Minutes of the Meeting of Senate Education Committee held at 2pm on Wednesday 11 December 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)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Steph Vallancey	Edinburgh University Students' Assocation, 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
Sian Bayne	Co-option – Digital Education
Philippa Ward	Secretary
Apologies	
Neil Turner	Representative of CMVM (Learning and Teaching, UG)
Sarah Moffat	Edinburgh University Students' Assocation, Permanent Staff Member – Ex Officio
In Attendance	
Ros Claase	Service Excellence Programme
Emma Hunter	Service Excellence Programme
Rosie Edwards	Service Excellence Programme
Fiona Philippi	Institute for Academic Development

2. Minutes of the previous meeting

Education Committee approved the minutes of the meeting held on 9 October 2019.

3. Matters Arising

3.1 Future Direction for the University's Learning and Teaching Strategy *(LTC 9 October 2019, agenda item 5.3)*

The Assistant Principal Academic Standards and Quality Assurance noted that there were still a number of areas that were formally reporting against the Learning and Teaching Strategy. As such, 2019-20 would be a transition year and would be used to tie off existing reporting lines. The Convener would meet with the 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 in advance of the next meeting of Education Committee.

> **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.

3.2 Links Between Senate Education Committee and Estates *(LTC 9 October 2019, agenda item 5.2)*

The Convener advised members that he was also chairing Space Strategy Group and therefore provided a link between learning and teaching and estates strategies. The remit and membership of Space Strategy Group were in the process of being reviewed with the aim of ensuring that the Group was more strategic than reactionary.

3.2 Enhancing Doctoral Training Provision Through a Doctoral College *(LTC 9 October 2019, agenda item 5.7)*

The PGR representatives reported that the Doctoral College paper had been delayed, and would be taken to University Executive in January 2020. Once finalised, the paper would be circulated to members of Education Committee for comment.

> **Action:** PGR representatives to circulate the Doctoral College paper to members of the Committee when finalised.

4. Convener's Communications

4.1 Curriculum Review

The Convener advised members that he was currently heavily involved in 3 areas of work:

- <u>The Student Support and Personal Tutor Project</u> – this project was already well underway when the Convener joined the University and would be discussed more fully later in the meeting.

- <u>The Student Experience Action Plan (STEAP)</u> – this project was also underway when the Convener arrived. Additional work was now being undertaken to:

  - identify key pressure points in the student journey to help with prioritising resource
  - consider issues around the sustainability of the initiatives that were already underway
  - attract more College and School-led project applications

- <u>Curriculum Review</u> – Members recognised that it would be necessary for the University to take a decision on how transformative it wanted the proposed curriculum review to be. To facilitate this, the Convener was aiming to produce a 'green paper' discussing the University's vision for its graduates which would be circulated for widespread consultation in the new year. This would lead into a second piece of work before the summer around the type of curriculum that would deliver this vision. The final and most challenging piece of work would be mapping the existing curriculum onto the desired curriculum and implementing changes as required.

The Convener would present in more detail on curriculum review at the March 2020 meeting of Education Committee. It was noted that planning for the next 3 years was now underway, and that this would include curricular considerations. The Convener would therefore provide some guidance for Schools to use during the Planning Round on expected direction of travel.

> **Action:** Convener to provide guidance for Schools on direction of travel around curriculum review for use during the Planning Round.

5. For Discussion

5.1 Edinburgh Futures Institute Education Portfolio: Update and Proposal for Academic Governance and Management Arrangements

The Director of Education and Head of Education Administration and Change Management at the Edinburgh Futures Institute (EFI) presented on the work being undertaken. It was noted that the first programmes would be launched in September 2021, and that the current focus was on overall vision and developing infrastructure for new kinds of teaching. Interdisciplinarity, inclusion, flexibility, hybrid teaching, teaching with non-academic partners, and data skills were central to the provision being developed.

Members were advised that because the provision being developed differed in both scale and complexity to the University's existing provision, particularly because of its interdisciplinary nature, it did not fit well within the University's School-based structure. To avoid students having a very fragmented experience, it was being proposed that EFI should have formal management of and administrative responsibility for ('ownership of') its programmes and courses. Programmes would be identified as 'EFI' in EUCLID, and EFI would take responsibility for delivering the required professional services support. However, EFI would not be a 'School' as academic staff teaching on the courses and programmes would continue to be based in their own Schools. Approval was being sought from Education Committee for the proposed governance and management arrangements.

Members of Education Committee raised the following points during discussion:

- The teaching provided by Schools fits into larger College and Senate Committee structures and as such, receives oversight. It would be important to be clear about how a 'non-School' of the type proposed fitted into these larger structures.
- Independent scrutiny of the programmes and courses being developed would be essential.
- Members were positive about the proposed provision and structure and recognised that they may represent best practice that could be adopted across the institution. However, concern was expressed about the University simultaneously running 2, parallel structures for the governance and management of teaching. Ideally, the University should be working towards developing a single structure, for use by all areas, which facilitated the type of teaching being discussed.
- Space, money and time are key considerations for any School or teaching unit. EFI has secured suitable accommodation and is well resourced, but further work around availability of staff time may be necessary.
- Understanding what EFI's graduates would 'look like' would be essential to its success, and this should continue to be at the forefront of discussions.

Notwithstanding the matters discussed, Education Committee was content to approve the governance arrangements for EFI as presented in the paper.

5.2 Student Support and Personal Tutor Project - Update

Members welcomed the Consultation Report and Options Appraisal and discussed the following:

- The emphasis on enhanced engagement was welcomed, as was the focus on learning as part of an effective community.
- The integration of learners' development into the curriculum was strongly supported.
- It would be important to ensure that students were known as individuals during their time in Edinburgh. There was some concern about whether or not the proposed 'Named Advisors' could deliver this individual service if they were supporting large numbers of students. The expectation that Named Advisors, Cohort Leaders and Professional Services staff in Schools would work together to provide personal recognition was noted.
- Course choice – members discussed the most appropriate location for delivering course and programme advice and guidance, and the potential importance of academic input in this area.

- Time – it was recognised that releasing time back into the academic context was one of the design principles underpinning the Project. As such, careful consideration would need to be given to issues of time in the next phase of the Project.
- It would be important to communicate to Schools that the proposed model was a baseline. The expectation was that Schools would build on the model to ensure that it suited their particular context. It was, however, recognised that this would require resourcing from Schools. It was also noted that the model was aiming to bring consistency across the University, and that this would be more difficult to achieve if each School adopted a very individual approach to the model.
- There would be value in the proposal providing more detail about the way in which the model for student support would integrate with existing, central professional services.

The Senior Design Lead for the Project responded to some of the points raised during the meeting, and provided further comment after the meeting by updating the Frequently Asked Questions section of the Project's Sharepoint site:

https://uoe.sharepoint.com/sites/StudentSupportandPersonalTutorReview/SitePages/Frequently-Asked-Questions.aspx?from%3D=LightGBM

Education Committee approved the support model outlined in the paper, and were content for the Project team to move forward to the next stage.

5.3 Support for Doctoral Supervisors – Development of an Online Course

The Head of Doctoral Education from the Institute for Academic Development presented the paper, which described an approach to developing an online course for doctoral supervisors to complement mandatory supervisor briefings. Generous resource had been put forward for this by IAD, and it was hoped that the draft course would be ready by the end of February 2020. It would be piloted over the following months with the aim of launching in full at the start of academic year 2020/21. The Committee noted and endorsed the proposal.

6. For Approval

6.1 Temporary Governance Arrangements for Postgraduate Research Provision

Members noted that the purpose of the paper was to set out temporary measures to ensure that the business formerly undertaken by Researcher Experience Committee (REC) continued to be well managed while the Doctoral College was being established. It was noted that the governance of PGR is the business of Education Committee and therefore that the arrangements described in the paper related to the management of operational business only. The proposed arrangements were approved, subject to minor amendments being made to the paper.

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

The Committee approved the proposal to add a new activity, 'History, Classics and Archaeology Student Research Room Volunteer' to the list of activities recognised under section 6.1 of the HEAR. HCA would also be encouraged to investigate the possibility of allowing students to recognise the activity through the Edinburgh Award.

7. For Information

7.1 Enhancement-Led Institutional Review (ELIR) 2020 - Update

The Assistant Principal Academic Standards and Quality Assurance advised members that the University was in the process of preparing the documentation required for the 2020 Review. 4 chapters had now been released, and colleagues were being given an early opportunity to engage with the material. A full draft would be sent to an external reader for review in January or February 2020, and comments from colleagues would be welcomed until Easter 2020.

8. Business Conducted Between Meetings

Members noted the business conducted by the Committee between meetings:

- Pilot of OnTask Data-Driven Feedback Tool – approved by Convener's Action on 16 October 2019 to allow the project to commence in Semester 1 2019/20.

- National Student Survey 2020 Bank Questions – approved by electronic business on 18 November 2019 due to the cancellation of the November 2019 meeting of Education Committee.

Philippa Ward, Academic Services, 12 December 2019