Meeting of the Senatus Researcher Experience Committee
to be held on 27 September 2016 at 2.00 pm
in the Raeburn Room, Old College

It would be helpful if all staff could wear and if authorised, use their staff badges when accessing the meeting rooms at Old College or when gaining entry through other security doors within Old College.

A G E N D A

1	**Minutes of the previous meeting**	Enclosed
2	**Matters Arising**	
	2.1 PGR Space	REC 16/17 1A
	2.2 PGR Start Dates	REC 16/17 1B
3	**Convener's Communications**	
	3.1 Committee Priorities, Terms of Reference and Membership 2016/17	REC 16/17 1C
	3.2 Coimbra: 3 Minute Thesis	

FOR DISCUSSION

4	**Flexible PhDs**	
	4.1 Progress on implementing task group recommendations	REC 16/17 1D
	4.2 Distance PhD Implementation working group: remit and membership	REC 16/17 1E
	4.3 College annual reports on Distance PhD	REC 16/17 1F
5	**Proposal for Electronic Submission of PhD Theses to University Library**	REC 16/17 1G
6	**Excellence in Doctoral Research and Career Development**	REC 16/17 1H
7	**PhD Scholarships model**	REC 16/17 1I
8	**Service Excellence Programme – workshop on postgraduate research students**	
9	**Edinburgh University Students' Association Priorities 2016-17**	REC 16/17 1J
10	**Task Group to Review the Code of Practice for Tutors and Demonstrators**	REC 16/17 1K
11	**Enhancing Support for Early Career Researchers**	
	11.1 Stern Report (previously circulated)	
	11.2 Emerging Academic Fellowships – update	
12	**Work strands**:	
	12.1 MSc by Research policy/regulations review	
	12.2 Student status during submission period	

FOR INFORMATION

13	**Knowledge Strategy Committee report**	REC 16/17 1L

14   **Research Policy Group report**

15   **Any other business**
     15.1   Conferences and events

16   **Date of next meeting**:
     Tuesday 15 November 2016, Hodgson Room, Weir Building,
     King's Buildings

Susan Hunter
Academic Services
20 September 2016

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Recommendations on Postgraduate Research Space for Consideration by Space Enhancement Management Group (SEMG)

Executive Summary

Following discussion at REC's May 2016 meeting on postgraduate research space, an amended paper was circulated to College Deans for discussion in their respective Colleges. It was recognised that parallel discussions would need to be held locally on implementation and provision of space.

REC is invited to agree recommendations to be submitted to SEMG:

- The University's Strategic Plan aims to increase postgraduate research student numbers, which will necessitate the expansion of available space for postgraduate research students.
- Consider the needs of PGR students when it is necessary to relocate due to redevelopment/refurbishment work. Comparable facilities should be provided when relocation is necessary.
- Ensure that PGR students are not disadvantaged by the requirements for teaching space/undergraduate space
- Protecting PGR space that has been designated for work and/or social activity.
- Providing adequate PGR work and social space in new developments and redevelopment of existing buildings.
- Ensure redevelopment/refurbishment work provides adequate natural light, ventilation and quiet space wherever possible.
- Ensure provision of secure storage space for PGR students.

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

The recommendations are consistent with the University's Strategic Theme of Outstanding Student Experience and with the Committee's postgraduate research enhancement priority.

Action requested

REC is invited to agree the recommendations for transmission to Space Enhancement Management Group.

How will any action agreed be implemented and communicated?

Academic Services will transmit the agreed recommendations to Space Enhancement Management Group for consideration in policy discussions.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   There are no resource implications for REC, however SEMG need to consider resource implications associated with ensuring space availability for PGR students.

2. **Risk assessment**
   As the paper suggests recommendations for consideration by SEMG no risk assessment is included.

3. **Equality and Diversity**
   As the paper suggests recommendations for consideration by SEMG no equality impact assessment is required.

4. **Freedom of information**
   The paper is **open**.

Originator of the paper

Susan Hunter
Academic Services
25 August 2016

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Postgraduate Research Start Dates

Executive Summary

The paper confirms of current position in relation to postgraduate research student start dates.

At its meeting on 17 May 2016, the Committee endorsed the current practice for postgraduate research students starting in September of a system start date on the first of the month, with students arriving in Welcome Week. It also agreed that this will be communicated to students in the offer letter. Arrival on the first of the month for other months of the year remains unchanged. There is existing provision for flexibility within University regulations to accommodate flexibility at the end of the programme of study if required.

Actions following the meeting:

- The Director of Academic Services consulted with the Student Consumer Protection Group to get advice regarding the extent of risk of Competition and Markets Authority (CMA) non-compliance, where there is a difference between the published (in EUCLID) start date and the actual start date for many entrants in September.

  The Group felt that there was negligible risk of students bringing a case regarding a loss of two weeks of programme, or of the CMA seeing it as an issue.

- The Head of Postgraduate Recruitment consulted with the International Office on immigration requirements in relation to CAS and programme start dates.

  The International office emphasised that it would be essential to have the latest start date on the CAS to avoid unnecessary communication from overseas UKVI offices. They also emphasised clear communication with students on start dates is essential to avoid confusion.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University Strategic Theme of Outstanding Student Experience.

Action requested
To note formally

How will any action agreed be implemented and communicated?
No action is associated with this paper.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   No resource implications as the paper is for information.

2. **Risk assessment**
   Risk assessment in relation to CMA compliance has been evaluated by Student Consumer Protection Group (see above).

3. **Equality and Diversity**
   None as the paper is for information.

4. **Freedom of information**
   The paper is **open**.

Originator of the paper
Susan Hunter
Academic Services, 30 August 2016

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Committee Priorities, Terms of Reference and Membership 2016/17

Executive Summary

The Committee identified the following priorities for 2016/17, which were approved by Senate in June 2016:

Activity	Key theme
Postgraduate Research Enhancement Project*	Enhancement Data
Enhance tutoring and demonstrating (exact focus of work to be determined)	Enhancement Staff recognition, reward, and development
Implement recommendations of task group on Flexible / Distance PhDs	Enhancement
Address regulatory issues regarding MSc of Research programmes, and the status of students during the writing-up period	Good housekeeping
Enhance support for Early Career Researchers (exact focus of work to be determined)	Enhancement

* Currently discussing options for taking forward this strand of work following the outcome of the 2016 planning round.

REC will be invited to consider its composition during 2016/17 in relation to its key priorities and the outcomes of the Higher Education Governance Review.

REC Terms of Reference (PDF)

REC Membership 2016/17

Senate Committee Members' Guidance

How does this align with the University / Committee's strategic plans and priorities?
The Committee priorities align with the University's Strategic Goals of Excellence in Education and Excellence in Research and the Strategic Theme of Outstanding Student Experience.

Action requested
To note formally

How will any action agreed be implemented and communicated?
No action is associated with this paper.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
No resource implications as the paper is for information.

2. **Risk assessment**
No risk assessment is included as the paper is for information.

3. **Equality and Diversity**
None as the paper is for information.

4. **Freedom of information**
The paper is **open**.

Originator of the paper
Susan Hunter
Academic Services, 23 August 2016

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Flexible PhDs: progress on implementing task group recommendations

Executive Summary

The paper comprises an update on progress reported by University business unit. Recommendations were remitted in April 2016 and the attached appendix provides progress reports as at 16 September 2016. This information will also be circulated to the Implementation Work Group.

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

The paper aligns with the University's Strategic Goals of Excellence in Education and Excellence in Research, and the Strategic Theme of Outstanding Student Experience. It aligns with the Committee's priority to implement recommendations of task group on Flexible/Distance PhDs.

Action requested

To note formally

How will any action agreed be implemented and communicated?

The paper is provided for information and no actions are associated with it.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None – the paper is for information.

2. **Risk assessment**
   Not relevant – the paper is for information.

3. **Equality and Diversity**
   Not relevant – the paper is for information.

4. **Freedom of information**
   The paper is **open**.

Originator of the paper

Susan Hunter
Academic Services, 20 September 2016

REC: Flexible PhD Task Group
Progress on Recommendations

	Recommendation	Responsibility	Implementation Progress
1.	**CSE and CMVM should, in the short term, consider the Distance Learning PhD Checklist (in Appendix 2) developed by CHSS** and ideally use it, or a modified version, to complement normal University programme approval guidelines when putting forward proposals for distance PhDs. Some of the points in the CHSS Guidance document referring specifically to distance PhD study may also be helpful.	CSE & CMVM, PG Deans to lead	6/4/16 CMVM: We have formed a task group and also surveyed our existing OLDL MSc students. The first meeting will take place at the end of this month (April) and from that we will develop an action plan. Our current focus is on providing distance PhD's as an option for our current existing successful OLDL MSc programmes in the first instance. I will report back to REC as required. We envisage a joined up approach involving dialogue with CSE about student support systems etc. 6/4/16 CSE: I think the take-up will be smallest in CSE but in fact we do already have a couple of such students who we deal with through LoA. The HSS information and checklist is already a good step forward and we have used it in dialogues with supervisors who have long term LoA students. We will be developing a College policy document via a subgroup of our Researcher Training Committee on a timescale which should allow us to report progress in September.
2.	**Academic services should urgently look to bring forward for CPSC approval, guidance regarding distance PhD programme approval.** This new guidance should incorporate the CHSS checklist and distance PhD relevant material, which Colleges will then be able to use in conjunction with the university's Programme and Course Design, Development, Approval, Change and Closure Policy.	Academic Services	Reviewed the Policy to ensure that it is consistent with PhD distance learning programmes.

3.	**Guidance documentation for supporting high quality PhD study at a distance** needs to be prepared and included in the Code of Practice for Researchers and Supervisors. The Programme and Course Design, Development, Approval, Changes and Closure Policy and supporting documents should be reviewed to ensure that they are consistent with distance learning PhD programmes.	Academic Services	6/16: Code of Practice review incorporated amendments to accommodate distance PhD. www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf Programme & Course Design Policy: Guidance added as an appendix, an amended version of the College of Humanities and Social Science checklist and added to this short prompts relating to recommendations 11 and 13 ('sufficient online training courses in research methods' and 'support community and stimulating academic environment').
4.	**The postgraduate prospectus should be modified** to make explicit references to distance PhD study and the conditions which apply, emphasising that this option is not available in all Schools at present.	CAM with Schools	*Comment to follow*
5.	**Funding (scholarships or allowances against fees) for PhD study at a distance** would encourage more uptake, and might be used to support visits to the university for face-to-face reviews and the viva. It should be made clear, in the website and documentation, which current scholarships etc. are eligible for use by distance PhD students, and in future negotiations with possible providers of such funding, eligibility for distance PhD study should be strongly encouraged.	Scholarships and Student Administration	Due to a reduction in funding for centrally funded scholarships due to less unrestricted funding being available from the University's Development Trust, it has not been possible so far to secure funding for distance PhD study. Neither of the two main PhD Scholarship schemes – PCDS and the Edinburgh Global Research Scholarships – are currently open to students studying at a distance. While we have specific scholarships for distance learning at masters level, I am not aware of any awards currently open for PhD study.
6.	**Technical systems to support remote supervision should be available.** Generally these can probably come from the normal university software suite (Exchange email, diary, Skype, Collaborate etc.) but for some subjects special	ISG	These services are available to all staff and student members. We are not aware of any special requirements not covered by our current set of services.

data-sharing for example may be required, especially if data have sensitive elements.		
7. **Supervisor training must include material directly addressing support for distance PhD students**, something which will also be of value to those supporting Leave of Absence students.	IAD to coordinate	Work in progress – this will be a priority for semester 1. Would be very useful to have examples of best practice from Schools/ Colleges.
8. **All Support Services, including those in Schools, will need to be aware of, and able to assist, distance PhDs** and recognise their particular needs and constraints. This will require some coordination as for the online Masters students.	ISG to coordinate	ISG Service Desks are well versed in support of distance users. We are assuming that the distance flag will be set on EUCLID student record as agreed and this will be passed through to the Identity management system and onward to other services such as Unidesk.
9. **Access to specific items of software normally available to residential students on School or central PCs must be addressed**. Site and School licences for software exist for residential students but access to CDs to install software would require mailing them, and some software cannot be sent to certain prohibited countries. Progress is being made with remote delivery, but this is very limited.	ISG	ISG currently provides a service to deliver non-standard software to PGT distance users via a hosting service within University of Edinburgh using the citrix platform. As part of the IT Roadmap and ISG strategic plan, ISG are developing a new facility for the provision of technologies to enable remote access to applications, services and the desktop environment to students and staff. This is due to go into pilot in semester 2 and will be launched for session 17-18. This will replace the previous citrix-based service.
10. **Access to University of Edinburgh Library hardcopy-only materials must be resolved**, either by excluding this option, providing a (specified) service or requiring the student to provide alternative solutions. For online Masters students in some CHSS Schools, library materials were problematic as they were only available in hardcopy and the costs of either sending texts or buying new copies for the student were not in budgets. This needs to be resolved between the Library and each School wishing to	ISG with Schools choosing this option	Library and Collections division in ISG will field and resolve any requests of this nature.

offer distance PhD study before such programmes are offered.		
11. **Sufficient online training courses in research methods and generic skills should be developed (or sourced externally)** for each programme that is to be offered by distance mode where these do not exist already, either as stand-alone or as part of online MSc programmes. One source of such courses might be some of the many MOOCs now available from UoE and peer universities, with suitable end-of-course assessments.	Schools and IAD with ISG support	In academic year 2016/17 IAD will pilot new online training in generic skills beginning with the launch of a new 4 week, Preparing for Doctoral Success' course on LEARN (starts beginning of October). Pilot activities will be evaluated. Lynda. com has now been launched and IAD is promoting this to researchers. ISG playing support and consultancy role.
12. **A clear solution is needed for covering the costs of participation by distance PhD students in online MSc modules**. Tutoring may be more demanding than for face-to-face classes, and if generic online courses are shared costs need to be defrayed.	GaSP	This doesn't yet easily fit into the current income and expenditure attribution model, so we would have to put in place an exemption to allow the transfer of costs between schools. This could be done, and indeed there are exemptions in the model for other situations, but the view from colleagues who look after this is that distance PhDs and associated cost transfer would need to be happening at volume for this to be put in place. There isn't a provision for any cost transfer to support groups such as IAD so this would require a different conversation, if this was also within the scope of the proposal. The second aspect to this is the cost itself and this needs to also be linked to the fees charged on courses; a proposal on fees needs to go to Fee Strategy Group if it hasn't already done so.
13. **A support community and stimulating academic environment is essential to PhD study**, and Schools admitting distance PhD students should consider how to enable access by them to residential PhD student communities and the research seminars of the School or	Schools, ISG	ISG playing support and consultancy role.

research group. Technology-based solutions for capturing and streaming seminars exist, videoconferencing is now routine and could be proactively used, alongside light social media such as Twitter.		
14. **English language requirements should be the same as those for residential PhD students, through the first years of experience of offering PhD at a distance.** The PhD degree is a major commitment by applicants, and fluency in English is essential to their success. This should be reviewed at intervals to ensure the requirements are still appropriate and in the light of the piloting of online English language testing being undertaken for online Masters students.	OLL/ELTC	Preparations are underway to develop a robust Online English language testing system relevant for Master and PhD students applying to the University of Edinburgh. Steps taken so far and milestone points for future: 1. Underway, Semester 1 2016-2017: evaluation of pilot and preparation of recommendations, development of mature business plan. 2. January 2017: Presentation to key stakeholders of recommendations derived from pilot 3. January to April 2017: Final development of relevant assessment tools and programme 4. Rollout of programme and first assessment for ODL students: Depending on progress and results of Step 3, potential for rollout from May 2017 for September 2017 entry at the earliest; most likely scenario, rollout in Sept 2017 for January 2018 entry.
15. **The degree certificate for PhD at a distance, as for online Masters Programmes, must not specify mode of study as residential or distance.** This was a concern of online MSc students as some felt that the presence of a 'distance study' label on the certificate might be viewed as 'second class'. (European Diploma Supplements do note mode of study, which is unavoidable.)	Student Systems (USG)	*Comment to follow*

16. **To ensure lessons are learned from the early developments in distance PhDs, REC should receive annual reports** from the Colleges on programmes, admissions and outcomes, with issues for action noted. A full review after 3 years (i.e. late in 2018-19) would be appropriate to decide whether substantial changes in approach are needed.	REC	First annual reports on agenda for 27 September 2016.

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Distance PhD Implementation Work Group:

Remit and membership

Executive Summary

Remit

The Group will review progress on implementing the recommendations from the Researcher Experience Committee (REC) Flexible PhD Task Group. It will liaise with identified business units in the University, which have responsibility for the recommendations and identify any challenges or barriers to implementation.

The Group will hold its first meeting in October 2016, and meet as required during 2016/17. The Group will report to REC's November 2016 meeting on any major strategic items that would require resources and provide a final report to REC's March meeting.

Membership

Professor Jeremy Bradshaw, Assistant Principal Researcher Development (Convener)
Professor Sian Bayne, Assistant Principal Digital Education
Ms Julia Ferguson, Postgraduate Academic Affairs Officer, CSE
Mr Patrick Garratt, Vice President Academic Affairs, Students' Association
Ms Susan Hunter, Academic Policy Officer, Academic Services
Ms Alexandra Laidlaw, Head of Academic Administration, CAHSS
Ms Isabel Lavers, Postgraduate Administrative Office, CMVM
Mr Robert Lawrie, Director, Scholarships and Student Funding
Dr Antony Maciocia, Dean of Students, CSE
Ms Theresa McKinven, Head of Postgraduate Office, CAHSS
Professor Anna Meredith, Royal (Dick) School of Veterinary Studies
Professor Neil Mulholland, Dean of Postgraduate Studies, CAHSS
Mr Barry Neilson, Director, Student Systems
Professor Philippa Saunders, Director of Postgraduate Research, DMVM
Dr Jon Turner, Director, Institute for Academic Development

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University's Strategic Goals of Excellence in Education and Excellence in Research, and the Strategic Theme of Outstanding Student Experience. It aligns with the Committee's priority to implement recommendations of task group on Flexible/Distance PhDs.

Action requested
REC is invited to approve the remit and membership.

How will any action agreed be implemented and communicated?
No action is associated with this paper.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Support for the working group will be met from existing resources in Academic Services.

2. **Risk assessment**
   Not relevant.

3. **Equality and Diversity**
   Not relevant.

4. **Freedom of information**
   The paper is **open**.

Originator of the paper

Susan Hunter
Academic Services, 30 August 2016

REC 16/17 1F

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Flexible PhDs: College annual reports on Distance PhDs

Executive Summary

The REC Task Group on Flexible PhDs recommended that, "t**o ensure lessons are learned from the early developments in distance PhDs, REC should receive annual reports** from the Colleges on programmes, admissions and outcomes, with issues for action noted. A full review after 3 years (i.e. late in 2018-19) would be appropriate to decide whether substantial changes in approach are needed." The paper comprises the first annual report.

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

The paper aligns with University Strategic Goal of Excellence in Research and Strategic Theme of Outstanding Student Experience. It also aligns with the Committee priority to implement recommendations of task group on Flexible/Distance PhDs.

Action requested
To note formally

How will any action agreed be implemented and communicated?
No actions for REC are associated with the paper.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   Resource implications for the College are included in the paper.

2. **Risk assessment**
   No risk assessment is included as the paper is for information.

3. **Equality and Diversity**
   Not relevant as the paper is for information. Equality and diversity implications will be considered by College in relation to actions.
4. **Freedom of information**
   The paper is **open**.

Originator of the paper
Dr Antony Maciocia, Dean of Students, CSE
Professor Philippa Saunders, Director PGR, CMVM
September 2016

College of Science and Engineering

Uptake in CSE is likely to be smallest. However, the College does have a couple of such students who are dealt with through Leave of Absence (LoA). The HSS information and checklist is already a good step forward and the College have used it in dialogues with supervisors who have long term LoA students. The College will be developing a policy document via a subgroup of its Researcher Training Committee on a timescale which should allow a report on progress in September.

Dr Antony Maciocia, Dean of Student CSE

College of Medicine and Veterinary Medicine

Report on Activities Related to Establishment of PhD Programmes Aligned to the 'Flexible' Format

Professor Philippa Saunders (Director PGR MVM)

The college has already piloted a distance PhD in the Vet School. To develop a strategy aimed at the development of a new portfolio of programmes a task group was formed. Minutes from the meetings held in April and June below to summarise activities to date.

Isabel Lavers attended the conference on meeting the needs of Distance Leaning students and her feedback is also detailed below.

The college wants to support introduction a new flexible PhD by supporting development of 2 prototype programmes in areas where students have already asked for this form of learning: the Vet School and Clinical Education.

Online Distance Learning PhD 26/4/16
Chair Philippa Saunders

- Can we survey alumni ODL students?
- Start small. Areas to start with Clinical Education, vet one.
- Support staff and Academic staff support needed. Start in College then would be out in Deaneries/School, admin and learning experience needed.
- Vet School Looking at potential Vet School Professional Doctorate.
- Need to decide what type of degrees want to develop e.g. Integrated PhD, standard PhD.
- RPL for Taught Doctorate.
- Length 6-8 years, but can submit earlier, also FT option?
- Need Business Plan.
- Easier to advertise if only two areas.
- 2017/18 potential start.

- **Fees need careful consideration**. Need to join in with the fees for the Professional Doctorates.
- Anna Meredith to raise at next PG Vet School meeting to ask for volunteers for a PhD programme.
- Philippa to speak Michael Ross about a Clinical Education PhD.
- Will need a Demand Survey.

Online Distance Learning PhD 2/6/16

Chair Philippa Saunders

- Discussed with MR having PhDs in Clinical Education. Already run Summer Schools so PhD's could slot in. Problem with the business model is getting monies back to the Dept, need a model that will allocate the fees back to them. Need a business plan model based on costs for PGR students (no department receives funding from fees transfers for PGR students). Without this unable to scale up as need to be able to back fill academics time.
- Intend to also offer to Conservation area and Equine Science.
- Think main demand will be for a part-time PhD to allow students to study and to balance work/career/family life.
- Discussed what the fee should be, should we have a home/OS fee? Should it be more/less/same than the MSc ODL fee? What are other Colleges doing? Need consistency across the University.
- Should be optional to come to Edinburgh for a summer school, could be held elsewhere in the world. Coming to Edinburgh has to be for an Academic reason not just for social reasons. Would need to be to have a cohort of students to make this worthwhile.
- Need to get paper to FSG for October 2016 if want to launch September 2017.
- Should have more contact through Alumni.
- Admissions requirements need careful consideration. MSc ODL experience preferred.
- How would we advertise?
- Could we get 10% discount for ODL MSc to PhD?
- Local contact could be member of thesis committee, shouldn't be a Supervisor.
- Need regional champions.
  Action
  Michael Ross (clin ed) to work out costings for a Business Plan for actual costs. Over next couple of months.
  Need to know what SCE are going to charge, arrange a meeting with them once it is costed. Jeremy arranging a meeting with all Colleges.
  Put data into a work load allocation model.

Meeting the Needs of Doctoral Distance Learning Students [Isabel Lavers attending]

Models from other Institutions

- Birmingham rolled out to get round organic growth of Distance PhD's and Tier 4 constraints.
- The majority of online Doctorates are Professional Doctorates with taught part followed by thesis. Most institutions only interested in Professional Doctorates.
- All online Doctorates are in Humanities and Social Science areas. The only science ones being run are where there are partnerships, collaborations, off site campuses (e.g. Singapore, Dubai etc) etc

- Most all provide an optional residency as part of the programme.
- Fees are very varied between institutions, most all include residency costs.
- Liverpool use Laureate partnership (15 years), own 50 universities worldwide. Used to doing programme development and facilitate with Liverpool what wanted to get out of partnership. They run VLE, marketing and hire tutors and some supervisors. Have 10,000 ODL students, biggest provider in Europe. Almost ½ students are expats. Students pay fees to Laureate and then % gets paid to Liverpool. Prospective students contact Laureate first, not a hard sell, just want to ensure the programme is right for them.

Student Experience

- Crucial for students to have a single first point of contact so they know there is always one person they can contact for help, so need dedicated admin support.
- Important to manage student expectations. Induction and intro courses important. Takes time to get used to ODL. Some institutions issue applicants with a checklist, could have basic one to start followed by online course have to work through. Students have to be mature and ready to get on with PhD, as the work life balance is very hard. Shouldn't underestimate time it takes to study a ODL PhD.
- Some institutions had mentor scheme set up for students others an Informal buddy system.
- Discussion on developing cohorts and isolation, everyone agreed no different to on campus PhD students and many students are more mature and independent and don't expect or want to be forced into a cohort. Is a cohort required? Cohort development is very hard, easier for a Professional Doctorate.
- Important students have own private social space.

Student Training and Assessments

- All students assessed exactly the same way as on campus. Do Viva's by Skype. Skype and email seemed to be the most common communications used.
- Are discussion boards needed? Students won't use unless for credits, just use twitter etc?
- Important for students to have support and research access in local area.
- Generic training not always suitable – too advanced for some not enough for others.
- Liverpool do masterclasses, but don't use outside speakers etc as learnt students want to see Liverpool faces and top researchers.
- Liverpool only have UK External Examiners as is a UK degree.

Resources

- Important to have an enthusiastic academic ambassador and to have HoC support.
- How to calculate workload allocation model?

Staff Training

- Supervisors asked students for feedback on their tutor's feedback.
- Supervisor briefings are very important.
- Supervisors may need training in technology.

Markets

- Birmingham started with an elite PhD cohort now rolled out across Uni – social science subjects only. Got 14,000 hits to their webpage when first advertised (PhD in History) turned

into about 15 students. Now have 132. Too much of a challenge to do in some areas e.g. lab based PhD's.

- Birmingham reported market wasn't what expected, students from 30 countries but very strong UK take up, were going to only accept non UK students as may cannibalise UK on campus market – hasn't. US has been a strong market.
- Supervisors post profiles and students initiate matching of projects.

Suggestions

- Start with desk based areas, e.g. Population Health Sciences, with students who hold an ODL MSc degree, and enthusiastic staff who want to take this on.
- Need to take lessons learnt from MSc and apply to PhD. In a lot of ways ahead of other institutions because of our ODL MSc experience, need ensure experience is as good as campus experience e.g. could have own 3MT competition, 2nd life graduation etc.

The University of Edinburgh

Researcher Experience Committee

27 September 2016

Proposal for Electronic Submission of PhD Theses to University Library

Executive Summary
This paper outlines the Library's proposal to move towards electronic submission of final post-viva PhD theses to the Library. At present, e-theses are submitted on a disc. The proposal explains why discs should be phased out, in favour of a direct electronic upload.

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

This proposal is in line with the University's aim to simplify the researcher's journey. If approved, the move to electronic file transfer will save staff time and effort, and make thesis submission processes more robust, saving money in the long run. This supports the goals of excellence in education and research.

Action requested

For approval (see page 3).

How will any action agreed be implemented and communicated?

Subject to this proposal being approved, the Scholarly Communications Team will work with Colleges and Schools to update guidance and policies to reflect the changes. This updated documentation can be submitted for approval at the next REC meeting is required.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
    A handful of staff will need to undertake basic training on using PURE. This should take no more than two hours.

2. **Risk assessment**
    Please outline key risks associated with the paper. (See supporting guidance)

    Equality and Diversity
    Equality and diversity has been considered and no further action is required.

3. **Freedom of information**
    This paper is open.

Originator of the paper

Dominic Tate
Acting Head of Library Research Support, 19th September 2016.

Senatus Researcher Experience Committee

Proposal for Electronic Submission of PhD Theses to University Library

Current Situation

When students have completed the examination process and made amendments to their PhD theses, they are required to submit an electronic and one print copy to the University Library, to be made available as appropriate and preserved in perpetuity. Under the current arrangements, the electronic copy is submitted on a disc (CD or DVD). The file is transferred to Edinburgh Research Archive (ERA) and the disc and cover sleeve are ultimately destroyed by shredding.

The use of discs for file transfer poses a number of problems, as follows:

- It is increasingly difficult for students to gain access to the facilities to 'burn' a disc – many laptops and PCs no longer have CD/DVD drives.
- Getting hold of blank discs is an inconvenience for students.
- Staff in postgraduate offices often do not have the facilities to read discs and so are not always able to check the electronic file before allowing students to graduate.
- Discs sometimes arrive at the library either blank, or with files which are corrupted or cannot be opened. Library staff have to chase the student (who has by now left the University) for an electronic file.
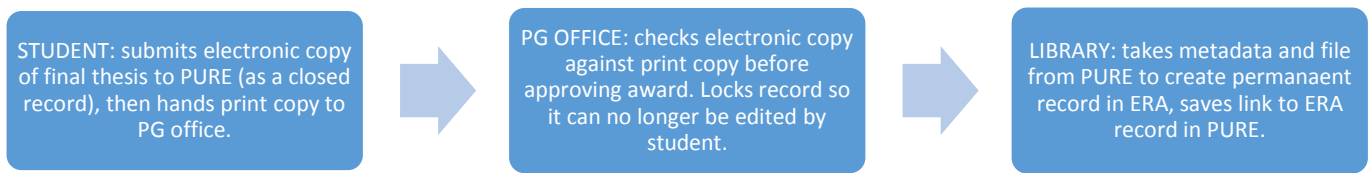- Negative environmental impact of using a disc for a one-off file-transfer transaction.

There has been demand from administrative staff in all three Colleges and the Library for a means for students to be able to submit final PhD theses to the Library by means of uploading to a web-based system.

Proposal for Electronic Submission via PURE (MVM & CSE)

For the Colleges of Medicine & Veterinary Medicine, and Science & Engineering, we propose to make a change which requires students to submit their final, post-viva electronic copy of the PhD thesis using the University's Research Information System – PURE. The workflows for students, College and Library staff will remain largely unchanged, except that:

1. Students will log in to PURE and save the file, associated metadata (bibliographic information) and embargo information in that system.
2. College staff will need to check the correct file is in the system, is openable, etc. and then lock the record so it cannot be amended or deleted by the student. This check will simply be to ensure that the electronic file matches the print copy. The library will provide full training on use of the system and the necessary checks. We do not anticipate that these checks will add to administrator workload.
3. Library staff will take the data from PURE, rather than from a CD, to transfer the electronic copy to ERA. The link to the final, permanent copy from ERA can then be included in the record in PURE. Electronic records will not be made available via PURE or ERA until the library staff have undertaken an additional check.

Proposed Workflow

| STUDENT: submits electronic copy of final thesis to PURE (as a closed record), then hands print copy to PG office. | → | PG OFFICE: checks electronic copy against print copy before approving award. Locks record so it can no longer be edited by student. | → | LIBRARY: takes metadata and file from PURE to create permanaent record in ERA, saves link to ERA record in PURE. |

Alternative Arrangements for CAHSS

Since commencing work to scope the use of PURE to submit theses to the Library, the Library has been advised that CAHSS is at the start of the process to implement the end-to-end process of submission, including draft and sharing with examiners, via the College intranet (on SharePoint).

Since PURE is only being used in this context to facilitate the submission of the final version, the Library has been asked avoid this step for CAHSS if possible. Instead the Library will have access to the relevant section on the intranet where the final, examined and approved versions of the theses will be.

Progress to Date

1. This proposal has been discussed between staff in the Library and Postgraduate Offices, to tease out any unforeseen issues.
2. A test run-through of the proposed new process has been undertaken by Library staff.
3. IS Applications are in the final stages of the RES060 Project, which will include Postgraduate Student data in PURE. This is due for completion and sign-off in October.
4. This proposal has been reviewed and endorsed by Postgraduate Administrators in each College.

What Happens Next?

Subject to approval of this proposal:

1. Write documentation and provide systems and process training for relevant administrative staff (during October 2016).
2. Undertake a full review of policies, support documentation and forms for students (during October 2016).
3. Planned go-live will be as follows:
    a. January 1st 2017 for College of Medicine & Veterinary Medicine
    b. February 1st 2017 for College of Science & Engineering
    c. Library staff to work with staff in CAHSS to start accessioning PhD theses from College intranet in line with changes in College procedures.

Questions for Researcher Excellence Committee

1. **Do you support this proposal to require final post-viva PhD theses to be submitted to the Library by means of electronic upload?**
2. **Are you happy with planned go-live dates as detailed above?**

Author

Dominic Tate
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REC 16/17 1H

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Excellence in Doctoral Research and Career Development

Executive Summary

This document proposes a mechanism for taking forward the work of promoting, enabling and nurturing the excellence in research student supervision, research and career development that is required to maintain Edinburgh's global position as a research-led university. The programme involves the identification and sharing of good practice, the establishment of institutional expectations, and assessment of its success in achieving its aims.

The proposed objectives covers some areas which other University projects and bodies (particularly the Service Excellence Programme) will be addressing. The proposed group will monitor and, wherever possible coordinate, relevant work under the different bodies, while recognising that it will not have decision-making authority in all parts of the work.

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

The paper aligns with the University Strategic Goal of Excellence in Research and Strategic Theme of Outstanding Student Experience. It also aligns with the Committee priority of discussing options for taking forward the postgraduate research enhancement work.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

The paper contains proposals for a working group and implementation and communication will be considered by that group if the proposal is agreed.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Since the work will need to be supported by existing staffing and other resources, it will be necessary to have early discussions with relevant support areas (eg Academic Services, Institute for Academic Development, Student Systems) regarding what capacity is available.
2. **Risk assessment**
   The paper identifies risk to quality and standards of PGR education.
3. **Equality and Diversity**
   Equality impact is not relevant as the paper contains proposals to review existing process.
4. **Freedom of information:** The paper is **open**.

Originator of the paper

Professor Jeremy Bradshaw

Assistant Principal Researcher Development, 28th July 2016

Excellence in Doctoral Research and Career Development

This document proposes a mechanism for taking forward the work of promoting, enabling and nurturing the excellence in research student supervision, research and career development that is required to maintain Edinburgh's global position as a research-led university. The programme involves the identification and sharing of good practice, the establishment of institutional expectations, and assessment of its success in achieving its aims.

Background

The University of Edinburgh is a large and complex institution. Its devolved structure allows considerable delegation of academic authority to Colleges and Schools. This brings both advantages and disadvantages. While allowing subunits to specialise, not only in academic subjects, but also in the way in which they are delivered and supported, it creates challenges for the institution, as the degree-awarding body, to assure itself that academic standards and quality are secure. The risk to quality and standards of PGR education posed by our complexity has long been recognised by Research Experience Committee (REC) and others, including the 2015 Enhancement-Led Institutional (ELIR) Review Panel. In 2015 and 2016 REC put forward a proposal to the planning round for a project to address these issues in a cost-effective manner. The Postgraduate Research Experience Project (PREP) was intended to establish cohesion of policies and processes, determine best practice across the University, set unambiguous expectations, and supply tools that enable fulfilment of those expectations to be monitored at local and institutional levels. PREP was not funded as an independent project in either planning round. Given the clear University strategic priority of growth in doctoral provision, the imminent roll-out of distance PhD programmes, and general agreement from Colleges and Schools that the work identified under the PREP umbrella is essential we now need to identify ways in which this work can be completed under existing structures and budgets. This will necessitate change taking place over a significantly extended timescale and the likely reprioritisation and downgrading of other plans and existing work. This paper sets out proposals for mitigating the potentially-damaging consequences and reputational risks of the decision not to fund PREP. While the timescale is assumed to be set by the ELIR cycle, Edinburgh is already way behind comparator institutions in its capacity to oversee PhD education, and the decision to mainstream flexible (distance) PhD study, together bring a sense of urgency. The intention is to press forward as rapidly as possible. In practice this means that substantial progress, including the provision of on-line tools for monitoring supervision and developmental activity will be required before the September 2017 launch of the flexible PhD.

The primary aim of PREP was to harmonise college and school PGR structures, and ensure that institutional expectations are being met and that institutional policy and guidance are applied consistently. There is a danger that this institutional dimension could be lost if the work were to be fragmented into small, unrelated work packages. Experience has shown that disconnected local initiatives have had little impact beyond their local communities. In order to maintain momentum, ensure high profile, co-ordinate the different streams of work, and help with college- and school-level buy in, it is essential that there is institutional-level oversight of the whole programme and each of its constituent work packages.

Proposal

It is proposed, therefore, that a taskgroup is established to provide this oversight, and that the taskgroup should use project-based methodology. This means that clear work packages need to identified, along with the resources needed and those responsible for leading their design and implementation. Given the inter-connectedness of the areas of work being considered, the need to engage colleagues across the University in preparing for and implementing these changes, we also need a robust timetable and arrangements to regularly review, coordinate and modify these timelines. Given the relevance of the work to the ELIR Report, the group would report to both SREC and SQAC. The proposed membership is as follows:

- AP Researcher Development (convener);
- IAD secondee, intended academic lead for PREP;
- Head of Researcher Development, IAD;
- Administrative support, ideally someone with project-management experience;
- PGR Deans from each of the 3 Colleges;
- A SQAC representatives;
- An Information Services representative, ideally someone with EUCLID development experience;
- A Student Services representative;
- A PGR administrator from one of the 3 Colleges.

An early task of the oversight group would be the identification of the key work packages and the assignment of responsibility for delivering them. The main resource requirement of most of these packages will be staff time and it is hoped that much of the work can be carried out with existing budgets. However, in order to ensure that institutional policy and guidance are applied consistently across the schools and colleges, it will be necessary to develop systems and business processes to record supervision and development activity of individual PhD students, to allow monitoring and reporting at each level of the University. The urgency of the requirement for these tools has increased since the Planning Round bid, due to the decision to accelerate the development of distance PhDs for large-scale roll out in September 2017. The required tools will largely follow the pattern set by the Personal Tutor tools (and may be adapted from them), supplemented by the on-line annual progress reporting tool developed in 2015 and the PhD lifecycle tool currently under development. There is still considerable work to be done on improving the accuracy and completeness of the PGR student record, that will be necessary to underpin the other developments.

Objectives and Impact

In order to achieve cohesion of policies and processes, the programme will determine best practice across the University, set unambiguous expectations, and supply tools that enable fulfilment of those expectations to be monitored at local and institutional levels.

The specific objectives are as follows:

1) To enhance supervisory and pastoral support practice by defining expectations and establishing a robust mechanism for monitoring and recording in order to ensure that they are being met across the institution;

2) To develop and deliver a functional central PGR database and a set of easy to use tools and management information reports for supervisors, pastoral support, students and

administrators to enhance the administration and management of the PGR student lifecycle, including monitoring of training and development for students who teach;

3) To give PGR students a better understanding of expectations placed on them at each stage of the PGR lifecycle and a clearer indication of their progress;

4) To review and refine, as required, the University's PGR regulatory framework, quality assurance arrangements and student representation structures in particular for new mentoring arrangements;

5) To review fundamentally the student lifecycle in order to address issues identified by students and staff with the aim of improving the student experience;

6) To develop exemplars of excellence in PGR student supervision and ensure that appropriate recognition and reward processes are in place and used for PhD supervisors and UG course lecturers contributing to the PGR student research and teaching experience respectively.

As noted above, these are interwoven activities which cannot be done as a series of small sub-projects with existing funding. They need to be coordinated and implemented centrally to achieve maximum efficiency and avoid competition with individual School funding priorities.

Work Packages

As noted above, identification of the work packages will be the responsibility of the joint SREC/SQAC task group. However indicative examples are as follows:

1. Supervisory support, structures and CPD
   - To include enhancement of supervisor training/ robust recording of training and CPD/ links with accreditation of teaching/ exemplars of excellence
2. Enhancing the doctoral student experience
   -to include pastoral support structures/ mentorship/ wellbeing/ skills and career development
3. Doctoral lifecycle administration package(s)
   -PGR database/ tools and management information/ building on annual review and lifecycle project / recording training and teaching
4. Quality assurance
   -to include review of the regulatory framework, PGR student representation / joint PhDs?
5. Dissemination and engagement with the staff and students of the PGR community.

Jeremy Bradshaw, 28th July 2016

<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee

27 September 2016

Edinburgh Enlightenment Scholarships, a new style of PhD scholarship

Executive Summary

The paper comprises a submission to Central Management Group (CMG). The paper proposes financial arrangements, training and development, including paid employment, governance arrangements and implementation group. CMG is asked to formally approve the proposals for the Edinburgh Enlightenment Scholarships, so that they may be advertised in time for a first cohort of students to begin a prototype programme in September 2017.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University's Strategic Goal of Excellence in Research and Strategic Theme of Outstanding Student Experience.

Action requested
The paper is for information.

How will any action agreed be implemented and communicated?
No action for REC is associated with the paper.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   Resource implications will be considered by CMG.

2. **Risk assessment**
   Not relevant as the paper is for information.

3. **Equality and Diversity**
   Not relevant as the paper is for information.
4. **Freedom of information**
   *The paper is **open**.*

Originator of the paper
Professor Jeremy Bradshaw
Assistant Principal Researcher Development, 30 August 2016

Edinburgh Enlightenment Scholarships, a new style of PhD scholarship

At its meetings in October 2015 and April 2016, Principal's Strategy Group considered and approved the introduction of a new style of PhD scholarship, with the aims of:

- Attracting and appointing the best applicants, whatever country they come from;
- Producing graduates better able to compete in the international job market;
- Using University resource more effectively and efficiently.

The new scholarships would be characterised by the way in which tuition fees are handled, the requirement for recipients of the scholarship to engagement in career-development activity (such as teaching, public engagement of policy work), and an expectation that this development activity will include paid employment.

PSG wanted the first students on this scheme to start in September 2017. Following a round of consultation meetings with schools and colleges, this document provides the detail on how the new scholarships could operate.

Schools are generally enthusiastic about the potential of the proposed scholarships to improve the quantity and quality of PhD students and to provide a skilled source of teachers to improve the teaching provision and student experience within their disciplines, as undergraduate student numbers grow. Schools recognised the value of broader skills training in PhD graduates' enhancing employability, the benefits of peer support made possible in cohorts of PhD students, and the potential relevance to TEF of an increasing number of HEA-accredited teachers.

CMG is asked to formally approve the proposals for the Edinburgh Enlightenment Scholarships, so that they may be advertised in time for a first cohort of students to begin a prototype programme in September 2017.

Financial Arrangements

Each new style PhD scholarship award would include:

1. A charge to cover support group costs;
2. A living cost award, linked to research council rates;
3. Opportunities to access further relevant employment, limited by tax and visa rules.

The charge to cover support group costs would replace the normal tuition fees. NPRAS would not apply; there would be no return of income to the school or college. The annual charge (of £1000 pa for the prototype programme) is intended to cover the central costs associated with the studentship.

Discussions with each of the schools and deaneries has highlighted that, in order to appeal to potential applicants and convey the prestige nature of these scholarships the living cot awards would need to be at least comparable with current research council rates.

In recognition of the substantial time commitment to developmental activity, each scholarship would last for 4 years.

The University's published tuition fees (for externally-funded students) would remain unchanged.
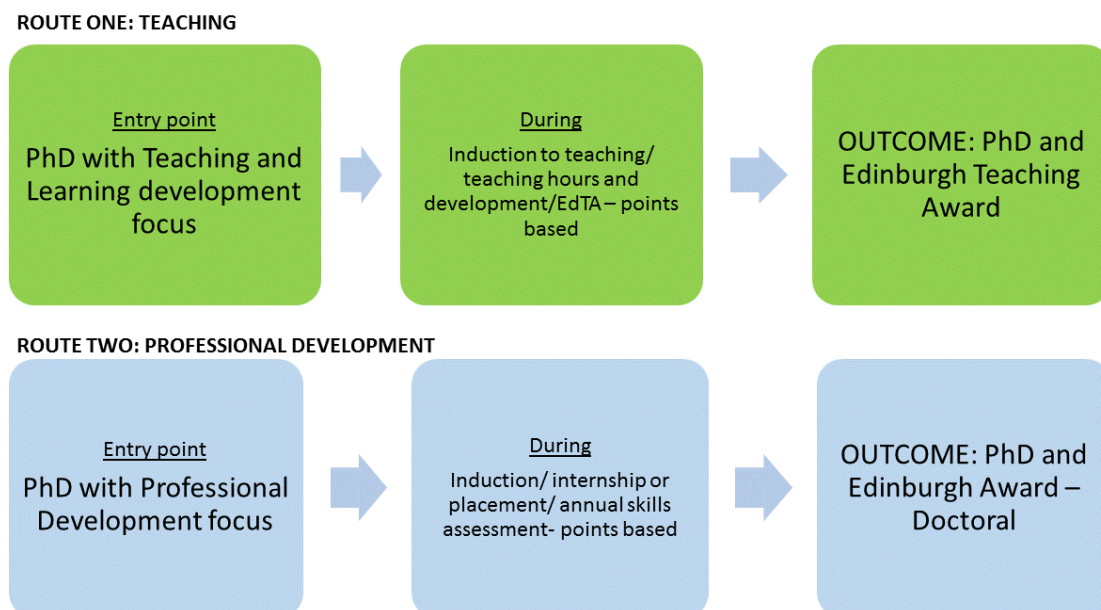
Training and Development, Including Paid Employment

There would be a clear expectation that scholars would engage in developmental activity and carry out paid employment, as part of a developmental programme. The career development activity, comprising training and experiential learning (including paid employment) would approximate to one day per week. For some scholars this could operate as "day release", with a regular pattern of one day per week away from the research project. For others, such as language students or students who spend extended periods of time away from Edinburgh at central research facilities, an equivalent volume of career development activity would have to coalesce into intensive periods, interspersed throughout the 4 years.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
PhD project			
Training	Training and paid employment		
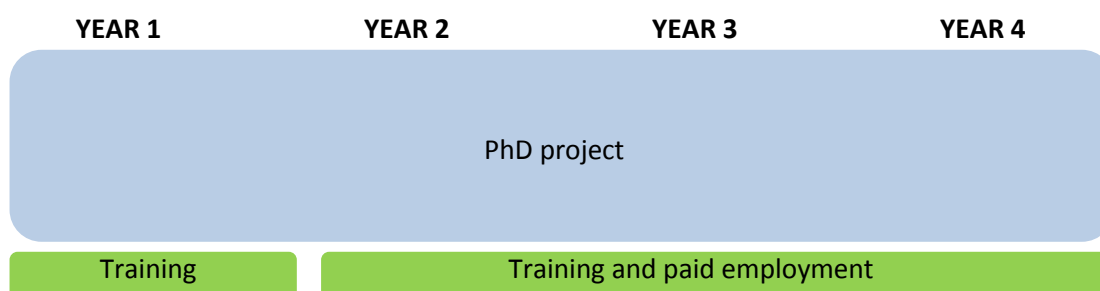
Initially, there would be two routes through the career development activities. These would be Teaching and Professional Development. The Professional Development route could include a wide range of possibilities, including public engagement or policy work, external placements, and paid placements or internships with student services or Information Services.

A bespoke package of developmental activity would be agreed between each scholar and a mentor. It would include elements delivered by the Institute for Academic Development (IAD), training and support delivered by schools and/or colleges, and paid employment.

ROUTE ONE: TEACHING

Entry point	During	OUTCOME: PhD and Edinburgh Teaching Award
PhD with Teaching and Learning development focus	Induction to teaching/ teaching hours and development/EdTA – points based	

ROUTE TWO: PROFESSIONAL DEVELOPMENT

Entry point	During	OUTCOME: PhD and Edinburgh Award – Doctoral
PhD with Professional Development focus	Induction/ internship or placement/ annual skills assessment- points based	

The details of each career development pathway would be tailored to individual circumstances, interests and prior experience. For example, scholars on the teaching route would be allocated a set of teaching and learning responsibilities designed to grow their teaching experience and skills progressively throughout their PhD.

Students on the teaching route would be registered for an appropriate level of the University CPD Framework. In most cases this would be at the HEA Associate Fellow level, via the Edinburgh Teaching Award Level 1 or Introduction to Academic Practice. With sufficient prior experience or progress during their PhD period scholars may be supported at the HEA Fellow level (via the Edinburgh Teaching Award Level 1 or PGCAP). Peer support, via group meetings, is a key element of the CPD framework. In order to gain the appropriate level and amount of experience to support their participation in the CPD framework scholars would be assigned substantive teaching and learning roles, with the potential to increase the level of complexity through time. Responsibility for induction to their teaching role and liaison with other members of the teaching team, as well as on-going support for the teaching activities, including feedback and development, would be retained by the School.

To avoid difficulties with visa and tax rules, the PhD studentship would be separate from the career development programme, including any paid employment associated with it. There would be two distinct phases to the scholarship. During the first year, the scholar would complete a training package of theoretical and experiential learning to develop their skills. During this time, they would not carry out paid employment. Successful completion of this basic training would bring the opportunity to supplement the stipend with employment within the University, as a teacher, or with one of the support services, during which time they would receive further training and support for this role. The employment opportunities would depend on the student's demonstrated ability, the availability of opportunities, and the developmental benefits such employment would bring as part of the career development package. For example, in the case of students on the teaching route, the number of hours of development practice would be predicated on scholars being assigned a

substantive teaching or other academic practice role sufficient to work towards a recognised qualification, such as HEA Associate Fellow status, via the University CPD framework for learning and teaching.

The initial training package for each route would be coordinated by the Institute for Academic Development, would be made available to any PhD student, irrespective of their funding source, and could become a requirement for any student who wishes to teach.

Student selection and admission processes would be modified to include appraisal of the applicant's suitability for either of the career development routes. Guidance on selection criteria for the teaching route would be prepared, based on the work being done to guide appointment committees for new teaching staff. The required level of English proficiency would be higher than normal. While the selection procedures would be intended to match each student to one pathway or the other, it would be necessary to allow students who prove unsuitable for their chosen route to swap during their first year.

Each scholar's developmental pathway would be captured in a supplement to the standard PhD thesis. Following initial work carried out for the Edinburgh-Aarhus joint PhDs, an IAD project is currently under way to define the exact requirements for a doctoral supplement linked to the Edinburgh Award.

Governance Arrangements

Schools and colleges would be free to decide how many scholarships to offer, based on the availability of resource, staffing levels and teaching requirements. There would need to be central oversight of the Professional Development scholarships, to co-ordinate availability and demand for the internal placements and internships.

Students on the new scholarships would be registered onto a "PhD with Integrated Study" programme, and the student, the supervisor(s) and the school would be required to commit to participating in a programme of developmental activity.

Experience with the Principal's Career Development Scholarships has shown that management of the scholars would be required at local (school) level, together with college and institutional oversight, probably through an annual report. This would include both the professional development of the scholar and the quality of any teaching they provide to undergraduates. This could be facilitated by electronic recording of key events and performance (as proposed in the Postgraduate Research Experience Project proposal). There would also need to be a policy and agreed procedures for how to deal with substandard teaching performance.

Progression through the PhD would be monitored and recorded by existing procedures.

Consultation meetings with the schools and deaneries have highlighted wide variation in practice in the management and support of PhD students. Students on the new scholarships would need to be supported on their career development route and would therefore need to have a mentor assigned to them. Some schools have indicated their intention to use early-career researchers in this role, to provide them with career development experience. The intention would be to allow a degree of

flexibility in how schools or colleges chose to fulfil this role, building on existing good practice wherever possible.

Implementation Group

Immediately following formal approval of the scheme, an implementation group would be established, and tasked with sorting out the details in preparation for the first student intake in September 2017. In order to meet that deadline, the scholarships will have to be advertised by the beginning of December 2016.

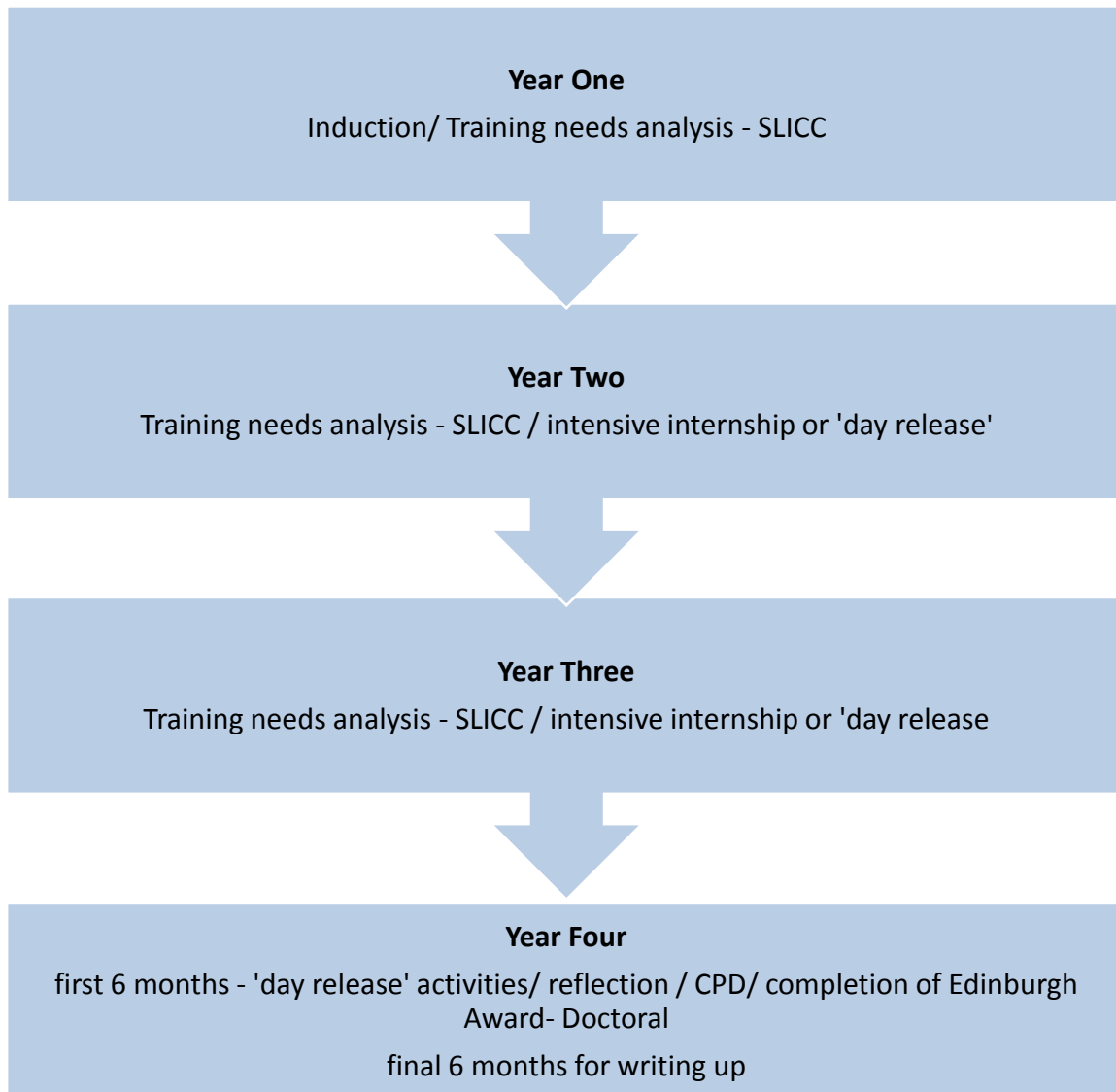Specifically, the implementation group would:

- Seek information from the schools, colleges and Scholarships Office about the number of scholarships to be offered, in order to co-ordinate the advertisement process and ensure that the number of scholarships and availability of training places and placements are not mismatched.
- Prepare marketing material and selection criteria. The new scholarships would be branded as premium products, with the emphasis on their prestige and career enhancing value. This would be reflected in the selection process, which would require an applicant to demonstrate their suitability for one or other of the routes, and a high level of English proficiency.
- Draw up a set of terms and conditions for the scholarships.
- Establish the mechanism for oversight of the scholars, including the details of an annual report to Senatus Researcher Experience Committee and the expectations for oversight at college and school levels.
- Define the mentorship role.
- Confirm the arrangements for centrally-provided developmental training from IAD and any others, and define the expectations for local and discipline based provision.
- Define an evaluation mechanism for the scheme, including the criteria that will be used to judge its success.

It is possible that a secondment to IAD may be necessary to ensure that all this work is completed in good time for the first cohort of students.
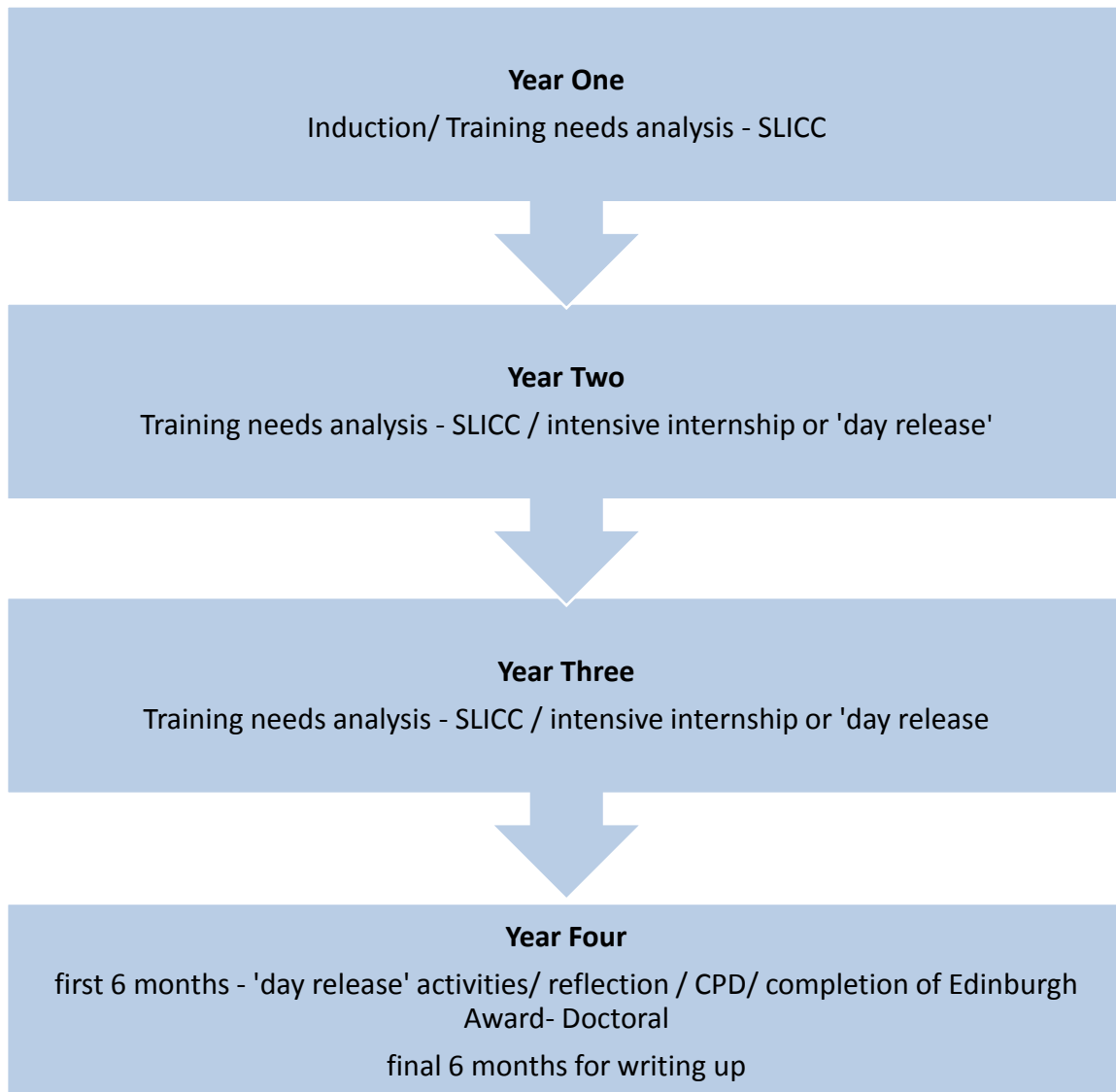
Assistant Principal, Jeremy Bradshaw

30 August l 2016

Appendix 1: Example Teaching, Learning and Associated CPD Profile

Year One

Induction/ Training needs analysis - SLICC

Year Two

Training needs analysis - SLICC / intensive internship or 'day release'

Year Three

Training needs analysis - SLICC / intensive internship or 'day release

Year Four

first 6 months - 'day release' activities/ reflection / CPD/ completion of Edinburgh Award- Doctoral

final 6 months for writing up

Appendix 2: Example Professional Development CPD Profile

Year One

Induction/ Training needs analysis - SLICC

Year Two

Training needs analysis - SLICC / intensive internship or 'day release'

Year Three

Training needs analysis - SLICC / intensive internship or 'day release

Year Four

first 6 months - 'day release' activities/ reflection / CPD/ completion of Edinburgh Award- Doctoral

final 6 months for writing up

REC 16/17 1J

The University of Edinburgh

Senatus Researcher Experience Committee

27 September 2016

Edinburgh University Students' Association Priorities 2016-17

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper seeks to provide an introduction to Edinburgh University Students' Association's new sabbatical officers and their priorities for 2016-17.

Action requested

This paper is for information

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Any Other Relevant Information

Originators of the paper

Patrick Garratt, Students' Association Vice President Academic Affairs

The sabbatical officers elected for 2016-17 are:

Alec Edgecliffe-Johnson, Students' Association President

Patrick Garratt, Students' Association Vice President Academic Affairs (VPAA)

Jessica Husbands, Students' Association Vice President Societies & Activities (VPSA)

Jenna Kelly, Students' Association Vice President Services (VPS)

VPAA Objectives for 2016-17:

    1. **Breaking down student-teacher barriers**

The aim is to increase provision of open platforms, through which students can have constructive input into both the content of their courses, and the assessment methods of these courses. All students should be able to take part in a pedagogical process that they feel adequately represents and accommodates for their needs, backgrounds and academic interests.

- Creating platforms for mid-semester feedback from students to staff, pertaining mainly to seminars, tutorials and laboratory sessions, and putting less weight on surveys, thus establishing a more conversational dialogue between students and staff. These platforms would serve to ensure that small but pertinent changes can be implemented during the semester, at which point students have more of a stake in their course.
- Working with all Schools to explore how students' curricula can be liberated, varying from changes to content in some disciplines, to further exploring the diversification of assessment methods and pedagogy in others
- Improving the functioning of the Class Rep system across all Schools, and putting greater weight on the role of School Conveners.
- Ensuring there is stronger transparency about the outcomes of staff-student liaison committees, and working with Schools to strengthen their communication with students.
- Continuing the Students' Association's promotion of co-curriculum.

    2. **Reducing the stress of studying and enhancing accessibility**

The Students' Association will work with the University to ensure that the pastoral needs of students are met whilst they are studying, continuing the work of the previous sabbatical officers and the University on support for students suffering from mental health issues. We will also be putting particular weight on helping students who are on, or returning from, their year abroad.

- Working with the University to convince academics about the pedagogical benefits of lecture capture, and particularly making the case for the ways in which the recording of lectures assists the accessibility needs of students.
- Ensuring that students who are on a year abroad scheme are able to effectively communicate with their personal tutors, that they receive adequate pastoral support

whilst they are at their host institution, and that they are provided with greater support upon their return to effectively bridge the gap between pre-Honours and Honours study.

- Working with the other sabbatical officers to prioritise the enhancement of support for students suffering with mental health issues.
- Ensuring that the Learning Adjustments outlined in the Accessible and Inclusive Learning Policy are consistently implemented and that Learning Profiles are consistently recognised and accommodated.
- Establishing stronger support networks both within the Students' Association and at the University to help students for whom English is not their first language.

3. Prioritising postgraduate representation with our Students' Association, and putting particular weight on supporting postgraduate tutors

The aim is to establish clearer channels of communication and representative structures for postgraduate research students across the University. We want to provide greater support for postgraduate tutors, whom the University relies heavily on for the learning experiences of pre-Honours students.

- Creating stronger bonds of community between both PGT and PGR students with our Students' Association
- Greater provision of course-specific training for postgraduate tutors.
- Ensuring that both postgraduate tutors' and students' expectations of contact time and support are met.
- Putting greater weight on the pastoral and mental health needs of PGR students
- Relieving the pressure upon PGR students who are forced to work in part-time jobs external to their employment with the University.

4. Ensuring students are aware of the government policies affecting Higher Education, and working with the University to tackles these changes

The aim is to articulate to students the overarching changes sweeping Higher Education across the UK, and also explaining the specific features of the Scottish context. We will also be working with student associations and unions across the UK to protect the rights of international students, and ensuring that students remain politically aware with wider government policies imposed on higher education institutions.

- Ensuring that students at the University of Edinburgh can have their voices heard whilst the Scottish HE sector looks to find a possible alternative to the Teaching Excellence Framework.
- Promoting wider discussions amongst the student body about what constitutes 'teaching quality', particularly through the research of last year's Teaching Awards.
- Tackling the PREVENT agenda with the University.
- Working with NUS Scotland and the University to explore possible concessions following the cross-party steering groups' review into the reintroduction of the post-study work visa in Scotland.
- Working with the University to develop a recruitment strategy for students who enter the University of Edinburgh through articulation, and recognise a variety of Further Education qualifications.

REC 16/17 1K

<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee

27 September 2016

Task Group to Review the Code of Practice for Tutors and Demonstrators

Executive Summary

The paper comprises the remit for the task group that was agreed by REC by correspondence over summer. The task group had its first meeting on 26 September and a verbal update on that meeting will be provided.

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

The task group's remit will support the University's strategic plan goal of Excellence in Education and strategic theme of Outstanding Student Experience. It also supports the committee's priority of enhancing tutoring and demonstrating.

Action requested

To note formally.

How will any action agreed be implemented and communicated?

No action is associated with the paper.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   No resource implications are identified in the paper.

2. **Risk assessment**
   No risk assessment as the paper is for information.

3. **Equality and Diversity**
   The task group will consider equality and diversity implications in its discussions.

4. **Freedom of information**
   The paper is **open.**

Key words

Originator of the paper
Tom Ward
Director of Academic Services, August 2016

Senate Researcher Experience Committee (REC)
Task Group to review the Code of Practice for Tutors and Demonstrators

Background

The University's 2015 Enhancement-led Institutional Review (ELIR) highlighted some issues regarding the training, support and guidance of tutors and demonstrators and recommended that "The University should also make certain that postgraduate research students who teach are appropriately trained and supported for the role."

In 2016, some postgraduate tutors in the College of Humanities and Social Science (CHSS) have submitted to the Head of CHSS a petition raising issues predominantly regarding teaching and working conditions.

At its 12 April 2016 meeting, REC agreed to take forward a programme of work regarding the training and support / development of postgraduate tutors and demonstrators. This work will start with a review of the Code of Practice on Tutoring and Demonstrating, and will be followed up by work to ensure that the Code is widely applied.

In parallel with the review of the Code, activities are underway regarding teaching and working conditions and employment arrangements for tutors and demonstrators. Human Resources will continue to work in partnership with the trade unions to complete outstanding work on the Enhancing Employment project, and the College Registrars, working with Human Resources, are also leading a strand of work on consistency of application of the rules regarding the payment for preparation and non-contact time.

Remit for the review
- To review the University's Code of Practice for Tutors and Demonstrators to ensure that it contains the appropriate range of information and that the content is up to date and underpinned by appropriate policies*;
- To recommend to REC a revised version;
- To recommend to REC an approach to communicating the amended Code and to ensuring that all Schools are implementing it consistently;
- Where the process of reviewing the Code highlights any outstanding policy issues regarding training and support for tutors and demonstrators, to recommend how to resolve these issues;
- Where the process of reviewing the Code highlights any outstanding policy issues that do not fall within the REC's and the Senate Learning and Teaching Committee (LTC)'s remits, e.g. teaching and working conditions, or terms of employment, to refer these to HR/College Registrars as appropriate ;
- To highlight any implications of the revised Code for tutor and demonstrator training arrangements.

* This is not a fundamental 'blank sheet' review. Instead, the plan is to start from the existing document, which appears to be broadly appropriate in coverage and content, and to identify specific areas of it that need work.

Approach to the review

The review will involve:

- Desk-based review of the current policy, combined with some limited benchmarking of other institutions' documentation;
- Consultation with Schools / Colleges, and with tutors and demonstrators and trade unions, as appropriate.

The group will meet to discuss the main issues with the Code once some initial desk-based work has taken place, and will have 1-2 further meetings to agree an amended draft.

The proposed timescales are:

- Desk-based work and consultation with HR and IAD during summer 2016;
- An initial meeting of the group in August 2016;
- An interim report to REC's September 2016 meeting;
- One to two further group meetings in Semester One 2016-17, with a view to presenting a final report to REC's 15 November 2016 meeting.

Academic Services will support the work of this group. However, significant policy input into the review will come from areas with particular expertise (IAD and HR in particular), and Colleges will have a key role in consulting their Schools.

Formally speaking, the Code is 'owned' by the Senate Learning and Teaching Committee (LTC). LTC has endorsed the proposed for REC to lead the review of the Code. It will be necessary to seek formal approval from LTC for the revised Code once REC is content with it.

Tom Ward,
Director of Academic Services, August 2016

The University of Edinburgh

Senate Researcher Experience Committee

27 September 2016

Knowledge Strategy Committee Report

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

To update Senate on certain matters considered by the Knowledge Strategy Committee at its meeting on 3 June 2016.

Action requested

The Committee is invited to note the report – a separate paper regarding Senate membership of Knowledge Strategy Committee was submitted for approval to the September 2016 meeting of e-Senate.

Communication and Implementation

The approved Knowledge Strategy Committee minute will be published on the University website in due course.

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? N/A

Equality and Diversity

Has due consideration been given to the equality impact of this paper? N/A

Freedom of Information

Can this paper be included in open business?
Yes

Originator of the paper

Dr Lewis Allan
Head of Court Services
31 August 2016

KNOWLEDGE STRATEGY COMMITTEE REPORT

3 June 2016

1   **Matters Arising**

The Convener thanked Ms Imogen Wilson, EUSA Vice-President Academic Affairs and Professor Arthur Trew for their service to the Committee.

The Convener welcomed two observers to the meeting: Patrick Garratt, EUSA Vice-President Academic Affairs-elect, and Melissa Highton, Director of the Learning, Teaching and Web Services Division and Assistant Principal Online Education from 1 September, with the recommendation that Senate appoint Melissa Highton to fill the vacancy for a Senate member of the Committee.
[Secretary's note: a separate paper regarding the Senate membership of Knowledge Strategy Committee was submitted to the September 2016 meeting of e-Senate.]

2   **Information Services Group (ISG) Strategy and Plan 2016-19**

The Chief Information Officer and Librarian to the University presented an update on the ISG 10 Year Strategy and the ISG Plan 2016-19, submitted for consideration within the University's Planning Round. The Committee noted changes made to the final draft of the 2016-19 Plan to incorporate Digital Transformation activities within the Service Excellence Programme and a greater emphasis on the Lecture Capture project considered under Item 5 below. The Committee noted that the 2016-19 Planning Round will be finalised at the 20 June Court meeting and associated approval requests for expenditure on information services projects may follow over the summer period.

3   **Lecture Capture – Proposed Project Summary**

The Director of the Learning, Teaching and Web Services Division delivered an overview of options for installing a lecture capture system at the University. Members welcomed the proposals and noted the positive responses from students at universities that have installed lecture capture systems. It was noted that formal business case for the project will be developed building on the comments received, with a Project Board overseeing delivery.

4   **Learning Analytics Initiative – Progress Report**

The Chair in Learning, Analytics and Informatics updated the Committee on the Learning Analytics initiative involving online Masters courses and conducted in partnership with Civitas Learning. The Chief Information Officer commented that the University is at the forefront of research in Learning Analytics, with the Chair in Learning, Analytics and Informatics adding that the University is collaborating with the University of Michigan, worldwide leaders in the field. It was noted that a leadership role brings risks alongside benefits but risks will be managed carefully through involvement of interested students and ethics and privacy experts from the beginning of the project.

5   **EvaSys Course Evaluation**

An update on EvaSys Course Evaluation Roll-Out project, including the draft Course Evaluation Policy, was received. The intention to include all those involved in teaching

including those not solely employed by the University (e.g. NHS staff) was welcomed, with the importance of checking for any potential contractual barriers emphasised. The potential benefits for staff development and ensuring communication of this benefit was noted. It was suggested that the course evaluation form could provide an opportunity for students to comment on aspects of the course they found particularly valuable.

6   **Digital Student Experience**

The Director of Student Systems delivered a summary of a presentation produced by external consultants on the current digital student experience at the University and suggested improvements. The Committee welcomed the suggestions for improvement (e.g. avoiding 'navigation by acronym', providing a consistent experience across systems, user-first development of systems, improving digital communication to students) and noted that detailed recommendations for implementation will be submitted to a future meeting, following initial consideration by IT Committee.

7   **Flexible PhD Working Group Report**

The Assistant Principal Researcher Development presented the report of the Flexible PhD Working Group, established to examine changes required to allow for the provision of distance PhD study as part of the University's standard educational offering. Interest shown from online Masters students in progressing to online PhD study was noted and the potential for a wide range of PhDs, including laboratory-based PhDs to be offered by distance study (e.g. for academic staff without PhDs working in overseas universities with access to laboratories). Members commented on the importance of creating a single Edinburgh research experience for online and on-campus students, the potential to learn from the Open University and the expected start date of September 2017.

8   **Computing Regulations**

Revisions to the 20th edition of the University's Computing Regulations were approved. It was noted that IT Committee had examined the proposed revisions in detail and that the Audit & Risk Committee can be updated on the revisions relating to improving cyber security.