<u>The University of Edinburgh</u>
Senatus Learning and Teaching Committee

Meeting to be held on Wednesday 16 November 2016 at 2.00pm in the Board Room, Evolution House

AGENDA

1.   **Welcome and Apologies**

2.   **Minutes of the meeting held on 28 September 2016**   LTC 16/17 2 A

3.	Matters Arising

Matters arising from the meeting held on 28 September 2016 (and not elsewhere on the agenda):

3.1   Peer Observation of Teaching   Verbal Update

4.	Convener's Communications

5.	For Discussion

5.1   Taught Postgraduate Experience/PTES Results   LTC 16/17 2 B

          CLOSED

5.2   University Learning and Teaching Strategy   LTC 16/17 2 C

5.3   Draft Student Partnership Agreement   LTC 16/17 2 D

5.4   Final Report of Edinburgh University Students' Association Teaching Awards Analysis Project   LTC 16/17 2 E

5.5   Further Information on Festival of Creative Learning Proposals   LTC 16/17 2 F

5.6   Senate Committee Planning 2017 -18   LTC 16/17 2 G

5.7   National Student Survey – Revised Question Set   LTC 16/17 2 H

5.8   Student Surveys Review – Recommendations for Simplification   Verbal Update

6.	For Approval

6.1   Formation of Assessment and Feedback Enhancement Working Group   LTC 16/17 2 I

6.2   Proposed Membership and Remit for Lecture Recording Task Group   LTC 16/17 2 J

6.3   Formation of groups to support Innovation, Research-Led Teaching and University-Wide Courses   LTC16/17 2 K

7.	For Noting / Information

7.1   Update on Teaching Excellence Framework (TEF)   LTC 16/17 2 L

7.2   Communications Strategy for Learning and Teaching   LTC 16/17 2 M

Date of next meeting: 2.00pm on Wednesday 25 January 2017, Board Room, Chancellor's Building

7.3	Digital Education Governance Summary	LTC 16/17 2 N
7.4	Enhancement Themes – Update	Verbal update
7.5	Learning Analytics Policy Task Group – Remit, Membership, Approach and Timelines	LTC 16/17 2 O (Approved by correspondence October 2016)

8.	**Any Other Business**

For approval at meeting of LTC to be held on 16 November 2016

Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC) held at 2pm on Wednesday 21 September 2016 in the Board Room, Chancellor's Building, Little France

1. Attendance

Present:

Professor Sian Bayne	Director of Centre for Research in Digital Education (co-opted member)
Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning)
Mr Patrick Garratt	Vice President (Academic Affairs), Edinburgh University Students' Association (ex officio)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (ex officio)
Ms Shelagh Green	Director, Careers Service (co-opted member)
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)
Professor Peter Higgins	Representative of Social Responsibility and Sustainability
Ms Melissa Highton	Convener or Learning Technologies Advisory Group (ex officio)
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Mr John Lowrey	Dean of Undergraduate Studies (CAHSS)
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 Graeme Reid	Dean of Learning and Teaching, CSE
Professor Neil Turner	Director of Undergraduate Teaching and Learning, CMVM
Mrs Philippa Ward (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (ex officio)

Apologies:

Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy, CSE
Ms Nichola Kett	Academic Governance Representative, Academic Services
Professor Anna Meredith	Director for Postgraduate Taught, CMVM

In Attendance

Dr Hazel Christie	Institute for Academic Development
Ms Roshni Hume	Academic Services
Mr Gavin Douglas	Deputy Secretary – Student Experience
Mr Barry Neilson	Director of Student Systems

The Convener welcomed members to the first meeting of the academic session, and particularly those who were new to the membership.

2. Minutes of the previous meeting

The minutes of the meeting held on 25 May 2016 were approved.

3. Matters Arising

3.1 Support for Disabled Students (item 5.1)

It was reported that a memo had been sent to Schools in June asking them to ensure that all staff were aware of and were implementing fully the Accessible and Inclusive Learning Policy. 19 Schools had confirmed that this had been done.

4.   Convener's Communications

4.1   Teaching Excellence Framework (TEF) – Update

The Convener advised members that he was convening a Universities Scotland working group which was considering the way in which Scottish institutions might engage with the TEF. It was recognised that the Scottish quality enhancement framework and higher education system were equivalent to but different from those applying in England, and that this distinctiveness needed to be taken into account. Discussions were continuing about the way in which a subject-level TEF might be implemented.

5.   For Discussion

5.1   Strategic Issues Regarding Academic Policy Development, Implementation and Supporting Business Processes

The Director of Student Systems advised the Committee that the Student Administration and Support Strand of the Service Excellence Programme had been undertaken by the University to review key administrative processes supporting the student journey. A methodology using two primary phases had been adopted:

- Phase 1 – a Current State Assessment (CSA)
- Phase 2 – an Options Identification Phase

The CSA primarily involved mapping activity, and had resulted in the following key findings in relation to the implementation of policy and guidance:

- Policies and guidance are implemented flexibly at School-level resulting in multiple approaches.
- There is a disjoint between historic University structures and new governance requirements, creating a complicated decision-making environment and therefore inefficiency;
- There is a lack of clarity about the delineation of roles and responsibilities between academic and administrative staff, and variation in practice in this respect across Schools.

The Director of Academic Services reported that a second exercise had been undertaken to explore whether there might be potential to simplify the University's learning, teaching and assessment-related policies and practices. Light-touch benchmarking against four comparator institutions and some internal mapping had been carried out. The benchmarking had shown the University's approach to academic policy and regulation to be broadly equivalent to that of comparator institutions. Internal mapping had mirrored the findings of the Service Excellence Programme, namely that there is duplication at many levels, and that this can have a negative impact on the student experience.

LTC recognised that change was necessary and expressed the view that there was appetite for this at both College and School-level. It was suggested that the University could work towards having fewer policies that were implemented consistently across all Schools. Exceptions could be permitted for individual Schools where clear pedagogical or other reasons existed, but these should be written into the policy from the outset. Members agreed that the way in which consultation with Schools regarding policy development was conducted was important, and that clear feedback on the outcomes of consultation needed to be provided.

Actions:
- Director of Student Systems to feed LTC's comments into the Service Excellence Programme.
- Secretary to add further discussion on this topic to a future LTC agenda.

5.2   Student Survey Review – Draft Recommendations

Members were reminded that in March 2016, LTC had approved a proposal to review the existing suite of student surveys. The paper provided a high-level summary of the draft recommendations coming out of this review.

LTC agreed that the recommendations were not sufficiently far-reaching. Members expressed doubt about retaining the Edinburgh Student Experience Survey and the International Student Barometer, and were keen to introduce better ways of collecting feedback at programme-level. There was strong support for finding alternative means of gathering feedback.

Actions: Student Survey Unit to consider:
- ways in which further simplification might be achieved in relation to the University's suite of student surveys;
- ways in which more feedback might be gathered at programme-level;
- and alternative means of gathering feedback from students.

5.3   Online Assessment and Feedback Report

Members considered the findings of an analysis of the issues around moving to online assessment and feedback. The following issues were discussed:

- the technology used - multiple different systems were in use, resulting in it being difficult to act in a consistent way across the University. Concerns were raised about the use of Turnitin as an online assessment and feedback tool.
- the resistance of some staff to moving to online assessment and feedback.
- in some subject areas, online assessment and feedback was not considered the best way to support the pedagogy.
- the difficulties associated with measuring turnaround times, and the need for greater definition about what a 15-day turnaround time means.
- The success, to date, of moving to fully online assessment and feedback within the College of Arts, Humanities and Social Sciences. Outcomes within this College would continue to be monitored by LTC.

Action: LTC to continue monitoring the outcomes of introducing fully online assessment and feedback within CAHSS.

5.4   Feedback on Assessment: Turnaround Times (Semester 2, 2015/16)

The paper reported on Schools' turnaround times for providing feedback on assessment in Semester 2, 2015/16. LTC noted that:

- due to limitations of the data, which was being collected in multiple ways, it was not possible to make robust comparisons between Schools.
- there was no clear correlation between turnaround times and student satisfaction score in the National Student Survey.

- Schools were becoming increasingly resistant to collecting the data on account of the amount of time and staff resource involved.

LTC agreed that:

- despite the difficulties associated with the task, Schools would continue to be asked to collect the data on turnaround times.
- Taught Assessment Regulation 15 on feedback deadlines would be modified to give Schools clear guidance on how it applies to moderation and the return of marks.
- further work would be done to establish methods of looking at assessment across programmes to ensure that these are spaced in the most beneficial way for students.
- work would be done to see if the data on turnaround times could be collected by alternative, less time-consuming means. The possibility of including a turnaround times question in the Evasys questionnaire was considered.

Actions:
- Academic Services to continue collecting data on feedback turnaround times.
- CSPC to be asked to review TAR 15, and specifically to include guidance on how it applies to moderation and the return of marks.
- Assistant Principal Assessment and Feedback to accelerate work relating to the consideration of assessment across programmes.
- Director of Student Systems to consider whether it might be possible to collect information on feedback turnaround times via Evasys.

5.5 National Student Survey 2016: Results and Responses

Members noted that the results of NSS 2016 were disappointing. Some students had reported extremely poor experiences during their time at University, particularly in relation to the quality of feedback received, the support provided by Personal Tutors, some aspects of teaching organisation, and the perception that research is prioritised over teaching. LTC agreed that the University should have a zero tolerance approach to these things.

Much had been done over the previous year to try to address some of these issues including making changes to annual review and reward and recognition processes. However, the extent to which these changes were being implemented was unclear due to the devolved nature of the institution. LTC agreed that Schools needed to be held accountable for implementing these changes. Heads of Schools needed to be supported in delivering the cultural, strategic and operational changes needed to ensure a consistent, high-quality student learning and teaching experience. Heads of Schools also needed to be supported in addressing staff under-performance as a matter of priority.

The Committee endorsed the urgent actions outlined in the paper namely:

- Engagement – introducing measures to bring about greater day-to-day engagement between staff and students.
- Communications – introducing a more sustained and creative approach to communicating with students to ensure that excellence is celebrated and the University's commitment to teaching is obvious.
- Feedback and response – ensuring that all Honours-level students experience two feedback and response events in advance of the NSS survey.
- Lecture capture – accelerating the introduction of a reliable and comprehensive lecture capture system.

Members also discussed:

- including within the communications campaign the idea that teaching and research go hand-in-hand.
- recognition and reward for excellent course organisers and teaching administrators.
- the potential benefit of developing a statement of what it means to be a University of Edinburgh employee, highlighting the importance of both research and teaching.
- ways in which a more personal experience might be developed for final year students.
- the perception generated by having a large number of tutorials taught by postgraduate tutors.
- the importance of ensuring that all postgraduate tutors receive adequate guidance. (It was noted that Researcher Experience Committee was initiating a review of the Code of Practice on Tutoring and Demonstrating and that LTC would have an opportunity to comment in due course.)
- the need for the University to reflect continually to ensure that teaching is an unambiguous priority at all levels of the institution.

5.6   Lecture Recording

Members noted the business case which had been approved by correspondence and would now be taken to the University Court. Paper G2 outlined the various policy strands that would need to be considered in order to implement lecture recording at the University. LTC approved the proposal that a sub-group of the Committee be established to oversee the development of lecture recording policy. Members agreed that:

- there should be a wide and open consultation process on the content of the policy.
- the policy should include guidance on the action to be taken if a student who has contributed to a lecture has concerns about the content being made public.
- the policy should include clear guidance on the action to be taken if sensitive information is being discussed.
- careful thought should be given to the branding of the system.
- it was also important to think 'beyond the lecture', recognising that there are many other forms of teaching.

Action: Assistant Principal Online Learning to establish a sub-group of LTC to oversee the development of lecture recording policy.

5.7   Final Report of Task Group to Review the Academic Year Structure

The Committee noted the paper which had been approved by correspondence over the summer, and considered the recommendations on page 10 of the report. It was noted that LTC had previously agreed flexible use of the week between Teaching Blocks 3 and 4 in both 2016/17 and 2017/18.

5.8   Proposed / Indicative School Plans for Use of the Week Between Teaching Blocks 3 and 4 in 2016/17

The paper contained a brief overview of proposed School plans as at September 2016 for the use of the week between Teaching Blocks 3 and 4 in 2016/17. Only one proposal for the Festival of Creative Learning was listed. However, it was thought that Festival proposals were more likely to be driven by individuals and therefore that, by consulting Schools about their plans, they had not been captured. The Secretary would aim to gather additional information on Festival of Creative Learning proposals.

Actions:
- Secretary to gather additional information on Festival of Creative Learning proposals.
- LTC to review the success of the week in 2016/17 at its May 2017 meeting.

5.9   Building a Vision for Digital Education

The paper sought approval to establish a working group to consider how the future of digital education should be designed at the University of Edinburgh. Members welcomed the participatory, design-led approach outlined. Given that a two-year timescale was proposed, the Committee suggested that additional milestones be identified. The importance of tying the vision for digital education to the broader vision for the curriculum was discussed.

LTC approved the establishment of the working group and the closure of the existing Distance Education Task Group. A diagram of relevant committee architecture would be brought to the November meeting of LTC for information.

Actions: Assistant Principal Digital Education to:
- establish a working group to consider how the future of digital education might be designed;
- close the existing Distance Education Task Group;
- and produce a diagram of relevant committee architecture for digital education and related policy for the November meeting of LTC.

5.10   Draft Learning and Teaching Strategy

The Convener advised members that the aim was to produce a two-page strategy to drive learning and teaching activities across the University. It was proposed that this strategy should supersede existing College-level strategies.

LTC endorsed the draft strategy, but proposed that:

- it should be more clearly student-centred.
- a commitment to co-creation of learning and teaching should be expressed.
- it should be more explicit about research-led teaching.
- the strategy should discuss 'developing and enhancing' rather than 'reviewing and enhancing' the curriculum.
- further thought be given to the postgraduate taught-related information within the strategy.

Colleges and Support Groups would consult their constituencies with a view to finalising the strategy at the November meeting of LTC.

Action: Colleges and Support Groups to consult their constituencies about the draft strategy.

6.   For Approval

6.1   Guidance to Support the Use of Peer Observation of Teaching

LTC considered the revised guidance produced by the Institute for Academic Development on Peer Observation of Teaching. Members endorsed both the approach to peer observation set out in the guidance and the content, subject to minor amendments to the text. It was agreed that the revised guidance should replace the existing, Academic Services' guidance.

The guidance would now be taken to College Learning and Teaching Committees for consultation, and specifically, to gain a view on whether peer observation of teaching should be mandatory and how often it should take place.

Actions:

- Institute for Academic Development to take revised guidance to College Learning and Teaching Committees for consultation.
- Academic Services to replace existing guidance on peer observation of teaching with the new guidance when finalised.

6.2   Proposal to Develop a Student Partnership Agreement

The paper was presented by the Students' Association Vice-President Academic Affairs who advised the Committee that the introduction of a similar agreement at the University of Dundee had proved extremely successful. LTC approved the proposal to develop a Student Partnership Agreement for Edinburgh, and were content with the membership of the working group that would be drawing up the agreement. It was hoped that it might be possible to launch the agreement at the February 2017 meeting of Senate.

Action: Students' Association Vice-President Academic Affairs and Assistant Principal Academic Standards and Quality Assurance to begin drafting the agreement.

7.   For Noting / Information

7.1   Report from Learning and Teaching Policy Group (LTPG)

The report was noted.

7.2   Edinburgh University Students' Association Priorities 2016/17

LTC expressed support for the priorities outlined in the paper, and particularly welcomed the focus on student mental health.

7.3   Academic and Pastoral Support Policy Update

The update was noted.

7.4   Leading Enhancement in Assessment and Feedback Update

The report was noted.

7.5   EU Referendum Result – Strategic Implications for Learning and Teaching

The paper was noted.

7.6   Report from Knowledge Strategy Committee

The report was noted.

7.7   Enhancement Themes Update

The update was noted.

8   Any Other Business

8.1 Estate Developments

Members recognised that it was essential for estates developments to be driven by learning and teaching strategy. The Convener would consider how the business of Learning and Teaching Committee might best articulate with that of Space Strategy Group.

Action: Convener to consider how LTC and Space Strategy Group business might articulate.

LTC 16/17 2 C

The University of Edinburgh

Senate Learning and Teaching Committee

16 November 2016

Draft Learning and Teaching Strategy

Executive Summary

This paper summarises the outcomes of a consultation into a revised Learning and Teaching Strategy, and invites the Committee to approve the Strategy and the arrangements for implementing it within planning processes. The Strategy is designed to be succinct and high-level, while being sufficiently clear that Schools, Colleges and support groups can evaluate their contributions to it.

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

This paper is designed to assist the University to support the delivery of an outstanding student experience.

Action requested

The Committee is invited to:

- Note the outcomes of the consultation process;
- Discuss proposed revisions to the Strategy which address feedback from the consultation process;
- Approve a final version of the Strategy;
- Approve the arrangements for implementing it within planning processes; and
- Approve an implementation and communication plan.

How will any action agreed be implemented and communicated?
The paper sets out a proposed approach to implementing and communicating the Strategy, once approved.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
Since the draft Strategy sets out the University's aims for learning and teaching rather than a specific programme of action, it does not have any specific resource implications at this stage. The Strategy will however guide the University's use of resources.

2. **Risk assessment**
The draft Strategy will assist the University to manage risks associated with learning and teaching (for example, the risk of disappointing levels of student satisfaction), by providing the University with a clear and coherent framework for its learning and teaching activities.

3. **Equality and Diversity**
Approval of the Strategy will be subject to Academic Services undertaking an Equality Impact Assessment.

4. Freedom of information

Open

Key words

Learning and Teaching, Strategy

Originator of the paper

Tom Ward
Director of Academic Services
7 November 2016

Draft Learning and Teaching Strategy

Background

At its meeting on 21 September 2016, the Committee discussed a paper setting out a draft Learning and Teaching Strategy and a proposed approach for implementing it within the annual planning cycle. The Committee endorsed the document subject to some amendments and agreed that Colleges and Support Groups should consult their constituencies on it.

Consultation responses

Academic Services issued a consultation with Colleges (inviting them to consult with their Schools), Support Groups and the Students' Association at the end of September, with a deadline of 1 November 2016 for comments.

The following commented on the document:

- Edinburgh University Students' Association
- College of Arts, Humanities and Social Science (CAHSS) Undergraduate Learning and Teaching Committee
- CAHSS Postgraduate Committee
- College of Science and Engineering Learning and Teaching Committee
- College of Medicine and Veterinary Medicine (CMVM) Undergraduate Learning and Teaching Committee
- CMVM Postgraduate Learning and Teaching Committee
- Director of Education, Usher Institute of Population Health Sciences and Informatics, Edinburgh Medical School
- Corporate Services Group
- University Secretaries Group's Management Group
- School of Social and Political Science

One respondent expressed concern regarding the relatively short period for the consultation, although it appears that the respondent only became aware of the consultation soon before the deadline.

Revised University Learning and Teaching Strategy

Annex A sets out a revised Strategy that takes account of points raised in consultation responses (see below), and aligns more explicitly with the University's new Strategic Plan. All changes are highlighted in the document.

Annex B sets out the proposed approach to implementing the revised Strategy. No material changes have been made to this document following consultation, beyond making it explicit that Colleges would no longer have separate Learning and Teaching Strategies.

Main points raised during the consultation

Format, length and intent

3

- While most respondents appeared broadly content with the format of the draft Strategy, some suggested that the document should be more succinct, whereas others suggested that it should be more detailed (eg including timelines and targets). Given that the Committee has previously endorsed the idea of a succinct two-page document, the revised version (Annex A) aims to be as succinct as possible.

- Some responses suggested that the Strategy should have a different intent, for example that it should be more visionary, or that it should focus more on pedagogy and less on the infrastructure for and management of teaching. However, in order that Schools and Colleges are capable of evaluating their contribution to delivering the Strategy, the document will need to have a relatively practical focus and cover the range of areas that the School should be taking action (including management of teaching).

Content

- Some responses suggested that elements of the draft Strategy imply that the University's learning and teaching is currently not of a sufficiently good quality. The revised version has sought to reword relevant sections to avoid this impression, while recognising nonetheless that we have room for improvement.

- Responses include a range of suggestions for clarifying the meaning of statements within the draft Strategy. Where possible, these changes have been accommodated in the revised version. However, where the proposed changes appeared non-essential (eg because a statement was already sufficiently clear) and would have led to less succinct wording, these have not been included.

- One response suggested that the Strategy should address PGR as well as taught students. However, since the University's draft Research Strategy addresses PGR students, it is not necessary for the Learning and Teaching Strategy to do so.

- One response queried the policy underlying the statement regarding "The opportunity to develop as a researcher from year one…", and, in particular, the assumption that all student are, or are capable of being, researchers. Given the University's clear commitment in its Strategic Plan to research-led teaching and learning, and that the statement refers to 'opportunities', this statement has been retained.

- Some responses suggested that the Strategy should include statements on issues not currently covered. Given the commitment to having a succinct document it has not been possible to accommodate all suggestions. In addition, in some cases the proposed statements would have required substantial policy discussion, or are more appropriately addressed or already included in other University strategies. Suggestions that have not been incorporated include: engaging with alumni; widening participation; providing on-campus students an online experience; open access and open data; work placements; social responsibility; learning for sustainability.

- The Student Association has suggested that the statement "Promoting diversity in the curriculum" should be replaced with "Promoting liberation, equality and diversity in the curriculum". This suggestion requires further discussion.

Proposed approach to implementing the plan within the annual planning cycle

4

- Few responses commented on the proposed approach to implementing the Strategy within the annual planning cycle, suggesting that in general Colleges / Schools / Support Groups are content with the proposed approach.

- The College of Medicine and Veterinary Medicine (MVM) commented that it is unclear how the proposed approach to planning will operate in the College, since currently some of the Schools or Deaneries do not have formal plans.

- One responses noted that some of the timelines are challenging – in particular the stage of developing the draft plans in January and then having the opportunity for discussions with key college staff before the finalised version is submitted to Senate. However, there was no suggestion that the timescales were not achievable.

For discussion and approval

The Committee is invited to:

- Note the outcomes of the consultation process;
- Discuss the proposed revisions to the Strategy to address feedback from the consultation process;
- Approve a final version of the Strategy; and
- Approve the arrangements for implementing it within planning processes.

Communication and implementation

If the Committee approves the Strategy and the associated planning arrangements, Academic Services will take the following practical steps:

- Publishing the Strategy on the Academic Services website, and exploring with Governance and Strategic Planning (GASP) the potential to link to it from the Strategic Plan webpages;
- Emailing Heads of Schools, School Directors of Teaching and Directors of Professional Services, and key College and support group contacts, regarding the new Strategy;
- Highlighting the new Strategy in the Senate Committees Newsletter;
- Liaising with GASP to refer to the new Strategy in planning guidance.

In addition, the Deputy Secretary (Student Experience) will take account of the new Strategy when working with Communications and Marketing on broader communications regarding learning and teaching.

The Committee is invited to approve this communication and implementation plan.

Annex A: University of Edinburgh <u>Draft</u> Learning and Teaching Strategy

The University aims to be recognised nationally and internationally for research-informed learning and teaching of the highest quality

<u>We will work in partnership with students to bring about enhancements to teaching and learning by:</u>
- <u>Facilitating</u> effective representation of student views at all levels of the University and across all modes of study; <u>and</u>
- <u>Developing a Student Partnership Agreement that outlines the University's commitment to partnership with students and highlights priority areas for working together.</u>

We will ~~work in partnership with students to~~ nurture a learning community that ~~fosters nurture engagement between staff and students and~~ supports ~~students~~ by:
- ~~Enhancing~~ <u>Ensuring that</u> the Personal Tutor system ~~to~~ deliver<u>s</u> sustained, effective academic support;
- Reviewing how accessible, high quality<u>, and well-provisioned</u> pastoral support is best ~~communicated,~~ provided and accessed within Schools and from specialist support services ~~i~~ncluding the Careers Service, Chaplaincy, Student Disability Service and Student Counselling;
- Developing assessment and feedback that <u>delivers constructive and supportive</u>~~strengthens~~ dialogue between students and staff ~~while supporting student progression through programmes of study~~;
- <u>Continuing to develop peer support for learning;</u>
- Supporting our academic units to build a stronge~~r~~ sense of community for both staff and students;
- Reviewing and enhancing the way that our physical and digital estates support high quality learning and teaching and interaction between staff and students; <u>and</u>
- Exploring how learning analytics systems can help Personal Tutors provide effective academic support <u>and enhance learning outcomes</u>.

We will foster a culture of high performance in teaching (including assessment and academic support)~~and assessment~~ among our academic staff by:
- ~~Stating clear expectations of high quality teaching and assessment in our staff recruitment and annual review processes;~~
- ~~Building robust sources of evidence on the quality of teaching and assessment;~~
- Celebrating~~, recognising~~ and rewarding the best teaching practices; ~~underpinned by and contributing to pedagogical research~~;
- ~~Celebrating~~ <u>Showcasing</u> success in teaching ~~and assessment~~ in the internal and external communications of the University;
- <u>Stating clear expectations of high quality teaching</u> ~~and assessment~~ <u>in our staff recruitment and annual review processes;</u>
- ~~Building~~ <u>Developing</u> robust sources of evidence on the quality of teaching ~~and assessment~~;
- Building communities of practice which encourage innovation and diffuse good ideas across the University;
- Embedding <u>pedagogically-informed</u> professional development ~~in teaching and assessment~~. as a routine feature of academic work;
- <u>Pursuing the aspiration that every educator is a digital educator;</u>

- Ensuring opportunity for reflection, development and innovation in teaching ~~and assessment in~~ workload modelling; and
- ~~Reviewing the role and use of postgraduate tutors.~~Clarifying the role of tutors and demonstrators, and supporting them to develop high-quality teaching practices.

We will use the flexibility of the standard four-year undergraduate degree structure to build a rounded learning experience including:
- The opportunity to develop as a researcher from year one and, in the Honours years, to specialise and to develop the research and ~~i~~enquiry-led skills to support original research in the core discipline;
- ~~courses and~~ Learning experiences ~~to~~ that equip students for whatever path they follow once they graduate, including:
    o Greater integration of graduate attributes and employability skills in all programmes;
    o University-wide courses in a broader range of skills, for example quantitative methods, digital skills and languages;
- The opportunity to ~~encounter~~ participate in courses and modes of learning outside of a student's core discipline(s), and to develop academic skills alongside students from all parts of the University;
- ~~A strengthened focus on the coherence, subject depth and focus of flexible programmes;~~
- The opportunity for all students to have an international learning experience; and
- A focus on reviewing and enhancing the experience of students on joint Honours programmes.

We will offer our postgraduate taught students the opportunity to develop cutting edge skills and knowledge in their chosen field by:
- Developing our range of interdisciplinary and specialist programmes, drawing on world-class research expertise from across the University; and
- Building on and growing the University's portfolio of online learning programmes and using them to experiment with new approaches to learning and teaching~~;~~.
- ~~Ensuring the quality of postgraduate teaching, assessment and student experience across all modes of study.~~

We will develop and enhance our curriculum by:
- Embedding the University's excellence in research in all our teaching and assessment;
- Promoting diversity in the curriculum;
- Supporting a culture of active and engaged students by providing varied opportunities for independent and~~,~~ student-led~~, and co-designed~~ learning within and beyond students' main programme of study;
- Recognising experiential learning on campus, in the community, and in businesses and other organisations, nationally and internationally;
- Committing to the creative use of digital technologies in our teaching and assessment ~~both~~ whether online, blended ~~and~~ or on-campus; and
- Utilising our world-class libraries and collections in innovative and research-led ways to enrich our curriculum, whilst reflecting on ~~and articulating~~ our future needs for libraries and collections to deliver our learning and teaching strategy.

We will maximise academic and professional support staff time devoted to core learning and teaching activities by:
- Ensuring through the Service Excellence Programme that that the University has high quality, efficient student administration and support services;

- Reviewing the nature and duties of the academic role; <u>and</u>
- Simplifying academic policies and processes regarding learning, teaching and assessment whilst ensuring that all students across the University are treated equitably.

~~This Strategy complements the University's Strategic Plan and other key University documents, including the University's Recruitment Strategy, Equality and Diversity Strategy, People Strategy and IT Strategy. It is further supported by a number of subsidiary and more detailed strategies including:~~
- ~~Student Employability.~~
- ~~Student Mental Health and Wellbeing.~~
- ~~Widening Participation.~~

Annex B: Proposed approach to implementing the revised Strategy

The revised Strategy will: guide strategic learning and teaching plans in School, College and Support Groups; guide the activities of the Senate Committees; and provide a framework and set of key messages for communications to staff and students. This will be achieved by:

- Schools, Colleges and Support Groups using their annual plans to summarise their strategic actions to address the University' Learning and Teaching Strategy in ways that can be evaluated;

- Colleges no longer having their own separate Learning and Teaching Strategies;

- Ensuring a clear link between the annual quality review process and annual School and College planning processes; and

- Asking the Senate Committees to prioritise and articulate their plans in relation to the Strategy on an annual basis.

This will be achieved through the following approach to the annual planning cycle:

Indicative timeline*	Schools	Colleges and Support Groups	University
Late August	Schools to consider whether any of the key themes and actions from the annual Quality Review process require them to modify any of their strategic plans for learning and teaching set out in their School plans	Colleges to consider whether any of the key themes and actions from the annual Quality Review process require them to modify any of their plans	Senate Quality Assurance Committee (QAC) to highlight any issues from the annual Quality Review process which are relevant to the implementation or further development of the University's Learning and Teaching Strategy
Autumn	As part of the University planning cycle, Schools to reflect on progress against the L&T aspects of the previous year's School plan	As part of the University planning cycle, Colleges and Support Groups to reflect on progress in their plans in relation to learning and teaching	Senate Committees to take account of the University's L&T Strategy when identifying key Senate Committee priorities for the planning round
January / February	Schools to submit plans which incorporate their strategic actions for taking forward the University's L&T Strategy	Colleges and Support Groups to submit plans which incorporate their strategic actions for taking forward the University's L&T Strategy	
March	Schools to meet with key College and University leaders (eg Deans, Senior VP) to discuss the learning and teaching elements of their College plans, and to	Key College and Support Group staff to meet key University leaders (eg Senior VP) to discuss the learning and teaching elements of their College and	

	discuss progress against last year's plans.	Support Group plans, and to discuss progress against last year's plans	
April	Schools to take account of feedback when finalising their School plans	Colleges and Support Groups to take account of feedback when finalising their plans	
June			Senate Learning and Teaching Committee to review the L&T elements of School and College / Support Group plans to highlight key themes, and review overall progress against the University's Learning and Teaching Strategy

*Exact timelines for planning may vary between Colleges and Support Groups

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The University of Edinburgh

Senate Learning and Teaching Committee

16 November 2016

Draft Student Partnership Agreement

Executive Summary

This paper outlines the draft Student Partnership Agreement (SPA)

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

The paper is relevant to the University's strategic theme of Outstanding Student Experience.

Action requested

The committee is asked to discuss and provisionally **approve** the draft agreement. Items for discussion include:

1. Do you agree with the values outlined in the SPA? Are there any values missing?

2. Is the Partnership at Edinburgh section too long and detailed? We could reduce the detail and link to material on the web.

3. Do you agree with the priority themes? Are there other themes we could include? Possibilities discussed include: PGR experience, Diversity in the curriculum, catering at King's Buildings.

4. *Should we identify Performance Indicators for each theme?*

How will any action agreed be implemented and communicated?

We suggest a formal launch of the Student Partnership Agreement and copies of the agreement to be given to students on arrival at the start of academic year 2017/18.

The agreement would be published on the Edinburgh University Students' Association and the University website.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   No additional resource implications

2. **Risk assessment**
   Risk associated with ineffective student engagement

3. **Equality and Diversity**
   The paper itself is not subject to an Equality Impact Assessment. An Equality Impact Assessment of the student partnership agreement will be carried out by the working group.

4. **Freedom of information**

Open

Key words
Student partnership agreement, student engagement, Edinburgh University Students'
Association

Originator of the paper

Patrick Garratt, Vice-President Academic Affairs, Edinburgh University Students' Association
Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance,

9 November 2016

STUDENT PARTNERSHIP AGREEMENT

**WORKING TOGETHER
TO ENHANCE THE STUDENT EXPERIENCE**

Introduction

The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership. Building on our existing strengths in working together to further enhance the Edinburgh student experience, this partnership agreement sets out our approach to partnership and the priorities we have agreed to work on together during academic year 2017-2018.

Our values

Our partnership is underpinned by the following core values:

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

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

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

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

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

Partnership at Edinburgh

Our commitment to working in partnership is articulated at the highest level in the University's Strategic Plan and the University' Learning and Teaching Strategy.

Staff at the University of Edinburgh work in partnership with Edinburgh University Students' Association to ensure that students are central to governance, decision making, quality assurance and enhancement, providing opportunities for students to become active participants, and fostering collaboration between students and staff. Crucial to this is the engagement of students at every level of the University and in both the formal curriculum as well as in co-curricular activities.

The University and the Students' Association support and promote the engagement of students in decision-making processes through a variety of activities and processes including, but not limited to:

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

The University and the Students' Association work together to support and encourage student-led initiatives which provide platforms for empowerment and autonomy within their own learning experiences, including, but not limited to:

- Peer Learning and Support – http://www.eusa.ed.ac.uk/peersupport
- Student-Led Individually Created Courses (SLICCs)
- Impact Awards, recognising outstanding student leaders and student/staff partnerships on campus: http://www.eusa.ed.ac.uk/impactawards
- Student-Led Teaching Awards - www.eusa.ed.ac.uk/teachingawards
- Student Led Activities from Societies to Volunteering that enhance student life. – www.eusa.ed.ac.uk/activities
- The Activities Awards, to celebrate and showcase what makes the University such a fantastic place to be and the experiences that it offers and to recognise the contributions that societies and volunteering make to the University and the community.
- Student Groups which provide support and representation for marginalised and underrepresented student communities: https://www.eusa.ed.ac.uk/representation/studentgroups/

Partnership in Practice – Our Priorities

Based on consultation with students via the Student's Association and feedback via student surveys, we have agreed to prioritise the following themes over the academic session 2017-2018:

1. Student Representation, Involvement and Participation

Student representation is crucial to the involvement and participation of students in key decision-making processes. In recognition of the importance of the College level in decision-making, we will work together to strengthen involvement of students in College committees and decision-making.

Following the Students' Association Referendum in March 2016, we will work towards the introduction of new College Rep roles. Throughout academic year 2017-

2018 we will developing the role descriptions for the new College Rep roles and successfully fill these roles via an election process.

2. Wellbeing and Mental Health

Well-being and mental health concern us all. We all have a responsibility to look after our mental well-being in the same way that we look after our physical, social and spiritual wellbeing. Throughout academic year 2015-2016 we undertook a review of our mental health provision in recognition of the growing concern for mental health and demand for mental health support.

Drawing on the outcome from this review, we will work together to develop the University's strategic approach to well-being and mental health, to promote a positive sense of well-being and mental health, to encourage and further support students' self-management of well-being, and to continue to improve access to specialist mental health support.

Specifically, we will work together to further enhance the Personal Tutor System and the Student Counselling Service. [needs to be fleshed out to identify what can be done over the next year].

3. Digital student experience

We have been using lecture recording in a modest way for a number of years and it has been extremely popular with students. The benefits of lecture recording for students include: aiding revision, adding richness to the digital collections that students can refer to in support of learning and teaching, extending the range of materials already provided by online library resources. For staff, lecture recording has created the opportunity to experiment with teaching practice and 'flip' the classroom, using contact time for more interactive sessions with students.

Lecture recording is a key element of the student digital experience. In view of this, the University has committed to a significant investment over the next three years to equip 400 learning and teaching spaces with lecture recording technology. [We need to be clear about what is achievable in 2017-2018].

Reviewing the Student Partnership Agreement

The Student Partnership Agreement will be reviewed annually following the election of student sabbatical officers and outcomes from the major student surveys, allowing key priorities for the subsequent academic year to be identified.

<u>The University of Edinburgh</u>

Learning and Teaching Committee

16.3.16

What Does Good Teaching Look Like to Students? An Analysis of Teaching Awards Nomination Data

Executive Summary

Now in their ninth year, the Edinburgh University Students' Association Teaching Awards normally receive 2,000 - 3,000 student nominations annually. The extensive qualitative data from 2014-15 were analysed to investigate student perceptions of teaching excellence across all disciplines at the University. Four key themes were identified: 1) concerted, visible effort; 2) charisma, personality and engaging teaching; 3) breaking down student-teacher barriers and fostering student engagement; 4) consistency, predictability and stability of support. Based on the research findings, the Students' Association has proposed a number of recommendations for the University to consider. The report is publicly available for dissemination at http://bit.ly/TeachingAwardsReport.

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

This research is aligned with the University's strategic goal of Excellence in Education, and strategic themes of Excellence in Student Experience and student-staff Partnerships.

Action requested

This report is for the Committee to note formally, and the recommendations (see page 19 of the report) are for discussion.

How will any action agreed be implemented and communicated?

It is hoped that any actions will be implemented during the 2016-17 academic year.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   This research has been funded by a PTAS small grant and the Students' Association
2. **Risk assessment**
   There are no perceived risks.
3. **Equality and Diversity**
   Equality and diversity has been considered in this report, especially with respect to gender (see report pages 7 and 19) and racial equality (see report page 19).
4. **Freedom of information**
   This paper is open.

Key words

teaching excellence, teaching quality, student support, student-led teaching awards

Originator of the paper

Patrick Garratt, Students' Association Vice-President Academic Affairs
Tanya Lubicz-Nawrocka, Students' Association Academic Engagement Coordinator

Edinburgh
University
Students'
Association

TEACHING
AWARDS

WHAT DOES GOOD TEACHING LOOK LIKE TO STUDENTS?

An analysis of Teaching Awards nomination data

Contents

FOREWORD BY THE VICE-PRESIDENT ACADEMIC AFFAIRS

The Edinburgh University Students' Association Teaching Awards have been running since 2008, providing annual highlights of the contributions that academics, supervisors, student tutors and support staff make to the student experience. Students are encouraged to nominate staff in a variety of categories, ranging from 'Best Overall Teacher' to 'Best Feedback' to 'Best Research or Dissertation Supervisor'. The sheer number of student nominations received for the 2014-15 academic year — nearly 3,000 nominations! — is a testament to how much students value the teaching and support that staff provide, and emphasises that the delivery of a course should be prioritised just as much as the content.

This research highlights four overarching themes to students' responses. Students valued the positive contributions of staff on account of concerted, visible effort; charisma, personality, and engaging teaching; breaking down student-teacher barriers and encouraging student engagement; and the consistency and stability of support provided by staff. Although students clearly recognise the demands placed upon academic staff in terms of their research commitments, the thousands of responses collected from the Teaching Awards reflect the significant weight which students place on learning and teaching. The responses point to the need for Schools to communicate their expectations clearly to both staff and students, ensuring the former are not overworked and the latter are clear about what academic and pastoral support is available to enhance their learning experience. The contribution of postgraduate tutors in students' pre-Honours learning experience is also clearly acknowledged, and appreciated, by students.

The Teaching Awards highlight the imperative to ensure that the University's academic community is one which rewards the positive contributions from staff, and one which recognises that students must be given space to share their own views about pedagogy and to provide constructive feedback to enhance the learning experience. The value that students place on teaching quality in many cases amounts to the degree to which students feel that academics understand and can successfully address the challenges that students face in their learning experiences.

The Students' Association hopes that both staff and students will take from these findings that teaching quality cannot be measured arbitrarily by student satisfaction. Students clearly assess teaching quality through broad parameters, all of which relate to individual staff members' efforts in personally supporting students. These results recognise the positive contributions of individual staff members who improve students' academic experiences, and how much students value personal, direct and mutual engagement in the pedagogical process. The Students' Association welcomes the opportunity to work with both students and staff from across the University to improve students' learning experiences.

Patrick Garratt

VICE-PRESIDENT ACADEMIC AFFAIRS 2016-17
Edinburgh University Students' Association

EXECUTIVE SUMMARY

Edinburgh University Students' Association has undertaken research analysing extensive qualitative data from the 2014-15 Teaching Awards nominations.

The Teaching Awards highlight excellence in teaching and student support across the University of Edinburgh. With eight award categories ranging from support roles to student tutors, there were nearly 3,000 total nominations. Students were free to share their perspectives in an open-ended question about why they were choosing to nominate their teachers and support staff. These qualitative comments provided the Students' Association with a wealth of information from which to glean key data from students about their perceptions of teaching excellence throughout their educational experience. The University of Edinburgh's Principal's Teaching Award Scheme (PTAS) has generously funded this research with a small grant. The Students' Association recruited a Research Assistant who took forward this research.

Qualitative analysis of the Teaching Awards nomination data was undertaken using NVivo software to code and thematically examine student expectations, experiences and perceptions of excellent teaching and student support.

The research aimed to identify why students were nominating their teachers as well as whether student expectations were being met by their teachers, tutors and support staff. The nominations for all award categories were analysed and coded by subject matter using the NVivo software, using elements of a grounded theory approach to understand the themes arising from the data. Each comment was reviewed to examine and elucidate key thematic trends in the nomination data to find what students consider best practice in teaching. NVivo queries were used to further examine which words students used the most in their comments; these included: 'always', 'feedback', 'time', 'work', 'personal', 'helpful', 'interesting', and 'engaging'. The specific coded results and related queries were then meticulously analysed and reviewed to further draw out conclusions from the nomination comments and prepare the formal report of findings.

Four key themes were identified in the nomination comments: 1) concerted, visible effort; 2) charisma, personality and engaging teaching; 3) breaking down student-teacher barriers and fostering student engagement; 4) consistency, predictability and stability of support.

These four themes were evident in all award categories and especially the Best Overall Teacher category. The themes encompass numerous coded references and represent groupings of key trends in excellent teachers' attributes and the teaching methods they use. In their nominations, students rewarded what would be expected — charismatic and engaging lecturers as well as helpful and proactive personal tutors, supervisors and support staff who went above and beyond students' expectations.
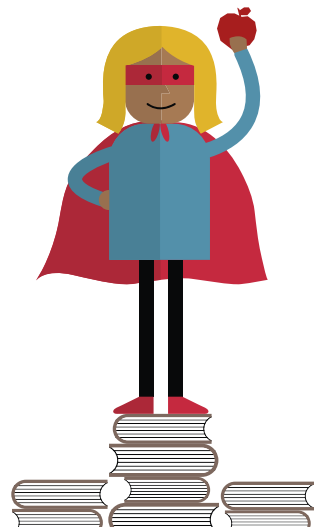
The sub-themes of effort and approachability underpin and significantly overlap with each of the four key themes highlighted above.

Nearly all instances of recognised effort were related to or coded to another key theme, with over a fifth of references overlapping with the sub-theme of approachability. For example, students consistently rewarded visible effort in areas such as improving the course material, student engagement or the teacher's own professional development. It was evident that students appreciated instances where staff acted on student feedback in an attempt to improve the teaching and/or learning environment. Student nominations also highlighted staff who were approachable because they visibly demonstrated their availability to support all their students.

Where tutors or supervisors shared their passion about an academic subject, students had a positive and exciting experience while feeling encouraged to explore the subject further or develop relevant skills.

Students nominated charismatic lecturers who display both their expertise and their passion for teaching in that subject. The importance of stimulating further interest — whether it led to another degree, new research project or job offer in that field — was a focus of many nominations. Transferring their enthusiasm and knowledge through engaging lectures and discussions was an ability applauded in many nominations for the best teachers and student tutors.

The implications for tutors, teachers and support staff reflected in the research findings from this report are vital for decisions regarding quality student contact, workload allocations and the development of an engaging academic community that inspires and empowers students at the University of Edinburgh.

The nomination comments of many students showed a desire for academic staff to be respectful and supportive, and to put energy into creating positive environments and relationships. Furthermore, student comments highlight the need for staff to work more in partnership with students, showing they listen to feedback, respect student views and work collaboratively to enhance the student experience. This report expands on the findings of the research project and highlights practical examples of best practice in teaching and student support to help staff improve their work. Staff should be aware of each student's personal strengths and weaknesses, and staff should work towards creating an engaging, positive experience for students both inside and outside the classroom at the University of Edinburgh.

When teachers were able to create a strong personal connection, students often wrote at length about their positive academic experience and how the teacher excelled in supporting them as an individual.

Students highlighted teachers or staff members who made a positive impact on their educational experience due to their approachability and the respect shown to all students. When the teacher facilitated the development of a vibrant learning community, it was evident that students were greatly appreciative of the academic environment in which they were given the attention and respect they felt they deserved. Teachers who were able to successfully foster such a strong professional relationship with their students were regularly nominated.

Personal struggles and educational perseverance (which was significantly aided by a tutor, teacher or member of support staff) made up a large number of nominations across award categories.

The best teachers and support staff, in students' eyes, are dependable, predictable and regularly exceeding expectations in their roles. It is significant that the most frequently used word throughout all nomination comments was 'always'. For stability and support, the intensity of academic life was buttressed by the comfort students took in reliable, dependable encouragement and assistance. Through answering emails promptly, a willingness to meet when needed and being proactive in their support, staff and tutors play a key role in the students' university experiences and successes.
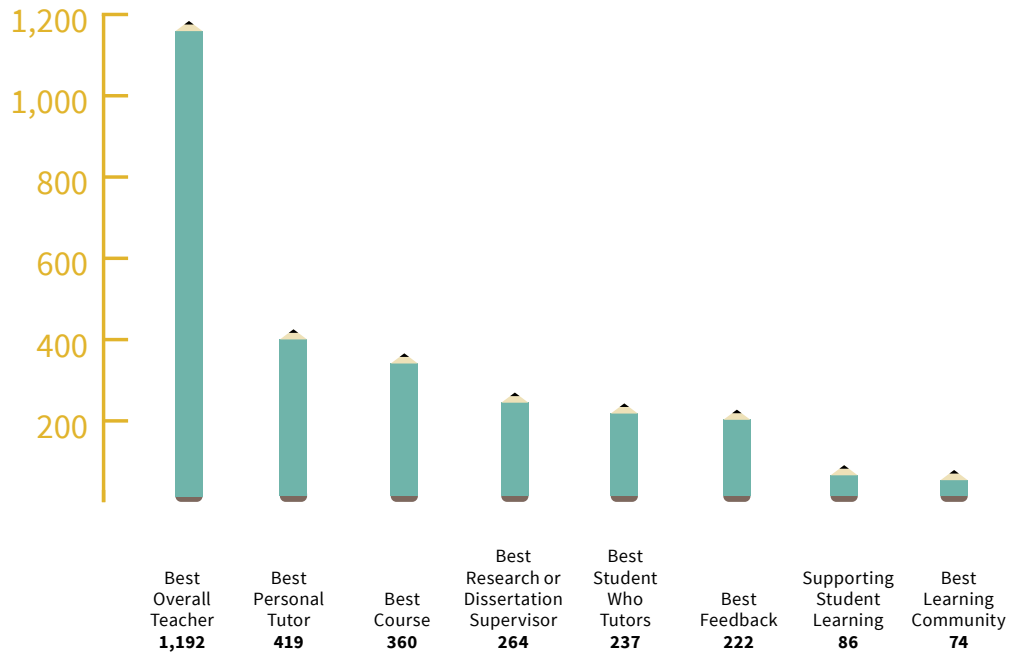
INTRODUCTION

In 2014-15, thousands of students nominated teachers, tutors, support staff, research supervisors and peer leaders for the Edinburgh University Students' Association Teaching Awards. Across eight award categories, nominations highlighted the positive impact of individuals on student learning and development. From engaging lectures to successful discussions and collaboration, students greatly appreciated and applauded the work of outstanding academic and support staff across the University of Edinburgh.
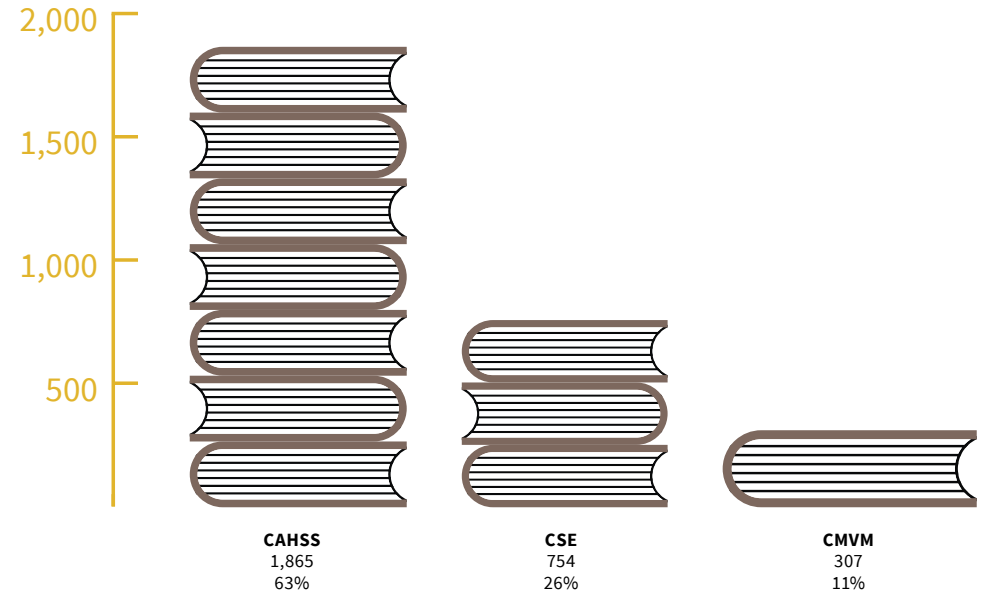
A total of **2,926 nominations** were submitted, distributed across all twenty University Schools. Between Colleges, the nominations reflected the spread of the student population with the College of Arts, Humanities and Social Science receiving roughly 60% of total nominations. The School of Literatures, Languages and Cultures had the greatest number of total nominations, while the School of Divinity had the highest ratio of nominations per student population: one in five Divinity students nominated a staff member! The most popular award category was Best Overall Teacher with **1,192 nominations**. The total breakdown of awards for the 2014-15 Teaching Awards can be seen below and the breakdown of award nominations by College can be seen on the next page. It is worth noting here that the Best Overall Teacher category is split into the following four awards:

1. The Kendell Award for Teaching in Medicine
2. The Award for Teaching in Veterinary Sciences
3. The Van Heyningen Award for Teaching in Science and Engineering
4. The Ian Campbell Award for Teaching in the Humanities and Social Sciences

Total Nominations by Awards

Best Overall Teacher	Best Personal Tutor	Best Course	Best Research or Dissertation Supervisor	Best Student Who Tutors	Best Feedback	Supporting Student Learning	Best Learning Community
1,192	**419**	**360**	**264**	**237**	**222**	**86**	**74**

Awards by College

CAHSS	CSE	CMVM
1,865	754	307
63%	26%	11%

This in-depth research project aimed to investigate student perceptions of teaching excellence by examining what they highlight in their Teaching Awards nomination comments. The Students' Association reports the nomination data to Schools annually by providing lists of all nomination comments and the details of nominees, but this is the first time that this research has been undertaken to systematically analyse and understand student expectations. The primary goal was to identify what students consider best practice in teaching at the University of Edinburgh. Nomination comments ranged from lengthy discussions of fantastic courses to a few words of gratitude or praise. However, it is interesting to note that the most frequently used words throughout all nominations were: 'always', 'time', 'feedback', 'lecturing' and 'help'.

Overall, in their nominations, students primarily rewarded what should be expected — charismatic and engaging lecturers, helpful and active personal tutors, and thoughtful supervisors and support staff who went above and beyond expectations in their roles. Student expectations varied considerably between comments, with past experience in other courses being a key reference point for students making their nomination comments. Students heavily cited personal aspects of their academic life and rewarded staff who made strong connections with their students. Student comments featured strong admiration for the work of teaching staff and the impact they had on creating a positive learning environment at the University of Edinburgh.

The University of Edinburgh's Principal's Teaching Award Scheme (PTAS) has generously funded this research with a small grant. The Students' Association recruited a Research Assistant, Kieran Bunting, a Postgraduate student at the University of Edinburgh who took forward this research, supported by the Vice President Academic Affairs and the Academic Engagement Coordinator. The following sections discuss the research findings in depth, and each includes practical examples of activities that students highlighted as being beneficial to their educational experience. There are also quotations throughout the report highlighting shortlisted nominees and giving examples in students' own words.

RESEARCH APPROACH

To examine the themes and trends emerging from students' Teaching Awards nomination comments, coding was undertaken using the NVivo qualitative data analysis software as well as Excel to quantify theme-specific and School-specific data. Using aspects of a grounded theory approach, the nominations for the eight award categories were coded into thematic nodes before being aggregated into categories. Percentages for the total number of students who submitted nominations were calculated to find the best performing Schools as well as the breakdown of award nominations by School. These can be found in the appendix.

Key trends and themes were analysed following coding of every nomination from the 2014-15 Teaching Awards to determine the key factors that students were rewarding in their nomination comments. These were broken down into four themes that will be discussed later in the report. These themes and other related topics were thoroughly reviewed in an attempt to validate the practical comments against the coding breakdowns for the award categories. For instance, Best Overall Teacher Award nominations had stronger coverage in lecturing-related nodes relative to the Best Personal Tutor Award where support and communication nodes were more predominant.

The nomination comments featured a very wide range of student opinions. Whether it was how quickly a tutor replied to an email, the amount of face-to-face feedback from lecturers or the responsibilities of support staff, there was a clear variety of student expectations. Valuable experiences of specific lecturing styles and positive, personalised feedback were important factors in the respective award categories. Nominations were based around exceeding expectations and, where students felt teachers had gone beyond their typical duties, they were greatly rewarded in nominations across all award categories. Celebrating the importance and successes of many University of Edinburgh staff, these nominations commend staff who have made significant and vital contributions to the University community.
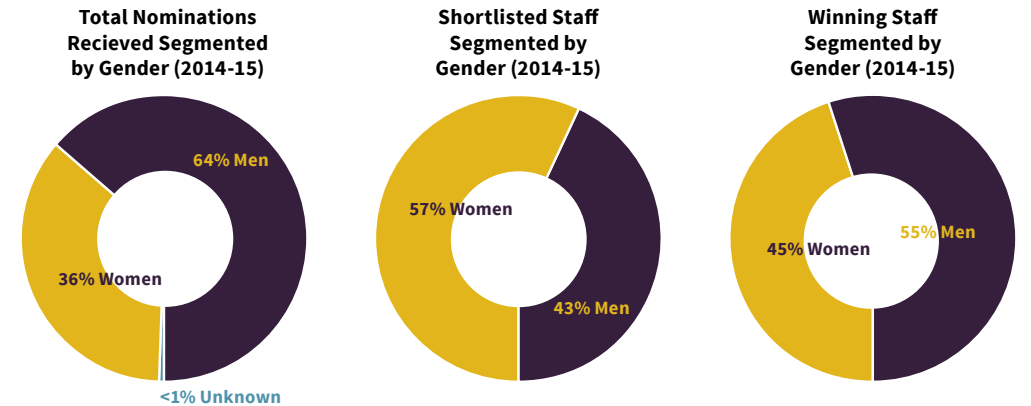
DISCUSSION OF GENDER BREAKDOWN OF NOMINATIONS

For the first time, the decision was made to also undertake a small analysis of the gender breakdown of staff who were nominated for, shortlisted for, and won Teaching Awards in both the 2014-15 and 2015-16 academic years. This was based on a significant body of research which suggests that, due to implicit bias, women staff members are less likely to be recognised and rewarded for their work compared to men in similar roles.

TOTAL NOMINATIONS			SHORTLISTED		WINNERS		
Men	Women	Unknown	Men	Women	Men	Women	
1,588 64%	905 36%	6 <1%	9 43%	12 57%	6 55%	5 45%	**2014-15**
1,162 59%	790 40%	23 1%	15 52%	10 48%	7 54%	6 46%	**2015-16**

The results of this analysis (above) were not an immediate cause for concern although they did highlight areas for improvement. Data from the Higher Education Statistics Agency (HESA) shows that in 2014-15, **53.8%** of staff in UK Higher Education institutions were female, although it is worth noting that there is significant variation between types and levels of staff (for example, **18.5%** of professors were women, compared to **44.9%** of academic staff and **81.5%** of administrative and support staff).

Total Nominations Recieved Segmented by Gender (2014-15)

64% Men

36% Women

<1% Unknown

Shortlisted Staff Segmented by Gender (2014-15)

57% Women

43% Men

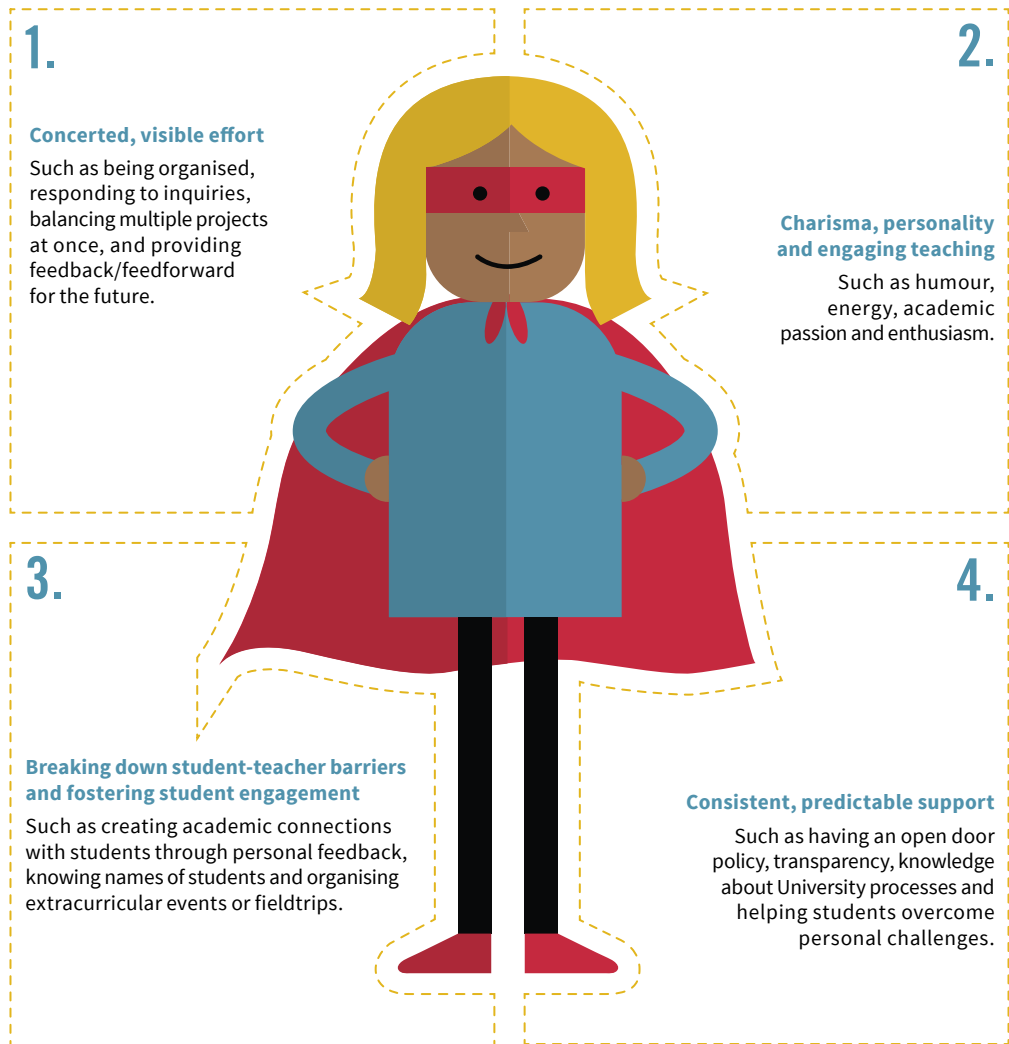**Winning Staff Segmented by Gender (2014-15)**

55% Men

45% Women

As the table above shows, in 2014-15 **40%** of individuals nominated were women compared to **36%** in 2015-16. Although this suggests that men are more likely to be nominated than women, we do know that teaching staff are far more likely to be nominated than non-academic staff, meaning the disparity is not as great as it initially appears. In 2014-15, **48%** of those shortlisted for and **46%** of those who won a Teaching Award were women, compared to **57%** of those shortlisted and **45%** of those who won in 2015-16. With relatively small numbers being shortlisted and winning Awards, it is hard to identify any meaningful trend from the data but it is heartening that the ratio of men to women is relatively even.

DISCUSSION OF TEACHING PRACTICE

The award categories directly related to teaching practice have been grouped together for succinct examination in the discussion below. These are the nominations for the Best Overall Teacher, Course, Feedback and Learning Community Awards. The comments have been further broken down into four overall themes of what students rewarded in their nomination comments:

1.

Concerted, visible effort
Such as being organised, responding to inquiries, balancing multiple projects at once, and providing feedback/feedforward for the future.

2.

Charisma, personality and engaging teaching
Such as humour, energy, academic passion and enthusiasm.

3.

Breaking down student-teacher barriers and fostering student engagement
Such as creating academic connections with students through personal feedback, knowing names of students and organising extracurricular events or fieldtrips.

4.

Consistent, predictable support
Such as having an open door policy, transparency, knowledge about University processes and helping students overcome personal challenges.

The related findings are summarised by theme below. Each of these themes is evident in student nominations across all award categories, and it must be stressed that they are not ranked by importance and were strongly interconnected.

1. Concerted, visible effort

Many teachers received nominations due to their visible, concerted effort inside and outside of the classroom. The theme of effort underpinned and had significant overlaps with every other theme, with over a fifth of references overlapping with approachability. Students nominated teachers who clearly took time to engage directly with their students while also managing and organising well structured, clear lectures that improved learning outcomes.

Students consistently rewarded visible staff effort in areas such as improving the course material, student engagement or the teacher's self-improvement. Frequent examples included providing supplementary readings or links to online content, offering review sessions or providing prompt responses to queries and comments. Furthermore, these nominated staff learnt from their students and their students' difficult questions.

Student comments also demonstrate an understanding that lecturers are very busy, which justified their appreciation of staff effort. This was especially prominent with feedback — students focused on both the quantity and quality of feedback they received from their lecturers, and were particularly appreciative of personal feedback that was returned promptly and with an eye for detail. This type of feedback evidently requires a large commitment of time and effort, and students greatly appreciate teachers' efforts to prioritise students, learning and teaching.

It was evident that students appreciated instances where staff acted on student feedback to improve the learning environment. Where there was effort on the part of the teacher to innovate or adapt assessments, students praised these successes as well as staff effort.
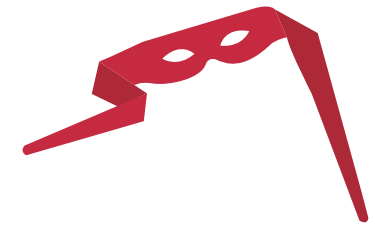
Below are examples of related good practice for teachers:

► **Replying to all queries promptly with adequate attention and effort to resolve issues**

► **Being organised and prepared for all lectures with transparent goals and plans**

► **Showing students how the lecture fits into a holistic view of the course as a whole**

► **When not having a response to an issue or question, taking the time to find the appropriate information for the student**

► **Simplifying explanations of complex problems, including adding accessible, helpful material and links to LEARN if possible with an understanding for the different learning needs of different students**

► **Providing opportunities for 'feedforward' with supplementary mock practice tests and review sessions before examinations, or feedback on drafts of essays before they are submitted**

► **Promptly delivering feedback while maintaining a focus on both quality and quantity; in particular, students appreciate the opportunity for face-to-face feedback sessions**

► **Demonstrating an ability to balance multiple projects at once while maintaining time for student issues and queries**

"She routinely gives over a page long of feedback, explaining strengths, weaknesses, and ways of improving. She gives students additional opportunities for feedback with formative assessments... Her feedback has helped me achieve the highest grades I've ever received and helped me get the most out of this course."

Student nomination comment for Lynne Copson, winner of the 2014-15 Best Feedback Award

2. Charisma, personality and engaging teaching

The importance of stimulating further interest, whether it leads to a secondary degree or new research project, was a focus of many nominations. When tutors effectively shared their passion and knowledge about topics, students had a positive and exciting experience while feeling encouraged to explore the subject further or develop relevant skills. This theme was also apparent when students were excited about a class at substandard times, such as very early on a Monday or late on a Friday. Similarly, for a topic previously thought as dull or too challenging, students rewarded teachers who managed to stimulate interest and improve their understanding. These teachers went above and beyond student expectations and deserve credit for their ability to engage students.

A key, regularly cited factor for this theme was the passion and enthusiasm that teachers brought to lecturing or teaching. Demonstrating that teaching was not a requirement or chore, energetic lecturers facilitated eager and engaged discussion both in and outside of class. Transferring their enthusiasm and knowledge through engaging lectures and discussions was an ability applauded in many teaching nominations. Through highly engaging, exciting and energetic academic experiences, students regularly discussed how a lecturer had successfully developed students' deeper interest in a topic. This ranged from a course motivating a student to change their subject area or a teacher inspiring a student to consider further academic or professional avenues related to a particular academic subject.

Another important aspect of this theme is humour. Numerous nominations discussed how students appreciated their lecturer's sense of humour and ability to joke because it created an air of comfort and added to students' enjoyment of the class. Humour can be seen as one way lecturers were able to bring their charisma and energy into their teaching methods. Student comments clearly demonstrate that enthusiasm and energy for a topic was translated into positive experiences and enjoyment of a course.

Below are examples of related good practice for teachers:

- ▸ Bringing energy and passion to every lecture, no matter the time or class size

- ▸ Including the teacher's academic expertise (such as examples from their research or perspectives on exciting developments in the field) within course material to demonstrate research-led, up-to-date teaching

- ▸ Embedding new, innovative information as well as practical and real life examples into course material to maintain student interest and connection to the topic

- ▸ Showing students they enthusiastically care about the topic they teach and creating an engaging lecture method and style to facilitate student engagement

- ▸ Delivering unique, innovative methods of assessment and feedback to reinforce positive student experiences

  Examples are facilitating a podcast as a method of assessment or creating an audio file for feedback since students found literally hearing positive encouragement empowering and motivating

- ▸ Demonstrating care for students and an interest in them as individuals

"Her feedback is specific, helpful and constructive. She is especially good at telling you how you can take your work to the next level… she sent her students an approximately three minute audio file with verbal feedback to expand on her written comments. In all my years being graded I have never encountered such a unique form of getting feedback!"

Student nomination comment for Amy Burge, runner-up for the 2014-15 Best Feedback Award

"The exercises she had us do in class were fresh and thought provoking. I really enjoyed how she makes a point to talk to the students and to encourage further learning. Her welcoming personality made me feel comfortable in class… It's very obvious that she's very invested in teaching and cares a lot about her students."

Student nomination comment for Amy Chandler, runner up for the 2014-15 Kendall Award for Teaching in Medicine

## 3. Breaking down student-teacher barriers and fostering student engagement

Student nominations demonstrated the vital role educational professionals play in showing care for students as individuals, providing platforms for their input into pedagogical practices and ultimately listening to students' ideas. Teachers who were able to create a strong personal connection with their students were often written about at length in nomination comments. Students appreciated the positive classroom experience when teachers fostered students' comfort within a safe learning environment characterised by strong classroom interactions. Where teachers showed an understanding of the strain and stress of student life (both academically and personally) and made an effort to individually know each student, they were regularly discussed at length in nominations. Students often attributed the lecturer's personable attitude, approachability and respect shown to all students as having a positive impact on their educational experience.

Teachers who clearly and evidently thought of their teaching as not only a job requirement but an enjoyable, engaging activity were singled out in nominations. It was evident that students were greatly appreciative of learning environments where they were given the high level attention and respect they felt they deserved. Where an attempt was made to give students a say in part of the course development and discussions, students often cited their appreciation for this involvement and deeper engagement.

Creation of a strong learning community was highlighted by its individual award category where individual teachers, student leaders and student-led groups were acknowledged for their ability to bring together students, teachers and staff. Such groups were acknowledged for their ability to bring together peers over similar subjects and improve their understanding, interest and overall comfort at the university. This improved students' access to different approaches and methods for their individual learning style.

Students also took note of tutors and teachers who ensured everyone understood material, aiding those who required additional attention and providing supplementary information when necessary. This relied on getting to know students personally and understanding individual strengths and weaknesses as well as their opinions of ongoing coursework. Teachers who successfully fostered such a relationship and learning environment were nominated.

By showing care for student development and creating professional, personal connections with their students, lecturers engaged with students on a grounded level showcasing that teaching their students is a priority. The creation of a positive, stimulating learning environment was evidently important to students as well as having an understanding, personable lecturer who respects students.
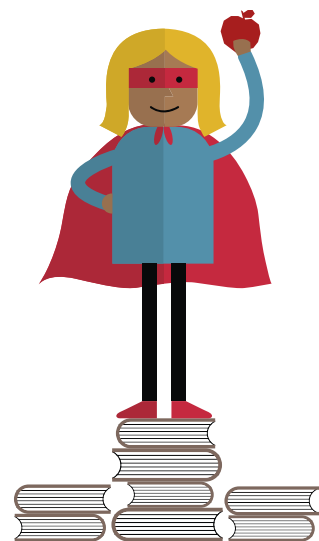
Below are examples of related good practice for teachers:

▶ **Knowing the names of their students early in the term**

▶ **Creating a strong academic connection with students through passionate, engaging lectures and personalised feedback that demonstrates a genuine concern for both the quality of the course and the outcomes for students**

   Ensuring feedback on assessments contains encouragement, showing confidence in the student and allowing for a more positive dialogue about ways they can improve their academic work

▶ **Organising informal extracurricular events such as afternoon discussions over coffee or field trips to get to know students**

▶ **Taking care to understand the strains and stress of student life**

▶ **Identifying students requiring additional help and reaching out to them**

▶ **Receiving and acting on student feedback on teaching practices and course structure to enhance the overall learning experience**

   Examples include working actively with student representatives, holding frequent staff-student liaison committee meetings, having individual meetings with students or receiving anonymous comments — one lecturer created an email account through which students could send in their comments anonymously to him

▶ **Treating all student ideas and comments with validity and respect, ensuring they feel comfortable engaging and discussing issues in the classroom**

   Stimulating such an environment could be through student-led seminar sessions to get initial discussion flowing or frequently including student presentations in the course

   Allowing students to decide on their own assessment topics

   Facilitating student/staff partnerships in co-creating the curriculum through academic discussions

> **"She shows an unprecedented level of excitement for the topics she lectures on. She has constructed videos for us as a means of review and is very friendly to talk to and approachable with any questions the student may have. She encourages respect and gives clinical examples in class that contribute to employability in the future."**
>
> Student nomination comment for Gurå Bergkvist, winner of the 2014-15 Award for Teaching in Veterinary Medicine

> **"I loved how every week was different and you never quite knew what was going to happen... For example we were asked to act as policy makers in a nuclear war simulation and write a 'last order' to be locked on a nuclear submarine... For the feedback session we could give anonymous feedback on the course and Malcolm wrote an informative weekly blog entry in which he reflected abut each week's class."**
>
> Student nomination comment for Malcolm Craig's course The Nuclear Cold War in Policy and in Public (1945-1989), winner of the 2014-15 Best Course Award

4. Consistency, predictability and stability of support

A large number of nominations highlighted how teachers helped students overcome personal struggles and persevere with their studies. Students frequently discussed the proactive and positive attitude of staff who helped students both inside and outside the classroom. Numerous students said they would not have finished their degree or project without the support from the nominated tutor, support staff member or supervisor. These staff members deserve considerable praise since they play a central role in student welfare with their consistent support.

The trends in comments also highlighted the importance of predictability and stability of support from staff; the most frequent word used throughout all nominations was "always". Clearly in students' eyes the best teachers and support staff are dependable, predictable and regularly exceed expectations in their roles. For lectures and feedback, consistency was important since students felt that their work should be regularly assessed in a just and constructive manner. Staff should clearly strive to be consistent in their teaching practice, maintaining a high standard in their course content, assessment, feedback and support for students.

In nomination comments, students also highlighted staff who were proactive and communicated well with students. In courses this also aligned with effectively communicating transparent and digestible expectations for student work and assessments. Nominated lecturers followed up quickly on issues that students took the initiative to raise. For students seeking support with their coursework, the intensity of academic life was buttressed by the comfort they took in having reliable, dependable encouragement and assistance from staff. Through answering emails quickly and being willing to meet when needed, staff played a key role in student success.
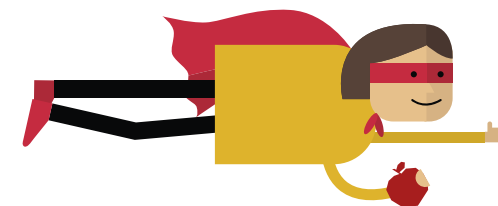
Below are examples of related good practice for teachers:

- **Being flexible about meeting students, having an open door policy and/or clearly stating office hours for student meetings to show approachability**

- **Being proactive in communicating with students to provide supplementary material and information about events**

- **Being prepared for planned meetings**

- **Following up on discussions after they take place**

- **Organising lectures that follow a clear theme so content builds and does not jump around too much**

- **Regularly posting necessary readings and course materials onto LEARN to ensure that it is available when students need it**

  Maintaining an organised LEARN area that is easy for students to navigate

- **Being knowledgeable about administrative processes and signposting students to relevant University services when appropriate**

  Using all available resources to enhance student learning and support through online and in person avenues

  Having up-to-date information about university services and resources

- **Ensuring transparency and consistency so students have a full understanding of the grading criteria and marking scheme**

- **Delivering quality feedback consistently and promptly**

- **Discussing common themes of feedback with the whole class for complete understanding**

> "He prepared practice exam questions (on top of past exams) and told us to submit the answers for feedback… He will always try to provide us tricks on how to approach complicated concepts from an intuitive perspective… He has a mid-semester course survey so we can provide anonymous feedback on how the course is going… He would always include a little puzzle related to what we were learning!"
>
> Iain Murray, winner of the 2014-15 Van Heyningen Award for Teaching in Science and Engineering

> "Yvonne has been a constant companion throughout my university journey. She has helped me work through very difficult times, sometimes arising from my own health obstacles as a disabled student… She has also been there to celebrate achievements!"
>
> Student nomination comment for Yvonne Hodgson, winner of the 2014-15 Supporting Students' Learning Award

FURTHER DISCUSSION OF NON-TEACHING SPECIFIC AWARDS

Best Personal Tutor

In the Best Personal Tutor Award category, there were 419 nominations for the 2014-15 Teaching Awards. For students, the best personal tutors were those who demonstrated consistent support with a caring, compassionate attitude. Regularly tutors were cited as the only person that a student felt comfortable going to with their issues, both personal and academic. Multiple students felt that they had overcome personal and academic struggles (including but not limited to mental health and administrative issues) that would have led to them leaving the university if it were not for the support of their personal tutor.

An open and approachable demeanour was the primary theme throughout these nominations, with frequently used words including 'time' and 'always'. Students want a personal tutor who they are comfortable reaching out to as a stable, reliable source of support. Sacrificing time away from other duties, these personal tutors showed students they could have an active role in supporting students' pastoral and academic life. The connection students felt with their personal tutor was often the sole reason they were being nominated.

The ability of these personal tutors to create a bond, show concern and personally relate to the struggles of their students was impressive. Students rewarded personal tutors who provided support that allowed students to focus on their own work and persevere. Top tutors used their understanding of each individual student to take note of issues and personalise their advice to students. An understanding of students' strengths and weaknesses as well as their individual goals and ambitions leads to a successful relationship where students feel comfortable and supported, yet also feel challenged and encouraged academically.

Nominated personal tutors were usually those who had gone above and beyond in their duties to provide incredible support to struggling students. These personal tutors improved the learning community of the university and deserve applause. They empowered students and helped them tackle large, unexpected issues through providing support and a helpful attitude.

Practical examples have been combined with those for the Best Research or Dissertation Supervisors below since there was significant overlap between the two categories.

> "She has taken the time to understand me and how she can best support my education and experience here at Edinburgh. She is very supportive when I have problems… Alison has confidence in me and it's motivating me to study hard for exams. To be honest, I'd probably be in a bad place without her… It's incredible to feel like someone has your back here at university and I know that she will always do her absolute best to help whatever situation I find myself in!"
>
> Student nomination comment for Alison Koslowski, winner of the 2014-15 Best Personal Tutor Award

Best Research or Dissertation Supervisor

This category had 264 total nominations spread across numerous schools. The themes were similar in many respects to those from the Best Personal Tutor category. The key distinction in the supervisor category was the focus on building an excellent working relationship which underpinned a student's strong research or dissertation project. Where personal tutors were heavily relied on for personal support ranging from mental health to administrative issues, supervisors were nominated for their specific, positive impact on student research as well as professional and academic development.

When supervisors actively engaged and fostered students' self-improvement and advancement of their research, they were often nominated for helping students develop confidence in themselves. Students highlighted the importance of a supervisor being passionate and interested in the student's research project, communicating effectively, preparing well for supervision meetings and providing numerous suggestions or related research ideas. Nominated supervisors made extra effort to demonstrate knowledge about the student's field of interest and to identify the importance of the student's work within the field. Students highlighted a blend of traits including supervisors being capable of encouraging research while maintaining critical feedback and pushing the student to explore new avenues of development and further work.

Nominated supervisors were aware of their students' interests and were often cited as suggesting events, speaking engagements or publication opportunities that a student should follow up. With such opportunities, which students often claimed they would not have found independently, top supervisors played an active role in the enhancement of students' research skills and professional development. The importance of communication was especially true for PhD students who have longer working relationships with their supervisors. Examples here include holding a skype meeting when a supervisor was away or providing a quick response to an email with comments for a draft of work.

Having successful and industrious face-to-face meetings was also cited and many PhD supervisors were lauded for meeting at short notice or having saved a project when the student was in a time of need. These successful working relationships formed the basis of supervisor nominations when they provided excellent academic support and encouragement that pushed students to great success.

Below are examples of related good practice for both Personal Tutor and Supervisor roles:

▶ **Taking time early in the semester to meet with students to get to know them, learning names and backgrounds as an important first step to making them feel comfortable**

Mentoring and encouraging the development of transferrable or ancillary skills as early as possible to ensure the best learning experience and development

▶ **Facilitating connections with other academic and pastoral staff where the student will benefit from further support or academic development through such interactions**

Seeking out answers proactively when lacking an answer or solution for a student

Scheduling regular meetings to build on their working relationship

▶ **Providing career and practical advice to push student development beyond the academic setting**

Suggesting ideas for publishing, presentations and conferences as well as professional connections

▶ **Responding rapidly to queries and issues with a distinct, obvious eagerness to have face-to-face interactions and discussions when possible**

Adjusting to communication needs by meeting via skype or phone when necessary

> **"Dr. Adams is an exceptional dissertation supervisor for several reasons. First, he reads my work with a sharp critical eye, offering incisive suggestions that help me understand what it will take to produce truly great scholarship. He combines this with the ability to provide meaningful and specific encouragement… I am immensely proud to be associated with Dr. Adams."**
>
> Student nomination comment for Nicolas Adams, winner of the 2014-15 Best Research or Dissertation Supervisor Award

Supporting Students' Learning

In 2014-15 this was, rather unfortunately, the second smallest award category with only 86 total nominations. During the 2015-16 nomination period, the name of this award category was changed to the Best Support Staff Award and received 246 nominations which is extremely positive. The nominations analysed in this category are incredibly diverse, covering a wide range of positions for what students considered to be a supporting role in their educational experience. This is worth noting on its own — almost every type of University staff was mentioned throughout these nominations in regards to having a positive impact in supporting student life, from careers service staff to lab managers to course secretaries.

Similarly to nominations for personal tutors and supervisors, these nominations focused on the help and time given to students to support them in overcoming both academic issues as well as personal issues affecting their studies. These support staff were readily available and always caring towards students. Whether it was professional advice, CV editing or the additional effort to ensure distance learners felt supported, these nominees showed they were committed and dedicated to fostering an enjoyable educational experience at the University. A reoccurring theme was how support staff accommodated specific student issues and supported students with a wide variety of issues and queries even if they weren't the staff member's speciality.

The themes for the Supporting Students' Learning Award also included similar information to the section on consistency, predictability, and stability of support (pages 13-14). The nominations also highlighted specific roles and areas where support was essential to students' general success at the University. This was particularly apparent for international students as well as those with disabilities. Also focused upon was the aforementioned ability of staff to understand the specific situation for each and every student and adapt their support to allow students to focus on their studies while feeling comfortable at the University and in the city. Being knowledgeable of other support outlets and looking to help their students at every turn, these support staff play an essential role in the student experience.

Below are examples of good practice for support staff:

▶ **Helping students prioritise both academic and personal issues to ensure student wellbeing and a positive educational experience where they do not become overwhelmed**

▶ **Employing a regular schedule of check-ins and meetings to ensure stable and consistent support and being proactive when there had been an undesirably long gap in such communication**

▶ **Creating extracurricular opportunities including career events, organising speakers or discussions, and fostering informal social connections to create a sense of comfort and community**

▶ **Facilitating the provision of effective student peer learning and support groups**

▶ **Understanding the complexities of unique student needs and accommodating them as necessary**

▶ **Having clear explanations and communication to efficiently and effectively support students especially when they may not have a good grasp on the University's administrative or academic procedures**

▶ **Encouraging students and being positive while creating a healthy, safe and supportive learning environment to benefit all students and especially struggling students**

> **"Claire Haggett is basically single-handedly responsible for getting me through my degree in one piece. In periods of uncertainty, stress, anxiety, elation, frustration and bewilderment, Claire has been a constant and reliable support, and her office has been a haven of biscuits and warmth. Even in periods in which she was not my lecturer, Claire supported me and encouraged me."**
>
> Student nomination comment for Claire Haggett, runner up for the 2014-15 Supporting Students' Learning Award

Best Student Who Tutors

This award category had 237 nominations coming from a wide range of Schools. Nomination comments made it clear that students who tutor (including postgraduate tutors and demonstrators as well as undergraduate peer support leaders) go above and beyond to simplify, condense, explain and foster discussion about course material. Nominees were engaging and showed thorough concern for each and every student's full comprehension. They showed patience and care towards students, and often students who were nominating these tutors felt their academic development and positive results could be attributed to these tutors rather than lecturers.

Nominated tutors made time for their students, were approachable in person and also communicated effectively via email. A good tutor is available for their students outside the classroom and brings a sense of enthusiasm to tutorials, labs or peer support sessions. Students took note of and nominated tutors who were consistently prepared with well-structured material. These tutors had a good grasp on both the content and academic expectations, communicating effectively to students and leaving them with a deeper understanding of material.

Similar to the Best Overall Teacher Award category, students rewarded tutors who were able to excite and engage them on topics that were previously boring or difficult. These tutors also demonstrated the ability to do so while improving the overall course experience and development. Their ability to synthesise material for students and explain complex issues was typically lauded as being digestible without sacrificing quality or depth. This was the key strength of tutors that was highlighted: they were able to focus on specific issues and help guide students to stronger comprehension of difficult topics or tasks. Whether it was through supplementary material or a new view of the topic, students were able to improve their academic approach through the exemplary use of tutors' learning resources.

Student tutors who were nominated were also regularly willing to go out of their way to provide additional time and support for students who asked for it. The extra effort of these tutors preparing for and following up after tutorials was regularly remarked upon in nominations. Those nominated had connected with students and shown them a high level of respect in all concerns and queries raised. Increasing students' understanding and knowledge, these student tutors were approachable and engaging.

Below are examples of good practice for student tutors:

▶ **Creating additional course materials that improve engagement with a specific, difficult topic as well as students' overall understanding of course content**

▶ **Holding revision sessions before examinations or assignment submission deadlines to allow students to communicate concerns**

▶ **Proactively addressing areas of difficulty within courses**

▶ **Working with struggling students to clarify specific issues**

▶ **Maintaining a clear and consistent structure of sessions relative to course material that both pushes students' learning further while reinforcing main messages in lectures**

▶ **Taking the time to find related, real life and practical examples beyond what has been offered in the course to enhance student engagement**

> **"He took so much time to write guides on how to approach the tutorial questions and teach us the best practice, emailed us these and was always willing to reply to any further queries. He was keen to participate in a revision session organised by the Class Reps and was always willing to give us the broader picture — not just how to do a question but what it implies in real life. I personally consider that as an engineer it is very important to see the bigger picture in order to understand and prevent failures, and this is something I learned from him."**
>
> Student nomination comment for Ahmad Al-Remas, winner of the 2014-15 Best Student Who Tutors Award

RECOMMENDATIONS

Based on the research findings described above, Edinburgh University Students' Association would like to suggest the following recommendations to the University to continue to improve teaching and student support:

A. Continue to work to develop a strong sense of academic community within each subject area that inspires and empowers all members, both students and staff, to actively contribute to the community. Communications from staff to students should be improved regarding what they should reasonably expect from teaching and support staff.

B. Include students more actively in pedagogical discussions to increase transparency, accessibility and inclusion by showing students that they are partners in learning and teaching. Listen actively to student feedback by improving teaching and support practices based on student suggestions and explaining why certain elements of student feedback cannot be addressed.

C. Make time for students within working hours. The workload allocation model must account for students meeting with lecturers, tutors and support staff in particular. A healthy working culture should be promoted across the University, even though students do recognise and appreciate staff who responded quickly to emails outside of normal working hours.

D. Engage with the University's Athena SWAN Institutional and School Self-Assessment Teams to identify ways to integrate the Teaching Awards into wider discussions around recognition and reward for women staff. The University should also consider how the Teaching Awards data may be used in the future to look at the extent of racial equality in the institution.

E. Place greater emphasis on the Best Support Staff to increase nominations and recognition of the University's professional and support staff, and especially women staff members.

F. Continue to support postgrad tutors and work to ensure consistency of roles across each College, and pay tutors for the time they spend preparing for tutorials and meeting students outside of tutorials to support them.

G. Continue to provide regular training and support to personal tutors and research supervisors, particularly relating to supporting students with mental health issues.
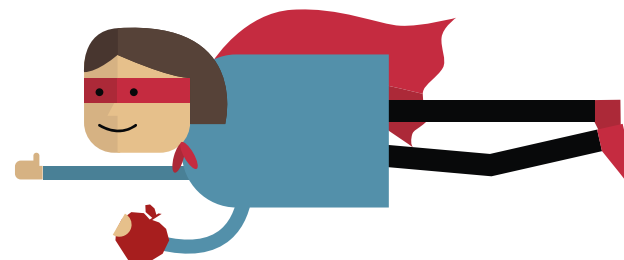
CONCLUSION AND MOVING FORWARD

The 2014-15 Students' Association Teaching Awards celebrated staff across all Schools of the University of Edinburgh and showcased the talent of academic, professional and support staff. While student expectations varied considerably, what students discussed in their nomination comments was notably enthusiastic and well within what the University should be expecting students to reward. Students reflected on how staff furthered their learning and professional development, both in the classroom and through extracurricular activities. Engaging and memorable educational experiences of many students were noted to show how staff inspired them. The success of staff to create such an educational community and environment deserves much celebrating.

Additionally, there are areas related to the Teaching Awards, beyond the scope of this report, that deserve further investigation. One such example is the use of technology in the classroom. Innovative and successful examples of online voting mechanisms, Top Hat, lecture recording and even LEARN were discussed in numerous comments. Nomination comments featuring engaging technology appeared to occur with greater frequency in the 2015-16 Teaching Awards, and it is likely that this will only increase as these technologies proliferate across the university. The use of these classroom technologies enhanced students' learning experiences and, while not often the sole reason for a student nomination, played a role in many comments by increasing student engagement. Another area which could warrant further investigation includes looking more closely at the work of specific teachers who are consistently nominated for multiple Teaching Award categories, especially when they are nominated year after year. Therefore, it would be interesting to learn more about their specific teaching practices which regularly garner such admiration from students. Other research examining questions of gender and how it affects and is reflected in Teaching Awards nominations could be a further area to explore. There will also be important developments in how classes are run, how personal tutors engage with students increasingly using technology and how staff can engage students in research-led teaching and co-creation of the curriculum. The Students' Association Teaching Awards will change with these new trends and future years are likely to reflect different themes.

It is unlikely, however, that the basic, core themes discussed throughout this report will change significantly. During the 2016-17 Teaching Awards, the Students' Association will not only ask students to submit open-ended, qualitative nomination comments but will also give students a chance to choose up to three key themes (as identified through this research) relating to their nomination. This will help the Students' Association to gather more quantitative data relating to the nature of teaching excellence, as perceived by students. It is felt that charismatic and engaging lecturers will always be valued by the students they teach. Appreciation will not wane for support staff and teachers who put in extra effort to provide as much information, assistance and feedback as possible. Those who attempt to engage students in the classroom while knowing each one individually on a personal level will always be respected and admired by their students. Finally, staff who can consistently showcase such attributes and practices form the backbone of strong educational practice across the institution, providing stable support and predictable, high-quality teaching. There are outstanding individuals who make the University of Edinburgh a fantastic educational community and experience, and the Students' Association will continue to celebrate their work through the Teaching Awards.

APPENDIX

SCHOOL	NUMBER	% OF TOTAL NOMINATIONS
Literatures, Languages and Cultures	348	12%
Social and Political Science	281	10%
History, Classics and Archaeology	206	7%
Philosophy, Psychology and Language Sciences	197	7%
Education (Moray House)	189	6%
Law	157	5%
Engineering	150	5%
Edinburgh College of Art	136	5%
Geosciences	129	4%
Business School	124	4%
Veterinary Studies	109	4%
Informatics	103	4%
Physics and Astronomy	98	3%
Mathematics	98	3%
Biological Sciences	91	3%
Divinity	86	3%
Chemistry	85	3%
Biomedical Sciences	80	3%
Economics	70	2%
MBChB	58	2%
Health in Social Science	51	2%
Clinical Sciences	42	1%
Other	20	1%
Molecular, Genetic and Population Health	18	1%
Total	**2,926**	

SCHOOL	% OF STUDENTS IN THE SCHOOL WHO NOMINATED
CAHSS	
School of Divinity	18%
School of Literatures, Languages and Cultures	14%
School of Social and Political Science	13%
School of History, Classics and Archaeology	12%
School of Philosophy, Psychology and Language Sciences	11%
School of Law	9%
Business School	8%
Moray House School of Education	7%
School of Economics	7%
School of Health in Social Science	7%
Edinburgh College of Art	5%
CMVM	
Royal (Dick) School of Veterinary Studies	8%
Deanery of Biomedical Sciences	7%
Edinburgh Medical School	5%
Deanery of Molecular, Genetic and Population Health Sciences	4%
Deanery of Clinical Sciences	3%
CSE	
School of Mathematics	14%
School of Physics and Astronomy	11%
School of Chemistry	10%
School of Geosciences	8%
School of Informatics	8%
School of Biological Sciences	7%
School of Engineering	7%

Theme 1 – Concerted, Visible Effort

NAME	REFERENCES	COVERAGE	TOTAL NOMINATIONS
Best Overall Teacher	360	12.50%	1,192
Best Feedback	117	33.72%	222
Best Course	113	16.46%	360
Best Personal Tutor	113	16.42%	419
Best Student Who Tutors	90	21.74%	237
Best Research or Dissertation Supervisor	73	12.95%	264
Supporting Student Learning	52	30.27%	86
Undefined Awards	26	5.66%	72
Best Learning Community	15	8.14%	74

Total	**959**	
Total Ratio	**33%**	

Theme 2 – Charisma, Personality and Engaging Teaching

NAME	REFERENCES	COVERAGE	TOTAL NOMINATIONS
Best Overall Teacher	687	31.03%	1,192
Best Course	161	27.56%	360
Best Student Who Tutors	113	29.07%	237
Best Research or Dissertation Supervisor	43	8.29%	264
Best Personal Tutor	42	7.51%	419
Best Feedback	24	6.83%	222
Undefined Awards	13	3.45%	72
Supporting Student Learning	8	4.30%	86
Best Learning Community	4	0.99%	74

Total	**1,095**	
Total Ratio	**37%**	

Theme 3 – Breaking Down Student-Teacher Barriers and Fostering Student Engagement

NAME	REFERENCES	NVIVO COVERAGE	TOTAL NOMINATIONS
Best Overall Teacher	369	13.37%	1192
Best Personal Tutor	203	33.47%	419
Best Student Who Tutors	90	22.21%	237
Best Research or Dissertation Supervisor	87	16.15%	264
Best Course	62	9.25%	360
Supporting Student Learning	34	23.21%	86
Best Feedback	31	6.41%	222
Best Learning Community	29	17.27%	74
Undefined Awards	28	5.94%	72
Total	**933**		
Total Ratio	**32%**		

Theme 4 – Consistent, Predictable Support

NAME	REFERENCES	COVERAGE	TOTAL NOMINATIONS
Best Overall Teacher	302	10.64%	1192
Best Personal Tutor	246	39.92%	419
Best Research or Dissertation Supervisor	109	21.74%	264
Best Student Who Tutors	71	17.17%	237
Best Feedback	67	16.95%	222
Best Course	49	7.60%	360
Best Learning Community	40	25.38%	74
Supporting Student Learning	38	26.81%	86
Undefined Awards	30	7.20%	72
Total	**952**		
Total Ratio	**33%**		

Top 15 Nodes

NODE NAME	TOTAL NODES	MAIN THEME
Lecturing**	605	3
Engaging Engagement	511	3
Approachability Availability	508	1 and 4
Student Growth and Development	476	3
Feedback**	459	2
Clear Effort	452	2
Support**	384	4
Stimulating Interest & Further Work	356	3
Caring	258	1
Passion*	226	3
Simplifying	182	2
Comfort	175	1
Supplemental Content*	169	2
Fun Factor	167	3
Exceeding Expectations	167	2

* = part of aggregated lecturing node

** = aggregated nodes

It should be noted that theme 4 included a large number of the smaller nodes and aggregates though it may appear underrepresented on this list
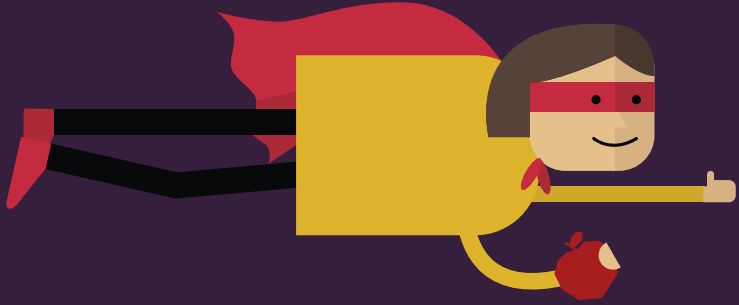
LTC 16/17 2 F

The University of Edinburgh

Learning and Teaching Committee

16 November 2016

Proposals for the Festival of Creative Learning

Executive Summary

At the previous Learning and Teaching Committee meeting a brief overview of proposed School plans for the use of Flexible Learrning Week (that is, the week between Teaching Blocks 3 and 4 in 2016/17) was discussed. There was only one proposal for the Festival of Creative Learning and it seemed that proposals would be more likely to come from individuals rather than the School as a whole. It was agreed that further information on proposals for the festival would be useful in enabling the committee to gain an understanding of the types of events that have been proposed and measure the level of School interest in participating in the festival.

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

The festival of creative learning aligns with the University's Strategic Theme of 'Outstanding Student Experience'.

Action requested

This paper is presented for information

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   This paper does not have any resource implications.

2. **Risk assessment**

   This paper does not require a risk assessment

3. **Equality and Diversity**

   Not required

4. **Freedom of information**

   This paper is open.

Originator of the paper
Silje Graffer – Institute for Academic Development

LTC 16/17 2 F

School/Department	Project Title
ASCUS Art & Science	Discovering the Unseen, A Microscopy Workshop in the ASCUS Lab Exploring Patterns in Nature
ASCUS Art & Science	The wonderful world of Slime Mould at the ASCUS Lab: The pet you never knew you wanted!
Centre for Open Learning	MEET EAT DRINK THINK: A taste of Europe An Edinburgh Food Studio Collaboration
Centre for Open Learning	Introduction to TEFL
Centre for Open Learning	'A Scroll Down Memory Lane' A collaborative printmaking workshop linking objects, stories and personal histories.
Centre for Open Learning	Mindfulness and Beginner Spanish Language Workshop
Centre for Open Learning	A taste of Europe: culture and cuisine
Dept. for Social Responsibility & Sustainability	Design for Wellbeing
Dept. for Social Responsibility & Sustainability	Biffa tour: How does recycling work?
Edinburgh Business School	Get Started!
Edinburgh College of Art	SAFARI
Edinburgh College of Art	Edinburgh College of Art Collaborates
Edinburgh College of Art	Clad the Wikihouse: Baltic Street Adventure Playground
Edinburgh College of Art	Move with music
Edinburgh College of Art	(none)
Edinburgh College of Art	UNA Urban Network Analysis
Edinburgh College of Art	Digital Honeycomb
Edinburgh College of Art	Building Drawing
Edinburgh College of Art	PLOPS:2
Edinburgh College of Art	Expanding Expanded Drawing

Edinburgh College of Art	Dronescapes
Edinburgh College of Art	Ugandan Xylophone Building Workshop
Edinburgh Law School	Equality and Diversity in the workplace
Edinburgh Law School	Football in the law, the law in football: a pub learned discussion
Edinburgh Law School	Human Rights Objects & Photography: Looking at Human Rights Practice from New Angles
Edinburgh Law School	Dash Kapital: Neoliberalism, Gender and Victimhood in Keeping Up With the Kardashians
Edinburgh Law School	Wikipedia edit-a-thon: gender, global health and justice
Information Services	Crowdsourcing Conservation
Information Services	A Public Art Puzzle: Paolozzi Mosaic Fragments at UoE
Information Services	Designing for you, technology, your courses, and the future
Information Services	Board Game Jam: The Expansion
Information Services	Making History: a Feminist Craft Project
Information Services	History of Medicine 2017 Wikipedia editathon
Moray House School of Education	"I am the biggest fan of … Fanfiction and English Learning"
Moray House School of Education	Introduction to Massage in Schools Programme
Moray House School of Education	PaperHive: Online collaborative reading
School of Biological Sciences	The undergraduate Recruitment Cycle for Biological Sciences staff
School of Biological Sciences	Manifest Destiny: A Multidisciplinary Forum on Mars Colonisation
School of Biological Sciences	Bees to Bugs
School of Biological Sciences	Communicating with science & art: We're lichen it!
School of Biological Sciences	iGEM Sandpit

LTC 16/17 2 F

School of Biomedical Sciences	"The Birds and the Bees" Boardgame.
School of Engineering	eTunes: Building your own Electroacoustic Guitar Workshop Series
School of Engineering	Soundcrafting: Building your own acoustics devices!
School of Engineering	Engineering Art / Art of Engineering
School of Engineering	The Eyes and Ears of Hyperloop
School of GeoSciences	See and Inspire
School of GeoSciences	Sustainable food systems and innovation
School of Health in Social Science	Making narrative portraits in qualitative research
School of History, Classics and Archaeology	History DYI: Historians, use your Toolkit!
School of History, Classics and Archaeology	Gaming with the Humanities
School of Informatics	(none - updated application to be sent 09/11/16)
School of Informatics	Learn to Code
School of Informatics	Edinburgh IoT Hack
School of Literatures, Languages and Cultures	LLC Blethers
School of Literatures, Languages and Cultures	A Celebration of Expression: the Unveiling of 50GS
School of Literatures, Languages and Cultures	How to tell a medieval Gaelic tale
School of Literatures, Languages and Cultures	Exploring the potential for presenting the history of oral culture 3-dimensionally in actual and virtual museums.
School of Literatures, Languages and Cultures	Gakuensai: Festival of creative learning

LTC 16/17 2 F

School of Literatures, Languages and Cultures	Edinburgh Undergraduate Literature Conference: Division and Connection
School of Literatures, Languages and Cultures	Act Physical
School of Literatures, Languages and Cultures	'Camelot, tis a silly place': Popular Culture and Scottish Heritage Castle Trip
School of Mathematics	Knitting and Knot Theory
School of Mathematics	Escape with Fermat's Lost Proof
School of Mathematics	Exploring Escher: Mathematical Printmaking Workshop
School of Mathematics	Hyperbolic Origami: How to fold curved surfaces
School of Mathematics	Rubik's cube workshop
School of Philosophy, Psychology and Language Sciences	Learning Language Through Theatre
School of Philosophy, Psychology and Language Sciences	(none)
School of Social and Political Science	Active learning and flipping the classroom in social sciences – a chance to learn from experience
School of Social and Political Science	I'm A Perfectionist…Get Me Out Of Here!

The University of Edinburgh
Learning and Teaching Committee

16 November 2016

Senate Committee Planning
2017-18

Executive Summary

In Spring 2016, the Committee noted that a new two-stage approach to planning the work of the Senate Committees would apply for the planning round for 2017-18. In line with this new approach, at this meeting the Committee is invited to identify any major developments that may require resourcing via the planning round.

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

Aligns with University Strategic Plan Goal of Excellence in Education.

Action requested

The Committee is invited to identify any major developments that may require resourcing via the planning round.

How will any action agreed be implemented and communicated?

Any major developments with resource implications will be discussed - and may or may not be funded - alongside all the other issues under discussion in financial planning.

If the Senate Committees identify any major developments with implications for the University Secretary's Group (USG), or other support groups, the Senior Vice-Principal will invite them to take them into account when developing their planning round submissions.

If the Senate Committees identify any major developments that may require additional resources for Schools or Colleges, the College representatives on the relevant Committees are encouraged to inform their College Registrars so that they can take account of them during the planning round.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Yes. The paper will assist the University to use its resources strategically.

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, 24 October 2016

Senate Committee Planning
2017-18

This paper sets out out the framework for Senate Committee planning for 2017-18, and invites the Committee to identify any major developments that may require resourcing via the planning round.

Background - 2016-17 plans

At its meeting on 1 June 2016, Senate endorsed the Committees' plans for 2016-17, see Paper B at:
http://www.ed.ac.uk/files/atoms/files/agendaandpapers.pdf

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.

For comment - identifying any major developments that may require resourcing via the planning round

In line with stage one of this process, the Committee is invite to identify any major developments that may require resourcing via the planning round in 2017-18. These could include, for example:

- Major projects that the Committee would like to make a case for, which would require significant support from support services which may not be possible to accommodate within existing resources;

- Changes that the Committee has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;

3

- Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University.

<u>The University of Edinburgh</u>

Senatus Learning and Teaching Committee

16 November 2016

National Student Survey 2017

<u>Executive Summary</u>

There will be substantial changes to the NSS survey questionnaire based on the outcomes of a review the UK higher education funding bodies undertook, called a Review of Information (www.hefce.ac.uk/pubs/Year/2016/201615/) The new question set is attached as an appendix to the paper. Separate work regarding changes to KIS and presentation of the NSS data is being taken forward.

In addition the University has the option to choose question sets from the optional question bank provided and any institutional specific questions. In previous years additional option bank question sets on 'workload' in 2016 and 'Learning Community' in 2014 and 2015. Limited use was made of the data from these question banks. In addition in 2016 we opted to include two additional institutional specific questions:

- *I am satisfied with the support provided by my Personal Tutor (scale question)*
- *What one thing would do most to improve the quality of your student experience (free text question)*

The additional question bank questions are attached in the appendix.

Consultation with the Edinburgh University Students' Association will also take place along with LTC.

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

This work is being developed to support the delivery of an outstanding student experience.

<u>Action requested</u>

*The committee is asked to **consider** the changes and what steps, if any, need to be taken internally in advance of the NSS going live in January 2017, and (less time critical) receipt and use of the data in August 2017.*

*In addition the committee is asked to **consider** what, if any, additional questions could be included and the difference collecting and reporting on this data will make.*

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

Following on from discussion at LTC and consultation with the Edinburgh University Students' Association a recommendation will be made to the Senior Vice Principal. A decision needs to be communicated to Ipsos Mori by 28 November 2016.

A communication will be issued internally to the key survey contacts across the University.

Resource / Risk / Compliance

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

   The current work is being delivered from existing resources.

2. **Risk assessment**

   This work falls under the 'Education & Student Experience' heading on the University of Edinburgh Risk Policy and Risk Appetite.

3. **Equality and Diversity**

   No impact.

4. **Freedom of information**

   Paper is open.

Key words

National Student Survey, Student Experience, Student Data

Originator of the paper

]

Barry Neilson
Director of Student Systems

16 November 2016

National Student Survey 2017

Purpose

1. This paper sets out the changes to the National Student Survey question set from 2017.

2. The committee is asked to **consider** the changes and what steps, if any, need to be taken internally in advance of the NSS going live in January 2017, and (less time critical) receipt and use of the data in August 2017.

Background & Key Points

3. There will be substantial changes to the NSS survey questionnaire based on the outcomes of a review the UK higher education funding bodies undertook, called a Review of Information (www.hefce.ac.uk/pubs/Year/2016/201615/) The new question set is attached as an appendix to the paper. Separate work regarding changes to KIS and presentation of the NSS data is being taken forward.

4. These are the first major changes to the survey since its introduction in 2005. There is a recognition that the changes will interrupt trend data, the argument from the review suggests changes are needed now to ensure the survey remains fit for purpose.

5. Changes cover: Nine new questions have been included on student engagement, updated questions on assessment and feedback and learning resources, removal and transfer of personal development questions to the optional question banks, and removal of two duplicative questions to ensure the survey remains short. The two duplicate questions removed are:
   - Staff are enthusiastic about what they teach; and
   - Feedback on my work has helped me clarify things I did not understand.

6. For the new 2017 survey the current optional banks will remain, with adjustments to address overlap with the new student engagement questions and the additional of an optional personal development bank (which comprises the three personal development questions which were in the previous edition of the survey)

7. The expectation set by the Funding Bodies is, from 2017 onwards, institutions will be expected to agree their choice of optional bank with their student representative body. We await further information on this and the Student Survey Unit will take a steer internally before undertaking next steps.

Communications & Data

8. Some initial communication has been issued to (a large number) of key contacts from the Student Survey Unit indicating the changes to raise awareness, and it is being included in TPR/PPR discussions to help ensure plans around curriculum development can take account of the changes.

9. A review of existing NSS communications and guidance is underway in advance of the 2017 survey season. This will help establish our approach for issuing communications and guidance to Schools and students for 2017 and as part of that we should seek to raise awareness of changes with both staff and students.

10. The changes will interrupt the trend data gathered since 2005 and thought will be given to the implications of that by the Student Surveys Unit. Any initial thoughts welcome.

Discussion Point

11. The committee is asked to **consider** the changes and what steps, if any, need to be taken internally in advance of the NSS going live in January 2017, and (less time critical) receipt and use of the data in August 2017.

Professor Tina Harrison   Barry Neilson
Assistant Principal Academic Standards and   Director of Student Systems & Service
Quality   Excellence Lead

                                                                                14 October 2016

The teaching on my course
1.   Staff are good at explaining things*
2.   Staff have made the subject interesting*
3.   The course is intellectually stimulating*
4.   My course has challenged me to achieve my best work [new]

Learning opportunities [new section]
5.   My course has provided me with opportunities to explore ideas or concepts in depth
6.   My course has provided me with opportunities to bring information and ideas together from different topics
7.   My course has provided me with opportunities to apply what I have learnt

Assessment and feedback
8.   The criteria used in marking have been clear in advance*
9.   Marking and assessment has been fair [amended]
10.   Feedback on my work has been timely [amended]
11.   I have received helpful comments on my work [amended]

Academic support
12.   I have been able to contact staff when I needed to*
13.   I have received sufficient advice and guidance in relation to my course [amended]
14.   Good advice was available when I needed to make study choices on my course [amended]

Organisation and management
15.   The course is well organised and running smoothly*
16.   The timetable works efficiently for me [amended]
17.   Any changes in the course or teaching have been communicated effectively*

Learning resources
18.   The IT resources and facilities provided have supported my learning well [amended]
19.   The library resources (e.g. books, online services and learning spaces) have supported my learning well [amended]
20.   I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to [amended]

Learning community [new section]
21.   I feel part of a community of staff and students
22.   I have had the right opportunities to work with other students as part of my course

Student voice [new section]
23.   I have had the right opportunities to provide feedback on my course
24.   Staff value students' views and opinions about the course
25.   It is clear how students' feedback on the course has been acted on
26.   The students' union (association or guild) effectively represents students' academic interests

27.   Overall, I am satisfied with the quality of the course*

B. Bank of Optional Questions

B1. Personal Development

The course has helped me to present myself with confidence.
My communication skills have improved.
As a result of the course, I feel confident in tackling unfamiliar problems.

B2. Students' Union (Association or Guild)

The Students' Union (Association or Guild) had had a positive impact on my sense of belonging to the university or college.
The Students' Union (Association or Guild) has had a positive impact on the local community.
The Students' Union (Association or Guild) has helped me develop useful life skills.

B3. Careers

As a result of my course, I believe that I have improved my career prospects.
Good advice is available for making career choices.
Good advice is available on further study opportunities.

B4. Course Content and Structure

All of the compulsory modules are relevant to my course.
There is an appropriate range of options to choose from on my course.
The modules of my course form a coherent integrated whole.

B5. Work Placements

Did your course involve any work placements?
    Yes (ask all questions in this section)
    No (skip this section)
I received sufficient support and advice from my institution about the organisation of my placements.
My placements were valuable in helping my learning.
My placements have helped me to develop my skills in relation to my course.
My placements have helped me to develop my general life skills.
The taught part of my course was good preparation for my placements.

B6. Social Opportunities

I have had plenty of opportunities to interact socially with other students.
I am satisfied with the range of clubs and societies on offer.
I am satisfied with the range of entertainment and social events on offer.

B7. Course Delivery

Learning materials made available on my course have enhanced my learning.
The range and balance of approaches to teaching has helped me to learn.
The delivery of my course has been stimulating.
My learning has benefited from modules that are informed by current research.
Practical activities on my course have helped me to learn.

B8. The Physical Environment

Security has been satisfactory when attending classes.
My institution provides an appropriate environment in which to learn.

B9. Welfare Resources and Facilities

There is sufficient provision of welfare and student services to meet my needs.
When needed, the information and advice offered by welfare and student services has been
helpful.

B10. Workload

The workload on my course is manageable.
This course does not apply unnecessary pressure on me as a student.
The volume of work on my course means I can always complete it to my satisfaction.
I am generally given enough time to understand the things I have to learn.

B11. Assessment

Teaching staff test what I have understood rather than what I have memorised.
Assessment methods employed in my course require an in-depth understanding of the course
content.

B12. Learning Community

I feel part of a group of students committed to learning.
I have been able to explore academic interests with other students.
I have learned to explore ideas confidently.
Within my course, I feel my suggestions and ideas are valued.
I feel part of an academic community in my college or university.

B13. Intellectual Motivation

I have found the course motivating.
The course has stimulated my interest in the field of study.
The course has stimulated my enthusiasm for further learning.

Please note that in nominating banks of NSS questions, institutions are advised to work with their
partner institutions and students' unions, associations or guilds to ensure that their choices are
taken into account.

The University of Edinburgh
Senate Learning and Teaching Committee
16 October 2016

Assessment and Feedback Enhancement Group Remit

Executive Summary
This paper asks the Committee to approve the proposal that the Assessment and Feedback Enhancement Group becomes a formal Task Group of Learning and Teaching Committee. It also asks the committee to approve the Group's remit. The Group has existed as an informal advisory group to the Assistant Principal Assessment and Feedback since April 2016. At that point the Group absorbed the Leading Enhancement in Assessment and Feedback (LEAF) Quarterly meetings which have operated since November 2014.

During 2016/17 the Group will review the Feedback Standards and Guiding Principles and related documents.

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

The work of the Group will assist the Committee to fulfil its remit in relation to assessment and feedback matters.

Action requested

The paper is presented to members for **approval**.

How will any action agreed be implemented and communicated?

Members will be updated on the status of the Group. The remit and membership will be posted on Academic Services' website.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   The paper does not have resource implications.

2. **Risk assessment**
   The paper does not require a risk assessment.

3. **Equality and Diversity**
   An Equality Impact Assessment is not required.

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

Key words
Assessment, feedback, enhancement, group

Originator of the paper
Nichola Kett and Susan Rhind, 7 November 2016

**University of Edinburgh
Assessment and Feedback Enhancement Group**

Task Group Remit and Membership,

Remit
- To act in an advisory capacity to the Assistant Principal Assessment and Feedback to support their role in giving additional focus, leadership and drive on further improvements to the University's practices of assessment and feedback.
- To discuss and align University, College and School assessment and feedback priorities.
- To receive and consider reports on the Leading Enhancement in Assessment and Feedback (LEAF) project activity, advise the Project Team, guide the project, and monitor impact.
- To advise Learning and Teaching Committee on assessment and feedback matters.
- To act as a forum for discussing assessment and feedback developments across Colleges, academic and support services and Edinburgh University Students' Association.

Membership
Assistant Principal Assessment and Feedback (Chair)
Edinburgh University Students' Association Vice President Academic Affairs
Student Systems representative
Academic Policy Officer, Academic Services (Secretary)
Academic Policy Manager, Academic Services
Lecturer (University Learning and Teaching), Institute for Academic Development
Research Assistant, LEAF Project, Institute for Academic Development
Dean of Learning and Teaching (or equivalent) representing each College
Information Services representative (Learning, Teaching and Web Services)
Director of the Institute for Academic Development

Meetings
The Group will meet four times a year and will report at least annually to the Learning and Teaching Committee via the Assistant Principal Assessment and Feedback.

Nichola Kett and Professor Susan Rhind
7 November 2016

The University of Edinburgh

Learning and Teaching Committee

16 November 2016

Lecture Recording Task Group Membership and Remit

Executive Summary

This paper asks the committee to approve the proposed Membership and Remit for the Lecture Recording Task Group which will manage the roll out of comprehensive lecture recording across the University in three years.

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

This paper aligns with the University's Strategic Theme of 'Outstanding Student Experience'.

Action requested

Approval of Task Group Membership and Remit

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The University Court has agreed to commit resources to this project and the Information Service Group will support the development of the policy and guidance.

2. **Risk assessment**

   This paper does not require a risk assessment

3. **Equality and Diversity**

   Not required

4. **Freedom of information**

   This paper is open.

Originator of the paper

Melissa Highton, Director of Learning Teaching and Web, Information Services

Update for LTC on Lecture Recording

26 October 2016

LTC task group on lecture recording

I am looking for members for the Task Group to develop guidelines and supporting policies for lecture recording. I expect the task group will meet regularly – every couple of months- over the next two years to agree guidance and support services to accompany the roll out of comprehensive recording across the University in 3 years.

The practice of recording lectures is already widespread in the University via either CaptureEd or as part of the Panopto pilots. So some of the work of the group will be to identify how issues such as opt-out, 3rd party copyright, accessibility and storage are currently being managed by custom and practice.

With the roll out of automated recording in so many rooms we will focus in the first instance on policy for supporting colleagues and course teams in deciding how and when they should opt-out, and policy- where needed- to support Heads of School in developing local guidelines for content and use of recordings. Our survey of policies in other institutions indicated that it is usual for Heads of School to take responsibility for colleagues opting out of being recorded, for example if there are complaints from students about particular lectures not being available. Given the current emphasis on an enhanced student experience at University of Edinburgh colleagues may wish to develop local guidelines on how quickly and how comprehensively recordings are made available to students via the VLE.

The principles we are working towards are:

- Lecture recording will be on an opt-out basis; the default position is that lectures will be recorded automatically, however lectures are released to students via staff intervention/permission.
- The aim is to be as consistent and comprehensive as possible in support of the student experience.
- Lecture recording will be based on the information in the central timetabling system to keep the administrative burden low.
- Opt-outs will be for pedagogical reasons (chalk boards, flipped classroom), ethical or privacy reasons (sensitive data such as patient case studies), or may be personal (staff agree this locally).

I would hope to be able to update this group on progress of the roll out and of support being offered by ISG for making the most of lecture capture.

Proposed group membership

To include the following:

- Director of LTW
- One Dean from each College
- One School Director of Teaching or equivalent from each College
- One professional support staff representative from each College – either a College member of staff or a School Head of Teaching Organisation or equivalent
- Edinburgh University Student Association representative

- Representative from the Student Disability Service
- Other identified individuals with relevant expertise

Proposed remit

- To recommend to LTC policies for lecture recording
- To develop supporting guidelines
- To coordinate consultation and communications activities regarding the development of policies and guidelines

Members of LTC should email Melissa.highton@ed.ac.uk regarding representation on the task group and best efforts will be made to find suitable times for meetings.

Lecture Recording Procurement Project

http://www.projects.ed.ac.uk/project/mle002

The purpose of this project is to document the requirements and then go to the market to procure a new Lecture Recording service. The procurement phase of the project is expected to complete during the Spring of 2017 with the implementation to follow directly after. The first meeting of the project board is 3rd Nov 2016.

- The scope of this project is to procure a new Lecture Recording service for the University.
- This will involve all centrally supported rooms identified by the Learning Spaces Technology team and rooms identified as to be part of the rollout by the College of MVM, CSE and HSS. Approximately 400 rooms.
- The procurement will use the Competitive Dialogue process. This is an open process within which suppliers are invited to participate. A multi stage process follows this within which a predefined number of suppliers will be identified, before a final tender stage and contract award.
- The procurement stage will award the contact to the successful supplier.
- The scope will include the Implementation Plans for the full programme of work, covering external and internal resources.

Lecture recording procurement project user sessions

To support the procurement process we have created 18 'use cases' for lecture recording against which to test the vendors' solutions. We are holding user consultation sessions for colleagues and students to look at these use cases, prioritise them and think 'how should this work?' We will focus on usability and workflows when using the service.

User consultation sessions begin on 2nd November, an invitation to participate was circulated previously.

Melissa Highton
Director of LTW
ISG

<u>The University of Edinburgh</u>

Senatus Learning and Teaching Committee

16 November 2016

Innovation, University-wide courses and Research-led teaching and learning

Executive Summary

In 2015-16, the Senate Learning and Teaching Committee established a task group on Innovation in Teaching and Learning (ITLWG). This paper sets out three planned strands of new activity to follow on from that short life task group and to ensure onward momentum across its remit:

1. Further work on developing a framework for fostering and embedding innovation;
2. A new task group on University-wide courses; and
3. A new task group on research-led teaching and learning.

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

The paper aligns with the University's Strategic Theme of 'Outstanding Student Experience'.

Action requested

The Committee is invited to:

- Endorse the planned approach to the first strand of work;
- Approve the establishment of new task groups to take forward the second and third strands of activity.

How will any action agreed be implemented and communicated?

Academic Services will highlight this programme of work in the next edition of the Senate Committees Newsletter. The proposed task groups will be responsible for preparing proposals for implementation and communication activities.

Resource / Risk / Compliance

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

The paper sets out the support arrangements for these three strands of work. The task groups will consider resource implications of implementation when preparing their recommendations.

2. Risk assessment

The task groups will consider potential risks when preparing their recommendations.

3. Equality and Diversity

If the task groups propose any changes to processes or practices, they will undertake an Equality Impact Assessment.

4. Freedom of information

The paper is open.

Key words

Presenter

Tom Ward (Director of Academic Services), on behalf of Prof Sarah Cunningham-Burley, Assistant Principal Research-Led Learning

Author of Report

Prof Sarah Cunningham-Burley, Assistant Principal Research-Led Learning, with input from Dr Jon Turner (Director of Institute for Academic Development) and Tom Ward (Director of Academic Services)

November 2016

Innovation, University-wide courses and Research-led teaching and learning

Introduction

In 2015-16, the Senate Learning and Teaching Committee established a task group on Innovation in Teaching and Learning (ITLWG). The group reported to the Committee on 25 May 2016, see Paper E:

http://www.ed.ac.uk/files/atoms/files/agendapapers20160525.pdf

Following on from this short life task group and to ensure onward momentum across its remit, the paper sets out three planned strands of new activity:

1. Further work on developing a framework for fostering and embedding innovation;
2. A new task group on University-wide courses; and
3. A new task group on research-led teaching and learning.

Strand 1: Develop a framework for fostering and embedding innovation

The Festival of Creative learning has been launched and the community of practice around innovation continues to grow. The Festival of Creative Learning is one component of the University's commitment to innovation in teaching and learning, along with, for example, the Principal's Teaching Awards Scheme (PTAS). Schools, programmes and courses are also engaged routinely in innovative practice.

While the University has various structures for fostering innovation in learning and teaching, the ITLWG had highlighted some potential barriers to innovation, such as lack of space in the timetable, insufficient staff time, organisational inertia and insufficient incentives. In some cases, barriers can apply less at the stage of piloting new approaches, but more at the point of adopting them at scale. The development of Student-Led Individually-Created Courses (SLICCs) has highlighted challenges to non-standard models of course development and delivery, and it is likely that the planned strands of work on University-wide courses, and on research-led teaching and learning (see below) will also do so.

It is important that the University develops a more systematic understanding of the support structures for and barriers to innovation in learning and teaching.

Process:

- During 2016-17, Academic Services and the Institute for Academic Development will produce a more thorough analysis of existing University structures and practices that support innovation, and of those that constrain it. They will then invite the Committee (and other Committees and fora with a stake in relation to issues raised) to consider what the University should do in order to ensure that it has an appropriate framework for fostering and embedding innovation. It may

also be appropriate to consider having this as a theme at the annual Senate Committees Symposium.
- The Assistant Principal (Research-Led Learning) and IAD will report by the end of 2017-18 on the progress of the Festival of Creative Learning.

Purpose 2: Develop a framework for the development and embedding of University wide courses in the curricula and student experience

University-wide courses are being developed in different Schools and there is a need for a strategic approach that allows flexibility yet generates expectations that all students will take some such courses, including for credit at different stages of their programmes. An outline framework approach was proposed by the ITLWG that identified four overarching aims: promoting multi and interdisciplinary skills; learning in multiple modes; global challenges; and learning beyond the University. Further consultation, mapping and strategic thinking needs to be actioned in order to produce a framework that has traction.

Process: Create a short-life task group (reporting to the Senate Learning and Teaching Committee) to:

- map current courses;
- identify gaps in provision, seeking feedback regarding the types of courses students may wish to take, and benchmarking provision at other institutions;
- produce a framework for how new courses would be developed, organised and taken up; and
- explore how to manage the resourcing of the courses.

Membership to include:

- Assistant Principal (Research-Led Learning) (Convener)
- Other relevant Assistant Principals
- At least one Course Organiser with experience of running courses involving teaching input from multiple Schools
- One academic representative from each College with responsibility for undergraduate matters (ideally including one Dean of Students, and on Dean of Learning and Teaching or equivalent)
- One School Director of Learning and Teaching or equivalent
- Academic Services representative
- Edinburgh University Students' Association representative

Academic Services will support the work of the group, which will meet approximately 3 times and will report by end of academic year 2016-17.

The group will need to take account of a task group of the Senate Curriculum and Student Progression Committee which is reviewing the University's Models of Degree Types policy. In reviewing that policy, that task group will consider the

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appropriate balance in undergraduate degree programmes between space for core courses in the main subject and space for students to take courses in a second subject or broader elective courses.

Purpose 3: Develop a tangible approach to research-led teaching and learning that supports and makes visible the teaching/research nexus

Research-led teaching and learning is an implicit part of the offer of a research intensive institution and an explicit focus of the University's 2016 Strategy Plan, which commits the University to providing "the highest-quality research-led teaching and learning".

We need to identify the extent to which we are currently engaged in research-led teaching and learning, across its key dimensions (research informed, learning in a research mode, learning research skills, and teaching informed by educational research). We also need to understand the barriers and enablers of research-led teaching and learning, how our four year degree programme provides a unique opportunity to set the Edinburgh experience apart from competitors to make 'every student a researcher', and what impact research-led approaches have on outcomes.

Universitas 21 is currently developing a statement regarding the ways that research-intensive institutions can deliver research-led teaching and learning. In addition, Governance and Strategic Planning are exploring ways to quantify research-led teaching and learning in line with the University's 2016 Strategic Plan commitment

Process: Create a short life task group (reporting to Senate Learning and Teaching Committee) to:

- Scope current practices across Schools;
- Drawing on the Universitas 21 work, develop the University's narrative regarding how its research strengths enable it to offer programmes underpinned by research-led teaching and learning, with a particular focus on the University's undergraduate degree programmes;
- Develop a framework to enable Schools to evaluate the extent to which their programmes are delivering research-led teaching and learning, and instigate pilots of the framework in a small number of programmes;
- Identify barriers to and enablers of research-led teaching and learning, and feed them into the strand of work on fostering and embedding innovation (see above); and
- Consider the merits of developing a community of practice around research-led teaching and learning and an increased web presence on research-led teaching and learning and the research/teaching nexus.

Membership to include:

- Assistant Principal (Research-Led Learning) (Convener)
- Director of Teaching or Depute from a School in each College
- A School Director of Research
- College Dean of Learning and Teaching (or equivalent) and one College Dean of Research

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- A Head of School
- Dr Simon Riley (Dr Riley is supporting the development of Student-Led Individually-Created Courses, which offer a potential way to support research-led learning and teaching)
- Dr Charlotte Brady (Dr Brady is supporting the development of the University's Research Strategy)
- A Governance and Strategic Planning representative
- Institute for Academic Development representative
- Edinburgh University Students' Association representative

The group, and associated research and benchmarking work, will be supported by Academic Services and the Institute for Academic Development. The group will report by the end of 2016-17.

The Committee is invited to endorse the planned approach to the first strand of work and to approve the establishment of new task groups to take forward the second and third strands of activity.

The University of Edinburgh

Senatus Learning and Teaching Committee

16 November 2016

Update on Teaching Excellence Framework (TEF)

Executive Summary

This paper briefs the Committee on the arrangements for the second year of the TEF, and also provides some information regarding the prospect of subject-level TEF. The Convener will provide a verbal update on the latest discussions regarding TEF.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University's strategic aim to "provide the highest-quality research-led teaching and learning".

Action requested
The Committee is invited to note and discuss the paper.

How will any action agreed be implemented and communicated?
No communication or implementation actions required at present.

Resource / Risk / Compliance
   1. **Resource implications (including staffing)**
N/A – for information only.

   2. **Risk assessment**
N/A – for information only.

   3. **Equality and Diversity**
N/A – for information only.

   4. **Freedom of information**
Open

Key words
Teaching, excellence, assessment, quality

Presenter
Tom Ward, Director of Academic Services

Author of Report
Tom Ward, Director of Academic Services

Update on Teaching Excellence Framework (TEF)

This paper updates the Committee on the arrangements for the second year of the TEF, and also provides some information regarding the prospect of subject-level TEF.

Background

The White Paper: *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice* (May 2016) reiterated the UK Government's manifesto commitment to introduce a Teaching Excellence Framework (TEF). It signalled that:

- In 'Year One' of the TEF (2016-17), all providers with any form of successful QA award would receive a rating of 'Meets Expectations';

- Year Two (2017-18) would be a trial year for the introduction of different TEF ratings at institutional level, with providers having the option of entering on a voluntary basis;

- Year Three (2018-19) would be the first full year of assessment at provider level, and that during Year Three there would also be pilots of subject-level TEF assessment; and

- Year Four (2019-20) would, subject to the results of the subject-level pilots, be the first year of subject-level assessment. It is also the earliest year in which the TEF would include taught postgraduate provision.

Arrangements for Year Two

Following a Technical Consultation, in September 2016 the Department for Education published a specification for the operation of TEF in Year Two:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/556355/TEF_Year_2_specification.pdf

The specification is broadly in line with the proposals outlined in the technical consultation, although there is now greater clarity regarding how the process will operate and there have been a few material changes, including:

- While there will still be three possible outcomes, these have now been labelled Gold / Silver / Bronze;

- Some changes and clarifications to how the process will operate for providers in the devolved nations.

Further information on the arrangements is set out below.

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Metrics and benchmarks

- The core TEF metrics have been confirmed as:
  - Teaching Quality: NSS questions on 'Teaching on my course' and 'Assessment and Feedback';
  - Learning Environment: NSS questions on 'Academic support'; Non-continuation (measured by HESA PIs);
  - Student Outcomes and Learning Gain: Employment/further study (measured by DLHE); Highly-skilled employment/further study (measured by DLHE).

- The TEF metrics provided to assessors will be averaged over the most recent three years of available data;

- Each metric will reported separately for a number of sub groups (eg full-time and part-time students);

- Core and split metrics will be 'flagged' if they are significantly and materially above or below a benchmark (a weighted sector average) – differences of more than 2% from benchmark, with a standard deviation of +/- 1.96 (meaning a 95% confidence that the difference is not due to chance);

- In addition to the core metrics, assessors will be supplied with standard contextual data on each provider, including data on the provider's student population, broken down by age, ethnicity, disability and other characteristics.

Provider submission

- Providers will be allowed to make a submission to add context, explain performance against the metrics, put forward other evidence of performance against the assessment criteria, or provide further evidence of performance for specific student groups;

- The provider submission can be no longer than 15 pages;

- Students can only provide input via their provider's submission, for example by writing part of the submission.

Assessment process and ratings

- There will be three possible outcomes, as previously proposed. However, these have been renamed to Gold, Silver and Bronze, rather than Outstanding, Excellence, and Meets Expectations, as previously proposed:
  - Gold - provision is consistently outstanding and of the highest quality found in the UK Higher Education sector;

- o   Silver - provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education;
- o   Bronze - provision is of satisfactory quality.

- The specification provides more information on the criteria for performance at each level;

- The specification indicates that assessors will consider the metrics alongside the evidence in the provider submission to inform their judgements. This assessment process is very heavily based on performance against benchmarks. For example, where a provider has three or more positive flags and no negative ones, the starting point will be that they should be considered Gold unless additional evidence justifies a different award, whereas a provider with two or more negative flags would be initially considered Bronze;

- The specification indicates that assessors must be careful not to overweight information coming from the NSS bearing in mind that stretching and rigorous course design, standards and assessment, could adversely affect NSS scores;

- There will not be any site visits, and while assessors may seek clarification or verification of information in the provider submission, they will not otherwise engage with providers;

- While the Technical Consultation had indicated a likely distribution based on performance against the core metrics (approximately 20% of participating providers would receive the lowest rating, approximately 20-30% would receive the highest rating and the remaining 50-60% would receive the intermediate rating), the specification confirms that this distribution is only indicative and not a quota and the TEF panel will not be expected to force an allocation of providers to categories based on these proportions.

How the process applies to providers in devolved nations

- The specification sets out some adaptions to the process for providers in Scotland, Wales and Northern Ireland, including:

  - o   Guidance and support for TEF panel members and assessors on differences in the operating context for higher education in Scotland, Wales and Northern Ireland;

  - o   Modifications to the eligibility criteria and assessment process to recognise different approaches to quality assessment, access and participation across the UK – for Scotland, this will mean recognising Outcome Agreements in place of Access Agreements, using the Scottish Index of Multiple Deprivation in place of POLAR for some benchmarking purposes, and acknowledging structural reasons for lower retention rates in Scotland.

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Outcomes

- Outcomes will be announced in Spring 2017;

- Awards made in Year 2 are valid for three years, although providers can choose to re-enter TEF in Year Three or future years to obtain a new award;

- Provider submissions, core and split metrics, outcomes and statements of findings will be published (as part of this, the outcomes and links to the metrics and submissions will be published on UCAS and Unistats);

- Outcomes in Year Two will not be associated with differential fee uplifts for providers in England – rather, all those achieving a rating of Bronze or higher will receive the full inflationary uplift. From Year Three, TEF ratings will inform a differentiated approach to fees, with providers with a Bronze rating eligible for 50% of the inflationary uplift that year, whereas those with Silver and Gold will be eligible for 100%;

- The specification introduces an appeals process (but appeals can only be made on the basis of a significant procedural irregularity).

Other points

- The idea (proposed in the Technical Consultation) of awarding commendations in Year Two for providers who excel in particular areas has been dropped;

- Transnational Education (TNE) is out of scope in Year Two;

- The deadline for providers to apply for TEF Year 2 is 26 January 2017.

Relationship between the TEF and the Scottish Quality Enhancement Framework

A positive outcome from a provider's most recent quality assessment (in Scotland, an Enhancement-Led Institutional Review, ELIR) is a pre-requisite for the TEF. The Department for Education views quality assessment as establishing a baseline quality threshold, and that the TEF will provide an additional judgement on performance above that baseline.

The Year Two Specification notes that the Department for Education plans to work with the Scottish Government and stakeholder bodies as the quality system in Scotland evolves to consider the relationship between the Scottish Quality Enhancement Framework and the TEF. In particular, the Department has signalled that, should a future iteration of ELIR provide genuinely differentiated results, there

could be direct mapping between ELIR and the TEF. The Quality Assurance Agency (Scotland) has consulted recently on proposals for the next version of ELIR. In its response, the University emphasised that the development of the ELIR process should take account of and align with TEF. This potential for alignment between ELIR and TEF is however complicated by the planned introduction of subject-level TEF (see below).

Subject-level TEF

The Department for Education has indicated that it intends to pilot subject-level assessment in Year Three, and that it wishes to co-design subject-level assessment with the UK sector. The Department has requested the involvement of the Scottish higher education sector in discussions. Universities Scotland will coordinate these discussions between November 2016 and February 2017.

The Department has indicated that that it expects that subject-level TEF will operate within the following parameters:

- Assessments produces genuine differentiation, reflected through different ratings;

- The aspects and criteria are consistent across all subjects;

- Assessment is made on the basis of benchmarked metrics and/or provider submissions;

- Contextual information is considered;

- TEF does not involve a review visit;

- Assessments are made by a panel/panels and involve peer review.

In order to help it design subject-level assessment, it is seeking views on issues such as:

- How could subject-level TEF work for students and providers in Scotland, for example how could it be harmonised with the future development of the ELIR?

- How could subjects be defined and grouped?

- How should subject level and provider level interact?

- How will the evidence base function? Eg the use of metrics, and of evidence from the reviews of Professional, Statutory and Regulatory Bodies.

- What arrangements should be in place for assessment panels?

- How can Widening Participation goals be supported?

The Department has indicated that after the planned introduction of subject-level, institution-level TEF ratings will continue to be required, due to the fee link in England. It is not however clear whether institution-level ratings will be generated in future years by aggregating subject-level ratings in some way, or whether institution-level assessment will continue alongside subject-level assessment.

The University of Edinburgh

Learning and Teaching Committee

16 November 2016

Communications Strategy for Learning and Teaching

Executive Summary

This paper outlines the University's Communications Strategy for Learning and Teaching which has been created in response to the outcome of the EU Referendum and the latest National Student Survey Results.

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

The festival of creative learning aligns with the University's Strategic Theme of 'Outstanding Student Experience'.

Action requested

This paper is presented for information.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
    This paper does not have any resource implications.

2. **Risk assessment**

    This paper does not require a risk assessment

3. **Equality and Diversity**

    Not required

4. **Freedom of information**

    This paper is open.

Originator of the paper
Mr Gavin Douglas, Deputy Secretary Student Experience

Senate Learning and Teaching committee – student communications

Two major events have shaped the recent focus of student communications over the last few months: the outcome of the EU Referendum and the disappointing results of the National Student Survey.

EU referendum

Initial communications included reassurances from the Principal that there would be no immediate change for current students. A microsite was quickly established as the first point of contact for current students and applicants (along with staff) to keep up to date with developments, FAQs and the latest news, and this has been regularly updated.

The approach has since developed to include a more positive and proactive approach, highlighting the steps being taken by the University to secure the best outcomes for our students and staff, while working very closely with key sector bodies such as the Russell Group, Universities UK, and Universities Scotland in their discussions with the Scottish and UK governments. As soon as major government announcements have been made, for example around tuition fees for 2017, these have been communicated by all available student channels including targeted emails, digital and social media, at a central and local level.

National Student Survey

The Senior Vice-Principal has established regular meetings with Heads of School to discuss the urgent need to improve the student experience, with follow-up meetings scheduled for staff to discuss barriers to delivery of excellent learning and teaching.

A communications working group has been established to discuss a coordinated University-wide approach to improving the student experience. This has met monthly with representation from a range of communications experts across the University including CAM, Student Services, EUSA, IAD and Estates.

An 'Inspiring Students' communication plan has been developed, with the following key messages:

1. **There are many examples of great learning and teaching across the University**
2. **We value our students and are committed to providing an excellent learning experience through investment in facilities and services**
3. **We listen to our students and act on their feedback**
4. **We have a huge number of outstanding students achieving outstanding things**
5. **Our student organisations also provide great support**

An action plan for student (and staff) communications sets out key dates for themed campaigns. The *Inspiring Students* message has already been rolled out as part of the new Welcome Week campus dressings and this will shortly be enhanced with new display hoardings being erected mid-November around buildings undergoing works, focussing on real examples of the student experience which will demonstrate that students are at the heart of what we do.

A network of School representatives has been established to discuss ways forward for a coordinated and consistent approach to NSS messages at a local level, as well as sharing positive student-focussed stories more widely. This includes stories around the student experience, teaching excellence, awards and achievements, which are increasingly being shared on the homepage of the University website along with the Student News webpages, Facebook and Twitter, and a refreshed fortnightly eNewsletter tailored to

segmented UG and PG students. A new Digital Marketing Officer within Student Services has just been appointed to develop content for these channels, working closely with CAM.

Next stages

As part of the *Inspiring Students* communications action plan, the priority will be to show that we are listening to student concerns and acting on their feedback. Mid-semester feedback is currently taking place across Schools, and in January 2017 a coordinated approach will use the most effective channels at each School level to demonstrate to students the improvements that have been made. Feedback from student focus groups who have previously completed the NSS is already being taken into account. A suite of communications templates is being developed by Student Services and CAM that staff can use to successfully explain to students what the NSS involves, that their opinions matter and are taken into account, and what the outcomes contribute to.

The Student pages of the website will continue to develop and improve with a more user-focussed approach. Our digital and social media channels will continue to publish and cross-promote improvements that have been made, including sharing stories around investment in new study spaces in the Main Library, Estates developments at the Pleasance for example, the University-wide lecture recording system, and expansion of counselling services. We will continue to cross-promote the EUSA Teaching Awards and other student campaigns, and *Teaching Matters* content to make staff aware of opportunities for promotion based on learning and teaching excellence.

HR Awards Case Studies of staff academic promotions being based on teaching excellence, amongst other areas, are in preparation and these can showcase to students the commitment that the University has to recognising and rewarding excellent learning and teaching. The new student recruitment campaign #DrawnToEdinburgh will continue to demonstrate the University's world class reputation, while a marketing conversion campaign around 'Inspiring Teachers' featuring student voices and case studies of their learning experiences, will continue to showcase these themes. Further films on the #WeAreInternational theme will be produced showcasing the student experience, including the Student Voice representatives who conveyed their own experiences so well at the USG Away Day.

The University of Edinburgh

Committee name

Meeting Date

Digital Education Governance Summary

Executive Summary

A brief summary of the current structure of working and task groups in the area of digital education, as requested at the last LTC.

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

Leadership in learning, influencing globally and digital transformation.

Action requested

For information.

How will any action agreed be implemented and communicated?

n/a

Resource / Risk / Compliance

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

2. **Risk assessment**

   N/A

3. **Equality and Diversity**

   N/A

4. **Freedom of information**

   open

Key words

Digital education, governance, working groups

Originator of the paper

Siân Bayne, AP Digital Education

Digital education governance: summary of key groups

A. Digital Education Vision task group (reporting to LTC)
Remit:
The task group will guide, inform and direct the university-wide exercise to build a vision for digital education at Edinburgh to 2030. It will advise on and develop the methodology for the exercise, champion the project and build links to key stakeholders among the student and staff body. It will advise on and generate project communication activities, enable transfer of project outputs to university strategies, policies and activities, and report to LTC and other groups/committees as appropriate.

Membership:
Sian Bayne – Assistant Principal Digital Education (Chair)
Sarah Cunningham-Burley – Assistant Principal Research-led Learning
Tim Fawns – CMVM: MSc Clinical Education Programme Coordinator
Patrick Garratt – EUSA VPAA
Melissa Highton – Assistant Principal Online Learning
Anouk Lang – CAHSS: Lecturer in English Literature/Digital Humanities
Susan Rhind – CMVM: Assistant Principal Assessment and Feedback
Michael Rovatsos – CSE: Senior Lecturer in the School of Informatics
Michael Seery – CSE: Reader in Chemistry Education
Chris Speed – CAHSS: Chair of Design Informatics
Jon Turner – Director IAD

B. MOOC advisory group (reporting to LTC)
Remit:
To help to ensure that a wide range of people and strategy owners are aware of the potential of MOOCs as an activity which can support a range of university business, and to provide strategic guidance to ISG as to what Colleges and schools most value in terms of support from ISG for MOOC development.

Membership:
Melissa Highton – Director of Learning, Teaching & Web Services & AP Online Learning (Chair)
Siân Bayne – AP Digital Education, School of Education)
Niall Bradley – Head of Marketing, C&M
Laura Cattell – Head of Widening Participation, Student Recruitment & Admissions
Chris Cox – Executive Director, Development & Alumni
Sarah Cunningham-Burley – Assistant Principal Research-led Learning, School of Molecular, Genetic and Population Health Sciences
Dragan Gasevic – Chair in Learning, Analytics & Informatics, Schools of Education and Informatics
Liz Grant – Assistant Principal for Global Health, Director Global Health Academy
Charlie Jeffery – Senior Vice Principal
Suilin Lavelle – Lecturer, School of Philosophy, Psychology and Language Sciences
Lesley McAra – AP Community Relations, School of Law
Susan Rhind – AP Assessment and Feedback, School of Veterinary Studies
James Smith – Senior Technical Officer, School of GeoSciences
Neil Speirs – Senior Widening Participation Officer, Student Recruitment & Admissions
Jo Spiller – Acting Head of Educational Design & Engagement, ISG

C. Learning analytics policy group (reporting to LTC and KSC)
Remit (to be approved by the group):
To develop a University Policy on Learning Analytics and develop a communication and engagement plan for the Policy. The Policy will focus primarily on the governance of data (eg, legal and ethical issues, security, management of data, privacy, risk management) to ensure that the University has a robust framework in place to regulate the various pilot activities underway. While the Policy will also address the specific ways in which learning analytics could be used in the University to support the learning experience, this aspect of the Policy will need to be developed in future in the light of lessons for pilot activities currently underway, and taking account of feedback from the engagement activities.

Membership:
Professor Dragan Gasevic – convenor
Dr Toby Bailey, Director of Learning and Teaching, School of Mathematics NOT IN LTC PAPERS
Professor Sian Bayne – Assistant Principal Digital Education
Dr John Lowrey, Dean of Undergraduate Studies, College of Arts, Humanities and Social Sciences
Melissa Highton - Assistant Principal Online Learning
Sheila Lodge, Head of Academic Affairs, College of Medicine and Veterinary Medicine
Prof Alan Murray - Assistant Principal Academic Support
Barry Nielsen – Director of Student Systems
Anne-Marie Scott – Head of Digital Learning Applications and Media, Information Services Group
Professor Neil Turner – Dean of Undergraduate Learning and Teaching, College of Medicine and Veterinary Medicine
Patrick Garratt – Vice-President, Academic Affairs, EUSA
Dr Yi-Shan Tsai – Research Associate on the SHEILA project
Dr Paula Smith – Senior Lecturer in Online Education and Academic eFacilitator for the MSc in Surgical Sciences, College of Medicine and Veterinary Medicine

D. VLE student analytics (Civitas) project board
Remit:
To provide expert advice to the Support Services involved in hosting the 2016 learning analytics project ('Civitas project').

Membership:
Melissa Highton – Assistant Principal Online Learning (Chair)
Sian Bayne – Assistant Principal Digital Education
Lisa Dawson – Head of Student Systems Operations
Dragan Gasevic – Chair in Learning Analytics and Informtics
Barry Nielsen – Director of Student Systems
Anne-Marie Scott – Head of Digital Learning Applications and Media, Information Services Group
Sue Woodger – Project Manager, ISG

E. Distance PhD implementation working group (reporting to REC)
Remit:

The Group will review progress on implementing the recommendations from the Researcher Experience Committee (REC) Flexible PhD Task Group. It will liaise with identified business units in the University, which have responsibility for the recommendations and identify any challenges or barriers to implementation.

Membership:
Professor Jeremy Bradshaw – Assistant Principal Researcher Development (Chair)
Professor Sian Bayne – Assistant Principal Digital Education
Ms Julia Ferguson – Postgraduate Academic Affairs Officer, CSE
Mr Patrick Garratt – Vice President Academic Affairs, Students' Association
Ms Susan Hunter – Academic Policy Officer, Academic Services
Ms Alexandra Laidlaw – Head of Academic Administration, CAHSS
Ms Isabel Lavers – Postgraduate Administrative Office, CMVM
Mr Robert Lawrie – Director, Scholarships and Student Funding
Dr Antony Maciocia – Dean of Students, CSE
Ms Theresa McKinven – Head of Postgraduate Office, CAHSS
Professor Anna Meredith – Royal (Dick) School of Veterinary Studies
Professor Neil Mulholland – Dean of Postgraduate Studies, CAHSS
Mr Barry Neilson – Director, Student Systems
Professor Philippa Saunders – Director of Postgraduate Research, DMVM
Dr Jon Turner – Director, Institute for Academic Development

F. Learning Technologies Advisory Group (reporting to LTC)
Remit:
To keep under regular review the provision and effective use of technology in support of learning, teaching and assessment across the University.
To offer guidance on strategic directions and priorities in sustaining and enhancing such provision to students and staff.
To identify significant challenges and opportunities in such uses of technology that merit fuller consideration by the Learning and Teaching Committee and other University bodies.
To contribute, as appropriate, to planning round discussions of those areas which support learning technologies.

Membership:
Melissa Highton – Director of Learning, Teaching & Web Services Division
Siân Bayne – Professor of Digital Education (CHSS)
Victoria Dishon – SIE Research Associate, Engineering (SCE)
James Garden – Regius Professor of Clinical Surgery and Honorary Consultant Surgeon (CMVM)
Patrick Garratt – Vice President Academic Affairs (EUSA)
Dragan Gasevic – Chair in Learning Analytics and Informatics (CAHSS/CSE)
Judy Hardy – Director of Teaching, School of Physics & Astronomy
Erin Jackson – Distance Learning Manager, School of Law (CHSS)
David Kaufman – Director of the Centre for the Study of Modern Conflict
Paul McLaughlin – Senior Lecturer, School of Biological Sciences (SCE)
Celeste McLaughlin – Head of Academic Development for Digital Education, IAD
Euan Murray – Acting Head of Learning Spaces Technology
Nicola Osborne – Convenor, eLearning@ed

Dave Reay – Professor of Carbon Management & Education, School of Geosciences
Judy Robertson – Chair in Digital Learning, Moray House School of Educatoin
Anne-Marie Scott – Head of Digital Learning Applications & Multimedia
Jonathan Silvertown – Professor of Evolutionary Ecology, Institute of Evolutionary Biology
Jo Spiller – Head of Educational Design & Engagement
Neil Turner – Professor of Nephrology

The University of Edinburgh

Learning and Teaching Committee

16 November 2016

Learning Analytics Policy Task Group

Executive Summary

This paper is for information only. The remit of this group will be to develop a University Policy on Learning Analytics and develop a communication and engagement plan for the Policy. This Group was approved by correspondence on 05 October 2016.

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

The Learning Analytics Policy Task Group aligns with the University's strategic goal of Excellence in Education and will be used to deliver an 'Outstanding Student Experience'.

Action requested

This paper is presented for information

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   This paper does not have any resource implications.

2. **Risk assessment**

   This paper does not require a risk assessment

3. **Equality and Diversity**

   Not required

4. **Freedom of information**

   This paper is open.

Originator of the paper

Tom Ward, Director of Academic Services

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University of Edinburgh
Learning Analytics Policy Task Group

Task group remit, membership, approach and timelines

Remit

- Develop a University Policy on Learning Analytics*
- Develop a communication and engagement plan for the Policy

* The Policy will focus primarily on the governance of data (eg, legal and ethical issues, security, management of data, privacy, risk management) to ensure that the University has a robust framework in place to regulate the various pilot activities underway. While the Policy will also address the specific ways in which learning analytics could be used in the University to support the learning experience, this aspect of the Policy will need to be developed in future in the light of lessons for pilot activities currently underway, and taking account of feedback from the engagement activities.

Membership

- Professor Dragan Gasevic – convenor
- Professor Sian Bayne – Assistant Principal Digital Education
- Melissa Highton - Assistant Principal Online Learning
- Prof Alan Murray - Assistant Principal Academic Support
- Barry Nielsen – Director of Student Systems
- Anne-Marie Scott – Head of Digital Learning Applications and Media, Information Services Group
- Dr Yi-Shan Tsai – Research Associate on the SHEILA project
- EUSA representative
- Dean of Learning and Teaching or equivalent from one College
- Postgraduate Director from one of the programmes participating in the Civitas pilot
- Representative of Records Management

Reporting arrangements

- The group will see approval for the policy from the University's Knowledge Strategy Committee and Senate Learning and Teaching Committee
- The Convener of the group will also keep the Civitas Learning Analytics project board up to date with progress on developing the policy

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**SEND FOR INFO TO NOVEMBER MEETING OF LTC – APPROVED BY
CORRESPONDENCE 5 OCTOBER 2016**

Timelines

- Group meeting one November 2016
- Group meeting two c. January 2017
- Seek approval for the Policy at the Knowledge Strategy Committee meeting on 10 March 2017 and Senate Learning and Teaching Committee meeting on 17 March 2017

Related activities

- Civitas project
- SHEILA (Supporting Higher Education to Integrate Learning Analytics) project
- Learning Analytics Report Card pilot in the Moray House School of Education

For further information, see:

http://www.ed.ac.uk/information-services/learning-technology/learning-analytics

Tom Ward
Director of Academic Services
24 September 2016