

The University of Edinburgh

**Meeting of Senate Learning and Teaching Committee
to be held at 2.00pm on Wednesday 20 September 2017
in ECA Main Building Board Room, L05**

A G E N D A

1. **Welcome and Apologies**
2. **Minutes of the Meeting held on 24 May 2017** LTC 17/18 1 A
3. **Matters Arising**
 - 3.1 **Learning and Teaching Strategy Implementation Plan (3.4)**
 - 3.2 **Task Group to Review the Code of Practice for Tutors and Demonstrators (10.3)**
4. **Convener's Communications**

For Discussion
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 - 5.1 **National Student Survey (NSS) 2017**
 - 5.1.1 **Initial Analysis and Suggested Follow-Up Actions** (*CMG paper, for noting only*) LTC 17/18 1 B
CLOSED
 - 5.1.2 **Results** LTC 17/18 1 C
CLOSED
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CLOSED
6. **Teaching Excellence Framework: Learning from the First Year** LTC 17/18 1 F
7. **Reducing the Pressure on Students in Semester 1** LTC 17/18 1 G
8. **Strategic Issues Regarding the University's Undergraduate Degree Programmes** LTC 17/18 1 H
9. **Draft University of Edinburgh Widening Participation Strategy** LTC 17/18 1 I
CLOSED

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|-----|---|-------------------------|
| 10. | Supporting Personal, Professional and Career Development | LTC 17/18 1 J
CLOSED |
| 11. | Lecture Recording: | |
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| 12. | Senate Committee Planning | LTC 17/18 1 M |
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| 15. | Student Partnership Agreement | LTC 17/18 1 P |
| 16. | Reports: | |
| | 16.1 Knowledge Strategy Committee (KSC) Report (meeting held on 2 June 2017) | LTC 17/18 1 Q |
| | 16.2 Report from Learning and Teaching Policy Group (meeting held on 17 August 2017) | LTC 17/18 1 R |
| 17. | Guidance for Committee Members 2017/18: | |
| | <ul style="list-style-type: none"> • Learning and Teaching Committee Terms of Reference:
http://www.ed.ac.uk/academic-services/committees/learning-teaching/terms-reference • Committee Members' Guidance:
http://www.ed.ac.uk/files/atoms/files/committeemembersguidance-2017-18.pdf • Annual report of the Senate Committees (31 May 2017) Outlining Agreed Plans for 2017-18 | LTC 17/18 1 S |
| 18. | Any Other Business | |

Philippa Ward, Academic Services, September 2017

Date of next meeting: 15 November 2017, Cuillin Room, Charles Stewart House

**Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC)
held at 2pm on Wednesday 24 May 2017
in Room 235, Joseph Black Building**

1. Attendance

Present:

Professor Sian Bayne	Director of Centre for Research in Digital Education (co-opted member)
Mr Patrick Garratt	Vice President (Academic Affairs), Edinburgh University Students' Association (ex officio)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy, CSE
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Professor Peter Higgins	Representative of Social Responsibility and Sustainability
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
Mr John Lowrey	Dean of Undergraduate Studies (CAHSS)
Ms Tanya Lubicz-Nawrocka	Edinburgh University Students' Association, Academic Engagement Co-ordinator (ex officio)
Dr Antony Maciocia	Senior Lecturer, School of Mathematics, CSE (co-opted member)
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee) (ex officio)
Professor Anna Meredith	Director for Postgraduate Taught, CMVM
Professor Neil Mulholland	Dean of Postgraduate Studies (CAHSS)
Professor Graeme Reid	Dean of Learning and Teaching, CSE
Professor Neil Turner	Director of Undergraduate Teaching and Learning, CMVM
Mrs Philippa Ward (Secretary)	Academic Services
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (ex officio)

Apologies:

Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (ex officio)
Ms Shelagh Green	Director, Careers Service (co-opted member)
Dr Elaine Haycock-Stuart	Director of Learning and Teaching, School of Health in Social Science (co-opted member)

In attendance:

Professor Jeremy Bradshaw	Assistant Principal Researcher Development
Ms Laura Cattell	Representing Director of Student Recruitment and Admissions

Professor Dragan Gasevic
Dr Donna Murray
Professor Susan Rhind

Chair in Learning Analytics and Informatics
Institute for Academic Development
Assistant Principal Assessment and Feedback

2. Minutes of the previous meeting

The minutes of the meeting held on 15 March 2017 were approved.

3. Matters Arising

3.1 Update on Feedback Quality Monitoring (Item 6)

The Assistant Principal Assessment and Feedback reported that, despite no longer being required to report centrally on feedback turnaround times, Schools were generally continuing to monitor turnaround times and to take remedial action where necessary. The effectiveness of the new approach would be reviewed once the findings of Semester 2 Course Evaluation Questionnaires were available.

3.2 Reporting on Feedback Quality and Turnaround Times via the Programme Monitoring Form (Item 6)

The Assistant Principal Academic Standards and Quality Assurance reported that there would be no change to the Programme Monitoring Form this year in order to incorporate reporting on feedback quality and turnaround times as the Form had already been circulated. However, School Directors of Quality had been asked to note any information relating to feedback turnaround times, particularly areas of good practice or disparity, when reviewing Forms. From next year, feedback quality and turnaround times would be included as a separate heading in the Programme Monitoring Form.

3.3 Report of Higher Education Achievement Record (HEAR) Recommendation Panel (Item 8)

Members noted that the delayed paper from the previous meeting had been approved by correspondence on 31 March 2017. As such, category of wider achievement 11 had been expanded to 'Edinburgh University Sports' Union and Students' Association Prizes and Awards'.

3.4 Learning and Teaching Strategy Implementation Plan

A formal plan would be brought to the September 2017 meeting of the Committee.

Actions:

Director of Academic Services to bring Learning and Teaching Strategy Implementation Plan to September meeting of LTC.

Convener's Communications

4. Committee Membership

Members were advised that Mr Garratt, Dr Haycock-Stuart, Professor Higgins, Mr Lowrey, and Dr Maciocia would be leaving the Committee's membership at the end of the academic year. The Convener thanked them for their very valuable contributions to the work of the Committee over a number of years.

For Discussion

5. Social Responsibility and Sustainability: Curricular and Co-Curricular Pathways

Members considered the paper which set out a vision for the further integration of issues related to social responsibility and sustainability (SRS) into the wider cross-University curriculum and co-curriculum. It proposed the introduction of 4 new SRS-themed pathways, similar to the existing 'Social Enterprise' pathway, which would bring together existing SRS-related curricular and co-curricular activities and courses and therefore allow students to adopt a developmental approach to their learning. The Director of Academic Service, introducing the paper in Professor McAra's absence, reported that Professor McAra is planning to review the terminology of 'pathways' and 'capstone projects'.

LTC was supportive of the proposals. It agreed that the new pathways should be piloted in 2017/18, and made the following observations:

- The proposals were in keeping with ongoing discussions around ensuring that Edinburgh's offer is distinctive and that the University derives maximum benefit from its four year degree structure.
- It would be necessary to develop an evaluation framework to allow the success of the pilot to be measured. The framework should include review of the balance of curricular and co-curricular activity within the pathways.
- Careful thought would need to be given to communications and the way in which the pathways were publicised. Confusion with the College of Arts Humanities and Social Sciences Programme Pathways Project would need to be avoided in particular.

6. Report on Ongoing and Planned Learning Technology Developments

The Director of the Learning, Teaching and Web Services Division of Information Services (IS) reported that the developments outlined in the paper aimed to align with the Learning and Teaching Strategy. Key developments for 2017/18 included Virtual Learning Environment (VLE) consolidation; providing a fit for purpose, centrally supported, lecture recording service; investment in AV and IT equipment in teaching spaces; providing digital skills development opportunities for staff and students; and continued investment in assessment and feedback tools.

Members welcomed the work that was being done to reduce the number of VLEs. The potential benefits of introducing a more uniform approach to use of the VLE and setting minimum expectations around use were discussed. It was agreed that the Director of the Learning, Teaching and Web Services Division would give this matter further consideration, and feed back to LTC in due course.

LTC was keen to see further development in the area of online assessment and feedback. Information about the range of packages available in this area would be circulated to members for consideration.

Actions:

Director of Learning, Teaching and Web Services Division to:

- 1) consider ways in which a more uniform approach to use of the VLE might be introduced and report back to LTC in due course.
- 2) circulate to members information about the range of online assessment and feedback packages available.

Online Distance Learning (ODL), and the University's ambitious targets in this area were discussed. The vision for possible pedagogical approaches to delivering ODL at scale would be brought to a future meeting of the Committee for consideration.

Action:

Secretary to add ODL at scale to a future meeting agenda (to be taken forward by Assistant Principal Digital Education).

7. Report from the Postgraduate Taught Experience (PTES) Working Group

LTC welcomed the final report of the Working Group. The Group's overall conclusions – that PTES is a source of positive feedback which could be used to support confidence in academic standards and learning at Edinburgh, and that data obtained from PTES could be valuable for defining priorities for strategic planning at every level - were noted. The Committee supported the recommendations around planning and positive communications outlined in the report, and agreed that these should be taken forward with stakeholders.

Action:

Dr Murray to take forward the report's recommendations with stakeholders.

8. Review of Feedback Standards and Guiding Principles

It was noted that a subgroup of the LTC Assessment and Feedback Enhancement Group had reviewed the Feedback Standards and Guiding Principles policy and proposed that the document be replaced with a more practical guide linked to an interactive set of resources and case studies on the Institute for Academic Development (IAD) website. LTC was supportive of this proposal, and made the following suggestions in relation to the content of the guidance:

- There may be benefit in including more subject specific examples.
- The document should encourage colleagues to think about more innovative and experimental forms of assessment.
- The bulleted list relating to quality feedback should include the importance of linking back to assessment criteria.

Action:

Assistant Principal Assessment and Feedback to bring paper on course and programme design, including designing innovative assessment, to the September 2017 meeting of LTC.

It was agreed that there would be benefit in including this and related guidance in induction processes for new teaching staff and in CPD for existing staff, and that further work was needed in both of these areas. Members discussed:

- the benefits and disadvantages of compulsory induction and CPD.
- IAD work on School induction pilots. It was noted that it may be possible to incorporate guidance of the type being discussed in these pilots.
- the possibility of developing online CDP for existing staff around a theme. The provision could potentially be made College or subject specific to ensure that it was of relevance to all teaching staff.

For Information

9. Feedback from Flexible Learning Week 2016/17

LTC welcomed the feedback on the Festival of Creative Learning and on Schools' use of Flexible Learning Week 2017, and was impressed by the quality of the activity described.

10. Updates and Reports

10.1 Knowledge Strategy Committee (KSC) Report (Meeting held on 24 March 2017)

Members noted the report.

10.2 Report from Learning and Teaching Policy Group

The report was noted.

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

The Committee was reminded that a Researcher Experience Committee (REC) Task Group had been reviewing the code and replacing it with a Policy. The Policy had been drafted and a view-seeking process undertaken. The draft had been largely very well received, but a small number of areas required further work, including:

- Consistency of terms of employment across Schools – it had been hoped that it would be possible to adopt a standard approach. However, it had been concluded that a degree of flexibility would need to be maintained. LTC agreed that it would welcome standardisation wherever possible.
- Cap on the maximum number of hours to be worked by postgraduate students

Final revisions to the draft in response to the outcomes of the view-seeking exercise would now be made, and the Policy signed off by REC and LTC by electronic business.

10.4 Student Recruitment Strategy: Update on Portfolio Development

It was reported that two meetings of the group discussing the Portfolio Development stream of the Student Recruitment Strategy had now taken place. The group was considering the way in which we understand the 'Edinburgh Experience', and methods of assessing the academic credentials of and business cases for new degree programmes.

A session at the Senate Committees' Away Day had resulted in very useful feedback on the Edinburgh Experience. It was apparent that there are multiple experiences, that the experience is fragmented and complex, and that, although we talk about breadth and flexibility, this is not always the reality within programmes. Notwithstanding this, there are many aspects of the Experience that are highly valued.

In relation to making flexibility and breadth more apparent, the Committee discussed the Hong Kong degree model. The model permits a maximum of 60% of a programme's total credit to be devoted to the core discipline. 22.5% of the credit is then devoted to compulsory courses – languages and a common core – ensuring that all students have a common experience. The remaining 17.5 to 30% of the credit is used for electives. These can be courses taken for interest or with a view to obtaining a joint degree. Students can also choose to undertake a restricted number of additional credits or co-curricular activity.

10.5 Update from Lecture Recording Policy Task Group

Roll-out of the new system would begin in August 2017. For the first year, Schools would continue to work to policy arrangements that were in already in place. A new, University-level policy would be introduced at the start of 2018/19 to coincide with the integration of the lecture recording and timetabling systems.

10.6 Development of a Policy on Learning Analytics

LTC was being invited to approve a set of Principles and Purposes to support the development of the University's Policy on Learning Analytics. A consultation process with Schools had shown that stakeholders were supportive of and interesting in Learning Analytics, but were uncertain about the way in which they would be used.

Members discussed some of the key themes arising from the consultation including:

- The implications for student learning of using Learning Analytics – it was noted that survey data suggested that students may have high expectations of the University acting on the basis of their data, and that staff may not share this expectation.
- The implications for learning design and review – it was noted that it would be possible to acquire course information in real time and therefore to avoid waiting until the end of a course to make changes. Transparency, data protection and consent – when securing student consent, it would be important

to be clear about the way in which the data would be used eg. for operational or research purposes.

The Committee was advised that once the Principles and Purposes had been approved by both LTC and KSC, a framework would be in place to guide the development of a Policy that would address issues such as consent. The framework would enable the University to run pilots to ensure that the individual needs of different Schools were addressed.

The Committee agreed to the following revisions:

- The use of the term ‘ethically conducted’ in Principle 5 could be ambiguous – the Committee suggested rewording it to ‘conducted according to defined ethical principles’.
- Principle 7 should be reworded to read ‘Data generated from learning analytics will not be used to monitor staff performance, unless specifically authorised following additional consultation’.

Members also made the following observations:

- Students’ expectations that the University would act on the basis of their data was considered reasonable, and it was proposed that this should be incorporated within the Principles.
- Principle 2 could restrict Schools’ ability to use Learning Analytics in a way that focusses solely on non-engaging students.
- The Students’ Association welcomed the commitment within the Principles to issues of consent and to not applying a deficit model.

LTC approved the Principles and Purposes subject to the agreed revisions.

Actions:

Learning Analytics Policy Task Group to agree to revise Principles 5 and 7 of the Principles to take account of LTC’s observations.

10.7 Near Future Teaching: Designing the Future of Digital Education at Edinburgh. Update for LTC

The convener of the Digital Education Task Group reported that the Group was undertaking a project to develop a vision for digital education that was driven by values and ideas, not technology. The Task Group had met twice, the first time to consider scope, and the second, project methodology and pilots. Pilot events had subsequently been undertaken and were now complete. Planning for upcoming activities was underway, and a supporting website would be launched shortly.

LTC welcomed the work of the Task Group, and particularly, the rich and diverse ways in which the Group was gathering student and staff input.

10.8 Update from Research-Led Learning and Teaching Task Group

The Committee noted the work of the Task Group.

10.9 Update from University-Wide Courses Task Group

LTC welcomed the update, and discussed the potential value of introducing a single course for all students that introduced them to the City, the Enlightenment and the University's research-led learning and teaching. Members expressed some support for a course of this type, and potentially for using it as a pre-arrival tool. It was also recognised that there may be some student resistance to a standard course and that benchmarking and further consultation would be necessary before proceeding.

The Committee noted that it would be important to draw together work relating to Portfolio Development, University-wide courses, research-led learning and teaching and other related initiatives.

Actions:

Director of Academic Services to consider ways in which related work streams around the 'Edinburgh Experience' might be brought together.

11. Any Other Business

11.1 2017/18 Meeting Dates

20 September 2017 at 2.00pm - ECA Main Building Board Room (L05)
15 November 2017 at 2.00pm - Cuillin Room, Charles Stewart House
24 January 2018 at 2.00pm - Board Room, Chancellor's Building, Little France
14 March 2018 at 2.00pm - Raeburn Room, Old College
23 May 2018 at 2.00pm - Room 235, Joseph Black Building

The University of Edinburgh

Learning and Teaching Committee

20 September 2017

Teaching Excellence Framework: Learning from the First Year

Executive Summary

This paper was originally presented to Principal's Strategy Group on 21 August 2017 and provides background information on the first year of operation of the Teaching Excellence Framework (TEF). Whilst the University's current position is not to participate in the TEF, the information included in the paper would become of relevance to the University if, in the future, it changed its position.

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

Leadership in learning.

Action requested

For discussion and information.

How will any action agreed be implemented and communicated?

The paper is for discussion and information only at this stage.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Not applicable. The paper is for discussion and information only.

2. Risk assessment

Not applicable. The paper is for discussion and information only.

3. Equality and Diversity

Not applicable. The paper is for discussion and information only.

4. Freedom of information

The paper is open

Originator of the paper

Professor Tina Harrison

Assistant Principal Academic Standards and Quality Assurance

Teaching Excellence Framework: Learning from the first year

This paper provides a reflection on insights from the first year of operation of the Teaching Excellence Framework (TEF), in particular highlighting key features leading to higher TEF outcomes.

TEF

The government introduced TEF in 2016 as a new 'scheme for recognising excellent teaching' (HEFCE) over and above existing quality arrangements (such as QAA's ELIR). TEF result in Bronze, Silver or Gold awards based on a holistic assessment of a provider's performance against three criteria: teaching quality, quality of the learning environment, student outcomes and learning gain.

A total of 238 institutions took part in TEF; 115 achieved a TEF award of Silver, 55 Bronze and 60 Gold. Only five institutions from Scotland took part, three achieving Gold (Dundee, Robert Gordon, St. Andrews) and two Silver (Abertay, Heriot-Watt).

Assessment process

The assessment process comprised a three-step approach involving: (1) a review of the provider's core and split metrics, (2) a review of the provider submission, (3) a holistic review of the performance against the TEF criteria.

The metrics provide the starting point for the assessment and the development of an initial hypothesis. The initial hypothesis is then 'tested' using the provider submission (maximum 15 pages). The final outcome is based on a 'best fit' holistic assessment of the evidence (metrics and submission) against the three criteria (teaching quality, learning environment, student outcomes).

Six core metrics are used: three metrics are derived from NSS (teaching on my course, assessment and feedback, academic support), one from HESA (non-continuation) and two from DLHE (employment/further study and highly-skilled employment/further study). The metrics relating to student outcomes, especially highly-skilled employment/further study, and non-continuation are clearly very important to the TEF outcomes. A recent Russell Group analysis of TEF outcomes notes that the statements of findings for all Gold TEF awards refer to 'consistently outstanding student outcomes'. In practice this means at or above benchmark performance and consistently good for all student groups (according to the split metrics).

The split metrics provide a breakdown of the six core metrics according to: level of study, age at start, sex, disadvantage (i.e. SIMD), disability, ethnicity (BAME). Within this, performance in relation to SIMD and BAME are significant.

What makes a compelling provider submission?

The nature of the submission and the quality of evidence within it can strengthen or weaken the outcome. Movement from an initial metrics-based hypothesis is possible on the basis of a strong provider submission with compelling evidence against the criteria. Provider submissions may be strengthened in the following ways:

- **Explanation of metrics**

Strong submissions were able to explain all their core metrics, and any noteworthy variations in the split metrics. It is equally important to explain the positive metrics as well as the negative ones. Positive metrics not accompanied by a clear explanation of what the institution has done in support of positive performance typically makes for a less compelling submission. The impact of negative metrics on a holistic assessment may be lessened by acknowledging the metrics and demonstrating that action has been or is being taken, even if action has yet to show any impact. However, demonstrating positive impact as a result of action taken during the 3-year assessment period can significantly strengthen the submission.

- **Evidence versus information**

All evidence is information, but not all information is evidence! Institutions used a range of evidence, although some evidence seemed to be used more than others.

- Qualitative versus quantitative

Both qualitative and quantitative evidence were used and are acceptable from an assessment viewpoint, although it is likely that quantitative evidence is wider reaching than qualitative. Qualitative evidence commonly used included comments from external examiners and comments from employers/industrial advisory boards. Quantitative evidence tended to come from internal student survey data and student performance data, although not typically noting sample sizes or response rates.

- Internal versus external

Internal and external evidence is equally valid. The nature of the evidence is perhaps of greater importance and its relevance to the TEF criteria. Externality is very beneficial, and the views of external examiners and any form of evidence from employers seemed to be viewed positively. Submissions made frequent reference to positive comments/commendations from QAA reviews, although this may not necessarily be taken as strong 'additional evidence' – due to the relationship between quality reviews and TEF.

Submissions also made reference to performance in other league tables and rankings. Caution needs to be exercised here, though. Where the relevance to the TEF criteria is unclear, or alternative benchmarked data are used, the evidence may be less compelling.

- Breadth and universality

A key feature of TEF is the extent to which positive outcomes are achieved for all student groups. Hence, this needs to be reflected in the breadth and universality of the evidence used. It can be harder to evidence universality in larger numbers and big institutions.

- Employment evidence

Employment and student outcomes are significant to TEF. Certain employment factors are not benchmarked (including geographic location, graduate mobility, institution type, employer preference). The onus is on the institution to provide any relevant contextual information and compelling evidence affecting student employment outcomes and make any mitigating arguments. Provider submissions used a range of evidence in support of institutional employability strategies and employment outcomes, including: employer input into course design and assessment and QA (seen as very relevant), impact of PSRBs and range of accredited courses, use of employers in teaching and professional development of staff, work-related learning contexts.

- Link between policy-practice-outcome

Strong provider submissions were able not only to identify a clear policy and practice, but were also able to demonstrate the impact of the policy during the TEF period. For example, many submissions referred to feedback and assessment policies, feedback turnaround times and formative assessment. The submissions from Silver and Gold rated providers were able to chart the introduction of the policy and the impact on NSS scores or other evidence of positive outcome (i.e. internal surveys or student performance data). Policy descriptions alone may be sufficient where metrics are already positive and the introduction of the policy is unlikely to have had time to exert an impact. However, to lessen the impact of negative metrics on a holistic outcome would require that an outcome or impact from policy/practice can be evidenced.

- Distance travelled versus trajectory

The TEF guidance clearly highlights that TEF is a snapshot and no indication of a trajectory should be implied from the three-years of data. Provider submissions, should therefore not suggest that performance is improving, but should only state and evidence any actual improvements within the three-year period. The policy-practice-outcome approach provides clear evidence of the distance travelled that can be used to evidence impact within the three-year snapshot. New initiatives without impact may be viewed as less credible, 'wet paint'.

Going for Gold

A recent Russell Group analysis of TEF outcomes notes five areas where RG universities were commended over and above performance in the metrics. Based on a reading of a range of 'Gold' rated institutions, a number of actions/approaches/initiatives underpinning the five commended areas are worth noting.

- **Investment in physical learning environment:** Reporting of investment alone is not sufficient, instead Gold rated institutions outlined where investment in the learning environment fits with a clear purpose/strategy appropriate to learning and pedagogy (and addressed any aspects highlighted in the TEF criteria). Gold rated institutions highlighted investment in student hubs and student support centres, teaching spaces (often more flexible teaching spaces), and student study spaces.
- **Investment in digital learning resource:** As for investment in the physical learning environment, Gold rated institutions highlighted a clear strategy to make a compelling argument. Institutions in general frequently referred to investment in the VLE, digital resources, the library and lecture recording. These were mentioned by many institutions, not only those rated Gold. Silver and Gold rated institutions were able to articulate a clear, consistent and institution wide approach/expectation about the use or engagement with such developments (both staff and students). Reasons for investment often referred to increasing accessibility, student support, international students, WP/BAME students and changes in teaching pedagogy in the use of physical teaching spaces.
- **Delivering stretch/challenge:** Institutions referred to the way the design of the curriculum enabled students to be challenged and stretched. Gold institutions were able to state a clear purpose and rationale for the curriculum and the stages within it, largely with university-wide approaches for all students. Stretch and challenge was often linked to research-informed teaching highlighting the ways in which students were involved in research. Some referred to the ways in which students were engaged in institution-wide subjects that encouraged breadth outside of the discipline (e.g. University of Birmingham's 20 credit first year course 'widening horizons' drawn from a comprehensive suite of modules. Other examples referred to the ways in which students were engaged in industry/entrepreneurial challenges, linking to employability skills.
- **Research-informed teaching:** In Russell Group universities this tended to focus on how teaching is shaped by and benefits from excellent research performance, and how students are involved in research. Examples included: student co-authored research papers with academics; research seminars open to UG students; interdisciplinary UG project teams working together to solve real world problems (global challenges); Vice-Chancellor's seminar series in which UG students lead and engage in rigorous evidence-based academic debate; provision of a university-wide cross-disciplinary UG student research journal showcasing high quality student work formatted as academic papers and supported by PGR students in the writing. In Gold rated institutions more broadly there was a distinct focus on research-informed pedagogy and developments in policy for teaching and learning being informed by educational research. Other practices that highlighted the scholarship of teaching included annual teaching symposia/conferences, some run as academic conferences. This last point also links to the recognition of excellent teaching.

- **Institutional culture that facilitates, recognises and rewards excellent teaching:** Most of the submissions at all TEF levels made reference to the place and importance of teaching in appointment and promotion processes and student led schemes to recognise teaching excellence. Most institutions also had some element of professional development for teaching practice and/or accredited provision. What seems to distinguish the Gold rated institutions is the universality of approach and clear expectations for engagement in professional development and/or HEA accreditation for all new members of teaching staff and ongoing CPD (peer observation as a universal expectation). Stretching targets were often highlighted for proportions of staff to achieve a certain teaching qualification/HEA Fellowship status. Institutions noted a variety of ways in which excellent teaching was recognised and rewarded other than via promotion processes, including one-off financial rewards for excellent teachers (identified via student feedback, student teaching awards) and vice-chancellor's awards for teaching excellent (based on nominations).

Other factors characteristic of 'Gold' institutions.

In addition to the five themes outlined above, several other factors are characteristics of institutions achieving Gold TEF awards.

- Articulation of systematic, institution-wide approaches.
- Personalised approaches to student support that are tailored to the needs of different student groups (depending on the make-up of the student body). In particular schemes to support students that have failed modules to 'get back on track', schemes to support WP and BAME students and students entering via alternative routes, and schemes to support high achieving students (Surrey University's STARS).
- Widespread opportunities for work-related learning. This does not necessarily have to involve internships or placements, but also involved work-relevant teaching/assessment/projects and often with industry involvement.
- Widespread opportunities for extra and co-curricula activities that are recognised via the institution over and above the HEAR. Some examples referred to leadership awards.

The University of Edinburgh

Senatus Learning Teaching Committee

20th September 2017

Reducing the Pressure on Students in Semester 1

Executive Summary

This paper seeks to provide an introduction to the Vice President Education's manifesto pledge concerning the pressures exerted on students in Semester 1.

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

Leadership in Learning

Action requested

This paper is for information and discussion at this stage, and depending on the outcome of the discussion, I may come back to the Committee with specific proposals/recommendations (including additional information on resource, risk and equality and diversity considerations) in due course.

How will any action agreed be implemented and communicated?

Paper for information and discussion only at this stage.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
Paper for information and discussion only at this stage.
- 2. Risk assessment**
Paper for information and discussion only at this stage.
- 3. Equality and Diversity**
Paper for information and discussion only at this stage.
- 4. Freedom of information**

Open

Originator of the paper

Bobi Archer, Students' Association Vice President Education

The Semester 1 examination period is shorter than that of Semester 2. Depending on the day in which the academic year falls, students are given between 3 and 7 dedicated days to prepare for the examination diet. A student may be required to prepare for 60 credits of material in this time, equating to a quarter of their degree classification, as such, some students may feel at an academic disadvantage. This can be particularly problematic for visiting students who may still adjusting to university structures and life.

With the recommendations outlined within this paper, students should feel less pressure through the Semester 1 examination period, which could have a positive impact on their academic performance and provide a more positive student experience.

1. University policy that week 11 is to be free of new examinable material

This mode of practice has already been implemented in some Schools across the institution, with Economics and Law using it as a reading week. The intention is for the week to be used for revision techniques and recapping material. As there is an inconsistency in the way in which this is currently implemented, I would advise for this to become a University-wide policy to create consistency throughout Schools. Creating consistency in this area will ensure that those students taking outside courses and those on joint degrees are not faced with inconsistent practise.

Schools currently adopting the practice (with the exception of some courses):

- Biological Sciences
- Biomedical Sciences (4th year)
- Business School
- Chemistry
- Divinity
- Economics
- Engineering
- Health in Social Science
- Informatics
- Law (pre-honours)
- Mathematics
- Philosophy, Psychology and Language Sciences (Honours)
- Physics
- Social and Political Science (with the exception of 'slow-starting' courses)

Schools are right to note that students should be revising well before the examination period, which we are aware is currently the case. However, the introduction of new material in week 11 does not feasibly leave enough time for students to revise this information sufficiently, particularly for those students who are taking up to 5 courses with examinable material.

2. Week 6 or 7 to be free of regular (weekly) assignments

In courses where students are required to submit weekly assignments that equate to a small proportion of the course, a 'breathing week' could be given in Week 6 or 7. This will allow for students to reflect on material already introduced and to catch up on any outstanding reading or assignments.

The long term ambition would be to implement this across the institution and for it to be known as a 'reflection week' in line with mid-semester feedback.

Schools that currently have regularly weekly assignments of the type discussed above:

- Mathematics
- Physics
- Economics
- Schools with statistics modules

Concerns were raised that if work is not assessed then students will not learn this material. However, the majority of the courses assessed in this way have weekly tutorials run simultaneously, so students will still be working on the material in teaching time, just not required to submit an assessed piece of work for this week (attachment A).

Some courses already state that only the best 8 out of 10 assignments count, but some students may still feel required to submit all assignments. Psychologically, students could feel more at ease with Week 6 or 7 free from **all** assignments.

3. All courses to provide a structure/template of the examination if adjustments have been made or a new course is created

An examination should be testing students on content, not their ability to interpret an examination paper. There should be a level of preparation provided by course organisers and changing the examination structure without notification can be detrimental to a student's mind-set. This is particularly important for visiting students and those requiring learning adjustments. One example of good practice at the University is within the School of Divinity, where students are provided with a template of the examination (with the questions removed) to ensure that they are clear on the structure of the exam prior to completing it (Attachment B). This ensures consistency between courses and does not disadvantage those who do not have access to past papers.

There are two areas for discussion here;

- a. Providing a template examination paper in advance of the exam to help students with their preparation.
- b. Schools changing the assessment criteria after the course has started

4. A staff/student member arranging activities and workshops to support students' learning and provide academic guidance

There is a substantial amount of good practice already present at the university around supporting students through the examination periods. It is important that students are aware of the support available and that the standard of support is consistent across the institution and relevant to students' requirements. This support could consist signposting staff or providing additional revision and support sessions for students.

Examples of good practice include:

- Economics – regular drop in sessions with students and staff members for students during the revision period
- Mathematics – office hours, revision skills workshops and a Student Learning Advisor who is available for both academic and pastoral support
- LLC – A Senior Support Leader who overlooks the Pals and Peer Support Teams

The University of Edinburgh

Senate Learning and Teaching Committee
20 September 2017

Strategic issues regarding the University's undergraduate degree programmes

Executive Summary

A wide range of University projects are raising strategic issues regarding aspects of the University's undergraduate curriculum. This paper is intended to open up discussion regarding the merits of taking a more coordinated and strategic approach to the development of the University's UG curriculum. The Committee is not being invited to make any decisions at this stage.

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

Developing the University's undergraduate curriculum supports the University's strategic objective of Leadership in Learning.

Action requested

The Committee is invited to:

- Note the current projects at the University, and identify any other relevant projects;
- Discuss the analysis of issues that these projects are raising;
- Discuss the benchmarking information regarding curriculum developments at other institutions, including identifying any developments that may be transferable to Edinburgh;
- Consider what possible approaches the University could take any action to coordinating the University's current projects, and to developing the University's undergraduate curriculum over the medium- to long- term; and
- Advise on how the University could broaden out discussion regarding the strategic issues highlighted in the paper.

How will any action agreed be implemented and communicated?

N/A – the Committee is not being asked to make a decision.

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A – Committee is not being asked to make a decision

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2. Risk assessment

N/A – Committee is not being asked to make a decision

3. Equality and Diversity

N/A – Committee is not being asked to make a decision

4. Freedom of information

Open

Originator of the paper

Tom Ward, Director of Academic Services
21 August 2017

Strategic issues regarding the University's undergraduate degree programmes

1 Overview

A wide range of University projects are raising strategic issues regarding aspects of the University's undergraduate curriculum. It is likely that, unless these issues are addressed in a coordinated and strategic way, the individual projects are unlikely to fulfil their potential, or that any tensions between the objectives of the different projects would be properly resolved. On a practical level, managing each of these projects separately may lead to duplication of effort for the staff managing them and for the staff and students engaging with them.

This paper is intended to open up discussion regarding the potential merits of taking a more coordinated and strategic approach to the development of the University's UG curriculum. It:

- Highlights the implications of the University's Learning and Teaching Strategy for the University's UG curriculum;
- Summarises the main University projects that are engaging with aspects of the UG curriculum;
- Analyses the issues that those projects are raising, and proposing a strategic and joined up approach to addressing these issues; and
- Provides some benchmarking information on approaches to curriculum at some other institutions.

The paper also makes some initial proposals for possible actions that the University could take in order to take a more coordinated and strategic approach. These proposals (some modest, some more fundamental and potentially controversial) are intended to stimulate discussion regarding possible ways forward– the Committee is not being invited to approve any specific proposals at this stage.

In addition to the University projects highlighted in the paper, it is likely that a range of College and School initiatives will also be engaging with similar issues, for example when undertaking major curriculum developments. This paper highlights one particularly prominent College project (the College of Arts, Humanities, and Social Sciences' Programme Pathways Project), but does not seek to map other developments. It is however worth noting that there are major UG curriculum developments underway in individual Schools, for example Biological Sciences.

2 For discussion

The Committee is invited to:

- Note the current projects at the University, and identify any other relevant projects;

- Discuss the analysis of issues that these projects are raising;
- Discuss the benchmarking information, including identifying any developments that may be transferable to Edinburgh; and
- Consider what possible approaches the University could take any action to coordinate the University's current projects, and to developing the University's undergraduate curriculum over the medium- to long- term.

3 University Learning and Teaching Strategy

The University's Learning and Teaching Strategy highlights some key aspects of the UG curriculum:

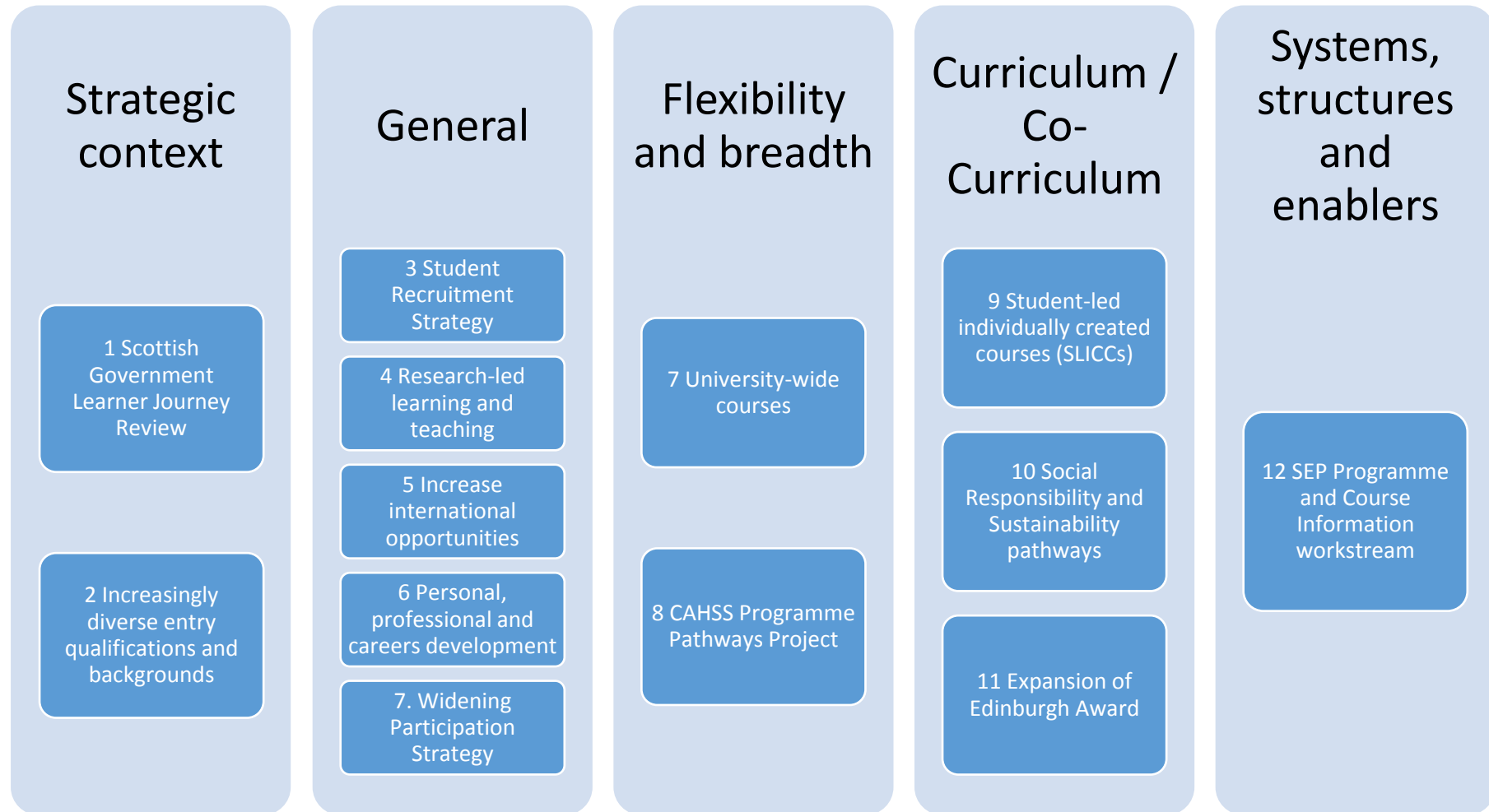
- Research-led learning and teaching;
- Greater integration of graduate attributes and employability;
- University-wide courses;
- The opportunity to participate in courses and modes of learning outside a student's core discipline; and
- The opportunity for all students to have an international experience.

It also highlights some other issues that the University will take into account when developing the (UG and PGT) curriculum:

- Using the curriculum to promote inclusion, equality and diversity;
- Supporting a culture of active and engaged students by providing varied opportunities for independent and student-led learning within and beyond students' main programmes of study;
- Developing opportunities for experiential learning on campus, in the community, and in businesses and other organisations, nationally and internationally;
- Committing to the creative use of digital technologies in our teaching and assessment where appropriate whether online, blended or on-campus; and
- Utilising our world-class libraries and collections in innovative and research-led ways to enrich our curriculum.

This paper focusses on those issues which relate predominantly to the structure and content of the curriculum (rather than, for example, technologies and pedagogies used to support and deliver it).

4 Overview of main projects



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The Annex provides further information on each of these strands. Note that, while this paper focusses on the University's undergraduate curriculum, some of these strands may have implications at PGT level as well.

5 Analysis

This range of projects is highlighting some issues regarding the University's UG curriculum:

Is there enough flexibility and breadth in the (pre-Honours) curriculum?

- **Limited space for 'outside courses' in many programmes.** A key distinguishing feature of the Scottish four-year undergraduate degree programme is that it offers students the flexibility to take courses in areas outside their main subject(s) ('outside courses'). In practice, this flexibility is largely contained within the pre-Honours years (years one and two). The University's curriculum framework requires that programmes allow students to take a minimum of 40 credits of outside courses in year one and (where possible) in year two. In practice, the extent of this flexibility varies, with some programmes exceeding this minimum requirement, and others having 'opt outs' from it. Typically there is more space for outside courses in social science and humanities programmes than in Art, Design or STEM programmes, with some professionally accredited programmes (for example the Medicine and Veterinary Medicine curricula), and some joint programmes having very little flexibility at all.
- **This means that many students will not be able to take up the opportunities we want to create.** If a large number of students have little or no space in their programmes for outside courses in pre-Honours years, the impact of the planned development of an extended portfolio of University-wide courses, and of mainstreaming of the 'elective' SLICCs, will have limited impact.
- **And the timetable will limit access to those opportunities further.** Even if a student's programme includes space for outside courses, the student's timetable will constrain the courses that they are able to access. The timetable already means that students have far less choice of outside courses than might appear to be the case. If University-wide courses involve any face-to-face or synchronous online activities (as opposed to wholly asynchronous online), it may be necessary to create space in the timetable in order to allow students to take them (particularly if there is an expectation that all students would be able to – or have to - take them).

How should we resolve the competing demands for the use of 'outside courses'?

- **Should the priority be for students to take a second subject?** Historically, where students have had space for outside courses, it has been common practice, particularly in CAHSS, to encourage students to use their outside courses to take a 'second subject' in years one and two that will allow them to meet the requirements for progression in a different degree programme (allowing them the potential to transfer degree programme, for example if they fail to progress in their intended degree programme).

- **... Or University-wide courses or SLICCs instead?** If an increasing number of students were to choose to (or be required to) take 'University-wide courses', or take 'elective' SLICCs, without a corresponding increase in the space for outside courses in the curriculum, the consequence would be that a lower proportion of students would take a 'second subject'. This could reduce progression rates, since students who fail to progress in their main subject would have no alternate route. It could also have affect the budgets of those subject areas that currently have a high proportion of students taking their courses as a 'second subject'.

Why don't we resolve these competing demands by creating more space for 'outside courses'?

- **We are already taking some steps to create greater flexibility and breadth.** The CAHSS Programme Pathways project is seeking to extend this flexibility and breadth in programmes where it is currently restricted. The project is seeking to create at least 60 credits of space for outside courses in each of years one and two (more than the University's curriculum framework currently requires). However, this project has not yet led to change in all programmes. The other two Colleges do not have equivalent programmes.
- **But couldn't we be more ambitious?** If we are to allow students both to have the prospective of a 'second subject', and to allow them some space to take University-wide courses, then their programmes should include no more than 40 credits of core curriculum in each of years one and two (meaning 80 credits for outside courses in each year). Given that Scottish UG degree programmes are one year longer than comparator programmes elsewhere in the UK, and that some three-year comparators include some space for 'outside courses', it seems reasonable that as a minimum all our programmes should have space for students to spend at least half their time during pre-Honours years studying outside courses (implying at least 60 credits of outside courses per year in years one and twos), and that there is a decent argument that there should be space for 80 credits of outside subjects.

Or would it be easier to relax limits on credit?

- **We already allow students to take additional credits...** The University's UG Degree Regulations allow Personal Tutors to permit their tutees to take up to 40 additional credits per year in pre-Honours years. Some areas are using this provision to allow their students to break out of their students' programmes' constraints on access to outside courses. For example, the School of Literature, Languages and Cultures indicates that students can take language courses on an additional credit basis, and to date most students taking 'elective' SLICCs have done so on top of the normal credit load.
- **So why not make this practice more widespread, rather than requiring Schools to reduce 'core elements' from their programmes?** Politically, allowing students to take 'additional credit' may be the simplest way to broaden the pre-Honours curriculum to include developments such as University-wide

courses and SLICCs, since it creates additional space in the curriculum while not requiring Schools to make potentially contentious changes to their programme structures. However, while some (eg higher performing) students may be able to take additional credit without compromising their academic progression, it may not be in the academic or welfare interests of other students (for example, those students who find the transition to University challenging, or who have significant employment commitments or caring responsibilities).

- **And wouldn't this mean spreading resources more thinly?** Allowing students to take additional credit means that the University is delivering additional learning and teaching with no additional income. While this may well be manageable on a small scale (eg when piloting new types of provision), if scaled up it would be likely to lead to a diminution of the quality of the learning and teaching experience.

Is our curriculum too complex?

- **Do we have too much choice of courses and programmes?** The University has about 400 different UG degree programmes (many of which are joint degree programmes), and a large number of courses. It is not clear whether this choice is necessarily leading to a better student experience. For example, the extensive range of courses available as outside courses for pre-Honours students may be overwhelming to students, and the existence of a large number of joint degree programmes (many of which have small numbers of students on them) can make it more challenging to support students. In addition, the volume of programmes and courses contributes to a very complex teaching and examination timetable.

What is the purpose of year one?

- **Will the changing context require us to rethink year one?** At present, more than 95% of undergraduates enter year one, although in some Science and Engineering subjects a significant minority of (predominantly Home) students have direct entry into year two, and significant numbers of Overseas students enter year three on a '2+2' basis. The Scottish Government's Learner Journey Review may encourage the University to increase options for direct entry into year two for suitably qualified applicants, which could create the impression that year one is an optional extra for many students. Conversely, the increasingly diverse entry qualifications and backgrounds of our students could lead to areas viewing year one as a 'foundation' year to ensure all students enter year two with the appropriate skills and knowledge, irrespective of their entry qualifications. Initial discussions regarding the University's widening participation strategy are raising similar issues regarding the purpose of year one, which could have direct implications for the year one curriculum.
- **Some of our curriculum-related projects may also pose particular questions about the purpose and structure of year one.** For example, the research-led learning and teaching task group is likely to address the question of what

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research-led learning and teaching should mean in practice during year one and two.

Are we stimulating multiple (and potentially uncoordinated) requests that Schools review their curriculum?

- **Several projects are likely to lead to an expectation or requirement that Schools review their curriculum to address particular issues.** For example: the research-led learning and teaching task group has been asked to develop a framework to enable Schools to evaluate the extent to which their programmes are delivering research-led teaching and learning; Edinburgh Global is at an early stage of exploring the potential of Schools' incorporating 'mobility windows' in their curriculum; and the Careers Service is planning to work with Schools to agree Development Plans which (among other things) will focus on how Schools can develop their curricula to support their students' personal, professional and career development. In addition, in CAHSS the Programme Pathways Project is also encouraging Schools to review their curriculum.
- **And the University is also promoting and supporting curriculum review methodologies which are encouraging Schools to focus on patterns of assessment and feedback in particular.** Both the Leading Enhancement in Assessment and Feedback (LEAF) project, and the Edinburgh Learning Design roadmap (ELDeR) project, are offering supported approaches to designing and developing their curriculum – with a particular focus on assessment and feedback.

What should be in the curriculum and what in the co-curriculum?

- **We have enhanced the co-curriculum.** In recent years, the University has significantly enhanced its support for the co-curriculum, for example by developing the Edinburgh Award. It has also created innovative approaches to linking the co-curriculum with the curriculum, through the 'elective' SLICCs and, most recently, the plans for Social Responsibility and Sustainability pathways. It is also recognising an increasing range of co-curriculum activities via the Higher Education Achievement Record.
- **But expanding these offerings may prompt debate about whether some of these skills and approaches should be in the (core) curriculum instead.** There are plans to expand the Edinburgh Award further, and also interest in growing and further mainstreaming of SLICCs. The larger the Edinburgh Award becomes, the more likely that the University will want to present it as a fundamental aspect of the Edinburgh experience. However, co-curriculum activities are optional and only – however flexible and inclusive those activities are – in practice are only available to those students who have sufficient time outside their curriculum. As the value (for example, to graduates' employability) of the skills and attributes developed through these co-curricular activities becomes more widely recognised, people may begin to question whether all students should develop them (implying that they should be developed within the curriculum). And the University will not be able to claim that all our graduates will have developed these skills and attributes if some of the primary activities for developing them are only being undertaken by a proportion of students.

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Doesn't a strong recruitment message require a consistent offering?

- **Too much variation in curriculum structures between programmes makes it difficult to communicate the 'Edinburgh Experience'.** While the University's programmes include many features that will be attractive to prospective students, it will be difficult for the University to communicate its Unique Selling Proposition, while remaining compliant with consumer protection laws, if there is too much variation across programmes. For example, any recruitment messages regarding the flexibility and breadth of the four-year degree and opportunities to take a suite of exciting University-wide courses would be weakened if we have to accompany them with lots of caveats about this feature not being available across many programmes. Similarly, it will be challenging to tell a compelling story regarding how our programmes are research-led and benefitting from our world-class research, unless we are confident that all programmes offer the relevant features (albeit delivered in different ways). We should therefore reflect on whether we currently have the right balance between consistency in key aspects of our curriculum offering and discipline-specific variation that will allow us to maximise our recruitment impact while allowing Schools sufficient flexibility to develop their programmes in ways appropriate to their disciplines.

Is published information about our course and programme highlighting the key features of our curriculum?

- **Work is planned to address weaknesses in published information about our programmes.** The University communicates information about our undergraduate programmes to prospective students through the Degree Finder entries and Degree Programme Specifications (DPSs). Further work on this information is required in order to maximise the University's compliance with Competition and Markets Authority guidelines. The Service Excellence Programme (SEP) is planning a major strand of work on Programme and Course Information, which will replace current arrangements for publishing programme information and replace them with a single, golden-copy, data source for all programme information.
- **This provides an opportunity to rethink what aspects of our curriculum we want to highlight.** The SEP work will need to be underpinned by an agreed position regarding the categories of information that published information about our programmes should contain, and implementation may involve Schools updating or rewriting copy about their programmes. If substantial updating of programme information is required, it provides an opportunity to ensure that programme information is articulating the University's key messages regarding its 'offer'. For example, at present, published programme information requires Schools to include information about study abroad opportunities and career opportunities, but not to explain the research-led nature of the learning and teaching.
- **And some other projects are also raising issues regarding how we publish information about courses and programmes.** The University-wide courses

task group has suggested that – alongside developing a suite of University-wide courses – the University needs to enhance the way that it presents students' options for outside courses. At present, the University lists options for outside courses by School and subject-level, and the group suggests that it may be more appropriate to follow the approach taken by some other institutions (see benchmarking) and present the options thematically. This may require developments to course-information systems, as well as agreement regarding what the 'themes' should be. The SRS pathways project may also raise issues regarding how students understand their programmes of studies, and the pathways they can take through them (since students on these pathways are going to have to make course choices that simultaneously meet the requirements for their degree programme, and the requirements for their SRS pathway).

Do we have the right governance structures and resourcing models to support innovative approaches to curriculum?

- **Our structures may be impeding interdisciplinary approaches to the curriculum.** In line with the University's overall organisational approach, our approaches to curriculum approval, programme and course management, and quality assurance, give individual Schools responsibility for courses and programmes, and our curriculum systems reinforce this organisational approach. Similarly, our budgeting and staff management models allocate budgets and assign responsibility for managing academic staff to individual Schools. Feedback from 'elective' SLICCs project, and the University-wide courses project, suggest that these structures make it more challenging to develop and run courses that involve significant input from teaching staff in multiple Schools.

6 Benchmarking

Hong Kong University

Hong Kong University recently launched a new and 'transformative' four year undergraduate curriculum. This new curriculum, approved in 2012, was viewed as a "once in a lifetime exercise". HKU highlights the following distinctive features of the curriculum:

- (Inter)disciplinary inquiry
- Multidisciplinary collaboration
- Enquiry in multiple contexts
- Diverse learning experiences
- Multiple forms of learning & assessment
- Engagement with local & global communities
- Development of civic & moral values

The HKU degree comprises 240 credits (similar to 480 SCQF credits) made up as follows:

- Between 45% and 60% of the total credit is allocated to specialization (incorporating a Major and a Minor discipline).
- 22.5% is made up of compulsory courses.
 - This includes a small amount of Chinese and English, but a larger part devoted to a 'Common Core' described as the centrepiece of the undergraduate curriculum, stimulating students' intellectual curiosity to explore issues of profound significance of humankind.
 - Students are required to take six Common Core courses (36 credits), out of a choice of c. 180 courses categorised in terms of: Scientific and Technological Literacy; Humanities; Global Issues; and China: Culture, State and Society.
 - All Common Core courses are timetabled during the same times in the week (largely Wednesday afternoon) – presumably so that all students will be able to access them irrespective of their Major / Minor.
- The remaining 17.5 – 32.5% is made up of electives – outside subjects from within or outside the home faculty.
- Students can take additional credits (up to 6 credits per semester) and graduate with 288 credits in total.
- Some professional curricula have been permitted to adopt a “professional core” for their disciplinary studies [I have not been able to establish which programmes this applies to and the extent to which they are ‘opting out’ from the standard degree structure].

For further information see:

<http://tl.hku.hk/flexible-curriculum-structure/>

University of Leeds

Leeds introduced the 'Leeds Curriculum' in 2015, following a major c. 4-5 year curriculum enhancement project. The Leeds Curriculum aims to “produce graduates who stand out as a result of the knowledge, skills and attributes they have gained”.

The main features are:

- Research-led learning and teaching – “Joining an academic community, a student begins their undergraduate journey learning about the latest research. As they progress through their programme, they will develop skills and knowledge and ultimately experience research first-hand in their final year project, supervised by staff who themselves are engaged in cutting-edge research.” The University defined ‘research-led learning and teaching’, developed curriculum mapping tools, and required all Schools to map their programmes and to demonstrate how they are research-led.

- Programme Threads – All programmes incorporate “Employability”, “Global and Cultural Insight”, “Ethics and responsibility”.
- Discovery Themes - Students can broaden their intellectual horizons within or outside their degree programme(s) by studying modules within ten interdisciplinary Discovery Themes (eg Creating Sustainable Futures, Exploring the Sciences, Power and Conflict, Languages for All), with Discovery Theme ‘leaders’ responsible for developing the modules under each them.
- A Final Year Project and Assessment (equivalent to a dissertation or equivalent at Edinburgh).
- ‘Leeds for Life’, to help students get the most out of their curriculum and co-curriculum in terms of their personal and professional development (eg Personal Tutoring, Co-curriculum opportunities, Broadening courses).
- The project involved a lot of work with Schools on a combination of programme design and articulating / foreground features that already existed in their programmes, in order to enable the University to articulate the ‘Leeds Offer’.

For further information see:

<http://ses.leeds.ac.uk/leedscurriculum>

University of Melbourne

In 2008 Melbourne introduced the ‘Melbourne Curriculum’, which it described as ‘the most significant set of curriculum reforms in the University’s history’. It is characterised by both disciplinary depth and academic breadth:

- Replacing 96 UG programmes with a small number of broad (non-specialist), three-year undergraduate degrees (eg Bachelor of Arts, Bachelor of Science). Students would then have the option of going on to specialise at graduate level.
- Students have a wide range of ‘Major’ and ‘Minor’ options to specialise in, with some flexibility regarding when the student needs to decide on their Major.
- ‘Breadth’ subjects (which include ‘University Breadth Subjects’ which have been specially developed for the Melbourne Curriculum and examine current critical issues using techniques and approaches from multiple discipline) – with a requirement to take at least 50 points, out of the total 300 credits required for the degree.
- Opportunities to take ‘Concurrent Diplomas’ in order to obtain an extra qualification (for example in ‘Languages’ or ‘Music’) alongside the undergraduate degree.

For further information see:

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<https://futurestudents.unimelb.edu.au/explore/the-melbourne-model>
<http://breadth.unimelb.edu.au/>
<https://coursesearch.unimelb.edu.au/undergrad>
<http://ba.unimelb.edu.au/course-structure/overview#overview>

University of Aberdeen

In 2010, Aberdeen began to implement a major Curriculum Reform project following a substantial consultation about what and how the University should teach in the 21st century, and reflection on the services the University offered its students. The aim was:

- To enhance the learning experience for students, while ensuring that graduates were better informed, more intellectually flexible, and equipped to tackle the challenges of the 21st century.
- To equip students with an awareness and appreciation of ethical and moral issues, encouraging them to become active citizens and to have an understanding of their social and civic responsibilities.

The reformed four-year curriculum includes:

- The requirement to Enhanced Study options both at pre-Honours and Honours level, which include courses from other disciplinary areas, and interdisciplinary Sixth Century Courses (named to celebrate the University being in its sixth century) on topics such as Sustainable International Development (In practice the flexibility and breadth offered is similar to that offered at Edinburgh).
- The development of graduate attributes.
- Flexible exit and entry points.

For more information, see:

<https://www.abdn.ac.uk/about/strategy-and-governance/2column-page-246-246.php>
<https://www.theguardian.com/education/2010/feb/09/change-degree-courses-radical-aberdeen>
<https://www.abdn.ac.uk/staffnet/teaching/curriculum-reform-and-enhanced-study-2760.php>

General points from the benchmarking

- The stated aims of these curriculum reform exercises are similar to many of the objectives of the University's Learning and Teaching Strategy (eg the emphasis on breadth, flexibility, employability, research-led learning);
- These institutions' curriculum reform exercises have been major undertakings (typically described as one-in-a-generation);
- The institutions appear to have taken an integrated approach to reforming the different aspects of their curriculum;

- These institutions appear to have taken great care to describe their reformed curriculum in simple, consistent and engaging terms, with the marketing / recruitment element a heavy dimension of the project (eg Melbourne is reported to have spent \$27M Australian on marketing the new curriculum in the first two years);

7 Possible ways forward

Unless the issues highlighted in section 5 are addressed together at a strategic level, it is unlikely that the University's projects will deliver to their full potential, or that the tensions between the objectives of the different projects (eg competition for space in the curriculum, potential for competing views of the purposes of year one) would be properly resolved. On a practical level, managing each of these projects separately may lead to duplication of effort for the staff managing them and for the staff and students engaging with them. Possible ways forward could include:

- An integrated approach to benchmarking, research and consulting with Schools / students and other stakeholders regarding what they think the University's UG curriculum (and co-curriculum) should contain, and to agreeing what our 'offer' should be.
- A University-wide discussion regarding the purpose of year one, linking discussions regarding an expansion of direct entry / articulation and the Government's Learner Journey Review, with the development of the University's Widening Participation Strategy, and discussions regarding the Learning and Teaching Strategy, drawing on any insights from the recent 'Transitions' Enhancement Theme regarding how the first year can support academic transition to higher education.
- Building on the CAHSS Pathways programme, a concerted University-wide programme of work to ensure an acceptable minimum of space for outside courses in years one and two, including exploring whether programmes should require a minimum of 60 or even 80 credits per year in years one and two (rather than 40 as at present).
- Exploring the potential for keeping specific slots in the pre-Honours timetable clear for the delivery of 'University-wide courses'.
- An integrated programme for Schools to review their curriculum to address considerations such as research-led learning and teaching, international opportunities, employability, assessment and feedback, and any other strategic priorities requiring action in the curriculum.
- Exploring the potential to adapt LEAF or ELDeR to provide a supportive framework to enable Schools to address all these issues when reviewing their curriculum.

- Underpinning the SEP Programme and Course Information project with a clear understanding of what our 'offer' should be and which aspects of it we want to highlight.
- In order to enable the University to articulate a compelling and distinct 'offer', establishing governance processes that are sufficiently robust to ensure that a high proportion of programmes align with the 'offer' and that opt-outs are kept to a minimum.
- The Senate Learning and Teaching Committee taking strategic oversight for all these projects, with more practical oversight and coordination offered by the Learning and Teaching Policy Group.

Annex - main projects / conversations / changes in internal and external context

1 *Scottish Government Learner Journey Review*

- **Summary:** The Scottish Government has set up a review of the 15-24 Learner Journey from the senior phase (S4-S6) leading to employment, the stages of further and higher education in college, higher education in university, vocational training and apprenticeships. It will cover learning choice and applications, access, provision transition / progression, and funding. Among other things the review aims to remove unnecessary repetition and maximise progression through levels of study. See: <http://www.gov.scot/Topics/Education/post16reform/post16reform>
- **Potential implications for UoE UG curriculum:** May pose questions regarding the purpose of year one (potential to be perceived as duplicating S6), and regarding the scope for an increase in direct entry from S6 into year two, HN into year two or three, and from S5 into year one. It may therefore increase the importance of the University explaining the value of year one (and of the four year degree programme).
- **Timelines:** Phase 1, September 2016 and September 2017, Phase 2 timelines TBC.
- **Locus of discussions:** TBC

2 *Increasingly diverse entry qualifications and backgrounds*

- **Summary:** Over the last decade, the growth in the proportion of the UG student population that is from (non-UK) EU countries, and from outside the EU, will have led to students entering with an increasing variety of entry qualifications and cultural backgrounds. This is likely to be posing challenges for academic staff in designing curricula that take account of entry qualifications, and may also be leading to changes in student expectations regarding their programmes of studies. In addition, in recent years there have been significant changes to the Highers / Advanced Highers Curriculum as a result of Curriculum for Excellence, and (more recently) reforms to AS / A levels.
- **Potential implications for UoE UG curriculum:** All these developments have potential implications for the curriculum, most obviously for the design of year one. However, further research and analysis (for example, detailed analysis of trends in student population by entry qualification type, and research into how expectations are influenced by cultural background) may be required in order to understand these implications. At present, there is no specific project addressing these issues, although some strands of work (eg work on the University's widening participation strategy) are likely to consider some of them.

- **Timelines:** Not defined
- **Locus of discussions:** Not defined.

3 ***Student Recruitment Strategy***

- **Summary:** The implementation of the University's Student Recruitment Strategy involves a strand of work to "Agree an explicit statement of what constitutes the 'Edinburgh Experience' to guide curriculum and portfolio development, to include clarity regarding the features of the 4-year undergraduate experience, including the meaning of flexibility, choice and breadth of study and the role of research-led learning." The work involves consulting with students, staff, alumni, and employers regarding what the Edinburgh undergraduate experience is and should be, along with some benchmarking of comparator institutions, with a view to developing a set of recruitment messages.
- **Potential implications for UoE UG curriculum:** To date, feedback from stakeholders is raising issues regarding:
 - breadth and flexibility of the curriculum (on the one hand, there can be a gap between the 'recruitment message' and the 'reality' regarding the breadth and flexibility of the curriculum, on the other hand there is a tension between flexibility and coherence);
 - the complexity of the current curriculum (eg issues regarding timetabling, not overwhelming students with choice);
 - how the opportunities offered by the Edinburgh curriculum (eg SLICCs) are communicated to students;
 - whether the curriculum is capitalising on the diversity of the student body;
 - the relationship between the curriculum and co-curriculum (not all students can benefit from opportunities in the co-curriculum), and how it supports the Edinburgh student experience.
- **Timelines:** By November 2017, with a view to incorporating recruitment messages in Prospectus for 2019 entry.
- **Locus of discussions:** Implementation group convened by Prof Tina Harrison, with support from Student Recruitment and Admissions.

4 ***Research-led learning and teaching***

- **Summary:** The formal remit for the group is to develop the University's narrative regarding how its research strengths enable it to offer programmes underpinned by research-led learning and teaching, develop a framework to enable Schools to evaluate the extent to which their programmes are delivering research-led teaching and learning, identify barriers and enablers, and considering the merits of developing communities of practice.

- **Potential implications for UoE UG curriculum:** The L&T Strategy recognises that research-led learning and teaching should be core to the curriculum, but potentially with different aspects more relevant during different years, and there may be an expectation that some or all programmes will utilise the planned framework to review their curriculum. The group has recognised that there can be particular challenges in taking research-led approaches during pre-Honours years. The project also has implications for how the University communicates the research-led nature of its curriculum, for example to prospective students.
- **Timelines:** To report early in 2017-18.
- **Locus of discussions:** Task Group of the Senate Learning and Teaching Committee, Convened by Prof Sarah Cunningham-Burley, with support from Academic Services

5 *Increase international opportunities*

- **Summary:** The University's Strategic Plan, and Learning and Teaching Strategy, commit the University to providing the opportunity for all students to have an international learning experience, and Edinburgh Global plans to work closely with Colleges increase international experiences significantly over the next eight years. In addition to traditional models of study abroad or work placements (typically for a year or a semester in year three), Edinburgh Global is planning to explore the potential of courses having 'mobility windows' (eg for conferences or fieldtrip participation as part of the curriculum), and of creating a suite of opportunities for 'virtual mobility'.
- **Potential implications for UoE UG curriculum:** Edinburgh Global's planning is at an early stage, and exact implications will not be clear until specific proposals are prepared.
- **Timelines:** Edinburgh Global to present a plan to Central Management Group / Principal's Strategy Group in Semester 1 2017-18, and then to follow up with College Learning and Teaching Committees.
- **Locus of discussions:** Edinburgh Global, Global Exchange Group

6 *Personal, professional and career development*

Summary: The Director for Careers and Employability is developing an implementation plan in support of the Learning and Teaching Strategy to enhance careers and employability provision and ensure it adequately supports student success. This plan will include working with Schools to agree Employability Development Plans, which, among other things, will focus on how Schools can develop their curricula to support their students' personal, professional and career development.

Potential implications for UoE UG curriculum: Will encourage Schools to consider their approach to learning, teaching and assessment and to curriculum development, which will support the personal, professional and career development of our students.

Timelines: Director for Careers and Employability to present overall implementation plan to Senate Learning and Teaching Committee in Semester One 2017-18. The plan is to roll out Development Plans across all Schools by 2018-19 (the approach has already been piloted in some Schools).

Locus of discussions: Careers and Employability / LTC.

7 Development of Widening Participation Strategy

Summary. The University's Widening Participation Strategy has been in development since April this year and a number of consultation sessions have taken place. The initial draft document is being composed at present and the four strands of the strategy will include: aspiration and earlier engagement; support to get in; support to succeed (e.g. transition support, academic/peer mentoring, academic & pastoral support, curriculum approaches, assessment styles); and support to progress (e.g. onto postgraduate study, careers & employability).

Potential implications for UoE UG curriculum. Most relevant to the UG curriculum are initial discussions regarding strands 2 & 3 (support to succeed, and support to progress). Discussion has centred around issues of inconsistency within the University's year 1 curriculum and in particular why year one courses are often SCQF level 8 rather than 7. There are concerns that this is adversely affecting students from disadvantaged backgrounds, in particular those entering the University with Highers rather than Advanced Highers and creating imbalance and challenges with teaching when students are coming in with varying qualifications and expectations. There has also been some discussion regarding whether year one could be thought of as a 'foundation' year, as well as whether the University could develop differentiated foundation routes into the University of Edinburgh and whether this would be a substitute for S6 and would also allow advanced entry into year 2.

Timelines. An early draft of the Strategy will be circulated via central and College committees in September and October to ensure there is time for consultation and amendments and to allow for the final draft to be complete by December 2017.

Locus of discussions. The Widening Participation strategy steering group is chaired by Senior Vice Principal Charlie Jefferies with membership from across the University.

8 *University-wide courses*

- **Summary:** Developing proposals for an extended portfolio of University-wide courses. The work involves mapping current provision, consulting students / staff

on what to offer, benchmarking. Among other things, the Group is exploring the idea that it would be compulsory for students to take University-wide courses (either having one course that everyone must take, or requiring students to take one from a suite of courses) as part of their programmes of studies.

- **Potential implications for UoE UG curriculum:**
 - Lack of space in the curriculum of some programmes (meaning that some students will not be able to take the courses, or would have to forego the opportunity to take a 'second subject' that offers a viable alternate route into Honours);
 - Curriculum content (eg discussions regarding whether courses should be options or mandatory);
 - Timetabling - If University-wide courses involve any face-to-face or synchronous online activities (as opposed to wholly asynchronous online), it may be necessary to create space in the timetable in order to allow students to take them (particularly if there is an expectation that all students would be able to access them);
 - Programme and course information (issues regarding explaining to students the range of options open to them could be addressed through better provision of information, for example presenting the options thematically rather than by subject area and School)
 - Resource allocation issues particularly if students can only take these courses on top of their normal credit load
- **Timelines:** To report in Semester One 2017-18
- **Locus of discussions:** Task Group of the Senate Learning and Teaching Committee convened by Prof Sarah Cunningham-Burley, with support from Academic Services

9 **CAHSS Programme Pathways Project**

- **Summary:** The central goal is to ensure that undergraduate degree programmes at the University of Edinburgh offer a suitable balance between depth of subject knowledge and flexibility of choice. The project aims to identify ways to optimise the existence of the additional year by creating space in the curriculum for our students to take the initiative in searching for and acquiring new perspectives, skills and graduate attributes. The project is focussing on programmes where flexibility and breadth of outside choice is restricted (meaning also that there can be restrictions on the ability to transfer degree programmes), and has also explored the potential to rationalise the number of distinct programmes on offer. Has led to changes to curricula in History, Business, Design, with the next phase anticipated to focus on programmes on Social and Political Sciences, and Literature, Languages and Culture, and on the issue of joint Honours programmes.

- **Potential implications for UoE UG curriculum:** Raising issues regarding the appropriate balance of flexibility / breadth and subject knowledge (and therefore regarding the minimum requirements that the University curriculum frameworks should stipulate), and highlighting particular challenges for joint degree programmes in offering any opportunities for outside subjects.
- **Timelines:** Ongoing
- **Locus of discussions:** CAHSS Dean of Undergraduate Studies, Dr Sabine Rolle

10 *Student-led individually created courses (SLICCs)*

- **Summary:** Following two years of pilots, in 2017-18 the Institute for Academic Development and the Careers Services are 'mainstreaming' the centrally-managed 'elective' SLICCs, with Moray House School of Education as the host School. For 2016-17, these 20 credit SLICCs are open to year one and year two undergraduate students, with between 30 and 40 taking part. For the foreseeable future, student numbers will be limited to c. 200. Students take these courses during the summer (although in the longer-term there is an aspiration to offer both summertime and semester-time versions of centrally-managed SLICCs). Creation of locally-managed, School-based SLICCs is an area of current activity and a growing area of interest.
- **Potential implications for UoE UG curriculum:** In principle, students will be able to count these courses towards their programmes of study (eg as substitute for failed or upcoming elective courses), although in practice only year one undergraduates are likely to use SLICCs to replace other elective credit given the timescales for applying and taking them. Most year two students will be taking them as additional credit. As a result, the SLICCs are only partially mainstreamed at present. If the University were to attempt to fully-mainstream SLICCs by providing the option to take during Semester times (as is being piloted in the Business School), this could pose various question for curriculum structures. For example, would the University expect students to take them as part of their normal credit load (meaning that students could only take them if there was space in their curriculum, and that SLICCs would be competing for space with University-wide courses and other elective options), or would it remain acceptable for a large proportion of students to take them in addition to their normal credit load?
- **Timelines:** Current phase of mainstreaming will last for 2017-18 and 2018-19.
- **Locus of discussions:** Senate Curriculum and Student Progression Committee has overseen the development of the SLICCs

11 *Social Responsibility and Sustainability pathways*

- **Summary:** The planned 'pathways' will align and support students through a range of curricula (a portfolio of existing credit-bearing courses, including 'elective' SLICCs) and co-curricular activities (mentoring / placements, community-based projects) related to social responsibility and sustainability (SRS) into five themed routes: social responsibility; sustainability; global citizenship; leadership through innovation; and design for well-being. Students' achievement on these pathways will be recognised on the Higher Education Achievement Record, including a specific Edinburgh Award.
- **Potential implications for UoE UG curriculum:** The project offers a new way to encourage students to link the curriculum and co-curriculum. Participation in the credit-bearing courses relies on students having space in their programme of study for electives (or being permitted by their Personal Tutor to take additional credit), and to have space in their timetable.
- **Timelines:** The 'pathways' will be piloted in 2017-18.
- **Locus of discussions:** Assistant Principal Lesley McAra is leading the project, which has the support of the Senate Learning and Teaching Committee.

12 *Expansion of Edinburgh Award*

- **Summary:** Established in 2011-12, the Edinburgh Award (www.ed.ac.uk/edinburgh-award) provides support and recognition by the University for students' involvement in co- and extra-curricular activities, enabling students to gain the most from these experiences. The number of students participating and completing the Edinburgh Award has increased considerably since it was established, from c. 130 completing in 2011-12 to c. 900 completing in 2016-17 (of which, c. 80% are undergraduate). Careers and Employability, which support the Edinburgh Award, are aiming for a 20% increase in student numbers over the next two to three years, taking into consideration resource constraints.).
- **Potential implications for UoE UG curriculum:** The larger the Edinburgh Award becomes, the more likely that the University will want to present it as a fundamental aspect of the Edinburgh experience, particularly since the skills and abilities that the Award supports students to develop (eg the ability to articulate skills and achievements to an employer) are crucial to graduates' short and long-term success, eg the ability to articulate skills and achievements to an employer. Since the Edinburgh Award is based on the co-curriculum, it is only available to those students who have time outside their curriculum to be able to engage, although it is designed to be inclusive (for example recognition of students' development through part-time work experience is an important strand of the Award). The expansion of the Edinburgh Award may pose questions regarding the balance between co-, extra- and curricular experience, and how some of the

skills and approaches developed via the Award can best supported within the curriculum.

- **Timelines:** Plans for further expansion in 2017-18 and beyond.
- **Locus of discussions:** Careers and Employability

13 ***SEP Programme and Course Information workstream***

- **Summary:** A major project to provide a single, golden-copy, data source for all Programme and course information, to clarify associated business processes for creation and update, and to provide tools by which the golden-copy data is used to publish key Programme and course information.
- **Potential implications for UoE UG curriculum:** The project is likely to require agreement regarding the fields of information about programmes (and courses) that the University will maintain and publish, both for external marketing purposes and internal staff- and student-facing purposes. It will be important that decisions about the fields to include are underpinned by agreement regarding the messages that the University wants to highlight regarding its undergraduate degree offering. For example, the University's template for Degree Programme Specifications (DPSs) – which, along with the Degree Finder entries, currently provide authoritative programme information for external purposes – currently requires Schools to set out how their programmes deliver a range of graduate attributes but does not (for example) require them to set out their programmes' international opportunities or explain how they deliver research-led learning and teaching.
- **Timelines:** Plans for the next stage of the Student Administration and Support programme, with delivery over the next 2-3 years.
- **Locus of discussions:** Service Excellence Programme.

The University of Edinburgh

Senate Learning & Teaching Committee

20 September 2017

Lecture Recording Update

Executive Summary

The purpose of this paper is to provide an update to LTC on the launch of the new University lecture recording service for the start of teaching in 2017/18. The paper details the scope of lecture recording in this phase of the project, the service that academic colleagues and students will experience, and a high-level overview of the following phases of rollout.

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

The establishment of a lecture recording service at scale has been identified as key to supporting institutional strategies for delivery of an excellent student experience, in particular contributing to NSS and more general student satisfaction, as well as specific priorities around support for accessibility, inclusion and internationalization.

Action requested

LTC is invited to note the paper for information.

How will any action agreed be implemented and communicated?

N/A

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
There are no additional resource implications beyond those already identified within the remit of the lecture recording programme.
- 2. Risk assessment.**
There are no additional risks not considered within the remit of the lecture recording programme activities described in this paper
- 3. Equality and Diversity.**
Establishment of a lecture recording service was a direct recommendation from the review of the University's Accessible and Inclusive Learning Policy.
- 4. Freedom of information**
The paper is **open**.

Key words

Originator of the paper

Anne-Marie Scott, Head of Digital Learning Applications & Media Learning, Teaching and Web Services Information Services Group

September 2017

Introduction

As reported previously to LTC, Information Services Group has been working to launch a centrally-supported lecture recording service for the start of the academic year 2017/18 and to scale up the service over 2 subsequent years to provide a highly integrated, highly automated service in 400 general teaching spaces across campus.

This paper provides LTC with detail about the launch of the new service for the start of teaching in 2017/18. The paper details the scope of lecture recording in this phase of the project, the service that academic colleagues and students will experience, and a high-level overview of the following phases of rollout.

Lecture Recording Programme Phases

Lecture recording rollout is spread over 3 phases, recognising that there are limited windows of opportunity during the academic year to equip many of our teaching spaces, and to allow the programme sufficient time to take feedback and adjust plans to ensure the service delivers the required benefits for all.

For the start of academic year 2017/18 the focus has firmly been on transitioning those users who currently rely on lecture recording into the new service.



Phase 1 timeline

One of the biggest challenges has been the length of time that a public procurement process requires. In this project it took 9 months to complete what was a complex and highly competitive procurement. The willingness of our chosen supplier – Echo360 – to work with us on rolling out the service even whilst we were finalising terms and conditions has been vital to achieving a service for the start of 17/18.



Phase 1 Service

The new service is called 'Media Hopper Replay'. The service was made available to staff from 5 September to allow VLE courses to be linked to the new service in good time, and for staff to familiarize themselves with the Replay software.

All courses that relied on the previous Panopto lecture recording service have been contacted personally to ensure they are transitioned over to the new service. Additionally, where possible, a small number of additional courses have been included in the service. Typically this has been where they are already scheduled into an enabled room or are being taught by someone already using the service on another course.

For the start of term 17/18 the service will be available in 114 general teaching spaces across the campus. This includes all of our largest lecture theatres. Commissioning of rooms will take place right up to the end of Welcome Week, reflecting the use of many teaching spaces in the Central Area by the Fringe Festival, and the more general programme of refurbishment of our estate.

Along with lecture recording equipment, additional cameras and microphones have been installed. In larger spaces we have also doubled up the number of microphones. Each room has an indicator light that is used to signal when recording is taking place. The light also functions as a button to allow recordings to be easily paused. 50 'Catchbox' throwable microphones will be in larger teaching spaces to aid recording of questions from students.

New room signage is being installed to clearly indicate which rooms are equipped. Telephones are being installed in teaching spaces as part of the rollout to allow issues to be reported to support more quickly.

Media Hopper Replay has been integrated with the Learn and Moodle VLEs. Academic colleagues will be able to manually start and stop ad-hoc recordings as per the previous lecture recording service. Additionally around 75 courses have requested to be part of a pilot for scheduling of recording. This process has been defined and documented and tested with colleagues in the Timetabling Unit.

Several lecture theatres in Kings Buildings have been equipped specifically to record chalkboards. A significant amount of effort has gone into this activity, led by a cross-College Technical Special Interest Group. A number of courses in Maths and Physics have signed up to pilot the service in 17/18.



Examples of recording light and new room signage

Phase 1 Support

Equipping our academic colleagues and students with the appropriate digital skills to make best use of lecture recording technology has been integral to the programme and we have taken a broad approach based on early School feedback.

To support the new service two new training courses have been developed and are being delivered both face to face and via webinars:

- “Preparing for Lecture Recording” covers accessibility and copyright topics - these were identified by academic colleagues as areas where more guidance was needed.
- “Delivering Lectures using Lecture Recording” explains how to use the Replay system itself and how it links to the Learn VLE.

Feedback from training courses so far has been that the service is simple and easy to use. A series of drop-in sessions are scheduled for w/b 11 September and w/b 18 September to give academic colleagues an opportunity to try out a ‘hands-on’ recording process in an equipped teaching space.

Online help materials for staff have been published on the ISG website, including demonstrations videos. Similar materials for students will be published during Welcome Week. An extensive set of FAQs are also published online, and are being regularly updated as the service rolls out.

Operating procedures inside Information Services Group with key support teams such as the IS Helpline have been agreed. Preview sessions for School IT and learning technology colleagues and teams within Information Services Group have been held. Staff who support teaching spaces, both in ISG and in Schools have been trained on swap-out procedures and spare lecture recording boxes are being held at several points across campus for rapid response. IT and learning technology colleagues in Schools who have devolved administrator roles have been identified and trained. The programme has benefitted enormously from both the support and advice of School colleagues who have been supporting the previous Panopto lecture recording service.

Student helpers are being recruited to provide hands-on assistance in lecture theatres for the first week of teaching.

The Timetabling Unit have worked to ensure that courses that require lecture recording are booked into appropriate spaces. This has been challenging in so far as the rollout of lecture recording has begun after final room requirements data is normally required by the Timetabling Unit. The working partnership between ISG and the Timetabling Unit within this programme has been absolutely key to success.

Phase 1 Communications

An extensive communications programme has underpinned all of this work, with a monthly newsletter, plus regular key messages information distributed to comms colleagues in Schools, Colleges and EUSA for inclusion in local newsletters or emails. Articles have appeared in Bulletin and BITs, the student newsletter, and on the IS News pages. An article will be also be published in Teaching Matters in September. Comms has also been distributed through College IT and academic representatives on various projects boards, steering groups and task groups. A student intern has been working with us over the summer and has created a series of videos featuring student and staff perspectives on the service, along with developing a flyer to go in the welcome pack for all new students, and marketing

materials. This is key to managing student expectations as we rollout over several years.

Academic Champions

The Academic User Group has been formally convened, chaired by Professor Susan Rhind. Heads of Schools have been contacted to provide the name of a Lecture Recording champion in each School. 14 nominations have been received so far. The next User Group meeting will be on the 2nd of October.

Professor Sarah Cunningham-Burley will lead the Engagement and Evaluation Group, which will meet for the first time in October. Three PTAS projects have been funded so far to evaluate lecture recording (<http://www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/theme/lecture-recording>) and a further call is open until 26 October for projects starting in 2018.

MVM Timetabling

Recognising that use of the central Timetabling system was key to allowing the service to scale, the programme also includes work to assist the College of MVM to migrate over. Migration of the Vet School to central Timetabling is on track for September 2017 although some work is still needed to define the ongoing support model. A review of the Medical School timetabling/room booking requirements has been presented and a review report will be delivered in October 2017.

Next Steps

Once the first 114 rooms are operational for the start of term the programme will move on to focus on the delivery of automated Timetabling integration. This will allow courses to signal whether they need a lecture recording enabled room, and whether they would like their recordings automatically started and stopped as part of the annual Timetabling scheduling process. We are recruiting additional resources during September to assist with this work so that it begins quickly. We will also continue analysis and development work with the Medical School to help integrate them into the Central Timetabling System.

Phase 1 has focussed on supporting the core recording use cases for lecture recording. As we move into the next phase of the project we will develop and rollout further training courses to support more advanced use of the service. We have recruited additional resource to support this and input from the Academic User Group champions will help ensure this activity aligns well to academic needs in Schools. We also continue to make sure that lecture recording training is complimented by the wider training offered in within ISG and the Institute for Academic Development by cross-marketing relevant events (Flipped classroom; lecturing skills etc).

Additionally we will continue to install AV and IT equipment into teaching spaces across campus. During Phase 1 we have also identified several areas where front-

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line support for teaching spaces could be improved either by new processes or with additional staffing resources.

By the start of 2018/19 the service will be installed in around 300 teaching spaces, along with a more automated and integrated process for booking rooms and recording lectures. This will complement the new lecture recording policy being developed by the LTC task group.

The University of Edinburgh
Learning and Teaching Committee

30 September 2017

Senate Committee Planning

Executive Summary

The paper summarises out how the planning round for 2018-21 will operate, and how the Senate Committees will be able to input into it. The paper also seeks the Committees' views on some initial thoughts on priorities for student experience, learning and teaching for the planning round.

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

Aligns with the University's strategic objective of Leadership in Learning.

Action requested

The Committee is invited to discuss some initial thoughts on priorities for student experience, learning and teaching for the planning round

How will any action agreed be implemented and communicated?

Section 2 explains the arrangements.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Yes. The paper will assist the University to use its resources strategically.

2. Risk assessment

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

3. Equality and Diversity

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

4. Freedom of information

For inclusion in open business

Tom Ward, Director of Academic Services, 11 September 2017

Senate Committee Planning

1 Overview of 2018-21 planning cycle

- In August / September 2017, the Senate Quality Assurance Committee (QAC) will identify key strategic themes in Schools' annual quality reports and in Teaching Programme Reviews (TPRs) and Postgraduate Programme Reviews (PPRs) held in 2016-17;
- At their meetings in September 2017, the Senate Committees will have an initial opportunity to identify student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round;
- In September / October 2017, Governance and Strategic Planning will circulate to Schools / Colleges / support groups an initial indication of the strategic planning round priorities of the 'Thematic Vice-Principals' (including the Senior Vice-Principal);
- Early in November 2017, the 'Thematic Vice-Principals (including the Senior Vice-Principal) will meet to agree their strategic priorities for the planning round;
- At their meetings in November 2017, the Senate Committees will have a full discussion of issues that should be taken account of in the planning round, including identifying:
 - Strategic priorities for student experience, learning and teaching with significant resource implications that Schools / Colleges and support groups should take account of in their plans;
 - Changes that the Committee has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;
 - Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University; and
 - Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.
- In January 2018 Governance and Planning will publish the detailed planning guidance for Colleges and support groups (taking account of input from the Senate Committees as well as the Thematic Vice-Principals' strategic priorities.

- In Semester Two, the Committees will undertake a broader discussion of their priorities for the coming session – and will submit their plans to the 30 May 2018 Senate meeting for approval.

2 Planning round 2017-20 guidance for information

The Thematic VP Priorities and other relevant sections of the 2017-20 planning round guidance are attached as Annex A for information.

3 Reference points for identifying learning, teaching and student experience issues for the 2018-21 planning round

Key reference points when identifying issues for the planning round include:

- The University's Learning and Teaching Strategy:
www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf
- The results of the 2017 National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey
- The strategic themes identified in Schools' quality reports, and in TPRs and PPRs held in 2016-17 (see Annex B).

4 Initial thoughts on priorities for student experience, learning and teaching for the planning round

Taking account of these reference points, and initial discussions between the Thematic VPs, the Senior Vice-Principal has suggested the following as an initial statement of priorities for student experience, learning and teaching:

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;
- Improving the timeliness and quality of feedback on assessment;
- Enhancing the academic support we give to students;
- Recognising and rewarding excellence in teaching and learning;
- Developing new approaches to online learning that can provide an excellent student experience to large numbers of students;
- Strengthening support for tutors and demonstrators.

The Committee is **invited to discuss** these initial ideas, and to suggest any other priorities to take into account in the planning round. The Committee will then have a more substantive opportunity to input into the planning round in November 2017.

5 Process for seeking resources for major developments

If the Senate Committees identify any major developments with implications for the University Secretary's Group (USG), or other support groups, the Senior Vice-

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Principal will invite the relevant support group to consider including a bid for this in their planning round submissions.

Annex A: Extracts from the published planning round guidance for 2017-21

Thematic Vice Principals' strategic priorities

The University has a single Strategic Plan whereas the planning round asks individual Colleges and SGs to produce their own individual plans and we do not produce a single 'consolidated plan'. However, the Thematic Vice Principals (TVPs) priorities reflect the Strategic Plan 2016 priorities and act like a thread that contributes to 'pulling together' the individual College and Support Group plans into a cohesive whole.

...

Student Experience, Teaching and Learning

The latest NSS outcome shows a decrease in student satisfaction in our relative position in NSS. Together with external pressures arising from the implementation of the pilot round of the Teaching Excellence Framework mean that we will need to continue to focus attention and resources on student experience, teaching and learning, including the following areas (which reflect the remits of SVP, VP People and Culture and VP International):

- Recognition and reward of excellence in teaching and learning;
- Improvement of both timeliness and quality of assessment and feedback;
- Enhancement of the personalised academic support we give to students;
- Enhancement of the sense of shared community linking academic staff and students; and
- Curriculum development in key areas such as online learning, research-led teaching, and experiential learning outside the university classroom, including internationally.

These issues were the subject of intensive discussion at all levels of the University over the autumn, with view to building a shared understanding of our values and priorities around teaching and learning, including regular discussion with Heads of College. These can be expected to inform the planning round and we would welcome a discussion on the scale of your challenges, informed by an appropriate level of data, at the planning meetings. In addition, Schools should continue to produce an annual Learning and Teaching Enhancement forward plan, recognising the importance of this in assuring our reputation for teaching and learning and with it future recruitment.

Annex B: Key themes identified in Schools' quality reports, and in TPRs and PPRs held in 2016-17

- **Learning and teaching accommodation**
In the context of increasing student numbers and estates developments, insufficient suitable learning and teaching accommodation was the most prominent theme. Comments relate to:
 - Lack of flexible spaces to support innovative learning and teaching;
 - Unsuitable equipment, furniture and ambiance;
 - Disruption and noise due to estates development;
 - Lack of available and suitable spaces for PGR students;
 - Lack of space, especially social space, and School activity being spread across multiple buildings is impacting on the ability to support academic communities.
- **Timetabling**
Also in the context of increasing student numbers and estates developments, several Schools highlighted issues with timetabling. Issues included the timetabling of back-to-back classes which are in buildings far apart and classes near disruptive estates work, and issues regarding the room booking system.
- **Data to Support Quality Assurance and Enhancement Processes**
School annual quality reports highlighted challenges accessing and understanding the data available to support the annual monitoring, review and reporting process. The undergraduate student data dashboard has been well received, with a number of requests for postgraduate taught and research student data dashboards.
- **Personal Tutor system**
Student feedback on satisfaction with the Personal Tutor system varies widely across Schools, and there is a need to clarify roles in the Personal Tutor system.
- **Consistency and clarity of assessment and feedback processes**
Student feedback highlights a need for clarification of marking schemes and grade descriptors so that student are clear on what is expected of them in assessment. There is evidence of Schools giving this careful consideration and that plans are underway to address this issue, both at School- and University-level (aligning with ELIR outcomes).
- **Postgraduate tutors and demonstrators**
Training and support was identified as an area for further development, although it was also clear that many Schools have enhanced their processes for recruiting, training and developing postgraduate research students who teach.

The University of Edinburgh

Senate Learning and Teaching Committee

20 September 2017

Learning Analytics – proposals

Executive Summary

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

The paper explains that it is not possible to develop this detailed policy until there is greater certainty regarding the implementation of the General Data Protection Regulation. It proposes a two-stage process in which the Committee introduces interim governance and support arrangements with immediate effect, but delays developing the detailed policy until later in the session.

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

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

Action requested

For approval - the Committee is invited to agree to:

- Delay developing the detailed policy until later in 2017-18; and
- Introduce the proposed interima governance arrangements with immediate effect.

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

How will any action agreed be implemented and communicated?

N/A

Resource / Risk / Compliance

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

Academic Services will support the operation of the proposed review group. The resource implications of specific learning analytics activities will need to be considered on a case by case basis.

2. Risk assessment

The proposed governance arrangements are designed to assist the University to manage and mitigate risks associated with learning analytics activities.

3. Equality and Diversity

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

4. Freedom of information

Open

Originator of the paper

Tom Ward, Director of Academic Services

Policy and procedures for developing and managing Learning Analytics activities

1 Background

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

www.ed.ac.uk/files/atoms/files/remitmembershipforweb_3.pdf

In 2016-17, the group developed an institutional statement of Principles and Purposes for learning analytics. In May / June 2017 LTC and KSC approved that document, which is available at:

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

2 Commitment to developing a more detailed Policy document

The task group agreed that after securing approval for the Principles and Purposes for Learning Analytics, it would develop a more detailed Policy document setting out the University will handle issues such as data governance, consent and security, with a view to securing approval from LTC on 20 September 2017 and KSC on 13 October 2017.

The University is at a relatively early stage of adopting learning analytics. While some small-scale pilots are underway (in addition to the Civitas pilot – see below), it is likely that substantial further piloting at a local and relatively small-scale level will be required before the University is likely to be in a position to consider the case for institution-wide approaches to learning analytics. In the short- to medium- term, the purpose of the more detailed Policy document would be to guide the University's management these pilot activities.

3 Data Protection and Learning Analytics

The General Data Protection Regulation (GDPR), which becomes enforceable in May 2018, strengthens and extends current Data Protection law. The UK government has confirmed that the UK's decision to leave the EU will not affect the commencement of the GDPR, and indicated its intent to publish a Data Protection Bill, which will set out how the UK will bring the GDPR into UK law.

Key implications for the management of learning analytics include:

- ***Privacy Impact Assessment***

The Information Commissioner's Office encourages organisations to undertake data protection impact assessments (also known as Privacy Impact Assessments or PIAs), as a tool to identify the most effective way to comply with their data protection obligations and meet individuals' expectations of privacy. PIAs are required where the processing is likely to result in a high risk to the rights and freedoms of individuals, or where it involves new technologies.

Since the University does not know in advance what form its learning analytics pilots will take, or which students they will apply to, it is not possible to undertake a formal PIA covering all the University's learning analytics activities. Instead, it will be necessary to undertake a PIA for each new learning analytics activity where they involve individualised data. The consultation / engagement activities that the University has already undertaken when developing the Principles and Purposes of Learning Analytics document will assist with the requirement to undertaken consultation for each PIA.

- ***Privacy Notices***

The GDPR includes the right to be informed, typically through a 'Privacy Notice', about how the organisation uses their personal data before any personal data is collected. While the University should also highlight the 'Learning Analytics Principles and Purposes' document on the 'Student Contract' webpage, and insert some relevant statements into the University's Data Protection Statement (see section 7 below), these will not be substitutes for individual Privacy Notices for each learning analytics activity. Instead, it will be necessary to issue Privacy Notices for each learning analytics activity to inform students how the University is using their data.

- ***Legal bases for processing data***

For processing of personal data to be lawful under the GDPR, it is necessary identify a lawful basis (sometimes known as the "conditions for processing"). Under the GDPR there are six legal bases (along with a range of special legal bases that do not appear relevant to data analysis), for example, "... For compliance with a legal obligation"; "...For the purposes of legitimate interests pursued by the controller or a third party..."; "Consent of the data subject". "...Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller."

- ***Data security***

The GDPR requires that data is "processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures."

- ***Automated processing***

Learning analytics can involve ‘profiling’, a form of automated processing intended to evaluate certain personal aspects of an individual, in particular to analyse or predict their learning behavior or achievement. The GDPR includes the right not to be subject to a decision based on automated processing, when it produces a legal effect or a similarly significant effect on the individual. It also requires the University to put in place appropriate safeguards when undertaking profiling for learning analytics purposes:

- Ensure processing is fair and transparent by providing meaningful information about the logic involved, as well as the significance and the envisaged consequences (this should be covered in the Privacy Notice);
- Use appropriate mathematical or statistical procedures for the profiling;
- Implement appropriate technical and organisational measures to enable inaccuracies to be corrected and minimise the risk of errors;
- Secure personal data in a way that is proportionate to the risk to the interests and rights of the individual and prevents discriminatory effects.

- ***Anonymised data***

The requirements of the GPRD, and of the current Data Protection Act, only apply to ‘personal data’, that is, data relating to an identifiable living individual. These requirements do not relate to the processing of data that has been anonymised so that it is not possible to identify individuals. As such, where it is possible to undertake learning analytics with anonymised data, requirements such as PIAs, and Privacy Notices, do not apply.

- ***Learning analytics and children***

The GDPR includes specific safeguards for children, for example that automated decisions must not concern a child, and that children cannot consent themselves (instead consent must be obtained from a person holding ‘parental responsibility’). The GDPR provides some flexibility for member states to determine what age of person these safeguards apply, and the UK Government has not yet confirmed its position on this. If, as appears more likely, these provisions apply to students under 16, then a very small proportion of the University’s student population will be affected – but it would nonetheless be necessary for the University to be sensitive to the need to handle aspects of learning analytics separately for this category of student.

For further information regarding the GDPR, and regarding PIAs, see:

<https://ico.org.uk/for-organisations/data-protection-reform/overview-of-the-gdpr/>
<https://ico.org.uk/media/for-organisations/documents/1595/pia-code-of-practice.pdf>

4 Uncertainty regarding key aspects of the GDPR

While many of the implications of the GDPR for the University’s operation of learning analytics are clear, there remains significant uncertainty regarding the options

available to higher education institutions for securing a legal basis for processing individual data. In particular, the 'legitimate interests' legal basis will not be available to public bodies. At this stage, it appears likely that the Department for Digital, Culture, Media & Sport (DCMS) will categorise higher education institutions as public authorities, but there have also been reports that they could be viewed as 'hybrid' bodies.

Some of the most challenging aspects of complying with the GDPR will relate to securing a legal basis for processing data, and the University's approach to complying are likely to depend on what legal bases are available. For example, relying on consent as the legal basis would potentially be onerous and could also compromise the effectiveness of the learning analytics activities, and the University may therefore wish to avoid the requirement to seek consent where possible.

5 Delay to producing the detailed policy

It is not possible to develop a detailed policy explaining how the University will handle data protection aspects of learning analytics until there is greater certainty regarding the implementation of the GDPR. The Committee is therefore **invited to agree** to delay developing the detailed policy until later in the current session, by which time there should be greater clarity.

Until the new policy is in place, staff involved in developing learning analytics activities should take account of the Principles and Purposes document along with current University guidance, for example regarding data protection and data security. The proposed review group (see section 6 below) will also be a source of support and advice.

6 Governance and support arrangements

It will be important that the detailed policy, once developed, includes clear governance and support arrangements for the University's learning analytics activities, in order that:

- The University is able to ascertain that learning activities are being conducted in line with the Principles and Purposes, and that students are content with the arrangements;
- Staff developing learning analytics activities are supported in relation to the potentially challenging practical and regulatory issues (eg data protection and security); and
- The University has oversight of how pilot activities are developing and is able to learn from them.

It is however important that any governance arrangements are proportionate. For example, staff in Schools have for many years undertaken small-scale analysis of

(typically anonymised) data on student engagement and learning for relatively routine quality assurance and enhancement purposes. While it is important that all such activities comply with the relevant legal and regulatory frameworks, it is not necessary to introduce new approval processes for them.

While it is necessary to delay the detailed Policy, it is not necessary to delay implementing the governance and support arrangements. The Committee is therefore invited to **agree** to the following arrangements:

- **Senate Learning and Teaching Committee (LTC) and Knowledge Strategy Committee (KSC)** will be responsible for overseeing the University's operation of learning analytics. LTC will oversee and monitor the pedagogical and supportive uses that the University is making of learning analytics, and KSC will oversee and monitor the University's data stewardship arrangements for its learning analytics activities.
- LTC and KSC will establish **a review group** with responsibility for reviewing and approving proposals for learning analytics projects. The group will comprise the Assistant Principal with strategic responsibility for Learning Analytics, a student representative, the Data Protection Officer, representatives from relevant service units (Universities Secretaries Group and Information Services Group), and a member of academic staff with expertise in research ethics. It will be convened by a senior academic member of staff with expertise in Learning Analytics, nominated by the Senior Vice-Principal. The group is likely to conduct most of its business by correspondence, and will report annually to LTC and KSC.
- Proposers of learning analytics activities will be required to **seek approval from the group for the following categories of projects**:
 - Projects that involve processing and utilising individual students' learning analytics data* in order to provide them with targeted / personalised support;
 - Projects that involve third parties in the processing of data for learning analytics purposes;
 - Projects involving the processing of individualised learning analytics data* relating to students from more than one School;
 - Any other learning analytics activities that appear likely to create particular challenges or risks.

* The Principles and Purposes of Learning Analytics defines learning analytics as “concerned with combining different types of data regarding student engagement and learning (eg data generated by learning management systems, student systems, library systems and other sources related to learning and teaching) in order to better understand, and improve, the learning experiences of our students”.

- The group will also be **available to provide advice** regarding other categories of learning analytics activities.

- These governance arrangements are intended as **interim measures** to assist the University to have appropriate institutional understanding and control of learning analytics activities during this phase of their development. At the end of 2018-19, by which time the planned new policy will have been in place for a session, and the University will have had further time to learn from pilot activities, LTC and KSC will be invited to review what governance arrangements will be appropriate over the longer term.

7 Other planned actions

At present, the University's Data Protection Statement reads:

"Data Protection

The University holds a range of information about everyone who studies at the University. We use the information to administer your studies, maintain our IT systems, monitor your performance and attendance, provide you with support, monitor equal opportunities, make funding arrangements, to gather feedback (including the National Student Survey), and for strategic planning. We disclose information about you to your funding body, the Student Loans Company, the Student Awards Agency for Scotland, the Higher Education Statistics Authority, Edinburgh University Students' Association, and government bodies such as the Scottish Funding Council or the UK Borders' Agency. Please note that the University is required by law to provide information to the Higher Education Statistics Authority (further information available at HESA). If you have any queries, please contact the University's Data Protection Officer.

Use of data for additional purposes

We may also disclose information about you to your former school and to external organisations like government departments conducting surveys, to inform policy making. Please tell us below whether or not you wish us to disclose information for these additional purposes. Your preference will remain in place for the duration of your programme, or until you advise us otherwise."

In order to assist the University to meet its obligations under the GDPR (eg regarding Privacy Notices), Student Systems plans to revise the statement, to highlight the potential uses that the University will make of students' data for learning analytics purposes – for example, to "Monitor engagement to assist us to provide you with better support", and to "Analyse student engagement data in anonymised form for statistical purposes."

The University will also highlight the 'Learning Analytics Principles and Purposes' document on the 'Student Contract' webpage.

The University of Edinburgh

Senate Learning and Teaching Committee

20 September 2017

Edinburgh University Students' Association Priorities 2017-18

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper seeks to provide an introduction to Edinburgh University Students' Association's new sabbatical officers and their priorities for 2017-18

Action requested

This paper is for information

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Any Other Relevant Information

Originators of the paper

Bobi Archer, Students' Association Vice President Education

The sabbatical officers elected for 2017-18 are:

Patrick Kilduff, Students' Association President

Bobi Archer, Students' Association Vice President Education (VPE)

Kai O'Doherty, Students' Association Vice President Activities & Services (VPAS)

Oliver Glick, Students' Association Vice President Community (VPC)

Esther Dominy, Students' Association Vice President Welfare (VPW)

VPE Objectives for 2017-18:

1. Reducing the pressures of Semester 1

The Students' Association will work with the University to ensure that students are given a fair chance and provided with adequate time to prepare for the semester 1 examination diet. Academic support is fundamental to reduce the pressures of students exerted within this ever-changing revision period.

- Transparency of the PT role and reviewing the existing training – with the ability to deal with issues regarding mental health, elective courses and to signpost appropriately. The expectations of both the tutor and the tutee to be established at the beginning, to maintain good channels of communication and satisfaction.
- Week 6 free of *regular* (e.g. weekly) assignments, to be in-line with mid-semester feedback and to become a week of reflection for both staff and students
- Providing students with adequate preparation time by implementing the policy that 'no new material is to be introduced into week 11' of semester 1
- All courses to have regular office hours and/or drop-in sessions throughout the revision and examination period
- All courses to provide a template of the examination structure
- Each school to have a member of staff or a Senior School Leader to support the academic development of students through workshops, revision sessions and guidance throughout the year
- Encouraging schools within CSE to facilitate more online assessments and to follow the implementations of CAHSS in regards to written submissions.

2. Joint Degrees

Joint-degree students are often a cohort of students in which are overlooked, yet make up 14% of our student population. Additionally, we thrive upon offering the Edinburgh Experience and flexibility to students within their degree programmes but often have the systems in place to support these students and give them a sense of belonging.

- A joint-degree co-ordinator in all schools
- Joint-degree reps in each year of study within all schools
- Consistency in deadline extensions, special circumstances etc.
- A greater focus point in TPR's

3. The Three C's: Communication, Community and Class Reps

The aim is to establish clearer representative structures and transparency in communications to amplify the student voice within the University and Students' Association. There are currently 2808 class representatives with major inconsistencies across university, degree programmes and individual course level. With a revised system, the Students' Association can provide more personal and effective training, setting out the expectations to increase engagement with the role, whilst the University staff can have clearer and more streamline communications with representatives.

- Revising the representation system to provide a quality over quantity structure to increase the effectiveness and volume of the student voice
- More effective and personal training for reps
- A feedback template and for all SSLC minutes to be published to help close the feedback loop
- Greater incentives and signposting of the representatives within their school – merchandise and informal events/gatherings
- A clear and transparent communication mechanism between class reps, school reps and sabbatical officers, with the aid of the SSLC and School Rep Forum.

The University of Edinburgh

Committee name

Meeting Date

Student Partnership Agreement

Executive Summary

The paper proposes the first Student Partnership Agreement for the University. The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership. This agreement builds on the strength of that partnership. It serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values, our approach to partnership and the three priorities we have agreed to work on together during academic year 2017-2018: student voice, academic support and mental health and wellbeing.

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

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

Action requested

For noting. The Partnership Agreement will be presented at and approved by Senate on 4 October 2017.

How will any action agreed be implemented and communicated?

Following consideration at LTC, the Partnership Agreement will be presented at and approved by Senate on 4 October 2017. Communications and Marketing will develop both printed and digital versions of the agreement for sharing with staff and students.

Subsequent KPIs will be developed to track progress against the agreement and communicate back to staff and students.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Main costs associated with the printing/publishing of the agreement will be met from existing (Academic Services) budgets. Costs involved in staff engagement with the

Partnership Agreement will be met as part of ongoing enhancement activity by schools and colleges. With the exception of some new activities proposed in support of mental health (being taken forward as part of the Mental Health Strategy), the Agreement does not require additional work; it mainly emphasises working in partnership on a small number of aspects that schools are already working on as part of NSS actions plans and other enhancement activity.

2. Risk assessment

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

3. Equality and Diversity

Equality and Diversity is a key underlying motivation for the Partnership Agreement; to enhance the student experience for all students. An Equality Impact Assessment has not yet been carried out, but will be once the contents of the agreement have been approved.

4. Freedom of information

The paper is open.

Key words

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

Originator of the paper

Bobi Archer, EUSA VP Education
Gillian Mackintosh, Academic Services
Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

11th September 2017.

DRAFT

**STUDENT PARTNERSHIP AGREEMENT
WORKING TOGETHER
TO ENHANCE THE STUDENT EXPERIENCE**

Introduction

The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership. This agreement builds on the strength of that partnership. It serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on together during academic year 2017-2018.

Our values

Our partnership is underpinned by the following core values and sets out expectations of both students and staff to enhance the student experience:

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

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

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

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

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

Partnership at Edinburgh

Our commitment to working in partnership with students is articulated at the highest level in the University's Strategic Plan and the University Learning and Teaching Strategy. Staff at the University of Edinburgh currently work in partnership with Edinburgh University Students' Association to ensure that students are central to:

- governance and decision making,
- quality assurance and enhancement,
- providing opportunities for students to become active participants,
- fostering collaboration between students and staff.

Appendix 1 sets out examples of working in partnership

Partnership in Practice – Our Priorities

Based on feedback from students - from the National Student Survey, the Postgraduate Taught Experience Survey, the Postgraduate Research Experience Survey, our internal course and programme surveys - and from The Students' Association, we have identified three key themes that we will address together during the 2017/18 academic year: **Student voice, academic support and mental health and wellbeing.**

We will work together to:

- 1. Ensure our students and the student voice are central to co-creating a high quality student learning experience**
 - Supporting effective student engagement in relation to the whole student experience.
 - Working to ensure student feedback is valued, shared, reflected upon and used for enhancement, in dialogue with students.
 - Enhancing and promoting effective student representation structures for all student groups to enable student feedback to be shared and addressed.
- 2. Strengthen the effectiveness of the range of academic support available**
 - Developing a shared understanding of the various support roles and expectations of support, ensuring students know what support is available and how to access it.
 - Increasing engagement with academic support as a means to improving student outcomes.
- 3. Promote positive mental health and well-being**
 - Facilitating the growth of peer support networks and co-creating a range of events for Mental Health Awareness Week and across the academic year.
 - Supporting staff and students in key support/peer mentor roles through mental health training and guidance.

LTC: 20.09.2017
H/02/25/02

LTC 17/18 1 P

Reviewing the Student Partnership Agreement

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

Appendix 1: Examples of working in partnership

University level involvement:

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

Student-led initiatives, including, but not limited to:

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

This paper is for noting.

KNOWLEDGE STRATEGY COMMITTEE REPORT

2 June 2017

1 Core Systems Strategy

The Chief Information Officer and Librarian to the University presented a systems roadmap, technical strategies, vendor approach and procurement method for the University's proposed new core enterprise business systems. The following points were raised in discussion:

- Avoiding the current proliferation of local systems by encouraging staff 'buy-in' to the new system rather than relying on University policies to proscribe new local systems – integration with the Service Excellence Programme may aid staff buy-in as the Core Systems Strategy will not be viewed solely as an IT project;
- The opportunity for Information Services staff to spend increasing time collaborating with academic staff rather than maintaining a patchwork of ageing systems as at present;
- Environmental effects of 'cloud' computing systems – currently being considered with the assistance of the Social Responsibility and Sustainability department, initial indications are that large vendors have more efficient systems with lower environmental impact than local systems;
- Careful management of the implementation period to ensure that sufficient time for staff training is planned.

The strategy and the move to the first phase of procurement (competitive dialogue) was endorsed and recommended to Policy & Resources Committee for approval. A formal request for funding approval will follow.

2 Main Library Occupancy Review

The Director, Library and University Collections, presented the recommendations of the Main Library Study conducted by Shepley Bulfinch Architects between November 2016 and April 2017. This followed the Main Library Redevelopment Project which helped to increase user footfall from 1 million visits per year in 2004-05 to over 2 million visits in 2015-16 but has greatly increased pressure on the building (e.g. lifts, ventilation, study space available). The Study's findings that 2,000 extra study spaces are required to meet projected demand was discussed. The earlier approval by Estates Committee of funding to commence a procurement process and appoint a design team to progress the design for the short to medium term development opportunities identified in the Study was welcomed.

3 Library Committee Governance

Proposals to modify the Library Committee's governance structure and Convener were reviewed. It was noted that the remit, activity and membership of the Committee is controlled by University Ordinances no. 64 (Custody and Management of Libraries, created in 1895) and no. 182 (Composition of the Library Committee, created in 1978), which are outdated but difficult to change, with any revisions requiring the approval of Her Majesty in Council. However, changes to other University Ordinances required by the Higher Education Governance (Scotland) Act 2016 provide an opportunity to replace the Library Committee Ordinances with a single University Resolution – ensuring a high level of consultation and oversight from Court and Senate remain in place but without requiring Scottish Government and Privy Council approval to change the membership of the Library Committee over time.

The Committee endorsed the proposal and recommended that Court approve in principle the revocation of Ordinances no. 64 and no. 182 and their replacement by a University Resolution.

Separately, the Committee approved the appointment of Professor Dorothy Miell as the Convener of Library Committee with effect from 1 August 2017.

4 Learning Analytics Policy

The Chair of Learning Analytics provided an update on the progress of the task group established to develop a Learning Analytics Policy and a set of Principles and Purposes for Learning Analytics approved by the Senate Learning and Teaching Committee. Noting that the Principles and Purposes are a precursor to a more detailed Policy document to be developed covering areas such as data governance, consent and security, the Committee approved the Principles and Purposes subject to minor textual amendment.

5 Digital Skills and Lecture Recording Training Update

The Head of Digital Skills & Training presented activities and plans for delivering Digital Skills training to staff and students across the University in support of the University's aspiration that all educators become digital educators and all students become digital students. It was noted that all lecture recording training will be available online over the summer period for academic staff prior to implementation in the new academic year. The Committee welcomed the presentation and the increasing range of Digital Skills training available within the University.

The University of Edinburgh

Senate Learning and Teaching Committee

20 September 2017

Report from Learning and Teaching Policy Group

Executive Summary

In November 2015, the Senate Committee Convenor's Forum was superseded by a Learning and Teaching Policy Group (LTPG) designed to integrate strategic leadership in L&T across the Senate Committees, the Colleges (via College L&T Deans), thematic areas of priority (via existing and new Vice and Assistant Principals), and key professional services. This paper updates the Committee on LTPG's most recent meetings (22 May and 17 August 2017).

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

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

Action requested

For information

How will any action agreed be implemented and communicated?

N/A

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
N/A – Committee is not being asked for a decision
2. **Risk assessment**
N/A – Committee is not being asked for a decision
3. **Equality and Diversity**
N/A – Committee is not being asked for a decision
4. **Freedom of information**
Open

Originator of the paper

Tom Ward, Director of Academic Services

Report from Learning and Teaching Policy Group (LTPG)

The main points from the 22 May and 17 August 2017 meetings are set out below. Some of the issues discussed at LTPG are addressed in more detail elsewhere on LTC's agenda.

Main points

The Group:

- Had an initial discussion of strategic issues regarding the University's four-year undergraduate degree programmes, including the implications of the Scottish Government's Learner Journey Review;
- Contributed to the development of the Student Partnership Agreement;
- Considered the outcome of the 2017 National Student Survey, and commented on possible responses to it;
- Received an update on the development of the Personal Tutor system, and discussed the different forms of academic support available in the University;
- Supported proposals for introducing a new University level Teaching Conference (the plan is to hold this in June 2018, with c. 250-300 attendees and an academic conference feel);
- Supported plans for Teaching Matters and student communications for 2017-18; and
- Received updates on the Student Administration and Support strand of the Service Excellence Programme, and the College of Arts, Humanities and Social Sciences' Programme Pathways Project

This paper was originally presented to Senate on 31 May 2017. It outlines agreed plans and priorities for Senate Learning and Teaching Committee in 2017-18 and is provided here for information.

Annual Senate Committees' Report 2016-17

1. Executive Summary

This report outlines the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2016-17, along with and their proposed plans for 2017-18.

2. Introduction

The four Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Learning & Teaching Committee, Researcher Experience Committee, Curriculum and Student Progression Committee, and Quality Assurance Committee. Links to the Terms of Reference and memberships of the Senate Standing Committees:

Learning and Teaching Committee: [Link](#)

Researcher Experience Committee: [Link](#)

Curriculum and Student Progression Committee: [Link](#)

Quality Assurance Committee: [Link](#)

The report sets out the Senate Committees' achievements for the year 2016-17. It also proposes their priorities for 2017-18. These proposals arose from Committee discussions, discussion at the Learning and Teaching Policy Group (which is composed of the Conveners of the four Committees, along with relevant Assistant Principals, College Deans, and other key staff), and discussion at the Senate Committees' Away Day which took place on 20 April 2017.

In 2016-17, the Senate Learning and Teaching Committee approved the University's new Learning and Teaching Strategy, see:

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

Academic Services are currently preparing an implementation plan for the Strategy, which will incorporate the Senate Committees' plans for 2017-18.

3. Key Committee and Task Group Activities in 2016-17

Name of Committee or Task Group	No. of meetings
Learning and Teaching Committee (LTC)	5
Assessment and Feedback Enhancement Working Group	4
Lecture Recording Policy Task Group	2
University-Wide Courses Task Group	3
Research-Led Learning and Teaching Task Group	3
Learning Analytics Policy Task Group	2
Postgraduate Taught Experience Survey (PTES) Task Group	2
Digital Education Task Group	3

Researcher Experience Committee (REC)	5
Distance PhDs Implementation Group	3
Code of Practice for Tutors and Demonstrators Task Group	4
MSc by Research Task Group	2

Curriculum and Student Progression Committee (CSPC)	6
Assessment and Progression Tools Task Group	7
Credit for Study Abroad Task Group	2
Resit Entitlement Task Group	2
Models of Degree Types Task Group	1
Student-Led Individually Created Courses Task Group	4
Quality Assurance Committee (QAC)	6
Student Support Services Quality Assurance Framework Sub-Committee	2
Personal Tutor System Oversight Sub-Group	2

The remits and memberships of the task groups are available at:

www.ed.ac.uk/academic-services/committees/learning-teaching/task-groups
www.ed.ac.uk/academic-services/committees/researcher-experience/task-groups
www.ed.ac.uk/academic-services/committees/curriculum-student-progression/task-groups
www.ed.ac.uk/academic-services/committees/quality-assurance/task-groups

4. Senate Committees' Achievements 2016-17

At its meeting on 1 June 2016, Senate approved the Standing Committees' plans for 2016-17. The Committees' progress in relation to those plans is set out below. This summary does not take account of business conducted at the final cycle of Senate Committee meetings of 2016-17 (Researcher Experience Committee's meeting on 23 May 2017, Learning and Teaching Committee's 24 May 2017 meeting, the Quality Assurance Committee's 25 May 2017 meeting, or the Curriculum and Student Progression Committee's 1 June 2017 meeting).

In general, the Committees have made good progress in delivering their plans for 2016-17. In addition, they have addressed some significant areas of work not included in the original plans (for example, the development of a new Learning and Teaching Strategy). One of the key themes for the Committees this session has been 'simplification', with significant progress in rationalising the number of different policies / guidance documents, and implementing streamlined quality assurance processes.

4.1 Key general developments

4.1.1 New Learning and Teaching Strategy

The Senate Learning and Teaching Committee (LTC) oversaw the development of a new University Learning and Teaching Strategy, which replaced the existing Learning and Teaching Enhancement Strategy. A successful launch event for the new Strategy was held in March 2017, and an implementation plan for the Strategy is being developed.

4.1.2 National Student Survey- continued coordination and support for activities to address issues raised by NSS

The Senate Committees have continued to support a range of activities to address issues raised by the National Student Survey (NSS). These are covered under a range of headings below, for example enhancing aspects of assessment and feedback (see 4.2.5), and introducing mid-course feedback arrangements for Honours courses (see 4.5.5).

4.1.3 Teaching Excellence Framework

While Court has agreed that the University would not enter the Teaching Excellence Framework in year two, the Senate Learning and Teaching Committee has maintained oversight of sector developments regarding the TEF.

4.1.4 Data matters

With input from the Senate Quality Assurance Committee, Student Systems has delivered an undergraduate Student Data Dashboard and overseen the roll-out of Evasys Course Enhancement Questionnaires. In addition, Student Systems and Academic Services have continued with the implementation and evaluation of the External Examiner Reporting System.

4.2 Learning and Teaching Committee (LTC)

4.2.1 Refine Personal Tutor system, enhance training and published guidance for Personal Tutors and Student Support Officers, clarify workload allocation for Personal Tutors, and clarify how Personal Tutor scheme applies to Online Distance Learning

The Committee approved several optional enhancements to the Personal Tutor system (guidance on holding meaningful meetings, pre-arrival questionnaires and group practice). In addition, the University has introduced student mental health training for Personal Tutors (PTs) and Student Support Officers (SSOs), and enhanced the web-based resources for PTs and SSOs. The Assistant Principal (Academic Support) has also reviewed how the PT scheme applies to ODL students, and will be presenting proposals to LTC in May 2017. LTC has also explored the future strategic direction of the peer learning and support, which is being supported and developed by the Students' Association.

4.2.2 Implement changes to academic year structure (subject to outcome of review)

In summer 2016, following a thorough review process, LTC decided not to make any changes to the University's academic year structure.

4.2.3 Oversee development of Continuing Professional Development for Learning and Teaching

LTC has discussed progress on the implementation of the University's overarching CPD framework relating to learning and teaching, noting good progress in terms of positive feedback from participants and increasing levels of participation, but that the main barrier to further increases in participation is staff workload (both for staff participating in the scheme and for mentors). The Committee recognised the importance of Heads of Schools supporting the framework, and therefore referred the matter to the April 2017 meeting of Academic Strategy Group (ASG) for further consideration. LTC also oversaw the development of new guidance to support Peer Observation of Teaching.

4.2.4 Transitions Enhancement Theme –institutional coordination and oversight

LTC continued to oversee this work, which has been managed by an Institutional Team. A successful 'Gearing up for Transitions 2017' event took place on 9 March 2017, sharing best practice and providing opportunities for students to talk about their experiences of transitions in, through and out of university. A number of projects were funded and the University's external engagement with the Theme continued, including a number of proposals being accepted for the Quality Assurance Agency's Enhancement Themes conference in June 2017. This will be the last year of the 'Transitions' theme – the QAA (Scotland) will announce the next theme in June 2017.

4.2.5 Leading Enhancement in Assessment and Feedback (LEAF) Project

There has been good progress regarding LEAF, with three programme audits across three Schools undertaken in 2016-17 under the leadership of the Assistant Principal Assessment and Feedback. In total 27 programmes across 13 Schools and all three Colleges have now undergone an audit. The LEAF project continues to prove helpful in identifying areas for enhancement, and Colleges have found the process helpful. The Assessment and Feedback Enhancement Group has been reviewing evidence of the impact of these audits.

4.2.6 Take forward recommendations from Task Group on Innovation in Teaching and Learning, including implementing changes to Innovative Learning Week

The Committee initiated two significant strands of work to follow up the recommendations of the Task Group on Innovation in Teaching and Learning – developing the University's approach to research-led teaching and learning, and developing a framework for University-wide courses. These groups aim to report early in 2017-18.

The Committee also oversaw the changes in the use of the week between Teaching Blocks 3 and 4, from Innovative Learning Week to a Flexible Learning week which Schools can use for a broader range of purposes. Alongside this, the Committee oversaw the launch of a Festival of Creative Learning, which includes a programme of activities running throughout the academic year and curated activities within Flexible Learning Week. LTC will evaluate the impact of these changes at its May 2017 meeting.

4.2.7 Develop a policy framework / guidance to support Lecture Capture technologies

The Committee endorsed a proposal (subsequently approved by Court) to accelerate the introduction of a reliable and comprehensive lecture recording system. The University has now chosen a supplier and the new lecture recording system will replace existing provision in 116 locations across the University in time for the start of the 2017-18 session. The Committee has established a sub-group to develop a policy to support the new system. The group plans to develop a draft policy and guidance over summer 2017, with a wider consultation on the draft anticipated in Semester 1 2017-18. The new policy is expected to be approved in time for the 2018-19 session, to coincide with integration of the lecture recording system with the timetable system. Existing School-level policy arrangements will continue in the meantime.

4.2.8 Feed into Knowledge Strategy Committee's work on developing a policy regarding Learning Analytics

LTC and Knowledge Strategy Committee have approved the establishment of a Learning Analytics Policy Task Group which is developing and consulting on an institutional Policy on Learning Analytics. The Group plans to seek approval from LTC and KSC for a set of Principles and Objectives in May/June 2017, and then to develop a more detailed policy and

procedure setting out how the University will handle issues such as data governance, consent and security.

4.2.9 New priorities identified and progressed during the session

- LTC initiated the development of a Student Partnership Agreement, which will be an explicit statement of the way in which the institution and the student body will work in partnership. Work on the Agreement will continue into 2017/18 to take account of the views of incoming Student Sabbatical Officers.
- In response to feedback from Schools, LTC agreed that from Semester 2 2016/17, Schools would no longer have to submit reports regarding feedback turnaround times, although Heads of Schools remain accountable for implementing Taught Assessment Regulation 16 and ensuring that there are systems in place to identify and address breaches. The Course Evaluation Questionnaire, which includes a question about feedback, will play a key role in monitoring the quality of assessment and feedback in future.
- The Committee has approved a new University Student Mental Health Strategy.
- LTC has discussed how to align the University's Space and Learning and Teaching Strategies.
- LTC has established a Digital Education Task Group to consider how the future of digital education at Edinburgh might be designed.

4.3 Researcher Experience Committee (REC)

4.3.1 Postgraduate Research Enhancement Project

While the planning round did not allocate funding for this project, REC has reframed this project as the Excellence in Doctoral Research and Career Development Programme. It has identified three work strands: Supervisor training and support; Mentoring and well-being; and the development of a personal and professional development record. REC has undertaken scoping work on these strands, and has begun to take them forward.

4.3.2 Enhance tutoring and demonstrating

REC established a task group to review the Code of Practice for Tutors and Demonstrators. The group has made good progress on consulting with stakeholders regarding a new policy to replace the Code, although it is not yet clear whether the new policy will be ready for sign-off from REC, and from the Senate Learning and Teaching Committee, by the end of 2016-17.

4.3.3 Implement recommendations of task group on Flexible / Distance PhDs

In 2015-16, REC agreed an action plan to enable the University to make distance PhD study a normal part of the University's offerings. These recommendations include action on online training for PGR students, supervisor training, and access to hard-copy library materials. In 2016-17, REC established a task group to review progress on implementation of these recommendations. In general, the recommendations have been completed or are in progress, although the group has identified some challenges and barriers to implementation.

4.3.4 Address regulatory issues regarding MSc by Research programmes, and the status of students during the writing-up period

A Task Group has clarified how the University's assessment regulations apply to MSc by Research programmes. These changes will be implemented from 2017-18, subject to approval from the Senate Curriculum and Student Progression Committee. REC has also identified some issues regarding student status during the "writing-up" period, and will be having a more detailed discussion of them at its May 2017 meeting. The Service Excellence

Programme (SEP) is expected to consider related issues as part of the planned PGR lifecycle strand of SEP.

4.3.5 Enhance support for Early Career Researchers

REC has continued to guide activities relating to support for Early Career Researchers. For example, it has considered how to take account of Early Career Researchers in preparations for the 2021 Research Excellence Framework, and advised on the question-set and approach to promotion for the Careers in Research Online Survey (CROS).

4.3.6 New priorities identified and progressed during the session

- REC has initiated a review of the Code of Practice for Supervisors & Research Students by undertaking focus groups with supervisors and researchers to understand what they would like from the Code. Taking account of these focus group discussions, the Committee has agreed that significant work is required to reframe the Code as a non-mandatory handbook. It plans to undertake this work in 2017- 18, with a view to making it available for 2018-19.
- REC has agreed a new approach to electronic submission of the final thesis to the Library.
- REC continued to forge closer links with Space Strategy Group to ensure postgraduate research student needs are considered in development plans.

4.4 Curriculum and Student Progression Committee (CSPC)

4.4.1 EUCLID Assessment and Progression Tools Project

The Project is on track to roll out the Tools to 18 Schools in 2016-17. The Tools support the process from the recording of individual assessment marks through to the calculation of course, progression and overall degree classifications. Students now have access to their course assessment structures through EUCLID student view, along with summative assessment marks, and Boards of Examiners have access to management reports. The transition planning is in progress for the remaining Schools, and the project is on track for a full roll-out for 2017/18.

4.4.2 Develop and raise awareness of policies and processes regarding publishing information regarding courses and programmes, and regarding curriculum approval processes, to ensure compliance with Competition and Marketing Authority (CMA) guidelines

CSPC revised the Programme and Course Approval and Management policy in order to consolidate information on programme and course approval and management into one policy, in line with the University's simplification agenda, formalise good practice in relation to student recruitment, and assist the University to comply with CMA guideline when developing and changing programmes and courses. Academic Services and Communications and Marketing have taken various steps to raise awareness of the policy and to ensure compliance with the CMA, including a round of meetings with staff in Colleges and Schools.

4.4.3 Further phase of piloting and evaluation of Student-Led Individually-Created Courses (SLICCS).

SLICCs offer a flexible reflective learning framework for experiential learning based around generic learning outcomes, an e-portfolio of evidence, reflective blogs and reports. With input and oversight from CSPC, during 2016-17 the SLICCs moved successfully from pilot to mainstreamed activity, following two successive years of evaluated summer pilots. As a

result, the Moray House School of Education now formally hosts summer SLICCs as an outside elective course, targeted at Y1 and Y2 undergraduates from any discipline. In-programme SLICCs continue to be hosted locally within individual Schools.

4.4.4 Conduct business analysis and develop systems for EUCLID business processes for Special Circumstances.

The Student Administration and Support sub-programme of the Service Excellence Programme has taken a lead on this strand of work. It has initiated a project, relating to Special Circumstances, Extensions, and Concessions, which is seeking to develop a workflow system and EUCLID-based support for the Special Circumstances process. The intention is to deliver this in time for the 2018/19 academic session.

4.4.5 Review regulations regarding resits

A task group clarified the regulations surrounding resit entitlement and academic failure for undergraduate students; the Taught Assessment Regulations for 2017-18 will reflect these minor changes. The Committee also reviewed current policy regarding the resubmission of Master's dissertations, and decided to maintain the current position of not allowing resubmission in the absence of special circumstances. The Committee is however planning to undertake a broader review of PGT reassessment and dissertation arrangements in 2017-18.

4.4.6 New priorities identified and progressed during the session

- The Committee reviewed the University's policy on moderation, and agreed to simplify the existing University documentation, to develop new information and resources, and to undertake some 'myth-busting' activities.
- The Committee approved a new Board of Examiners' Handbook which consolidates a number of existing documents into a single "how to" guide for members of Boards of Examiners.

4.5 Quality Assurance Committee (QAC)

4.5.1 Enhancement-led Institutional Review (ELIR) – develop and oversee implementation of plan of action in response to ELIR.

In its autumn 2015 ELIR, the University achieved the highest possible judgement: "effective arrangements for managing academic standards and the student learning experience". QAC has overseen the establishment of plans to address the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching. In 2016-17, QAC has monitored progress under these themes, and in February 2017 it approved the University's year-on progress report to the Quality Assurance Agency for Scotland.

4.5.2 Quality Assurance Framework – implement and monitor effectiveness of those changes resulting from review of quality assurance framework introduced for 2016-17, and further develop and implement changes for 2017-18.

In 2015-16, following extensive consultation with Schools and Colleges, QAC approved proposals to streamline processes and reduce the burden on colleagues, while deriving maximum benefit from quality activity. In 2016-17, QAC has focussed on implementing these new streamlined processes for Schools' and Colleges' annual quality reviews and for periodic reviews (Teaching Programme Reviews and Postgraduate Programme Reviews). Colleges have welcomed the new annual review arrangements, which have led to much

shorter annual College reports. While Schools are not due to submit their first annual reports under the new process until August 2017, they have provided positive feedback on the new arrangements (which involve a revised annual report template, and stronger focus on the programme as the key level for reflection).

4.5.3 Roll-out of Evasys course evaluation tool.

During 2016-17, Student Systems has managed the roll-out of the Course Enhancement Questionnaire to UG and PGT courses in all Schools. As part of this, further work has been undertaken to develop guidance for staff regarding key points for colleagues to consider when using Course Enhancement Questionnaire data, to refresh communications and web information for students, and to explore data from the questionnaire for evidence of bias.

4.5.4 External Examiner Project – further monitoring of the implementation of the External Examiner Reporting system and the revised External Examiner Policy.

Following the roll-out of the External Examiners Reporting online system (EERS) in 2015, Academic Services and Student Systems have continued to work with Colleges and Schools to encourage them to utilise the new management information that the system makes available. In 2016-17, the Committee undertook a post-project evaluation, which indicated broad satisfaction with the system while identifying some issues regarding the system for potential enhancement. The Committee also reviewed data from the system covering undergraduate and postgraduate taught programmes for the academic year 2015/16, identifying general themes and recommending University-level actions.

4.5.5 New priorities identified and progressed during the session

- The Committee supported the introduction of mid-course feedback arrangements for Honours courses. At its meeting in May 2017, the Committee will consider whether to extend these arrangements to include pre-Honours courses from 2017-18.

5. Overview of delivery of core functions in 2016-17

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The following is a summary of the main powers that the Committees have exercised during 2016-17 (in addition to the activities set out in Section 4, above):

5.1 Strategies / regulations / policies / codes

The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved, along with changes to existing documents.

5.2 Approval of curriculum changes

While Schools and Colleges have delegated approval for the introduction of new programmes and courses, and changes to and closure of existing ones, the Senate Curriculum and Student Progression Committee is responsible for programme and course developments that are not compliant with the University's Curriculum Framework or the academic year structure, and/or which have wider implications. In 2016-17, the Committee approved proposals in relation to five different degree programmes.

5.3 Quality Assurance

The Quality Assurance Committee continued to oversee the operation of the Teaching Programme Review (TPR) and Postgraduate Programme Review (PPR) processes, approving review reports and reviewing Schools' responses to the reviews. Eight Teaching Programme Reviews (TPR), and four Postgraduate Programme Reviews (PPR) have taken

place in this academic year. It was confirmed that all reviewed areas had effective management of the quality of the student learning experience, academic standards, and enhancement. The Committee also identified key themes for development and further action, such as the need for improved transparency and communication in assessment and feedback processes, as well as the need for greater consistency of marking and quality of feedback. Examples of innovation in learning and teaching identified during TPRs and PPRs were identified and disseminated at a Sharing Good Practice event held on 23 November 2016. The Committee also conducted the annual quality review of student support services. Key issues raised by services include student mental health and the increased demand on services in the context of constrained budgets and resources.

The Committee continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. The main theme to emerge this year was the continuing increase in the volume of student appeals (which is generally in line with increases seen across the Higher Education sector) and in the number of detected breaches of the Code of Student Conduct (which appears likely to be associated with an increased use of plagiarism detection software). There were no discernible trends in the complaint handling cases.

The Quality Assurance Committee's Personal Tutor System Sub-Group is tasked with QA oversight of the PT system. Since the last Senate report, the Group has met on two occasions to approve the School Personal Tutoring Statements for 2016-17 and to consider the operation of the PT system in relation to the most recent National Student Survey (NSS), Edinburgh Student Experience Survey (ESES), and Postgraduate Taught Experience Survey (PTES) results. While there are some limitations to the data currently available regarding the operation of the PT system, the sub-group reviewed all Schools and, where the data suggested that student satisfaction with the PT system had declined, the sub-group was satisfied with the Schools' mitigating actions.

5.4 Student concessions

The Senate Curriculum and Student Progression Committee has responsibility for considering some of the more exceptional categories of student concessions, for example to allow a student to extend or interrupt their study beyond what is permitted by the Degree Regulations, or to graduate without the required number and / or level of credits for the degree programme. To date this session, the Committee has approved 18 concessions.

6. Senate Committees' Priorities for 2017-18

The following are the Senate Committees' planned priorities for 2017-18. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment. The majority involve the completion of projects started in 2016-17, with relatively few new activities planned.

6.1 Proposed activities cutting across the four Committees

Activity
<ul style="list-style-type: none">Oversight of implementation of University Learning and Teaching Strategy
<ul style="list-style-type: none">Senate task group to consider how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation*

<ul style="list-style-type: none"> • Student Administration and Support strand of Service Excellence Programme – likely to raise various strands of activity for Senate Committees, for example regarding academic policy and regulations*
<ul style="list-style-type: none"> • Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review (overseen by the University’s Student Recruitment Strategy Group, but likely to raise issues of relevance to the Senate Learning and Teaching Committee, Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee.)*
<ul style="list-style-type: none"> • Engagement with further development of Teaching Excellence Framework*
<ul style="list-style-type: none"> • Policies and Codes – Ongoing programme of review of policies

* Already underway in 2016-17

6.2 Learning and Teaching Committee

Activity
<ul style="list-style-type: none"> • Assessment and Feedback - strands of work regarding the quality of assessment, grade descriptors, and the Leading Enhancement in Feedback and Assessment (LEAF) project.*
<ul style="list-style-type: none"> • Develop a policy to support the University’s Lecture Recording service*
<ul style="list-style-type: none"> • Develop an institutional vision on Digital Education*
<ul style="list-style-type: none"> • Research-led Teaching and Learning – developing the University’s narrative regarding how its research strengths enable it to offer programmes underpinned by research-led teaching and learning, and identifying barriers to and enablers of research-led teaching and learning, and considering ways to support innovation in research-led teaching and learning (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*
<ul style="list-style-type: none"> • Develop a framework for the development and embedding of University-wide courses in the curricula and student experience (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*
<ul style="list-style-type: none"> • Develop an institutional policy on Learning Analytics (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*

* Already underway in 2016-17

6.3 Researcher Experience Committee

Activity
<ul style="list-style-type: none"> • Excellence in Doctoral Training and Career Development programme - Governance arrangements – three significant strands of work* <ul style="list-style-type: none"> ○ Supervisor training and support

<ul style="list-style-type: none"> ○ Mentorship and wellbeing ○ Personal and Professional Development Record
<ul style="list-style-type: none"> ● Review the Code of Practice for Supervisors and Research Students*
<ul style="list-style-type: none"> ● Review the Code of Practice for Tutors and Demonstrators* (originally planning to complete work in 2016-17 but may need to continue into 2017-18)
<ul style="list-style-type: none"> ● Monitor and guide the development of the planned Enlightenment Scholarships scheme
<ul style="list-style-type: none"> ● Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)

* Already underway in 2016-17

6.4 Curriculum and Student Progression Committee

Activity
<ul style="list-style-type: none"> ● Complete the Assessment and Progression Tools project*
<ul style="list-style-type: none"> ● Evaluate the impact of the revised Special Circumstances Policy and Coursework Extensions regulation
<ul style="list-style-type: none"> ● Develop an institutional policy for Authorised Interruption of Studies encompassing both taught and research students (this is a recommendation of the University's review of support for disabled students)
<ul style="list-style-type: none"> ● Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements
<ul style="list-style-type: none"> ● Review Programme and Course Approval and Management Policy, to take account of recent Competition and Markets Authority rulings, and to provide additional information on business planning and on implementation

* Already underway in 2016-17

6.5 Quality Assurance Committee

Activity
<ul style="list-style-type: none"> ● Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)*
<ul style="list-style-type: none"> ● Continued implementation and monitoring of the streamlining of the quality assurance framework (with a particular focus on periodic review processes)*
<ul style="list-style-type: none"> ● Oversee and evaluate the effectiveness of Personal Tutor system*
<ul style="list-style-type: none"> ● Review of progress on collaborative undergraduate programmes with Zhejiang University

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| <ul style="list-style-type: none">• Thematic review of support for student parents/student carers/mature students |

* Already underway in 2016-17

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Annex – new regulations / policies / Codes, and reviews of and amendments to existing regulations/policies/Codes approved by Senate Committees during 2016-17

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
Learning and Teaching	Feedback Standards and Guiding Principles*	Deletion of existing Feedback Standards and Guiding Principles document Introduction of new practical guidance on Feedback and Assessment
Learning and Teaching	Peer Observation of Teaching	Deletion of existing Peer Observation of Teaching Guidance Introduction of new Peer Observation of Teaching Guidance
Learning and Teaching	Learning and Teaching Strategy	Deletion of existing Learning and Teaching Enhancement Strategy Introduction of new Strategy
Learning and Teaching	Student Mental Health Strategy	Introduction of new Strategy
Learning and Teaching	Learning Analytics Principles and Purposes*	Introduction of new document
Curriculum and Student Progression	Board of Examiners Handbook	Introduction of new document, consolidating and updating six existing documents (which have subsequently been deleted)
Curriculum and Student Progression	Course Organiser: Outline of Role*	Revision of existing document
Curriculum and Student Progression	Curriculum Framework documentation*	Revised version of existing documents (Framework for Curricula; Models for Degree Types); deletion of existing documents (Masters Guiding Principles; Structure for Teaching and Assessment; Professional and Practice-based Doctorates).
Curriculum and Student Progression	Programme and Course Approval Policy	Revision of existing document
Curriculum and Student Progression	Degree Programme Specification template	Technical update to existing document
Curriculum and Student Progression	Taught Assessment Regulations*	Revision of existing document
Curriculum and Student Progression	Postgraduate Assessment Regulations for Research Degrees*	Revision of existing document

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Curriculum and Student Progression	Undergraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Postgraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Principles of Internal Moderation of Taught Assessment	Deletion of existing document (elements to be incorporated into Taught Assessment Regulations, with new guidance also to be produced)
Curriculum and Student Progression	Resits and Supplementary Assessment Guidance*	Revised version of existing document
Curriculum and Student Progression	Student Maternity and Family Leave Policy*	Revised version of existing document
Quality Assurance Committee	Annual Monitoring, Reporting and Review Policy	Revised version of existing document
Quality Assurance Committee	Edinburgh University Students' Association and University Student Engagement Statement	Revised version of existing document
Quality Assurance Committee	Principles and operational notes for Student Staff Liaison Committees (SSLCs)	Technical update to existing document
Quality Assurance Committee	University Remit and Reflective Report template for Internal Periodic Review	Revised version of existing document
Quality Assurance Committee	External Examiners for Taught Programmes Policy	Revised version of existing document
Researcher Experience Committee	Code of Practice for Supervisors and Research Students*	Revised version of existing document

*Subject to Committee approval May/June 2017

#Subject to approval by Court via resolution June 2017