

H/02/25/02

The University of Edinburgh

**Meeting of Senate Learning and Teaching Committee  
to be held at 2.00pm on Tuesday 18 September 2018  
in the 6<sup>th</sup> Floor Research Suite, Main Library, George Square**

**(Induction of New Members at 1.30pm)**

**A G E N D A**

- |  |                |
|--|----------------|
| <b>1. Visit to Centre for Research Collections (with a Focus on Diversifying the Curriculum)</b>                       | 2.00 – 2.30pm  |
| <b>2. Welcome and Apologies</b>  |                |
| <b>3. Minutes of the Meeting held on 23 May 2018</b>   | LTC 18/19 1 A  |
| <b>4. Matters Arising</b>  |                |
| 4.1 Lecture Recording Policy   | Verbal Update  |
| <b>5. Convener's Communications</b>  |                |
| <b>6. For Discussion</b>   |                |
| 6.1 Analysis of Student Survey Results:  |                |
| 6.1.1 National Student Survey (NSS) 2018   | LTC 18/19 1 B1 |
| 6.1.2 Postgraduate Taught Experience Survey (PTES) 2018  | LTC 18/19 1 B2 |
| 6.1.3 Course Enhancement Questionnaire Results (CEQs) 2017-18  | LTC 18/19 1 B3 |
| 6.2 Teaching and Academic Careers Project – Draft Principles   | LTC 18/19 1 C  |
| 6.3 Student Support:   |                |
| 6.3.1 Proposal for Review of Student Support   | Verbal update  |
| 6.3.2 Personal Tutor System Annual Update 2017-18  | LTC 18/19 1 D  |
| 6.4 University Learning and Teaching Strategy:   |                |
| 6.4.1 Update on Progress against University Learning and Teaching Strategy Implementation Plan for 2017-18 and 2018-19 | LTC 18/19 1 E  |
| 6.4.2 Review of School Annual Plans 2018-19  | LTC 18/19 1 F  |
| 6.5 Student Mental Health Strategy Implementation - Update   | LTC 18/19 1 G  |
| 6.6 Edinburgh University Students' Association:  |                |
| 6.6.1 Students' Association Priorities 2018/19   | LTC 18/19 1 H  |
| 6.6.2 Student Partnership Agreement – Implementation Plan 2017-18 Update and Proposed Themes for 2018-19               | LTC 18/19 1 I  |

Date of next meeting: 14 November 2018, Cuillin Room, Charles Stewart House

- |           |  |               |
|-----------|--|---------------|
| 6.7       | Introduction of a Resource Lists Framework   | LTC 18/19 1 J |
| 6.8       | Annual Review of Effectiveness of Senate Committees  | LTC 18/19 1 K |
| <b>7.</b> | <b>For Information and Noting</b>  |               |
| 7.1       | Senate Committee Input into 2019-22 Planning Round   | LTC 18/19 1 L |
| 7.2       | Reports:   |               |
| 7.2.1     | Assessment and Feedback Enhancement Group  | LTC 18/19 1 M |
| 7.2.2     | University-Wide Courses Consultation: Summary of Responses   | LTC 18/19 1 N |
| 7.2.3     | Service Excellence, Student Administration and Support Update  | LTC 18/19 1 O |
| 7.2.4     | Learning and Teaching Policy Group   | LTC 18/19 1 P |
| 7.2.5     | Knowledge Strategy Committee (meeting 25 May 2018)   | LTC 18/19 1 Q |
| 7.3       | Guidance for Committee Members 2018/19:  |               |
| 7.3.1     | Learning and Teaching Committee Terms of Reference<br><a href="https://www.ed.ac.uk/academic-services/committees/learning-teaching/terms-reference">https://www.ed.ac.uk/academic-services/committees/learning-teaching/terms-reference</a>                    |               |
| 7.3.2     | Committee Members' Guidance<br><a href="https://www.ed.ac.uk/academic-services/committees">https://www.ed.ac.uk/academic-services/committees</a>   |               |
| 7.3.3     | Annual Report of the Senate Committees (30 May 2018)<br>Outlining Agreed Plans for 2018/19<br><a href="https://www.ed.ac.uk/files/atoms/files/20180530agendaandpapers.pdf">https://www.ed.ac.uk/files/atoms/files/20180530agendaandpapers.pdf</a><br>(Paper C) |               |
| <b>8.</b> | <b>Any Other Business</b>  |               |

Philippa Ward, Academic Services, September 2018

**Draft minutes – for approval at meeting to be held on 18 September 2018**

**Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC)  
held at 2pm on Wednesday 23 May 2018  
in the Raeburn Room, Old College**

## 1. Attendance

### Present:

Ms Bobi Archer	Vice President (Education), Edinburgh University Students' Association (Ex officio)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (Ex officio)
Professor Iain Gordon	Head of School of Mathematics (Co-opted member)
Ms Shelagh Green	Director for Careers and Employability (Ex officio)
Ms Melissa Highton	Director of Learning, Teaching and Web Services Division (Ex officio)
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Ms Nichola Kett	Academic Governance Representative, Academic Services
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee) (Ex officio)
Professor Neil Mulholland	Dean of Postgraduate Studies (CAHSS)
Professor Graeme Reid	Dean of Learning and Teaching (CSE)
Dr Sabine Rolle	Dean of Undergraduate Studies (CAHSS)
Professor Neil Turner	Director of Undergraduate Teaching and Learning, (CMVM)
Mrs Philippa Ward (Secretary)	Academic Services
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (Ex officio)

### Apologies:

Ms Megan Brown	Edinburgh University Students' Association, Academic Engagement Co-ordinator (Ex officio)
Professor Rowena Arshad	Head of Moray House School of Education (Co-opted member)
Professor Sian Bayne	Director of Centre for Research in Digital Education (Co-opted member)
Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning), Dean (CMVM)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy (CSE)
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)

### In attendance:

Mr Russell Bartlett	Communications and Marketing
Ms Rosalyn Claase	Business School
Mr Neil McCormick	Learning, Teaching and Web Services

Mr Al Powell  
Professor John Ravenscroft  
Professor Susan Rhind  
Dr Simon Riley

University of Edinburgh Students' Association  
Moray House School of Education  
Assistant Principal Assessment and Feedback  
Deanery of Clinical Sciences

## 2. Minutes of the previous meeting

The minutes of the meeting held on 14 March 2018 were approved.

## 3. Matters Arising

### 3.1 Consultation on University-Wide Courses

A report on the findings of the consultation on University-Wide Courses would be prepared and circulated in the next few weeks, and brought formally to the Committee in September 2018.

**Action:** Assistant Principal Research-Led Learning and Secretary to prepare report, circulate to members, and bring formally to the Committee in September 2018.

## 4. Convener's Communications

### 4.1 Subject-Level Teaching Excellence Framework (TEF)

The Convener reported that consultation on a Subject-Level TEF had now closed. A response had been submitted by Universities Scotland.

### 4.2 Scottish Government 15-24 Learner Journey Review

The report of the Review had recently been published. It promoted a more holistic approach to learning and smoother transitions across sectors, including better articulation between further and higher education, and greater involvement of universities in the delivery of Advanced Highers.

## 5. For Discussion

### 5.1 Entrants Survey 2017 Results

Russell Bartlett (Communications and Marketing) presented the results and findings of the Entrants, Decliners and Non-Matriculating Surveys 2017. Key findings were:

- Entrants accept the University of Edinburgh because of its reputation, location and programme content. The quality of the University's academic staff is also influential.
- The website is a key tool, and international students in particular look at all available sources of information. It is therefore important that the University communicates a consistent message across all channels.
- Considering non-matriculating students: for some programmes, almost 50% of those offered places do not take up the offer. In 75% of these cases, this is due to cost, with many hoping to take up the offer at a later date.

- Around half of those who declined a place at the University of Edinburgh accepted a place at one of ten other institutions. Communications and Marketing is monitoring what these institutions offer. In some cases, Edinburgh does not offer the programme taken up at the other institution. However, in some cases, the University is not communicating what it offers sufficiently clearly. Lack of certainty about the courses that might be offered in any given year is thought to be a particular problem.
- The most important factors for undergraduate decliners are content and reputation. For postgraduate decliners, cost, content, reputation and location are all important.

Members noted that one of the University's key selling points is programme flexibility. However, there are questions around whether students are able to take full advantage of this flexibility, and whether this is having an impact on the student experience.

In relation to cost, it was confirmed that it is primarily the cost of tuition that discourages students from coming to Edinburgh. Members were advised that more detailed information about the Surveys' findings could be provided if required.

**Action:** Members to contact Communications and Marketing if they would like more detailed information about the Surveys' findings.

## 5.2 Enhancing the Student Voice through the Student Representation System

The Students' Association Vice-President (Education) advised members that two Schools – the Royal (Dick) School of Veterinary Studies and the Business School – had piloted a programme-level student representation system in 2017/18. In person training had been provided for representatives, resulting in a significant increase in uptake.

The Business School reported that the change to a programme-level system had been timely. Having a smaller number of student representatives had facilitated better communication and dialogue, allowing programme and School issues to be addressed more effectively. As a learning point, it was noted that the change had been implemented quickly, and more could have been done to articulate to both staff and students what the implications of the change would be.

The Vice-President (Education) had consulted Schools about the new system, and had received responses from 21 Schools. 17 of these were planning to introduce a programme-level representation system. The Students' Association was aiming to offer in person, School-specific training for representatives in partnership with Schools. Work to develop the LEARN platform to allow it to be used as a communication hub for representatives was underway.

LTC agreed that from 2019/20, all Schools would be asked to implement a programme-level representation system. Exceptions to this would be considered by Academic Services and the Students' Association, overseen by Senate Quality Assurance Committee (QAC).

It was noted that:

- it would be essential for the incoming Students' Association Vice-President (Education) to continue the work that had been started by the present incumbent.

- sharing best practice identified through the pilot may assist other Schools to overcome concerns about the new system.
- it would be important to ensure that those students taking outside courses were clear about ways in which they might provide feedback.

**Action:**

- 1) Students' Association Vice-President (Education) to ensure that work around the student representation system is taken forward by the new post-holder.
- 2) Secretary to discuss oversight of the new student representation system with the Secretary to QAC.

### 5.3 Learning Analytics – Proposals

Members were reminded that there had been a delay in producing the detailed Policy because of uncertainties around the implementation of the General Data Protection Regulation. The Committee approved the Policy, noting the following:

- Section 7 bullet point 3 should be amended to clarify what was meant by 'more than one School' (interdisciplinary provision owned by more than one School).
- There would be benefit in producing some 'Frequently Asked Questions' or similar to help users navigate the Policy.

**Action:** Director of Academic Services to amend section 7 bullet point 3 and to produce FAQs or similar to support the Policy.

### 5.4 Report of Careers, Employability and Graduate Attributes Task Group

The paper was presented by the Assistant Principal Assessment and Feedback, who reiterated that employability should be an intentional by-product of the University's high-quality learning and teaching, and that any work in this area should not be metrics-driven. However, it was important to recognise that the University had been below its HESA Performance Indicator Benchmark in this area for the past 5 years.

The Task Group had recognised that the term 'employability' was not universally understood, and had therefore aimed to produce a University of Edinburgh definition. The Group had also made 5 key recommendations:

1. that steps are taken to ensure that employability is seen as a strategic priority;
2. that Schools and Subject Areas are asked to engage more systematically with information sets that are available and to use them to develop a local, evidence-based, strategic approach to employability;
3. that further work is done on employability-related communications;
4. that Subject Areas assess the extent to which activity supporting employability is embedded within the curriculum.
5. that funding is secured for additional audit activity in the area of employability.

The following was discussed by the Committee:

- Some uncertainty remained about why Edinburgh was not performing as well in this area as comparable institutions. The idea of securing additional funding to enable further research to be undertaken was therefore supported.

- Providing students with opportunities to gain meaningful work experience was considered key. Areas of the University employing students regularly should ensure that the positions offered equip students with useful, transferable skills.
- The paper focussed primarily on the transition from undergraduate study to employment, but consideration also needed to be given to the transitions from postgraduate taught and postgraduate research study.
- A School-based approach to employability was supported. It would also be important to share best practice between Schools and to gather the views of employers.

LTC agreed that ensuring that employability was seen as a strategically important and developing a better evidence base should be prioritised at this stage. As such, the Convener would discuss the matter with Heads of Colleges, with the aim of reporting to Court in due course, and additional research with recent alumni and employers of University of Edinburgh graduates would be commissioned. It was also agreed that employability would be discussed at a forthcoming meeting of the Directors of Teaching Network.

**Action:**

- 1) Convener to discuss employability as a strategic priority with Heads of College.
- 2) Director of Careers Service to commission additional research with recent graduates and employers.
- 3) Assistant Principal Assessment and Feedback to add employability to the agenda for a forthcoming Directors of Teaching Network meeting.

**5.5 Student-Led, Individually-Created Courses (SLICCs): Priorities for 2018-2020**

The paper was presented by Dr Riley and Professor Ravenscroft. It summarised the background and progress to date with SLICCs, and broad objectives for the next two years. It was noted that the SLICCs framework was being used in two ways:

1. As a centrally-run course hosted by Moray House School of Education as an outside elective for Y1 and Y2 students over the summer.
2. As in-programme SLICCs where existing degree programmes and courses embed the SLICC reflective framework and supporting materials in their provision, both as individual student projects, and working with students in groups.

LTC was asked to identify priority areas for exploration, rollout and evaluation during the next two years. LTC supported this work, noting its consistency, pedagogical robustness, student benefits, and support for various challenges and agendas, including employability and learning and assessment literacy. LTC encouraged continued development and exploration of:

- harnessing the flexibility of the SLICCs framework to:
  - provide academic credit for term-time experiential learning, potentially of particular benefit for WP students
  - help students bring together the learning from the two core subjects of a joint degree programme
  - assist students with the transition from further to higher education as a Foundation course
  - facilitate the development of co-created courses

- facilitate support for community engagement, for academic credit
- scalability - there were mixed views about the amount of academic time needed to support the centrally-run SLICCs and this should be considered to ensure a sustainable and scalable approach is achieved; group-based SLICCs may have particular value. However, it was agreed that there are already scalability opportunities with the in-programme SLICCs
- staff involvement and capacity - continue developing a network of SLICC champions to help drive developments forward, including possibly awarding credit to participants on the Edinburgh Teaching Award (EdTA) for supervising centrally-run SLICCs;
- terminology - consider a name change to better reflect the methodology and remove a potential current barrier
- evaluation - undertaking a structured evaluation of the impact of SLICCs to inform future developments.

## **5.6 Lecture Recording Policy**

Members considered the draft Policy in detail, and proposed amendments to sections 1.4iii, 1.5, 1.6, 2.2, 2.4 and 5.4.

The Committee noted that the University and College Union (UCU) Consultation Group had expressed support for an opt-in position, while the University of Edinburgh Students' Association supported an opt-out with support from the Head of School position. In light of the consultation feedback, the Lecture Recording Policy Task Group recommended that the Policy should be opt-out, but that lecturers rather than the Head of School should be responsible for deciding whether or not a lecture should be recorded.

Learning and Teaching Committee approved the Policy for introduction from the start of 2018-19, subject to endorsement from the CJCNC in relation to its implications for employment. Those involved in developing the Policy were thanked for conducting a thorough consultation and developing a high quality document.

## **5.7 Distance Learning at Scale**

Members were content with the proposed approach to student status, namely that those studying on a MOOC-like basis would be considered 'learners', while anyone studying for credit would have full student status. At present, anyone with student status is entitled to make use of all University services. The Committee recognised that as the student body became more heterogeneous, having access to all services may become less important. There would be further discussion of this issue over the summer. Members discussed the status of distance learning students in statutory returns.

LTC was positive about the key benefits anticipated from the Distance Learning at Scale pilot. In relation to measures of success, the potential benefit of including a measure reflecting the University's aspirations around widening participation was discussed.

## **5.8 Final Report of the Research-Led Learning and Teaching Task Group**



LTC welcomed the final report of the Task Group, and were positive about the inclusive definition of research-led learning. It was noted that benchmarking against comparable institutions had proved inconclusive, and that identifying ways in which the University's research-led learning might be evaluated had proved to be the most complex aspect of the Task Group's remit.

Members discussed the value of undertaking a Principal's Teaching Award Scheme (PTAS) funded project to do further work in this area. It was suggested that a number of research projects had already considered evidence-based pedagogy, and that there may therefore be benefit in using any funding awarded to consider the other aspects of research-led learning.

Members also discussed:

- the fact that assessment is often a barrier to research-led learning and enquiry, as it discourages students from taking risks;
- the questionnaire included as Appendix 1, which aimed to surface and encourage research-led learning at programme level, and was considered to be a useful tool;
- the overlap between employability and research-led learning, it being recognised that awareness of both needed to be raised;
- the benefits of incorporating discussion of research-led learning in Boards of Examiners' training.

It was agreed that the Assistant Principal Academic Standards and Quality Assurance would be asked to take this area forward.

**Action:** Assistant Principal Academic Standards and Quality Assurance to be asked to take discussions around research-led learning forward.

## **6. For Information and Noting**

### **6.1 Student Mental Health Strategy Implementation: Update**

Members welcomed the paper, and agreed that there would be benefit in discussing it further. The paper would be brought back to the September meeting, and the Director of Student Wellbeing would be asked to attend.

**Action:** Secretary to add discussion of the Student Mental Health Strategy implementation to the agenda for the September 2018 meeting and to ask the Director of Student Wellbeing to attend the meeting.

### **6.2 Guidance for Schools on Situations where Religious Observance (such as Fasting) has Potential Health and Safety Implications for Academic Learning Activity**

Members noted that the University had agreed to produce guidance as opposed to a formal policy on religious observance as it applied to only a small number of cases. It was agreed that the guidance would be amended to highlight the support structures that are in place for religious observance, and to provide advice on how students might appeal any decision taken by the University in relation to religious observance.

**Action:** Director of Academic Services and Students' Association to amend the guidance as required.

### **6.3 Report from Learning and Teaching Policy Group**

The report was noted.

### **6.4 Report from Knowledge Strategy Committee, 23 March 2018**

The report was noted.

### **6.5 Annual Review of Effectiveness of Senate Committees**

Members noted that their views on the effectiveness of the Committee would be sought over the summer.

## **7. Any Other Business**

Members thanked the outgoing Students' Association Vice-President (Education) for her impressive contribution to the work of the Committee. Her constructive approach to discussions had been greatly appreciated, and her work, particularly in relation to the student representation system, had had a significant impact.

Members also thanked the Assistant Principal Research-Led Learning who would be leaving the Committee in August 2018.

LTC: 18.09.18  
H/02/25/02

# LTC 18/19 1 B 1-3

The University of Edinburgh

## **Analysis of the National Student Survey (NSS) 2018, Postgraduate Taught Experience Survey (PTES) 2018 and Course Enhancement Questionnaire (CEQ) 2017/18 Results**

18 September 2018

### **Executive Summary**

This paper provides analysis of the NSS 2018, PTES 2018 and CEQ 2017/18 results.

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

The paper aligns with the strategic objective of 'Leadership in Learning'.

### **Action requested**

For information and discussion.

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

To be considered if specific actions are agreed.

### **Resource / Risk / Compliance**

- 1. Resource implications (including staffing)**  
To be considered if specific actions are agreed.
- 2. Risk assessment**  
To be considered if specific actions are agreed.
- 3. Equality and Diversity**  
To be considered if specific actions are agreed.
- 4. Freedom of information**  
This paper is **open**.

### **Originator of the paper**

Josh Stapp  
Student Surveys Unit  
11 September 2018

UNIVERSITY OF SHEFFIELD



# National Student Survey (NSS) 2018: Learning and Teaching Policy Group

Student Surveys Unit  
7 August 2018





## The National Student Survey (NSS) 2018

The NSS 2018 results were released to institutions on 27th July 2018. The University of Edinburgh Student Surveys Unit has analysed the data available and this report provides the following information:

- Comparison of 2018 results at Primary theme level to the last five years of results, as well as comparisons to Russell Group and UUK upper quartile % Agree and league tables standings for 2014 and 2018 versions of the survey.
- Breakdown of % Agree score by School for all comparable themes present in both 2018 and 2017 surveys vs 2018 Russell Group upper quartile results (where available).
- Comparison of % Agree in 2017 and 2018 for Overall satisfaction at Subject level, highlighting shifts of 10% or more.
- Correlation analysis of 2018 results across Question and Primary Themes

### University of Edinburgh - 2014 – 2018

Primary Theme (% Agree)	2014	2015	2016	2017	2018	Change (%) 2014 - 2018
Overall Satisfaction	82%	84%	80%	82.6%	77.4%	-4.6%
The Teaching on my Course	86%	87%	84%	84.3%	82.0%	-4.0%
Learning opportunities	-	-	-	78.4%	77.1%	-
Assessment and Feedback	55%	59%	59%	63.3%	60.8%	+5.8%
Academic Support	76%	77%	73%	74.1%	71.1%	-4.9%
Organisation and Management	77%	78%	76%	74.8%	69.3%	-7.7%
Learning Resources	89%	89%	87%	86.4%	85.6%	-3.4%
Learning community	-	-	-	73.5%	69.9%	-
Student Voice	-	-	-	60.7%	59.6%	-
Employability and Skills	-	-	-	-	69.7%	-
Personal tutor	-	-	-	68.0%	63.0%	-
<b>Response Rate</b>	<b>73%</b>	<b>76%</b>	<b>78%</b>	<b>64%</b>	<b>64%</b>	<b>-9%</b>

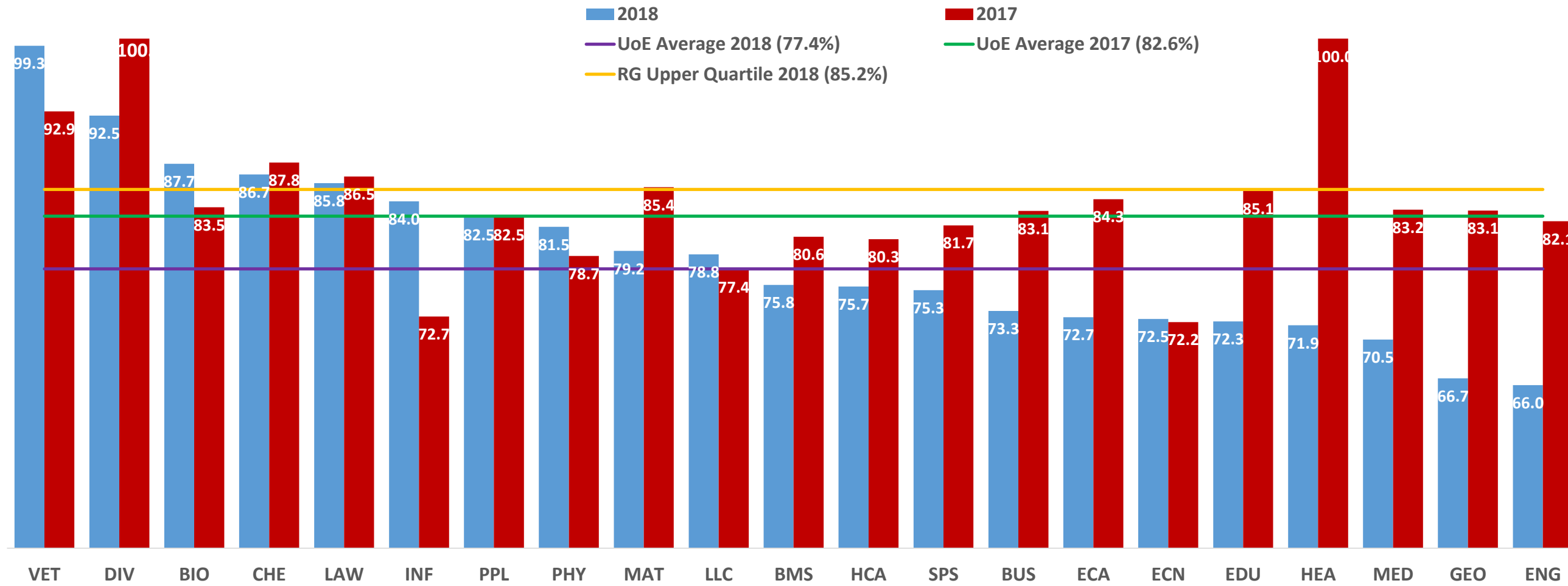
- The table to the left of this page show the **University level Agree % for each Primary Theme from 2014 to 2018**, as well as each years corresponding response rate.
- The table below shows the University of Edinburgh’s Primary Theme Agree % and response rate in relation to the UUK and RG upper quartiles in 2014 and 2018, as well as the change in these relationships over time.
- The table also shows the University of Edinburgh’s ranking position compared to the Russell Group and UUK.
- Please note: all data prior to 2017 was provided with no decimal place.

### University of Edinburgh vs Russell Group and UUK Upper Quartiles - 2014 – 2018

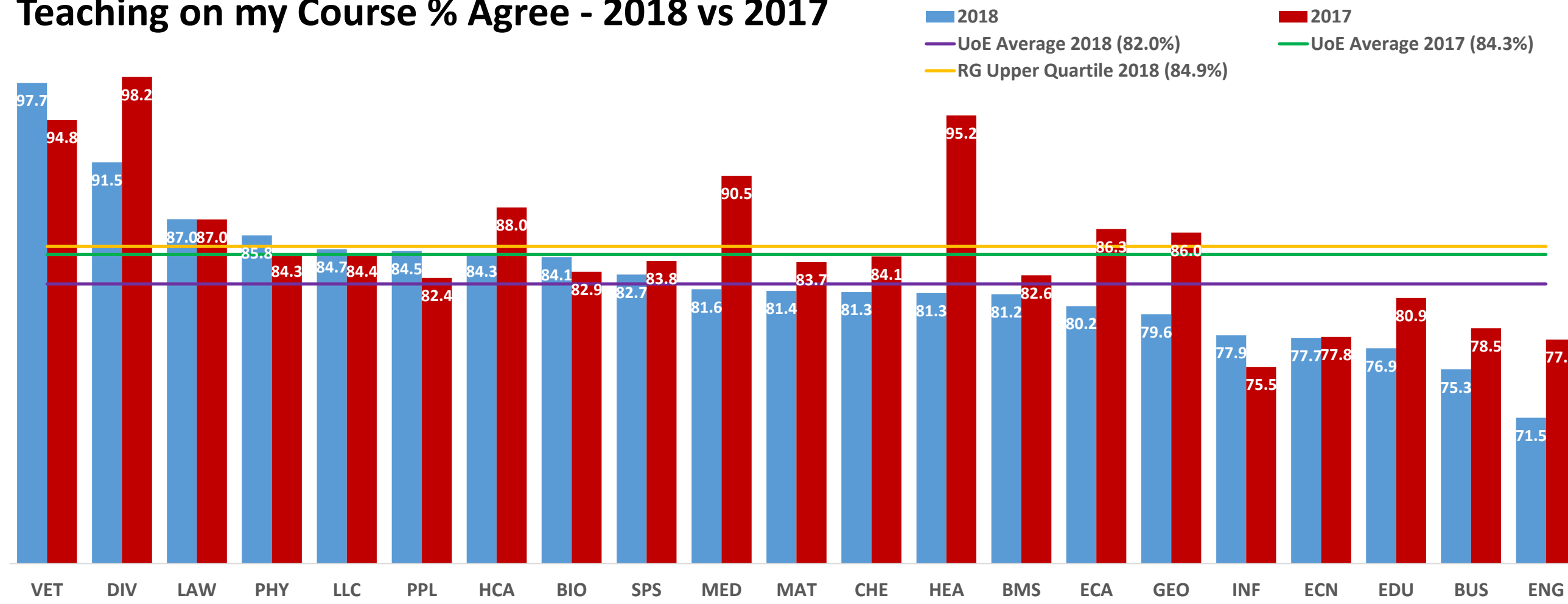
Primary Theme (% Agree)	2014			2018			Change (%) 2014 - 2018			Russell Group Rank		UUK Rank	
	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	2014 Russell Group (out of 24)	2018 Russell Group (out of 22)	2014 UUK (out of 123)	2018 UUK (out of 119)
Overall Satisfaction	82%	-7%	-7%	77.4%	-8.7%	-7.8%	-4.6%	-1.7%	-0.8%	24	21	109	109
The Teaching on my Course	86%	-3%	-4%	82.0%	-4.1%	-2.9%	-4.0%	-1.1%	1.1%	21	18	73	90
Learning opportunities	-	-	-	77.1%	-8.0%	-5.4%	-	-	-	-	20	-	114
Assessment and Feedback	55%	-19%	-16%	60.8%	-14.5%	-10.7%	5.8%	4.5%	5.3%	24	21	123	115
Academic Support	76%	-7%	-7%	71.1%	-10.8%	-7.6%	-4.9%	-3.8%	-0.6%	23	19	113	112
Organisation and Management	77%	-5%	-6%	69.3%	-8.3%	-7.8%	-7.7%	-3.3%	-1.8%	23	21	61	99
Learning Resources	89%	0%	-1%	85.7%	-2.7%	-3.0%	-3.3%	-2.7%	-2.0%	15	15	31	75
Learning community	-	-	-	69.9%	-9.9%	-6.4%	-	-	-	-	18	-	108
Student Voice	-	-	-	59.6%	-12.8%	-9.9%	-	-	-	-	21	-	114



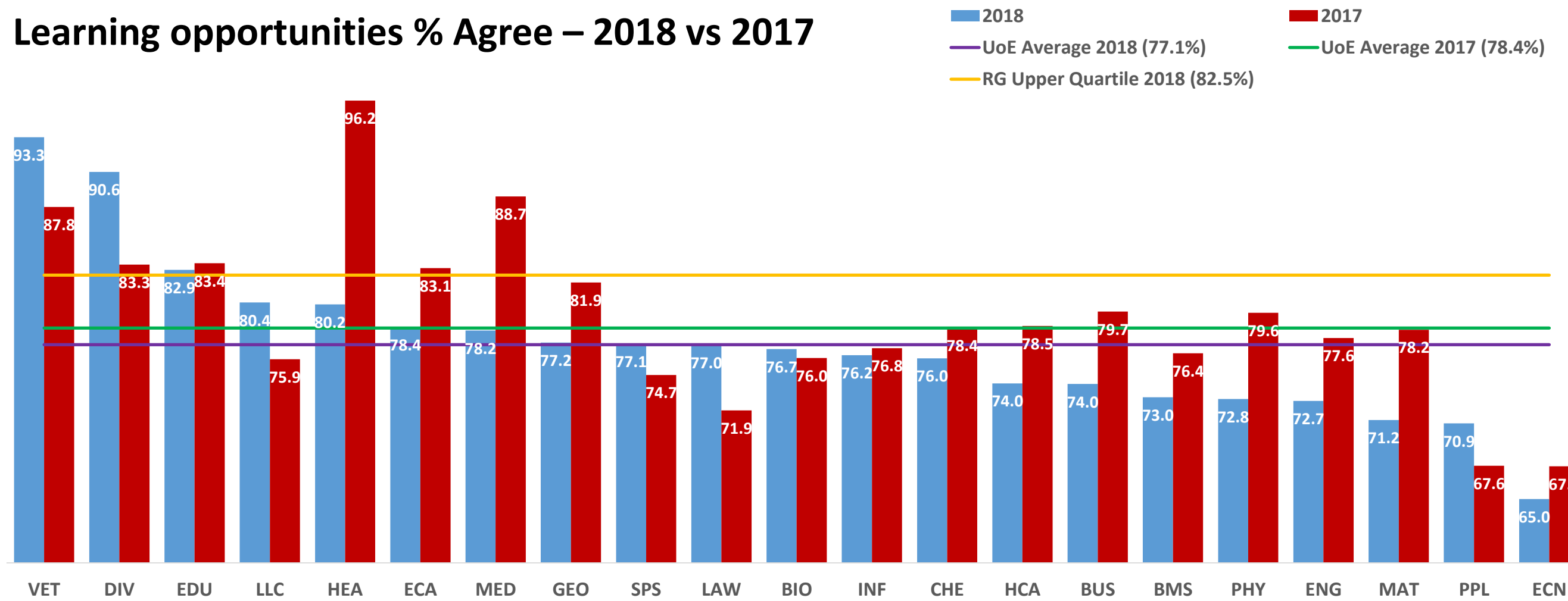
# Overall Satisfaction % Agree - 2018 vs 2017



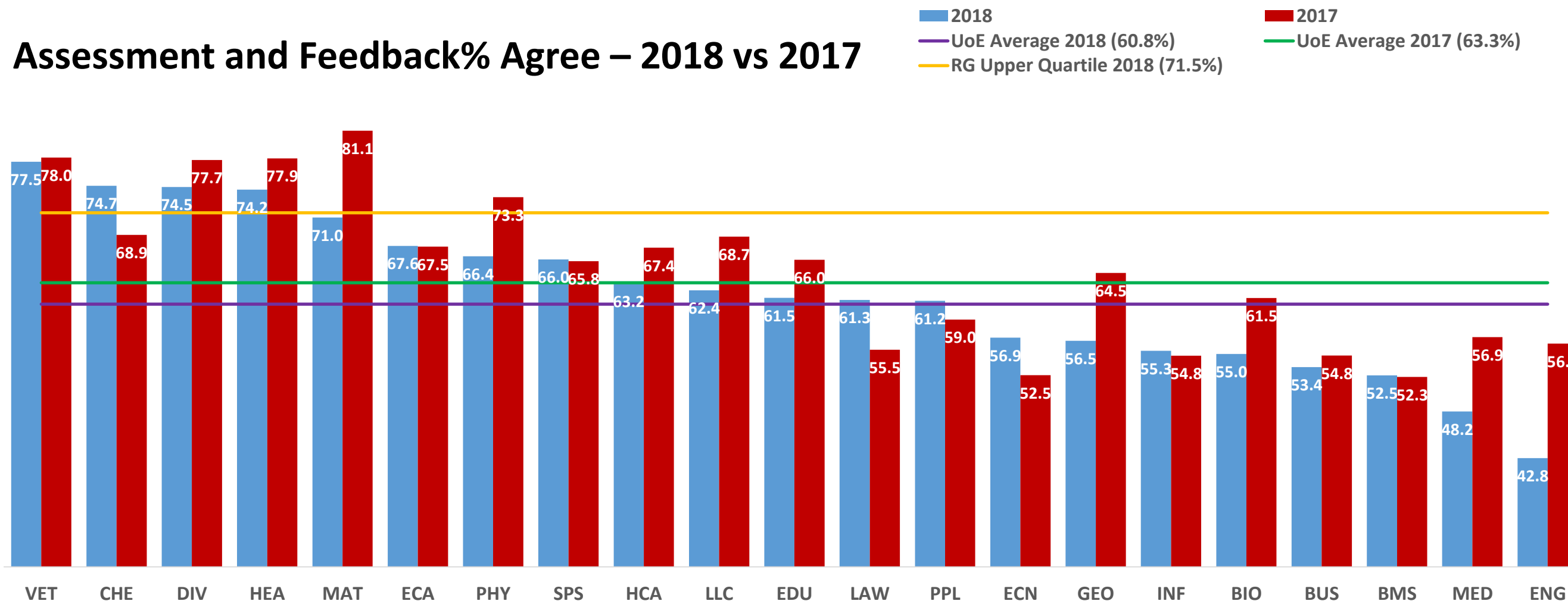
# Teaching on my Course % Agree - 2018 vs 2017



# Learning opportunities % Agree – 2018 vs 2017

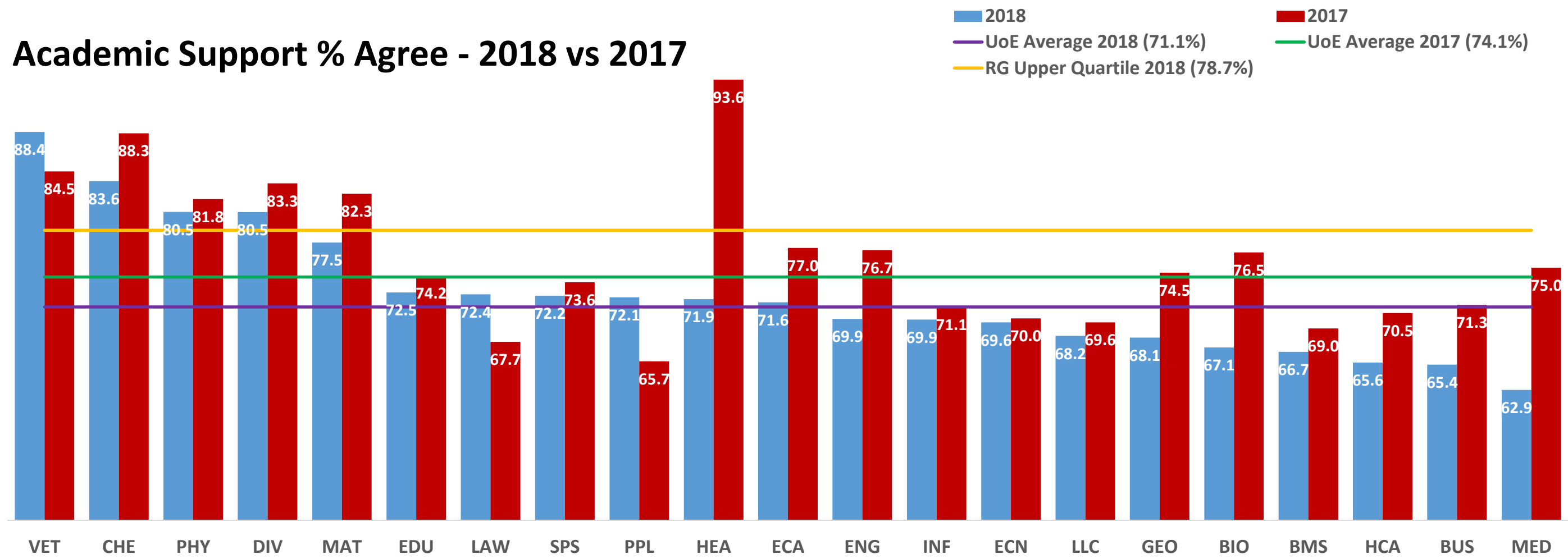


# Assessment and Feedback % Agree – 2018 vs 2017

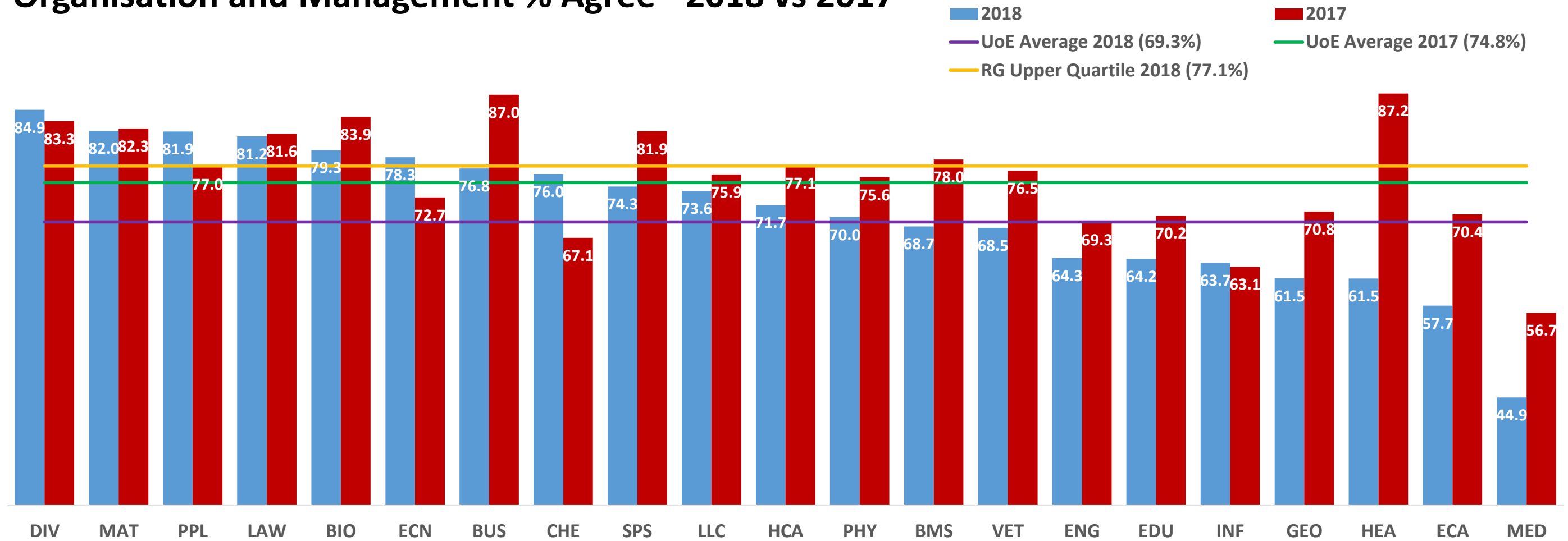




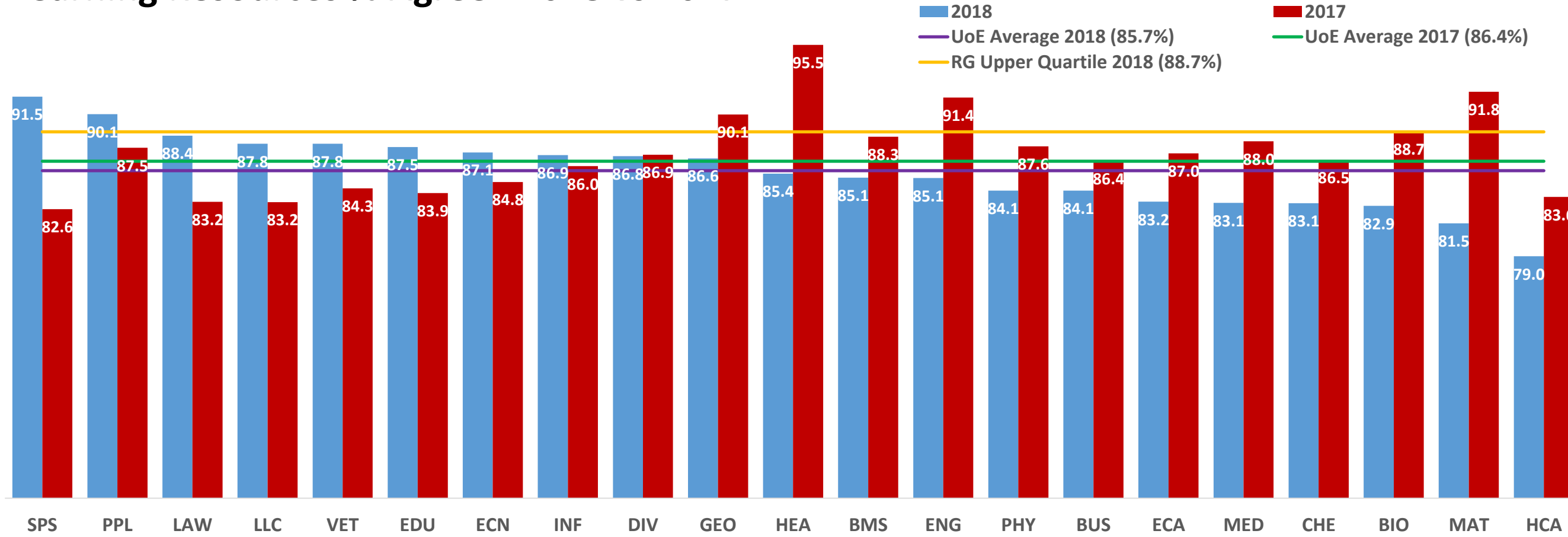
## Academic Support % Agree - 2018 vs 2017



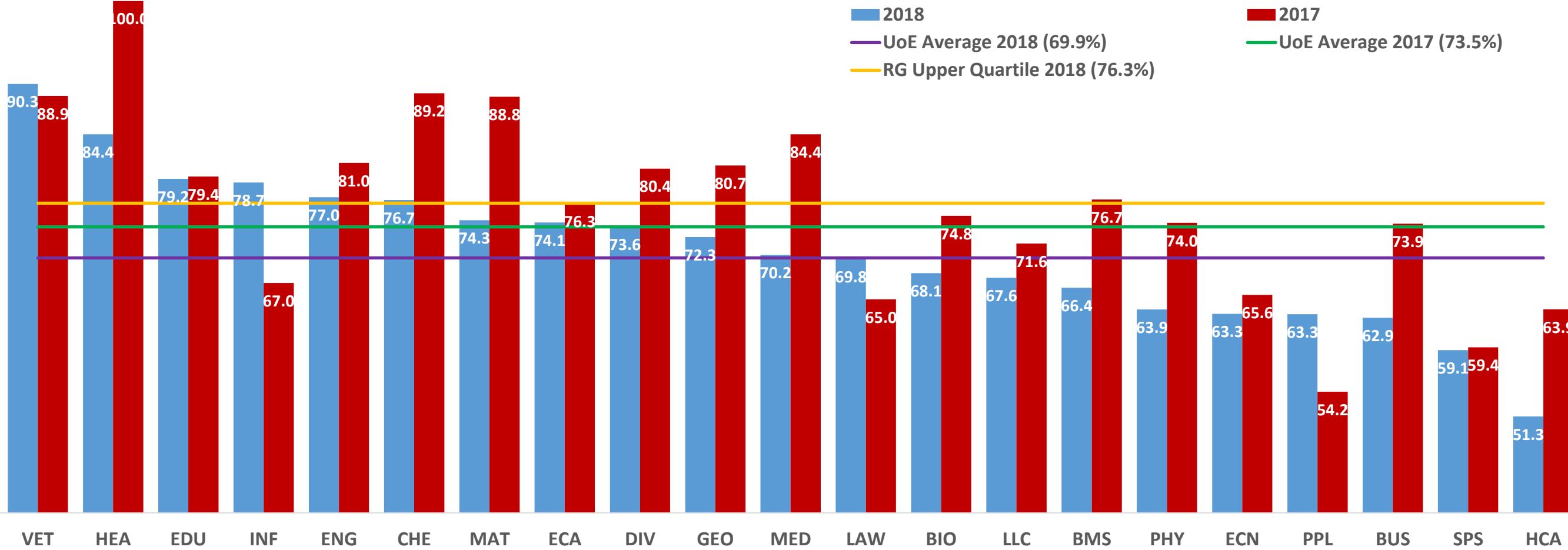
## Organisation and Management % Agree - 2018 vs 2017



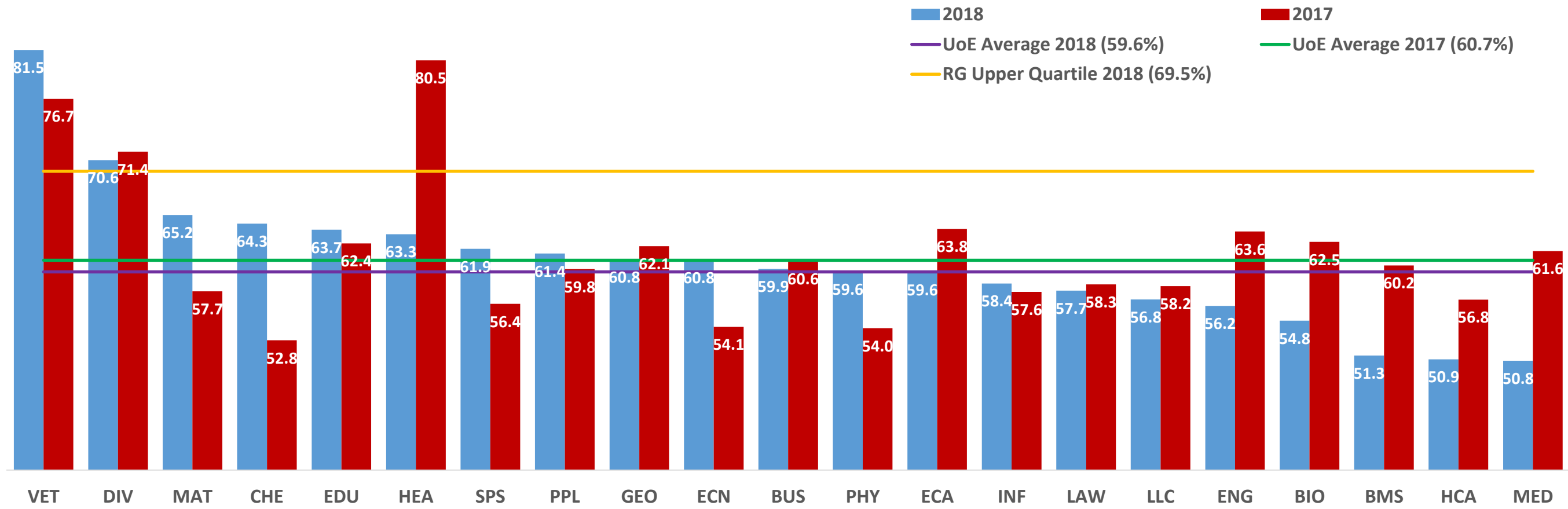
## Learning Resources % Agree - 2018 vs 2017



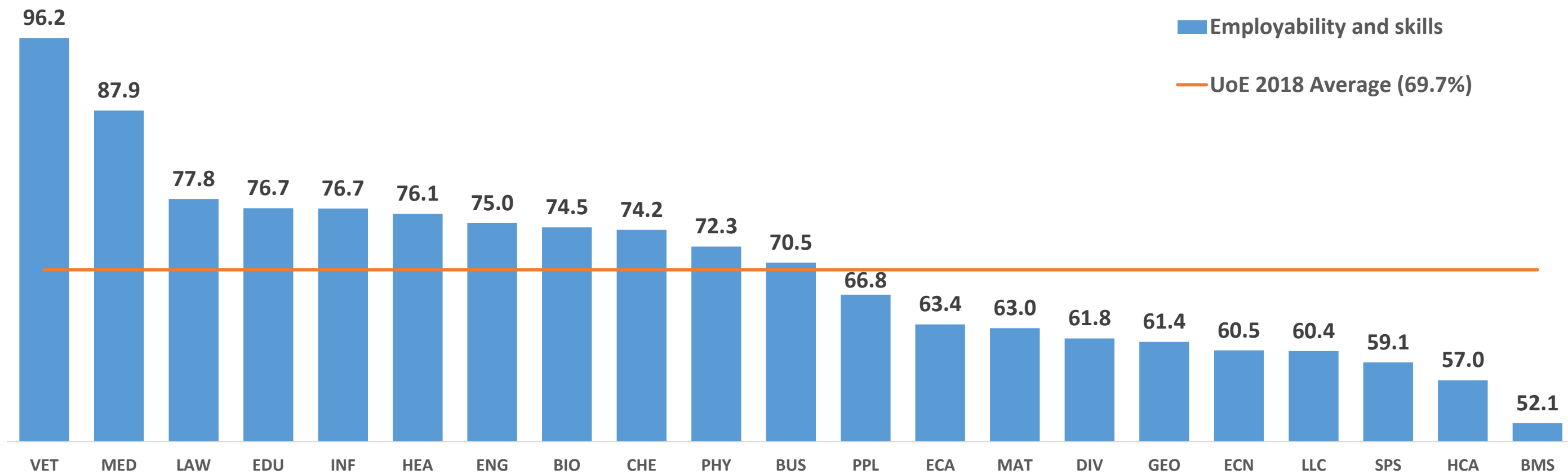
## Learning Community % Agree - 2018 vs 2017



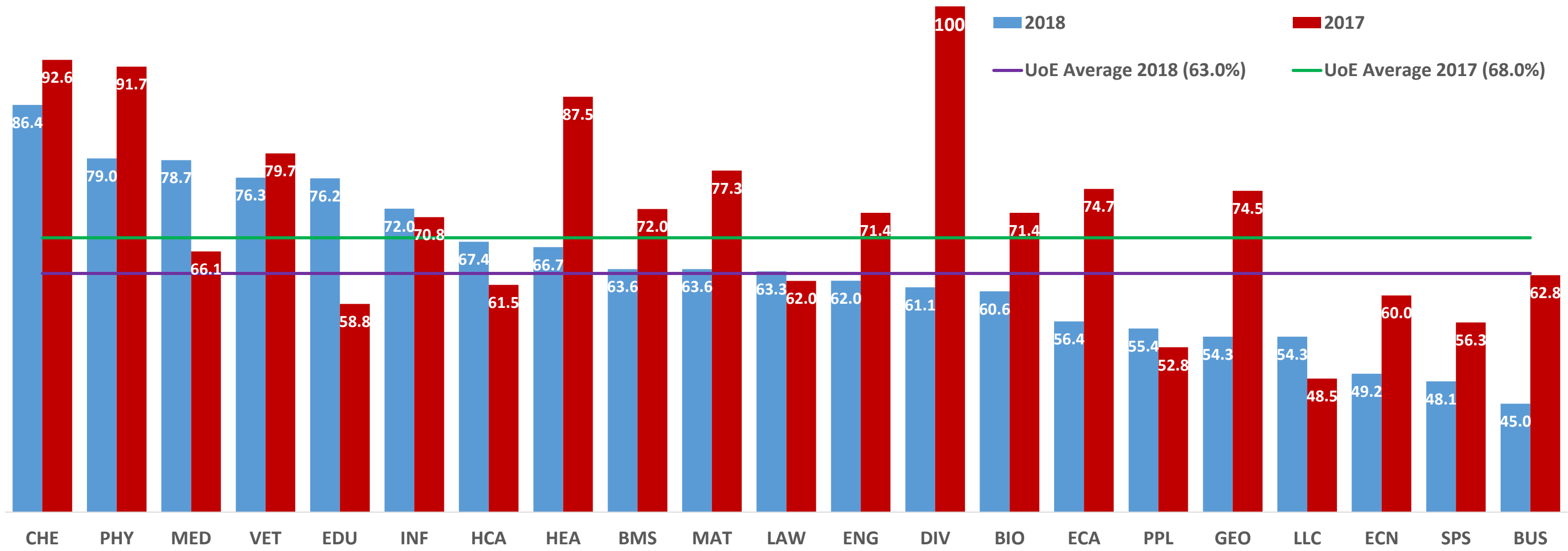
## Student Voice % Agree – 2018 vs 2017



## Employability and skills % Agree - 2018



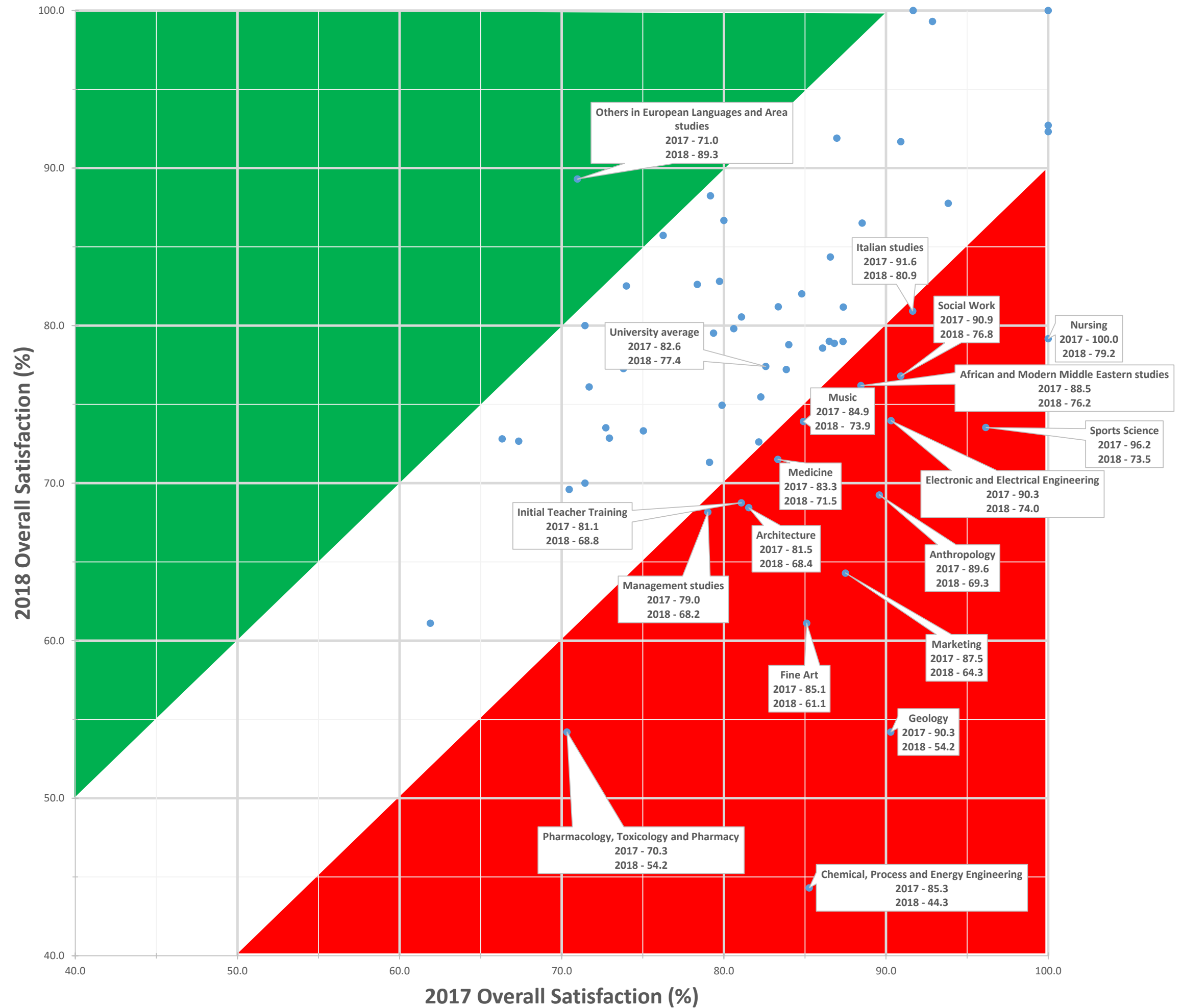
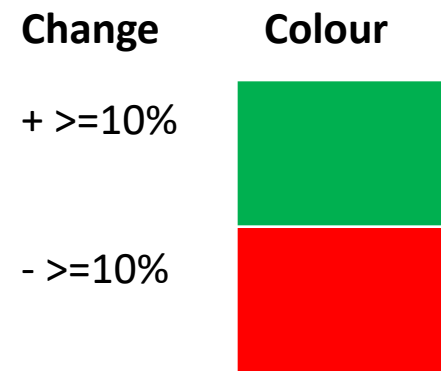
# Personal Tutor % Agree – 2018 vs 2017



## 2017 vs 2018 – Overall Satisfaction % at Subject level

The chart to the right shows the change in Overall satisfaction (% agree) at subject level between 2017 and 2018.

Changes of 10% or more, along with the University level change, have been highlighted.



## Question and Primary Theme – Correlation and relationship analysis

	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student Voice	Overall satisfaction	Employability and skills	Personal Tutor
<b>The teaching on my course</b>	<b>1.00</b>	<b>0.63</b>	<b>0.65</b>	<b>0.59</b>	<b>0.29</b>	<b>0.17</b>	<b>0.14</b>	<b>0.54</b>	<b>0.81</b>	<b>0.23</b>	<b>0.24</b>
1. Staff are good at explaining things.	0.90	0.54	0.65	0.53	0.41	0.34	0.04	0.51	0.70	0.08	0.08
2. Staff have made the subject interesting.	0.87	0.65	0.62	0.35	0.16	0.20	0.08	0.42	0.52	0.01	-0.01
3. The course is intellectually stimulating.	0.75	0.25	0.28	0.48	0.32	0.00	0.04	0.25	0.80	0.32	0.40
4. My course has challenged me to achieve my best work.	0.84	0.67	0.60	0.67	0.11	0.01	0.32	0.65	0.76	0.45	0.38
<b>Learning opportunities</b>	<b>0.63</b>	<b>1.00</b>	<b>0.50</b>	<b>0.47</b>	<b>-0.13</b>	<b>0.22</b>	<b>0.57</b>	<b>0.62</b>	<b>0.52</b>	<b>0.44</b>	<b>0.29</b>
5. My course has provided me with opportunities to explore ideas or concepts in depth.	0.57	0.66	0.67	0.54	0.39	0.12	0.27	0.58	0.55	-0.04	0.04
6. My course has provided me with opportunities to bring information and ideas together from different topics.	0.58	0.93	0.39	0.30	-0.17	0.27	0.37	0.49	0.36	0.27	0.11
7. My course has provided me with opportunities to apply what I have learnt.	0.47	0.88	0.29	0.37	-0.36	0.16	0.70	0.50	0.42	0.68	0.46
<b>Assessment and feedback</b>	<b>0.65</b>	<b>0.50</b>	<b>1.00</b>	<b>0.78</b>	<b>0.31</b>	<b>0.05</b>	<b>0.32</b>	<b>0.72</b>	<b>0.57</b>	<b>0.06</b>	<b>0.25</b>
8. The criteria used in marking have been clear in advance.	0.55	0.51	0.90	0.79	0.35	0.22	0.34	0.81	0.55	0.13	0.20
9. Marking and assessment has been fair.	0.60	0.50	0.79	0.73	0.24	0.18	0.41	0.74	0.68	0.35	0.27
10. Feedback on my work has been timely.	0.58	0.35	0.90	0.63	0.23	-0.18	0.23	0.49	0.44	-0.03	0.26
11. I have received helpful comments on my work.	0.51	0.41	0.87	0.59	0.28	0.05	0.15	0.54	0.35	-0.17	0.14
<b>Academic support</b>	<b>0.59</b>	<b>0.47</b>	<b>0.78</b>	<b>1.00</b>	<b>0.32</b>	<b>0.16</b>	<b>0.51</b>	<b>0.84</b>	<b>0.68</b>	<b>0.33</b>	<b>0.45</b>
12. I have been able to contact staff when I needed to.	0.37	0.16	0.37	0.75	0.42	0.21	0.38	0.62	0.62	0.27	0.29
13. I have received sufficient advice and guidance in relation to my course.	0.62	0.38	0.78	0.93	0.44	0.19	0.23	0.77	0.69	0.15	0.30
14. Good advice was available when I needed to make study choices on my course.	0.51	0.57	0.77	0.88	0.04	0.04	0.64	0.75	0.49	0.40	0.53
<b>Organisation and management</b>	<b>0.29</b>	<b>-0.13</b>	<b>0.31</b>	<b>0.32</b>	<b>1.00</b>	<b>0.18</b>	<b>-0.30</b>	<b>0.27</b>	<b>0.51</b>	<b>-0.35</b>	<b>-0.34</b>
15. The course is well organised and running smoothly.	0.49	-0.05	0.41	0.41	0.88	-0.01	-0.23	0.34	0.63	-0.07	-0.18
16. The timetable works efficiently for me.	0.03	-0.06	0.14	0.05	0.80	0.30	-0.27	0.11	0.18	-0.55	-0.47
17. Any changes in the course or teaching have been communicated effectively.	0.19	-0.28	0.23	0.36	0.90	0.20	-0.31	0.21	0.48	-0.32	-0.22
<b>Learning resources</b>	<b>0.17</b>	<b>0.22</b>	<b>0.05</b>	<b>0.16</b>	<b>0.18</b>	<b>1.00</b>	<b>0.13</b>	<b>0.35</b>	<b>0.15</b>	<b>0.05</b>	<b>-0.32</b>
18. The IT resources and facilities provided have supported my learning well.	-0.14	-0.12	-0.09	0.17	0.39	0.52	0.06	0.20	0.15	-0.12	-0.20
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	0.08	0.22	-0.02	-0.14	-0.25	0.59	0.03	0.07	-0.27	0.03	-0.30
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	0.44	0.27	0.26	0.43	0.33	0.80	0.21	0.52	0.55	0.27	-0.01
<b>Learning community</b>	<b>0.14</b>	<b>0.57</b>	<b>0.32</b>	<b>0.51</b>	<b>-0.30</b>	<b>0.13</b>	<b>1.00</b>	<b>0.61</b>	<b>0.26</b>	<b>0.64</b>	<b>0.45</b>
21. I feel part of a community of staff and students.	0.42	0.67	0.58	0.65	-0.08	0.18	0.90	0.67	0.46	0.48	0.42
22. I have had the right opportunities to work with other students as part of my course.	-0.29	0.22	-0.16	0.13	-0.50	0.03	0.79	0.29	-0.11	0.63	0.33
<b>Student Voice</b>	<b>0.54</b>	<b>0.62</b>	<b>0.72</b>	<b>0.84</b>	<b>0.27</b>	<b>0.35</b>	<b>0.61</b>	<b>1.00</b>	<b>0.57</b>	<b>0.36</b>	<b>0.13</b>
23. I have had the right opportunities to provide feedback on my course.	0.48	0.48	0.60	0.63	0.43	0.28	0.38	0.75	0.59	0.18	0.06
24. Staff value students' views and opinions about the course.	0.62	0.59	0.86	0.80	0.48	0.19	0.42	0.82	0.72	0.16	0.15
25. It is clear how students' feedback on the course has been acted on.	0.43	0.45	0.52	0.73	-0.01	0.15	0.62	0.86	0.35	0.48	0.23
26. The students' union (association or guild) effectively represents students' academic interests.	0.04	0.33	0.21	0.32	0.06	0.53	0.34	0.56	0.06	0.15	-0.15
<b>Overall satisfaction</b>	<b>0.81</b>	<b>0.52</b>	<b>0.57</b>	<b>0.68</b>	<b>0.51</b>	<b>0.15</b>	<b>0.26</b>	<b>0.57</b>	<b>1.00</b>	<b>0.34</b>	<b>0.32</b>
<b>Employability and skills</b>	<b>0.23</b>	<b>0.44</b>	<b>0.06</b>	<b>0.33</b>	<b>-0.35</b>	<b>0.05</b>	<b>0.64</b>	<b>0.36</b>	<b>0.34</b>	<b>1.00</b>	<b>0.58</b>
B15.1 My Higher Education experience has helped me plan for my future career.	0.14	0.44	0.11	0.27	-0.45	-0.04	0.74	0.37	0.24	0.92	0.54
B15.2 My institution offered activities and resources designed to prepare me for the next step in my career.	0.17	0.20	-0.02	0.24	-0.27	0.11	0.41	0.26	0.23	0.89	0.46
B15.3 The skills I have developed during my time in Higher Education will be useful for my future career.	0.38	0.59	0.07	0.40	-0.17	0.08	0.53	0.35	0.48	0.85	0.55
<b>Personal Tutor</b>	<b>0.24</b>	<b>0.29</b>	<b>0.25</b>	<b>0.45</b>	<b>-0.34</b>	<b>-0.32</b>	<b>0.45</b>	<b>0.13</b>	<b>0.32</b>	<b>0.58</b>	<b>1.00</b>

- This table shows the relationship between the questions and primary themes for the NSS 2018 results.
- The numbers displayed are conventional correlation figures.  
**1 = Perfect positive correlation**  
**0 = No correlation**  
**-1 = Perfect negative correlation**
- Based on this data, the Primary Theme that has the strongest correlation with **Overall Satisfaction** is **Teaching on my Course (0.81)**, followed by **Academic Support (0.68)**, **Assessment and Feedback (0.57)** and **Student Voice (0.57)**
- Please note:** correlation does not necessarily allow for causation to be inferred.

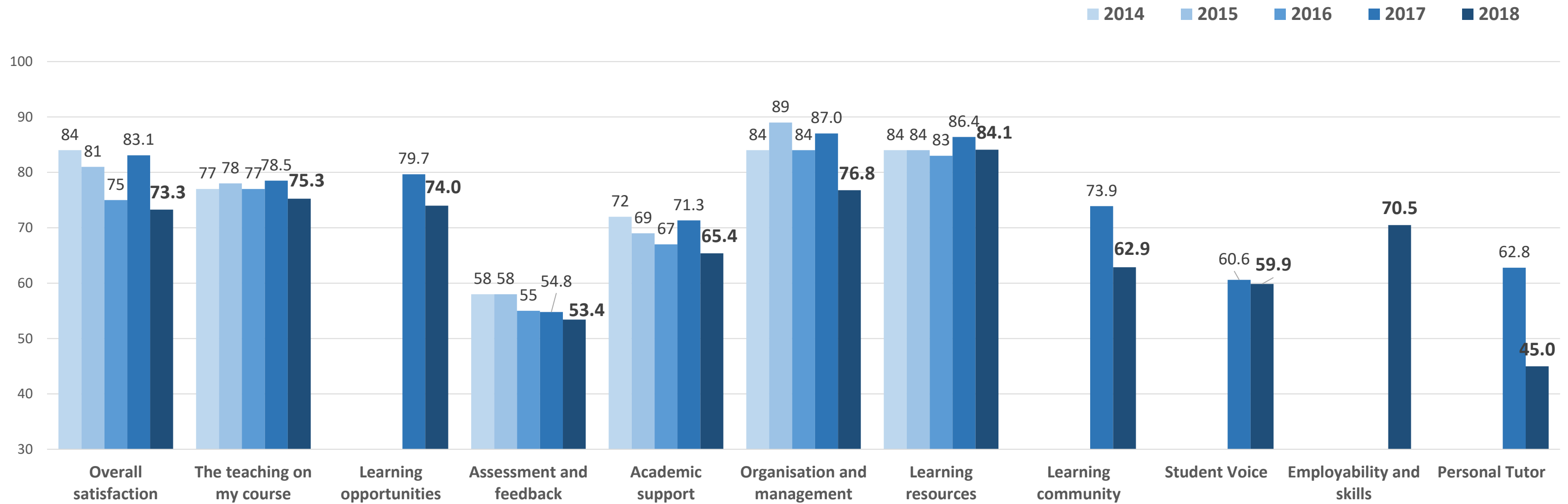
# Appendix 1

## School performance by NSS key theme, 2014- 2018

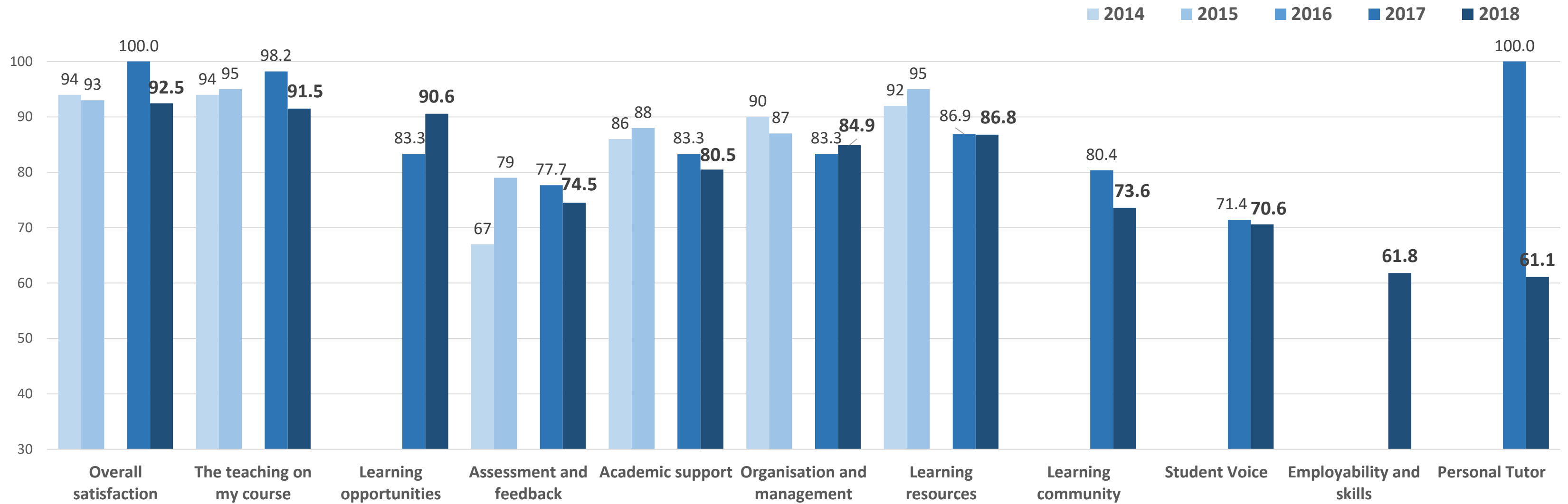
# College of Arts, Humanities and Social Sciences



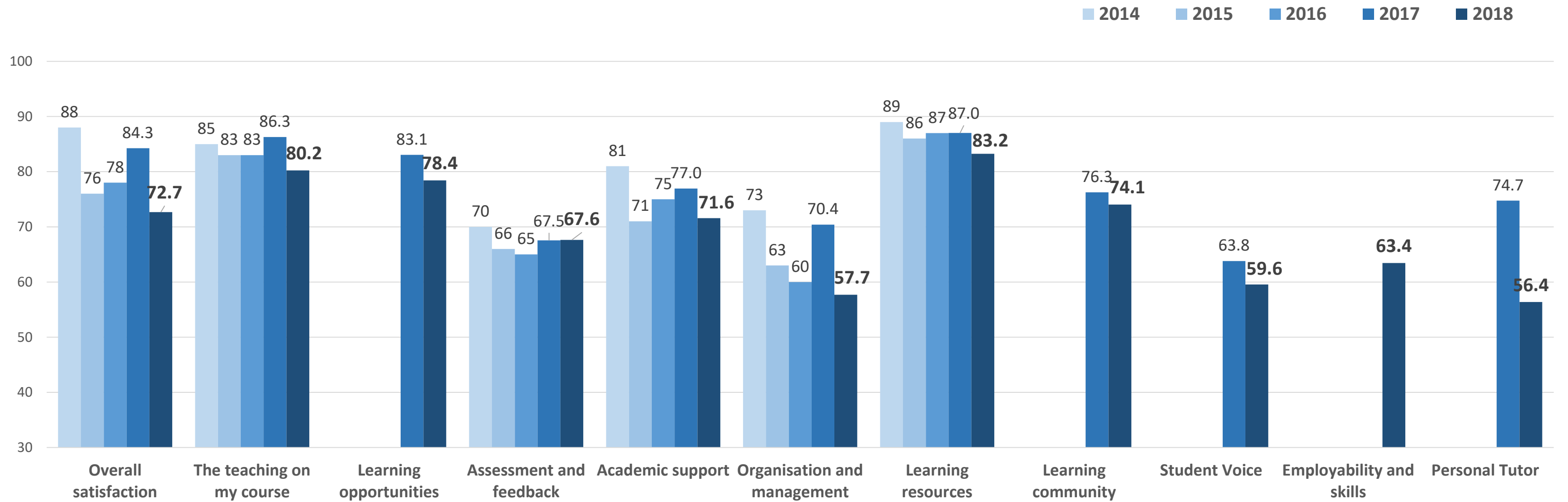
# Business School – 2014 to 2018 Primary Theme comparison



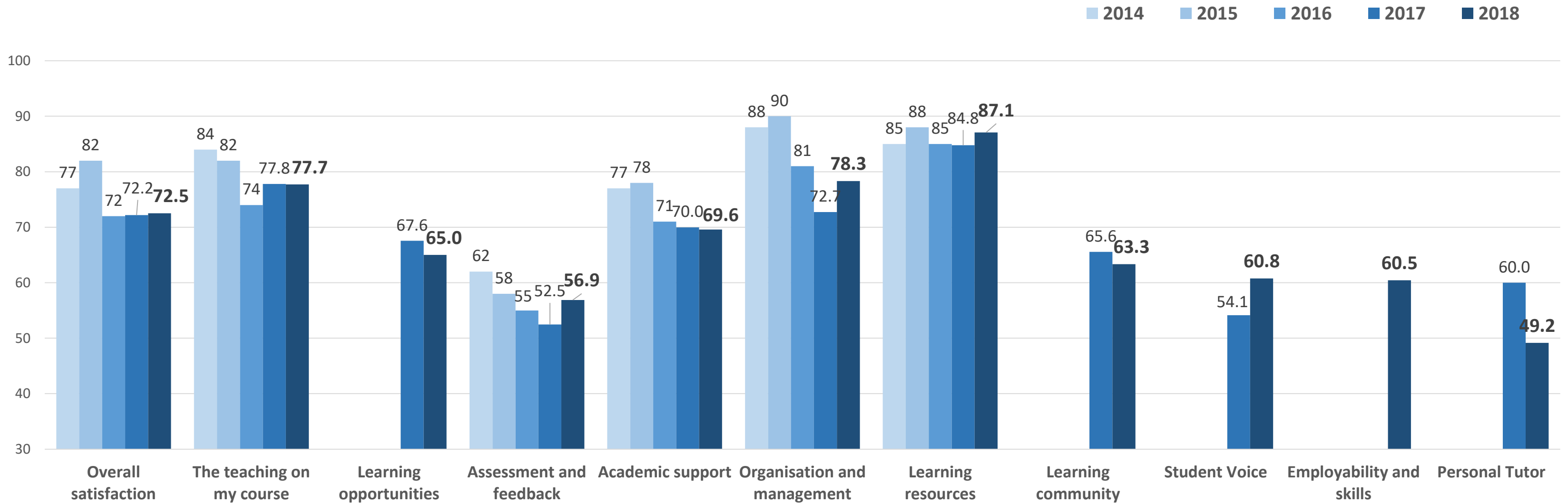
# School of Divinity – 2014 to 2018 Primary Theme comparison



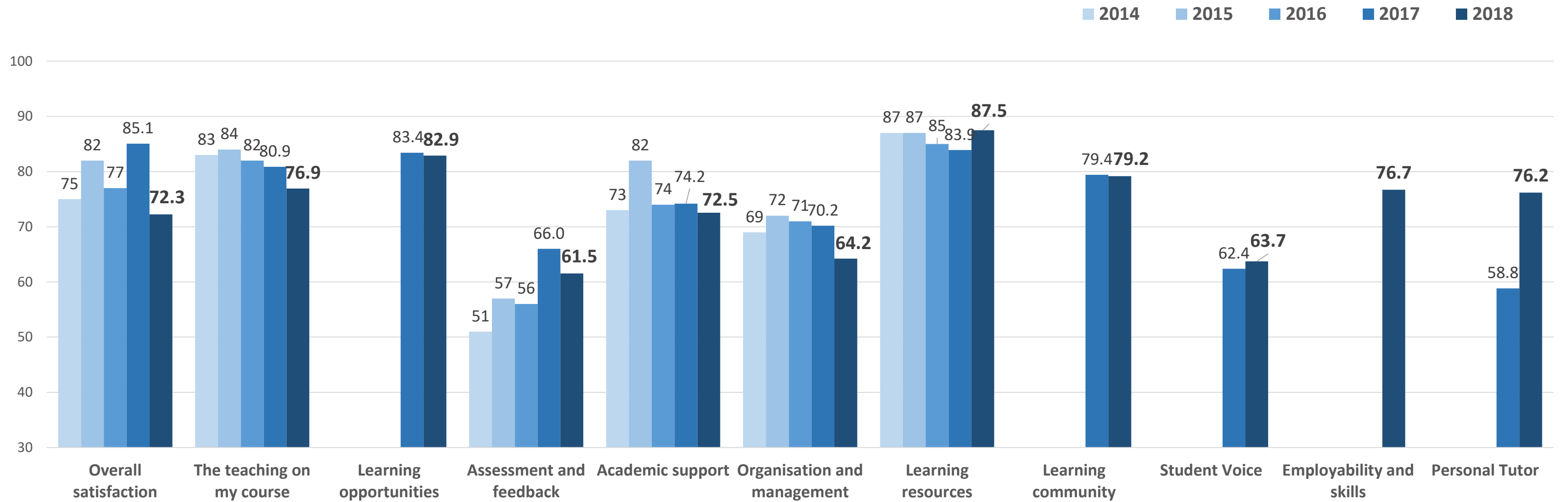
# Edinburgh College of Art – 2014 to 2018 Primary Theme comparison



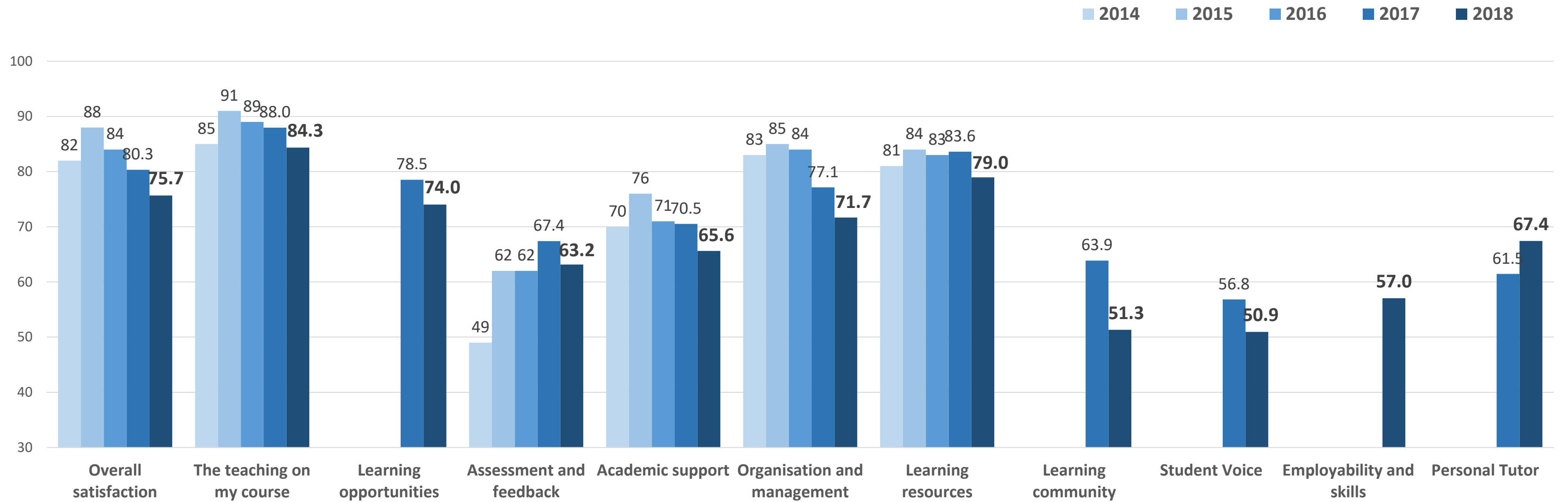
# School of Economics – 2014 to 2018 Primary Theme comparison



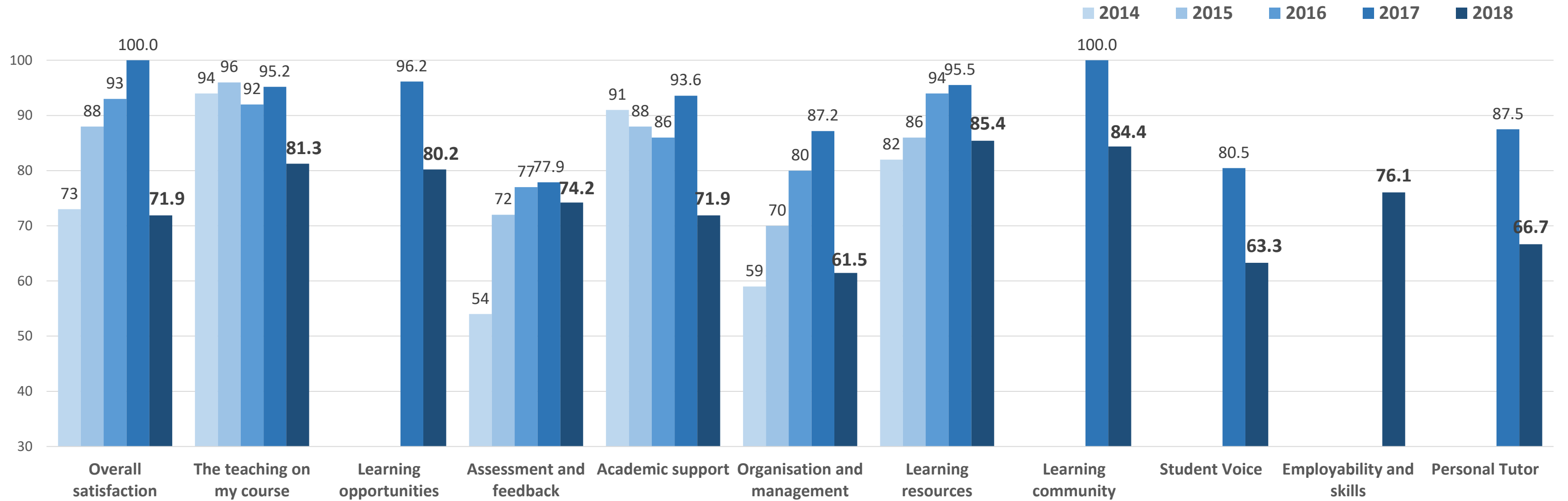
# Moray House School of Education – 2014 to 2018 Primary Theme comparison



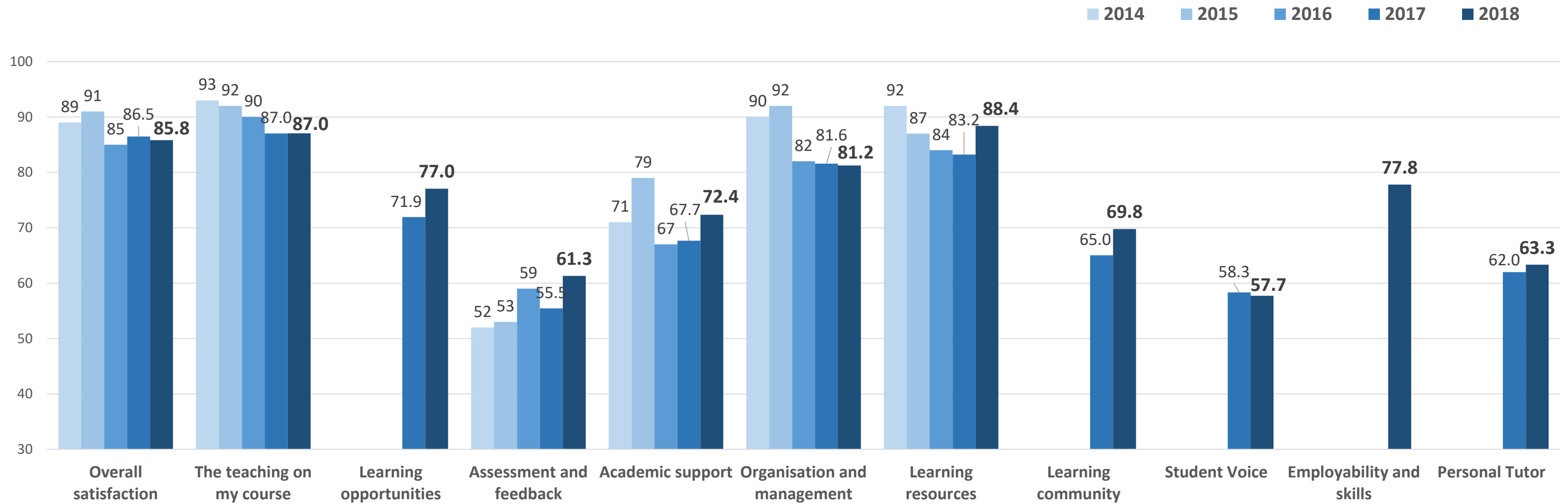
# School of History, Classics and Archaeology – 2014 to 2018 Primary Theme comparison



# School of Health in Social Science – 2014 to 2018 Primary Theme comparison

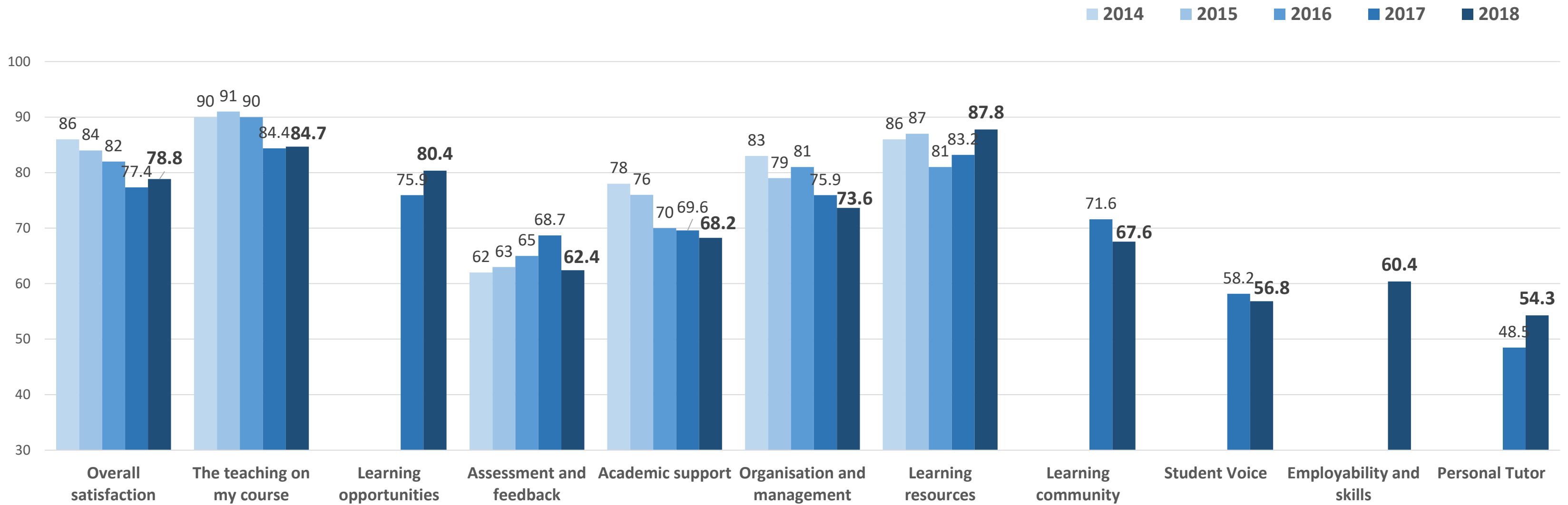


# School of Law – 2014 to 2018 Primary Theme comparison

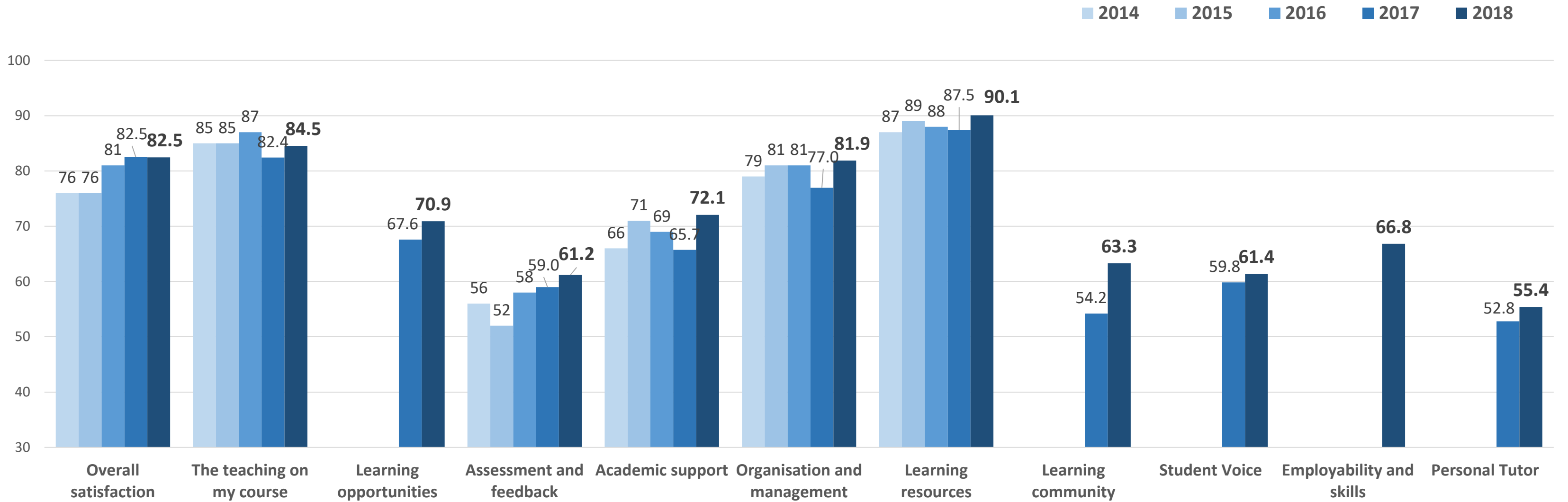




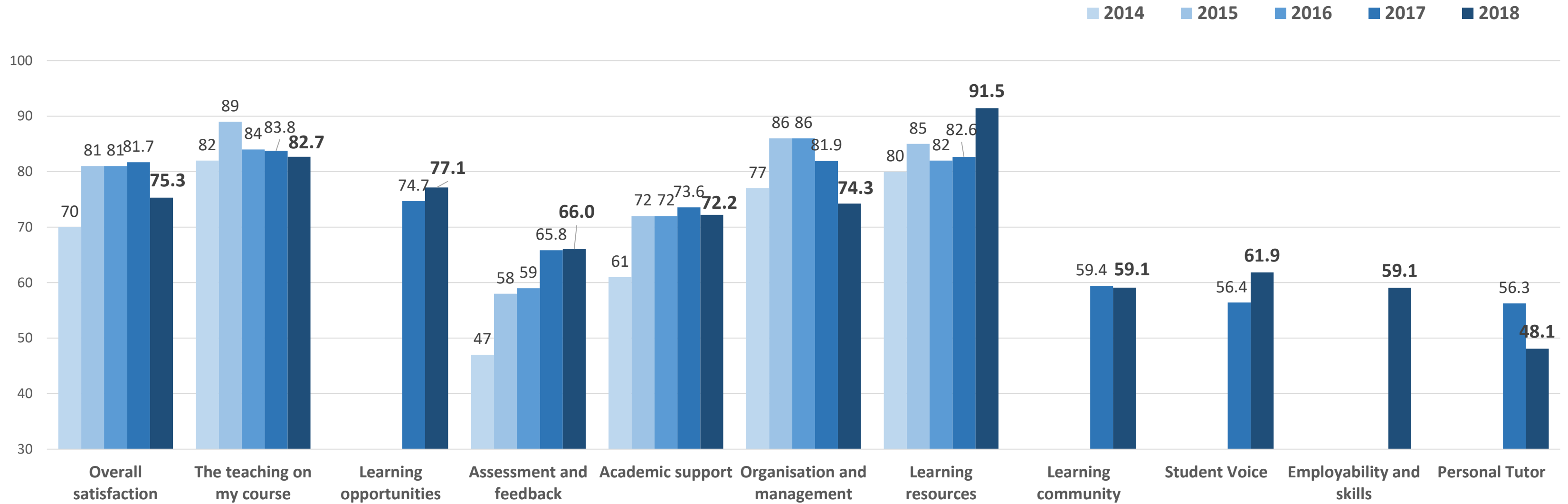
# School of Literatures, Languages and Cultures – 2014 to 2018 Primary Theme comparison



# School of Philosophy, Psychology and Language Sciences – 2014 to 2018 Primary Theme comparison

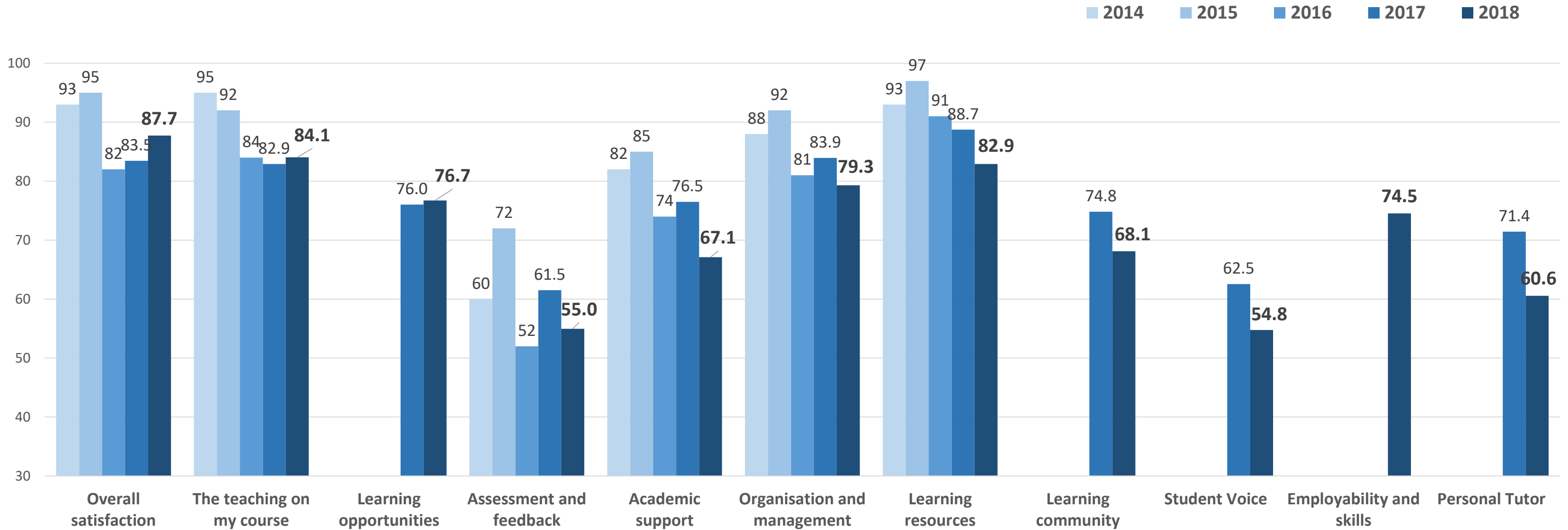


# School of Social and Political Sciences – 2014 to 2018 Primary Theme comparison

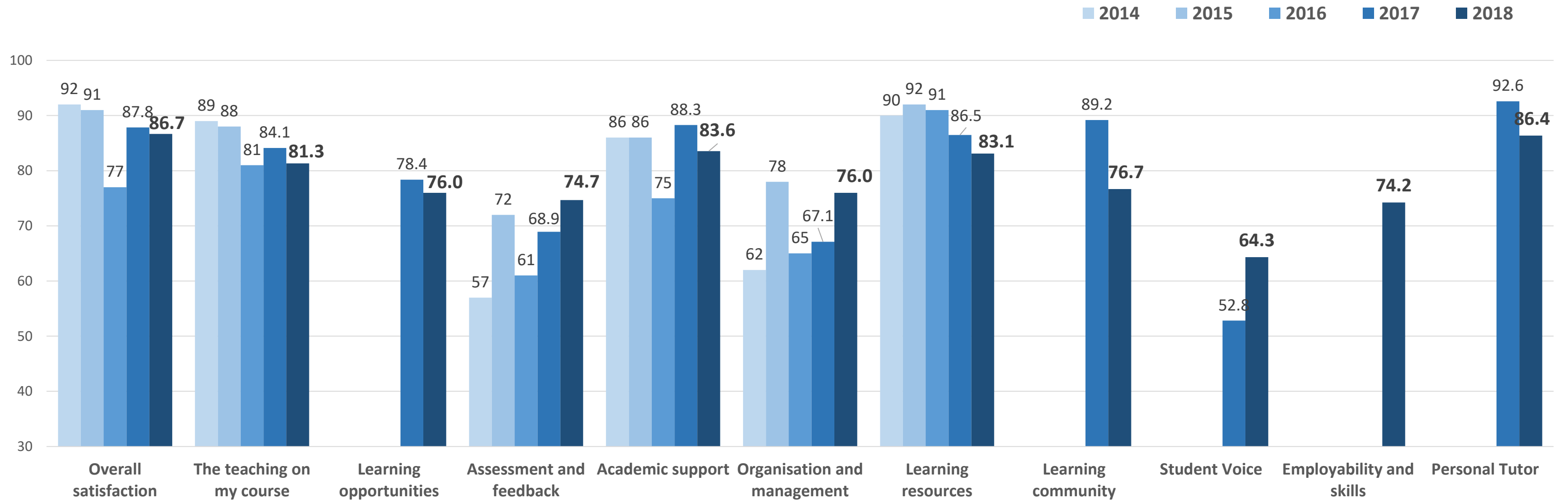


# College of Science and Engineering

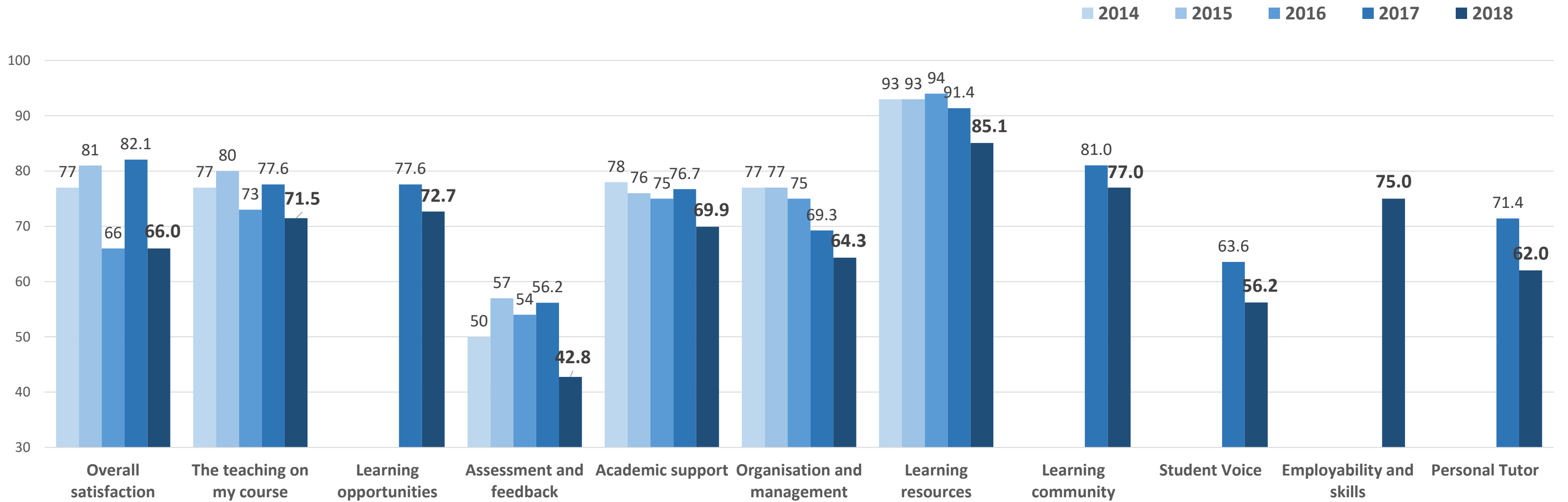
# School of Biological Sciences – 2014 to 2018 Primary Theme comparison



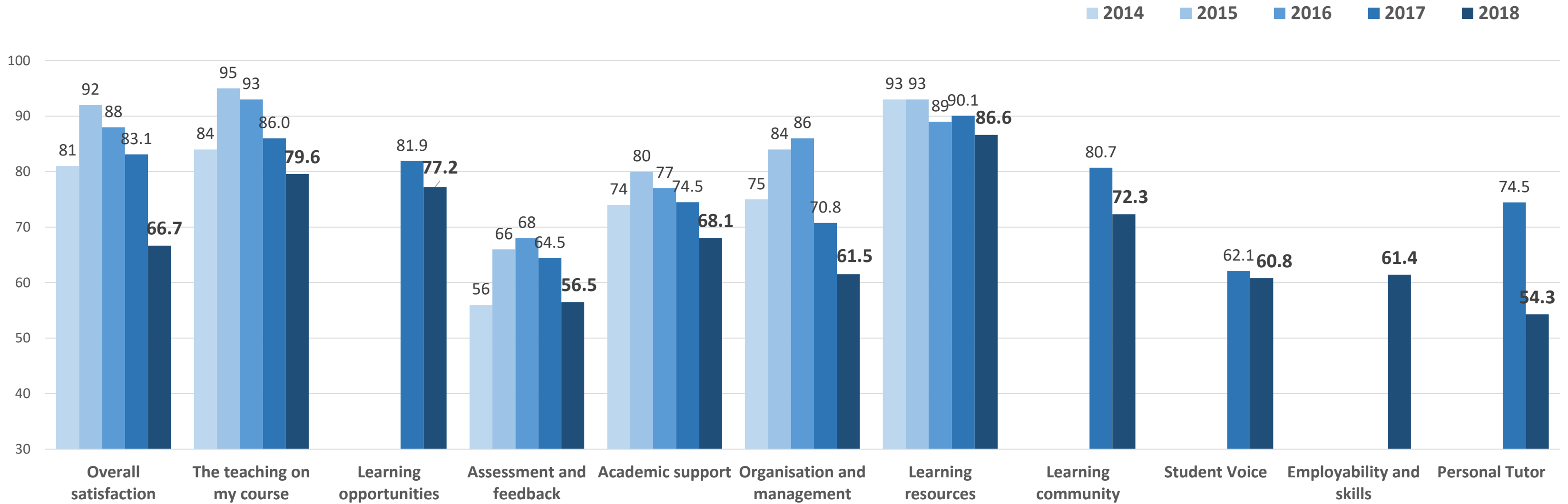
# School of Chemistry– 2014 to 2018 Primary Theme comparison



# School of Engineering – 2014 to 2018 Primary Theme comparison

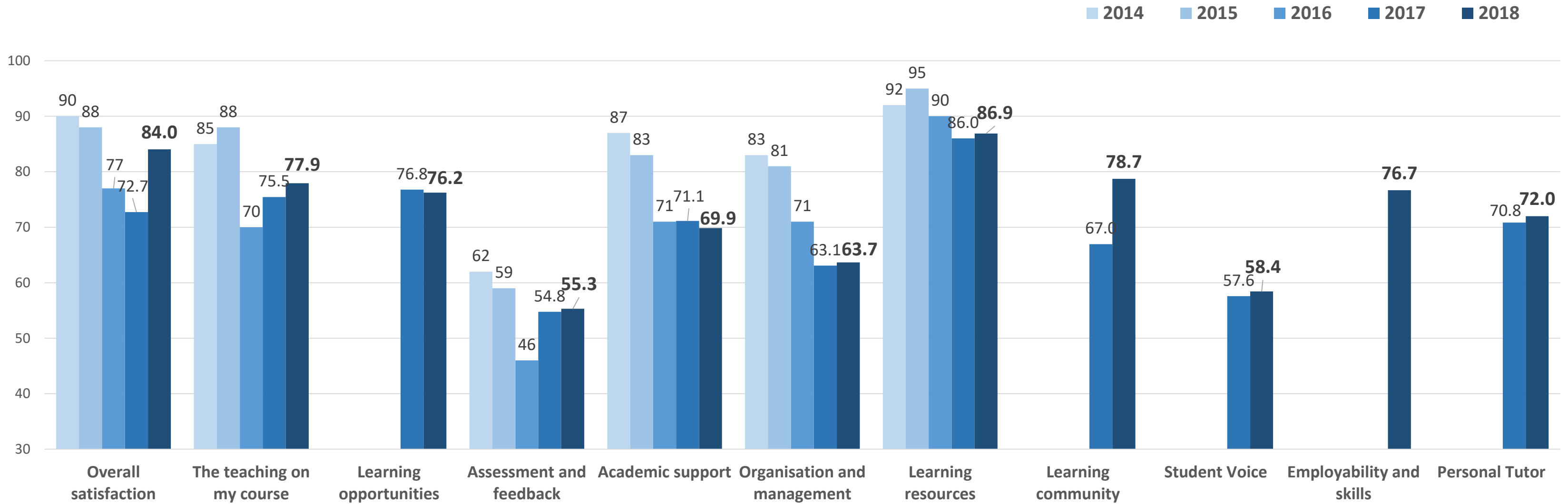


# School of Geosciences – 2014 to 2018 Primary Theme comparison

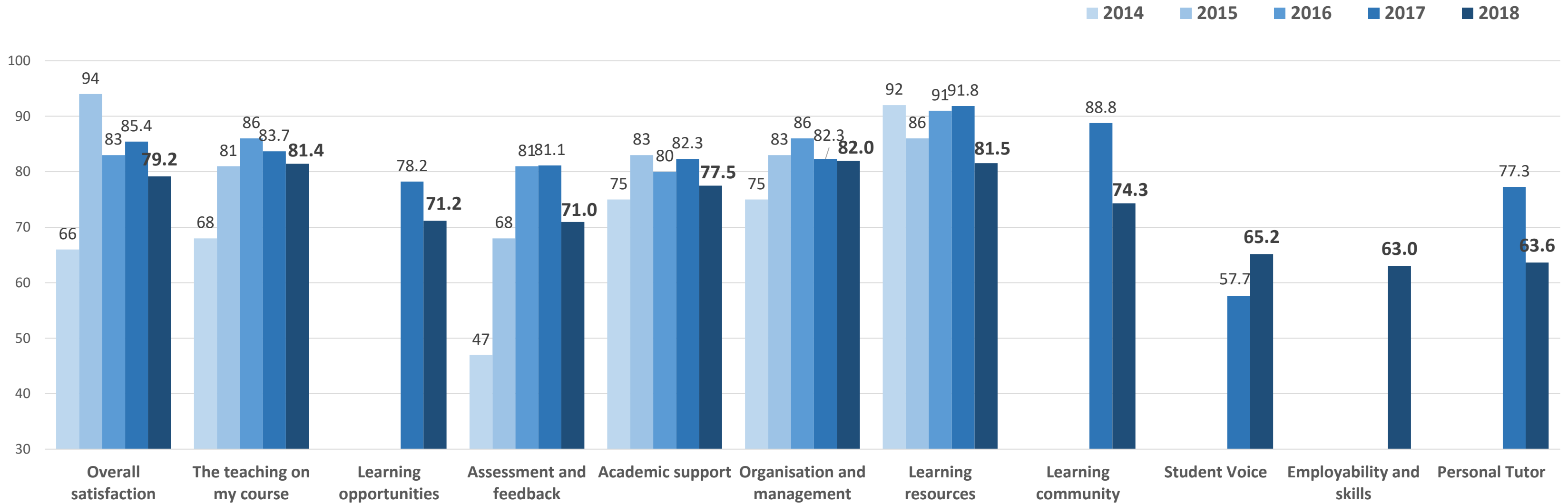




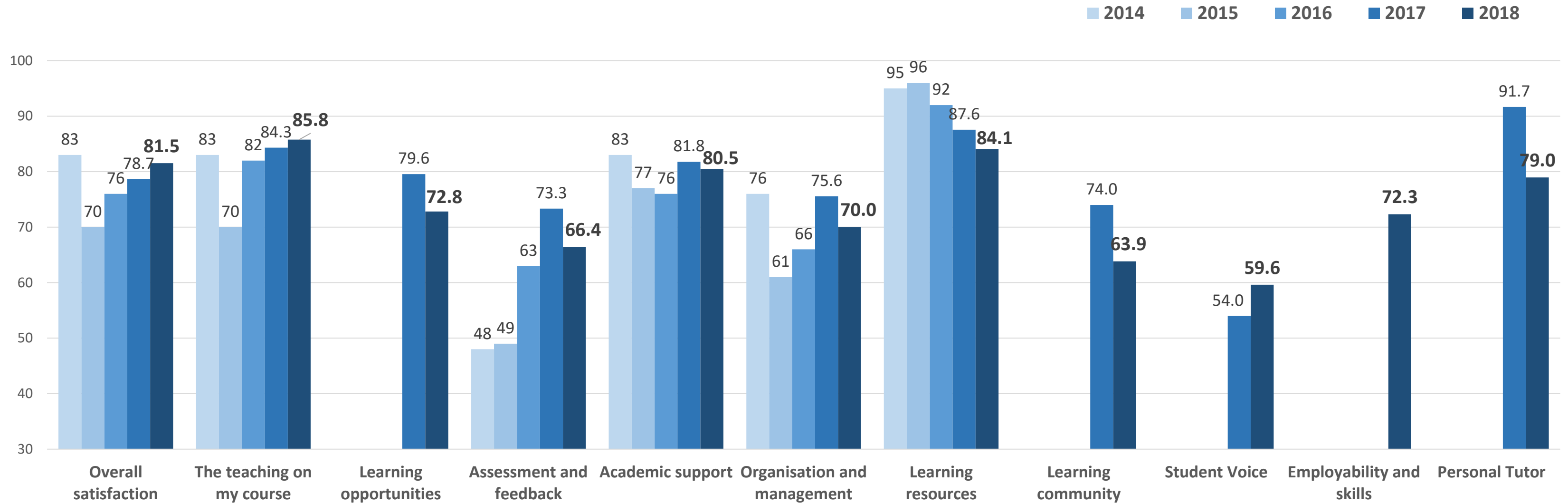
# School of Informatics – 2014 to 2018 Primary Theme comparison



# School of Mathematics – 2014 to 2018 Primary Theme comparison

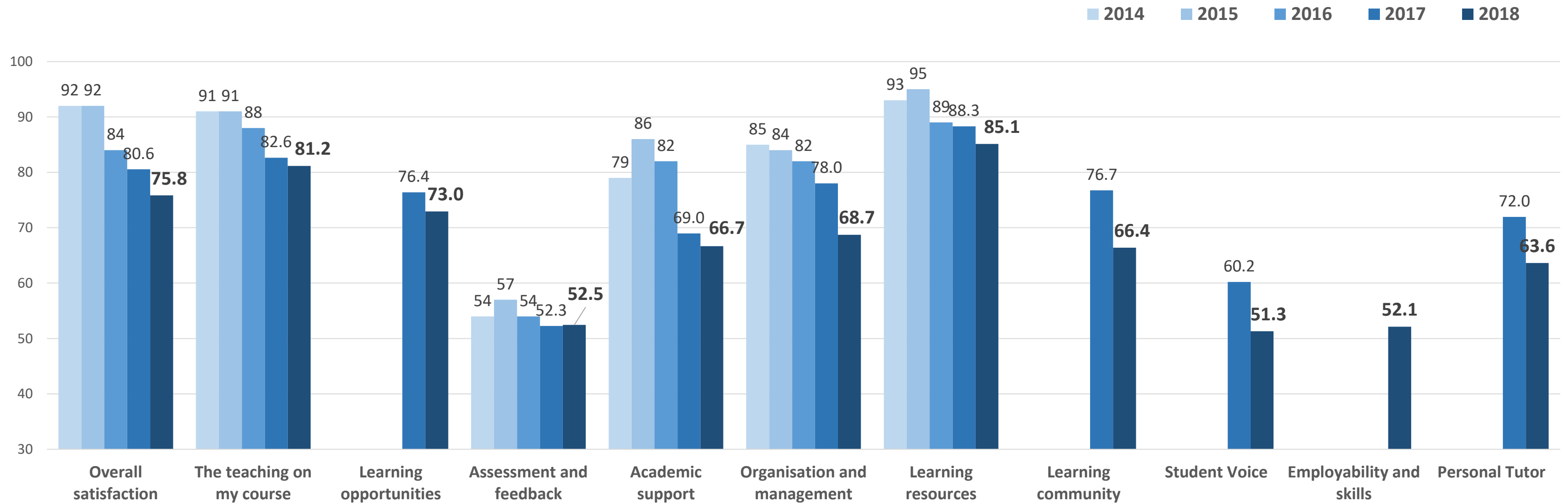


# School of Physics and Astronomy – 2014 to 2018 Primary Theme comparison

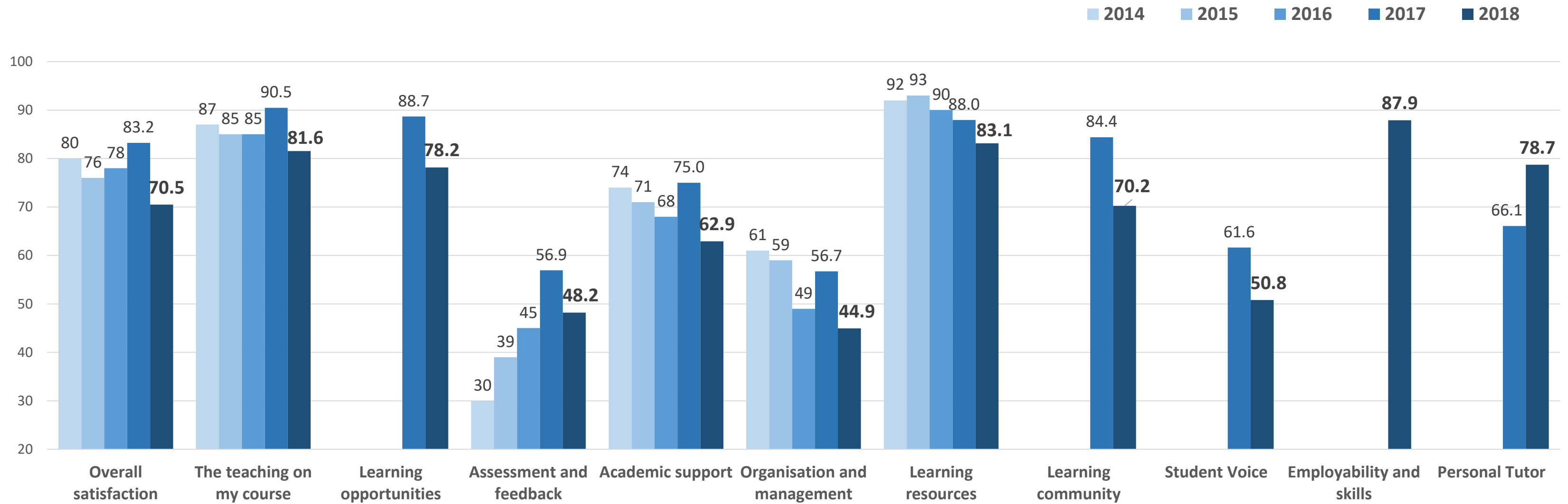


# College of Medicine and Veterinary Medicine

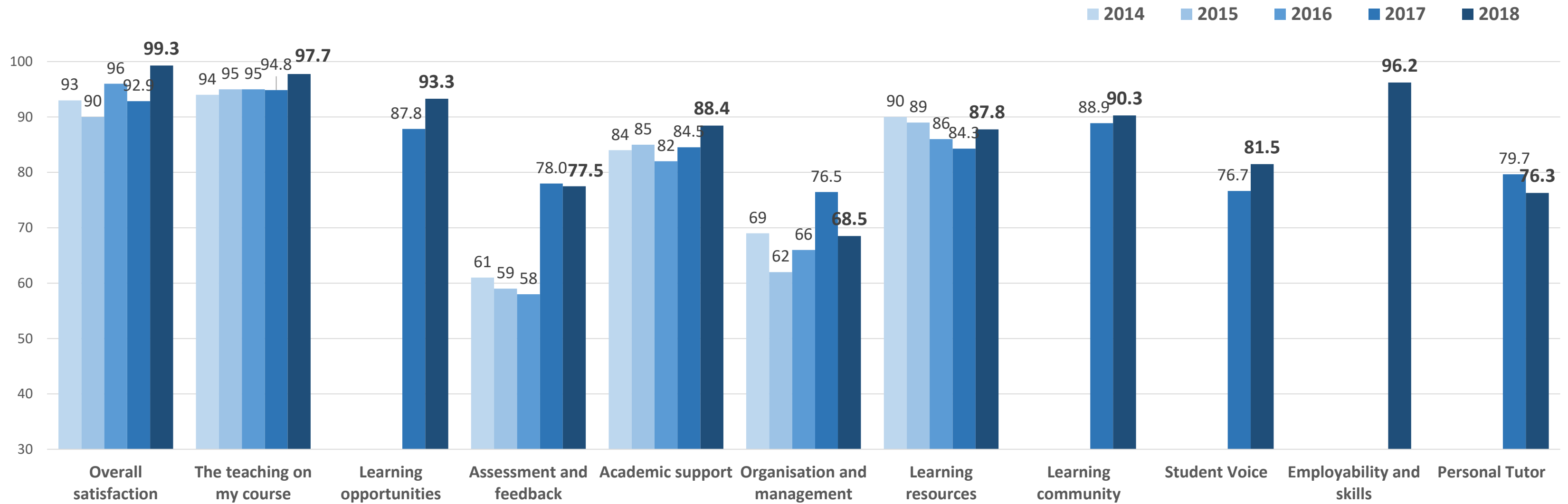
# School of Biomedical Sciences – 2014 to 2018 Primary Theme comparison



# Edinburgh Medical School – 2014 to 2018 Primary Theme comparison



# Royal (Dick) School of Veterinary Studies – 2014 to 2018 Primary Theme comparison





THE UNIVERSITY *of* EDINBURGH

## The Postgraduate Taught Experience Survey (PTES) 2018 Analysis by Primary Theme

Student Surveys Unit  
7<sup>th</sup> September 2018



## Key Findings

- The University of Edinburgh 'Overall Satisfaction' (79%) score has fallen by 4% in comparison to 2017.
  - 'Overall Satisfaction' has declined by 4% in comparison to 2014. After four years of steady results, 2018 represents a noticeable decline.
  - Sizable declines for Schools in AHSS (SPS, PPL, and ECA) and SCE (CHE, MAT, PHY, and BIO) are contributing factors to this fall.
- All Primary themes saw declines of at least 1% from 2017, apart from 'Resources and Services' which remained stable.
- In terms of long term analysis, only 'Dissertation or Major Project (+2% vs 2014) and 'Resources and Services' (+6% vs 2014) have improved over the last five years.
  - 'Academic Community' (-6% vs 2014) and 'Personal Tutor' (-7% vs 2016) saw the largest declines.
- Just four Schools saw a rise in 'Overall Satisfaction' in comparison to 2017 – ECN +11%, MED +6%, MGP +5%, and INF +6%.
- In terms of sector comparisons, whilst other institutions have declined vs 2017 results, the University of Edinburgh has experienced greater declines than sector averages.
  - The University of Edinburgh remains either in-line or just above the Russell Group Lower Quartile for all benchmarkable Primary Themes.
- The Student Survey Unit will continue to develop options for enhancing the analysis of this critical data set.
  - If you require analysis not covered by the standard reporting output available on the Student Surveys wiki, please contact [Student.Surveys@ed.ac.uk](mailto:Student.Surveys@ed.ac.uk) with details of your request.

# The Postgraduate Taught Experience Survey (PTES) 2018

The University of Edinburgh Student Surveys Unit has analysed the data available and this report provides the following information:

- Comparison of 2018 results at Primary theme level to the last five years of results, as well as comparisons to Russell Group and UUK upper quartile % Agree for 2017 and 2018 versions of the survey.
- Breakdown of % Agree score by School for all comparable themes present in both 2018 and 2017 surveys vs 2018 Russell Group upper quartile results (where available).
- Correlation analysis of 2018 results across Question and Primary Themes

### University of Edinburgh - 2014 – 2018

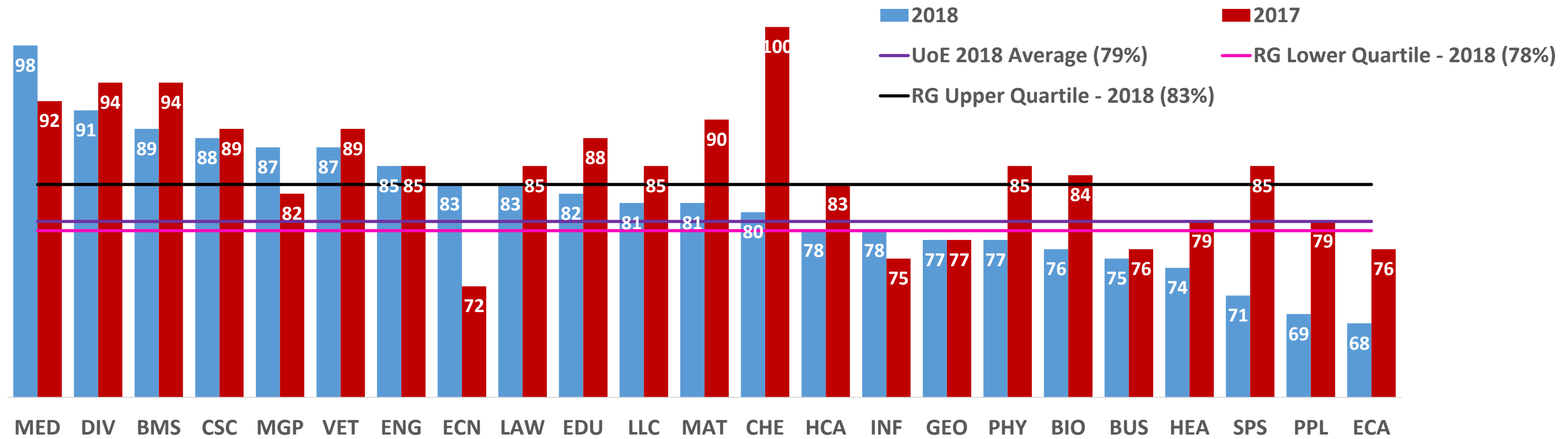
Primary Theme (% Agree)	2014	2015	2016	2017	2018	Change (%) 2014 - 2018
Overall satisfaction	83%	83%	84%	83%	79%	-4%
Teaching and Learning	83%	82%	83%	83%	81%	-2%
Engagement	78%	78%	79%	79%	78%	0%
Assessment and Feedback	70%	69%	72%	74%	70%	0%
Dissertation or Major Project	76%	77%	80%	79%	78%	+2%
Organisation & Management	74%	74%	75%	75%	72%	-2%
Resources & Services	81%	81%	86%	87%	87%	+6%
Skills development	75%	75%	76%	76%	75%	0%
Academic Community	67%	67%	-	66%	61%	-6%
Personal Tutor	-	-	79%	74%	72%	-7%
<i>Response Rate</i>	45%	45%	53%	49%	40%	-5%

- The table to the left of this page show the University level Agree % for each Primary Theme from 2014 to 2018, as well as each years corresponding response rate.
- The table below shows the University of Edinburgh’s Primary Theme Agree % and response rate in relation to the UUK and RG upper quartiles in 2017 and 2018, as well as the change in these relationships over time.
- Please note: Benchmark data is not available for Academic Community or Personal Tutor Primary Themes as these are optional questions for internal use only.

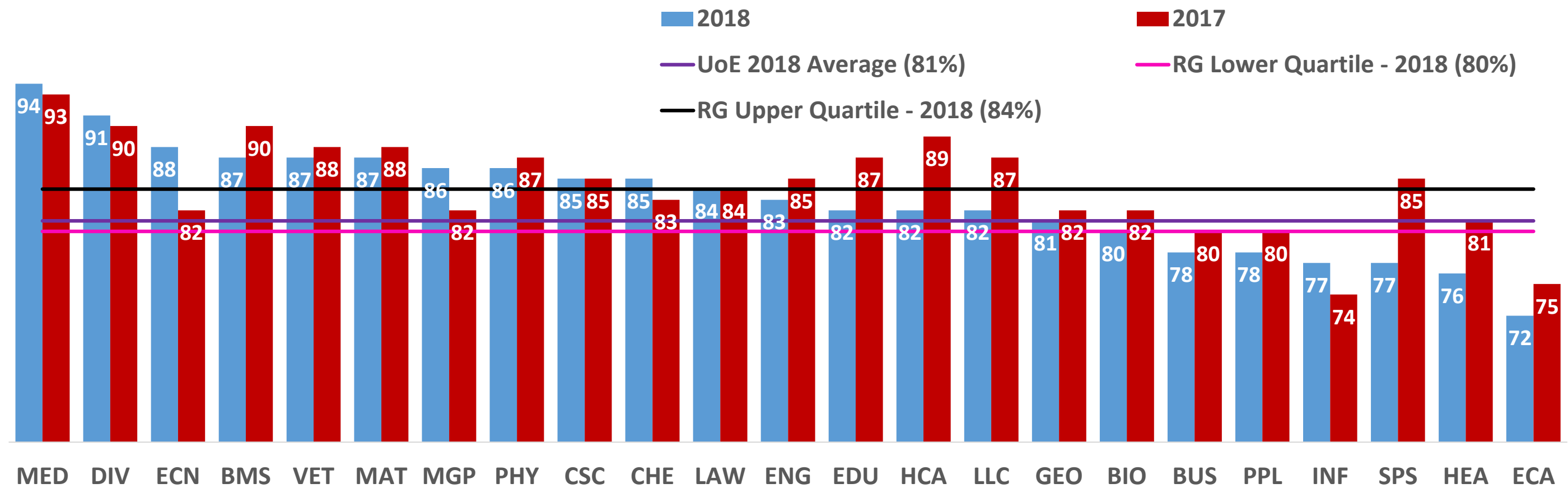
### University of Edinburgh vs Russell Group and UUK Upper Quartiles - 2017 – 2018

Primary Theme (% Agree)	2017			2018			Change (%) 2017-2018		
	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile
Overall satisfaction	83%	-1%	-2%	79%	-5%	-4%	-4%	-4%	-2%
Teaching and Learning	83%	-1%	-1%	81%	-3%	-3%	-2%	-2%	-2%
Engagement	79%	-2%	-1%	78%	-4%	-3%	-1%	-2%	-2%
Assessment and Feedback	74%	-4%	-2%	70%	-9%	-7%	-4%	-5%	-5%
Dissertation or Major Project	79%	-2%	-2%	78%	-3%	-3%	-1%	-1%	-1%
Organisation & Management	75%	-2%	-2%	72%	-4%	-4%	-3%	-2%	-2%
Resources & Services	87%	0%	-1%	87%	0%	0%	0%	0%	1%
Skills development	76%	-4%	-4%	75%	-6%	-4%	-1%	-2%	0%

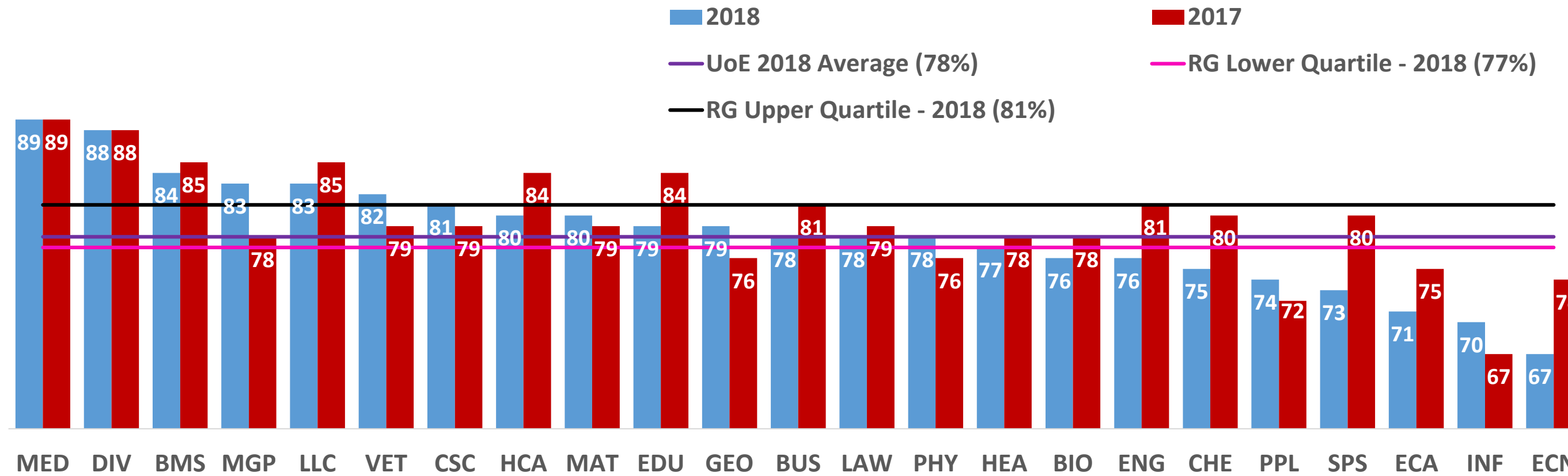
## Overall Satisfaction % Agree - 2018 vs 2017



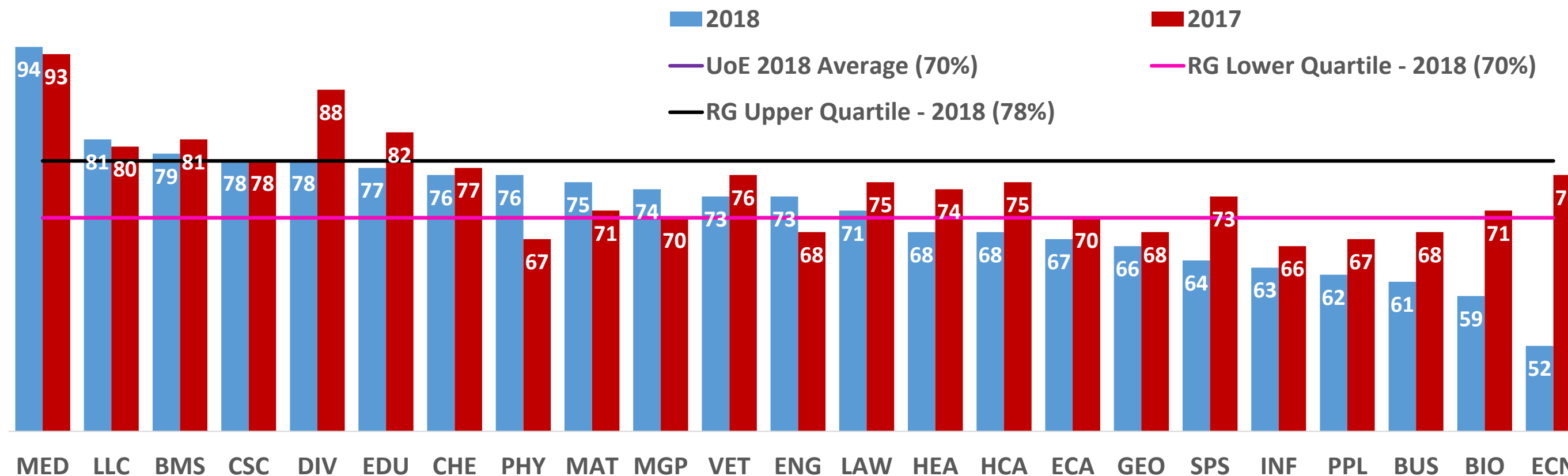
## Teaching and Learning % Agree - 2018 vs 2017



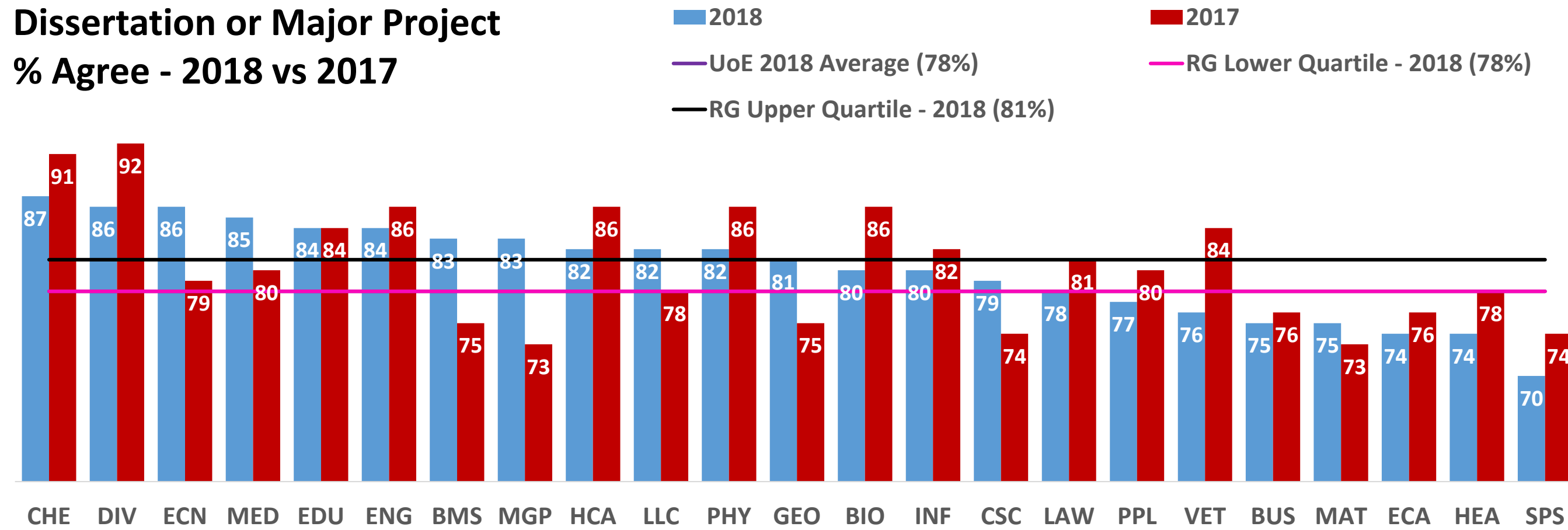
## Engagement % Agree – 2018 vs 2017



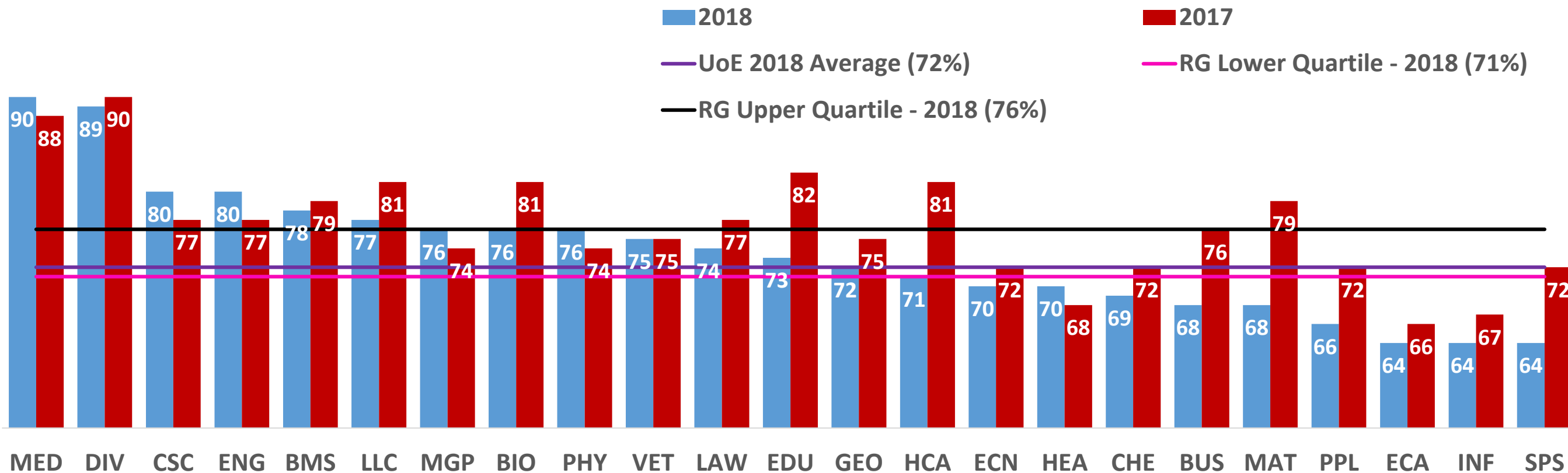
## Assessment and Feedback % Agree – 2018 vs 2017



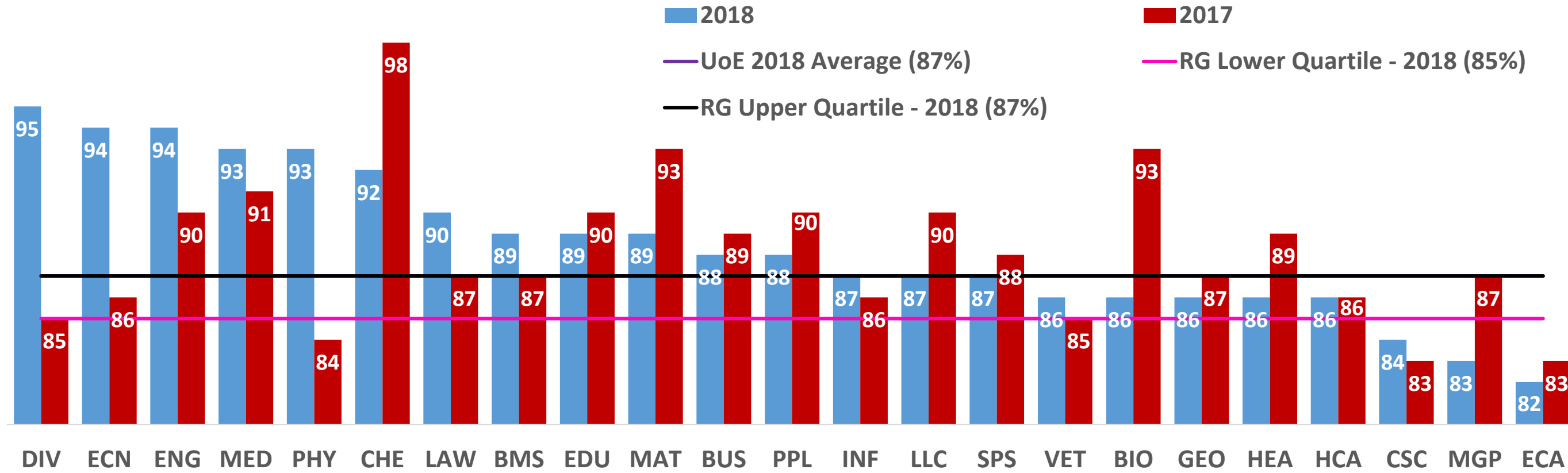
## Dissertation or Major Project % Agree - 2018 vs 2017



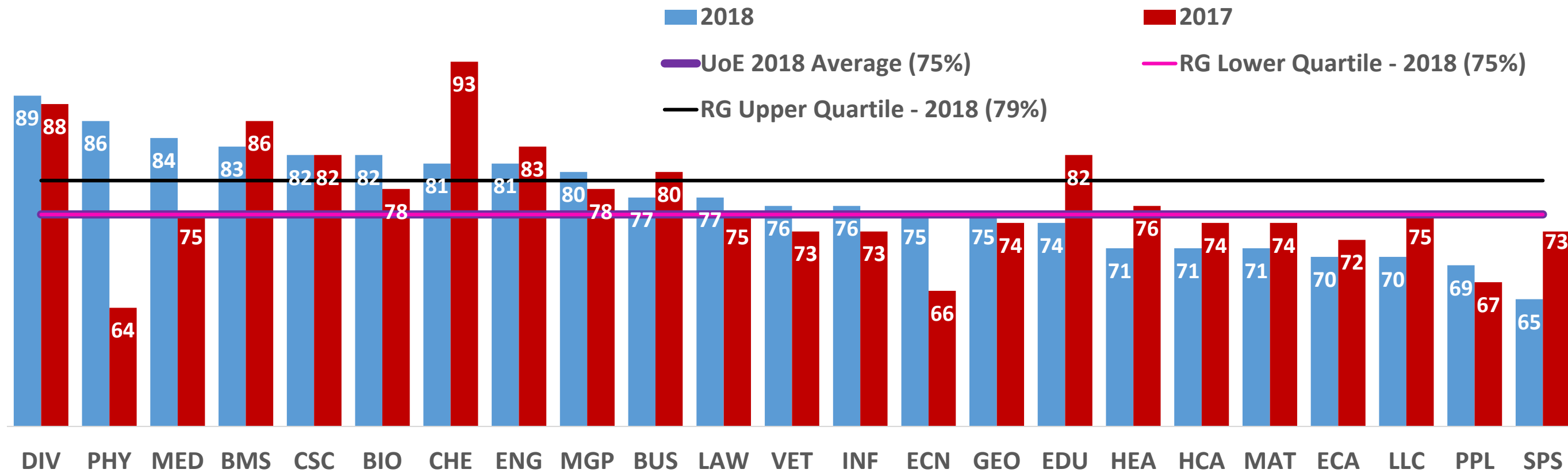
## Organisation and Management % Agree - 2018 vs 2017



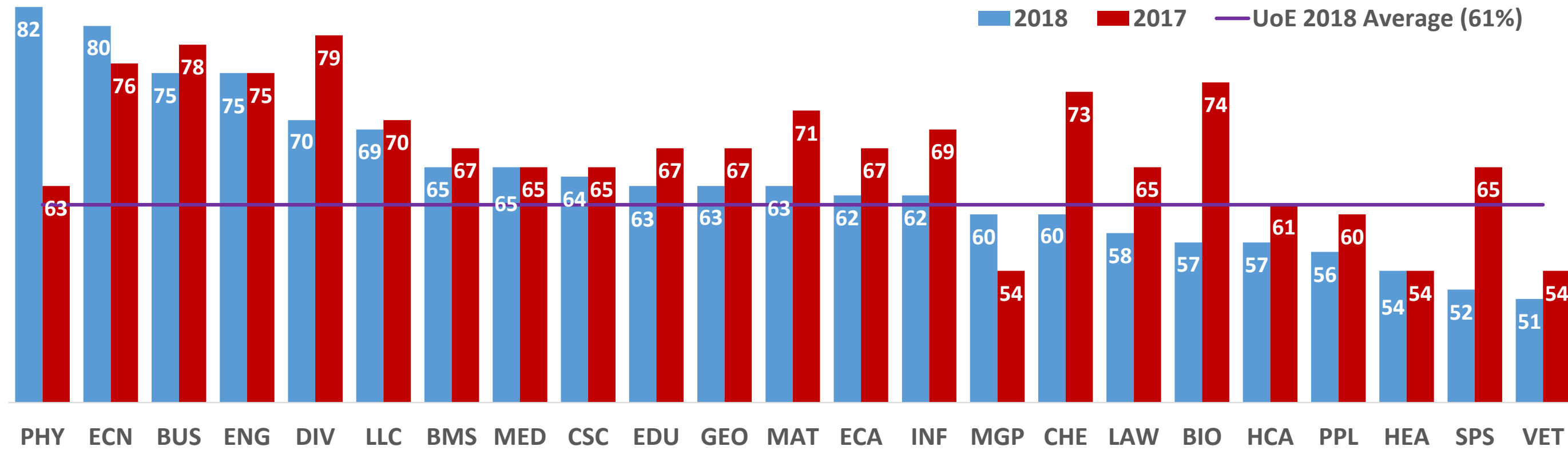
## Resources % Agree - 2018 vs 2017



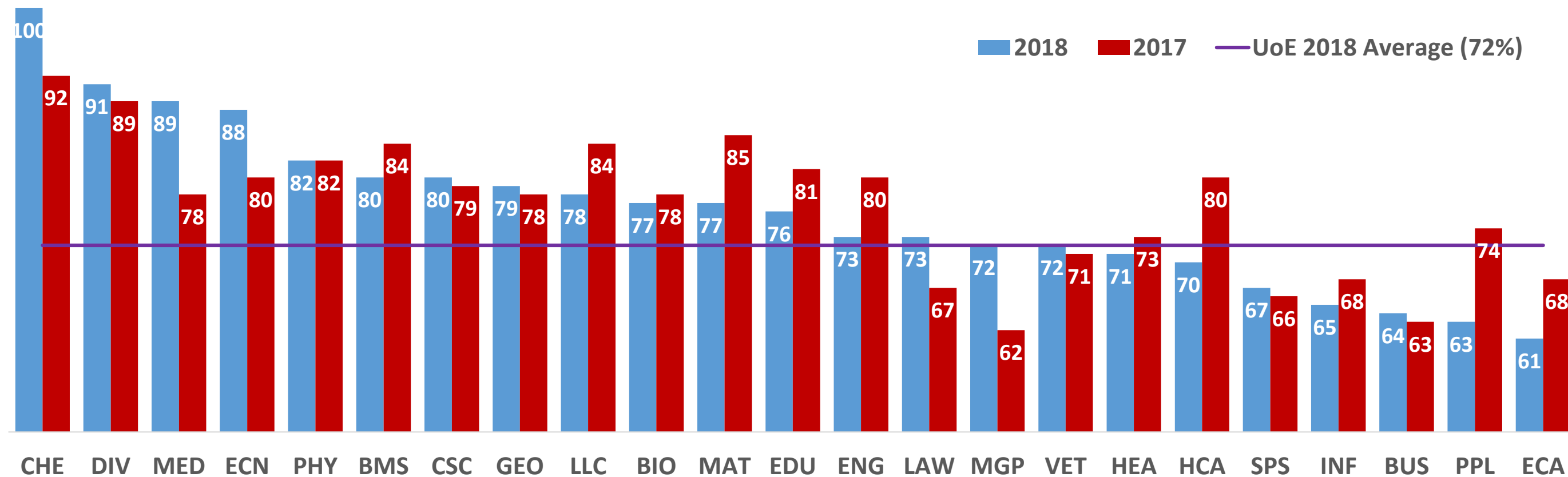
## Skills development % Agree - 2018 vs 2017



## Academic Community % Agree – 2018 vs 2017

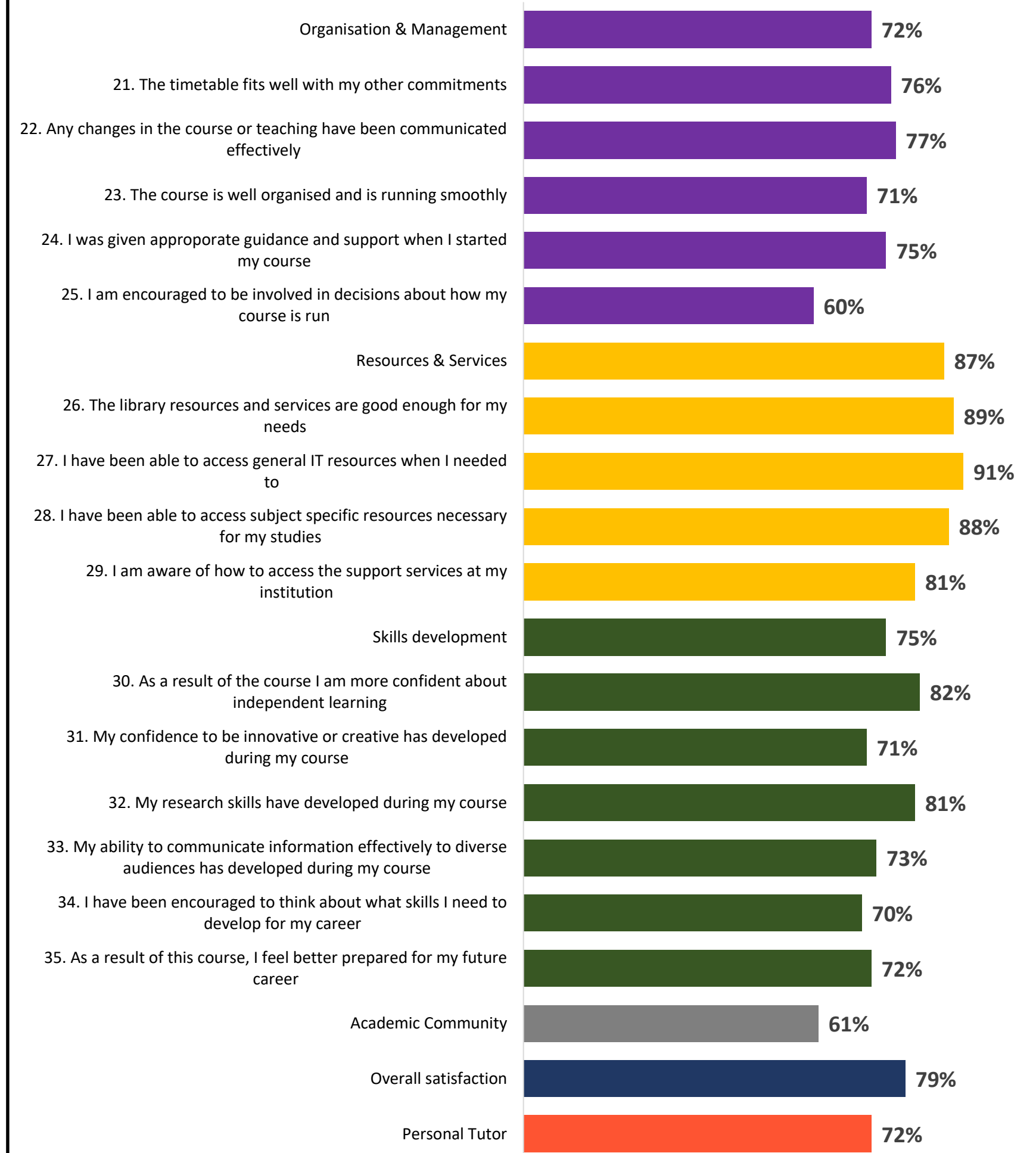
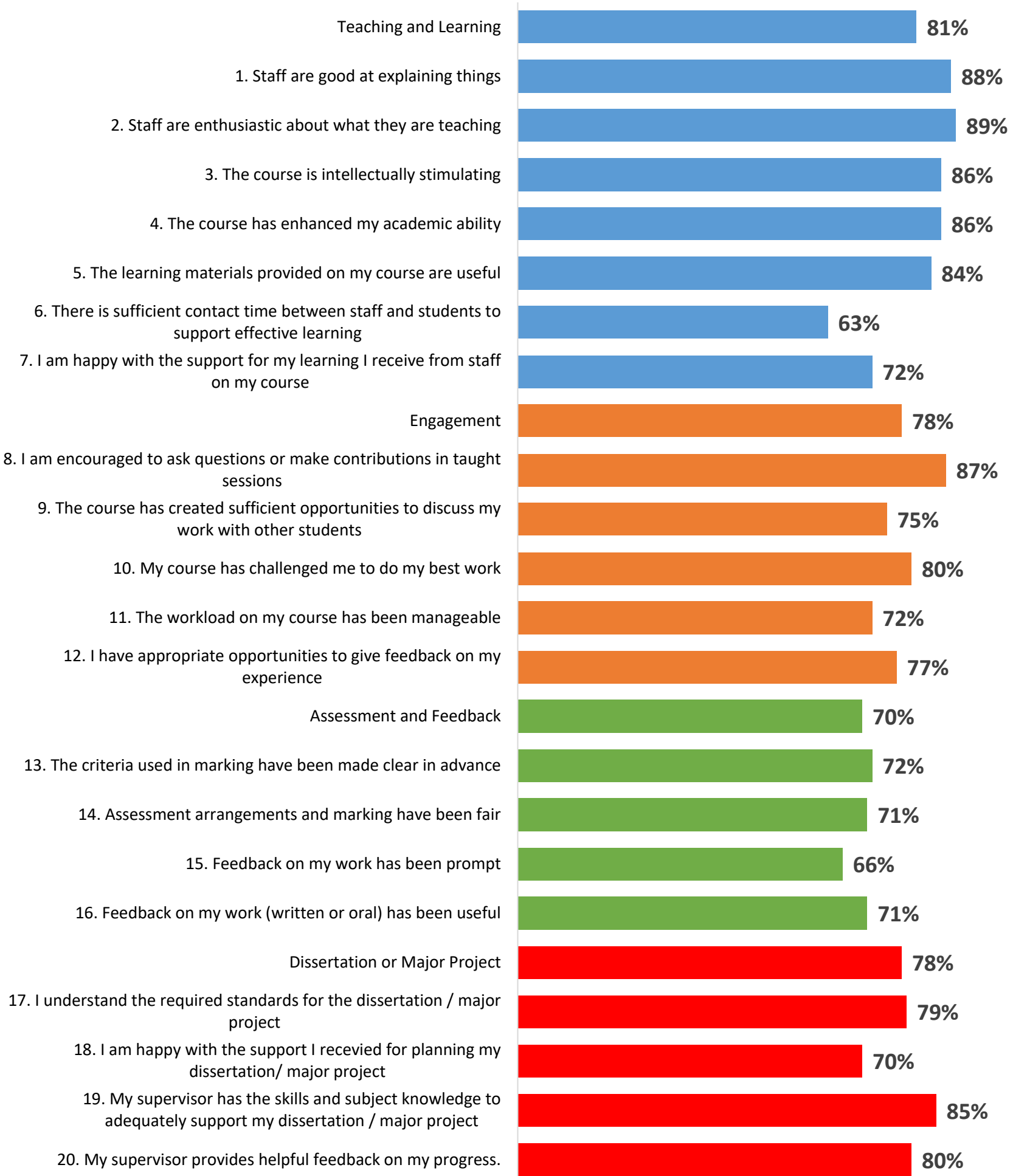


## Personal Tutor % Agree – 2018 vs 2017





# University of Edinburgh 2018 % Agree



Question and Primary Theme – Correlation and relationship analysis

	Teaching and Learning	Engagement	Assessment and Feedback	Dissertation or Major Project	Organisation & Management	Resources & Services	Skills development	Academic Community	Overall satisfaction	Personal Tutor
Teaching and Learning	1.00	0.63	0.59	0.64	0.76	0.60	0.65	0.32	0.89	0.75
Engagement	0.63	1.00	0.80	0.28	0.79	0.11	0.47	-0.03	0.70	0.34
Assessment and Feedback	0.59	0.80	1.00	0.35	0.69	0.21	0.42	0.04	0.68	0.44
Dissertation or Major Project	0.64	0.28	0.35	1.00	0.58	0.57	0.64	0.48	0.61	0.73
Organisation & Management	0.76	0.79	0.69	0.58	1.00	0.43	0.75	0.29	0.84	0.57
Resources & Services	0.60	0.11	0.21	0.57	0.43	1.00	0.49	0.59	0.41	0.63
Skills development	0.65	0.47	0.42	0.64	0.75	0.49	1.00	0.45	0.66	0.61
Academic Community	0.32	-0.03	0.04	0.48	0.29	0.59	0.45	1.00	0.21	0.33
Overall satisfaction	0.89	0.70	0.68	0.61	0.84	0.41	0.66	0.21	1.00	0.60
Personal Tutor	0.75	0.34	0.44	0.73	0.57	0.63	0.61	0.33	0.60	1.00

- This table shows the relationship between the questions and primary themes for the PTES 2018 results.
- The numbers displayed are conventional correlation figures.  
**1 = Perfect positive correlation**  
**0 = No correlation**  
**-1 = Perfect negative correlation**
- Based on this data, the Primary Theme that has the strongest correlation with **Overall Satisfaction** is **Teaching and Learning (0.89)** followed by **Organisation and Management (0.84)** and **Engagement (0.70)**.
- **Please note:** correlation does not necessarily allow for causation to be inferred.



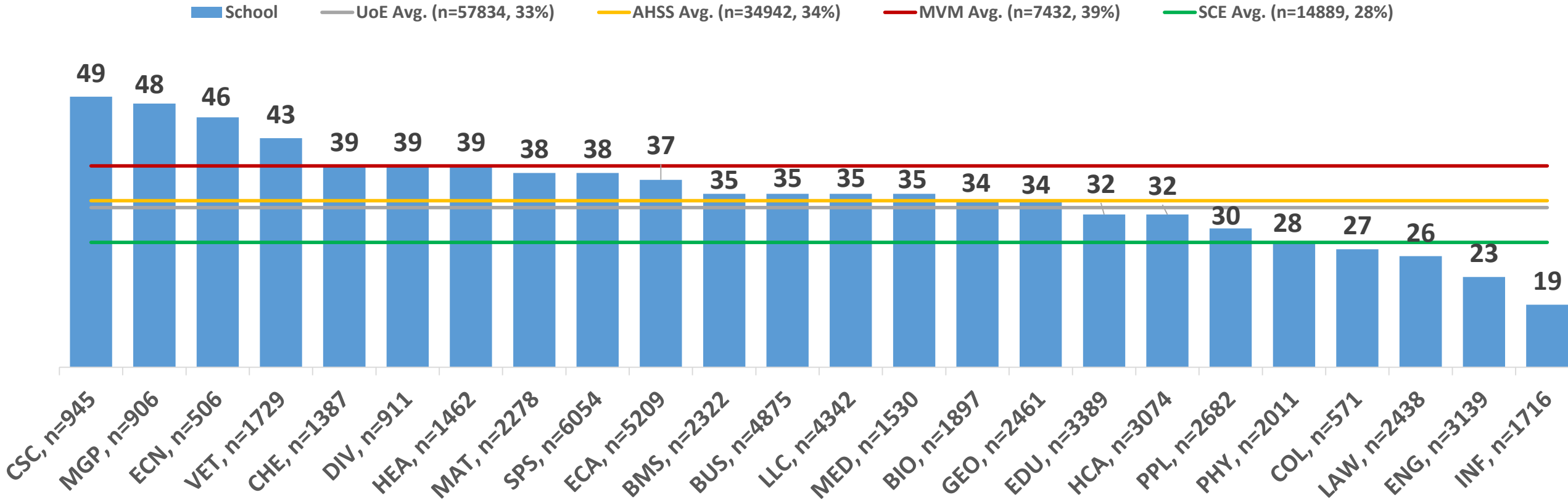
THE UNIVERSITY *of* EDINBURGH

## Course Enhancement Questionnaires (CEQ) - 2017/18

Student Surveys Unit  
7<sup>th</sup> September 2018

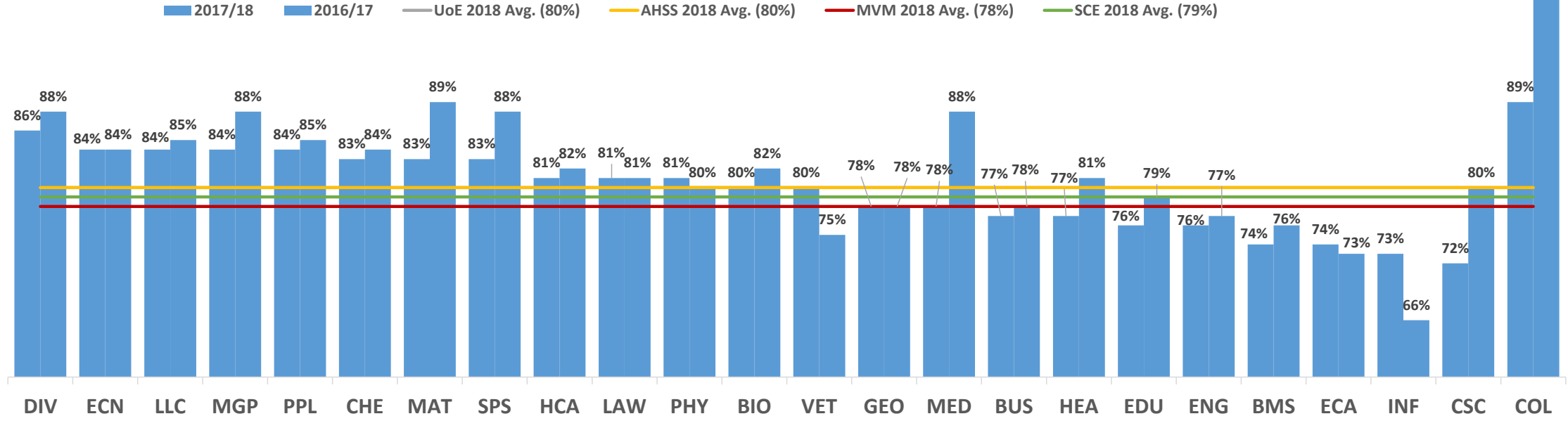
## **2017/18 - results by School**

**CEQ 16/17– response % by School**

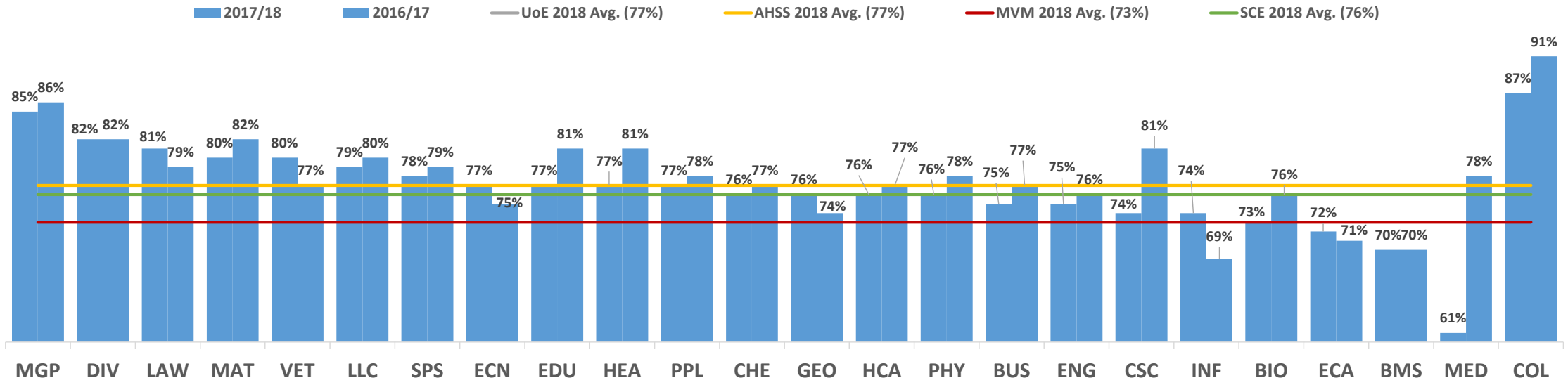


# CEQ 17/18– Agree % by School

## Core Question 1 – The course was well organised (Agree %)

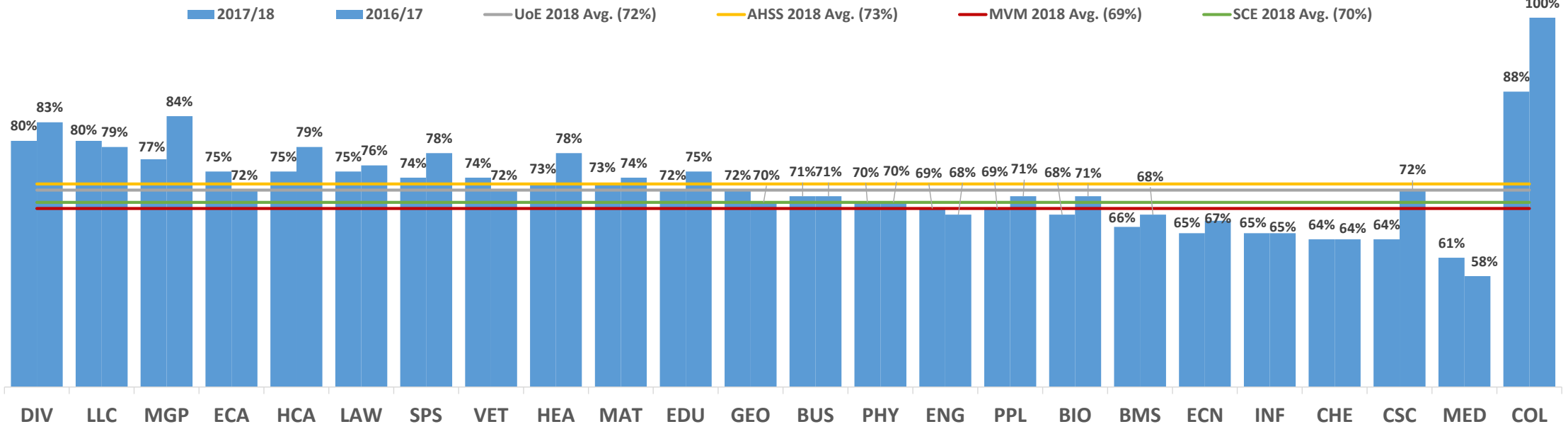


## Core Question 2 – The learning aims of the course were clear (Agree %)

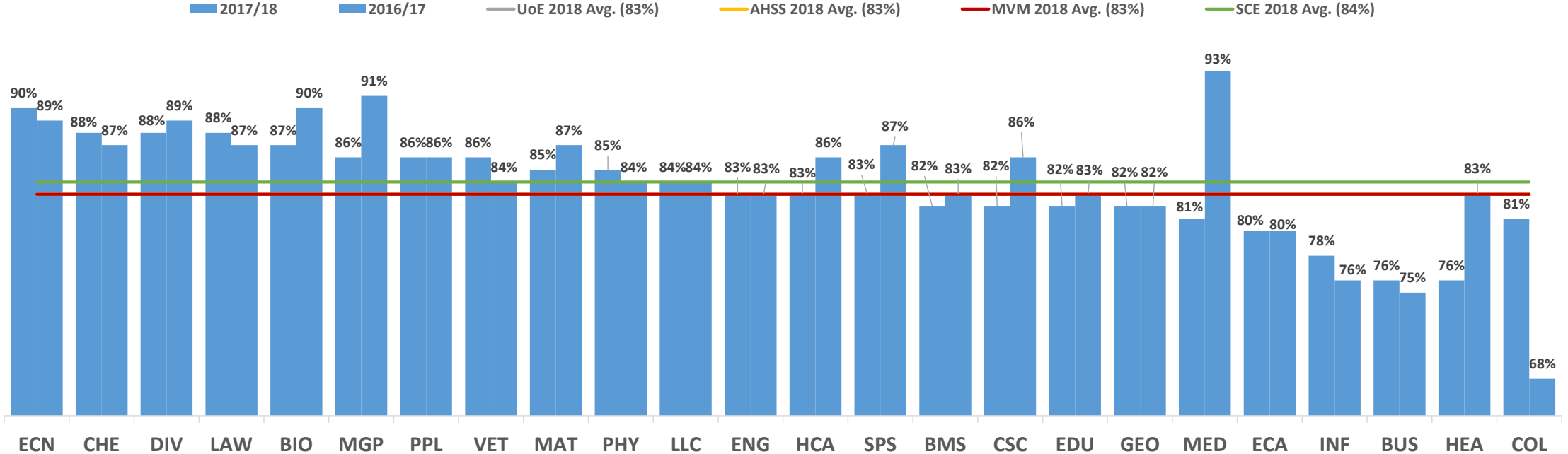


# CEQ 17/18– Agree % by School

## Core Question 3 – Feedback so far has been helpful and informative (Agree %)

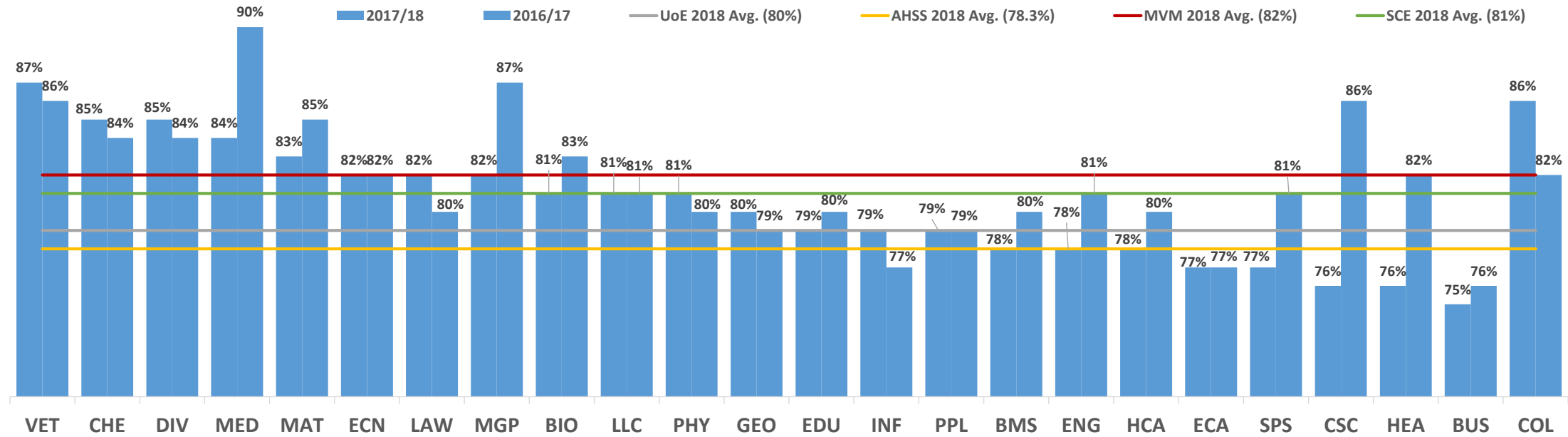


## Core Question 4 – This course has been intellectually challenging (Agree %)

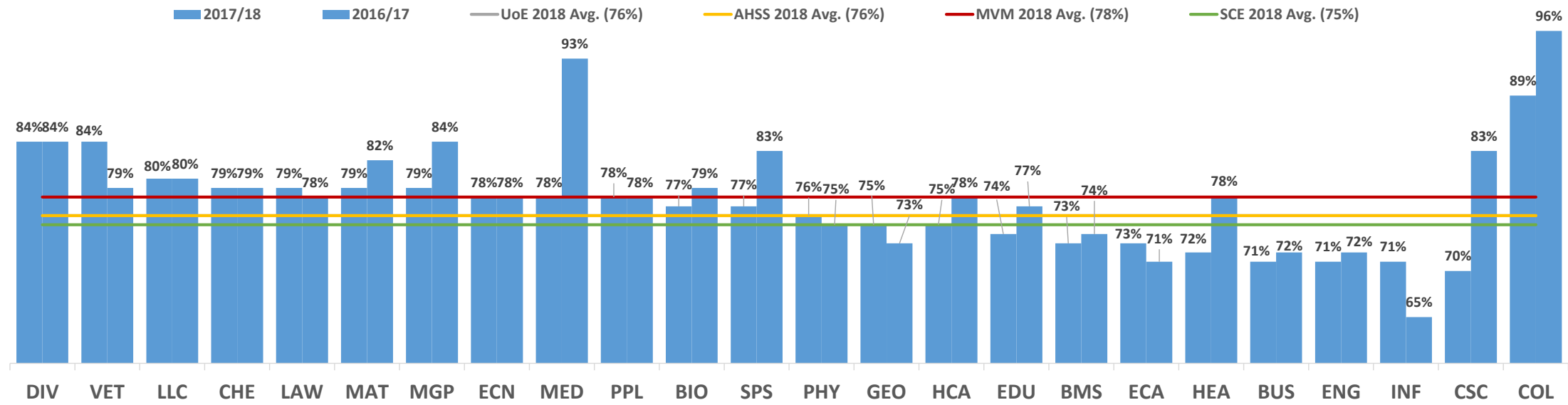


# CEQ 17/18– Agree % by School

## Core Question 5 – The course has developed my skills and abilities (Agree %)



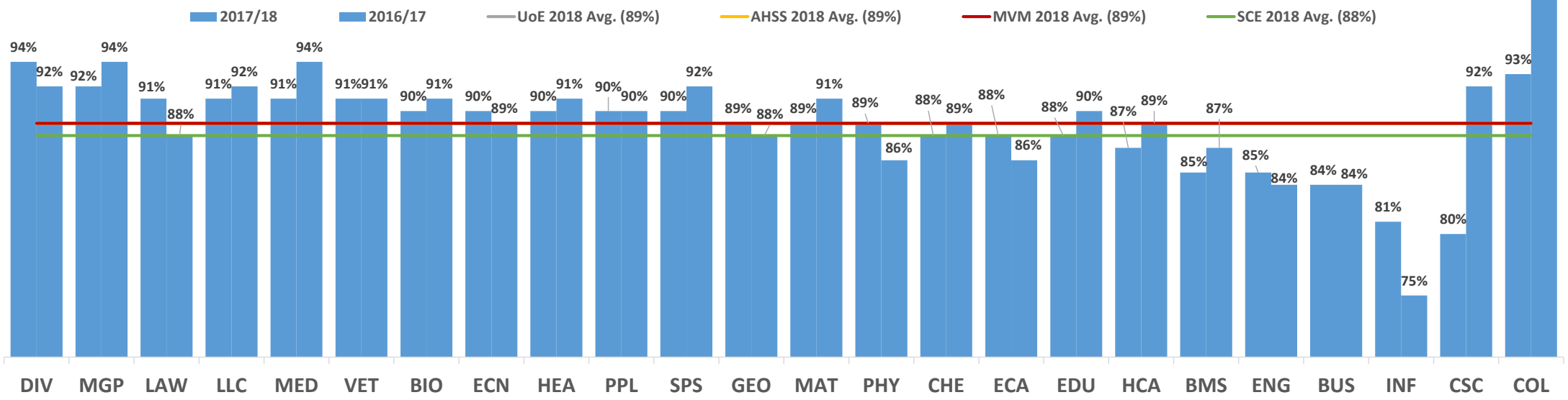
## Core Question 6 – Overall I am satisfied with the quality of the course (Agree %)



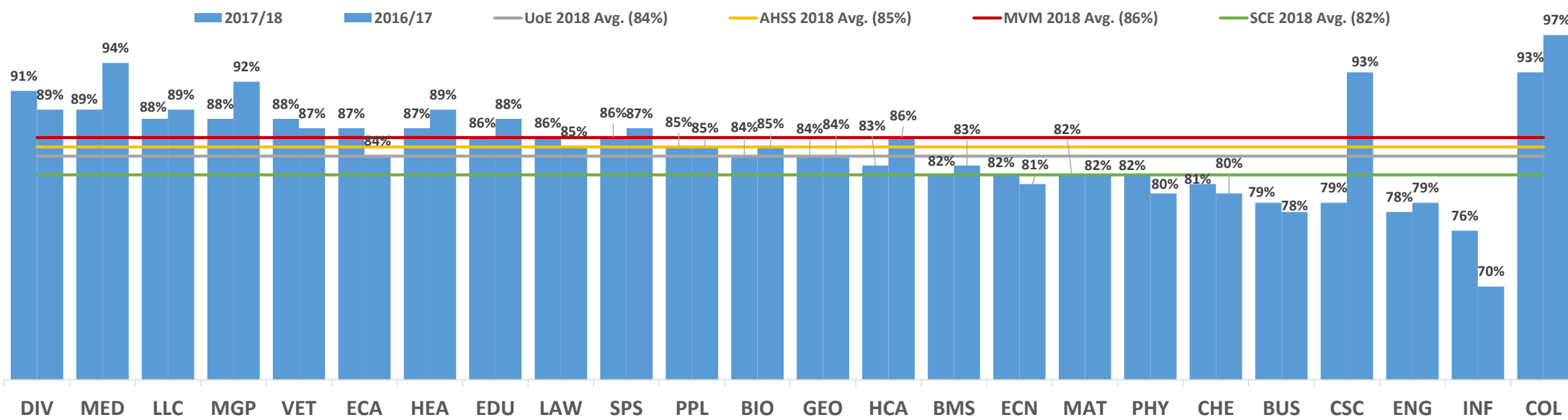


# CEQ 17/18– Agree % by School

## Staff Question 1 – was organised and well prepared (Agree %)

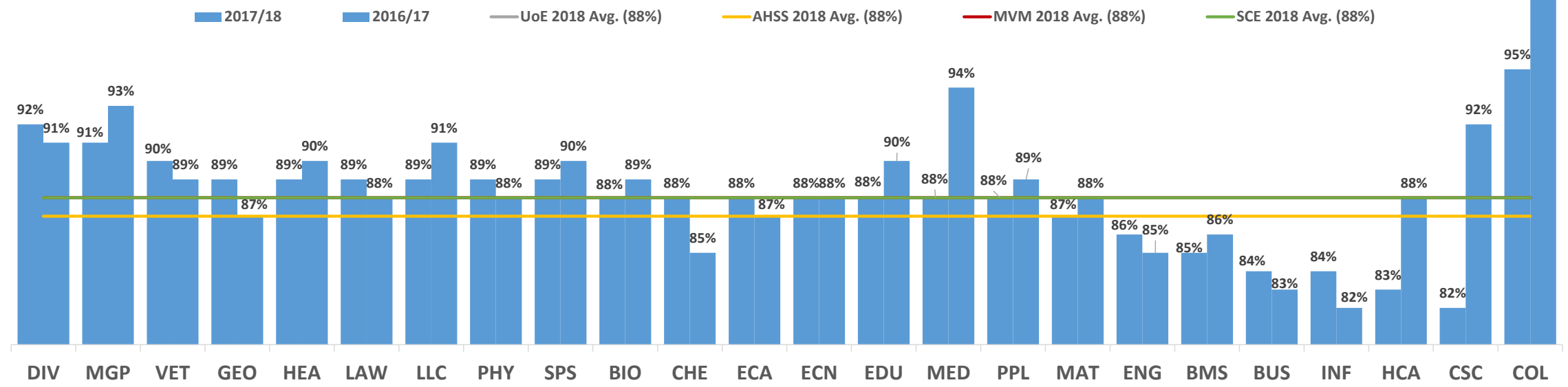


## Staff Question 2 – was good at explaining the subject (Agree %)

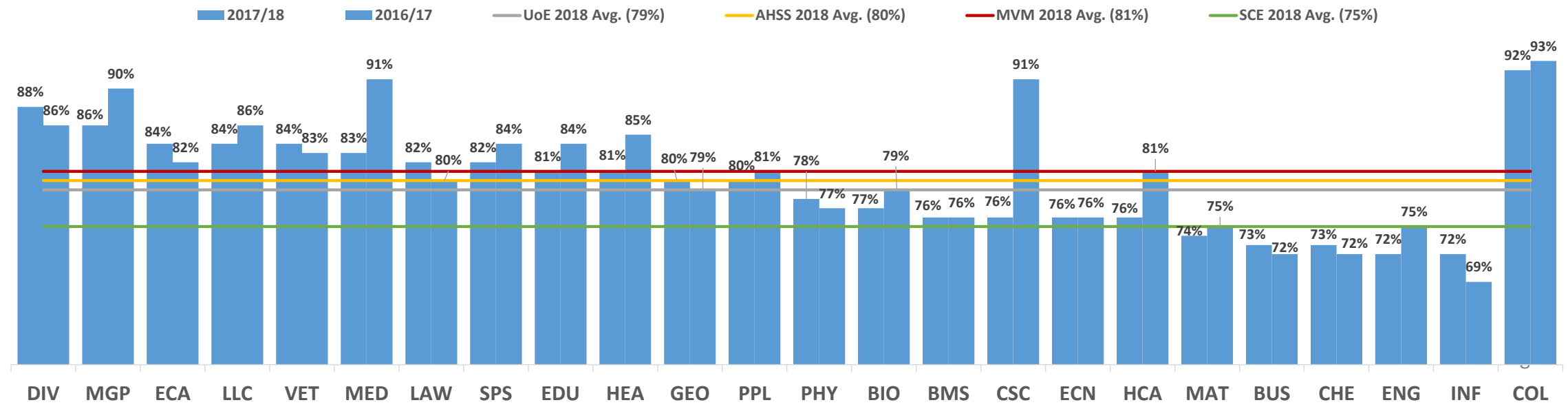


**CEQ 17/18 – Agree % by School**

Staff Question 3 – was approachable and willing to help (Agree %)



Staff Question 4 – stimulated my interest in the subject (Agree %)



**2016/17 –  
results by School and Semester**

This section of the report compares results at School level, and by the Semester in which the course ran –  
**Semester 1, Semester 2 or the Summer Period.**

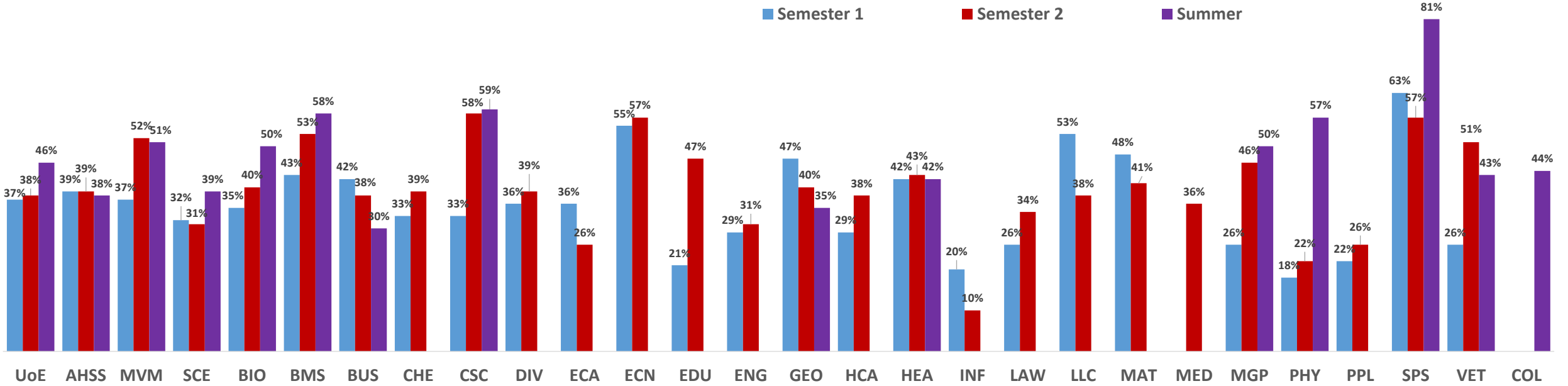
The dates in which surveys were live for these periods are as follows:

**Semester 1** – 28<sup>th</sup> September 2017 to 2<sup>nd</sup> February 2018

**Semester 2** – 22<sup>nd</sup> January 2016 to 8<sup>th</sup> June 2018

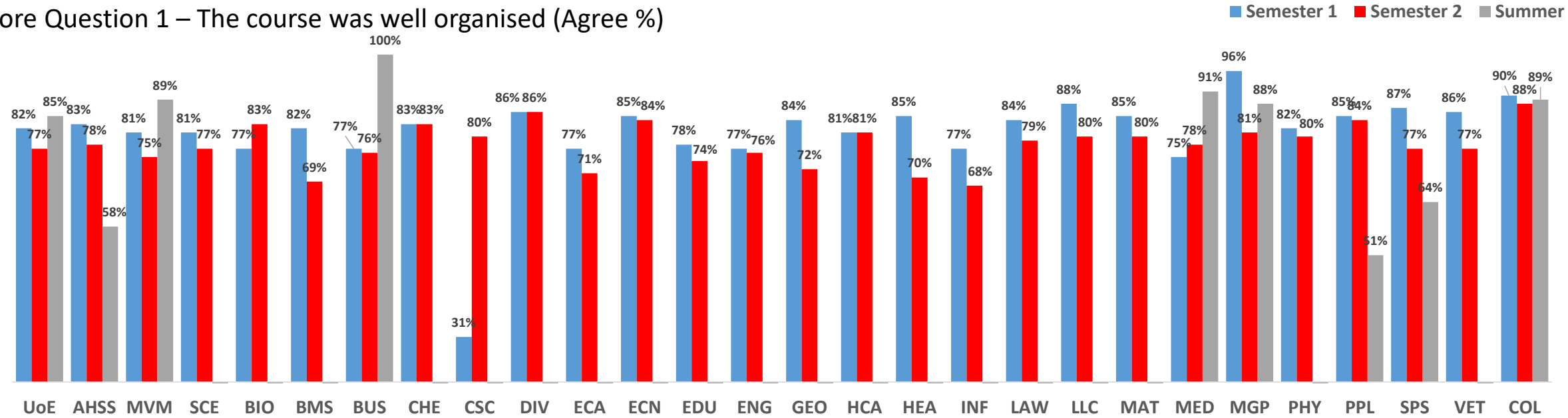
**Summer** – 11<sup>th</sup> June 2018 to 1<sup>st</sup> September 2018

**CEQ 16/17– response % by School and Semester**

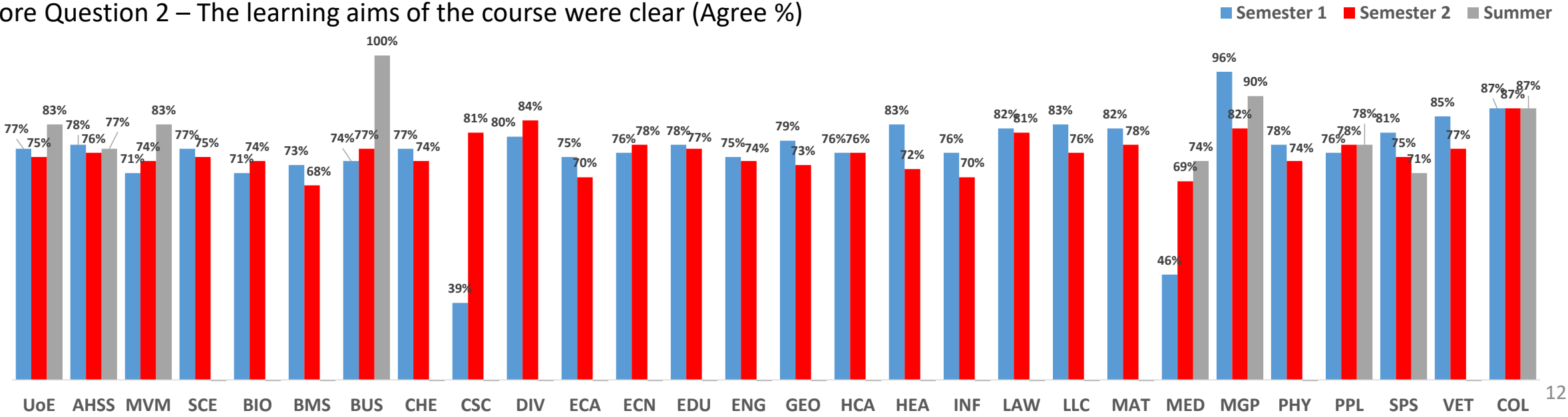


**CEQ 17/18– Agree % by School and Semester**

Core Question 1 – The course was well organised (Agree %)



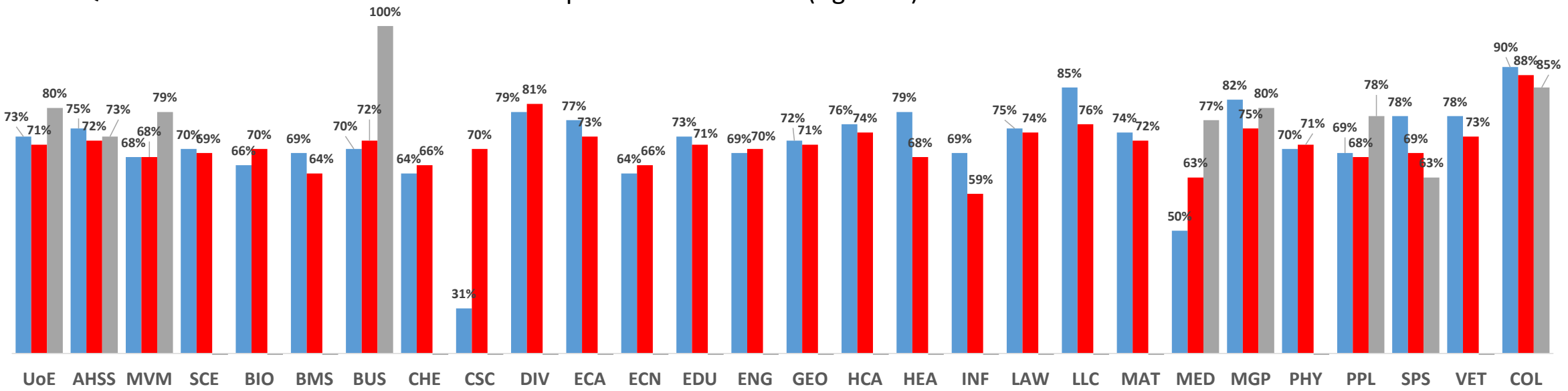
Core Question 2 – The learning aims of the course were clear (Agree %)



**CEQ 17/18 – Agree % by School**

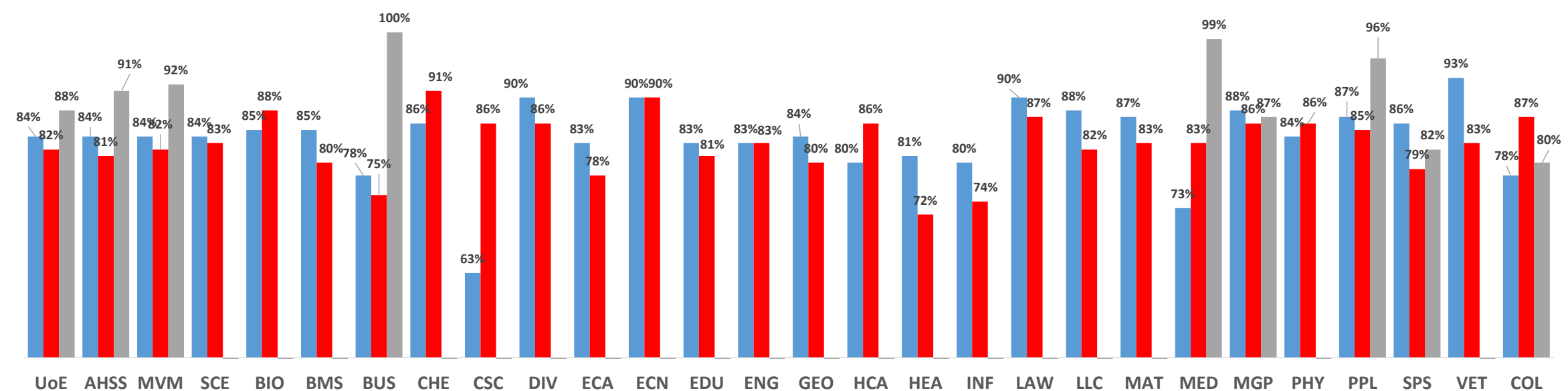
Core Question 3 – Feedback so far has been helpful and informative (Agree %)

■ Semester 1 ■ Semester 2 ■ Summer



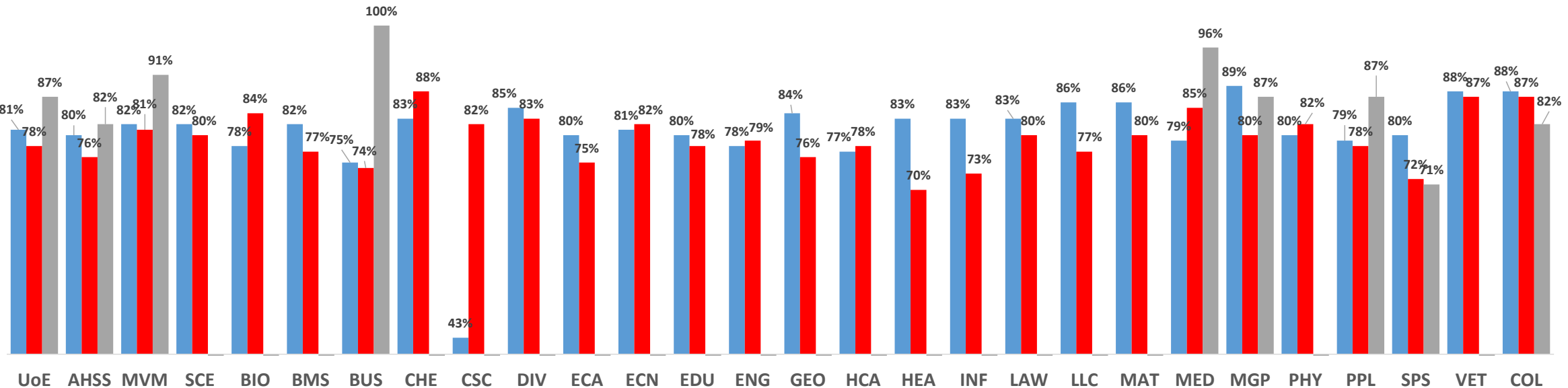
Core Question 4 – This course has been intellectually challenging (Agree %)

■ Semester 1 ■ Semester 2 ■ Summer

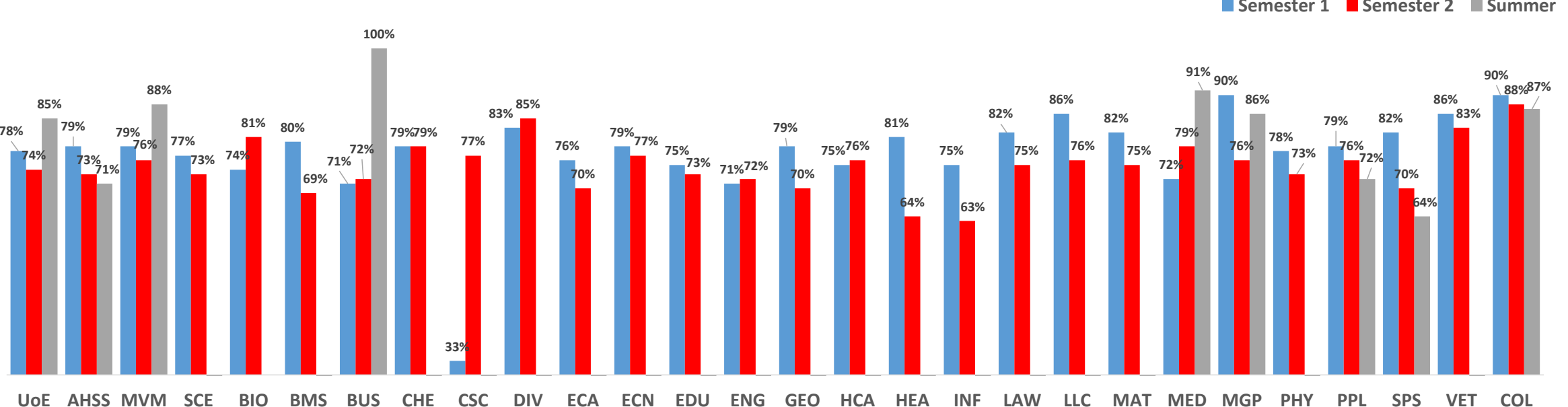


**CEQ 17/18– Agree % by School**

Core Question 5 – The course has developed my skills and abilities (Agree %)



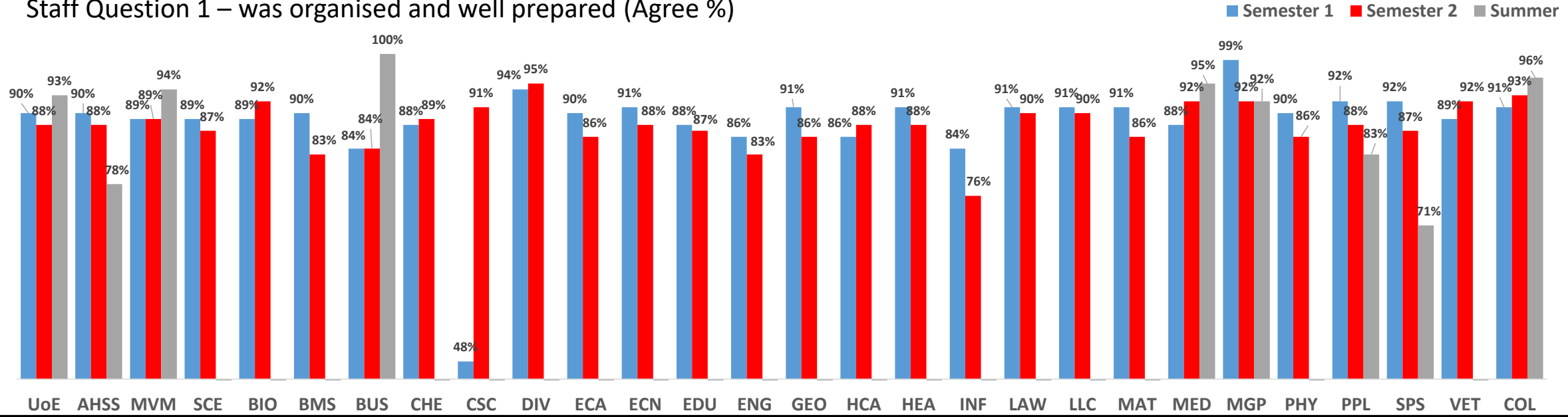
Core Question 6 – Overall I am satisfied with the quality of the course (Agree %)



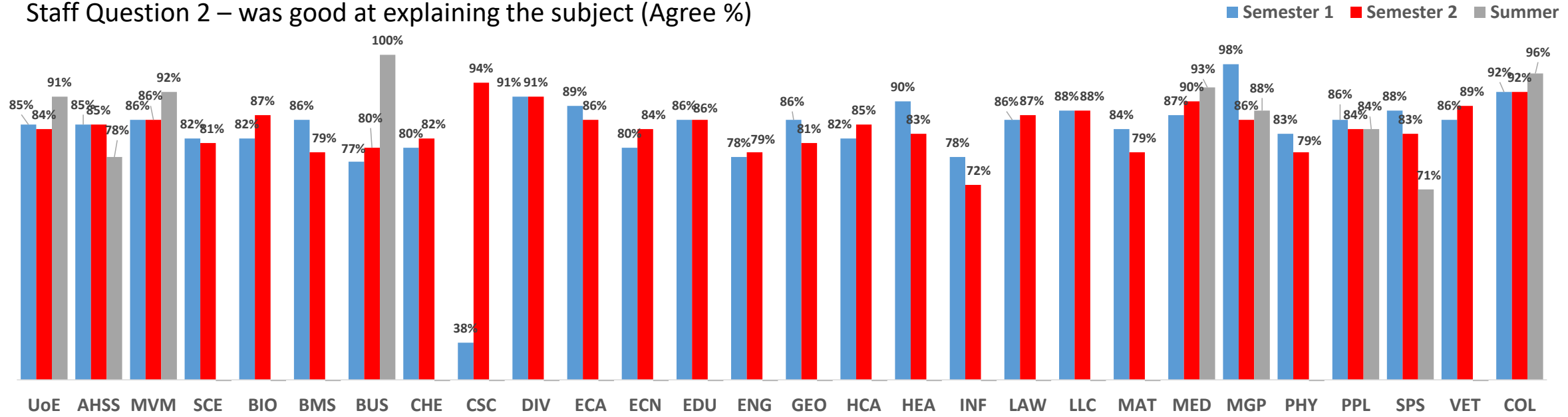


**CEQ 17/18– Agree % by School**

Staff Question 1 – was organised and well prepared (Agree %)

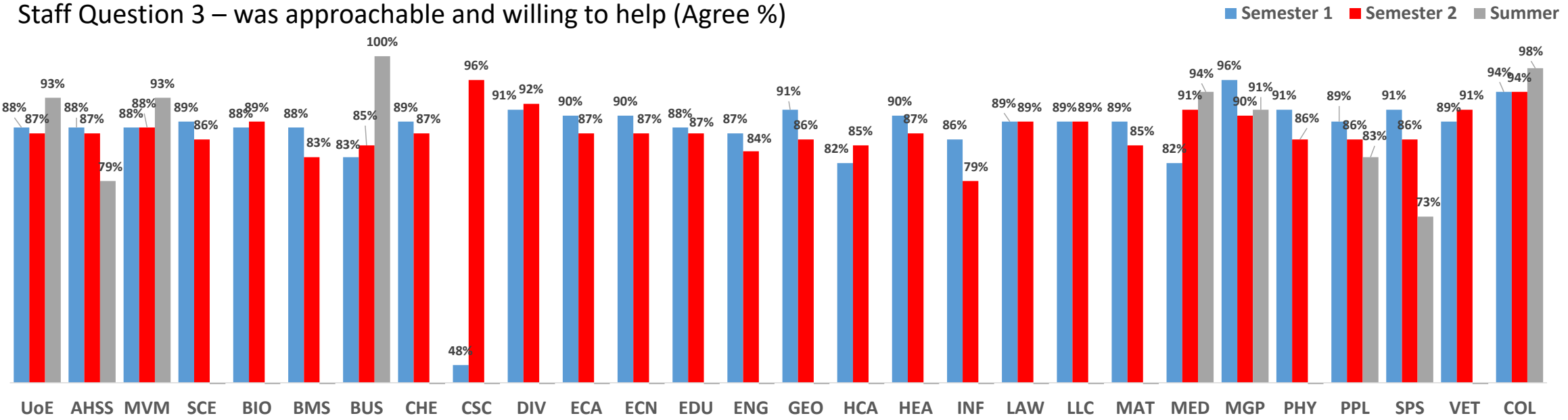


Staff Question 2 – was good at explaining the subject (Agree %)

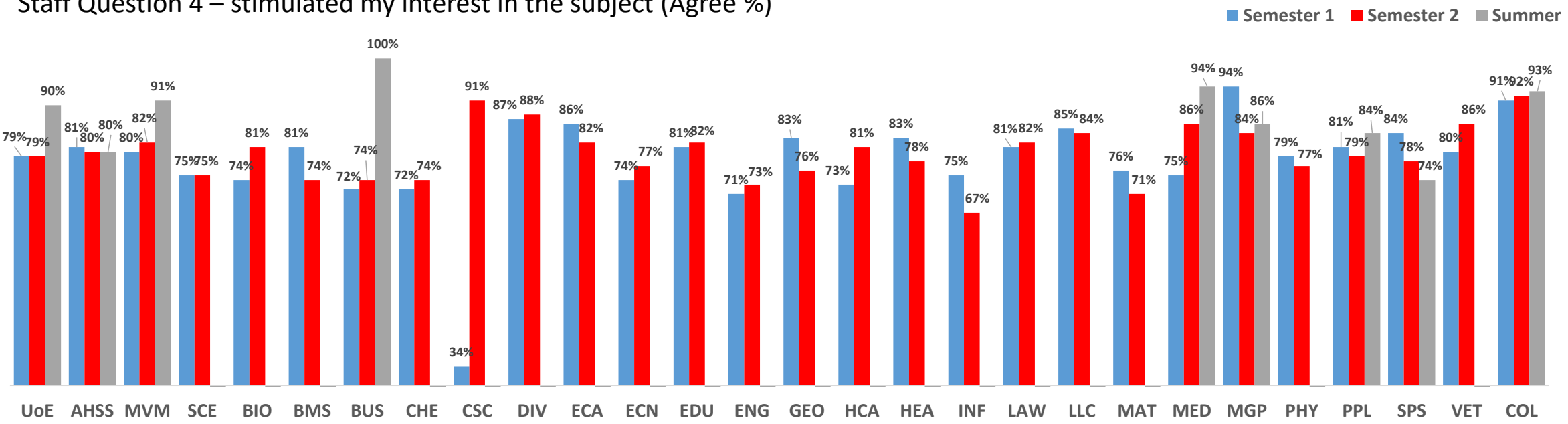


**CEQ 17/18– Agree % by School**

Staff Question 3 – was approachable and willing to help (Agree %)



Staff Question 4 – stimulated my interest in the subject (Agree %)



The University of Edinburgh

Senate Learning and Teaching Committee

18 September 2018

## **Teaching and Academic Careers Project – Draft Principles**

### **Executive Summary**

In recent years, the University has taken various steps to strengthen the way that we value excellence in teaching in academic career development alongside other academic roles, in particular research. Principal Peter Mathieson has emphasised the importance of this agenda in his communications to staff, and the University Executive has set up a task group on the topic. Further information on the group can be found at the project website (which is currently under development):

[www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers](http://www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers).

The group has developed a set of draft guiding principles on how we might best recognise teaching excellence – the principles will be the subject of consultation over the next couple of months. Once these principles are agreed the task group will then move on next semester to review and, where needed, propose changes to, our staffing and career development policies.

The latest draft principles are enclosed here for discussion. A discussion at Senate on 3 October 2018 will also provide an opportunity for colleagues across the University to comment on the draft principles.

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

Aligns with strategic objective of Leadership in Learning.

### **Action requested**

The group is invited to discuss the draft principles.

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

Further information on the University-wide consultation will be available at [www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers](http://www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers)

### **Resource / Risk / Compliance**

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

Resource implications will be considered as part of the project.

#### **2. Risk assessment**

Risk assessment will be considered as part of the project.

### **3. Equality and Diversity**

Any new or revised policies or practices will be subject to Equality Impact Assessments (EIA)

### **4. Freedom of information**

This paper is **open**.

### **Key words**

### **Originator of the paper**

Mr Tom Ward and Ms Ailsa Taylor, Academic Services

**University of Edinburgh  
Teaching and Academic Careers group**

**DRAFT Principles (version 12 September 2018)**

The group aims to enable the University to make a significant step forward in the way excellence in teaching is valued within academic career paths at the University. The following Principles will guide the group's recommendations:

***What kind of University do we want to be?***

- A University that embraces the concept of scholarship, in which excellence in teaching and research are valued equally;
- A University within which students recognise that staff place as much importance on their teaching as on their research;
- A University that uses its staffing policies and processes to value and reward teaching as highly as research;
- A University that expects and supports its academic leaders to inspire and assist their colleagues to achieve excellence in teaching and / or research;

***Flexible career pathways open to all academic staff***

- The University should ensure career pathways into the University and up to Professorial level (UE10) are clear and open to all academic staff regardless of the balance of academic responsibilities (including those specialising in teaching);
- The University should ensure that it has clear descriptions of what excellence in teaching means at each level, and enable staff to evidence their excellence in relation to these criteria through a range of qualitative and quantitative measures;
- The University's academic career pathways should be flexible enough to enable academic staff to place greater emphasis on teaching or research at different points in their careers;

***Supporting academic development through these pathways***

- All annual reviews should provide an opportunity for academic staff to reflect on their achievements, career aspirations and development needs in teaching, as well as in other aspects of their academic role;

- The University should provide clear guidance on the experience and qualifications that academic staff require at each stage of their career in order to operate at the level expected in teaching;
- All academic staff who teach should recognise that a core aspect of the role involves engaging in formal and informal training and development activities to continue to enhance their teaching skills;
- The University should ensure that sufficient training and development capacity is in place for all aspects of the academic role;

### **What do we want the University to be like in 5 years' time?**

- Academic staff at the University will be confident that achieving excellence in teaching can lead to career progression;
- All academic staff will understand what the University means by excellence in teaching, and the expectations of this for their own performance and development;
- The University will be able to articulate the different career pathways available to all academic staff, and individual staff will benefit from the diverse range of pathways;
- A significantly higher proportion of academic staff will have demonstrated their commitment to teaching excellence through acquiring teaching qualifications or externally accredited recognition (e.g. HEA Fellowship);
- Students will recognise the University's commitment to excellence in teaching.

12 September 2018

The University of Edinburgh  
Senatus Learning and Teaching Committee

18 September 2018

## **Personal Tutor System Annual Update 2017-18**

### **Executive Summary**

This report updates the Committee on activities in relation to the Personal Tutor (PT) system.

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

The paper is relevant to the University's Strategic Goal of 'excellence in education' and the Strategic Theme of 'Outstanding student experience'.

### **Action requested**

For Information.

### **Resource / Risk / Compliance**

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

No resource implications are identified.

#### **2. Risk assessment**

No risks are associated with the paper as it ensures alignment with current University policy.

#### **3. Equality and Diversity**

Equality and diversity was considered in the development of the Personal Tutoring system and this paper does not make any substantive changes to University policy or practice. Therefore equality impact assessment is not required.

#### **4. Freedom of information**

Yes.

### **Key words**

Personal Tutor

### **Originator of the paper**

Brian Connolly, Academic Policy Officer, Academic Services

## Personal Tutor System Annual Update 2017-18

### Personal Tutor (PT) System Oversight Group

The PT System Oversight Group (a sub-group of Senate Quality Assurance Committee, SQAC) continues to monitor the mainstreaming of the PT system within School quality assurance processes. The Group is convened by Professor Alan Murray, Assistant Principal Academic Support, and comprises all College Deans of Students and Quality, the Students' Association Vice President (VP) Education, and Academic Services representatives. The Group meets once each semester. The Group met on two occasions during 2017-18.

### Annual Review of the Operation of the PT system

The Group met on 6 November 2017 to consider the operation of the PT system in relation to the following evidence: Student Survey Results (National Student Survey; Postgraduate Taught Experience Survey; International Student Barometer); PT-related free text comments from the NSS 2016 and 2017; PT related data from Internal Reviews undertaken during 2016-17 and outcomes of discussions at SQAC (including consideration of School Annual Quality Reports); and student feedback on the PT system gathered by the Students' Association VP Education. The following issues were highlighted:

- **Inconsistency** (between and within Schools) - Students share and compare personal experiences, which leads to shared expectations of a standardised PT system. There is evidence that some students find that their actual experiences of the PT system are either better or worse (compared to their understanding of other students' experiences), and this inconsistency is a source of student dissatisfaction.
- **Training** - students want a PT who is trained to be knowledgeable about their programme and course options, support services and academic procedures, and their subject, in order to ensure that advice and guidance is relevant and correct. In practice, however, not all students' feel that their PT meets these expectations.
- **Roles and responsibilities** – the framework approach provides standard definitions where commonality can be agreed (i.e. scheduled meetings as the standard mechanism for the delivery of support) but also provides Schools with considerable flexibility to determine how this is defined and delivered locally (i.e. the staffing, content and form of this support).
- **Communication** - students report that that they have not been made aware of key elements of the PT system by their school (i.e. the School Personal Tutoring Statements are not being consistently communicated with students).
- **Continuity** - students prefer to have the same PT throughout their studies in order to allow for more consistency and to foster a more personal relationship.



## Enhancement Work

In response to issues highlighted during the annual review, the Group examined several options for improving the way the PT system is described and communicated to staff and students. Consultation sessions were held with students (via a focus group held on 27 April 2018) and staff (via the Senior Tutor Network meeting on 4 June 2018) to consider ways of improving communication of the aims and expectations of the PT system. The following enhancements have been made:

- **PT Central Webpages.** The staff and students consulted indicated that the central PT webpages for students ([My Personal Tutor](#)) and staff ([Personal Tutors and Student Support Teams](#)) contain all the relevant and necessary information but are regarded as too corporate and lacking the aesthetic appeal that would draw users back for repeat usage (these points relate not solely to the PT webpages but to the University website more generally). Andy Shanks (Director of Student Wellbeing) and Adam Bunni (Head of Regulations and Governance Team, Academic Services) were also invited to review the pages and confirmed that the information was current and relevant in regard to Wellbeing issues (including Mental Health) and University regulations. In the light of this feedback, minor enhancements are being made to update information on Special Circumstances, Interruption of Studies, and the new General Data Protection Regulations. Further consideration will be given to the format / language / style of the information contained on the webpages during Semester One 2018-19.
- **PT System Leaflet.** A leaflet for students and staff providing guidance on what each should expect of the PT system is currently under development. Comments from students and staff noted a demand for a brief, clear, and bulleted explanation of what PTs will and will not do, to supplement the central PT webpages. The Group agreed that the leaflet should be a two-sided, electronic, A5 leaflet providing a high level description of the bare essentials of the PT system aimed at both students and staff which would be relevant (and not contradict the diversity of practice) in each of the 20 schools. It was agreed that the leaflet would be posted on the student PT web portal and circulated to Senior Tutors (for dissemination to their PTs) for the start of welcome week. The text was approved by the Group and EUSA Sabbaticals for Welfare and Education but has since been delayed due to the need for further discussion with Colleges regarding some aspects of the content. The Group is currently seeking a resolution which will allow the leaflet to be published (albeit later than planned). However, this is indicative of one of the main challenges facing the PT system: the tension between local autonomy and diversity of delivery, and the demand for more effective and consistent communication to students regarding the PT system.

## Annual Review of School PT Statements

In preparation for the start of each academic year, Senior Tutors are asked to review their school statements to ensure alignment with the standard template and to ensure information was current. The statement performs a twofold function:

- Acting as a guide for PTs and tutees by setting out exactly what each should expect of the other in relation to the general features of the PT system across the University and the specific elements delivered locally by the School.
- Acting as a light touch QA mechanism for the University to ensure that each school is broadly in line with the rest of the institution by meeting the minimum PT system framework requirements, as set out in the template.

The Group met on 25 June 2018 to review and approve the School Personal Tutoring Statements for 2018-19. It considered each statement and either approved or approved with amendments. Senior Tutors were then informed of the Group's decision, asked to publish their statement on their school website, and send Academic Services the URL so that the central webpages can be linked to each school page for the start of the academic year (Academic Services is in the process of following up with some Schools regarding the relevant links).

## Senior Tutor Network

The Senior Tutor Network meets once each semester and provides a forum for staff with oversight of the PT system in each School/Deanery to raise and discuss issues and share practice with colleagues across the University. The Network met on two occasions during 2017-18:

- **Semester 1.** At the December 2017 meeting Andy Shanks (Director of Student Wellbeing) led a discussion on mental health training for PTs and the role of PTs in supporting students who report allegations of sexual assault. The Network also discussed academic support and the roles of the PT and Student Support Teams.
- **Semester 2.** At the June 2018 meeting Dr Deborah Shaw (Undergraduate Senior Tutor, School of Biomedical Sciences) and a group of student carers led a discussion focusing on the unique issues faced by student carers and the support provided by the PT system. The Network also reflected on impact of enhancements made in the previous year ([Meaningful Meetings](#) guidance and [Pre-Arrival and Start-of-Year Reviews](#), part of the making transitions personal framework) and the findings of a Senior Tutor survey in relation to these enhancements. As noted above, there was also a discussion on the current PT system enhancement activity.

**Brian Connolly**, Academic Services, September 2018,

The University of Edinburgh

Senate Learning and Teaching Committee

20 September 2018

## **Update on progress against University Learning and Teaching Strategy Implementation Plan for 2017-18 and 2018-19**

### **Executive Summary**

The paper summarises progress in relation to the University's implementation plan for its Learning and Teaching Strategy. The plan covers institutional activities to take forward the Strategy, rather than actions at School and College level.

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

The Strategy aligns with the strategic objective of Leadership in Learning.

### **Action requested**

For discussion.

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

Since the paper is not asking the Committee to approve any changes to the priorities or plans, there is no need for the paper to include plans for action regarding implementation and communication. If the Committee does ask for changes to priorities or plans, the staff with leadership responsibility for each of the priorities will need to ensure appropriate implementation and communications are in place.

### **Resource / Risk / Compliance**

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

The implementation of the Strategy has resource implications. The plan sets out the strategic priorities for action, and will therefore guide the University's use of resources. In general, the implementation plan relates to activities already underway. It will be necessary for the staff with leadership responsibility for each of the priorities to determine the resource implications (including those for Schools and Colleges, as well as support services) and ensure they are in place in order to give the activities the appropriate level of priority.

#### **2. Risk assessment**

The implementation plan 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**

The Committee considered equality and diversity issues when approving the Strategy and the priorities for implementation. Some elements of the plan have the potential to contribute to advancing equality of opportunity (depending on the policies and practices associated with implementation), for example the work on enhancing the class representation system, and student support. There are no grounds for thinking that the plan would raise any adverse equality implementation (eg leading to discrimination, harassment, victimisation or barriers for people with particular protected characteristics), although the University will however need to be potential equality issues when developing policies and practices to implement the plan.

### **4. Freedom of information**

Open

#### **Key words**

Learning, teaching, strategy, student experience

#### **Originator of the paper**

Tom Ward  
Director of Academic Services  
20 August 2018

## **Update on progress against University of Edinburgh Learning and Teaching Strategy Implementation Plan for 2017-18 and 2018-19**

### **Background**

At its 15 November 2017 meeting, the Senate Learning and Teaching Committee approved a set of priorities for implementation of the University's Learning and Teaching Strategy in 2017-18 to 2018-19. Subsequent to that, at its 7 March 2018 meeting, the Learning and Teaching Policy Group approved an implementation plan setting out institutional actions to take forward these priorities.

In approving the set of priorities, LTC had agreed that in autumn 2018 it would evaluate progress in relation to them, and reflect on whether to add any new priorities or downgrade existing ones.

### **For discussion**

The attached Annex summarises progress in relation to this implementation plan. The Committee is invited to consider:

- Whether sufficient progress is being made in relation to all elements of the plan
- Whether the priorities in the plan remain appropriate for 2018-19 and 2019-20

Tom Ward  
Director of Academic Services  
20 August 2018

# LTC 18/19 1 E

## University of Edinburgh Learning and Teaching Strategy Implementation Plan for 2017-18 and 2018-19 – update on progress Aug 2018

Priority	Key actions planned for 2017-18 and 2018-19	Approach to evaluating impact	Update on progress Aug 2018
<b><i>Working in partnership with students (Prof Tina Harrison)</i></b>			
<p>Working with the Students' Association to enhance the class representative system (lead responsibility: Prof Tina Harrison)</p>	<ul style="list-style-type: none"> <li>• In 2017-18, the Students' Association has discussed its plans for the system with all Schools, and Academic Services is asking Schools to outline how they plan to revise their class representation system arrangements for 2018-19</li> <li>• In 2017-18, Academic Services to work with ISG, CAHSS and the Students' Association to explore how Learn or alternate platforms may be able to facilitate communications between class reps and the students they represent</li> <li>• In 2017-18, Academic Services and Student Systems exploring with class reps how student survey data can support their roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Association to review information provided by Schools regarding how they will operate their class rep systems</li> </ul>	<ul style="list-style-type: none"> <li>• To date, 17 Schools have confirmed that they plan to adopt the programme-level class student representation approach for the 2018/19 academic year, with the other six either planning to continue with the course-based model or not yet confirming their position. Senate LTC has agreed from 2019/20, all Schools would implement the programme-level representation system, unless they can make a case for an exception.</li> <li>• Scoping project on communications mechanisms for class reps currently underway- aiming to conclude Sept 2018.</li> <li>• Pilot project underway with four Schools and will continue during 2018/19 to develop data reports and consider appropriate training and support for School Reps.</li> </ul>

# LTC 18/19 1 E

<p>Embedding mid-course feedback for all UG students (lead responsibility: Prof Susan Rhind)</p>	<ul style="list-style-type: none"> <li>• Continue to promote and share experiences through Directors of Teaching network (as well as via Directors of Professional Services and Heads of Schools).</li> <li>• Expand supporting material as necessary through IAD website.</li> <li>• Discuss and develop approach to evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan comprehensive evaluation for semester 2 (17-18). Survey based on closed questions (Likert scale) for quantitative data and open for richer data. Survey / study currently submitted for ethical approval.</li> <li>• Prepare report from above highlighting stats and short cases studies as exemplars for sharing</li> <li>• Emerging from this evaluation, develop a longer term mechanism for monitoring as part of routine processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation carried out as planned – results shared with LTPG, and discussed at Directors of Teaching network and Assessment and Feedback evaluation group. Further analysis of findings will be shared with Senate QAC in semester 1 (18-19), and a Teaching Matters blog also planned.</li> <li>• Key messages from evaluation: 85% of course organisers who responded to the survey had used mid-course feedback; Almost 70% found the process extremely or quite useful.</li> <li>• Moving forward, oversight will be by incorporating in annual programme monitoring process subject to approval from SQAC.</li> </ul>
<p>Implementing the 'Inspiring Students' student communications plan - including working with Schools to establish effective ways of</p>	<ul style="list-style-type: none"> <li>• Delivery of year-round series of institutional and School-level communications (online and offline) organised into monthly themes to support key messages</li> <li>• Delivery of plan agreed by Senate Learning and Teaching Committee for supporting Schools to show</li> </ul>	<ul style="list-style-type: none"> <li>• Combination of online metrics, staff feedback (especially from HoS and School-based communications colleagues) and awareness / evaluation of student view via student panel, plus</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly communications grid produced and shared with Schools early 17/18. Range of video, web, social media and poster collateral produced and widely distributed. Templated materials produced for School-led "you said..." campaigns (but little evidence of use)</li> </ul> <p>Reflections:</p>

# LTC 18/19 1 E

<p>demonstrating that they are listening to and acting on student feedback (lead responsibility: Gavin Douglas)</p>	<p>they are listening to student feedback</p> <ul style="list-style-type: none"> <li>• Delivery of NSS 2018 promotional campaign including new central resource dedicated to highlighting the ways the University is responding to NSS feedback</li> <li>• School-led “you said we listened” activities leading up to NSS 2018</li> <li>• Start of year welcome back sessions in all Schools led by HoS in Sept 2018</li> </ul>	<p>consideration of NSS 2018 “Student Voice” responses</p>	<ul style="list-style-type: none"> <li>• Communicating improvements: positive in some areas but not consistent across all Schools</li> <li>• Awareness of excellent teaching and student support: increased focus on Teaching Awards this year and IAD expanding Teaching Matters to students</li> <li>• Clear and coordinated communications: network productive, more proactive, more use of materials, moving in the right direction but still a way to go</li> </ul>
<p>Working with the Students’ Association to promote and implement the Student Partnership Agreement (lead Responsibility: Prof Tina Harrison)</p>	<ul style="list-style-type: none"> <li>• Academic Services and the Students’ Association are developing an implementation plan, to be considered by the Senate Learning and Teaching Committee in March 2018</li> <li>• Senior Vice-Principal allocated funds for students and staff to submit bids to undertake work in 2017-18 that supports the partnership agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• LTC will review progress against the SPA implementation plan in September 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Update on implementation of the SPA to be considered by LTC in Sept 2018.</li> <li>• Reports for projects funded under the SPA in the process of being collated and reviewed.</li> <li>• In the process of discussing with the Students Association the future priorities for the SPA.</li> </ul>
<p><b><i>Nurturing a learning community that supports students (Prof Alan Murray)</i></b></p>			
<p>Reviewing and clarifying the academic and pastoral support available to students</p>	<ul style="list-style-type: none"> <li>• AP Academic Support to discuss analysis of academic support and possible ways for Schools to enhance their approaches with Academic Strategy Group and Colleges in 2018-19</li> </ul>	<ul style="list-style-type: none"> <li>• Senate QA Committee’s PT Oversight Group to continue to monitor the effectiveness of Schools’ PT systems,</li> </ul>	<ul style="list-style-type: none"> <li>• Planned leaflet on track to be completed by the start of 18-19.</li> <li>• Planned work on approach to PT Statements to be absorbed within wider</li> </ul>



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<p>(including that provided by Personal Tutors and Student Support Teams), communicate this more effectively to students and encourage them to engage with it (lead responsibility: Prof Alan Murray)</p>	<ul style="list-style-type: none"> <li>• Academic Services to develop a student- and staff-facing leaflet guide for PTs</li> <li>• AP Academic Support and College Deans of Students to review the approach to Personal Tutor Statements and how they are used to communicate the system to students and for accountability purposes</li> <li>• Academic Services to review University web-based information regarding the PT system to ensure it is fit-for-purpose and to remind Senior Tutors to ensure School Personal Tutoring Statements are sign-posted appropriately (eg from programme and course handbooks)</li> </ul>	<p>utilising feedback from National Student Survey and Postgraduate Taught Experience Survey</p>	<p>review / refresh of PT system planned for 18-19</p> <ul style="list-style-type: none"> <li>• Academic Services are in the process of reviewing the University web-based information to ensure it is fit-for-purpose within current PT system. Academic Services have reminded Schools to bring PT Statements to the attention of students at the start of the year, and will also ensure that all Schools' PT Statements are published in prominent locations on their websites</li> </ul>
<p>Implementing Student Mental Health Strategy, and review of support for disabled students (lead responsibility: Gavin Douglas)</p>	<ul style="list-style-type: none"> <li>• Review and restructure University webpages on mental health and wellbeing, and roll out “The Big White Wall” across the institution</li> <li>• Continue to deliver training in supporting students with mental health difficulties to PTs, supervisors and SSTs</li> <li>• Expand Mental Health &amp; Wellbeing Week</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve Student Mental Health Strategy project and review of support for disabled students milestones and completions</li> <li>• Student evaluation of / awareness of key services and how well University supports their wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• MH and Wellbeing pages have been restructured, with further work planned on this. Big White Wall has been rolled out across the whole University (both staff and students) - take-up has been positive, and further promotion is planned for 2018/19.</li> <li>• Mental health training sessions continued to be delivered in 17-18, with 56% average attendance (lower engagement in CAHSS than the other</li> </ul>

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	<ul style="list-style-type: none"> <li>• Review and enhance Support for Study Policy</li> <li>• Secure additional resources for specialist counselling services in the short term and develop a robust stepped-care plan for medium-term</li> <li>• Deliver 17-18 and 18-19 actions related to the review of support for disabled students</li> </ul>	<ul style="list-style-type: none"> <li>• Develop other success measures to evaluate the Student Mental Health Strategy over time</li> </ul>	<p>Colleges - discussing with them how engagement can be improved), and also exploring other models of training (eg bite-sized sessions, and 'train the trainer').</p> <ul style="list-style-type: none"> <li>• MH and W Week was very successful in 17-18, and planning for 18-19 is going well, with a more co-ordinated approach across the University avoiding timing clashes and duplication.</li> <li>• Session planned for Aug 2018 to review progress on Student Mental Health Strategy implementation, to refresh priorities and to build a set of metrics to measure impact and outcomes, and student survey currently being designed to evaluate student experience of key wellbeing services.</li> <li>• Review of Support for Study Policy initiated, with an initial meeting held in 17-18 and the policy due for formal review in 18-19.</li> <li>• The Student Counselling Service has been granted extra resources, and plans are in place to expand SCS through utilising all available space for delivering interventions.</li> <li>• Group established group to oversee implementation of recommendations from review of support for disabled students - satisfied with progress on</li> </ul>
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			implementation (major investments approved in accessibility; policy and major system enhancements to improve implementation of adjustments) and has further meeting scheduled for Sept 2018 to address outstanding issues.
Support for students on joint degree programmes (to be led by the College of Arts, Humanities and Social Sciences) (lead responsibility: Dr Sabine Rolle)	<ul style="list-style-type: none"> <li>• Collate data on numbers of (joint) degree programmes and numbers of students on those programmes, owned by CAHSS, and map student support and wider organisational issues / problems around joint degrees</li> <li>• Consult with key committees (CAHSS CUGLAT, CPGSC, CQAC, Taught Managers Forum, LTPG) to sense-check and further develop mapped issues</li> <li>• Move to harmonisation of key dates (for, e.g., elective course choice) across CAHSS Schools</li> <li>• Initial discussion of issues and possible solutions at LTPG in Mach 2018</li> <li>• Moving into 2018-19, establish short-life working group to propose possible solutions and make recommendations for further action</li> </ul>	<ul style="list-style-type: none"> <li>• This will depend on the suggested solutions and recommended further action as proposed by the working group. Likely metrics could include the number of joint degrees we offer, level of integration within joint programme information and curricula, student (and staff) satisfaction. Sources of data will include NSS and QA reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper which includes data and analysis of issues was discussed at LTPG in March 2018 and shared with key stakeholders in CAHSS, with discussion at College UG L&amp;T Committee planned for S1 18-19.</li> <li>• Academic Services liaising with Student Systems and Service Excellence to undertake further analysis of data (eg regarding number of students on programmes, survey data, costs)</li> <li>• CAHSS has set up working group to recommend harmonisation of key dates (first meeting summer 18)</li> <li>• LLC has set up its own task group to consider the issue</li> <li>• Further discussion required regarding the remit and reporting line of any additional working group</li> </ul>
Developing high quality learning and	<ul style="list-style-type: none"> <li>• Continue with delivery of major long-term institutional programme</li> </ul>	<ul style="list-style-type: none"> <li>• SSG to assess whether learning and</li> </ul>	<ul style="list-style-type: none"> <li>• The Space Strategy Group has set up a subgroup (with membership including</li> </ul>

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<p>teaching spaces for taught and research students (lead responsibility: Prof Sarah Cunningham-Burley)</p>	<p>of investments in learning and teaching spaces</p> <ul style="list-style-type: none"> <li>-In short- to medium- term, explore options for enhancing teaching space in order to protect the student experience in the short-term term.</li> <li>The Space Strategy Group (SSG) to develop a Learning and Teaching Spaces strategy by end 2017/18</li> <li>SSG to review and contribute to learning and teaching space development through modelling need and consulting with staff and student, including conducting a student survey by end of 2017/18</li> </ul>	<p>teaching room requirements are met each semester</p> <ul style="list-style-type: none"> <li>SSG to run repeat of staff survey in 2019 to assess if improvements are felt on the ground.</li> </ul>	<p>Estates and Buildings, Colleges and the Students' Association) to develop and agree a learning and teaching spaces strategy (LTSS). At its first meeting on 1 August 2018 it discussed a draft 'enabling' strategy was debated and agreed a plan for consultation.</p> <ul style="list-style-type: none"> <li>Consultation on the strategy will include workshops in late October/early November 2018, followed by consultation with Schools and other stakeholders, with a view to asking for sign off at SSG in Feb 2019 (with April as the fall back date).</li> <li>A student survey has been conducted and the results will be reported to SSG's meeting on 22 August 2018, then disseminated through a newsletter, along with other SSG news.</li> </ul>
<p>Piloting new approaches to providing additional support to those Schools whose NSS scores are disappointing (lead responsibility: Gavin Douglas)</p>	<ul style="list-style-type: none"> <li>Establish working groups in two Schools to review evidence on student experience, evaluate the Schools' current approaches to enhancement and identify, implement, and review additional measures that will accelerate the speed of change</li> </ul>	<ul style="list-style-type: none"> <li>End of 2017-18 reports from groups to Head of College and to LTPG</li> </ul>	<ul style="list-style-type: none"> <li>Enhancement Boards set up in relevant Schools, chaired by HoS, with representation from School staff and students, and relevant professional services</li> <li>2-3 meetings held to date in each School, with main focus to date on analysis of issues</li> <li>Not yet clear that these boards, as constituted, can act as effective drivers of change in Schools</li> </ul>

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<b>Recruiting and nurturing excellent teaching staff (Prof Jane Norman)</b>			
<p>Strengthening communications with staff regarding learning and teaching (lead responsibility: Gavin Douglas)</p>	<ul style="list-style-type: none"> <li>Establish a staff communications function within CAM</li> <li>Review staff-facing webpages at <a href="https://www.ed.ac.uk/staff/student-support">https://www.ed.ac.uk/staff/student-support</a> and <a href="https://www.ed.ac.uk/staff/teaching-matters">https://www.ed.ac.uk/staff/teaching-matters</a> to ensure practical information and guidance on teaching is easily accessible</li> </ul>	<ul style="list-style-type: none"> <li>To be developed but likely to be similar to approach taken to student communications (see above)</li> </ul>	<ul style="list-style-type: none"> <li>IAD is undertaking a project to support and inform the development of an internal communication strategy to enhance staff communications and engagement at an institutional level.</li> <li>A survey of staff views was carried out in May 2018 and will be followed up by workshops to identify key principles to improve and enhance our internal communication mechanisms. A final report is expected by October 2018. Initial response to the survey has confirmed significant staff enthusiasm for improvements in this area.</li> <li>No progress to report on the other actions.</li> </ul>
<p>Promoting staff engagement with formally accredited CPD, and developing an embedded culture of professional development around teaching (lead responsibility: Dr Jon Turner)</p>	<ul style="list-style-type: none"> <li>Complete external re-accreditation by Higher Education Academy of CPD framework (AY17/18)</li> <li>Continue steady growth in participation and completion of central versions of Edinburgh Teaching Award and other accredited CPD pathways [aiming for annual growth of ~10% for AY17/18 and 18/19].</li> </ul>	<ul style="list-style-type: none"> <li>Review participation and completion numbers for ETA and other pathways on 1 August each year, providing comparisons to previous years</li> <li>Undertake initial review of PGCAP launch at end AY17/18. Initial assessment of whether</li> </ul>	<ul style="list-style-type: none"> <li>Re-accreditation of CPD framework successfully completed AY17/18</li> <li>Steady growth in participation and completion of central versions of Edinburgh Teaching Award and other accredited CPD pathways successfully achieved (completions up 31%, numbers on programme up 16%)</li> <li>New version of PGCAP successfully launched in December 2017.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Launch new version of PGCAP in AY17/18 [partly designed to support faster and higher completion rates)</li> <li>• Support establishment and growth of School level Edinburgh Teaching Awards (with support from IAD/Vet School secondment in AY17/18)</li> <li>• Increase % of teaching staff with HEA Fellowship, teaching qualification or equivalent (includes ongoing work to improve coverage and accuracy of Oracle record).</li> <li>• Understand, demonstrate and build positive impact of accredited CPD, for individuals, Schools and institution. Identify and monitor key risks and challenges.</li> </ul>	<p>faster and higher completion rates achieved at end AY18/19.</p> <ul style="list-style-type: none"> <li>• Produce annual report on establishment, status and growth of School EdTAs. (1 August census)</li> <li>• Produce annual report with University and College level results on % qualification, completion &amp; participation on accredited CPD pathways. Add reporting by School when confident in robustness of data available (AY18/19).</li> <li>• Submit annual report to LTC covering progress on the various actions under this objective (~January each year).</li> <li>• Will consider commissioning follow up external evaluation (AY18/19).</li> </ul>	<ul style="list-style-type: none"> <li>• Positive, although slower than hoped, progress, in establishment and growth of School level Edinburgh Teaching Awards with four Schools with active local EdTA operating schemes during 17/18, and schemes in two further Schools due to launch 18-19.</li> <li>• Work has continued to improve accuracy and completeness of data on staff teaching qualifications recorded on Oracle for new and continuing staff, with proportion of academic teaching staff with a recorded teaching qualification having increased from 7% to 15% from August 2015 to August 2017 (awaiting August 2018 data).</li> <li>• Understand, demonstrate and build positive impact of accredited CPD, for individuals, Schools and institution – ongoing.</li> </ul> <p>Key challenge: workload pressures, particularly for those leading School EdTAs, appears to be key factor behind slower than hoped for progress with local EdTAs. Workload and time pressures continue to be main challenge for participants and mentors on central EdTA.</p>
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<p>Consolidating the recent work to recognise student education as a key element in academic staff recruitment, promotion, annual review, and work allocation modelling (lead responsibility: Prof Jane Norman)</p>	<ul style="list-style-type: none"> <li>• Continue to embed good practice regarding recruitment, drawing on the proposed survey of Schools</li> <li>• Promote University-wide discussion on whether a L&amp;T based career track is appropriate in Edinburgh – with view to Senate discussion 2018-19.</li> <li>• Continue to embed good practice and ensure that L&amp;T conversations can be integrated into any e-recording of Annual Review.</li> <li>• Ensure that each School publishes a time “tariff” for GH staff for the L&amp;T activities they are asked to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider running surveys of appointments and of whether L&amp;T is discussed in AR. (For both these, need to consider whether the ‘burden’ outweighs the benefit’)</li> <li>• Collate GH tariffs Spring 2018</li> </ul>	<ul style="list-style-type: none"> <li>• No plans for survey before end of 2018 given workload around GH staff review: to discuss again with Director of HR in 2019.</li> <li>• Discussions regarding ‘teaching track’ have widened into a “Teaching and academic careers” working group. Senate discussion still planned for October 2018, as part of wider University conversation.</li> <li>• Annual review recording specified in procurement document for new HR system; will require discussion with appointed supplier once new system procured.</li> <li>• Tariffs for GH staff have been published on intranet and collated. Work subsumed into larger GH staff project which aims to complete by early 2019.</li> </ul>
<p>Building communities of practice, encouraging innovation, and diffusing good ideas regarding learning and teaching – new Teaching Conference, new University networks</p>	<ul style="list-style-type: none"> <li>• Continue to grow engagement and positive impact of Teaching Matters blog site. [Maintain range and quality of blogs; grow audience year on year; plan to introduce range of enhancements in AY18/19]</li> <li>• Run first University Learning &amp; Teaching conference in June 2018 [aim for audience of 200-</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on Teaching Matters to Learning and Teaching Policy Group (Spring) with invitation to comment on and adapt themes.</li> <li>• Review first conference [numbers, spread of engagement,</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent progress in growing engagement and positive impact of Teaching Matters blog site, with readership continuing to grow year to year.</li> <li>• First University Learning &amp; Teaching conference in June 2018 successfully delivered – Learning and Teaching Policy Group will discuss feedback in Aug 2018.</li> <li>• Support continues for several active staff networks and communities linked to roles</li> </ul>

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<p>for student support teams and for staff interested in student engagement, strengthening Director of Teaching network and other existing staff networks (lead responsibility: Dr Jon Turner)</p>	<p>300]. Make an annual event from AY18/19 onwards if successful.</p> <ul style="list-style-type: none"> <li>• Support a range of appropriate networks and communities of practice for staff (IAD, Academic Services, IS). Aim is to grow size of networks and depth of engagement; and close down any without a clear purpose and benefit.</li> <li>• Produce accessible support material that can be adapted and used locally (e.g. ENGAGED Guides). At least two each year (AY17/18 and 18/19).</li> </ul>	<p>feedback] (July 2018).</p> <ul style="list-style-type: none"> <li>• Review numbers, level of engagement and range of linked activities for each network/community of practice annually. (1 August census).</li> <li>• Review take up (including downloads) and feedback on materials/guides.</li> </ul>	<p>(e.g. Director of Teaching) or interests (e.g. student engagement). Modest growth in membership. Spring 2018 industrial action may explain reduction in attendance for some.</p> <ul style="list-style-type: none"> <li>• Good progress on producing accessible support material that can be adapted and used locally (e.g. ENGAGED Guides). Target met of producing 2 ENGAGED guides in AY17/18.</li> </ul> <p>Key challenge: My perception is that, in general, university level staff engagement and communication remains a significant problem. While participation in these learning and teaching activities is growing and we are reaching new colleagues, and whilst the reaction to these activities has been very positive, there are still large numbers of staff who we are not reaching and who we find are not aware of these resources and support.</p>
<p>Continuing to implement the new Policy on the recruitment, support and development of tutors and demonstrators</p>	<ul style="list-style-type: none"> <li>• Taking account of any feedback on the FAQs for PGR students regarding the limited on the hours of employment at the University issued in early 2018, review whether further institutional advice for students is required.</li> <li>• HR and senior University management to continue to</li> </ul>	<ul style="list-style-type: none"> <li>• REC to evaluate the implementation of the Policy in December 2018, taking account of feedback from Schools, HR, the Students' Association and others</li> </ul>	<ul style="list-style-type: none"> <li>• FAQs for students published in early 2018</li> <li>• During summer 2018, as part of broader work on Guaranteed Hours staff, HR has reviewed information from Schools regarding their alignment with the Policy</li> <li>• REC will develop a plan for evaluating the Policy in autumn 2018, taking</li> </ul>



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(lead responsibility: Convener of REC)	emphasise to Schools the importance of implementing the Policy in full		account of the work that HR has already undertaken
<b><i>Developing our curriculum (Prof Susan Rhind)</i></b>			
Enhancing the development of employability skills through the curriculum (lead responsibility: Shelagh Green)	<ul style="list-style-type: none"> <li>• By May 2018, Senate Learning and Teaching Committee's Careers, Employability and Graduate Attributes Task Group will have submitted report.</li> <li>• By end of 2018-19 Careers Service will have negotiated, agreed, evidence based Employability Development Plans developed and active in every School, with enhanced support for priority Schools</li> <li>• Introduce annual reviews of actions to support employability and improved graduate outcomes at relevant College Committees, informed by School level reports on actions and reflection</li> <li>• Source and share practice via the Learning and Teaching conference, Personal Tutor briefing resources and current PTAS projects, and in 2018 fund and support PTAS special call for employability</li> </ul>	<ul style="list-style-type: none"> <li>• # of School reports available; identification of tangible actions and sharing within and across Schools; NSS Applied Learning scores and graduate outcomes data</li> <li>• Attendance; feedback on resources; requests for additional resources; # bids received and delivered; sharing practice and translating into and across other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• LTC's Careers, Employability and Graduate Attributes Task Group reported May 2018, endorsed current implementation plan and additional baseline understanding of curriculum provision.</li> <li>• Employability &amp; careers development plans active in all Schools at UG level.</li> <li>• 3 PTAS projects funded under a special call on employability which will commence at start of 2018/19</li> <li>• Practice dissemination via inputs to inaugural L&amp;T Conference and theme for May 2018 Teaching Matters Blog</li> <li>• Employability &amp; Careers questions from NSS and ongoing DLHE data mined to identify areas of continued priority need</li> </ul>

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<p>Creative use of digital technologies – further roll-out of lecture recording, developing a vision for Digital Education (the ‘Future Teacher’ programme), Virtual Learning Environment (VLE) consolidation (lead responsibility: Melissa Highton / Prof Sian Bayne)</p>	<ul style="list-style-type: none"> <li>• Completing the ‘Near Future Teacher’ programme.</li> <li>• Roll out of lecture recording facilities to 400 teaching rooms, along with development of institutional policy on lecture recording</li> <li>• Supporting Schools in making informed decisions regarding digital platforms for teaching and learning, addressing historical proliferation of complex systems.</li> <li>• Establishing and promoting minimum standards for quality and consistency of VLE use to improve student experience of learning and teaching.</li> <li>• Supporting digital skills in learning and teaching through staff training and online skills resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reporting and review of coverage and use of services by Schools / Colleges to appropriate committees, task groups etc</li> <li>• Providing case studies and reports of impact of creative use of digital technologies to audiences inside and outwith the University.</li> </ul>	<ul style="list-style-type: none"> <li>• The Near Future Teaching project has completed its community scoping phase and is developing draft vision documentation for testing with student, academic and children's panels. The project final outputs will be in place by the end of 2018.</li> <li>• Lecture recording facilities will be in place in 250 rooms for the start of 2018-19, and policy has been agreed by LTC. Evaluation of impact is being carried out via local research projects.</li> <li>• ISG has reduced the number of VLEs from 15 to 4 (including moving undergraduate medical training to Learn), with aim of moving to 2.</li> <li>• ISG project underway to work with Schools to raise the level of consistency of use across Learn VLE on campus.</li> <li>• An extended programme of digital skills training for staff and students has been offered and uptake has been good.</li> </ul>
<p>Developing the University’s approach to research-led learning and teaching, including experiential learning in the community</p>	<ul style="list-style-type: none"> <li>• Senate Learning and Teaching Committee task group on research-lead learning and teaching to submit its report by end of 2017-18</li> <li>• Launch of Community of Practice for Experiential Learning (soft-launch via website in Spring 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Task group to provide recommendations regarding approach to evaluating impact of work on research-led learning and teaching</li> <li>• ESRC impact accelerator award on theme of Students as</li> </ul>	<ul style="list-style-type: none"> <li>• LTC task group submitted report to May 18 LTC - a range of recommendations approved for implementation from 18-19</li> <li>• Formal launch of Centre for Experiential Learning and its website 13 August 2018. Two staff workshops held in collaboration with Living Labs team to support community building</li> </ul>

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<p>(lead responsibility: Prof Sarah Cunningham-Burley / Prof Lesley McAra)</p>	<ul style="list-style-type: none"> <li>• Senate Learning and Teaching Committee to explore longer-term approach to Student-Led Individually-Created Courses (SLICCs)</li> <li>• Roll-out of experiential learning opportunities linked to Community engagement strategy flagship projects; beginning in 2018/19 with the Homeless Health and Inclusion Centre (free legal advice clinic, critical literacy clinic, student placements)</li> <li>• Main launch of co-curricular pathways linked to SRS themes in September 2018</li> </ul>	<p>Agents of Social Change - project involves tracking and evaluating the social impact of research-led experiential learning programmes/courses</p> <ul style="list-style-type: none"> <li>• Clinics and placements in the Homeless Health and Inclusion Centre will have inbuilt monitoring and evaluation of users', and partners' satisfaction with service and outcomes, as well as student satisfaction with experience</li> <li>• Careers Service in collaboration with SRS and AP Community Relations to review co-curricular pathways; key metric &gt; 90% % student satisfaction on completion of pathways</li> </ul>	<ul style="list-style-type: none"> <li>• In response to discussions at LTC in May 2018, a plan and business case to secure University level support for SLICCs for the next two years has been developed and implemented. This will involve financial and in-kind contributions from the IAD and Careers Service (from existing budgets/resources).</li> <li>• Interim report on the ESRC-funded project has been produced and shared with key stakeholders, with a second stage of data collection currently underway and final report planned for autumn 18. To date, the project has documented a greater range and variety of courses that take this approach than had been previously recognised and identifies some ways in which these learning activities are capable of helping staff, students and external partners to realise impact in the short and long term</li> <li>• Free legal advice clinic project lead appointed (and post extended for a further 5 months, supported by SRS and the Law School); clinic now scoped and will be piloted with Diploma in Legal Practice students.</li> <li>• Launch of co-curricular pathways on track for Welcome Week, connecting to project being run in association with</li> </ul>
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			Careers Service on Students as Agents of Social Change (linked to placements)
<p>Continuing to support staff to enhance assessment and feedback, including encouraging Schools to undertake Leading Enhancement in Assessment and Feedback (LEAF) audits, and considering the importance of curriculum design in facilitating quality assessment and feedback models (lead responsibility: Prof Susan Rhind)</p>	<ul style="list-style-type: none"> <li>• Work with IAD to offer central materials to support Schools in undertaking LEAF audits ('LEAF-lite')</li> <li>• Continue to highlight course and programme design workshops and events in addition/ as an alternative</li> <li>• Work with IAD and AS to develop training/ support for Boards of Studies – conveners and board members</li> <li>• Work with IAD, AS, IS to develop an aligned suite of course and programme development options</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor and present annual report on LEAF themes and actions to Senate Learning and Teaching Committee.</li> <li>• Academic Services and IAD to evaluate the impact of LEAF audits undertaken to date, and to consider the future use of the LEAF and LEAF-lite approaches given other developments regarding support for course and programme design</li> </ul>	<ul style="list-style-type: none"> <li>• IAD is continuing to support 'LEAF-lite' on request</li> <li>• ISG and IAD working together on new course and programme design support options (eg Edinburgh Learning Design Roadmap, ELDER), with the Assessment and Feedback evaluation group taking a more strategic approach to ELDER.</li> <li>• Board of Studies convenors training events now established with three pilot sessions run during spring / summer 18, and plans for a staff network being developed.</li> <li>• AS and IAD continuing to track the impact of LEAF and to report annually to the Assessment and Feedback Enhancement Group.</li> </ul>

The University of Edinburgh

## **Review of School Annual Plans 2018-19**

18 September 2018

### **Executive Summary**

This paper summarises the findings of a review of the learning and teaching-related content of School Annual Plans, with a particular focus on the extent to which this aligned with the priorities laid out in the University's Learning and Teaching Strategy.

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

The paper aligns with the strategic objective of 'Leadership in Learning', and the University's Learning and Teaching Strategy.

### **Action requested**

For information and discussion.

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

To be considered if specific actions are agreed.

### **Resource / Risk / Compliance**

- 1. Resource implications (including staffing)**  
To be considered if specific actions are agreed.
- 2. Risk assessment**  
To be considered if specific actions are agreed.
- 3. Equality and Diversity**  
To be considered if specific actions are agreed.
- 4. Freedom of information**  
This paper is **open**.

### **Originator of the paper**

Philippa Ward  
Academic Services  
11 September 2018

## Review of School Annual Plans 2018-19

### Background

Colleges were asked to provide copies of their Schools' Annual Plans. The learning and teaching-related content of the Plans was reviewed, with a particular focus on the extent to which this aligned with the priorities laid out in the University's Learning and Teaching Strategy. This paper provides a brief summary of key findings by College, and draws some overall conclusions for discussion by LTC.

### College of Arts, Humanities and Social Science (CAHSS)

- Plans were provided for all 11 Schools (plus the Centre for Open Learning).
- 9 of the 11 School Plans adopted a common structure, reporting against the 2016 Strategic Plan. (One Plan mapped to the 2012-2016 Strategic Plan.)
- All of the Plans provided information on learning and teaching-related activity, primarily under the 'Leadership in Learning' heading. There was variation across Schools, but in a good number of cases, the information provided was detailed and covered a range of learning and teaching-related themes.
- None of the Plans referenced or mapped directly to the Learning and Teaching Strategy. However, many of the Learning and Teaching Strategy's themes were discussed within the Plans.
- Discussion of the following Learning and Teaching Strategy themes was particularly prevalent:
  - Dialogue and the student voice
  - Promoting inclusion, equality and diversity
  - Use of digital technologies
  - Integration of graduate attributes and employability
  - Learning outside of the core discipline (*with a particularly focus on contributing to the Edinburgh Futures Institute*)
  - Developing the taught postgraduate offering
  - Reviewing pastoral support
  - Building community
  - Developing assessment and feedback
  - Enhancing the physical and digital estate
  - Developing, rewarding and supporting teaching staff
- A good number of the Plans acknowledged the critical importance of culture change and the re-prioritisation of learning and teaching.
- Action required to respond to student survey results (particularly the National Student Survey) was discussed in all Plans.

### College of Medicine and Veterinary Medicine (CMVM)

Plans were requested, but had not been produced for Schools within the College.

### College of Science and Engineering (CSE)

- Plans were provided for all 7 Schools. (Two areas of teaching provision in the College – the Edinburgh Parallel Computing Centre, and Data Science and Innovation - are situated outside of the normal School structure. It is not clear how these areas are covered in the annual planning process.)

- The format of the Plans varied (one mapped to the 2016 Strategic Plan, and one to the 2012-16 Strategic Plan). However, there was some commonality in the sub-headings used eg. 'Teaching', 'Research', 'Staffing', 'Student Numbers', 'Equality and Diversity', 'Estates', 'Impact'. Most of CSE's Plans also included a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.
- All of the Plans provided information on learning and teaching-related activity. As with CAHSS, the extent of this information varied across Schools.
- One School (Informatics) referenced and mapped its learning and teaching-related content against the University Learning and Teaching Strategy.
- Although other Schools did not reference the Learning and Teaching Strategy, as with CAHSS, a number of its themes were discussed within the Plans. Particularly prevalent were:
  - Dialogue and student representation
  - Research-teaching linkages
  - Promoting inclusion, equality and diversity
  - Experiential learning
  - Use of digital technologies
  - Integration of graduate attributes and employability
  - Learning outside of the core discipline
  - Developing the taught postgraduate offering
  - Reviewing pastoral support
  - Developing assessment and feedback
  - Building academic community
  - Enhancing the physical and digital estates
  - Recruiting, developing, rewarding and supporting teaching staff.
- All Plans discussed action required to respond to student survey results (albeit to varying degrees).
- Discussion of pressures resulting from increasing student numbers and estates-related issues was prominent in CSE's School Plans. In some cases, this was the primary focus and evidence of planning to enhance learning, teaching and the student experience was rather minimal.

## Summary

### 1. Availability of Annual Plans

Annual plans were provided for 18 of the University's 20 Schools.

### 2. Prioritisation of learning and teaching within Annual Plans

There is evidence of greater prioritisation of learning and teaching within Annual Plans as compared with previous years: LTC began collecting and analysing School Annual Plans in 2012/13. At this stage, the format of Plans was highly variable, making navigation and comparison across Schools difficult; and whilst some Schools were providing detailed information about their learning and teaching, in general, Plans focused on research. By contrast, there is more consistency in the format of the 2018/19 Plans, and all include learning and teaching-related content. Variation in the extent of the information provided across Schools remains, but in many cases, the discussion of learning and teaching is broad and detailed.

### 3. Alignment with the University's Learning and Teaching Strategy

Only one Annual Plan references and maps its plans for learning and teaching directly to the University's Learning and Teaching Strategy. However, many of the Strategy's themes are discussed within Annual Plans, albeit to varying extents across Schools.

LTC: 18.09.18  
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Philippa Ward  
Academic Services  
11 September 2018



The University of Edinburgh

Learning and Teaching Committee

18 September 2018

## **Student Mental Health Strategy Implementation: Update for LTC**

### **Executive Summary**

This paper was originally brought to the May 2018 meeting of LTC, and is being brought back to the September 2018 meeting for further discussion.

The University continues to experience significant growth in demand for support for students with mental health difficulties. The Student Mental Health Strategy was approved by LTC in January 2017, and an implementation group is overseeing the management of the University's plans to respond to this situation and enhance the University's offer of support to students, as well as taking a strategic approach and making plans for action and activity required to respond to future growth in demand. This paper seeks to update LTC on all of this work.

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

This work is being developed to support an enhanced student experience.

### **Action requested**

LTC is asked to consider this paper for information and discussion.

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

The Student Mental Health Strategy Group's actions will continue to be reported to LTC.

### **Resource / Risk / Compliance**

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

As demand continues to grow on services within the University supporting students with mental health difficulties, there are likely to be ongoing resource implications, some of which are likely to relate to staffing requirements across all services as evidenced in planning round submissions. There are likely to be other ongoing resource implications relating to training, online support resources and communications.

#### **2. Risk assessment**

This paper suggests enhancements to current practice and further investment in services. Failure to invest or develop appropriate, enhanced services may lead to negative impacts and outcomes for students with mental health difficulties, for staff

who may find it challenging to support these students and to the reputation of the University.

### **3. Equality and Diversity**

This paper does not propose any amendments to policy or practice. The Student Mental Health Strategy continues to consider the experience of students with a wide range of mental health difficulties, and an EIA will be completed should any of its future activity require this.

### **4. Freedom of information**

This paper is open.

#### **Key words**

Student mental health, counselling, support, wellbeing, outcomes.

#### **Originator of the paper**

Andy Shanks  
Director of Student Wellbeing  
May 2018

## **Student Mental Health Strategy Implementation: Update for LTC**

### **Purpose of report:**

When the Learning and Teaching Committee (LTC) approved the Student Mental Health Strategy in January 2017, it was agreed that a task group would be set up to oversee the strategy and update LTC on its implementation. The purpose of this paper is to update LTC on the implementation of the strategy, and to ask LTC both to note and discuss progress so far.

### **Introduction:**

Following LTC's approval of the Student Mental Health Strategy in January 2017, a multi-stakeholder group has been meeting three times a year and working to take forward the implementation of the strategy over the three year period between 2017 and 2020, with a focus on the strategy's two main aims:

1. Through implementing the actions, policies and processes outlined in the strategy to ensure that the University is recognised as a community that promotes the good mental health of its students and treats all students with respect and empathy.
2. Ensure that students who experience mental health difficulties at the University of Edinburgh are well supported.

### **Range of services delivered:**

While the number of students studying at the University of Edinburgh has grown to approaching 39,000, in common with trends at other UK universities, there has been a significant increase in the volume of students at the University of Edinburgh (a) disclosing mental health problems (up to over 1050 in 2017/18- UoE Student Disability Service); and (b) coming forward for mental health support: referrals to the UoE Student Counselling Service (SCS) have increased by 270% over seven years. This rise in demand is due to a combination of local and national factors, which is consistent with the experience in other UK Higher Education Institutions and the wider education sector.

The factors outlined above have contributed to a picture locally whereby the University has needed to enhance the range and volume of support offered at the University. Over a number of years SCS has developed its model of service delivery in order to respond to the local context and meet rising demand. This has involved developing a model where students are offered a programme of interventions and support which matches their assessed needs (based on the principles of "stepped care"- see Appendix 1), and consistently growing and enhancing the offer of the range of interventions (from low-intensity through to high-intensity) available to students, including for example (a) increasing capacity for the provision of individual counselling (over 6 sites) and psycho-educational groups; (b) providing access for students to a range of on-line platforms (including Big White Wall and the Felling Good app), bibliotherapy, group support and guided self-help programmes; and (c) introducing the role of the Student Mental Health Co-ordinator to support students with significant mental health problems who are in urgent situations and who may require support from NHS mental health services.

Within the Student Disability Service, the volume of students being supported by Mental Health Mentors has risen by 28% this year. Mental health and wellbeing support also continues to be offered by the Residence Life Service, EUSA services (including the Advice Place, Peer Mentoring and Nightline) and Student Support Teams working within Schools. Residence Life report anecdotally an increase in the volume of urgent mental health situations which they have responded to this academic year

There has been a continued focus on actively promoting positive wellbeing across the University community, including lower-intensity interventions such as “Therapets” sessions, self-management materials, and mindfulness apps and resources being promoted by SCS. The Chaplaincy has increased the provision of Mindfulness groups and the Listening Service, as well as introducing regular yoga and tai-chi sessions into the range of support offered. The Centre for Sport and Exercise has delivered a range of interventions, including “Stressbusters”. Partnership working across all services is crucial to delivering integrated and seamless mental health and wellbeing support within the University.

### **Student-led initiatives:**

EUSA has continued to prioritise student-led initiatives where mental health is the main focus, and this has worked particularly well during a scaled up, joint Mental Health and Wellbeing Week in November 2017 when an impressive range of events was delivered, including talks by Olympic swimmer Michael Jamieson and comedian/ actress Francesca Martinez. The main focus of the week was to reduce stigma through encouraging all members of the University community to talk more about mental health. A key feature of the week this year was the partnership which was developed with the Sports Union, which is something that will be strengthened further as we move forward. Plans are now being developed for Mental Health Week and Wellbeing in November 2018.

EUSA and the University are working in partnership to scope out and design a pilot project to deliver Mental Health Peer Support in one School (yet to be identified), building on the well-evidenced model which is used at Oxford University. The challenge with this will be scaling up the model, given the volume (and cost) of training and ongoing supervision required. The launch of the Student Partnership Agreement and the associated small project funding provided opportunities for a wide range of student-led initiatives focused on promoting positive mental health and wellbeing. A number of innovative projects have been granted funding within Schools.

### **Cross-campus provision**

While key services continue to be located centrally (George Square and Bristo Square), significant outreach activity is maintained across the University Campus, with SDS operating over five sites, SCS delivering interventions across six sites and Chaplaincy having capacity to support students across eight different locations within the University campus (including the main Chaplaincy Centre). SCS are currently looking at potential space at Pollock Halls, and the developments at both King’s Buildings and Easter Bush will facilitate further opportunities to deliver support to students. Both SCS and SDS will be moving into the Wellbeing Centre at 7 Bristo Square when this opens in December 2019- this development will increase the services’ overall capacity for individual interventions by 12 rooms (an increase of 50% on current capacity), and will also provide 3 additional larger rooms where group interventions can be delivered.

### **Quality and impact of provision:**

While the quality of support provided to students with mental health issues continues to be high, there remains an incorrect perception within parts of the University community that waiting times for SCS are high. SCS uses three outcome measures, two of which are clinical and outcomes-focused, and the third of which is a service evaluation. These measures (for 2016/17) demonstrate that:

99% of students who completed the service evaluation are satisfied with the service.

Of students who completed the outcomes-focused evaluation:

- 82% say counselling helped them stay at university
- 82% say counselling helped them do better in their studies

- Counselling improved the experience of university for 89%

The psycho-educational group programme delivered by SCS is also well-evaluated. There were 265 student attendances in 2016/17, and 97.5% rated the content and style as “good”, with 96% saying that they would recommend the workshops to other students. The feedback from students on the PAWS “Therapets” events (organised by SCS each academic year) remains very positive.

In relation to waiting times, a continued and significant focus on service performance and triage by the SCS Director has meant that during 2017/18, 98% of students who referred themselves to SCS have been seen within three weeks, with 67% of students being seen within one week. Given that demand has risen significantly (see below), performance in this area has been excellent, especially when compared to waiting times for statutory and third sector counselling and psychological services in Edinburgh.

The new Director of SDS is working with the team to develop a suite of outcome-measures which can be used within the service and anecdotal, qualitative feedback for support delivered by the Chaplaincy is very positive. There is no formal evaluation of the quality of support delivered by non-specialist department, although anecdotal evidence from the Senior Personal Tutor and Student Support Team networks continues to suggest that many staff in non-specialist areas are feeling overwhelmed by this aspect of their work and are often unsure of how best to manage it and to support students in the right way. A half-day session for members of the implementation group is planned so that priorities and focus areas can be reviewed, and a set of metrics to measure the impact of elements of the strategy can be designed.

## **Training**

In response to this, the University needs to continue to support staff so that they can better support our students. Assistant Principal Murray has continued to endorse the delivery of a fortnightly mental health training programme for Personal Tutors across the University’s Schools, delivered by staff from SCS and SDS. Take up of places on the training has been 62% this year, down from 65% in 2016-17, and spaces have more recently been offered out to Student Support Teams (as well as PTs) and staff from other Schools. In general, take-up of spaces within CSE has been high, and within CAHSS Schools attendance has been lower. Feedback on the course remains extremely positive. This initiative clearly requires high levels of PT participation, and as this has not been delivered up to this point, a process of engagement with senior staff within CAHSS has started with a view to working collaboratively to overcome barriers and identify pragmatic solutions to this situation.

The volume of mental health training available to University staff needs to be scaled up. The University was recently successful in its application to work in partnership with the Charlie Waller Memorial Trust (whose on-line mental health training modules are currently available for generic use) to develop on-line mental health training solutions which will be customised to the University of Edinburgh and available to the whole University community. Plans are being developed to design two pilots within this initiative, using a “train the trainer” model: one of which will focus on working with five Schools within CAHSS, with the other focusing on working with specific groups of professional services staff (e.g. Security, Library, IAD). Work is being undertaken with Student Systems to ensure that functionality is in place to gather information on the number of University staff who have completed the on-line training.

## **Growth in demand- resourcing**

SCS and SDS have experienced continued growth in demand during the past two academic years, with both services receiving 8% more referrals than the preceding year in 2016/17, and a further increase in demand of 10% for SDS and 12% for SCS being experienced in the current academic year. SCS has already seen over 3700 students this year, and within SDS, the number of students who have been allocated to a Mental Health Mentor so far during this academic year is 230, which is an increase of 28% from last year. In order to manage demand, SCS received increased investment of £65k in 2016/17 and an additional £50k in 2017/18. During the past 7 years, the SCS budget has grown by 150%, and demand has grown by 270%.

Further investment for SCS has been requested in this year's Planning Round, and other strategies are also being implemented in order to meet the continued projected growth in demand (the lower growth projection is 8% annually) and to ensure that there continues to be a suite of evidence-based interventions available to students who refer themselves to SCS with a range of different psychological needs, from those who need to access on-line resources to maintain positive mental wellbeing to those who require 1:1 counselling sessions. These include:

1. Scaling up the volume of psycho-educational groups.
2. Recommissioning Big White Wall for all staff and students (an online mental health and wellbeing service offering self-help programmes and peer-support).
3. Continuing to invest in Mindfulness activity.
4. Commissioning Silvercloud, an e-based Cognitive Behavioural Therapy module offering support for a range of mental health issues with a focus on clinical outcomes (this contains two programmes- the first is a flexible bank of self-management resources, whilst the second is a modular, guided self-help programme).
5. Embedding the Feeling Good app within the University community for all staff and students (this is a positive mental health training course which enables users to calm the mind and develop a positive mind-set, facilitating greater emotional resilience to deal more effectively deal with challenges of life).
6. Analysing potential benefits and impact of introducing SCS therapeutic group interventions through looking at evidence from other HEIs
7. Strengthening the student support offer within Schools (through work to be undertaken within the Service Excellence Programme) and Residence Life.

The Residence Life Service has seen a significant increase this year in the volume of students presenting with severe and complex mental health issues. This has resulted in an increased workload for Residence Life staff at all levels, and we need to continue to work in partnership with Residence Life management to ensure that the service has the right level of resources to support students and manage risk.

### **Improving communications:**

There is a significant volume of communications activity and available information regarding the provision of mental health and wellbeing support delivered through on-line and print channels across the University community, and we are now in a situation where this is not structured or communicated in a co-ordinated and organised way, which means that pathways and options are confusing for both staff and students. Work is being undertaken in partnership with SRA to design consistent messaging regarding wellbeing, mental health and the support available at the University- from the pre-arrival stage throughout the student journey.

Collaboration with CAM is taking place to ensure that the Student Mental Health Strategy Communications Plan is fit for purpose, with the key objectives being:

- Firstly, that pathways to support are clear and
- Secondly, to ensure that students and staff have quick and easy access to high quality information on mental wellbeing. (As part of this process, a Mental Health and Wellbeing Intern has recently been recruited to map community mental health resources (including statutory and third sector organisations).

### **Policy and process:**

The University needs to ensure that its policies and procedures are compassionate and support students who are struggling with their mental health. Preparatory work is planned for the lead-in to a full review of the Support for Study Policy/ Fitness to Practise processes. This work will (a) focus on highlighting the ongoing high level of pressure placed on the University system by a small group of students presenting with significant (sometimes acute) mental health problems and high risk behaviour (in particular Residence Life staff, the Student Counselling Service, Personal Tutors and Student Support Teams); and (b) with support from colleagues with expertise in medico-legal and ethical matters, discuss and explore what other options and processes the University could build into a reviewed Fitness to Study Policy in order to ensure students are safe.

### **Governance:**

The Student Mental Health Strategy Implementation Group will continue to report into the Learning and Teaching Committee through a system of submitting an annual summary of progress in this format. Four-monthly meetings of the group will continue throughout the forthcoming academic year.

### **Conclusion:**

A significant volume of activity has taken place within the framework of the implementation of the Student Mental Health Strategy since its approval by LTC and subsequent implementation in January 2017. Key priorities will continue to be:

1. The scaling up of training activity for Personal Tutors and other frontline staff including both a focus on increasing take-up of the fortnightly sessions delivered within Schools and the provision of more bite-sized and online training materials for those unable to attend face-to-face.
2. The scaling up and broadening of the range of evidence-based interventions to ensure that the University is able to respond to students who present with a broad range of mental health needs.
3. Reviewing and co-ordination of communications activity across all channels to ensure that students and staff can easily and quickly access information and advice on guidance on matters related to mental health and wellbeing.
4. Developing a set of measures to measure the impact of components of the implementation plan and their outcomes for students.
5. Reviewing the Support for Study Policy.

Andy Shanks  
Director of Student Wellbeing  
May 2018

## Appendix 1: Student Counselling Service – Service upon Need model



### Notes

1. Strand 1 includes access to Big White Wall, SCS Apps and TED talks, eBook Bibliotherapy, and a wide range of other online self-help. Silver Cloud open access would be included here. The Majority of users of BWW are not current clients of SCS. Strand 1 requires no engagement with SCS staff.
2. Strand 2 includes the Skills for Life and Learning (SLL) workshops and would include Silver Cloud guided self-help modules with limited counselling staff support. 56% of attendees at the SLL workshops are not using SCS for counselling. SLL workshops are accessed on a drop-in basis.
3. Strand 3 Students self-refer online. There is a triage process pre and post Initial Assessment ensuring that students most at risk are prioritised for appointments. Post assessment every



student is given a recommendation of support they can access immediately (online) or quickly (e.g. strands 2 and 7). Printed support materials are available at all our sites.

4. Strand 4 The Service does not offer fixed drop in times or emergency appointments. But our duty manager system and Student Mental Health Co-ordinator role does mean that students can be seen promptly without prior appointments.
5. Strand 5 While the average number of sessions used by students is 4, the majority of students use less than four sessions.
6. Strand 6 – SMH will see students at stage 3, 4 and post strand 5 as appropriate.
7. Strand 7 – students can be signposted to NHS and third sector agencies at any time, but waiting times may be longer for some services.