<u>The University of Edinburgh</u>

**Senate Education Committee**
**Wednesday 3 March 2021, 2.00pm**
**Conducted via Microsoft Teams**

**A G E N D A**

**1.    Welcome and Apologies**

**2.    Minutes of Meeting held on 27 January 2021**          SEC 20/21 4 A

**3.    Convener's Communications**

     3.1   Update on Academic Year 2021/22 Planning

**4.    For Discussion**

4.1   Update on Operation and Impact of the University's          SEC 20/21 4 B
     CPD Framework for Learning and Teaching

4.2   The Hybrid Classroom          Presentation
                                                      SEC 20/21 4 D

**5.    For Approval**

5.1   Proposed Amendments to Academic and Pastoral          SEC 20/21 4 C
     Support Policy (Senior Tutor Role Description)

**6.    For Information**

6.1   PGR Update

**7.    Any Other Business**

**Minutes of the Meeting of Senate Education Committee**
**held via Microsoft Teams at 2.00pm on Wednesday 27 January 2021**

## 1. Attendance

| Present | Position |
|---|---|
| Colm Harmon | Vice-Principal Students (Convener) – Ex Officio |
| Tina Harrison | Assistant Principal Academic Standards and Quality Assurance (Vice-Convener) – Ex Officio |
| Sabine Rolle | Representative of CAHSS (Learning and Teaching) |
| Lisa Kendall | Representative of CAHSS (Learning and Teaching) |
| Stephen Bowd | Representative of CAHSS (Postgraduate Research) |
| Judy Hardy | Representative of CSE (Learning and Teaching) |
| Antony Maciocia | Representative of CSE (Postgraduate Research) |
| Neil Turner | Representative of CMVM (Learning and Teaching, UG) |
| Sarah Henderson | Representative of CMVM (Learning and Teaching, PGT) |
| Paddy Hadoke | Representative of CMVM (Postgraduate Research) |
| Mike Shipston | Head of Deanery, CMVM |
| Richard Andrews | Head of School, CAHSS |
| Iain Gordon | Head of School, CSE |
| Stuart Lamont | Edinburgh University Students' Association, Permanent Staff Member |
| Sue MacGregor | Director of Academic Services – Ex Officio |
| Velda McCune | Representing Director of Institute for Academic Development – Ex Officio |
| Shelagh Green | Director for Careers & Employability – Ex Officio |
| Melissa Highton | Director of Learning, Teaching and Web Services Division of Information Services – Ex Officio |
| Rebecca Gaukroger | Director of Student Recruitment and Admissions – Ex Officio |
| Sian Bayne | Assistant Principal Digital Education |
| Philippa Ward | Academic Services (Secretary) |
| **Apologies** | |
| Michael Seery | Representative of CSE (Learning and Teaching) |
| Fizzy Abou Jawad | Edinburgh University Students' Association, Vice President Education |
| **In Attendance** | |
| Johanna Holtan | Program Director – Mastercard Foundation Program |
| Nick Rowland | Regional Director, Africa – Mastercard Foundation Program |
| Gill Aitken | Programme Director Clinical Education |
| Tom Ward | Head of Education Administration and Change Management - Edinburgh Futures Institute |
| Paula Webster | Head of Student Data and Surveys |

## 2. Minutes of Meeting held on 18 November 2020

The minutes of the meeting held on 18 November 2020 were approved.

## 3. Convener's Communications

### 3.1 Expectations Around 2021/22 Teaching

Members recognised that the situation in relation to the COVID-19 pandemic was changing constantly. A number of the University's planning assumptions for teaching in 2021/22, made at the end of 2020, were no longer valid. A key question was whether the University should still be assuming that all students would be on-campus in 2021/22, or if it should be offering a location-indifferent model.

Members discussed the following:

- While the University has been successful in delivering a hybrid model in 2020/21, it is not yet ready to deliver this as its standard product. Students have been very tolerant this academic year, but may be less so next year.
- While the University should aspire to offer a fully flexible model in the future, with students on a programme being taught synchronously on or off campus as a single cohort, the University will not have the infrastructure in place to do this in 2021/22.
- The 2020/21 model of offering both on-campus teaching that adheres to social distancing requirements, and asynchronous, online teaching has placed a heavy burden on staff. This cannot continue indefinitely.
- Regardless of the model adopted in 2021/22, Schools are keen to retain the timetabling flexibility they have had in 2020/21.
- When students were consulted about why some were not attending the on-campus teaching being offered earlier this academic year, they noted that they were making rational choices based on a cost benefit analysis: it was not worth their while to travel to campus for a short period of teaching when the material was also available online. They also noted that the lack of availability of other facilities, for example access to study space, reduced the appeal of coming to campus. If students are to be attracted to campus in academic year 2021/22, the University will need to ensure that they are given coherent timetables and can access high-quality facilities on campus.

In light of its discussion, the Committee agreed that the University should be planning for students to be on-campus in 2021/22 (whilst recognising that provision will still need to be in place for students who find themselves unable to travel or needing to self-isolate). In particular, it should be assumed that all Honours-level and PGT teaching will be delivered on-campus. Any efforts around digital delivery should focus on non-Honours, large group teaching. It was also agreed that the University should be planning for 2m social distancing requirements, and should retain flexibility so that it can pivot at short notice if required.

## 4. For Discussion

### 4.1 Lessons from the Mastercard Foundation Scholars Program

The paper was presented by the Program Director and Regional Director – Africa of the Mastercard Foundation Scholars Program.

Members noted that the Program provides full undergraduate and postgraduate scholarships to young people from Africa with great potential and few educational opportunities. It provides both full financial and pastoral support, and Scholars also participate in a transformative leadership programme.

The paper was the product of an extensive review that assessed the impact of and learnings from the Program, and highlighted learnings of relevance to the University as a whole. It was noted that these learnings could help the University to realise the aspirations of Strategy 2030 and to move forward discussions around global access, equality and diversity and curriculum transformation. Key learnings were in the areas of:

- defining and making adaptations for global access;
- providing academic and pastoral support;
- providing opportunities for experiential and reflective learning to develop leadership;
- overcoming hidden financial barriers;
- and providing a sense of belonging and community.

The Committee welcomed the paper, noting that it provided an outstanding example of leading by values. Members discussed the facts that:

- the lessons learnt through the Program were highly transferable and resonated with the University's work on widening participation, student mental health and student parents and carers.
- the findings of the review of the Program were closely aligned with the findings of the University's Personal Tutor and Student Support Review.
- the learnings around reflective and experiential learning were extremely valuable and should be taken into consideration within the curriculum transformation project.
- the learnings were very relevant to the University's efforts to expand its global activities, and particularly to its efforts to explore ways in which University of Edinburgh awards might be delivered with partner institutions.

Members agreed that there would be benefit in the paper being shared more widely and therefore taken to future meetings of Senate and University Executive.

## 4.2  Fully Taught Masters Degrees

The paper asked the Committee to discuss the proposal that the University offer fully taught Masters degrees. It was noted that the proposal had previously been discussed by Academic Policy and Regulations Committee (APRC) and had not been approved. However, in the context of discussions around curriculum transformation, it was considered timely to reconsider the issue.

Although a small number of fully taught Masters programmes already exist within the College of Medicine and Veterinary Medicine, most Masters programmes require students to produce a 60 credit academic dissertation. However, this may not be the most valuable form of learning for all students, particularly those who do not plan to move into an academic career. The paper proposed that the University should be increasing flexibility and offering some fully taught Masters programmes in order to:

- better meet the needs of students;

- support the aims of the University's Strategy 2030;
- maintain flexibility of programme structure for students;
- and ensure equity of access to fully taught programmes.

Members expressed strong support for the proposal. They noted that:

- our current structures lack flexibility and feel somewhat outdated;
- there is demand for programmes of this type;
- other institutions are offering programmes of the type described;
- programmes of this type might be particularly well suited to large-scale Masters programmes that attract high numbers of international students;
- the proposal appeared to be consistent with the QAA Qualifications Framework.

As such, Education Committee gave 'in principle' support to the proposal, but noted that it would now need to be taken to the relevant Committee (APRC) for detailed consideration.

**Action:** Convener, APASQA and paper's authors to meet to discuss next steps.

## 4.3    Edinburgh Futures Institute (EFI) PGT Model

The Committee was advised that EFI's challenge has always been to make good on its commitment to offer students flexibility. The model being proposed was conceived prior to the COVID-19 pandemic, but was now potentially more useful than ever.

Members noted that the fusion model proposed provided the ability to teach students on and off campus together as a single cohort, without the need for double-teaching. Students would be able to move between modes. The experience would not be identical in each mode, but the programme overall would benefit from the strengths of each mode. The model involved three spatiotemporalities: on campus; remote in real time; and remote in alternate time.

The University of Edinburgh is not the first institution to develop a model of this type: similar models are being piloted in Australia, Canada and the United States. Fusion models are predicted to be key to COVID-recovery across many sectors.

Technical infrastructure was critical to the model. Therefore teaching spaces in the EFI building would be highly technologized and would include small and larger teaching spaces and 'bring-your-own device' computing labs. The potential to use robots to support learning was also being investigated.

The proposed teaching model was intensive: it would aim to deliver teaching in two intensive days, with work for the student both before and after.

All ideas were currently being worked through with EFI's Fellows, and the Committee's input was also being sought.

Education Committee was highly supportive of the proposals. It noted that:

- the model would be of benefit not only to EFI's PGT programmes, but to the University's PGT offering as a whole;

- the model could also be used for UG programmes, though issues of scale would need to be addressed;
- having suitable teaching space would be critical if the University was to be able to use the model widely in its offering. Space Strategy Group and Estates would have essential roles in ensuring that the University's existing estate was suitably repurposed. The University would need to commit to investing in the required infrastructure.
- the model being discussed linked to the 'Space, Place and Pedagogy' work discussed at the November 2020 meeting of Education Committee;
- while many issues would need to be addressed in order to implement such a model widely, the University was entering a phase of transformation and should not shy away from bold thinking;
- the pandemic had also demonstrated that people place great value on being together in person. Approaches of the type being discussed should therefore be used in programmes where there was a clear rational for doing so.
- Tackling climate change provided a strong argument for using approaches of this type going forwards.

Members were advised that the Student Recruitment and Funding Strategy Group had considered fees for programmes of the type described. At this stage, it was thought that fees may need to be set at a slightly higher level than for standard programmes, but that this level would be tolerated by the market.

In summary, the Committee's response to the proposed model was very enthusiastic, and it was keen to see it benefits realised beyond EFI. The Committee also noted that there would be benefit in considering ways in which approval processes for the proposals might be accelerated.

## 4.4 PGR Update

Members discussed the potential value of requiring all research postgraduate students to undertake mandatory Equality Diversity and Inclusion (EDI) and Responsible Research and Innovation (RRI) training. The Committee agreed that this would be beneficial, but noted that it would be important to review EDI training that was already being offered by the University to ensure that a coherent approach was adopted.

The Committee was also advised that the Doctoral College Operational Group had met for the first time. It was prioritising activities to ensure that it continued to have capacity to address issues around COVID mitigation.

The Student Recruitment and Funding Strategy Group was considering postgraduate research recruitment and widening participation, and would be making recommendations around this towards the end of the Semester.

## 4.5 Student Surveys

### 4.5.1 Pulse Survey Results

Members were advised that the University's Pulse Survey had been running for three months and had generated useful insights. It had highlighted the exacerbation of

existing issues, including inconsistency across courses and Schools, insufficient mental health support and variation in the quality of hybrid teaching. Levels of satisfaction were low and were declining. Work was being done to close the feedback loop and tell students about changes being made in response to their feedback.

The Adaptation and Renewal Team (ART) would be consulted about the frequency of the survey going forwards.

### 4.5.2 PTES 2021 – Institutional Questions

Members approved the proposed questions, although there was some concern about the Personal Tutor question having been replaced. It was also noted that the survey asked questions around employment, and that these were not applicable to all students given that some were already employed.

### 4.5.3 PRES 2021 Questions (Tabled Paper)

Members approved the proposed PRES questions.

## 5. Any Other Business

### 5.1 Chegg

The Committee expressed concern about the University having investments linked to Chegg, a company offering homework solutions. It was agreed that this undermined the University's stance on academic misconduct, and the matter would be referred back to the Investment Committee for further consideration.

> **Action:** Convener to refer the matter to the Investment Committee for further consideration.

### 5.2 COVID mitigation measures

Members noted that APRC had put a package of COVID mitigation measures in place. Student communications on the subject would be sent out in the coming days. The importance of ensuring that these communicated clearly that this year's teaching had been well designed to mitigate for COVID was highlighted. Any further measures were to deal with issues that could not be addressed through learning design, or had arisen because of the changing environment.

Philippa Ward
Academic Services
30 January 2021

**Senate Education Committee**

**03 March 2021**

**Update on Operation and Impact of the University's CDP Framework for Learning and Teaching**

## Description of paper

This paper provides an update for information on the operation and impact of the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was reaccredited by AdvanceHE (formerly Higher Education Academy) in 2017 until 2021. This period of accreditation has now been extended to 2023. Good progress is being made with positive feedback from participants. Participation levels have been steady for the last four years, with completion rates increasing from AY16/17 to AY19/20. Completion numbers are likely to be down slightly this year as a result of Covid-19 pressures on staff. The main barriers to further increases in participation are academic staff workloads and workload models.

## Action requested / recommendation

The Committee is asked to note the paper for information.

We recommend that the Committee consider the impact of academic workloads on participation in professional development for learning and teaching in the context of the Curriculum Transformation Programme.

## Background and context

This paper provides an update on the operation and impact of the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was requested by Learning and Teaching Committee in 2012, accredited by AdvanceHE in 2013, and reaccredited in 2017 until 2021 against the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF). The accreditation period has been extended to 2023. The provision within the Framework is intended to provide relevant and flexible professional development for all University staff involved in teaching or supporting learning at any point in their careers. The Framework is delivered in collaboration with Schools and Support Services. The current Framework is illustrated in Figure 1 (overleaf). Gaining professional recognition from AdvanceHE provides national recognition for colleagues of their commitment to professionalism in teaching and learning in higher education.

**Figure 1: The CPD Framework for Learning and Teaching**
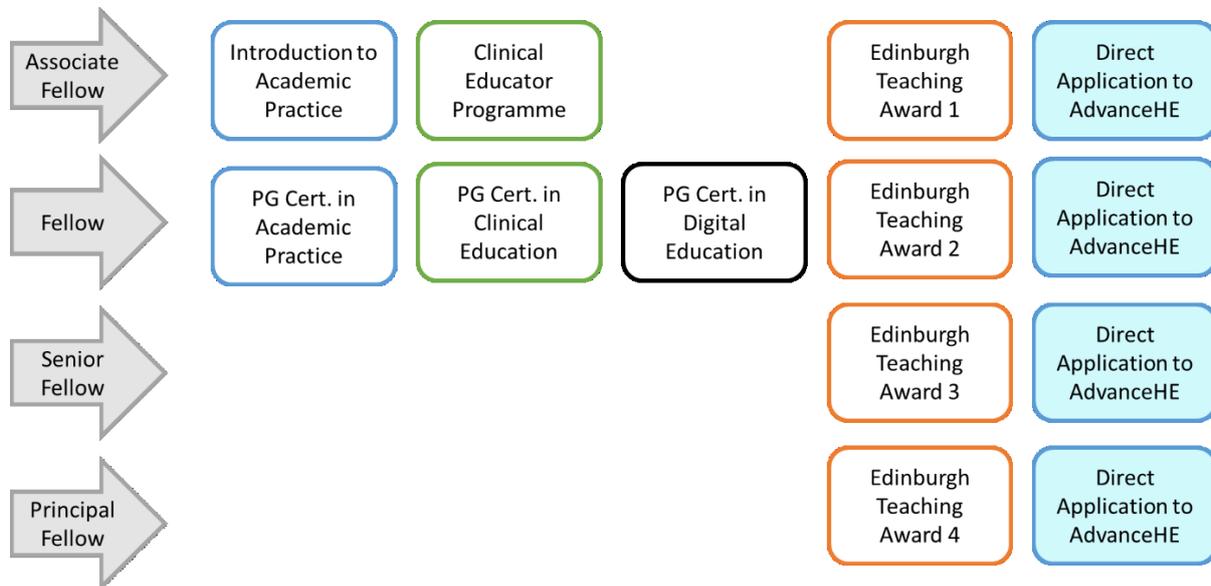


**The Framework**

There are three main pathways through the Framework for University staff: the Introduction to Academic Practice (IntroAP); the Postgraduate Certificate in Academic Practice (PGCAP); and the Edinburgh Teaching Award (EdTA).

The IntroAP was developed to provide a route to Associate Fellowship of AdvanceHE for experienced tutors and demonstrators who previously had no internal UoE route to accreditation. The IntroAP was designed to include rich and structured face-to-face and online interaction as well as teaching observation. This provides an ideal learning environment for less experienced teachers. Postgraduate students appreciate having a nationally recognised teaching qualification for their curriculum vitae as this is appearing in advertisements for academic posts. In response to Covid 19 we have been running IntroAP on-line. This shift has been well received by participants and completion rates remain high.

The PGCAP is aimed at newer academic staff with particular interest in learning and teaching. It is a 60 credit programme that is undertaken on a part-time basis and is spread over a period of between 14 months and three years. The 40 credit compulsory course is aligned with the University's strategic commitment to curriculum transformation and includes blocks on promoting active and engaged student learning and on designing high quality learning environments. Assessment is rich and varied with participants developing personal and academic development plans, identifying threshold concepts, designing a new course for implementation in their Schools and undertaking peer observation of teaching. The range of teaching and assessment practices gives them valuable insight into curriculum reform. The switch to digital learning as a response to Covid 19 has been well received by participants but initial indications are that intensified work load pressures are affecting the capacity of staff to submit assessments and to complete the Programme.

Our External Examiner, Professor Helen Barefoot, has indicated that the standards on the PGCAP compare well with other UK universities and that participants are provided with excellent feedback. She has also commented that the participants' development over the course of the Programme is impressive and that the compulsory course is particularly good at supporting staff to reflect on their professional practice in a scholarly way. Feedback from participants on the Programme has been largely positive with colleagues particularly welcoming the opportunity to learn with and from peers, the exposure to a range of pedagogies, and the confidence that the teaching observation gives them.   This feedback is confirmed by a recently completed PTAS project which investigated the role of the PgCAP in supporting our graduates to develop agency around learning and teaching.

The EdTA was designed to provide a manageable and flexible portfolio route to AdvanceHE accreditation. It is aimed at all colleagues, including those in professional services, who are contributing to the student learning experience at any stage in their careers, and who may not wish, or be able to complete, a certified taught course. The EdTA requires participants to write a blog about their professional values and academic practice and to provide an overview of their success in teaching and supporting learning and their engagement with CPD related to this work. The EdTA can be completed over six months to two years depending on participants' work patterns.  All participants are supported by dedicated mentors from across the institution.

The EdTA is well received by participants and this was confirmed by the findings of an external review in 2016-17 and an internal evaluation in 2019.  Completers identify a range of positives about the EdTA including how reflective, rewarding and inspiring it is.  Both partcipants and mentors identified some challenges, in particular, freeing up time to participate in the midst of already busy work schedules.  Previous challenges and frustrations about the process have been alleviated by the introduction of the wordpress blogging platform.  It is likely that pressures of work have intensified as a result of Covid 19 and this will probably have implications for completion times in AY 20/21.

We have continued to offer the EdTA in partnership with some of the Schools within the University, to provide a closer fit to local needs and to secure greater buy-in across the University. There are now 7 Schools running their own versions of the EdTA, supported by the IAD. Six of these School EdTAs now have some successful completions. We anticipate two further School EdTAs will begin this calendar year.  In addition to the EdTA, a small number of staff also choose to gain fellowship directly through Advance HE.  Successful candidates are still recorded as part of the UoE completion records.

All three routes are built around the UKPSF which is due for redevelopment.  We will be consulted on this process and we will be keen to stress the dimensions that work well/do not work well for our participants.  Participants sometimes struggle to see the value of the UKPSF so we have ensured that it is foregrounded in participant guidance and ongoing mentor training.

**Participation in the Framework**

Participation in the PGCAP (see Figure 2) has remained generally stable in recent years despite the introduction of the Edinburgh Teaching Award as an alternative possibility for

staff. This suggests an increase in willingness of staff to participate in accredited provision. There is potential for growth on the PGCAP, we could take two cohorts of around 50 participants per year leading to around 200 participants on the programme at any given time (assuming 2 years to completion). At present we are accepting around 30-40 participants per cohort. The peak numbers reported for the PGCAP in AY17/18 probably reflect our transition from the old to the new PGCAP programme and participants exiting the new programme more quickly during AY18/19.

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

Participants tell us that finding time is the biggest barrier to full participation in the PGCAP and EdTA, and this has been exacerbated by Covid 19. We are getting regular comments from participants in the PGCAP and EdTA (and also from EdTA mentors) about the lack of recognition of this work in many School workload allocation models. The precarious working lives of some of our colleagues is also a factor, with some of those on short contracts leaving before they are able to complete. They may be able to use what they did on the PCGAP as APL into programmes in new institutions in these cases.

**Fig 2. Participation in the EdTA (levels 2-4) and PGCAP (AY12/13 to AY20/21)**

(Figures for AY20/21 are from 21st January 2021)
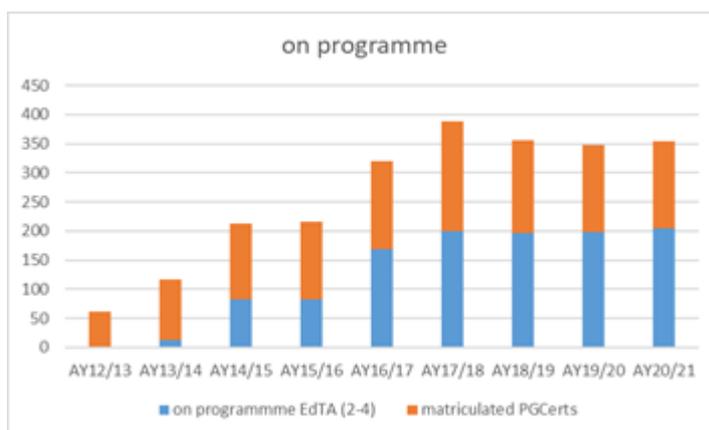


The number of colleagues completing the full PGCAP has improved since the introduction of the new version of the programme (see Figure 3). Completions of the EdTA have grown steadily. Participants who do not complete the PGCAP or the EdTA typically cite time pressures as the main barrier.

**Fig 3 In year completions for the EdTA (levels 2-4) and PGCAP (AY12/13 to AY20/21)**

(Figures for AY20/21 are up to 21ˢᵗ January 2021)
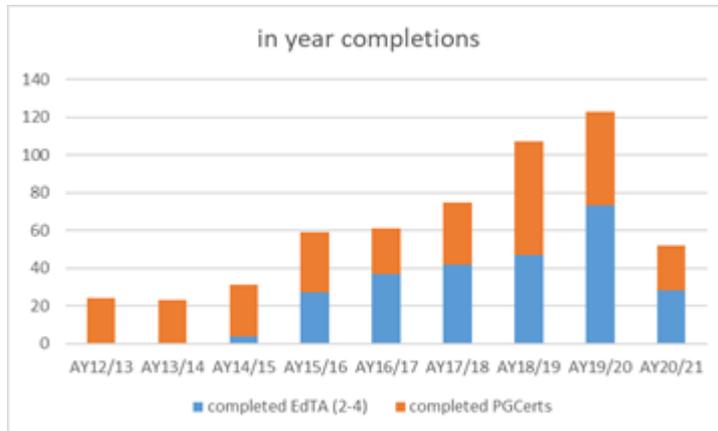


Completion data for the Introduction to Academic Practice are provided in Figure 4 along with completion data for the EdTA category 1. The excellent completion rates for the Introduction to Academic Practice (IntroAP) of around 95% reflect the close support given to participants by the IntroAP team. Other influences on completion are that tutors and demonstrators tend to have somewhat milder time pressures than other staff and do not yet have secure careers thus providing another incentive to secure an accredited award. Recruitment to the IntroAP is buoyant and the intake is running at almost capacity.  We operate a waiting list and this involves applicants who want to come on IntroAP but who have not as yet met the eligibility criteria.  We cap the number of EdTA participants for category 1 in order to prioritise spaces on this oversubscribed provision for academic staff rather than tutors and demonstrators. We also offer non-accredited workshops on tutoring and demonstrating to a larger numbers of participants.

**Fig 4.  Completion of the IntroAP and EdTA Category 1 (AY13/14 to AY20/21)**

(Figures for AY20/21 are up to 21st January 2021)
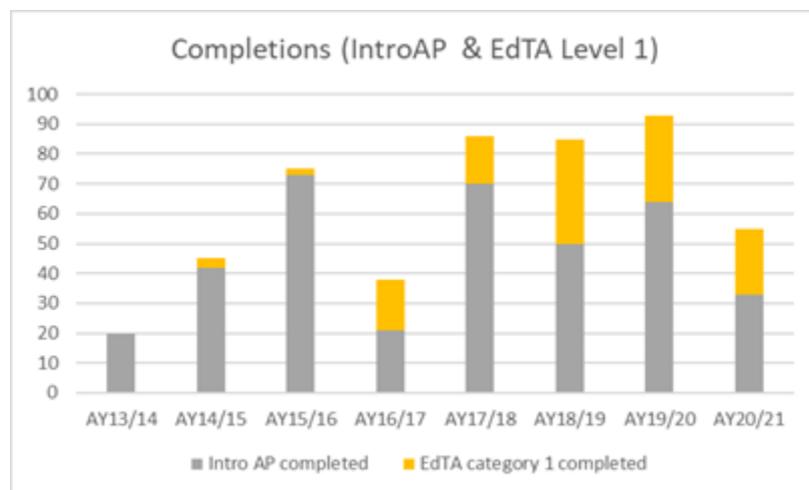


The number of completers of Fellowship via other pathways through the CPD Framework is presented in Figure 5. It is important to bear in mind that these pathways often have much higher completion rates overall but not all participants qualify for (or choose to work toward) Fellowship as part of their participation. Only a subset of these Fellowship completers will be employed by the University.

Fig 5.  **Numbers of Fellowship completions by academic year for other pathways**

|  | AY14-15 | AY15-16 | AY16-17 | AY17-18 | AY18-19 | AY19-20 |
|---|---|---|---|---|---|---|
| Clinical Educator Programme (AFHEA) | 16 | 7 | 11 | 16 | 3 | 5 |
| MSc/PgCert Clinical Education (FHEA) | 25 | 19 | 15 | 19 | 21 | 17 |
| MSc Digital Education (FHEA) | 0 | 2 | 9 | 9 | 6 | |

**Looking ahead**

The CPD Framework is due for reaccreditation in 2023.  In looking to the future we will be guided by the University's strategic priorities including the Curriculum Transformation Programme and the lessons we have learned from adapting the Framework for fully online delivery during the Covid 19 pandemic.

In AY 2021/22 we plan to consult widely with the learning and teaching community about their aspirations for the Framework.  We will work collaboratively with Education Committee, Directors of Learning and Teaching, the Experienced Teachers Network and

other stakeholders to develop a broad range of guiding principles for the reaccreditation process.  It is important that the Framework contributes to the upskilling of staff for curriculum review purposes, as well as to the recognition, reward and support of teaching in academic careers.

Lessons learnt from the shift to on-line provision are likely to lead to much more digital delivery, which participants have been very positive about.  While Covid 19 has exacerbated time pressures on staff, initial feedback from the shift to on-line provision suggests that participants find this easier to manage as part of demanding work loads and it has been important for accessibility reasons.  There is anecdotal evidence that participation on the Framework has been enhanced by the movement to fully online working although completion times are likely to be affected as staff struggle to meet deadlines.  As digital working becomes increasingly important to the University it is vital that the Framework gives participants the experience of working in an on-line environment.

## Resource implications
None

## Risk management
The key risk is that workload pressures make it difficult for sufficient colleagues to participate.  This has been exacerbated by the Covid pandemic.

## Equality & diversity
An equality impact assessment has been conducted on the Framework.

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

The IAD will continue to work with colleagues across the University to build participation in the Framework and collect further evaluation data.

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

**Author**
Hazel Christie, Velda McCune and Jon Turner
Date
**22.02.21**

**Presenter**
Hazel Christie

**Freedom of Information - Open**

**Senate Education Committee**

**03 March 2020**

**Proposed Amendments to Academic and Pastoral Support Policy
(Senior Tutor Role Description)**

## Description of paper
1. Proposal to amend the Senior Tutor description in the Academic and Pastoral Support Policy in response to recommendations following an internal case review.

## Action requested / recommendation
2. Approval of wording change within policy (proposed changes are highlighted).

## Background and context
- It has become apparent that there is no single, consistent role description for the Senior Tutor role – a role which is undertaken in all schools / deaneries, as a management level appointment undertaken by an academic colleague as a proportion of their job.
- The lack of a consistent role description with associated skills and experience requirements has been further highlighted by a recent internal case review of a serious student case.
- In some schools / deaneries there are two Senior Tutor appointments: One for Undergraduate and one for Postgraduate Taught Students. In smaller schools / deaneries, there is typically only one role holder.
- The nearest that exists to a standard role description is currently held in the Academic and Pastoral Support Policy document: academic_pastoral_support.pdf (ed.ac.uk).

The key drivers for this change are:

- To more robustly and consistently articulate the role of the Senior Tutor, in many cases making explicit what is already implicitly undertaken by the post holder
- To ensure that all Senior Tutors have the required skills to undertake the role
- To ensure that all Senior Tutors are involved in escalations of complex student cases, working in partnership with relevant teams and colleagues as appropriate to the local situation
- To mitigate the risks associated with this role not being undertaken in the same way and with the same rigour across the University, including risk of harm to students
- Recommendations from the internal case review which highlighted a number of areas which exposed students to potential risk of 'falling through the cracks' and of staff not being sufficiently supported or aware of their core responsibilities and the skills needed to deliver these.

As articulated in the existing Academic and Pastoral Support Policy (academic_pastoral_support.pdf (ed.ac.uk) , the Senior Tutor role is described as follows:

## Senior Tutor Core Purpose
- to have oversight of personal tutoring arrangements within the School;

- to ensure that new PTs are well-briefed about the role and complete the required training;
- to help all PTs in the School to keep up-to-date with developments in provision;
- to advise PTs regarding unusual or complex issues;
- to liaise between PTs and the Dean of Students;
- to liaise between the School and student support services;
- to ensure that the effectiveness of personal tutoring within the School is regularly and systematically monitored.

## Main Responsibilities:

- to report directly to the Head of School or Director of Teaching (as appropriate locally)
- to assist the Head of School in interpreting student feedback in order to guide enhancement of the PT system and inform annual review and management processes for individual PTs.
- to advise PTs, SSTs and the Teaching Organisation seeking advice on local student-support issues;
- to deal promptly and effectively with concerns raised by PTs and tutees;
- to seek regular interactions with student representatives;
- to contribute to the School's annual and periodic quality assurance and enhancement processes.

We are aware that across the University, there are some slight variations to the way in which the role is undertaken and the extent to which specific skills, experiences and responsibilities, implicit in the nature of the role, are explicitly stated.

For reference, the Senior Tutor role is typically undertaken on a three-year term (in a similar way to, for example, Director of Learning and Teaching, Director of Quality, or Programme Director). The way in which academic colleagues are appointed into these roles will vary slightly from school to school.

## Discussion

3. We propose making the core purpose, responsibilities and skills clearer and to recognise the activities which *de facto* are undertaken by most role holders. We also propose listing the essential skills and experiences which to date have not been articulated in the policy. The amendments to the existing description are highlighted in yellow:

## Core Purpose

- to have strategic overview of student support, including personal tutoring arrangements, within the School / Deanery
- to lead the escalation of complex student cases which may require a case management approach, working with School Professional Services, College and specialist teams, depending on local arrangements, including but not limited to:
  - o School / Deanery Student Support teams, Teaching Office / Graduate School Managers, local wellbeing roles (where such roles exist)
  - o College Deans of Students, College Heads of Academic Administration

- o Colleagues in Student Experience Services, in particular Student Wellbeing
- to ensure that new PTs are well-briefed about the role, covering both academic and pastoral matters, and complete the required training
- to help all PTs in the School to keep up-to-date with developments in provision
- to advise PTs regarding unusual or complex issues
- to liaise where needed between Student Support colleagues, PTs and the Dean of Students
- to ensure that the effectiveness of student support and personal tutoring within the School is regularly and systematically monitored.

## Main Responsibilities:

- to report directly to the Head of School or Director of Teaching (as appropriate locally)
- to lead the escalation of complex student cases involving students whose support needs are causing concern:
  - o working with senior student support colleagues in Professional Services
    - ▪ e.g. for interruptions of study, support for study, and complex wellbeing issues
- to contribute as required to local case management committees handling ongoing complex cases
- to advise PTs, Student Support Teams and the Teaching Organisation when they are seeking advice on local student-support issues
- to be involved in key processes relating to student support, including but not limited to Support for Study, progression, withdrawal and interruption of studies processes, and Special Circumstances Boards
- to deal promptly and effectively with concerns raised by PTs and tutees
- to seek regular interactions with student representatives in partnership with the Director of Teaching and Professional Services colleagues (as above), as appropriate
- to contribute to leadership and best practice activities, discussions, feedback events and network meetings at College / University level, as appropriate
- to engage in strategic discussions about student support structures and processes at School / Deanery level and in wider College or University fora and networks, as necessary
- to assist the Head of School in interpreting student feedback in order to guide enhancement of the PT and student support system and inform annual review and management processes for individual PTs
- to contribute to the School's annual and periodic quality assurance and enhancement processes.

4. It is believed that the majority of role holders already possess the requisite skills and experience, and where training is necessitated, are prepared to engage in and indeed anticipate this requirement. The addition of more clearly articulated skills and experience requirements allows role holders to better understand what they need to demonstrate in order to fulfil this role effectively.

## Essential

- Thorough understanding of all codes and regulations relating to UG and PGT students
- Strong communication skills
  - o with the ability to demonstrate empathy and compassion whilst maintaining boundaries and following due process
- High degree of familiarity with the various academic, professional and wellbeing support services on offer in the School / Deanery and across the University

- Has undertaken or will commit to undertaking core Mental Health and Wellbeing training provided by the University's Student Wellbeing Service
- Evidence of ability to work effectively as part of a multi-functional team of colleagues.

5. For most areas of the University, we believe these changes will be relatively minor as they in fact better clarify and explain the role of the Senior Tutor, the stakeholders with whom they are likely to work, and the skills and experiences expected of them. A recent audit of training undertaken indicated that 75% of current Senior Tutors have already undertaken the required training, with the balance being new role holders who were keen to undertake the next available instance of the training.

6. We have worked with College Deans of Students. College Heads / Directors of Academic Administration, the Assistant Principal Academic Support, Assistant Principal Academic Standards and Quality Assurance, Deputy Secretary Student Experience, and Academic Services team to refine the proposed changes, and through these postholders have sought informal feedback from existing Senior Tutors and related roles.

## Resource implications

7. No change to existing resourcing.

## Risk management

8. There is a risk that some academic staff may challenge the adjustments to the policy as it may be implied that the more detailed list of responsibilities and experience requires an increased workload allocation. As workload allocation and appointment into ST roles is managed differently across and the three Colleges, it is possible that in some areas of the University the more clearly articulated ST description in the policy will constitute an increase in workload, and this should be managed at a local level as part of the allocation of non-teaching and non-research administrative activity. We also understand that in many areas of the University, the activities articulated in the revised description are already undertaken and therefore this does not present a material change. This is a policy change not contractual change and all University of Edinburgh staff need to abide by terms of our policies.

## Equality & diversity

9. As this is a minor change to an existing policy, we do not believe that an additional EQIA is required.

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

10. Change management activities in advance of SEC meeting
    a. Informal discussions and feedback within Colleges led by Deans of Students / Heads of Academic Administration
    b. Presentation and discussion at SEC [3 March]
11. Following approval of policy wording:
    a. Discussion with Unions for awareness building [March]
    b. Communication of amended policy wording via College Deans of Students / Heads of Academic Administration to School / Deanery Heads of School / DoPS and individual Senior Tutors.

**Author**
*Rosalyn Claase*
*04 February 2021*

**Presenter**
*Gavin Douglas, Deputy Secretary*
*Student Experience*
*Prof Tina Harrison, Assistant Principal*
*Academic Standards and Quality*
*Assurance*

**Freedom of Information: Open**

**Senate Education Committee**

**3 March 2021**

**Hybrid Classroom**

**Description of paper**
Provides the basis for a discussion on hybrid synchronous teaching or "Hybrid Classroom".

**Action requested**
The group is asked to discuss the merits and appetite of a wider move to hybrid synchronous teaching using video and audio collaboration technology. Equipping teaching spaces with a higher level of technology will require a commitment of resource by ISG, Colleges and Schools.

**Background and context**
ISG have been working with a small number of Schools to upgrade teaching spaces to allow the use of video and audio collaboration technology such as Collaborate, Teams and Zoom. Following our successful roll-out of lecture recording across teaching rooms, the next step is to bring added interactivity allowing teachers and students to see and hear each other, when some are in the room together and others are online. AV kit must be integrated with software and systems, and full training and support must be available to staff and students.

The level of technology required can be summarised by the following levels. These describe the functionality available through the chosen software platform:

|  | Level 1 | Level 2 | Level 3 | Level 4 | Cost |
|---|---|---|---|---|---|
| Microphones [1] | ✓ | ✓ | ✓ | ✓ | Low |
| Cameras [2] |  | ✓ | ✓ | ✓ | Medium |
| Laptop [3] |  |  | ✓ | ✓ | High |
| Intelligent Audio [4] |  |  |  | ✓ | Very High |

[1] Room microphones working through the fixed PC.
[2] Room camera working through the fixed PC.
[3] Room mics and camera working through a personal device via USB (Laptop)
[4] Beam forming ceiling mounted microphone that allows audience members to be heard by the remote participants.

**Current provision**
The University Executive approved a spend of £250k to enable Level 1 provision across all 400 centrally supported teaching spaces [5]. This provision will be available from the start of Semester 1 2021/22.

[5] https://www.ed.ac.uk/information-services/computing/audio-visual-multi-media/av-technology-lts/teaching-spaces

A small number of pilot spaces are also being prepared for Level 2 within the same timeframe.

**Future provision**
Further expansion of the provision to centrally supported teaching spaces requires additional up front and ongoing equipment costs. ISG will need a further approx.

| Timeframe | Scope | Cost |
|---|---|---|
| Sept 2021 | • *50* additional spaces equipped to Level 2<br>• Integrations<br>• Storage<br>• Communications support<br>• Culture change<br>• Training and support<br>• Learning design<br>• Student helpers<br>• Academic engagement<br>• Accessibility and inclusion considerations<br>• Research and evaluation<br>• Policy changes | £525k |
| Sept 2022 | • *100* additional spaces equipped to Level 2<br>• Integrations<br>• Storage<br>• Communications support<br>• Culture change<br>• Training and support<br>• Learning design<br>• Student helpers<br>• Academic engagement<br>• Accessibility and inclusion considerations<br>• Research and evaluation<br>• Policy changes | £1.2m |

**VLE Integration**
The three most popular tools for hybrid classroom are Collaborate, Teams and Zoom. While Collaborate offers integration with the Learn VLE, the same functionality does not exist for Teams and Zoom. ISG are currently working on a plan to provide the Learn integration for these two platforms.

The timescale for these is currently under review due to lack of resource, although the aim is to have some level of integration ready for Semester 1 2021/22

**Training & Support**
The kind of training and support needed for large AV teaching kit roll-outs is considerable to ensure that colleagues and students are quickly able to use the technology easily.

We would expect to deliver a programme on the scale colleagues will remember from the lecture recording programme in 2017-19, including communications support, culture change, training, learning design, student helpers, academic user groups, support online and in room, accessibility and inclusion considerations, research and evaluation, and policy changes. Input from Senate Education Committee members will be essential.

**Discussion**
Verbal update from Tim Drysdale on the hybrid classroom pilot undertaken by The School of Engineering and presentation from Melissa Highton, Director of Learning, Teaching and Web Services

Discussion on the merits of the approach undertaken by The School of Engineering and the wider implications for teaching. The success of the lecture recording programme was partly technical, but equally about an inclusive approach to supporting teaching and Committee members are invited to comment on how this wider roll-out will take a similarly inclusive approach.

**Resource implications**
Level 1 equipment provision currently approved. Further provision requires additional funding.

As well as equipment, this additional funding would pay for a number of other work-packages required to deliver high quality hybrid teaching.

| Description | Cost |
| --- | --- |
| Project manager to ensure that all elements of the roll-out are co-ordinated and bring benefits. | £50k |
| VLE integration work by software development teams | £40k |
| Additional software licencing (recurrent) | £30k |
| Additional storage (recurrent) | £30k |
| Communications, academic engagement and training to support colleagues in teaching with new technology | £50k |
| On campus student helpers to ensure that the transition to hybrid classroom teaching is smooth | £10k |
| Additional 'on call help' for virtual classrooms (recurrent) | £40k |

Time and effort will also be required for local learning technologists in Colleges and Schools and from colleagues who teach, to engage with training in the new methods.

**Equality & Diversity**
The experience for those, in particular online and remote physically, may be challenging. Considerations of time zones, student personal device limitations, student home bandwidth and latency for students in distant countries. In order to fully participate in hybrid classrooms, students may need to have their laptop in the classroom.

The ability for on campus students to be able to be heard on lecture recordings and by remote off-campus students requires the use of existing throwable and handheld microphones. Special ceiling mounted microphones that automatically pick up audience members without having to pass them anything is being tested under a pilot and part of the Level 4 specification.

The fixed nature of the teaching spaces equipment required for hybrid classroom may impact the flexibility of teaching layouts and activities. An example of this is that traditional camera positions will point towards the front of the room. There is currently no way to show the audience to the remote participants.

No EIA required.

**Next steps/implications**
ISG to bid for additional funding.

**Consultation**
So far: ISG Learning Spaces Technology
ISG Digital Learning Applications and Media
ISG Educational Design and Engagement
Upcoming: ITC, KSC, LISC

**Further information**

| Authors | Presenters |
|---|---|
| Melissa Highton, Director, Learning Teaching and Web Services<br><br>Euan Murray, Head of Learning Spaces Technology<br><br>23rd February 2021 | Tim Drysdale, Chair in Technology Enhanced Science Education, School of Engineering<br><br>Melissa Highton, Director, Learning Teaching and Web Services<br><br>Euan Murray, Head of Learning Spaces Technology |

**Freedom of Information**
Paper is open.