

The University of Edinburgh

**Meeting of Senate Education Committee
to be held at 2.00pm on Wednesday 11 December 2019
in the Drummond Library, Old Surgeons' Hall**

A G E N D A

- 1. Welcome and Apologies**
- 2. Minutes of the Meeting of Senate Education Committee held on 9 October 2019** EC 19/20 2 A
- 3. Matters Arising**
 - 3.1 Future Direction for Learning and Teaching Strategy (9 October 2019 meeting, item 5.3) Verbal update
 - 3.2 Links Between Senate Education Committee and Estates (9 October 2019 meeting, item 5.2) Verbal update
 - 3.3 Enhancing Doctoral Training Provision Through a Doctoral College - Update (9 October 2019 meeting, item 5.7) Verbal update
- 4. Convener's Communications**
 - 4.1 Curriculum Review Verbal update
- 5. For Discussion**
 - 5.1 Edinburgh Futures Institute Education Portfolio: Update and Proposal for Academic Governance and Management Arrangements EC 19/20 2 B
 - 5.2 Student Support and Personal Tutor Project - Update EC 19/20 2 C
 - 5.3 Support for Doctoral Supervisors – Development of an Online Course EC 19/20 2 D
- 6. For Approval**
 - 6.1 Temporary Governance Arrangements for Postgraduate Research Provision EC 19/20 2 E
 - 6.2 Report of Higher Education Achievement Record (HEAR) Recommendation Panel: Proposal to Introduce a New Category of Achievement EC 19/20 2 F

7. For Information

7.1 Enhancement-Led Institutional Review (ELIR) 2020 – Update EC 19/20 G

8. Business Conducted Between Meetings

8.1 Pilot of OnTask Data-Driven Feedback Tool EC 19/20 2 H
*(Learning Analytics proposal approved by Convener's Action
16 October 2019)*

8.2 National Student Survey 2020 Bank Questions EC 19/20 2 I
(Approved by electronic business 18 November 2019)

9. Any Other Business

Draft minutes – for approval at meeting to be held on 11 December 2019

**Minutes of the Meeting of Senate Education Committee held at 2pm on
Wednesday 9 October 2019 in the Research Suite, Main Library**

1. Attendance

Present	Position
Colm Harmon	Vice-Principal Students (Convener) – Ex Officio
Tina Harrison	Assistant Principal Academic Standards and Quality Assurance (Deputy 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)
Michael Seery	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Neil Turner	Representative of CMVM (Learning and Teaching, UG)
Steph Vallancey	Edinburgh University Students' Association, Vice-President Education – Ex Officio
Iain Gordon	Head of School, CSE
Richard Andrews	Head of School, CAHSS
Mike Shipston	Head of Deanery, CMVM
Sue MacGregor	Director of Academic Services – Ex Officio
Velda McCune	Representing Director of Institute for Academic Development – Ex Officio
Rebecca Gaukroger	Director of Student Recruitment & Admissions – Ex Officio
Melissa Highton	Director of Learning, Teaching and Web Services Division of Information Services – Ex Officio
Shelagh Green	Director for Careers & Employability – Ex Officio
Philippa Ward	Secretary
Apologies	
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Sarah Moffat	Edinburgh University Students' Association, Permanent Staff Member – Ex Officio
Sian Bayne	Co-option – Digital Education
In Attendance	
Paula Webster	Student Data and Surveys
Ros Claase	Service Excellence Programme
Emma Hunter	Service Excellence Programme
Rosie Edwards	Service Excellence Programme
Gavin Douglas	Deputy Secretary Student Experience
Sharon Maguire	Institute for Academic Development

All members were welcomed to the first meeting of the new Committee.

2. Minutes of the previous meeting

Education Committee approved the minutes of the final meetings of Senate Researcher Experience Committee (REC) and Senate Learning and Teaching Committee (LTC) held on 14 and 22 May 2019 respectively.

3. Matters Arising

3.1 Review of Accessible and Inclusive Learning Policy (AILP) (LTC 22 May 2019, agenda item 6.1)

The Director of the Learning, Teaching and Web Services Division of Information Services reported that consultation about the AILP had been undertaken over the summer. This had suggested that the Policy was no longer fit for purpose on the basis that it did not reflect the current make-up of the student body or recent developments in technology-assisted learning.

The Committee agreed that work on developing a revised statement of the University's intentions around learning and teaching would be undertaken, possibly through the Support for Curriculum Development Group.

Action: Convener to meet with Assistant Principal Academic Standards and Quality Assurance, Director of the Learning, Teaching and Web Services Division of IS and CAHSS Dean for Undergraduate Studies to discuss the development of a revised statement of the University's intentions around learning and teaching.

4. Convener's Business

The Convener thanked members for the warm welcome he had received to the University. He noted that Edinburgh was an institution that was receptive to innovative change and that there had been significant activity in recent years to address concerns around education and the student experience. A clearer, wrap-around narrative outlining the purpose of this activity was now a priority for him as Vice Principal.

Members noted the launch of 'Strategy 2030', and the opportunity this presented for the University to think again about the type of graduates it was aiming to produce and a curriculum that would facilitate this. In this context, this Convener, with input from Education Committee, hoped to produce a discussion paper this semester which would be used as the basis for widespread consultation in the new year. Members noted that the direction of travel was not already set, would be agreed as a result of the consultation, and would be specific to the Edinburgh context. The Convener also noted that work already undertaken, particularly around curriculum review in individual Schools, would not be wasted.

5. For Discussion

5.1 Senate Education Committee Terms of Reference

Members noted and approved the Terms of Reference for the new Committee, recognising that it had been established following review of the structure of the Senate Standing Committees. Education Committee was taking on the learning and teaching-related responsibilities of the former Learning and Teaching Committee and the strategic, postgraduate research-related aspects of Researcher Experience Committee's business. (The more operational business formerly undertaken by REC would be dealt with elsewhere.) The broader student experience was currently being managed by a sub-group of University Executive, although it was noted that Senate Quality Assurance Committee also had a role in overseeing this area.

Academic Services would undertake a review of the effectiveness of the new Terms of Reference later in academic year 2019/20.

5.2 Student Satisfaction Results 2019

The Committee thanked the Head of Student Data and Surveys for the high quality documentation provided. Members noted that the results of the 2019 surveys showed significant variation in the levels of student satisfaction both between and within Schools. Taught postgraduate (PGT) students were the most satisfied. Overall satisfaction amongst postgraduate research (PGR) students was declining, with concerns around supervision appearing to be key to this. Levels of satisfaction amongst undergraduate students were poor as compared with other Russell Group institutions, with failure to provide feedback in a timely way and a lack of a sense of belonging being significant concerns.

Members discussed the following:

- The decline in satisfaction amongst PGR students was a cause for concern. Issues with supervision, inconsistent experiences across the PGR student body (for example due to variation in stipend and scholarship arrangements or length of programme), and concerns about the estate were thought to be major factors in this. It was hoped that recent revisions to the Code of Practice for Supervisors and Research Students and arrangements for supervisor training would have a positive impact over time. Members also discussed establishing clearer links between the work of Senate Education Committee and Estates.
- There appeared to be some confusion around feedback turnaround times, with many students being under the impression that feedback should be returned within 2 weeks and not within 15 working days as stated in the Taught Assessment Regulations (TARs). Members discussed the potential value of amending the wording of Regulation 16 of the TARs to make it clear that 15 working days equates to 3 calendar weeks.
- There may be benefit in further breaking down the PGT data to compare students who undertook their undergraduate degrees at Edinburgh with those who studied at other institutions.
- The mismatch between the survey results and what students report about their experience in person to members of staff was noted.
- Student Data and Surveys has done some work on the correlation between student satisfaction and student numbers, but there may be benefit in doing more work in this area and for PGT students in particular.
- Members agreed that sense of belonging was a key issue (particularly at Kings Buildings). It was noted that a 'Sense of Belonging' Task Group had been established as part of the Student Experience Action Plan. Anyone wishing to be involved in this group,

or with ideas about ways in which issues might be addressed were asked to contact the Assistant Principal Academic Standards and Quality Assurance.

- Interrogation of the results for those on joint degree programmes demonstrated that there was no clear correlation between sense of community and overall level of satisfaction. Furthermore, overall satisfaction of those on joint degree programmes was no different to that of students on the related, single honours programmes.
- Coherence of programmes may be an issue and may provide an explanation for the strong results achieved by the Vet School, Divinity and Health in Social Science year on year. This issue should be considered carefully in the context of curriculum review.

Action:

1. Convener to consider whether there should be clearer links between the work of Senate Education Committee and Estates.
2. Student Data and Surveys to see whether it is possible to gain additional insight by:
 - a. breaking down the PGT data based on location of undergraduate study
 - b. doing further work on the correlation between overall satisfaction and student numbers
3. Members wishing to contribute to the work of the Sense of Belonging Task Group to contact the Assistant Principal Academic Standards and Quality Assurance.

5.3 Progress Against University of Edinburgh Learning and Teaching Strategy Implementation Plan

The Committee noted that a substantial amount of very positive activity had been undertaken to implement the Learning and Teaching Strategy. However, it was agreed that the Strategy had now served its purpose and that, in the context of Vision 2030, there was an opportunity to refresh the University's aspirations for its learning and teaching.

Members discussed the fact that the proportion of teaching staff with HEA Fellowship or a teaching qualification or equivalent remains relatively low, although numbers are growing. The benefits and disadvantages of requiring all teaching staff to hold such a qualification were discussed.

5.4 University of Edinburgh Students' Association Vice-President Education Priorities 2019/20

The Students' Association Vice-President Education highlighted her three priority areas for 2019/20 namely:

1. Promoting quality and constructive feedback
2. Ensuring students have access to the support they need
3. Improving the accessibility and inclusivity of academia

In relation to priority area 2 and the role of the School Representative system within this, members noted the importance of:

- Schools engaging well with their Representatives

- ensuring that there was good succession planning in the system to assist with the flow of information from year to year
- ensuring that Representatives were provided with high quality data to assist them in their roles. The work being undertaken by Student Data and Surveys in this area was noted.

5.5 Student Support and Personal Tutor Project

Members welcomed the paper, which provided an update on the review of Student Support and Personal Tutoring, and presented the three models of future ways of working currently under consultation with students and staff. It was noted that there had been good engagement with the consultation from staff to date, and that work was been undertaken to increase student engagement. The Committee raised the following points in discussion:

- It would be essential to ensure that those undertaking the new roles described in the paper were adequately developed, recognised and rewarded for their work. Members were advised that posts of this type were now relatively common within the sector, and as such, it would be possible to learn from best practice at other institutions.
- Justifiable variation within the system was discussed. It was noted that, at this stage, the expectation was that all areas of the University would be asked to adopt a single model. However, flexibility in the implementation of this model would be permitted. The Committee agreed that a degree of homogeneity across the University was essential.
- Members generally agreed that there would be benefit in increasing the level of professional services' support offered to students, therefore allowing academics to focus more on the provision of academic advice. However, it was noted that some of the administrative tasks currently performed by Personal Tutors do provide opportunities to build relationships with students. Members were reassured that opportunities for relationships to form will be embedded in any future model adopted, in line with the Project's Design Principles.
- The importance of the business case was discussed, with members recognising that implementation of the Project was not going to be cost neutral. More detailed costing would be possible once the future model had been agreed. Given the costs involved, members agreed that there would be benefit in piloting the new model before changing the arrangements for all students.

The Convener asked members of the Committee to encourage staff and students within the constituencies they represented to engage with the ongoing consultation.

5.6 Student Experience Action Plan – Update

The Deputy Secretary Student Experience presented the paper, which provided a brief update on what was a large and generously-funded project. Significant outcomes were expected from the project. Members were advised that a Staff Experience Action Plan was also in the process of being developed and that some of the work streams previously associated with the Student Experience Plan would be taken forward under the Staff Plan.

The Committee discussed:

- Communications – it was recognised that further work was required to communicate effectively with all areas of the University about the work being undertaken as part of the

Action Plan. Communicating the project's early successes ('low-hanging fruit') would be beneficial in this respect.

- The importance of ensuring that there was good communication between the Student Experience and Staff Experience Action Plans.
- The importance of building leadership capacity at all levels of the institution.
- The link between the Student and Staff Experience Action Plans and the Service Excellence Programme. Members noted that, with time, all of the University's ongoing projects and initiatives would be understood within the context of the Student and Staff Experience Action Plans.

5.7 Enhancing Doctoral Training Provision Through a Doctoral College – Update

The Committee was reminded that the May meeting of Learning and Teaching Committee had supported a proposal to establish a 'Doctoral College'. This paper provided an update, and members were advised that more concrete proposals would be brought to the December 2019 meeting of Education Committee and University Executive for approval. It was hoped that it would be possible to start operating the Doctoral College early in 2020.

Members expressed concern about the feasibility of undertaking the work associated with the Doctoral College without any additional resource. It was noted that the University had under-invested in the PGR student experience for a number of years.

5.8 Excellence in Doctoral Education and Career Development Programme

The paper provided background information on the work of this Programme, formerly overseen by REC, and focussed particularly on the 'Supervisor Support and Training' work stream. Members agreed that the work being undertaken was beneficial, particularly in the context of the previously discussed PRES results, and that it should continue to be overseen by Education Committee. The possibility of funding the work through the Staff Experience Action Plan would be pursued.

It was noted that there was some resistance to undertaking the training amongst supervisors. This could perhaps be overcome by labelling the sessions as 'briefings' not 'training'.

6. For Information and Noting

6.1 Assessment and Feedback Enhancement Group / Support for Curriculum Development Group Annual Report

The report was noted.

6.2 Report from Knowledge Strategy Committee (24 May 2019)

Members noted the report, and highlighted a desire to see the outcomes of the Near Future Teaching project implemented.

6.3 Student Partnership Agreement Update

EC: 11.12.19
H/02/42/02

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The Committee was advised that 3 key themes had been agreed for 2019/20, and invitations to submit bids for small project funding were in the process of being circulated.

Philippa Ward, Academic Services, 10 October 2019

Senate Education Committee

11 December 2019

Edinburgh Futures Institute Education Portfolio: update and proposal for academic governance and management arrangements

Description of paper

1. The main body of this paper has two parts:

- A. A brief update on the EFI education portfolio and vision, with a focus on PGT
- B. Proposals for the governance and management of EFI education

Action requested / recommendation

2. The EFI is working to a tight timeframe, launching its first programmes in September 2021, with admissions opening in October 2020. For this reason the academic governance and management arrangements for EFI education need to be agreed as soon as possible. The committee is requested to:

- Note EFI's educational vision and what EFI needs to deliver in order to meet the targets set by the College and City Region Deal business cases
- Note the proposals for non-academic aspects of the governance, management and operation of EFI education
- Confirm whether it supports the proposed approach to academic governance and management, and provide specific comments to assist us to refine the proposals

Background and context

3. EFI aims to make it possible for the university to offer data-driven, interdisciplinary and flexible education which enables academics to teach together across School and College boundaries (with most of our proposed PGT programmes involving between 7 and 10 Schools, and a total of 13 Schools involved in the development of the PGT portfolio so far). However, the University does not currently have a mature infrastructure for this: current models which align all programmes and courses with single Schools obstruct more connected approaches.
4. This paper recommends a different approach to governance, management and operation for EFI to address this problem. It proposes that while intellectual leadership of courses and programmes would remain with academic staff across the University, EFI would take on the formal management and administrative responsibility of these.
5. Such an arrangement would enable coordinated and efficient delivery of the EFI vision, a strong sense of student community and belonging, and a high quality and distinctive student experience. It would enable an administrative infrastructure within EFI to do the 'heavy lifting' involved in managing and

administering complex interdisciplinary education, while allowing Schools to use EFI as a crucible for new educational approaches.

6. In order to meet the 2021 launch date for its new PGT offer, EFI needs to secure curriculum approval for the programmes by April 2020. The Senate Academic Policy and Regulations Committee has already agreed that EFI and CAHSS can establish an EFI Curriculum Oversight Board that would function as a School and College curriculum approval committee. The Vice-Principal Students has agreed to chair this Board. However, this Oversight Board would operate differently depending on whether EFI has the formal responsibility for programmes and courses outlined above, or not. In order that EFI can plan the curriculum approval processes, EFI will need clarity on these broader academic governance and management issues in the near future.
7. Our discussions with Schools confirm that there is considerable enthusiasm for ways in which EFI can enable new kinds of education that will support Schools' own academic ambitions. However, it is essential that we define how this will operate in practice. EFI will need to provide Schools with clarity on key aspects of the operation of EFI by the start of 2020. The CAHSS Planning and Resources Committee has confirmed its support for the proposals in this paper, and we are now seeking the Senate Education Committee's support for the academic governance and management aspect of the arrangements.

Discussion

A. EFI Education vision

Overview

8. In partnership with Schools and Colleges, EFI will offer an educational model which takes account of the trends we know will shape the future of higher education teaching. All of programmes will contribute to the Edinburgh City Region Deal by engaging with Data Driven Innovation (DDI). The EFI education portfolio will:
 - Cut across disciplines, being routinely team-taught by academics from multiple subject areas and disciplines
 - Forge new territory in student flexibility through a combination of online and offline teaching, customisable pathways and options for extended enrolment periods for lifelong learners
 - Educate students for complex futures in which computational data, critical understanding and creative methods are essential to employability and the ability to take a confident place in the world
 - Be highly engaged and co-produced with non-academic partners (government, community, industry)
9. The EFI education portfolio will constitute:
 - An integrated portfolio of interdisciplinary PGT programmes from 2021, including a major suite of 'pathways' programmes

- Interdisciplinary PGR from 2020-21
- New undergraduate provision (initially elective courses, then programmes) from 2022-23
- Lifelong learning, executive education and professional education integrated with PGT provision from 2021

10. To deliver on this vision we need to achieve the following:

- High quality and distinctive student experience and sense of belonging to EFI
- Strong branding, marketing and recruitment that foregrounds the distinctive nature of EFI provision while emphasising key partnerships with Schools
- Committed, research-led teaching from academics in multiple Schools, collaborating to develop new kinds of teaching
- Facilities and services in the EFI building able to support the academic vision
- Institutional management information systems able to efficiently aggregate and report on EFI programmes and courses (eg admissions, student survey data, EUCLID)
- Agile yet robust curriculum approval processes which support innovative, interdisciplinary ways of working and also give Schools confidence in the quality of the EFI offer

EFI PGT portfolio

11. EFI will launch a major suite of PGT MSc 'pathway' programmes, with the first five to launch in September 2021. These programmes will be data driven, highly flexible, interdisciplinary and project led, clustered around a set of global challenge themes: Future Inclusive Societies, Education Futures, Storytelling Futures, Future Sustainability, Design Futures, Future Democracy and Governance, Creative Industries and Future Economy. We are also planning programmes in the areas of Future Health, Future Justice and Data Ethics, and anticipate further programme areas to be proposed by Schools in the coming year and beyond.
12. For each of these programmes we anticipate teaching input from between 7-10 individual Schools from across the Colleges.
13. These programmes will be designed to be attractive and accessible to three distinct student groups:
 - Full time students taking a 1-year masters on campus (eg UK, EU and overseas recent graduates)
 - Part-time students studying over 2 years on campus and online (eg Scottish students applying for SAAS part-time fee grants, and other students who are in work at early and mid-career stage)
 - 'Intermittent' part-time students who are in work at early and mid-career stage, wishing to study to a more open model
14. Key features of the 'pathways' programmes include:

- 40 credits of core shared across all pathways, teaching students how to work creatively with computational and other kinds of data
 - 20 credits of core specific to each pathway
 - A broad and attractive portfolio of 10 credit optional courses which can be taken by students on all pathways
 - A substantial project relating to a problem or challenge chosen by the student or set by the university's external partners
 - The ability to take these programmes on a full-time or part-time basis, or to study individual optional courses without registering for the full programme
 - A hybrid learning model that would enable students to participate whether physically on campus or not.
15. EFI has seconded a team of 15 academic staff from 8 Schools as EFI Fellows to design and develop these programmes. This group is currently working intensively to design the detail of the portfolio. We are also coordinating a range of market insight activities, including market pulse surveys, workshops with external stakeholders, competitor analysis, and student focus groups.
16. For the programmes planned for launch in September 2021, EFI will seek formal approval of programme and core elements by April 2020 with approval for the optional courses secured in the period April to November 2020.
17. In addition to the seconded Fellows, EFI will need input from a wide range of academic staff for detailed course design, particularly for the optional courses. We will liaise with Schools in early 2020 regarding the colleagues that who will develop and deliver these courses. EFI has resources from the DDI programme linked to the City Region Deal to support further buyouts and secondments, so that participating Schools are recompensed for staff time.
18. Our current thinking is that the majority of the courses for the pathway programmes will be delivered intensively in 2-day blocks, with some other wrap-around learning and teaching activities (eg lab or workshop sessions, group projects, expert guest lectures) happening at other points in the Semester, on-campus and online. Where a more traditional 'long-thin' approach to timetabling is appropriate for some courses, these would be timetabled on Wednesday mornings to avoid timetabling clashes with the intensive blocks. This approach:
- Genuinely innovates by foregrounding usability by part-time and lifelong learners
 - Offers a manageable structure for creating hybrid (online/offline) teaching models
 - Reconciles demand for intensive teaching with high space utilisation
 - Minimises timetable clashes for large portfolio of optional courses
 - Opens up a structure in which new kinds of teaching are enabled
 - Potentially makes it more manageable for academics to fit EFI teaching around other commitments.

We will present examples of how this will look in practice at the meeting. The Committee is invited to note and comment on the EFI Education vision.

B. Proposals for the academic governance and management of EFI

19. Current university academic regulations, policies and student systems require each course and programme to be the formal responsibility of a specific School or College. EFI will not have the status of a School, and our education portfolio will involve multiple Schools contributing teaching to each programme and course. Were Schools to each take formal management and administrative responsibility for individual EFI course and programmes, the overall locus of 'ownership' would become unclear. This would create a situation of complexity so significant that it would risk preventing EFI from meeting the targets specified in the College and City Region Deal business cases and – even more importantly – would be likely to result in a highly compromised experience for students. It would also not enable EFI to develop, market and deliver its radically-interdisciplinary, data-driven portfolio and distinctive educational vision.
20. Having discussed EFI's needs with a range of stakeholders (see below), and evaluated several options, we recommend the following arrangements to address this problem.
 - a. **EFI takes formal management and administrative responsibility for all EFI taught and PGR programmes and courses.** Schools' academic staff would teach and provide leadership for curriculum development, and EFI would also identify academic staff in Schools to undertake some aspects of academic management and support, with appropriate recognition in terms of income attribution. EFI would take care of overall governance and management of the portfolio on behalf of participating Schools, along with securing professional services support for the programmes and courses. This would mean that, in academic governance and management terms, EFI would take responsibility for functions normally associated with Schools, such as annual quality review, and Boards of Examiners.
 - b. **EFI develops an innovative operating model** to support its courses and programmes that would draw on services from Schools, Colleges and support units wherever possible (eg IT and learning technology support, admissions, marketing and market insight) while keeping its administration lean. EFI would however deliver directly a small number of core services (eg core teaching administration support, specialised requirements that cannot be drawn from elsewhere). In designing this delivery model, EFI would take account of changes to student administration and support arrangements resulting from the Service Excellence Programme.
21. The Annex provides further information about these arrangements.
22. The main advantages of this proposed approach are that:
 - It would provide a clear locus of responsibility for academic governance and management of the portfolio, despite the large number of Schools involved

- It would provide coordinated, efficient and effective delivery of EFI's portfolio of programmes and courses
 - It is the simplest and most effective way of providing a coherent EFI student experience and sense of community in a context in which staff from a large number of Schools contribute to teaching
 - Identifying the courses and programmes as 'EFI' in EUCLID and giving EFI management responsibility for directing marketing activities is the most effective way of projecting EFI's brand identity both internally (eg to students) and for recruitment and marketing purposes
 - It is also the most efficient way to provide aggregate management information on the EFI portfolio
 - In the short-term, it would allow EFI to operate streamlined curriculum approval processes making it much more likely to succeed in launching the 'pathway' programmes in September 2021.
23. This approach relies upon a partnership approach between Schools and EFI, with the need for clarity between EFI and Schools regarding contributions to teaching and academic management, and Schools being committed to providing teaching and associated academic support to courses and programmes for which they do not have formal responsibility. To support this, EFI is working with Colleges to develop a clear framework for managing programmes and courses that involve input from multiple Schools. Importantly the College of Arts, Humanities and Social Sciences (CAHSS) has agreed an approach to income and expenditure attribution arrangements to support its Schools' participation in EFI and ensure that their contributions are fully acknowledged in terms of recharges. CAHSS is discussing with the other Colleges how this model may operate for their Schools.
24. EFI would need to be set up as an entity in EUCLID without having the formal status of a School – Student Systems have indicated that this is likely to be workable, although further technical analysis is required on some specific details.
25. We discussed these issues and options for addressing them with a range of stakeholders including key staff in CAHSS, staff in key support services (Student Systems and Administrations, Governance and Strategic Planning, Communications and Marketing, Academic Services), School-based professional services staff with extensive experience of managing inter-School teaching activities, and colleagues in the Service Excellence Programme. In November 2019, the CAHSS Planning and Resources Committee confirmed its support for the proposals, and we are currently inviting the College's Postgraduate Education committee members to comment on academic aspects of the proposals. We are also seeking comments from the College of Science and Engineering (CSE) and the College of Medicine and Veterinary Medicine on these proposals. We will feed in any relevant comments at the meeting.
26. We propose that the model be evaluated after three years of operation, to ensure that it meets the needs of all partner Schools and students.

The Committee is invited to confirm whether it supports the proposed approach to academic governance and management, and to provide specific comments to assist us to refine the proposals.

Resource implications

27. CAHSS has developed proposals for income and expenditure attribution arrangements to support the operating arrangements, which it is discussing with the other Colleges (see paragraph 23).
28. EFI will work with CAHSS to refine the operating model and to take account of it in budgetary discussions. The proposed academic governance and management approach is unlikely to have any significant resource implications for central support services, although there are likely to be some modest one-off resourcing implications associated with setting EFI up as a separate entity in EUCLID and downstream systems.

Risk Management

29. While the paper proposes an innovative approach to governance, management and operation, the outline proposals do not involve substantive change to University policies or practices. The proposed arrangements would mitigate risks associated with the delivery of EFI's business plan.

Equality & Diversity

30. No need for a formal Equality Impact Assessment on the governance, management and operation arrangements – proposals do not involve substantive change to policies or practices.
31. The EFI 'pathways' curriculum structure and delivery model is designed to promote equality and diversity by opening up EFI's educational portfolio to a broader range of student groups. The EFI Curriculum Oversight Board will take account of equality and diversity issues when reviewing the specific proposals for the 'pathways' programmes.

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

32. If the Committee supports of the proposed approach to governance, management and operation of EFI's educational activities, the next steps will involve:
 - Briefing University Executive on the planned arrangements
 - Taking account of the approach when scheduling curriculum approval processes for EFI's planned PGT programmes
 - Taking account of the broad approach to the operating model when updating EFI's business plan
 - Working with relevant support services to develop a detailed implementation plan

Authors
Prof Lesley Mcara

Presenters
Prof Bayne, and Tom Ward

EC: 11.12.19
H/02/42/02

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Director of EFI

Prof Sian Bayne
Director of Education, EFI

Tom Ward
Head of Education Administration and
Change Management, EFI

4 December 2019

Freedom of Information

33. Open

Annex – overview of proposed academic governance, management and operating arrangements

Category	Proposed arrangements
Formal management and administrative responsibility	<ul style="list-style-type: none"> • EFI would have formal management and administrative responsibility ('ownership') for EFI courses and programmes, meaning that it would take responsibility for: academic governance functions normally associated with Schools (eg annual quality review, and Boards of Examiners); providing professional services support and facilities; and functions such as health and safety compliance and responding to complaints • Programmes and courses would be identified as 'EFI' in EUCLID (ie Student Systems would create a new 'schedule' for EFI)
Curriculum development and teaching arrangements	<ul style="list-style-type: none"> • Academic staff in Schools would teach and provide leadership for curriculum development • (At least until 2021-22) EFI budget for academic staff secondments and buy-outs for curriculum development • All staffing agreed via Heads of Schools (and DoPs) – starting with a process in January / February 2020 to discuss potential buy-outs for PGT optional course development • EFI would work with Colleges to develop framework for planning and managing teaching from multiple Schools
Curriculum approval processes	<ul style="list-style-type: none"> • EFI Curriculum Oversight Board would fulfil level 1 and 2 review functions • All participating Schools and Colleges would be represented on the Board, along with external representation • Discussions at the Board would be the culmination of dialogue with Schools about disciplinary and management / resourcing issues
Academic management and support	<ul style="list-style-type: none"> • EFI in partnership with Schools would identify academic staff in Schools to act as Programme Director, Course Organiser, Personal Tutors, Supervisor
Strategic management of the	<ul style="list-style-type: none"> • EFI academic leadership would work with Schools, Colleges and other DDI hubs to guide the development of EFI's educational portfolio • EFI would appoint key academic governance roles eg Director of Quality, Director of Education

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programmes and courses	
Professional services support	<ul style="list-style-type: none"> • EFI would take responsibility for delivering (or procuring) professional services support (eg programme and course administration, technical support, induction activities, community-building activities) • An innovative operating model to provide these services while keeping EFI's administration lean • Where possible EFI would draw on services from Schools, Colleges and support units (eg for IT and learning technology support, admissions, marketing) • EFI would however deliver directly a small number of core services (eg core teaching administration support)
Quality assurance	<ul style="list-style-type: none"> • Programme Directors (academic staff in Schools) would undertake annual programme review • EFI Director of Quality would produce an annual 'School' quality report • EFI portfolio would be covered by TPRs and PPRs (format to be confirmed)
Boards of Examiners	<ul style="list-style-type: none"> • EFI would take responsibility for Boards of Examiners and External Examiners for programmes and courses • Likely to involve one or more EFI stage 2 (programme-level) Boards, plus stage 1 arrangements
Management information	<ul style="list-style-type: none"> • All relevant management information reports (eg standard quality reports) would be amended to provide aggregate data for EFI
Marketing	<ul style="list-style-type: none"> • EFI would take primary responsibility for marketing the EFI educational portfolio, in partnership with Schools • The portfolio would be associated with EFI (as well as relevant Schools) in marketing materials - approach determined on a programme- by programme basis
Space and facilities	<ul style="list-style-type: none"> • Teaching and related 'School-level' activities and support services would take place in the EFI building on Lauriston Place (unless requiring specialised facilities, or specific capacity issues) • EFI teaching activities would have priority access to teaching space within the EFI building

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Financial arrangements	<ul style="list-style-type: none">• Financial model to support Schools' participation in EFI and ensure that their contributions are fully acknowledged• CAHSS is discussing with the other Colleges how this model may operate for their Schools
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Senate Education Committee

11 December 2019

Student Support and Personal Tutor Project – Update

1. Description of paper

- This paper provides the Senate Education Committee with an appended Consultation Report and Options Appraisal

2. Action required

The Senate Education Committee is asked to:

- a. **Accept** the Consultation Report (s5)
- b. **Approve** the recommendation of the Consultation Report (s5.4), and the Options Appraisal scores in s6, to implement the evolved support model (detailed in s6.4) as the preferred support model.

3. Background and Context

Project governance

- The Student Administration and Support (SA&S) Board is responsible to the Service Excellence Programme (SEP) Board for approval of the overall design of professional service student support report;
- Senate Education Committee (SEC) is responsible for approval of Academic support and advice element reports;
- The University Executive will be asked to endorse the entire set of proposals and approve the final business case.

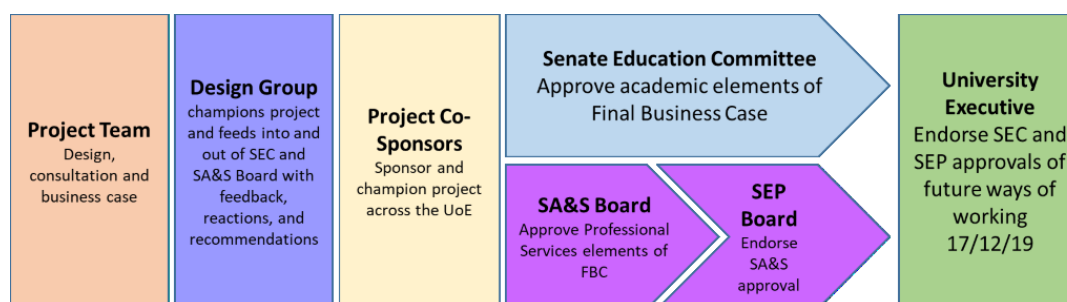
The project is co-sponsored by Vice-Principal Students Colm Harmon and Deputy Secretary Student Experience Gavin Douglas.

Project Delivery

- The project is delivered within the structure of the Student Administration & Support (SA&S) Programme which provides project management, implementation planning and implementation in due course, subject to resources, and line management.
- A Design Group has oversight of the project, with the following remit:
 - Responsible to the SA&S/SEP Board for the overall design of student support and to the Senate Education Committee for academic aspects of this overall design;
 - Provides oversight of work in line with agreed design principles, evaluation criteria and project plan;
 - Signs off completed deliverables, provides recommendations to the SA&S/SEP Board and Senate Education Committee for approval and that key milestones and deliverables can be closed;
 - Signs off scope and high-level plans for each stage of the project;
 - Responsible for supporting the team to deliver the project objectives;

- Responsible for communicating with key stakeholders across the University;
- Provides operational support for the project, taking ownership of risk and supporting the mitigation of risk and the resolution of issues.

The group was chaired by SVP Charlie Jeffery, with VPS Colm Harmon taking over from October. The group includes Heads of Schools, Senior Tutors, Students' Association VPs, and senior Professional Services leaders from across all Colleges and central functions.



Scope and Objectives

- The primary objective of the project is to obtain approval, from both the Senate Education Committee (SEC), and the Service Excellence Student Administration and Support (SA&S) Programme Board, for a recommended model for student support. Depending on the outcomes of the consultation, that model may or may not be “a one size fits all” approach, ie there may be different approaches in schools where specific different needs are to be met.
- This will ensure progress towards the Student Experience Action Plan (StEAP) objective [s8.3.1] that “...that students have consistent access to high quality support with academic, personal / pastoral, professional and career issues.”
- The project team has been tasked with reviewing the following for all taught students (PGR students are out of scope):
 - Personal Tutor provision;
 - Student Support teams;
 - how the latter relate to other services (such as careers and counselling), but not these services themselves;
 - the physical spaces and environments in which support is delivered;
 - the systems used and;
 - the potential for using learner / data analytics.

4. Discussion

<https://uoesharepoint.com/sites/StudentSupportandPersonalTutorReview>

Project and Decision Timelines

The governing groups will be meeting as follows:

3 December	SA&S Board	Approve Options Appraisal recommendation (OA)
11 December	Senate Education Committee	Approve Options Appraisal recommendation (OA)
17 December	University Executive	Endorse Options Appraisal for implementation planning

5. Resource Implications

The final recommendations will be accompanied by a business case that sets out the resource implications of any proposed changes.

6. Risk Management

Risks	Planned Mitigation
Risk of Options Appraisals not being approved in order to progress to Full Business Case	Working with governance groups in advance to understand points of possible resistance and concern
Limited time between Options Appraisals and Full Business Case	Working with Finance, HR, Design Group and governance groups to validate assumptions and calculations for FBC costs

7. Equality & Diversity

Final Full Business Case will be subject to a full Equality Impact Assessment before being brought to the Governing groups.

8. Next steps

The team will continue with the widespread University communications and consultation. The next point at which the project will report to the Senate Education Committee will be the January 2020 meeting date.

Further information

Author

Rosalyn Claase
Senior Design Lead
Service Excellence Programme

Presenter

Gavin Douglas
Deputy Secretary, Student Experience

Consultation Report and Options Appraisal (Without Costs)

Student Support and Personal Tutoring Review

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2. Document Management

Document Owners

Role	Name	Dates (start/end)
SA&S Programme Lead	Brian Butler	
SA&S Programme Manager	Amanda Percy	
Project Sponsor	Gavin Douglas	
Project Sponsor	Colm Harmon	

Revision History

Revised by	Reason	Date	Version
Project Team	Initial Draft for Design Group review	10/10/19	0.1
Project Team	Updated with DG feedback	18/10/19	0.2
Project Team	Updated with updated evolved model, and template for scoring rationale/evidence	25/10/19	0.3
Project Team	Updated model added, implementation scope. For DG review.	11/11/19	0.4
Project Team	SAS Board Presentation Version	26/11/19	Special

Document Distribution

To (Name/Group)	Date	Version
Barry Neilson	10 October 2019	0.1
Gavin Douglas	10 October 2019	0.1
Colm Harmon	10 October 2019	0.1
SEP PMO		
SSPT Design Group	20/11/19	Design Group Share
Brian Butler	10 October 2019	0.1
Amanda Percy	10 October 2019	0.1
SAS Programme Board	26 November 2019	Special
SEP Programme Board	2 December 2019	Special
SEC	3 December 2019	Special

Document Approvals

Name/Group	Role	Date	Version
Gavin Douglas	SA&S Programme Sponsor		
Colm Harmon	Senior VP (Students)		
Barry Neilson	SEP Programme Director		
Brian Butler	SA&S Programme Lead		
SSPT Design Group	Design Group		

Document Quality Assurance

Name/Group	Role	Date	Version
Brian Butler	SEP Programme Manager		

3. Executive Summary

3.1. Purpose

This document serves multiple purposes:

1. **Consultation Report** - A report on the consultation for acceptance
2. **Options Appraisal** - An Options Appraisal of the potential models, and any that arise from the consultation, identifying a recommended model for implementation.

Please note, costs / outline business case section is not yet ready for sharing with SEC / SA&S Board / University Executive.

3.2. Approval

Senate Education Committee is asked to:

- a. **Accept** the Consultation Report (s5)
- b. **Approve** the recommendation of the Consultation Report (s5.4), and the Options Appraisal scores in s6, to implement the evolved support model (detailed in s6.4) as the preferred support model.

3.3. Background

Objectives of Review Project

The primary objective of the Student Support and Personal Tutoring Review project was to obtain approval, from both the Senate Education Committee (SEC), and the Service Excellence Student Administration and Support Programme Board, for a recommended model for student support. The key stages of the review project were:

Current State Assessment (CSA)

The review project (SAS017) carried out a Current State Assessment of student support and personal tutoring in the University. A summary of that report can be viewed here - [Consultation Page - CSA](#)

Emerging Themes

From that CSA, a set of Emerging Themes were identified to inform the consultation phase of the review project. A summary of those can be viewed here - [Consultation Page - Emerging Themes](#).

Those themes were grouped by:

- Clarity of roles and who delivers them
- Communications, Expectations and Understanding
- Rewarding, Recognising and Developing Colleagues
- Induction, Orientation and Peer Networks (in the student support eco-system)
- Transactional versus Developmental Discussions
- Use of Data and Systems
- Visibility, Accessibility and Inclusivity of Support
- Vocational/Regulated Degree Programmes

It concluded that “[The] review has found many examples of personal tutors and student support staff working hard to support students to flourish during their time at the University of Edinburgh.

But it also shows the urgent need for action to ensure that support structures at the University of Edinburgh are clear for all involved; that our system supports the development of inclusive communities of staff and students, appropriately developing and valuing individuals; and that students have reliable and equitable access to a high standard of support.”

Consultation Phase

The project team hosted 35 events, met in person with over 200 students and staff, received over 200 online responses, and attended a range of university, college and school-wide updates to provide information on the project.

The project team developed a consultation plan [[here](#)] to engage as widely as possible with students and staff, with materials designed, and events led, by a combination of project design leads, academic leads and members of the Design Group.

Development of Preferred Model

The **recommendation** from the consultation report is that an evolved model be developed, taking the elements from the three models consulted upon that were most welcomed, and addressing the concerns identified. That evolved model is detailed below.

3.4. Recommended Model

Our ambition is that our students recognise themselves as partners in a learning community, and feel supported over the course of their transition into and through their studies in becoming personally accountable for their own learning and development. Students will be well prepared and equipped to navigate their future as graduates of the University of Edinburgh, who can maximise their potential and go on to achieve success in whatever they do, wherever they go.

The evolved model of student support will make it easier for students to access consistent information, guidance, care and support, when and where they need it.

The University's 2030 Strategy states that:

Our teaching will match the excellence of our research. We will improve and sustain student satisfaction and wellbeing.

We will support and promote teaching that focuses on experience, employability and an understanding of the value of creativity, curiosity, and even failure. We will encourage discussion and engagement with staff, students and partners.

We celebrate our students making the world a better place. We will keep attracting and retaining ambitious students, maximising their potential to ensure that our graduates go on to achieve success in whatever they do, wherever they go.

We will widen participation so that students from any background can come to study with us. We will offer accessible, responsive and efficient educational services as well as personal, pastoral and professional support. We will also encourage a culture of lifelong learning and attachment to our University community, letting every student know how much we value them, from the first time we meet them, to their graduation and for the rest of their lives.

Our evolved model of support addresses these priorities in the following ways:

- Our focus on Cohort Leadership and encouraging a sense of belonging aims to enhance students' experiences of the University, connection to their programme of studies, and identification with a cohort of peers.
- We introduce wellbeing roles across the Schools and Deaneries to work with students proactively in normalising the discussion of the challenges facing new and progressing students. We will support students in recognising that they are not alone in their worries and can develop the skills to thrive, in Edinburgh and beyond. When students need more specialised support, we will be able to direct appropriately. Colleagues will work in a local setting to handle more complex cases working to shared principles in order to ensure the best outcomes for our students.
- By enhancing communities of belonging and integrating and recognising to a greater extent personal, academic and professional skills development, students will be supported in developing the skills needed to navigate the highs and lows of a university education, and in reflecting on how these same skills will benefit their futures beyond the university.
- Embedding peer teams into the broader support structures will ensure students see this support as accessible and inclusive, and recognise themselves in those involved in the delivery of peer-led activities.
- We highlight the quality interactions and enhanced engagement in the classroom and beyond as a core pillar of the support system. This recognises the value of the work our colleagues do in delivering creative, experiential and challenging learning opportunities and how this benefits a student's broader continuous development.
- Our introduction of a Student Experience team allows continuity and consistency of support, from pre-arrival till graduation and beyond, ensuring accessible, responsive and efficient services and professional support to students from all backgrounds and all routes to and modes of study.

The relationship students have with staff and peers will be fourfold:

- The **Programme Director and Cohort Lead** roles which are focussed on the student's programme of study (with a programme director responsible for one or more aligned clusters of programmes, and cohort leads responsible for sub-sections of larger programmes). These roles will be responsible for developing an academic vision for the programme, creating a sense of cohort belonging, encouraging students to reflect on their development, leading on induction and transition activities throughout the programme, amongst other tasks. These roles would typically be performed by a member of academic staff teaching on that programme and activities would typically be undertaken with groups of students.
- Students and staff will be supported by an enhanced Professional Services **Student Experience Team** (or Student Advice and Guidance Team) as part of each School / Deanery's Student Administration and Support function, comprising roles focussed on enhanced course and programme advice and guidance, wellbeing, professional and academic and study skills development, with such functions potentially introduced or enhanced to varying extents based on justifiable variance across the Schools and Deaneries. Within this team, each student will have a named Advisor.
- **Recognition of the role teaching teams** (including but not limited to Lecturers, Course Organisers, Teaching Assistants, Lab Tutors, Studio Tutors, professional practitioners) play in

supporting students to transition into and through their studies both within and alongside the taught curriculum. Time released from personal tutoring tasks might be repurposed towards, for example, recalibrating the job description and workload allowance of the Course Organiser to create additional space for developing course materials or supporting those teaching on the course. Alternatively time could be repurposed by reconfiguring courses to create enhanced opportunities for working closely with students in the discipline, potentially one to one or in small groups, with appropriate workload allowances, and building on examples of excellent educational practice across the University and beyond. This could include, for example, use of ongoing reflective activities, reshaping of assessment and feedback practices to allow for more opportunities for formative discussion, and involvement of practitioners in the taught experience, recognising that these activities may be carried out by a variety of colleagues and members of the broader UoE community, working alongside, amongst others, those in academic Cohort Lead roles.

- We will build on the already well-established **Peer Assisted Learning and Support schemes (PALS)** delivered across the University, embedding these as part of the student's wider support and development network.

These four aspects represent a baseline that should be applied consistently across all Schools / Deaneries. Over and above this, Schools / Deaneries may choose to apply local innovations to their education provision based on the local context. It is expected that each School or Deanery will develop a blueprint for how local innovations in education are applied and justified within their context. Accountability and governance mechanisms will be developed during the implementation phase of the project.



Full details of the evolved model are in **s6.4** below.

3.5. Implementation Project Scope, Benefits and Timescales

An implementation project, once approved, will form part of the Student Administration and Support (SA&S) strand of the Service Excellence Programme (SEP), including funding through the Student Experience Action Plan. That implementation will be integrated into one implementation with the SA&S Future State project. As that project is still in planning, the deliverables, resources and timescales in this paper are restricted to the SSPT implementation.

Scope - The high-level scope of the implementation project is detailed below, subject to:

- Planning sessions scheduled for December 2019
- Lessons learned applied from other change activity
- Timing of impact assessment/engagement with Schools and other activity
- Programme Board approval

Phase	Scope	Comment
One	Governance and implementation groups	Establish project team, implementation working group, and governance group.

Phase	Scope	Comment
	Policy / Regulation Impact Review	Carry out a review of which UoE policies, if any, need revised for model to be viable. NB This may require resources outside the project team to spend time reviewing policy in their area. This work will include review of existing relevant policies, regulations, Data Protection Impact Assessments, and Equality Impact Assessments.
	IS Impact Review	Carry out review (with ISG and SSP) of impact on existing system of transition to new model.
	Define roles and skillsets	Document detailed roles, functions and skillsets to be implemented in new model – prerequisite for School Impact Assessments.
	School / Deanery Impact Assessments	As schools are not currently following a standard model, an analysis per school of the work required to transition to the preferred model is required, e.g. in some schools existing roles may map closely to new functions / skillsets, while others will require substantial change. These will be combined with analysis / impact assessment for SA&S Future State project.
	Detailed Design / Full Business Case	Update outline (high-level) business case from this document with outputs from phase one reviews and obtain approval (from University Executive) of full business case.
Two	Workload Allocation Model (WAM) Review	To implement academic role / skillset changes, the application of the WAM needs reviewed to ensure that it is capable of reflecting time for student support provided under the new model e.g. confirming that existing categories definitions are broad enough to include new model roles / skillsets. Any actual WAM changes applied to individual Schools / Deaneries / academics will form part of Phase Three, following impact analysis with them.
	Communications & Marketing Review	Review of internal- and external-facing communications which refer to existing student support and PT model.
	EUCLID / IS System Changes	Implementation of any critical changes identified in the IS review in Phase One.
	Staff recruitment	This task will only start in Phase Two, and will be dictated by outcome of Schools' Impact Assessments. Not every School / Deanery should require recruitment.
	Schools / Deaneries' People and Change	Related to recruitment, but it is expected that majority of Schools / Deaneries will be required to change their ways of working to fit with the new model. This process will begin in Phase Two, but complete for each school in Phases Three and Four. This would include developing organisation charts, showing new structures, and relationships.
	Staff Action Plan – Reward and Recognition	This is a critical dependency for the project. Although Phases One and Two can complete without this, the individual Schools / Deaneries' transitions will rely on this work being completed, i.e. without it, individual staff members are highly unlikely to apply for new roles / responsibilities.
	Individual School / Deanery implementation plans	As each School / Deanery prepares for transition to the new model, a tailored implementation plan (to be merged with SA&S Future State implementation plans) will be developed with them individually.

Phase	Scope	Comment
	Document new processes and ways of working	For any School / Deanery to transition to the new model, detailed documentation to support new ways of working will be required to ensure that there are clear processes for handling student support cases.
	Policy changes	To implement the policy changes identified in the policy review in Phase One.
Three	Pilot Professional Services roles and processes changes	To implement preferred model in a small group of Schools / Deaneries, using the individual school implementation plans, based on their Impact Assessments. For an individual School / Deanery, this would be done in parallel with piloting of academic changes in same Schools / Deaneries to minimise disruption.
	Pilot academic roles and processes changes	As per professional services pilot. Outcome could be change in implementation plans for remaining Schools / Deaneries. Likely pilot order to focus on schools with high proportion of joint degree students.
	Alignment with EQIA	This is an ongoing deliverable, but key that implementation of model demonstrates that EQIA criteria met during piloting before any further roll-out.
	Roll-out changes	Phase 3 includes all sites starting transition to new model, for both academic and professional services staff.
Four	Complete Roll-Out	All Schools / Deaneries fully transitioned to new model.
	Establish IS Continuous Improvement	Putting in place resources and priorities for continuous improvement of IT systems supporting the new model.
	Embedding new ways of working	Ensuring Schools / Deaneries have processes and reporting measures in place in order to embed the new model and report upon how they are delivering on this as part of their broader Student Experience plan. Continuous improvement for processes and documentation to parallel IT continuous improvement.

Out of Scope

Although an IT systems impact analysis / update is in scope of the project, the delivery of a new Case Management / Enquiry Management system for student support needs / enquiries is not in scope, as it is not critical to realising the benefits anticipated from the proposed support model. Nevertheless, it is a **strong recommendation** of the review that a separate business case is developed to review options for provision of such a University-wide system.

3.6. Projected Implementation Costs

This section is not yet ready for sharing with programme board and university executive, and is still being worked on by project team.

3.7. Projected Model Costs

This section is not yet ready for sharing with Senate Education Committee / SA&S programme board, and is still being worked on by project team.

3.8. Benefits

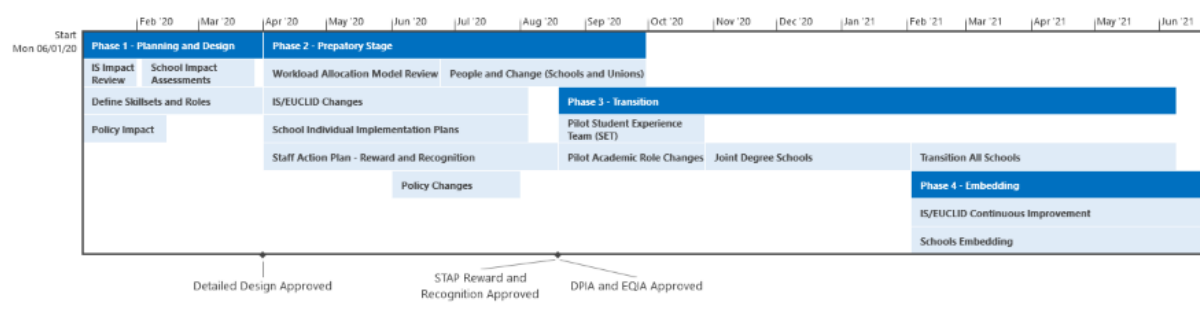
The non-financial benefits expected from implementation are:

Non-Financial Benefit	Description
Named Contact	The student has a clear named contact within dedicated Student Experience team (SET).
Clarity of belonging to a Cohort of Students	Cohort Leadership role provides leadership and sense of belonging to a cohort.
Staff signposting / communications	Creation of SET providing clarity for point of contact for sharing information. Improved internal communications.
Student engagement and Attendance Monitoring (SEAM)	Proactive use of SEAM data by SET allows targeted interventions.
Academic Time	Academic time will (net) be released to teaching and research.
Wellbeing Specialism	Reduction in staff (academic and professional services) reporting feeling insufficiently trained / recognised to deliver wellbeing support to students.
Cohort Lead Recognition	Cohort Lead role will be recognised as a leadership development role in Annual Reviews and Promotion discussions.
Professional Services Equity, Specialism and Training	Specialist roles for wellbeing, and academic advice and guidance (with related training) mean that those in Professional Services roles will feel greater sense of career opportunities for advancement.
Peer support	Levels of co-ordination and integration of peer support improved by provision of peer support leads.
Joint Programmes	Students on joint degree programmes have improved consistency of support structures and a greater sense of belonging to a supportive community of learners with identifiable academic leadership.
Consistent Standards	Provision of trained and resourced SETs allows greater consistency of access (including referrals from central services) for students to receive reliable quality support.

See **s8 - Benefits** below for details.

3.9. Timescales

High-level timescales for the implementation are:



4. Programme Background

4.1. Context

The student support and personal tutor review project forms part of the University's Service Excellence Programme (SEP) focussing on its objective to *"Improve services for the users – whether students, administrative staff or academics."*

The programme aims to help build understanding and openness, as well as improve communication and information flows, across the Colleges, Schools / Deaneries and the Centre. Crucially, the activity is also seen as an opportunity to build staff confidence, motivation, job satisfaction and professionalism across support functions.

Further information about the Service Excellence Programme can be found [Here](#).

4.2. Student Support and Personal Tutor project Design Principles

The review project's Design Group agreed a core set of Design Principles. These are:

- We will have a shared understanding and clear communication of the terminology and meanings related to student support and development
- Our colleagues have diverse skillsets and expertise (academic, professional services and technical) and they should be trained, supported and developed appropriately
- We will release academics' time
- All students will have equal opportunity to access support, through a variety of mechanisms, both online and in-person, recognising that there will be a baseline level for all, and some may require more frequent and specialised support
- Data analytics will be used sensibly, transparently and consistently using standard and integrated systems
- The development of academic and personal skills, and the colleagues supporting this, needs to be integrated to a greater extent into our curricula
- Activities which build social and peer networks in a participatory fashion, enabling students to transition into, and through, this phase of their academic life and identify with their peers and subject, should be built into our support
- Every student will have the opportunity to build a relationship with a member of their school staff who is concerned with helping them get the most from their studies, providing support and encouragement to do so
- Location, campus, nature of School / Deanery (single / multi discipline, size), stage of study and estate play a role in the way support is provided
- Degree programmes which are traditionally vocational or professional may need different support

5. Consultation Report

5.1. Consultation Approach and Plan

The project team hosted 35 events, met in person with over 200 students and staff, received over 200 online responses, and attended a range of University, College and School / Deanery-wide updates to provide information on the project.

The project team developed a consultation plan [[here](#)] to engage as widely as possible with students and staff, with materials designed, and events led, by a combination of project design leads, academics and members of the Design Group.

5.2. Consultation Statistics

The table below lays out the consultation activities, with statistics for responses accurate as at 31 October 2019, following the final formal consultation event.

Method	Description/Links	Statistics [<i>commentary</i>]
Infohub	<ul style="list-style-type: none"> Main project communications page with news articles, event diary, links to models, summaries, updates on progress, workshop feedback notes Links to Have Your Say (see below) Promoted in emails, postcards and link from SAS site Based in SharePoint - Direct Link or https://edin.ac/30AgN04	<ul style="list-style-type: none"> Total views – 25,000 Unique viewers – 3,907 Peak day – 675 viewers <i>Broadly very positive feedback on the transparency and responsiveness to the consultation facilitated through this communications platform.</i>
Town Halls	These sessions were 1h large-venue presentations with Q&As. Feedback from these were captured by post-its notes, team notes, and “padlet” online application.	3 (KB, BioQuarter and George Square) <i>Low attendance albeit constructive discussions and feedback in all three.</i>
Roadshows	These were scheduled drop-in sessions across several of the University’s campuses where team members would be available to meet staff and students, walk-through current models, answers questions, and gather feedback.	6 completed (approx. 40 attendees) <i>Moderate engagement levels, in hindsight time might have been better used for further interactive workshops and informal ‘pop-up sessions’ across campuses.</i>
Workshops	Formal sessions with a presentation, and SWOT exercise on each model. Workshops were either: <ul style="list-style-type: none"> Staff nominated by leadership in schools, deaneries or services invited (with extra spaces available to any staff) Students self-nominating using event booker (following promotion via EUSA and all-student email) Combined sessions with both staff and students 	9 completed (mix of staff-only, student-only and combined sessions) Total attendees: 135 <i>In general, positive reception to the content, structure and approach to these workshops, with good levels of engagement from participants and broadly constructive contributions. Student engagement has continued to be a challenge in terms of quantity.</i>
Pop-Ups	Project leads (and academics for some) ‘popping-up’ in social areas of university across all sites. Opportunity to promote the consultation pages, gather views on models, Have Your Say feedback forms, and raise awareness of more formal events. Open to staff and students. Complemented by the creation of hard copy flyers including QR codes for ease of redirecting students and staff to SharePoint site.	16 completed - <i>These have been a good way of reaching students who may otherwise not have been aware of or engaged in the consultation, and in some instances have directly led to participation in consultation activities. Useful to time these shortly before key consultation events to raise awareness,</i>

Method	Description/Links	Statistics [commentary]
Student Forums	Project team members and academics attended student forums/rep events hosted by the Students' Association to meet with School and Programme representatives.	2 - <i>By their nature, a self-selecting group of students already engaged in student democracy and perhaps not fully representative of our student body.</i>
Feedback Form	Consultation page linked to a feedback form capturing general, and model-specific feedback	166 - <i>Where used, respondents have provided detailed and considered feedback on the models and their relative merits and shortcomings. Open to students and staff, however bulk of responses have come from the latter.</i>
Build a Model	A "card sort" exercise allowing respondents to create their own custom support model by putting typical support "needs" against a range of types of roles.	41 respondents - <i>Mixed anecdotal feedback on the efficacy of this tool however it complements the other in person and online consultation tools.</i>
Broadcast email communications	All staff launch email (Gavin Douglas) Inclusion of project video launch in SEP Newsletter (SEP Comms) All student launch email (Gavin Douglas) Targeted leadership follow-on email (Project team) Targeted follow on email to other staff who had contributed to review (Project team) College based HoS and DOPS email cascade (Academic Leads) Targeted student follow-on email x 2 (Project team via Students' Association, Sports' Union, employ.ed internship network and Study and Work Away team) Targeted Online student email (Project team via OL Programme Directors) Mid-point All staff email (Colm Harmon)	10 <i>We saw spikes in SharePoint activity following the All Staff and All Student emails. We have been cautious not to overuse All Staff / All Student channels for fear of these messages not being seen as sufficiently targeted. Some emails will have resulted in organic cascading and sharing, particularly within Colleges, Schools and Deaneries.</i>
Other engagement	The Project Team and members of the Design Group have variously: <ul style="list-style-type: none"> • Provided briefings at existing University, College and functional committees • Responded to ad-hoc requests to attend team meetings or meet with groups of colleagues • Presented during the August SEP Leaders' Call. 	

5.3. Consultation Feedback and Analysis

The following is a summary of the findings from analysis of the feedback from workshops, roadshows, feedback forms etc.

Analysis Methodology

The piece of feedback captured during the consultation phase and stored in the individual artefacts (workshops, feedback forms, emails, comments captured during pop-ups etc.) was firstly imported into a master excel spreadsheet for further analysis, categorisation and scoring.

Each feedback item was mapped to the applicable specific options model being commented on (purple, orange, blue or Current State).

Comments were then categorised according to the relevant evaluation criteria grouping and individual criterion (see 6.2 below). For example, feedback such as "A&S Skills advisors good for relationship building", would be assigned the category group 2 and sub category 2.1.

From the numerous workshops, SWOT (Strength, Weakness, Opportunity and Threat) analyses captured the relative strengths, weaknesses, opportunities and threats of each model presented.

For scoring purposes, strengths and opportunities were scored as either 1 (strongly disagree) or 2 (disagree) dependant on the specific feedback. Similarly, for weaknesses and perceived threats, these were scored as 3 (agree) or 4 (strongly agree).

For other types of feedback captured, e.g. online feedback forms, emails, meetings etc., these had not been subject to SWOT analysis and thus mapping of categorisation and scoring was not as straightforward. Instead this was ultimately achieved by analysing the full content of the feedback form, email etc. and assigning the resultant category and score.

It is important to highlight the challenges with this methodology e.g. sometimes people highlighted cynicism over viability and scale as a threat / weakness which is not something which could be mapped neatly onto the evaluation criteria. Similarly, sometimes respondents commented 'implementation' challenges for one model without the same kind of commentary on the other models, risking biasing some of the feedback.

Across the Consultation activities, the team aimed to achieve a balance of representation across different staff groups, Colleges and students. Whilst it is possible to attribute the feedback from the online feedback to the type and location of staff or students, it is not possible to attribute feedback in the same way to the workshop SWOT analyses. The team is aware that certain areas of the university actively lobbied staff to complete the feedback form and it is apparent when analysing the comments that as a result some areas of the university are more heavily represented in the data, potentially biasing some of the results. The team undertook a number of activities and outreach to attract students to the consultation activities however recognise that student numbers involved in the consultation were lower than hoped (just under 100 across Students' Association forum, workshops and online feedback).

The full analysis is in **Appendix B** below. Sample quotes from the consultation exercise, are included in **Appendix C**.

Identified weaknesses of the status quo and models

The following highlights the main weaknesses identified for the Current State and the three consultation models:

Current State

- A general lack of clarity with regards to roles and responsibilities for the various staff roles
- Inconsistencies of support structures leading to confusion for students and staff alike
- Students falling through the cracks as they don't know who to approach for support
- Some staff are providing support without visibility, recognition or reward
- Some staff are not sufficiently experienced to provide quality support and lack the appropriate training
- Some activities (e.g. Welcome, Orientation, Induction) not sufficiently integrated into the student support system
- Students report experiencing difficulties in securing support due to long waiting times/limited facility opening / office hours (for specialist support and also availability of PTs).

With an average score of 1.94, the Current State was identified as the weakest in all categories when compared to the options models, particularly in the areas of student/staff relationship focus and also consistency of support. Although strengths of the Current state were identified, there was sufficient evidence to warrant consideration of alternate options for the future.

Purple Model

- Too many roles leading to potential confusion for staff and students
- Academics and Advisor of Studies lose potential for closer relationships with students
- Potential inability of academics to provide consistent advice
- Student : Advisor of Studies ratio
- AoS potential inability to advise on anything outside their own discipline
- Scalability as student numbers grow

With an average score of 2.94, the purple model scored highest, attributed to the retention of a named academic relationship, somewhat enhanced professional services functions and recognition of peer support and skills development. There remained implementation reservations with regard to the viability of a smaller number of well trained and recognised colleagues undertaking this work.

Orange Model

- Lack of clarity around roles, particularly the first point of contact for a student
- Too many roles
- Lack of peer to peer structure
- Potential for students to fall through the cracks, particularly in large schools
- Students having the responsibility to form relationships with academic staff may be a lot to expect from some student profiles
- Not enough contact with academic staff
- Fragmentation of academic advice
- Teaching Office may not be able to provide good academic support

With an average score of 2.63, the Orange model scored third. Feedback indicated there was considerable concern relating to the absence of formal peer networks, and the limited possibilities for individual contact with the Academic Mentor. Some welcomed the introduction of the Teaching Office Advisor role as being more approachable and accessible than the current state.

Blue Model

- Too many roles therefore too complex for students to navigate
- Potential lack/loss of contact with academics
- Programme Lead too remote from student (UG)
- Potential for students to fall through the cracks
- Risk of student not being able to build relationship with academic staff
- Lack of community feel
- Academic staff and students will only engage via teaching contact

With an average score of 2.80, the Blue model scored second. Concerns focused on the perceived distance between academic colleagues and students, and the potential for confusion given the number of more specialised 'advisor' roles within Professional Services. Feedback indicated that the Programme focus could be an asset in many areas of the institution.

Although a sizeable number of strengths were identified and recorded for each of the models during the workshops etc., the above highlighted weaknesses and the evidence detailed in **Appendix C** (Sample quotes) and **Appendix A** (Scoring rationale and evidence) below are significant enough to justify the creation of an evolved 'preferred' model incorporating the identified strengths of each model as well as attempting to address the weaknesses.

5.4. Consultation Recommendation

Based on the themes of feedback collected from students and staff over the consultation period, and the insights gained through the review's current state assessment, research and field trips to other institutions, an evolution of the proposed models has emerged. No single model which was taken to consultation should be implemented unmodified.

This evolved model recognises the importance of the academic – student relationship, and the benefit of creating discipline-orientated communities of staff and students. It draws out the importance of better resourced and more specialised professional services roles at a more local level. The evolved model retains more integrated and well supervised peer support schemes. The model allows for justifiable variance depending on the student's place, stage, subject and mode of study in accordance with the project's Design Principles and recognising some of the existing good practice across the University.

Concerns have been raised throughout the consultation that there is a risk of eroding the value of the academic – student relationship by removing the existing role of personal tutor. Feedback has also been that the increase in professional services roles may increase confusion as to where a student should go for support.

The evolved model, which focuses the relationships students have with their academic Cohort Leadership, staff teaching on their course, and dedicated Student Experience team, recognises and addresses these concerns.

Accordingly, the evolved model detailed in s6.4 should be implemented as the preferred model.

6. Options Appraisal

6.1. Proposed Models Background

Below is a summary of each of the models taken into the start of the consultation. An expanded description is available here - [Models Summary](#). Each model:

Purple Model Summary

- Each student has a named academic Advisor of Studies who is responsible for:
 - welcoming a group of students to their programme;
 - having discussions relating to course choice, progression and their academic discipline with these students (in groups and individually); and
 - being an initial point of contact for those students in the group who may need extra support.
- Academics who take this role take on a larger caseload than is currently the norm for PT's so there are fewer academics taking on this role than currently act as PT's. However, academics are appointed because they are well-suited to their role. They are also trained and appropriately recognised and rewarded.
- (This part of the model is very similar to that currently operated by the School of Chemistry.)
- Restructured Student Administration and Support teams in each school (or, where necessary, across clusters of schools), deliver a range of locally delivered and enhanced support for academic, wellbeing and personal skills development, as well as teaching administration and organisation.

Detailed model documented here - [Purple Model](#)

Orange Model Summary

- Each student has a named academic mentor who is responsible for group welcome, orientation and reflection activities but not for matters such as course choice, progression or being an initial point of contact for those students in the group who may need extra support. (These matters are dealt with by professional services colleagues in the Student Administration and Support team).
- Academics who take this role take on a larger caseload than is currently the norm for PT's so there are fewer academics taking on this role than currently act as PT's. However academics are appointed because they are well-suited to their role. They are also trained and appropriately recognised and rewarded.
- Students are encouraged to take personal accountability for their own learning and development; they are encouraged to connect with staff related to their area of academic interest.
- Students have a named Teaching Office advisor (a professional services colleague) for discussions about course choice, progression, development etc.
- Students will also be able to access more specialised and locally delivered wellbeing support from their Student Administration and Support team.

Detailed model documented here - [Orange Model](#)

Blue Model Summary

- Each student has a named academic Programme Lead (which may be a role shared across a small team of academics, depending on the size of programme).
- The Programme Lead(s) will lead on welcome, community building and orientation activities for their programme.
- Students will be encouraged to connect directly with teaching staff related to their area of academic interest (in office hours etc.).
- Students have a named Teaching Office advisor (a professional services colleague) for discussions about course choice, progression etc.

- Students will also be able to access more specialised and locally delivered wellbeing support from their Student Administration and Support team.

Detailed model documented here - [Blue Model](#)

The more detailed versions of these models incorporate further areas for consideration such as:

- The potential / need for academic and study skills advisors who can provide subject-specific support to students in their chosen discipline
- The structure of wider, cross-University support for academic, professional and personal development
- The role of peer support and peer-assisted learning.

6.2. Evaluation Criteria

How will evaluation criteria work?

The tables below lay out a defined set of criteria for evaluating models, each of which will be scored on a scale of 1 to 4 (where 1 means the individual criterion has been met poorly, or not at all). As there is a range of criteria, they are also grouped into four overarching criteria, weighted so that an overall score per model can be determined to inform SEC and SA&S Board in their decision-making.

How are models scored?

The scores for each model have been evaluated by the project team, informed by:

- The Current State Assessment (CSA)
- The Project Design Principles
- Reviews of qualitative feedback received during the consultation.

The rationale and evidence for each score, referencing data or quotes from feedback as appropriate, are provided below in **Appendix A**. For all criteria, the project team have provided supporting evidence to justify the scoring. How that evidence was collected is detailed in the Consultation Report above.

These scores are submitted to the SA&S Board and SEC for their **review and approval**.

What are the Evaluation Criteria?

The models will be evaluated based on four core groups of criteria:

Criteria Groups	Weighting
Support and guidance structures, roles and responsibilities will be clear for all students and staff	30%
The system will be people-focussed, easy to access and support the development of inclusive communities of staff and students, appropriately recognising and developing individuals	25%
Students will benefit from reliable and equitable access to a high standard of support	25%
Students and staff will benefit from support structures that adapt to diverse routes to studying and continually emerging modes of delivery	20%

The weightings for each high-level criteria have been informed by the feedback gathered during the Current State Assessment stage of the project. For example, clarity of structures and roles was frequently raised as a weakness in the current system that needs addressed, and so it is weighted slightly more heavily.

Those grouped criteria are broken down into:

Criteria	Description	Weighting Scales (1-4)
<i>Support and guidance structures, roles and responsibilities will be clear for all involved</i>		30%
1.1 Clear Support Process	Support structures will be clear for all involved.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
1.2 Reach	Model will provide mechanisms to ensure that no student will 'fall between the cracks'.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Criteria	Description	Weighting Scales (1-4)
<i>The system will be people-focussed, easy to access and support the development of inclusive communities of staff and students; appropriately recognising and developing individuals</i>		25%
2.1 Relationship focus	Students can build ongoing relationships with one or more members of staff who is concerned with helping the student get the most out of their studies.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
2.2 Colleagues appropriately developed and valued	Staff are trained, equipped, rewarded, valued and developed in order to provide support to students. Time is protected for this work, while academic time overall is released for teaching and research.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly Agree
2.3 Communities of support	Support is delivered individually, in groups and through greater integration into the student's taught experience	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Criteria	Description	Weighting Scales (1-4)
<i>Students will benefit from reliable and equitable access to a high standard of support</i>		25%
3.1 Consistency of support	Students will have access to consistent and reliable provision of support.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
3.2 Quality of support	Quality of support will be consistently high for all students.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Criteria	Description	Weighting Scales (1-4)
<i>Students and staff will benefit from support structures that adapt to diverse routes to studying and continually emerging modes of delivery.</i>		20%
4.1 Responsiveness of support	Students will have provision of support that suit their mode of study.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree
4.2 Flexibility of support	The model will be flexible enough to meet needs of current and future student profiles.	1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

6.3. Context for Management Decision-Making

In addition to identifying the best model, the options appraisal documents the requirements for the University to implement each model, as well as their ongoing benefits. Accordingly, it includes things like cost, timescales and risk of encountering resistance to the changes. It therefore does not form part of the evaluation scoring of each model, but will inform the ultimate decision taken by the Student Administration and Support (SA&S) Board and Senate Education Committee (SEC).

Any model, no matter how ideal under the weighted criteria above, does have to be implementable and so the project team has provided the governance bodies indicative ranges based on the evidence obtained during the consultation period. Those governance bodies can then approve which model should be implemented, taking that guidance into account.

Criteria	Considerations	Indicative Ranges
Buy-in/ Acceptance - Students	A criterion to assess whether proposed model likely to meet resistance from students	1. Strong rejection of model across many schools 2. Rejection of model across multiple schools 3. Ambivalent reactions to model dominant 4. Endorsement of model across multiple schools 5. Strong endorsement of model across many schools
Buy-in/ Acceptance – Staff	A criterion to assess whether proposed model likely to meet resistance from staff	1. Strong rejection of model across many schools 2. Rejection of model across multiple schools 3. Ambivalent reactions to model dominant 4. Endorsement of model across multiple schools 5. Strong endorsement of model across many schools
Delivery Timescale	Time to completion of implementation, including any phasing . If phased, scale applies to stage where critical benefits delivered	1. Over 2 years 2. 18-24 months 3. 12-18 months 4. 6-12 months 5. Under 6 months
Delivery Cost	Cost of model's implementation project (whether change management, HR, IT, project resources, or any other costs)	1. Over £10m 2. £5m-£10m 3. £2m-£5m 4. £1m-£2m 5. Under £1m

Criteria	Considerations	Indicative Ranges
Equalities Impact Assessment (EqIA)	The model will have considered protected characteristics for all potential users.	Pass/Fail - This has a pass/fail, rather than an indicative range. That is, evidence will be provided for each model as to if/how it complies with requirements for protected characteristics. A full EqIA will also be developed as part of the Full Business Case for the preferred model.
Operational Costs	For example, IT licences, office space provision	<ol style="list-style-type: none"> 1. Operational costs related to student support 130% of status quo or higher 2. Operational costs related to student support 110% of status quo or higher 3. Equivalent to status quo 4. Operational costs related to student support 90% of status quo or higher 5. Operational costs related to student support lower than 90% of status quo
Staffing Costs	Net increase of full staff, including "on costs"	<ol style="list-style-type: none"> 1. Staff costs related to student support 120% of status quo or higher 2. Staff costs related to student support 110% of status quo or higher 3. Equivalent to status quo 4. Staff costs related to student support 90% of status quo or higher 5. Staff costs related to student support lower than 90% of status quo
Dependencies	Dependencies of the model to be implemented. Examples could include procurement of a new system, or realignment of existing estates (e.g. for providing private or more group spaces).	There is no indicative range for this, but the outline business case will list all dependencies identified during consultation that could delay or prevent the model being successfully implemented.
Change Management	The complexity and degree of change management required to deliver the model.	This would be a RAG status dependent on the necessary commitment and appetite for change within the University management structures.

6.4. Evolved Model

Based on the themes of feedback collected from students and staff over the consultation period, and the insights gained through the review's current state assessment, research and field trips to other institutions, an evolution of the proposed models has emerged. This evolved model recognises the importance of the academic – student relationship and the benefit of creating discipline-orientated communities of staff and students. It draws out the importance of better resourced and more specialised Professional Services roles at a more local level, as well as greater integration of well managed and supported peer schemes.

We recognise that this evolved model, to be implemented at a School / Deanery level, is part of a broader 'eco-system' which supports the students' experiences of the University, including, but not limited to, centrally delivered services (e.g. Careers and Employability, Student Counselling, ResLife), student-led activities (e.g. Students' Association, Sports' Union, Student Societies) and enhanced central transactional services (e.g. EdHelp and student timetabling projects).

The evolved model allows for justifiable variance depending on the student's place, stage, subject and mode of study in accordance with the project's Design Principles.

Our ambition is that the student is recognised as a partner in an inclusive learning community, who is proactively supported over the course of their transition into and through their studies to become personally accountable for their own learning and development, becoming well prepared and equipped to navigate their future as graduates of the University of Edinburgh.

The relationship students have with staff will be threefold:

- The **Programme Director and Cohort Lead** roles which are focussed on the student's programme of study (with a programme director responsible for one or more aligned clusters of programmes, and cohort leads responsible for sub-sections of larger programmes). These roles will be responsible for developing an academic vision for the programme, creating a sense of cohort belonging, encouraging students to reflect on their development, leading on induction and transition activities throughout the programme, amongst other tasks. These roles would typically be performed by a member of academic staff teaching on that programme and activities would typically be undertaken with groups of students.
- Students and staff will be supported by an enhanced Professional Services **Student Experience Team** (or Student Advice and Guidance Team) as part of each School / Deanery's Student Administration and Support function, comprising roles focussed on enhanced course and programme advice and guidance, wellbeing, professional and academic and study skills development, with such functions potentially introduced or enhanced to varying extents based on justifiable variance across the Schools / Deaneries. Within this team, each student will have a named Advisor.
- **Recognition of the role teaching teams** (including but not limited to Lecturers, Course Organisers, Teaching Assistants, Lab Tutors, Studio Tutors, professional practitioners) play in supporting students to transition into and through their studies both within and alongside the taught curriculum. Time released from personal tutoring tasks might be repurposed towards, for example, recalibrating the job description and workload allowance of the Course Organiser to create additional space for developing course materials or supporting those teaching on the course. Alternatively time could be repurposed to reconfiguring

courses to create enhanced opportunities for working closely with students in the discipline, potentially one to one or in small groups, with appropriate workload allowances, and building on examples of excellent educational practice across the University and beyond. This could include, for example, use of ongoing reflective activities, reshaping of assessment and feedback practices to allow for more opportunities for formative discussion, and involvement of practitioners in the taught experience, recognising that these activities may be carried out by a variety of colleagues and members of the broader UoE community, working alongside, amongst others, those in academic Cohort Lead roles.

Working alongside these staff structures:

- We will build on the already well-established **Peer Assisted Learning and Support schemes (PALS)** delivered across the university, embedding these as part of the student's wider support and development network.

These four aspects represent a baseline that should be applied consistently across all Schools / Deaneries. Over and above this, Schools / Deaneries may choose to apply local innovations to their education provision based on the local context. It is expected that each School or Deanery will develop a blueprint for how local innovations in education are applied and justified within their context.

Academic Programme Leadership

Cohort Lead (Academic) Role

- Every programme of study has a Cohort Lead. In some Schools / Deaneries, the role of Programme Director already exists, particularly for PGT Programmes.
- This role may be shared across large programmes, or have responsibility for clusters of aligned, smaller programmes. For larger programmes, there may be groups (or deputies) and this role could be split across years or clusters of programmes. Joint Degree programmes will also have named Cohort Leads with clearer accountabilities for Joint Programmes, and an opposite number in other Schools with whom their Programmes are delivered.
- This role will be responsible for welcome, induction and transition activities, facilitating activities and events which promote a sense of belonging to a learning community of students and staff, and having a leadership role for the taught programme.
- Cohort Leads will have oversight of the programme structure and an overview of the degree curriculum. They will ensure compliance with external accreditation bodies where appropriate, working closely with other Cohort Leads where this role is shared or split
- The Cohort Lead will encourage students to reflect on their development and transitions through their studies, supporting them to become more personally accountable for and increasingly independent in their learning.
- Cohort Leads (and where relevant, their deputies or other Cohort Leads) will be involved in transition support and core teaching activities at the beginning of a student's programme (e.g. part of UG first year core course teaching team, or Semester 1 teaching for PGT). They will also play a key role in a student's transitions through their degree programme.
- Typically, Cohort Lead's interactions with their students would be through group based activities. However, workload allocation for the Cohort Lead role will allow some capacity for

individual student interactions without this role being the anticipated first point of contact for student one-to-one meetings.

- Recommended workload between 150 to 250 hours (just under 0.1 to 0.16 FTE) per Cohort Lead with the number of Cohort Leads per School / Deanery to be calculated based on the ratio above. This indicative WAM is subject to further detailed business planning.
- Colleagues in this role would typically be at grade 8 or above and would have received accreditation as a Fellow of the Higher Education Academy or be working towards this.
- Transitional impact:
 - The Programme Director role already exists in parts of the university at PGT level (albeit not consistently)
 - In some areas of the University, in particular at UG, variations of a Cohort Lead role exist (e.g. Year Coordinator) however it is anticipated this would be a new role in many areas of the university, with aspects of this work currently undertaken, variously, by PTs or Subject area Directors of Teaching.
 - Sustained excellence in the role would be an important indicator for a promotion case, in relation to ‘excellence in developing student education at the University’¹

Senior Advisor of Studies (possibly retaining title ‘Senior Tutor’)

- This role will act as an escalation point to support students in complex cases, including cases relating to e.g. interruptions of study, support for study, working closely with Wellbeing Advisor, Cohort Leads, Student Experience leads and relevant Director(s) or Deans of Learning and Teaching in the School / Deanery and College offices respectively and central services.
- This role will work with School Wellbeing Adviser to manage ongoing complex cases through School / Deanery-based case management committee; seeking advice and sharing best practice with University or College level group.
- It is expected that this role will forge strong relationships within the School / Deanery with Head of School; School Director of Learning and Teaching, School Director of Joint Degrees (where this role exists), Peer support teams, Wellbeing advisor, Student Experience leadership in the School / Deanery. Beyond the School / Deanery this role will work closely with College offices and central services, e.g. Counselling, Student Disability Services.
- This role works with Cohort Leads and the Student Experience team to provide expert advice and support on matters relating to student support where required, and will understanding of all codes and regulations relating to taught students, along with having a high degree of familiarity with the various academic, professional and wellbeing support services on offer in the School / Deanery and across the University.
- Transitional impact:
 - This role is very similar to existing Senior Tutor role which is working well.
 - In some Schools / Deaneries the work with a local case management committee and central group will be a new dimension to the role.
 - The relationship with the Wellbeing Advisor will also be a new dimension in most cases.

Teaching Teams

- Enhanced workload allowance to recognise enhanced meaningful contact with taught students outside formally timetabled hours. Time could be created through changing ways of assessing (e.g. reduction in number of assessments to create time for in-person feedback) and / or wider curriculum review. As in the evolved model of support, not all academic staff will be undertaking personal tutor work as previously required, time released from this

historic role will allow for enhanced and more meaningful teaching contact and engagement, whether in person or digitally-enabled.

Peer Assisted Learning and Support (PALS)

- Peer tutoring exists in many different forms and there is clear evidence that it can be effective and is highly valued across the sector (Topping, 1996)ⁱⁱ. Peer tutoring and mentoring can contribute to developing an institutional ethos supporting student's wellbeing (Stones and Glazzard, 2019)ⁱⁱⁱ.
- We can build on what are already strong initiatives throughout the institution, including student-led infrastructures (Edinburgh University Students' Association).^{iv}
- In vocational programmes, for instance medicine, focussed peer-teaching can work effectively, enriching the learning environment, and participating student-teachers benefit academically and professionally longer term (Yu *et al* 2011)^v.
- We will more formally embed these as part of the student's wider support and development network.
- All Senior Student Leader roles should be paid and provided with more consistent management and supervision from the Academic Programme Leadership and Student Experience team.
- PALS leaders and their teams will work in close collaboration with Cohort Leads, Academic and Study Skills Advisors (where such roles exist), and colleagues within the Student Experience team, to provide peer-to-peer support, for both academic development and issues relating to transitioning and acclimatising into and through university life.
- Evidence supports the argument that Peer schemes enhance the student's sense of belonging and wellbeing, increase student's academic confidence, and, for the student leaders, develops skills in relationship building and confidence in interacting with more senior colleagues, and appreciation of the impact their contribution is making to the on-campus experience.
- The anticipated skillset for recruitment into Senior Student Leader roles will be:
 - Strong written and spoken communication skills
 - Confident in communicating and working with peers and university staff
 - A well-developed, autonomous learning style
 - Ability to prioritise and initiate a work plan, meet deadlines and work, at times, unsupervised
 - Initiative and judgment to resolve day-to-day problems independently
 - Non-judgemental attitude, approachability and an interest in supporting students
 - Enthusiasm for supporting skills development in others and promoting and developing new ideas and initiatives
 - A desire for personal development.
- Transitional impact:
 - Six Schools across the University already have paid Senior Student Leader roles, therefore there will be a transitional impact and cost to introducing these across all schools
 - There is a large variance in how the current paid roles are managed and supervised, which will be improved by greater consistency and explicit description of where and how these roles are managed.

Student Experience team / Student Advice and Guidance team

Within each School / Deanery, a Student Experience (or Advice and Guidance) Team will be created as part of the Student Administration and Support function.

The Team will be responsible for leading post-acceptance and on-programme communications, pre-session support, and the mechanics of induction and integrating a student onto their Programme of studies. They will work closely with the Cohort Lead(s) to ensure each student is supported in their studies, making use of analytics and technology when possible / appropriate. They will fulfil University legal requirements in relation to students, e.g. monitoring of Tier 4 students. Management and coordination of localised peer support activities will sit within this team. They will act as a point of contact between Schools / Deaneries and the University's central services, e.g. Student Disability Service, Residents Left etc.

It is anticipated that due to the pace of technological and structural change in the sector and beyond (for example increased transparency of programme and course information and a shift towards digital automation and self-service) the need for some of these functions may evolve or diminish over time.

Within this team we will have the following functions (which are not necessarily separate roles) and will have sufficient cover and operating hours such that a student will have more consistent and reliable access to support, advice and guidance:

- **Teaching Office Advisors**, professional services colleagues with experience and expertise in advising students on course selection, concessions, extensions and Special Circumstances, Authorised Interruptions of Study, progression, transfers and regulatory issues, working in close partnership with the Cohort Lead(s) and Senior Tutor where necessary. This role will be the student's initial point of contact when joining their programme of studies, supporting the Cohort Lead through induction and integration, and will remain the first point of contact for students throughout their studies.
- Baseline skillset required to fulfil this function:
 - Diplomatic and empathetic communication and interpersonal skills for group and individual interactions with both colleagues and students
 - Ability to develop knowledge of UoE Degree structure, Taught Assessment Regulations and student related policies
 - Ability to develop knowledge of University's Student Support ecosystem
 - Adaptable and flexible problem solver
 - Appreciation and adherence to professional boundaries
 - Ability to handle sensitive and personal information with tact and confidentiality
 - Facilitation and presentation skills, needed to undertake group activities both in person and online.
- Enhanced skillset required to fulfil this function:
 - Ability to develop subject specific knowledge
 - Ability to exercise professional judgement and prioritise competing demands on your and team members' time appropriately
 - Strategic thinker with the ability to plan effectively.
- Transitional impact / extent of change:
 - Training and development requirements / recruitment required with regard to L&D skills, coaching skills; digital literacy; stakeholder relationship management; influencing skills

- Roles operating at UoE grade 6-7 depending on complexity of programmes supported, extent to which specialist expertise is required, extent to which people and / or process management is undertaken
- **Teaching Office Administrators** will support Learning and Teaching activities within the School / Deanery and may take on additional tasks within the evolved model of student support. They will work closely with the Student Experience team "advisors". Indicative tasks undertaken by these roles will include:
 - Transactional student administrative tasks; e.g. registration of students on courses
 - Administration of taught courses; e.g. course materials, timetabling, feedback
 - Administration of assessment (coursework and examination) and Board of Examiners
 - Administration of student community activities; e.g. Student Staff Liaison Committee, student events
- Baseline skillset required to fulfil this function:
 - Experience in an administrative, customer-focused role requiring self-organisation;
 - Initiative and judgement to resolve many day-to-day problems independently with a pro-active approach to seek out information;
 - High level of accuracy and attention to detail;
 - Strong digital literacy including Microsoft Office (e.g. Word and Excel), databases, email and use of the internet with the ability to adapt to new systems and tools;
 - Ability to quickly absorb and then to implement (and / or to ensure adherence by others to) appropriate policies and procedures;
 - Ability to plan and prioritise, work independently, and also as part of a team;
 - Strong organisational skills;
 - Excellent interpersonal, communication and customer service skills;
 - Good numeracy skills.
- Transitional impact / extent of change:
 - This is an evolution of the existing roles within Schools / Deaneries with minimal impact on existing roles.
- Within this Student Experience Team, 'Advisor' roles focused on supporting student's wellbeing, personal and professional development will deliver activities both proactively and in response to particular need, in groups and individually, and working in close partnership with the Cohort Lead(s). These roles will have experience of coaching skills, advice and guidance, responding to individuals in distress, and working in partnership with relevant other areas of the institution. These functions will be responsible for delivering and coordinating centrally driven activities such as skills and reflection awards.
- The extent to which these 'Advisor' roles may be responsibilities merged into one or several job descriptions will be determined during the Detailed Design phase of the project. There are scenarios whereby the Academic and Study Skills Advisor role, Teaching Office Advisor role, and Development Advisor role may be blended; similarly, there are scenarios whereby Development and Wellbeing Advisor roles are blended.
- **Wellbeing Advisors** will fulfil a pivotal role on local case management groups supporting more complex student wellbeing cases, and will contribute to institution-wide communities of practice / best-practice sharing networks, with professional development supported through the Student Wellbeing Service. This function will develop and deliver group and individual activities with students, working closely with the Academic Programme Leadership, teaching teams, Peer teams and broader Student Experience team.
- Baseline skillset required to fulfil this function:

- An understanding of wellbeing, mental health and other issues which may be common in a student population. This should include an understanding of the impact of mental health problems on a student's capacity to engage with all aspects of university life
 - Excellent interpersonal skills - remaining calm under pressure, being able to provide a safe space for students in distress
 - Excellent active listening skills
 - A good understanding of a broad range of wellbeing and mental health risks that can impact on studies and wider experience of university students
 - Knowledge of and sensitivity to the complex areas of student wellbeing
 - Understanding of professional boundaries and the ability to set boundaries within a professional role
 - Ability to prioritise workloads in face of conflicting demands
 - Excellent written communications skills
 - Ability to build community within a university setting
 - Provision of support and sign-posting function for students with wellbeing enquiries, advising with reference to University resources, policy and procedures
 - Demonstrable skills in assessing needs
 - Sound analytical and pragmatic problem-solving skills
 - Constructive team player, demonstrating ability to work collaboratively
 - Working knowledge of equality legislation and good practice
- **Advanced skillset:**
 - Supporting students in decisions on suspension, withdrawal, giving them access to specialist support such as financial (working closely with Teaching Office Advisor)
 - Undertaking assessments and offering signposting for students to support their academic progression
 - An understanding and experience of delivering staff training and offering a reflective listening service for staff
 - An understanding of how best to design and deliver education programmes on mental health and wellbeing.
- **Transitional impact:**
 - Training and development requirements / recruitment required with regard to understanding boundaries, more specialist mental health awareness, and designing / delivering education programmes around mental health and wellbeing
 - Roles operating at UoE grade 6-7 depending on complexity of programmes supported and volume of students supported, extent to which specialist expertise is required, extent to which people and / or process management is undertaken
 - Potential cost impact: increase from UE05 roles in existing SSO in some schools to greater number of UE06.
- **Academic and Study Skills Advisors**, where these roles exist, will work with students, academic staff, peer teams and others to support student learning in a range of ways. It is recognised that this function exists already across a number of disciplines and is something to be built upon and enhanced, not necessarily a newly introduced role. Based on the diverse roles which currently exist in the institution and elsewhere, these roles may include: Supporting academics to embed academic literacies, study skills in the curriculum, (e.g. adapting generic resources); delivering study/academic/writing skills to students outside credit bearing courses (e.g. group sessions; 1:1; link to peer support); working alongside academic staff in relation to developing the curriculum, e.g. course design, teaching and assessment; other roles such as staff development, coaching, coordinating peer support.

Individuals in these roles would be supported by the Institute for Academic Development, supporting a community of practice in this area, including continuing professional development, resources, practice sharing, mentoring, evaluation and Scholarship of Teaching and Learning

- **Baseline skillset:**
 - Disciplinary knowledge as appropriate for the school.
 - Experience in supporting students and their development
 - Excellent interpersonal and communication skills and either have, or clearly demonstrate that they can quickly develop, the ability to talk and write with authority on the skills required for and obtained from study of the subject.
 - An understanding of the challenges and opportunities which arise from having a diverse student body, and an enthusiasm for operating within such a context.
 - Demonstrate a high level of initiative, flexibility and confidence to solve problems independently on a daily basis.
 - Digital skills, including the ability to design and create web pages and publications, or the ability to demonstrate the ability to quickly acquire such skills.
- **Enhanced skillset**
 - Doctoral degree in the discipline
 - The ability to undertake appropriate research and to present and implement associated proposals for change
- **Transitional impact**
 - As first step, work will be needed to map current roles and activities and benchmark with other institutions, developing a matrix which could be used to support and develop colleagues in these roles currently and work with Schools to consider future staffing requirements, in conjunction with ongoing projects of curriculum review. May provide opportunities to support more consistent approaches to grading, opportunities for promotion and a clearer career structure for these sorts of roles, and more coherency and consistency for students.
- **Development Advisors**, where these roles exist, will allow personal and professional skills development to be integrated to a greater and more consistent extent across the taught curricula and student experience. These posts will be embedded within the Schools / Deaneries and work in close partnership with, or as an extension of, the Careers and Employability Service. It is recognised that this function exists in several Schools however others may choose to enhance links with their Careers Consultant to integrate this support into the taught experience.
- Within Schools / Deaneries Development Advisors will work in collaboration with a range of colleagues; e.g. Cohort Leads to ensure activities are well-aligned with the curriculum, Academic and Study Skills Advisors and Wellbeing Advisors on skills development. Activities will be congruent with the programme's structure, support students to reflect on their skills development and encourage students to be aware of the opportunities to use Higher Education as a transformative experience. This function will allow for the delivery of activities both within course content, and as standalone opportunities, both in a group and peer-led setting, and individual discussions.
- **Baseline skillset required to fulfil this function:**
 - Solid understanding of the (graduate) labour market and the context in which students approach these opportunities
 - Digital fluency in order to engage in and develop materials and interactions via digital channels
 - Diplomatic and empathetic communication and interpersonal skills for group and individual interactions with both colleagues and students

- Facilitation and presentation skills, needed to undertake group activities both in person and online
- Appreciation and adherence to professional boundaries
- Ability to handle sensitive and personal information with tact and confidentiality.
- Enhanced skillset required to fulfil this function:
 - Proven relationship and stakeholder management skills, operating both within the HE environment and with external stakeholders
 - Skills in careers advice and guidance and / or learning and development / coaching accreditation (level of qualification and experience differentiates between baseline and advanced)
 - Ability to exercise professional judgement and prioritise competing demands on your and team members' time appropriately
 - Strategic thinker with the ability to plan effectively.

6.5. Evaluation of Models

Evaluation Criteria

Criteria/Model	Status Quo	Purple	Orange	Blue	Evolved
<i>Support and guidance structures, roles and responsibilities will be clear for all involved.</i>					
1.1 Support structures will be clear for all involved.	2	3	3	3	4
1.2 Model will provide mechanisms to ensure that no student will 'fall between the cracks'.	2	3	2	2	4
<i>The system will be people-focussed, easy to access and support the development of inclusive communities of staff and students; appropriately recognising and developing individuals.</i>					
2.1 Students can build ongoing relationships with one or more members of staff who is concerned with helping the student get the most out of their studies.	2	3	2	2	3
2.2 Staff are trained, equipped, rewarded, valued and developed in order to provide support to students. Time is protected for this work, while academic time overall is released for teaching and research.	2	3	3	3	4
2.3 Support is delivered individually, in groups and through greater integration into the student's taught experience	2	3	3	3	4
<i>Students will benefit from reliable and equitable access to a high standard of support.</i>					
3.1 Students will have access to consistent and reliable provision of support.	2	3	3	3	4
3.2 Quality of support will be consistently high for all students.	3	3	2	3	4
<i>Students and staff will benefit from support structures that adapt to diverse routes to studying and continually emerging modes of delivery.</i>					
4.1 Students will have provision of support that suit their mode of study.	2	2	2	3	3
4.2 The model will be flexible enough to meet needs of current and future student profiles.	3	2	2	3	4

Management Context

Key figures for each model:

Criteria/Model	Purple	Orange	Blue	Evolved
Buy-in/ Acceptance - Students	4	2	3	4
Buy-in/ Acceptance – Staff	3	2	3	4
Delivery Timescale	4	4	2	2
Delivery Cost	5	4	3	3
Equalities Impact Assessment (EqIA)	Y	Y	Y	Y
Operational Costs	3	3	2	2
Staffing Costs	2	3	1	2
Dependencies	TBC	TBC	TBC	TBC
Change Management	Amber	Amber	Amber	Amber

NB Staffing and Operational Costs grades are provisional subject to finalisation of Outline Business Case, and are purely indicative at this stage.

6.6. Scoring Rationale and Evidence

A detailed rationale for each of the scores above is included in **Appendix A** below.

7. Implementation Project Overview

7.1. Project Strategy

SA&S Programme Vision is:

To place students and staff at the heart of an excellent student administration and support environment providing a consistent and digitally enabled service across our university.

7.2. Implementation Approach

The project will take a phased approach to implementation:

- Phase 1 – Planning, detailed design, impact analysis and engagement
- Phase 2 – Preparation, recruitment, documentation, IS and policy changes
- Phase 3 – Piloting and initial transitions
- Phase 4 – Complete transitions, embedding and closure

8. Benefits Management

The following key non-financial benefits and measurement approaches have been identified:

Benefit	Description	How it will be baselined	How realisation will be measured	Benefit Owner	Related Evaluation Criteria
Named Contact	The student has a clear named contact within dedicated Student Experience team (SET).	Identify average number of PT each student has had.	Long-term: Average number of named contacts for each student. Medium term: Survey SET to review impact of changes of named contacts.		Clear Support Process (1.1) Relationship Focus (2.1) Communities (2.3)
Clarity of belonging to a Cohort of Students	Cohort Leadership role provides leadership and sense of belonging to a cohort.	NSS and PTES survey responses to questions related to community. QA reports e.g. TPR and PPR SR&A conversion rates from UG to PGT D&A reporting from students into active alumni engagement	Long-term: Improvements in NSS and PTES community questions (including focus on OL students) QA reports e.g. TPR and PPR Retention of graduating students into university community (e.g. return for further study, engagement in D&A activities)		Clear Support Process (1.1) Relationship Focus (2.1) Communities (2.3) Responsiveness (4.1)
Staff signposting/communications	Creation of SET providing clarity for point of contact for sharing information. Improved internal communications.	Feedback from Communications & Marketing teams identifying issue with sharing information	Updated feedback from those teams.		Clear Support Process (1.1)
Student engagement and Attendance Monitoring (SEAM)	Proactive use of SEAM data by SET allows targeted interventions.	Inconsistent approach to use of SEAM data.	Record of interventions to demonstrate SEAM data used to reduce risk of students "falling between the cracks".		Reach (1.2)
Academic Time	Academic time will (net) be released to teaching and research.	Existing WAM allocation to PT work.	Reduction in PT work (offset by Programme Lead WAM allocation)		Recognition and Reward (2.2)
Wellbeing Specialism	Reduction in staff (academic and professional services) reporting feeling insufficiently trained / recognised to deliver wellbeing support to students.	Analysis of Staff Engagement survey comments.	Analysis of Staff Engagement survey comments. Review of staff Annual Reviews.		Recognition and Reward (2.2)
Cohort Lead Recognition	Academics working as Cohort Leads feel recognised in career terms as a leadership development role.	Citizenship / Leadership and Management activities not consistently recognised in academic Annual Reviews.	Cohort Lead role built into standard Annual Review discussions contributing towards promotion.		Recognition and Reward (2.2)
Professional Services Equity, Specialism and Training	Specialist roles for wellbeing, and academic advice and guidance (with related training) will feel greater sense of career opportunities for advancement.	Ratio of professional services staff by promotion to a different school:current school.	Ratio of professional services staff by promotion to a different school:current school.		Recognition and Reward (2.2)
Peer support	Levels of co-ordination and integration of peer support improved by provision of peer support leads.	In schools without paid senior student leaders, feedback from students / volunteers to Students' Association.	Review efficacy of paid senior student leaders with individual school SETs.		Communities (2.3) Flexibility (4.2)

Benefit	Description	How it will be baselined	How realisation will be measured	Benefit Owner	Related Evaluation Criteria
Joint Programmes	Students on joint degree programmes have improved consistency of support structures and greater sense of belonging to a supportive community of learners with identifiable academic leadership.	NSS feedback from joint degree students on lack of clarity and consistency across schools.	Review of NSS feedback from joint degree students.		Consistency of Support (3.1)
Consistent Standards	Provision of trained and resourced SETs allows greater consistency of access (including referrals from central services) for students to receive reliable quality support.	Feedback from central services on ease of contacting appropriate individuals in schools.	SET records of referrals from other services.		Consistency of Support (3.1) Reach (2.1) Quality of Support (3.2) Flexibility (4.2)

9. Risks, Assumptions, Issues and Dependencies (RAID), Scope and Constraints

9.1. Project Risks

Only the top risks associated with the implementation of the preferred model (i.e. up to go live) are recorded below.

Risk	Description	Owner
Timescales	Because the implementation of SSPT will be merged with Future State, and because the transition to the new model will need a plan tailored to each School / Deanery, there is a risk that the proposed timescales, even with phasing, are too short to complete transition for all Schools / Deaneries on schedule.	SA&S Programme Board
Costs and Timescales	Because there are a number of different models currently in operation across the university, and a number of strong views on the best way forward, there is a risk that it will not be possible to reach consensus on the approach to be taken, and that adoption and implementation of the new model will be delayed either universally or in individual Schools / Deaneries.	SA&S Programme Board
Implementation Budget	Because there is an SA&S Programme blueprint budget for implementation, there is a risk that actual implementation costs rise during the implementation project, and exceed the funds available to provide all resources required to implement the preferred model.	SA&S Programme Board
Release time for training	Because the new model will require staff training, there is a risk that releasing their time from business as usual activities will not be possible	SA&S Programme Board
IS Impact Analysis	Because there an analysis of impact on information systems included in the scope of Phase One, there is a risk that there is significantly more development work required on existing systems (e.g. SITS / EUCLID) than currently estimated.	SA&S Programme Board
Schools / Deaneries Impact Analysis	Because Phase One includes a period of analysis with Schools / Deaneries of the impact for them individually of the new model, there is a risk that the assumptions in s10 for costs are incorrect.	SA&S Programme Board
Staff Experience Action Plan	Because the Staff Experience Action Plan will be reviewing staff workload, there is a risk that the model proposed conflicts with those changes.	SA&S Programme Board
Student Communication	Because the project will be making substantial changes to the support relationship between students and the University, there is a risk that those changes are not adequately communicated to students, causing confusion and disruption.	SA&S Programme Board
Change Management	Because the implementation makes parallel changes to both academic and professional services support of students, there is a risk that resistance to change management will lead to delay or failure of the implementation on schedule.	SA&S Programme Board

Risk	Description	Owner
Consistency of Model Application	Because the implementation of SSPT will be merged with Future State, and because the transition to the new model will need a plan tailored to each School / Deanery, there is a risk that the evolved model will not be able to be implemented to a consistent standard across the University.	SA&S Programme Board
PT Phasing	Because the project is removing the role of PT, there is a risk that student support will be disrupted for students in the middle of multi-year degrees. This may require mitigation by phasing out existing relationships between students and PTs, even after the new model is implemented.	SA&S Programme Board
Curriculum Review	Because a Curriculum Review project is being initiated, there is a risk that changes recommended by that project could affect academic time, or workload allocation.	SA&S Programme Board

9.2. Assumptions

Key Assumptions are:

- See costs in s10

9.3. Issues

No issues identified, provided Business Case approved.

9.4. Dependencies

The initial key dependencies are described below. As part of project initiation, a dependencies log will be created.

Dependent Project ('gets')	Delivering Project ('gives')	Dependency Description	Impact (H,M,L)
SSPT Implementation	Student Experience Action Plan (STEAP)	Critical dependency on STEAP project to deliver revised reward and recognition framework for new roles/skillsets proposed within the SSPR evolved model. If this is not approved, roles/skillsets can be put in place but very high risk/near certainty that staff will not move to those roles/skillsets, due to a combination of legitimate concerns over career limitation and additional responsibilities not being rewarded.	H
SSPT Implementation	SA&S Future State	Data validation work for implementation of SAS Future State will need to be co-ordinated very carefully with that for SSPT Implementation.	H
SSPT Implementation	SA&S Future State	Resourcing model for SSPT project will not cover all Future State implementation. It is a critical dependency that Future State implementation resources additional to those defined in this paper.	H
SSPT Implementation	Staff Action Plan	Affects reward and recognition of academic and professional services staff.	H

Dependent Project ('gets')	Delivering Project ('gives')	Dependency Description	Impact (H,M,L)
SSPT Implementation	Estates	Physical spaces for new roles will be available.	H

9.5. Impact

Equality Impact Assessment (EqIA)

An EqIA is required regarding the impact on policy and process changes. This will be developed during the implementation project, during Phase One planning, in line with the agreed People Transition Strategy. It will continue to be developed and maintained throughout the implementation project.

Data and Privacy Impact Assessment (DPIA)

A DPIA is required. This will be carried out during the implementation phase. Initial work has been completed. Engagement with stakeholders, including student association, will continue.

Both EqIA and DPIA documents will be finalised and approved before any School / Deanery transitions to the new model.

10. Costs and Budgets

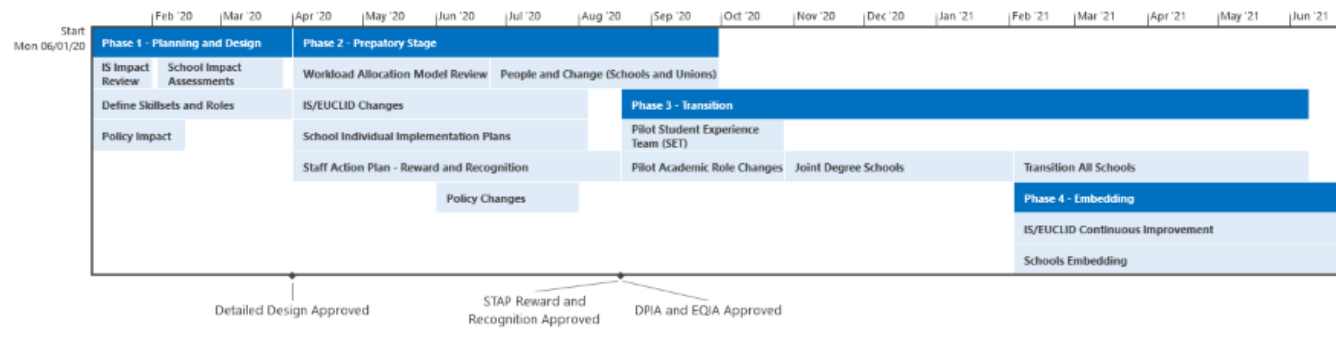
This section is not yet ready for sharing with programme board and university executive, and is still being worked on by project team.

11. Project Approach

11.1. Project Plan

Timeline

The timeline for the new support model implementation is shown below. This timeline will be updated once Future State implementation deliverables identified.



12. Governance and Assurance

12.1. Project Governance

As the implementation of the SSPT project will be merged with the implementation of the SA&S Future State project, and because Student Experience Action Plan funding is contributing to the implementation, it is recommended that dual accountability is established for this project. Accordingly, the governance of the implementation will be:

- **The SA&S Programme Sponsor and SEP Programme Director** - Responsible for establishing line management, project management, and support for methodology as well as operational guidance and support
- **SA&S Programme Board** – Given the scale of the SSPT and Future State implementation, there will be no intermediate Project Board, and this group will act as the primary governance body for the project management, implementation and planning, approving milestones, change controls, and budget as required. All escalated risks and issues from the project team will be raised to this group. However, as this group only meets approximately 6-weekly, it is critical that it is represented on the Implementation Working Group (see below). This group will have overall design of professional service student support report
- **Senate Education Committee (SEC)** – For the Academic support and advice elements of the implementation, the SEC will continue to act as a review body, and the project team will provide regular reports to them. To ensure that academic / College views are represented, members of the SEC will also sit on the Implementation Working Group

- **Implementation Working Group**

Function –

- This group will work closely with the project implementation team, with both formal meetings to make critical decisions (referring to SEC and SA&S Programme Board, as required), and direct engagement between members and the implementation team to ensure all relevant views are represented
- This group would build on the work done by the Design Group in the review project and support the Implementation Project Team. As it would be more implementation focussed than the SSPT review Design Group, the individuals from that group would not necessarily continue into the implementation group
- Provides oversight of work in line with agreed design principles, evaluation criteria and project plan
- Signs off scope, high-level plans, completed deliverables, provides recommendations to the SA&S Board and Senate Education Committee for approval
- Responsible for supporting the team to deliver the project objectives
- Responsible for communicating with key stakeholders across the University
- Provides operational support for the project, taking ownership of risk and support the mitigation of risk and the resolution of issues

Membership – Recommended roles

Role	Names	Comment	
Project Sponsor(s)	Colm Harmon Gavin Douglas	SA&S Programme Board liaison SEC liaison	
SEP Director	Barry Neilson		
Student VP representative(s)	TBC		
Senior Tutor – 1 per college	TBC		
Head of School – 1 per college	TBC		

Role	Names	Comment	
Head of Student Services – 1 per college	TBC		
SA&S Future State Design Lead	TBC		
IAD and / or Careers representative	TBC		
ISG Senior Supplier	TBC		
College Professional Services representatives	TBC		
Senior Design Lead	TBC		
Project Manager	TBC		

- **Implementation Project Team**

Role	FTE	Period	Comment
Academic Leads	0.6	January 2020-September 2021	3*0.2FTE representing all 3 colleges
Senior Design Lead	1.0	January 2020-September 2021	
Design Lead	1.0	January 2020-September 2021	
Senior Business Analyst	1.0	January 2020-September 2021	
HR Advisor	0.3	January 2020-September 2021	
Change Manager	1.0	January 2020-September 2021	
Project Manager	0.6	January 2020-September 2021	
Communications Lead	0.4	January 2020-September 2021	
SME/Future State Alignment	0.8	January 2020-September 2021	

Figure Error! No text of specified style in document. Project governance structure

Project reporting and management of risks and issues will be done via the IS project website <https://www.projects.ed.ac.uk/programme/sas>

12.2. Project Assurance

A number of controls are used to manage projects within the overall SEP Programme. These are available on request from the SA&S Programme.

13. Appendices

13.1. Appendix A – Scoring Rationale

Below is the detailed rationale for each score in the summary table for evaluation criteria and management context sections in s6.5.

Evaluation Criteria

1 – Strongly Disagree	2- Disagree	3 – Agree	4 – Strongly Agree
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Criterion 1.1 - Clear Support Process

<i>1.1 Support and guidance structures, roles and responsibilities will be clear for all involved.</i>		
Model	Score	Rationale
Status Quo	2	<ul style="list-style-type: none"> Based on the Current State Assessment, with the exception of a few individuals stating satisfaction with the current state around the role of PT's in particular, evidence clearly suggests a general lack of clarity in terms of roles and responsibilities for personal tutors, student support teams, roles within Professional Services etc. Inconsistencies of support structures and Professional Services staffing leads to confusion for students and other staff as to where to go with queries / concerns.
Purple	3	<ul style="list-style-type: none"> Clarity of student's initial point of contact gives reassurance Positive reception to named academic point of contact The clearer division of roles across a number of specified staff seems to relieve the confusion relative to the status quo in many areas of the University, albeit as with other models some feedback that the number of roles may be confusing
Orange	3	<ul style="list-style-type: none"> Some confusion and concern around roles, particularly who would be first point of contact for a student, albeit some feedback indicated it was clearer that the Teaching Office would be the first point of contact Lack of a peer to peer structure was particularly concerning Some feedback that this is a rename of the current structure and would be as confusing / inconsistent

<i>1.1 Support and guidance structures, roles and responsibilities will be clear for all involved.</i>		
Model	Score	Rationale
Blue	3	<ul style="list-style-type: none"> • More clarity around roles/responsibilities, wellbeing, advice and guidance roles and a peer support structure made this slightly more popular than the status quo • Some concern that number of different roles may be more confusing for students • A number of concerns raised re the perceived lack/loss of contact with academics
Evolved	4	<p>A student will have a clearly recognisable Cohort Lead, who will have been involved in recruitment activities, welcome and orientation, and will lead an identifiable cohort of students on the same, or closely aligned, programmes of study. This role will have opposite numbers in Schools / Deaneries with which Joint Programmes are delivered to ensure students on Joint Programmes have identifiable parallel structures in each of their Schools / Deaneries.</p> <p>Each School / Deanery will have a Student Experience team within their Student Administration and Support function, responsible for advice and guidance on programme and course choice and administration, and providing proactive wellbeing support, across UG and PGT Programmes. An Advisor in this team will be a student's first named point of contact, in the knowledge that there will be consistent and reliable access to support from the broader team in case the named contact is not available. The Student Experience team will manage post-acceptance, induction and integration, and on-programme communications with cohorts of students. This team will be the liaison point for other university services for information sharing (e.g. Students' Association, Communications and Marketing, Sports' Union). The Student Experience teams across Schools /Deaneries which deliver Joint Programmes will have clarity of contact with colleagues advising on and administering Joint Programmes.</p>

Criterion 1.2 - Reach

<i>1.2 Model will provide mechanisms to ensure that no student will 'fall between the cracks'.</i>		
Model	Score	Rationale
Status Quo	2	<ul style="list-style-type: none"> • Evidence from CSA suggests that due to lack of clarity around roles and responsibilities, students run the risk of falling through the cracks as they don't always know who to approach for support and there is an inconsistent approach to staff managing complex cases and / or sharing information where appropriate
Purple	3	<ul style="list-style-type: none"> • Single point of contact was deemed reassuring for the students • Concern that with number of other roles there is still a risk of students being missed
Orange	2	<ul style="list-style-type: none"> • Significant concern was highlighted around students getting lost and falling through the cracks, particularly in large schools • Concern that focus on group meetings may result in students not seeking support when needed
Blue	2	<ul style="list-style-type: none"> • Concerns related to the potential for students to fall through the cracks and the perceived distance this model creates between students and staff

<i>1.2 Model will provide mechanisms to ensure that no student will 'fall between the cracks'.</i>		
Model	Score	Rationale
Evolved	4	<p>The Student Experience Office will be responsible for transactional activities regarding monitoring engagement and attendance, and for reporting on engagement patterns. The Student Experience team will proactively and more consistently use this data to inform conversations and outreach to students, working variously with Academic Programme Leadership, the Wellbeing Advisor, the Teaching Office Advisor or other colleagues, within or beyond the school, as relevant.</p> <p>The introduction of Case Management Groups at a School / Deanery level to discuss particularly complex student cases will help ensure that possibly 'at risk' students are highlighted and support provided as relevant and by an appropriate member of staff. By introducing cohort-belonging from the outset, the intention is that students are helped to transition into and through their studies as part of an inclusive community (Stones and Glazzard 2019)^{vi}. The greater integration of peer support allows the model to reach students both through staff support and peer networks. The proactive focus on skills and wellbeing is intended to normalise discussions with and amongst students of the challenges they may face during their studies.</p>

Criterion 2.1 - Relationship Focus

<i>2.1 Students can build ongoing relationships with one or more members of staff who is concerned with helping the student get the most out of their studies.</i>		
Model	Score	Rationale
Status Quo	2	<ul style="list-style-type: none"> Some colleagues and students are satisfied with the status quo as they believe a meaningful and productive subject-specific relationship can be established with the student and that the proposed models lose this The CSA points to other areas of the university in which a meaningful relationship is very hard to maintain, with some students reporting not being recognised by their PT or the PT having limited recollection of their situation
Purple	3	<ul style="list-style-type: none"> Preferred to the status quo as there is an emphasis on an ongoing and preserved relationship between academic staff and students.
Orange	2	<ul style="list-style-type: none"> There is an onus with this model on students taking responsibility to form relationships with academic staff depending on areas of interest which may be quite intimidating and challenging
Blue	2	<ul style="list-style-type: none"> This model scored the lowest due to the perceived loss/lack of personal connection students have with an academic Some positive commentary on the relationships formed in the taught environment
Evolved	3	<p>The Cohort Lead will be an identifiable academic connection for cohorts of students. Students will have a named Advisor in the Student Experience team with whom they can build a sustained relationship. Relationships can be forged organically based on a student's own academic or developmental interests, which will be encouraged through recommended enhanced interactions and engagements within the taught courses, both in the taught environment and beyond.</p>

Criterion 2.2 - Colleagues appropriately developed and valued

<i>2.2 Staff are trained, equipped, rewarded, valued and developed in order to provide support to students. Time is protected for this work, while academic time overall is released for teaching and research.</i>		
Model	Score	Rationale
Status Quo	2	<ul style="list-style-type: none"> • A number of staff are providing support without the appropriate training and doing this without visibility, recognition or reward • Although carrying out these activities with the best of intentions, some staff are not necessarily best placed or sufficiently experienced to do so • The mandated nature of current PT meetings and time spent on transactional activities is often reported as a frustration.
Purple	3	<ul style="list-style-type: none"> • An improvement to the status quo as staff will be trained, motivated and rewarded for undertaking the role albeit concern at how viable this would be • Positive to take transactional activities away from academic colleagues to release their time • Perceived as a good division of labour across staff roles
Orange	3	<ul style="list-style-type: none"> • Academic time is released by the removal of transaction and administrative tasks • Potential for greater retention in Professional Services roles due to more specialised and recognised roles
Blue	3	<ul style="list-style-type: none"> • Academic time is released by the removal of transaction and administrative tasks • Greater recognition of the more specialised and better trained roles within Professional Services teams
Evolved	4	<p>The evolved model more clearly distinguishes and recognises the skills and activities which will be undertaken by different roles, notably removing transactional tasks from academic colleagues, thereby releasing time, and introducing more localised, specialised and proactive support for student wellbeing. The Cohort Lead role will be recognised as part of Annual Review discussions and contribute towards promotions based on excellence in student education criteria. Staff in the Student Experience team will be developed, managed and recognised more consistently for the higher value work which they will undertake. Senior Student Peer Leaders will be paid and provided with School / Deanery based management and supervision.</p>

Criterion 2.3 - Communities of support

<i>2.3 Support is delivered individually, in groups and through greater integration into the student's taught experience</i>		
Model	Score	Rationale
Status Quo	2	<ul style="list-style-type: none"> • Evidence from the status quo suggests that welcome, orientation, induction activities etc. are not sufficiently integrated into the curriculum or student support systems • A lot / too many of these meetings are also consumed by administrative and transactional activities

<i>2.3 Support is delivered individually, in groups and through greater integration into the student's taught experience</i>		
Model	Score	Rationale
Purple	3	<ul style="list-style-type: none"> • Peer support teams seen as a particular strength of this model • Recognition of the breadth of roles which form a community of support including the focus on proactive skills development • Mixed feedback on the utility of meeting students in groups
Orange	3	<ul style="list-style-type: none"> • Concerns about relevance and utility of mandated group meetings albeit recognition that this can be a good way to introduce students to each other • Significant concerns raised about absence of peer support structures • Value of relationships developed in the taught environment
Blue	3	<ul style="list-style-type: none"> • Strong emphasis on value of peer support and skills development • Administrative support from Professional Services team in helping Programme Leadership to build community • Focus on programmatic communities of learning with students helping each other out as required – students think in 'programmes' • Engagement in classroom recognised as part of support system.

Evolved	4	<p>The Cohort focus helps to address the concern that some students report feeling isolated and anonymous. Identifying with a programme of studies, with clear academic programme leadership and opportunities to interact with a cohort of students on the same or aligned programmes will facilitate the development of communities of support. This will also address issues raised in a draft paper commissioned by the Student Experience Action Plan reviewing students' 'sense of belonging'.^{vii} The Medical School provides a strong example of how strong academic, professional, personal and social cohorts are supported as a year cohort, which extends into the graduate and alumni community, with clear Cohort Leadership and the integration of professional mentorship through the involvement of Clinical Teaching Associates as part of their teaching teams.</p> <p>The enhanced engagement with the taught programme delivery and greater integration of skills development into the curriculum allows for support to be delivered as part of the student's taught experience. Time released from transactional interactions will allow for academic staff to engage with the students they teach, possibly through different approaches to providing formative feedback (e.g. in small group teaching activities [University of Edinburgh LEAF report 2019]^{viii}), or a re-imagining of 'contact' (e.g. 'a re-worked understanding of 'contact-time'... which takes account of student mobility, distance education and flexible patterns of study' [University of Edinburgh Near Future Teaching report 2019] ^{ix}).</p> <p>This builds on and recognises examples of excellent practice already in place across the University. For example, Biological Sciences have recently undertaken a curriculum review that seeks to embed wellbeing and resilience skills into their compulsory first-year courses^x. Currently being piloted prior to roll-out, this includes opportunities for regular reflective communication with academic staff in support roles, as well as normalising discussion of potentially difficult situations and clarifying routes to various other sources of support.</p> <p>There are other examples of good practice in pre-honours teaching that serve to enhance the staff-student relationship and help build the sense of academic community. In the School of Chemistry, first year tutorials are currently led by the students' Personal Tutors, a setting that allows regular contact and tutor/tutee relationship building during the crucial first phase of transition into the University and adjustment to the learning and teaching environment. The Business School's core first year course, Global Challenges for Business, utilises small group work projects, explicit development of core academic skills, reflection on transitions into University, and is supported by a team of academic lecturers, tutors, external practitioners and peer support teams. There is existing good practice in OL provision for example in Clinical Sciences MSc OL Programmes, where student and academic interactions are frequently based around synchronous online workshops and asynchronous discussions, through which expertise between peers is shared and enhanced.</p> <p>The Student Experience team will be responsible for communicating with cohorts of students throughout the student lifecycle, helping to forge a sense of belonging and community identity. Advisors within the Student Experience team will meet with students in groups and individually, depending on the context.</p> <p>Integrating Peer Support structures, for learning, skills and social transitions, is recognised as an impactful way of developing communities and confidence for both the peer leaders and the participants^{xi}, and the integration of peer support structures into the evolved model of support has been endorsed by staff in the Students' Association.</p>
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Criterion 3.1 - Consistency of support

<i>3.1 Students will have access to consistent and reliable provision of support.</i>		
Model	Score	Rationale
Status Quo	2	<ul style="list-style-type: none"> • Feedback suggests students experience inconsistent structures of support across the University • Students and staff report that students are sometimes misdirected or provided with unintentionally incorrect guidance
Purple	3	<ul style="list-style-type: none"> • Concerns raised around the ability of academics to provide consistent and reliable careers advice • Concerns that an Advisor of Studies may only be able to advise students based on their own discipline and not on outside courses • Perceived students : Advisor of Studies ratio was raised as a concern • Greater consistency by Professional Services staff undertaking progression and transfer activities
Orange	3	<ul style="list-style-type: none"> • Fragmentation of academic advice • Inconsistency of experience in the same way as current state due to the variability of Mentor • First point of consistent contact in the Teaching Office
Blue	3	<ul style="list-style-type: none"> • Easily accessible School / Deanery based specialised development advisors and wellbeing advisors would be welcomed as this would assist consistency of student support • Procedural and transactional elements undertaken by experts in Professional Services team to ensure consistency • Ability to respond promptly from a Professional Services team
Evolved	4	<p>The Cohort Lead role will be clearly defined so that students and staff have a more consistent expectation of the responsibilities of this role. Students on Joint Programmes will benefit from a Cohort Lead to create a sense of belonging to a more defined community of Joint Programme students, which in the current model is oftentimes lacking.</p> <p>Staff in the Student Experience team will have clearly defined roles and responsibilities, and will be well trained and supported in delivering these functions in a consistent and reliable manner. The staffing of such teams will ensure that there is consistent cover to respond to student queries in a timely way. A consistent structure for the Student Experience team will make referral into this team clear (e.g. from central University services such as Residence Life).</p> <p>The consistent structure within the Student Experience team provides clearer development pathways for colleagues in these roles, helping to retain skills and experience in these functions within the University and easing knowledge transfer between Schools / Deaneries.</p>

Criterion 3.2 - Quality of support

<i>3.2 Quality of support will be consistently high for all students.</i>		
Model	Score	Rationale
Status Quo	3	<ul style="list-style-type: none"> Concerns around perceived lack of consistency with regards to the recording and retrieval of quality support related data kept on University systems Wide range of issues relating to difference in quality of relationship and advice as reported by students and staff
Purple	3	<ul style="list-style-type: none"> Concern that the Advisor of Studies wouldn't be able to advise on anything outside their own discipline Quality would be dependent on the individual in the AoS role Concern that quality may be affected by breadth of AoS responsibilities
Orange	2	<ul style="list-style-type: none"> Concerns with what may reasonably be expected of a 'mentor' Reservations about quality of advice which might be expected from a Professional Services team
Blue	3	<ul style="list-style-type: none"> Enhanced Professional Services an improvement on current state Student development thought about holistically
Evolved	4	Fewer but more consistently trained, supported, managed and recruited colleagues in the academic leadership and Student Experience team functions will enable greater consistency and assurance of quality. The introduction of consistent structures of support across the University will better manage students' expectations of the nature of support and guidance offered. Enhanced quality interactions in the taught environment with course organisers and lecturers.

Criterion 4.1 - Responsiveness of support

<i>4.1 Students will have provision of support that suit their mode of study.</i>		
Model	Score	Rationale
Status Quo	2	<ul style="list-style-type: none"> Inconsistent provision and structures of support reported across different modes of study (e.g. UG, PGT, on campus, online)
Purple	2	<ul style="list-style-type: none"> Queried suitability / viability for OL programmes
Orange	2	<ul style="list-style-type: none"> Queried suitability / viability for UG entry level
Blue	3	<ul style="list-style-type: none"> Benefits for interdisciplinary programmes and OL Seen as more scalable

<i>4.1 Students will have provision of support that suit their mode of study.</i>		
Model	Score	Rationale
Evolved	3	<p>Focussing on the Programme of Studies as the cohort to which a student belongs recognises that students do not always first and foremost identify with the School / Deanery or the University. This may apply in particular to OL students whose only contact with the University is with their Programme of Studies, which reinforces the Programme as the identifiable unit.</p> <p>Evidence from student feedback mechanisms (including NSS and SSLC data) indicates that students on Joint Programmes currently do not always feel a sense of belonging to their nominal 'home' school. The Cohort Leadership role addresses this issue. Students will have a Cohort Lead in both their 'home' and their 'other subject' School / Deanery and there will be clear liaison between these roles and the Schools / Deaneries' respective Student Experience teams.</p> <p>PTES feedback from OL students indicates that OL MSc students see an opportunity for greater peer-to-peer support and the development of academic and learning skills (e.g. assessment literacy) which could be addressed by the evolved model's integration of peer activities and the enhanced interactions with lecturers through course teaching.</p> <p>The Cohort Lead role can apply equally to an online and an on-campus programme. The extent to which students interact directly with colleagues in the Student Experience team may differ however Cohort Leads would be provided with consistent support from this office.</p>

Criterion 4.2 - Flexibility of support

<i>4.2 The model will be flexible enough to meet needs of current and future student profiles.</i>		
Model	Score	Rationale
Status Quo	3	<ul style="list-style-type: none"> • Feedback indicates that some students perceive the current structures to be unrepresentative and less inclusive of diverse student profiles • The extent to which transitional activities to support students into and through their studies is inconsistent and often targeted at particular groups who are perceived as needing extra support
Purple	2	<ul style="list-style-type: none"> • Feedback largely around the peak points in the academic year when support is needed
Orange	2	<ul style="list-style-type: none"> • Concerns raised that not all students are yet ready to be personally accountable for own learning and therefore reticence about how well this suits all profiles of students
Blue	3	<ul style="list-style-type: none"> • Feedback indicated this model may work well for increasing numbers of online and / or interdisciplinary Programmes which the university may develop in the future

4.2 *The model will be flexible enough to meet needs of current and future student profiles.*

Model	Score	Rationale
Evolved	4	<p>Since the introduction of the current PT system, the University's taught student numbers have grown considerably, and concurrently the diversity of our students has increased. The focus on the one-to-one relationship has become more challenging as staff have needed to become aware of and sensitive to a broader range of complex needs and life experiences which are increasingly apparent amongst the student body.</p> <p>By introducing dedicated Professional Services roles focussed on proactive and more locally delivered advice and guidance, the evolved model is able to be more responsive to current and future student needs.</p> <p>The University is developing an increasing number of interdisciplinary programmes (e.g. at Postgraduate Taught level through the Bayes Institute and Edinburgh Futures Institute) whereby students may not have an obvious 'home' school. The Programme as the cohort and academic leadership with which the student can identify helps to address these issues.</p>

Management Context

Buy-in/ Acceptance - Students

<i>A criterion to assess whether proposed model likely to meet resistance from students</i>				
Model	Score	Rationale		
Purple	4	One point of contact retaining close contact with an academic member of staff who has been selected and well supported to undertake this role. Appreciation of strengthened wellbeing focus, skills development and peer support.		
Orange	2	Concern that not all students would pre-actively engage in this kind of support model and has the potential for less pro-active students to fall between the cracks. Concern at absence of peer networks.		
Blue	3	Appreciation of more robust localised Professional Services support in particular with regard to wellbeing, and appreciation of programme identity; some concern that students may be confused by number of roles. Some concern at perceived distance from academic staff.		
Evolved	4	Single named point of contact in well trained and recognised Teaching Office Advisor role, which sits as part of a broader Student Experience Team to ensure more consistent access to support if needed; Cohort identity with clear and accessible academic leadership.		
1: Strongly Rejection	2: Rejection	3: Ambivalent	4: Endorsement	5: Strong Endorsement

Buy-in/ Acceptance - Staff

<i>A criterion to assess whether proposed model likely to meet resistance from staff</i>				
Model	Score	Rationale		
Purple	3	Advisors of studies are carefully chosen, well trained, recognised and rewarded; some concern around workability of workload allocation and breadth of responsibilities of this role if undertaken by smaller number of colleagues.		
Orange	2	Mentor difficult to define; staff concerned at lack of explicit reference to peer support networks and feel these need to be structured rather than organically developed between students; concern at perceived distance created between staff and students.		
Blue	3	Many academic colleagues welcome support for students with mental health problems moving to Professional Services however some concerns about the number of people who might be involved in supporting a student; concern around no longer having academic point of contact.		

<i>A criterion to assess whether proposed model likely to meet resistance from staff</i>		
Model	Score	Rationale
Evolved	4	Recognise value of academic-student contact by greater emphasis on Cohort leadership and what this constitutes; more clarity on the innovations and existing good practice which may take place in taught environment to facilitate academic-student connections; Will need very clear implementation, change and training plan to develop the Student Experience team functions in each School / Deanery however broader agreement amongst stakeholders that this function will be an asset.
1: Strongly Rejection 2: Rejection 3: Ambivalent 4: Endorsement 5: Strong Endorsement		

Delivery Timescales

<i>Time to completion of implementation, including any phasing. If phased, scale applies to stage where critical benefits delivered</i>		
Model	Score	Rationale
Purple	4	Appointments into AoS roles will need workload model and processes for staff reward and recognition to be agreed; transition away from large numbers of academic staff being PTs; recruitment into Wellbeing Advisor roles.
Orange	4	Appointments into Academic Mentor roles will need workload model and processes for staff reward and recognition to be agreed; transition away from large numbers of academic staff being PTs; recruitment into Wellbeing Advisor roles.
Blue	2	Transition away from large numbers of academic staff acting as PTs; appointment and training of Programme Leads; work to be undertaken on workload allocation and processes for staff reward and recognition; recruitment into Wellbeing Advisor roles; mapping and potential regrading, recruitment and further training of existing roles in Student Support into other 'advisor' roles.
Evolved	2	Transition away from large numbers of academic staff acting as PTs; appointment and training of Cohort Leads; work to be undertaken on workload allocation and processes for staff reward and recognition; recruitment into Wellbeing Advisor roles; mapping and potential regrading, recruitment and further training of existing roles in Student Support into Student Experience team roles; alignment of peer support management and supervision structures and remuneration.
1: Over 2 years 2: 18-24 Months 3: 12-18 Months 4: 6-12 Months 5: Under 6 Months		

Delivery Cost

<i>Cost of model's implementation project (whether change management, HR, IT, project resources, or any other costs)</i>		
Model	Score	Rationale
Purple	5	Level of recruitment and training into new roles is moderate, albeit will need workload model and processes for staff reward and recognition to be agreed.

<i>Cost of model's implementation project (whether change management, HR, IT, project resources, or any other costs)</i>				
Model	Score	Rationale		
Orange	4	Level of recruitment and training into new roles is moderate, albeit will need workload model and processes for staff reward and recognition to be agreed and some recruitment / mapping needed in Professional Services requiring greater input from change management and HR colleagues.		
Blue	3	Level of recruitment and training into new roles is higher and will need workload model and processes for staff reward and recognition to be agreed. Considerable recruitment / mapping / training and development needed in Professional Services requiring greater input from change management and HR colleagues.		
Evolved	3	Level of recruitment and training into new roles is higher and will need workload model and processes for staff reward and recognition to be agreed. Considerable recruitment / mapping / training and development needed in Professional Services requiring greater input from change management and HR colleagues.		
1: Over £10m 2: £5m-£10m 3: £2m-£5m 4: £1m-£2m 5: Under £1m				

Equalities Impact Assessment (EqIA)

<i>The model will have considered protected characteristics for all potential users.</i>				
Model	Score	Rationale		
Purple	Pass	Those involved in supporting students will be appropriately trained, developed and recognised for their work. Appointment into these roles will take consideration of the profile of our student cohorts.		
Orange	Pass	Those involved in supporting students will be appropriately trained, developed and recognised for their work. Appointment into these roles will take consideration of the profile of our student cohorts.		
Blue	Pass	Those involved in supporting students will be appropriately trained, developed and recognised for their work. Appointment into these roles will take consideration of the profile of our student cohorts.		
Evolved	Pass	Those involved in supporting students will be appropriately trained, developed and recognised for their work. Appointment into these roles will take consideration of the profile of our student cohorts.		
Fail Pass				

Operational Costs

<i>For example, IT licences, office space provision</i>				
Model	Score	Rationale		
Purple	3	Limited headcount growth meaning less impact on space.		
Orange	3	Some headcount growth meaning a little impact on space.		

<i>For example, IT licences, office space provision</i>				
Model	Score	Rationale		
Blue	2	Provides more holistic support to students but will require some additional office space and system developments due to likely increase in headcount.		
Evolved	2	Provides more holistic support to students but will require some additional office space and system developments due to likely increase in headcount.		
1: >130% Status Quo		2: 110-130% Status Quo	3: ~Status Quo	4: 90% to Status Quo
5: <90% Status Quo				

Staffing Costs

<i>Net increase of full staff, including "on costs"</i>				
Model	Score	Rationale		
Purple	2	Fewer more specialised academic staff undertaking AoS work, which will be better recognised in WAM and reward and recognition processes.		
Orange	3	Fewer more specialised academic staff undertaking Academic Mentor work, which will be better recognised in WAM and reward and recognition processes, however will necessitate smaller WAM than AoS.		
Blue	1	Provides more holistic support to students requiring growth in Student Experience team headcount and potential re-grading / salary increments. Programme Leadership roles will need WAM allocated appropriately.		
Evolved	2	Provides more holistic support to students requiring growth in Student Experience team headcount and potential re-grading / salary increments. Enhanced Academic Programme Leadership roles with WAM allocated appropriately and better definition of how these roles contribute to Annual Reviews.		
1: > 120% Status Quo		2: 110-120% Status Quo	3: ~Status Quo	4: 90% to Status Quo
5: <90% Status Quo				

Change Management

<i>The complexity and degree of change management required to deliver the model.</i>				
Model	Score	Rationale		
Purple	Amber	Requires least change as closest to the status quo. Phasing out of existing PT structures will need careful communications and change management.		
Orange	Amber	Some change from the status quo and additional roles in Teaching Office therefore requires some change management; Phasing out of existing PT structures will need careful communications and change management.		
Blue	Amber	Restructuring of student support will require significant change management support in many areas of the university. Phasing out of existing PT structures will need careful communications and change management.		

<i>The complexity and degree of change management required to deliver the model.</i>		
Model	Score	Rationale
Evolved	Amber	Large degree of change required across the institution with resistance in some areas means that this will require significant change management to support students and staff through the changes. More recruitment and communications activities required to support the change; Phasing out of existing PT structures will need careful communications and change management.
Red	Amber	Green

13.2. Appendix B – Consultation Analysis

The full analysis of consultation responses can be shared upon request.

13.3. Appendix C – Sample Quotes from Consultation

The following are representative examples of (anonymised) feedback captured during the various workshops and roadshows, or via the online feedback forms or direct engagement (such as emails, pop-up sessions, or one-to-one meetings with project team, etc.).

Blue Model - Strengths

- *“Procedural/transactional elements are done by the experts (consistency)” - [Design Group workshop]*
- *“Recognises / values idea and practice of ‘community’ – all models should have a shared responsibility ethos” – [Student]*
- *“Good for encouraging students to develop independence and maturity” - [Staff workshop]*
- *“Communities of learning, practice and creation building” - [Combined staff and student workshop]*
- *“Wellbeing advisors remove the pressure from academic staff as they may not be well trained for that role” - [Student]*
- *“Case Management approach – would be a benefit to students and helpful to schools” - [Student]*

Blue Model Weaknesses

- *“I am strongly against this model. I think it would remove the personal connection students have with an academic, and therefore have the effect of making the university feel like a big, corporate experience where the student is one of a crowd to be herded through the system” - [Feedback form, Academic]*
- *“[The] worst out of the three models. There is no primary point of contact for students but several which can likely become confusing and just lead to a lack of support because it is so diffused” - [Student]*

- *“This option seems to do away with any 1:1 relationships between academic staff and students”* - [Student]
- *“Risk of otherwise student not building relationship with academic staff”* - [Roadshow]

Orange Model - Strengths

- *“Would allow for development of professional relationship between students and staff”* - [Roadshow]
- *“‘Academic family’ way of making sure less confident students don’t fall through the cracks in this model”* - [Roadshow]
- *“Teaching Office Advisor is first point of contact – continuity of expertise on progression etc.”* - [Student]
- *“Empowers students – [gives them] responsibility”* - [Staff workshop]
- *“Choice is excellent – acknowledging some students don’t want to go to an academic mentor to discuss personal issues and giving choice is a good thing”* - [Staff workshop]
- *“Students take personal accountability for Learning and Development”* - [Combined staff and student workshop]
- *“Consistency of advice from Advisor”* [Combined staff and student workshop]

Orange Model - Weaknesses

- *“I am concerned that these proposed models, even the Purple model, break the one-to-one relationship between the students and their PT. I feel the regular, one-on-one meetings are crucial for the students”* - [Academic]
- *“Encouraging students to connect with teaching staff related to their area of academic interest just won’t work”* - [Staff workshop]
- *“First point of contact may not be clear in event of problem”* - [Staff workshop]
- *“Where is the support for peer support structures? Needs to be driven by a member of staff”* - [Staff workshop]

Purple Model - Strengths

- *“Single point of contact is reassuring for students”* - [Student]
- *“Like the idea of trained wellbeing advisors in the school”* - [Staff workshop]
- *“Connection with academics”* - [Staff workshop]
- *“Reward for ‘support’ – staff progression”* - [Combined staff & student workshop]
- *“Admin for course entry is done by administrators”* - [Combined staff & student workshop]

Purple Model - Weaknesses

- *“Breadth of subjects how to ensure any AoS would have sufficient knowledge”* - [Roadshow]
- *“Advisor of Studies can’t advise on anything outside their own discipline – frustrating for both students and staff (can’t meet expectations)”* - [Student]
- *“This looks very like the existing model, with the personal tutor role rebranded and some admin tasks passed to professional services staff. I think more radical changes are needed”* - [Academic]

Current State - Strengths

- *"In crisis situations, there are many examples of different parts of the University support structure - personal tutors and student support officers in schools and university - wide services such as Director of Student Wellbeing, Chaplaincy, SDS, Counselling Service, Res-Life, working together effectively to support students" - [CSA]*
- *"Everybody should be a PT, but academics should deal with scholarship, conceptual issues, whereas administrative issues should be handled sufficiently staffed SST, which is already doing a very good job" - [Academic]*
- *"Replacing the Personal Tutor system would be a great tragedy. It removes the pastoral aspect. Many staff have put a lot of time into becoming good PTs and know all their experience and knowledge gained is now being wiped away by some top-down administrative decision to 'freshen' up. Identify weak comings and fix them - don't revamp the whole system" - [Student]*
- *"I am somewhat concerned that all the models above lose the subject-specific contact that lies at the heart of the PT system as it currently exists" - [Professional Services]*
- *"So the importance of the current PT role in this context is that it is likely the one chance first and second year students have to get to know a member of academic staff. I think this is very important, and should be retained" - [Academic]*

Current State - Weaknesses

- *"It is apparent that welcome, orientation and induction activities are not sufficiently integrated into the curriculum or student support eco-system, such that students present to PTs and student support teams with issues and anxieties relating to their ability to adapt to university" - [CSA]*
- *"The division of responsibility between personal tutors and student support teams (whether as standalone roles or embedded in other professional services roles) is unclear to both students and staff" - [CSA]*
- *"Risk of students 'falling through cracks' as either they do not know who to go to for support, or don't feel able to approach colleague for support, or colleagues think the particular student issue is someone else's responsibility" - [CSA]*
- *"Risk of both PS and academic staff inadvertently exacerbating student issues through endeavouring to provide support when in fact they are not best placed / sufficiently experienced to do so" - [CSA]*
- *"There is limited evidence of the role of academic staff acting in student support / advising / guidance roles being taken into account as part of Annual Performance Reviews and Promotions" - [CSA]*
- *"Currently heavy reliance on good-will and organically formed support networks of colleagues for debriefing of situations and knowledge sharing" - [CSA]*
- *"Stop changing personal tutors each year, ESPECIALLY for year abroad when I want someone that I know and not a random person who doesn't even know what subject I do and where in the world I am. Students should have the freedom to alter personal tutor if not happy with their relationship or wants a previous tutor". [Feedback form, Student HCA]*
- *"[Need] CONSISTENT AND COMMITTED ACADEMIC ADVISORS - who are not constantly away". [Feedback form, Student, SSPS]*
- *"What I do not like of the current system is that allocations are random. There may be students whom I build rapport better through the degree (because of personal reasons or career interests) but the PT system does not consider this to take advantage of it." [feedback form, Lecturer, Biological Sciences]*
- *"Currently too much routine course admin is handled by academic staff. Most of this should be transferred to admin staff, and some should be automated. Examples of the latter are Euclid enrolment based on PATH choices, and ensuring that enrolments satisfy the requirements of the student's degree programme". [Feedback form, Reader, Mathematics]*

13.4. Appendix D - Detailed Stakeholder Engagement Plan

The information below forms part of a more detailed stakeholder engagement plan, which is stored on SEP's Sharepoint site and available on request.

Stakeholder Engagement

As part of the implementation project, a detailed Stakeholder Engagement log will be developed.

Communication and Engagement Plan

As part of the implementation project, a detailed Communication and Engagement plan will be developed.

13.5. Appendix E – Glossary

Acronym/Term	Description
AoS	Advisor of Studies
BA	Business Analyst
BAU	Business as Usual
CL	Cohort Lead
D&A	Development and Alumni
DoLT	Director of Learning and Teaching
EUSA	Edinburgh University Students Association
FTE	Full Time Equivalent
Future State	SA&S Project which will look at the “Future State” of ways of working within Student Administration and Support across Schools / Deaneries and Colleges
HoS	Head of School
PALS	Peer Assisted Learning Schemes
PPR	Postgraduate Programme Review
PT	Personal Tutor
QA	Quality Assurance
SA&S	Student Administration and Support Programme
SEC	Senate Education Committee
SEP	Service Excellence Programme
SET	Student Experience Team
SR&A	Student Recruitment and Admissions
SSO	Student Support Officer
SSP	Student Systems Partnership
SSPT	Student Support and Personal Tutor review
ST	Senior Tutor
TPR	Taught Programmes Review
WAM	Workload Allocation Model

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- ⁱ University of Edinburgh Human Resources, *Pay and Reward*, viewed 11 November 2019 <https://uoesharepoint.com/sites/human-resources/pay-and-reward/Shared%20Documents/ExemplarsofExcellenceinStudentEducation.pdf?csf=1&e=Zs6MOW&cid=787e16b1-5737-437f-9b25-ae9ce827826b>
- ⁱⁱ Topping KJ, 1996 *The effectiveness of peer tutoring in further and higher education: A typology and review of the literature*. *Higher Education*, 32, 321-345.
- ⁱⁱⁱ Stones, S and Glazzard, J 2019 *Supporting Student Mental Health in Higher Education*, (Critical Publishing) 53
- ^{iv} https://www.eusa.ed.ac.uk/support_and_advice/peer_learning_and_support/
- ^v Yu TC, Wilson NC, Singh PP, Lemanu DP, Hawken SJ and Hill AG., 2011 Medical students-as-teachers: a systematic review of peer-assisted teaching during medical school. *Advances in medical education and practice*, 2, 157–172.
- ^{vi} Stones, S and Glazzard, J 2019 *Supporting Student Mental Health in Higher Education*, (Critical Publishing) 78
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Senate Education Committee

11 December 2019

Support for Doctoral Supervisors: development of an online course

Description of paper

1. This paper gives an update on progress on Support for Doctoral Supervisors which was discussed at the Education Committee in October 2019. In particular, it describes an approach to developing an online course for doctoral supervisors which will complement the mandatory supervisor briefings.

Action requested / recommendation

2. The Committee is asked to note and endorse the plan outlined for developing online support for doctoral supervisors.

Background and context

3. An update on 'Supervisor Support and Training' as part of the Excellence in Doctoral Education and Career Development programme was taken to the Education Committee in October. At the meeting members agreed that the work being undertaken was important, particularly in the context of the previously discussed PRES results, and that it should continue to be overseen by Education Committee.

Discussion

4. The plan for developing an online resource for supervisors has been refined in light of discussions at the Education Committee. This paper makes detailed recommendations for how this course should be developed and the resource requirements. See appendix one for details.
5. This focuses on an initial course covering key aspects of supervision but longer term aim would be to create a suite of short online courses covering different aspects of supervision in more detail.

Resource implications

6. This work will be supported through existing Institute for Academic Development budget and should be completed by the end of the current AY 19/20.

Risk management

7. There are no risks associated with this paper.

Equality & diversity

8. The mandatory requirement to attend face to face supervisor training could have E&D implications due to accessibility of training for academic staff who are PhD

supervisors. The online course will be developed in line with latest guidance on accessibility so there are no E&D implications.

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

9. IAD will be responsible for communicating any actions, with support from Academic Services and Schools as appropriate.

Authors

*Dr Sharon Maguire and Dr Fiona Philippi,
Institute for Academic Development*

Presenter

*Dr Fiona Philippi, Head of Doctoral
Education, Institute for Academic
Development*

November 2019

Freedom of Information

This paper is open

Appendix 1: Plan for developing an online course for supervisors

Time commitment for supervisors

- Initial course will be open at all times and the main elements should be able to be completed in a maximum of 2 hours.
- The course will cover all core elements of supervision that would normally be covered in the mandatory briefing for supervisors (see paper J from October 2019 committee meeting for overview of content <https://www.ed.ac.uk/files/atoms/files/20191009agendapapers.pdf>).

Requirement to complete and monitoring of course completion

- Schools are responsible for ensuring their supervisors undertake training so will have responsibility for marketing the course. It will also be publicised by IAD on supervisors' webpages and in newsletters.
- Set up of the course on LEARN will allow us to monitor enrolment and completion of the course for record keeping. We will liaise with the team overseeing the configuration of the new core (HR) system to ensure that details of completion from LEARN are captured.
- How this will join up with records of who current and potential supervisors are, and how they are flagged to complete initial or renew their training will be investigated and guidance provided.
- When first rolled out, the course will not replace the in-person compulsory briefings but will complement it, providing a repository of information for supervisors to refer to before and after attendance at mandatory supervisor briefings.

- External supervisors will be encouraged to do the online course if they cannot access in person training (NB. There are differences in requirements for supervisors for Research Council funded students so the online course may not be sufficient on its own for certain groups of external supervisors)
- Once the training is available and has been evaluated, wider consultation with College PGR Deans and others will be necessary before any decision is made as to whether any aspect of online training will be mandatory.
- Course will be set up as self-enrol but with an option for Schools or IAD to enrol staff if necessary.

Design of the course

- A topic based model, with content folders for key areas.
- Key topics will mirror the outline of supervisor training developed by Senate Researcher Experience Committee task group on supervision, and modified to reflect UKCGE recognition framework for supervision <https://supervision.ukcge.ac.uk/>.
- Flexible enough that content can be added to reflect any changes in processes or to reflect priorities in support for research students
- Can be linked to new optional modules for further professional development of supervisors, which will often give the opportunity to learn more about topics briefly covered in initial course
- A mixture of text, short videos (see resource section below), case studies to reflect on, links to relevant policies, regulations and information on processes. Due to the open at all times nature of the course we will not use discussion forums.
- Will be created as an open educational resource under Creative Commons so can be shared (e.g. with partner institutions).

Development of the course

Course creation on LEARN including:

- setting up the structure,
- writing the content,
- creating a bank of videos on different aspects of supervision for inclusion,
- gathering feedback from core group overseeing development of online training (PG Deans, College PGR Administrator, Academic Services, Students' Association)
- adapting content and structure as a result of feedback

Evaluation and updating:

- piloting with a selected group of experienced supervisors in Schools across all 3 Colleges
- creation of evaluation criteria and methods (e.g. surveys and structured interviews), conducting and analysing data
- adapting and making changes as a result of feedback

- ongoing evaluation, updating and monitoring of impact of the resource

Resource requirement

Phase 1: setting up structure on LEARN and writing all content

- Block of approximately 35 days of experienced staff time which will include writing / creating content, getting initial feedback and making revisions. This includes time for contacting and arranging interviews with supervisors, writing video scripts in consultation with supervisors, and conducting interviews to create videos. Video creation and editing will be supported by current IAD staff.

Phase 2: piloting and initial evaluation of the course

- Carried out on a part-time basis (one day per week) over 4 months. This will include identifying supervisors to take part in the pilot, deciding on evaluation criteria, creating surveys and interview questions, piloting with selected group of new and experienced PhD supervisors, analysing data, and making recommendations for future developments.

Senate Education Committee

11th December 2019

Temporary Governance Arrangements for Postgraduate Research Provision

Description of paper

1. This paper sets out interim arrangements for governance for PGR student provision across the university in advance of the setting up of the Doctoral College.

Action requested / recommendation

2. The committee is asked to approve these temporary arrangements for dealing with tactical, operational or less strategic cross-College matters which would have been fulfilled by Senate Researcher Experience Committee in the past. Senate Education Committee now has formal responsibility for these, and we ask that it delegate the responsibility for discharging this duty regarding these matters (outlined below) to a temporary Steering Group while the longer-term governance arrangements are considered as part of the proposed Doctoral College.

Background and context

3. Senatus Researcher Experience Committee had a number of delegated responsibilities from Senate to oversee and govern certain aspects of PGR and ECR training. The recent review of senate recommended that REC be scrapped, and the PGR responsibilities be incorporated into the new Senate Education Committee while the ECR part moved to Research Policy Group.
4. There is no expectation that Education Committee would find additional time for some of the business covered by REC and the assumption has been that much of the operational responsibility would be incorporated into the new Doctoral College.
5. It is expected that the Doctoral College will formulate a new governance structure to report to Education Committee and other key Committees feeding into the Executive or Senate such as Fee Strategy Group and Student Recruitment Strategy Group, Academic Regulation and Regulation Committee, People Committee and Student Experience Committee. Its role is meant to cover all aspects of PGR training from recruitment and scholarships to programmes, courses and examinations and include student welfare issues.

Proposal

6. Set up a group "PGR Steering Group" to oversee all aspects of PGR activity. Its remit would be

- 6.1. Promote and formulate implementation of strategy from Education Committee. Recommend the creation of working groups to Education Committee.
 - 6.2. Formulate new policy and procedures for PGR. Approve operating policy to harmonize practice across the Colleges. Recommend changes to the postgraduate degree programme regulations and postgraduate assessment regulations for further approval/recommendation by APRC, Senate or Court.
 - 6.3. Coordinate doctoral training activity across the university and approve training of supervisors.
 - 6.4. Support and provide academic advice to Edinburgh Research Office and Research Policy Group for research training grant applications.
 - 6.5. Support and provide academic advice to Student Recruitment, Human Resources, Scholarships and Edinburgh Global in matters of student recruitment including scholarships and their pay and conditions.
 - 6.6. Engage in horizon scanning to anticipate and prepare for new opportunities and likely future developments in postgraduate research student education.
 - 6.7. Proactively engage with any high-level issues or themes arising from relevant internal and external satisfaction surveys, including outcomes from REF, ELIR and internal Reviews through liaison with Senate Quality Assurance Committee.
7. In terms of governance the group will:
- 7.1. Act with authority, as delegated by the Senatus Education Committee, in order to take decisions in the area of postgraduate research student education.
 - 7.2. Support and encourage diversity and variation where this is beneficial, whilst seeking consistency and common approaches, where these are in the best interests of staff and students.
 - 7.3. Report to every meeting of SEC.
 - 7.4. Liaise with relevant Court and Senate Committees and with specific managers, services and offices in respect of issues or instances where matters of academic policy intersect with management or financial issues.
8. The composition of the group will be
- 8.1. College deans or directors with delegated responsibility for postgraduate research student training (currently, Stephen Bowd, CAHSS; Paddy Hadoke CMVM; Antony Maciocia, CSE; Robert Semple, CMVM). Meetings will be convened by one of these and responsibility will be shared.
 - 8.2. College academic affairs staff with lead responsibility for postgraduate research students (currently Julia Ferguson, CSE; Isabel Lavers, CMVM; Kirsty Woomble, CAHSS).
 - 8.3. Head of doctoral education in the Institute for Academic Development (currently, Fiona Philippi).
 - 8.4. The postgraduate representative of the Student Association (currently, Fabio Battaglia).

- 8.5. Academic policy officer with lead responsibility for postgraduate research students (currently, Susan Hunter) who will act as secretary to the group.
- 8.6. The group will co-opt further staff to advise on specific policy areas as it sees fit.
9. The group will aim to meet at least every two months throughout the year but will conduct much of its business electronically.
10. All university related matters concerning postgraduate research students should be routed through this group to provide coherence and strategic oversight.

Resource implications

11. There are no additional resourcing requirements beyond what was already required by REC. We propose to run the Group less formally than a committee although it will follow the details of the proposed remit. Academic Services have agreed to provide administrative assistance.
12. The group is not authorised to create working groups but will make requests through Education Committee.

Risk management

13. There is a small risk that the group will be overloaded. This will be mitigated by careful planning of activity and use of virtual meetings and e-business.

Equality & diversity

14. There are no obvious E&D issues other than the gender and ethnicity balance of the group.

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

15. There is a formal communication channel to Senate Education Committee and there will be a report for each meeting. The members also sit on the other committees (SRSG, People Committee, APRC). Representation on FSG will route through Vice-Principal Seckl.
16. Communication and consultation around policy and process will route through College committees.

Author

Antony Maciocia
Paddy Hadoke
Stephen Bowd
2nd December 2019

Presenter

Antony Maciocia

**Freedom of Information
OPEN**

Senate Education Committee

11 December 2019

**Report of Higher Education Achievement Record (HEAR) Recommendation
Panel: Proposal to Introduce a New Category of Achievement**

Description of paper

1. This paper proposes adding a new category of wider achievement to section 6.1 of the HEAR, 'History, Classics and Archaeology (HCA) Student Research Room Volunteer'.

Action requested / recommendation

2. Education Committee is asked to approve the HEAR Recommendation Panel's recommendation that the new category is added to the HEAR.

Background and context

3. Section 6.1 of the HEAR records students' wider achievements whilst matriculated students. A list of the wider achievements that are currently recognised on the HEAR can be found at <https://www.ed.ac.uk/student-administration/order-documents/transcripts/hear>
4. Proposals for new categories of wider achievement are initially considered by the HEAR Recommendation Panel. Education Committee is then asked to consider and, where appropriate, approve the recommendations made by the Recommendation Panel.

Discussion

5. The proposal form submitted for the 'HCA Student Research Room Volunteer' role is attached as an appendix.
6. The Recommendation Panel agreed that the role is sufficiently substantial and valuable to justify recognising it as a standalone achievement under section 6.1 of the HEAR. **Education Committee is asked to approve this recommendation.**
7. However, the Recommendation Panel also agreed that the University's preferred route for recognising students' additional activities and achievements is via the Edinburgh Award. The Award provides students with opportunities to reflect on and learn from their additional activity, and ensures parity and consistency in the way the University recognises students' wider achievements. HCA will therefore also be asked to discuss with the Edinburgh Award team the possibility of developing a bespoke Award or using the existing Volunteering Edinburgh Award to recognise the HCA Student Research Room Volunteer role.

Resource implications

8. To be considered by the School. Some development work by Student Systems will be required to add the new category to the HEAR.

Risk management

9. To be considered by the School.

Equality & diversity

10. To be considered by the School.

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

11. If the proposal is approved, the School will communicate with the students this affects, and the new category of achievement will be added to list on the [HEAR webpage](#).

Author

Philippa Ward
5 December 2019

Presenter

Philippa Ward

Freedom of Information

Open



HEAR: Proposal for Adding Categories of Achievement to Section 6 / Amending Existing Categories

Section 6.1 of the Higher Education Achievement Record (HEAR) covers achievements by students not directly related to the calculation of their degree result. These achievements must be verified by the University of Edinburgh.

This form should be completed if you wish to propose an additional category of achievement for Section 6 (or amend an existing category). The proposal will be considered by Senate Learning and Teaching Committee (LTC), which will ensure that the category is:

- equitable;
- available to a broad range of students;
- scaleable;
- and results in robust and validated data.

Categories that have already been approved for inclusion in HEAR section 6 by LTC are:

1. Academic prizes and awards
2. The Edinburgh Award
3. Student Representative
4. Peer Support – PALS Student Leader and Peer Support Leader
5. EUSA Activities Position
6. EUSA Elected Office Bearer
7. EUSU Representative or Office Bearer
8. EUSU Sports Clubs – Official Positions
9. Edinburgh Students' Charities Appeal Executive Committee Member
10. Student membership of internal University review teams (TPR, PPR)
11. Sports prizes awarded by EUSU

Further information on the University of Edinburgh's approach to the HEAR is available here:

<http://www.ed.ac.uk/schools-departments/student-administration/other-info/hear>



HEAR: Proposal for Adding Categories of Achievement to Section 6 / Amending Existing Categories

1. What is the proposed category of achievement?*

History, Classics and Archaeology (HCA) Student Research Room Volunteer.

2. Please give a brief description of the category of achievement*

This category will recognise the commitment of volunteers in the Student Research Room, based in the School of History, Classics and Archaeology. The Student Research Room (SRR) is a library space within the School of History, Classics and Archaeology. It houses a number of book collections related to the different subject areas which are available for both students and staff to use. It also provides a study space for students to work. The SRR is managed by the SRR coordinator. 20 Undergraduate volunteers help to oversee and maintain the space. Their duties include checking out books, providing access to collections which are in locked cabinets, assisting other students with any queries and IT problems, and helping the SRR coordinator with shelving books, managing and cataloguing donations and other such duties.

3. Which students are eligible for this achievement?*

(For example, is it open to all undergraduate and taught postgraduate students, or restricted to a specific group?)

All student volunteers who are able to commit to two semesters of volunteering in the Student Research Room (SRR).



HEAR: Proposal for Adding Categories of Achievement to Section 6 / Amending Existing Categories

4. What does the student need to do to gain this achievement?*

(For example, if the achievement involves representation, is there a minimum number of meetings that must be attended or hours completed?)

The student must attend the training provided by the SRR Coordinator at the beginning (October) and attend the majority of their two-hour weekly slots over the two semesters. (Up to 4 reported absences are allowed). Volunteers seeking recognition should also attend any additional training organised by the SRR Coordinator or in conjunction with the Centre for Research collections. They will write a short piece about the history and books of a collection of their choice from within the SRR and catalogue at least two books from that collection. At the end of the year, the student will write a brief piece of feedback on the experience of volunteering within the SRR and the skills they have acquired. These will be assessed by the SRR coordinator and published on the new SRR blog.

5. Verification*

(Please describe **in detail** how the achievement will be verified.)

The award shall be verified by the Student Resource Room Coordinator, who will monitor attendance, organise training sessions and keep note of whether volunteers who are seeking HEAR recognition are adhering to the expectations as set out above.

The volunteers will be expected to attend cataloguing training and input information about the books catalogued into the shared EndNote files and Excel Spreadsheet which are monitored by the SRR Coordinator.

6. When will the verification be complete each academic year?*

April



HEAR: Proposal for Adding Categories of Achievement to Section 6 / Amending Existing Categories

Is there any other information you wish to supply in support of adding this achievement to Section 6 of the HEAR?

CONTACT INFORMATION

7. Name of proposer*

Dr. Guillaume Robin

8. Email address of proposer*

guillaume.robin@ed.ac.uk

9. Proposing School / Department*

School of History, Classics and Archaeology

10. Date*

04/10/19

Please return this form to the Secretary to Senate Learning and Teaching Committee
philippa.ward@ed.ac.uk (telephone 0131 651 6083)



HEAR: Proposal for Adding Categories of Achievement to Section 6 / Amending Existing Categories

Once received, the form will be passed to Student Systems who will ensure that the proposing School or Department holds appropriate, robust data in a suitable format for uploading to the Student Record. Further information on the way in which data should be supplied for upload is available here:

http://www.studentsystems.ed.ac.uk/staff/Data Uploads/HEAR_data.htm

Following vetting by Student Systems, the form will be passed to a Learning and Teaching Recommendation Panel for initial consideration and subsequently to Learning and Teaching Committee for final approval.

The Learning and Teaching Committee Recommendation Panel meets annually in late October / early November each year, and proposals are signed off by Learning and Teaching Committee at its November meeting. (This schedule allows Student Systems sufficient time to make required Systems changes and to ensure that any changed categories can be included in the HEARs of students graduating the following summer.)

ALL PROPOSAL FORMS SHOULD THEREFORE BE SUBMITTED TO THE SECRETARY TO LEARNING AND TEACHING COMMITTEE BY 15 OCTOBER EACH YEAR.

For Student Systems use only:

I confirm that the data that will be provided for this category of achievement is relevant, robust and available in a suitable format for upload to the Student Record.

Signed: _____

Date: _____

Role: _____

Senate Education Committee

11 December 2019

Enhancement-led Institutional Review (ELIR) 2020 – Update

Description of paper

1. An update on preparations for ELIR 2020.

Action requested / recommendation

2. For information.

Background and context

3. ELIR is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. The University's next ELIR takes place in semester 1 2020/21.

Discussion

4. In preparation for ELIR 2020 we are currently drafting the reflective analysis which will cover: contextual information; enhancing the student learning experience; strategy and practice for enhancing learning and teaching; academic standards and quality processes; and collaborative provision.
5. The process of drafting the reflective analysis is mainly being communicated through a 'Spotlight on ELIR' series of Teaching Matters blog posts: <https://www.teaching-matters-blog.ed.ac.uk/tag/spotlight-on-elir/> with supporting communications from the Students' Association and Communications and Marketing. The blog posts invite students and staff to comment on the draft reflective analysis chapters.
6. A blog post introducing ELIR and outlining how students and staff can get involved was published on 1 October. A blog post accompanying a draft of Chapter 4 of the reflective analysis, covering academic standards and quality processes, was published on 16 October. A blog post accompanying a draft of Chapter 2 of the reflective analysis, covering enhancing the student learning experience, was published on 11 November. Three focus groups with students were held in the last week of November to gather their views. A blog post accompanying a draft of Chapter 3 of the reflective analysis, covering strategy and practice for enhancing learning and teaching was published on 2 December
7. One more blog post accompanying a draft chapter on collaborative provision will be published in the week beginning 9 December.
8. We will use the comments received on the draft chapters to develop a draft reflective analysis by February 2020 which we will invite all students and staff to comment on. A final version of the reflective analysis will then pass through University committees for approval in June 2020.

Resource implications

9. Students and staff are asked to contribute to the development of the reflective analysis.

Risk management

10. A successful ELIR is of vital importance to the University.

Equality & diversity

11. No issues are associated with this paper.

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

12. As outlined above.

Author

Nichola Kett, Academic Services
2 December 2019

Freedom of Information

Open

Senate Education Committee

Pilot of OnTask Data-Driven Feedback Tool

Description of paper

1. To provide information to the Committee on the proposed small pilot of a data driven feedback tool (OnTask) within distance learning (online) and campus (blended and online) courses. The proposal has been reviewed and accepted by the Learning Analytics Review Group convened as per the University Learning Analytics Policy.

Members of the group include:

- Assistant Principal with strategic responsibility for Learning Analytics – Sian Bayne (Convener)
- A student representative – Students' Association VP Education, Stephanie Vallancey
- The Data Protection Officer – Rena Gertz
- Representatives from relevant service units (USG and ISG) – Gavin Douglas (USG) and Gavin McLachlan (ISG)
- The Chief Information Security Officer – Alistair Fenemore
- A member of academic staff with expertise in research ethics - Ben Williamson (School of Education)
- Data Stewards – Lisa Dawson (student record data) and Anne-Marie Scott (Virtual Learning Environment and assessment tools data)

Action requested / Recommendation

2. To note for information. The Committee may wish to request more information on these activities for future meetings.

Background and context

3. As part of our wider engagement with innovative learning technologies, Information Services Group are proposing to pilot a learning analytics tool (OnTask) in conjunction with a very small number of courses in the School of Mathematics (2 courses) and the School of Business (6 MicroMasters courses). The School of Mathematics requested to pilot this service over 12 months ago to address a particular challenge in a first year Maths course that is now so large it is triple-lectured. Due to resourcing constraints within Information Services Group this is the earliest we have been able to move forwards on a pilot.

4. OnTask is designed to be used by teachers to generate personalised feedback to students on their learning activities and progress. Through pilots in other institutions (notably the University of Sydney, the University of South Australia, and University of British Columbia), the use of OnTask has proven to be effective when teaching large cohorts of students, and particularly where cohorts are made up of students from a range of educational backgrounds.

5. OnTask is **not** a predictive analytics system, and is not designed to target students who are "at risk". Rather, OnTask supports teachers to write and deliver feedback to the whole cohort of students and address the full variety of relevant

student behaviours and scenarios. Critically, the use of OnTask is designed to be tightly aligned to the learning design of the course it is being used on, and feedback messages to students are written by teachers on the course. This ensures that this is not a “faceless” system based on generic data or messages, and that feedback is appropriate and well aligned with wider messages and sources of support for the course. This aligns with research which suggests that learning analytics approaches tailored to specific learning designs and contexts are more effective (Gašević, Dawson, Rogers, & Gasevic, 2016).

6. Use of OnTask begins with academic colleagues and Information Services Group instructional designers and learning technologists working as a team. The first step is to identify the optimum points in a course at which feedback would be most relevant. The optimum points for feedback will be different for each course, but are typically after sufficient student activity has taken place that feedback is possible and useful, but early enough before summative assessment activities that students have time to take corrective action.

7. For each learning task in the course relevant data measures are identified, and short snippets of feedback on different levels of student progress against the task are written by teachers. Teachers then write the rules that define the conditions upon which students should receive the specific pieces of feedback. Data from learning technology platforms are imported into OnTask by Information Services Group colleagues, and the snippets of feedback and conditional rules are used to compile individually personalised feedback emails for each student. Emails to students can be previewed before they are sent out as a quality assurance check.

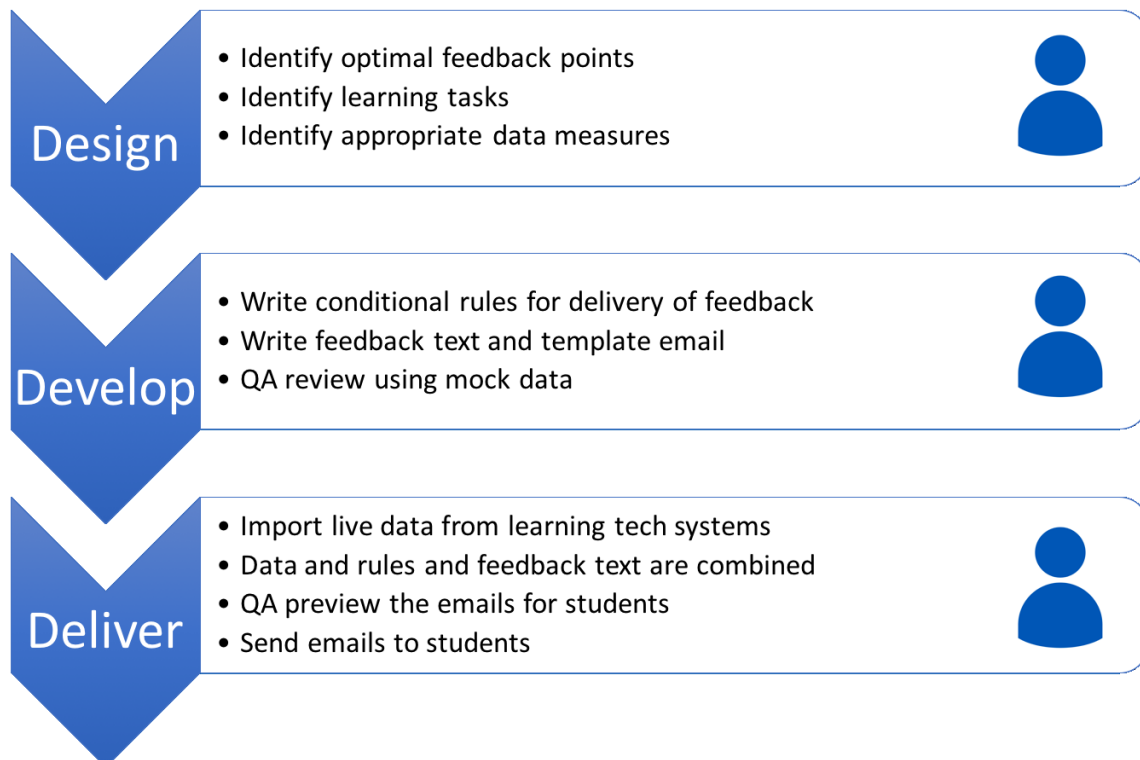


Figure 1: Overview of Typical OnTask Workflow

8. The kind of feedback that OnTask might provide includes directing students to additional examples, suggesting additional reading or resources, linking out to support information on a task in the course, directing them to University support services, or simply reinforcing why completing a particular task is important by relating it to future study.
9. Because teachers identify the relevant points for feedback in the course, the learning activities that are important, and write the rules that determine which students receive which pieces of feedback, OnTask can be described as both preserving teacher agency and achieving full algorithmic transparency.
10. For this pilot, data from the Learn Virtual Learning Environment and the Stack online assessment system will be the sources of student data for Maths courses, and data from the EdX Virtual Learning Environment platform will be the source of learner/student data for Business School courses. The specific data points to be used from these systems will be determined within the pilot by the feedback design process carried out with the course teams. Undertaking this design process is a substantial part of the work of the pilot project, but a preliminary example of this in practice from the first of the Business School courses is included in Appendix 1 to illustrate a real use case.
11. Use of OnTask aligns well to institutional objectives around improved feedback, pastoral care, sense of student belonging, and sense of being cared for. Using technologies like OnTask augments the role of the teacher, allows them to be more visible at scale, which is arguably where the challenges around supporting students are greatest. Experience at other institutions suggests that using OnTask with large cohorts does not significantly increase student requests for further 1-1 assistance, and does increase satisfaction and overall feelings of being supported (Pardo et al., 2018) (Lim et al., 2019) (Moosvi, 2019) (*OnTask Pilot Study at University of South Australia*, 2017).
12. OnTask is an open source application developed at the University of Sydney. A copy of the software application is being installed and hosted on servers at the University of Edinburgh. A Data Privacy Impact Assessment has been carried out for the service and reviewed by the Learning Analytics Review Group.
13. Students will be advised that the service is being used. This will be communicated through standard text in the relevant Virtual Learning Environment describing OnTask and how it is used in their context. Students will be explicitly directed towards this information via a course level communication. It will be clear in the standard text where any questions or concerns can be directed. In the first instance this would be to the local member of the project team teaching on the course. Any queries or concerns that the course contact is not able to address would be escalated to the pilot project team (who can engage specialist advice where required e.g. data protection, technical experts etc). We are using legitimate interests as the legal basis for data processing under the General Data Protection Regulation and this does enable us to consider an opt-out request via a legitimate interests balancing test. We have taken advice from our Data Protection Officer on this and discussions within the Learning Analytics Governance process have included the

Vice-President Education from the Students Association. Again experience in other institutions (particularly the University of Sydney) is that where there is transparency about the approach being used and the ability to ask questions, students are comfortable about this use of technology and data. This is further borne out by research into more general uses of learning analytics, where students are more comfortable with uses of their data where there is a clear benefit to them (Tsai et al., 2018).

14. The pilot of OnTask will include evaluation to identify whether it has been a success or not. Evaluation will focus on 3 key areas: Reliability, Usability, Scalability of the Tool / Process; Impact of Feedback to Students; Student and Academic Attitudes to Data and Automation. Evaluation will be carried out with academic colleagues working on each of the courses and include student feedback. Specific evaluation methodologies will be defined by each course team within the pilot project as the courses are a mix of blended on-campus; fully-online for on-campus; fully online for distance. The output of evaluation will be used by the Learning Analytics Governance Group to determine any request to use OnTask more widely than this pilot.

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Resource implications

16. There are no additional resource implication not considered within the project remits of the projects listed in this paper.

Risk Management

17. There are no additional risks not considered within the project remits of the projects listed in this paper. Further delays to this project brings with it associated risks to supporting this pedagogical and student support innovation, and fails to

enhance on campus learning where there is increasing pressure on academic colleagues and from course cohort sizes.

Equality & Diversity

18. There are no additional equality and diversity impacts not considered within the project remits of the projects listed in this paper. An Equality Impact Assessment for OnTask and an Accessibility Statement will be published as part of the pilot project.

Next steps/implications

19. Further update on these activities can be provided to the next meeting or future meetings.

Consultation

20. Discussion about the use of OnTask has taken place with the course teams in Maths and the Business School. Wider discussion has taken place within the Learning Analytics Review Group as part of scrutinising the proposal. Professor Sian Bayne has approved this paper in her capacity as Convener of the Learning Analytics Review Group.

Further information

21. Author

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Freedom of Information

22. This paper is open.

[Type here]

Appendix 1: Preliminary Example of OnTask use for Predictive Analytics Module 1

The following is an example of the design process, rules and feedback emails that will be generated with each course team, based on the first course in the Business School Predictive Analytics MicroMasters.































Feedback Timing and Data

The following table is the output of the feedback design process, carried out by the course teacher, instructional designer and learning technologist working together. It identifies the optimum point for feedback (Week 3), the learning tasks that are relevant (MCQ test and discussion forum) and the underlying data that can be used to determine student engagement with these tasks. This forms the basis of the rules and feedback to be written, and the data extract from the learning technology platform (EdX).

Week	Event Type	Event Name	Event Detail	Data Points to use	Source of data
Week 3 (mid point)	Summative MCQ (edx component type: Problem)	Access your knowledge	Equates to 15% of total grade Contains 5 questions	1, Total MCQ score 2. Score breakdown (what questions were answered in\correctly)	Maria db weekly dload (table: courseware_studentmodule)
Week 3	Discussion Form (edx component type: Discussion)	KDD Cycle and predictive analytics process)	Topic Discussion board	1. Total number of posts\comments\responses	Mongo daily clickstream filtering the content.path to contain the discussion id and event type to include actions only (not browsing). Script created to run on defined MCQ block ids

Feedback Rules

Based on the learning tasks and data identified above, the course teacher writes a series of rules (based on simple Boolean logic) to determine the conditions upon which students should receive particular pieces of feedback. For example if their MCQ score is 2 or below; or whether they have posted in a discussion board.

<p>MCQ 1 incorrect</p> <p>(7 learners)</p> <p>Formula MQ1 score = 0 and not empty</p> <p>  </p>	<p>MCQ 2 incorrect</p> <p>(5 learners)</p> <p>Formula MQ2 score = 0 and not empty</p> <p>  </p>	<p>MCQ 3 incorrect</p> <p>(4 learners)</p> <p>Formula MQ3 score = 0 and not empty</p> <p>  </p>	<p>MCQ 4 incorrect</p> <p>(2 learners)</p> <p>Formula MQ4 score = 0 and not empty</p> <p>  </p>	<p>MCQ 5 incorrect</p> <p>(5 learners)</p> <p>Formula MQ5 score = 0 and not empty</p> <p>  </p>
<p>MCQ Total Score 2 or below</p> <p>(4 learners)</p> <p>Formula MCQ Total score \leq 2 and not empty</p> <p>  </p>	<p>MCQ Total Score 3</p> <p>(3 learners)</p> <p>Formula MCQ Total score = 3 and not empty</p> <p>  </p>	<p>MCQ Total Score 4 or above</p> <p>(4 learners)</p> <p>Formula MCQ Total score \geq 4 and not empty</p> <p>  </p>	<p>Not Posted in discussion board</p> <p>(1 learner)</p> <p>Formula Total dicussion comment and post is null</p> <p>  </p>	<p>Posted in discussion board</p> <p>(10 learners)</p> <p>Formula Total dicussion comment and post is not null</p> <p>  </p>

Proposed Email Text

Finally, using the rules defined above as conditions, a template email is written by the teacher which contains the various elements of feedback that students should receive, wrapped in conditional statements. In this email students are given a general feedback statement based on their overall MCQ score, and then specific details of what materials to revise for each question they did not answer correctly. They are also given feedback on their participation in the discussion forum and the benefits of using this as a source of support are stressed. The discussion board as the main route to support is also emphasised gently in the closing sentences which are generic to all students.

Hello {{ username }},

This is Dr Johannes de Smedt, your instructor on the MicroMasters course for Predictive Analytics at the University of Edinburgh.

I wanted to take a brief moment to provide some extra feedback for you based on your performance and participation so far on the course. It is early enough for you to reflect, review, and continue to progress through the learning so an email seemed timely. I hope this email finds you feeling encouraged about your work so far and leaves you feeling invigorated about next steps.

To begin, congratulations on getting this far. This is challenging material and others in your class are being challenged. This is a positive thing, reflective of the new learning spaces and new knowledge domains you are now occupying. I am here to help you through this process.

Perhaps it would be useful to recap your progress to date.

You scored {{ MCQ Total Score }} on the quiz earlier this week. {% if MCQ Total Score 2 or below %}You seemed to have answered a few multiple choice questions incorrectly. It might be helpful to try to revise the material before answering the questions first. That way you can try to pin down the relevant concepts to make sure you can improve your scores. You should see improvement that way. {% endif %}{% if MCQ Total Score 3 %}You scored well on the multiple choice questions, but there is still room for improvement! Try to revise the material before answering the questions first and try to pin down the relevant concepts to make sure you can obtain even higher scores in the coming weeks. Good luck! {% endif %}{% if MCQ Total Score 4 or above %}You scored very well on the multiple choice questions, great job! Keep up the good work.{% endif %}

{% if MCQ 1 incorrect %}Paper 1: 'Gotcha! Network-based fraud detection for social security fraud' - Which of the following predictive approaches was featured in this paper?

If you struggled with this question, you are advised to revisit the material on 'Predictive modelling', 'Classification, regression and time series analysis', and 'Identifying appropriate techniques'. {% endif %}

{% if MCQ 2 incorrect %}Paper 1: 'Gotcha! Network-based fraud detection for social security fraud' - Which phases of the KDD cycle contributed to novel approaches in this paper?

If you struggled with this question, you are advised to revisit the material on 'Knowledge Discovery in Databases', and 'The KDD cycle'.{% endif %}

{% if MCQ 3 incorrect %} Paper 2: 'Twitter mood predicts the stock market.' - Which of the following predictive approaches was featured in this paper?

If you struggled with this question, you are advised to revisit the material on 'Predictive modelling', 'Classification, regression and time series analysis', and 'Identifying appropriate techniques'.{% endif %}

{% if MCQ 4 incorrect %} Paper 2: 'Twitter mood predicts the stock market.' - Which 3 phases of the KDD cycle were used in the main contribution of this paper?

If you struggled with this question, you are advised to revisit the material on 'Knowledge Discovery in Databases', and 'The KDD cycle'.{% endif %}

{% if MCQ 5 incorrect %}Paper 3: 'Support vector regression for loss given default modelling' - What phase of the KDD cycle is the main focus in this paper?
If you struggled with this question, you are advised to revisit the material on 'Knowledge Discovery in Databases', and 'The KDD cycle'.

{% endif %}

{% Not Posted in discussion board %}

It has been our experience that there is generally a correlation between participation and learning outcomes, so we encourage you to interact as often as possible with your fellow classmates. The community being created there will serve you well in later weeks and modules of the course. Ask questions if are unsure and see what your fellow classmates can do to help; I am there as well to help as needed.

{% endif %}

The next few weeks sees us moving into new critical concepts in Predictive Analytics. I will be here to walk you through these concepts and your fellow classmates will help as well. See you on the discussion boards!

Senate Education Committee – Electronic Business

National Student Survey 2020 Bank Questions

Description of paper

This paper presents the proposed bank questions for the National Student Survey 2020. These questions will be specifically asked of students at the University of Edinburgh, will appear after the core questions and are optional.

Action requested / recommendation

For approval

Background and context

All institutions are given the option of adding bank(s) of questions which have been provided by Ipsos MORI and / or institutional questions which have been created internally. The Deputy Secretary, Student Experience and EUSA President have been consulted on, and approved, the proposed questions below.

Discussion

It is recommended that the following questions are included in NSS 2020.

Proposed Banks

B15 Employability and Skills

- My Higher Education experience has helped me plan for my future career.
- My institution offered activities and resources designed to prepare me for the next step in my career.
- The skills I have developed during my time in Higher Education will be useful for my future career.

The Employability and Skills bank was asked in NSS 2018 and 2019 and so this would allow trend data to be gathered and analysed on this key priority in the University.

B17 Student Safety

- I feel safe to be myself at university/college.
- My institution takes responsibility for my safety.

It is recommended that the bank on Student Safety be included for the first time to gather data which will assist with the ongoing work on tackling these issues on campus.

A full list of questions for 2020 has been included at the end. Please note that a full bank of questions must be asked. Questions within a bank cannot be selected individually.

Resource implications

No resource implications

Risk management

Not included

EC: 11.12.19
H/02/42/02

EC 19/20 2 I
Approved by Electronic Business
18 November 2019

Equality & diversity

Not included

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

If agreed, the questions will be included in the NSS 2020 and be asked specifically of University of Edinburgh students. The process for including and reporting on these questions will be overseen by Paula Webster, Head of Student Analytics and Insights.

Author

Sarah-Jane Brown
4 November 2019

Presenter

Paula Webster

Freedom of Information

Open

Appendix 1 - Bank of Optional Questions 2020

B1. Personal Development

1. The course has helped me to present myself with confidence.
2. My communication skills have improved.
3. As a result of the course, I feel confident in tackling unfamiliar problems.

B2. Students' Union (Association or Guild)

1. The Students' Union (Association or Guild) had had a positive impact on my sense of belonging to the university or college.
2. The Students' Union (Association or Guild) has had a positive impact on the local community.
3. The Students' Union (Association or Guild) has helped me develop useful life skills.

B3. Careers

1. As a result of my course, I believe that I have improved my career prospects.
2. Good advice is available for making career choices.
3. Good advice is available on further study opportunities.

B4. Course Content and Structure

1. All of the compulsory modules are relevant to my course.
2. There is an appropriate range of options to choose from on my course.
3. The modules of my course form a coherent integrated whole.

B5. Work Placements

Did your course involve any work placements?

- a. Yes (ask all questions in this section)
- b. No (skip this section)

1. I received sufficient support and advice from my institution about the organisation of my placements.
2. My placements were valuable in helping my learning.
3. My placements have helped me to develop my skills in relation to my course.
4. My placements have helped me to develop my general life skills.
5. The taught part of my course was good preparation for my placements.

B6. Social Opportunities

1. I have had plenty of opportunities to interact socially with other students.
2. I am satisfied with the range of clubs and societies on offer.
3. I am satisfied with the range of entertainment and social events on offer.

B7. Course Delivery

1. Learning materials made available on my course have enhanced my learning.
2. The range and balance of approaches to teaching has helped me to learn.

3. The delivery of my course has been stimulating.
4. My learning has benefited from modules that are informed by current research.
5. Practical activities on my course have helped me to learn.

B8. The Physical Environment

1. Security has been satisfactory when attending classes.
2. My institution provides an appropriate environment in which to learn.

B9. Welfare Resources and Facilities

1. There is sufficient provision of welfare and student services to meet my needs.
2. When needed, the information and advice offered by welfare and student services has been helpful.

B10. Workload

1. The workload on my course is manageable.
2. This course does not apply unnecessary pressure on me as a student.
3. The volume of work on my course means I can always complete it to my satisfaction.
4. I am generally given enough time to understand the things I have to learn.

B11. Assessment

1. Teaching staff test what I have understood rather than what I have memorised.
2. Assessment methods employed in my course require an in-depth understanding of the course content.

B12. Learning Community

1. I feel part of a group of students committed to learning.
2. I have been able to explore academic interests with other students.
3. I have learned to explore ideas confidently.
4. Within my course, I feel my suggestions and ideas are valued.
5. I feel part of an academic community in my college or university.

B13. Intellectual Motivation

1. I have found the course motivating.
2. The course has stimulated my interest in the field of study.
3. The course has stimulated my enthusiasm for further learning.

B14. Entrepreneurial opportunities

1. If I was interested in starting my own business, I know where I could find support in my institution.
2. My Higher Education experience has helped me develop skills that could help me run my own business in future.
3. As a result of my Higher Education experience, I am more likely to consider running my own business in the future.

B15. Employability and skills

1. My Higher Education experience has helped me plan for my future career.
2. My institution offered activities and resources designed to prepare me for the next step in my career.
3. The skills I have developed during my time in Higher Education will be useful for my future career.

B16. Environmental sustainability

1. My institution encourages good environmental practice.
2. My course has encouraged me to think about environmental sustainability.
3. I have had opportunities to take part in activities supporting environmental sustainability.

B17. Student safety

1. I feel safe to be myself at university/college.
2. My institution takes responsibility for my safety.

Please note that in nominating banks of NSS questions, providers are advised to work with their partner providers and students' unions, associations or guilds to ensure that their choices are taken into account.

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