The current process for preparing a Resource List involves considerable input from Library staff. Interviews highlighted that if all courses were mandated to use Resource List, staff could not deal with the associated workload. Additionally, given</p>	<p>The current processes do not demonstrate compliance with the ISG Plan.</p> <p>Unplanned growth in demand may increase the risk of a lack of resources to meet expectations.</p>	<p>a. The University should make the submission of reading lists to the Library mandatory. Responsibility for governance of this should be allocated to the Learning & Teaching Committee. For completeness, courses with no reading list should inform the Library of this.</p> <p>b. A phased implementation plan for expanding the Resource List service also should be developed. This should take account of both budget and space implications.</p>	<p>i. The Library will produce an update paper for Learning and Teaching Committee in Sem 2 17/18, detailing the recommendations of this report (regarding a mandate), and seek to establish a timeline for delivery.</p> <p>ii. The Library has been invited as a partner into the ‘VLE Standards Project’ by Learning Teaching and Web Division. In this, it is expected that there will be the opportunity to influence the structure and length of resource lists, in order to make the scalability</p>	<p>i. Semester 2 17/18 (Library Learning Services Manager and Director of Library and University Collections).</p> <p>ii. 2018/19 establish a ‘minimum standard’ for Resource Lists, to achieve progress towards mandate (LLS Manager).</p> <p>iii. Semester 2 17/18,</p>



Area Risk Level I	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
	<p>that this could include up to 4,000 new resource lists, the budgetary impact cannot be determined. As there is little information on 'unknown' reading lists, it is difficult to attach a financial value to them. There is also a risk of additional space being required despite the Library's 'e-book preference' policy.</p>			<p>of the Resource Lists service more realistic (perhaps through a Policy). This project aims to implement a minimum standard for VLE structure in 2018/19. The Library could provide a standard for Resources Lists in line with the same schedule.</p> <p>iii. The Library will continue to grow the allocation given to Course Collections in the Library Materials Purchasing budget, and is developing the business case for an increased fund in 18/19 at present.</p> <p>iv. The Library Senior Management Team have prioritised Resource Lists as</p>	<p>have developed and submitted business case for increased Materials Budget in 18/19 (Content Acquisition & Access Manager and Director of L&UC).</p> <p>iv. Semester 2 17/18, planning submission to include operational budget needs for Resource Lists service (Director of L&UC).</p>



Area Risk Level	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
				one of the Strategic Initiatives that will seek ongoing financial support post the current planning cycle.	
2. Moderate	<p>Student experience measures</p> <p>The National Student Survey includes a question on library satisfaction. The wording included is, "The library resources (e.g. books, online services and learning spaces) have supported my learning well". Overall response to this newly phrased question in 2017 was that 88% of respondents mostly or definitely agreed. The Library do not currently have a feedback mechanism concerning the resources provided from reading lists.</p> <p>If the Library does not receive reading lists, they will be unaware of specific resource requirements. Therefore, some students may find the Library does not hold their required texts. There is currently no clear information on whether this presents any learning issues for students.</p>	<p>Failure to provide all students with similar access to resources may result in excessively variable levels of student experience.</p> <p>Improvements in the quality of feedback could lead to better provision and increased student satisfaction.</p>	<p>The Library should improve feedback processes on obtaining access to reading list resources.</p>	<p>i. The Library records feedback on the Resource Lists service received e.g. via email and social media.</p> <p>ii. The Edinburgh Student Experience survey in 2016 featured a question "I have been able to find all my course reading list resources in the library". This survey will not run in 2017/18 but the Library will engage with this survey again in 2018/19 if available.</p> <p>iii. The Library holds meetings of its 'Library Discovery and Resource Lists</p>	<p>The feedback mechanisms will be monitored throughout 2017/18 to make any adjustments in 2018/19 as the service grows (LLS Manager).</p>



Area Risk Level I	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
				<p>User Group' throughout the academic year, and this includes students who are tasked with providing feedback on the service from their community.</p> <p>iv. The Library will also hold bi-annual Service Boards, with an academic Chair and representation from EUSA for the provision of more feedback. The first meeting is planned for semester 1 2017/18.</p> <p>v. The Resource Lists homepage includes a link to a Bristol Online Survey for gathering feedback.</p> <p>vi. Resource Lists is included in ISG's service catalogue. This provides an</p>	



Area Risk Level	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
				identifiable route for further feedback.	
3. Moderate	<p>Management information/ analytics</p> <p>Analytics have not historically been used in acquiring library materials. The information available did not allow for a sophisticated analysis of borrowing to support management decisions. However, with the implementation of Alma and Leganto, more reliable information is now available.</p> <p>Management have identified many areas where they believe analytics could benefit their processes. There is an opportunity to use analytics to refine acquisitions decisions. Additionally, this information could be used by academics to improve their knowledge of how resources are being used.</p> <p>However, there is currently limited time to work on the design and continued analysis of management information. Whilst there are some skills in the teams that may be aligned to analysing data, there are no specialists. A business case was previously submitted for a business analyst role to support the team. Whilst the business case</p>	<p>Failure to use analytics in acquisitions may result in repeated purchase of underutilised resources and failure to achieve value for money.</p> <p>Developing the use of analytics increases the opportunity to improve value for money from resource list budgets.</p>	<p>a. The library should prepare a plan for the development of data analytics to influence future purchasing activities. Specialist skills from a business analyst should be engaged to develop reporting tools to support this objective.</p> <p>b. Data analytics should be used to review acquisitions purchasing ratios and decisions for overall value for money.</p> <p>c. Management information should be collated from the Resource Lists workshops. A key measure should be to establish how many attendees go on to successfully use the Resource Lists service.</p>	<p>i. The Library is including a Business Analyst post in its future funding priorities, with a key focus on Resource Lists value for money analysis. This will inform the future ratios for purchase.</p> <p>ii. Registers will be taken at workshops, to monitor the success of these outreach activities for growing the user base.</p>	<p>i. Implement in Semester 2 17/18. (Director of Library and University Collections)</p> <p>ii. Implement in Semester 2 17/18. (Library Learning Services Manager)</p>



Area Risk Level	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
	<p>was supported, it was not given priority for funding at the time.</p> <p>Additionally, our review highlighted that statistics are not produced for Resource List workshops delivered. Registers are taken but the information from is not collated. In particular, there is no record for which attendees at the workshop go on to successfully use Resource Lists.</p>				
<p>4. Moderate</p>	<p>Clarifying resource categorisations</p> <p>Reading list resources are typically categorised as being ‘essential’, ‘recommended’ and ‘further reading’. The book purchasing ratios for these categories are as follows:</p> <ul style="list-style-type: none"> • Essential – 1 copy per 20 students • Recommended – 1 copy per 40 students • Further – on direct request from academic. <p>We noted the way academics used the criteria varied. Academics may also have different expectations of what the criteria mean for the student. In some areas a course textbook would be marked essential and the academic would expect the student to purchase it. However, for others they</p>	<p>Variations in how resource categorisations are interpreted increase the risk of:</p> <ul style="list-style-type: none"> • Ineffective purchasing decisions. • Weaker value for money from acquisitions budgets. 	<p>a. Clearer definitions of ‘essential’, ‘recommended’ and ‘further reading’ should be agreed. This should then be rolled out by the Learning & Teaching Committee across the whole University.</p> <p>b. Communications should be issued to all academics with the definitions of the reading list categorisations. This should include a clear reference to the impact on student expectations where the same terminology is used differently.</p>	<p>i. The Library will hold an internal workshop including academic users of Resource Lists to evaluate the options around the definitions of terms, and then agree a standard. The outcomes will be reported to the Learning & Teaching Committee.</p> <p>ii. When the standard is agreed, it will be circulated to all Resource Lists users and updated on the guidelines/supporting documents online.</p>	<p>i. Workshop to be held in 17/18 with report to LTC for Semester 2 17/18. (Library Learning Services Manager)</p> <p>ii. Semester 2 17/18. (Library Learning Services Manager).</p>



Area Risk Level	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
	<p>expect it to be suitable for students to borrow an essential item for a limited time. This lack of clarity makes it difficult for academics, students and the Library. It can result in the significance of a resource being misinterpreted.</p>	<p>Failure to consistently categorise resources may result in students being unclear of expectations.</p>			
<p>5. Minor</p>	<p>Workflow efficiencies</p> <p>Library staff encourage the use of the Resource Lists service for the submission of reading lists. The use of Leganto allows one process to be used from submission of reading list through to allocation of resources. This is a relatively new process. It is being continually refined to ensure the workflows join up as efficiently as possible.</p> <p>The Library also continues to facilitate manual submission of reading lists/resource requests from academics. This provides academics with choices about how they use the process. As this is a manual process, it requires various emails to be sent to ensure the full process is complete.</p>	<p>Delivering the same service both automatically and manually reduces the benefit achieved from implementing the automated systems.</p>	<p>A timeline should be set for processing all reading list/resource requirements through Resource Lists. The Library should no longer offer multiple options to academics after the set date.</p>	<p>i. The Library is already updating webpages and communications around the historic service routes, detailing the new Resource List service (e.g. mailings about the Reserve collection included info on Resource Lists last year, reaching hundreds of users). This will be rolled out to the E-Reserve service and on the online Book Recommendation Forms in 2017/18.</p>	<p>i. Semester 2 17/18. (Collections Lifecycle Manager and Content Acquisition & Access Manager)</p> <p>ii. Semester 2 17/18 for discussions at LTC. (LLS Manager and Director of L&UC)</p>



Area Risk Level I	Key findings	Impact	Recommendations	Management Comments / Agreed actions	Timescale/ Owner
	This has not historically created an issue for the Library teams as transition to Resource Lists has been gradual. However, as the reading lists received by the Library increase, there are clear inefficiencies in running two processes in parallel.			ii. The discussions at Learning and Teaching Committee will help to determine the timeline for no longer offering multiple access points to services.	



APPENDIX A: INTERVIEWEES

Name	Title
Laura Shanahan	Head of Collections Development and Access
Angela Laurins	Library Learning Services Manager
Elize Rowan	Content Acquisition and Access Manager
Hannah Mateer	Collections Lifecycle Manager
James Loxley	Professor of Early Modern Literature/ Convener of Library and Information Strategy Committee (CAHSS)
Richard Battersby	Acting Director of User Services
Diva Mukherji	Student Representative (involved in LiberatED initiative)



APPENDIX B: LEVEL OF ASSURANCE

Reports have overall assurance opinions in them. These are based on the scope and objectives of the audit. The overall opinion definitions are summarised in the following table:

Overall level of assurance:

OPINION	DESCRIPTION
Full	Any control weaknesses identified are minor. No objectives are at risk, based on the findings.
Significant	The weaknesses identified are a moderate risk to the achievement of particular objectives.
Limited	The weaknesses identified are a significant risk to the achievement of particular objectives.
None	The weaknesses identified are a serious risk to the achievement of particular objectives.

The individual risks are graded as follows:

GRADE	DESCRIPTION
4	This is a fundamental weakness in control. It affects the achievement of strategic objectives.
3	This is a significant weakness in control. The weakness is a risk to the achievement of agreed objectives.
2	This is a moderate risk to the achievement of agreed objectives.
1	This is a minor risk to the achievement of agreed objectives.



Appendix B

Internal Audit Services Library Acquisitions: Teaching, 42.16/17 September 2017

RECOMMENDATIONS AND UPDATES FROM THE LIBRARY: 30th August 2018

Overall Opinion: Limited assurance

There is a significant risk that as the volume of reading lists increases, future budgetary and resource pressures on the Library become unmanageable.

Recommendation Gradings

4. Fundamental weakness	3. Significant weakness	2. Moderate risk	1. Minor risk
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Inconsistent use of Resource Lists	<ul style="list-style-type: none">• Student experience measures• Management information/ analytics• Clarifying resource categorisations	<ul style="list-style-type: none">• Workflow efficiencies



AUDIT RECOMMENDATIONS AND UPDATES FROM THE LIBRARY: 30th August 2018

Area Risk Level	Recommendations	Management Comments / Agreed actions	Timescale/ Owner	Library Update August 2018
<p>1. Significant</p>	<p>a. The University should make the submission of reading lists to the Library mandatory. Responsibility for governance of this should be allocated to the Learning & Teaching Committee. For completeness, courses with no reading list should inform the Library of this.</p> <p>b. A phased implementation plan for expanding the Resource List service also should be developed. This should take account of both budget and space implications.</p>	<p>i. The Library will produce an update paper for Learning and Teaching Committee in Sem 2 17/18, detailing the recommendations of this report (regarding a mandate), and seek to establish a timeline for delivery.</p> <p>ii. The Library has been invited as a partner into the 'VLE Standards Project' by Learning Teaching and Web Division. In this, it is expected that there will be the opportunity to influence the structure and length of resource lists, in order to make the scalability of the Resource Lists service more realistic (perhaps through a Policy). This project aims to implement a minimum standard for VLE structure in 2018/19. The Library could provide a standard for Resources Lists in line with the same schedule.</p>	<p>I. Semester 2 17/18 (Library Learning Services Manager and Director of Library and University Collections).</p> <p>II. 2018/19 establish a 'minimum standard' for Resource Lists, to achieve progress towards mandate (LLS Manager).</p>	<p>i. Sept 2018: Paper presented at LTC.</p> <p>Sept 2018: Library proposes introduction of Resource List framework as an alternative to mandate. Framework to be presented at Library Committee and College equivalents for endorsement Sept-Dec 2018. Planned publication in Jan 2019 in advance of preparation for Session 2019/20.</p> <p>ii. June 2018- ongoing: Angela Laurins, Library Learning Services Manager is representing Resource Lists (and the Library) on the VLE Standards (now Learn Foundations) project.</p> <p>Aug-Dec 2018: The Library proposes the introduction of the Resource List Framework to set expectations and provide guidance on how Resource Lists can be most useful to students. This will be developed in consultation with EUSA.</p>



Area Risk Level	Recommendations	Management Comments / Agreed actions	Timescale/ Owner	
		<p>iii. The Library will continue to grow the allocation given to Course Collections in the Library Materials Purchasing budget, and is developing the business case for an increased fund in 18/19 at present.</p> <p>iv. The Library Senior Management Team have prioritised Resource Lists as one of the Strategic Initiatives that will seek ongoing financial support post the current planning cycle.</p>	<p>iii. Semester 2 17/18, have developed and submitted business case for increased Materials Budget in 18/19 (Content Acquisition & Access Manager and Director of L&UC).</p> <p>v. Semester 2 17/18, planning submission to include operational budget needs for Resource Lists service (Director of L&UC).</p>	<p>The Framework will also outline expected roles and responsibilities for Course Organisers and the Library.</p> <p>iii. The 2018-19 materials budget funding for Course Collections has been retained at £700,000. The budget will continue to be reviewed and a business case made for further materials funding if required.</p> <p>iv. August 2018: The Resource Lists Service has been agreed as a priority for L&UC as an ongoing service and resource funding has been allocated to provide permanent staffing. Additional discretionary funding has also been allocated for fixed-term posts to grow the service as it is further embedded into existing core teams.</p>



Area Risk Level	Recommendations	Management Comments / Agreed actions	Timescale/ Owner	
<p>2. Modert ae</p>	<p>The Library should improve feedback processes on obtaining access to reading list resources.</p>	<ul style="list-style-type: none"> i. The Library records feedback on the Resource Lists service received e.g. via email and social media. ii. The Edinburgh Student Experience survey in 2016 featured a question “I have been able to find all my course reading list resources in the library”. This survey will not run in 2017/18 but the Library will engage with this survey again in 2018/19 if available. iii. The Library holds meetings of its ‘Library Discovery and Resource Lists User Group’ throughout the academic year, and this includes students who are tasked with providing feedback on the service from their community. iv. The Library will also hold bi-annual Service Boards, with an academic Chair and representation from EUSA for the provision of more feedback. The first meeting is planned for semester 1 2017/18. 	<p>The feedback mechanisms will be monitored throughout 2017/18 to make any adjustments in 2018/19 as the service grows (LLS Manager).</p>	<ul style="list-style-type: none"> iii. Resource Lists has joined with the existing Discovery User group. First meeting on 1st Nov 2018. Further meetings of the joint user group will be scheduled in 2018/19. iv. A member of academic teaching staff has taken on the role of Business Service Owner and Chair. The group met twice in 2017/18. The Board will continue to meet twice per year ongoing. v. 2017/18: The Survey made available via the Resource Lists homepage is not sufficiently visible (options are limited by the system interface). As such, there have been only 6 responses in 2017/18. Aug 2018: Library Learning Services surveyed course organisers on their usage of the Resource List service and system. 76 responses were received. A report of findings will be made available in due course.



Area Risk Level I	Recommendations	Management Comments / Agreed actions	Timescale/ Owner	
		<p>v. The Resource Lists homepage includes a link to a Bristol Online Survey for gathering feedback.</p> <p>vi. Resource Lists is included in ISG's service catalogue. This provides an identifiable route for further feedback.</p>		<p>vii. Sept 2018: Resource Lists is included in the ISG servicer catalogue. However, the service name currently used in the catalogue ('Reading Lists') requires review.</p>



<p>3. Mod erate</p>	<p>a. The library should prepare a plan for the development of data analytics to influence future purchasing activities. Specialist skills from a business analyst should be engaged to develop reporting tools to support this objective.</p> <p>b. Data analytics should be used to review acquisitions purchasing ratios and decisions for overall value for money.</p> <p>c. Management information should be collated from the Resource Lists workshops. A key measure should be to establish how many attendees go on to successfully use the Resource Lists service.</p>	<p>i. The Library is including a Business Analyst post in its future funding priorities, with a key focus on Resource Lists value for money analysis. This will inform the future ratios for purchase.</p> <p>ii. Registers will be taken at workshops, to monitor the success of these outreach activities for growing the user base.</p>	<p>i. Implement in Semester 2 17/18. (Director of Library and University Collections)</p> <p>ii. Implement in Semester 2 17/18.(Library Learning Services Manager)</p>	<p>i. Sept 2018: Funding for a new fixed term Data Analyst post has been approved. The job description is in progress and recruitment will follow in due course.</p> <p>ii. Workshop attendees are recorded via MyEd booking channels. Analysis will be carried out by the Library to establish how many attendees went on to make use of Resource Lists for their courses.</p>
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Area Risk Level	Recommendations	Management Comments / Agreed actions	Timescale/ Owner	
4. Moderate	<p>a. Clearer definitions of 'essential', 'recommended' and 'further reading' should be agreed. This should then be rolled out by the Learning & Teaching Committee across the whole University.</p> <p>b. Communications should be issued to all academics with the definitions of the reading list categorisations. This should include a clear reference to the impact on student expectations where the same terminology is used differently.</p>	<p>i. The Library will hold an internal workshop including academic users of Resource Lists to evaluate the options around the definitions of terms, and then agree a standard. The outcomes will be reported to the Learning & Teaching Committee.</p> <p>ii. When the standard is agreed, it will be circulated to all Resource Lists users and updated on the guidelines/supporting documents online.</p>	<p>i. Workshop to be held in 17/18 with report to LTC for Semester 2 17/18. (Library Learning Services Manager)</p> <p>ii. Semester 2 17/18. (Library Learning Services Manager).</p>	<p>i. Aug 2018: No workshops have been held. The Resource List Framework proposed includes definitions of 'Essential', 'Recommended' and 'Further reading' and introduces a new category, 'Required purchase'.</p> <p>The definitions will be discussed at Library Committee and at equivalent College Committees and feedback invited.</p> <p>ii. Once the Resource List Framework and definitions are agreed, this will be circulated to Resource List users and other key stakeholders. Documentation and guidelines will be updated and the framework promoted via social media (Resource Lists and Teaching Matters blog).</p>



Area Risk Level	Recommendations	Management Comments / Agreed actions	Timescale/ Owner	
5. Minor	<p>A timeline should be set for processing all reading list/resource requirements through Resource Lists. The Library should no longer offer multiple options to academics after the set date.</p>	<ul style="list-style-type: none"> i. The Library is already updating webpages and communications around the historic service routes, detailing the new Resource List service (e.g. mailings about the Reserve collection included info on Resource Lists last year, reaching hundreds of users). This will be rolled out to the E- Reserve service and on the online Book Recommendation Forms in 2017/18. ii. The discussions at Learning and Teaching Committee will help to determine the timeline for no longer offering multiple access points to services. 	<ul style="list-style-type: none"> i. Semester 2 17/18. (Collections Lifecycle Manager and Content Acquisition & Access Manager) ii. Semester 2 17/18 for discussions at LTC. (LLS Manager and Director of L&UC) 	<ul style="list-style-type: none"> i. 2017/18: Online book recommendation forms now include information pointing Course Organisers to the Resource Lists service. 2017/18: HUB/Reserve team annual mailshot encouraged Course Organisers to use Resource Lists. ii. The Resource Lists Framework states Resource Lists as the preferred route for requesting resources for teaching. iii. Sept-Dec 2018: A timeline will be discussed at LTC and at future Library Committees and College committee equivalents.



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Appendix C: Resource Lists Framework (DRAFT)

This draft framework is being discussed at meetings of the Learning & Teaching Committee, by EUSA, Library Committee, College Library Committees, or equivalents and the Course Collections Service Board and has been written in response to the recommendations of the Acquisitions Audit report published in September 2017. The Framework will be published in January 2019 ready for use in preparation for session 2019/20.

1. Purpose of the framework

The purpose of this framework is to:

- Set out how the Library works with colleagues across the University to ensure students have access to key reading materials and other library resources;
- Support University strategy and policy including Learning and Teaching Strategy, Board of Studies, Accessible and Inclusive Learning Policy and Competition and Markets Authority's Guidance;
- Communicate key information to staff on use of the resource list service;
- Outline the responsibilities of the Library and Course Organisers in the provision of library resources for teaching;
- Manage students' and Course Organisers' expectations in the provision of Library resources.

2. Introduction

The Library supports the provision of teaching materials for all taught courses through use of the Resource Lists service. The Resource Lists system used is called Leganto.

Teaching materials include print books, e-books, copyright-cleared scans, journal articles as well as other licensed and openly available content.

The Resource Lists service is the University's preferred route for:

- Course organisers to request purchases of new or additional print books or e-books;
- Course organisers to request copyright-cleared scans (of chapters and articles);
- The Library to manage the location of print copies across loan periods (HUB/Reserve, short and standard loan).

Benefits of Resource Lists include:

1. Improved student experience;
2. Consistent access to key course reading across all University modules;
3. Timely provision of Library resources for taught courses;
4. Single, simplified route for Course organisers to request materials for teaching;
5. Efficient Library workflows.

The Library's current strategic objective is to work towards providing an online resource list for 75 % of all taught courses.

Resource Lists are published using a Creative Commons licence and are openly accessible by default, allowing access for pre-entry and prospective students and supporting the University's wider commitment to open access. Resource Lists can be restricted to staff and students of the University on request.

3. Resource Lists are most helpful to students when they are:

1. **Easy to access** – access is provided via the Resource List tool in Learn or Moodle and is therefore consistent across courses, regardless of discipline.
2. **Clearly laid out** - section headings indicate when and what students are expected to read, for example; lists may be organised by theme, week, lecture or seminar readings.

3. **Prioritised and annotated** – items are prioritised using, ‘Essential’, ‘Recommended’ and ‘Further reading’ so that students can understand clearly what they are expected to read and can manage their reading accordingly. Notes are added to highlight relevant chapters and pages and to provide other useful information. It is made clear which, if any, books students are required to purchase.
4. **Up to date** – lists are regularly reviewed taking into account feedback from students, usage data and availability of resources. Students are confident their resource lists are current.
5. **Realistic** – consideration has been given to how many resources students can reasonably be expected to read over the course of a semester and how they will be able to access key materials. Where possible, key texts are provided digitally- as e-books or copyright-cleared scans. Separate bibliographies may be created using Resource Lists to encourage students to explore a subject or carry out their own research.
6. **Made available to the Library in good time**- to allow sufficient time for the order/delivery of books and for copyright-cleared scans to be made available to students in time for the start of semester.

4. Provision of resources for teaching

4.1 Resource Lists budget

A ring-fenced budget from the centrally allocated library materials budget is available to purchase materials on Resource Lists. Expenditure is monitored and reported to the University Library Committee and College Library Committees, or equivalents.

4.2 How the Library purchases resources

The Library has an e-preference policy. If a suitable e-book is available it will be purchased in lieu of any print copies.

The Library encourages Course Organisers to use digital resources to provide the largest number of students with access to key materials. Where a suitable e-book is not available, copyright-cleared scans of chapters/pages may be provided.

5. Prioritised reading

Resource Lists should indicate the priority of all materials on a list, enabling students to manage their course reading. All items on resource lists must be prioritised using the following:

1. Required purchase
2. Essential
3. Recommended
4. Further reading

There is no maximum number of items that can be added to a category or to a list. However, the Library will assess how best to manage longer lists (400+) in consideration of space, budget and resource.

If a resource is used on multiple courses, numbers of copies purchased will be based on total student numbers.

6. Definitions

6.1 Required purchase

Definition: Students must buy a copy. These are resources students are expected to refer to continuously and extensively throughout the course.

- ‘Required purchase’ sets a clear expectation for students. This definition should be used sparingly and with caution.
- This definition is required to remain legally compliant under Competition and Markets Authority’s legislation where students are expected to purchase texts to support their learning.

- Course Organisers are required to check availability of 'Required purchase' resources with the appropriate Academic Support Librarian (ASL) and to establish if these resources can be provided as e-books.
- 'Required purchase' resources will be treated as 'Essential' by the Library and will be purchased to the ratio of 1 copy per 20 students.
- A note should be added to the list making it clear to students that the Library will still provide access to a limited number of copies of all 'Required purchase' books or to an e-book (if available).

6.2 Essential reading

Definition: 'Must read'. These are resources students are expected to read (or view) in order to understand the subject and to be able to fully participate and benefit from weekly seminars and lectures.

- 'Essential' does not mean students 'must buy'. If course organisers expect students to purchase a book or books on a resource list, they should use, 'Required purchase' and refer to the guidance above.
- Any print books prioritised as 'Essential' will automatically be purchased to the ratio of 1 copy per 20 students. A maximum of 15 copies of any one title will be purchased for a single course.
- A maximum of eight copies of any print book, prioritised as 'Essential', will be categorised as HUB Reserve/Reserve. Additional copies will be distributed across Short and Standard Loan.
- Priority will be given to providing copyright cleared scans for 'Essential' resources.

6.3 Recommended reading

Definition: Readings which complement 'Essential' readings and help students to expand their knowledge of a subject. It is expected that students will read some of this material.

- Any print books prioritised as 'Recommended' will automatically be purchased to the ratio of 1 copy per 40 students.
- Newly purchased 'Recommended' print books will be located in Short Loan (1 week loan).

6.4 Further reading

Definition: Readings which help students to broaden their understanding of a subject and may include readings beyond the subject necessary to provide context. Further reading may be used for bibliographies or to provide suggested reading for assignments or to encourage students' own research.

- Any print books prioritised as 'Further reading' will NOT be purchased automatically unless the Course organiser instructs the Library to do so.
- Further reading will be located in Standard Loan.

7. Digitisations (copyright -cleared scans)

The University's licence from the Copyright Licensing Agency allows scans of book chapters and journal articles to be provided for teaching where items to be scanned are covered by the licence. Scans will be linked to a citation in a Resource List.

Course Organisers should consider requesting a copyright-cleared scan if a title is not available electronically in order to provide access to the most essential pages/chapter of a text to students.

Course Organisers should not scan materials under copyright or upload scanned content to Learn or Moodle unless the material is out of copyright, they have explicit permission from the copyright holder or they hold the copyright for the work. If in doubt, please check with the Library. Contact: ereserve@ed.ac.uk

8. Editions

The most recent edition of a title will be added to the Resource List unless otherwise requested by the course organiser.

9. Out of Print books

The Library will source a single copy of a book if it is out of print. Course Organisers will be notified if a title is out of print and if the Library is able to purchase a single copy. Course Organisers are encouraged to request copyright-cleared scans of essential chapters/pages to provide students with access to essential content or to consider a more readily available alternative.

10. Online Learning

The Library will not purchase multiple print copies of print books for Online Learning courses. However, single copies may be purchased in order to provide copyright-cleared scans. When selecting course reading for online courses, course organisers should ensure essential texts can be made available digitally.

11. Deadlines

Course Organisers can send their Resource Lists to the Library to be reviewed or created at any time throughout the year.

The Library publishes deadlines for each semester to allow sufficient time for materials to be made available in time for the start of teaching. The Library will create and review lists after the deadlines. However, course organisers should be aware that materials requested after the deadlines may not be available in time for the start of each semester.

12. Summary of responsibilities

12.1 What the Library will do:

- Provide training and guidance to Course Organisers and ensure appropriate webpages are up to date;
- Create or review resource lists as requested and check current Library holdings for all resources on a list;
- Automatically purchase new or additional copies of print books or of suitable e-books based on student numbers and resource priority and add new purchases to resource lists;
- Check and/or confirm availability and access to electronic journal articles and other online resources;
- Alert Course Organisers where there could be a problem providing appropriate access to materials;
- Provide copyright-cleared scans and link scans provided to the corresponding citations;
- Locate new or additional copies in the relevant site library and across loan periods;
- Annually (in June), rollover lists to the following academic year and maintain persistent access to previous years' resource lists;
- Monitor use of Resource List items in HUB/reserve collections;
- Gather feedback from Course Organisers via an annual survey;
- Regularly review the service in consultation with Course Organisers and EUSA.

12.2 What Course organisers will do:

- Provide students with a Resource List based on good practice (as outlined above);
- Consider if essential texts can be made available digitally;
- Prioritise each item on the course resource list using, 'Required purchase', 'Essential', 'Recommended' or 'Further reading';
- Provide details of any chapters/pages to be scanned;
- Use the online form to submit a request for a Resource List: <https://edin.ac/resource-list-request-form>
- Enable the Resource List tool in the corresponding Learn course;
- Regularly review the Resource List and notify the library of any changes to the list or course;
- Submit lists, either for review or creation, by the published deadlines if resource lists are required in time for the start of semester.

The University of Edinburgh

Senate Learning and Teaching Committee

18 September 2018

Annual review of effectiveness of Senate Committees

Executive Summary

As part of the annual review of the Senate Committees, members of the four Senate Committees were asked to complete a questionnaire over the summer 2018. The questionnaire sought to gauge the effectiveness of the composition, support, engagement and impact of the Senate Committees. The results of the questionnaire are summarised in the attached paper, along with some suggestions for addressing some specific issues.

How does this align with the University / Committee's strategic plans and priorities?

This paper aligns with the University strategic objective of leadership in learning.

Action requested

The Committee is invited to discuss the outcome of the questionnaire and consider whether it wishes to recommend any changes to its operation.

How will any action agreed be implemented and communicated?

The summary of the annual review will feed in to the externally-facilitated review of Senate and its committees conducted in 2018/19.

The report from the externally-facilitated review will be communicated to the Senate Committees in early 2019/20.

Resource / Risk / Compliance

1. Resource implications (including staffing)

If the Committee wishes to identify any changes to its operation as a result of the questionnaire, Academic Services will review the resource implications of implementing them.

2. Risk assessment

The paper will assist the University in ensuring that its academic governance arrangements are effective and will enable the University to manage a range of risks associated with its academic provision.

3. Equality and Diversity

The results of the questionnaire highlighted the need for equality and diversity of the committee membership to be addressed. This issue should be considered by the Committee when considering action to take after discussing the results.

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4. Freedom of information

Open

Key words

Governance, committees

Originator of the paper

Tom Ward, Director of Academic Services
Theresa Sheppard, Academic Policy Officer

September 2018

Annual review of effectiveness of Senate Committees

1. Background

The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years:

“49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances.”

In line with the requirements of the Code, Academic Services conducted an annual review of Senate and its committees over the summer 2018.

An email was sent to all Senate Committee members which included a link to an online questionnaire. The questionnaire invited participants to indicate their opinion of the effectiveness of the composition, support, engagement and impact of the Senate Committees. 25 committee members responded in total (around 45 per cent of the overall membership).

The Committee is invited to discuss the findings of the questionnaire and to consider whether to recommend any changes in practice, taking account of the suggestions set out below.

The University is planning to undertake an externally-facilitated review of Senate and its committees during 2018-19 and the results of the questionnaire, including follow-up discussion by committees, will be submitted to the external facilitator as part of the review documentation. While it was originally planned for the results of this questionnaire to be submitted to Senate in October, it is now recommended that they be considered by Senate members at a later stage within the context of the report on the externally-facilitated review.

2. Key issues

Senate Committee members were asked to indicate their level of support for a series of statements about the operation of the committees, and these statements were grouped together by a common theme. The responses of committee members to these statements are summarised in Section 3.

Free text boxes gave committee members the opportunity to comment in detail about the issues and to make suggestions. The main themes to emerge from these comments are summarised in Section 4.

Overall, the results of the questionnaire showed patterns emerging which were broadly consistent for all four committees, which is why the results are summarised as a group, rather than having been divided up by committee (which would involve attempting to analyse very small data).

The questionnaire included a set of demographic questions which were analysed in relation to the responses; the sample was too small to draw any meaningful conclusions, however.

Overall, the results of the questionnaire indicated that members were satisfied with a range of aspects relating to the operation of their committee.

While the key themes are set out in detail below, the Committee is invited to discuss the following principal issues to emerge from the results:

a) Place of the Committees within the overall governance of the University

Several committee members indicated that they were unsure of how their committee's remit related to governance structures in Schools and Colleges, with a request for clarity around the links between the committee structures (see Section 4.1).

This issue will be highlighted at the externally-facilitated review of Senate in Semester 1, which will examine the place of Senate and its Committees within the University's overall governance structure. Furthermore, Colleges could be asked to demonstrate how their committee structures link to the Senate Committees.

b) The need for Committees to manage implementation of decisions and evaluate their impact

Comments suggested that it was challenging for committees to manage the implementation of decisions and evaluate their impact, particularly given the size and structure of the University (see Section 4.2). Suggestions for improvement in this area included better communication with Heads of Schools, and fewer items on the University-wide agenda, which would allow committees to focus in depth on specific issues.

All Task Group reports and proposals for Senate Committees are obliged to include an implementation plan, which is a component of the standard cover sheet for committee papers. In addition, the Committees do routinely evaluate the impact of significant changes. However, implementation planning and evaluation could be strengthened, and Academic Services will emphasise the importance of this to Task Groups for the forthcoming year.

c) Volume of papers and agenda items

Several respondents observed that there was a high volume of papers to read for the committee meetings, which was a barrier to meaningful participation (see Section 4.3); comments in this regard related in particular to Curriculum and Student Progression Committee (CSPC).

The nature of some types of committee business can in some circumstances necessitate long and detailed papers, and the nature of CSPC's work can lead to particularly long Committee documentation. While the guidance for committee members on producing papers emphasises the importance of succinct papers, Academic Services will continue to emphasise the importance of this when engaging with authors of papers.

d) Induction of new members

Some responses highlighted the need for inductions for new members, which would inform them of their responsibilities (see Section 4.4).

Members of the four committees are offered an induction on an annual basis, and the members' handbook is also made available. Further suggestions for effective ways of informing members of their responsibilities are welcomed.

e) Equality and Diversity issues

Responses indicated that, while members felt that committee membership was as diverse as it could be given the need to include specific roles and expertise on the Committee, more could be done to ensure diversity in membership (see Section 4.6).

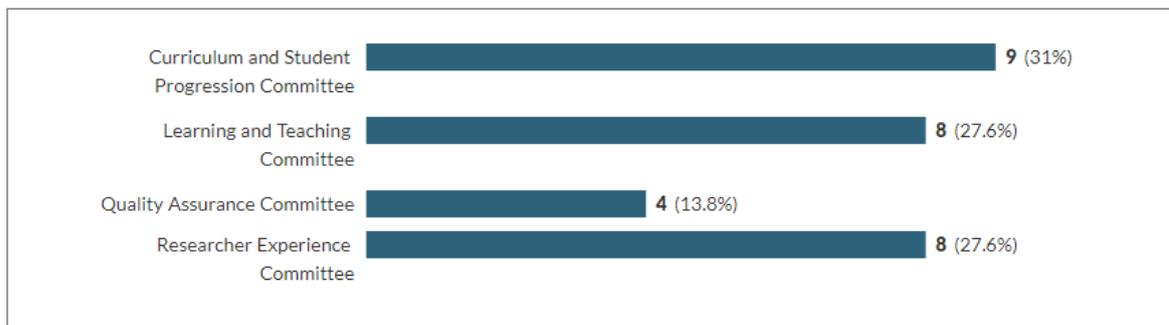
The composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principals, Director of a defined support service or delegate) or as representative of a particular stakeholder (e.g. a College or the Students' Association). The membership of these committees is therefore largely a consequence of decisions made elsewhere to appoint individuals to particular roles.

In practice, in recent years all the Committees have had a gender balance broadly in line with the relevant population (when the inevitable volatility associated with small populations is taken into account). It is less clear whether the committee membership is representative in terms, for example, of ethnicity or disability, since Academic Services does not hold data on these characteristics of its committee members. The Committee may wish to consider whether Academic Services should collect this information in the future. While it is useful to understand the diversity of the committee member population, there would be limited actions open to us on the basis of this information, in view of numbers of ex officio members on committees. The need for a diverse range of demographics could be taken into consideration when appointing co-opted members, however.

3. Summary of quantitative responses

The following shows the response levels by committee:

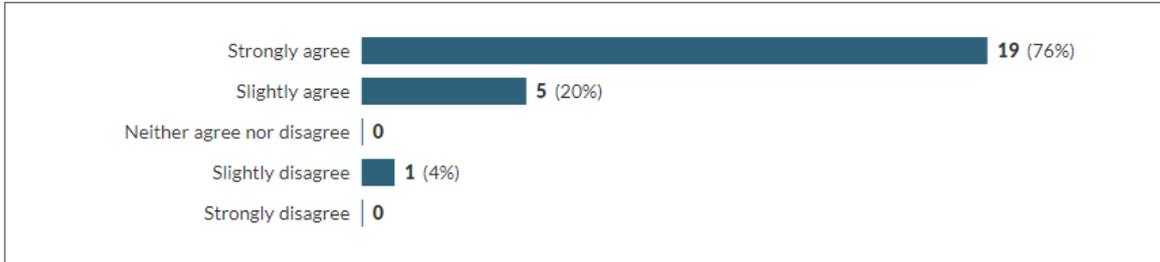
1 Please indicate the Senate Committee(s) of which you are a member



Remit and Governance

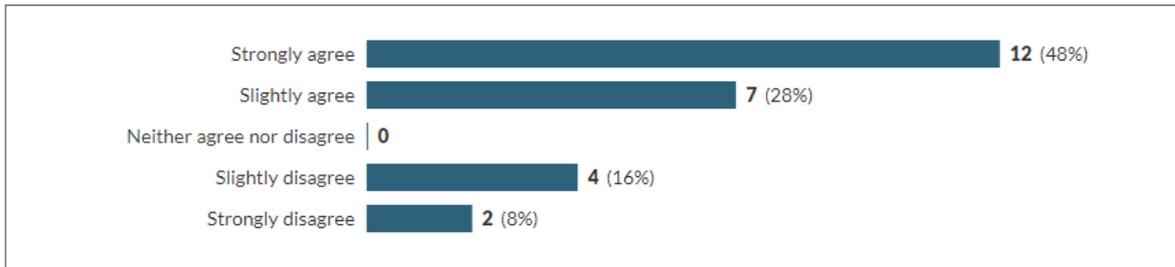
The majority of respondents (96 per cent) indicated that they were clear about their committee's remit.

2.1 I am clear about the Committee's remit

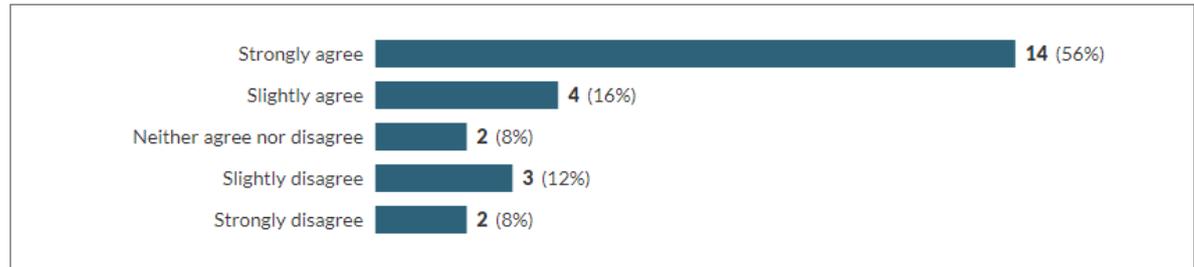


While the majority of respondents was aware of how their committee fitted into the overall governance structures of the University, (Senate and Court, and Schools and Colleges) several indicated that this was not the case:

2.2 I am aware of how the Committee reports to Senate and Court

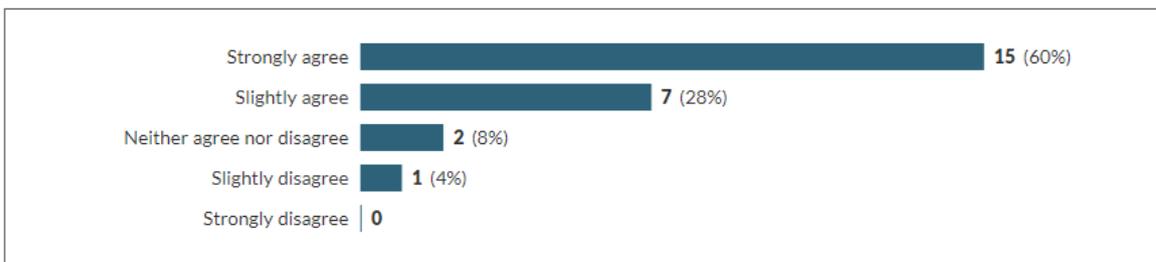


2.3 I am aware of how the Committee's remit relates to governance structures in Schools and Colleges

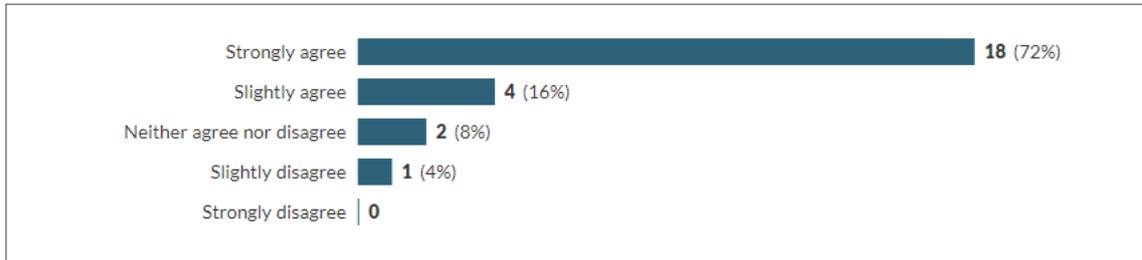


The majority of respondents thought that their committee handled its business effectively, was flexible enough to adapt to changes in priorities, and used Task Groups effectively:

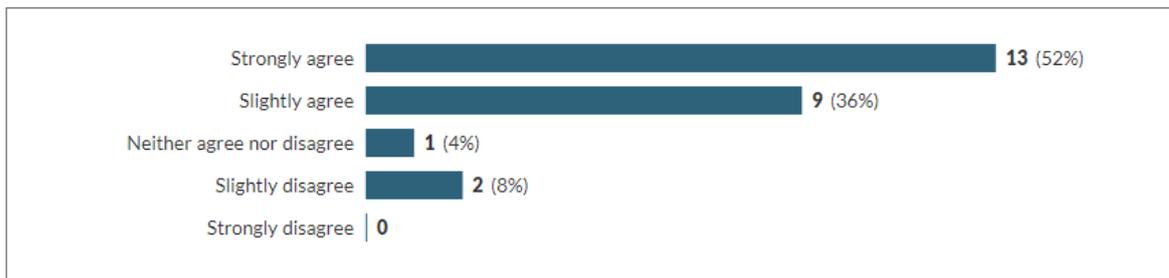
2.4 The Committee manages its business effectively



2.5 The Committee is flexible enough to adapt to changes in priorities



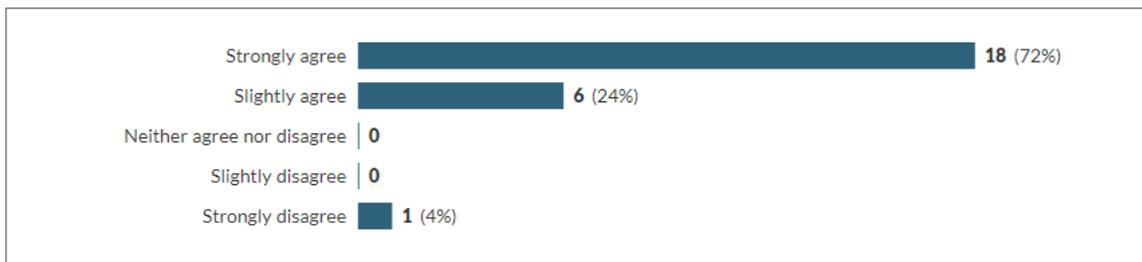
2.6 The Committee uses Task Groups effectively



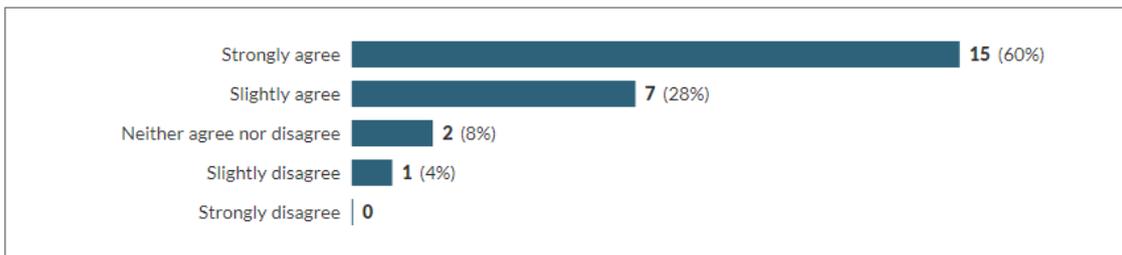
Responsibilities and Participation of Committee Members

The majority of respondents (96 per cent) felt that they were clear about what their responsibilities were as members, and the majority (88 per cent) indicated that they participated fully in committee business:

3.1 I am clear what my responsibilities are as a Committee member

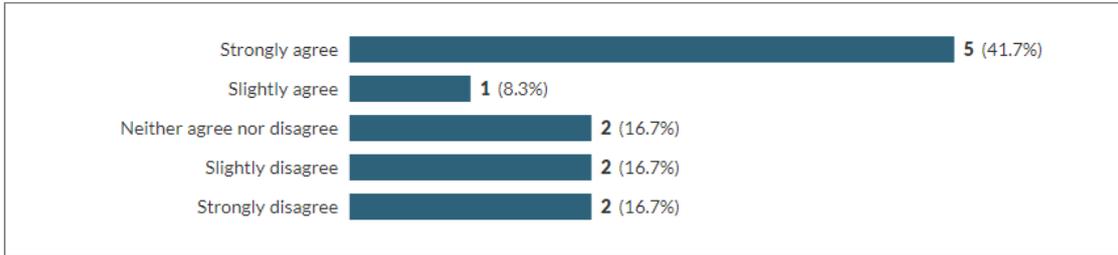


3.2 Members participate fully in Committee business



Members who were new in 2017/18 were asked if they were happy with the induction they received and responses were varied:

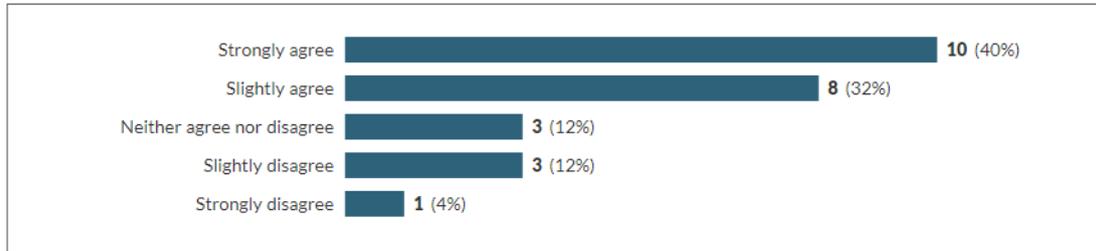
3.3 (For new members in 2017/18) I am happy with the induction I was given to the Committee and its business



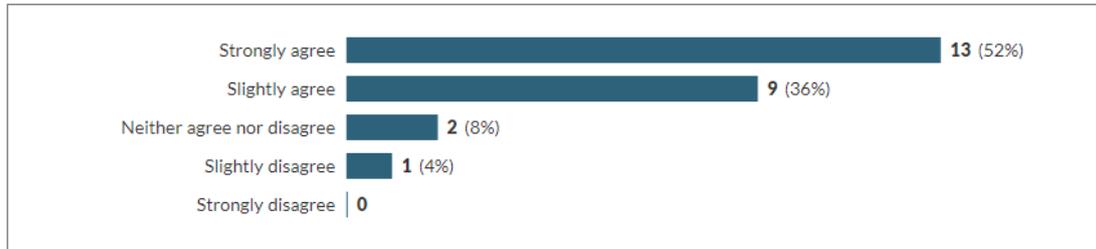
Composition and Support of the Committees

The majority of respondents indicated that the current composition of their committee enabled it to fulfil its remit, that the size of the committee was appropriate in order for it to operate effectively, and that committee operations were supported effectively.

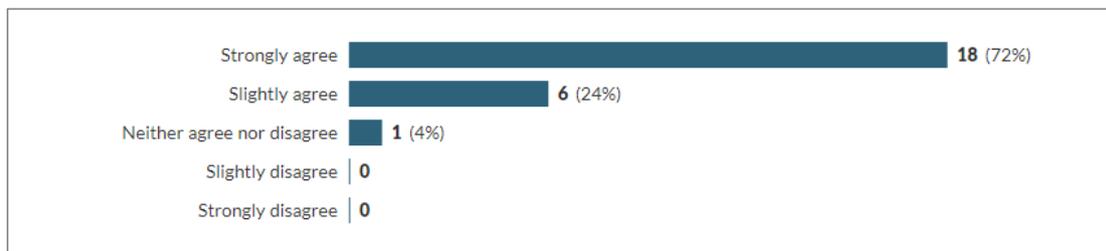
4.1 The current composition of the Committee enables it to fulfil its remit



4.2 The size of the Committee is appropriate in order for it to operate effectively

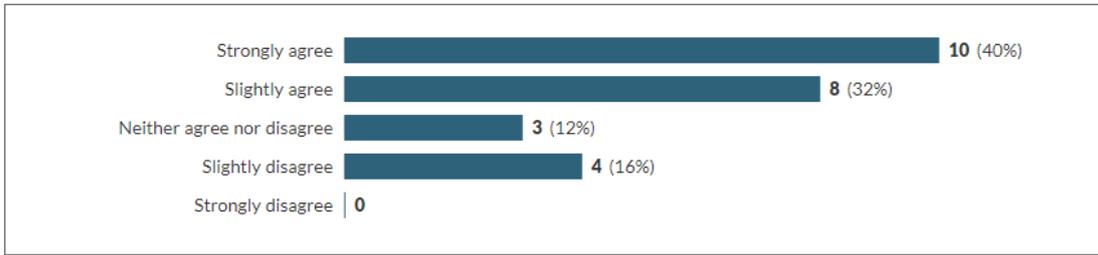


4.3 The Committee operations are supported effectively



While most of the respondents agreed that the volume and format of committee papers enabled them to make decisions, opinions were more divided on this subject:

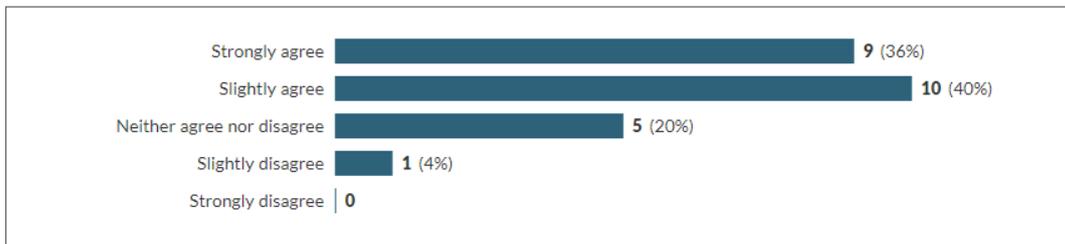
4.4 The volume and format of Committee papers enable me to make decisions



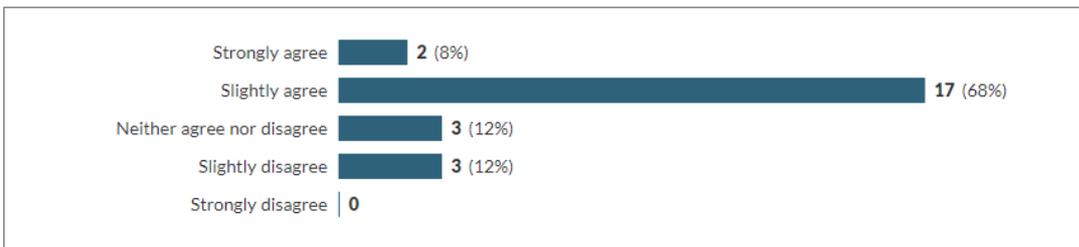
Engagement and Impact

While respondents mostly agreed that their committee engaged and communicated effectively with stakeholders, made adequate plans to ensure that its decisions were implemented effectively, and evaluated the impact of its decisions, the responses indicated that there was room for improvement in this area.

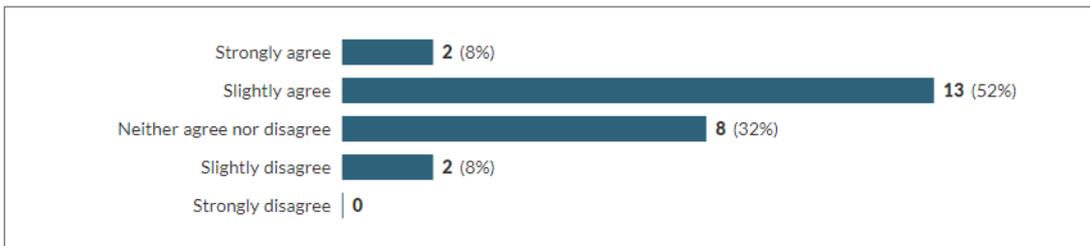
5.1 The Committee engages and communicates effectively with stakeholders, such as Schools, Colleges and the Students' Association



5.2 The Committee makes adequate plans to ensure that its decisions are implemented effectively



5.3 The Committee always evaluates the impact of its decisions

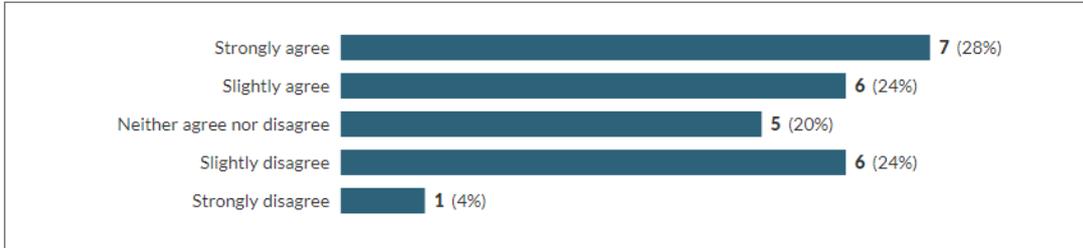


Equality and Diversity

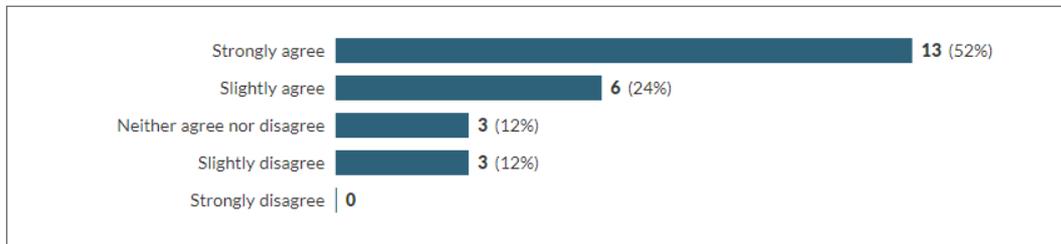
Opinion was divided among respondents as to whether the composition of the Committee was suitably representative of the diverse University population, while the majority was satisfied that

equality and diversity considerations were adequately addressed when discussing committee business.

6.1 The composition of Committee members is suitably representative of the diverse University population



6.2 I am satisfied that equality and diversity considerations are adequately addressed when discussing Committee business



4. Summary of free text comments

4.1 *Place of the Committees within the University's governance structure*

Comments around the place of the committees within the University's overall governance structure demonstrated uncertainty around the link between the Committee and School/College governance infrastructure (from 20 per cent of respondents). A particular issue highlighted was the challenge in aligning School/College committees with the central governance apparatus; it was observed that there was no clear link between central university governance and Schools/College, with one member noting that CSPC was not mirrored at School/College level, meaning that consultation and dissemination of information were a challenge. A request was made for clarity around how the Senate Committees mapped on to School/College committees.

4.2 *Communications and implementation of committee business*

Members' comments around the communications of the Committees indicate that it is not always clear to members how committee decisions are converted into practice, with the size of the University being mentioned as a barrier to communication of decisions. 12 per cent of respondents disagreed that their committee made adequate plans to implement its decisions. 32 per cent neither agreed nor disagreed that the committee always evaluated the impact of its decisions, with 8 per cent disagreeing with this. Observations were made that the committees had little power to ensure that decisions were implemented and that a receptive culture was required in Schools and Colleges in order for committee decisions to be effective.

Suggestions which were made with regard to communication and implementation included better evaluation of committee activity, with one response suggesting having fewer items on the University-wide agenda, meaning that more attention could be given to implementation and

evaluation of individual initiatives. Greater focus on communication with Heads of Schools, which would allow messages to cascade to colleagues, was also mentioned.

4.3 Participation in committee business

Several members indicated that the volume of the committee papers and number of items on the agenda made engagement with business, and consideration of issues in depth, challenging (this was raised in particular by members of CSPC), with 16 per cent of respondents disagreeing that the volume and format of committee papers enabled them to make decisions. The suggestion was made that the agenda could be prioritised, to ensure that the most important issues were raised in the meeting, and that a comfort break be included. One member of QAC suggested that subgroups of readers could be employed for certain items of business. It was also noted that student committee members may not always feel comfortable in challenging ideas in the committee forum.

4.4 Induction of new members

Some members reported that they had not received an induction (33 per cent), and other comments indicated that induction sessions for new members were helpful.

It was suggested that a summary of the responsibilities of members would be a useful resource for new members, to ensure that they understood the operation of the committee and how they were to represent their constituents.

4.5 Membership of committees

With regard to the composition of the Committees, a member of CSPC suggested that it would be useful to have more Heads of School members, while a member of REC highlighted the need for sustained involvement by post-doctoral researchers.

It was also suggested that committee membership should be reviewed to ensure that it was enabling the remit to be fulfilled, and that joint sessions or workshops between committees would be helpful when considering overlapping issues.

4.6 Equality and Diversity

While the responses demonstrated that equality and diversity was adequately considered when discussing committee business, comments indicated that the membership composition should be monitored to ensure that a range of protected characteristic voices was included.

Opinions about whether the membership was suitably representative of the diverse University population were more divided (28 per cent of respondents disagreed that the composition of committee members was suitably representative of the diverse University population). Comments implied that the membership was as diverse as it could be in view of the need to include specific roles, while acknowledging that more could be done to improve diversity.

With regard to committee discussion, one member felt that more could be done to ensure that decisions were taken which took account of differing student perspectives, while it was also suggested that there could be greater representation of students on the committees.

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The University of Edinburgh
Learning and Teaching Committee

18 September 2018

Senate Committee input into 2019-22 Planning Round

Executive Summary

The paper summarises out how the planning round for 2019-22 will operate, and how the Senate Committees will be able to input into it. The paper also seeks the Committees' views on some initial thoughts on priorities for the student experience, learning and teaching, which we are asking Schools, Colleges and support groups to engage with during the planning round.

How does this align with the University / Committee's strategic plans and priorities?

Aligns with the University's strategic objective of Leadership in Learning.

Action requested

The Committee is invited to discuss some initial thoughts on priorities for student experience, learning and teaching for the planning round.

How will any action agreed be implemented and communicated?

Section 1 explains the arrangements.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Yes. The paper will assist the University to use its resources strategically.

2. Risk assessment

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

3. Equality and Diversity

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

4. Freedom of information

For inclusion in open business

Tom Ward, Director of Academic Services, 11 September 2018

Senate Committee input into 2019-22 Planning Round

1 Overview of 2019-22 planning cycle

- In August / September 2018, the Senate Quality Assurance Committee (QAC) identified key strategic themes in Schools' annual quality reports and in Teaching Programme Reviews (TPRs) and Postgraduate Programme Reviews (PPRs) held in 2017-18;
- At their meetings in September 2018, the Senate Committees will have an initial opportunity to identify student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round;
- In autumn 2018 (exact timelines to be determined by University Executive), Governance and Strategic Planning will circulate to Schools / Colleges / support groups an initial indication of the strategic planning round priorities;
- At their meetings in November 2018, the Senate Committees will have a full discussion of issues that should be taken account of in the planning round, including identifying:
 - Strategic priorities for student experience, learning and teaching with significant resource implications that Schools / Colleges and support groups should take account of in their plans;
 - Changes that the Committee has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;
 - Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University; and
 - Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.
- In late 2018 / early 2019 (exact timelines to be determined by University Executive), Governance and Strategic Planning will publish the detailed planning guidance.
- In Semester Two, the Committees will undertake a broader discussion of their priorities for the coming session – and will submit their plans to the 29 May 2019 Senate meeting for approval.

2 Reference points for identifying student experience, learning and teaching issues for the 2019-22 planning round

Key reference points when identifying issues for the planning round include:

- The results of the 2018 National Student Survey and Postgraduate Taught Experience Survey and the 2017 Postgraduate Research Experience Survey
- The most recent Career Destination data (relating to 2016-17 graduates)
- The University's Learning and Teaching Strategy:
www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf
- The strategic themes identified in Schools' quality reports, and in TPRs and PPRs held in 2017-18 (see Annex)
- The student experience action plan under development by the Principal's Direct Reports Group for agreement by the University Executive

3 Initial thoughts on priorities for student experience, learning and teaching that Colleges, Schools and support groups should engage with during the planning round

Taking account of these reference points, and initial discussions at the Principal's Direct Reports Group, the Senior Vice-Principal has suggested the following as an initial statement of priorities for student experience, learning and teaching. The expectation is that these will be addressed explicitly in College Plans (and that Colleges will in turn require them to be addressed in the School-Level planning discussions that inform College Plans) and in Support Group Plans (and similarly in internal Support Group planning discussions).

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;
- Keeping a tight focus on improving the timeliness and quality of feedback on assessment in the light of disappointing National Student Survey results;
- Recognising and rewarding excellence in teaching and learning and ensuring that all teaching staff have meaningful conversations about teaching and other student experience themes in their annual reviews, while engaging with consultation regarding the Principles that should underpin the University's future approach to these issues;
- Ensuring all Schools recruit, support and develop their tutors and demonstrators in line with the University's Policy;

- Respond to insights from the University's first staff survey regarding the staff experience in relation to student experience, learning and teaching.

4 For discussion

The Committee is **invited to discuss** these initial ideas for priorities for student experience, learning and teaching, and to suggest any other priorities to take into account in the planning round. The Committee will then have a more substantive opportunity to input into the planning round in November 2018.

5 Process for seeking resources for major developments

If the Senate Committees identify any major developments with implications for the Colleges or support groups, the Senior Vice-Principal will invite the relevant College or support group to consider including a bid for this in their planning round submissions.

Annex: Key themes identified in Schools' quality reports, and in TPRs and PPRs held in 2017-18

Student support

Recommendations from teaching/postgraduate programme reviews (T/PPRs) identified the need to build academic communities, extend peer mentoring, support student transition and clarify expectations of the Personal Tutor system. Student feedback on satisfaction with the Personal Tutor system has dropped across a large number of Schools. In response, Schools are carefully considering the reasons for this and have planned actions. However, no strong sense of why satisfaction has dropped has been identified and a need to think more fundamentally about the Personal Tutor system is recognised.

Learning and teaching accommodation

Schools are continuing to identify challenges with accessing suitable learning and teaching accommodation. Comments in School annual quality reports primarily related the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. T/PPR recommendations primarily related to the provision of study and social space for students, noting the importance of students establishing and maintaining a sense of identity with their School.

Pressure on staff time/resourcing

As student numbers increase, staff identified challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. Recommendations from T/PPRs related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching.

Supporting and developing academic staff, including postgraduate tutors and demonstrators.

T/PPR recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments.

The University of Edinburgh

Senate Learning and Teaching Committee

18 September 2018

Assessment and Feedback Enhancement Group:

Annual Report to Learning and Teaching Committee (LTC)

Executive Summary

The paper comprises the annual report on Assessment and Feedback Enhancement Group activity. The Group is a task group of LTC.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University's Strategic Plan objective of leadership in learning.

Action requested

The Committee is invited to formally note the paper.

How will any action agreed be implemented and communicated?

No actions are associated with the paper.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications are associated with the paper. The Assessment and Feedback Enhancement Group activity is expected to be met within existing resources and is supported by Academic Services as part of core business.

2. Risk assessment

No risks are associated with the annual report.

3. Equality and Diversity

No equality and diversity implications are associated with the paper. The Assessment and Feedback Enhancement Group would consider equality and diversity implications as required in relation to its areas of activity.

4. Freedom of information

The paper is **open**.

Originator of the paper

Professor Susan Rhind, Assistant Principal, Assessment and Feedback

Susan Hunter, Academic Services

28 August 2018

Assessment and Feedback Enhancement Group

Annual Report to Learning and Teaching Committee (LTC)

Activity during 2017/18

The Assessment and Feedback Enhancement Group met three times during 2017/18. The agenda covered a range of topics related to assessment, feedback and feedback on student feedback. Key activity included:

- **Engaged in... Assessment and Feedback Guide** published online in October 2017
- **LEAF** Leading Enhancement in Assessment and Feedback (LEAF) activity was undertaken in Education, GeoSciences and Law. Themes arising from last year's audits were reported to LTC in November 2017.
- **National Student Survey (NSS): Assessment and Feedback** – discussed opportunities for sharing practice between postgraduate taught and undergraduate, opportunities for feedback through assessment
- **Course Evaluation Questionnaire Semester 1 data: Feedback** – reviewing results
- **Moderation guidance updated** and approved by Curriculum and Student Progression Committee in October 2017
- **Debated “The Future of Examinations at the University of Edinburgh”** in February 2018, including, “The common marking scheme: fit for purpose?”, “A future without exams?” and “Academic misconduct: designing out cheating”. Discussion on Common Marking Schemes will remain on the group's agenda for 2018/19.
- **Mid-Course Feedback Evaluation** in June 2018

The agenda also included regular updates from:

- **Students' Association**, positive comments on mid-course feedback and electronic submission of assessment in the College of Arts Humanities and Social Sciences (CAHSS).
- **Information Services and Student Systems** on Assessment and Progression Tools, electronic assessment usage and Edinburgh Learning and Design roadmap (ELDeR). The Assessment and Feedback Enhancement Group will now make decisions on ELDeR requests as part of the move to recognise assessment and feedback as a course and programme design issue. Decisions will be based on a case provided by Schools and supported by the relevant College.
- **College of Arts, Humanities and Social Sciences** on electronic submission of assessment and return of feedback.

Items planned for discussion during the next academic year, 2018/19, include:

- Computer-based exams - pedagogical and technological issues (referred from LTC 24 January 2018)
- Reviewing ELDeR requests as required
- Common marking scheme – continued discussion on utility and desire to rationalise.

Leading Enhancement in Assessment and Feedback (LEAF) themes

Common themes emerging from LEAF activity have been consistent with previous years. The main common themes identified are:

- **Over-assessment:** balance of assessment patterns and disparity in required workload and credit available for particular assessment tasks.
- **Consistency in assessment and teaching:** perceived inconsistency between students' understanding of learning goals and how they are assessed.
- **Assessment literacy:** students appeared to lack clarity on assessment expectations and perceived difference with markers expectations.
- **Diversifying assessment types:** reliance on traditional assessment methods with a predominance of exams may result in fewer formative feedback opportunities.
- **Sense of community:** peer support and dialogue between staff and students to address perceived distance. This may be addressed by developing feedback as a dialogic process.

The Group will consider an approach to evaluating the impact of the LEAF process on programmes early in 2018/19.

A related piece of work¹ analysing NSS qualitative data in more detail also highlighted the following University-wide issues specifically in relation to feedback, which have some overlaps with the above themes:

1. Feedback not arriving when expected
2. Feedback not being available prior to the next piece of assessment
3. Feedback no longer being relevant to the next piece of assessment
4. Feedback not being recognised as feedback (for example, verbal feedback not being signposted)
5. Inconsistency in staff marking of assignments

¹http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Events/LT_Conference/2018/s2/2A_MacKayJ_LTConf2018.pdf

ELDeR – Edinburgh Learning Design roadmap

The group has approved requests to undergo the ELDeR process from MSc Global eHealth and Fundamentals of Music Theory for 2018/19. Electronic approval will also be available for requests between group meetings.

Directors of Teaching Network

Assessment and Feedback Enhancement Group also links with the Directors of Teaching Network. The network meets three times per year and in 2017/18 discussion covered:

- Student Engagement and Assessment Literacy (October 2017)
- Assessment and Feedback: learning from online and postgraduate taught experiences, and Lessons from Teaching Excellence Framework (TEF) (January 2018)
- Feedback on Feedback: How we respond to Student Feedback and what Externals think of our Assessment Feedback (June 2018)

Items planned for discussion during the next academic year, 2018/19, include:

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- October 2018 joint meeting with Senior Tutor Network planned on employability, student survey results and formative feedback
- Computer-based exams - pedagogical and technological issues
- Explore different approaches to linking Schools' planning processes with the Learning & Teaching Strategy

Professor Susan Rhind, Assistant Principal Assessment & Feedback

Susan Hunter, Academic Services

28 August 2018

The University of Edinburgh

Senate Learning and Teaching Committee

20 September 2018

University-Wide Courses Consultation: Summary of Responses

Executive Summary

An LTC Task Group was established in November 2016 to consider University-Wide Courses. The Task Group reported to LTC in November 2017, and in March 2018, all Colleges and Schools were consulted about the Group's findings. This paper provides a brief summary of the consultation responses received. (Please note that the paper was also circulated electronically on 22 June 2018.)

How does this align with the University / Committee's strategic plans and priorities?

This aligns with the strategic objective of Leadership in Learning.

Action requested

For information and discussion.

How will any action agreed be implemented and communicated?

The paper is primarily for information at this stage. Implementation and communication strategies will be considered if specific actions are agreed.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
These will be considered if specific actions are agreed.
- 2. Risk assessment**
Risk will be assessed if specific actions are agreed.
- 3. Equality and Diversity**
This will be considered if specific actions are agreed.
- 4. Freedom of information**
Open

Originator of the paper

Philippa Ward
Academic Services
September 2018

University-Wide Courses Consultation: Summary of Responses

1. Response Rate

Responses were received from 12 Schools / Deaneries:

CSE

- Biological Sciences
- GeoSciences

CAHSS

- Divinity
- Economics
- Edinburgh College of Art
- Health in Social Science
- History, Classics and Archaeology
- Law
- Moray House School of Education
- Politics, Philosophy and Language Sciences (Peter Lamont provided Sarah Cunningham-Burley with verbal feedback)
- Social and Political Science

CMVM

- Biomedical Sciences

In addition, the Dean of Undergraduate Studies, CAHSS provided a response.

2. Question 1

Do you think your undergraduate students make as much use as they could of courses outside their core discipline, including beyond their School?

- Mixed views: some Schools yes; others no; in some cases, variation across cohorts with some students choosing outside courses and others not.
- Difficult for those on externally-accredited, vocational programmes to make use of outside courses.
- Timetabling issues and caps on student numbers can be a barrier to students taking outside courses.
- Sense that students are often very conservative / risk averse and therefore reluctant to take outside courses, particularly those beyond their School.

If not, would you support encouraging your undergraduate students to take more courses outside of the core discipline?

- Some Schools are actively encouraging students to take more outside courses eg. ECA, where new UG curriculum structures are designed to allow and encourage students to take more outside courses.

- View expressed that there would be benefit in encouraging students to take more outside courses that are beyond their home School.
- The value of outside courses is recognised, but there is a reluctance in some cases to reduce the number of courses in the core discipline.
- Proposed that students be allowed to take more than 120 credits in Years 1 and 2 to allow greater uptake of outside courses.
- If students are being encouraged to take more outside courses, they should be encouraged to adopt a strategic approach to this ie. consider the new skills they will acquire as opposed to taking an outside course because they view it as being an easy option. Some Schools would only be prepared to encourage students to undertake more outside courses if they felt the content of these courses would be beneficial.

3. Question 2

Would you be prepared to free up space within your Year 1 and 2 curricula to enable students to take more courses outside of the core discipline?

- CAHSS Pathways project has aimed to free up space in almost all degree programmes for outside courses. Where this has not happened, the College is continuing to work with the programmes in question.
- Generally not possible to free up space on professionally accredited programmes.
- Difficult with joint degree programmes where introducing additional courses might prevent the two core subjects from being studied in the necessary depth.
- A number of the responding Schools already consider there to be adequate (or generous) provision for outside courses within their programmes, and are of the view that a further increase would be detrimental to specialisation.

4. Question 3

Are you aware of existing courses, in addition to the four listed at the top of page 2, which could be categorised as University-wide, interdisciplinary courses?

- Science and Society 1a
- Science and Society 1b: Nature and Environment
- Technology in Society
- History of Science
- History of Medicine
- Politics in a Changing World: an Introduction for Non-Specialists
- Africa in the Contemporary World
- Queer Theory
- The History of Edinburgh: from Din Eidyn to Festival City
- (Issues in Global Economics – although this course may only be open to those students who have previously taken Economic Principles)

5. Question 4

Would you support the concept of developing new, themed interdisciplinary courses? If yes, what role do you think your School / College could play in this and what support do you think would assist developments?

- Strong support from SPS, and given long experience of teaching highly interdisciplinary cohorts, would be happy to lend expertise in course design. Keen to work with ECA and with Schools in CSE to design pre-Honours science courses targeted at non-science students ('Science Literacy')
- Potential interest from HCA in developing a modified version of 'The Historian's Toolkit' (skills course aimed at easing the transition between secondary school and the University) for broader use.
- PPLS – in the process of developing a course on 'Critical Thinking'
- Given their experience of developing and running 'Our Changing World', Biomedical Sciences would be willing to assist Schools wishing to develop similar courses.
- Potential interest from Divinity in developing a course focusing on the 'Science and Religion' debate
- Some interest from other Schools if the following was provided:
 - Protected time for course development
 - Input from learning technologists, librarians etc. (perhaps run as ELDeR workshops)
- Interest from some in contributing to, but not hosting additional University-Wide Courses.
- Concerns raised about:
 - practical difficulties associated with developing interdisciplinary courses / working beyond School structures (as already encountered when administering joint degrees)
 - capacity of staff to develop / teach on such courses
 - the potential size of courses – if they become so large that they can only be delivered as online courses, this may impact negatively on student satisfaction.
 - that uptake of such courses will be poor, and therefore that the effort involved in developing / running them would not be justified

6. Question 5

What are your views on the suggested list of University-wide course themes? Can you identify any gaps?

- 'Critical Thinking' welcomed:
 - provided it is not too general and is rooted in specific theoretical approaches and literature (eg. Marxism, poststructuralism, psychoanalysis etc.)
 - whilst also recognising that critical thinking is a student attribute that should be developed by all courses
- Global Challenges – the theme needs to be sufficiently broad
- View expressed that the proposed categories are vague and difficult to envisage.
- Question about whether the existing list is too applied / employability-focussed.
- Proposed additional themes:

- Equality (incorporating human rights, identity, diversity)
- Energy
- Scientific Discovery
- Technological Innovation
- Historical Approaches
- Health (including physical, mental, human, animal and ecosystem health and facilitating exploration of 'health and society')
- World Views in Conversation (covering religious, philosophical and scientific paradigms of cosmology, anthropology and morality)
- Proposal that the list of themes should not be viewed as fixed, but should be allowed to develop over time in order to react to developments in interdisciplinary research and 'real life problems'
- Proposal that all University courses, not just University-wide courses, should be grouped in themes (as opposed to by School) to allow students to search for courses more easily.
- Proposal that all University-Wide Courses should include a core set of study / academic skills to ensure the widest reach (would be particularly valuable for those from widening participation backgrounds)

7. Question 6

What are your views on the idea of developing and piloting an interdisciplinary, on-line course – such as 'The Edinburgh Experience' – for potential, gradual scale up if appropriate?

- Positives:
 - could be designed to deliver a widening participation agenda
 - potentially of interest for visiting students
 - potential for such a course to help with the transition to university and with developing responsible citizenship
 - positive about the development of an online course that is genuinely scalable
 - Biological Sciences is already incorporating many of the elements of the proposed course into its new curriculum. (However, they are not supportive of the idea of making the course University-Wide as they are hoping to build a more local sense of community at Kings Buildings)
- Negatives:
 - More information needed about course content and outcomes to enable an informed decision to be made
 - Significant concern about this being compulsory – removes students' freedom to choose; difficult for those on professionally-accredited / joint degrees to take; may prevent students from becoming sufficiently specialized
 - Would need to be carefully conceived to avoid it appearing to be too corporate / self-referential / 'touristy' / lacking in academic rigour
 - Sense that generic offerings are rarely popular and that embedded, local iterations might be better.
 - Would not support the course being delivered online as this would take away from the 'Edinburgh Experience'
 - An 'Edinburgh Experience' course is less appealing than some of the other University-Wide offerings being considered.

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- May be difficult to run given the need for courses to be owned by Schools.
 - Students may not consider a course of this type to be relevant to their degree.
- Proposal that, if developed, the course, instead of being scaled-up, could be used to identify and disperse 'Edinburgh Experience' content through all programmes.
- Proposal that the course should not be supported by Personal Tutors, but by senior students or postgraduate students to build on some of the proposed aims ie. development of community / collaborative working / student-student interaction

The University of Edinburgh

Update for Senate Committees

07 September 2018

Service Excellence, Student Administration & Support Update

Executive Summary

Dated 07 September 2018, this paper provides a brief update of the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme, as part of a commitment to ensure that the Senate Committees are appraised of progress across each of these areas.

How does this align with the University / Committee's strategic plans and priorities?

The Service Excellence Programme has been identified as a strategic priority.

Action requested

To note (no requested action at this stage).

How will any action agreed be implemented and communicated?

Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures. Future SA&S proposals will be routed through Researcher Experience Committee, Learning & Teaching Committee, Quality Assurance Committee or Curriculum & Student Progression Committee as necessary.

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A at this stage.

2. Risk assessment

SA&S aren't identifying risks for consideration at this stage.

3. Equality and Diversity

N/A at this stage.

4. Freedom of information

Open

Key words

Service Excellence Programme / Student Administration & Support

Originator of the paper

Chris MacLeod

Student Administration & Support Programme Lead

07 September 2017

SEP 2018: UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)

The Student Administration & Support (SA&S) Programme Board last met on 20th August 2018 with a revised membership; 2 Heads of Schools (Professors Argyle and Kelly) and one former Head (Professor Foster) have joined the Board reflecting a desire for strengthened academic representation. The Board received the following updates:

- The recruitment of the following new team members:
 - Brian Butler (Programme Manager)
 - Tejesh Mistry (Implementation Lead)
 - Cat Cairns (Design Lead)
 - Chris MacLeod (Programme Lead)
- Presentation of a revised programme plan designed to be ambitious in its focus on pace and the realisation of benefits, while addressing concerns about deliverability and workload.
- Presentation of a “conceptual Target Operating Model” for Student Administration and Support as a whole. This is a model that identifies the structures, people, systems and processes that are required to deliver student administration and support activities at UoE in the future, with the aim of:
 - Simplifying access to support for students
 - Reducing the administrative burden on academic colleagues
 - Strengthening the professional development and career possibilities for professional services staff in Schools, Colleges and other areas whilst also reducing the volume of repetitive or redundant work carried out these colleagues due to poor systems, lack of data etc
 - Achieving greater efficiencies for the University overall.
- Presentation on the approach to be deployed in taking the “conceptual Target Operating Model” to the next stage
- Presentation on the status of projects currently in implementation (further information below)

The Board endorsed the following proposals:

- The recruitment of 1 x Grade 8 Design Lead and 3 x Grade 7 Service Excellence Partners – these are posts to be filled on a secondment basis by appropriate professional services staff from within the University, where possible.

Detailed Design - The programme is scheduled to run a range of workshops with key stakeholders during October, November and December in support of its detailed design phase. The focus of these workshops will be on: Programme and Course Information Management (PCIM), Academic Lifecycle, Post Graduate Research (PGR), Board of Examiners, Exam Operations, Course Selection and Student Finance.

Work is currently underway to identify subject matter experts within the University to assist the design team on PGR.

Implementation – the following projects are currently in implementation phase:

- Exam Timetabling - was launched as a new service in July 2018 introducing exam information directly in Office 365 calendars across 5,000 re-sit exams benefitting 2,500 students. The second phase of the project is planned to roll-out across all exams from November. Further communications will support the wider launch in December 2018.
- Student Immigration Service – the new single service (bringing together teams currently split between Edinburgh Global and Student Administration) is expected to launch in November 2018 with the staff team having come together into the new office space by the end of October. Activities are being delivered to ensure that the service can launch in the best possible position including: website development, team building, introducing the UniDesk enquiry management system, review of existing procedures, staff recruitment and a communications plan.
- Comprehensive Student Timetabling – bringing together the bulk of timetabling activity in the Timetabling Unit to deliver comprehensive student timetables - is on track for launch in January 2019 with Trade Union consultation currently being carried out to review any impact on staff. Plans have been developed to support Schools and Deaneries in the coming months to implement local administration and coordination which is essential for the new Timetabling model to function effectively. Ongoing work is required to resolve the issue of NHS staff access to the new room booking system (in CMVM)
- Work and Study Away (WSA) - the new service taking on responsibility for administration of most working and studying away opportunities across the University (not just study abroad) is scheduled to be launched in March/April 2019. The staff impact assessment has been completed, and shows that significantly more staff are involved in administration of WSA than was previously thought. The HR process has been delayed to allow for the business case to be rebased. There are ongoing discussions about the continued role of academic staff in approving learning agreements. Procurement of the new WSA system has progressed to the scoring phase for prospective vendors.

Further information is available on the SA&S wiki: [SA&S Wiki](#)

The University of Edinburgh

Senate Learning and Teaching Committee

18 September 2018

Report from Learning and Teaching Policy Group

Executive Summary

The Learning and Teaching Policy Group (LTPG) is designed to integrate strategic leadership in L&T across the Senate Committees, the Colleges (via College L&T Deans), thematic areas of priority (via Vice and Assistant Principals), and key professional services. This paper updates the Committee on LTPG's most recent meetings (24 May and 13 August 2018).

How does this align with the University / Committee's strategic plans and priorities?

LTPG's work supports the University strategic objectives of Leadership in Learning and Leadership in Research.

Action requested

For information

How will any action agreed be implemented and communicated?

N/A

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
N/A – Committee is not being asked for a decision
- 2. Risk assessment**
N/A – Committee is not being asked for a decision
- 3. Equality and Diversity**
N/A – Committee is not being asked for a decision
- 4. Freedom of information**
Open

Originator of the paper

Tom Ward, Director of Academic Services

Report from Learning and Teaching Policy Group (LTPG)

The main points from the group's 24 May and 13 August 2018 meetings are:

- The group received updates regarding how Colleges and Schools are utilising the University's Learning and Teaching Strategy for planning purposes, and suggested that the University should encourage them to use the Strategy more systematically to guide their planning and prioritisation and to use their annual reports to report their contributions to delivering it. The group also considered progress regarding institutional actions to implement the Strategy (a report on progress is on the Committee's agenda).
- Discussed possible approaches to reviewing academic and pastoral support at the University.
- Identified ways to embed Mid-Course Feedback so that it operates more consistently at undergraduate level.
- Explored some possible themes / sub-themes for the 2019-20 Student Partnership Agreement.
- Discussed the key messages from the 2018 National Student Survey and Postgraduate Taught Experience Survey and the 2016-17 Career Destinations data, and suggested how the University could respond to them (feeding into broader institutional discussions on the issue)
- Agreed the University's approach to overseeing and managing its preparations for its next Enhancement-led Institutional Review (ELIR), which will be held in autumn 2020 (main visit w/c 16 November 2020). The preparations will be managed by a small team comprising the Assistant Principal Academic Standards and Quality Assurance, along with key staff in academic Services, in consultation with LTPG. The group emphasised that the ELIR should be as visible as possible to the University community, including holding workshops with students and staff to explore potential themes for the review.

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

25 May 2018

1 Near Future Teaching Project

Professor Siân Bayne, Assistant Principal Digital Education, presented a project to co-design the future of digital education at the University, drawing on consultation exercises held with staff, students and school pupils and horizon scanning to develop four different educational future scenarios. The next stages of the project will involve testing the scenarios with student, academic expert and school pupil panels, proposing recommendations and translation into policy and action. The project is scheduled to conclude in December 2018.

The Committee welcomed the presentation and project, with the following points raised in discussion:

- Equity of access to information technology – globally and locally;
- Consulting outside already interested parties to those who perceive information technology more negatively;
- Appropriate levels of technology use and links to wellbeing;
- Seeking employers views; and
- Using the outcomes to design teaching within the Edinburgh Futures Institute.

2 Web Strategy

Melissa Highton, Assistant Principal Online Learning, introduced a strategy to address the University's use of web technologies to enhance student experience, disseminate research and engage the wider public. It was noted that the University's web estate consists of 1,709 websites, with www.ed.ac.uk counted as a single website. Almost 50% of the websites carry 'amber' risk indicators including security, technology and accessibility concerns. Work is underway to contact website owners and resolve the risk indicators, although 500 websites presently have no identified owner, reflecting the historically highly devolved nature of the web estate.

3 Distance Learning at Scale Programme Business Case

A business case for the Distance Learning at Scale programme to establish a small number of large scalable online courses in areas of strength for the University, including data science and business education. The business case was endorsed, with the following points raised in discussion:

- Building on the University's success in provision of Massive Open Online Courses;
- Existing online masters courses may be relatively small but many are highly valued and of continuing benefit;
- Benefits for on-campus students in making available new learning technology;

- Implications for student statistics such as the retention rate, depending on categorisations used by bodies such as the Higher Education Statistics Agency.

4 Authentication and Authorisation Services Review

The summary recommendations of a review of the University's authentication and authorisation services were noted, including changes to comply with the General Data Protection Regulation and improve security.

5 IT Network Replacement Project – Student Residences

A proposal to incorporate the externally operated Accommodation, Catering and Events student residences data network and telephony service into the University campus network within the current Campus Network Replacement project was approved, with the associated increased capital cost endorsed. The opportunity to improve the student experience was welcomed, with members discussing alternative study locations when the Main Library is full and noting the intention to include student residences leased on a long term basis by the University within the scope of the project.

6 Learning Analytics Policy

Following earlier approval for an institutional statement of Principles and Purposes for Learning Analytics, a draft institutional policy on Learning Analytics was approved. It was noted that the draft Policy had been developed in light of the General Data Protection Regulation.

7 Main Library Occupation Levels

Data on the occupancy of the Main Library prior to the first and second semester examination diets was noted, confirming that the building is regularly full during these periods. Members requested further information on occupancy rates across the year as a whole, discussed facilities for student parents, the availability of refreshment facilities with 24/7 library opening and the potential for study spaces in other buildings.

8 Lecture Recording Policy Update

The findings of the policy consultation and final draft Lecture Recording Policy were noted. The following points were raised in discussion:

- 75% of the 400 teaching rooms will have lecture recording equipment installed by September, with 100% coverage by the end of the next academic year;
- Subsequent monitoring of the number of opt-outs granted, particularly on core courses; and,
- Achieving a balance between a lecture that is engaging for students present and those watching at a later date.