<u>The University of Edinburgh</u>
Senate Education Committee

**Meeting to be held on Thursday 11 May 2023
at 2pm in the Board Room, Floor K, Argyle House and via Microsoft Teams**

A G E N D A

1.	**Welcome and Apologies**	
2.	**Minutes of Meeting Held on 9 March 2023**	SEC 22/23 5A
3.	**Matters Arising** • Committee Priorities for the coming Academic Year (electronic business)	
4.	**Convener's Comments**	
5.	**For Approval**	
5.1	Student Support Framework	SEC 22/23 5B
5.2	Assessment and Feedback Strategy Group: update and recommendations	SEC 22/23 5C
5.2	Tutors and Demonstrators Policy: governance proposal	SEC 22/23 5D
5.4	Higher Education Achievement Record (HEAR): additional category proposal	SEC 22/23 5E
5.5	Accessible and Inclusive Learning Policy: minor revision proposal and recommendations for the future development	SEC 22/23 5F
5.6	Student Partnership Agreement	SEC 22/23 5G
5.7	***Minor policy updates:*** • Minor policy changes related to the implementation of the Student Support Framework	SEC 22/23 5H
6.	**For Discussion**	
6.1	Curriculum Transformation - Update	Verbal Update
6.2	Doctoral College - Update	SEC 22/23 5I
7.	**For Information**	

7.1	LEARN Ultra	SEC 22/23 5J
7.2	Senate Education Committee Terms of Reference, Membership and Priorities for 2023-24	SEC 22/23 5K
7.3	Scottish Funding Council Upskilling Mid-Year Report	SEC 22/23 5L
7.	**Any Other Business**	
8.	**Date of Next Meeting: 14 September 2023**	

Minutes of the Hybrid Meeting of Senate Education Committee
9 March 2023
Argyle House Boardroom and Microsoft Teams
1400 - 1700

1.	Attendance

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

2. Minutes of Meeting held on 19 January 2023

2.1 The Committee approved the minutes of the meeting held on 19 January 2023. All 'matters arising' were considered later in the agenda. Members noted a typographical error in the minutes which would be amended prior to publication.

3. Matters Arising

- Evaluation of December 2022 Examination Diet

  The Director of Academic Services spoke to the item. At the Committee's November 2022 meeting, it had agreed that an evaluation of the December examination diet would be undertaken in order to inform future examination arrangements, in the context of a return in part to in person examinations. It was noted that data gathering was underway. Student achievement on courses would be examined, noticeable patterns between on campus and online examinations would be explored, as well as any available qualitative data on whether students felt supported and prepared for the examinations. It was noted that there was complexities in joining up the available data. Members of the Committee suggested that the evaluation also consider data regarding absenteeism from examinations.

- Externally facilitated review of Senate and its Committees

  The Director of Academic Services spoke to the item. Since the Committee's last meeting, Advance HE had run a survey of Senate Committee members, and the response rates to this had been encouraging. Academic Services were in the process of arranging a focus group of Committee members in the hope that this would take place in the latter part of March or early April.

4. Convener's Comments

The Convener recorded a vote of thanks to Tom Ward, Director of Academic Services. Mr Ward was leaving the University at the end of March. The Convener thanked Mr Ward for his work, knowledge and input, not only in the course of the work of Senate Education Committee and its predecessors, but across the wider University over a long number of years. The Convener noted that Mr Ward's departure would place additional pressure on Academic Services during a transitional period.

The Convener and the Committee extended congratulations to Professor Tina Harrison, who had accepted the new role of Deputy Vice Principal Students (Enhancement). Professor Harrison had previously been Assistant Principal (Academic Standards and Quality Assurance).

The Deputy Vice Principal (Students) provided a brief update in relation to the evolving matter of Generative AI and its implications for assessment within a Higher Education context. She has prepared guidance on the issue with input from colleagues. She noted that both students and staff, as well as the wider public, had been keen to know the University's position on generative AI. The guidance currently noted that there was still the expectation that students' assessment should be based on their own original work, that the University had procedures in place for dealing with matters of academic misconduct, and that there are limitations to the current state of generative AI. She noted that the guidance reflected the immediate position of the University, and that there were longer term implications for assessment practices and assessment development in light of the

growth of generative AI more generally. Ongoing conversations with both students and staff about the use of AI were encouraged. The Committee also noted that there were discussions within the University and the broader HE sector regarding Turnitin's AI writing detection system developments.

Lastly, The Director of Academic Services noted that each May, the Conveners of the Senate Committees provided an annual report to the University Senate on their operation and their priorities for the coming Academic Year. The Committee would be invited to suggest their priorities for the upcoming year in due course.

Action – Director of Academic Services to contact Committee members and invite input.

5. For Approval

5.1 Review of Lecture Recording Policy

The Assistant Principal (Online and Open Learning) presented the paper, which recommended minor changes to the Policy. The paper had been subject to consultation, and the Assistant Principal reported that the UCU representative on the task group was content for the proposed changes to go ahead.

The paper proposed the shortening of the retention period for recorded lectures to 18 months. In order to better align with the Academic Year, there would be a single deletion activity each October following the conclusion of the prior Academic Year.

The Assistant Principal confirmed that Course Organisers could opt out of the scheduled deletion, for example if recorded lectures were used for courses to be taken in multiple years, or if students might want to revisit content during revision in Research Methods courses.

The Committee approved the minor changes to the Lecture Recording Policy as set out in the paper.

5.2 Revised Proposals for membership and remit of Assessment and Feedback-related groups

The Director of Academic Services spoke to the paper. At its last meeting, the Committee had been supportive of the establishment of these groups, subject to refining the membership and remit. These were task groups which would report to the Standing Committees with recommendations. The Senate Academic Policy and Regulations Committee and the Senate Quality Assurance Committee had also considered this paper and had been content with the membership of the second of the two groups, subject to some comments. The paper proposed amendments to the remits and memberships of the groups to take account of this feedback from the three Committees.

Members of the Committee noted that it would be preferential to have members of Estates be party to discussions where relevant, although it was not necessary for them to be formal members of these groups at this point in time. It was noted that previously, the Space Strategy Group would have fed into such discussions and decisions, but this Committee was no longer operational.

The Committee approved the membership and remit as set out in the paper.

Actions:

1) **Once operational, Assessment and Feedback groups to seek input from Estates where relevant**
2) **Lucy Evans to discuss with Provost and Vice Principal Students whether the University should consider a replacement for the Space Strategy Committee**
3) **Academic Services to proceed with setting up the two Assessment and Feedback Groups**

5.3   Schedule of Review for policies, regulation and guidance

The Director of Academic Services presented the paper. He noted that Academic Services' schedules of reviews for the Senate Committees' policies and procedures had been affected by the impact of the Covid-19 pandemic, and this proposed new schedule for cyclical reviews aimed to eliminate the backlog which had built up as a result of departmental resources being shifted to deal with other issues arising from the pandemic.

The Committee were supportive of the proposed approach to the schedule for reviews. It noted that it would be useful for the University, when capacity allowed, to conduct a large scale fundamental review of existing policies and procedures, with a view to presenting this information in a more coherent way.

The Committee approved the proposals as outlined in the paper, although it recognised that it may be necessary to adjust some elements of the schedule once the implications of the Curriculum Transformation Programme for academic policies and regulations are clearer. The Committee also suggested categorising the Support for Study Policy as student support rather than casework, and scheduling an interim review of the updated Academic and Pastoral Support Policy for 2023-24 or 2024-25.

Action: Academic Services will take forward reviews following the schedule outlined in the paper, taking account of the Committee's comments.

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6.   For Discussion

6.1   Curriculum Transformation Update

Dr Jon Turner introduced the paper on the Curriculum Transformation Project (CTP), and updated the Committee on discussions held at Senate on 8 February 2023. Members of the committee raised questions about how CTP intended to engage with Schools and Colleges in the coming months, and also highlighted difficulties in engaging during this period given the UCU industrial action.

There was also discussion around the value of engagement at a College level as well as a School level. The Committee noted that the formality of approach would change as the project moved away from a broader dialogue into more focussed discussions with Schools

about specific proposals for the curriculum framework and about how Schools might develop their programmes in response to CTP.

There was broad agreement from the Committee that it would be helpful for CTP to clarify what Schools could proceed with in terms of developing their own programmes in the meantime.

> **Action: Project Team to continue to engage with Schools and Colleges, and clarify possibilities for development that could be undertaken in the immediate future.**

6.2   Student Experience Update - Closed

The Deputy Secretary (Students) introduced the paper. The Pulse Survey undertaken in December 2022 had highlighted that there had been improvement in student satisfaction in relation to the questions on belonging and experience, and teaching and learning, but that satisfaction with student services remained relatively low. The committee noted that the portal containing the survey data allowed for more granular analysis.

There was also interesting feedback from students around the matter of study space, which was clearly an area of concern amongst respondents. The Committee agreed that it would be beneficial for the appropriate University group have a strategic discussion on the University's approach to study space.

> **Action: Deputy Secretary (Students) to ascertain the appropriate University Committee or group to consider the University's strategic approach to study space.**

6.3 Strategies to optimise postgraduate research student numbers at the University of Edinburgh - Closed

Professor Maciocia presented the paper. The committee noted that the paper covered a range of topics, including remote and distance learning PhDs, part-time study in doctoral education, and the length of the prescribed period for funding.

The Committee had a broad discussion around student well-being, stipends, study space for postgraduate research (PGR) students, and the purpose of PhD programmes to prepare PGR students for a broad range of careers rather than solely a career in academia. The committee acknowledged that there were many dimensions to consider.

Regarding remote and distance learning PhD programmes, the committee discussed various models, including the provision for existing students to transfer to a distance PhD, but external applicants not having this route open to them. The committee noted that the College of Arts, Humanities and Social Sciences (CAHSS) and the College of Medicine and Veterinary Medicine (MVM) had experience of distance PhDs and areas that were interested in expanding this aspect of their provision.

The committee also discussed the issue of part-time doctoral training and whether it was only open to UK students. There was some discussion around the challenges of accommodating overseas cohorts, particularly with respect to visa requirements. The committee acknowledged that there was a need to provide a full range of services to support distance and remote PhD programs, and that different types of supervision were required for these programmes. The committee also felt that distance PhDs worked better when designed for a cohort who could engage with and support each other, and do not work well for isolated individuals.

The committee also discussed issues related to widening participation, including the pipeline into PhD programmes from PGT programmes, recruitment, and the challenges or restrictions posed by asking for MSc qualifications for entrance to PhD programs. There was also acknowledgement of the importance of administrative support for PGR students, which was an area in which there was variance in practice.

The Committee agreed that CAHSS and the College of Medicine and Veterinary Medicine (CMVM) would continue to discuss these issues within their respective management structures. The College of Science and Engineering (CSE) had already discussed the paper within relevant management structures.

> **Action: CAHSS and CMVM to discuss paper within respective management structures.**

6.4   Postgraduate Research Higher Education Achievement Report

The Director of Academic Services presented the paper. He noted that the University operated a Higher Education Achievement Report (HEAR) for taught programmes, and had done so for a long period of time. The same provision did not exist for Postgraduate Research (PGR) students

A challenge in introducing an equivalent document for PGR students was that information that individuals would perhaps expect to be included on a HEAR (such as attendance at conferences) were not centrally validated at a PGR level, and would require potentially complex workflows to facilitate. In principle, it was important that anything included on such a document be verifiable.

A Senate Researcher Experience Task Group had examined this issue in 2017, and had noted that provision of such documentation for PGR students across the sector was not consistent but was an area of growth.

The Committee confirmed its support for developing a PGR HEAR, and endorsed the next steps set out in the paper.

It noted that activities such as the Edinburgh Award could become more popular should they become more visible to students through inclusion in a PGR HEAR, and as such resourcing and capacity of these activities would need to be given consideration.

> **Action: College PGR Deans to create updated specification for the categories to be included within a HEAR. Once specification is available, Student Systems to quantify business analysis and development work involved in delivery of PGR HEAR, and assess availability of resources and priority compared to other potential developments.**
>
> **Vice Principal (Students) to explore availability of project support.**

7   Any Other Business

The Committee noted that the Student Lifecycle Group is considering options for enhancing the course enrolment process, including proposing that Schools remove from their Degree Programme Tables any optional courses that, in practice, their students are unlikely to be able to access (for example, due to quotas or timetabling issues). The Committee did not make a formal decision, but in principle was supportive of the Group taking steps to address this issue. However, it advised that the Group take a careful and nuanced approach, to ensure that it did not inadvertently encourage Schools to reduce genuine flexibility for students to access optional courses, or discourage Schools from addressing resourcing issues in order to allow them to increase quotas.

There was no other business.

Stuart Fitzpatrick
Academic Services
16 March 2023

**The University of Edinburgh
Senate Quality Assurance Committee**

11 May 2023

Student Support Framework

Description of paper

1. This paper proposes a Student Support Framework for SEC to review and approve, this framework will govern the new model of Student Support within the University.

Action requested / recommendation

2. Review proposed new Student Support framework and approve for publication and use in academic year 2023/24.
3. Approve retiring current "Academic and Pastoral Support Policy" at end of academic year 2022/23.

Background and context

4. Court and the University Executive approved the full implementation of the new student support from 2023-24, following the first phase in 2022-23.

5. The Student Support model is being introduced through a phased approach, with some students transitioning to the new model of support in September 2022 with the remainder transitioning in September 2023.

6. In May 2022, SEC approved revisions to the Academic and Pastoral Support Policy in order to incorporate the new model for 2022-23 (primarily by inserting references to Student Advisers). As the new model rolls out fully in September 2023, the policy will no longer be applicable from academic year 2023/24, therefore SEC is asked to approve a framework for student support to replace the Academic and Pastoral Support Policy.

7. SEC should consider this a transition framework as the model embeds across the University. As the model leadership and evaluation and monitoring approaches mature, SEC will receive an update to this framework in 12 months for review and approval.

8. This framework has been shared with College management teams, following approval from SEC, this will be shared more widely ahead of adoption from September 2023.

Discussion
9. The "Student Support Framework" document, which provides:

  a. An overview of how student support should be delivered across the University, expectations for staff and students, and key student support roles

  b. Structure for governance and leadership of student support

  c. Approach to evaluation and monitoring of student support

10. Current Academic and Pastoral Support Policy – The recommendation is to retire this policy, along with related guidance (including Interim Guidance introduced due to Covid). Current policy was amended ahead of AY2022/23 but due to alignment to the Personal Tutor-led support model the degree of revision required was substantial therefore the recommendation is to replace.

Resource implications

11. N/A - While implementation of the model requires resources, the policy and framework changes do not in themselves add any further resource requirements

Risk management

12. Provides regulatory framework for Schools/Deaneries to base processes and ways of working, in line with the implementation of the new model of student support and guidance that will be provided by the Project Team. Responsibility for implementation of the framework is detailed within the document

Responding to the Climate Emergency & Sustainable Development Goals

13. N/A

Equality & diversity

14. The proposed changes do not directly affect EDI considerations. However, this framework is a prerequisite for the full implementation of the new model of Student Support, which will enhance student experience, including EDI considerations when students are seeking support.

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

15. Academic Services will also include these changes in their annual updates on policies and regulations, and related newsletter

16. Evaluation of the model within this framework will be delivered by the quality assurance processes described in the document.

Author
Rosie Edwards (Senior Design Lead)
27 April 2023

Presenter
Rosie Edwards/Lisa Dawson

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

Appendix covering:

- SEC May 2023 – Student Support Framework

Purpose of Framework

To set out the University's approach to and expectations of the provision of student support.

Overview

The framework specifically covers support for students provided within Colleges, Schools and Deaneries, and the Student Wellbeing Service. It also provides principles for all specialist services providing support to students.

Staff working in Colleges, Schools and Deaneries should work with specialist services providing support to students, such as the Information Services Helpdesk, Residence Life, EdHelp, Student Counselling Service and the Institute for Academic Development (not an exclusive list). However, it is not a framework intended to cover all aspects of the student experience.

Scope:

Mandatory - The framework applies to all taught students in its entirety. For research students, it applies in relation to the provision of support by the Student Wellbeing Service.

Contact Officer	Lisa Dawson	Academic Registrar	

Document control

Dates	Approved:	Starts: 01-08-2023	Equality impact assessment: Published 2022 and new version to be published before AY2023-24	Amendments:	Next Review: 2023/4

Approving authority	Senate Education Committee (SEC)
Consultation undertaken	Academic Services; Deputy Secretary (Students); Academic Registrar; Deans of Students; Deans of Learning and Teaching; Student Support project Management Group; EUSA VP (Education); EUSA VP (Welfare); Union reps; Student Support Project Board; Senior Policy & Projects Adviser - Students
Section responsible for policy maintenance & review	Student Experience Service; Deputy Secretary,Students
Related policies, procedures, guidelines & regulations	• See Appendix A
UK Quality Code	
Policies superseded by this policy	Academic and Pastoral Support Policy 2022 Interim Guidance 2020
Alternative format	If you require this document in an alternative format please email or telephone
Keywords	Student Support; Student Adviser; Student Wellbeing Service; Cohort Lead; Peer Support Student Coordinator; Support; Wellbeing

Student Support Framework

This framework is a formal document covering the expectations of the provision of student support. It provides, or links to, guidance, where appropriate.

Contents

Student Support at the University

1. Overview of Student Support

The University is committed to providing its students with effective academic guidance and wellbeing support. The aim is to ensure that students have access to a support ecosystem of high quality and consistent support that meets their needs.

Joined-up teams of academics, professional services staff and fellow students work together to give students clear, actionable guidance and advice with practical matters, their wellbeing or their studies. A wide range of student support, in academic, pastoral, administrative and domestic areas, is made available to students through student support services, which complement provision in Schools, Deaneries and Colleges. The effectiveness of these services, and the cohesion between them and the wider academic University community, are fundamental to a high-quality student experience.

All staff will have a baseline understanding of the student support structures available to students in the University and be able to signpost students to them as appropriate.

The University's approach to student support ensures that students can access consistent information, academic guidance, and wellbeing support when and where they need it.

2. Expectations and Standards

All support to students will be provided within the expectations and standards set out by current University policies, guidance and regulations, including those that are academic, Human Resources, and information systems-related

Students

Our ambition is for student support to enable and empower all students to prosper as independent adults. The University recognises each student is an individual and their support needs will range from support embedded within normal University activities to more specialist interventions. All students have an expectation that the University will provide reasonable support for them to thrive, flourish and succeed in their studies. Students can also expect that the University knows who they are, and staff will provide opportunities to review their progress in their academic studies.

Each student will reflect on their academic progress, including how their learning contributes to their longer-term aspirations. They will take responsibility for their own progress, informing their Student Adviser or Doctoral Supervisor promptly, in the first instance, of any relevant matters affecting their studies, to enable effective support to be offered, and then acting on the advice, referral or information given.

Academic Guidance and Support – Taught students will have appropriate academic and skills support from the University. This means each taught student will have:

- Support in building a good understanding of their core programme, with access to specialised subject related guidance, advice on their degree programme and help with course selection
- Support in their learning, including regular contact with the academics who teach them
- Support through induction and key transitions during their university lifetime
- Opportunities to meet and collaborate with other students, helping to shape a sense of belonging to their degree programme, and the wider University
- Time and opportunities for reflecting on their learning and academic progress

- Access to academic support from their peers through student-led schemes, with coordinating support from the University

Personal and Wellbeing Support – All students will have appropriate personal and wellbeing support. This means each student will have;

- Support from a named individual (Student Adviser or Supervisor) who knows who they are. They will be the first point of contact and will proactively reach out to them at key times in their studies. If that person is unavailable, the student will still have access to a wider student support team
- Access to individual and group personal development opportunities to allow them to make the most of their studies and face any challenges that occur during their time at the University of Edinburgh
- Support with their overall wellbeing, and if they need more specialist support, they will be helped in navigating specialist services and relevant support networks, as well as receive advice on how to contact specialist support beyond what the University is able to offer.

Student Services Providing Specialist Support – All students will have appropriate support from a wide range of specialist services across the University, for example (including but limited to) Student Counselling Service, Careers Service, Student Immigration Service, etc. This means that:

- Providers of specialist support to students will make clear, through a range of appropriate channels:
    o the services and levels of support they offer
    o who can access these services
    o how to access these services
- Specialist teams providing support to students will:
    o Respond to requests and enquiries accurately, promptly and efficiently
    o Maintain and develop effective links with other areas of the University, Edinburgh University Students' Association and external organisations in order to facilitate effective referral and coherent delivery of student support
    o Ensure that all staff delivering the service are appropriately qualified, trained, supported and developed in their roles
    o Seek and respond to regular feedback from users, and make clear who students must contact with a complaint, compliment or suggestion
    o Monitor, review and seek to enhance their performance regularly, taking on board and acting upon feedback from students and by participating in appropriate quality assurance and enhancement processes within the University and/or within their professional arena

Teaching Teams - Teaching teams (including but not limited to Lecturers, Course Organisers, Teaching Assistants, Lab Tutors, Studio Tutors, professional practitioners) play a role in supporting students to transition into and through their studies both within and alongside the taught curriculum. This means all such staff will:

- have a basic understanding of the student support structures available to students in the University, and
- be able to signpost students to those.

3. Overview of Key Roles in Student Support

Where possible, direct links have been provided to job descriptions (current at the time of publishing). Otherwise, staff can access a full role/job description in the student support

Briefing Resources site, with copies also available via the
studentsupport.project@ed.ac.uk mailbox

Student Advisers
Each School/Deanery has a team of trained professional Student Advisers who take on the day-to-day work of supporting and advising students, both proactively and reactively. Student Advisers provide a first contact point for students within their School/Deanery, providing guidance and support, including additional assistance where needed, to those navigating the University support systems.

Working closely with academic and specialist services teams, the role is an advocate for students, their School/Deanery, and programme, ensuring parity of experience for all students.
The Student Adviser will coordinate support, consider students' wellbeing and make proactive contact or referrals to the Student Wellbeing Service where appropriate.

Job Description of the Student Adviser role is in Student Adviser Job Description (HR Job Library)

Wellbeing Advisers
Wellbeing Advisers support students with their wellbeing and mental health challenges, both proactively and reactively. Student Wellbeing Services collocate with staff based in each School/Deanery, and are available to support all taught and research students during their time in the University.

A student can request wellbeing support either through their Student Adviser or Supervisor or directly with the Student Wellbeing Service.

For taught students, it is strongly recommended that referrals to the Student Wellbeing Service are primarily made via a Student Adviser to enable coordinated support for the more complex situations students may be experiencing.

Academic Cohort Leads
Academic staff in the role of Cohort Leads are responsible for creating a sense of cohort belonging, encouraging students to reflect on their development, leading on induction and transition activities throughout the programme, and taking the lead on the following areas:

- Welcome, induction and transition
- Community building
- Academic guidance and support

Cohort Leads provide a visible academic presence for students as they navigate their University career. These roles will typically be performed by a member of academic staff teaching on that programme, and activities would normally be undertaken with groups of students.

Peer Support Coordinator
Peer support recognises the benefits of students supporting each other. This includes building a sense of belonging for students, environments to consolidate their learning and safe spaces to ask questions that students may be reluctant to ask staff directly.

The Peer Support Student Coordinator role will play a key role within student support and will assist students in developing, facilitating and delivering high quality inclusive and

supportive peer support activity. The peer support framework developed provides a job description for recruitment of these professional services roles.

4. Limits of Support Responsibilities

While Student Advisers, and other staff, have a responsibility for coordinating support for students, they are not expected to provide specialist wellbeing care and should not attempt to do so.

Consequently, in cases where a student appears to be experiencing severe distress (e.g. serious physical or mental health problems), they should be encouraged to seek help from appropriate services e.g. Wellbeing Advisers. In some circumstances the University maybe obliged to call in support from the Emergency Services. Staff should refer to the Helping Distressed Students Guide

It may occasionally be necessary for School/Deanery staff to establish explicit boundaries, especially if the student is reluctant to seek professional support or if their behaviour is having a disruptive effect on others. For further guidance, staff should refer to the Support for Study Guide (and Policy) and follow its processes

5. Confidentiality

Where any member of staff is concerned about the wellbeing of a student they may need to share personal information about the student with relevant staff whose role is to provide specialist support in such circumstances. Similarly, staff may wish to share personal information about a student with a third party, such as a registered GP or through the Trusted Contact Process, because of significant concerns regarding the person's wellbeing. Any such actions should be made in accordance with the University's Data Protection policies.

Support Leadership Responsibilities

This section covers the leadership of student support provided within Schools/Deaneries, and identifies key leadership responsibilities.

Heads of Schools/Deaneries have overall responsibility for Student Support within their area, and this should be reflected in their senior management team. They may delegate tasks and responsibilities for Student Support to a team of relevant senior academic and professional services colleagues. They should ensure that sufficient cover is in place for planned and unplanned absences, and may choose to appoint a specific named deputy to achieve that.

Heads of Schools/Deaneries will ensure all taught students have access to quality academic guidance and wellbeing support within the School/Deanery comprising four interrelated elements: Academic Cohort Leadership, Professional Services Student Experience Teams, Teaching Teams, and Peer Support:

Element	Key related responsibilities of leadership for student support
Academic Cohort Leadership	Dotted line reporting of academics acting as Cohort Leads, with clear boundaries working with relevant line management; Ensuring quality of Cohort Leadership recruitment, capacity, and skills; Overview of cohort activities within their area

Element	Key related responsibilities of leadership for student support
Professional Services	Oversight of quality of provision of student support within School/Deanery by Student Advisers (or Student Experience Teams), working with relevant line managers as appropriate; Ensuring structures are in place to support those staff
Teaching Teams	Ensuring clear and effective communication to teaching teams (all staff providing teaching to students, whether directly or indirectly in the classroom) in School/Deanery to raise awareness of the support needs of their students, an understanding of how their role can affect those, and are fully conversant with the local processes by which they should escalate students of concern to the Student Adviser teams in Schools/Deaneries
Peer Support	Ensure School/Deanery (further) develops peer support activity, with appropriate staff resourcing; Oversight of staff resource to provide effective and sustainable peer support, putting in place evaluation and monitoring as required

In line with the phased introduction of new ways to support our students and recognising that this is a transitional phase, with the implementation of considerable change to the delivery of Student Support in AY23-24, **Schools/Deaneries are not expected to amend their existing leadership and governance in advance of September 2023**, provided there is identified representation for these student support elements in the School/Deanery senior management team. There is an expectation however that Student Support Leadership is embedded in School/Deanery planning for AY24-25.

6. Director of Students and Deputy Director(s) of Students (Optional Role Descriptions)
For AY2023/24, this element of the student support leadership is optional. The roles described may be adopted by Schools/Deaneries but are not mandatory. They will be reviewed during AY2023/24, with intention of recommended leadership roles being agreed with Colleges by January 2024.

A Director of Students would be responsible for the holistic oversight of Student Support within their School/Deanery. This would include establishing and sustaining consistent access for all taught students to quality academic guidance and wellbeing support, and by working in partnership with Professional Service teams to provide each student with effective support.

A Director of Students role would be responsible for reporting to the Head of School/Deanery and contributing as required to the Quality Assurance (QA) report, as requested by the Director of Quality, on the four interrelated elements of Student Support: Academic Cohort Leadership, Professional Services Student Experience Teams, Teaching Teams, and Peer Support.

The Director of Students role would have a clearly defined value within the senior academic management team, provide opportunities for career progression and can be included as substantive experience when making applications for academic promotion

The Director of Students requires a deputy to provide cover for responsibilities, delegated by the Head of School/Deanery, taking into consideration the size and shape of the student population.

As above, Deputy Director of Students staff resource considerations include:
- Size of student population
- On campus, online, full-time, part-time, part-time intermittent
- UG or PGT variants
- Accredited degree programmes
- Number of subject areas
- Complexity of teaching delivery including to hubs e.g., Edinburgh Futures Institute
- Practice learning: e.g. work placements, dissertation research placements, fieldwork

The deputy structure can be resourced through the recruitment of a new Deputy Director of Students role or via the agreement of delegated deputy roles within the existing staff structure, e.g. Senior Tutors, Directors of Teaching, Head of Student Services, etc.

The Deputy Director of Students are particularly important in ensuring succession planning, building relevant academic leadership, skills and experience to aid the recruitment of incoming Director of Students. The Deputy Director of Students role would provide opportunities for career progression and can be included as substantive experience when making applications for academic promotion.

The Director and Deputy Director of Students roles would commit to completing training essential to the roles as a minimum. This is important to meet the University's commitment to Equality and Diversity.

7. Deans of Students

The Dean of Students is normally a member of the College Senior Management team, who reports to the Head of College. They will have responsibility for oversight of student support in their College, working with Schools/Deaneries to ensure effective and appropriate student support. They will provide strategic direction to Directors of Students in interpreting staff and student feedback to guide enhancement of student support

Main Responsibilities are to:
- report directly to the Head of College;
- liaise with other Deans in the College, with the Deans of Students in the other Colleges and with relevant Vice-Principals and Assistant Principals;
- ensure that adequate and appropriate training and professional development is undertaken by (Deputy) Directors of Students and Cohort Leads;
- collaborate with support services and Schools/Deaneries regarding the design and delivery of student support training and professional development;
- coordinate, meet and advise and others in key support roles;
- foster regular interchanges between academic leaders in student support, and student representatives.

Student Support Governance

This section covers the overall ownership/governance of student support in the University and specifies how it will be implemented, evaluated and monitored.

8. The Deputy Secretary, Students

Student Wellbeing Service

The Deputy Secretary, Students will:
- Ensure the provision of a Student Wellbeing Service (SWS) available to all students, including all taught and postgraduate research students, and provide them access to suitably trained and experienced advisers, within the boundaries of University wellbeing provision

- Ensure the SWS is sufficiently resourced with Wellbeing Advisers to provide wellbeing support for students who may benefit from:
    o Proactive and preventative support to prevent their situations developing
    o An assessment of their needs and behaviours
    o A professional wellbeing intervention
    o An action plan to support their on-going wellbeing support
    o Provide advice on how to contact specialist support beyond what the University is able to offer.

Application of Student Support Framework
The Deputy Secretary, Students will:
- Ensure this framework is applied consistently across all Colleges
- Ensure that robust evaluation and monitoring of the quality of student support across all Schools/Deaneries is in place
- Report to the appropriate Senate sub-committee on recommendations from the evaluation and monitoring of student support
- Ensure that a Student Support Statement has been provided from each School/Deanery, and that it has been published and accessible to students

9. Heads of Schools/Deaneries
Overall Support for Students
Heads of School/Deanery will ensure that in their School/Deanery:
- All students are:
    o Welcomed into their respective academic communities to feel they matter and are a valued part of the University
    o Informed which teams, individuals and service(s) will provide them with support
- Taught students (including MScR students where appropriate) are informed how Student Adviser and Cohort Lead engagement will be delivered
- Provision of a readily accessible, student-facing office as the primary point of contact for students seeking advice and information. This office must ensure that where necessary, students are directed to the appropriate member of staff or source of information. This office will also proactively reach out to all taught students at key points in the academic cycle of their programme
- Student Adviser roles are recruited and appropriately trained
- Every undergraduate and taught postgraduate student is assigned a Student Adviser prior to the start of their programme or academic year. For students on a joint degree, the School/Deanery responsible for the student's programme also has responsibility for provision of a Student Adviser
- Regular student review (enhanced support) meetings are held to consider and support individual taught students experiencing personal or academic challenges
- Appropriate structures of support for provision of academic guidance, and building a students' sense of belonging is in place
- Cohort leadership support is provided by academics, either as a specific responsibility or within their current role, e.g., as a Programme Director

Peer Support
Heads of School/Deanery will ensure that in their School/Deanery:
- A Peer Support Student Coordinator and/or relevant academic or professional services staff member is in place, responsible for proactively developing, facilitating and delivering peer support for undergraduate (UG) and postgraduate taught (PGT) student cohorts

- The named member(s) of staff complete essential training, including Equality, Diversity & Inclusion training. Where the member of staff is also a UoE student, they must complete the EUSA-developed Student Leader course

Staff Interacting with Students

Heads of School/Deanery will ensure that in their School/Deanery:

- Staff providing support to students can access support for their own wellbeing working with Human Resources
- A process is in place to inform all staff, including those in technical roles, who are involved in the delivery of teaching and learning to students, of the student support structures in their School/Deanery and College
- All members of teaching teams are trained, as a minimum, to sign-post individual students in need of support to the appropriate student support, e.g. to their Student Adviser

Support Leadership

Heads of School/Deanery will ensure that in their School/Deanery:

- Responsibility for Student Support within their area is reflected in their senior management team. They may delegate tasks and responsibilities for Student Support to a team of relevant senior academic and professional services colleagues
- Sufficient cover is in place for planned and unplanned absences
- Staff in support leadership roles complete all relevant training

-

Implementation

Heads of School/Deanery will ensure that in their School/Deanery:

- A "Student Support Statement" (also known as a "School on a page" summary) is prepared and published by no later than end-July ahead of the Academic Year 2023/24, with its location communicated to their staff and students. The scope of the statement must cover Student Advisers, Cohort Leadership, Student Support Leadership, local governance structures, and peer support provision within the School/Deanery
- This statement is provided to the Deputy Secretary, Students
- Staff in support leadership roles contribute to School/Deanery quality assurance processes

10. Heads of Colleges

Heads of College will ensure, through their Deans of Students and Deans of Learning and Teaching (or equivalent):

- That each School/Deanery in their College has published their "Student Support Statement" ahead of the start of the academic year, and will confirm that to the Deputy Secretary, Students
- Role descriptions and committee remits are in place to oversee the quality of provision of academic guidance and pastoral support across Schools/Deaneries in their College

11. Monitoring and Evaluation of Student Support

Schools/Deaneries will reflect on their student support arrangements as part of annual monitoring, review and reporting processes, using their Student Support Statement as reference point and working with central student services. The Project Board will continue to work with Senate Education Committee (SEC) and Senate Quality Assurance Committee (SQAC) to ensure effective oversight and evaluation of student support arrangements, and

make recommendations to develop this approach. The Student Analytics, Insight and Modelling Team will provide support for the evaluation of student support arrangements, providing analysis of data and reporting and develop an approach for a continual learning model.

The Deputy Secretary, Students, will annually evaluate the workings of the central support teams through the Student Support Services Annual Review procedures.

Appendix A – Related Policies and Guidance

- Helping Distressed Students Guide and Policy
- Support for Study Guide (and Policy)
- Fitness to Practice (request from relevant College Office)
- Student Support Services and Support
- Student Mental Health Strategy
- International student attendance and engagement policy

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Assessment and Feedback Strategy Group
Update and Recommendations

Description of paper

1. This paper provides an update from the first meeting of the recently established Assessment and Feedback Strategy Group. The paper makes several recommendations for next academic year.

Action requested / recommendation

2. The Committee is invited to discuss and approve the recommendations in the paper.

Background and context

3. SEC recently approved the establishment of the Assessment and Feedback Strategy Group. The Group had its first meeting on 30 March, 2023 and discussed several immediate priorities for the next academic year: institutional examination formats (including the August Exam Diet), generative AI guidance and alignment with the Assessment and Feedback Principles and Priorities.

Discussion

Institutional policy on examination formats for 2023-24

4. The Group discussed the need to set an institutional policy on examination formats, following the Covid exam period and the return (in many cases) to in-person exams.

5. There are several drivers: the desire to encourage diversity in assessment in line with the Assessment and Feedback Principles and Priorities, including diversifying the timing of assessments to avoid assessment bunching, feedback from students on the return to exams, and operational challenges in scheduling exams.

6. We also noted student concerns (as presented to Senate Education Committee (SEC) on 11 November 2022) regarding the trend back to in-person examinations.

7. Senate Education Committee is undertaking a review of the December 2022 exam diet to assess the impact of the return to in-person exams on pandemic cohorts. However, it was noted that Student Analytics, Insights and Modelling (undertaking the review) reported significant technical and workload challenges, and this insight was not yet available to inform the discussion. In addition to

insight from student performance data, the Group **recommends that SEC considers additional insight from the Student Panel as part of the evaluation of the impact of the December 2022 exam diet.**

8. The Group agreed that 'in-person' does not necessarily equate to 'closed book' exams, and **recommends that colleagues consider greater use of open book or open note, where pedagogically relevant.** SEC is asked to consider whether guidance on open book and open note exams is needed to ensure consistency of approach.

9. The Group noted that another key issue may not be 'in-person' vs online but rather 'hand-written' vs computer-based/digital assessment. A move to in-person computer-based assessment would address student concerns about 'hand-written' exams and concerns about academic integrity. However, it was noted that the resources (i.e. computer labs) are currently not available in sufficient number to implement this across the whole student population and a bring-your-own-device approach may only be suited to open-book assessment due to concerns over locking down devices. Biological Sciences had conducted a successful pilot of computer-based assessment that can inform future-thinking. The Group would like to give further consideration to computer-based/digital assessments, whether 'in-person' or robust remote solutions, discuss options with IS and return to SEC with a proposal at a future date.

10. Due to the short time scale, and lack of data to inform the discussion, the Group felt it did not have sufficient information to attempt to make significant changes to examination formats for 2023-24 at this point in the academic cycle. The Group agreed that a broader evaluation and consultation needed to take place, and would take this forward as part of its ongoing work and will come back to SEC with a proposal for the 2024-25 academic year.

11. The Group agreed that decisions regarding the use of in-person exams as an assessment method must be based on what is pedagogically appropriate for each discipline. However, the Group agreed that such decisions must also be robust, transparent, and evidenced via a formal and routine approval process. For academic year 2023-24, the Group **recommends that SEC requests that Schools/Deaneries ensure that decisions to hold in-person examinations are pedagogically appropriate and evidenced via a formal and routine approval process to be managed by Colleges.** If approved, the Group would develop such an approach to implement for the next academic year.

August Assessment Diet

12. The group considered the August Assessment Diet and the desire to minimise the need for students to return to Edinburgh to undertake re-assessments (or an exam as a first attempt). Key considerations are the increasing costs for students, the challenges for students in finding accommodation in Edinburgh during the festival period, and sustainability issues associated with travel.

13. The Group would like to consider this further, consult more widely and do some sector benchmarking to understand the options available - such as whether it may be possible to hold assessments earlier or later so that they are within term time; whether it is possible to make more use of the Overseas Exam Service; whether to use different assessment formats; or any combination of these.

14. In the short-term, the Group noted that it was already permissible for the format of assessment for a resit to be different from the original assessment, as long as the same learning outcomes are being assessed. The Group **recommends that Colleges/Schools use alternative assessment formats, where possible, for 2023-24 resit exams to reduce the need for students to return to Edinburgh in August.**

15. Where there is a need to conduct an in-person exam re-sit, the Group would be keen to explore with Schools/Deaneries the potential to pilot alternative options for 2023-24 resits, particularly altering the timing of such exams.

Implementing the Assessment and Feedback Principles and Priorities.

16. The Group noted that the Assessment and Feedback Principles and Priorities seek to address a recommendation from the recent Enhancement Led Institutional Review (ELIR) and it is, therefore, crucial that they are implemented. Full alignment with the Principles and significant action against the Priorities is expected in academic year 2023-24 (following phased alignment in 2022-23).

17. Schools have been asked to report in School Annual Quality Reports at the end of academic year 2022-23 on progress and actions. The Group acknowledged that Schools will progress at different rates, depending on their starting position, but also expressed concern with progress which is likely to be heavily impacted by the strike and marking and assessment boycott, which is very likely to be reflected back to us negatively in student feedback (including the NSS).

18. The University will undergo a Quality and Enhancement Standards Review on 16th November 2023. This is a new review point that has been introduced in Phase 1 of the development of a new Tertiary Quality Framework by the Scottish Funding Council. Progress with assessment and feedback will be explored during this review. Given the importance and urgency of the need to demonstrate progress with assessment and feedback, the Group **recommends that Colleges maintain oversight of the implementation of the Assessment and Feedback Principles and Priorities within their Schools/Deaneries and ensure progress is being made.** The Group will give further consideration to success measures to facilitate this.

19. The Group agreed that to support Schools/Deaneries in implementing the Principles and Priorities current good practice should be identified and shared via mechanisms/fora outside the usual quality assurance processes.

Generative AI and approaches to assessment

20. The Group welcomed the launch of the new [guidance](#) in relation to the use of Generative AI platforms (such as Chat GPT) which are currently gaining some interest.

21. The Group agreed that the University must recognise that Generative AI will be an integral part of the future world of work for its graduates and therefore must strategically engage with the issue as it continues to develop. The current guidance will need to be updated as Generative AI platforms develop and gain traction within the student community.

22. The guidance needs to be clear on how staff and students can engage positively with Generative AI, with examples of good practice. **The Group recommends that SEC tasks Colleges with identifying examples of how students and staff are currently engaging with Generative AI and developing use cases for future use.** SEC is asked to consider whether updated guidance is required for the start of the next academic year, and how best to develop such guidance.

Resource implications

23. There are potential resource implications in making changes to assessments, but also resource savings to be made from reducing the number of centrally managed in-person exams. There are also resource implications for students in returning to campus in August to take in-person exams.

Risk management

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

Responding to the Climate Emergency & Sustainable Development Goals

25. Not applicable.

Equality & diversity

26. One of the Assessment and Feedback principles directly addresses inclusive assessment practice and equality in assessment outcomes. Reducing the need for in-person exams, particularly in the August exam diet, should make the assessment experience more inclusive and equitable for students.

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

27. Communication of proposed changes will be primarily via Colleges to Schools. Schools have been asked to report changes to assessment in their School Annual Quality Reports.

Author
Professor Tina Harrison
Deputy VP Students (Enhancement)
1ˢᵗ May, 2023

Freedom of Information
Open

Presenter
Professor Tina Harrison

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Tutors and Demonstrators Governance

Description of paper

1. We propose a multilevel governance model for Tutors and Demonstrators.

2. The paper contributes to Strategy 2030 outcomes (ix) "We will have more user-friendly processes and efficient systems to support our work.", (xii) "Multidisciplinary postgraduate education pathways will support flexible whole-life learning." and indirectly to (ii) "The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it."

Action requested / recommendation

3. Senate Education Committee is asked to consider, discuss and, if desired, approve the recommendations made in the discussion section of the paper. Detailed proposals would be brought to a future meeting of the committee.

Background and context

4. Following the last two ELIR reports we aim to propose a governance structure for managing our Tutor & Demonstrator (**T&D**) system across the institution. Currently governance is not clearly set out and responsibilities at all levels are not always clear.

5. In fact, the ELIR report targeted two areas of particular concern: governance and training following complaints to the panel from tutors and staff.

6. Senatus Quality Assurance Committee set up a steering group (T&D Oversight Group) led by the Doctoral College to consider the ELIR response. One of its first tasks was to set up a T&D network to include all known staff in the Schools and Deaneries who manage and train our T&D staff. This steering group quickly set up a working group to propose practical solutions to the coordination of training across UoE.

7. The working group is led by Fiona Quinlan-Pluck of the IAD. It developed a questionnaire to be discussed with suitable T&D staff in Schools and Deaneries covering all aspects of the provision of training for T&D staff. These were completed in direct interviews and have been very effective in surfacing a range of issues. The interviews are not yet complete but there is data now from 9 Schools and deaneries across all three Colleges. An interim report was provided to the steering group on 13th March with an executive summary. The key findings confirm what we had always suspected and what had been uncovered in the ELIR interviews. The outputs now provide concrete evidence of this:

   a. There are pockets of (very) good practice in each College.

   b. The implementation and even knowledge of the policy is patchy.

c. All do pay for training but the volume and how compulsory it is, varies.

d. Most do not provide training for assessment and feedback although most provided something around the technical aspect of assessment.

e. Training is sometimes left to course organisers. One School reported that training was left to IAD.

f. EDI training is sometimes provided but not always. Health and safety training is generally provided.

g. Schedules of adjustment are not generally provided to tutors.

h. Follow-up to training such as observation of teaching or refresher sessions sometimes happen but not usually.

i. There is wide variation of who is responsible for T&D activity and, in some cases, it is not explicit.

j. Line management of T&D staff was not generally clear with the responsibility for all falling on one person. This has been made worse by P&M.

k. There was a lot of variation in how financial queries are handled. Payment levels were mostly consistent.

l. There are some instances of processes to deal with under-performance but mostly nothing is done. Annual reviews were sometimes provided but sometimes it was left to supervisors and for others there was no provision.

m. Staff reported that there had been considerable mission creep in their roles.

n. There is fair amount of repeated effort happening across the institution.

8. Governance is difficult because the vast majority of our T&D staff are postgraduate researchers although there are very significant numbers of other staff in some areas (notably NHS clinicians in the Medical School). The governance structures for our PGRs do not articulate sufficiently with the Teaching Offices which inevitably need to be part of any local coordinating structure. The College Offices do not play ana active role at present in monitoring, regulating or reviewing T&D matters in Schools although issues will sometimes arise in QA reports or School reviews. At central level, SEC has governance responsibility by default but since the T&D staff are employees, it cannot govern the employment side of the process. The Doctoral College is not a governance structure in its own right and its steering groups do not have adequate representation to oversee T&D effectively.

9. There are many aspects to T&D which should be included in any governance arrangements: recruitment, training, support, financial and reporting. Various parts of this are governed in different governance structures of the institution. As an example, payment for tutoring and demonstrating was recently regularised across the institution to ban the practice of including payment for T&D within scholarships.

Discussion and Vision

10. The evidence gathered so far makes it clear that there is a need to tighten up the governance and to revise, extend or augment the policy possibly by adding additional guidance. Much of the details in the policy remain correct and the problem is that they are simply not being followed or implemented.

11. At the same time, there is also work to look at the size and shape of our PGR body and closely linked to this is provision of scholarships. The updated T&D policy decoupled the T&D payments from scholarships and now T&D is generally financed through GH contracts. There is a possible plan to change these to fractional contracts and that will change the financial and recruitment landscape.

12. The oversight group is making the following concrete recommendations:

   a. **Implement structural changes in governance (at all levels in the institution) to include oversight of and responsibility for T&D.**

   The model we would propose is to create a structure similar to the governance of student experience in that there would be local contacts in each School with responsibility to enact the T&D policies and, where appropriate, supported by a small team. These would be coordinated at College level by one of the Deans (for example the Dean of Teaching and Learning). These, in turn, would report to a central committee or group convened by a senior leader (VP or DVP). Due to the extent of the T&D domain, this group would need to have a reasonably wide representation. Policies would be owned by the relevant service (typically Academic Services but also HR or Finance) and approval would be sought from a range of governance committees as required. Part of this would include robust reporting arrangements as part of the responsibilities of the various senior staff. It was felt that there would not need to be any new committees below central committee and that possibly central committee activity could be subsumed into an already existing committee.

   b. **Augment the policy with guidance around training and recruitment.**

   It was felt that the policy was insufficiently complete in certain areas which was leaving Schools with the task of filling gaps. This was both inefficient and open to abuse. Some details of how to implement some of the policies would help to ensure consistency of practice as well as save effort.

   c. **Review aspects of the policy to ensure that cross College/institution tutoring is facilitated.**

   The policy assumes that each School handles its own T&D staff but there is increasing numbers of instances where courses and programmes are provided cross institution and require interdisciplinary teaching. So, we need a mechanism to make it possible to employ T&D staff more widely than in the owning School. This will become important as CTP matures, and any T&D system needs to be reasonably future-proof to deal with diverse models of delivery.

   d. **Raise awareness of the need for support and resources in Schools/Deaneries with Heads of School.**

It was felt that the main issue was lack of awareness by senior staff in Schools/Deaneries of the need for resources at School level and of the policy itself. There is a need for central teams to engage with such staff, through College committees, to ensure that minimum standards are met in all Schools.

e. **Activate the T&D network to provide a way to share good practice, offer cross institutional support and bolster communication.**

This has been set up to include the 100 or so staff in Schools/Deaneries and services to help with communication and share good practice. So far it is not active but if activated could be a useful mechanism to boost communication and share practice across the institution in much the same way that the Doctoral College operates. This has proved very effective for a similar group of staff and provides an inexpensive way to support such staff.

Resource implications

13. It must be recognised that there will need to be a modest investment in administrative support to help activate the network, support the responsible staff and help develop policy and guidance. While we might hope that this can be found from already existing teams in Colleges and services, it is likely that we may need to employ dedicated staff in places.

Risk management

14. There is considerable reputational damage possible if we do not effectively address the governance issues here as the ELIR panel will be carrying out a mid-term review in the Autumn. But there is a deeper risk to our coverage of teaching requirement, quality of tutoring and consequent detrimental effects on the UGT student experience.

Responding to the Climate Emergency & Sustainable Development Goals

15. This contributes indirectly to SDG goals 3, 4, 8 and 9.

Equality & diversity

16. The governance structure should not have any direct EDI effects but how it operates will. It will be necessary to ensure that diversity is considered at all levels.

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

17. This paper has been discussed by SQAC on 27th April 2023 and the comments will be fed back during the meeting. The steering group will consider the outcome of SEC and formulate more detailed policy to bring back to SEC for ultimate approval by Senate and the Executive. The IAD provide generic training and are a key part of the Steering Group along with HR and UCU. We will consult widely through the T&D Network so that all staff have sight and can input into the discussion.

Author   **Presenter**

Antony Maciocia　　　　　　　　　*Antony Maciocia*
On Behalf of the Doctoral College and
T&D Steering Group
Date 20/04/2023

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

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Higher Education Achievement Record (HEAR)
Additional Category Proposal

Description of paper

1. This paper sets out the proposal to add a category of achievement to section 6.1 of the Higher Education Achievement Record (HEAR). The category of achievement would be "student participation in strategic/major projects".

2. The expectation is that it would the project team's decision as to whether the student participation was significant to merit this recognition. The current Curriculum Transformation project would be an example where this would be the case.

Action requested / recommendation

3. We are seeking Senate Education Committee endorsement and support for the additional category of achievement of student participation in strategic/major projects to be added to section 6.1 of the HEAR.

Background and context

4. Strategic/major projects that impact on the student experience need student participation. Current projects, such as the Curriculum Transformation project and the Student Support project, for example, have been incentivising student engagement over the last year through the payment of vouchers for attendance at workshops.

5. Within certain strategic/major projects, it is anticipated that there will be requirement for a more detailed and sustained contribution to projects, alongside the requirement for ad hoc student attendance at single workshops. This deeper involvement will be of benefit to both the students and the projects. This has been the case, for example, within the Curriculum Transformation project, where students have been active members of governance groups and Sabbatical Officers are group co-chairs and members of the project Board.

Discussion

6. There is an established practice whereby students who become involved in quality assurance and enhancement processes receive recognition on their Higher Education Achievement Report (HEAR). This is both within the University of Edinburgh and across the Higher Education sector in Scotland.

7. Not all strategic/major projects will require student participation, but for those that are expected to positively enhance student experience, it is essential that there is student participation to ensure successful outcomes. Students will commit their time to share their experiences and views working alongside project teams and

wider University colleagues to help influence and shape the design and development of project deliverables for the benefit of future students.

8. The opportunity to gain recognition on their HEAR would be open to all students who participate significantly (contributing at least 15 hours over an academic year) to a strategic/major project, including undergraduate, post-graduate and Sabbatical Officers. This participation could include attendance and preparation for workstream or group meetings, organisation and attendance at workshops or contributions to reports and publications.

9. The students will be required to provide a short report, including reflection on what they have learned from their involvement, in addition to insights and recommendations for the project they have contributed to.

10. We are proposing this change for AY 23/24 onwards. There will be no retrospective recognition for the current and any previous academic years.

11. The full HEAR proposal is attached as an appendix to this paper.

Resource implications
12. The Programme Management Office (PMO) within the Strategic Change Unit will be responsible for verifying that requirements for HEAR recognition have been met. This will be managed within existing capacity.

Risk management
13. There are no specific risk implications.

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

Equality & diversity
15. No equality and diversity impacts are anticipated.

Communication, implementation and evaluation of the impact of any action agreed
16. The PMO within the Strategic Change Unit and the relevant project team will be responsible for the communication of these opportunities to students as they arise and for ensuring that contributions are monitored, evaluated and actioned appropriately.

Author   **Presenter**

Rhona McMorland   *Amanda Percy*

27 April 2023

Freedom of Information *(Is the paper 'open' or 'closed')*
This paper is open

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

This form should be completed if you wish to propose a new achievement or activity for inclusion in Section 6.1 (or to amend an existing achievement). The proposal will be considered by Senate Education Committee (SEC), which will ensure that the category adheres to the following principles:

All activity recognised in Section 6.1 of the HEAR should be undertaken **whilst a matriculated student**, and should fit under 1 of 3 headings:

1. **Additional Awards** – in Edinburgh's case, the 'Edinburgh Award' is the only 'Additional Award' recognised.
2. **Additional Recognised Activities** – including volunteering, leadership and representative roles, and other significant, verifiable roles. (See page 2 for details of the additional activities that are currently recognised.)
3. **University, Students' Association and Sports Union Prizes and Awards** – both academic and non-academic.

In addition, all activity should be:

- **Substantial** – the activity has impact, encourages reflection, and provides opportunities for learning development and 'stretch'. It is likely to involve a substantial time commitment.
- **Verifiable** – the activity can be verified and is endorsed by the University.
- **Equitable** – the activity is available on an equal basis to a clearly defined group of students, and should be available to students on an ongoing basis eg. in successive years.
- **Factual** – information included is factual and non-evaluative.
- **Additional** – the activity is not required as part of the academic, credit-bearing curriculum.

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

The following **'Additional Recognised Activities'** (heading 2 above) are currently approved by the University of Edinburgh:

Students' Association Roles	Sports Union Roles
• Edinburgh University Students' Association Activities Position • Edinburgh University Students' Association Elected Office Bearer • Peer Support – PALS Student Leader and Peer Support Leader • Student Representative • Edinburgh University Students' Association Community Volunteering	• Edinburgh University Sports Union Representative or Office Bearer • Edinburgh University Sports Union Sports Club – Official Position
University / College / School Roles **University** • Student member of University Internal Review team (Internal Periodic Review and Thematic Review) • Student Representative **School** • History, Classics and Archaeology (HCA) Student Research Room Volunteer • Moray House School of Education and Sport (MHSES) Community Champion	**Roles Within Other University-Affiliated Bodies** • International Student Centre Committee Member • Edinburgh Nightline Committee Member • Edinburgh Students' Charities Appeal Executive Committee Member

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 6.1 (or Amending Existing Categories)

1. What is the name of the proposed category of achievement?*

Student participation in strategic/major projects; for example, the Curriculum Transformation Project

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

For strategic/major projects to be successful, it is essential that there is student participation in any project that is going to positively enhance student experience. Students will commit their time to share their experiences and views working alongside project teams and wider University colleagues to help influence and shape the design and development of project deliverables for the benefit of future students. For example, the Curriculum Transformation Project is a major change initiative led by Professor Colm Harmon, Vice-Principal (Students). For the transformation of our curriculum to be successful, the new curriculum framework needs to be co-created with our students.

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 students who participate significantly (hours noted below) in a strategic/major project through participation in, or organisation of workshops (face to face and virtual), through membership or co-chairing of governance groups or workstreams including undergraduate or postgraduate, and Sabbatical Officers.

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or 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?)

   > Contribution of at least 15 hours. This could include attendance and preparation for workstream or group meetings, organisation and attendance at workshops, or contributions to reports and publications (e.g. blogs providing reports from project meetings or activities).
   >
   > Students will also be required to provide a short (<1,000 word) report including a reflection on what they have learned from their involvement alongside insights and recommendations for the project they have contributed to.

5. **Verification***

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

   > Attendance at all meetings/workshops would be recorded by a member of the Strategic Change Unit PMO assigned to the relevant strategic project. The Strategic Change Unit PMO will track both student attendance at meetings and report submissions for verification purposes.

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

   > Semester 1 data will be made available for upload by December, and Semester 2 data by April at the latest.

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

7. Is there any other information you wish to supply in support of your application?

CONTACT INFORMATION

8. Name of proposer*

Barry Neilson

9. Email address of proposer*

barry.neilson@ed.ac.uk

10. Proposing School / Department*

Strategic Change Unit

11. Date*

10 April 2023

Please return this form to the Secretary to Senate Education Committee:
academic.services@ed.ac.uk

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or 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.

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

The HEAR Recommendation Panel meets annually in late October / early November, and proposals are signed off by Senate Education Committee at its November meeting. *(This schedule allows Student Systems sufficient time to make required Systems changes and to ensure that any new or 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 SENATE EDUCATION 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: _____

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Accessible and Inclusive Learning Policy Review

Description of paper

1. This paper includes a report summarising a review of the 2013 Accessible and Inclusive Learning Policy (AILP) along with proposals to revise the policy for the coming academic year and recommendations for the longer term.
2. The proposals should support several Strategy 2030 outcomes:
    - ii) The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it.
    - iv) Improved digital outreach will see us enabling global participation in education.
    - v) We will be leading Scotland's commitment to widening participation.
    - vi) We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.
    - ix) We will have more user-friendly processes and efficient systems to support our work.
    - x) We will see integrated reporting of our whole organisational impact against the United Nations Sustainable Development Goals.
    - xiii) Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

Action requested / recommendation

3. The committee is asked to **approve** changes recommended to the Accessible and Inclusive Learning Policy.
4. The committee is asked to **consider and agree** how to proceed with the recommendations for further work contained within the report.

Background and context

5. Further to an interim paper tabled in November 2020, **the report (Appendix A)** summarises a review of the AILP and proposes revisions.
6. It considers external and internal developments over the past ten years that the 2013 AILP has been in force. The 2013 AILP and its mainstreamed adjustments have been held up as good practice in the past, but the context and debate around accessibility, and around Equality, Diversity and Inclusion (EDI) more generally, has now moved on significantly.

Discussion

7. The 2013 AILP relates strongly to accessibility and has little to say more generally about inclusive learning. Senate Education Committee should decide

whether and how this policy might be developed into a wider EDI policy for teaching, learning and assessment, or whether it might more helpfully be focussed on Accessible Learning as wider EDI policy is developed.

8. **The revised policy proposal (Appendix B)** seeks to move beyond mainstreaming to universal design, where programmes and courses are designed to be accessible and inclusive by default.

9. The revised policy proposes there be a cross-section of contributors to the curriculum, programme and course design process, including students (ideally reimbursed) and staff with protected characteristics.

10. The revised policy cites the statutory duty to assess equality impact during programme or course approval and review. There is however further work to be done here, specifically around approval criteria, and in how and where to publish and maintain a course or programme statement that details the extent to which it is accessible and inclusive.

11. The revised policy includes revision of and additions to the list of mainstreamed adjustments of the 2013 AILP, to form a detailed mandatory baseline level of accessibility for teaching and learning.

12. In light of developments in accessibility in particular, further work is likely required to review the support and guidance required to equip teaching staff and related support staff to understand disability and its impacts, and to be able to design and deliver accessible teaching, learning and assessment accordingly.

13. Further consideration on how to embed accessibility and inclusion in curriculum design and approval by 2026 should dovetail closely with or be carried out as part of the Curriculum Transformation programme.

Resource implications

14. It is anticipated that the updated policy proposal will largely reflect existing practice around the University. Resource for further work to embed accessibility and inclusion as Curriculum Transformation is rolled out will need to be identified.

Risk management

15. There are significant compliance and reputational risks for not adhering to the University's statutory duties, and in not staying at the forefront of developments in this area. The immediate changes and the further work proposed in this paper should ameliorate some of this risk.

Responding to the Climate Emergency & Sustainable Development Goals

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

Equality & diversity

17. The specific immediate proposals to change the policy and the further work proposed both aim to improve the University's offering across all protected characteristics.

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

18. The immediate changes will be communicated to academic staff through regular Senate committee bulletin channels.

<u>**Authors**</u>

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Tracey Madden
Learning Technology Advisor

Neil McCormick
Educational Technology Policy Officer

27 April 2023

<u>**Presenter**</u>

Tina Harrison
Deputy Vice Principal Students
(Enhancement)

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

The University of Edinburgh
Senate Education Committee
Accessible and Inclusive Learning Policy Review Group

Updating the Accessible and Inclusive Learning Policy

Introduction

This report presents proposals from the Accessible and Inclusive Learning Policy (AILP) task group for updating the 2013 Accessible and Inclusive Learning Policy. It looks at the current framework for accessibility, including societal, legislative, strategy and policy factors. It considers how well and how far the current Accessible and Inclusive Learning Policy and the University's current teaching and learning practice fit with this framework, and proposes some changes to meet perceived gaps.

Equality Act 2010

Under the Equality Act 2010 the University has a legal duty as an education provider to take positive steps to ensure that students with protected characteristics, including those with a disability, can fully participate in the education and enjoy the other benefits, facilities and services which it provides for students. It has a duty to foster good relations between members of its community with different protected characteristics. It must provide reasonable adjustments to disabled staff, students, applicants and visitors and it may not unlawfully discriminate against, victimise or harass anyone because of a protected characteristic.

What needs to be accessible, and to whom?

It might be helpful to give a brief overview of what should be accessible – to both staff and students – in the context of teaching and learning.

- Teaching, learning or assessment events including lectures, seminars, tutorials, laboratories, placements, field trips, group and individual projects, written or typed exams, coursework assessments, structured clinical exams, viva voce exams, and individual or group presentations. These may be in-person, online or hybrid; and may be delivered synchronously or asynchronously.
- Learning materials such as presentations, books, papers, recordings, online resources, and examination papers.
- Teaching and learning accessibility clearly intersects with physical estate accessibility, for example in teaching, self-study and assessment spaces, physical equipment and materials; and with digital accessibility in terms of accessible hardware, applications and internet availability.
- Content may not be fully accessible because of the way a topic is discussed or presented or indeed because of its underlying assumptions.
- Events, materials and content made available to prospective students.
- Finally, we need to consider the media for communication between staff and students about programme and course arrangements, and about how these media are designed or can be adjusted for accessibility.

Although any categorisation risks masking the many and varied individual expressions within it, it may also be helpful to summarise broad classes of disability. The current level of disclosed disability continues to increase year on year and is now 19% of the University's student population. Broad classes of disability might include mobility, spinal cord, head injury, vision, hearing, cognitive, psychological or invisible disabilities, and an individual may have a combination of these. Barriers to disabled people's participation might be physical, communication, systemic or attitudinal.

Developments since 2013

The 2013 Accessible and Inclusive Learning Policy

The Senate Learning and Teaching Committee was given explicit responsibility within the University's 2013-2017 Equality Outcomes statement for producing and implementing an AILP[1], and the policy approved in 2013 is still in force. This document has wide-ranging aims, but its detail is limited to mainstreaming several specific adjustments, that is, mandating the universal implementation of several measures initially meant to aid specific disabled students but that in practice are likely to benefit all students. The detailed requirements relate to advance provision of lecture outlines, prioritised reading lists, and technical terms and formulae; standardising email communication of changes; permission for students to audio record their teaching; and a directive to wear lapel microphones where these are provided regardless of the perceived need to do so.

It represents a limited but welcome first step in promoting the idea of designing teaching and assessment so that it caters for students with different needs, and in moving teaching culture and thinking towards universal design for learning. It met however with some resistance within areas of the University where it was perceived to be burdensome, and even recent feedback from students shows that compliance is still imperfect.

The detailed measures within the AILP relate to accessibility and the policy has little to say about protected characteristics other than disability. This raises the question of its scope, and whether it should continue to develop as the EDI policy for teaching, learning and assessment, or whether – as EUSA student representatives on the review group have suggested – it might more helpfully be focussed on accessible learning while wider EDI policy is developed in parallel.

Review of disabled student support (2017)

Further to the introduction of the AILP, and in the context of concerns about its practical implementation, the University commissioned a more general review of disabled student support that took place in 2017.

This review made many considered and welcome recommendations in relation to the status and governance of adjustments and the University's estate. The review's key findings included limited awareness and inconsistent implementation of the 2013 AILP, along with several systemic issues preventing the implementation of adjustments for disabled students. Importantly, it recommended changing the status of adjustments agreed by the Disability and Learning Support Service (DLSS, then known as the Student Disability Service) to a requirement rather than a recommendation to the School concerned. It further recommended Schools appoint a senior disability contact in addition to the Coordinator of Adjustments role to help address issues locally, and that DLSS and disabled students be involved in the design of programmes, courses and assessments.

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[1] The current (2021-2025) Equality Outcomes statement does not assign specific responsibility in the same way, but retains a wider outcome to improve access to education and reduce retention, progression and attainment gaps for different groups of learners.

The report made detailed recommendations to improve the implementation of agreed adjustments in Schools and to improve the communication between School disability contacts and DLSS. It recommended a re-launch and re-communication of the 2013 AILP. We would note however that the 2017 review said relatively little about communication regarding adjustments with School colleagues other than the designated disability contacts, nor about providing them with guidance or training on disability and accessible design.

Website and Mobile Applications Regulations 2018

In 2018, the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 started to come into force. These set W3C Web Content Accessibility Guidelines 2.1 as a minimum accessibility standard for websites and mobile applications, and require website and mobile application providers to publish an accessibility statement detailing each website or application's level of compliance with the standards, areas of non-compliance and proposed actions and timescales to address these. This applies equally to applications and websites used for teaching, learning and assessment from virtual learning environments to assessment systems to polling services to virtual classrooms and lecture recording.

The regulations require an assessment prior to any claim that compliance measures are a disproportionate burden on the organisation, and it is considered unlikely that an institution of the University's size would be able to claim this. The UK Government has already undertaken audits of public sector body websites and applications including the University's.

Strategy 2030

The University's overall strategy for the current decade is presented in its Strategy 2030. We would emphasise some of the most relevant Strategy 2030 Values:

- Our teaching and research is relevant to society and we are **diverse, inclusive and accessible to all**.
- We are ambitious, bold and act with integrity, **always being willing to listen**.
- **We foster a welcoming community**, where staff, students, alumni and friends feel proud to be part of our University.
- We are **a place of transformation and of self-improvement**, driven to achieve benefit for individuals, communities, societies and our world.

Within its overall strategy, the University's accessibility outcomes are contained within its wider Equality, Diversity and Inclusion strategy. There are then a series of more detailed policies, most relevantly the Estates accessibility policy and the AILP.

Feedback from disabled students

During the pandemic period, disabled students were still reporting issues around knowing who to contact when their teaching was not accessible, and that some Courses or individual members of staff were not implementing required specific or mainstreamed adjustments. The following feedback is from the annual Disabled Students' Forums hosted by EUSA, most recently held in the context of a period of COVID-19 restrictions on providing in-person teaching.

1. The feedback suggests there were still areas where **internal communication** needs improved. The 2017 review of student support clarified the communication lines between the Disability and Learning Support Service and Schools, but disabled students have reported that communication may not always happen as well between other support departments, or between disability experts and their Course Organisers or individual teachers. Students

questioned the extent to which the diversity of disability is understood and applied to course design.

2. Improvements were needed in **compliance and consistency**, and how the University might address reported issues where policy is clear but not being adhered to. It was not clear to students how this is being audited. Some issues raised included:

    - Cases where students who miss live lectures were denied access to the lecture recordings, contrary to the Lecture Recording Policy.

    - Cases where teachers in virtual classes insisted students turn on their camera, contrary to the Virtual Classroom Policy.

    - Frequent reports that course materials were not provided by the advance deadline, contrary to the AILP. One example of how this knocks on is its effect on students who need to visit the Library to print hard copies.

    - One case of inaccessible slide colours being maintained even after repeated requests to the Course team to change them.

3. There might be opportunities to improve **how the University communicates with students about their entitlements and options**. Students were not always readily aware of their options, nor that there may be limitations in providing adjustments, nor of how adjustment decisions are made. Some were not clear on the route to appeal an adjustment decision, or on where to find support to advocate their case. It was suggested that the University consider whether there might be a smoother way for adjustments to be imported from a previous institution for new students, and whether processes for keeping individual profiles up to date for current students are effective.

4. Students reported issues on the **technical** side, covering the well-known limitations of automated captioning; and the differentials (exacerbated during lockdown) in levels of computing equipment and home internet bandwidth. They noted the downsides of the right to record audio of their own teaching, given in the current AILP, which requires live attendance and has the potential for stigma from bringing out a recording device during class.

5. In relation to **assessment**, students reported not always getting early advance notice of the assessment requirements. Where assessments are given out at in person sessions with no repeat on the VLE then some students are at risk of being left behind. Noise during assessments can remain a problem for hypersensitive students. Some struggled to obtain extensions to coursework deadlines, and noted that the length of the extension often seemed to be fixed rather than proportional to need.

6. Postgraduate and online learners noted that the AILP seems very focussed on undergraduate in-person teaching.

7. There were still perceived to be many physical barriers to attending teaching on campus.

8. While not everyone thrived during lockdown online teaching, there was a disillusionment expressed by some disabled students at the prospect of returning to in person teaching.

9. It was reported that the effort of having to deal with or self-advocate about areas of inaccessible University provision is likely to elevate stress levels for a disabled student over those of their peers.

10. Students also raised the difficult problem of identifying where a student may be suffering from poor mental health but may then as a result find it difficult to make contact with a designated contact, or indeed with anyone.

Feedback from systematic sample audits

The Learn Foundations project undertaken since 2018 aimed to improve consistency in the way teaching and learning activities were presented within the Learn virtual learning environment (VLE). As part of this, the project trained student interns to undertake accessibility audits of samples of 2018/2019 Course teaching and assessment materials, providing a numerical percentage compliance with common accessibility expectations along with written commentary. The areas assessed a range of aspects, including file and folder naming conventions to appropriate use of styles, contrast, font and justification in documents, not using colour alone to convey information, provision of alternative text for graphics, provision of a statement on obtaining each document in a different format, and provision of captions and transcripts for recorded video or audio content. Reports were compiled at School and University level and the School-level reports are considered confidential to that School.

The process has since been repeated each summer for different but overlapping and again extensive samples of Course materials.

The University-wide picture from these audits is that compliance is varied. Colleagues are, for instance, generally very good at giving explanatory names to files and folders, but there are other areas where compliance is well below the 90%-95% level that might be expected if everyone was informed and on board.

The audit is not exhaustive and relies to an extent on subjective judgment of the student intern assessors, but nonetheless its extensive sample of the University's materials starts to paint a picture that has been very useful for the Schools involved. It has already encouraged changes in practice and identified several potential 'quick wins.' Its results also support the notion that the University must continue to raise awareness and promote changes in culture so that these often very routine and manageable changes can be made to individual professional practice.

There are nuances in how to interpret reports from automatic accessibility checkers such as those within the Microsoft Office suite or the forthcoming Blackboard Ally tool, but nonetheless their informed and routine use on digitally-produced teaching and assessment materials should be an important standard element of accessible teaching and assessment. Furthermore, experience of the constantly improving accessibility features provided within digital applications and services suggests strongly that there is generally little reason for not turning these on by default.

Where else is accessible practice being embedded within the University?

There are perhaps four different accessibility policy threads that most closely impact on the student experience, including the physical and digital estates, academic and pastoral support, and teaching, learning and assessment. The principle of being accessible by default now looks to be embedded within estates policy and is set to be included within the forthcoming digital strategy, currently under consultation. Within the context of a new student support model, the Academic and pastoral support policy is currently under review.

For teaching, learning and assessment, the University's aims within the AILP already included "[giving] all of our students equal access to their course of study"; "[allowing] all students to maximise their academic potential and get the most benefit from their programme of study and university experience"; and "[creating] a learning and teaching environment, and culture, that is dynamic, accessible and inclusive."

The University culture continues to change, through the actions of individuals and Schools in developing their own awareness, through guidance and training and through other initiatives. For example,

- The University's PG Certificate in Academic Practice includes an Accessible and Inclusive Learning course option. Further IAD guidance covers accessibility and inclusion extensively.
- The Learn Foundations and Learn Ultra implementation programmes may principally be about standardising and updating the Learn virtual learning environment but include an emphasis within training on accessibility and universal design in addition to the accessibility audits discussed above.
- In addition to the proposals for accessible design within the proposed digital strategy, the current Curriculum Transformation project is considering inclusive curricula and universal design for learning and cites guidance and examples from around the University.

Wider context within the UK

The conversation and ambitions around Equality, Diversity and Inclusion have developed since 2013, and one issue is that terms are changing their meaning, for instance, being used more precisely. We reference here proposals to move from 'inclusion' to 'belonging' or indeed to 'mattering', and that there are also proposals to move from 'equality' to 'equity'.

Digital technologies are also constantly updating and improving. Examples include the massive increase in the recording of teaching since 2013; more, and indeed more ubiquitous, tools for assessing accessibility; and the very current debates on how to use artificial intelligence within teaching and assessment. This has taken place in the context of the experience from the pandemic of large-scale online digital teaching and assessment, and its differential impact on different students or student groups.

There are also many examples of relevant policy and practice both within and outwith the higher education sector. A couple of interesting UK higher education examples, both of which emphasise the need for practice to be flexible and adaptable, are from York and Leeds.

1. University of York uses the term 'inclusive practice', which intends that "The whole learning experience and the means of delivery are accessible, removes barriers and anticipates and considers a variety of learning needs and preferences."[2]
2. The University of Leeds Inclusive Learning and Teaching Project provides a high-level generic set of baseline standards for teaching and learning[3], backed up by a suite of workshops, curated resources and bespoke training opportunities. Leeds has established a cadre of academic inclusivity leads who "help embed guidance in local contexts."

Summary

After ten years, the debates, technologies and pedagogies have moved on and the AILP itself is clearly well behind the curve. Accessible and inclusive practice around the University can be exemplary in places but remains inconsistent, as does its impact on students, and the pandemic certainly drew attention to this. Nonetheless there are currently good opportunities to take advantage of the many developments over the last decade, particularly the increased awareness and indeed motivation of colleagues to address accessibility and inclusion in their teaching and their students' assessment, and the impact of the Learn Foundations audit data in surfacing issues.

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[2] https://www.york.ac.uk/about/equality/inclusive-learning/
[3] https://inclusiveteaching.leeds.ac.uk/embedding-inclusivity/inclusive-baseline-standards/

Key considerations

Are our staff equipped?

We don't know the answer to this, but the evidence we have suggests that it will vary. Often there is a clear desire to promote and embed accessible and inclusive design and practice further within teaching and learning. However, from the audits and student feedback there is clearly still variable practice and inconsistent compliance with current policy, and we suggest the following may be part of the combination of factors behind this.

- A variable understanding of how disability or other protected characteristics impact on study for each student.
- A perception from some that there isn't a problem with the status quo or that solving the problem would require disproportionate effort or resource.
- The wider context within higher education, where staff often report being overstretched, making it difficult to address these issues alongside other priorities.

Further work would be required to establish what support and training might be required or available to equip University staff to understand the issues that students from protected characteristic groups face, and to support and develop accessibility and inclusion.

Can we change programmes and courses so that they are accessible by design?

We note that universal design does not yet seem to be universal, and that there is work required to clarify standards for accessibility and inclusion at approval.

While this may impact directly on students with protected characteristics, this also intersects with our legal and ethical duty towards staff and how we equip other students. Disabled teaching staff, for instance, need programmes to be accessible in the same way students do. Furthermore if students are not enabled to work accessibly themselves, that negatively affects the accessibility experienced by disabled students and staff but moreover will fail to equip other students with an EDI awareness that they will need for the future.

- Policy should change so that we design and update programmes and courses so that they are as designed to be universally accessible, before looking at specific adjustments for individuals if still required.
- Policy should change to provide that people with protected characteristics are included in the design and review processes for programmes and courses. Schools should consider how students might be reimbursed for their contribution to this.
- There should be clear guidance or standards to allow Boards of Studies to evaluate programme and course accessibility and inclusion during approval and review.
- Continue mainstreaming adjustments or other measures that benefit all students. [Policy]
- Evaluate academic regulations and the student contract and consider where these may unnecessarily restrict students' access to teaching and learning.
- One area for detailed attention may be universal design for assessment, for instance around the assessment environment, specificity of adjustments, and perhaps the provision of different assessment options of equivalent standard. The pandemic experience of online delivery may help inform this.

Do our students have the voice they need?

Do we give our students the voice they need to report accessibility issues or areas/ideas for improvement, and take these seriously when they are raised? This was specifically addressed for

disabled students by the 2017 review, and our conclusion is that it has indeed improved here. Some students, including disabled students, nonetheless still say they find it difficult to report issues or make suggestions, or that they may not be confident that changes will be made.

We suggest further work that might reassure students from protected characteristic groups that they matter to the University.

- Consider further policy or guidance on how to provide students with information about the current level of accessibility and inclusion in their courses and programmes.
- Consistent information for students (and indeed staff) on how to report an issue and how to make a suggestion.
- Monitoring and assessing how effective the communication, escalation and resolution process is.

Do we know where we are at risk, or where we are excellent or innovative?

The overall and the detailed pictures of how we're doing are improving but still rather incomplete. It is perhaps also less clear how we learn lessons or promote excellence. How well do we share practice or solutions across the University?

There is some evidence available to help Course Organisers report and develop accessibility within their Courses, and to let students know what's accessible and what's not, but this be published consistently and made easy to find or analyse?

In addition to continuing the VLE accessibility audits, further work here might look at the following areas.

- Measure and report transparently on how we are doing, and lessons learned.
- Course or Programme level self-evaluation against standards. Course Organisers could routinely update the equality impact assessment made during approval.
- Other methods for research into how accessibility and inclusion is working in practice, and developing a centre of excellence.

Recommendations and further work

This report makes its recommendations on the assumption that the goal is a University that is accessible and inclusive to all, able to affirm to all its students that they matter to it, and whose curriculum, staff, culture and environment support this. One whose teaching, estate, services and facilities are accessible and indeed usable. One that fully complies with its legal and other duties, and minimises reputational risks through this compliance and through acting in the best interests of its students and staff. One that has a world-class reputation in this area and that is a place of transformation for its students including those from protected characteristic groups, and for its teaching staff, and indeed one that is a place of ongoing transformation of its own approach to accessibility and inclusion.

Immediate recommendations for the revised AILP

We propose the following changes to the AILP for 2023/2024.

1. Universal Design to become an explicit principle within the Policy.
2. A principle that students from protected characteristic groups shall be included in design and review of their teaching and assessment.

3. A reminder of the statutory duty to assess the equality impact of all University practices within the Policy.
4. Update the current list of mainstreamed adjustments into a set of baseline standards. Add a section on authoring standards for digital materials to this list.

Recommendations for further work

We recommend Senate Education Committee consider who might take forward developing and embedding the following areas, ideally during the Curriculum Transformation implementation period (2023-2026), and how they can be resourced.

5. Develop a more detailed framework to help Boards of Studies assess the equality impact of teaching and assessment during Course and Programme approval and review. Consider whether this should be a unified set of standards, or whether it would be more helpful to make a distinction between accessibility and other equality and diversity issues. Consider how an accessibility and/or equality statement might be produced and published for each Course and Programme (as we must already for websites and digital applications) so that students can know what to expect.
6. Assess what training and guidance on accessibility and on wider equality issues is, and what should be, available to colleagues to equip them to understand equality and accessibility and their role within that. This may need to make a distinction between what is required for teachers and examiners, accessibility and pastoral support staff, and all staff.
7. Consider whether our students have the voice they need to make suggestions and raise issues and be confident that these will be addressed.
8. Consider further how we can measure progress on accessibility and inclusion, how we might best record and disseminate what we have learned, perhaps through a centre for excellence, and how we might be or become world-leading in our accessible and inclusive practice.

Review group membership

The group has met intermittently since 2020 and membership has changed frequently.

- Tina Harrison, Deputy Vice-Principal Students (Enhancement)
- Melissa Highton, Assistant Principal Online and Open Learning and Director of Learning, Teaching and Web Services
- Paddy Corscadden, Director of Student Disability Services (to 2022)
- Victoria Buchanan, Director of Disability and Learning Support Services (from 2023)
- Tracey Madden, Learning Technology Advisor
- Katherine Inglis, Chancellor's Fellow and Senior Lecturer in English Literature
- Michael Seery, Professor of Chemistry Education and Director of Teaching (to 2020)
- Pippa Ward, Academic Policy Officer (to 2022)
- Fizzy Abou Jawad, EUSA VP Education 2020/2021
- Tara Gold, EUSA VP Education 2021/2022
- Katya MacMillen, EUSA Disabled Students Officer 2021/2022
- Supported by Neil McCormick, Educational Technology Policy Officer

27 April 2023

Accessible and Inclusive Learning Policy

THE UNIVERSITY of EDINBURGH

Purpose of Policy

The purpose of this Policy is the provision of accessible and inclusive teaching and assessment to all students, through consideration of their different requirements in the design, approval, delivery and review of programmes, courses and assessment.

Overview

This Policy contains principles for improving accessibility and inclusivity of teaching and assessment at the University. It provides some detailed baseline requirements, including mainstreaming some adjustments recommended for disabled students whose universal adoption benefits all students.

Scope: Mandatory Policy

This Policy applies in respect of all students of the University and to all staff and external guest teachers who teach, assess or support students. Unless there is a justified pedagogic reason for not doing so, it applies to all teaching and assessment within all programmes and courses. A justified pedagogic reason must be made clear to students in advance in the [Degree Regulations and Programmes of Studies](#) or another School-specified standard location for publishing essential information about each programme or course.

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Document control

Dates	Approved: 30.01.13	Starts: 01.08.13	Equality impact assessment: 13.08.13	Amendments: 11.05.23	Next Review: 2026/2027

Approving authority	Senate Learning and Teaching Committee
Consultation undertaken	The original policy was developed from work of a Task Group of the Quality Assurance Committee, at the request of the Learning and Teaching Committee. The Student Disability Service, Edinburgh University Students' Association and the Assistant Principal Academic Standards and Quality Assurance led the consultation.
Section responsible for policy maintenance & review	Disability and Learning Support Services
Related policies, procedures, guidelines & regulations	[Estates Accessibility Policy](#), [Estates Accessibility Policy Guidance](#), [IAD Guidance on mainstreaming](#), [Lecture Recording Policy](#), [Virtual Classroom Policy](#),
UK Quality Code	QAA UK Quality Code for Higher Education Chapters B1 and B4
Policies superseded by this policy	The Policy was reviewed in May 2016 (no changes were made). Additions and amendments were made in May 2023.
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.
Keywords	Accessible learning, inclusive learning, audio recording, recording lectures, equality, disability, universal design, equality impact assessment.

Introduction

Under legislation including the [Equality Act 2010](#) the University has a legal duty as an education provider to take positive steps to ensure that students with protected characteristics can fully and equitably participate in the education and enjoy the other benefits, facilities and services which it provides for students. The University meantime aims to foster a welcoming community, where its students feel proud to be part of the University. The University community has a responsibility to

(a) Recognise and anticipate the barriers to equitable participation in teaching, learning and assessment for each student,

(b) Recognise that in many cases we can design, remove, reduce or overcome these barriers through or by making changes, and

(c) Recognise and anticipate that it must address situations where a barrier may be insurmountable, whether in whole or in part or for the time being, and still maintain the student's opportunity to participate.

This policy addresses accessibility and inclusion for teaching, learning and assessment. It covers every context, including field trips, study abroad, digital classes and student research. It operates in tandem with the [Estates Accessibility Policy](#) and [Estates Accessibility Policy Guidance](#), and the accessibility principles in the Digital Strategy, that cover universal design and upgrade of the physical and digital estate to comply with relevant legislation and regulation and to promote accessibility and belonging.

Definitions

- **Universal design** is 'design that's usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.'[1] Universal design for learning comes from the systematic consideration of the effects of teaching, learning and assessment practice and policy at the each of the planning, implementation and evaluation stages to ensure that teaching and learning is accessible to all students.
- **Reasonable adjustments** are specific types of additional academic support that are mandated for individual disabled students by the Disability and Learning Support Service.
- **Mainstreaming** means applying a specific adjustment universally to benefit students generally.
- An **Equality Impact Assessment** is a method for carrying out the statutory duty to assess the impact of applying the University's policies and practices to people with protected characteristics. The **protected characteristics** are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation[2].

Principles for accessible and inclusive learning

The University shall in the first instance seek to anticipate barriers to student participation and address these by designing programmes, courses and facilities and designing or procuring services and resources that are accessible to all. It recognises that this will not always be possible and that

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[1] Attributed to [Ron Mace](#).
[2] These are defined in [Chapter 1 of Part 2 of the Equality Act 2010](#).

specific adjustments may then have to be made to remove remaining barriers for individual students.

A. **Those creating or delivering Programmes, Courses or teaching materials shall apply the principles of universal design for learning and adhere to recognised standards for accessibility and inclusion.** They shall not place students at a disadvantage because the design of their Course or Programme or its materials or their delivery does not take protected characteristics into account.

B. **Students** with protected characteristics **shall contribute** to Programme and Course design and review.

C. Course and Programme designers shall assess the **equality impact** of new or updated Courses and Programmes, including postgraduate research programmes, and Schools shall critically review these assessments as part of the approval process.

D. **Reasonable adjustments** will be made where design cannot eliminate a barrier to student participation. Colleagues should bear in mind that an individual adjustment may lead to perceived or actual stigma. It is recognised that some barriers cannot be anticipated before students are accepted onto a course or programme.

E. Where a reasonable adjustment is made for a disabled student, it will often be appropriate to consider whether this can be **mainstreamed** for the benefit of all students.

F. The knowledge and skills required for making teaching and assessment accessible to all students and learners are considered a standard part of normal academic and professional practice. The University shall make **training and guidance** available for all staff, so that they can be confident that they understand and can engage with issues of accessibility.

G. Schools shall **monitor** accessibility and inclusion of their teaching, learning and assessment through appropriate methods including systematic audit.

Detailed baseline standards

The following seek to increase accessibility of learning and teaching for all students.

1. Course outlines and reading lists shall be made available at least **four weeks** before the start of the course.
   1.1. This means providing an outline of the course in terms of the indicative content, nature of assessments and indicative reading. This information is likely to be communicated in course handbooks and reading lists. The provision of this information will facilitate course choices, where available, and provide students with an early opportunity to engage with the course requirements and familiarise themselves with the subject and learning material. Reading lists at this stage may focus on the core texts only, where core texts are used.
   1.2. It should be stressed that the requirement is for an outline and that further course details can be provided nearer to or at the start of the course. Additional reading may also be provided nearer to the start date of the course.
   1.3. In some subjects, the compilation of a resources list may be central to the assessment task and it may therefore not be appropriate to provide a set resources list. Where this is the case, it shall be signalled clearly to students.

2. Reading lists shall indicate priority and/or relevance.
   2.1. The key purpose is to help students prioritise their own reading.

2.2. Where resources lists are provided to students, these should clearly indicate those readings that are key to the course or particularly relevant to a session or theme within the course. It is not necessary for the whole reading list to be ordered. Neither is it expected that students should read only from the reading list provided; they will be expected, through their own research, to identify further readings.

2.3. Materials indicated on reading lists shall be accessible and available in alternative formats. Course teams shall seek advice from Library colleagues where necessary, for example where there are pedagogical reasons for using materials not available in multiple formats.

3. Lecture outlines or presentation slides for lectures and seminars shall be made available to students at least **24 hours** in advance of the class for all students to access as required.

3.1. The key purpose is to inform students of what they will be taught so that they can prepare in advance in their own time.

3.2. Teaching staff will not be expected to produce presentation slides if these are not normally used. In such cases, an outline of the lecture will be required that may take the form of a bullet-pointed list of the key themes and content of the class: it is not required that detailed notes are provided.

3.3. Where lecture outlines or presentation slides cannot be provided through the VLE, students must be informed how to access the materials.

3.4. Lecture outlines or presentation slides for lectures and seminars shall be designed with accessibility in mind using accessibility settings, appropriate sizes, fonts, ALT text, hyperlinks and adjustable sizing.

3.5. Judgement will need to be exercised in such cases where confidential or 'spoiler' information is contained within materials so as not to compromise confidentiality or impinge on the pedagogical experience. In such cases students should be informed of the presence of such information and may be provided with only a partial set of slides in advance of the class; with the full materials to be made available following the class.

4. Key technical words, terms or formulae used in a class shall be provided to students at least **24 hours** in advance of the class that they are being used in.

4.1. The key purpose is to facilitate students' participation by ensuring that they fully understand terms and formulae used in the class.

4.2. Where technical words, terms or formulae cannot be provided through the VLE, students must be informed of how to access the materials.

4.3. In many cases technical words and formulae are likely to be embedded in the presentation slides and are likely to be covered by the provision of lecture outlines or slides detailed in point 3 above[3]. In other cases it may be necessary to produce a supplementary hand-out for students.

4.4. The use of technical words, terms or formulae may not be relevant to all subjects and judgement needs to be exercised.

4.5. In the same way, where maps, complex graphs or detailed images are used in a class, it will normally be appropriate to provide these to students **24 hours** in advance of the class.

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[3] Providing a glossary slide with technical terms at the start of a presentation is also likely to help students interpret imperfect automated captions on a recording of the class.

5. Students shall be notified by email announcement of changes to any teaching arrangements, for example changes to courses, room changes or class cancellations.
   5.1. The key purpose is to ensure students do not miss essential information and have sufficient time to respond to changes.
   5.2. Students should be notified of changes to courses or classes as soon as possible.
   5.3. The official form of communication is the University email system and this should be the primary method of communication. This may be supplemented by other forms of communication as available and appropriate, bearing in mind the proportion of students that may be reached by these.

6. A student shall be permitted to make audio recording of their lectures, tutorials and supervision sessions using their own equipment for the sole purpose of their own personal learning.
   6.1. The University records taught Course lectures and other teaching in accordance with the [Lecture Recording Policy](#) and the [Virtual Classroom Policy](#). Where the University intends to record a session, the student may still make an audio recording but shall delete this once the University has provided them with a recording that meets the purpose of the student's own personal learning.
   6.2. The student recording may only be used by the individual student for the purpose of their personal study. It shall be a disciplinary offence to use the recording for any other purpose, including sharing or distributing it.
   6.3. Video recording and photography shall not be permitted without the explicit permission of the member of staff involved.
   6.4. The University, the lecturer and any student recorded making a contribution to the class will retain their intellectual property rights in the recording.
   6.5. The recording must be done in an unobtrusive manner by the student using their own equipment.
   6.6. The recording must be destroyed once its purpose has been met. This will always be before the student leaves the University and shall normally be by the end of the assessment diet to which the course relates.
   6.7. Teaching staff have the right to insist that recording stops in certain circumstances. An example might be to protect confidentiality where sensitive or personal information is being discussed.
   6.8. Students agree to these terms and conditions as part of the contract between the University and its students and assent to it on matriculation.

7. All teaching staff shall ensure that microphones are worn and used in all lectures **regardless of the perceived need to wear them**.
   7.1. The key purposes are to reduce the effort involved in concentrating in the class for all students, not only students with a hearing impairment, and help improve their attention; and **to avoid making students identify publicly that they have a hearing impairment**.
   7.2. Where radio microphones are made available in teaching rooms these must be worn and used by all teaching staff, including external guest presenters, regardless of the perceived need to wear them. Table-top microphones are not always sufficient on their own.
   7.3. Maintenance of the microphones is everyone's responsibility and teaching staff should report promptly any faults that they encounter to the IS Helpline (for central rooms) or to the relevant School support team (for rooms operated by Schools; if in doubt, contact IS

Helpline).

8. Teaching staff and examiners shall ensure their materials such as slides, lecture outlines, examinations and other electronic documents are accessible.

8.1. The key purpose is to ensure as many students as possible can utilise these materials in their learning or assessment without the need for further adaption or support.

8.2. Students use multiple methods to interact with their digital teaching materials, including through screen readers, through a range of devices and different screen sizes, and with variable bandwidth. Staff should familiarise themselves with the range of likely methods and variations.

8.3. It is a legal requirement that staff shall make their digital materials[4] accessible. This will involve taking the following measures, although it is recognised that this list is in no way exhaustive.

    a.   Ensure that filenames, folders and hyperlinked text provide an explanation of the linked material when read out of context by, for example, a digital screen reader.

    b.   Provide titles and headings within documents, images, graphs and tables, using template heading styles where available.

    c.   Use text and background colours that contrast well.

    d.   Avoid overlaying text on textured backgrounds.

    e.   Avoid fully-justified text, as this has uneven spaces between words or characters.

    f.   Use a plain font of sufficient size, and avoid *italic* or CAPITALISED text.

    g.   Avoid using colour alone to communicate information within text, images or diagrams.

    h.   Provide alternative text explanations on non-decorative images and diagrams. If the image is a hyperlink then the alternative text shall also include the link information.

    i.   Avoid flashing or moving text or images, and give the user complete control over any scrolling text.

    j.   Make audio and video resources more accessible to blind, deaf and Deaf students, for instance using audio description, captions, or a transcript.

    k.   Provide a statement indicating how to obtain the resource in an alternative format.

8.4. Standard applications for preparing digital materials often include an accessibility checker that can assist the authors by highlighting some of the common issues.

8.5. Training and guidance shall be available to support accessible use of standard and popular tools and formats in teaching and learning and to support provision of non-digital materials in accessible formats.

27 April 2023

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[4] Further information on creating accessible digital resources is available from Information Services.

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Student Partnership Agreement Priorities 2023-24

Description of paper

1. This paper outlines the proposed University of Edinburgh Student Partnership Agreement for 2023-24. The SPA is negotiated each year between the University and Edinburgh University Students' Association (EUSA), with groups of staff and students consulted about the priority areas focused on each year. This SPA and its priority areas help to promote Strategy 2030's values, in particular fostering a welcoming community and ensuring our teaching and research is relevant to society, diverse, inclusive and accessible to all. The SPA funded projects also explicitly create opportunities for students and staff to co-create work together enhancing the impact of work we do in the priority areas.

Action requested / recommendation

2. We ask the Education Committee to APPROVE the Student Partnership Agreement for 2023-24

Background and context

3. Responsibility for leading and administering the SPA sits with the Institute for Academic Development (IAD) but is supported by the SPA Panel comprising representatives from IAD, EUSA, and Academic Services, along with the Assistant Principal Academic Standards and Quality Assurance.

4. The SPA is a broad statement of intent for the University and EUSA to work in partnership. The priority areas/themes are negotiated annually in consultation with staff and students across the University. The priority areas agreed each year become the focus for SPA Funding which is available for small partnership projects of up to £1000 each. In 2022-23, 15 projects were funded – with the projects running between November to July each year. These projects enable increased activity to take place across the University focused on the agreed priority areas.

Discussion

5. The priority areas have been updated for 2023-24 and we ask colleagues to approve these. The priority headings have remained the same. Some additional detail has been added to the descriptions. Priority 1 Community, wellbeing and supporting transitions – Student support model and cost of living have been added. Priority 2 Transforming curriculum and engagement with learning and teaching – staff engagement, communication, new technologies and multiple modes of teaching have been added. Priority 3 Equality, diversity and inclusion – no new additions, but some minor editing of text.

6. The SPA priorities have not changed since before Covid. With this in mind, the consultation with staff this year asked an open question about priorities without providing the current SPA priorities, to see if there was a shift away from any of

these themes. Both staff and student responses imply that these 3 key priorities remain relevant. The extension of the subtext is helpful to those considering applying for SPA funding, in highlighting the kinds of areas of work we are encouraging partnership projects to focus on. There are advantages to us running with the same priorities for a number of years to enable the extending and embedding of further Student Partnership Agreement funded projects in these priority areas.

Resource implications

7. None for the SPA itself. The SPA funding scheme is funded by the IAD up to a total of £15,000 for 2022-23. We hope to match this in 2023-24.

Risk management

8. There are no significant risks to continuation of the Student Partnership Agreement.

Responding to the Climate Emergency & Sustainable Development Goals

9. Previous SPA projects have focused on sustainability. The priority areas proposed for 2023-24 are most closely connected to supporting SDG 5 on achieving gender equality, and to some extent SDG 8 on promoting inclusive and sustainable economic growth, employment and decent work for all.

Equality & diversity

10. Equality, diversity and inclusion remain as an explicitly proposed priority area within the SPA 2023-24 and thus will be likely to be the focus of some of the SPA funded projects this academic year.

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

11. The SPA can be found at the following SPA webpage: https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement/student-partnership-agreement

12. Information about the SPA funding scheme can be found at: https://www.ed.ac.uk/institute-academic-development/funding/spa-funding

13. We increased dissemination of information about the SPA funding scheme in 2022-23, which saw us triple the number of applications to the funding scheme. We will continue to share information about this scheme widely, and we also provide a workshop (and a recording of this workshop on the webpages) to support those who wish to apply prior to the deadline in October 2023.

14. All SPA funded project teams are required to write a Teaching Matters blog as a way to report outcomes of the work more broadly across the University – these are featured in a Teaching Matters series in Aug/Sept each year.

15. We are disseminating information about the SPA and a sample of the SPA funded projects at a panel presentation on day 1 of the University's Learning and Teaching Conference and there are also several SPA funded project teams

presenting their work on both days of the University Learning and Teaching Conference. These sessions will be recorded for wider accessibility.

16. We have updated the Student Partnership Agreement to include a short paragraph on page 3 that refers to the associated funding scheme. This funding was not previously mentioned in the SPA.

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Personal Chair of Student Engagement in Higher Education

Monday 1st May 2023

Freedom of Information *Open*

Guidance on Using Senate Committee Paper Template *(Please delete from the final version of the paper)*

Description of paper
State the purpose of the paper in clear, non-technical terms. (1 or 2 sentences)

This should include a brief explanation of how the proposals in the paper will contribute to one or more of the outcomes set out in Strategy 2030, namely:

i)   We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines.

ii)   The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it.

iii)   We will be a global leader in artificial intelligence and the use of data with integrity.

iv)   Improved digital outreach will see us enabling global participation in education.

v)   We will be leading Scotland's commitment to widening participation.

vi)   We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.

vii)   We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.

viii)   Edinburgh will become the Data Capital of Europe. We will deliver inclusive growth, provide data skills to at least 100,000 individuals, and create new companies and solutions for global challenges.

ix)   We will have more user-friendly processes and efficient systems to support our work.

x)   We will see integrated reporting of our whole organisational impact against the United Nations Sustainable Development Goals.

xi)   We will be on track to be a Carbon-Zero University by 2040.

xii)   Multidisciplinary postgraduate education pathways will support flexible whole-life learning.

xiii)   Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

If the proposals outlined in the paper will not contribute to Strategy 2030 outcomes, please state: '*This paper does not contribute to the Strategy 2030 outcomes…'* and explain why eg. it is fulfilling an external regulatory requirement, or similar.

Action requested/Recommendation
For discussion / approval / information; to note formally / consider the recommendations etc. (1 – 3 sentences)

Background and context
Committees need to be able to understand quickly what it is they are being asked to consider, and why. This section should cover the reasons for the paper.

Discussion
This is the main part of the paper – please provide sufficient detail for Committee members to understand the issues and for good decision-making. (1 - 3 pages. If there is a substantial amount of additional information to include, consider providing this in the form of appendices.)

Resource implications
This section should detail any resource implications associated with the paper. **This should include a thorough analysis of staff workload issues.** If appropriate, costs, and how they will be met should be outlined. The expectation is that costs will be met from within existing budgets, and approval from the relevant budget holder should be sought. If an application for funding will be submitted to the Planning Round, this should be stated here.

Risk Management
Key risks and mitigating measures associated with the paper should be outlined here. You may wish to reference the University's Statement of Risk Policy and Risk Appetite.

Responding to the Climate Emergency and Sustainable Development Goals
This section is provided to allow the articulation of intended contributions to the United Nations Sustainable Development Goals. The most likely appropriate SDGs are listed below, with the full seventeen goals listed here:
https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Please state which SDGs are relevant, and then provide supporting information to justify the contribution of the paper towards these.

If the paper does not contribute to the SDGs, please state: '*This paper does not contribute to the SDGs…'* and explain why eg. it is fulfilling an external regulatory requirement, or similar.

If the proposals outlined in the paper would hinder the achievement of any SDG or would exacerbate the Climate Emergency, please state this and set out any mitigating actions that would minimise or counter-balance the effect.

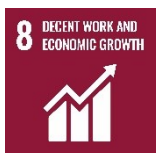*Ensure healthy lives and promote well-being for all at all ages*

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Achieve gender equality and empower all women and girls

Promote inclusive and sustainable economic growth, employment and decent work for all

Build resilient infrastructure, promote sustainable industrialization and foster innovation

10 REDUCED INEQUALITIES — *Reduce inequality within and among countries*

11 SUSTAINABLE CITIES AND COMMUNITIES — *Make cities inclusive, safe, resilient and sustainable*

12 RESPONSIBLE CONSUMPTION AND PRODUCTION — *Ensure sustainable consumption and production patterns*

13 CLIMATE ACTION — *Take urgent action to combat climate change and its impacts*

Equality & Diversity

The University is required by law (Equality Act 2010 and supporting Regulations) to give due consideration to equality and diversity. If proposing new or revised policies or practices, these also require an Equality Impact Assessment (EIA). Please detail whether equality and diversity has been considered, whether an EIA is required, and any major equality impacts.

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

Please summarise how any action to be taken as a result of the paper will be communicated and implemented eg. who will be responsible for overseeing the implementation? Where possible, please also provide details of the ways in which the impact of any action taken will be evaluated and reported.

Freedom of Information

This section should specify whether the paper is **open** or **closed**. Wherever possible, papers should be open. If closed, please detail which exclusion this falls under. Further guidance is available on the Records Management website: http://www.ed.ac.uk/records-management-section/freedom-of-information

- Its disclosure would substantially prejudice a programme of research
- Its disclosure would substantially prejudice the effective conduct of public affairs
- Its disclosure would substantially prejudice the commercial interests of any person or organisation
- Its disclosure would constitute a breach of confidence actionable in court
- Its disclosure would constitute a breach of the Data Protection Act
- Other, within the terms of FoI legislation (please give further details)

STUDENT PARTNERSHIP AGREEMENT
2023-24

Working together to enhance the student experience

Introduction

What is a Student Partnership Agreement?
Student Partnership Agreements were first outlined in the Scottish Government's 2011 paper *Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education*, which, amongst many other things, proposed the development of a document setting out how students and their institutions interact. Sparqs (Student Partnerships in Quality Scotland) subsequently published guidance in 2013 for the development of student partnership agreements for universities. Many Scottish HEIs have since developed Student Partnership Agreements or are working towards their development.

A Student Partnership Agreement is essentially an explicit statement of the ways in which the institution and the student body are working in partnership. It should be a living document that is reviewed annually and, over time, will enable progress on activities to be documented and communicated.

It is not a contract and has no legal basis. The term 'partnership' reflects a mature relationship, based on mutual trust and respect. Partnership working recognises that members of the partnership have legitimate, though sometimes different, perceptions and experiences. By working together towards a common agreed purpose, we can achieve positive outcomes to the benefit of all concerned. The core emphasis is on common goals and activity rather than separating out staff and student responsibilities.

Benefits of a Partnership Agreement
A key benefit of a Student Partnership Agreement is the ability to engage and communicate with the wider student body, beyond the Students' Association. In particular, a Student Partnership Agreement can:
*   serve to map and promote student engagement opportunities across the University;
*   act as a tool to reflect on the ways in which staff and students interact and highlight any enhancements that can be made;
*   be used to monitor and review the effectiveness of student engagement;
*   provide tangible evidence of the partnership between students and staff.

Why develop a Student Partnership Agreement?
The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership, which has been commended in Enhancement-led Institutional Review reports from the Quality Assurance Agency for Scotland. We were already working in partnership before Student Partnership Agreements, and in many ways we were ahead of most Scottish HEIs in developing a joint Students' Association and University of Edinburgh Student Engagement Statement in 2013 that set out our explicit commitment to working in partnership with our students and outlined the various ways in

which students could engage with the University. This agreement builds on the strength of that established partnership.

The priorities in the Student Partnership Agreement align with the University Strategy and Students' Association own priorities, rather than creating new initiatives. The agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on.

Our values

Our partnership is underpinned by the following core values and sets out expectations of both students and staff to enhance the student experience:

Excellence – We are committed to excellence in education, expect the highest standards of our teachers and learners, and recognise high quality teaching. We want to be known nationally and internationally for the quality of our teaching and the quality of our graduates.

Inquiry – We foster an approach to learning based on research and inquiry. We celebrate and encourage independent, critical thinkers. We provide opportunities for student-led, co-designed learning within and beyond the main discipline. Our excellence in research enhances our teaching and we consider that every student is an active researcher and participant in building knowledge.

Community – We are all members of a vibrant community based on collaboration, co-creation and support for one another. Our connectivity extends across different disciplines and outside the University to our alumni and external partnerships. Our community is underpinned by high-quality academic and pastoral support, peer-learning, clubs and societies.

Inclusion – We celebrate the diversity of our University community. We value and respect each other. We create a welcoming and supportive environment in which all members of our community have the opportunity to achieve their full potential.

Responsibility – We promote the highest standards of individual behaviour and personal accountability, ensuring we act ethically and sustainably. We all have a responsibility to develop the student experience, including engaging constructively in giving and receiving feedback to positively enhance the Edinburgh experience for current and future students.

Partnership at Edinburgh

Our commitment to working in partnership with students is articulated at the highest level in the University's Strategic Plan. Staff at the University of Edinburgh currently work in partnership with Edinburgh University Students' Association to ensure that students are central to:

- governance and decision making,
- quality assurance and enhancement,
- providing opportunities for students to become active participants,
- fostering collaboration between students and staff.

Appendix 1 sets out examples of working in partnership

Partnership in Practice – Our Priorities

Our priorities are set out in the following themes, which relate to ongoing work in the Student Experience Action Plan and the University Strategy and have been discussed with the Students' Association, the Student Representatives Forum, the Directors of Teaching Network, all Senate committees' members, and the Student Partnership Agreement Panel.

- **Community, wellbeing and supporting transitions**
  Supporting staff and students to collaboratively develop and enhance resilient communities across years, across degree formats, and across the University overall. Developing communities that promote a sense of wellbeing, belonging and mattering through the Student Support Model as well as more broadly. Supporting students as they move to the University, from semester to semester, from year to year, as well as beyond the University and preparing for professional working life. Supporting students through the cost-of-living crisis.

- **Transforming curriculum and engagement with learning and teaching**
  Recognising the power of learning, teaching, and assessment to transform the student experience. Encouraging meaningful student and staff engagement with learning and teaching. University-wide curriculum transformation and making the Edinburgh Student Vision a reality, and effectively communicating this work to students and staff. Developing students who are: disciplinary experts; ready to thrive in a changing world; and highly employable. Experiential learning; international dimensions of curriculum; global and local engagement; student-staff co-creation of assessment, teaching and learning, decolonising the curriculum; exploring new technologies; online, in-person, and hybrid experiences of teaching and learning.

- **Equality, diversity and inclusion**
  Ensuring we work in partnership to promote a University community where all are welcome, respected and nurtured. Making intentional efforts to meet the needs of our diverse community of students and staff, and acknowledging intersectionality. Recognising we may need to change the way we practice to ensure some individuals and groups, who have traditionally been systemically excluded, feel welcome and are enabled to engage.

Reviewing the Student Partnership Agreement

The Partnership Agreement will continue to be reviewed annually to check on progress and to review the themes following the election of student sabbatical officers and outcomes from major student surveys. If the themes remain relevant they may continue for a further academic year to allow for greater continuity and impact.

Student Partnership Agreement Funding

Student Partnership Agreement funding is available each year. These projects enable increased activity to take place across the University, which encourage partnership working between students and staff, and that are focused on the agreed priority areas. Information about the SPA funding scheme can be found at:
https://www.ed.ac.uk/institute-academic-development/funding/spa-funding

Appendix 1: Examples of working in partnership

University level involvement:
- The Student Representation system -www.eusa.ed.ac.uk/representation
- Student participation on committees at every level of the University, including
  - ➢ Student-Staff Liaison Committees,
  - ➢ School and subject area committees,
  - ➢ College Committees,
  - ➢ Senate, Court and the Senate Committees
- Student participation in Task and Project Groups
- Student participation in the Internal Periodic Review Process, including full membership of review teams – Information for students on Internal Review Process

Student-led initiatives, including, but not limited to:
- Peer Learning and Support – https://www.eusa.ed.ac.uk/activities/peerlearningsupport
- Student-Led Individually Created Courses (SLICCs) http://www.ed.ac.uk/reflection/facilitators-toolkit/case-studies/sliccs
- Student Awards (formerly the Activities Awards and Impact Awards, now combined into a single event): https://www.eusa.ed.ac.uk/whatson/awards/studentawards
- Student-Led Teaching Awards - www.eusa.ed.ac.uk/teachingawards
- Student Led Activities from Societies to volunteering that enhance student life. – http://www.eusa.ed.ac.uk/activities
- Student Groups: https://www.eusa.ed.ac.uk/activities/list (groups for marginalised and underrepresented students) or https://www.eusa.ed.ac.uk/yourvoice/yourrepresentatives/liberationofficers and https://www.eusa.ed.ac.uk/yourvoice/yourrepresentatives/sectionrepresentatives (student representatives for marginalised and underrepresented students)

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

**Proposed Policy Changes related to
Implementation of the Student Support Model**

Description of paper

1. Submitting draft proposed Student Support Project related changes for SEC review and approval on the following policies in May 2023 SEC meeting:
   a. Policy for the recruitment, support and development of tutors and demonstrators
   b. Virtual Classroom Policy

Action requested / recommendation

2. Review proposed minor changes to the 2 policy documents, identified in the "SEC May 2023 - Appendix for Changes to Student Support Policies", as appropriate for each policy so committee can approve proposed changes.

Background and context

3. Court and the University Executive approved the full implementation of the new student support from 2023-24, following the first phase in 2022-23

4. The Student Support model is being introduced through a phased approach, with some students moved to the new model of support in September 2022 and the remaining coming on board for September 2023

5. In May 2022, SEC approved a set of technical changes to a range of policies and regulations in order to incorporate the new model for 2022-23 (primarily by inserting references to Student Advisers alongside Personal Tutors), and we are now inviting it to approve a second phase of consequential amendments to remove references to Personal Tutors (who will no longer exist in 23-24)

6. The majority of changes have been to include reference to the new support roles of Student Adviser or to remove reference to Personal Tutors

Discussion

7. The "SEC May 2023 - Appendix for Changes to Student Support Policies" document highlights all proposed changes in associated policy documents

Resource implications

8. N/A - While implementation of the model requires resources, the policy, guidance and regulation changes do not in themselves add any further resource requirements

Risk management

9. Provides regulatory framework for Schools/Deaneries to base processes and ways of working, in line with the implementation of the new model of student support and guidance that will be provided by the Project Team. Responsibility for implementation of the regulations will lie within the Colleges and Schools/Deaneries

Responding to the Climate Emergency & Sustainable Development Goals

10. N/A

Equality & diversity

11. The proposed changes do not directly affect EDI considerations. However, these policy and regulation changes are prerequisites for the implementation of the new model of Student Support, which will enhance student experience, including EDI considerations when students are seeking support.

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

12. Academic Services will also include these changes in their annual updates on policies and regulations, and related newsletter

13. Responsibility for implementation of the regulations will lie within the College and Schools/Deaneries. An evaluation plan for the model overall itself is being developed, and evaluation of the impact of the proposed regulation changes will be included in that.

Author   **Presenter**
Rosie Edwards (Senior Design Lead)   *Rosie Edwards/Lisa Dawson*
25 April 2023

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

Appendix covering:

- SEC May 2023 - Appendix for Changes to Student Support Policies

SEC May 2023 - Appendix for Changes to Student Support Policies

1. **Policy for the recruitment, support and development of tutors and demonstrators**
   - 2 sections changed

S2.8 - For students on ~~Tier 4~~<mark>Sponsored Students</mark> visas, constraints on employment set by the UK Home Office will apply. Heads of School[1] are responsible for complying with University procedures which ensure that <mark>~~Tier 4 visa~~ Sponsored Student Visa</mark> holders are not contracted to work in excess of the limits imposed by their visa.

S3.4 Pastoral support - While tutors and demonstrators can act as a convenient first point of contact for students who wish to discuss personal problems, their role is to direct students to more specialised sources of pastoral support. Formal induction should include guidance on appropriate people within the School (e.g. <mark>a Student Adviser ~~or Personal Tutor~~</mark>) or University support services to whom students can be referred~~,~~ and on relevant local procedures.

2. **Virtual Classroom Policy**
   - 1 section changed

3) Staff and students contributing to a virtual class will normally be identified within the service by name. This is in the interests of maintaining a safe learning space, supporting academic community and student engagement, and of the effective running of the session. Where a student believes their interests in not being identified within a virtual class may outweigh these interests, they should contact their <mark>~~personal tutor~~ or Student Adviser</mark> or the lecturer or course organiser for the Course concerned in advance to discuss whether their participation can be anonymous or pseudonymous.

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Doctoral College Report

Description of paper

1. This is a brief formal report of the Operations Group of the Doctoral College and covers the period from the start of the academic year.

Action requested / recommendation

2. The Committee is asked to note the report.

Background and context

3. The Doctoral College (**DC**) started its operation in 2020. It is a cross institutional body consisting of all staff involved in postgraduate research. As of today there are 262 members. It is neither a governance body nor a service but instead provides a mechanism to share practice, formulate and communicate policy, liaise with external bodies, and act as a focus for all aspects of the PGR experience from recruitment and selection, scholarships and fees, wellbeing, PGR strategy, PGR employment and administration. These are organised into six themes.

4. The DC is directed by the College academic leads who lead the various themes and formally resides in the IAD. It is managed by two committees: the management group which is a formal subgroup of Research Strategy Group and the Operations Group which is a formal subcommittee of SEC. But the DC also articulates with the SLT, UE, SRFSG, APRC, SQAC, and Senate as governance bodies as well as all the relevant services, Colleges, Schools, Deaneries and Institutes.

5. The Operations Group meets six times a year hosted twice by each College. The meetings are short, but the agenda is always long. The meetings help to keep the plates spinning while longer discussions are taken off-line often in the regular DC Forum.

Discussion

6. Items tackled so far this year (ordered chronologically):
    6.1. Welcome events
    6.2. Use of Turnitin for theses
    6.3. Communications
    6.4. Code of Practice updates
    6.5. Wellbeing advisors
    6.6. Fees update
    6.7. Hardship fund
    6.8. Widening participation action
    6.9. Student rep activities
    6.10. Annual Review policy updates
    6.11. Degree awarding authority
    6.12. DC Forum planning
    6.13. Wellbeing support

6.14. Reporting
6.15. PG Rep updates
6.16. Town Hall Event planning
6.17. PhD Intern
6.18. Withdrawal and re-instatement policy update
6.19. Degree awarding authority
6.20. HEAR implementation
6.21. Supervisor training updates
6.22. RRI Training
6.23. Stipend payments and P&M
6.24. Student debt policy
6.25. Online and distance PhDs
6.26. Three-minute thesis competition plans
6.27. UKCGE membership
6.28. PRES questions and plans
6.29. LERU summer school
6.30. Supervisor network plans
6.31. Quality assurance and PGR
6.32. Annual leave and internships
6.33. UKCGE annual conference
6.34. Professional doctorates
6.35. Annual review policy update
6.36. MScR assessment criteria revision
6.37. Bereavement leave
6.38. Changes to the prescribed period
6.39. External scholarships
6.40. U21 DDoGS Conference
6.41. European partnership updates

7. We ran a town hall event in December mainly focussed on People and Money issues. This was reasonably well attended where we heard about several serious problems with access to research through the unavailability of equipment or consumables and the difficulties accessing expenses and ordering supplies. The senior level connections of the DC were helpful to move on these issues.

8. We ran three DC Fora covering topics such as P&M, Distance & on-line PhDs, European partnerships, Research Culture action plan, Research data management policy and training, student wellbeing. There were a number of lively discussions especially around P&M issues.

9. As an example of how these issues are treated, it came to light that RRI training (6.22) is now compulsory for all UKRI funded students and we have been sharing practice through the DC in how Schools are providing such training. Similarly, in the case of bereavement leave (6.37), the annual update of the UKRI training grant terms and conditions explicitly included compassionate leave and then our comprehensive guidance provided for Schools was updated and Schools were informed of the changes. The DC provided a mechanism to make this happen efficiently and collegiately.

10. The Operations Group has representation from the PGR body through the EUSA elected university PGR rep. However, this year there were no candidates and so the post is unfilled. But we very much welcome the student voice and so we have

extended an invitation to the three College reps who normally sit on the Management Group.

Resource implications
11. N/A

Risk management
12. N/A

Responding to the Climate Emergency & Sustainable Development Goals
13. N/A

Equality & diversity
14. N/A

Communication, implementation and evaluation of the impact of any action agreed
15. The intention is to provide formal reports to at least two SEC each year.

Author   **Presenter**
Antony Maciocia   *Antony Maciocia*
On behalf of the Doctoral College
21ˢᵗ April 2023

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

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Learn Ultra

Description of paper

1. This paper provides the Senate Education Committee (SEC) with a brief update on the progress of the Learn Ultra Upgrade and the Early Adopter Programme.

2. The move to Learn Ultra supports the Strategy 2030 that we will offer an excellent student experience and improved digital outreach enabling global participation in education along with offering appropriate technology tools for the job.

3. Moving to Learn Ultra underpins the technology required in preparation for improving the student experience and delivering a new curriculum along with linking directly into the Digital Strategy and the IT and Libraries strand of supporting Curriculum Transformation.

Action requested / recommendation

4. This paper is <u>for noting and information</u> only. Reporting on training attendance will be available to Schools on a monthly basis via the project team to Heads of School, Directors of Teaching and Directors of Professional Services to support with the aim to reach 80% of Course Organisers in preparation for teaching in Learn ultra in semester 1.

Background and context

5. The Learn Ultra Upgrade is a 3-year programme that was initiated in autumn 2021 to continue investment within the University's core Virtual Learning Environment (VLE), Blackboard Learn.

6. This is the latest in a multi-year investment in improving the student experience via the VLE Excellence programme being undertaken within Learning, Teaching and Web Services.

7. The move to Learn Ultra allows for investment in the online teaching space and in turn brings the Learn VLE in line with other competitors.

Discussion

8. The Learn Ultra Upgrade is being delivered across two stages, with the first stage (the delivery of Ultra Base Navigation) having completed in the summer of 2022. This change allowed for a more modern look and feel for users. Ultra Base Navigation (UBN) also enhanced accessibility and inclusion by affording users

the opportunity to select pronouns and clarify the pronunciation of your name through phonetic spelling and audio recording.

9. For the move to UBN, all technical work required for the upgrade to Learn Ultra was undertaken. As a result, no further technical work (outside final integrations) will be required in order to move courses onto Learn Ultra.

10. The second stage of the upgrade is the move to Learn Ultra Courses. This is scheduled to take place from May 2023 in preparation for the upcoming Academic Year (2023/2024).

11. To support with Learn Ultra courses being enabled in May, the project team are working with Schools to identify support requirements which will be mapped onto School specific implementation plans.

12. Each summer, Learning, Teaching and Web Services (LTW) under the Learn Foundations Internship recruit 10 student interns to support Schools with course preparations identified via the implementation planning process. For the coming summer, LTW plan to recruit 20 interns. The internship will begin from the end of May and last for 16 weeks (rather than the usual 12 weeks) to help support Schools with the course preparations detailed via their implementation plans.

13. Intern support requirements vary from School to School depending on their needs and internal set-up. These requirements are being captured through on-going discussions and will form part of the support provided via the project internship.

14. As well as supporting with course preparations, the Learn Foundations interns undertake both course mapping and accessibility audits with the data being provided back to each school in the format of a report. These reports provide important information for identifying courses that may take more time to migrate and also where there may be accessibility issues with course content. From the 2022 internship, the following headlines were captured:

   a. **Accessibility review 2022:**
      i. 597 randomly selected courses from AY 21/22 across 19 Schools were reviewed against a pre-defined accessibility matrix;
      ii. Over 7600 items (documents, audios, images, URLs) were reviewed.
      iii. From the courses reviewed, the University of Edinburgh was found to be 78% complaint:
         1. **Documents:** 75% compliance;
         2. **URLs:** 93% compliance;
         3. **Audio/Video:** 65% Compliance;
         4. **Page Text (course pages):** 79% compliance.

   b. **Mapping review 2022:**

      i. 3,274 courses from AY 21/22 across 21 Schools were mapped to understand the design of each course, paying particular attention to key pinch points such as folder structure.

ii. Over 500,000 items were mapped during the process.

iii. From the courses mapped, approx. 25% were identified as being a complex course (definition of complex course: Any course on Learn that has more than 1/3 of content contained at a depth of 3 folders or deeper).

15. Accessibility reviews for 2021, 22 and 2023 Provide data to use as benchmarks and metrics for improvement in accessible and inclusive teaching and feed into the evaluation of the Accessible and Inclusive Policy.

16. It is important to note that interns are limited in what support they can offer as they do not have the knowledge or experience to make decisions within a course. Any support provided will require working partnership with the Schools during the internship with Schools. Action will be required by Schools to make courses available in time for the start of the upcoming AY.

17. The project has recruited two full time contractors to support with the migration of complex courses. Discussions are underway with each of the Schools to identify complex courses. Contractors will work directly with Schools, liaising with Learning Technologists and course teams (where appropriate) to work together in the building of courses on Learn Ultra. Both migration contractors are with the project on a 6 month contract.

18. The Learn Ultra Upgrade's Early Adopter (EA) programme has worked in partnership with over 140 courses from all three Colleges during the current academic year (22/23) – including courses Edinburgh Futures Institute (EFI). These courses have all successfully been migrated to Ultra Course View with a large number of students currently being taught in the new Learn interface. More information on these courses can be found on the [Learn Ultra SharePoint](#).

19. The EA programme has been agile in its approach and has allowed the project team to learn and adapt to feedback being received in preparation for all courses moving to Learn Ultra Course View for the start of academic year 23/24 with the EA programme will continuing to inform the at scale delivery with colleagues feeding into Teaching Matters case studies and blogs.

20. Training on Learn Ultra is now underway, running from March 2023 until the end of the 2023/24 Academic Year, both as [centrally bookable sessions](#) and more bespoke, School specific sessions. Training sessions are available across each campus on a variety of dates and times.

21. The training programme has been designed based on feedback received from engagement across 2022 with Schools, taking into account the key themes and challenges identified. The training programme has been designed to be delivered in a variety of formats (both face to face and online delivery) with supporting videos and guidance and available from the Learn Ultra SharePoint.

22. Attending a training session will allow colleagues to get the most out of everything the improved version of Learn has to offer. Feedback from the [Early](#)

Adopter programme has been that engaging with training and support resources was helpful prior to rebuilding courses in Learn Ultra.

   a. We therefore advise that colleagues put an additional two hours aside to engage with training and support in addition to their usual course preparation time.

   b. Colleagues can prepare now by booking a place on one of our '10 things to get started in Learn Ultra' training sessions.

   c. Based on the experiences and feedback of Early Adopters, who used Learn Ultra in their teaching this academic year, this session covers the essential tasks to successfully prepare courses in Learn Ultra.

23. Further task-focused training sessions for a deep dive into specific Learn Ultra processes will also be available from May 2023.

Resource implications

24. A project team from within LTW has been put together to support with the delivery of Learn Ultra, working closely with College Learning Technology support as part of the project team.

25. The project team have committed to recruiting additional resource (intern and contractor resource) to support with the move to Learn Ultra. If Schools wish to host interns onsite, the project team can support with recruitment and training.

26. It is anticipated that the workload for course leaders using Learn Ultra will be an additional 2 hours of training to un-learn the old interface and functionality and re-learn the new one. This is based on several assumptions that have been tested with the Early Adopter community.

Risk management

27. The move to Learn Ultra mitigates against a variety of risks, including:

   a. Student and staff experience is at risk if updates to the VLE are not undertaken to improve integration with other hybrid teaching tools such as Teams.

   b. Learn is integrated with multiple major online systems and must be secure, robust, resilient, and rigorous. We must move to the next version.

   c. That we will align Learn Ultra with the Curriculum transformation programme and other strategic change programmes to ensure commonality of standards and objectives, as well as ensure that we mitigate and assess the overall impact of change to the Schools.

   d. There is the potential of a reputational risk for the University of not providing up to date technologies for teaching and ignoring staff and student feedback.

   e. Online learning – risk of not having in place the technologies and platforms necessary for business continuity.

    f.   Risk of not supporting the University to reach its goals to widen participation, improve the student and staff experience and progress strategic projects focussed on reviewing the curriculum.

28. Attending training mitigates against the risks:

    a.   That students will find their course areas in Learn empty;
    b.   That colleagues experience stress at start of term when they are presented with an unfamiliar interface;
    c.   That new tools are not used well for business continuity.

Responding to the Climate Emergency & Sustainable Development Goals
29. UNSDG 4: Ensure inclusive and equitable quality education lifelong learning opportunities for all.

Equality & diversity
30. Use of the VLE supports the Accessible and Inclusive Learning policy in a variety of ways, enhancing the student experience at the University of Edinburgh:

    a.   User profiles have enhanced inclusivity features giving both students and staff the ability to:
    b.   Add pronouns to their profiles;
    c.   Clarify the pronunciation of your name by adding the phonetic spelling and recording name pronunciation direct in the platform.
    d.   Improved navigation for all users when accessing Learn. Ultra base navigation enhances the navigation for new course activity including ability to access grades, feedback, submission deadlines at programme level without the user needing to access a course.
    e.   Enhanced accessibility with Learn Ultra being built with Universal Design in mind.
    f.   A more modern, intuitive and usable VLE that meets student expectations of an "up to date" website and that allows for courses to be created and delivered more easily with more user-friendly content features.

Communication, implementation and evaluation of the impact of any action agreed
31. All communication, implementation and evaluation activities are being actively managed via the project governance and have been detailed throughout this paper.

Author
Stuart Nicol, Head of Educational Design
and Engagement

Lee-Ann Simpson, Senior Project and
Programme Manager

Presenter
Melissa Highton, Director of Learning,
Teaching and Web Services.

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

<u>The University of Edinburgh</u>
Senate Quality Assurance Committee

11 May 2023

Terms of Reference,
Membership and Committee Priorities 2023/24

Description of paper:
1. This paper notes the Committee's Terms of Reference and Membership for 2023-24.

Action requested / recommendation:
2. For information.

Background and context:
3. Presented to the Committee annually for information and reference.

Discussion:
4. The Committee is invited to note the Terms of Reference and Membership, with particular attention to the Terms of Office due to end during the summer period.

Resource implications:
5. Resource implications would be considered as part of any proposed actions in relation to the Committee priorities.

Risk management:
6. Risks will be considered as part of any proposed actions in relation to the Committee priorities.

Equality & diversity:
7. Equality and diversity will be integral to the Committee's work.

Communication, implementation and evaluation of the impact of any action agreed:
8. Committee Secretary will feedback comments to relevant areas.

<u>Author</u>	<u>Presenter</u>
Stuart Fitzpatrick,	**Stuart Fitzpatrick,**
Academic Services	Academic Services
May 2023	

Freedom of Information: Open

Terms of Reference,
Membership and Committee Priorities 2023/24

The **Terms of Reference** can be found at the following link:
https://www.ed.ac.uk/academic-services/committees/quality-assurance/terms-reference

The **Membership** for the 2023/24 academic session:

Name	Position	Term of Office
Professor Colm Harmon (Convener)	Vice-Principal Students	Ex Officio
Professor Tina Harrison (Vice-Convener)	Deputy Vice-Principal Students (Enhancements)	Ex Officio
Dr Sabine Rolle	Representative of CAHSS (Learning and Teaching)	
Dr Lisa Kendall	Representative of CAHSS (Learning and Teaching)	
Professor Laura Bradley	Representative of CAHSS (Postgraduate Research)	
Dr Sarah Henderson	Representative of CMVM (Learning and Teaching)	
Professor Jamie Davies	Representative of CMVM (Learning and Teaching)	
Dr Paddy Hadoke	Representative of CMVM (Postgraduate Research)	
Dr Patrick Walsh	Representative of CSE (Learning and Teaching)	
Professor Tim Stratford	Representative of CSE (Learning and Teaching)	
Dr Antony Maciocia	Representative of CSE (Postgraduate Research)	
TBC	Vice President Education, Edinburgh University Students' Association	Ex Officio
TBC	Postgraduate Research Student Representative	Ex Officio
Callum Paterson	Academic Engagement Coordinator, Edinburgh	Ex Officio

	University Students' Association	
Professor Jason Love	Head of School, CSE	
Professor Jo Shaw	Head of School, CAHSS	
Professor Mike Shipston	Head of School / Deanery, CMVM	
Nichola Kett	Director of Academic Services	Ex Officio
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee)	Ex Officio
Laura Cattell	Representing Director of Student Recruitment and Admissions	Ex Officio
Dr Melissa Highton	Director of the Learning, Teaching and Web Services Division of Information Services	Ex Officio
Shelagh Green	Director for Careers and Employability	Ex Officio
Marianne Brown	Co-opted member (Student Analytics, Insights and Modelling)	1 August 2022 - 31 July 2023
Professor Sian Bayne	Co-opted member (Digital Education)	1 August 2022 - 31 July 2023
Lucy Evans	Co-opted member (Student Experience)	1 August 2022 - 31 July 2023
Dr Susan Morrow	Representative of Senate	1 November 2022 - 31 July 2023
Professor Mary Brennan	Representative of Senate	1 November 2022 - 31 July 2023
Dr Richard Gratwick	Representative of Senate	1 November 2022 - 31 July 2023
TBC	Committee Secretary	

The University of Edinburgh
Senate Quality Assurance Committee

11 May 2023

Data Upskilling Short Courses (DUSC)
Mid-Year Report to Scottish Funding Council

Description of paper
1. This paper provides a copy of the mid-year report submitted to the Scottish Funding Council (SFC) for the University's Data Upskilling Short Courses (DUSC) portfolio from 28 February 2023. This relates to the following aspects of Strategy 2030:
    i. We will be a global leader in artificial intelligence and the use of data with integrity.
    ii. We will be leading Scotland's commitment to widening participation.
    iii. Edinburgh will become the Data Capital of Europe. We will deliver inclusive growth, provide data skills to at least 100,000 individuals, and create new companies and solutions for global challenges.
    iv. Multidisciplinary postgraduate education pathways will support flexible whole-life learning.

Action requested / recommendation
2. For information.

Background and context
3. In 2019, the Scottish Funding Council (SFC) repurposed funding into what they referred to as Upskilling Funding and looked to Universities and Further Education Colleges to supply short courses aimed at providing opportunities for the Scottish Workforce. The challenge was to create a series of engaging short courses which would bring in working professionals to meet industry demand and SFC requirements, while ensuring we linked this training to the strategic priorities of the University. The University of Edinburgh utilises this SFC Upskilling Funding to deliver an interdisciplinary portfolio of data-related short courses to upskill or reskill the Scottish workforce. The courses focus on areas to drive economic impact, growth, and regeneration as well as University and city-wide ambitions to build data awareness and skills within the region. The course portfolio and number of students/learners has grown each year and we've reported a 233% in enrolments this year compared to the mid-year report submitted last year. This paper provides the mid-year report submitted to SFC by The Bayes Centre who manage the portfolio, on 28th February 2023, as an update on the activity and for information.

Discussion
4. Mid-Year Report as submitted:

Upskilling Fund – Project Progress Report

University Name: The University of Edinburgh

Contact Name: Teresa Ironside (t.Ironside@ed.ac.uk)

Completion Date: 28th February 223

Funding received AY 2022-23	Delivery costs	Development costs	Total spend to date
£813,131 (plus £200,000 carryover as agreed)	£582,127	£12,500	£594,627

Progress Summary

Overview:

The University of Edinburgh utilises SFC Upskilling Funding to deliver an interdisciplinary portfolio of data-related short courses to upskill or reskill the Scottish workforce. The courses focus on areas to drive economic impact, growth, and regeneration as well as University and city-wide ambitions to build data awareness and skills within the region. Courses are available at a variety of levels to ensure options are accessible to the widest audience. The Bayes Centre, the University's innovation hub for data science and artificial intelligence, manages and co-ordinates this Data Upskilling Short Courses portfolio on behalf of the institution, working across the University to develop and deliver a wide range of data skills courses for the workforce.

Progress:

We are pleased to report 415 enrolments during this reporting period – a 223% increase on the total number of enrolments reported at this time last year. Confirmation of funding for this session in Spring 2022 has once again allowed us to deliver from the start of the academic year, enabling us to maximise our opportunity to reach learners. The increase can also be attributed to offering more courses during this reporting period (33 compared to 20 last session), including additional runs of in-demand courses e.g. *Health Data Science*, together with the popularity of some of our new courses e.g. *Future is Fintech* and *Future of Marketing*, and the HyperionDev partnership bootcamps.

Our ongoing partnership offering with HyperionDev is proving very popular – applications are significantly outstripping available funding for bootcamp courses in data science, software engineering and web development, with positive feedback being received from learners moving through the bootcamp modules.

Despite being unable to offer some of the courses delivered last session due to circumstances outwith our control (e.g. lack of academic staff availability), we have successfully maintained the size of the portfolio by adding new courses in priority areas for the Scottish Government and the University. This has allowed us to continue offering further upskilling opportunities to professionals working in health and social care (a sector disproportionately affected by the pandemic and the EU exit) as well as additional courses that support the Digital Strategy and the National Strategy for Economic Transformation's ambition for entrepreneurial people and culture in Scotland. Further details are provided in the relevant section below.

At this point last session, we were reporting an expected underspend, which later came to pass – this session, we are on track to spend the full funding allocation (including the agreed carryover) and have mitigations in place if some of the courses scheduled to run in the next reporting period are cancelled or under-recruit. Therefore, we are not anticipating any funding underspend this session.

Key tasks completed in this reporting period (August 2022 to February 2023)

Having made significant changes to our processes, website and marketing approach last session, we have been concentrating on embedding and fine tuning these improvements e.g. by introducing marketing planners for each courses and revising our feedback form for students.

In addition to successfully completing the set-up and recruitment of 33 courses during this reporting period, we have undertaken several workshops with former students on *Health Data Science* to curate success stories and create a high-level outcome map to evaluate the overall impact of the course. The preliminary workshops have focused on understanding how alumni think the course has made a difference to them and how they have applied the learning in practice. The project is currently due to be completed this session and we will provide an update in our end-of-year report.

We are also participating in the University's digital badges pilot and intend to trial these with the *Data Carpentry* courses over the coming months. Initial discussions have concluded, with the pilot now moving into the procurement and pilot implementation phase. If a successful pilot prompts a wider rollout, we hope that the initiative would provide added value to students by allowing them to evidence their learning on their professional profile pages to colleagues and prospective employers – and that this would, in turn, prove a useful recruitment tool to encourage more prospective students to upskill.

Finally, we have had discussions with course leads about new courses for next session – assuming sufficient funding is available, we intend to make new courses in *Brain Health* and *Data Science for Sports Professionals* available to students in 2023/24. Confirmation of our funding allocation for next session as early as possible would allow them to plan with confidence and make arrangements to deliver in the Autumn.

Have you launched any new courses in 2022-23? If so, please provide details.

Following the continued popularity of *Health Data Science*, we have further expanded our course offerings for professionals in the health and social care sector looking to upskill in data. We have launched the following courses this session:

- *Practical Image Analysis*: Level 11 credit-bearing course which teaches the use and applications of MATLAB and related toolboxes specific to medical image analysis and processing.
- *Systems Thinking in Health and Social Care*: Level 11 credit-bearing course which equips students with the tools and frameworks to analyse health and social care systems, enabling them to deliver effective solutions for integrated care.
- *Big Data Analytics in Health and Social Care*: Level 11 credit-bearing course which provides students with the skills to analyse big data and understand the challenges associated with this in a health and social care context.
- *User-Driven Service Design in Health and Social Care*: Level 11 credit-bearing course which highlights the importance of user-driven design in value creation to drive innovation and improvement in health and social care delivery and planning.

We will launch two additional new courses for this sector later in the session:

- *Entrepreneurship and Data-Driven Innovation in Health and Social Care*: Level 11 credit-bearing course which encourages students to develop an entrepreneurial mindset, cutting-edge knowledge and skills to initiate data-driven business ventures and improve care service delivery.
- *Implementation Science in Health and Social Care*: Level 11 credit-bearing course which teaches students the skills to appraise and integrate data-driven innovation implementation theories, models, frameworks and strategies to develop systematic theory-informed approaches for achieving evidence-based change in health and social care.

Last year, we used Upskilling funding to develop new non-credit-bearing courses for the finance and marketing sectors, which have been successfully launched this session:

- *Future is FinTech* provides learners with a comprehensive understanding of how technological advancements are reshaping financial systems and critically assess the impact of FinTech on financial services.
- *Future of Marketing* teaches learners about data analysis, visual data and the application of AI for business so that they can become marketing technologists to drive important conversations about the role marketing plays in facilitating consumer wellbeing, and in driving sustainability and the Net Zero agenda.

Finally, we have also added to our growing portfolio of sector-agnostic data science courses:

- *Programming Skills*: Level 11 credit-bearing course which teaches students how to produce higher-quality code that is readable, maintainable, usable, correct, and efficient in less time with less effort.
- *Software Development*: Level 11 credit-bearing course which introduces students to the complete range of software development activities, from gathering requirements through to the evaluation of a finished product.

We are currently in discussions with course leads about launching two new sector-agnostic non-credit-bearing courses (equivalent to SCQF Level 7) in the summer: *Introduction to Statistics* and *Data Ethics for Business*. We have also been working with the Innovation Centre, The Data Lab and Bayes Centre Partner company Effini to develop current data lessons into fully available courses which we hope to make available to this portfolio to offer entry-level data skills training (SCQF Level 8) to broaden the portfolio and ensure access to additional members of the Scottish workforce. This will include training for Further Education College lecturers and School teachers to bring data skills into all levels of education and develop a pipeline of upskilling opportunities. We will provide more details about these courses in our end-of-year report.

Which employers are you working with and in what capacity?

The scope of employers that we are working with is broad; employees from 126 companies have enrolled onto our courses during this reporting period, with employees from 29% of organisations enrolled onto more than one course, demonstrating the value of our offering.

Marketing

Our approach of creating a network of 'echo chambers' across Scotland to promote our courses to their employees is seeing results as 39% of sign-ups heard about the courses through their place of work (either directly from their employer or through a colleague).

We have also had a presence at major data science industry conferences such as The Data Lab's Data Summit and Big Data London (which tends to have a large presence from Scottish-based companies) to build awareness of the portfolio more widely.

Employer Demographics

We work with employers from across the private sector, public sector, and third sector in Scotland to upskill their employees. Some examples are:

- **Healthcare** – NHS Scotland (multiple health boards), Public Health Scotland, Johnson & Johnson.
- **Data information and technology** – Leonardo, Smplicare, National Records of Scotland, Sopra Steria, Smart Data Foundry.
- **Research** – National Physical Laboratory, Research Data Scotland
- **Education and Teaching** – Abertay University, University of Dundee, University of Strathclyde, City of Glasgow College, Heriot Watt University, University of St Andrews, University of Edinburgh.
- **Engineering and Manufacturing** – Babcock International, National Manufacturing Institute Scotland, Thermo Fisher Scientific, Celestia UK.

- **Accounting, banking and finance** – NatWest group, abrdn, Scottish National Investment Bank, AXA Insurance, Baillie Gifford, Tesco Bank, Morgan Stanley.
- **Marketing, advertising and PR** – Diageo, Scottish Event Campus Ltd.
- **Government and public services** – Scottish Government, East Renfrewshire Council, UK Research and Innovation.
- **Business, consulting and management** – Wood Mackenzie, Cap Gemini, Optima Partners.
- **Science and pharmaceuticals** – Terumo Aortic, Almac Group.
- **Energy and utilities** – Snugg.
- **Creative arts and design** – Creative Scotland, Ringwood Publishing, Playable Technology Ltd.
- **Charity and voluntary work** – Chest, Heart & Stroke Scotland, Scottish Love in Action, Forth Estuary Forum.
- **Hospitality and event management** – 24 Royal Terrace Hotel, The Balaclava Byre, Miller and Carter.
- **Sales and retail** – Sainsbury's, Cengage EMEA, Bravura Solutions.
- **Built environment, property and construction** – Turner & Townsend.
- **Social care** – Falkirk Health & Social Care Partnership, Turning Point Scotland.

For some of these businesses, our courses are their first engagement with The University of Edinburgh. However, as well as engaging new employers we are also able to enrich the University's ongoing relationship with existing partners who continue to refer their employees onto the courses.

Geography

The majority of enrolments are from companies located in the Central Belt of Scotland which would be expected as most would view us as their 'local' institution. Although the company locations are predominantly close to The University of Edinburgh, the rise of remote working means that our courses have a broader geographical reach across Scotland (54% of our learners are based outside of Edinburgh, compared to 45% of companies).

Ways of working

As well as working with employers directly to support upskilling through the portfolio, we are also deepening relationship with employers by working with them in the following ways:

- Guest speakers from industry:
  On *Future is FinTech*, industry engagement is embedded into the course with 18 guests from industry doing live presentations on their field. Learners heard directly from those in senior roles at FinTech Scotland, Financial Stability Board Switzerland, Seedrs Limited, Wide Group Spa, Supercede, Deloitte Digital Scotland, WeChangeInsurance, Simple Crowdfunding, World Economic Forum, Clearstream Banking, London Stock Exchange, Marsh, Crypto.com, NatWest Group, Zumo, Smart Data Foundry, Predictiva, Input Output Global.

On *Leading Technology and Innovation in Organisations*, guest speakers from Canon Medical Research Europe, NES Digital, Craigentinny Dental Care, Accenture Middle East, PA Consulting, and AVA Consulting recorded presentations on leadership and strategy. This course also featured industry-based coaches who created content and co-hosted live sessions.

- Utilising employer data:
  On courses such as *Data Science for Manufacturing*, students have the opportunity to utilise their company data as part of their coursework, applying their new knowledge in action and providing an immediate benefit to their employers. Course leads have reported that a majority of students take up this option.

Looking forward

While we continue to see the most success with recruitment on an individual basis, we are encouraged by our expanding discussions with industry and hope to build on this success to bring many more employees onto courses in the future. In particular, we hope to increase our connections with industries in environment and agriculture, law and legal services, and transport and logistics to build on the breadth of sectors we already engage.

Emerging Risks / Challenges to Delivery	
Identified Risks / Challenges	**Planned action to mitigate risks**
Buy-in and co-ordination We are co-ordinating activity with 12 different academic areas across the University, each of whom have their own priorities, timelines, and processes. This kind of provision (short courses) remains an emerging priority for the University. For some academic areas who recruit very well to their degree programmes, this activity is much less of a priority; others are simply struggling to manage all their activities in an ever-changing hybrid landscape and core teaching remains a priority. This means that getting buy-in and timely confirmation of delivery plans remains an ongoing challenge for some courses.	We continue to standardise and outline responsibilities and manage expectations between the Bayes Centre and the academic areas through Co-Delivery Agreements for each course. As noted last session, earlier notification of funding or a two-to-three-year window (rather than year-to-year) would enable academic areas to participate in this activity by allowing them to plan and allocate resource on a longer-term basis. It would also better facilitate strategic discussions across the University.
Yearly confirmation of funding While confirmation of funding for 22/23 in Spring last year is once again allowing us to plan, allocate resource, and then deliver	We are raising this again as an issue with SFC so that it can be reported to the Scottish Government since we know that yearly confirmation is tied to their funding timelines.

throughout the academic session, we are still hampered by funding only being confirmed on an annual basis. As noted above, it continues to make buy-in for this provision at institutional and academic area-level challenging and therefore compromises the strategic development and future delivery of the portfolio. We are unable to make long-term academic, operational, or recruitment plans or lobby for necessary systems support. We are at risk of losing more staff on fixed-term contracts, with the loss of expertise, disruption and risk to delivery this creates (we have already lost our Workforce Development Manager on this basis) – and relationship-building with industry is compromised because our offer is always on a year-to-year basis.

At present, we can only accept and manage, not mitigate, this risk.

Earlier notification of guidance and reporting requirements would also be very helpful in terms of operational planning and management; knowing what is needed at the start of the session helps us to plan and, as required, update our processes.

Loss of Business Engagement resource

In September 2022, our Workforce Development Manager left the Bayes Centre to take up an open-ended contract elsewhere. This post was the industry engagement resource for the portfolio, responsible for building relationships with employers and enhancing industry connections to our courses. While an improved marketing approach has allowed us to upskill more learners than in any previous year, we have not been able to do very much critical business engagement work during this period because we have not had the resource.

Since late January, we have had a new Business Engagement Manager (Education) in post (the replacement post for the previous Workforce Development Manager). Despite only being in post for a few weeks, she has made great progress in reviewing work completed to date and our existing relationships with employers, and in developing a plan to boost recruitment by engaging with new sectors.

Changing social media landscape

Since the start of the project in 2019/20, Google and Twitter have been our main platforms for advertising. The University asked all departments to stop using Twitter as a marketing channel in December which impacted our recruitment for January courses – and while

We are in the process of evaluating our marketing strategy and investigating new advertising channels in addition to our standard digital platforms.

we are now able to use the platform again, it is evident that it no longer has the same reach, with many users leaving the platform. The other alternatives we trialled, including Instagram, were not as effective.

Student feedback

Students are invited to provide feedback on their course by the academic area that delivers it – but these questions generally relate to the content, delivery and assessment of the course rather than its upskilling impact. As the co-ordinating unit for the institution's portfolio, the Bayes Centre follows up with its own feedback form, inviting students to share their experiences and provide a testimonial when their completion certificates are sent out. We had a very poor response to this request last session, and it continues to be a challenging and relatively fruitless exercise.

Students are asked to confirm that they will provide feedback if their application for funding is successful. We have revised our feedback form and the accompanying communications in the hope that this will encourage more students to provide a testimonial, but the response rate has similarly been poor. We will send reminders and consider whether to ask Schools to incorporate our questions into their feedback questionnaires.

Subject/Course title	SCQF level (e.g. 7)	Credit bearing (If Yes, number of credits)	Duration (e.g. weeks/ months)	Delivery method (e.g. online, blended)	Number of Enrolments
Big Data Analytics in Health and Social Care	11	Yes (10)	5 weeks	Online	12
Climate Change Risk in Finance	Equivalent 11	No	10 weeks	Online	18
Data Ethics in Health and Social Care	11	Yes (10)	5 weeks	Online	9
Data Science for Manufacturing	11	Yes (10)	10 weeks	Online	29
Data Science Web Development Bootcamp: Introduction	Equivalent 8	No	1 day F/T or 2 days P/T (self-paced)	Online	5 (will run again)
Data Science Web Development Bootcamp: Python for Data Science	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	5 (will run again)

Data Science Web Development Bootcamp: Data Analytics and Exploration	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	5 (will run again)
Data Science Web Development Bootcamp: Machine Learning and AI	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	5 (will run again)
Data Science Web Development Bootcamp: Machine Learning and AI	Equivalent 8	No	2 days F/T or 4 days P/T (self-paced)	Online	5 (will run again)
Dynamic Web Design	11	Yes (20)	10 weeks	Online	3
Full Stack Web Development Bootcamp: Introduction	Equivalent 8	No	1 day F/T or 2 days P/T (self-paced)	Online	10 (will run again)
Full Stack Web Development Bootcamp: Web Development Essentials	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	10 (will run again)
Full Stack Web Development Bootcamp: Web Development with React and Express	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	10 (will run again)
Full Stack Web Development Bootcamp: Full Stack Web Development	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	10 (will run again)
Full Stack Web Development Bootcamp: Career Development	Equivalent 8	No	2 days F/T or 4 days P/T (self-paced)	Online	10 (will run again)
Future is Fintech	Equivalent 11	No	10 weeks	Online	20
Future of Marketing	Equivalent 11	No	10 weeks	Online	51
Health Data Science	11	Yes (10)	10 weeks	Online	82 (will run again)
Innovation-Driven Entrepreneurship	11	Yes (10)	17 weeks	Online	8
Introduction to Big Data and Analytics in Marketing	Equivalent 7	No	8 weeks	Online	18
Leading Technology and Innovation in Organisations	11	Yes (10)	10 weeks	Online	20

Practical Image Analysis 1	11	Yes (10)	12 weeks	Online	1
Probability and Statistics	11	Yes (10)	11 weeks	Online	11
Programming Skills	11	Yes (10)	12 weeks	Online	6
Software Development	11	Yes (10)	11 weeks	Online	5
Software Engineering Bootcamp: Introduction	Equivalent 8	No	1 day F/T or 2 days P/T (self-paced)	Online	6 (will run again
Software Engineering Bootcamp: Introduction to Programming	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	6 (will run again)
Software Engineering Bootcamp: Introduction to Software Engineering	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	6 (will run again)
Software Engineering Bootcamp: Data Science, Algorithms and Advanced Software Engineering	Equivalent 8	No	12 days F/T or 24 days P/T (self-paced)	Online	6 (will run again)
Software Engineering Bootcamp: Career Development	Equivalent 8	No	2 days F/T or 4 days P/T (self-paced)	Online	6 (will run again)
Systems Thinking for Health and Social Care	11	Yes (10)	5 weeks	Online	10
The Future of Learning Organisations	11	Yes (10)	5 weeks	Blended	2
User-Driven Service Design for Health and Social Care	11	Yes (10)	5 weeks	Online	5
Total					**415**

Still to be delivered:

Subject/Course title	SCQF level (e.g. 7)	Credit bearing (If Yes, number of credits)	Duration (e.g. weeks/ months)	Delivery method (e.g. online, blended)	Number of Enrolments

Data Carpentry: Data Cleaning and Organising with Python	Equivalent 8	No	3 days	Online	
Data Carpentry: Data Cleaning and Organising with R	Equivalent 8	No	3 days	Online	
Data Carpentry - R, Regular Expressions, SQL	Equivalent 8	No	4 days	Online	
Developing a Data-Driven Creative Company	Equivalent 8	No	6 weeks	Online	
Earth Observation for Sustainable Development Goals	8	Yes (10)	10 weeks	Online	
Entrepreneurship and Data Driven Innovation in Health and Social Care	11	Yes (10)	5 weeks	Online	
Implementation Science for Health and Social Care	11	Yes (10)	5 weeks	Online	
In the Mix: Mixed Methods of Evaluation, Research and Measurement	Equivalent 11	No	4 days	Online	
Introduction to Data Ethics for Business	Equivalent 7	No	8 weeks	Online	
Introduction to Statistics in R	Equivalent 8	No	4 days	Online	
Practical Introduction to Data Science	11	Yes (10)	10 weeks	Online	
Democratic Innovation Summer School: Skills for Democratic Innovation and the Governance of the Future	Equivalent 11	No	2 days	Online	
Understanding Planetary Health Data	11	Yes (10)	5 weeks	Online	

<End Report>

Resource implications

5. The overall portfolio is managed by the Bayes Centre with course contributions from all three UoE Colleges including the Data Driven Innovation (DDI) Hubs EFI, Usher Institute, and AgriTech.

Risk management

6. Managed within the Bayes Centre who manage the University-wide portfolio.

Responding to the Climate Emergency & Sustainable Development Goals

7. Climate and sustainability courses form part of the course portfolio.

Equality & diversity

8. There are widening participation opportunities within this short courses portfolio which provides funded training opportunities for those eligible.

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

9. Actions will be taken on by the Presenter and shared with colleagues as required.

Author	**Presenter**
Teresa Ironside, The Bayes Centre	Teresa Ironside
Dr Kirsten Phimister, The Bayes Centre	

24-Apr-2023

Freedom of Information
Closed.
Its disclosure would substantially prejudice our commercial interests.

Guidance on Using Senate Committee Paper Template *(Please delete from the final version of the paper)*

Description of paper
State the purpose of the paper in clear, non-technical terms. (1 or 2 sentences)

This should include a brief explanation of how the proposals in the paper will contribute to one or more of the outcomes set out in Strategy 2030, namely:

i)   We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines.

ii)   The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it.

iii)   We will be a global leader in artificial intelligence and the use of data with integrity.

iv)   Improved digital outreach will see us enabling global participation in education.

v)   We will be leading Scotland's commitment to widening participation.

vi)   We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.

vii) We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.

viii) Edinburgh will become the Data Capital of Europe. We will deliver inclusive growth, provide data skills to at least 100,000 individuals, and create new companies and solutions for global challenges.

ix)   We will have more user-friendly processes and efficient systems to support our work.

x)   We will see integrated reporting of our whole organisational impact against the United Nations Sustainable Development Goals.

xi)   We will be on track to be a Carbon-Zero University by 2040.

xii) Multidisciplinary postgraduate education pathways will support flexible whole-life learning.

xiii) Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

If the proposals outlined in the paper will not contribute to Strategy 2030 outcomes, please state: '*This paper does not contribute to the Strategy 2030 outcomes…*' and explain why eg. it is fulfilling an external regulatory requirement, or similar.

Action requested/Recommendation
For discussion / approval / information; to note formally / consider the recommendations etc. (1 – 3 sentences)

Background and context
Committees need to be able to understand quickly what it is they are being asked to consider, and why. This section should cover the reasons for the paper.

Discussion
This is the main part of the paper – please provide sufficient detail for Committee members to understand the issues and for good decision-making. (1 - 3 pages. If there is a substantial amount of additional information to include, consider providing this in the form of appendices.)

Resource implications
This section should detail any resource implications associated with the paper. If appropriate, costs, and how they will be met should be outlined. The expectation is that costs will be met from within existing budgets, and approval from the relevant budget holder should be sought. If an application for funding will be submitted to the Planning Round, this should be stated here.

Risk Management
Key risks and mitigating measures associated with the paper should be outlined here. You may wish to reference the University's Statement of Risk Policy and Risk Appetite.

Responding to the Climate Emergency and Sustainable Development Goals
This section is provided to allow the articulation of intended contributions to the United Nations Sustainable Development Goals. The most likely appropriate SDGs are listed below, with the full seventeen goals listed here:
https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Please state which SDGs are relevant, and then provide supporting information to justify the contribution of the paper towards these.

If the paper does not contribute to the SDGs, please state: '*This paper does not contribute to the SDGs…*' and explain why eg. it is fulfilling an external regulatory requirement, or similar.

If the proposals outlined in the paper would hinder the achievement of any SDG or would exacerbate the Climate Emergency, please state this and set out any mitigating actions that would minimise or counter-balance the effect.
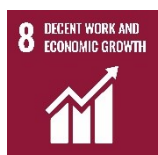
3 GOOD HEALTH AND WELL-BEING	*Ensure healthy lives and promote well-being for all at all ages*
4 QUALITY EDUCATION	*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*
5 GENDER EQUALITY	*Achieve gender equality and empower all women and girls*
8 DECENT WORK AND ECONOMIC GROWTH	*Promote inclusive and sustainable economic growth, employment and decent work for all*
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	*Build resilient infrastructure, promote sustainable industrialization and foster innovation*

Reduce inequality within and among countries

Make cities inclusive, safe, resilient and sustainable

Ensure sustainable consumption and production patterns

Take urgent action to combat climate change and its impacts

Equality & Diversity
The University is required by law (Equality Act 2010 and supporting Regulations) to give due consideration to equality and diversity. If proposing new or revised policies or practices, these also require an Equality Impact Assessment (EIA). Please detail whether equality and diversity has been considered, whether an EIA is required, and any major equality impacts.

Communication, implementation and evaluation of the impact of any action agreed
Please summarise how any action to be taken as a result of the paper will be communicated and implemented eg. who will be responsible for overseeing the implementation? Where possible, please also provide details of the ways in which the impact of any action taken will be evaluated and reported.

Freedom of Information
This section should specify whether the paper is **open** or **closed**. Wherever possible, papers should be open. If closed, please detail which exclusion this falls under. Further guidance is available on the Records Management website: http://www.ed.ac.uk/records-management-section/freedom-of-information

- Its disclosure would substantially prejudice a programme of research
- Its disclosure would substantially prejudice the effective conduct of public affairs
- Its disclosure would substantially prejudice the commercial interests of any person or organisation
- Its disclosure would constitute a breach of confidence actionable in court
- Its disclosure would constitute a breach of the Data Protection Act
- Other, within the terms of FoI legislation (please give further details)