<u>The University of Edinburgh</u>

**Meeting of Senate Learning and Teaching Committee
to be held at 2.00pm on Wednesday 14 March 2018
in the Raeburn Room, Old College**

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Philippa Ward, Academic Services, March 2018

Date of next meeting: 23 May 2018, Room 235, Joseph Black Building, Kings Buildings

<span style="color:red">**Draft minutes – for approval at meeting to be held on 14 March 2018**</span>

**Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC)
held at 2pm on Wednesday 24 January 2018
in the Board Room, Chancellor's Building, Little France**

## 1. Attendance

**Present:**

| | |
|---|---|
| Ms Bobi Archer | Vice President (Education), Edinburgh University Students' Association (Ex officio) |
| Professor Rowena Arshad | Head of Moray House School of Education (Co-opted member) |
| Professor Sian Bayne | Director of Centre for Research in Digital Education (Co-opted member) |
| Ms Megan Brown | Edinburgh University Students' Association, Academic Engagement Co-ordinator (Ex officio) |
| Professor Iain Gordon | Head of School of Mathematics (Co-opted member) |
| Ms Shelagh Green | Director for Careers and Employability (Ex officio) |
| Professor Judy Hardy | Director of Teaching, School of Physics and Astronomy, CSE |
| Professor Tina Harrison (Convener) | Assistant Principal (Academic Standards and Quality Assurance) |
| Ms Melissa Highton | Director of Learning, Teaching and Web Services Division (Ex officio) |
| Dr Velda McCune | Deputy Director, Institute for Academic Development (Director's nominee) (Ex officio) |
| Professor Neil Mulholland | Dean of Postgraduate Studies (CAHSS) |
| Professor Graeme Reid | Dean of Learning and Teaching, CSE |
| Dr Sabine Rolle | Dean of Undergraduate Studies (CAHSS) |
| Professor Neil Turner | Director of Undergraduate Teaching and Learning, CMVM |
| Mrs Philippa Ward (Secretary) | Academic Services |
| Mr Tom Ward | University Secretary's Nominee, Director of Academic Services (Ex officio) |

**Apologies:**

| | |
|---|---|
| Professor Sarah Cunningham-Burley | Assistant Principal (Research-Led Learning), Dean (CMVM) |
| Ms Rebecca Gaukroger | Director of Student Recruitment and Admissions (Ex officio) |
| Professor Charlie Jeffery | Senior Vice-Principal |
| Ms Nichola Kett | Academic Governance Representative, Academic Services |
| Professor Anna Meredith | Director for Postgraduate Taught, CMVM |

**In attendance:**

| | |
|---|---|
| Ms Jane Johnston | Representing Director of Student Recruitment and Admissions |
| Ms Pauline Jones | Governance and Strategic Planning |
| Professor Jane Norman | Vice-Principal People and Culture |

## 2. Minutes of the previous meeting

The minutes of the meeting held on 15 November were approved.

## 3. Matters Arising

There were a number of actions arising from the previous meeting, and members were reminded to take forward those for which they were responsible.

**Action:** All to take forward actions from previous meeting.

## 4. Convener's Communications

### 4.1 Teaching Excellence Framework (TEF) Monitoring

Members were advised that a group had been established by Learning and Teaching Policy Group to monitor developments around the TEF, and to ensure that the University had a good understanding of the metrics it was using.

## 5. For Discussion

### 5.1 Using the Curriculum to Promote Inclusion, Equality and Diversity

Members welcomed the Vice-Principal People and Culture to the meeting. It was noted that the University's Learning and Teaching Strategy commits to using the curriculum to promote equality and diversity. The paper aimed to open up a discussion about the way in which this would be taken forward.

It was noted that:

- the University has more female than male students;
- the proportion of UK-domiciled BME students is lower than would be expected;
- there are attainment gaps relating to gender, ethnicity and disability;
- and there is evidence that levels of student satisfaction can vary between different protected characteristics and groups.

As such, it is essential that the University has a thorough understanding of its students' backgrounds and of the effect this has on engagement with the University experience.

Members discussed the following:

- the importance of assessment being sufficiently diverse to ensure that it suits the needs of all students;
- the potential to involve Library, Archives and Collections staff in discussions around making course reading lists more diverse;
- the need to be creative and innovative in this area to ensure that any changes introduced are not just 'box-ticking';
- the potential benefit of providing Subject Areas not only with guidance on using the curriculum to promote equality and diversity, but also on recruiting more students from certain backgrounds or with protected characteristics.

- that it was more difficult to identify ways in which the curriculum might be used to promote equality and diversity in quantitative subjects;
- that students were keen to be involved in any developments in this area, and would welcome additional opportunities to co-create courses.
- that close links with Student Recruitment and Admissions would be essential to ensure that the University's message was consistent at all levels.

It was concluded that this was an important area, and an institutional-level signal of its importance would be necessary. It was agreed that the paper's authors would aim to develop more specific proposals in this area and bring them back to LTC in due course.

> **Action:** Director of Academic Services and Vice-Principal People and Culture to develop more specific proposals in this area and to bring them back to the Committee in due course.

### 5.2 Undergraduate Retention

Ms Pauline Jones, representing Governance and Strategic Planning, presented the paper. It was noted that Court had asked LTC to give this issue further consideration. Retention of Scottish-domiciled students was of particular interest.

The following was discussed:

- the potential to include additional retention data in the Quality Assurance information provided for Schools;
- the need to obtain more granular data in order to gain a better understanding of the issues;
- the fact that Schools will be aware of and will be able to provide more comprehensive information about those programmes with high non-continuation rates;
- the possible reasons for non-continuation including:
    - educational background / qualifications on entry
    - disengagement following receipt of an unconditional offer
    - the need for more student support or greater flexibility for some cohorts
    - for those students who live at home during their programmes, not being fully submerged within an academic environment (it was noted that the Careers Service was doing further work on understanding the experience of 'Commuter Students');
- the potential to make greater use of SCQF Level 7 courses in Year 1, and to aim to have all students at the same level by Year 2 (the link between this discussion and those around the role of the first year being noted);
- and the fact that it can be difficult for students to transfer to another degree, which in some cases results in them withdrawing instead.

It was agreed that more granular data would be produced and interrogated and brought back to LTC in due course.

> **Action:** GASP to work with the Director of Academic Services to produce more granular retention data in order to facilitate further investigation of the issues.

## 5.3 Digital Education

### 5.3.1 Near Future Teaching: Designing the Future of Digital Education at Edinburgh

The Assistant Principal Digital Education updated members on the progress of the strategic project to develop a vision for the future of digital education at the University of Edinburgh. The project had adopted a method which combined gathering input through thematic events led by task group members with short 'vox pop' interviews conducted across the University's campuses. The Committee's input was now being sought on how to build impact from the project and to help Schools move forward. The project was working with Information Services to ensure that the required technology was in place.

LTC made the following observations:

- The Committee was impressed with the consultation methodology used in the project and was keen to learn from this.
- Some of the student interviews shown to the Committee indicated that they were comfortable with, and in some cases preferred, automated systems for certain processes. The potential to make greater use of automation in the Personal Tutor system was discussed.
- The project had, to date, adopted an open and critical approach to the technology being discussed. It would be important to ensure that this critical analysis continued as the project moved forward.

### 5.3.2 Distance Learning at Scale – Delivering a High Quality Student Experience

It was noted that the University already has a large amount of distant learning provision. What was therefore being discussed here was distance learning provision designed for large groups from the outset as opposed to provision designed for smaller groups and then scaled up.

Members raised the following points:

- Anything developed would need to be of a very high quality with excellent student support.
- It would be essential to offer:
    - high quality, research-informed content
    - enough teaching staff (lecturers and tutors)
    - excellent automated systems where appropriate to do some of the 'heavy lifting'
- These programmes would differ from existing provision, and members were not aware of an existing pedagogical model for provision of this type. As such, it would be necessary for Schools and Colleges to start with a 'blank sheet' when developing these programmes. The approaches to pedagogy and assessment adopted should make the most of the programmes' large numbers of motivated learners.
- There would also be benefit in exploring offering any 'at scale' courses developed to University of Edinburgh students on other programmes.
- The importance of programmes of this type to widening access was noted.

- In general, the Committee was supportive of learners or students on these programmes having the status of full University students. However, students may identify and engage with the University in different ways to current students (eg. they may associate with both the University and the platform being used to deliver the programme), and it would be important for the University to have a clear understanding of this engagement.
- The University and the Students' Association would need to develop plans to support these students. The fact that the students were online students and that there were large numbers of them would raise particular issues (eg. complexities around arrangements for student representation).
- The Committee noted that the timescales being discussed in relation to this project were very ambitious.

## 5.4    Massive Open Online Courses (MOOCs) Update Summary Report

The Director of the Learning, Teaching and Web Services Division updated members on developments with MOOCs. It was noted that these were continuing to be developed and delivered via three platforms. Whilst the numbers of learners participating in MOOCs were reducing, the courses continued to provide the University with valuable experience of delivering content to large numbers of learners through a variety of platforms.

## 5.5    The Future of Computer-Based Examinations

Given the likelihood of the University being required to increase provision of computer-based exams in the future, LTC was supportive of action being taken as soon as possible to explore the pedagogical and technological issues around this.

Members discussed the possibility of undertaking some pilot activity, but was keen to ensure that this did not result in the University introducing a number of different systems. Members also considered:

- the potential benefit of doing some further international benchmarking;
- the University's current estates' strategy which focuses on developing flexible teaching space, not on developing the type of space that might be required to accommodate large numbers of students taking computer-based exams;
- the importance of discussing computer-based assessment, not just computer-based exams;
- the difficulties of introducing computer-based assessment in those disciplines where handwriting is still the norm;
- the relationship between this work and other discussions around distance learning at scale, digital assessment and the estate.

It was agreed that the matter would be referred to the Computer-Aided Assessment Service Board for further consideration.

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**Action:** Director of the Learning Teaching and Web Services Division of IS to refer computer-based exams to the Computer-Aided Assessment Service Board for further consideration.

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**Responding to the Student Voice**

The paper provided an overview of the various activities that were underway to help Schools to respond to student feedback. The Committee approved the recommendations contained within the paper. In relation to the final recommendation – to consider whether full datasets (apart from free text) from NSS, CEQs and PTES should be made freely available to school and class reps and other students as required - members were supportive of providing students with high-level quantitative and qualitative data where appropriate (and where it did not expose individuals). It was recognised that PTES data is not in the public domain, and the Students' Association Vice-Principal (Education) would discuss with the Student Survey Unit what level of information could be given to students.

Some members did raise concerns about the amount of time it was taking for Schools to receive analysis of CEQs. The matter would be discussed with the Student Surveys Unit.

> **Action:**
> 1. Students' Association Vice-Principal (Education) to discuss confidentiality around PTES results with the Student Surveys Unit.
> 2. Members to raise any concerns about the timeliness of CEQ analysis with the Student Surveys Unit.

## 6. For Approval

### 6.1 Postgraduate Taught Surveys

### 6.1.1 Postgraduate Taught Experience Survey (PTES) 2018: Institutional Questions and Open Date

Members approved the recommendations around the PTES 2018 institutional questions and open date contained within the paper.

### 6.1.2 Higher Education Funding Council for England (HEFCE) Consultation on New National Taught Postgraduate Survey

The Committee was advised that HEFCE was currently consulting on the possibility of introducing a new taught postgraduate survey which would be mandatory in England with published results. It was agreed that LTC would maintain a watching brief.

> **Action:** LTC to maintain a watching brief of developments with the proposed PGT survey.

## 7. For Information and Noting

### 7.1 Update on the Continuing Professional Development Framework for Learning and Teaching

The Deputy Director of the Institute for Academic Development updated members on the CPD Framework. It was noted that much of the provision had been reaccredited by the Higher Education Academy in 2017, and participation continued to grow steadily. The

biggest barrier to growth was staff workloads. The University was now aiming for sustainable growth and to continue responding to staff feedback about the provision.

### 7.2 Student Support Teams Internal Audit

Members noted the report and the important role played by Library staff in providing student support.

### 7.3 Report from Learning and Teaching Policy Group (LTPG)

The report was noted.

### 7.4 Report from Knowledge Strategy Committee (KSC)

Members welcomed the focus on learning and teaching-related initiatives within the report, but agreed that there would be benefit in considering further ways in which the Senate Committees might feed into the work of Knowledge Strategy Committee.

### 7.5 Service Excellence, Student Administration and Support Update

Members noted the update.

## 8. Any Other Business

### 8.1 Enhancing Graduate Outcomes through support for Careers, Employability and Graduate Attributes

The Committee agreed to establish a Careers, Employability and Graduate Attributes Task Group to investigate and report to LTC on actions to strengthen careers, employability and graduate attributes within the learning and teaching experience to support positive graduate outcomes.

### 8.2 Lecture Recording Policy Consultation

Members were reminded that the consultation on the Lecture Recording Policy was now underway and would close on 19 February 2018.

Philippa Ward
Academic Services
31 January 2018

The University of Edinburgh

Senate Learning and Teaching Committee

14th March 2018

## Student Employment Matters

**Executive Summary**

Students look to us for guidance about the maximum number of hours they should work without adversely impacting on their studies. The Careers Service has recently reviewed the advice provided to UG students and Academic Services has updated the advice for PGR students; this paper sets out the current position for all students and makes a recommendation for working hours for PGT students.

**How does this align with the University / Committee's strategic plans and priorities?**

Helps students from all backgrounds achieve their potential by providing a supportive environment to help them balance paid work and study. Contributes to students' employability and transition to successful graduates.

**Action requested**

For discussion and approval of recommendation for working hour limits for PGT students.

**How will any action agreed be implemented and communicated?**

Agreed recommendation to be immediately shared with all L&T and support staff and published on appropriate websites.

**Resource / Risk / Compliance**

1. **Resource implications (including staffing)**
   None

2. **Risk assessment**
   Risk of inaction relating to providing advice on working hours could be detrimental to the student experience.

3. **Equality and Diversity**
   None

4. **Freedom of information**
   Open

**Key words**

Student employment, working hours

**Originator of the paper**

Ruth Donnelly, Assistant Director, Careers Service
5th March 2018

**Student Employment Matters**

We recognise that students need support with combining work and study, including guidance about how many hours it is advisable to work during semester. The Careers Service has recently reviewed the advice provided to UG students and Academic Services has updated the advice for PGR students; this paper sets out the current position and makes a recommendation for working hours for PGT students.

A significant proportion of students work while studying, motivated by both financial necessity and improving their future career prospects. Most employers expect students to have work experience by the time they graduate: The *Graduate Market Trends Survey*[1] consistently reports that leading employers are extremely unlikely to recruit graduates with no previous work experience, irrespective of their academic achievements or the university they attended. *Planning for success: Graduates' career planning and its effect on graduate outcomes*[2] also highlighted that gaining meaningful work experience while studying is one of the crucial factors in graduate success.

The Careers Service undertook research in 2017[3] to establish the impact on our students of working while studying. The research, relating to UG students, found that:

- Working more than the recommended 15 hours per week made it more likely that students would miss a deadline.
- Working up to or beyond recommended limits had an impact primarily on students' extra-curricular activities and social life rather than on core academic activity.
- Students recognise the skills they gain from balancing work and study, most significantly in time management and prioritisation.
- Working is a financial necessity particularly for those from a widening participation background, those with caring responsibilities and those on courses with high material costs.

**Benchmarking**

Current research relating to student working hours is limited and there are no published guidelines about limits. We carried out a benchmarking exercise with Russell Group and Scottish Universities and established that:

- Most universities have a recommended number of hours rather than a strict limit
- The number of recommended hours varies between 6-20 hours per week during semester
- In general, there was no distinction in recommended hours for UG & PGT, though some universities with different modes of delivery suggested that PGT students could work more hours than UG.

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[1] Annual review of graduate vacancies and starting salaries at Britain's leading employers, undertaken by High Fliers Research: https://www.highfliers.co.uk/download/2017/graduate_market/GMReport17.pdf
[2] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604170/Graduates__career_planning_and_its_effect_on_their_outcomes.pdf
[3] The Careers Service received funding from ASET, a UK Work-based and Placement Learning Association to undertake this research. The full report can be found here: http://www.asetonline.org/awards-bursaries/award-bursary-recipients/

- Our current recommendations of up to 15 hours per week for full-time UG students and an average of 9 hours per week for full-time PGR students are in line with wider sector norms.

**Recommended student hours**

It is the responsibility of individual students to establish their own appropriate work-study-life balance, however the University also has a role to play in making evidence-based recommendations to inform this.

The Working Time Directive (WTD) was used as a guide to help establish a recommended limit for work and study for full-time PGR students, from the baseline that most employees should work no more than 48 hours a week.

Appling the same rationale to all levels of study, the advisory hours would be as follows:

| Level of study | SCQF Credits over 12 months | Assumed hours per week on study | Remaining hours available to work based on WTD |
|---|---|---|---|
| PGR | 180 | 39 hours per week (assuming 6 weeks holiday) | 9 hrs per week |
| PGT (1 year full time) | 180 | 39 hours per week (assuming 6 weeks holiday) | 9 hrs per week |
| UG | 120 | 36 hrs per week (assuming 19 weeks holiday) | 12 hrs per week |

**Undergraduate students:** the research and benchmarking undertaken by the Careers Service surfaced the primary motivation for working amongst UG students is financial necessity. It indicated that the current advice (up to 15 hours per week during semester) is appropriate and in line with sector norms. It should be noted that it is **below** the 20 hours per week level set by UK immigration rules for students on a Tier 4 visa.

This limit is applied to all employers advertising part-time jobs to students during semester, however it is advisory only for students who are able to undertake multiple contracts which takes them over this limit.

**Postgraduate research students:** The University will employ full-time postgraduate research students for no more than an average of 9 hours per week across the academic year (in line with its policy), and recommends that PGR students apply this limit to employment outside the University. PhD students are advised to discuss any proposed employment within the University or with any other employer with their principal supervisor. As the University tends to be the employer of most PhD students (for teaching and demonstrating) it is in a strong position to apply this limit.

**Postgraduate taught students:** The current advice of 6 hours per week is a legacy from the previous PGR limit and should be reviewed. Based on the Working Time Directive calculations above, the University should recommend that full-time PGT students do not undertake more than 9 hours of paid work each week whilst studying.

The University of Edinburgh
Learning and Teaching Committee
14 March 2018

# Senate Committee Planning 2018-19

## Executive Summary

In Semester One 2017 the Committee had an opportunity to identify:

- Student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round; and
- Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

The Committee is now being invited to identify its full set of priorities for the coming session. The Committee is asked to note that further priorities may emerge from the consideration of planning round submissions.

## How does this align with the University / Committee's strategic plans and priorities?

Aligns with University Strategic Objective of Leadership in Learning, and with the University's Learning and Teaching Strategy.

## Action requested

The Committee is now being invited to identify its priorities for the coming session.

## How will any action agreed be implemented and communicated?

Academic Services will submit the plans to Senate on 30 May 2018, and will communicate them more widely using the Senate Committees' Newsletter. College representatives on the Committee are encouraged to discuss the plans with their Schools.

## Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Yes. The paper will assist the University to use its resources strategically. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late in the planning round for 2018-19 to make a case for new projects.

2. **Risk assessment**
   No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

3. **Equality and Diversity**
   No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

4. **Freedom of information**

For inclusion in open business

Tom Ward, Director of Academic Services, 1 March 2018

# Senate Committee Planning
## 2018-19

## 1    Background - 2017-18 plans

At its meeting on 31 March 2017, Senate endorsed the Senate Committees' plans for 2017-1, see Paper E at:

https://www.ed.ac.uk/files/atoms/files/20170531agendaandpapers.pdf

## 2    Approach to 2018-19 planning cycle

The Senate Committees' input into the current planning involves the following:

- At their meetings in Semester One, the Senate Committees identified student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round. This informed the Senior Vice-Principal's input into Governance and Strategic Planning's initial guidance to Schools / Colleges / support groups regarding priorities for the planning round. See attached Annex A.

- At their meetings in Semester One, the Senate Committees also had an opportunity to identify major institutional projects that they would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

- In Semester Two, the Committees will identify their own priorities for the coming session – and will submit their plans to the 30 May 2018 Senate meeting for approval. This stage of the planning process will be considered at this meeting.

## 3    Reference points for identifying priorities for 2018-19

### 3.1    Task groups and projects that will continue into 2018-19

Some Senate Committee task groups / projects already underway will continue into 2018-19. These activities are the baseline for planning for 2018-19.

### 3.2    Learning and Teaching Strategy

The Senate Learning and Teaching Committee has agreed which aspects of the University's Learning and Teaching Strategy should be prioritised in 2018-19, see Paper H:

www.ed.ac.uk/files/atoms/files/20171115agendapapers.pdf

The Learning and Teaching Policy Group has developed a detailed implementation plan for each of these priority areas, including some actions involving action from the Senate Committees.

### 3.3 Student Partnership Agreement

On 4 October 2018, Senate approved the University's first Student Partnership Agreement (SPA). The Senate Learning and Teaching Committee will be considering an implementation plan for the SPA at its meeting on14 March 2018.

### 3.4 Themes from Colleges' annual quality reports

In their 2018 Annual Quality Reports (on 2016-17) the Colleges have highlighted some general themes for annual planning, which the Committee should take account of when identifying priorities for the coming session. See Annex C.

### 4 For discussion – identifying priorities

Annex B sets out a range of proposed priorities for the Senate Committees for 2018-19, taking account of the reference points set out in section 3. **The Committee is invited to confirm whether it is content with these priorities, and to identify any other potential priorities for the coming session.** When identifying any additional priorities, the Committee should set out a clear rationale and reflect on the resource requirements involved (taking account of the point regarding capacity and headroom – see 5 below). The Senior Vice-Principal will then liaise with the Director of Academic Services, and with the Conveners of the Senate Committee, to agree a final set of priorities to present to Senate in May 2018 for approval.

### 5 Capacity and headroom

In order to take forward their projects, the Senate Committees rely on the capacity of Schools, Colleges and EUSA to engage, and on professional support from Academic Services, Student Systems, Information Services Group, the Institute for Academic Development and the Careers Service / Employability Consultancy. These resources will enable all the Senate Committees to undertake a reasonable volume of projects activities. Any priorities identified by the Committee must be possible to implement within existing resources, since it is too late to take account of them during the planning round for 2018-19. In addition, it is necessary to retain sufficient headroom to address high priority issues that emerge (for example as a result of external developments) during the session.

The proposed priorities set out in Annex B represents a significant body of work, and it is unlikely that capacity is available to deliver many additional priorities. Given this, and that that the Senate Committees will need to be in a position to respond to any new priorities highlighted by the new Principal in 2018-19 (as well as to engage with any policy issues highlighted by the Student Administration and Support strand of the Service Excellence Programme), the Committees are encouraged not to add many new priorities at this stage.

**Annex A: Senior Vice-Principal's initial thematic input into 2017-18 planning round guidance**

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;

- Enhancing the academic and pastoral support we give to students;

- Developing new and innovative approaches to online learning that can provide an excellent student experience to large numbers of students;

- Enhancing the development of employability skills through the curriculum;

- Developing high quality learning, teaching and social spaces for taught and research students.

**Annex B – Initial proposals for Senate Committee priorities for 2018-19**

The following includes:

- Senate Committee projects and related activities already underway which are likely to continue into 2018-19

- Proposed activities associated with the implementation of the Learning and Teaching Strategy

- Other activities proposed or scheduled for 2018-19 (including scheduled reviews of policies)

**Senate Learning and Teaching Committee**

- Oversee implementation of University Learning and Teaching Strategy

- Implement new institutional policy to support the University's Lecture Recording service

- Develop an institutional vision for Digital Education (the 'Near Future Teaching' programme)

- Distance Learning at Scale project – contribute to learning, teaching and student experience dimensions

- Oversee and guide work to support students' Careers, Employability and Graduate Attributes

- Monitor implementation of the Student Mental Health Strategy

- Oversee and guide the implementation of recommendations from the task group on research-led learning and teaching

- Assessment and Feedback - strands of work regarding the Leading Enhancement in Feedback and Assessment (LEAF) project, and the role of curriculum design in facilitating quality assessment and feedback models

- Strengthen the University's understanding of retention and continuation rates for different student groups

**Researcher Experience Committee**

- Excellence in Doctoral Training and Career Development programme -
  - o Supervisor training and support strand

o Mentorship and wellbeing

- Oversee the introduction of the Enlightenment Scholarships scheme

- Evaluate the implementation of the new Policy for the Recruitment, Support and Development of Tutors and Demonstrators

- Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)

**Senate Curriculum and Student Progression Committee**

- Complete the Assessment and Progression Tools project

- Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the Study Away and Special Circumstances, Extensions and Concessions strands

- Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements (complete any elements outstanding from 2017-18 and oversee introduction of any changes in policy)

- Review the Code of Student Conduct

- Review the Support for Study Policy

- Strengthen support for course and programme design and development – consolidate the existing policy and guidance into a single University suite of documents, and roll-out training and support for Boards of Studies conveners and administrators

**Senate Quality Assurance Committee**

- Work with the Students' Association to enhance the Class Representation System

- Oversee and evaluate the effectiveness of the Personal Tutor system

- Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)

- Oversee initial preparations for the University's next ELIR

- Embed mid-course feedback for undergraduate students, and develop appropriate mechanisms for evaluating its operation

- Thematic review of student support services (topic to be confirmed)

**Other relevant projects**

- Work with Students' Association to promote and implement the Student Partnership Agreement

- Implement the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016

- Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations

- Engage with further development of Teaching Excellence Framework

- Policies and Codes – Ongoing programme of review of policies

**Annex C – main themes for forward planning identified in College Annual Quality Reports**

- **Learning and teaching spaces** – address ongoing challenges regarding the availability of high quality teaching space and social spaces for students, particularly in regard to the impact that lack of space has on further development of innovative learning and teaching strategies.  In addition, address issues associated with current development work eg the impact of noise. (Referring to Space Strategy Group, and the Timetabling and Modelling team)

- **Student systems and data issues** - support for: further development of the Student Data Dashboard, particularly in regard to PGR data; training and guidance for Schools to help utilise the data effectively; and addressing discrepancies between centrally held Dashboard data and local School data.  (Referring to Director of Student Systems)

- **Course Enhancement Questionnaires (CEQs)** - addressing  low response rates and the impact this has on school confidence in the accuracy of the results. (Referring to Director of Student Systems)

- **Personal Tutor system** - Opportunities remain to enhance the system, eg opportunities for greater clarity and guidance in regard to support available to Personal Tutors and Student Support Teams and for more opportunities to share practice. (Referred to Assistant Principal Academic Support)

The University of Edinburgh

Senate Learning and Teaching Committee

14th March 2018

# Student Partnership Agreement Implementation Plan

**Executive Summary**

The paper proposes the Student Partnership Agreement Implementation plan.

**How does this align with the University / Committee's strategic plans and priorities?**

The paper aligns with the University's mission to provide the highest-quality research-led teaching and learning, and the strategic objective – Leadership in Learning. It specifically aligns with the recently published Learning and Teaching Strategy that emphasises our commitment to working in partnership with students to bring about enhancements to learning and teaching, in particular through the development of a partnership agreement and in facilitating effective dialogue with students and in representation of student views.

**Action requested**

For approval.

**How will any action agreed be implemented and communicated?**

Academic Services will continue to work with the Students' Association to progress with the implementation and evaluation actions. A further update on the implementation plan will be submitted to the committee in September.

**Resource / Risk / Compliance**

1.  **Resource implications (including staffing)**

    The implementation plan does not require additional work; it mainly emphasises working in partnership on a small number of aspects that schools are already working on as part of NSS actions plans and other enhancement activity.

2.  **Risk assessment**

    There is a risk associated with not working in partnership with students to enhance the student experience. The risk is that students act as consumers rather than co-creators of their university experience.

3.  **Equality and Diversity**

Equality and Diversity is a key underlying motivation for the Partnership Agreement; to enhance the student experience for all students. An Equality Impact Assessment will be carried out on the agreement.

### 4. Freedom of information

The paper is open.

## Key words

Student experience, student partnership agreement, enhancing learning and teaching, implementation plan.

## Originators of the paper

Bobi Archer, EUSA VP Education, Edinburgh University Students' Association
Megan Brown, Academic Engagement Coordinator, Edinburgh University Students' Association
Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
Gillian Mackintosh, Academic Services

8th March 2018

# Student Partnership Agreement (SPA) 2017/18

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## Implementation Plan

Senate approved the first Student Partnership Agreement for the University on the 4th October 2017. The partnership 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 together during academic year 2017-2018; Student Voice, Academic Support and Mental Health and Wellbeing.

Following the launch of the agreement, Senior Vice-Principal Professor Charlie Jeffery made funds available for students and staff to submit bids to undertake projects that support the partnership agreement.

The projects must involve both students and staff, must be linked to one of the partnership agreement key themes and projects must be completed by 1 July 2018. We received a total of 27 applications and the panel approved 14 projects.

The implementation plan sets out areas of work under each of the themes and plans for implementation and evaluation of the areas of work. The project outcomes will be considered as part of this work.

**Student Partnership Agreement (SPA) 2017/18**

**Implementation Plan**

| Theme & areas of work | Implementation & Evaluation |
|---|---|
| **Student Voice** | |
| **Supporting effective student engagement in relation to the whole student experience**<br>Lecture recording and consultation | The Students' Association has consulted with students in order to submit its response to the Lecture Recordings Policy Consultation. A number of students sent in feedback to the VP Education and all School Reps were sent a draft copy of the consultation response to comment on. This response has now been sent to the University to inform next steps for the policy. |
| **Working to ensure student feedback is valued, shared, reflected upon and used for enhancement, in dialogue with students** | 'Strengthening the Student Voice' email sent by Gavin Douglas and Bobi Archer 6th Dec 2017 updating staff on the range of activities that the University and Students' Association are working on to assist Schools and to alert Schools on specific strands of work to engage with. |
| **Enhancing and promoting effective student representation structures for all student groups to enable student feedback to be shared and addressed**<br><br>VP Education visited Schools to discuss proposal of streamlined class rep system. Academic Services have written to Schools in Sem 2 to ask Schools to outline how they plan to operate its class rep system in 2018/19.<br><br>Practical operation of SSLCs review:  colleagues from Academic Services and Students' Association attending various SSLC meetings during Semester 2 to observe current practice and gather examples of good practice to feed into the Operational Guidance for SSLCs.<br><br>Meeting 19th Jan 18 with Students' Association/Academic Services/IS to explore use of Discussion Boards to:<br>•      Help to close the feedback loop by distributing the minutes and action points from student-staff meetings to website and LEARN<br>•      Creating a section on LEARN for each programme, so that the reps have an online platform to gather and distribute feedback | Information to be collated by end of March 2018.  Academic Services to review with VP Education.<br><br>Academic Services and the Students' Association to reflect on observations and good practice to review SSLC guidance<br><br><br><br>Scoping project funded by College of Arts, Humanities and Social Science to research the options around using Learn, or an alternative platform, to facilitate the student rep system.<br>Follow up meeting planned for 23rd March |

| | |
|---|---|
| **Student Rep Workshop Feb 2018**: to discuss using student survey data in your role as a Student Representative :<br>21 attendees at workshop and a mixture of UG and PG students – attendee feedback from the workshop was positive | Academic Services and the Students' Association to review workshop data to feed into discussions around sharing data with students |
| Small projects<br> • A Students' Guide to Conferences- Deanery of Clinical Sciences<br> • Exploring the educational training requirements of nursing and medical students at the University of Edinburgh – School of Health in Social Science<br> • Making of a better you – Royal (Dick) School of Veterinary Studies<br> • Student Voice – Edinburgh College of Art | Academic Services to organise event to showcase project outcomes<br><br>Review project outputs and impact and how the project has supported working in partnership to enhance the student experience. Review project outcomes that could be used in other areas of the University. |
| **Theme & areas of work** | **Implementation & Evaluation** |
| **Academic Support** | |
| **Developing a shared understanding of the various support roles and expectations of support, ensuring students know what support is available and how to access it.**<br><br><br>**Increasing student engagement with academic support as a means to improving student outcomes**<br>**Peer support***:* | Student workshop planned to consider information on website, production of a good practice leaflet and asking for views on publicising Personal tutor statements (Nichola Kett/Professor Alan Murray)<br><br>Peer Support Update:<br><br>Headline Stats (2017/18)<br>Number of Leaders: ~600 (up from 537 last year)<br>Number of Schemes:46 (up from 40 last year)<br>Number of Schools with School Senior Leaders: 7<br><br>Academic Impact on Attendance:<br> • 93% of students who attended at least 6 times received a first or second class final grade<br> • Students who attended 6 times or more were 4 times more likely to receive a first class grade than those who did not attend or attended only once.<br> • A significant positive relationship has been established between frequency of attendance and academic performance.<br><br>**This is initial data, publication currently being peer-reviewed.** University of Edinburgh and Edinburgh University Students Association 'Mixed Methods |

| | study into the impact of attendance at Peer-Assisted Learning (PALS) on academic performance and social benefits' (further info available on request). |
|---|---|
| **Advice Place at KB** | The Advice Place at King's Buildings has been renovated in order to act as a warm, engaging space for students. |
| **Joint Degrees work** | Sabine Rolle and Bobi Archer have completed an initial mapping exercise with students and staff to understand the key issues facing joint degree students. Mapping exercise information is now being collated in order to decide on next steps, which may involve additional consultation or the development of initial action points. |
| Small projects<br>• Exploring the educational training requirements of nursing and medical students at the University of Edinburgh – School of Health in Social Science<br>• Making of a better you – Royal (Dick) School of Veterinary Studies | Academic Services to organise event to showcase project outcomes<br><br>Review project outputs and impact and how the project has supported working in partnership to enhance the student experience. Review project outcomes that could be used in other areas of the University. |
| **Theme & areas of work** | **Implementation & Evaluation** |
| **Mental Health and wellbeing** | |
| **Facilitating the growth of peer support networks and co-creating a range of events for Mental Health Awareness Week and across the academic year.**<br><br>Over 500 student attended events in Mental Health and Wellbeing week. The majority of events were led by staff in Schools, often in collaboration with students. Overall, there were over 50 events offered across the University, and all 3 Colleges participated in the Week. | Mental Health has been a key focus for the Students' Association this year, and a number of events have been run outside Mental Health and Wellbeing itself. Highlights include:<br>- Mental Health Storytelling Workshops, run by the Disabled Students' Officer and Real Talk's Lily Asch<br>- LGBT+ History Month 'I Am' Workshop, exploring the relationship between identity and mental health<br>- Sexcetera workshop exploring self-care and mental wellbeing, where students could create and take away their own self-care box. (This event was inspired by an event which took place in MH&WW and is a great example of the legacy that this week created in the student community).<br>- Sexcetera workshop, in collaboration with Edinburgh Nightline, equipping students with the skills to support friends who have experienced sexual violence |

| | - Ruby Tandoh, food writer and mental health advocate, will be attending the University in March to talk about her new book Eat Up, which explores the relationship between food and mental health. |
|---|---|
| | The Vet School hosted a Welfare week from Monday 19th - Friday 23rd February. Events open to students and staff. Activities included a range of interesting talks and workshops aiming to promote mental health and wellbeing. The activities are all organised by students but staff are involved in leading some of the activities. |
| **Supporting staff and students in key support/peer mentor roles through mental health training and guidance** | Peer support role –Rather than establishing new Peer Support schemes with a specific focus on mental health, the Peer Learning and Support (PLS) team at the Students' Association are aiming to integrate training on mental health and wellbeing into their existing schemes for 2018/19. The motivation behind this is to equip as many student leaders as possible with the tools to support their peers. |
| | Every one of their 600 +Student Leaders will receive basic training on promoting and supporting student wellbeing e.g. empathy, confidentiality, signposting, boundaries, dealing with students in distress. This will include working with the Advice Place to ensure that Leaders are able to consider how they might respond to a wide variety of disclosures/ issues. Students are regularly debriefed by staff about the issues they are encountering with students |
| | Each Committee will be advised/encouraged to have a specific Welfare Coordinator. These Student Leaders will receive enhanced training on supporting students in distress. |
| | The PLS team will run an increased number of specific signposting/wellbeing workshops open to all Student Leaders, Reps and Global Buddies (plan to work with the Chaplaincy to develop these further). |
| Small projects<br>&bull; Scottish Mental Health First Aid (SMHFA) Training - Royal (Dick) School of Veterinary Studies UG & PGT | Academic Services to organise event to showcase project outcomes |

| | |
|---|---|
| • Exploring the educational training requirements of nursing and medical students at the University of Edinburgh – School of Health in Social Science<br>• The HCA Staff-Student Cup – School of History, Classics and Archaeology<br>• YOGA @CRM – MRC Centre for Regenerative Medicine<br>• Immersive Art Therapy - Edinburgh College of Art | Review project outputs and impact and how the project has supported working in partnership to enhance the student experience. Review project outcomes that could be used in other areas of the University. |

## Future plans

**August 2018: Annual review of Student Partnership Agreement**
The current SPA themes to be reviewed to discuss whether any of the priorities will continue in the agreement for the next academic year and whether there is a particular theme to be explored further.

Identification of key priorities for SPA 2018/19: discussion with the Students' Association, Assistant Principal Professor Tina Harrison and Academic Services following the election of student sabbatical officers and outcomes from the major student surveys, and the review of the University Learning and Teaching Strategy to allow key priorities for the subsequent year to be identified.

**September 2018:**
An update on the implementation plan and review of priorities for 2018/19 will be submitted to Senate Learning and Teaching Committee.

Version 5 - 7 March 2018

The University of Edinburgh

Senate Learning and Teaching Committee

14 March 2018

**Learning Analytics – Proposals**

## Executive Summary

The Senate Learning and Teaching Committee (LTC) and the Knowledge Strategy Committee (KSC) established a task group to develop an institutional policy on Learning Analytics. In 2016-17 the group developed an institutional statement of Principles and Purposes for learning analytics. The task group had agreed that, after securing approval for the Principles and Purposes, it would develop a more detailed Policy document setting out how the University will handle issues such as data governance, consent and security.

At their meetings in September / October 2017, the LTC and KSC agreed a two-stage process, with immediate effect introducing interim governance and support arrangements for considering learning analytics developments, while delaying developing the detailed policy until there was greater certainty regarding the implementation of the General Data Protection Regulation (GDPR).

Now that there is greater certainty on those issues, Academic Services has worked with the University's Data Protection Officer, the Chief Information Security Officer, Assistant Principal Digital Education and staff in Information Services Group and Student Systems responsible for student data governance to develop a more detailed policy. The task group also had an opportunity to comment on the policy.

This paper sets out that policy and seeks the Committee's approval for it.

## How does this align with the University / Committee's strategic plans and priorities?

The development of learning analytics supports the University strategic objective of Leadership in Learning.

## Action requested

The Committee is invited to agree to approve the detailed policy.

The Knowledge Strategy Committee [or LTC] will also be invited to approve this way forward. In the event that the two Committees have different views, the Conveners of the two Committees will agree a way forward.

## How will any action agreed be implemented and communicated?

Once the Committee approves the policy it will be implemented with immediate effect. Academic Services will communicate with key School and College staff regarding the new policy, and will also highlight it in the Senate Committees' Newsletter. Information Services Group will highlight the policy to learning technology staff.

**Resource / Risk / Compliance**

1. **Resource implications (including staffing)**

Academic Services will support the operation of the Learning Analytics Review Group. Schools / Colleges / Support Groups will be responsible for considering the resource implications for learning analytics activities that they initiate.

2. **Risk assessment**

The policy is designed to assist the University to manage and mitigate risks associated with using student data to undertake learning analytics activities. It operates alongside other relevant University policies and guidelines, such as the Data Security Policy, Data Protection Policy and the Protocol for Access to Data in the Corporate Student Record System.

3. **Equality and Diversity**

The task group considered the potential equality and diversity implications (both positive and negative) of learning analytics when developing the Principles and Purposes document. The detailed policy does not raise any new equality and diversity issues.

4. **Freedom of information**
   *Open*

**Originator of the paper**
Tom Ward, Director of Academic Services
2 March 2018

**Policy and procedures for developing and managing Learning Analytics activities**

**1      Background**

The Senate Learning and Teaching Committee (LTC) and the Knowledge Strategy Committee (KSC) established a task group to develop an institutional policy on Learning Analytics. The group was convened by Prof Dragan Gasevic (Chair of Learning Analytics and Informatics in Moray House School of Education and School of Informatics). Its remit and membership are available at:

https://www.ed.ac.uk/academic-services/projects/learning-analytics-policy

In 2016-17, the group developed an institutional statement of Principles and Purposes for Learning Analytics. In May / June 2017 LTC and KSC approved that document, which is attached for information as Annex A.

The task group agreed that after securing approval for the Principles and Purposes for Learning Analytics, it would develop a more detailed Policy document setting out how the University will handle issues such as data governance, consent and security.

This paper seeks the Committee's approval for that more detailed policy.

**2      Data Protection and Learning Analytics**

The General Data Protection Regulation (GDPR), which becomes enforceable in May 2018, strengthens and extends current UK Data Protection law. The paper presented to the LTC and KSC in September / October 2017 summarises the key implications of the GDPR for the management of learning analytics, see:

www.ed.ac.uk/files/atoms/files/agendapapers20170920open.pdf

At their meetings in September / October 2017, LTC and KSC recognised that due to uncertainty regarding the implementation of the GDPR it was necessary to delay the development of a detailed policy. At that time, the main area of uncertainty related to the options available to higher education institutions for securing a legal basis for processing individual data, and in particular, whether the 'legitimate interests' legal basis would be open to the University, and if so, whether it would be applicable in relation to learning analytics.

In December 2017, the University's Data Protection Officer confirmed that the 'legitimate interests' basis will be available to higher education institutions, and that it is reasonable for the University to use this basis for various aspects of data processing associated with learning analytics. Her advice is to take the following approach:

1. Use legitimate interests as the legal basis for the processing of non-sensitive personal data for analytics where the data is used for purposes such as quality assurance, strategic planning, evaluating the impact of particular developments, understanding and improving the quality of our students' learning experience, evaluating patterns of use of particular services, and providing students with anonymised information regarding the patterns of learning of other students;

2. Use legitimate interests as the legal basis for processing of non-sensitive personal data to support interventions with individual students, with the proviso that the University would need to seek consent from individual students before undertaking any interventions with them on the basis of that data processing.

3. Ask for (opt-in) consent for processing of sensitive personal data (which, under the GDPR, will be called "special category data");

This reflects the advice provided by JISC:

https://analytics.jiscinvolve.org/wp/2017/02/16/consent-for-learning-analytics-some-practical-guidance-for-institutions/

The proposed legal basis for (2) - processing personal data to support individual student interventions – appears to be a reasonable and workable way to interpret the requirements of the GDPR in this area while remaining fair and transparent to students. While it is not possible to use 'legitimate interests' as the legal basis for data processing that leads to interventions with individuals, it appears reasonable to use it for the initial processing as long as the interventions themselves are based on consent. However, were the Information Commissioner to provide specific guidance on this issue, the University may need to revisit this element of the Policy.

While the requirement to obtain consent for interventions based on learning analytics data processing will add some complexity to the management of learning analytics activities, it is likely to be workable for pilot activities. Were the University to move beyond pilots to larger-scale activities utilising learning analytics to support individual interventions (for example, as part of the Distance Learning at Scale project), the University could consider utilising 'contract' as the legal basis for those interventions, for example by adding a new provision to the Terms and Conditions of Admissions.

## 3 Interim governance and support arrangements

At their meetings in September / October 2017, while delaying the development of a detailed policy due to uncertainty regarding the GDPR, LTC and KSC agreed with immediate effect to introduce interim governance and support arrangements for considering learning analytics developments, including setting up a review group. Schools and Colleges were informed of these arrangements in October 2017. The Convener has subsequently agreed to expand the membership to include the University's Chief Information Security Officer. The membership of this group, the

existence of which will be reviewed at the end of 2018-19, is set out in section 4 of the Draft Policy, attached.

**4      Other issues to address in the more detailed policy**

**4.1    Learning analytics data and the obligation to monitor attendance and engagement of students on Tier 4 visas**

UK Visas and Immigration (UKVI) requires the University to demonstrate that sponsored students are attending and engaging in their programme of study and that there are active procedures in place to identify and address attendance/engagement patterns of concern. Each School is responsible for developing an annual School Engagement Monitoring Plan which must define the engagement and attendance contact points that they will use to monitor their sponsored students. Data on engagement and attendance with these contact points is not learning analytics data, since the purpose of collecting it is compliance with immigration laws rather than to understand and enhance the students' learning experience. The legal basis for collecting the data for this purpose for Tier 4 students is therefore 'legal obligation'. Were staff to wish to use data collected for Tier 4 attendance and engagement monitoring for other purposes, it would be necessary to establish a legal basis (eg consent) for doing so.

The Committee is **invited to agree** that Schools should not use learning analytics data for Tier 4 monitoring purposes, and that they should instead rely on the defined contact points. It may however be appropriate to use the learning analytics data in extreme and exceptional purposes, for example to assist in establishing the student's patterns of engagement with their learning in response to a police enquiry. For example, if the School undertakes a learning analytics project to link patterns of engagement with Virtual Learning Environments (VLEs), digital library resources, and attendance at seminars, to produce engagement 'scores' for individual students with a view to providing personalised feedback and support, it could not then routinely use those 'scores' to monitor Tier 4 attendance and engagement. If however the police or immigration authorities urgently need to establish a student's patterns of engagement with their studies, it may be appropriate to consult the student's 'score' as part of a broader investigation. In these circumstances, University Legal Services must be consulted before any data is released to external bodies.

**4.2    Learning analytics and research activities**

It is likely that many learning analytics projects could be viewed as 'research'. It is therefore important that the process for developing and approving proposals for learning analytics projects takes due account of research ethics. For the time being, this will be delivered by requiring proposals for learning analytics securing normal research ethics approval in addition to (where required) approval from the Learning Analytics Review Group, combined with including a member of academic staff with expertise in research ethics on the Review Group. At the end of 2018-19, when reviewing longer-term governance arrangements (see 6 below), LTC and KSC will

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be invited to consider how to address the ethical dimension of learning analytics proposals that constitute 'research' in the longer-term, for example by considering appropriate arrangements for projects led by support groups (which do not have their own Research Ethics processes).

### 4.3 Learning analytics and children

The GDPR includes specific safeguards for children, for example that automated decisions must not concern a child, and that children cannot consent themselves to the processing of their data (instead consent must be obtained from a person holding 'parental responsibility'). For these purposes, a 'child' will be defined as a person aged 13 or less. It is highly unlikely that the University will have any students that fit this definition of a 'child'. However, were any proposed learning analytics activities to involve the data of students that fit the definition of a 'child', further advice from the Learning Analytics Review Group would be required.

### 5 Detailed policy for approval

The draft detailed policy (see attached Annex B) is designed to complement the institutional statement of Principles and Purposes for Learning Analytics by supporting the process for developing and scrutinising proposals for new learning analytics activities. It incorporates the interim governance arrangements previously agreed by the Committee and takes account of the requirements of the GDPR. It takes account of sector guidelines, including the JISC Model Institutional Learning Analytics Policy:

https://analytics.jiscinvolve.org/wp/files/2016/11/Jisc-Model-Institutional-Learning-Analytics-Policy-v0.1.pdf

It also takes account of an earlier guidance document produced by Records Management.

Since the consultation and engagement held in 2016-17 for the development of the Principles and Purposes document had provided extensive opportunities for students and staff to highlight their aspirations and concerns regarding learning analytics, it has not been necessary to have such an extensive consultation process in relation to the detailed policy document. Instead, since the Policy document is operational and compliance-oriented, the development of the Policy has been based on consultation with:

- The University's Data Protection Officer and the Chief Information Security Officer;

- Assistant Principal Digital Education;

- Staff in Information Services Group and Student Systems responsible for student data governance.

The University is at a relatively early stage of adopting learning analytics. While some small-scale pilots are underway, it is likely that substantial further piloting at a local and relatively small-scale level will be required before the University is in a position to consider the case for institution-wide approaches to learning analytics. In the short- to medium- term, the purpose of this more detailed policy document is to guide the University's management of these pilot activities. At the end of 2018-19, by which time the planned policy will have been in place for more than a session, and the University has had further time to learn from pilot activities, LTC and KSC will be invited to review what policy and governance arrangements will be appropriate over the longer term.

***The Committee is invited to approve the policy.***

## 6    Staff training and development

The consultation and engagement processes have highlighted the importance of staff training and development to support the implementation of learning analytics. Prof Gasevic, and Prof Sian Bayne (Assistant Principal, Digital Education) have been working with Information Services Group to develop training activities. These include:

- Activities associated with the Future Teacher programme;

- Information Services Group is recruiting a PhD intern to develop a curated set of online resources for staff, and is assessing other ways to meet staff skills and awareness needs.

In addition, University training regarding Data Protection will also be relevant to staff handling personal student data as part of learning analytics work.

<u>Annex A -</u> **Learning Analytics Principles and Purposes (for information, approved May 2017)**

**Overview**

Learning analytics has been defined as 'the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs' (Society for Learning Analytics Research, 2012). Fundamentally, learning analytics is concerned with combining different types of data regarding student engagement and learning (eg data generated by learning management systems, student systems, library systems and other sources related to learning and teaching) in order to better understand, and improve, the learning experiences of our students. Learning analytics can be particularly valuable when teaching at scale, or online, makes it more challenging for staff to know how their students are learning.

While the University's use of learning analytics is in its early stages, we are in a strong position to learn from our own pilot activities, and our existing expertise in education and learning sciences.

The following is the University's statement of the Principles and Purposes that will guide the development of our Learning Analytics activities. It will be accompanied by a more detailed policy and procedure to set out how we will manage data stewardship issues such as transparency, consent, ethics, privacy and access, retention and disposal of data in line with these Principles and Purposes. It is possible that, once we have more experience of Learning Analytics, we will wish to review and update these Principles and Purposes.

**Policy Principles**

The policy starts from the position that all uses of data analytics for learning and teaching within the University should be ethical, transparent and focused on the enhancement of the student experience.

1.  As an institution we understand that data never provides the whole picture about students' capacities or likelihood of success, and it will therefore not be used to inform significant action at an individual level without human intervention;

2.  Our vision is that learning analytics can benefit all students in reaching their full academic potential. While we recognise that some of the insights from learning analytics may be directed more at some students than others, we do not propose a deficit model targeted only at supporting students at risk of failure;

3.  We will be transparent about how we collect and use data, with whom we share it, where consent applies, and where responsibilities for the ethical use of data lie;

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4. We recognise that data and algorithms can contain and perpetuate bias, and will actively work to recognise and minimise any potential negative impacts;

5. Good governance will be core to our approach, to ensure learning analytics projects and implementations are conducted according to defined ethical principles and align with organisational strategy, policy and values;

6. The introduction of learning analytics systems will be supported by focused staff and student development activities to build our institutional capacity; and

7. Data generated from learning analytics will not be used to monitor staff performance, unless specifically authorised following additional consultation.

**Purposes of Learning Analytics**

Learning analytics approaches can support a range of activities within the institution. While to date they have been explored by universities primarily as means to improve retention, they also have potential benefits for the enhancement of student experience, currently of more importance to the University of Edinburgh:

- **Quality** – Learning analytics can be used as a form of feedback on the efficacy of pedagogical design. Academic teams can use analytics about student activity (individual or cohort) as part of course review and re-design processes as well as potentially using analytics as a form of in-course monitoring and feedback. Individual staff can use learning analytics to reflect on the impact of their teaching.

- **Equity** – Learning analytics approaches can allow us to see more nuanced views of our highly diverse student population, challenge assumptions that we may be making, and allow supportive resource to be directed where it is most needed.

- **Personalised feedback** – Learning analytics can be used to tailor the messages and support that we offer to our students, providing more personalised feedback to support student reflection and academic planning.

- **Coping with scale** – With the challenge of growing cohorts of students, learning analytics can help to strengthen the academic relationship by doing some of the heavy lifting of identifying individuals or groups of individuals that might benefit from particular interventions or information from staff.

- **Student Experience** – In addition to supporting a more personalised experience, learning analytics can improve progression and retention, ensure

that our academic offerings align with the needs and goals of students, and support satisfaction and wellbeing. Analytics can also be used to promote critical reflection skills and enable our students to take responsibility for their own learning.

- **Skills** – Interactions with analytics as part of the University learning experience can help our students build 'digital savviness' and prompt more critical reflection on how data about them is being used more generally, what consent might actually mean and how algorithms work across datasets to define and profile individuals. Learning analytics approaches can also be used to promote the development of key employability skills. Supporting staff to develop skills in working with learning analytics applications is also an investment in institutional capacity and leadership.

- **Efficiency** – Learning analytics can be used to evaluate and demonstrate institutional efficiency through a) measuring the impact of initiatives and validating that benefits are being realised and b) demonstrating that publically-funded resource is being deployed in support of the best outcomes of all students.

**<u>Annex B</u>**

**<u>DRAFT</u> Policy and procedures for developing and managing Learning Analytics activities**

**1      Overview**

The University's statement of its Principles and Purposes for Learning Analytics is set out at:

http://www.ed.ac.uk/files/atoms/files/learninganalyticsprinciples.pdf

This document complements that statement by setting out how the University handles issues such as data governance, consent and security when developing and operating learning analytics systems.

**2      Definitions**

- 'Learning analytics' involves combining different types of data regarding student engagement and learning in order to better understand, and improve, the learning experiences of students. It is distinct from the well-established practice of using individual student datasets (for example, data on course outcomes) for quality and planning purposes and to enable staff (eg Personal Tutors) to support individual students.

- 'Learning analytics pilots' are time-limited learning analytics activities that will, typically, apply to students in some specific areas of the University and be experimental in nature.

- 'Institutional' learning analytics activities are ongoing activities that apply to students in many or all areas of the University.

- 'Data stewards' are the staff responsible for ensuring the security, access, documentation, and quality of the 'golden copy' of data sets that might be used for learning analytics (for example, Student Systems, Information Services Group).

- 'Project managers' are the members of staff in Schools / Colleges or support services who develop and manage learning analytics pilots or institutional learning analytics activities.

- 'Personal student data' is data on identifiable individual students.

- 'Anonymised student data' is a student dataset which has been aggregated and / or anonymised so that it is not possible to identify individual students (note that data is not considered anonymised if it is possible to convert it back into personal data).

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- 'Interventions' are activities involving individual students, whether automated or human-mediated, which result from the processing of learning analytics data.

## 3      Types of learning analytics

- **Personalised individual student support** – where data on identifiable individual students' activities is used to support targeted and tailored interventions with those individuals.

- **Understanding and improving the quality of our students' learning experience** – where data is used to provide feedback to staff on the efficacy of pedagogical design, to enable individual staff to reflect on the impact of their teaching, or to allow student support services to understand the effectiveness of their activities and to plan for future delivery, and to allow students to reflect on anonymised data regarding their peers' learning.

- **Research activities** – where data is used to explore whether there is a relationship between variables, for example between a successful student outcome and particular learning activities.

In general, the requirements for developing and managing learning analytics are more rigorous for learning analytics activities involving personalised individual student support, or otherwise utilising personal student data, than learning analytics activities utilising anonymised student data. For example, staff utilising aggregate learning analytics data for relatively routine quality assurance purposes are unlikely to need to undertake additional steps as a result of this policy.

For research activities that require research ethics approval, this approval would be in addition to approval from the Learning Analytics Review Group (see section 7 below)

The attached table summarises key requirements for these different categories of learning analytics activities.

## 4      Responsibility for learning analytics

- **The Senate Learning and Teaching Committee (LTC) and Knowledge Strategy Committee (KSC)** are responsible for overseeing the University's operation of learning analytics in line with this Policy. LTC will oversee and monitor the pedagogical and supportive uses that the University is making of learning analytics, and KSC will oversee and monitor the University's data stewardship arrangements for its learning analytics activities.

- LTC and KSC have established **a Learning Analytics Review Group** with responsibility for reviewing and approving proposals for learning analytics projects. The group is also available to provide advice regarding other categories

of learning analytics activities. The group comprises the Assistant Principal with strategic responsibility for Learning Analytics, a student representative, the Data Protection Officer, representatives from relevant service units (Universities Secretaries Group and Information Services Group), the Chief Information Security Officer, and a member of academic staff with expertise in research ethics. It will be convened by a senior academic member of staff with expertise in Learning Analytics, nominated by the Senior Vice-Principal. The group will report annually to LTC and KSC.

- **Project managers** are responsible for developing proposals for learning analytics activities and for managing the delivery of the activities in line with this Policy.

- **Data Stewards** are responsible for approving the release of 'their' golden copy data sets for learning analytics (where not already available to relevant staff via standard reporting tools), and – as members of the Learning Analytics Review Group - for approving the use of 'their' data sets for specific categories of learning analytic activities in line with this Policy (see Section 7, below).

## 5    Sources of data for learning analytics

The main categories of student data available to the University for the purposes of learning analytics are:

- Admissions data;

- Course and programme enrolment data;

- Data on student engagement, progression and achievement in assessments, courses and programmes;

- Data on student engagement with Virtual Learning Environments, assessment services and media platforms;

- Data on student use of library systems and services;

- Data on student utilisation of other University services and facilities related to learning and teaching; and

- Card access data;

- Student survey responses.

In many cases, the University will use existing corporate datasets such as the University's student record system, virtual learning environments, survey tools, and library and IT systems. In some circumstances the University (or individual Schools) may collect student data for the purposes of specific learning analytics activities.

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## 6 Issues to address when developing and managing learning analytics activities

Project managers and data stewards are responsible for considering the following issues when developing and managing learning analytics activities:

### 6.1 Alignment with the University's Principles and Purposes for learning analytics

Project managers are responsible for ensuring that the objectives of their learning analytics activities align with the University's statement of Principles and Purposes for Learning Analytics.

### 6.2 Validity, comprehensiveness and interpretation of data

Project managers are responsible for assessing whether the relevant datasets are sufficiently robust for the intended usage, monitoring the quality and robustness of the data used for learning analytics activities, presenting the data in a way that assists staff and students to interpret it (eg highlighting any inaccuracies or gaps in the data), and arranging training or briefings where appropriate to assist staff and students to interpret and utilise the data. Data stewards will be able to advise project managers on the validity, comprehensiveness and interpretation of data where required.

Project managers are also responsible for ensuring that the analysis, interpretation and use of the data does not inadvertently reinforce discriminatory attitudes or increase social power differentials.

When project managers or data stewards use and / or publish anonymised student data collected for or generated by learning analytics, they are responsible for ensuring that it is not possible to identify individuals from metadata or by aggregating multiple data sources.

### 6.3 Data Protection Impact Assessment

If the proposed learning analytics activities will involve processing of personal student data, the project manager must undertake a Data Protection Impact Assessment (DPIA) in advance of finalising the plans for the activities. A template for the DPIA is available from the University's Data Protection Officer

### 6.4 Privacy Notice

In the 'Learning Analytics Principles and Purposes' document, and in the Data Protection Statement (the new version of which will be published in Spring 2018), the University provides an overview of how it uses students' data for learning analytics. The University is developing a new Privacy Statement for student data which will include information regarding how the University uses personal student data for

learning analytics purposes. As long as an individual learning analytics activity is consistent with the statements in the University Privacy Statement, it is not necessary for the project manager to publish a separate Privacy Notice for each individual learning analytics activity. Project managers are however responsible for providing detailed information regarding the algorithms that they are using on request from the relevant students or staff.

## 6.5    Legal basis for processing student data

It is necessary for the University to identify a legal basis for processing of personal student data, in line with the options set out in the General Data Protection Regulation (GDPR). The University's lawful basis for processing non-sensitive personal student data for learning analytics purposes is "legitimate interests pursued by the controller (The University of Edinburgh) or a third party."

When learning analytics activities involve the processing of sensitive personal student data (referred to as "special category data" under the GDPR), for example, data on race or ethnicity, health or sexual life, or religious or philosophical beliefs, the University's legal basis will be "consent of the data subject":.

The University will only undertake interventions with individual students (for example, in order to target additional student support or sign-post individuals to learning resources) based on learning analytics data processing when it has the prior consent of those individual students.

When the legal basis is student consent, the project manager is responsible for obtaining informed opt-in consent from all the students whose data will be processed prior to undertaking the data processing. When student consent is required prior to undertaking interventions on the basis of learning analytics data processing, the project manager must obtain informed opt-in consent from students prior to undertaking any interventions. The project manager must consult the University's Data Protection Officer regarding the design of the consent form and administering the consenting process.

## 6.6    Involvement of third parties

Where a data steward or project manager contracts with a third party for the collection, storage, or processing of learning analytics data, they are responsible for ensuring that the third party is compliant with this Policy. Where commercial providers of learning analytics services are used, algorithmic transparency will require to be assured during procurement.  All engagements involving the exchange of University data must be supported by an appropriate contract that details the University's requirements for protecting University data.  The third party must provide detailed evidence of the information security controls they have in place.

## 6.7    Data security and access to data

Data stewards and project managers are responsible for ensuring the security of datasets used for learning analytics, in line with relevant University policy and standards. Data stewards and project managers are responsible for restricting access to learning analytics data to those staff that have a legitimate need to access it.

Project managers and data stewards are responsible for providing students on request with access to all their personal student data collected for and generated by learning analytics, and for giving students an opportunity to correct any inaccurate personal data held about themselves. Where project managers become aware of inaccuracies in a 'golden copy' data set, they should inform the relevant data steward.

## 6.8    Retention and disposal of data

Managing departments are responsible for retaining and disposing of personal data that they collect or generate for learning analytics purposes in line with the University's Retention Schedule.

Project managers are responsible for ensuring that all staff who access and use the data during the project comply with retention periods for data collected for or generated by learning analytics. If the University's Retention Schedule does not specify the appropriate retention periods, prior to the start of the learning analytics activities the project manager must agree with Records Management an appropriate retention period.

If a student asks the project manager to dispose of or anonymise any of the student's personal data that has been collected specifically for or generated by learning analytics, the project manager will do so within four weeks. Data sets generated for a different primary purpose (such as those listed in Section 5) may however not be possible to dispose of or anonymise.

## 7    Approval processes for introducing learning analytics activities

Project managers for the following categories of learning analytics activities will be required to seek approval from the Learning Analytics review group:

- Projects that involve processing and utilising personal student data in order to provide targeted / personalised student support;

- Projects that involve third parties in the collection, storage, or processing of data for learning analytics purposes;

- Projects involving the processing of personal student data from more than one School;

- Projects involving the processing of personal data of students aged 13 or less;

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- Any other learning analytics activities that appear likely to create particular challenges or risks.

When this approval is required, the project manager should submit to the Review Group (via Academic Services) a proposal setting out the following information:

- The data that will be used, including identifying any data that will be collected for the purposes of the planned learning analytics activities;

- The planned arrangements for addressing the issues set out in Section 6.

- Any potentially adverse impacts of the analytics and the steps that will be taken to remove or minimise them, and any other ethical or legal issues that staff should take account of when utilising the data;

- How the findings of pilot activities will be evaluated and disseminated;

- An Equality Impact Assessment.

For proposals for institutional learning analytics pilot activities, if the Review Group is content it will seek formal approval from the Senate Learning and Teaching Committee and the Knowledge Strategy Committee

In addition to making decisions on these proposals, the Group can advise data stewards and project managers on other proposed learning analytics activities.

## 9     Learning analytics data and the obligation to monitor attendance and engagement of students on Tier 4 visas

Each School is responsible for developing an annual School Engagement Monitoring Plan which must define the engagement and attendance contact points that they will use to monitor their Tier 4 sponsored students' attendance and engagement with their programmes of studies. Schools should not routinely use learning analytics data for Tier 4 student attendance and engagement monitoring purposes, and should instead rely on the defined contact points. It may however be appropriate to use the learning analytics data in extreme and exceptional purposes, for example to assist in establishing the student's patterns of engagement with their learning in response to a police or immigration services enquiry. If these circumstances, University Legal Services must be consulted before any data is released to external bodies.

## 10     Other relevant policies

In addition to this Policy, other relevant policies and guidelines include:

- The University's statement of its Principles and Purposes for Learning Analytics:

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www.ed.ac.uk/files/atoms/files/learninganalyticsprinciples.pdf

- The University's Information Security Policy:
  www.ed.ac.uk/information-services/about/policies-and-regulations/security-policies/security-policy

- The University's Data Protection Policy:
  www.ed.ac.uk/records-management/data-protection/data-protection-policy

- The University's Protocol for Access to Data in the Corporate Student Record System:
  www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations

## 11    Sources of advice

- The University's Data Protection Officer – for data protection issues

- The University's Chief Information Security Officer – for information security issues

- Records Management – for enquiries regarding retention periods for learning analytics data

- Data stewards (for example in Information Services Group and Student Systems) – for enquiries regarding the potential use of datasets for learning analytics purposes

- The Director of Academic Services – for enquiries regarding the Review Group

- Legal Services – for enquiries regarding the release of personal data to third parties (eg police or immigration services), and contractual negotiations with third parties.

# LTC 17/18 4 E

**Summary of key requirements for carrying out learning analytics**

| Purpose | Privacy Impact Assessment required? | Privacy Notice required? | Opt-in consent required? | Arrangements for students to access and correct their data required? | Arrangements for supporting staff or students to interpret the data required? | Approval process? |
|---------|---------|---------|---------|---------|---------|---------|
| *Personalised individual student support* | Yes | Yes | Yes | Yes | Yes | Learning Analytics Review Group |
| *Understanding and improving the quality of our students' learning experience* | Yes – if it involves processing of personal student data.<br><br>If not, no. | Yes – if it involves processing of personal student data.<br><br>If not, no. | Yes – if it involves processing of sensitive personal student data.<br><br>If not, no. | Yes – if it involves processing of personal student data. If not, no. | Potentially, depending on how the findings of the analysis will be communicated and used | Learning Analytics Review Group, if involves: third parties; personal data from more than one School; or activities likely to create particular challenges or risks. |
| *Research activities* | Yes – if it involves processing of personal student data.<br><br>If not, no. | Yes – if it involves processing of personal student data.<br><br>If not, no. | Yes – if it involves processing of sensitive personal student data.<br><br>If not, no. | Yes – if it involves processing of personal student data.<br><br>If not, no. | Potentially, depending on how the findings of the analysis will be communicated and used | Learning Analytics Review Group, if involves: third parties; personal data from more than one School; or activities likely to create particular challenges or risks. |

# LTC 17/18 4 E

<u>The University of Edinburgh</u>

Senate Learning & Teaching Committee

**14 March 2018**

**Using the Curriculum to Promote Inclusion, Equality and Diversity – Proposal to Establish a Task Group**

**Executive Summary**

The University's Learning and Teaching Strategy includes a commitment to "Using the curriculum to promote inclusion, equality and diversity". At its meeting in January 2018, the Committee considered a discussion paper regarding how the University should approach this issue. While it did not propose a major institutional initiative, it did identify some strategic imperatives for developing a clearer institutional position on the issue, and some relatively modest potential steps at institutional level which would support and add value to local discipline-specific projects. The Committee had a positive initial discussion of the issue and asked the Director of Academic Services and Vice-Principal People and Culture to develop more specific proposals in this area and to bring them back to the Committee in due course.

Further discussion suggests that this is a complex area and that any proposals for institutional action need to be considered carefully with input from a range of perspectives. The Director of Academic Services and the Vice-Principal People and Culture propose that the Committee establish a short-life task group to develop specific proposals for how the University should approach the issue.

**How does this align with the University / Committee's strategic plans and priorities?**

This activity will support implementation of the current Learning and Teaching Strategy and inform future curriculum development.

**Action requested**

For comment and approval

**How will any action agreed be implemented and communicated?**

The task group's final report will include an implementation plan.

1. **Resource implications (including staffing):**

There are no additional resource implications attached to the work of the task group, other than those provided by Academic Services to support the operation of the group, and potentially some requests for data analysis from Student Systems. Resource implications arising from any recommendations would need to be considered.

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**2. Risk assessment:** Lack of coherent action in this area exposes the University to risk that its curriculum is not relevant to its increasingly diverse student body.

**3. Equality and Diversity:**

Any significant changes to policy or procedures resulting from recommendations would need to be considered via equality impact assessment.

**4. Freedom of information**

Open

**Originator of the Paper**

Tom Ward, 3 March 2018

# LTC 17/18 4 F

**Using the curriculum to promote inclusion, equality and diversity – proposal to establish a task group**

The Committee is invited to approve the establishment of a task group with the following remit and membership.

**Membership**

- Vice-Principal People and Culture (Convener)
- Two academic staff representatives from the College of Arts, Humanities and Social Sciences with experience of using the curriculum to promote inclusion, equality and diversity in an arts, humanities or social science context (eg 'decolonising the curriculum' approaches)
- One academic staff representative from the College of Science and Engineering, and one from the College of Medicine and Veterinary Medicine who can advise on approaches to using the curriculum to promote inclusion, equality and diversity in their disciplinary contexts
- One member of academic staff with experience of designing the curriculum in order to engage under-achieving student groups (eg widening participation students)
- A Dean of Learning and Teaching from one of the three Colleges
- Students' Association Vice-President Education
- Representative of Student Recruitment and Admissions
- Representative from Academic Services
- Representative for Institute for Academic Development
- Representative of the Library and University Collections

Ideally, given the topic, the membership of the group will be diverse, for example in terms of gender and ethnicity.

**Remit**

The group will make recommendations to the Senate Learning and Teaching Committee on the following:

- **Objectives and priorities -** A set of specific objectives and priorities for the University in relation to using the curriculum to promote inclusion, equality and diversity;

- **Institutional and disciplinary roles -** The appropriate balance between institutional leadership and support, and discipline-specific activities; and

- **Institutional activities -** An appropriate and proportionate range of activities to be undertaken at institutional level over the next 2-3 years.

In developing its recommendations, the group will consider the following issues:

- The extent to which the content of curricula in the University includes a diverse range of perspectives representative of wider society, and encourages students to engage with equality and diversity issues;

- The extent to which curricula, and approaches to learning and teaching, are engaging and relevant to all groups within the student population (eg with reference to evidence of different levels of student satisfaction);

- Evidence regarding the relationship between the University's curricula and learning and teaching, and the differential levels of attainment of different groups in the University (eg with reference to attainment gaps for male and BME students);

- Whether alternate approaches to these issues are required for different types of disciplines (eg for science versus humanities and social science disciplines, professional versus non-professional programmes).

When developing its recommendations for action, it will consider the following possible categories of activities:

- Institutional statements of policy and intent;

- Encouraging and supporting School / disciplinary leadership on the issue;

- Academic staff development and practice sharing;

- Approaches to supporting curriculum design and development;

- Facilitating and learning from pilots;

- Co-creation approaches involving students;

- Drawing on the diverse University library resources and collections.

The group will develop its recommendations on the basis of the following:

- Benchmarking regarding how other institutions have approached these issues;

- Consultation with Schools and Colleges;

- Consultation / engagement with a wide range of categories of students, including but not limited to Students' Association liberation groups that have had an active interest in some of these issues.

The group will focus predominantly on undergraduate study, although it is possible that many of its recommendations will also be relevant for PGT study. The group will take into consideration aspects of widening participation throughout its work, linking with work being undertaken on the implementation of the Widening Participation Strategy where appropriate.

**Timescales and outputs**

The group will aim to meet c. 4 times during Semester two 2017-18 and Semester One 2018-19, and to submit a final report to LTC by January 2019.

# LTC 17/18 4 G

<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

14 March 2018

**Progress and Success with Open Educational Resources (OER)**

## Executive Summary

In 2016 Senate Learning and Teaching Committee approved an Open Educational Resources Policy which encourages staff and students to use, create, and publish OERs to enhance the quality of the student experience, increase the provision of learning opportunities for all, and improve teaching practices. This paper updates the Committee on progress and success with the University's OER Service and outlines ongoing plans to embed OER creation and reuse across the institution.

## How does this align with the University / Committee's strategic plans and priorities?

It supports the University's Strategic Plan in Leadership in Learning.

## Action requested

For information and discussion.

## How will any action agreed be implemented and communicated?

Actions agreed will be gathered by the Director of Learning, Teaching and Web Services in ISG and implemented by the OER Service.

## Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   There are no additional resource implications at present.

2. **Risk assessment**

   The paper does not contain a formal risk assessment since it is for discussion rather than approval.

3. **Equality and Diversity**

# LTC 17/18 4 G

The OER Service is committed to supporting equality and diversity however the paper does not contain an equality impact assessment since it is for discussion rather than for approval of a change in institutional policy or practice.

## 4. Freedom of information

This paper is open.

## Key words

OER, open education, copyright, open licensing, blended learning, reuse, academic development, curriculum innovation.

## Originator of the paper

Melissa Highton, Assistant Principal Online Learning

Lorna Campbell, ISG

# LTC 17/18 4 G

## 1. Background

In 2016 Senate Learning and Teaching Committee approved an Open Educational Resources Policy which encourages staff and students to use, create, and publish OERs to enhance the quality of the student experience, increase the provision of learning opportunities for all, and improve teaching practices. Key to the success of the OER Policy, is the accompanying OER Service, which offers strategic support for open education. The OER Service comprises Open.Ed, a one-stop-shop web portal that showcases the university's open educational resources, together with practical support for staff and students in the form of workshops, advice and guidance on finding, using and creating OERs. To support staff and students across the University, the OER Service works closely with School learning technologists and the Library's Copyright Enquiries Service.

## 2. Value for Money and Return on Investment

Open licenses help to ensure longevity of access to educational resources both within and outwith the institution and consequently offer an increased return on investment. Unless teaching and learning resources carry a clear and unambiguous licence, it can be difficult to know whether and in what context they can be reused. The OER Service helps to ensure we have the right to use adapt, and reuse, the educational resources we have invested in.

## 3. Supporting OER Reuse by Schools and Colleges

The Service delivers academic development workshops across the institution that help colleagues make informed choices about the materials they use and create while learning about the value of OER, copyright and open licensing. Workshops include:

- OER: Finding Licensed Material for Teaching and Presentations;
- Be Open – How to create, use, and share Open Educational Resources;
- Copyright and Licensing Training;
- Train the Trainer events;
- Wikipedia Editathons and Training;
- Board Game Jam;
- Preparing your Lectures for Recording;
- Finding Images in the University Collections;
- Finding and using Open Source Software;
- Finding and using open research outputs and Open Access scholarly works.

In 2017 the Service ran 10 webinars and 34 face-to-face workshops, which took place on all University campuses. The OER Service provides tailored workshops for specific schools, colleges and programmes including ECA, Vet School, SSPS, LLC, Design Informatics, Geosciences, the Medical Education Forum, Near Future Teaching Project and the Clinical Educator Programme.

We particularly targeted support towards colleagues who were preparing to use the new lecture recording service. One of the frequently mentioned concerns from teaching colleagues was that the materials they use in presentations may include 3rd party copyright. The OER Service ran specially tailored events to help lecturers find licenced materials to include instead. The OER Service also runs a wide range of events during the Festival of Creative Learning which develop playful and creative strategies for finding and reusing open licensed content.

Schools and groups are invited to request a training workshop at any time by contacting the OER service in ISG.

4. **Online support resources**

**23 Things for Digital Knowledge** is an award winning open online course run by the OER Service, which encourages digital literacy development for staff by giving them access to a wide range of digital tools for personal and professional development. All course content and materials are licensed CC BY and users are actively encouraged to take and adapt the course. Students working on the Edinburgh Award for Digital Content Creation are participating in 23 Things as an E-learning pathway option for the Award. Our course has been copied, adapted and re-used by two other learning providers in Scotland.

**Innovating with Open Knowledge** is a series of resources and case studies created by the University of Edinburgh that help develop the knowledge and skills to find and access free content, data and research produced by the university sector. Through a series of case studies, featuring creative and innovative individuals, SMEs and entrepreneurs learners discover the wide range of open research and content that universities create including open access research papers, open data sets, open source software, open content and collections, open science, open architecture and maker spaces.

5. **Curriculum Innovation**

The OER Service supports equality and diversity in the curriculum by identifying peer-reviewed and quality openly licensed teaching materials from other universities around the world which can be used and adapted to bring new examples, case studies and scenarios.

As part of the LGBT+ Healthcare 101 project, which addressed lack of awareness of LGBT+ health in the curriculum, Edinburgh University students remixed and repurposed existing LGBT OER from a US university and shared them back to the commons via Open.Ed portal.  New open resources including patient interviews and resources for secondary school children were also created and release.

We are working with several schools to embed Wikimedia projects in the curriculum to facilitate student-created OER. The curriculum areas for which we have developed learning activities include Reproductive Biology, World Christianity, English Literature, History of Medicine, Translation Studies, Veterinary Medicine, Scottish Studies. Each of these projects aim to improve the coverage and esteem of Wikipedia articles about women and redress the gender imbalance of contributors by encouraging more women in our university  to become editors.

Students on of the Geosciences Outreach and Engagement[1] course prepare learning materials to be used in local schools. The students are assessed on their use of open licensed materials and attributions. Once copyright cleared and repurposed, these resources are shared on the Times Education Supplement Resources site TESConnect a national portal with 7.9 million users- mostly school teachers- to find teaching and learning tools and resources. The 29 Edinburgh OERs shared on TESConnect and have been viewed over 3000 times and have been downloaded by almost 2000 users.

The Social Research Methods MOOC provided the first opportunity to align learning via the MOOC platform to accreditation via the formal Master programme. Taking an existing 20 credit module from the MSc Digital Education, participating students were directed to the MOOC course on EdX for a significant part of the course, learning alongside 1,000+ open participants, before returning to the institutional VLE for the accredited assessment. The course will run in semesters 1 & 2 AY 2017/18.

## 6.  Local and National Engagement

Our Media Hopper platform now hosts over 3,500 open licensed media resources, including 40 short re-usable media snippets for use in creative initiatives.  Media snippets have already been incorporated into a number of events, including FoCL workshops, a DIY film school, and they will also be integrated into a new *Practical strategies for using media as part of your teaching* course.  In addition, these snippets will be remixed as part of a semester-long project in partnership with ECA Film and Television, FoCL and Edinburgh Movie Production Society. As part of a trial to upload media to Wikimedia Commons, drone video footage of George Square

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[1] Geosciences Outreach and Engagement Course - https://geoscienceoutreach.wordpress.com/

and Arthur's Seat has been uploaded to the Commons and added to the Wikipedia page for Arthur's Seat.  This footage has now been viewed 761 times since 27 November 2017.

The Centre for Open Learning offers short courses to the local community, an important part of the strategic Edinburgh Local: University in the City initiative. One innovative short course is based on the *Football: More than a Game* MOOC. The MOOC first launched in 2014 and since Sept. 2016 has been offered by Moray House School of Education as a credit-bearing blended course, leveraging the MOOC alongside face to face tuition and accredited assessment.

**<u>Future Developments</u>**

The OER Service has a number of future developments planned to provide ongoing support to staff and students, and to rollout and embed engagement with OER and open education across the University. These include:

- The SPHEIR project which will share our global health learning materials and resources with the OER Africa organisation on their platform.
- We will work as part of the DLAS project in ISG to leverage a 'funnel' of open courses on the external platform.
- Continued support for the Lecture Recording Programme. The *Preparing for Lecture Recording* copyright, licensing and OER training session is being revised and a new updated training session will be rolled out commencing April 2018.

The University of Edinburgh

Senate Learning and Teaching Committee

14 March 2018

**Report from Learning and Teaching Policy Group**

**Executive Summary**

In November 2015, the Senate Committee Convenor's Forum was superseded by a Learning and Teaching Policy Group (LTPG) designed to integrate strategic leadership in L&T across the Senate Committees, the Colleges (via College L&T Deans), thematic areas of priority (via existing and new Vice and Assistant Principals), and key professional services. This paper updates the Committee on LTPG's most recent meeting (17 January 2018).

**How does this align with the University / Committee's strategic plans and priorities?**

LTPG's work supports the University strategic objectives of Leadership in Learning and Leadership in Research.

**Action requested**
For information

**How will any action agreed be implemented and communicated?**
N/A

**Resource / Risk / Compliance**

1. **Resource implications (including staffing)**
   N/A – Committee is not being asked for a decision

2. **Risk assessment**
   N/A – Committee is not being asked for a decision

3. **Equality and Diversity**
   N/A – Committee is not being asked for a decision

4. **Freedom of information**
   *Open*

**Originator of the paper**
Tom Ward, Director of Academic Services

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**Report from Learning and Teaching Policy Group (LTPG)**

The main points from the 17 January 2018 meeting are set out below.

The Group:

- Noted that at its last meeting Court had discussed a set of indicators for learning, teaching and student experience, and that, at future Court meetings, each College will lead a discussion on their performance against these indicators and the actions they are taking to address any issues. In addition, the Convener reported that he plans to meet with each School this semester, using these indicators as a focus for discussion.

- Discussed an analysis of the University's provision of academic support, and suggested possible fora for broader discussion on a range of issues raised by the analysis, for example Academic Strategy Group, College Learning and Teaching committees, and People Committee.

- Discussed ways that the University could support Personal, Professional and Career Development, and recommended that the Senate Learning and Teaching Committee establish a short-life task group in this area (LTC approved this at its January 2018 meeting).

- Discussed progress on community engagement, and agreed that (in addition to the discussion at Senate in Feb 2018) the Learning and Teaching Conference would provide an opportunity to explore the issue.

- Agreed to set up a Teaching Excellence Framework monitoring group.

- Discussed progress on planning for the Learning and Teaching Conference.

## REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

### 19 January 2018

**1      Information Services Planning: Strategic Programmes**

The Chief Information Officer presented the emerging key components for the Information Services Group's annual planning round submission. The proposed strategic programmes are: Learning, Teaching and Student Experience; Digital Research Services; Core Systems Strategy; Digital Transformation; Information Security; and, Library: National and International Leadership. The following points were raised in discussion:
- Important to prioritise while recognising challenges in doing so;
- Assess the appropriate level of information security standards required for different areas of the University;
- Sub-divide the student experience programme into projects intended to benefit current students and future students;
- A project planning unit is assessing likely staffing requirements to deliver the programmes;
- Moving towards an integrated model for planning and improving references to the University's strategic objectives in the submission.

**2      Information Services Capital Envelope**

A review of the capital expenditure for 2016/17 and a forecast of capital expenditure for the period 2017/18 to 2025/26 was reviewed. It was noted that new equipment for automated library lending may be required, with the Committee to be kept updated.

**3      Core Systems Strategy – Procurement Update**

Stages for the Core Systems (Phase 1) procurement project and associated governance engagement plan and timeline were reviewed. The intent to prioritise the replacement of the HR, Finance, Payroll and Procurement management systems with a single vendor Software-as-a-Service (SaaS) solution was noted. Approval for the procurement award will be sought from Court, with delegated authority requested for the detailed competitive dialogue phase prior to the issue of the Invitation to Submit Final Tender.

The Committee noted the procurement timeline summary, approved the procurement governance engagement plan and timeline and noted the intention to seek delegated authority for budget approval.

**4      Lecture Capture Consultation**

The Assistant Principal Online Learning summarised the draft Lecture Recording Policy, currently the subject of an open consultation. Noting the intent for the new policy to come into effect for the 2018/19 session, coinciding with an integration of

the lecture recording service with the timetabling system and an expansion of the service provision to cover nearly 300 rooms, members made the following points:

- The proposed move from an 'opt-in' to an 'opt-out' system, with Head of School agreement required for an 'opt-out' was welcomed;
- Lecture recording can reduce the likelihood of lectures over-running, assisting students who have successive lectures scheduled;
- Longer term, lecture recording could assist in improving lecture quality;
- The proposed policy and large-scale implementation can place the University as a leader in the field.

## 5 Library Materials

The Head of Library Academic Support outlined a business case for an uplift to the Library materials budget to be considered within the annual planning round. Members discussed the above inflation price increases set by publishers offering journals on a 'bundled' basis, increasing student demand for library materials, taking a University-wide approach to the Library budget including managing currency fluctuations, incorporating philanthropic support into the business case and setting the business case in the context of the University's Strategic Plan.

## 6 Library Committee Governance

Following Court's agreement in principle in June 2017 to revoke two outdated Ordinances governing the Library Committee and their replacement by a new Resolution, a new draft Resolution and Terms of Reference for the Library Committee were considered. Noting the intent for the draft Resolution to contain general principles and for the Terms of Reference to contain specific details on the operation of the Library Committee, the draft Resolution was endorsed and the Terms of Reference approved.

## 7 Distance Learning at Scale

An update on the Distance Learning at Scale programme was reviewed. The Committee discussed work underway to develop governance and quality assurance structures, the size and scope of existing distance learning courses, and the use of student support services by distance learning students compared with on-campus students.

Lewis Allan
Head of Court Services

The University of Edinburgh

Senatus Learning and Teaching Committee

14 March 2018

# Service Excellence, Student Administration & Support Update

**Executive Summary**
Dated 22nd February 2018, this paper provides a brief update of the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme, as part of a commitment to ensure that the Senate Committees are appraised of progress across each of these projects.

**How does this align with the University / Committee's strategic plans and priorities?**
The Service Excellence Programme has been identified as a strategic priority.

**Action requested**
To note (no requested action at this stage).

**How will any action agreed be implemented and communicated?**
Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures.  Future SA&S project proposals will be routed through Researcher Experience Committee, Learning & Teaching Committee, Quality Assurance Committee or Curriculum & Student Progression Committee as necessary.

**Resource / Risk / Compliance**
1. **Resource implications (including staffing)**
   N/A at this stage.

2. **Risk assessment**
   SA&S aren't identifying risks for consideration at this stage.

3. **Equality and Diversity**
   N/A at this stage.

4. **Freedom of information**
   Open

**Key words**
Service Excellence Programme / Student Administration & Support / Special Circumstances

**Originator of the paper**
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22nd February 2018

**MAR 2018: UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)**

The Student Administration & Support (SA&S) Programme's proposed programme of work (emerging from previous CSA and OBC phases) has been endorsed by the Service Excellence (SEP) Board.

The SA&S Board last met on 20th November 2017.  That meeting endorsed the work of the following projects, asking the SA&S team to return with fully developed business case and blueprint documentation:

- Special Circumstances, Coursework Extensions and Concessions
- Working & Study Away
- Student Immigration Service

Members of the SA&S team attended the 25th January CPSC meeting to highlight emerging policy recommendations, in advance of the completion of the final SA&S Board proposals.  This meeting provided thorough feedback on the Special Circumstances proposal, particularly focussing on:

- the feasibility of administering the volume of SC cases at peak periods, if located at College level.
- the necessary role of academic colleagues in decision SC making, and the complexity of the interface between SCC and BoE meetings.

Following CSPC, and a series of recent consultation and feedback sessions (including academic colleagues from all three Colleges, the Students' Association and The Advice Place), the Special Circumstances proposal is being revised to include:

- professional services validation of Special Circumstances submissions; limited to the checking of dates, documentation and assessing severity of impact.
- the expectation that academic staff will be responsible for all Special Circumstances decision making, routinely as part of the Board of Examiners meeting.

In order to provide time to complete blueprint and final business cases for Working & Study Away and Student Immigration, whilst also making sure that we allowed for sufficient time to respond to the Special Circumstances feedback, the order of SA&S Board meetings has been adjusted to:

9th March 2018
- Working & Study Away
- Student Immigration Service

10th April 2018
- Special Circumstances, Coursework Extension and Concessions
- Course Timetabling

SA&S testing of an Office 365 Examination Timetabling solution continues, with progress meetings planned for March and April 2018.

Work has begun on the scoping of the Programme and Course Information Management work, working closely with colleagues in the Student Recruitment & Admissions programme, Academic Services and Internal Audit.

The development of a Target Operating Model continues and will be considered at the 28th February SEP Board, and likely the 9th March SA&S Board.  Once approved, scoping of the final detailed design phase of the programme will begin - ready for the next series of workshops in early 2018/19.

More detail is available on the SA&S wiki:
https://www.wiki.ed.ac.uk/pages/viewpage.action?pageId=346121562

The University of Edinburgh

Senatus Learning and Teaching Committee

14 March 2018

# Progress with Committee Priorities 2017/18

## Executive Summary

The paper details Learning and Teaching Committee's progress to date against its agreed priorities for 2017/18, which were approved by Senate in June 2017.

## How does this align with the University / Committee's strategic plans and priorities?

Strategic objective, 'Leadership in Learning'; development theme, 'Digital Transformation and Data';

## Action requested

This paper is for information.

## How will any action agreed be implemented and communicated?

This paper is for information.

## Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The resource implications associated with the individual areas of activity have been considered separately.

2. **Risk assessment**
   Not included. The paper is for information.

3. **Equality and Diversity**
   Any equality and diversity implications associated with the individual areas of activity have been considered separately.

4. **Freedom of information**
   The paper is **open**.

## Originator of the paper

Philippa Ward
Academic Services, 23 February 2018

# Learning and Teaching Committee's Progress with Committee Priorities 2017/18

The table summarizes Learning and Teaching Committee's progress to date against the priorities for 2017/18 agreed by Senate in June 2017. Some of the agreed priorities cut across the four Senate Standing Committees (Learning and Teaching Committee, Curriculum and Student Progression Committee, Researcher Experience Committee and Quality Assurance Committee), while others are specific to Learning and Teaching Committee.

| Area of Activity |
| --- |
| **Oversight of Implementation of the University Learning and Teaching Strategy** |
| 1. The November 2017 meeting of LTC noted that there are many strands to the Learning and Teaching Strategy and that priorities for implementation between 2017/18 and 2018/19 have therefore been identified. Different Assistant Principals are taking responsibility for each of the priority areas. The identified priorities, and progress against them, will be reviewed by LTC in Autumn 2018. <br> 2. Work around student communications is being taken forward by the Deputy Secretary Student Experience, and LTC received a report at its January meeting on activities that are underway to help Schools respond to student feedback. <br> 3. The Learning and Teaching Strategy commits to using the curriculum to promote inclusion, equality and diversity. Initial discussions on this topic took place at the January 2018 meeting of LTC. A proposal to establish a Task Group to develop more specific proposals in this area is being brought to the March meeting of the Committee. |
| **Student Administration and Support Strand of the Service Excellence Programme** <br><br> LTC has received regular updates on the work of the Student Administration and Support Strand of the Service Excellence Programme. |
| **Implementation of the University Recruitment Strategy – Portfolio Development, Innovation and Review** <br><br> The September 2017 meeting of LTC received a substantial paper summarizing current and proposed developments around the University's undergraduate degree programmes. The importance to the University's communication of its Unique Selling Proposition of having a clear and consistent curriculum offering (whilst maintaining sufficient discipline-specific flexibility) was noted. Work in this area is being discussed further by Learning and Teaching Policy Group and with the new Principal. |
| **Engagement with Further Development of Teaching Excellence Framework** <br><br> A paper providing background information on the first year of operation of the Teaching Excellence Framework (TEF) was discussed at the September 2017 meeting of LTC. A TEF Monitoring Group has also been established by Learning and Teaching Policy Group to ensure that the University has a good understanding of the metrics the TEF is using and is therefore adequately prepared should it, at any stage, decide to review its decision not to participate in the TEF. |

**Assessment and Feedback**

1. Recognising the relationship between good course and programme design and high quality feedback, the November 2017 meeting of LTC received a paper describing the course and programme design resources currently offered by the University and proposing some new options. The Committee agreed that support for Boards of Studies conveners would be strengthened, and that ways in which the University might move to a position where, for all new programmes (and ideally courses), engagement with appropriate continuing professional development was required and built into the project planning would be considered.
2. It was agreed at the November 2017 meeting of LTC that additional governance in the area of computer-aided assessment would be beneficial.
3. The November 2017 meeting received an update on the Leading Enhancement in Assessment and Feedback (LEAF) project.
4. The future of computer-based exams was discussed at the January 2018 meeting of LTC, and the matter referred to the Assessment and Feedback Enhancement Working Group for further consideration.

**Development of a Policy to Support the University's Lecture Recording Service**

LTC has received regular updates on the roll-out of new lecture recording equipment and on the development of a Lecture Recording Policy. The Committee agreed in November to proceed with wide consultation on the draft Policy. The consultation is now closed, and the finalised Policy will be brought to the May 2018 meeting of LTC.

**Development of an Institutional Vision on Digital Education**

The January 2018 meeting received an update from the Assistant Principal Digital Education on progress with a strategic project to develop a vision for the future of digital education at Edinburgh. The Committee was impressed with the consultation methodology used and the findings of the project to date, and agreed that it would be important to ensure that the open and critical approach adopted continued as the project moved forward.

**Research-Led Learning and Teaching**

The Research-Led Learning and Teaching Task Group met in March, May and October 2017 but has not yet agreed or submitted its final report.

**University-Wide Courses**

The University-Wide Courses Task Group reported to the November 2017 meeting. The Committee welcomed the report and was particularly positive about the idea of introducing more interdisciplinary courses, particularly those with an element of co-creation. Wider consultation on the report's recommendations is now being undertaken, and findings will be presented at the University's Learning and Teaching Conference in June 2018.

**Development of an Institutional Policy on Learning Analytics**

Progress with developing an institutional Policy on Learning Analytics has been slower than expected due to uncertainty around the implementation of the General Data Protection Regulation. Interim governance arrangements were therefore introduced in September 2017, and the draft Policy is being brought to the March 2018 meeting of LTC.

**Additional Activity Undertaken in 2017/18**

The following additional activity has been undertaken by LTC in the academic year 2017/18:

1. **Reducing the pressure on students in Semester 1** – the Students' Association Vice President (Education) brought a discussion paper to the September 2017 meeting. The Committee was supportive of the paper, but agreed that it should be taken to College-level learning and teaching committees for consideration and implementation at local level.
2. **Class Representatives System** – the Students' Association Vice President (Education) proposed introducing a programme-level system under which the total number of class representatives is reduced in order to offer a higher quality and more consistent service. LTC was supportive of the proposed changes and work to take the proposals forward is now underway.
3. **University Widening Participation Strategy** – LTC considered the draft Strategy which has subsequently been signed off by the University Court. LTC will now be involved in discussions around the Strategy's implementation.
4. **Supporting personal, professional and career development** – the Director for Careers and Employability brought a paper to the September 2017 meeting. The Committee recognised that there is scope to improve the University's performance in this area, particularly in the extent to which students realise how employable they are. Work is being undertaken with individual Schools, and a Careers, Employability and Graduate Attributes Task Group of LTC has been established to consider the issues and proposed action in more detail. The Task Group will report to the May 2018 meeting of LTC.
5. **Virtual Learning Environment minimum standards** – it was agreed at the November 2017 meeting that a project will be undertaken to review the current use of the University's main virtual learning environment, Blackboard Learn, and to support the adoption of a minimum standard course presentation across the institution.
6. **Student mental health and academic policy** – Members discussed the importance of considering the potential mental health implications of any new policy introduced, and noted the complexities around the relationship between mental health and academic work. The Assessment and Feedback Enhancement Working Group has subsequently discussed the benefits and disadvantages of exams, and is referring relevant issues to Curriculum and Student Progression Committee. Relevant taught postgraduate issues are being considered by the Postgraduate Taught Assessment and Progression Task Group of Curriculum and Student Progression Committee.
7. **Undergraduate Retention** – Court has asked LTC to give this area further consideration. The Committee discussed relevant issues in January 2018 and agreed that more granular data would be produced in order to facilitate further investigation.
8. **Distance Learning at Scale** - LTC discussed issues around distance learning at scale and delivering a high quality student experience at its January meeting.

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