

**Minutes of the Meeting of Senate Education Committee
held via Microsoft Teams at 2.00pm on Thursday 10 March 2022**

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)
Andy Dugmore	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Jamie Davies	Representative of CMVM (Learning and Teaching, UG)
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
Tara Gold	Edinburgh University Students' Association, Vice President Education
Marie-Louise Wohrle	Postgraduate Research Student Representative
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 Division of Information Services – Ex Officio; Assistant Principal (Online and Open Learning)
Rebecca Gaukroger	Director of Student Recruitment and Admissions – Ex Officio
Sue Macgregor	Director of Academic Services – Ex Officio
Marianne Brown	Head of Student Analytics, Insights and Modelling (Interim)
Sian Bayne	Assistant Principal Digital Education
Philippa Ward	Academic Services (Secretary)
In Attendance	
Hazel Christie	CPD for Learning and Teaching
Teresa Ironside	Director of Data Science Education
Ailsa Niven	Research Ethics Policy
Amanda Percy	Curriculum Transformation
Jon Turner	Curriculum Transformation
Patrick Walsh	Representative of CSE (Learning and Teaching)
Apologies	
Judy Hardy	Representative of CSE (Learning and Teaching)

2. Minutes of Electronic Meeting held between 13 and 20 January 2022

The minutes of the electronic meeting held between 13 and 20 January 2022 were approved as an accurate record.

3. Convener's Communications

3.1 Management of Closed Papers

The Committee discussed practice around the sharing of 'closed' papers with members of Senate.

Members agreed that:

- the default position was that papers were 'open'.
- where an author requested that a paper be 'closed', the Committee secretary should ensure that a strong rationale for this was provided.
- where the decision was taken to 'close' a paper, for good reason, it was important that the spread of the paper was limited. As such, current practice would continue, namely the paper would be shared with Committee members only until such time as it was agreed that the circulation of the paper could be widened.

4. For Discussion

4.1.1 Assessment and Feedback – Responding to ELIR

The paper outlined proposals to develop a 'holistic and strategic approach to the design and management of assessment and feedback' in response to a recent ELIR recommendation.

The Task Group undertaking the work relating to this was part of the Curriculum Transformation Programme and was looking at four key areas:

- Assessment
- Feedback
- Marking schema
- The academic year

Proposals relating to marking schema and the academic year were not included in the paper and would be brought to the Committee at a later date. Instead, the paper focussed on:

- The overall approach to assessment and feedback
- Assessment and feedback principles. These aimed to set a clear set of expectations, in order to bring consistency across the University.

Members of the Committee were asked to comment on:

- whether or not these were the correct key assessment and feedback principles;
- whether there were areas where there was a need for additional guidance or support;
- whether there were particular aspirational developments in assessment and feedback which should be included in the development of strategic priorities.

The Committee commented on the following:

- There was broad support for the principles, although it was felt that there was potential for them to be more aspirational – the principles, as written, formalised many things that Schools should already be doing.
- Making the principles ‘policy’ would help with achieving consistency - although concerns were raised about policy proliferation and increased reporting requirements for Schools.
- Clarity was needed on whether the proposed approach applied to all assessments.
- Where possible, the University should be moving towards a feed-forward as opposed to a feed-back approach.
- Linking the principles to the Edinburgh Student Vision was beneficial.
- Principle 6, relating to use of learning technology, would potentially benefit from being divided into two separate principles.
- In relation to Principle 7(h) - ‘Enough time for feedback to be provided by staff and used by students’ - members recognised that careful consideration would need to be given to workload models.
- There would be benefit in giving further thought to ways in which the External Examiner role might be recognised in Principle 7.
- Student choice and partnership were extremely important to assessment and feedback.
- Considering the wider ecosystem in which assessment and feedback operates (eg. Extensions and Special Circumstances processes) would assist with implementation of the proposed approach.
- There would be benefit in articulating more clearly the ways in which the proposed approach might help to close attainment gaps.

Action: APASQA to discuss:

- workload models with the Convener and incoming Provost
- Principle 6 with the Assistant Principal Digital Education

4.1.2 Arrangements for 2022/23 Exam Diets

Whilst it was recognised that some courses and programmes may wish to return to using conventional exams in 2022/23, it was hoped that, wherever possible, the good and best practice developed during the pandemic around alternative forms of assessment would be carried forward.

The Assistant Principal Online and Open Learning noted that allowing online exams to continue into the evening had implications for support staff, and asked for this to be factored into exam planning.

4.2 Update on the CPD Framework for Learning and Teaching

The paper was presented by Hazel Christie, IAD, who noted that participation in the Framework had flat-lined since the pandemic. Workload was identified as being the key barrier both to participation in and to the successful running of the scheme, which relied on volunteer mentors and assessors. The importance of addressing issues around workload allocation models was recognised.

It was noted that the upcoming reaccreditation of the Framework was seen more as an opportunity for enhancement than for full-scale review. Members were supportive of the enhancements proposed in the paper, though noted that there would be benefit in offering a fully online option for the PGCAP. This was not currently possible because it was listed in the DRPS as a face-to-face course. It was agreed that steps would be taken to try to address this issue.

4.3 Draft University of Edinburgh Research Ethics Policy

The paper was presented by Ailsa Niven, CAHSS Associate Dean of Research Ethics and Integrity, who noted that the authors were asking for review and comment to ensure that the Policy was a mechanism to support UG and PG students.

Members noted that:

- the overall direction of travel was excellent.
- the commitment to supporting training in this area was very welcome.
- there would be benefit in moving the paragraph relating to students higher up the document to give it greater visibility.
- there would be benefit in providing more detail about when local research ethics committees might seek help from those with specialist expertise.
- some minor changes to the paper were necessary to reflect the governance structure in the College of Science and Engineering accurately.
- providing some workflows and examples would potentially be beneficial.
- whilst there was effective dissertation methods training in place for PGR students, there was potential to improve the offerings for PGT and UG students.
- The 'Dignity and Respect' section of the paper referred only to research participants and could be more inclusive.

4.4 Higher Education Achievement Report (HEAR): Proposal to Introduce a New 'Additional Recognised Activity' and Broader HEAR Issues

Members agreed that the proposed new 'Additional Recognised Activity', *Moray House Community Champion* should be added to the HEAR. It was agreed that provided recognised activities were substantial, verifiable and equitable, they could be School-specific.

The Committee expressed strong support for the idea of introducing a HEAR for PGR students. 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

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.

Action: Convener and Secretary to discuss next steps around introducing a PGR HEAR.

4.5 Potential Review of Lecture Recording Policy

Members noted that review of the University's Lecture Recording Policy was overdue. A decision needed to be taken about whether or not to review the Policy in the context of the current industrial action.

Members discussed concerns about reintroducing automatic deletion of recordings after 18 months from 1 April 2022. It was recognised that this would likely affect students' preparation for the Summer 2022 exam diet. It was also noted that the way in which recordings were being created had changed since the start of the pandemic: many recordings were no longer just a recording of a live lecture, but had been created specifically as a resource for longer-term use. The Committee agreed that wholesale review of the Policy was necessary.

Action: Convener and the Assistant Principal Online and Open Learning to discuss next steps with the Principal and University Secretary.

5. Standing Items

5.1 Curriculum Transformation – Timelines

Presenters Amanda Percy and John Turner noted that 2022 was a critical year for the Curriculum Transformation Programme. The draft Edinburgh Student Vision had now been developed. The launch of the consultation on the Vision was imminent and would run to late April.

Members considered the overall Curriculum Transformation Programme structure, noting that the Programme may not move through the various phases in a wholly linear way: some elements would run in parallel. It was hoped that by the end of 2022, work relating to 'Curriculum Design Principles and Architecture' would be complete.

The Programme had appointed one secondee and was in the process of appointing additional secondees.

5.2 Student Experience

Members noted the updates provided by University Executive.

5.3 Doctoral College

Updates were provided on the following PGR-related activity:

- Epigeum training
- PGR Widening Access Survey
- Work on PGR wellbeing
- Work on fees and scholarships, including concerns about the appropriateness of offering partial scholarships.

6. For Information

6.1 Learn Ultra Early Adopters and Accessibility

Members noted the paper. Some concerns were raised about the short timescale for roll-out and the proposed additional two hours' workload for teaching staff to learn how to use the new interface, which was not considered sufficient. The Committee was advised that 100 courses had volunteered to be early adopters of Learn Ultra. Their experiences would provide a much clearer understanding of the work that was involved in moving across to the new system. It was confirmed that a training course would be made available to staff.

Philippa Ward
Academic Services
6 April 2021