

The University of Edinburgh

**Senate Education Committee
Electronic Business
Circulated 13 May 2020**

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 - **Thursday** 10 September 2020
 - Wednesday 18 November 2020
 - Wednesday 27 January 2021
 - Wednesday 17 March 2021
 - Wednesday 26 May 2021

Draft Minutes – for Approval at May Electronic Meeting of Education Committee

**Minutes of the Meeting of Senate Education Committee
held at 3pm on Wednesday 11 March 2020
in the Liberton Tower Room, Murchison House, Kings Buildings**

1. Attendance

Present	Position
Tina Harrison	Assistant Principal Academic Standards and Quality Assurance (Deputy Convener) – Ex Officio
Sabine Rolle	Representative of CAHSS (Learning and Teaching)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Judy Hardy	Representative of CSE (Learning and Teaching)
Michael Seery	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Neil Turner	Representative of CMVM (Learning and Teaching, UG)
Steph Vallancey	Edinburgh University Students' Association, Vice-President Education – Ex Officio
Stuart Lamont	Edinburgh University Students' Association, Permanent Staff Member – Ex Officio
Iain Gordon	Head of School, CSE
Richard Andrews	Head of School, CAHSS
Mike Shipston	Head of Deanery, CMVM
Sue MacGregor	Director of Academic Services – Ex Officio
Velda McCune	Representing Director of Institute for Academic Development – Ex Officio
Rebecca Gaukroger	Director of Student Recruitment & Admissions – Ex Officio
Shelagh Green	Director for Careers & Employability – Ex Officio
Paula Webster	Head of Student Data and Surveys (Student Systems), co-opted representative for Student Systems.
Apologies	
Colm Harmon	Vice-Principal Students (Convener) – Ex Officio
Fabio Battaglia	Representative of CAHSS (Postgraduate Research)
Stephen Bowd	Representative of CAHSS (Postgraduate Research)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Melissa Highton	Director of Learning, Teaching and Web Services Division of Information Services – Ex Officio
Sian Bayne	Co-option – Digital Education
Philippa Ward	Academic Services (Secretary)
In Attendance	
Brian Connolly	Academic Services (Secretary)
Fiona Philippi	Institute for Academic Development
Rena Gertz	Data Protection Officer

The Convenor welcomed Stuart Lamont, new Edinburgh University Students' Association Permanent Staff Member (Ex Officio), and Rena Gertz, Data Protection Officer attending for agenda item 5.3.

2. Minutes of the previous meeting

The Committee approved the minutes of the meeting held on 11 December 2019.

3. Matters Arising

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

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

The Convenor noted that the meeting would be held in advance of the next meeting of Education Committee.

4. For Discussion

4.1 Student Satisfaction Surveys

4.1.1 Effect of Alumni on Levels of Satisfaction in the Postgraduate Taught Experience Survey (PTES)

The Committee considered an analysis of the relative levels of satisfaction of University of Edinburgh alumni and students who are alumni of other institutions in the Postgraduate Taught Experience Survey (PTES).

It was noted that University of Edinburgh alumni were less satisfied than their peers in PTES 2019 however this difference was not statistically significant. It was also noted that being an alumnus did not appear to be a good predictor of satisfaction.

4.1.2 Effect of School Size on Student Satisfaction

The Committee considered an analysis of the relationship between School size and student satisfaction at the University of Edinburgh.

It was noted that whilst there was a negative correlation between overall satisfaction and the number of first degree students ($r = -0.595$) only weak negative correlations could be found between satisfaction with teaching and learning and assessment and feedback and first degree numbers. There was no evidence of a relationship between postgraduate taught (PGT) student numbers and student satisfaction in PTES. However, there was a negative correlation between satisfaction with supervision in the Postgraduate Research

Experience Survey (PRES) and postgraduate research (PGR) student numbers ($r = -0.470$). Only weak correlations were found between overall satisfaction and satisfaction with assessment and feedback and PGR student numbers.

Action: Head of Student Data and Surveys to analyse student satisfaction data (across the University and sector peers) to determine optimal cohort size.

4.2 Use of Coursework / Dissertations as Examples

The Committee discussed the use of coursework or dissertations as exemplars and the requirements of the General Data Protection Regulation (GDPR).

The following approaches to ensure lawful use of coursework or dissertations were considered:

The Committee considered the use of a privacy notice to inform students that their work may be anonymised by course coordinators and used as an exemplar. It was noted that anonymization might not always be possible in highly specialised areas, depending on the topic. Also, if the authors remained in academia and built on the work of their dissertations, it may be fairly easy for any future student to identify them.

The Committee considered the alternative option of informing students of the potential use of their work with the application of one of two lawful bases: student consent or 'legitimate interest'.

Student consent could be sought at the point of submission. It was noted that technological issues prevented a consent request at the point of submission in the 'own work declaration' (OWD) page of Learn as the form does not allow students to state 'yes' to the OWD but refuse consent for the use of their work. It was also noted that while some Schools used a more interactive form which made an opt-in/opt-out question theoretically possible, the adaptive release used to hide the drop-down box until the OWD was completed may not always work and retrieving the consent data may be difficult.

The University could make a blanket assessment of 'legitimate interest' in the potential use of student work while also providing students with an opt-out at any time. Members agreed that this would be the simplest approach but noted concerns as to the validity of this type of consent particularly in regard to the specific uses of each piece of work and the legitimacy of any consent given.

The Committee discussed the option of seeking consent at the start of each year at the point of matriculation. Handbooks could be used to explain why consent was requested, how the system would be managed, and how each student could withdraw consent. It was noted that the success of the system would depend on how changes to consent were managed and communicated to staff, particularly course coordinators. It was also noted that consideration needed to be given to how consent was managed once students had left the University.

Action: Data Protection Officer and Head of Student Data and Surveys to explore operational options for opt-in consent, including when and at what level to seek consent, and how to manage the process.

The Committee agreed that the consent form must be clear on how long exemplars could be in use and how students can withdraw their consent.

Action: Convenor and Students' Association Vice-President Education to liaise with Data Protection Officer to design opt-in consent form.

4.3 Standalone Courses

The Committee discussed the growth of credit bearing standalone courses, particularly for continuing professional development (CPD).

The Committee broadly welcomed the development of standalone courses noting the flexibility and scope they allowed in many disciplines to cultivate new and innovative provision. Credit bearing courses would provide an opportunity to recognise a diverse range of work and should be aligned with the Scottish Credit and Qualifications Framework (SCQF).

It was agreed that academic governance arrangements, quality assurance frameworks, and associated systems should be aligned to support an increase in such provision in a consistent, robust and systemic way. It was noted that the strategic case for these courses would vary across disciplines and therefore the wider institutional appetite to resource and support these courses needed to be explored in more detail.

Action: Academic Services to establish a small task group to consider options and report back to Committee.

4.4 Assessment and Feedback

The Committee discussed aspects of assessment and feedback identified as a University-level area for further development by Senate Quality Assurance Committee (SQAC) through annual and periodic review.

It was noted that some Schools had requested that the 15 day feedback turnaround deadline be reconsidered in light of student feedback and challenges staff had in meeting this blanket deadline for different cohort sizes and types of assessments. Recommendations from internal reviews focussed on the quality of feedback and implementing assessment and feedback policy on formative assessment, feedback turnaround times, and scaling of marks. It was noted that the widely held student perception of the deadline was of a two week turnaround period as opposed to the University expectation of 15 working days or a three week turnaround deadline.

The Committee agreed that the 15 day feedback turnaround deadline should not be reconsidered in isolation from the impending curriculum review.

Action: Committee Secretary to refer issue to Vice-Principal Students for consideration as part of the Curriculum Review.

4.5 Evaluating Leading Enhancement in Assessment and Feedback (LEAF)

The Committee considered an evaluation of the LEAF process including a summary of findings from the LEAF project which ran between 2013 and 2019.

The following key findings were noted:

1. Programme structure: high degrees of choice within degree programmes made it difficult to plan programme-level learning and teaching.
2. Workload: summative grades can be prioritised by students and result in lacklustre tutorial participation and students feeling overwhelmed.
3. Assessment expectations: it may take students time to understand disciplinary conventions, and without careful management these misunderstandings can persist throughout the degree programme.
4. Assessment: participants found exams stressful and believed they did not represent the breadth of students' learning well. Coursework was preferred, but it was noted that clashing deadlines or unrealistic workloads could also be a source of stress.
5. Feedback: students preferred embedded ways of receiving face-to-face feedback such as through small group teaching, to all other methods of feedback (face-to-face, audio/video, and written).
6. Sense of belonging and agency: positive experiences of assessment and feedback were supported by a disciplinary context in which dialogue was encouraged. Participants reported satisfaction where they felt valued and included by staff, understood what was expected of them, and were more likely to be engaged in disciplinary dialogue.

Action: Committee Secretary to refer key findings and recommendations of the LEAF process to Vice-Principal Students for consideration as part of the Curriculum Review.

4.6 Update on Doctoral College and Meetings of the Postgraduate Research Steering Group

The Committee noted the progress of the Steering Group and the proposed work strands on scholarships, fees, and tutors and demonstrators.

4.7 Evaluating the Revised Code of Practice for Supervisors and Research Students

The Committee noted an evaluation of the effectiveness of communication of the Code of Practice for Supervisors and Research Students (Code of Practice) and revised content published in 2018.

4.8 Education Committee Planning

The Committee noted progress with the agreed priorities for Education Committee and Researcher Experience Committee (REC), whose business has been taken forward by Education Committee following the dissolution of REC.

The Committee noted the membership, remit and annual schedule of meetings of the Senate Committees' Conveners' Forum, which has been established to better coordinate the work of Senate and its Standing Committees.

The Committee agreed the following initial list of priorities for 2020-21:

1. Curriculum Review
2. Doctoral College
3. Scholarships
4. Explore how the University can utilize the staff time freed-up by ending of the Personal Tutor (PT) system
5. Strengthen links with Space Strategy Group

5. For Information

The Committee noted the following reports for information:

5.1 Update on the Continuing Professional Development Framework for Learning and Teaching

5.2 Space Strategy Group Report

5.3 Enhancement-led Institutional Review (ELIR) 2020

5.4 Report from Meetings of Knowledge Strategy Committee – 11 October 2019 & 24 January 2020

6. Electronic Business Conducted Between Meetings

The Committee homologated the following:

6.1 Postgraduate Taught Experience Survey (PTES) 2020 Institutional Questions

7. Any other business

There was no other business.

Brian Connolly
(in place of Philippa Ward)

Electronic Education Committee

13 May 2020

Opt-In Consent for Use of Coursework and Dissertations as Examples

Description of paper

1. This paper reports on the result of work regarding the use of past coursework or dissertations as exemplars for current students, and requests assistance with dissemination.

Action requested / recommendation

2. For the Committee to note that a consent form has been agreed (see the Appendix) and **to provide advice and assistance with the dissemination to all course coordinators.**

Background and context

3. During the meeting on 11 March 2020, it was agreed that 'consent' was the appropriate legal basis for using student work as exemplars for future students. A working group was formed to discuss this further and approve a consent form.

Discussion

4. The Data Protection Officer drafted a consent form and sent the form to a working group of 6 members of Education Committee. The form was agreed and it was decided that consent should be sought individually on a case-by-case basis by each course coordinator rather than during matriculation.
5. This means that each course coordinator will need to take responsibility for obtaining and managing consent, which also includes ensuring that if a former student withdraws their consent, their work is removed from future use.
6. **The Committee is now asked for assistance with how best to ensure that the consent form and instructions on its use are disseminated to all course coordinators.**

Resource implications

7. All GDPR implementation projects and processes are integrated into normal planning and are resourced locally.

Risk management

8. If coursework/dissertations of identifiable students are used unlawfully, this leaves the University open to sanctions by the Information Commissioner.

Equality & diversity

9. No EIA is required.

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

10. To be decided by Education Committee

Author

Rena Gertz
13 May 2020

Freedom of Information

Open

Appendix

Consent for use of student work as exemplars

Students benefit greatly from being shown exemplars of previous work, be it essays, dissertations or group work. We would like to ask your consent that, should your work be selected, it can be shown to future students – your work would never be shown to students in your own year. We will also anonymise your work as much as possible and remove your name and any other identifiers.

If you give us your consent, we will keep your work for 10 years.

You can withdraw your consent at any time by contacting (insert email address) We will then immediately remove your work from use and, if the regular retention times are past, delete it.

I consent to having my work used as an exemplar for future students

Yes

No

Electronic Education Committee

13 May 2020

Annual review of effectiveness of Senate Standing Committees

Description of paper

1. This paper notifies Education Committee members of plans for the annual review of Senate Committees' effectiveness. The paper also sets out plans to review the operation of the revised Senate Standing Committee remits which were approved by Senate in September 2019, and notes that these reviews will be consolidated into one review process.

Action requested / recommendation

2. Education Committee members are asked to **note and provide comments on the plans for the review, and to engage with opportunities to provide feedback on the committees' functioning and effectiveness.**

Background and context

3. The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years: "49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances."
4. In line with the requirements of the Code, during Spring/Summer 2020, Academic Services is conducting an annual review of the three Senate Standing Committees. The outcomes of this review will be reported to Senate in September / October 2020.
5. Revisions to the number and remits of the Senate Standing Committees were approved by Senate in September 2019, with the recommendation that an evaluation of the efficiency and effectiveness of the changes to the Terms of Reference and memberships should be carried out at the end of the first year of operation.
6. This review will also provide an opportunity to review and report on Senate Standing Committees' preparedness for academic year 2020/21 in the context of the impacts of the Covid-19 pandemic.

Discussion

7. In the interests of efficiency and coherence, the two strands identified above - the annual effectiveness review, and review of the revised remits - will be covered under a single review process and report.
8. In the context of current University priorities and resources, review activities must be proportionate and take into account the ongoing University response to the Covid-19 emergency.
9. The review process is intended to gather information on and evaluate effectiveness in terms of the:
 - a. Composition of the committee
 - b. Support and facilitation of committee meetings
 - c. Engagement of members and knowledge and understanding of their roles and committee remits
 - d. Impact and strategic relevance of Senate Committees' work
10. The review process will be primarily self-reflective and will gather information as described below:
 - a. **Education Committee members are asked to submit written comments to philippa.ward@ed.ac.uk by Wednesday 20 May 2020.**
 - b. Senate Committee members will be invited to respond to an online questionnaire during summer 2020 (managed by Academic Services). Draft questions are appended below.
 - c. The Senate Education Committee Convener and Secretary will review committee coverage of Postgraduate Research Student business.
 - d. Academic Services will review Senate Standing Committees' Covid-19 preparedness for 2020/21, in the context of ongoing developments in the governance and management of learning and teaching and the student experience as part of the University's management of the impact of the Covid-19 emergency.
11. Academic Services will collate the information above and produce a report on the findings.

Resource implications

12. The review will be conducted by Academic Services and any resource requirements will be met from existing budgets. The resource implications of any actions identified in response to the outcomes of the review will be considered at that stage.

Risk management

13. The annual effectiveness review process assists the University in ensuring that its academic governance arrangements are effective and enables the University to manage a range of risks associated with its academic provision.

Equality & diversity

14. The review provides an opportunity to identify any equality and diversity issues in the make-up of the Committees and the way they conduct their business.

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

15. The report will be represented to Senate and the Senate Standing Committees in September / October 2020. If the review identifies required actions or enhancement opportunities, these will be taken forward by Academic Service (if directly related to the functioning and support of the Senate Committees) or referred to the appropriate body for consideration.

Author

Kathryn Nicol, Academic Policy Officer
May 2020

Freedom of Information

Open

Appendix

Senate Standing Committees: Internal Effectiveness Review 2019-20

Draft questions for Summer 2020 survey

Members of the Senate Committees will be invited to fill in an online questionnaire during Summer 2020 and the draft questions for this exercise are set out below for comment.

1. Committee remit

- 1.1. Is the Committee's remit clear? If not, what improvements would you suggest?
- 1.2. Is the scope of the remit appropriate?
- 1.3. Has the Committee adapted effectively to the challenges or changes in priority?
- 1.4. Are you happy with your Committee's use of task groups?

2. Governance and impact

- 2.1. Do you have a clear understanding of how the Committee fits into the academic governance framework of the University?
- 2.2. Do you feel that the Committee makes the desired impact based on its remit and priorities?
- 2.3. Are there clear links between Committee business and University strategic priorities?

3. Composition

- 3.1. Do you think that the current composition of the Committee enables it to fulfil its remit?
- 3.2. Is the size of the Committee appropriate in order for it to operate effectively?

4. Equality and Diversity

- 4.1. Is the composition of the Committee suitably representative of the diverse University population?
- 4.2. Are you satisfied that equality and diversity considerations are adequately addressed when discussing Committee business?

5. Committee members – Role clarity and participation

- 5.1. Are you clear on your role and responsibilities as a Committee member?
- 5.2. If this is not clear, do you have any suggestions on how to improve this?
- 5.3. If you were a new member in 2019/20, were you satisfied with the induction you were given to the Committee and its business?
- 5.4. Is lack of engagement by members ever an impediment to the Committee?
- 5.5. Does anything create a barrier to your engagement with the Committee?

6. Stakeholder Engagement and Communications

- 6.1. Does the Committee engage and communicate effectively with stakeholders? (For example, is the Senate Committees' Newsletter an effective vehicle?)
- 6.2. Do you have a clear understanding of your role on the Committee as a representative of your College or Group?
- 6.3. Do you have a clear understanding of your role in cascading information from the Committee to your College or Group?

7. Committee support

- 7.1. Do you feel that the Committee is supported effectively by Academic Services?
- 7.2. Does the information provided to the Committee (in format and volume) support effective decision-making by the Committee?
- 7.3. Do papers provide you with appropriate levels of detail on the background of issues brought to the Committee, and on how Committee decisions will be implemented?

Electronic Education Committee

13 May 2020

Senate Themes for 2020/21 Meetings

Description of paper

1. A request to Education Committee to suggest themes for the presentation and discussion section of next year's Senate meetings. A note of recently presented topics is also included.

Action requested / recommendation

2. The Committee is invited **to make suggestions for themes for the presentation and discussion sections for Senate meetings in 2020/21.**

Background and context

3. Senate meetings are divided into two sections: an open presentation and discussion section, and a section for formal business open to Senate members only.
4. All members of staff are invited to attend the presentation and discussion section of the Senate meetings and this is an opportunity to hold open discussions on a key strategic theme.
5. From 2018/19, Senate also began to receive 'year-on updates' on selected topics presented in the previous year.
6. Suggestions for themes are being sought from the Senate Education Committee, the Academic Policy and Regulations Committee, the Senate Quality Assurance Committee, and the Research Policy Group.

Discussion

7. The themes below have been covered in recent years.

2019/20

Main topics:

- Support for Early Career Researchers
- Student Support and Wellbeing: Review of Personal Tutoring and Student Support, and update on the Student Mental Health Strategy
- Enhancement-Led Institutional Review
- Curriculum Reform

Year-on updates:

- Student Experience Action Plan
- Research Excellence Framework

2018/19

Main topics:

- Teaching and Academic Careers
- Accessible and Inclusive Learning Policy
- Enhancing the Student Experience – Approach and Action Plan
- Refreshing the University's Strategic Plan
- Research Excellence Framework
- Student Experience Action Plan
- Widening Participation

Year-on update:

- Careers and Employability

Resource implications

8. None relevant

Risk management

9. None relevant

Equality & diversity

10. Committees are encouraged to consider equality and diversity as a factor in their selection of suggestions, and equality and diversity implications will be considered in the final selection of presentation themes.

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

11. Committee secretaries will collate suggestions and pass these to the Senate Clerk.

12. Collated themes will be passed to the Principal, who will make the final selection of presentation and discussion themes for 2020/21. Selected themes will be advertised via the [Senate website](#) and in advance of each meeting.

Author

Kathryn Nicol, Academic Policy Officer
May 2020

Freedom of Information

Open

Electronic Education Committee

13 May 2020

Annual Report of the Senate Standing Committees

Description of paper

1. This is the annual report of the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2019-20. It also proposes outline plans for 2020-21.

Action requested

2. The paper has already been taken to the May electronic meeting of Senate for approval. Education Committee is therefore invited **to note** the major items of committee business from 2019-20 and the plans for the next academic year. It should be recognised that the context within which the committees are currently operating may affect the development of priorities early in the next academic year.

Background and Context

3. The Senate Standing Committees provide an annual report setting out progress on activities in the past year and seeking Senate approval for their general strategic direction and priorities for the next academic year.

Resource implications

4. The proposed plans for 2020-21 will have some resource implications relating to time spent by members of the Committees and Policy Officers in Academic Services or staff invited to participate in working groups. Some of the resource requirements for wider work of the Committees will be met through existing resources or have agreed funding in place.

Risk Management

5. Each individual strand of proposed activity will be subject to risk assessment as appropriate.

Equality and Diversity

6. Where required, Equality Impact Assessments will be carried out for individual work packages completed next year.

Next steps / implications

7. The approved report will be highlighted in the Senate Committees' Newsletter. The Senate Committees will progress the agreed strategic approach during 2020-21 as set out in the report. This report will also be shared with the University Court for information.

Author

Sue MacGregor, Director of Academic Services
May 2020

Freedom of Information

Open

Annual Report of the Senate Committees 2019-20**1. Executive Summary**

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2019-20, along with their proposed plans for 2020-21.

2. Introduction

The three Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Senate Education Committee (SEC), Academic Policy and Regulations Committee (APRC), and Senate Quality Assurance Committee (SQAC). Links to the Terms of Reference and memberships of the Senate Standing Committees are below:

- [Education Committee](#)
- [Academic Policy and Regulations Committee](#)
- [Quality Assurance Committee](#)

Proposals for future work have arisen from Committee discussions, and discussion at the Senate Committee Conveners' Forum. The proposals are designed to assist the University in pursuing its Learning and Teaching Strategy and meeting the goals of the University Strategy 2030, see:

- [Learning and Teaching Strategy](#)
- [Strategy 2030](#)

Please note that Committee discussions over the latter part of 2019/20 have been heavily affected by Covid-19 preparations which has meant that, in some cases, Committee priorities for 2020/21 are still under review and will require full sign-off by the relevant Committee at the start of 2020/21 session.

3. Key Committee and Task Group Activities in 2019-20*

Name of Committee	No. of meetings
Senate Education Committee	4
Academic Policy & Regulations	6
Senate Quality Assurance Committee	5

Name of Task Group	Task Group of:
Personal Tutor System Oversight Group	SQAC
Support for Curriculum Development Group	SEC
Learning Analytics Review Group	SEC
HEAR Recommendation Panel	SEC

*Includes meetings scheduled for the remainder of the session.

The remits and memberships of any task groups are available within the relevant Committee pages at: www.ed.ac.uk/academic-services/committees

4. Senate Committees' Achievements 2019-20

4.1 Activities involving wider contribution or cutting across all Committees

A number of activities proposed in last year's report involved all three Committees. In addition, the Coronavirus Covid-19 pandemic has necessarily involved each of the Committees in response and mitigation activity, some of which is noted below:

Previously agreed Activity
<ul style="list-style-type: none"> • Continue to work with Students' Association to promote and implement the Student Partnership Agreement At its meeting in October 2019, Senate Education Committee approved a refreshed version of the Student Partnership Agreement for 2019-2020. The revised themes relate to ongoing work in the Student Experience Action Plan and have been discussed with the Students' Association, the Deputy Secretary Student Experience and the Vice Principal (Students). The themes include Community, Student Voice and Social Justice. • Funds were allocated through the Sense of Belonging Task Group for students and staff to submit bids for projects to take forward the priorities within the partnership agreement during 2019-2020. A total of thirteen applications were received and twelve projects secured funding, covering areas including a ceilidh, a student-staff sustainability think-tank to develop meaningful and embedded sustainability conversations throughout the BVM&S curriculum, and the purchase of garden tools to facilitate the development of the Kings Building's Permaculture Garden. • This activity has been coordinated by a member of the Academic Services Quality Team. For further information see: www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement
<ul style="list-style-type: none"> • Implement any agreed changes to the operation of Senate and to its Committee structures following the externally-facilitated review of Senate, and the review of the structure of the Senate committees. Each Committee received new Terms of Reference (ToR) and memberships and successfully launched their meetings under those arrangements at the beginning of the academic session. These ToR reflected the new approach suggested in the external review. The terms of reference for SQAC remained similar to those of the preceding year. However, the creation of the Education Committee following the disbanding of the Learning and Teaching Committee and Research Experience Committee involved additional considerations on how we might effectively combine Postgraduate Research matters alongside other Learning and Teaching strategy, policy and oversight. The PGR representatives from the three Colleges have maintained an input to agenda setting this year in order that this balance can be set.
<ul style="list-style-type: none"> • Continue to take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University's next Enhancement-Led Institutional Review (ELIR). The Committee has maintained its oversight of alignment with the UK Quality Code and has coordinated the detailed activities and wider consultation on the draft Reflective Analysis document.
Covid-19 Response / Industrial Action
<ul style="list-style-type: none"> • APRC has been consulted a number of times as emergency academic guidance was produced in response to both industrial action and most urgently the Covid-19 pandemic. A number of temporary concessions to regulations were agreed by APRC during the session.

- SQAC agreed proposals at its May meeting for the suspension of normal annual monitoring, review and reporting process due to the Covid-19 outbreak. Proposals for an interim process to review and reflect on 2019/20 were agreed.
- Education Committee held discussions at its May meeting on the shape and approach to delivering teaching and learning in Semester 1.

4.2 Education Committee

Progress with activities proposed in last year's report:

Activity
<ul style="list-style-type: none"> • Oversee continued implementation of University Learning and Teaching Strategy – it was agreed at the October 2019 meeting of Education Committee that 2019/20 would be the final year of the operation of the Learning and Teaching Strategy. The University will transition to a new strategy in due course, the main focus of which will be plans for curriculum reform. The new strategy will also incorporate the key principles from the Accessible and Inclusive Learning Policy to ensure that the curriculum is inclusive by design.
<ul style="list-style-type: none"> • In partnership with the Service Excellence Programme's Student Administration and Support board, oversee and guide the review of student support - Education Committee received an update on the Student Support and Personal Tutor Project at its October 2019 meeting and approved the proposed support model at its December 2019 meeting.
<ul style="list-style-type: none"> • Oversee the implementation of recommendations from the 2018-19 task group on inclusion, equality and diversity in the curriculum – it has been agreed that a taskforce will be established by Professor Sarah Cunningham-Burley under the new Equality, Diversity & Inclusion Committee to drive forward the recommendations of this task group and the Thematic Review of black and minority ethnic (BME) students' experiences of support at the University.
<ul style="list-style-type: none"> • Monitor the implementation of the new institutional policy to support the University's Lecture Recording service – the Lecture Recording Policy is currently being reviewed to take account of learning from use of the service during the COVID-19 pandemic.
<ul style="list-style-type: none"> • Ensure continued progress to enhance support for Careers, Employability and the development of graduate attributes – members received a copy of a briefing paper in February 2020 summarising research undertaken by the Careers Service into the future of work and what this means for Edinburgh's students. Graduate attribute development and a curriculum that supports this will be a key focus of the planned curriculum reform.
<ul style="list-style-type: none"> • Continue to monitor implementation of the Student Mental Health Strategy – an update from the Director of Student Wellbeing will be brought to the September 2020 meeting of Education Committee.
<ul style="list-style-type: none"> • Continue to strengthen the University's understanding of retention and continuation rates for different undergraduate student groups, and to focus on enabling students from all groups to succeed – this is now being taken forward by Senate Quality Assurance Committee.

The priorities agreed for Researcher Experience Committee (now being taken forward by SEC) and progress made to date are as follows:

- **Excellence in Doctoral Training and Career Development programme - evaluate the effectiveness of School / College briefings for supervisors, assess the impact of changes to requirements of supervisor training and support planned for 2019-20,**

<p>and explore the development of online training to supplement School / College briefings for supervisors – Education Committee received an update at its October 2019 meeting on work being undertaken under the ‘Supervisor Support and Training’ work stream of the programme. It also endorsed a proposal to develop an online course for doctoral supervisors to complement mandatory supervisor briefings at its December 2019 meeting.</p>
<ul style="list-style-type: none"> • Review the University’s approach to overseeing, coordinating, and managing postgraduate research student (PGR) support and development activities at an institutional level (subject to clarifying the relationship with the planned Service Excellence Programme strand of work on the PGR student lifecycle) – the Committee received an update on proposals to establish a ‘Doctoral College’ at its October 2019 meeting, and considered more detailed proposals later in the academic year. In the meantime, Education Committee approved (at its December 2019 meeting) temporary governance arrangements to ensure that the business formerly undertaken by REC continues to be well managed. The Doctoral College Management Group met in April 2020 to shape the next steps towards an intended launch of the Doctoral College in the Autumn.
<ul style="list-style-type: none"> • Evaluate the implementation of the revised Code of Practice for Researchers and Supervisors – at the meeting in March 2020, SEC noted an evaluation of the effectiveness of communication of the Code of Practice for Supervisors and Research Students (Code of Practice) and revised content published in 2018.

4.3 Academic Policy and Regulations Committee (APRC)

Progress with activities proposed in last year’s report:

Activity
<ul style="list-style-type: none"> • Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Special Circumstances and Coursework Extensions, Programme and Course Information Management) The Committee has been working closely with colleagues in the Service Excellence Programme, providing feedback on proposed changes to policy and regulations relating to extensions and special circumstances. The Committee will consider for approval final proposals at its May 2020 meeting, in order to support the introduction of the Extensions and Special Circumstances Team ahead of 2020/21.
<ul style="list-style-type: none"> • Guide the University’s response to any policy issues raised by the UK Standing Committee for Quality Assessment’s report on degree classification outcomes Developments in this area are being monitored by the Committee. There has been no specific need to consider any policy changes at this time. However, we have made significant progress on the issue of borderlines for classification, covered below.
<ul style="list-style-type: none"> • Oversee the implementation of changes in policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements Academic Services is not aware of any issues arising from the implementation of the new regulations relating to resubmission of PGT dissertations. However, we will be keen to seek feedback from Schools and Colleges. In light of the demands upon Schools and Colleges imposed by Covid-19 contingency, we will delay seeking this feedback until 2020/21.
<ul style="list-style-type: none"> • Oversee the implementation of changes to the Code of Student Conduct following the review in 2018-19, and conduct a light-touch review of the impact of the amendments

In light of the impact of Covid-19 on relevant stakeholders, we will delay seeking feedback on the amendments to the Code of Student Conduct until 2020/21. Staff in Academic Services are in frequent contact with staff at the Advice Place, who support students through the conduct process.
<ul style="list-style-type: none"> • Oversee the implementation of any agreed changes to the Support for Study Policy following the review in 2018-19 The policy was agreed and the website updated and the revised policy will kept under review.
<ul style="list-style-type: none"> • Develop an institution-wide approach to borderlines for Honours degree classification Academic Services and Colleges are currently assessing whether to delay the introduction of any new approach beyond 2020/21 in order to prevent unreasonable impact upon Schools dealing with Covid-19 contingency planning.

4.4 Quality Assurance Committee (QAC)

Progress with activities proposed in last year's report:

Activity
<ul style="list-style-type: none"> • Continue to evaluate the impact of the new programme-based approach to the Class Representation System SQAC has overseen the move to the new programme-based representative system from the start of the 2019-20 academic session. Academic Services and the Students' Association produced a graphical guide for students giving feedback (including feedback on the new student representation system) which was published online and hard copy versions shared across the University.
<ul style="list-style-type: none"> • Oversee institutional activities in response to the University's 2015 Enhancement-led Institutional Review (ELIR) and contribute to preparations for the 2020 ELIR, including continuing to work on assessment and feedback SQAC has overseen preparations for the 2020 Enhancement-led Institutional Review (ELIR). The Convenor and Academic Services drafted the institutional Reflective Analysis report and coordinated contributions from colleagues across the University. However, at the request of Quality Assurance Agency (QAA) Scotland, the ELIR has now been postponed due to the coronavirus. SQAC will communicate the outcome of the discussion about new dates for the review to colleagues once it has been confirmation.
<ul style="list-style-type: none"> • Oversee implementation of mid-course feedback to taught postgraduate courses (subject to the outcome of the review during 2018-19) SQAC continues to monitor the implementation of mid-course feedback through annual monitoring, review and reporting processes. The Committee approved the Mid-Course Feedback Guidance for the start of the 2019-20 academic session (as requested by Learning and Teaching Committee in May 2019 in response to the follow-up evaluation of mid-course feedback). The guidance encourages the use of mid-course feedback for taught postgraduate courses with a view to making it Policy for 2020/21.
<ul style="list-style-type: none"> • Continue to monitor the effectiveness of the operation of the Personal Tutor system SQAC has continued to monitor the effectiveness of the Personal Tutoring (PT) system via the PT Oversight Group. Since the last Senate report, the Group met to approve the School Personal Tutoring Statements for 2019-20. While the Group was broadly content with the Tutoring Statements, it asked some Schools to make some amendments to their Statements before publishing them. The Group is due to meet twice during the remainder of the 2019-20 academic session: in July to approve the School Personal Tutoring Statements for 2020-21; and in August to reflect on the student survey results and feed

the outputs into the annual School quality report process. This Group will continue to oversee the PT system until the implementation of the evolved model of Student Support.

- **Continue to support Schools to reflect on their patterns of degree classification outcomes**

SQAC continues to monitor subject areas for patterns in degree classification outcomes which diverge substantially from either the institution average or disciplinary comparators. This year six subject areas were identified as statistically significant outliers. While acknowledging that there may be good reasons for these areas to have these patterns of degree outcomes, SQAC invited them to clarify their position by including a detailed reflection on the degree classification outcome data in their School's annual quality report. Each School provided an explanation of trends and actions taken to address any inappropriate patterns and SQAC will continue to annually monitor degree classification outcomes across the University.

5 Exercising of delegated powers in 2019-20

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The main powers that the Committees have exercised during 2019-20 (in addition to the project-based activities set out in Section 4, above) can be summarised as:

- Strategies / regulations / policies / codes
 - Approval of curriculum changes
 - Quality Assurance
 - Student concessions
- The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved (the more substantive of which are covered in Section 4 above), along with changes to existing documents.
 - APRC was asked in November 2019 to approve a suite temporary concessions to regulations and policies in response to planned industrial action in Semester 1 and subsequently to cover Semester 2. The aim of this was to mitigate the academic impact on students of the industrial action which had been announced by The University & College Union (UCU) while maintaining academic standards and the value of the University's award.
 - In addition, at its meeting in March 2020 and on the recommendation of the Academic Contingency Group, APRC approved the extending of these temporary concessions in response to the Covid-19 pandemic.
 - Preparation for the Enhancement-Led Institutional Review (ELIR) has been overseen by SQAC throughout the period. It should be noted that the impact of the Covid-19 outbreak has led the Quality Assurance Agency Scotland (QAAS) to consider changes to their schedule for ELIR visits and have asked that our review is postponed until Semester 2 in 2020/21.
 - SQAC agreed proposals at its May meeting for the suspension of normal annual monitoring, review and reporting process due to the Covid-19 outbreak. Proposals for an interim process to review and reflect on 2019/20 were agreed.

6 Senate Committees' Priorities for 2020-21

6.1 Planning Context

As noted above, the year 2019/20 has been influenced both by periods of industrial action and intense response and mitigation of the Covid-19 pandemic. In addition, it is noted that the Committee priorities for 2020/21 will need to be revisited and that the Committees aim to focus on these at the start of the new academic year.

It is recognised that the University's Academic Governance arrangements and new plans for the management and direction of our Adaptation and Renewal Programme will need to work in harmony, with all Committees playing a major part.

Key areas of activity which will affect the cycles of business of all three Senate Committees will include the evolving approach to Curriculum Reform; response to the ELIR outcomes now expected in Semester 2 and the quality of academic experience for students and learners at all levels.

6.2 Education Committee

Activity
<ul style="list-style-type: none"> • Drive the curriculum reform agenda in the evolving context
<ul style="list-style-type: none"> • Ensure effective responses to ELIR recommendations (NB: ELIR now running in Semester 2)
<ul style="list-style-type: none"> • Oversee the ongoing development of the Doctoral College and monitor its impact upon the experiences of PGR students including discussion and influence of the University approach to PGR scholarships.
<ul style="list-style-type: none"> • Monitor the evolution and implementation of the institutional policy to support the University's Lecture Recording service in the context of Adaptation and Renewal post-Covid-19.
<ul style="list-style-type: none"> • Monitor ongoing effectiveness of Student Health & Wellbeing Strategy in the context of overall student learning experience.
<ul style="list-style-type: none"> • Ensure strengthening of the Committee's link to the Space Strategy Group.

6.3 Academic Policy and Regulations Committee

Note: the following list provides a sense of APRC priorities which were under discussion at the time of writing this report. The main focus at the May 2020 meeting of APRC will be the firming up of its priorities for the coming year:

Activity
<ul style="list-style-type: none"> • Work with the relevant work streams of the Adaptation and Renewal Programme to oversee the implementation of any significant policy changes associated with the developing programme of work.
<ul style="list-style-type: none"> • Monitor any requirement for longer term regulatory and policy changes as a result of Covid-19 and take appropriate action as required.

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|---|
| <ul style="list-style-type: none">• Input as required into curriculum reform (led by Education Committee). |
| <ul style="list-style-type: none">• Review of Enhancement-Led Institutional Review outputs and take appropriate action as required. |

6.4 Quality Assurance Committee

Activity
<ul style="list-style-type: none">• Continue to contribute to preparations for the University's 2020 Enhancement-led Institutional Review (ELIR) and oversee activities in response to the review.
<ul style="list-style-type: none">• Oversee School and College responses to the coronavirus pandemic via the University's Quality Assurance Framework and share good practice across the institution.
<ul style="list-style-type: none">• Review the approach to gathering student feedback across the University from Course Enhancement Questionnaires (CEQs).
<ul style="list-style-type: none">• Examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.

Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2019-20

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
Education Committee	Student Partnership Agreement	Revision : update of themes for 2019/20
Quality Assurance Committee	Student Voice Policy	Revision: SSLC principles mandatory from 2020-21 Mid-course feedback will become a requirement for all taught postgraduate courses that run for 10 weeks or longer from academic session 2020/21.
Quality Assurance Committee	Work-based and Placement Learning Policy	Technical Updates
APRC	Postgraduate Assessment Regulations for Research Degrees 2020/21	To be reviewed and approved at APRC on 28 May 2020
APRC	Undergraduate Degree Regulations 2020/21	Reviewed and approved at APRC in March 2020. See papers at: www.ed.ac.uk/files/atoms/files/20200319agendaandpapers.pdf
APRC	Postgraduate Degree Regulations 2020/21	Reviewed and approved at APRC in March 2020. See papers at: www.ed.ac.uk/files/atoms/files/20200319agendaandpapers.pdf
APRC	Authorised Interruption of Study Policy	Minor addition with a link to the relevant Privacy Notice at www.ed.ac.uk/files/atoms/files/specialcircumstancesaisconcessionsloaprivacynotice.pdf
APRC	UG Progression Board policy	Removal of link which no longer exists and updated dates for next review
APRC	University use of e-mail as a method of contacting students	Updated a link which was no longer valid and updated dates for next review

Electronic Education Committee

13 May 2020

Enhancement-led Institutional Review (ELIR) 2020 – Update

Description of paper

1. Informs the Committee of the postponement of ELIR 2020.

Action requested / recommendation

2. For information.

Background and context

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

Discussion

4. Due to the impact of the Covid-19 outbreak, QAAS are making changes to their schedule of ELIRs, and have asked that our review is postponed. Discussions are at an early stage, but the review visits are most likely to be moved to semester 2 2020/21, with the Reflective Analysis (RA) and supporting Advanced Information Set (AIS) submitted towards the end of November 2020. It is hoped to keep the original review team, however, this will depend on availability.
5. Thanks to the valuable contributions from students and staff and the work of internal and external reviewers, the RA is near complete. The majority of the RA will remain the same, however, student data and the status of key activities and projects will be updated, and a reflection on our response to the Covid-19 outbreak will be provided.
6. Discussions are underway with QAAS to identify new dates for the review visits and, once these are agreed, an update will be provided.
7. Additionally, the internal periodic review schedule is being considered. Three reviews from 2019/20 were postponed and eight reviews for 2020/21 were scheduled for semester 2, when the ELIR will now likely take place.

Resource implications

4. Additional updating and editing of the Reflective Analysis will be required.

Risk management

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

Equality & diversity

6. No issues are associated with this paper.

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

7. Updates will be provided by email and through the Teaching Matters Spotlight On ELIR series.

Author

Nichola Kett, Academic Services

12 May 2020

Freedom of Information

Open

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

24 March 2020 (Meeting by correspondence)

1 Core Systems Supporting Strategies

A progress report on the development of Core Systems Supporting Strategies was considered and the process for reviewing and approving the supporting strategies approved. Addressing ethical implications was considered, with each supporting strategy template document to include a section reflecting on potential ethical impacts. Privacy implication will be considered by the Data Protection Officer and accessibility, equality and diversity implications will be considered by the Information Services Group's disability officer and data governance implications currently under review. Any changes to the strategies will be reviewed by the Core Systems Sub-strategy Board.

2 National Student Survey Library and IT Questions Report

A summary of the 2019 National Student Survey scores and analysis for the three IT and Library related questions was reviewed.

3 Research Publications and Copyright Policy: Open Access

A new Research Publications and Copyright Policy to replace the existing Research Publications Policy given changes in funder regulations relating to open access was noted. The move to establishing author copyright was supported and it was noted that monographs are not covered as yet, with the College of Arts, Humanities & Social Sciences to be consulted if and when changes relating to monographs are proposed as funder regulations change.

4 LEARN Foundations

An update on the Learn Foundations project that aims to make all courses in the Learn Virtual Learning Environment more usable and consistent was noted.

5 Other Matters

The work of information services staff including Melissa Highton and colleagues in the Directorate of Learning, Teaching and Web Services in supporting the move to online teaching during the Covid-19 pandemic was welcomed and thanked.

The Committee also: received an update on recent changes to the People & Money Programme to deliver core IT systems for HR, Finance, Payroll and Procurement; received a regular update from Chief Information Security Officer; and, reviewed additional information security risk management controls, primarily URL (i.e. web address) filtering, that could be introduced within the network replacement project.

Electronic Education Committee

13 May 2020

Education Committee Meeting Dates 2020/21

Description of paper

1. The paper provides dates for Senate Education Committee meetings in academic year 2020/21.

Action requested / recommendation

2. For noting

Discussion

3. The dates for Senate Education Committee meetings in academic year 2020/21 are listed below. All meetings take place between 2.00pm and 5.00pm. Information about meeting venues will be provided in due course.

- **Thursday 10 September 2020**
- Wednesday 18 November 2020
- Wednesday 27 January 2021
- Wednesday 17 March 2021
- Wednesday 26 May 2021

Resource implications

4. N/A

Risk management

5. N/A

Equality & diversity

6. N/A

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

7. The dates will also be published in the next edition of the Senate Committees' Newsletter.

Author

Philippa Ward

08.04.2020

Freedom of Information – for inclusion in **open** business.

Electronic Education Committee

May 2020

Support for Doctoral Supervisors: development of an online course

Description of paper

1. This paper gives an update on progress on development of an online course for doctoral supervisors.

Action requested / recommendation

2. The Committee is asked to approve the recommendations for launch of the course and requirement to complete as compulsory supervisor training detailed in the Postgraduate Degree Regulations (section 37).

Background and context

3. The Committee endorsed an approach to developing an online course in December 2019 meeting. The course was due to be completed and evaluated by end June 2020.
4. The current situation has led to cancellation of compulsory Supervisor Briefings in many Schools / Colleges and supervisors who are overdue in meeting the regulatory requirement for training.

To note and for approval

5. The new online course is completed and is ready for launch at the start of June 2020. It has been reviewed by College PGR leads and other relevant staff, including Academic Services, and refined in light of feedback. College PGR Deans are satisfied that the course covers all essential elements of supervisor training. See appendix for details of how to access the course.
6. The Committee is asked to approve the recommendation that completion of the online course is sufficient to meet the requirement for compulsory supervisor training for those supervisors who need to complete training before the start of AY 20/21. This will allow us to support supervisors to meet their obligations while in-person supervisor briefings cannot be offered. During this period, Schools will be encouraged and supported to offer additional support sessions for supervisors, where possible.
7. A working group of the PGR Strategy Group will review options for AY 2020/21 over the summer and will update the Committee in due course.

Resource implications

8. There are no resource implications as the development phase has been completed. Existing Institute for Academic Development staff will be responsible for ongoing updating and management of the course.

Risk management

9. There are no risks associated with this paper.

Equality & diversity

10. The online course has been developed in line with latest guidance on accessibility so there are no E&D implications.

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

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

Authors

Dr Sharon Maguire, Academic Developer, and Dr Fiona Philippi, Head of Doctoral Education, Institute for Academic Development

May 2020

Freedom of Information

This paper is open

Appendix

The course is called '**Support for Doctoral Supervisors**' (a working title to be changed before launch in June 2020) and is available as self-enrol on LEARN.

- Log onto MyEd using your ease log-in details (www.myed.ed.ac.uk)
- Go to the Teaching and Research tab and choose 'Learn'
- Then enter Learn (button will be in blue on top right hand side)
- Choose 'Self-enrol' from the menu along the top right hand side
- Then click on 'browse course catalogue' which is also on right hand side at top
- When in course catalogue put 'supervisors' into the search box and click go
- One of the options that will come up is called 'Support for Doctoral Supervisors'
- Click on the course title and there will be a drop down option to 'self-enrol'. This will give you access.