<u>The University of Edinburgh</u>

Senate Education Committee
Thursday 9 March 2023, 2.00 – 5.00pm
Hybrid Meeting – Argyle House Board Room, Floor K
and Microsoft Teams

A G E N D A

1.	**Welcome and Apologies**	
2.	**Minutes of Meeting Held on 19 January 2023**	SEC 22/23 4 A
3.	**Matters Arising** • Evaluation of December 2022 examination diet • Externally facilitated review of Senate and its Standing Committees	
4.	**Convener's Comments**	
5.	**For Approval**	
5.1	Review of Lecture Recording Policy	SEC 22/23 4 B
5.2	Revised proposals for membership and remit of Assessment and Feedback-related groups	SEC 22/23 4 C
5.3	Schedule of review for policies, regulations and guidance	SEC 22/23 4 D
6.	**For Discussion**	
6.1	Curriculum Transformation Update	SEC 22/23 4 E (to follow)
6.2	Student Experience Update	Verbal Update
6.3	Strategies to optimise postgraduate research student numbers at the University of Edinburgh	SEC 22/23 4 F (Closed Paper)
6.4	Postgraduate Research Higher Education Achievement Report	SEC 22/23 4 G
7.	**Any Other Business**	

**Minutes of the Hybrid Meeting of Senate Education Committee
Held in Cuillin Room, Charles Stewart House and via Microsoft Teams
at 2.00pm on Thursday 19 January 2023**

DRAFT – for approval at meeting to be held on 9 March 2023

1. Attendance

Present	Position
Tina Harrison	Assistant Principal Academic Standards and Quality Assurance (Vice-Convener) (Convener for this meeting)
Sabine Rolle	Representative of CAHSS (Learning and Teaching)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Laura Bradley	Representative of CAHSS (Postgraduate Research)
Patrick Walsh	Representative of CSE (Learning and Teaching)
Tim Stratford	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Jamie Davies	Representative of CMVM (Learning and Teaching, UG)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Jo Shaw	Head of School, CAHSS
Mike Shipston	Head of Deanery, CMVM
Shelagh Green	Director for Careers & Employability
Melissa Highton	Director of Learning, Teaching and Web Division of Information Services; Assistant Principal (Online and Open Learning)
Velda McCune	Representing Director of Institute for Academic Development
Laura Cattell	Representing Student Recruitment and Admissions
Tom Ward	Director of Academic Services
Sian Bayne	Assistant Principal Digital Education
Lucy Evans	Deputy Secretary, Students
Marianne Brown	Head of Student Analytics, Insights and Modelling
Richard Gratwick	Senate Representative
Susan Morrow	Senate Representative
Mary Brennan	Senate Representative
Philippa Ward	Academic Services (Secretary)
In Attendance	
Ella Ritchie	Advance HE
Teresa Ironside	Director of Data Science Education
Jon Turner	Director of Institute for Academic Development (Curriculum Transformation Lead)
Amanda Percy	Curriculum Transformation
Robin Gay	EUSA Head of Student Voice
Donna Murray	Institute for Academic Development
Stuart Nicol	eLearning Services
Iain Gordon	Head of College of Science and Engineering
Apologies	

Colm Harmon	Vice-Principal Students (Convener)
Jason Love	Head of School, CSE
Sam Maccallum	Edinburgh University Students' Association, Vice President Education

2. Minutes of Meeting held on 10 November 2022

The Committee approved the minutes of the meeting held on 10 November 2022. All 'matters arising' were considered later in the agenda.

3. Update on Externally-Facilitated Review of Senate and its Standing Committees

Members welcomed Professor Ella Ritchie from Advance HE to the meeting. The Director of Academic Services, Tom Ward, noted that under the Scottish Code of Good Higher Education Governance, the University is required to review the operation of Senate and its Standing Committees at least every five years. Professor Ritchie and her colleagues had been appointed to undertake the review which would start in January 2023 and would report in May 2023.

Professor Ritchie advised the Committee that the review process would involve reviewing documentation and speaking to members of the various Committees, both individually and in groups, along with a survey. Members of the Committee expressed support for the review. They noted that Senate had asked for this review to be brought forward and as such, were confident that members of the University community would be keen to be involved and would engage constructively with the process.

4. For Discussion

4.1 Assessment and Feedback

4.1.1 Coordinating Institutional Activities on Assessment and Feedback

The Director of Academic Services, Tom Ward, introduced the paper, which provided an overview of the range of assessment-related activities that were either currently underway or were planned by the Senate Standing Committees, and set out proposals for coordinating and governing these activities. He emphasised that establishing the two proposed Groups (a Strategy and Policy Group and a Guidance, Procedures, Data, Systems and Evaluation Group) would not necessarily mean that all of the identified work would be completed imminently. However, the groups would ensure that the work was co-ordinated, and the development of work plans would allow activity to be prioritised.

The Committee expressed strong support for the proposals in the paper and thanked the Director of Academic Services for pulling together the various strands of assessment and feedback work that were underway within the University. The Committee supported the proposed membership of the groups subject to considering the following potential additions:

Strategy and Policy Group
- A digital education representative (for example, Prof Sian Bayne)

- Additional student representation - one student representative from each College
- College Academic Misconduct Officers
- Representation from the elected Senate membership

Guidance, Procedures, Data, Systems and Evaluation Group
- Additional student representation - one student representative from each College
- Addition representation of staff in relevant School roles, including Teaching Organisations

However, the group recognised the importance of ensuring that the groups did not become too big and unwieldy, and that in some cases it may be more appropriate to represent particular constituencies through consultation rather than membership of the groups. In relation to memberships of the groups, it was agreed that attention would need to be paid in ensuring key role holders were not overburdened.
One elected Senate member also passed on a suggestion that someone other than a senior University manager convene the groups.

The group supported the proposed remits of the groups subject to the following:

- Clarify that references to 'feedback' incorporate 'feed forward' activity
- Clarify how the groups would link to other relevant groups and projects, for example the Student Lifecycle group and the Student Support Model project, and the Curriculum Transformation Programme
- Explain the relationship between the two groups
- Explain that the University should provide Schools with clear timelines and as much notice as possible of any procedural changes agreed by the relevant Senate Committees on the basis of recommendations from the groups
- Ensure that any guidance that they produce does not unintentionally restrict the activities of Schools

In summary, the Committee approved the proposal to establish the two groups, subject to Academic Services submitting refined proposals for the groups' memberships, timelines and modes of operation to the Committee's March 2023 meeting for consideration. These proposals would take account of discussions with the two other Senate Standing Committees. Members noted that some of the work outlined in the paper was time-sensitive and would need to be started before March 2023. As such, the Committee agreed that this work could commence using the skeleton Group memberships outlined in the paper.

Actions:
1) Director of Academic Services to bring updated proposals for the Groups to the March 2023 meeting of the Committee. *(Director of Academic Services)*
2) Time-sensitive work identified in the paper to commence using the skeleton Group memberships proposed in the paper. *(Director of Academic Services)*

4.1.2 Proposed Arrangements for August 2023 Resit Diet

The Committee Administrator, Philippa Ward, presented the paper. Members noted that, at its November 2022 meeting, the Committee had agreed to establish a group to consider the arrangements for the August 2023 resit exam diet. This group had met on 5 December 2022, and the paper invited the Committee to approve the group's proposals for the management of the August 2023 resit diet (and beyond).

Committee members made the following points:

- General points:
    - While there was a general willingness among Senate members to work towards diversifying assessment, and gratitude among that the resource implications of this work had been acknowledged, the staff workload implications should not be underestimated
    - It was likely that there would always be a need for the University to offer some in-person resit examinations, for example to meet the requirements of professional bodies
    - Schools that had informed their students that August 2023 resits would take the form of in-person exams could still change these arrangements based on consultation with relevant students
- Approaches to assessment:
    - Colleagues had mixed views about whether using a resit assessment that differed from the original assessment could be justified pedagogically - while some colleagues thought that it would be inappropriate to set alternate assessments, other colleagues thought that it is possible to take different approaches to assessing against the same learning outcomes, and that the smaller student groups undertaking resits may offer opportunities for alternate forms of assessment
    - There was some support for the idea of using vivas as a resit or null sit option in appropriate cases
- Timing
    - Many students undertaking assessments in August were not resitting, but were taking assessments as first sits having been awarded null sits in the original assessment diet
    - Where it is necessary to hold in-person resit examinations, it may still be possible to reconsider timings and avoid holding resits in August
    - The Students' Association's initial consultation with students signalled a clear preferences for resits after the Semester 2 exam diet to be held online, and for Semester 1 resits to take place alongside the Semester 2 exam diet
    - However, while members expressed general support for the idea of allowing students to resit failed Semester 1 assessments alongside the Semester 2 exam diet, it was noted that this may not always be practicable or desirable for individual students
- Academic integrity
    - The idea of taking a purposefully more relaxed approach to academic integrity in non-Honours years was not supported - academic misconduct should be taken equally seriously at all levels

- The University needed to be clear about where responsibility for assuring academic integrity lay, and that the onus should not be on staff members only
- Support for students
  - There would be benefit in informing students who needed to resit about any support that would be in place at the same time

Following discussion, members approved the arrangements for the August 2023 resit diet as outlined in section 11 of the paper, subject to a minor amendment to 11a to cover the point about consultation with relevant students.

Actions:
1) Committee Administrator to seek update from Academic Registrar on the support that would be available for students needing to take in-person resits in the August 2023 exam diet. *(Committee Administrator)*
2) Academic Services to provide Schools with guidance on the arrangements for the August 2023 resit diet. *(Director of Academic Services)*

4.2 Academic Best Practice: Consistent and Equitable Application of an Own Work Declaration

Donna Murray, Head of Taught Student Development, Institute for Academic Development, and Stuart Nicol, Head of eLearning Services, Information Services Group. Introduced the paper. The paper proposed changing the way in which Own Work Declarations (OWD) were used to make the University's assessment processes more accessible, supportive and consistent, whilst saving time with administration and support.

The Committee made the following points:

- OWDs
  - In order to make a decision on the proposals, the Committee would need to clarify its policy on OWDs - decide whether it would take a standardised and universal approach to OWDs, allow Schools to operate them if they wished, or abolish the practice altogether
  - The University's current policy position on OWDs (as outlined in Regulation 29 of the Taught Assessment Regulations 2022/23) was arguably illogical, and would benefit from being reviewed
  - Feedback from elected Senate members suggested that there was support for moving away from individual OWDs and replacing them with a process of accepting an OWD as part of the matriculation process
  - However, some members thought that asking students to accept an OWD as part of the matriculation process was too early, and that an OWD was perhaps best used at the point at which Schools were starting to discuss upcoming assessments with students
  - The Students' Association representative noted that consistency of approach was the most important issue for the student experience
  - The Students Association would be supportive of removing OWDs as used at present given that they were requested too late in the assessment process to be meaningful

- o There would be benefit in gathering sector data on how effective OWDs were in preventing academic misconduct
- Issues regarding approaches to incorporating OWDs into VLEs
  - o The Committee recognised that there were problems with the way that some Schools were incorporating OWDs into Learn, which involving hiding assessment upload links until a student had completed the OWD
  - o However, removing the OWDs from VLEs for Schools that had incorporated OWDs into their curriculum could be problematic
- The course on academic integrity
  - o There were mixed views on introducing a University-wide course on academic integrity
  - o Some Committee members thought resources on academic integrity should be embedded at School or Programme level, whereas others though there was potentially benefit in providing academic integrity education at both University and School or Programme level

In summary, the Committee was broadly supportive of the idea of removing OWDs for individual pieces of work or courses, and was also broadly supportive of utilising a course on academic integrity. However, the Committee recognised that it did not have a consensus on the key elements of the proposals, and that further analysis, consultation and discussion was required before it could make a decision on the way forward. This work would be taken forward by the Assessment and Feedback Groups discussed under item 4.1.1.

Action:
University's policy position on OWDs to be considered by the relevant Assessment and Feedback Group. *(Director of Academic Services)*

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5. Standing Items

5.1 Curriculum Transformation Update

Dr Jon Turner introduced the paper on the Curriculum Transformation Project (CTP). Professor Iain Gordon, Head of the College of Science and Engineering (CSE) was in attendance for this item. The paper provided an update on progress with the development of a proposed curriculum framework for consideration via the appropriate University governance channels. This included plans to work with Schools and Deaneries to develop short and medium term plans for change and investment, and proposals for a modification of the timescale for the implementation and phasing of curriculum transformation. Dr Turner indicated that he and the Vice-Principal (Students) planned to present two papers to the February 2023 meeting of Senate– one on the curriculum framework and one around the support and structures that would need to be in place to implement the new framework.

Professor Gordon advised the Committee that CSE was scoping a possible 'Sustainability' Challenge Course which may assist the College to test some of the Curriculum Transformation concepts. The College's scoping group was considering issues such as scalability, timetabling, governance, staff workload management, approaches to assessment, and the ways in which technology-enhanced learning might be used. He

hoped that it would be possible to take a decision on the feasibility of the course by March 2023 and to potentially run the course for the first time in Semester 2 2023/4. The Committee expressed support for the work being undertaken by CSE. Related to this, it noted that Professor Sabine Rolle and Dr Lisa Kendall were heading up the CTP's work on Challenge courses and that a member of the CSE scoping group would be identified to join the University-level group.

The Committee made the following points in response to the paper:

- General points
  - Elected Senate members signalled that they were supportive of the proposed re-phasing of the Curriculum Transformation work and would potentially welcome further phasing in the introductory stages of the Programme
  - One member asked that the project team provide a clear statement of the problem the CTP Programme was aiming to fix
- The proposed curriculum framework
  - Some members perceived some ambiguity still remained regarding the archetypes
  - It appeared that Schools would need to structure each year around six 20 credit courses, which would be overly restrictive
  - It would be important to ensure that the framework caters for professional degrees with large amounts of prescribed content, for example the LLB
  - Timetabling would be fundamental to the framework and would underpin course and programme design, and therefore needed to be considered at an early stage in the programme
- Resourcing
  - Elected Senate members were keen to understand both the potential impact of the Programme on academic staff time and the overall cost of the Programme to the University
  - Elected Senate members requested that the University provide further information on the costs of the Programme, including the costs of secondments and other budget lines

In response to Senate members' comments, Dr Turner noted that:

- 20 credit courses were not the only option – a mixed currency of 10, 20, 40, 60 credit courses was envisaged
- He would ask the Vice-Principal (Students) and the Director of Strategic Change to respond to the request for information about resources (he anticipated that one of the papers that they plan to submit to Senate's 8 February 2023 meeting will address this)

Action:
1) Member of CSE scoping group to be identified to join the University-level group taking forward the work on Challenge Courses. *(Professor Tim Stratford)*
2) Request for further information on the costs of the project to be taken back to Vice-Principal Students and Director of Strategic Change. *(Dr Jon Turner)*

5.2 Student Experience Update

The Deputy Secretary, Students, Lucy Evans introduced the paper. She confirmed that the Portfolio Management had student representation, and she agreed to confirm that the Portfolio Leadership Group also had student representation. Committee members made the following points in response to the paper:

- In relation to section 11 of the paper, members welcomed the news that the University had received a large number of high quality applications for the recently advertised Student Advisor posts. They suggested that the Student Support Model project give further thought to long-term career development for the newly appointed Student Advisors to avoid high staff turnover, as part of wider discussion around development and career trajectories for the University's Professional Services staff.
- Elected Senate members noted that Senate members would welcome more information about the ways in which the success of the new Student Support Model was being evaluated.
- Members discussed some of the action the University was taking to support students during the cost-of-living crisis. Further information was available at Cost of living | The University of Edinburgh and staff members were encouraged to point students to this information, potentially by adding the link to their email signatures.

Action:
1) Deputy Secretary Students to confirm with Vice-Principal Students that there is student representation on the Portfolio Leadership Group and to feed back to the Students' Association. *(Deputy Secretary Students)*
2) Deputy Secretary Students to share with the Committee information on the way in which the success of the new Student Support Model was being evaluated. *(Deputy Secretary Students)*
3) Staff members to direct students to the University's 'Cost of Living' web page. *(College representatives on the Committee to cascade.)*

5.3 Doctoral College Update

Professor Antony Maciocia provided a verbal update on progress with the Doctoral College. He noted that the DC planned to submit papers on the following strategic items to the Committee for consideration in the near future:

- Size and shape of the PGR body
- The length of a PhD and implications for tuition fee levels

He also signalled that the DC was keen that the University made progress on introducing a PGR Higher Education Achievement Record (HEAR). He also provided a brief update on progress on the group overseeing the University's work on Tutor and Demonstrator training. While this work had been delayed due to staff illness, he recognised the importance of the University making make demonstrable progress in this area as soon as possible, and informed the Committee that significant effort was now being put into moving the work forward.

6. For Approval

6.1 Student Surveys – Institutional Questions 2023

The Committee approved the proposed institutional questions for the 2023 Postgraduate Taught Experience Survey (PTES) and Postgraduate Taught Research Survey (PRES), as set out in 3G and 3H.

The Committee also made the following comments on the two surveys:

- In relation to PRES, some of the wording of the survey implied that students were studying in a single area, resulting in it not always being meaningful for students who were working across academic disciplines or were part of a Doctoral Training Centre
- While PRES asked important questions relating to cost of living, these questions were not included in PTES
- Members expressed ongoing concerns about the PTES's use of terminology of 'courses' to mean 'programmes, which was not consistent with the University's own terminology and could cause confusion for respondents
- There may be benefit in looking again at the University's governance for developing and approving the University's institutional survey questions (the Committee was advised that work was underway to review the way in which the Student Voice overall was governed, and survey approval mechanisms would be considered as part of this)

> **Action:**
> Committee feedback relating to PRES and PTES to be referred to Advance HE.
> *(Interim Head of Student Analytics, Insights and Modelling)*

6.2 Higher Education Achievement Report (HEAR) – EUSA Community Volunteering Proposal

The Committee approved the proposal that the EUSA Community Volunteering role should be recognised in Section 6.1 of the HEAR.

A member of the Committee noted that the University of Edinburgh's HEAR appeared to recognise fewer additional activities than the HEARs of other, comparable institutions.

> **Action:**
> Background information on the content of the HEARs of comparable institutions to be passed to the HEAR Recommendation Panel for review. *(Professor Mary Brennan)*

7. Any Other Business

There was no other business.

Philippa Ward / Tom Ward
Academic Services
30 January 2023

Senate Education Committee

09 March 2023

Lecture Recording Policy Review

Description of paper

1. The paper summarises the scheduled review of the Lecture Recording Policy and Virtual Classroom Policy, and proposes minor changes to the former. The revised policy proposal is appended.

2. The proposals support Strategy 2030 outcome ix) in particular: We will have more user-friendly processes and efficient systems to support our work.

Action requested / recommendation

3. The committee is asked to **approve** minor changes to the Lecture Recording Policy.

Background and context

4. The committee asked a review group to consider the 2019 [Lecture Recording Policy](#) and the related 2020 [Virtual Classroom Policy](#).

5. The Lecture Recording Policy was written to address the pre-pandemic issues and concerns around recording synchronous, campus-based, in-person teaching. It addressed recording uses, automatic scheduling, availability, licensing of intellectual property (IP) rights, data protection and data security. Importantly, it enshrined that IP rights are retained by their holders and licensed for the University or the lecturer to use the recording for specified limited purposes.

6. The Lecture Recording Policy approved by the Senate Learning and Teaching Committee in mid-2018 was modified prior to implementation on 1 January 2019 during negotiations with trades unions, including a proposed reduction to the recording retention period from 24 to 18 months.

7. Nonetheless, in the context of an inappropriate proposal from one area of the University to use lecture recordings during 2018 strike action, the trades unions did not agree to the policy. The two areas of dispute were the length of the retention period and that lectures were by default scheduled to be recorded unless the lecturer actively opted out.

8. The review group believe the policy has nonetheless been successful and noted that prior concerns about recording lectures had rarely been borne out in practice. Colleagues have largely taken on board the need to communicate with their students about what is and isn't recorded. They have largely found the opt-out process straightforward, and the review group noted that both this and the provisions preventing use of a lecturer's recordings if they are taking strike action may have led to a degree of restored trust in this area.

9. The Lecture Recording Policy was adapted during the pandemic for online and hybrid teaching through the Virtual Classroom Policy. We note that the scope of each policy is defined by technical systems rather than by teaching methods, that there is no automatic scheduling for recording virtual classrooms, and that the Virtual Classroom Policy does not specify a retention period for any of the services that may be used to deliver virtual classrooms; it is specified instead in the privacy statement for each service.

10. The review group met in the late summer and autumn of 2022 in context of a return to largely campus-based teaching, and considered the factors behind the perception that student attendance at in-person teaching was less than pre-pandemic.

11. The group also considered the potential implications of the policies for hybrid and asynchronous teaching models, and particularly the EFI fusion model that combines these.

Discussion

12. The review noted that the current compromise retention period for the lecture recording service led to some recordings being deleted part-way during the following academic year. This disadvantages students undertaking exam-only assessments and leaves less scope for using prior recordings in an emergency. The review **recommends** a single annual deletion of lecture recordings in the October after the following academic year.
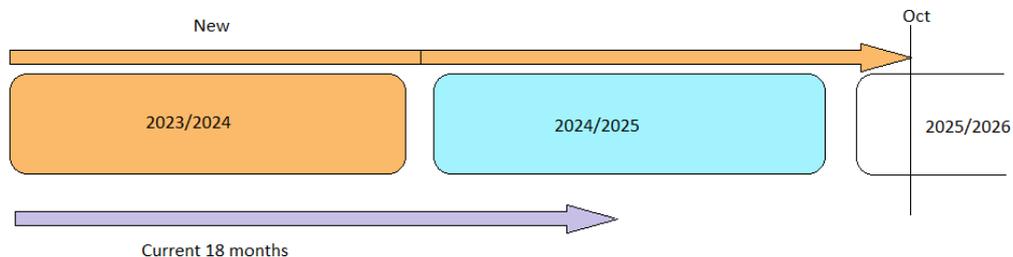
It may not be necessary for all the virtual classrooms services to align precisely with this, as a two-year retention period achieves the same goals in most cases.

13. The review also **recommends** clarifying that the lecturer may where required edit a recording and/or pause its publication to the students on the Course.

14. The review does not propose changing the Virtual Classroom Policy as it adequately covers online and hybrid teaching for the time being. With hybrid teaching still developing rapidly, neither is it proposed to combine the two policies at this stage.

15. The review affirmed several safeguards from the existing policies. The lecturer shall continue to decide whether a lecture may be live-streamed to another venue, and recordings shall continue not be used to resolve timetable clashes. While it is technically impossible to stop screen captures of recordings, it was felt that there was an important message conveyed by streaming recordings to students rather than letting them download them.

Resource implications

16. Costs and quotas affected by holding recordings three months longer on average within the lecture recording service will be borne from existing resource.

Risk management

17. Not implementing the proposals could risk perceived unfairness in education and student experience, and hence there is a further risk to the University's reputation.

Responding to the Climate Emergency & Sustainable Development Goals

18. SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Equality & diversity

19. We do not believe the proposed changes affect any protected characteristic.

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

20. The proposed changes will be advertised to academic and technical staff through regular Information Services bulletins. The policies should be reviewed again in 2025/2026.

Author
Neil McCormick
Educational Technology Policy Officer
22 February 2023

Presenter
Melissa Highton
Assistant Principal Online Learning and Director of Learning, Teaching and Web Services

Freedom of Information *(Is the paper 'open' or 'closed')*
Open paper.

Lecture Recording Policy

THE UNIVERSITY *of* EDINBURGH

Purpose of Policy

This policy has been developed to ensure that:
- Provision of recorded lectures is comprehensive, consistent and efficient and enhances the student experience.
- Students, teachers, visiting presenters and academic managers are clear on their rights and responsibilities when lectures are recorded.

Overview

The University of Edinburgh recognises the benefits to students of the ability to revisit all or part of a lecture. It recognises further the benefits for particular groups of students, for example those with certain learning difficulties or those whose first language is not English. The policy addresses the need to provide clarity on the rights of those involved in each recording and the conditions under which lectures should and should not be recorded, released to students or released publicly.

Scope: Mandatory Policy

The intention of this policy is to ensure a consistent student experience and to help manage the potential risks posed by challenges and complexities in the arrangements for recording lectures. It applies University-wide to all staff, students and visiting lecturers involved in recording lectures and other teaching sessions.

Contact Officer	Neil McCormick	Educational Technology Policy Officer	Neil.McCormick@ed.ac.uk

Document control

Dates	**Approved**: 23.05.18	**Starts:** 01.01.19	**Equality impact assessment:** 12.09.18	**Amendments:** 26.09.18, 09.03.23	**Next Review:** 2025/2026

Approving authority	Senate Learning and Teaching Committee
Consultation undertaken	Members of the Lecture Recording Policy Task Group, including representatives from Colleges, the Student Disability Service, EUSA and UCU. Written consultation with Schools, Colleges and other stakeholders. Combined Joint Consultative and Negotiative Committee.
Section responsible for policy maintenance & review	Information Services – Learning, Teaching and Web Services
Related policies, procedures, guidelines & regulations	Accessible and Inclusive Learning; Disciplinary; Student Conduct; Learning Analytics; Open Educational Resources; Web Accessibility; Timetabling; IP Commercialisation; Student IPR; Programme and Course Handbooks
UK Quality Code	QAA UK Quality Code for Higher Education Part B: Assuring and Enhancing Academic Quality, Chapter B3: Learning and Teaching; and Chapter B4: Enabling Student Development and Achievement
Policies superseded by this policy	Local School lecture recording policies
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.
Keywords	Lecture capture; lecture recording; copyright; intellectual property rights; author's moral rights; performer's rights; takedown; data protection;

The University seeks to enhance the student experience by providing recordings of lectures for students to revisit and review as part of their learning for each Course within their Programme of Study. This aligns with the Learning and Teaching Strategy that aims to ensure all students from all backgrounds achieve their potential by provision of a supportive environment and rich learning culture. It further aligns with the University's strategic objective of Leadership in Learning and its Digital Transformation development theme. The lecture recording service enhances and extends student provision in general, and for students with specific disabilities and conditions in particular, and is in addition to the right granted to students within the Accessible and Inclusive Learning policy to record lecture audio (and, with permission, video) for their own personal learning.

Policy aim

This policy aims to facilitate the practical and responsible recording of lectures and to provide clarity on the rights and responsibilities of the University, its staff and its students, external visiting lecturers and any other participants in recorded teaching.

Essential purpose

The **essential purpose** referred to within this policy is **to allow the students undertaking a taught Course to review recordings of lectures given as part of that Course**. The policy also permits a lecturer to re-use recordings of their lectures within educational resources or their own staff development. Other relevant and appropriate purposes may be considered only if all the participants in the recording agree to this.

The policy intends the lecture room to remain a safe place for the exposition and discussion of potentially controversial ideas between the lecturers and students on a Course. The University will take the unauthorised sharing of lecture recordings by students or staff very seriously.

Scope of the policy

The policy covers timetabled lectures delivered in rooms in which the University has installed the centrally supported lecture recording service. Furthermore, it facilitates (but does not require) the use of the lecture recording service for other purposes, including the recording of seminars, tutorials or public lectures; and using the service to pre-record lectures for use within a "flipped classroom" approach or for online distance learning. Paragraphs 2, 2.1, 2.2 and 2.3 do not apply to these optional purposes.

Notes

The policy assumes the definitions of lecture, seminar and tutorial are well understood, and does not intend to limit what teaching is recorded; but recognises the potential for practical difficulties with retaining consent where many people are recorded within the more interactive formats of teaching.

In this policy, a "participant" refers to as someone with intellectual property in any aspect of the recording, including the University, the lecturer and any other contributor to a discussion within the lecture.

Recordings are made by an automated system, and are neither intended to match the performance standards of professional actors nor the production standards of professional production teams.

Use of recordings

1   **The University will provide recordings of lectures to students on taught Courses, where possible, to aid their learning through review and reflection. These recordings are not, other than in very exceptional circumstances, a replacement for lecture attendance or other contact hours.**

1.1   The Lecture Recording Privacy Statement details how the University will use and share personal data in relation to the lecture recording service.

1.2   Recording of sensitive personal data as defined in current legislation[1] shall not take place without the explicit written consent of the person(s) to whom the data relate.

1.3   The following uses of recordings are permitted under this policy:
   i.   The University will provide lecture recordings, where available, to students on the instance of the Course to which the lecture relates. By default, it will also provide access to the staff associated with the Course instance in the Virtual Learning Environment. The lecturer may restrict staff access to a recording further if required.
   ii.   A student may only use the recording for the purposes of their own personal study. The student must destroy any copy of the recording they hold once this purpose has been met. This will be on completion of the final assessment to which the Course relates or when the student leaves the University, whichever is sooner.
   iii.   A lecturer may publish a recording of their lecture as an open educational resource, with appropriate modifications and safeguards, including an appropriate attribution, licence and having obtained any permissions required from other participants or third parties whose intellectual property resides within the recording. Guidance on this is contained within the Open Educational Resources Policy and Website Accessibility Policy.
   iv.   A lecturer may use recordings of their own lectures within their own performance review; to facilitate peer observation of their teaching; or if they are investigated under the Disciplinary Policy.
   v.   The University may use a lecture recording within the scope of an investigation under the Code of Student Conduct.
   vi.   Learning Analytics from the lecture recording service may be used in accordance with the Learning Analytics Principles and Purposes, Policy and Governance arrangements.
   vii.   A School may use a recording held within the lecture recording service in exceptional situations to provide continuity, as specified within business continuity plans relevant to the School. Examples of exceptional situations might include significant disruption from a pandemic or other natural event or the unforeseen loss of part of the University estate. The School will, where reasonably possible, inform the lecturer beforehand that their lecture is to be used and for what purpose, and the lecturer will retain the right not to permit this use. If the lecturer, acting reasonably, objects to use for this purpose, the School will not be permitted to use the recording.
   viii. The Service Owner[2] may audit recordings as per paragraph 6.66.5 below.

1.4   Any other use of a recording will require further, separate agreement between those with rights in the recording. In particular:
   i.   The recordings and any associated metadata will not be used by the University for staff performance review or disciplinary processes without the lecturer's permission, except in the case of alleged gross misconduct.
   ii.   Lecture recordings may not be used as a replacement for intended staff presence in the lecture room (for example, live streaming lectures to overspill rooms) unless the lecturer permits this.

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[1] Article 9 Paragraph 1 of the UK General Data Protection Regulation: *"…personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation…"*
[2] The senior owner of the service within Information Services, ultimately accountable for ensuring that the service meets current and future needs and expectations.

iii. Recordings will not be used to cover University staff exercising their legal right to take industrial action without the lecturer's consent.

iv. Staff and students may otherwise only use, modify, publish or share restricted-access lecture recordings or excerpts with the permission of the School that owns the Course and of the lecturer and of any other participants in the recording. It shall be a disciplinary offence to use, modify or distribute recordings without permission, including but not limited to: copying the recording, issuing copies of it to the public, renting or lending copies of it to the public, playing it in public or broadcasting it. An employee or student using, modifying or distributing a recording without permission may be investigated under the Disciplinary Policy or Code of Student Conduct.

1.5 Recordings do not constitute a replacement for student attendance at lectures unless the University has specified this as a reasonable adjustment for a disabled student.

1.6 Schools and students must not use lecture recordings as a routine mechanism for managing clashes of timetabled lectures.

1.7 The University and Schools will provide guidance to students on how to benefit from lectures and how to use lecture recordings appropriately.

Level of provision

> **2 The University will aim to provide a recording of every lecture, as far as is possible and appropriate, in support of a consistent and inclusive student experience. Lecturers will record their lectures using the lecture recording service except where a lecture cannot or should not be recorded as detailed in 2.2 below.**

2.1 Schools will schedule automated recording of lectures using the central timetabling system, unless the Head of School[3] responsible for the Course authorises a lecturer to initiate their own recordings.

2.2 The University recognises there are situations where all or part of a lecture should not or cannot be recorded. Among these are that:
   i. there are teaching approaches that may not be suitable for recording, such as those with a high degree of interactivity
   ii. a lecturer should not change their teaching approach to facilitate lecture recording where this change would be detrimental to the student experience
   iii. there may be legal, ethical or privacy reasons for not recording part or all of a lecture
   iv. a lecturer may have personal reasons that make it inappropriate for their lecture(s) to be recorded
   v. the lecture recording service is not available in the lecture room

The lecturer is responsible for deciding whether the interests in not recording part or all of a lecture outweigh the interests in recording. They will inform the relevant School of any full lectures they decide not to record, along with the reason. They should consider whether the routine options either to pause recording during the lecture, or to turn off video recording (where the room has video facility), would otherwise allow recording to proceed.

2.3 College and Senate Learning and Teaching Committees will monitor this process to promote consistency across the University.

2.4 Schools will notify students which of their lectures will be recorded or not by the start of the Course, including reasons for not recording, through the relevant Course or Programme

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[3] Heads of School may delegate this responsibility within the School.

Handbook. If a recording is paused or edited, the lecturer should consider providing an explanation for the pause or edit where it is reasonable and proportionate to do so.

2.5   In accordance with the Accessible and Inclusive Learning policy, Schools will notify students by email if a lecture recording arrangement changes during the Course. This includes where the change prevents recording and where the change facilitates a recording that would not otherwise have taken place. When a lecture is changed or cancelled, Schools will ensure the associated scheduled recording is also changed or cancelled promptly.

2.6   The lecture recording service by default will automatically release scheduled recordings to the students on the Course 24 hours after completion of recording and post-processing of the associated data. Lecturers may alternatively opt for immediate release or manual release of their scheduled recordings. The 24-hour delay gives the lecturer (or Course Organiser, where the lecture is given by a student or a visiting lecturer) scope to postpone the scheduled release of a recording where they believe there is cause to do so, for example where it may be necessary or desirable for them to review or to arrange to edit a recording prior to release. Where a lecturer believes it is necessary to postpone the release of a recording indefinitely, they shall inform the relevant School, giving reason. Lecturers who initiate their own recordings will arrange manual release of these recordings.

2.7   Students will access lecture recordings "on demand" via the service. Exceptions:
   i.   The School will provide a download of a recording to a disabled student on the Course where this has been specified as a reasonable adjustment.
   ii. The lecturer may at their discretion provide download access to all students on the Course where, in the lecturer's opinion, this is appropriate.

Accessibility

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3   Recordings must not breach equality legislation and must comply with the Accessible and Inclusive Learning policy.

3.1   The Equality Act 2010 places an anticipatory responsibility on the University in making reasonable adjustments to its services. Lecture recordings in themselves represent provision of teaching resources in an alternative format. Schools will ensure disabled students are not disadvantaged by providing transcripts or subtitles on recordings where required.

3.2   The Accessible and Inclusive Learning policy covers the rights and responsibilities of students who wish to make their own recordings of a lecture for their own personal learning.

3.3   The University will provide clear, accessible guidance on how to access recordings made with the lecture recording service.

Participant and University rights

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4   By using the lecture recording service, staff, students, visiting lecturers and other participants consent to the University recording them and agree to give the University the licences necessary to use the recordings for the essential purpose in this policy.

4.1   The policies on commercialisation of intellectual property and student intellectual property rights cover the status of intellectual property generated by the University's employees and students. Where the University and an employee have agreed that the employee retains some or all of the intellectual property rights to material used within a lecture recording, the

employee agrees to grant the University a non-exclusive licence to use the material for the essential purpose in this policy.

4.2   Performer rights reside with the lecturer and other lecture participants, who agree to the recording of the lecture and agree that the University may use their performance for the essential purpose in this policy. Lecturers wishing to assert their right to be identified as author or performer should do so as part of the recording, for example on an introductory slide[4].

4.3   Where a student (either as the lecturer or as a participant) holds some or all of the intellectual property rights to material used within a lecture recording, the student agrees to grant the University a non-exclusive licence to use the material for the essential purpose in this policy. The student also agrees to grant the University a non-exclusive license for re-use of the material by the lecturer within an educational resource or the lecturer's own staff development, and for re-use of the material by the School within the scope of a business continuity plan.

4.4   A student is required to be recorded if the recording is a mandatory part of their assessment. A student otherwise making a contribution recorded by the lecture recording service may contact the lecturer to arrange for deletion of their contribution. Students wishing not to be recorded should, where possible, sit in areas away from microphones and outwith the field of view of any camera installed.

4.5   External visiting lecturers (or their employer as appropriate) retain copyright on work and any other intellectual property rights they generate and, by accepting the terms of the external visiting lecturer agreement on lecture recording, agree to grant the University a non-exclusive licence to use the recording for the essential purpose in this policy.

4.6   Lecture room signage will indicate if a venue is equipped with lecture recording equipment. A recording light will indicate recording status.

Third party copyright

> **5   Staff, students and visiting lecturers presenting material in a recording must ensure that they do not infringe third-party copyright.**

5.1   Use of third party materials may fall within the "fair dealing" exception if used for the sole purpose of illustration for instruction.

5.2   Notwithstanding 5.1 above, where a lecture includes broadcast or other material under a licence that does not clearly permit copying that material further, the lecturer shall pause the lecture recording while using the licenced material and should subsequently and where appropriate provide students with separate access to the licenced material (for example, linking it from the virtual learning environment).

5.3   The University will provide sources of advice to lecturers with queries over potential copyright infringement, including the Library Copyright Service and the lecture recording service support webpages.

5.4   Lecturers must provide visible citations on slides and for recordings used within recorded lectures.

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[4] This method for asserting rights is intended as an interim measure while the University investigates whether it would be possible to move to a default of identifying the lecturer automatically.

5.5   Any party who believes their rights have been infringed in or by a recording may contact the lecture recording Service Owner who will normally take down the recording pending investigation of the alleged infringement.

Security and retention of recordings

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6   The University or its software partners will securely host media captured and delivered by the lecture recording service. The lecture recording service will retain a recording until the end of the following academic year before deleting it.

6.1   For the purposes of this policy, an 'academic year' shall cover recordings made from 1 August to 31 July. Routine deletion of recordings shall take place during October[5].

6.2   Data are hosted within the UK or European Economic Area[6] and the data protection and data security arrangements must satisfy the University's Data Protection Officer and Chief Information Security Officer respectively.

6.3   If a lecturer wishes to retain a recording for longer than the normal retention period then they should arrange to transfer the recording to the University's Media Asset Management Platform. The University cannot be held responsible for any recordings deleted after the normal retention period.

6.4   If a licence for material used within a recording constrains the University to retain that material for less than the normal retention period then the lecturer must arrange for deletion of the material at the end of the time specified by the licence. Lecturers may otherwise delete their recordings sooner than the normal retention period with the permission of the Head of School[7] responsible for the Course.

6.5   In the event of a lecturer's employment with the University ending, the University will retain their recordings for the normal retention period unless the lecturer arranges to delete or transfer them per paragraphs 6.3 or 6.4 above. A former employee wishing to use a lecture recording should contact the School responsible for the Course to request its transfer to the University's Media Asset Management Platform.

6.6   The University reserves the right to audit recordings in the context of service operation and management and the Service Owner may delete an inappropriate recording sooner than the normal retention period.

6.7   When a lecturer or the Service Owner deletes a recording before the end of the instance of the Course to which the lecture relates (including re-sit examination diet(s) where applicable), they shall notify the students on the Course and the other participants in the recording.

23 February 2022

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[5] For example, a recording made between 1 August 2023 and 31 July 2024 would be deleted in October 2025.
[6] The University's software partner may operate a worldwide 24-hour support model, in which case the DPO and CISO must be satisfied with the data protection and security arrangements that will allow software partner support staff based outwith the UK or EEA to access the data required to provide this support.
[7] Heads of School may delegate this responsibility within the School.

Senate Education Committee

9 March 2023

Revised Proposals for Coordinating Institutional Activities on Assessment and Feedback

Description of paper

1. The Senate Standing Committees – Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC) - have a range of assessment-related activities underway at present. This paper provides an overview of current or planned activities – dividing them into two categories:

    *   Activities relating to strategy and policy
    *   Activities relating to guidance, procedures, data, systems and evaluation

2. At its meeting on 19 January 2023, SEC discussed proposals for establishing two new task groups to coordinate these activities. While the Committee was strongly supportive of those proposals, it made suggestions for amendments to the membership and remits of these groups. APRC discussed the proposals at its meeting on 26 January 2023, and also made some suggestions. This paper presents updated proposals, which take account of the feedback from SEC and APRC. QAC is due to discuss the proposals on its meeting on 6 March 2023 – any feedback will be reported to SEC's meeting on 9 March 2023.

Action requested / recommendation

3. The Committee is invited to approve the updated remits and memberships for these two new groups, as set out in paragraph 14.

4. Some of the activities associated with the second group (Assessment and Feedback Guidance, Procedures, Data and Evaluation Group) are the responsibility of either SQAC or APRC. Therefore, if SEC supports the updated membership and remit for this group, we will also need to seek approval from SQAC and APRC for the arrangements.

Background and context

5. At its meeting on 19 January 2023, SEC supported the proposed membership of the groups subject to considering the following potential additions:

    Strategy and Policy Group
    *   Digital education input (for example, Prof Sian Bayne)
    *   Additional student input - one student from each College
    *   College Academic Misconduct Officers
    *   Input from the elected Senate membership

Guidance, Procedures, Data, Systems and Evaluation Group
- Additional student input - one student from each College
- Additional staff in relevant School roles, including Teaching Organisations

6. In addition, one elected Senate member passed on a suggestion that someone other than a senior University manager should convene the groups.

7. The Committee supported the proposed remits of the groups subject to the following:

- Clarify that references to 'feedback' incorporate 'feed forward' activity
- Clarify how the groups would link to other relevant groups and projects, for example the Student Lifecycle group and the Student Support Model project, and the Curriculum Transformation Programme
- Explain the relationship between the two groups
- Explain that the University should provide Schools with clear timelines and as much notice as possible of any procedural changes agreed by the relevant Senate Committees on the basis of recommendations from the groups
- Ensure that any guidance that they produce does not unintentionally restrict the activities of Schools

8. At its meeting on 26 January 2023, APRC supported the establishment of the proposed Guidance, Procedures, Data, Systems and Evaluation Group subject to the following comments on the remit and membership:

- Clarify the relationship between this Group and the Strategy Group (in particular, whether the first group is subordinate to the second group)
- Clarify the extent to which the Group will be taking on the authority of the Senate Standing Committees
- Increase input on the group of staff in Schools who are responsible for implementing institutional policies on assessment and feedback (for example, teaching staff and teaching organisation staff)

Discussion

9. SEC and APRC have made various suggestions for additions to the membership of these groups, in order to incorporate a range of additional perspectives and constituencies. There are merits to all these suggested additions. However, in order to ensure that the groups do not become too big and unwieldy, it will be necessary to prioritise some cases for membership over others. In some cases it may be more appropriate to represent particular perspectives through consultation rather than membership of the groups.

10. SEC had suggested adding elected Senate staff membership to the Strategy Group. This paper proposes adding a place on the Group for a member of one of the Standing Committees (for example, an elected Senate member) who has particular expertise on assessment and feedback strategy. In addition, elected Senate staff members will continue to have oversight of the operation of the task groups via membership of the Standing Committees and other reporting and

oversight arrangements, and the task Groups can consult elected Senate staff where it appropriate.

11. While one committee member proposed that someone other than a senior University manager convene the groups, it seems appropriate that staff that the University has appointed to senior leadership roles for student issues, who have time within their workload to undertake the range of duties associated with leading a strand of work of this type, should convene these groups.

12. APRC members asked for clarity on the authority of the groups. The groups will not take on any formal powers current vested in the Committees. Where the groups identify the need for formal changes in policy or strategy (or other things within the formal remits of the Committees), the groups would be responsible for developing and consulting on the proposals; the Committees would continue to make the decisions. The groups will however be able to make more operational decisions – for example coordinating activities and developing guidelines.

13. APRC members also asked for clarity about the relationship between the two groups. The groups have distinct remits, and will therefore undertake their work in parallel, rather than one being formally subordinate to the other.

14. Taking account of these points, the paper invites the Committee to approve the following remit and membership arrangements (with amendments underlined:

Assessment and Feedback Strategy Group

Remit:

- Institutional strategy around assessment and feedback
- Institutional strategy around academic integrity in assessment
- Institutional policy around mode of examinations from 2023-24 onwards
- Overseeing Schools' activities to align with the Assessment and Feedback Principles and Priorities, and coordinating management responses where required

The group will report to SEC. Where it requires formal Committee approval (for example, for a change to institutional policy), it would would submit formal proposals to the Committee. It would also submit a report providing an overview of progress against their workplan at least once in 2022-23 and once in 2023-24.

The group will link to the Student Lifecycle group, the Student Support Model project board, and the Curriculum Transformation Programme project board, via shared membership, and will also consult the relevant group when relevant.

Membership:

- Prof Tina Harrison, Vice-Principal (Academic Standards and Quality Assurance (Convener)
- ~~Prof Colm Harmon, Vice-Principal (Students)~~
- Lucy Evans (Deputy Secretary, Students)

- Deans of Learning and Teaching for each College
- One School office-holder from each College (either a Head of School or Director of Learning and Teaching)
- One College Academic Misconduct Officer
- A member from one of the Senate Standing committees with expertise on assessment and feedback strategy
- One member of staff with expertise on digital education
- Two Students' Association representatives
- Other staff would be invited to contribute on particular issues

Total: 13 members

Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group

Remit:

- Develop institutional advice and guidance on the practical management of online and on-campus examinations
- Oversee the development of academic misconduct procedures*
- Coordinate the evaluation of the operation of examinations during 2022-23 and beyond (including the planned evaluation of the Dec 22 diet)
- Coordinate activities to enhance institutional data on student achievement, progression and completion – with a view to providing a single source of truth in a user-friendly format
- Coordinate practical activities (eg development of guidance) to support the implementation of the Assessment and Feedback Principles and Priorities
- Develop mechanisms for evaluation and monitoring of the Assessment and Feedback Principles and Priorities

* In practice, a separate sub-group would be required for this, with input from College and School Academic Misconduct Officers.

The group would report to the three Senate Standing Committees on issues related to their respective remits. Where it requires formal Committee approval (for example, for a change to policy), it would submit formal proposals to the relevant Committee. It would also submit a report providing an overview of progress against their workplan at least once in 2022-23 and once in 2023-24.

The group will link to the Student Lifecycle group, the Student Support Model project board, and the Curriculum Transformation Programme project board, via shared membership, and will also consult the relevant group when relevant.

Membership

- Lucy Evans (Deputy Secretary, Students) (Convener)
- Lisa Dawson (Academic Registrar)
- Prof Tina Harrison (Assistant Principal, Academic Standards and Quality Assurance, and convener of SQAC)

- Dr Paul Norris (Convener of APRC)
- <u>Two members of staff from each College, providing a mix of School and College staff (for example, Directors of Teaching or equivalent, Heads of Teaching Organisations or equivalent, Deans of Learning and Teaching, Deans of Quality, Heads of Academic Administration)</u>
- ~~Deans of Learning and teaching for three Colleges~~
- ~~Deans of Quality for three Colleges~~
- ~~Heads of Academic Administration from each College~~
- Representative of Strategic Planning
- Representative of Student Systems
- <u>Two</u> Students' Association representative<u>s</u>
- Academic Services representative
- Information Services Group's Learning, Teaching and Web Services team representative
- ~~Curriculum Transformation Programme representative~~
- Other staff would be invited to contribute on particular issues

<u>Total: 16 members</u>

Timelines, next steps and reporting arrangements

15. If the Committee is content with the membership, each group will start by developing a workplan, taking account of the planned and outstanding issues set out in the Annex, and the level of professional services resources available to undertake the relevant work. They would present their workplans to the relevant Senate Committee(s) for approval.

16. The paper presented to the Committee in January indicated that, were the groups to identify any urgent issues, they would oversee progress on these over the next several months in parallel with developing their workplans. Given the delay in finalising the groups' membership (in order to take account of the Committees' feedback), SEC had agreed that As such, the Committee agreed that we could begin work on urgent issues using the skeleton Group memberships.

17. The most urgent issues are:

   1. **Institutional policy on examination formats for 2023-24.** At its January 2023 meeting, SEC agreed a position on the issue of examination format (whether examinations should be held on-campus or online) for resit exams in summer 2023. These actions relate to examinations held in 2022-23. If SEC wishes to determine policy in relation to the format of examinations from 2023-24 onwards, it will need to agree a position on this by the end of 2022-23.

   2. **Practical arrangements for online examinations in 2023-24.** In October 2022, the Senate Academic Policy and Regulations Committee (APRC) approved some guidance for Schools / Colleges on the practical arrangements for managing online exams in 22-23 (focussing on submission deadlines). At that point, APRC signalled that it would review the practical

arrangements for online examinations ahead of 2023-24. It would need to complete this work by the end of 2022-23. Academic Services are starting to engage with stakeholders on this issue.

3. ***Evaluation of the operation of examinations in the December 2022 diet.***
At its 10 November 2022 meeting, SEC agreed to conduct a review of the December 2022 examination diet early in 2023. If this review is to inform the policy and practical arrangements for examinations that run during the remit diet in summer 2023, and examinations that run in 2023-24, SEC will need to complete this work by the end of 2022-23. Academic Services are engaging with stakeholders to gather data for this evaluation.

18. We will liaise with the skeleton membership of the Strategy Group in relation items 1 and with the Guidance, Procedures, Data, Systems and Evaluation in relation to item 2 and 3.

Resource implications

19. Academic Services and the broader Registry Services will need to assess the resource requirements of supporting these two groups, once the groups have developed their workplans. As part of this, the Student Analytics, Insights and Modelling team would play a key role in supporting data-related elements of the work. In addition, the Curriculum Transformation Programme have signalled that they may be able to provide some support. The workplan of each group will need to take account of available resources – this is likely to require a degree of prioritisation, and may require the phasing of some activities.

Risk management

20. The recommendations within the paper aim to enhance the assessment and feedback experience for students, reducing the risks associated with poor performance in assessment and feedback and the likelihood of an unsatisfactory outcome in a future ELIR from not taking action

Responding to the Climate Emergency & Sustainable Development Goals
21. Not Applicable.

Equality & diversity
22. One of the Assessment and Feedback principles directly addresses inclusive assessment practice and equality in assessment outcomes, and it is likely that some of the planned activities of the Guidance, Procedures, Data and Evaluation Group would relate to developing the University's understanding of student progression, attainment and completion for students with different characteristics and backgrounds.

Communication, implementation and evaluation of the impact of any action agreed
23. Academic Services would use the Senate Committees' Newsletter to communicate regarding the establishment of these groups. The paper presented

to the Committee in January 2022 set out implementation and evaluation arrangements.

<u>Author</u>   **<u>Presenter</u>**
Tom Ward   Tom Ward
Director of Academic Services
28 February 2023

Freedom of Information
Open

Senate Education Committee

9 March 2023

Schedule of review for policies, regulations and guidance

Description of paper

1. This paper seeks the Committee's views on proposed changes to the schedule for reviewing policies, regulations, and guidance documents which are the responsibility of the Senate Committees.

Action requested / recommendation

2. The paper invites the Committee to agree to the schedule of reviews set out in the 'proposed new revision session' column in the attached Annex. The Annex sets out the schedule, and the policies, regulation and guidance documents that are the responsibility of SEC are highlighted.

3. The paper below provides reasons for the proposed new revision schedule, and outlines a broad approach to grouping and reviewing policies going forward.

4. The proposals below and the revised schedule in the Annex were presented to APRC on 26 January 2023, and received approval. A version of this paper is also being presented to the March 2023 meeting of Senate Quality Assurance Committee, to seek agreement on the new review dates that they are responsible for.

Background and context

5. All policies, regulations, guidance, and other documents approved by the Senate Standing Committees include cover sheets which state the date that the Committee will next review the document. Typically, review dates are set three to four years after the initial approval or most recent review.

6. Academic Services oversees the schedule for reviewing these documents, and supports the review process for the majority of the documents. However, due to factors associated with the Covid-19 pandemic, and staff capacity issues in Academic Services over the last two years, there is a significant backlog of documents for review. It is not realistic to address this backlog in full in 2022-23, both because of the limited capacity within Academic Services to support reviews, and capacity for the Committees and stakeholders to engage with reviews. Therefore, this paper proposes a new schedule for reviewing the documents.

7. In proposing a new review schedule we have taken account of the following factors:

   • Whether we are aware of any urgent need to review and revise a document (for example, due to changes in external regulatory context, or internal stakeholder feedback); and

- Whether it will be necessary to review and amend any documents in order to facilitate institutional change projects.

8. The University's suite of academic policies, regulations, guidance and other documents has developed incrementally over a long period of time. As a result, some related and complementary documents have different review schedules. We think it would be beneficial for the Standing Committees to group the policies and other documents in thematic cluster, and where possible to review each cluster in the same year. The paper proposes a way of clustering the documents

Discussion

9. We propose the following broad clusters:

- Casework
- Student support
- Programme and course approval
- Programme and course delivery
- Assessment and progression (Taught and Research)
- Assessment and progression (Taught)
- Assessment and progression (Research)
- Quality assurance
- Staff roles
- Other

10. The attached annex assigns each document to one of these clusters, and proposes a schedule of review.

10. We are proposing the following broad approach to each schedule:

Cluster	Main points
Casework	- Conduct of Student Conduct already reviewed and amended in 2022-23 – review again no later than 2025-26 (probably earlier) - Support for Study Policy and associated flowchart - review in 2022-23 (one year ahead of schedule), subject to current discussions hosted by Deputy Secretary (Students) - Procedure for Dealing with Suspected Academic Misconduct – consider further changes during 2022-23 - Student Appeal Regulations – review in 2024-25 as currently scheduled
Student support	- Academic and Pastoral Support Policy – review later in 2022-23 to take account of implementation of new student support model - Student Maternity and Family Leave Policy – consider technical change in 2022-23 but schedule more substantive review for 2023-24

	• Authorised Interruption of Studies – delay review until 2024-25
Programme and course approval	• UG and PG Degree Regulations – review in 2022-23 • Models of Degree Types, Framework for Curricula, and Degree Programme Specification documentation – review as part of Curriculum Transformation (at present, it appears likely that the relevant work would be in 2023-24) • Consider minor changes to Programme and Course Approval and Maintenance Policy in 2022-23, to address feedback regarding section on timescales for publishing course and programme information, but otherwise do not review until 2024-25 (unless Curriculum Transformation requires an earlier review) • Review the suite of documents related to collaboration with external partners in 2024-25
Programme and course delivery	• Further consultation with stakeholders required regarding timescale for review for many policies in this category
Assessment and Progression (Taught and Research)	• Special Circumstances Policy – currently reviewing this policy as part of the Extensions and Special Circumstances task group • Possible technical updated required in 2022-23. Otherwise, delay review of Procedure for Withdrawal and Exclusion from Studies to 2024-25
Assessment and progression (Taught)	• Taught Assessment Regulations – review in 2022-23 • Review all policies related to External Examiners for taught programmes in 2023-24 (see note below about the committees' responsible for these documents) • Review all other documents in 2024-25 or 2025-26 (unless Curriculum Transformation necessitates an earlier review)
Assessment and progression (Research)	• Postgraduate Assessment Regulations for Research Degrees – review in 2022-23 • Code of Practice for Supervisors and Research Students – update in 2022-23 • Review other PGR assessment policies (along with associated guidance / forms) as a suite in 2024-25
Quality assurance	• Technical changes to policies around annual review and Student Staff Liaison Committees in 2022-23, with a view to more substantive review (if required) in 2023-24 to take account of SFC Tertiary Quality Review • Student Voice Policy – review in 2024-25

Staff roles	• Policy for the Recruitment, Support and Development of Tutors and Demonstrators – review in 2023-24 • School Director of Quality Role – review in 2023-24 • Course Organiser Outline of Role – delay review to 2024-25
Other	• Performance Sport Policy – delay review until 2023-24 • Visiting Student and Non-Graduating Student Policy – delay review until 2024-25 • Further consultation with stakeholders required regarding timescale for review for some policies in this category

Resource implications

11. The process of reviewing and updating regulations, policies and guidelines has significant resource implications for Academic Services, and for stakeholders that would contribute to review processes. This paper seeks to manage these resource implications while meeting internal or external requirements for reviewing and updating the documents.

Risk management
12. The paper seeks to ensure that the University has a fit for purpose suite of academic regulations, policies and guidelines that will assist it to manage risks associated with teaching and research student activities.

Responding to the Climate Emergency & Sustainable Development Goals
13. Not applicable.

Equality & diversity
14. Academic Services would undertake Equality Impact Assessments when developing new policies or making substantive changes to existing policies.

Communication, implementation and evaluation of the impact of any action agreed
15. Academic Services would take responsibility for coordinating the process of reviewing the documents.

Author
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22 February 2023

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Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Assessment and Progression (Research)	Lay Summary in Theses - Guidance	Guidance	Jun-22	2022/23	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	PhD by Integrated Study Guidance	Guidance	Jan-21	2022/23	2023-24		APRC
Assessment and Progression (Research)	Thesis Format Guidance	Guidance	Jun-22	2027-28	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	Including Publications in Postgraduate Research Thesis: Guidance	Policy/Regulation/Code	Mar-22	2026/27	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	PhD by Research oral examinations by video link (Videolinked PhD oral)	Policy/Regulation/Code	May-21	2026/27	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	Handbook for External Examining of Research Degrees	Policy/Regulation/Code	Apr-22	2026/27	2024-25	Review this suite of PGR assessment documents in the same year.	APRC
Assessment and Progression (Research)	Postgraduate Assessment Regulations for Research Degrees	Policy/Regulation/Code	May-22	2023/24	2022-23	It is standard practice to review this document on an annual basis.	APRC
Assessment and Progression (Research)	Code of Practice for Supervisors and Research Students	Policy/Regulation/Code	Aug-22	2022/23	2022-23	It is standard practice to review this document on an annual basis.	APRC - on an exception basis, only if substantial changes proposed
Assessment and Progression (Taught and Research)	Special Circumstances Policy	Policy/Regulation/Code	May-22	2023/24	2022-23	APRC is in the process of reviewing this policy in 2022-23	APRC
Assessment and Progression (Taught and Research)	Procedure for Withdrawal and Exclusion from Studies	Policy/Regulation/Code	May-19	2022/23	2024-25	Possible technical update required in 2022-23 to bring policy in line with TAR 67 in relation to UG students (being being updated to include 'or award'). Otherwise we are not aware of any urgent need to review.	APRC
Assessment and Progression (Taught)	Handbook for Boards of Examiners for Taught Courses and Programmes	Policy/Regulation/Code	Sep-16	2021/22	2023-24	Not aware of urgent need to review, and it would be challenging to review during industrial action.	APRC
Assessment and Progression (Taught)	Taught Assessment Regulations	Policy/Regulation/Code	May-22	2022/23	2022-23	It is standard practice to review this document on an annual basis.	APRC
Assessment and progression (Taught)	Assessment and Feedback Principles and Priorities	Policy/Regulation/Code	Sep-22	2025/26	2025-26	In line with agreed schedule.	SEC
Assessment and Progression (Taught)	Undergraduate Progression Boards Policy	Policy/Regulation/Code	Apr-20	2022/23	2024-25	Not aware of any urgent need to review this policy - so propose to delay until 2024-25 unless Curriculum Transformation requires an earlier review.	APRC

Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Assessment and Progression (Taught)	External Examiners for Taught Programmes Policy	Policy/Regulation/Code	May-19	2023/24	2023-24	Review at the same time as the Handbook for Boards of Examiners for Taught Courses and Programmes.	QAC
Casework	Code of Student Conduct	Policy/Regulation/Code	Dec-22	2025/26	2025-26	Likely to require earlier review (feedback from General Council)	Court (following resolution process, and recommendation by APRC)
Casework	Support for Study Policy and flowchart	Policy/Regulation/Code	Jan-22	2023/24	2022-23	APRC set it as a priority for 22/23 to review the Policy	APRC
Casework	Procedure for dealing with Suspected Academic Misconduct	Policy/Regulation/Code	May-19	2023/24	2022-23	Committee has already agreed some changes in 2022-23. Planning to introduce more substantive proposals later in 2022-23	APRC
Casework	Student Appeal Regulations	Policy/Regulation/Code	May-20	2024/25	2024-25	We are not aware of reasons to bring forward a review, other than a minor technical amendment to the list of areas subject to Fitness for Practice.	APRC
Casework	Expected Behaviour Policy in relation to Appeals, Complaints, Student Conduct and Related Procedures	Policy/Regulation/Code	Aug-20	2023/24	2024-25	We will make some minor technical changes in 2022-23 to reflect the changes in titles within Academic Services (it is not necessary to seek APRC approval for these). Other than these technical changes, we are not aware of any urgent need to review this policy.	APRC
Other	Performance Sport Policy	Policy/Regulation/Code	Jun-15	2018/19	2023-24	We are aware that a review is well overdue. While it is functioning it needs a coherent approach and refresh. CAHSS want more guidance (Education) on what a national sport is.	APRC
Other	Visiting and Non-Graduating Student Policy and Procedure	Policy/Regulation/Code	Mar-19	2022/23	2024-25	No urgent issues to be addressed, so we propose to delay until 2024-25	APRC
Other	International Student Attendance and Engagement Policy	Policy/Regulation/Code	Aug-21	2022/23	TBC	We will consult the Student Immigration Service to clarify requirements for a review.	APRC
Other	University use of email as method of contacting students	Policy/Regulation/Code	Dec-21	2026/27	2026-27	We are not aware of any urgent reason to review this at earlier point.	APRC
Programme and course approval	Degree Programme Specification Guidance	Guidance	Aug-20	2023/24	2023-24	Review as part of Curriculum Transformation - for now, plan to do this work in 23-24	APRC
Programme and course approval	SCQF Third Party Credit Rating	Policy/Regulation/Code	Dec-19	2019/20	2024-25	We propose to review suite of documents related to collaboration with external partners as a suite in 24-25. We are not aware of any need to review this policy earlier than that.	QAC
Programme and course approval	Models for Degree Types	Policy/Regulation/Code	Jun-17	2021/22	2023-24	Review as part of Curriculum Transformation - for now, plan to do this work in 23-24	APRC
Programme and course approval	Dual, Double and Multiple Awards Policy	Policy/Regulation/Code	Mar-16	2023/24	2024-25	We propose to review suite of documents related to collaboration with external partners as a suite in 24-25.	APRC
Programme and course approval	Framework for Curricula	Policy/Regulation/Code	Jun-17	2021/22	2023-24	Review as part of Curriculum Transformation - for now - assuming this will happen in 23-24	APRC
Programme and course approval	Programme and Course Design, Development, Approval, Changes and Closure Policy	Policy/Regulation/Code	May-22	2024/25	2024-25	Aim to make minor updates to section relating to course annd programme publication dates in 2022-23 . We propose a more substantive review in 2024-25 (or earlier, if Curriculum Transformation, or other developments such as the Degree Finder replacement, require it)	APRC

Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Programme and course approval	Programme and Course Handbooks Policy	Policy/Regulation/Code	May-22	2022/23	2022-23	Technical update only - we are not aware of any need for a more substantive review at this stage.	APRC
Programme and course approval	Degree Regulations -UG	Policy/Regulation/Code	May-22	2022/23	2022-23	It is standard practice to review this document on an annual basis.	APRC
Programme and course approval	Associated Institution Policy	Policy/Regulation/Code	Dec-19	2022/23	2024-25	Review suite of documents related to collaboration with external partners as a suite in 24-25.	QAC
Programme and course approval	Degree Regulations -PG	Policy/Regulation/Code	May-22	2022/23	2022-23	It is standard practice to review this document on an annual basis.	APRC
Programme and course delivery	Work-Based and Placement Learning Policy	Policy/Regulation/Code	May-22	2022/23	TBC	Checking with Study and Work Away team on whether updates required this year.	QAC
Programme and course delivery	Accessible and Inclusive Learning policy	Policy/Regulation/Code	Jan-13	2018/19	TBC	LTW are currently leading a review, in consultation with DLSS.	SEC
Programme and course delivery	Open Educational Resources Policy	Policy/Regulation/Code	Sep-21	2024/25	2024-25	ISG have confirmed no reason to bring this review forward	SEC
Programme and course delivery	Academic Timetabling Policy	Policy/Regulation/Code	May-18	Not specified	TBC	Consult with Timetabling Unit to clarify requirements for review.	APRC
Programme and course delivery	Learning Analytics Policy and Procedures	Policy/Regulation/Code	May-18	2019-20	TBC	Consult with Prof Sian Bayne and with ISG regarding requirements for review.	SEC
Programme and course delivery	Learning Analytics Principles and Purposes	Policy/Regulation/Code	May-17	2019-20	TBC	Consult with Prof Sian Bayne and with ISG regarding requirements for review.	SEC
Programme and course delivery	Lecture Recording Policy	Policy/Regulation/Code	Sep-18	2020/21	2022/23	ISG currently leading review of the Policy and expect to report to SEC in March 2023	SEC
Programme and course delivery	Virtual Classroom Policy	Policy/Regulation/Code	May-22	TBC	2022/23	ISG currently leading review of the Policy and expect to report to SEC in March 2023	SEC
Quality assurance	Guidance for Schools regarding communication between student representatives and students	Guidance	Jul-19	2019-20	2022-23	Already planning to update in 2022-23	QAC
Quality assurance	Student Support Services Annual Review (SSSAR) Guidance	Guidance	Nov-16	2019/20	2022-23		QAC
Quality assurance	Annual Monitoring, Review and Reporting Policy	Policy/Regulation/Code	Aug-19	2022/23	2022-23	We plan technical changes in 2022-23 to ensure it reflects current processes, then will have more substantive review in 2023-24 if required to take account of external developments. Will be presented to SQAC in March 2023.	QAC
Quality assurance	Student Voice Policy	Policy/Regulation/Code	May-21	2021/22	2024-25	Policy updated recently, and we are not aware of any need for a review in the near future.	QAC
Quality assurance	Student Staff Liaison Committee (SSLC) Policy	Policy/Regulation/Code	Sep-21	2021/22	2022-23	We plan technical changes in 2022-23 to ensure it reflects current processes.	QAC
Quality assurance	Student Support Services Annual Review (SSSAR) Policy	Policy/Regulation/Code	May-17	2022/23	2022-23	We plan light-touch review to learn from practices during the Covid pandemic and take account of views of Deputy Secretary (Students).	QAC
Staff roles	School Director of Quality Role Outline	Guidance	May-21	2023/24	2023/24		QAC

Category	Title	Document Type	Last Updated	Update Due	Proposed new review session	Notes on proposed schedule	Approval committee
Staff roles	Course Organiser Outline of Role	Guidance	Jun-21	2023/24	2024/25	We are not aware of any urgent need to review this, so propose to reschedule to 2024-25	APRC
Staff roles	Policy for the Recruitment, Support and Development of Tutors and Demonstrators	Policy/Regulation/Code	Sep-17	2021/22	2023-24	Prof Antony Maciocia is leading a strand of work on tutors and demonstrators in response to the ELIR. It is possible that this will lead to recommendations for changes to policy.	SEC
Student support	Academic and Pastoral Support Policy	Policy/Regulation/Code	Sep-22	2023/24	2022/23	Technical review undertaken Sept 22. Fuller review planned by end 2022-23 to take account of new student support model.	SEC
Student support	Authorised Interruption of Study Policy	Policy/Regulation/Code	May-18	2022/23	2024/25	We are not aware of any urgent need to review this policy.	APRC
Student support	Student Maternity and Family Leave Policy	Policy/Regulation/Code	Jun-17	2020/21	2023-24	While we are aware that some stakeholders would like us to review this, we are not aware of any urgent need to amend the policy. We propose to review in 2023-24.	APRC

SENATE EDUCATION COMMITTEE

9 March 2023

Curriculum Transformation Update

Description of paper
1. This paper provides an update on planned next steps for in-depth discussions with Schools and Deaneries on their response to the undergraduate curriculum framework and other engagement plans following discussions at Senate on 8th February 2023. The paper includes a simple organisational and planning model to support the next phase of work in the Curriculum Transformation Project.

    This will directly contribute to Strategy 2030 outcomes ii, v, vi, ix and xii, and be relevant to other outcomes including iv, x and xiii

Action requested / recommendation
2. For information and comment.

Background and context
3. Curriculum Transformation is a major and long term change and investment project for the University. An initial scoping phase (April 2021 to December 2022) has been used to develop an institutional undergraduate curriculum framework, readiness assessment and benefits case for consideration by Senate and through Standing Committees of Senate and other groups during early 2023.

4. At its meeting on 8th February 2023 Senate endorsed proposals for the continued development and design of key elements of the undergraduate curriculum framework and the next steps for in-depth engagement with Schools on their response to the framework to inform its further development[1].

5. This paper provides a brief update on plans for engagement and how the work of the curriculum transformation project will be organised in the next phase of the project. These plans were considered and approved by the Curriculum Transformation Board on 21st February 2023. Heads of College and the Provost were consulted as part of the preparation of the paper.

Discussion

6. **Next Steps on Engagement**
    The key priority and focus for the remainder of academic year 2022/23 will be to test and refine the proposed curriculum framework through in-depth engagement with Schools and Deaneries. We are working with and through each College to plan this next phase of engagement. We will ask Schools to consider how they could respond to and use the framework in the short term (in preparation for a September 2026 use) and medium term (beyond AY26/27). Outputs will include

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[1] Paper S 22/23 3D - https://www.ed.ac.uk/sites/default/files/atoms/files/s2223-3-8februarysenateagendaandpapers.pdf

School/Deanery investment case & implementation plans along with priorities for University level investment & enhancement. The project team will use this to refine and further develop the framework and associated guidance and resources, including the development of case studies and guidance for challenge courses, experiential learning and enrichment elements.

7. In addition to these discussions with Schools the project team will run a series of webinars, open to all within the University, to introduce and gather feedback on key dimensions of the Curriculum Framework. This will include sessions to discuss and share examples of current thinking on the use of the curriculum framework, challenge courses, experiential learning and enrichment elements.

8. We are keen to use these webinars and discussions in Schools to understand and address the questions and concerns raised at Senate on 8th February and elsewhere as well as the opportunities for enhancement and innovation opened up through Curriculum Transformation.

9. **Organisational and Planning Model**
As we move into the design and development phase of the Curriculum Transformation Project it is important for us to have and be able to communicate a clear link from our vision and the intended benefits of curriculum transformation to the key activities of the project.

10. We have prepared a simple organisational and planning model for discussion and further development with the project leadership team, board, workstreams and groups (Appendix 1). This model is intended to provide a high level summary of the key activities and the way they fit together to support achievement of the project vision and benefits. This is underpinned by detailed plans and schedules for specific activities and project deliverables.

11. As a project management tool the model can be used to help identify gaps, dependencies and connections; identify those with leadership and oversight responsibilities for key activities; and help ensure that all those involved in Curriculum Transformation have a shared understanding of the structure and focus of the project.

12. The model (Table 1) starts by defining the vision and intended benefits of Curriculum Transformation. This vision is to develop and support a curriculum that will continue to deliver adaptive and inspiring education that will prepare our students and graduates to respond and thrive in an uncertain world. In order to do this we need to deliver benefits to students, staff and the institution as a whole. We need curriculum transformation to help students to feel more prepared, confident and excited for what's next beyond graduation. We need staff to have the agency and space they need to develop and provide learning; in an institution that is resilient, fit and flexible.

13. The next step in the development of the model is to identify the key activities of the curriculum transformation project. We have split these into four categories for planning purposes. These are: the distinctive elements of the curriculum (challenge courses, experiential learning and enrichment elements); the

implementation of the framework itself (that requires action at School and institutional levels); the necessary investment, changes and improvements to the institutional infrastructure that supports the curriculum; and a set of other key institutional enhancement initiatives and connections that, while out of scope for curriculum transformation, are hugely important and significant for its ultimate success and impact.

14. We have made an initial assessment of the main activities that sit within these four categories and will test and develop this further in the coming months (for example regulations, quality assurance, programme & course approvals, digital infrastructure, timetabling and physical estate for the institutional infrastructure heading). Part of the value of this model from a project planning and monitoring point of view is that we can start adding specific activities against the key planning horizons (September 2023, February 2025 and September 2026) to produce a high level project roadmap.

15. A further benefit of this approach is that it provides a mechanism to explicitly identify and understand the relationship and inter-dependencies for Curriculum Transformation with other change projects and enhancement initiatives. The model includes a proposal for a simple template to record and share details of these connections (Appendix 2).

Resource implications
16. The programme resources to date have been managed through the project team staff time to support the development of the programme archetypes and design principles and the supporting the curriculum work. During the upcoming semester a draft investment case will be developed working with key stakeholders, based on feedback already received and experience from other universities undertaking a similar programme.

Risk management
17. Key risks include the readiness and suitability of current University systems and support, along with concerns around capacity and timelines, particularly when considering the demands of running curriculum transformation alongside other major institutional change programmes. These risks are being monitored and ameliorating actions identified through the use of a risk log reported on to the Project Board.

Responding to the Climate Emergency & Sustainable Development Goals
18. Curriculum Transformation will support a positive contribution to the SDGs by the University. Objectives around inclusive and equitable access to education (SDG4), wellbeing (SDG3) and gender equality (SDG5) align with the purpose of Curriculum Transformation and the prototype Curriculum Design Principles. SDG13 (action to combat climate change and its impact) features directly in the Edinburgh Student Vision and through consideration by a Climate and Sustainability working group.

Equality & diversity
19. An Equality Impact Assessment (EqIA) for the overall approach to Curriculum Transformation, the organisation and management of the Curriculum

Transformation Project was completed in November 2022[2]. Further EqIA will be undertaken as part of the development and implementation phases of Curriculum Transformation (e.g. adoption of Curriculum Framework, linked to major changes in University Regulations, Policies and Systems). This includes work underway now to prepare a draft EqIA for the Undergraduate Curriculum Framework.

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

20. In addition to the plans for in-depth engagement with Schools and the webinar series discussed in this paper the project team is undertaking a review of the content and structure of the Curriculum Transformation Hub[3] and will continue with a range of communication and engagement activities, including Senate Committees, Heads of College, Heads of School, Directors of Teaching, Colleges and Services.

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 March 2023

Freedom of Information
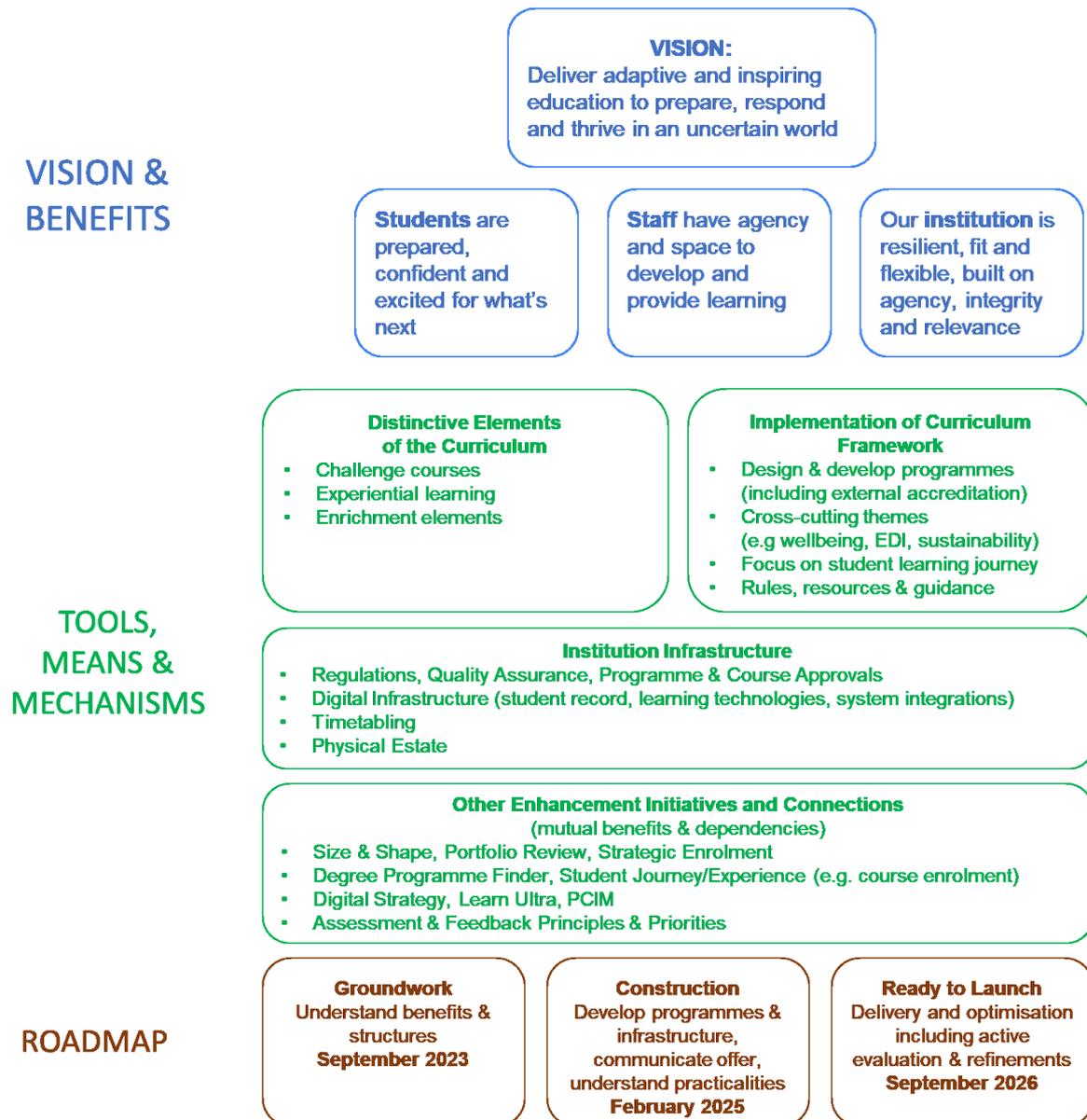Open

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[2] https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Equality-Impact-Assessment.aspx
[3] https://uoe.sharepoint.com/sites/CurriculumTransformation

Appendix 1 - Organisational and Planning Model

VISION & BENEFITS

VISION:
Deliver adaptive and inspiring education to prepare, respond and thrive in an uncertain world

Students are prepared, confident and excited for what's next

Staff have agency and space to develop and provide learning

Our **institution** is resilient, fit and flexible, built on agency, integrity and relevance

TOOLS, MEANS & MECHANISMS

Distinctive Elements of the Curriculum
- Challenge courses
- Experiential learning
- Enrichment elements

Implementation of Curriculum Framework
- Design & develop programmes (including external accreditation)
- Cross-cutting themes (e.g wellbeing, EDI, sustainability)
- Focus on student learning journey
- Rules, resources & guidance

Institution Infrastructure
- Regulations, Quality Assurance, Programme & Course Approvals
- Digital Infrastructure (student record, learning technologies, system integrations)
- Timetabling
- Physical Estate

Other Enhancement Initiatives and Connections
(mutual benefits & dependencies)
- Size & Shape, Portfolio Review, Strategic Enrolment
- Degree Programme Finder, Student Journey/Experience (e.g. course enrolment)
- Digital Strategy, Learn Ultra, PCIM
- Assessment & Feedback Principles & Priorities

ROADMAP

Groundwork
Understand benefits & structures
September 2023

Construction
Develop programmes & infrastructure, communicate offer, understand practicalities
February 2025

Ready to Launch
Delivery and optimisation including active evaluation & refinements
September 2026

Appendix 2 - Coordination and Alignment Template

Coordination and Alignment Template

Activity (e.g. Learn Ultra):
Purpose/Scope:
Owner/Key Contact:
Timelines:
Dependency **for** Curriculum Transformation:
Dependency **on** Curriculum Transformation:
Risks for Curriculum Transformation:
Potential benefits for Curriculum Transformation:

Senate Education Committee

9 March 2023

Postgraduate Research Higher Education Achievement Report

Description of paper

1. This paper provides an update on discussions regarding the potential development of a Higher Education Achievement Report (HEAR) for PGR students.

Action requested / recommendation

2. The Committee is invited to note and comment on the update.

3. Once the PGR Deans have developed an updated specification for a PGR HEAR (see para 13), and we are clearer regarding the resourcing implications of developing and delivering it, we will seek the Committee's view on a specific proposal.

Background and context

4. The University introduced a HEAR for taught students in 2011-12 – providing a formal record of students' achievements at the University. Further information on the HEAR for taught is available at:

   https://www.ed.ac.uk/student-administration/order-documents/transcripts/hear

5. At present, the University does not provide students on PGR programmes with a HEAR. Instead, it provides a degree certificate, plus an Academic Statement which contains quite limited information (eg start and end dates of programme).

6. In December 2017, the Senate Researcher Experience Committee (one of the precursors to the Senate Education Committee) considered a report setting out the case for a personal and professional develop record (a type of HEAR) for PGR students. It supported the way forward set out in the report, which is available here:

   https://www.ed.ac.uk/sites/default/files/atoms/files/agendapapers_2.pdf

7. REC asked Service Excellence Programme (SEP) to take responsibility for taking forward the proposals set out in the paper. However, SEP was not able to make progress on the issue.

8. In March 2022, the Senate Education Committee raised the issue again, expressing strong support for the concept of developing a PGR HEAR. The minute stated:

It was noted that the need for a PGR HEAR was increasing over time, particularly for international students who are often required to provide evidence of their involvement in student and staff communities. Some Doctoral Training Centres were now 5 producing their own, unregulated versions of the HEAR to compensate for the fact that the University was not providing one. It was recognised that there would be significant resource issues associated with introducing a PGR HEAR, but the Committee agreed that further consideration should be given to this matter.

9. On 15 February 2023, the VP (Students) hosted a meeting with the Colleges' Deans of PGR, and Academic Services, to explore ways to make progress on this issues. Paragraphs 10 to 14 set out the group's thinking, taking account of subsequent feedback from Student Systems.

Discussion

10. At the meeting on 15 January 2023 colleagues supported (at least initially) aiming for a HEAR based on data that is already validated. This might include, for example, thesis title, credit-bearing courses, Edinburgh Teaching Award. Such an approach would be narrower that the set of information that the 2017 report proposed to include.

11. The group recognised that the University would need to consider how a PGR HEAR would apply to students on jointly delivered PhDs (eg Centres for Doctoral Training), where the University is issuing the degree certificate but not delivering all the research training and support. In these case, it is likely that the University would only hold some of the information on categories within a HEAR.

12. In order to take forward the development of a PGR it would be necessary to consider:

- **Student systems development implications.** While the original 2017 report indicated that developing a PGR HEAR would have significant student systems development implications. Student Systems did not quantify the scale and nature of the development requirements associated with that proposals. It is possible that a more modest proposal for a HEAR (as per paragraph 10 above) might require less significant system development work. However, it is likely that, even if the data contained in a PGR HEAR is already validated and held within EUCLID, there would be some complexities in publishing it in a HEAR, given the diversity of types of PGR programme. For example, were the HEAR to including a section for credit-bearing courses, it would be necessary to include conditionality so that HEARs for PGR programmes that do not include credit-bearing courses do not include the relevant section.

- **Governance.** For the taught student HEAR, SEC is responsible for considering the case for introducing new categories of information, taking account of the advice of a HEAR subgroup. It would make sense for SEC to

play the same role in relation to a PGR HEAR – starting by agreeing the initial categories.

- **Project support.** In addition to system developer and business analyst resources, in order to take forward the development of a HEAR it would be necessary to identify project management capacity.

13. The group identified the following next steps:

- **Update the specification.** The College PGR Deans will update the 2017 report – including (particularly) creating an updated specification for the categories to include within a HEAR.

- **Assess available resource requirements.** Once that specification is available, Student Systems will quantify the business analysis and development work involved in delivering a PGR HEAR, and assess the availability of resources and the relative priority compared to other potential developments. In addition, the VP (Students) will explore the availability of project support.

14. While the group did not discuss the issue, it is likely that SEC would want to consult with relevant stakeholders (eg PGR Directors in Schools) regarding the proposed specification of the HEAR and any workload implications of validating the data for inclusion in the HEAR.

Resource implications

15. The development of a PGR HEAR will require student systems development, project support, and consultation with stakeholders – all of which have resource implications. The paper sets out options for quantifying these resource implications.

16. The ongoing management of a PGR HEAR would also have resource implications for Student Administration (Registry Services) and for the areas responsible for providing validated data for inclusion in the HEAR.

Risk management

17. The paper explains how the University would manage the risks associated with the development and implementation of a PGR HEAR.

Responding to the Climate Emergency & Sustainable Development Goals

18. Not directly relevant – although it is possible that some categories of information within a PGR HEAR could recognise student achievement in activities associated with the climate emergency and sustainable development.

Equality & diversity

19. The University would need to undertake an Equality Impact Assessment in relation to the specific proposals for a PGR HEAR.

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

20. At this stage, there is no need for further communication regarding the content of the paper. In due course, any decision to proceed with the development of proposals for a PGR HEAR would need to be accompanied with an implementation and evaluation plan.

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21 February 2023	

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