<u>The University of Edinburgh</u>

**Meeting of the Senate Learning and Teaching Committee
to be held at 2.00pm on Wednesday 15 March 2017
in the Cuillin Room, Charles Stewart House**

A G E N D A

1. **Welcome and Apologies**

2. **Minutes of the Meeting held on 25 January 2017**   LTC 16/17 4 A

3. **Matters Arising:**

    a. **University Learning and Teaching Strategy (item 3.1)**
    b. **Reporting Arrangements for MOOCs Advisory Group (item 3.5)**
    c. **PTES 2017: Institutional Questions and Start Date (item 16.1)**

    FOR DISCUSSION
4. **Task Group to Review the Code of Practice for Tutors and Demonstrators**   LTC 16/17 4 B

5. **Senate Committee Planning 2017/18**   LTC 16/17 4 C

6. **Feedback Quality Monitoring**   LTC 16/17 4 D

7. **Resource List Service: Service Delivery and Policy**   LTC 16/17 4 E

    FOR APPROVAL
8. **Report of Higher Education Achievement Record (HEAR) Recommendation Panel**   LTC 16/17 4 F
                                                                        To follow

    FOR INFORMATION
9. **Student Recruitment Strategy: Update on Portfolio Development, Innovation & Review**   Verbal update

10. **Arrangements for Consulting with Stakeholders on Learning, Teaching and Student Experience Matters**   LTC 16/17 4 G

11. **Report from Knowledge Strategy Committee Meeting held on 20 January 2017**   LTC 16/17 4 H

12. **Report from Learning and Teaching Policy Group**   LTC 16/17 4 I

13. **Groups Reporting to Senate Learning and Teaching Committee, March 2017**   LTC 16/17 4 J

14. **Enhancement Themes Update**   Verbal update

15. **Any Other Business**

Date of next meeting: 24 May 2017, Room 235, Chemistry, Joseph Black Building

LTC 16/17 4 A

For approval at meeting of LTC to be held on 15 March 2017

Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC) held at 2pm on Wednesday 25 January 2017 in the Board Room, Chancellor's Building, Little France

1. Attendance

Present:

Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning)
Ms Shelagh Green	Director, Careers Service (co-opted member)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy, CSE
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Dr Elaine Haycock-Stuart	Director of Learning and Teaching, School of Health in Social Science (co-opted member)
Ms Melissa Highton	Convener or Learning Technologies Advisory Group (ex officio)
Professor Peter Higgins	Representative of Social Responsibility and Sustainability
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Ms Tanya Lubicz-Nawrocka	Edinburgh University Students' Association, Academic Engagement Co-ordinator (ex officio)
Dr Antony Maciocia	Senior Lecturer, School of Mathematics, CSE (co-opted member)
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee) (ex officio)
Professor Anna Meredith	Director for Postgraduate Taught, CMVM
Professor Neil Mulholland	Dean of Postgraduate Studies (CAHSS)
Professor Graeme Reid	Dean of Learning and Teaching, CSE
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 Sian Bayne	Director of Centre for Research in Digital Education (co-opted member)
Mr Patrick Garratt	Vice President (Academic Affairs), Edinburgh University Students' Association (ex officio)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (ex officio)
Mr John Lowrey	Dean of Undergraduate Studies (CAHSS)
Ms Nichola Kett	Academic Governance Representative, Academic Services

In attendance:

Dr Catriona Bell	Senior Lecturer in Veterinary Education
Professor Helen Cameron	Director, Centre for Medical Education
Mr Gavin Douglas	Deputy Secretary Student Experience
Dr Lisa Kendall	CAHSS Head of Academic and Student Administration

| Professor Susan Rhind | Assistant Principal Assessment and Feedback |
| Ms Katie Scott | Peer Learning and Support Manager |

2. Minutes of the previous meeting

The minutes of the meeting held on 16 November 2016 were approved.

3. Matters Arising

3.1 University Learning and Teaching Strategy

Following consultation, the Learning and Teaching Strategy had been approved. A launch event was planned for 15 March 2017.

3.2 Peer Observation of Teaching Guidance

Positive feedback from Schools and Colleges had been received by the Institute for Academic Development on the guidance. The final versions of the guidance were in the process of being designed and would be published in the near future.

3.3 Student Partnership Agreement

Finalisation of the Agreement had been postponed to allow further work to be done on the 'Partnership in Practice – Our Priorities' section and to capture the priorities of the incoming Sabbatical Officers.

3.4 Teaching Excellence Framework (TEF)

Court had agreed that the University would not make a provider submission to the Teaching Excellence Framework in year two. Sector discussions concerning subject-level TEF were ongoing.

3.5 Status of MOOCs Advisory Group and Learning Technologies Advisory Group

It was reported that the MOOCs Advisory Group would report to LTC annually on strategic matters. The Learning Technologies Advisory Group would no longer report to LTC.

> **Action:**
> Secretary to discuss timing of the MOOCs Advisory Group annual report with the Director of the Learning, Teaching and Web Services Division.

For Discussion

4. Student Mental Health Strategy

Professor Helen Cameron advised the Committee that a Student Mental Health Strategy Group had been established in 2015 to consider issues around the mental health of students at Edinburgh. It had been agreed that a strategy that aimed to both promote positive mental health amongst all students and support those with mental health difficulties would be developed. The Group also recognised the importance of staff mental health, but did not have the capacity to address this within the scope of this project.

LTC was positive about the Strategy and keen for it to be implemented as soon as possible. The following issues were discussed:

- the importance of knowing that any action taken was having an effect, and therefore of relevant Key Performance Indicators (KPIs). The proposal to use the Warwick-Edinburgh Wellbeing scale to assess student wellbeing was noted. Some concerns were raised about the potential negative effects on the student population of surveying students about their mental health, particularly if the survey revealed large amounts of sub-optimal mental health, and the Committee emphasised that a survey should be handled with care. It was proposed that further consideration be given to proxy measures that might be used to assess outcomes.
- the importance of ensuring that students with mental health difficulties were directed to appropriate NHS services and that the University did not aim to act as a therapeutic institution.
- the importance of avoiding stigmatisation, and in this context, the wording of the 'Vision' section of the document: this should be revised, to make it clear that individuals with sub-optimal health can nonetheless manage to work productively and realize their potential. It was agreed that the focus of this section should be more on Edinburgh as a positive mental health-promoting institution and less on the individual.
- the achievability of the actions proposed. It was noted that further work needed to be done on resource implications, and that this would be addressed when developing an implementation plan.
- the Support for Study Policy. While disappointment was expressed that the Policy did not allow for mandatory interruptions of studies, and that only the University's student discipline processes could be used for this purpose, LTC agreed that there should be ongoing monitoring of the implementation of the Policy.
- the role of the Sports Union within the Strategy. Members were concerned that many of the University's sports halls become unavailable during examination periods and that this may be impacting negatively on students' wellbeing.
- communications around the Strategy. It was agreed that careful thought needed to be given to the way in which the Strategy was communicated to staff to ensure that they were aware that the University was also mindful of their mental health.

The Committee agreed to approve the Strategy subject to it being amended to take account of its comments.

> **Action:**
> Deputy Secretary Student Experience and Professor Cameron to amend the wording of the 'Vision' section of the document to take account of LTC's comments.

5. **Update on the Continuing Professional Development Framework for Learning and Teaching**

Members were advised that the Framework was approaching reaccreditation and that the Committee's input was therefore being sought. It was noted that there were three main pathways through the Framework. Participation numbers were increasing and feedback was very positive. Introduction of new routes through the Framework had not affected participation numbers on existing routes. The main limiting factor on increasing participation was workload for both staff who were studying for the Award and potential mentors.

Dr Catriona Bell, Senior Lecturer in Veterinary Education, presented on the Royal (Dick) School of Veterinary Studies' experience of running a subject-specific version of the Teaching Award. The Committee heard that this model had proved extremely successful. The Award had been built into the School's workload model, and mentors were working in pairs. Vet School staff had appreciated the subject-specific nature and local delivery of

the content. Participation in the Award had been made compulsory for all teaching staff recruited from January 2016 onwards.

LTC discussed the following:

- the feasibility of running subject-specific models in smaller Schools;
- the potential value of setting ambitious targets for participation in the Edinburgh Teaching Award, including making participation in the Award compulsory for all new academic staff;
- ways in which the Award might be built into workload models and mentors might be identified. It was agreed that Heads of Schools should be encouraged to consider this.
- links between the Edinburgh Teaching Award and the Clinical Educator Programme.

It was agreed that the matter would be referred to the April 2017 meeting of Academic Strategy Group (ASG) for further consideration, and that this would provide an opportunity to secure Heads of Schools' support for staff participation in the Framework.

Actions:
1) Convener, Director and Deputy Director of IAD, and Senior Lecturer in Veterinary Education to prepare to discuss CPD for Learning and Teaching at the April 2017 meeting of ASG.
2) Deputy Director IAD and Director, Centre for Medical Education to discuss links between the Edinburgh Teaching Award and the Clinical Educator Programme.

---

6. **Peer Learning and Support**

Katie Scott, Peer Learning and Support Manager, provided the Committee with an update on the work of the Department of Peer Learning and Support. It was noted that the work was running very successfully and with significantly increased participation year on year. A recent highlight had been the introduction of the PALS Leadership Development Course.

The Department was now seeking guidance from LTC on future strategic direction as it was no longer possible to meet all demand for support, for example the emerging demands for support from taught postgraduate (PGT) students.

The Committee made the following points:

- 'Under-Prepared Students', those arriving at the University with lower than average grades, were highlighted. It was recognised that the numbers of widening participation students would increase over time given growing widening participation imperatives, and that peer mentors could be of great benefit to such students.
- It was important to access data regarding student outcomes to assist with evaluation of the work.
- There was evidence of demand for peer support from postgraduate research students (PGR). It was agreed that there may be benefit in Researcher Experience Committee giving this matter further consideration, although the need was thought to be greater amongst PGT students.
- There was a possibility of PGR students acting as mentors for PGT students within Schools. The success within the Vet School of providing online peer support for PGT students was highlighted.

- There were potential benefits to taking an opt-out approach to timetabling peer support sessions for students in Schools where a Peer Learning and Support Scheme had already been established.

Action:
1) Peer Learning and Support Manager and Director of Academic Services to discuss further and agree how practical issues would be taken forward.
2) Peer Learning and Support Manager and Dean of Students, CSE to discuss increasing support for 'under-prepared students'.

---

7.   Proposal for Future Monitoring of Feedback Turnaround Times and Quality

Members were reminded that, in 2014-15, it was agreed that Schools would be required to report to LTC on feedback turnaround times. However, Schools had become increasingly dissatisfied with this arrangement on account of the staff time involved in preparing the reports. In addition, variation in the data collected from different Schools resulted in the data being of limited value centrally.

Information Services Group had reviewed the arrangements for online assessment and feedback and concluded that it would be challenging to provide an effective systems solution to the measurement of feedback turnaround times. However, the recently introduced Course Enhancement Questionnaire (CEQ) did include a question on feedback in the core question set, which may provide an alternate mechanism for monitoring feedback turnaround times: 'Feedback so far has been helpful and informative'.

The Committee considered whether or not the question would allow adequate monitoring of both the quality and timeliness of feedback. The following points were made:

- Response rates for the CEQ would need to be high if the Questionnaire was to provide meaningful data.
- There was a risk of Schools ceasing to prioritise the prescribed 15 working day turnaround time if they were no longer required to report on this.
- It was desirable to move towards a more qualitative understanding of the effectiveness of our feedback whilst not disregarding Taught Assessment Regulation 16 on turnaround times.
- 'Timely' may or may not equate to a 15 day turnaround time.

It was agreed that:

- from Semester 2 2016-17, Schools would not be required to report centrally on feedback turnaround times. (In addition, Schools would not be asked to report on data collected for Semester 1 2016-17.)
- Head of Schools would remain accountable for implementing Taught Assessment Regulation 16 and ensuring that there were systems in place to identify and address breaches.

Action:
Assistant Principal Assessment and Feedback and Director of Academic Services to send communication to Schools outlining the changes.

---

8.   Engaging with the New National Student Survey (NSS) Question Set and Core Teaching Excellence Framework (TEF) Metrics

The Director of Academic Services advised members that the new NSS Question Set included questions that covered three new areas, and that it was important that the University provided a positive student experience in these areas. In addition, the TEF introduced core metrics in relation to non-continuation and aspects of employability which it would be important for the University to perform well in, regardless of whether or not it chose to participate in the TEF.

An analysis had been carried out to ascertain what activities the University was undertaking in relation to the new NSS areas and those areas measured by the TEF. In general, the Committee was content that the University had a reasonable range of institutional activities in place that contributed to a positive student experience in the areas covered by the new questions. Since School-level activity was also required to guarantee a positive student experience, a communication would be sent to Heads of Schools to ensure that they were aware of the new question areas.

In relation to the TEF metrics, the University was performing well, although it would be important to ensure that non-continuation rates remained low, particularly in the context of increasing widening participation.

Action:
Director of Academic Services to send communication to Schools advising them of the new NSS question set and the core TEF metrics and highlighting the positive activities underway at University level.

---

9. Space Strategy Group and Learning and Teaching Strategy

The Convener of the Space Strategy Group outlined the Group's remit and noted that it aimed to better align the University's Space and Learning and Teaching Strategies. The Committee was asked to identify and advise the Group of any issues relating to the teaching estate. Further information would be gathered by asking all those involved in the allocation and delivery of teaching to complete a short survey about the teaching estate.

LTC raised the following points:

- there may be background evidence about aspirations regarding the teaching estate available from projects that were already underway
- the importance of thinking about the estate in its totality. This would include consideration of study and social space, as well as green space.
- it would be important not only to build new facilities but also to ensure that existing facilities were of a high quality.
- the importance of changing the culture to limit the 'clumping effect' whereby rooms are used less on Monday and Friday mornings.
- the importance of having good transportation between campuses in place.

10. Development of a Policy on Learning Analytics

LTC considered the initial thinking of a task group established to develop a Policy on Learning Analytics. The Committee was broadly supportive of the principles outlined in the paper, and raised the following points:

- the importance of using the data to enhance the student learning experience and not to monitor staff performance.
- the importance of being transparent about the way in which data would be used.
- the importance of the principles stating clearly that the University would never give students' data to third parties.

6

- the importance of the principles being clear about the circumstances under which the University would use the data for research purposes.
- the importance of the University using predictive analytics cautiously to avoid reinforcing negative patterns of engagement.
- the importance of ensuring that students were keen to engage with learning analytics and to self-reflect before developing the approaches that would facilitate this.

The Students' Association view was that the University should proceed with caution, ensuring that students were not asked to reflect in ways that induced anxiety.

11. Embedding Social Responsibility and Sustainability Issues into Learning and Teaching: an Optional On-Line Undergraduate Course

The Committee commended this newly introduced course which was running for the first time as a pilot with 38 students, and was proving to be a very positive experience for both staff and students. Members considered some of the issues that had been encountered whilst developing this cross-University course including funding models, curriculum flexibility, ownership and accountability. It was noted that these issues would be considered more thoroughly by LTC's 'University-Wide Courses Task Group'.

12. Lecture Recording Policy Task Group

Members were advised that a policy officer had been appointed to help with the development of the Lecture Recording Policy. In addition, a number of School Learning and Teaching Committees had been consulted about the Policy and helpful input had been received. The procurement process for the lecture recording equipment was proceeding well.

The Committee emphasised the importance of adopting a consistent approach across Schools wherever possible, and strongly favoured an 'opt-out' not an 'opt-in' approach. Notwithstanding this, the importance of ensuring that the technology did not become the driver for the pedagogical approach was recognised.

For Information and Formal Business

13. Progress with Committee Priorities 2016/17

The Committee welcomed the paper and noted that good progress was being made against the agreed priorities for 2016/17.

14. Proposed Enhancements to the Personal Tutor System

LTC endorsed the proposed enhancements.

15. Knowledge Strategy Committee Report (14 October 2016)

The report was noted.

16. Postgraduate Taught Experience Survey (PTES)

16.1 PTES 2017: Institutional Questions and Start Date

Members raised concerns about the number of Library-related questions, and sought clarity regarding the rationale for including these questions. The matter would be discussed with the Student Surveys Unit.

16.2   Terms of Reference for PTES Working Group

The terms of reference for the PTES Working Group were approved.

17.   Final Report of the University of Edinburgh Panel to Review National Student Survey (NSS) Promotion and Guidelines

It was noted that this report was for information and would be signed off by Central Management Group. The report was already informing practice in some areas.

18.   Enhancement Themes Update

It was reported that there had been an excellent response to a call for contributions for the University's Gearing Up for Transitions conference. The focus of the University's work this semester on the 'Transitions' Enhancement Theme was producing a student-facing multimedia resource on the theme of resilience (which would be renamed 'adapting'). A PhD intern, supported by the Institute for Academic Development, had been appointed to review the case studies and associated resources gathered through the current Enhancement Theme with the aim of producing a staff resource identifying important transitions and showing what good transitions look like. The Enhancement Theme would come to an end in June, and the University would contribute to a sector-wide review of Enhancement Themes through Senior Vice-Principal Charlie Jeffery.

Philippa Ward
January 2017

The University of Edinburgh

Senatus Learning and Teaching Committee

15 March 2017

Task Group to Review the Code of Practice for Tutors and Demonstrators

Executive Summary

The paper sets out the work of the Task Group appointed by REC to review the Code of Practice for Tutors and Demonstrators.

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

The Task Group's remit supports the University's mission to provide the highest-quality research-led teaching and learning and enable our graduates and staff to be exceptional individuals equipped to address global challenges. It also supports the strategic objective of leadership in learning.

Action requested

LTC is invited formally to note the work of the Task Group and to comment on the draft Policy and the specific policy areas on which views have been sought.

How will any action agreed be implemented and communicated?

Not applicable at this stage.

Resource/ Risk/Compliance

1. **Resource implications (including staffing)**
   No resource implications are identified in the paper.

2. **Risk assessment**
   No risk assessment as the Policy is only at draft stage.

3. **Equality and Diversity**
   The Task Group will consider equality and diversity implications in its discussions.

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

Originator of the paper
Theresa Sheppard
Academic Policy Officer, March 2017

Task Group to review the Code of Practice for Tutors and Demonstrators

Background

The University's 2015 Enhancement-led Institutional Review (ELIR) highlighted issues regarding the training, support and guidance of tutors and demonstrators and made the following recommendation: "The University should also make certain that postgraduate research students who teach are appropriately trained and supported for the role."

In 2015, The Postgraduate Research Experience Survey demonstrated that 54 per cent of tutors and demonstrators felt that they had been given appropriate support and guidance for their teaching (52 per cent in 2013). 48 per cent of tutors and demonstrators reported that they had received formal training for their teaching, compared to 67 per cent in the Russell Group overall.

In 2016, some postgraduate tutors in the College of Arts, Humanities and Social Science (CAHSS) submitted a petition to the Head of College which raised concerns predominantly relating to teaching and working conditions.

At its 12 April 2016 meeting, REC appointed a Task Group to undertake a programme of work to consider the training and support/development of postgraduate tutors and demonstrators and to review the University's Code of Practice on Tutoring and Demonstrating. This Group has now completed its first phase of work.

The Group has met several times over Semester 1 2016/17, reviewing the current Code, and conducting a benchmarking exercise of guidelines at other Higher Education Institutions. A revised document has been drafted on which the Group is now seeking views.

View-seeking exercise

The Group has sought to produce a new document that is supportive and accessible, which includes all necessary information that tutors and demonstrators require with regard to support and training, while acknowledging that further information that is specific to each School should be available elsewhere. The Group proposes that the new document have the status of a formal Policy, rather than a Code of Practice. This change has been made to clarify the status of the document, and to facilitate a consistent approach across Schools and Colleges.

Full details of the Group's work, together with the draft Policy can be found on the Task Group web page:
http://www.ed.ac.uk/academic-services/projects/reviewing-the-code-of-practice-for-tutoring-and-de

The draft Policy is also attached to this paper as Annex A.

A communication document has now been sent to Heads of Schools and Colleges notifying them of the draft Policy and seeking views on the following overarching issues:
1. whether the document includes all necessary information and guidance;
2. whether any key information or guidance is missing from the document;
3. if relevant, how the document will relate to any School, subject-level or course-level documents provided to tutors and demonstrators.

School and College views have also been sought on the following specific policy areas relating to the Code:
1. whether the University should limit the number of hours all full-time postgraduate tutors and demonstrators should work, and if so, what the limit should be (see Section 2.8);
2. whether Schools should provide all tutors/demonstrators with access to a mentor (see Section 6.2);
3. whether the University should specify the knowledge/skills/training/support required for postgraduate students who are acting as tutors and demonstrators at certain levels (e.g. PGT level (see section 5)).

Alongside this communication, consideration is being given to seeking views from tutors and demonstrators on the draft Policy and work is being undertaken by Academic Services, IAD and the Students' Association to set up focus groups.

LTC is invited to discuss the draft Policy and the specific policy areas on which views have been sought. Comments will be relayed to the Task Group.

Related activities
The Task Group is concentrating solely on reviewing the current Code of Practice. Other issues relating to Tutors and Demonstrators, for example regarding the use of 'Guaranteed Hours' (GH) contracts as a resourcing model for the delivery of teaching, recruitment processes for tutors and demonstrators and payment for work undertaken are being taken forward elsewhere. Development of a standard recruitment process will be led by University HR Services, consistent approaches to payment for work undertaken are being taken forward at College level. A decision on how to take forward the review of the GH resourcing model, and how this will be led, is expected following initial discussions at the February 2017 meeting of People Committee.

Timeline

The deadline for responses to the draft Policy is Friday 17 March. A final version of the policy will then be agreed by the Task Group and LTC will be asked to approve the final Policy later in the year.

Theresa Sheppard, Academic Policy Officer
March 2017

ANNEX A

DRAFT – for comment, February 2017

University of Edinburgh

Policy for the recruitment, support and development of tutors and demonstrators

Tutors and demonstrators are valued members of the teaching team at the University of Edinburgh and the experience provides them with potential career development benefits. The following framework is designed to ensure that tutors and demonstrators contributing to our on-campus and on-line courses receive appropriate support and guidance for the task and that they are well equipped to deliver excellent quality teaching. Those providing tutoring and demonstrating services include postgraduate research students, post-doctoral research fellows and staff, members of staff on Guaranteed Hours contracts and visiting tutors with specific expertise.

1. Recruitment processes

1.1 Recruitment of tutors and demonstrators must be transparent and open in line with the University's recruitment and selection policies. Schools must provide fair and equal opportunities to become tutors or demonstrators to those with the relevant knowledge and skills who may be interested, although the opportunities will vary across Schools.

1.2 Recruitment must be timely in order to allow for a formal induction to be undertaken before duties commence (see section 5).

1.3 Selection for posts should adhere to the University's [Conflict of Interest policy](#).

2. Contracts and Payment

2.1 This section is only relevant to tutors and demonstrators who have a specific contract to provide these services and is not relevant to those for whom tutoring/demonstrating is part of a wider role or those for whom tutoring/demonstrating is an expectation under the terms of their scholarship.

2.2 Tutors and demonstrators must be specifically contracted for teaching and assessment duties and paid the rate agreed within that contract. The contract must be approved by the

Head of School, or a suitably delegated member of staff,[1] before the tutor or demonstrator assumes duties.

2.3 Tutors and demonstrators will be asked to undertake work which is consistent with the grade at which they are paid. Grade descriptors will set out the work which is appropriate to each grade.

2.4 Tutors and demonstrators must be remunerated for contact hours and such time as the School judges is necessary for preparation of teaching material, marking and assessment of work, in line with the relevant work allocation. Tutors and demonstrators must also be paid for their formal induction and mandatory training associated with the contracted teaching/demonstrating (see section 5).

2.5 For tutors/demonstrators who are current students, employment is offered for a fixed period of time related to the period of the programme of study. For fuller information please see the Appendix in the following guidance: http://www.ed.ac.uk/files/atoms/files/fixed_term_contracts_-_reason_codes_golden_copy_october_2016.pdf

2.6 Employees are engaged on standard University of Edinburgh conditions of employment and should ensure they familiarise themselves with employee policies relevant to their post.

Maximum Hours' Work

2.7 For tutors and demonstrators who are registered as students at the University, teaching must not impede the successful completion of the tutors' and demonstrators' own degrees and must not contravene any conditions of their funding body. Postgraduate research students may only undertake to sign a contract for tutoring/demonstrating activities with the permission of their principal supervisor.

2.8 **[We are keen to hear views regarding whether the University should limit the number of hours all full-time students should work, as well as what the limit should be].** For students on Tier 4 visas, additional constraints on employment will apply, and some studentships will also include conditions regarding the number of hours of paid teaching or other work that students can undertake. Heads of School are responsible for keeping an overview of the number of contract hours undertaken by each individual.

3. Roles and responsibilities

3.1 Tutors and demonstrators may contribute to a range of activities including the following:
   - Seminars and workshops;
   - Tutorials;
   - Laboratory and other practical classes;
   - Field trips.

---

[1] Hereafter, 'Head of School' may refer to the Head of School or suitably delegated member of staff. Schools should identify delegated staff members and communicate these to tutors and demonstrators via the key contacts information (see Appendix).

Allocation of responsibility

3.2 It is the responsibility of the Course Organiser to allocate work at an appropriate level to tutors and demonstrators, to provide guidance on what is involved in particular duties, and to supervise all duties undertaken. The Course Organiser is responsible for ensuring that work is allocated that is manageable [and, in the case of tutors and demonstrators who are students, within the prescribed weekly time limit]

3.3 Should the Course Organiser deem it appropriate for tutors and demonstrators to undertake work that is not normally applicable to the grade at which they are currently working, but is thought to be useful for development reasons, this work must be supervised and feedback must be provided.

Pastoral support

3.4 While tutors and demonstrators can offer a convenient first point of contact for students who wish to discuss personal problems, in practice their role is to direct students to more specialised sources of pastoral support. Formal induction should include guidance about appropriate people within the School (e.g. a Personal Tutor) or University support services to which students can be referred, and about relevant local procedures.

Involvement in assessment and feedback
[The Senate Curriculum and Student Progression Committee is currently undertaking a review of the University's policy on moderation. Sections 3.5 to 3.7 may need to be revised to take account of that review].

3.5 The Head of School is responsible for appointing markers who contribute to the assessment process. Where the Head of School appoints tutors or demonstrators to undertake assessment and feedback duties, the Course Organiser has responsibility for allocating their duties and for ensuring that the type of work and the manner in which it is undertaken is accordance with the [University's Taught Assessment Regulations](#).

3.6 Where tutors and demonstrators are allocated assessment and feedback duties, the Course Organiser is responsible for supporting and overseeing their work. This will include briefing tutors and demonstrators in advance on how to conduct all relevant aspects of the assessment and feedback process.

3.7 The Course Organiser has responsibility for ensuring that appropriate moderation processes are in place and for informing tutors and demonstrators of these arrangements. Typically, Course Organisers will operate more robust moderation processes when marking is undertaken by tutors and demonstrators.

4. Access to facilities and resources

4.1 Tutors and demonstrators must be given access to all facilities and resources that the Head of School deems they require to fulfil their duties, and a summary of these must be included in the formal induction (see section 5).

5. Mandatory induction and training

5.1 Tutors and demonstrators must not commence their duties until the School has provided them with appropriate formal induction on all core aspects of their role. Recommended content of the formal induction plan is set out in the Appendix.

5.2 Mandatory training specific to the courses that the tutors and demonstrators are assigned may, in some circumstances, be delivered separately to the formal induction and may continue after tutoring/demonstrating work has been commenced. Heads of School must recommend an appropriate amount of training.

[**We are interested in views regarding whether the University should stipulate the knowledge / skills / training or support required for postgraduate students who are acting as tutors and demonstrators at certain levels, e.g. PGT level]**

6. Feedback and Review

6.1 It is the responsibility of the Head of School to ensure that tutors and demonstrators are adequately supported in their role and that their work is monitored satisfactorily.

6.2 Feedback makes a valuable contribution to tutors' and demonstrators' experience and development. It is important that tutors and demonstrators receive constructive feedback on their performance. This feedback may be received through various channels. Tutors and demonstrators will be mentored by a member of the academic staff appointed by the Head of School, who will be responsible for helping them reflect on their teaching. **[We are particularly interested in views regarding this proposed mentoring role**].

6.3 Schools are responsible for providing tutors and demonstrators with a formal annual review of their development and progress. For tutors and demonstrators working 0.2 FTE or more this will take the form of an individual meeting, which should be undertaken by the Course Organiser or suitably delegated member of staff. For tutors and demonstrators defined as low-hours employees (working less than 0.2 FTE), alternate arrangements apply, see: www.ed.ac.uk/human-resources/learning-development/annual-review/guidelines/line-managers-reviewers/low-hour-employees. If tutors/demonstrators are currently postgraduate research students, reviews of their development and progress in tutoring and demonstrating must be separate from the postgraduate research annual review process.

7. Non-mandatory training and development

7.1 It is valuable for tutors and demonstrators to be given the opportunity to develop beyond their current tasks and mentors must discuss with them the availability of any optional training which will allow this development. This training might include courses or briefing meetings organised by the Course Organiser, the School or the Institute for Academic Development (IAD). Tutors and demonstrators will not be paid for time spent undertaking non-mandatory training.

8. <u>Resolving problems</u>

8.1 If tutors and demonstrators experience any difficulties, for example, balancing teaching with their studies, they should, in the first instance, speak to the Course Organiser. If this does not resolve the problem, an appointment should be made with the key contact outlined by the Head of School (see Appendix).

Appendix

Formal Induction Plan

Each School must form an induction plan for tutors and demonstrators which should include the following:

Key contacts

- Whom tutors and demonstrators should contact in case of any queries about the course (e.g. Course Organiser), their development (their 'mentor'), their contract or pay (e.g. School office staff) (advise two different people in case of absence or conflict).
- An introduction to all key people in relevant formal roles in the School.

Contracts and pay

- How many hours tutors and demonstrators are expected to work (including detail of preparation time, marking time, teaching time).
- How much tutors and demonstrators will be paid for this work, when they will be paid, and how they will be paid.

Course and subject specific information

- Course content and processes.
- The facilities and resources that are available to tutors and demonstrators.
- Administrative tasks related to teaching (e.g. class allocation).
- Detailed marking criteria

Roles and responsibilities

- The expectation of tutors and demonstrators in terms of teaching and assessment responsibilities

- The role of tutors and demonstrators in relation to pastoral support for students, including information regarding the key staff in the School with a role in providing pastoral support, local procedures for referring students, record keeping and confidentiality issues.

Relevant policies and procedures

- This Policy document.
- Arrangements for making tutors and demonstrators aware of reasonable adjustments that they need to make for students with disabilities.
- Feedback or review arrangements that are in place and when these processes will occur, including how tutors/demonstrators may provide feedback on their experiences.
- Information about any teaching-related accessibility, equality, and diversity policies (e.g. Accessible and Inclusive learning policy).
- Any confidentiality or data rules or processes within the School.
- Relevant health and safety guidance.
- Any School handbooks or other documentation for tutors and demonstrators.
- Any relevant employment policies.

Training and development

- Mandatory training activities.
- Additional development opportunities (e.g. workshops provided by the IAD)

[Links will be provided to relevant resources including HR policies]

<u>The University of Edinburgh</u>
Learning and Teaching Committee
15 March 2017

Senate Committee Planning 2017-18

<u>Executive Summary</u>

In Spring 2016, the Committee noted that a new two-stage approach to planning the work of the Senate Committees would apply for 2017-18. In line with this new approach, in Autumn 2016 the Committee had an opportunity to identify any major developments that may require resourcing via the planning round. The Committee is now being invited to have a broader discussion of priorities for the coming session.

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

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

<u>Action requested</u>

The Committee is invited to identify any high priority projects that it would like to take forward in 2017-18.

<u>How will any action agreed be implemented and communicated?</u>

On 20 April 2017, the Senate Committees' Away Day will discuss the four Senate Committees' ideas for 2017-18. Academic Services will then submit the plans to Senate on 31 May 2017, and will then communicate them more widely using the Senate Committees' Newsletter. College representatives on the Committee are encouraged to discuss the plans with their Schools.

<u>Resource / Risk / Compliance</u>

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 2017-18 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 2017

Senate Committee Planning
2017-18

This paper invites the Committee to identify priorities for the coming session.

Background - 2016-17 plans

At its meeting on 1 June 2016, Senate endorsed the Committees' plans for 2016-17, see Paper B at:
www.ed.ac.uk/academic-services/committees/senate/agendas-papers

Approach to 2017-18 planning cycle

The 2015-16 Light-touch Governance Review of Senate and its Committees indicated that, while the Senate Committee members were broadly satisfied with the approach to planning, that Review also identified a potential disconnect between the timing of prioritisation of Senate Committee activity and the timing of the University's annual planning processes. In the light of this, the Learning and Teaching Policy Group proposed that, from 2-16-17, the Senate Committees' planning would involve two distinct stages:

- In the latter part of Semester One, the Committees would be invited to identify any major developments that may require resourcing via the planning round; and

- In Semester Two, the Committees could undertake a broader discussion of priorities for the coming session.

The Senate Committees were content with this approach. The first stage planning was undertaken during Semester One, with the Committees identifying some strategic priorities to take account of during the planning round. For example, the Committees highlighted:

- The importance of investment in the teaching estate, particularly the availability of suitable teaching spaces and facilities within them;

- The planned PhD Enlightenment Scholarships;

- The Student Administration and Support strand of the Service Excellence Programme (eg anticipated work on the PGR lifecycle); and

- Potential for additional development of the External Examiner Reporting system (although the requirements cannot be specified until the evaluation planned for Semester Two, 2016-17).

For discussion - identifying priorities for 2017-18

In line with stage two of this process, *the Committee is invite to identify* priorities for the coming session.

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 from relevant support services 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 2017-18. In planning for 2017-18, 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.

Some Senate Committee task groups / projects already underway will continue into 2017-18. These activities (set out in Annex A) are the starting point for planning for 2017-18. *The Committee is invited to identify any additional projects that may be required for 2017-18 and their rationale.*

Reference points

When considering potential projects, the Committee should give priority to those which align with the University's Learning and Teaching Strategy:

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

Academic Services is working with relevant Vice- and Assistant- Principals to develop an implementation plan for the Learning and Teaching Strategy. This will incorporate the Senate Committees' plans for 2017-18 along with other relevant activities to support the Strategy.

In their 2017 Annual Quality Reports (on 2015-16) 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 B.

Annex A – Senate Committee projects and related activities already underway which are likely to continue into 2017-18

Senate Learning and Teaching Committee

- Assessment and Feedback Enhancement Working Group

- Lecture Recording Policy Task Group

- Digital Education Task Group

- Research-Led Teaching and Learning Task Group*

- University-Wide Courses Task Group*

- Learning Analytics Policy Task Group*

* While these groups had planned to complete their work in 2016-17, they may need to continue into 2017-18.

Senate Curriculum and Student Progression Committee

- Assessment and Progression Tools project

Researcher Experience Committee

- Excellence in Doctoral Training and Career Development programme - Governance arrangements – three strands of work

- Review of Code of Practice for Supervisors and Research Students

Senate Quality Assurance Committee

- Personal Tutor Oversight Group

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

- Implementation and monitoring of streamlining of the quality assurance framework (with a particular focus on periodic review processes)

Other relevant projects

- Implementation of University Learning and Teaching Strategy

5

- Senate task group considering how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation

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

- Continued implementation activity regarding the Course Enhancement Questionnaire

- Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review. While the Recruitment Strategy implementation work is being overseen by the University's Student Recruitment Strategy Group, it is likely to raise issues of relevance to the Senate Learning and Teaching Committee, Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee.

- Engagement with further development of Teaching Excellence Framework

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

- Learning and teaching spaces – address challenges regarding the availability of high-quality teaching space and social spaces for students, and the impact of noise from redevelopment projects. (Referred to Space Strategy Group, and the Timetabling and Modelling team)

- Student systems and data issues - support for further development of Student Data Dashboard to include PG data; support for further development of EUCLID functionality for PGR students; some suggestions for optimising the use of survey data. (Referred to Director of Student Systems)

- External Examiner Reporting System – address some issues regarding the system (Referring to Director of Student Systems)

- Personal Tutor system - Opportunities remain to achieve enhancement of the Personal Tutor 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

Senatus Learning and Teaching Committee
15 March 2017

Feedback Quality Monitoring

Executive Summary

This paper provides an update on monitoring of feedback quality and Semester 1 2016/17 data from the relevant Course Evaluation Questionnaire (CEQ) data at School level.

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'.

Action requested

For discussion

How will any action agreed be implemented and communicated?

Any action will be communicated to College Deans of Learning and Teaching, Heads of School, and Directors of Teaching by the Assistant Principal (Assessment and Feedback).

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   N/A

2. **Risk assessment**
   Student satisfaction with feedback on assessment, including the timeliness of feedback, as measured by the National Student Survey, is not as high as the University would like.

3. **Equality and Diversity**
   The potential for gender bias in questionnaires such as the Course Evaluation Questionnaire is well recognised. The University has committed to analysing data arising from the CEQ for evidence of gender bias and taking appropriate action in response.

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

Key words

Feedback, Quality

Originator of the paper

Susan Rhind, Assistant Principal (Assessment and Feedback), March 2017

Feedback Quality Monitoring

Background

In January, Senatus LTC agreed:

1. That from Semester 2 2016-17, Schools would no longer be required to report turnaround times centrally. Monitoring of turnaround time would remain, but with ownership at School level. In addition, Schools would not need to report centrally regarding data that they had collected regarding turnaround times for Semester 1 2016-17.
2. That Heads of School would remain accountable for implementation of Taught Assessment Regulation 16 and ensure that systems were in place to identify breaches.
3. That Schools should closely monitor data from the CEQ feedback question and target future monitoring to those courses falling below 60% satisfaction by this metric and/or their poorest performing courses.
4. That University level review of data from the CEQ feedback question would be carried out at the earliest opportunity in Semester 2 and would inform ongoing engagement with Schools/ courses by the Assistant Principal (Assessment and Feedback).

This paper provides an update on actions against these items.

Heads of School response

Heads of School were contacted by the AP (Assessment and Feedback) in January confirming that SLTC had approved the proposal that Schools no longer need to report centrally their data on feedback turnaround times. HoS were asked to provide a brief update on what the local plans were likely to be for this. 11 responses were received. The approach was broadly similar across schools with teaching organisations/ offices feeding data out to course organisers/directors of teaching with escalation to line manager where appropriate. Examples:

- DoT receives a report every semester on the turnaround of feedback on coursework and alerted by the School Office staff if any academic colleagues are in danger of not meeting turn-around deadlines. That is rarely the case, but if it is then DoT intervenes before the deadline to ensure that all feedback is returned within target times (Divinity)
- UGTO and Graduate School offices continue to collect stats on feedback turnaround. Continue to monitor in much the same way as before and have introduced an escalation policy for highlighting instances when deadlines are not met, flagging issues up to line managers to deal with. (HCA)
- We work to a 10 day turn around deadline and continue to collect data to monitor our performance against this. We regard this as important and periodic reports are provided to line managers to inform discussions with their staff over this issue (Chemistry)

Preliminary Analysis of CEQ Data – Semester 1 Feedback Question

We are now in a position to analyse the data relating to the question '*Feedback so far has been helpful and informative*'. Based on the assumption that as feedback needs to be timely in order to be helpful, the item is likely to capture both timeliness and the construct of quality.

Data is presented at cumulative college level together with response rates and represent a total of 25,198 individual student responses.

College Data

	Question Response Rate %	% Agree
CAHSS	35	73.9
CSE	29	69.2
CMVM	35	70.2

Due to marked variation in response rates to the question at school level [16-50%, mean 32%, SD 10%], individual school level data are not shown.

Despite this variation in response rates, all schools were above the 60% cut off initially selected as the benchmark [61-85%, mean 72%, SD 6%]. However it is likely that comparisons between courses within schools through the data dashboard will provide more useful insight into the local situation. This should provide opportunities to both share best practice and highlight any problem areas.

LTC is asked for any comment and to discuss whether in view of this data, 60% satisfaction on this metric remains an appropriate target (although it may be more sensible to revisit this question once the complete dataset for academic year 16/17 is available).

University of Edinburgh Learning and Teaching Committee

Wednesday 15th March 2017

Resource list service: service delivery and policy

Description of paper
1. The paper provides some background information about the online resource list service, Resource Lists @ Edinburgh currently provided by Information Services. Details of the existing take up of the service by Schools across the University are provided in Appendix 1. The purpose of the service is to provide an online, digital resource list for modules which make use of a resource list to support learning and teaching.

Providing resource lists in a standard, accessible format makes it easier for students to access their core learning materials and will contribute towards a better learning experience.

Use of online resource lists makes it easier for academic teaching staff to manage the provision of course materials and gives the Library greater visibility of the materials required to support learning and teaching.

Action Requested
2. The Committee is asked to _review_ the description provided of the current service and _comment_ on its role in supporting learning and teaching (in particular digital learning) across the University. The Committee is invited to _consider_ the questions set out under the policy development section of the paper and _provide comment and observations._

Recommendation
3. It is _recommended_ that the Committee supports the development of clear policy to underpin use of resource lists in teaching and learning and to help improve the student learning experience.

Background
4. Libraries have traditionally struggled to gather information about recommended course readings in advance of the start of academic years or semesters. Before the development of bespoke software, the information passed to the Library was fragmented: information would be sent to the Library asking for books to be placed in reserve or short loan collections, separate emails would be sent to the E-reserve team to request digitisations and individual book recommendation forms would be completed to request purchase of course materials. Rarely would the Library receive complete reading list or course handbooks. Some academic schools were good at passing on information, others less so. The end result of this confusing arrangement

was that key reading material was not ordered by the Library and so was not available to students when they needed it for their studies.

5. The situation for students has been made more difficult in recent years owing to the lack of clarity regarding who is responsible for providing access to course reading materials. At a time when attending University has become more expensive, students are understandably reluctant to spend money on books unless absolutely necessary. Academic schools, being aware of financial pressures, are unwilling to place additional costs on their students and yet do not have the resources to purchase material from their own school/College funds. Furthermore, the Library has not been provided with additional funds to be a secure provider for all modules offered by the University. Students expect the material on their resource lists to be available (even if only a few copies of book) from the Library but this is often not the case.

6. The Library invested in an online resource list service in 2012 as we believed the functionality on offer would allow us to deliver a better learning experience for our students and resolve a number of the challenges we had faced trying to ensure consistent access to course materials. The service was launched using Talis Aspire software, the only viable software available at the time. In academic year 2016-17, the University of Edinburgh course catalogue contains approximately 5,400 modules across all three colleges. The University Library currently provides online resource lists for approximately 960 modules. Details of existing coverage by school is shown in Appendix 1.

7. The Library has identified the course collection programme as one of the core areas for new investment in its current 10 year plan. The Library management team, when considering priorities for strategic investment, believed strongly that enhancing this service would significantly contribute to increased student satisfaction with their learning experience.

8. The Library has allocated £183k per year over the next three years from the money provided to the Library: National and International Leadership strategic theme to accelerate the conversion of existing analogue reading lists to a digital format. The investment will also allow the Library to expand the associated outreach programme targeting schools which already have between 10-25% of active courses using online resource lists and where usage of the service has had a positive impact. This semester, we are supporting events and activities co-ordinated by the Colleges of Arts, Humanities and Social Sciences and Science and Engineering to explore how a more consistent approach to managing resource lists will benefit teaching and learning in their schools and to better understand how we, in partnership with schools, can meet student expectations in the provision of learning materials.

9. As part of the current resource list software procurement exercise, the project Steering Committee identified the following benefits that could be delivered to

students and staff at the University if standard resource list software and associated policy were more widely adopted:

- Increased availability of resources identified as 'Essential' or 'Recommended' on resource lists by academic staff, ensuring better service and student satisfaction as the Library has the information it needs in good time to provide access to course materials.
- Simplified access to information about reading material for students through the use of a consistent, online service which can be embedded in a variety of spaces (including in the University's learning environment LEARN and Moodle).
- Reduced duplication of effort for teaching staff. The online resource list can become the golden copy and be re-purposed for use in handbooks and in course descriptors.
- Simplified process for academics to manage the provision of course materials. Currently there are multiple processes and routes available to make reading material available to students which is highly inefficient.
- Better use of budgets ensuring that the allocation of funds is driven by need rather than a formula.
- Increased opportunities for conversations with academic schools about the use of digital content, wherever possible (both open and licensed), to provide access to reading materials.
- Better collection of data about the use of reading material to help inform and support both teachers and learners.
- Support for the University journey towards a digital first approach and the student as a digital learner.

10. The University Library has been an active member of UK wide groups supporting the implementation and development of online resource list software. Colleagues have regularly visited other institutions which have been able to achieve a good adoption rate for the use of online resource lists.

Policy

11. We have made good progress rolling out the online resource list service to schools and feedback suggests that both students and academics reap benefits and are satisfied with the service offered. However, our ability to ensure the University delivers on the potential of the resource list service is hampered by a lack of any clear associated policy. We recognise the right of the academic teacher to have freedom over how learning is delivered. Use of the resource list service is growing because University of Edinburgh academics are coming to us requesting to use resource lists in their teaching.

Our work over the last five years on resource lists does lead us to believe that the introduction of some policy guidelines associated with the provision of resource lists would:

1. Help to improve the student learning experience,
2. Help to make the purpose and function of resource lists more transparent
3. Ensure the University uses its resources, both financial and human, more efficiently.
4. Streamline and simplify processes by which academics manage the provision of course reading material.

12.   We have identified a number of policy questions which believe should be explored. The University should develop a Resource List policy which would be informed by the Committee's answers to these questions. The questions are listed below.

Compliance

Should there be a University policy which states that where an educator is using a reading list to support their teaching, the reading list should be created and managed using the online resource list service?

The existing online resource list service is being used across the University although at present, only 17% of modules in the course catalogue have an associated online resource list. Our ability to roll-out the programme has been limited by lack of staff resource, nevertheless we have seen steady growth in use of the service year on year.

A wider adoption of the online resource list service would support the University's strategic goals of creating an environment where every learner is a digital learner and every educator is a digital educator. Online reading lists are an important part of the package we offer to our growing numbers of online learners.

The use of the online resource list service brings consistency to the way we present our resource lists to our students. Students taking courses across different schools will access all their course resource lists in the same place and in the same way, reducing confusion and facilitating access to reading materials. .

The adoption of online resource lists allows Information Services to deliver access to learning materials in a more cost effective manner as the system is integrated with our existing purchasing systems. The metadata for items only needs to be created once and can they be re-used during every step of the process from the initial creation of the lists to the ordering of any material and the review of lists at the end of the year.

Course Organisers who have adopted the online resource list service have more regular contact with the Library. This has allowed us to resolve any issues around access to content (high cost, out of print) before students begin their course of study and to discuss options around greater use of digital content.

Should the online version of a resource list be treated as the golden copy of the resource list?

The current situation for students studying at the University of Edinburgh is that copies of their reading lists appear in a wide variety of places and formats. Some schools have adopted the online resource list service, some place digital (Word or PDF) copies of lists directly in to LEARN or Moodle, some provide a copy of their reading lists in their course handbooks which may or may not be available online. This provides a very confusion environment for students at the University.

Wider adoption of the online resource list service makes it possible for any educator to create one, golden copy of a list which can then be re-used and placed in a variety of environments including in course-handbooks and on LEARN or Moodle. The digital version of the reading list will be available to students at any time on a variety of devices. If an educator wishes to update or change their list, they only need to do this in one place rather having to duplicate effort across a number of locations. Changes to the golden copy will automatically drive other processes including making the Library aware of the need to purchase new content.

We are working with our colleagues from Learning, Technology and Web to support their project to develop a minimum standard for all modules on LEARN and Moodle. Our expectation is that the provision of an online resource list will be part of this minimum standard where appropriate.

Layout and labelling

Should there be agreed good practice guidelines for the structure and content of resource lists?

There is currently very little consistency across the University as to how resource/reading lists are structured and presented to our students. Many of our lists are very carefully structured to make it clear when students are expected to read materials (in Week 1, Week 2 etc.) and what content is considered 'Essential', 'Recommended 'or 'Further reading'. These lists usually contain a manageable number of items which students can realistically be expected to read in a given time.

However, some resource/reading lists present a large number of items without any clear structure or indication to our students whether it is more important to access one item over another.

If a list is not clearly structured and the priorities assigned to an item are not universally understood, it makes it very difficult for the student to manage and prioritise their reading and to know what items, if any, they're expected to purchase and which will be made available by the Library.

Lack of structure, not prioritising list items and excessive length of a list make it difficult for the Library to make decisions about how it might provide access to

content. The Library does not know whether it should purchase multiple copies and what number of copies it would be appropriate to purchase. The Library is not able to make a clear statement about what level of access it will provide to items on a list. We are not able to discuss with the University and the students what might be considered a reasonable level of provision and as a result makes it impossible to set expectations.

Should there be an expectation that content on resources lists will be made available digitally wherever possible?

The amount of digital content available for use in teaching and learning is growing rapidly every year. The University Library spends over 85% of its materials budget every year on digital content. There is still, however, a significant amount of material being published to support University level learning which publishers are only making available in print and will not license to libraries in electronic format.

Student expectation is increasingly that content needed for their learning will be available online and will be available when they need it to complete their assignments. It is impossible for the Library to meet this expectation if the material being recommended by tutors is only available in print given the number of students on many of our modules. More use of digital content where possible, resolves this fundamental problem and leads to a better learning experience.

The Library provides a number of services which can support the wider adoption of digital content. The early provision of lists to the Library by academics through the online resource list service gives us the opportunity to review the list to see if any of the print items are available in digital format. The Library provides a scanning service to create digital copies of chapters and articles where we do not already have any online version. The Library is investing in the digitisation of our own unique content creating a large, open body of content which can be used to support learning.

We can use data from the online resource list service to audit lists to see what proportion of content is available online and help with the drive towards greater use of digital content.

Supporting the move to making greater use of digital content to support learning will help advance the University's wider digital agenda as set out in the current University strategy.

Access and resourcing

Should there be an expectation that all items on a resource list are available from the Library, should the University be clearer about when it expects students to purchase content needed to support their learning?

The current position in the University is that not all items on reading lists are available from the Library. The length of some resource lists and the lack of prioritisation on some of the lists, makes it impossible for the Library to resource the purchase of every item. We therefore have a situation where students are being told by academics to read content which would support and improve their learning but which the University is not making any systematic provision to allow them to access this content.

The online reading list service provides the functionality to allow lists to be prioritised (using the 'Essential', 'Recommended' and 'Further reading' categories). We provide a service statement outlining what the choice of these categories will mean in terms of Library provision. Schools may of course decide that they wish to provide extra resources for the purchase of core content if they want to avoid students having to take on the extra expense.

We would recommend that in each list or at a School level, it should be clearly stated whether students will be expected to buy copies of core resources or whether the University will provide access to all content. If the second option is chosen, the Library will need to discuss the provision of additional resource with the University to cover this cost.

Should there be some limit on the size of University resource lists or some cap on the cost of providing the resources identified on a list?

The existing University resource lists vary in size from a couple of items to over 900 items. Resource lists support learning in different schools in different ways and we are not surprise that we see significant variation (although the vast majority of lists are between 100-200 items in length). Our view is that if a tutor has placed an item on a resource list then they believe their students' learning will benefit from having access to this item and we will need to provide access. This will come at a cost. On average, 10-15% of items on new lists on checking is not already available in the Library. On a 200 item list, if the missing items are books this could equate to approximately £1,000. A clearer statement from the University on the appropriate length of lists will help us with the allocation and control of our budgets. The Committee may have a view on the maximum number of essential or recommended items which should appear on any list.

Managing larger lists require more resource from academic and the Library. Lists may be reviewed at the end of each year to ensure the items identified are still relevant. We can review the lists to see if content may now be available online. We will need to process any changes made by the list owners.

13.   A number of HE institutions across the UK have already developed reading list policies to support the implementation of their online resource list service. Links to a selection of these policies is provided in appendix 2. Most of the issues we have highlighted above are covered by these policies.

14.   We think these are the policy areas where we think clearer guidance could allow us to deliver improvements in service. We would welcome the thoughts of the Committee as to whether there are other areas of policy relating to resource lists which should be explored and could be defined more clearly to help deliver more improvements to the service.

Equality and Diversity

15. An Equality Impact Assessment (EqIA) has already been developed for the Resource List service and is in the process of being approved.

Next steps/implications

16. After receiving comments from LTC, a fuller policy document will be provided for further consideration.

Consultation

17. The Resource List project is reviewed regularly by the University Library Committee. A new Project Board will be created once the current resource list procurement exercise is completed in the late summer 2017.

Further Information

18. Author and presenter

Jeremy Upton (Director of Library and University Collections)
Angela Laurins (Library Learning Services Manager)

January 2017

Freedom of information

19. This paper can be included in **open** business.
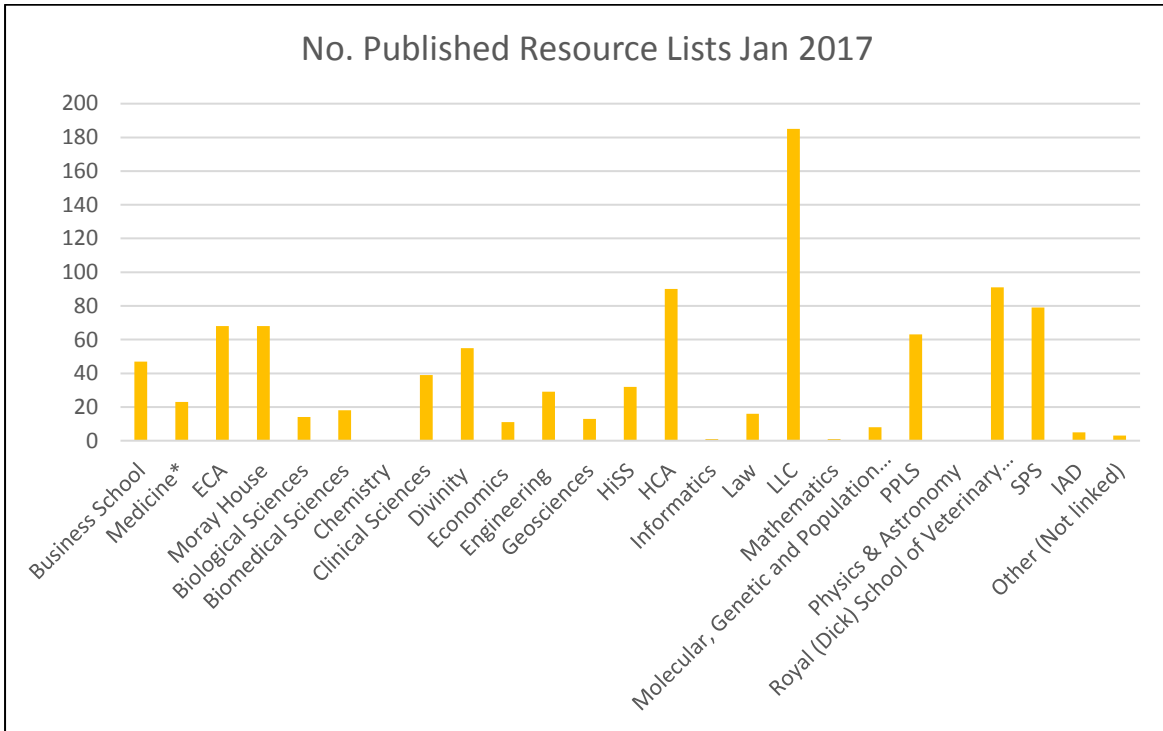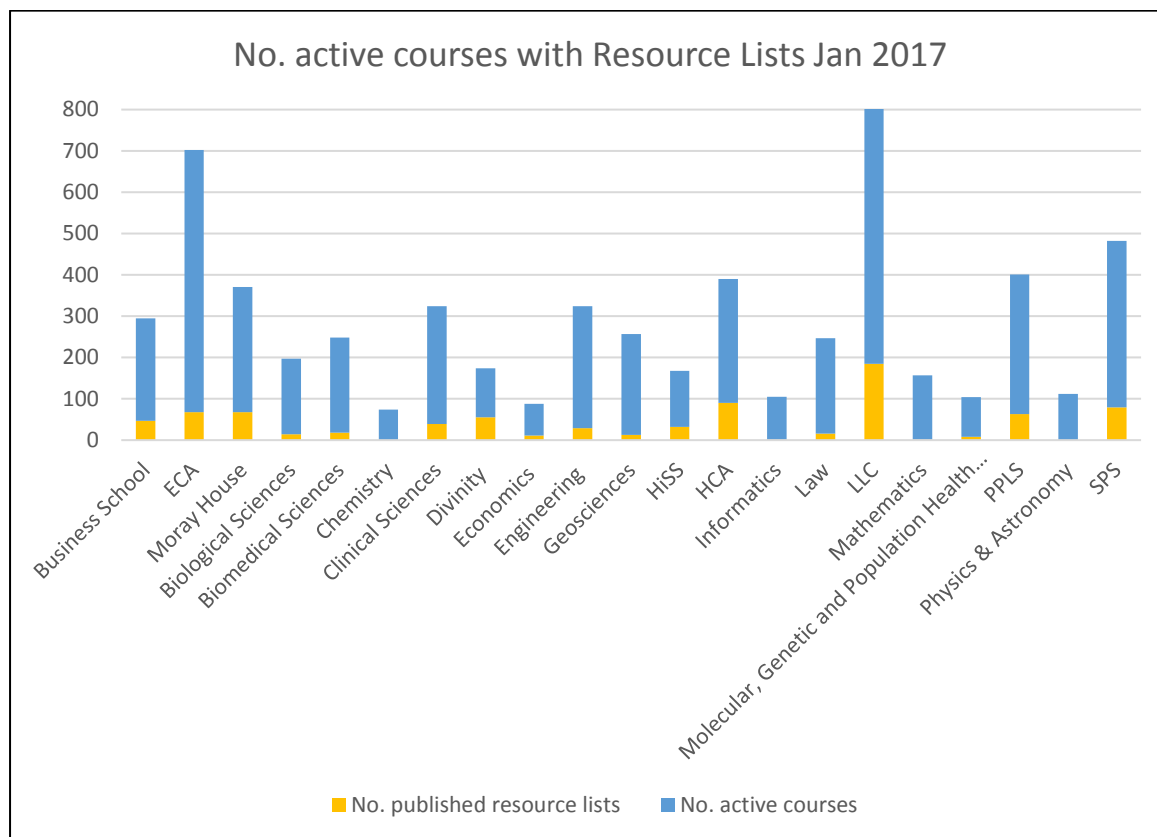
Appendix 1: Coverage by School

School	No. Lists	No. Active courses 16-17	Percentage of active courses with lists
Business School	47	248	18.95%
Medicine*	23	22	N/A
ECA	68	634	10.73%
Moray House	68	303	22.44%
Biological Sciences	14	183	7.65%
Biomedical Sciences	18	230	7.83%
Chemistry	0	74	0.00%
Clinical Sciences	39	285	13.68%
Divinity	55	119	46.22%
Economics	11	77	14.29%
Engineering	29	295	9.83%
Geosciences	13	244	5.33%
HiSS	32	136	23.53%
HCA	90	300	30.00%
Informatics	1	104	0.96%
Law	16	231	6.93%
LLC	185	718	25.77%
Mathematics	1	156	0.64%
Molecular, Genetic and Population Health Sciences	8	96	8.33%
PPLS	63	338	18.64%
Physics & Astronomy	0	112	0.00%
Royal (Dick) School of Veterinary Science**	91	98	92.86%
SPS	79	403	19.60%
IAD	5		
Other (Not linked)	3		
	959	5425	**17.68%**
Medicine & Vet medicine	No. UG/PG resource lists	No. Courses (Student systems)	Percentage of active courses with lists
Medicine * Course structure on Resource Lists doesn't reflect institutional hierarchy.		22	

Royal (Dick) School of Veterinary Science** (UG: 20, PG 62, Staff lists:6, General: 3)	82	98	83.67%

No. Published Resource Lists Jan 2017

No. active courses with Resource Lists Jan 2017

Legend: ■ No. published resource lists ■ No. active courses

Appendix 2: Reading list policy examples

Aberystwyth: https://www.aber.ac.uk/en/is/regulations/reading-list-policy/
University of Wales Trinity St David: http://www.uwtsd.ac.uk/library/services/services-for-staff/reading-list-policy/
University of Huddersfield: https://www.hud.ac.uk/library/policy/reading-list-policy/
University of York: Policy: https://www.york.ac.uk/about/departments/support-and-admin/information-services/directorate-policies/information-directorate-resource-list-policy/
Manchester Metropolitan University: http://libguides.mmu.ac.uk/c.php?g=409019&p=2786047
University of Salford: https://www.salford.ac.uk/__data/assets/pdf_file/0003/55119/readlistpol.pdf

King's College have also published a Vision for reading lists
https://www.kcl.ac.uk/library/resources/reading-List-Vision.pdf

The University of Edinburgh

Senate Learning and Teaching Committee

15 March 2017

Report of Higher Education Achievement Record (HEAR) Recommendation Panel: Proposal to Introduce a New Category of Achievement or to Expand Existing Category of Achievement 11

Executive Summary

This paper consists of:

- a proposal to introduce a new HEAR category of wider achievement, 'Edinburgh University Students' Association Prizes and Awards' or to expand existing category of achievement 11, 'Sports Prizes Awarded by EUSU', to encompass Students' Association Prizes and Awards.
- recommendations of LTC's HEAR Recommendation Panel concerning this proposal.

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

Providing the highest-quality research-led teaching and learning; enabling our graduates to be exceptional individuals equipped to address global challenges; leadership in learning.

Action requested

LTC is invited to approve the Recommendation Panel's recommendations concerning the proposal.

How will any action agreed be implemented and communicated?

If the proposed category is approved, it will be publicised via the University's HEAR website: http://www.ed.ac.uk/student-administration/order-documents/hear

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
    Student Systems' staff time to make required systems changes if category is approved.
2. **Risk assessment**
    The paper does not include a risk assessment.
3. **Equality and Diversity**
    No implications.
4. **Freedom of information**
    The paper is **open**.

Originator of the paper

Philippa Ward, Academic Services, 15 March 2017

Report of Higher Education Achievement Record (HEAR) Recommendation Panel: Proposal to Introduce a New Category of Achievement or to Expand Existing Category of Achievement 11

LTC's HEAR Recommendation Panel considered a proposal to introduce a new HEAR category of wider achievement, 'Edinburgh University Students' Association Prizes and Awards' or to expand existing category of achievement 11, 'Sports Prizes Awarded by EUSU', to encompass Students' Association Prizes and Awards.

The proposal form is attached.

LTC is asked to consider and approve the Panel's recommendation that existing category of achievement 11 be expanded to give a revised category title of **'Edinburgh University Sports Union and Students' Association Prizes and Awards'**.

The Sports Union has been consulted about the proposal and is content for the category of achievement to be expanded as suggested.

Philippa Ward
Academic Services
15 March 2017

The University of Edinburgh

Senate Learning and Teaching Committee

15 March 2017

Arrangements for consulting with stakeholders on learning, teaching and student experience matters

Executive Summary

The Learning and Teaching Policy Group has developed some key principles and standard practices that Senate and the Senate Committees could adopt when consulting with Schools, Colleges and stakeholders regarding changes strategy, policy or procedure on learning, teaching and student experience matters. Central Management Group approved these principles and standard practices at its meeting on 1 March 2017.

In general, Senate and the Senate Committees are already following the arrangements set out in this paper. Formal articulation of principles and standard practices will however lead to more consistent approaches, and will ensure that all stakeholders are clear regarding their roles and responsibilities.

Committee members are invited to note in particular that:

- Where individuals have been appointed to Committees or task groups to represent Colleges or Schools, it is important that they are able to represent the views of their constituencies and to have authority to make decisions on their behalf; and

- Committee members convening task groups should refer to these principles and standard practices when constituting task groups and designing their consultation arrangements.

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

Aligns with University Strategic Objectives of Leadership in Learning and Research.

Action requested

The Committee is invited to note the paper.

How will any action agreed be implemented and communicated?

Academic Services will communicate them to the Senate Committees. It will also communicate them to key College contacts and highlight them to key School stakeholders in Schools via the Senate Committees' Newsletter.

Resource / Risk / Compliance

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

   The operation of consultation processes has resource implications for project teams and for stakeholders engaging with the processes. It is important, when planning projects, to allocate an appropriate level of resources to consultation activities. The paper highlights the importance of making a balanced judgement regarding the appropriate approach to the appropriate level of resources to commit to consultation activities.

2. **Risk assessment**

   The arrangements for effective consultation set out in the paper will assist the University to manage a range of risks associated with stakeholder buy-in and change management.

3. **Equality and Diversity**

   Effective consultation will assist the University to understand the equality and diversity implications of particular projects.

4. **Freedom of information**

   Open

Key words
Consultation

Originator of the paper

Tom Ward
Director of Academic Services
1 March 2017

Arrangements for consulting with stakeholders on learning, teaching and student experience matters

Background and context

1.   Recent experiences, for example regarding the development of the Evasys Course Enhancement Questionnaire and the consultation on the University's new Learning and Teaching Strategy, have highlighted that mechanisms in the University for consulting with and seeking buy-in from key stakeholders on learning, teaching and student experience matters do not always work as effectively as they could. There are therefore benefits in reflecting systematically on the approaches to take to consultation in different circumstances.

Key principles

- Senate and the Senate Committees should make their decisions on the basis of a proper understanding of the views of relevant stakeholders, while recognising that, given the diversity of the University's academic community, effective consultation processes will not always lead to consensus.

- The nature of consultation activities should be proportionate to the scale of change that is being proposed and the likelihood of it proving contentious.

- Given the scale and diversity of the University, consultation arrangements will always rely predominantly on individuals with leadership or representational roles in Colleges and Schools representing the views of their constituencies and having authority to make decisions on their behalf on task groups and committees.

- All task groups on issues with direct implications for the student experience should include Student Association representatives.

- When consulting on issues which have an impact on staff, Senate Committees and task groups should recognise the University's commitment to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate.

- Once a consultation process has concluded and a decision made, it is important to provide feedback to those stakeholders who have engaged with the consultation processes.

Approaches to consultation

2.   The attached Annex sets out a table with a range of possible approaches that Senate or a Senate Committee could take to consultation on a particular issue. In general, the more significant or contentious the proposal development, the more of the elements further down the table the consultation processes would need to involve. The Annex is indicative, and a degree of judgement will be required

3

regarding the approaches to consultation required for each development. It is unlikely that any consultation process, however significant and contentious the development, would require all the approaches set out in the Annex.

Practical issues regarding the operation of consultation processes

3.   Consultation processes – and particularly those lower down the table in the Annex – can be very onerous, both for the staff leading and supporting them, and for the stakeholders engaging with them. For some issues, it is not clear how contentious the proposals may be (and therefore how deep the consultation is required to be) until after the event. This uncertainty could lead colleagues to over-engineer consultation processes in order to avoid the risk of being accused of inadequate consultation. Were this to happen, the number of different developments that the Senate Committees could take forward would be unnecessarily constrained. As such, it is important to make a balanced judgement regarding the level of consultation.

4.   The Senior College Academic Administrators, in consultation with their Deans, will take responsibility for selecting their Colleges' representatives on task groups.

Issues with a staffing dimension

5.   Given the University's increased interest in issues such as developing robust evidence on the quality of teaching, and recognising student education as a key element in our staff recruitment, promotion and annual review processes, it is likely that some of the issues that Senate and its Committees address in the coming years will involve close interaction between academic and employment policy. When determining appropriate approaches to consultation on these issues, it will be important to establish at the outset whether advice and guidance is required from People Committee and what input and sign-off is required from Central Management Group and/or other relevant Court Committees with responsibility for employment policy matters.

6.   When consulting on issues with a staffing dimension, in addition to general stakeholder consultation it is also important to recognise the University's commitment to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate before decisions are taken by the University which have an impact on staff.

7.   When developing stakeholder consultation plans, University HR Services should be consulted on the appropriate way to ensure early sharing of information and meaningful consultation, and where appropriate, negotiation take place with the recognised trade unions.

4

LTC 16/17 4 G

Annex – possible approaches for consultation on learning, teaching and student experience matters

Nature of proposed change	Example	Typical approaches to consultation	Comments
Modest change / unlikely to be contentious **More significant but unlikely to be particularly contentious**	Modest change to existing academic policy or regulation Development of a new policy that appears unlikely to require significant changes to Schools' practices, or development of policy required to address external regulatory requirements	Discussion and decision at relevant Senate Committee	Relies on representatives of stakeholders having sufficient knowledge of the views of their constituencies to be able to represent them effectively.
		Establish task group with representatives of relevant stakeholders	Allows for a broader range of relevant perspectives, including those of stakeholders who are not represented on the relevant Senate Committee.
		Consult relevant networks of staff (eg Senior Tutors network, Directors of Learning and Teaching network)	Will provide broad impression of Schools' views on the issue, but will not highlight the extent of variation of views between different and may not take account of the views of some Schools (eg since not all colleagues attend network meetings).
		Invite Colleges, Student Association and other stakeholders (eg support services) to consult with their constituencies and provide written submissions	Provides the relevant Senate Committee or task group more robust evidence regarding stakeholders' views. However, College-level submissions may not always allow them to understand fully the variation of views between different Schools.
		Invite relevant office-holders in Schools to consult with their constituencies and to provide	Provides the relevant Senate Committee or task group with an understanding of the views of individual Schools, and provides assurance

		their own written School submissions	that all Schools are aware of and have discussed the proposed change. The relevant office-holders in the Schools would typically be academic leaders such as Director of Quality or Director of Learning and Teaching, but may in some circumstances be Directors of Professional Services.
Relatively significant with the potential to be contentious	Development of a new policy that is likely to require extensive changes to many Schools' practices, or which may raise significant issues of principle.	Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Colleges' relevant Committees, and relevant Student Association meetings, to present and seek views on the issue	Provides valuable opportunity to raise awareness, gauge views, and dispel any myths about the proposed development.
		Invite Heads of Colleges and Heads of Schools to consult with their constituencies and to provide their own written submissions	Heads of Colleges and Schools will provide particularly valuable perspectives on proposed developments that are particularly contentious or that raise significant issues regarding management and resources.
		Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Schools' relevant Committees to present and seek views on the issue	Provides valuable opportunity to reach large number of staff to raise awareness of and dispel any myths about the proposed development, and to gauge views.
		Focus groups of staff and / or students	Allows the Committee / task group to hear directly from staff and students who are not in

			management or representational roles, eg particular categories of staff or students with a particularly relevant perspective on the issue (eg disabled students when developing policy regarding accessibility).
Very major institutional change	Proposals for significant changes to the University's academic year, or curriculum structures	Sample-based surveys of samples of relevant categories of staff and / or students	Similar benefits to focus groups, but with the potential to produce more robust evidence.
		Create project webpages with information about the proposals and how stakeholders can express their views on them	Makes the consultation process more transparent. Likely to be more relevant where the proposals are of potential interest to a large number of stakeholders and involve complex documentation.
		Open meetings for staff and / or students	Provides a high profile opportunity for all staff and / or students to express their views on the issue, giving a high degree of transparency to the consultation process. Typical approaches would be to hold one meeting per College.
		Surveys of all staff and students	Very transparent approach that will allow all staff and students to express their views.

<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

15 March 2017

Report from Knowledge Strategy Committee Meeting held on 20 January 2017

<u>Executive Summary</u>

This paper is a report of the Knowledge Strategy Committee (KSC) meeting held on 20 January 2017.

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

Leadership in Learning; Digital Transformation and Data.

<u>Action requested</u>

For information.

<u>How will any action agreed be implemented and communicated?</u>

n/a

<u>Resource / Risk / Compliance</u>

1. **Resource implications (including staffing)**
   n/a

2. **Risk assessment**
   n/a

3. **Equality and Diversity**
   n/a

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

<u>Originator of the paper</u>

Dr Lewis Allan, Head of Court Services

KNOWLEDGE STRATEGY COMMITTEE REPORT

Meeting held on 20 January 2017

1   **Information Services Strategic Programmes**
- **Learning, Teaching and Student Experience**

An update on delivering the projects associated with the 'Learning, Teaching and Student Experience' strategic funding and initial spend for the first year's programme was presented. The significant scale of the proposed lecture recording roll-out programme over the next three years; the Virtual Learning Environment consolidation programme and recurrent costs for improvement and maintenance of high quality Audio Visual digital teaching spaces was noted. Members commented on wider opportunities for innovation enabled by the new technology, keeping staff and students informed of progress with the lecture capture roll-out, advantages gained from the University's presence on all three major Massive Open Online Courses (MOOC) platforms and funding for upgrades and maintenance of digital teaching spaces. The proposed approach was endorsed.

- **Library: National and International Leadership**

Proposals for projects utilising the £0.8M funding stream for the 'Library, National and International Leadership' and £0.5M capital funds were reviewed. It was noted that proposals are grouped under three sub-themes: Library Space (Main Library Occupancy Review; Moray House Library); Digitisation (digital preservation; content); and, Engagement (Centre for Research Collections; fundraising; St Cecilia's Hall; open access publishing; course collections). The initial proposal to invest £0.267M of the £0.5M capital fund was endorsed, with proposals for the remaining sum to be submitted to a future meeting.

2   **Core Systems Strategy**

An initial information brief to raise awareness of the evolving University Core Systems Strategy including a high level suggested governance path and decision timeline was reviewed. The following points were raised in discussion:
- The intention to establish centralised core business systems replacing a multitude of different systems currently in place;
- Using peer reviews and site visits to universities with a variety of new core systems in place to help inform the best approach for Edinburgh;
- The role of Knowledge Strategy Committee in scrutinising the alignment of the project with the University's Strategic Plan;
- Including likely costs within the next iteration of the current capital envelope forecast – should there be costs that can be capitalised;
- Linkages with other planned projects and prioritisation of these;
- Considering at an early stage whether staff retraining and redeployment will be required once the new core systems are in place.

3   **Learning Analytics Update**

A progress update from the task group established to develop a Learning Analytics Policy was received. Members welcomed the consultation exercise, the intention to develop a

Principles document and a separate Policy and the measured approach taken given the emerging field of learning analytics.

The University of Edinburgh

Senate Learning and Teaching Committee

15 March 2017

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 19 January 2017 and 1 March 2017 meetings.

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

Report from Learning and Teaching Policy Group (LTPG)

The main points from the 19 January and 1 March 2017 meetings are set out below. Some of the issues discussed at LTPG are addressed in more detail elsewhere on LTC's agenda.

Main points

- Engagement with staff in Schools – during Semester One the Assistant Principals and College Deans undertook a round of open meetings with staff in all Schools to discuss what barriers they are experiencing regarding learning and teaching, and the Group discussed the issues emerging from these discussions and the actions that the University is taking to address them.

- Oversight of programme of Senate Committee business – the Group reviewed the range of different task groups across the four Senate committees and confirmed that the Committees and Assistant Principals should if possible avoid instigating any new groups this session.

- Oversight of University events – discussed the programme of activities for the 20 April Senate Committees' Away Day, and the proposed topics for the next few meetings of the Directors of Teaching Network

- Arrangements for consultation with stakeholders regarding learning and teaching issues – the Group developed proposals for consultation arrangements, which were subsequently approved by Central Management Group (see agenda item 9).

- Development of an implementation plan for the Learning and Teaching Strategy – the group discussed how to approach an implementation plan for the new Strategy. In due course, a draft plan will be presented to the Senate Learning and Teaching Committee.

- Equality and diversity in the curriculum – supported the University's participation in a pilot Higher Education Academy project regarding Embedding Equality and Diversity in the Curriculum (EEDC) Standards

- Lecture recording policy, learning analytics policy, and course enhancement questionnaire – considered general themes (eg regarding the use of data) emerging from these different strands of work.

- Received a presentation from Dr Cathy Bovill (Senior Lecturer Student Engagement, Institute for Academic Development) on 'Considering a strategic approach to student engagement"

- Peer learning and support – Noted the paper that LTC had discussed in January 2017, and considered the types of evidence that might be required in order to inform discussions regarding the strategic direction of peer learning and support.

LTC 16/17 4 J

The University of Edinburgh

Senate Learning and Teaching Committee

15 March 2017

Groups Reporting to Senate Learning and Teaching Committee, March 2017

Executive Summary

This paper provides a summary of the groups that currently formally report to Senate Learning and Teaching Committee

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

n/a

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

2. **Risk assessment**
   n/a

3. **Equality and Diversity**
   n/a

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

Originator of the paper

Philippa Ward
Academic Services
March 2017

Groups Reporting to Senate Learning and Teaching Committee, March 2017

Time-Limited Task and Working Groups of LTC

- Digital Education Task Group – *expected to complete its work by September 2018*
- Learning Analytics Policy Task Group - *reporting by end of 2016/17*
- Lecture Recording Task Group – *expected to complete its work by October 2018*
- Postgraduate Taught Experience Survey (PTES) Working Group - *reporting by end of 2016/17*
- Research-Led Teaching and Learning Task Group – *reporting by end of 2016/17*
- University-Wide Courses Task Group - *reporting by end of 2016/17*

Standing Groups Formally Reporting to LTC

- Assessment and Feedback Enhancement Working Group
- Employability Strategy Group (ESG) – *as required*
- Higher Education Achievement Record (HEAR) Recommendation Panel – *as required*
- MOOCs Advisory Group – *aiming to report annually in January*
- Student Mental Health Implementation Group – *details of reporting to be agreed*
- Student Disability Committee – *formally reported to Quality Assurance Committee (QAC), but will now report to LTC. Details of reporting to be agreed.*

(Space Strategy Group also seeks LTC's input as required)