Meeting of the Senatus Researcher Experience Committee
to be held on 15 November 2016 at 2.00 pm
in Hodgson Room, Weir Building, King's Buildings

Agenda

1.	**Minutes of the previous meeting**	Enclosed
2.	**Matters Arising**	
	2.1 Excellence in Doctoral Research and Career Development	
	2.2 New PhD Scholarships model: Edinburgh Enlightenment Scholarships	
	2.3 Code of Practice for Supervisors & Research Students	
	2.4 Postgraduate Research Space	
3.	**Convener's Communications**	
	3.1 Chile: Doctoral Education Workshops	
	3.2 IAD Head of Researcher Development	

For Discussion

4.	**Task Groups:**	
	4.1 Distance PhD Implementation Working Group – interim report	REC 16/17 2A
	4.2 MSc by Research Task Group – remit	REC 16/17 2B
	4.3 Review of Code of Practice for Tutors and Demonstrators	
5.	**Supporting the Supervisory Relationship**	REC 16/17 2C
6.	**Postgraduate Research Student Status Following the End of the Prescribed Period**	REC 16/17 2D
7.	**Senate Committee Planning 2017-18**	REC 16/17 2E

For Information

8.	**Knowledge Strategy Committee report: 14 October meeting**	REC 16/17 2F – to follow
9.	**Research Policy Group report**	
10.	**Research Strategy**	
11.	**Any other business**	
	11.1 **Conferences and events**	
	11.1.1 UKCGE 24 January 2017 [Benchmarking the important elements of PhD Study](#) Edinburgh	
	11.1.2 UKCGE 23 February 2017 [UKCGE Supervisors Network Inaugural Seminar: Building excellence in research supervision](#), Birmingham	
	11.1.3 Russell Group Special Interest Group	
12.	**Date of next meeting**: 17 January 2017, Cuillin Room, Charles Stewart House	

Susan Hunter, Academic Services
8 November 2016

The University of Edinburgh
Senatus Researcher Experience Committee
15 November 2016

Distance PhD Implementation Working Group Interim Report: Consideration of strategic items requiring resources

Executive Summary

The paper comprises the interim report from the working group on resource requirements to enable implementation of recommendations from the Flexible PhD task group. The paper identifies resources directly from the task group recommendations and additional resources identified by the working group to support implementation.

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

The paper aligns with the University's strategic objective of leadership in learning. It aligns with the Committee's priority to implement recommendations of task group on Flexible/Distance PhDs.

Action requested

REC is invited to endorse the resource requirements and identify funding and resource sources.

How will any action agreed be implemented and communicated?

The working group will consider implementation and communication on agreed actions.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Resource implications are outlined within the paper.
2. **Risk assessment**
   A risk assessment is not included, however there are risks associated with launching distance PhDs if resources for implementation of recommendations are not identified.
3. **Equality and Diversity**
   No equality and diversity implications were identified in relation to resource requirements.
4. **Freedom of information**
   The paper is **open**.

Originator of the paper

Professor Jeremy Bradshaw, Distance PhD Working Group Convener
Susan Hunter, Academic Services, 2 November 2016

Distance PhD Implementation Working Group

Interim Report to REC: Consideration of strategic items requiring resources

Task Group recommendations

The Working Group identified the following resource requirements related to recommendations from the Flexible PhD Task Group report:

1. **Supervisor training** (Recommendation 7)
   The working group discussed including training on supporting distance students within existing Supervisor Briefings. The group identified that students switching registration (from on-campus to distance), on leave of absence or extended fieldwork and staff on sabbatical could all be considered as "Distance PhD" in terms of supervision. Existing core supervisor training session are already content-heavy, so it is proposed to include awareness of distance impacts in core training and add a new specific, optional training session for supervision at distance. The group also noted that mentoring for supervision at distance would also help with supporting supervisors.

2. **Community and central resource to facilitate/co-ordinate** (Recommendation 13)
   The working group acknowledged the importance of having a recognised individual centrally with responsibility for the PhD (distance) community. It was also suggested that curation of online research methods training could form part of the remit for this proposed new role.

3. **Online tools/IT tools** (Recommendation 6)
   The working group discussed recording PhD meetings via something similar to the tools available in the Personal Tutor system. The group noted that the "Engagement" tab in EUCLID is already being used in some areas for this purpose.

4. **Summer Schools** (Recommendation 13)
   In relation to the community theme, the working group discussed the possibility of an optional "summer school", giving an opportunity for distance students to choose to come to Edinburgh. This could be University-wide or run as three College events. The group also identified potential teaching opportunities for distance PhDs in bringing them to a summer school, but acknowledged that opportunities may be limited by visa restrictions.

5. **Access to Masters modules** (Recommendation 12)
The working group identified likely take up of Masters modules by distance PhD students. The financial implications of cross-School take up will need consideration.

Additional Requirements

The following additional resource requirements were identified which were not specifically covered by the task group recommendations, but are important elements of facilitating distance PhDs:

6. **Rooms for (video-linked) viva/annual progression reviews with IT support**.
Pressure on space means it is challenging to locate appropriate rooms. If numbers of distance PhDs increase this will increase the challenges. An identified resource for viva and annual progression reviews would benefit all PhD students. (Linked to recommendation 6.)

7. **Online research methods training:**
   7.1 **Curation of existing and research for development**
   This could form part of the role of the central resource with responsibility for the PhD community identified at (2) above. (Linked to recommendations 12 and 13.)

   7.2 **Development of specialist short courses**
   Where needed (possibly following our MOOCs model and strategy) funding to be made available for School to develop specialist research methods online courses. Potential for other additional areas of expenditure– for example purchasing resources like the SAGE methods videos (currently around £40k for outright purchase).

8. **Scholarships**
REC is invited to discuss how we might ensure equitable access to scholarships for our distance PhDs, either through existing award schemes or through new ones.

Action requested

REC is invited to endorse the resource requirements identified by the Distance PhD Working Group and identify potential funding/resource routes.

Professor Jeremy Bradshaw, Convener, Distance PhD Working Group
Susan Hunter, Academic Services

<u>The University of Edinburgh</u>

Researcher Experience Committee

15 November 2016

MSc by Research Task Group

Executive Summary

This paper seeks to set up a working group to revise the regulations and policies around MSc by Research degrees and will report jointly into REC and CSPC.

Proposed Remit:

1. Consult on current models for MSc(R) degrees currently on offer in UoE and also how they are used as an exit award.
2. Propose revised regulations for MSc(R) degrees to include rules for distinction and merit, the dissertation component, balance of credits, progression, examination arrangements, dissertation corrections, external examiners and BoE rules.
3. Ensure that new MSc(R) degree proposals fit with the new policy on programme approval and programme changes.
4. Write guidance for the operation of boards of examiners and flow of information.
5. Create policy around the transition from MSc(R) to PhD and the use of MSc(R) as an escape route.

Suggested Membership:

Convener: Dr Antony Maciocia (CSE)
Professor Philippa Saunders (CMVM)
Professor Neil Mulholland (CAHSS)
Dr Theresa McKinven (CAHSS)
Ms Julia Ferguson (CSE)
Ms Kim Orsi (CMVM)
Dr Daniel Clegg (SPS)
Professor Bob Fisher (Informatics)
Ms Olivia Eadie (ECA)
Professor Bernadette Dutia (Vet)
Dr Adam Bunni (Academic Services)

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

The task group aims to assist the University in supporting the delivery of an outstanding student experience and contribute towards excellence in research.

Action requested

Approval of task group remit.

How will any action agreed be implemented and communicated?
Any agreed actions resulting from the task group, such as changes to policy or the creation of new guidance, will be reported to REC and CSPC for discussion and approval prior to any changes being made. All changes and new guidance will be communicated to Schools via Academic Services.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   Not applicable

2. **Risk assessment**
   Not applicable

3. **Equality and Diversity**
   Not applicable at this stage

4. **Freedom of information**
   Paper is open

Originator of the paper
Dr Antony Maciocia, Dean of Students, College of Science and Engineering
Roshni Hume, Academic Services
2 November 2016

REC 16/17 2C

The University of Edinburgh

Senatus Researcher Experience Committee

15 November 2016

Supporting the Supervisory Relationship

Executive Summary

The University's regulations are unclear on what happens in the event that the student-supervisor relationship appears to have broken down. The paper proposes additions to the Postgraduate Degree Regulations on supervision for 2017/18, including clarifying the escalation process and "transfers out".

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

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

Action requested

REC is invited to consider the recommendations – Curriculum and Student Progression Committee has final approval of the regulations.

How will any action agreed be implemented and communicated?

Approved changes to regulations will be communicated by Academic Services annual update on regulations and policies.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   No resource implications.

2. **Risk assessment**
   No risks are identified.

3. **Equality and Diversity**
   Academic Services will carry out an equality impact assessment on the approved regulations.

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

Originator of the paper

Nichola Kett
Susan Hunter
Academic Services, 3 November 2016

Supporting the Supervisory Relationship

The UK Quality Code, Chapter B11 Research Students describes the following expectation of higher education providers within Indicator 10:

> "If a research student-supervisor relationship is not working well, alternative independent sources of advice are made available to the research student. By mutual agreement between the research student and the higher education provider, and where permitted by the terms of any sponsorship agreement, supervisory responsibilities can be changed, at the request of either the research student or a supervisor."

Existing University policy and regulations are unclear on how we approach the rare situation in the event that the University is unable to provide supervision. To address this, Academic Services propose to include changes to supervision regulations, including an escalation process for a breakdown in the student-supervisor relationship, mediation and "transfers out" in the Postgraduate Degree Regulations for 2017/18. The escalation process will also clarify the alternative independent sources of advice and support available to research students in relation to the student-supervisor relationship.

It is important that support is available for both student and supervisor in the event of a breakdown in the supervisory relationship. It is recognised that there may be a gap in supervisor training and support when the student-supervisor relationship breaks down. There is also potential for third party mediation and some Schools currently have a PhD Advisor role or similar. However, when the School perceives irrevocable breakdown in the student-supervisor relationship and problems are not able to be resolved locally, an external institutional mediation role may be helpful. The appendix proposes content for inclusion on opportunities for mediation.

Action requested

REC is invited to discuss opportunities for supporting the supervisory relationship when a breakdown occurs and identify any further necessary actions.

REC is invited to provide comment on the proposals for additions to the Postgraduate Degree Regulations attached in Appendix I. (Regulations are approved by Curriculum and Student Progression Committee.) In particular, should this be linked to the annual progression review process through discussion on whether the supervision arrangements need to be altered.

REC is invited to consider whether the student voice is adequately represented in the proposed approach.

Nichola Kett & Susan Hunter, Academic Services
3 November 2016

Appendix I: Draft content for Postgraduate Degree Regulations

1.   **Changes to Supervision** (based on Terms and Conditions "Changes to Your Programme")

    1.1   The University reserves the right to:

- make variations to supervisory arrangements;

- alter the approach to methods of delivery of supervision;

- discontinue supervision; due to events outside the University's reasonable control or if the University considers that such action is reasonably necessary in order to appropriately manage its resources, pursue its policy of continuous improvement, comply with changes in law or comply with the instructions of the University's regulators or a professional body.

    1.2   The University will notify students of any changes to their supervisory arrangements at the earliest possible opportunity. The University will communicate changes to its standard supervisory arrangements through routine publications (for example, the latest version of the online Degree Regulations and Programmes of Studies publication).

2.   **Escalation process** (based on Code of Practice for Supervisors & Research Students, section 4.6)

If the supervisory relationship needs to be amended (for example if the supervisor changes institution), or the relationship seems to have broken down, the student or supervisor must approach the Postgraduate Adviser or Postgraduate Director in the first instance. If the problem is not able to be resolved, the student or supervisor may then consult with the Secretary or Chair of the College committee. University staff will treat such information as confidential and will limit disclosures to as few colleagues as necessary to resolve problems. Where the supervisory relationship seems to have broken down and problems are not able to be resolved locally, both the supervisor and the student must consider mediation. Schools can request mediation from the College.

3.   **Transfers out** (based on Terms and Conditions "Changes to Your Programme")

In the unlikely event that it is no longer possible to identify appropriate supervision for a student, despite the University's reasonable endeavours, the University may discontinue supervision. The Head of School must consult with the College before making the student aware, at the earliest possible opportunity, that this is the case, and of any further options open to them.

    3.1   in such cases, the University will seek to offer students a suitable replacement programme at the University. Where there are no reasonable alternative programmes, the University will take reasonable

steps to look for a place for the student at another eligible institution and take reasonable steps to negotiate a transfer.

3.2   if the student does not wish to accept the University's offer of a replacement programme or the University is unable to offer a replacement programme, students will be entitled to withdraw from study by notifying the University in writing; See the University's Withdrawal and Exclusion from Study Policy.

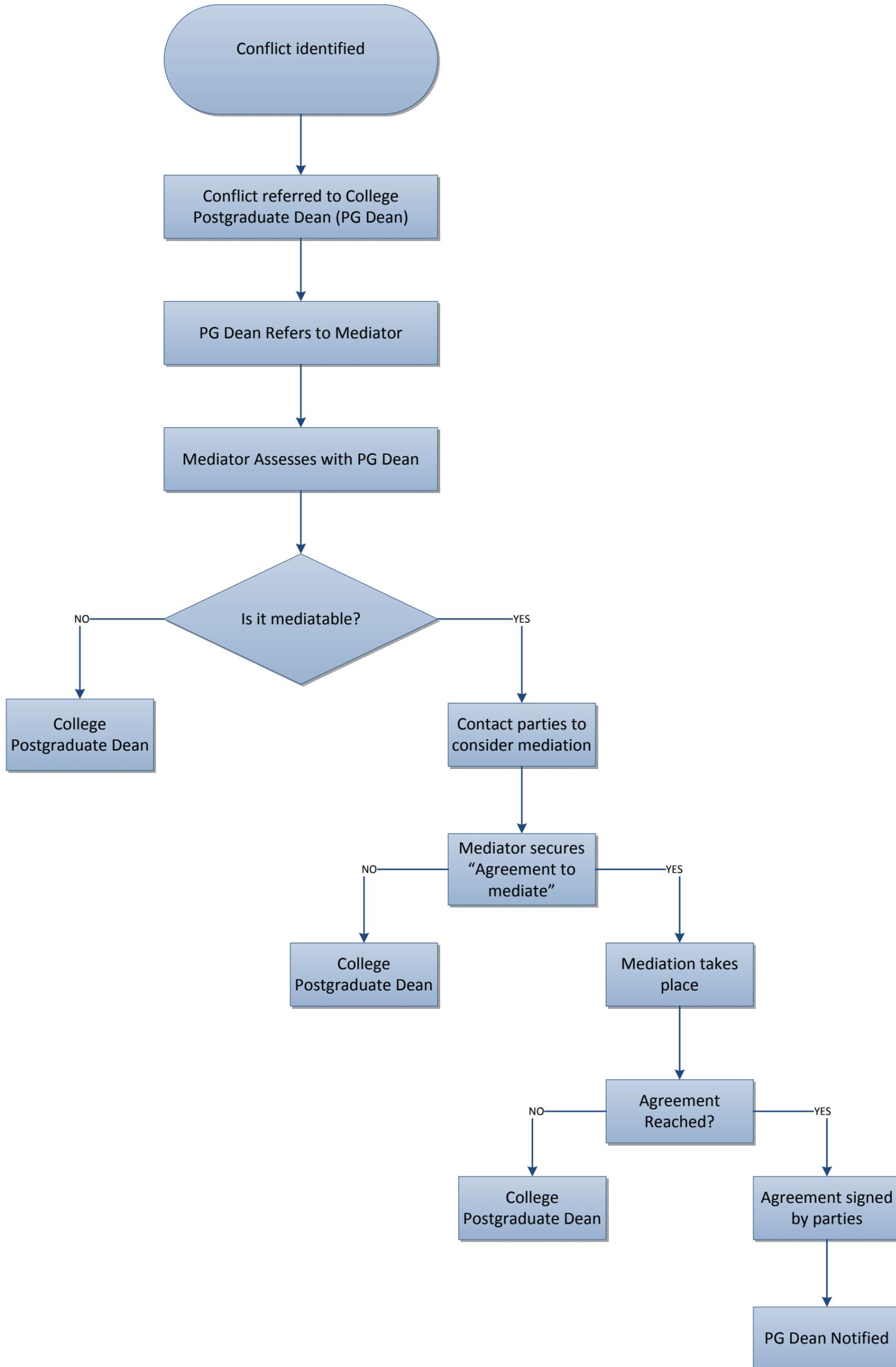**Definition of mediation for inclusion in the Glossary:**

Mediation is a voluntary means of conflict resolution whereby an impartial third party is invited to intervene in a dispute to assist with the constructive resolution of that conflict. It is, therefore, a process that aims to help two or more parties who are experiencing difficulties with each other to reach agreement on how to resolve their differences and to move forward positively. Additionally, it creates a safe environment where all parties can communicate and work towards the restoration of an effective working relationship. In doing so, mediation provides a structured process which encourages all parties to identify, consider and discuss, with each other, their past, current and future needs. The outcome of mediation is based on self-determination i.e. the parties – not the mediator or any other third party – generate, evaluate and agree outcomes.

Process content for inclusion in Code of Practice for Supervisors and Research Students:

The University, whilst acknowledging that mediation is a voluntary process, will always seek to resolve conflict in a positive way and therefore will require the parties who are in conflict to give informed consideration to mediation as a means of resolving the conflict. In order to do this, the University will arrange for the parties to meet with an accredited mediator who will discuss with each of them the following:

- what does mediation mean;
- what the mediator's role is;
- the mediation process.

DRAFT MEDIATION PROCESS

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                    Conflict identified

                    Conflict referred to College
                    Postgraduate Dean (PG Dean)

                    PG Dean Refers to Mediator

                    Mediator Assesses with PG Dean

    NO ————— Is it mediatable? ————— YES

College                              Contact parties to
Postgraduate Dean                    consider mediation

                    NO ————— Mediator secures
                             "Agreement to     ————— YES
                             mediate"

            College                          Mediation takes
            Postgraduate Dean                place

                    NO ————— Agreement
                             Reached?         ————— YES

            College                          Agreement signed
            Postgraduate Dean                by parties

                                             PG Dean Notified
```

1 Train Managers in "What is Mediation"

<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee

15 November 2016

Postgraduate Research Student Status Following the End of the Prescribed Period

Executive Summary

Doctoral candidates are 'students' during the Prescribed Period with a Prescribed Period End Date recorded in the student record. The status of the doctoral candidate becomes less clear once this date has passed. The doctoral candidate enters a submission period followed by a pre-viva period. The candidate may then have a corrections period before an award is made. This paper describes the various issues that have arisen as a result of the lack of clarity around 'student status' during these periods.

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

Aligns with the strategic goal of excellence in education.

Action requested

The Committee is asked to identify and prioritise the issues that require further discussion by REC.

How will any action agreed be implemented and communicated?

The paper is intended to stimulate discussion and no specific actions are identified.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Not relevant to this paper.

2. **Risk assessment**
   Not relevant to this paper.

3. **Equality and Diversity**
   Not relevant to this paper.

4. **Freedom of information**
   Open

Key words

student status, student record, interruption, extension, submission, assessment

Originator of the paper:

Julia Ferguson, Academic Affairs Officer, College of Science and Engineering: November 2016

PGR Student status following the end of the Prescribed Period

Whilst it is clear that doctoral candidates are 'students' during the Prescribed Period with a Prescribed Period End Date recorded in the student record, the status of the doctoral candidate becomes less clear once this date has passed. The doctoral candidate enters a submission period followed by a pre-viva period. The candidate may then have a corrections period before an award is made. The outcome of the viva may be that the candidate is required to resubmit and therefore re-enters a submission period. Various issues that have arisen as a result of the lack of clarity around 'student status' during these periods.

1. Student Status during submission period

Issue 1: The 'submission period' as defined in the regulations is not the same as the 'writing up period' commonly referred to by staff and students

The 'submission period' is a 3-month period prior to end of the Prescribed Period of study and 12 months after the end of the Prescribed Period as defined in the Postgraduate Degree Regulations for Programmes of Study 2016/2017 (Regulation 28): http://www.drps.ed.ac.uk/16-17/regulations/PGDRPS2016-17.pdf

Submission Period
28. The submission period for doctoral and MPhil degrees begins three months prior to the end of the prescribed period of study. In addition, some research degree programmes permit students to have a submission period following the prescribed period of study. This is for a maximum of a year, for either full-time or part-time students. The MSc by Research does not have a submission period.

Issue 2: Lack of clarity in relation to a candidate's status between the end of the Prescribed Period of study (as on student record) and Maximum End Date

Whether or not a candidate is a 'student' and whether or not they are studying 'full-time' during the period following the end of the Prescribed Period is unclear. Student status is relevant to:
- Level and frequency of supervision
- Reviews of progression
- Mode of attendance (full time to part-time)
- Change of Programme e.g. PhD to MPhil
- Access to University facilities including the Library Council Tax – *"Full-time Research students i.e. MSc(R), PhD, M.Litt, MPhil, (and other "Higher Degrees") are exempt from paying council tax during their formal maximum period of study, the duration of which is determined by the Degree Regulations."* http://www.ed.ac.uk/student-administration/order-documents/council-tax
- Tier 4 visa eligibility
- Interruptions and Extensions – if the period following Prescribed Period is not a 'study period', then interruptions and extensions to period of study are problematic.

Current University guidelines for Interruptions and Extensions state that : *"Schools should note that it is often presumed that the student will be working in full time."* implying that the candidate is studying/researching part-time during this period.
http://www.ed.ac.uk/files/atoms/files/pgrinterruption.pdf

- Employment during the submission period – does the restriction on hours that a full-time candidate can be employed apply?
- Availability of office and desk space
- Eligibility for funding

Some doctoral candidates continue researching well into the submission period and are therefore, in practice, studying full-time.

Benchmarking student status

In EUCLID, a candidate's mode of study changes from *"full-time"* to *"writing up after full-time study"* once the Prescribed Period end date passes. The status in EUCLID remains *"fully matriculated"*.

Desktop benchmarking on comparable institutions by Academic Services found six institutions (UCL, Birmingham, Imperial, Sussex, Glasgow and Heriot-Watt) that give candidates a new status during the *"writing up"* period. The status wording varies but in most cases is along the lines of *"student write up"*. In most cases, students have to apply for this status. It is at this point that the UKVI side of things is reviewed by the School and a decision given to the student. The student is also charged a fee to obtain this status. The amount varies but is generally around £200.

2. Status post-submission for examination and pre-viva

Issue 3: Matriculation status is recorded as 'interrupted' in EUCLID once a candidate has submitted thesis

EUCLID records the status as *"interrupted thesis submitted"*.   This is a particular issue for Tier 4 visa students as it gives the impression that a visa is no longer required. It also creates difficulties when reporting on levels of interruption per School, College or University. Regulations and policies relating to 'interruption' do not include the period after thesis submission. There is also a status in EUCLID for candidates who are past the Maximum End Date but have not yet had a thesis submission recorded: *"Interrupted: assuming completed and result assumed pending"*. This should only appear when the thesis submission is on or very close to Maximum End Date but there is a delay before Student Records team are able to key the submission into the record.

Schools and Colleges have requested on several occasions that the word 'interruption' is removed and in the first case replaced by *"Thesis submitted: assessment outcome pending"* or similar. The second status is still necessary to flag up possible non-submissions, however, a better term is required.

3. Post-viva corrections period

Issue 4: Recording of candidate status post-viva is inconsistent across the University

The three College Offices differ in how EUCLID student records are updated following confirmation of the viva outcome by the Board of Examiners.

Table 1: Recording of post-viva outcomes in EUCLID by College Offices

Outcome	CAHSS Action	CSE Action	CMVM Action
Minor corrections (up to 3 months)	EUCLID Max End Date revised if candidate requests a change.	EUCLID Max End Date revised if candidate requests a change.	EUCLID Max End Date revised if candidate requests a change.
Additional Work on Thesis Needed (up to 12 months)	EUCLID record updated with revised Max End Date	EUCLID Max End Date revised if candidate requests a change.	EUCLID Max End Date revised if candidate requests a change.
Resubmission (up to 24 months)	EUCLID record updated with revised Max End Date	EUCLID record updated with revised Max End Date	EUCLID record updated with revised Max End Date

Whilst there is no regulation requiring the 'reinstatement' of a candidate for corrections, the University's Fees Policy states:
Corrections and resubmission: *Under the Assessment Regulations for Research Degrees examiners can make a recommendation that a student must make minor corrections to their thesis within a specified period, up to 12 months, before the degree can be awarded. Students are required to pay a matriculation fee in these circumstances. If examiners recommend that a thesis requires substantial revision and a further oral examination, students are required to pay a matriculation fee and a resubmission fee.*http://www.ed.ac.uk/student-funding/tuition-fees/undergraduate/fee-policy

It is not easy to determine the outcome of a viva when looking at a EUCLID record, though College Offices have access to recently-introduced thesis workflow functionality. If the end of the corrections period is not recorded in EUCLID, it is difficult to monitor whether or not candidates have completed and submitted the corrections on time.

The difficulties in confirming a candidate's status post-viva from EUCLID also causes difficulties for Tier 4 reporting and creates engagement monitoring risks. Schools are confused about their Tier 4 responsibilities during this period.

If all three College Offices 'reinstated' candidates with corrections, there will be potential resource implications for both the College Office administrative teams and Student Records. In addition, there will be financial implications for the candidates.

Issue 5: Confusion about the eligibility of doctoral candidates for interruptions and extensions during the corrections period.

University regulations and guidance assume that interruptions and extensions are requested prior to thesis submission for assessment, however, candidates on occasion request interruptions and extension during correction and resubmission periods.

Summary

There are several issues relating to the status of doctoral candidates following the end of the Prescribed Period. This impacts PGR student experience as the candidates are often confused about end dates, when corrections are due and why they are recorded as 'interrupted' once a thesis is submitted.   Recent Service Excellence Programme PGR workshops and discussions have highlighted the need for clarity about the 'student lifecycle' so that students (and staff) are aware of what stage of the study lifecycle a candidate is in. In addition, risks in relation to Tier 4 engagement monitoring have been highlighted during recent preparations for UKVI audit.

There is inconsistency across policies, systems and in College and School practices. Whilst some variation may be reasonable and beneficial, this needs to be balanced with clear and consistent guidance for students, external compliance, regulations etc.

The Committee is asked to identify and prioritise the issues that require further discussion by REC.

JMF 8/11/16

The University of Edinburgh
Senatus Researcher Experience Committee
15 November 2016

Senate Committee Planning 2017-18

Executive Summary

In Spring 2016, the Committee noted that a new two-stage approach to planning the work of the Senate Committees would apply for the planning round for 2017-18. In line with this new approach, at this meeting the Committee is invited to identify any major developments that may require resourcing via the planning round.

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

Aligns with University Strategic Plan Goal of Excellence in Education.

Action requested

The Committee is invited to identify any major developments that may require resourcing via the planning round.

How will any action agreed be implemented and communicated?

Any major developments with resource implications will be discussed - and may or may not be funded - alongside all the other issues under discussion in financial planning.

If the Senate Committees identify any major developments with implications for the University Secretary's Group (USG), or other support groups, the Senior Vice-Principal will invite them to take them into account when developing their planning round submissions.

If the Senate Committees identify any major developments that may require additional resources for Schools or Colleges, the College representatives on the relevant Committees are encouraged to inform their College Registrars so that they can take account of them during the planning round.

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, 24 October 2016

Senate Committee Planning
2017-18

This paper sets out the framework for Senate Committee planning for 2017-18, and invites the Committee to identify any major developments that may require resourcing via the planning round.

Background - 2016-17 plans

At its meeting on 1 June 2016, Senate endorsed the Committees' plans for 2016-17, see Paper B at:
www.ed.ac.uk/files/atoms/files/agendaandpapers.pdf

Approach to 2017-18 planning cycle

The 2015-16 Light-touch Governance Review of Senate and its Committees indicated that, while the Senate Committee members were broadly satisfied with the approach to planning, that Review also identified a potential disconnect between the timing of prioritisation of Senate Committee activity and the timing of the University's annual planning processes. In the light of this, the Learning and Teaching Policy Group proposed that, from 2016-17, the Senate Committees' planning would involve two distinct stages:

- In the latter part of Semester One, the Committees would be invited to identify any major developments that may require resourcing via the planning round; and

- In Semester Two, the Committees could undertake a broader discussion of priorities for the coming session.

The Senate Committees were content with this approach.

For comment - identifying any major developments that may require resourcing via the planning round

In line with stage one of this process, **the Committee is invited to identify** any major developments that may require resourcing via the planning round in 2017-18. These could include, for example:

- Major projects that the Committee would like to make a case for, which would require significant support from support services which may not be possible to accommodate within existing resources;

- 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 (for example regulatory changes) which would result in significant additional work for the University.