<u>The University of Edinburgh</u>

Meeting of Senate Learning and Teaching Committee
to be held at 2.00pm on Wednesday 23 January 2019
in the Board Room, Chancellor's Building, Little France

A G E N D A

1.	**Welcome and Apologies**	
2.	**Minutes of the Meeting held on 14 November 2018**	LTC 18/19 3 A
3.	**Matters Arising**	
3.1	National Student Survey (NSS) 2019: Bank and Institutional Questions *(14 November 2018 meeting, agenda item 6.1)*	
3.2	Senate Committee Input into 2019-22 Planning Round *(18 September 2018 meeting, agenda item 7.1)*	
4.	**Convener's Communications**	
5.	**For Discussion**	
5.1	Student and Staff Experience Action Plan	LTC 18/19 3 B
5.2	<u>Curriculum Issues</u>	
5.2.1	Near Future Teaching – Co-Designing a Values-Based Vision for Digital Education at the University of Edinburgh	LTC 18/19 3 C
5.2.2	Curriculum Conversations	LTC 18/19 3 D
5.3	Update on Task Group on Using the Curriculum to Promote Inclusion, Equality and Diversity	LTC 18/19 3 E
5.4	Update on Research into Undergraduate Non-Continuation	LTC 18/19 3 F
5.5	<u>Teaching and Academic Careers</u>	
5.5.1	Teaching and Academic Careers (TACs) Project - Update	LTC 18/19 3 G
5.5.2	Update on the Continuing Professional Development Framework for Learning and Teaching	LTC 18/19 3 H
5.6	Resource Lists Framework - Update	LTC 18/19 3 I
5.7	Enhancement-Led Institutional Review (ELIR) 2020 – Update and Discussion of Contextualised Themes	LTC 18/19 3 J
5.8	MOOC Programme Summary 2018	LTC 18/19 3 K

Date of next meeting: 13 March 2019, Raeburn Room, Old College

6.	**For Approval**	
6.1	Postgraduate Taught Experience Survey:	
6.1.1	Postgraduate Taught Experience Survey (PTES) 2019: Institutional Questions	LTC 18/19 3 L CLOSED
6.1.2	Update on Potential Future PGT Survey	LTC 18/19 3 M
6.2	Establishment of a Task Group to Review Operation of the Higher Education Achievement Report (HEAR)	LTC 18/19 3 N
7.	**For Information and Noting**	
7.1	University of Edinburgh Learning and Teaching Conference 2019 – Update	LTC 18/19 3 O
7.2	Careers and Employability Update	LTC 18/19 3 P
7.3	Report from Learning and Teaching Policy Group	LTC 18/19 3 Q
7.4	Lecture Recording Opt-Outs	Verbal Update
8.	**Any Other Business**	

Date of next meeting: 13 March 2019, Raeburn Room, Old College

Draft minutes – for approval at meeting to be held on 23 January 2019

**Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC)
held at 2pm on Wednesday 14 November 2018
in the Cuillin Room, Charles Stewart House**

1. Attendance

Present:

Ms Megan Brown	Edinburgh University Students' Association, Academic Engagement Co-ordinator (Ex officio)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (Ex officio)
Professor Iain Gordon	Head of School of Mathematics (Co-opted member)
Ms Shelagh Green	Director for Careers and Employability (Ex officio)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy (CSE)
Professor Tina Harrison (Convener)	Assistant Principal (Academic Standards and Quality Assurance)
Dr Sarah Henderson	Acting Director for Postgraduate Taught (CMVM)
Ms Melissa Highton	Director of Learning, Teaching and Web Services Division (Ex officio)
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee) (Ex officio)
Ms Diva Mukherji	Vice President (Education), Edinburgh University Students' Association (Ex officio)
Professor Neil Mulholland	Dean of Postgraduate Studies (CAHSS)
Professor Graeme Reid	Dean of Learning and Teaching (CSE)
Dr Sabine Rolle	Dean of Undergraduate Studies (CAHSS)
Professor Neil Turner	Director of Undergraduate Teaching and Learning, (CMVM)
Mrs Philippa Ward (Secretary)	Academic Services
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (Ex officio)

Apologies:

Professor Rowena Arshad	Head of Moray House School of Education (Co-opted member)
Professor Sian Bayne	Director of Centre for Research in Digital Education (Co-opted member)
Ms Nichola Kett	Academic Governance Representative, Academic Services
Professor Charlie Jeffery	Senior Vice-Principal
Professor Mike Shipston	Dean of Biomedical Sciences (Co-opted member)

In attendance:

Professor Stephen Bowd	Incoming Dean of Postgraduate Studies (CAHSS)
Mr Jim Galbraith	Governance and Strategic Planning
Mr Filip Margetiny	Governance and Strategic Planning
Ms Eszter Sebek	Deanery of Biomedical Sciences

Ms Katie Scott   Edinburgh University Students' Association

2. Minutes of the previous meeting

LTC approved the minutes of the meeting held on 18 September 2018.

3. Matters Arising

3.1 Resource Lists

The Secretary advised members that this would be discussed again at the January 2019 meeting of LTC.

4. Convener's Business

Members agreed to introduce a template for Committee papers, similar or identical to that used by Court. The template would be piloted by LTC from January 2019. If successful, all Senate Committees would be asked to use the template from the start of 2018/19.

Action: Secretary to develop and circulate paper template.

5.   For Discussion

5.1 Research into Undergraduate Non-Continuation

Two pieces of research had been carried out: a statistical modelling analysis exercise, and an analysis of Schools' insights into the reasons for patterns of non-continuation amongst students on their programmes.

LTC noted that the statistical analysis had broadly been based on the HESA definition of non-continuation given that most of the students who withdraw without an award do so during the entry session, or at the start of the following session. Data for several years had been aggregated to overcome problems associated with having only a small number of non-continuing students. The research had included strong use of regression analysis to provide greater insight into the factors affecting student non-continuation.

The Committee noted that age, gender, ethnicity, disability and University School were broadly not influential in retention. School attended before coming to University, identifying as 'first in family', Scottish Index of Multiple Deprivation quintile, and socio-economic factors were much more influential. Those in receipt of bursaries were more likely to continue than those who were not in receipt of bursaries.

In relation to the consultation with Schools about reasons for non-continuation, LTC noted that in a number of Schools, the relevant population was too small for robust analysis. However, key reasons for non-continuation were thought to be:

- changes in students' academic choices
- financial reasons
- health reasons

- other personal reasons
- within the College of Science and Engineering, difficulties with the Mathematics requirements of programmes

Actions being taken within Schools to address non-continuation included:

- strengthening student support, induction and transition arrangements
- introducing more stringent entry requirements
- providing additional support for Mathematics

The Committee thanked Mr Galbraith, Mr Margetiny and the Director of Academic Services for the high quality research undertaken. Members discussed the following:

- the value of keeping analysis of non-continuation at institutional level to ensure that the data was robust
- the value of capturing better information about the reasons for withdrawal from non-continuing students
- the need to continue debating ways in which the University might better support those students at greatest risk of withdrawing, and to share best practice in this area
- the need to think carefully about the structure of Year 1 in the context of any curriculum reform
- the value of strengthening the University's understanding of attainment prior to coming to University as a key factor in non-continuation (eg. exploring the hypothesis that Scottish students entering the University with Highers only (including those entering through widening participation routes) were at particular risk of withdrawing, and would benefit from receiving more pre-entry support and interventions throughout the first year of study)
- the value of a recently introduced Level 7 Mathematics course, and the potential benefit of rolling this out to students out with the School of Mathematics
- the potential benefit of introducing a broader suite of Level 7 courses
- the potential value of peer support to students at greatest risk of withdrawing
- the potential value of awarding student bursaries to all Scottish Wider Access Programme (SWAP) students
- the value of considering more flexible and part-time study options

LTC agreed the following:

- to ask Governance and Strategic Planning to undertake further research to investigate the impact of other factors on non-continuation eg. prior attainment, the availability of peer support, mode of study (online or on campus), whether or not students are also employed, home location of Scottish students
- that analysis would be at institutional and College as opposed to School-level
- that the Academic Lifecycle Strand of the Service Excellence Programme would be asked to consider ways in which better information about students' reasons for withdrawal might be gathered
- that Academic Services would co-ordinate the gathering and dissemination of best practice around supporting students at risk of withdrawing.
- that particular attention should be given to the structure of Year 1 if curriculum reform was undertaken

- that current work on student support arrangements should consider the issues outlined in the report
- that work around the implementation of the Widening Participation Strategy should consider the issues outlined in the report

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Action:
1) Secretary to refer the matters discussed by LTC to the Service Excellence Programme and the Widening Participation area of Student Recruitment and Admissions.
2) Director of Academic Services to coordinate the gathering and dissemination of best practice around supporting students at risk of withdrawing.
3) Deputy Secretary Student Experience to be asked to take the issues outlined in the report into account as part of the current work on student support arrangements.
4) Governance and Strategic Planning to scope out and cost the proposed further research in this area.

5.2 Proposal to Review the University Common Marking Schemes

LTC noted that there was significant dissatisfaction with the University's current Common Marking Schemes. There was concern both about the number of schemes (5), and about the schemes themselves when being used for qualitative or holistic assessment. Representatives of the Students' Association reported that students did not, in general, understand the schemes, and were keen to develop greater assessment literacy and an understanding of the way in which they were being marked.

A previous subgroup of the Senate Curriculum and student Progression Committee (CSPC) had undertaken initial work on improving the schemes, but its recommendations had not been taken forward. In the context of current discussions around potential curriculum reform, LTC agreed that it may be timely to look at the schemes again. It agreed that further scoping work should be carried out, including consultation with staff and students, and taking into account developments across the Higher Education sector. The work should report by the end of the academic year.

LTC was advised that CSPC was also undertaking work on taught postgraduate mark schemes. Members expressed concern about putting this work on hold indefinitely whilst the broader work was taking place. It was agreed that the Director of Academic Services would assess which aspects of the CSPC work could be taken forward now without affecting the broader work.

Members discussed whether the University did currently have 5 'common' schemes, given that 3 of the schemes were used only by 2 degree programme and 1 School. They agreed that the aim of any work undertaken should be not just to rationalise schemes, but to create a scheme or schemes that were fit for purpose. If more than 1 scheme was to be used, it would be essential to ensure that it was possible to translate easily between them.

Action:
1) Further scoping work to be undertaken and to report by the end of the academic year.
2) Director of Academic Services to assess which aspects of the CSPC PGT-related work can be taken forward now without affecting the broader work.

5.3 Investigating the Potential Impact of the Peer Assisted Learning Scheme (PALS) at the University of Edinburgh

LTC was advised that a research project had been undertaken to investigate the impact of PALS. This had demonstrated that there had been an increase in both the number of schemes operating, and in the numbers of students participating in schemes. Satisfaction rates with schemes were high, and there was a strong correlation between participation in a scheme and academic success. Students participating in schemes reported an increased sense of community and belonging. Those involved as PALS leaders were developing strong leadership skills.

Success factors included the locally-owned and student-led nature of schemes, the fact that they were supported by key staff, the availability of small funding pots, and the training opportunities available to PALS leaders.

Barriers to participation included lack of School or staff support in some areas, and limited funding.

LTC discussed the following:

- the potential value of investigating:
  - why some students choose not to attend a scheme, or to attend only once
  - which groups of students (ie. international, RUK, Scottish) are more and less likely to attend
  - participation and impact by course/discipline
- the potential value of peer support to students at risk of withdrawing

The Department of Peer Learning and Support in the Students' Association agreed to provide Schools with University and College-level information about the Scheme going forwards, in addition to School-level information. It was also agreed that the Director of Academic Services would ensure that peer support was included in the developing student support action plan.

> **Action:**
> 1) Department of Peer Learning and Support to provide Schools with University and College-level information about the Peer Assisted Learning Scheme.
> 2) Director of Academic Services to ensure that peer support is included in the developing student support action plan.

5.4 Student Employment Matters

LTC agreed that the recommendation for the maximum number of hours of paid employment to be undertaken by PGT students should be the same as that for undergraduate students: 15 hours per week during semester time. (It would be important for the Careers Service to make clear that this was only a recommendation, and that it applied only to full-time, on-campus students).

The Committee also broadly supported the recommendations in the paper around supporting working students, whilst noting that some may only be relevant to particular

areas. LTC agreed to remove the recommendation relating to flexible deadlines and timetables on the basis that this may prevent students with work or caring commitments from being able to plan.

The Careers Service would update its guidance for working students and would prepare a briefing for PGT Directors.

> **Action:**
> Careers Service to update its guidance for working students and prepare a briefing for PGT Directors.

5.5 Virtual Learning Environment (VLE) Minimum Standards Project

LTC supported the revised Project as outlined in the paper and asked Committee members to email any suggestions about the Project to the Director of the Learning, Teaching and Web Services Division of Information Services. It was noted that the Project was focussing on the undergraduate experience of Blackboard Learn at this stage.

> **Action:**
> Members to provide the Director of the Learning, Teaching and Web Services Division with suggestions about the Project by email.

5.6 Thematic Review 2017/18 – Mature Students and Student Parents and Carers – Remitted Recommendations

LTC was strongly supportive of the remitted recommendations. It was noted that the introduction of more part-time and flexible study options would be beneficial to all students, not just to mature students and student parents and carers. Further consideration would need to be given to the way in which this recommendation was taken forward. One starting point might be to identify those areas (or years of study) in which more flexible study might not be appropriate.

The recommendation relating to lecture recording was also supported, although it was recognised that messaging in this area would be important: students should not be encouraged to rely heavily on lecture recording.

6.   For Approval

6.1 National Student Survey (NSS) 2019 – Bank and Institutional Questions

The Committee discussed the value of bank questions, and whether it would be more beneficial to include the employability or the students' union related questions in the 2019 survey. Overall, it was agreed that optional questions should only be included if the University was confident that responses would generate useful information.

Members were unable to reach a conclusion about which questions to include. It was agreed that the Secretary would circulate additional, background information to members to help the decision-making process. The Senior Vice-Principal, in consultation with stakeholders, would take the final decision on which questions to include.

Action:
1) Secretary to circulate additional, background information to the Committee
2) Senior Vice-Principal, in consultation with stakeholders, to take the final decision on which questions to include.

7.   For Information and Noting

7.1 Teaching and Academic Careers Project

Members were advised that a paper on the Project would be taken to the next meeting of the University Executive.

7.2 Lecture Recording Programme Update

LTC was advised that the number of scheduled recordings was increasing, and that scheduling would soon be integrated with the timetabling system. The majority of the problems being encountered at this stage related to audio quality due to inconsistent use of microphones. Evaluation of the system was ongoing, including via a Principal's Teaching Award Scheme (PTAS)-funded project. The Lecture Recording Policy would come into operation on 1 January 2019. Representatives of the College of Science Engineering raised concerns about the limited availability of board capture equipment. LTC agreed that there would be benefit in installing more board capture equipment during planned refurbishment of buildings at Kings Buildings.

7.3 Report from the Knowledge Strategy Committee

The Committee noted the report from the meeting held on 12 October 2018.

7.4 University of Edinburgh Learning and Teaching Conference

LTC was advised that the next Conference would take place on 19 June 2019.

8.   Any Other Business

Members noted that Professor Mulholland would be stepping down as Dean of Postgraduate Studies (CAHSS), and therefore as a member of LTC, in the new year. Members thanked Professor Mulholland for his contribution to the work of the Committee in recent years.

Philippa Ward
Academic Services
23 November 2018

LTC 18/19 3 B

Senate Learning and Teaching Committee

23 January 2019

Student and Staff Experience Action Plan

Description of paper
1.   This paper provides LTC with information about proposals for a student and staff experience action plan, previously brought to University Executive in November 2018.

Action requested/Recommendation
2.   The Committee is invited to:
   • note progress with development of the plan; and
   • comment on any aspects of the plan relevant to the Committee's terms of reference.

Background and context
3.   At its meeting of 20 November 2018, the University Executive was presented with and broadly endorsed a high level Student and Staff Experience Action Plan with a holistic approach which extends beyond learning and teaching to address all aspects of student experience, including relevant aspects of staff experience. A copy of the plan discussed at that meeting is attached as an Appendix.

Discussion
4.   Since November we have continued to work on the plan, with sections on Student Experience, Staff Experience, Communications and Leadership. Aspects of the Plan have been discussed at the University Leadership Forum, including a presentation on community-building by the Students' Association President Eleri Connick, and at the Senior leadership team.

5.   The plan is being put through a "logic model" process to identify the short/medium and longer term outcomes that we should expect to see from the activities identified in the plan, and to test whether these outcomes are logically linked and plausible, testable and do-able. A first workshop has been held with a mixed group of stakeholders and a further workshop will take place in January. We are being supported in this work by Dr Ruth Jepson and colleagues of the Scottish Collaboration for Public Health Research and Policy, and are very grateful to them for this support.

6.   The logic modelling will assist in establishing priorities, including priority areas for expenditure which can be carried forward into the planning round. Informed by the logic modelling, colleagues from Student Systems and Finance are working intensively on the development of a high level project plan and indicative costings.

Resource implications

7.   The expectation, as expressed at the University Executive in November, is that new resources will not be generated to support this expenditure, but that budget-holders will work collectively in the planning round to reprioritize and reallocate from existing activities.

Risk Management

8.   Failure to continue enhancing the student experience and meet student expectations for both learning/teaching and other elements of student life may lead to reputational damage and affect the University's ability to attract the brightest and best students in the future.

Equality & Diversity

9.   This update paper does not have any equality and diversity implications. The Student and Staff Experience Action Plan will require an Equality Impact Assessment before it is signed off however.

Next steps/implications

10. We are keen to put forward the revised plan, together with high level project plan and costings, to Court on 18 February 2019.

11. If we are committed to taking forward a comprehensive programme of work to address student and staff experience, this work will require a professional programme management structure in order to ensure that work is delivered on time and that risks and issues are managed and escalated as necessary. It will also require programme governance and oversight. To this end, the University Executive has agreed to establish a Standing Committee to oversee the delivery of this change programme. This Committee will be chaired by the Senior Vice-Principal and comprise of:

- The Vice-Principal People & Culture
- The Director of HR
- The President of the Students' Association
- The Director of Communications & Marketing
- The Deputy Secretary (Student Experience)
- The Director of Finance
- Professor David Argyle, Head of the R(D)VS
- Professor Wendy Loretto, Head of the Business School
- Professor David Gray, Head of School of Biological Sciences
- The Director of IS User Services

Further information

12. *Author*   *Presenter*
    Gavin Douglas   Senior Vice-Principal Charlie Jeffery
    Deputy Secretary, Student Experience
    11 January 2019

Freedom of Information

13. *This paper is open.*

LTC 18/19 3 B

**Draft Student and Staff Experience Action Plan**

1. Introduction

1.1. The plan has been refocussed on two main outcomes, recognising that student and staff experience are inextricably linked. Both are derived from the Principal's draft of UoE values namely:
- Outcome 1 (Happy Students): Our students feel cherished
- Outcome 2 (Happy Staff): Our staff want to come to work and are energised by the contributions that they can make.

1.2. The plan will now have 4 main areas of work:
- Actions to enhance the student experience
- Actions to enhance the staff experience
- An underpinning strand of communications that support culture change
- An underpinning strand that strengthens leadership capacity to deliver culture change.

Students

Staff (tbc)

Communications and Engagement

Leadership
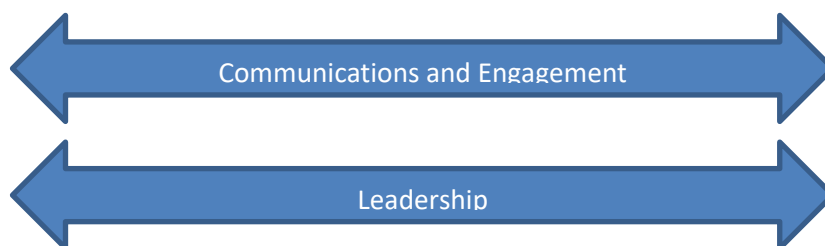
1.3. To date there has been much more work on the student experience actions; now that we have staff survey results, work can begin on analysing and identifying the actions that need to be taken. However this area remains unpopulated to date.

2. *The Student Experience Themes*
2.1 In terms of student experience actions, these have been grouped into 7 themes as follows. We proposed that if our students are consistently:

- Getting excellent, engaged teaching
- Following a curriculum that is inspiring, challenging and inspirational
- Receiving high quality and timely support
- Experiencing high standards of customer service from each area of the UoE they come into contact with (physical and digital)
- Are taught, study and engage in in excellent facilities, with good quality transport links between sites
- Have plentiful opportunities to express their views, and know that those views are heard and taken seriously
- Feel a strong sense of belonging to their School / their programme / to the wider University
- Finding that things run smoothly (timetables work, changes are communicated in good time and so on)
- then we can be confident that they are enjoying a high quality student experience.

2.2. While we have not fully costed all the developments in each area, we have indicatively characterised themes as
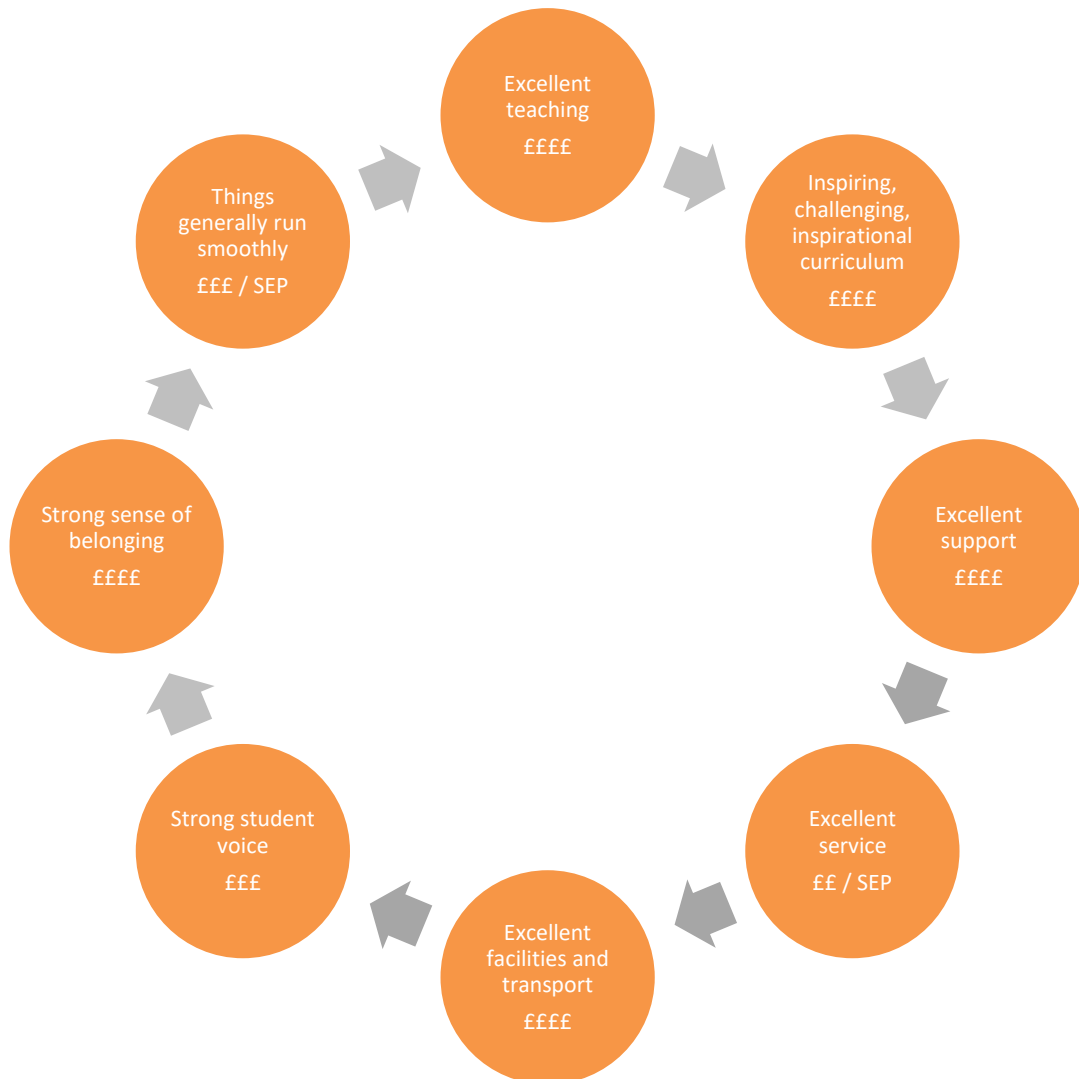
£: probably low cost – up to 10k
££ probably modest cost – tens of thousands
£££ probably substantial cost – hundreds of thousands
££££ probably very significant costs – million+

2.3. Not all of this will be new money however – for example the activities included under "Things generally run smoothly" will be taken forward mostly through existing (planned) work within the Service Excellence Programme.

Excellent
teaching
££££

Inspiring,
challenging,
inspirational
curriculum
££££

Things
generally run
smoothly
£££ / SEP

Excellent
support
££££

Strong sense of
belonging
££££

Excellent
service
££ / SEP

Strong student
voice
£££

Excellent
facilities and
transport
££££

3   The Student Experience Actions
Within each of the 8 themes we have then identified a range of actions that may need to be taken in order to shift practice and enhance student experience in that area:

3.1 Excellent teaching
The intended outcome is that students are consistently taught by expert, engaged teachers

3.1.1 *Staff development*
In line with the recommendations of the Teaching & Academic Careers Group:
- Put in place sufficient capacity to support academic staff in formal and informal teaching training and development activities, and
- Ensure that academic staff have space within their workload to engage with them

3.1.2 *Recognition and reward*
Review processes for the recognition, reward and support for teaching careers through the Teaching and Academic Careers project and identify areas where further changes / reinforcement are needed

3.2 Inspiring, challenging and inspirational curriculum

Intended outcome: Our curriculum is inspiring, challenging and inspirational, and will equip students with the knowledge, skills and experiences to flourish and continue to learn in a complex world and become successful graduates who contribute to society.

3.2.1 *Curriculum review*:

- It is anticipated that a new Vice-Principal Students (once appointed) will lead an initial phase of work to scope out what an institutional curriculum review project will involve. This scoping work may involve investigating the University's undergraduate curriculum structures (eg issues of timetabling, number of programmes, extent of flexibility) and content (eg extent to which research-led learning and teaching, and employability, are embedded), and benchmarking other institutions, as well as establishing how our current students, prospective students and employers / professional bodies view our current offerings
- Curriculum Conversations (Teaching Bite): based in the Institute for Academic Development (IAD), this strand will generate a programme of activities, events and publications (printed and online) that will document and explore key themes relevant to curriculum reform. This will support ongoing work to enhance teaching and learning locally, and provide a robust institutional evidence base to inform future University level curriculum reform and renewal. Outputs will be designed and produced to support Enhancement-Led Institutional Review (and other ongoing or emergent external requirements like the Teaching Excellence Framework), informal and formal staff development activities (including the annual university learning & teaching conference commencing with the 2019 event).
- As an early priority, ahead of the proposed curriculum review, undertake a review of the University's suite of joint programmes, the experience of students on them, and the operational implications (eg for timetabling) of offering the current wide range of joint programmes. (Elements of this are already in train in the College of Arts, Humanities and Social Sciences.)
- In line with its Learning and Teaching Strategy, the University will take further steps to enhance the development of employability skills through the curriculum. By end of 2018-19 Careers Service will have negotiated, agreed, evidence based Employability Development Plans developed and active in every School, with enhanced support for priority Schools. By the end of 2018-19 the Careers Service will also have introduced annual reviews of actions to support employability and improved graduate outcomes at relevant College Committees, informed by School level reports on actions and reflection. To support this development work, the Careers Service will work with Schools to source and share practice via the Learning and Teaching conference, Personal Tutor briefing resources and current Principal's Teaching Award Scheme (PTAS) projects, and in 2018 the University will fund and support a PTAS special call for employability.
- Review of use of different groups of staff in undergraduate teaching: As part of curriculum review, gather evidence on the extent and impact of using

postgraduate tutors / academic staff / senior staff to deliver teaching and make costed recommendations for change (if any) in this area.
- Digital Education: Respond to the core aims and actions identified through the Near Future Teaching Project, which will be released in January 2019

3.3 Excellent Support
The intended outcome is that students have consistent access to high quality support with academic, personal / pastoral, professional and career issues.

3.3.1 *Review of the Personal Tutor (PT) system*
A full review of the PT system with no options "off the table" to be led by the Senior Vice-Principal starting in January 2019 with a view to implementation of any changes by September 2020. This will run in parallel with the review of student support roles to be carried out as part of Service Excellence at the same time and the work of the two strands will be co-ordinated through a joint design group.

3.3.2 *Review of student support structures*
- This is a project strand within the Service Excellence Programme (SAS) and will review the way in which professional services provide student support to students in Schools and in other parts of the University. This will run in parallel with the review of the PT system (above) and the work of the two strands will be co-ordinated through a joint design group. This review will also be able to focus on suggestions made by the Students' Association that every school should have a Student Experience Officer (or similar) to promote community and foster a sense of belonging. ("At least one a Student Experience Officer in every school with responsibility for building community through events – focus on student voice – support for student societies / clubs (eg disciplinary sports teams) and peer learning schemes – activities (eg yoga) that can be delivered locally and bring students and staff together – induction programme co-ordination.")

3.4 Excellent Service
Intended outcome: providing welcoming and friendly student facing services from the first point of contact with University.
(Note that this work is expected to be taken forward within the Service Excellence Programme)
- Set and agree standards, train staff, report consistently on performance in this area
- Establish common measures for reporting on customer service performance across all professional service areas
- Develop Service Level Agreement's across all professional service areas with student / internal / other customer service responsibilities
- Develop reporting tools and dashboards to report on customer services delivery across all professional service areas
- Roll out of customer service excellence training and accreditation across all professional service areas

3.5 Excellent facilities and transport
Intended outcome: Students are taught in high quality, fit for purpose learning spaces and have equitable access to high quality learning resources and other facilities that support their learning and development. Students have access to timely, sustainable transport options when they need to move between campuses.

3.5.1 *Teaching spaces*
- Development of a learning and teaching spaces strategy through Space Strategy Group, including agreed quality and accessibility benchmarks for future learning and teaching spaces developments
- Secure approval and resourcing for the strategy
- Implement the strategy

3.5.2 *Study spaces*
Given the number of free text comments on the lack of student study spaces in the National Student Survey it is necessary to review our provision of this important facility for students. The Chief Information Officer and Director of Estates are taking forward an initial review of this area with plan already well developed to
- publicise the availability of study spaces both generally and in real time through a variety of innovative means and
- enhance the quality of study spaces (physical environment, facilities, catering etc)

3.5.3 *Enhance the student digital experience*
Significant areas of work in this area are already set out in the Information Services Learning Teaching and Student Experience Strategic Plan which will enable the use of information technology to enhance learning and teaching and directly improve student experience, student success and academic experience and are detailed more fully in Annex A.

3.5.4 *Review and develop transport options*
- Review pros and cons of extending the King's Buildings shuttle service
- An Inter-sites Transport for Student Strategy has been commissioned from The Principal Brett Associates and is currently being scoped.
- Respond to the strategy recommendations

3.6 Strong student voice
Intended outcome: Students have regular opportunities to provide feedback on their experiences; their views are taken seriously and they get feedback on how the University is responding to their views.

3.6.1 *Effective mechanisms for gathering student views on courses and other areas of activity*
- Consistent use of mid-course feedback

- Adoption of consistent approaches to closing the feedback loop, (eg "you said we listened" etc)
- Review of the course feedback questionnaire with a view to:
  - increasing completion rates
  - providing faster feedback to course teams

3.6.2 *There is an effective student representative system*
- Continue to support the reform of the student representative system led by EUSA: New programme representative structure in place in all schools (unless they have approval from Senate Quality Assurance Committee for an opt-out)
- Student-Staff Liaison Committees are strengthened and able to escalate issues that are beyond a School's control (eg transport) to University level for further consideration and response
- Assess and where necessary strengthen training provision for student representatives, including new face-to-face training

3.6.3 *There is a financially strong, representative students' union*
- Continue to develop relationship with the Students Association and the Sports Union. Review and where necessary strengthen existing partnership agreement
- Complete review and discussion of service ownership / branding and financial support models for Students' Association

3.7 Strong sense of belonging and community
Intended outcome: students feel part of a strong academic community of staff and students within their discipline / department / School / the wider University and the city of Edinburgh.

3.7.1 *The role of the estate*
- Evaluate and score estates projects proposals against the contribution they make to "place making" / "sense of community" as well as other, more established evaluation criteria

3.7.2 *Belonging to a cohort*
- Conclude review of joint degree programme arrangements in CAHSS to ensure closer cooperation of programme teams throughout the programme lifecycle, from set up via annual monitoring to closure, and that has clearly defined roles and responsibilities, so that students (and staff) can receive clear guidance on who to turn to with questions about academic issues
- Review of role and responsibilities of Programme Directors and Year co-ordinators to University Executive with recommendations for change as needed
- Review of School / subject / programme-level induction activities for 1st year undergraduate and new Masters students (incl online); identify and share best practice
- Report detailing student induction/welcoming engagements at school level due each semester

3.7.3 *"Show we care":*
- Celebrate student achievements and share their successes with other students and with alumni through hoardings, online / social media, alumni communications, at graduations
- Make more University spaces (including McEwan Hall) available free of charge to student groups at certain / agreed times
- Provide more affordable accommodation to undergraduate students who need to be in Edinburgh for their studies over the summer (resits, early starts etc)
- Publicise and encourage student groups to apply for support for student-led conferences

3.7.4 *School- / subject -wide community:*
- A student representative on every School's senior management team

3.7.5 *Support for large-scale Uni events that promote cohesion and community:*
- provide buses for students from city centre to Varsity rugby match and support for other high impact events eg the Medic's Reveal; Meadows Marathon; Sleep in the Park

3.7.6 *Timetable*
- Deliver on our commitment to teaching-free Wednesday afternoons by 2020/21 so that all students can participate in sport and other extra-curricular activities scheduled for this time

3.7.7 *Peer support*
- Review of existing peer support provided by EUSA and student societies within school
- Plan for enhancing peer support within schools

3.7.8 *Student induction*
- Review University and school pre-arrival and induction processes to identify best practice, including benchmarking with other leading HEI's
- Review / develop existing best practice guidelines for student induction processes in each area of the University for both new and returning students
- Report annually on student induction/welcoming engagements at school / department level due each semester

3.8 "Things generally run smoothly"
(Note that much of this work is currently scheduled to be taken forward through the Service Excellence Programme)
- Students can easily access comprehensive timetabling information on their chosen device
- Students can easily access exam timetabling information on their chosen device
- The student portal is the definitive source of core information that students need on their courses, programmes and wider University experience

- Students can easily apply for special circumstances and extensions and have their applications considered according to a consistent set of rules
- Students have access to improved course and programme information in order to make better informed course and programme choices
- There is a clear, transparent and easy to follow matriculation process for all students
- Error free exam papers are created, distributed to and retrieved from exam halls in a timely manner
- Students and their supporters can easily and quickly access advice on immigration status and issues from a single Student Immigration Service.
- Students can research, apply for and be supported with opportunities for working and studying away from the University from first point of contact to completion of period away and re-integration into the University.
- All postgraduate research students have clarity over their programme structure, understand the expectations of them and the opportunities open to them, and have consistent, high quality annual reviews and progression discussions

In addition there are increasing concerns about the ability of the EUCLID system to support efficient administration in some areas. It will be necessary to revisit those areas of the system delivered many years ago, such as admissions. Investment in better utilising the core system, fine tuning the application and resolving underlying network issues will improve performance for end users and create transactional process efficiency.

4. The Staff Experience Actions
As noted earlier, this part of the plan has yet to be developed. Analysis of the recently released staff survey results will be critical in identifying the actions required.

4.1. The Communications and Engagement Actions
a) Communications and Engagement with staff and students on the subject of student experience with broader issues of culture change at its heart, is being addressed by a group led by Communications and Marketing, and comprises representatives from the Colleges and Professional Services.

b) While the work of the group will contribute to the broader action plan on student experience and culture change, the first priority will be on communications with students. The approach will focus on the importance of our students, and will convey sentiments of students being 'cherished', as well as the communications themselves demonstrating transparency and honesty. Communications will be built around: recognising; celebrating and supporting.

c) An incremental approach will be taken to improving the communications, and all members of the group will contribute ideas of where and how things could be improved within their local areas.

d) In keeping with this incremental approach, timetables of existing communications and engagement points, including major milestones, will be reviewed with a view

to identifying where useful interventions could be made to deliver improvements. Schools' communications networks will be used as well as corporate channels in order to deliver targeted communications that are more likely to resonate with the audience.

e) Communications and engagement was identified as a key area for attention following the National Student Survey results, and while the remit of this group is broader, clear objectives on communications and engagement will be integrated into the student experience action plan.

4.2 The Leadership Actions

Intended outcome: there is strong and visible collective responsibility from University leaders to support and enable the culture change.

- Managers are held accountable through the line management structures of the University, with reference to consistent data and reporting, for the quality of student and staff experience in their areas (Colleges / Support Groups; Schools / Directorates; Subject areas / departments).
- Consistent data on the quality of student and staff experience in each area is easily available to all line managers and widely shared, covering both teaching quality and student service quality.
- There is a fundamental review of the role of Heads of School (HoS) as key change leaders – responsibilities; line management structures competences; support needs; development needs; approaches to identification and recruitment; reward, leading to
  - o A new common Job Description for all HoS
  - o A new leadership development programme for current and future HoS
- Reviews are carried out of other core leadership roles with student experience responsibilities, including Director of Learning & Teaching and Programme Directors, in order to ensure greater consistency and focus on student experience outcomes.
- A new role, Vice-Principal Students, is created, reporting directly to the Principal.

Annex A

The Information Services Learning Teaching and Student Experience Strategic Plan will enable the use of information technology to enhance learning and teaching and directly improve student experience, student success and academic experience. The detailed actions that are in the plan are:

• Create a remote support helpdesk to provide service coordination and technical support for the growing teaching estate portfolio
• Continue to implement the IS Learning, Teaching and Student Experience Strategic Programme
• Critical new demands in such areas as communications, automated assessment, online feedback, eExams, online courses support, open educational resources, online reading and resource lists, student learning analytics and the continuing professional development of learning technology support staff are anticipated as being key to future success.
• Enhance central Virtual Learning Environments (VLEs) with a range of tools for connected, constructive, active learning which are student centred and flexible. Such as blogging, wiki, social learning environment, electronic resources & reading lists, library and resource discovery tools, personal assistants, automated and adaptive support.
• Provide all staff with access to digital skills training and support for new ways of working.
• Provide professional staff who support learning technology with access to a programme of continuing professional development to meet the University's strategic aims.
• Roll out new tools to support staff in Schools to use communicate with prospective students and current students via the web.
• Continue to invest to ensure that the Audio/Visual teaching technology in centrally managed teaching rooms is world class and our levels of support for colleagues using those rooms will be consistent, easy to access and reliable.
• Implement digital processes for feedback and assessment aligned with University strategy and policy.
• Move 90% of all courses on to a centrally supported VLE with an agreed 'minimum standard of use' for all courses which will include recorded lectures, user created media, online resource lists, online learning materials, feedback & assessment and student engagement activities.
• Make integrated student analytics available from multiple systems and data analytics will be used by staff to improve their teaching.
• Develop a set of VLE standards, with associated templates and academic digital skills, supporting a consistent and accessible online experience for students across all programmes, and ensuring that new services such as lecture recording and resource lists are easy to access and use.
  • Encourage greater adoption of electronic resource lists allows educators to benefit from the other work we are delivering under the theme of Library: National and International Leadership. With 32% of courses currently using the service, the goal is to increase this to over 60%.

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<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

23 January 2019

Near Future Teaching – Co-Designing a Values-Based Vision for Digital Education at the University of Edinburgh

<u>Executive Summary</u>

The Near Future Teaching project launched in 2017 in order to develop a values-based vision for the future of digital education at The University of Edinburgh. It used futures-thinking and design-based methodologies to work with over 400 students and staff in the co-production of this vision.

The work was approved and launched by the Senate Learning and Teaching Committee, and was led by Professor Sian Bayne (Assistant Principal Digital Education) guided by a cross-institutional task group of students and staff. It contracted facilitation and design expertise from the Glasgow-based agency Andthen, who designed and led co-production workshops and events with students, staff and schools.

This paper provides a brief summary of the process through which the vision has been developed and summarises the values distilled by the project. It then details a research-led vision for near future teaching and a set of aims, objectives and action points for the short to medium term.

<u>How does this align with the University / Committee's strategic plans and priorities?</u>
The paper aligns with University strategic objectives relating to leadership in learning, to development themes relating to digital transformation, data and local and global influence.

<u>Action requested</u>
For discussion of recommendations and actions.

<u>How will any action agreed be implemented and communicated?</u>
Discussion will inform the final vision and strategy document to be completed by end of semester 2 2018/19.

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

1. **Resource implications (including staffing)**
   Resource implications relating to the actions are potentially significant and will be discussed in detail with relevant budget holders following input and approval from the committee.

2. **Risk assessment**
   Risk assessment of the agreed actions will be required before implementation.

3. **Equality and Diversity**
    Consideration of equality and diversity issues has been embedded throughout the project. Specific EIAs will be required as actions are implemented.

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

Key words

digital education; technology; values; future; Near Future Teaching

Originator of the paper

Professor Sian Bayne
Assistant Principal Digital Education

Co-designing a values-based vision for digital education at The University of Edinburgh

Introduction

The Near Future Teaching project launched in 2017 in order to develop a values-based vision for the future of digital education at The University of Edinburgh. It used futures-thinking and design-based methodologies to work with over 400 students and staff in the co-production of this vision.

The work was approved and launched by the Senate Learning and Teaching Committee, and was led by Professor Sian Bayne (Assistant Principal Digital Education) guided by a cross-institutional task group of students and staff. Resourced by the Institute for Academic Development, the Information Services Group and the Senior Vice-Principal, it contracted facilitation and design expertise from the Glasgow-based agency Andthen, who designed and led co-production workshops and events with students, staff and schools.

This paper provides a brief summary of the process through which the vision has been developed and summarises the values distilled by the project. It then outlines a research-led vision for near future teaching which is:

1. Community-focused
2. Post-digital
3. Data fluent
4. Playful and experimental
5. Assessment-oriented
6. Boundary-challenging

Project design and process

The project used the common design-thinking double diamond process to: 1) build insight via community scoping and review of trends, 2) define community values and preferences for the future of digital education, 3) develop a broad set of aims for a preferred future, and 4) define a set of actions to help us build this preferred future.
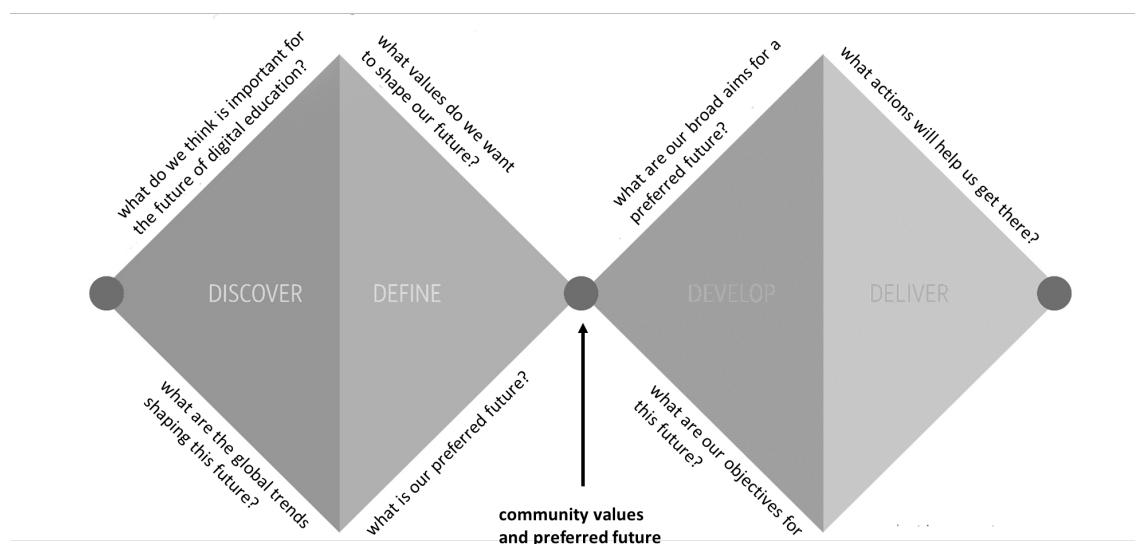
The project had four main stages mapping to this design.

1. **Scoping**
   a. Approximately 300 students and staff from across the university were engaged in surfacing key issues, concerns and priorities for the future of digital education via 15 events and workshops and 50 short interviews. The events were all blogged, and the interviews were clustered and edited into 13 short thematic videos on the Near Future Teaching web site (http://www.nearfutureteaching.ed.ac.uk/videos).

   b. Drawing on this programme of engagement, four core community values specific to digital education were distilled to inform the development of the vision.

   c. Two short reviews of current global trends and projections likely to inform the near future of teaching were produced for the project by the Centre for Research in Digital Education (Future Teaching trends: education and society; Future Teaching trends: science and technology).

2. **Scenario development**
   Using the values and trends projections, four plausible future worlds and institutional responses to these were debated and developed via two intensive half-day workshops attended by an extended project task group of 20 students and staff, and led by Andthen. These set out to understand what a preferable future for digital education would look like at the University of Edinburgh. The future world scenarios and blogged records of the workshops and their design are available on the project web site.

3. **Testing**
   From these sessions a draft set of university aims and indicative actions were developed by the project team, and taken out for testing in intensive workshops with 15 staff and 40 students. They were also compared with next-generation students' future visions of HE through two sessions with 60 children in primary and high school. The testing strategy is described on the website.

4. **Finalising**
   The vision and aims were finalised and are now presented for approval and actioning (in process). A launch event is planned for late March 2019.
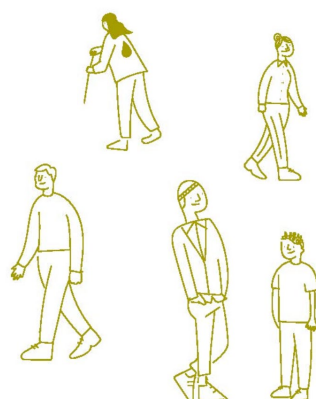
Values

We distilled four core values for near future teaching as defined by Edinburgh students and staff.

Experience over Assessment
Learning should not be over-assessed and instrumentalised.

Teaching should share a focus on employability and success with an understanding of the value of rich experience, creativity, curiosity and – sometimes – failure.

Diversity and Justice
Education should design-in meaningful diversity and real inclusion across all areas of activity.

All near future teaching should further social responsibility and global justice.
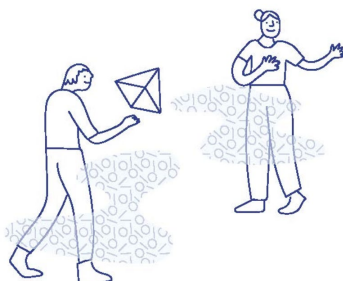
Relationships First
Relationships, dialogues and personal exchanges between students and staff build understanding in a way that transmissive forms of teaching can't.

Teaching should be designed to provide the time and space for proper relationships and meaningful human exchange.

Participation and Flexibility
The university community should cooperatively shape how – and what – it learns and teaches.

Flexibility for individuals, fluency across disciplines and cooperative responsibility for curricula should shape near future teaching.

Vision and aims for the future of digital education

The vision and aims for a preferred future based on these values are for a digital education future which is:

1. Community-focused
2. Post-digital
3. Data fluent
4. Playful and experimental
5. Assessment-oriented
6. Boundary-challenging

Aligned to these are a set of broad objectives and short to medium-term actions for building this preferred future.

1. Community-focused

Aim: digital education with the university community at its heart

Objectives
– Prioritising human contact and relationships
– Connecting our community of scholarship in new and diverse ways
– Committing to technology which makes the university accessible and welcoming

Short to medium-term actions
Put the student and staff experience at the centre of educational technology development, decision-making and procurement.

Invest in technology futures which help us build and diversify communities of learners in new ways, with a particular focus on social media horizon scanning, staff development and support.

Provide easily accessible training to staff and students focused on social media skills specifically for teaching, and develop support frameworks for those experiencing toxicity, trolling and victimisation online.

Invest in technologies which offer new ways for remote and off-campus students to be part of the community. Accompany these with innovative, cross-discipline community-building approaches including peer-pairing based on shared interests and geographies.

Continue to support and further build existing networks for digital education staff to share experience and practice.

Develop and support digital methods and pathways for building greater engagement with the alumni community.

2. Post-digital

Aim: education which recognises that technology is now fully embedded within daily life

Objectives
– Re-working the concept of 'contact time' to reflect contemporary practice
– Breaking down the boundaries between on and off campus
– Re-thinking what it means to be 'here' at Edinburgh

    – Offering more flexible ways to be part of the university community

Short to medium-term actions

Define and embed a re-worked understanding of 'contact time' into workload models and course descriptors, which takes account of student mobility, distance education and flexible patterns of study.

Continue to invest in programmes of work which open our teaching and community to new cohorts of students online, including technologies for increased telepresence for students working off-campus.

Plan for the introduction of technological capacity to teach online and on-campus students together in joint cohorts.

Use our capacity and understanding of distance education to open our teaching in new ways to on-campus students, putting student-focused flexibility at the heart of our offer.

Ensure all staff have the baseline skills needed for a good student experience of digital education (for example the ability to upload slides, to record lectures, to design effective visuals, to tackle accessibility issues, to provide electronic reading lists).

3. Data-fluent

Aim: digital education that understands data, data skills and the data society

Objectives
    – Taking a research-led approach to education and data
    – Understanding the possibilities and problems surrounding the datafication of education
    – Engaging creatively and responsibly with learning data

Short to medium-term actions

Invest to establisj Edinburgh as a world-leading centre for research in interdisciplinary, data-driven education in key areas such as educational data ethics and data-driven policy-making in education. Use our research expertise internally to build an ethical, responsible near future for our teaching.

Support cross-university programmes of work to provide data skills training for staff and students.

Create specialist academic development opportunities for staff to fully understand how to analyse and interpret learning and engagement analytics, within an understanding that the datafication of teaching is likely to accelerate and intensify in the coming decades.

Embed critical understanding of data ethics and algorithmic accountability within academic development and staff training.

Develop new, engaging ways for students to work creatively with their own learning data to understand issues around its use and ownership.

Instigate an academic-led programme to scope ways in which transparent, fair, context-sensitive artificial intelligence applications and services could assist and support human-driven teaching.

Establish a cross-institutional, student-led programme of work to develop creative, responsible designs for a 'smart' campus.

4. Playful and experimental

Aim: enabling creative academic and student-led R&D for digital education

Objectives
- Confidently opening our teaching practice to technological change
- Being energetic in designing new, creative ways of teaching digitally
- Using our academic expertise to develop and scale up new forms of digital education
- Making access to tech development expertise easier for staff and students

Short to medium-term actions
Invest to give academics more time to be creative and risk-taking in their use of digital education.

Provide teaching staff and students with central access to programmers and developers for joint prototyping and trialling of new ways of doing digital education. Support associated pedagogic research via Principal's Teaching Award Scheme and other channels.

Support staff and students to scale up and spin out digital education ideas and applications.

Extend existing media production facilities and makerspaces into new areas such as biohacking.

Fund a cross-institutional programme of work to scope and develop new virtual and augmented realities for teaching.

5. Assessment-oriented

Aim: digital education with a focus on assessment and feedback

Objectives
- Diversifying assessment practice
- Making the assessment more engaging for students and academics
- Supporting new kinds of feedback

Short to medium-term actions
Launch a cross-university, discipline-sensitive programme of work to increase diversity in forms of assessment, including multimodal (video, audio, image, making) and experiential forms (projects, blogs, reflections, reports).

Build a culture – supported by technology as appropriate – in which students have greater choice over the form of their assessments. Enable risk-taking by, for example, giving students greater choice over which assignments count toward final marks.

Focus academic development and course design around building exceptional learning experiences, rather than on assessment and performance.

Promote a culture shift away from exams where possible. Use appropriate technology, including AI-supported methods, to enable peer assessment, self assessment and timely formative feedback.

Critically evaluate and build capacity for high quality automated assessment and feedback appropriate to disciplines, as a way of augmenting and supporting human assessment.

Create a platform to open up students' access to each other's assessed work after submission for peer learning and feedback.

6. Boundary-challenging

Aim: digital education that is lifelong, open and transdisciplinary

Objectives
- Building a culture of lifelong learning
- Supporting teaching which transcends disciplines
- Committing to openness
- Connecting to the city and region

Short to medium-term actions
Promote and support initiatives which open up our education to broad, diverse groups of learners, in the form of online accredited programmes, open courses, micro-credentialing and CPL.

Build capacity for individuals to develop a lifelong relationship with the university regardless of their geographical location or career stage, via open and digital education, with a particular focus on the city and region.

Invest to develop transdisciplinary, university-wide courses in key areas, bringing together the best of our online and on campus teaching.

Continue to develop co-design methodologies to build student and partner agency in curriculum and learning space design.

Open all course content to all enrolled students and continue to develop and support existing work in open education.

Appendix: Near Future Teaching project team

Project team
The Near Future Teaching Project is led by Professor Sian Bayne (AP Digital Education) supported by a core team and a Senate Learning and Teaching Committee task group.

Core team
Jennifer Williams (Projects & Engagement Coordinator, IAD)
Dr Michael Sean Gallagher (Project RA, Centre for Research in Digital Education)
Lucy Kendra (Media Coordinator, Information Services Group)
Santini Basra (Director) and Zoe Prosser (Futures Researcher), Andthen

Task group (extended)
Bobi Archer (Student Association VP Education)
Pushpi Bagchi (PhD student, ECA)
Professor Sarah Cunningham-Burley (Assistant Principal Research-led learning)
Dr Tim Fawns (Academic Coordinator MSc in Clinical Education)
Professor Judy Hardy (Director of Teaching in the School of Physics & Astronomy)
Dr Sarah Henderson (Deputy PGT Director CMVM)
Melissa Highton (Assistant Principal Online Learning, Director LTW, Information Services)
Dr Anouk Lang (Lecturer in Digital Humanities, School of Literatures, Languages and Cultures)
Vanessa Ombura (Undergraduate Engineering student and MasterCard scholar)
Professor Susan Rhind (Assistant Principal Assessment and Feedback)
Charlotte Rixten (MSc by research student, ECA)
Dr Jen Ross (Senior Lecturer in Digital Education, Moray House School of Education)
Dr Michael Rovatsos (Reader in Artificial Intelligence, School of Informatics)
Dr Michael Seery (Reader in Chemistry Education, School of Chemistry)
Professor Chris Speed (Chair of Design Informatics, Edinburgh College of Art)
Dr Jon Turner (Director of the Institute for Academic Development)
Sanjna Yechareddy (Undergraduate International Relations student, SSPS)

LTC 18/19 3 D

The University of Edinburgh

Learning and Teaching Committee

Curriculum Conversations

Executive Summary
This paper provides an outline of the curriculum conversations (Teaching Bite) strand of work included in the draft Student and Staff Experience Action Plan.

How does this align with the University / Committee's strategic plans and priorities?
Maps to strategic objective 'Leadership in Learning'

Action requested
For discussion and comment. The authors would be particularly interested in:

- Suggestions for themes
- Identification of key outputs (and timings)
- Expressions of interest and suggestions for steering group and contributors

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Resource implications are not included in this paper. The University Executive is considering the resource implications of the Student and Staff Experience Action Plan.

2. **Risk assessment**
   The paper does not include a risk assessment; however failure to continue enhancing the student experience and meet student expectations for both learning/teaching and other elements of student life may lead to reputational damage and affect the University's ability to attract the brightest and best students in the future.

3. **Equality and Diversity**
   This paper does not have any equality and diversity implications. The Student and Staff Experience Action Plan will require an Equality Impact Assessment before it is signed off.

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

Originator of the paper
Jon Turner, IAD

Curriculum Conversations (Teaching Bite)

This paper provides an outline of the curriculum conversations (Teaching Bite) strand of work included in the draft Student and Staff Experience Action Plan.

Members of LTC are asked to comment on this outline. We would be particularly interested in:

- **Suggestions for themes**
- **Identification of key outputs (and timings)**
- **Expressions of interest and suggestions for steering group and contributors**

Strand Outline

Based in the Institute for Academic Development (IAD) and working with the team who produced Equal Bite, this strand will generate a programme of activities, events and publications (printed and online) that will document and explore key themes relevant to curriculum reform. This will support ongoing work to enhance teaching and learning locally, and provide a robust institutional evidence base to inform future University level curriculum reform and renewal.

Over two years the project will explore a range of topics and themes informed by the University learning & teaching strategy and identified by a project steering group. The project will draw on existing rich sources of insight (e.g. Teaching Matters, Principal's Teaching Award Scheme (PTAS) projects, Quality Assurance and Enhancement reports and case studies), work with and support colleagues and Schools to capture and curate learning from recent and ongoing curriculum. It will use insights and methodologies emerging from the Near Future Teaching Project to promote discussion and reflection around key themes linked to future curriculum reform, including employability, impact of technology, pedagogic and educational methods, staff, student and institutional values.   Key elements of the BITE approach are to gather perspectives and practices from as wide and diverse a range of contributors as possible, and then test and validate the insights that emerge with reference to published research findings and scholarship.

Outputs will be designed and produced to support ELIR (and other ongoing or emergent external requirements like TEF), informal and formal staff development activities (including the annual university learning & teaching conference commencing with the 2019 event), and institutional learning & teaching strategy requirements (including curriculum reform).

A further benefit of this strand will be its role in maximising the impact and legacy of other institutional projects and activities. This includes the Near Future Teaching project, annual learning & teaching conference, and Teaching Matters web and blog site.

The editorial and project team will include BITE members (UoE and external), along with Jon Turner, Daphne Loads and Sarah McAlister (IAD).

Timescale

This strand of work will being in early 2019. Feedback from LTC and LTPG (December 2018) will be used to identify members of a steering group and initial themes. Writing retreats, workshops and other activities will be run during 2019 and 2020, with the outputs from some of the initial themes produced to coincide with the University Learning & Teaching conference in June.

Jon Turner
IAD Director
3 January 2019

LTC 18/19 3 E

The University of Edinburgh

Senate Learning and Teaching Committee

23 January 2019

Update on Task Group on Using the Curriculum to Promote Inclusion, Equality and Diversity

Executive Summary

This paper updates the Committee on the task group progress. The group is in the process of mapping existing practices, benchmarking and engaging with staff and students. It aims to meet one more time (in the second half of February) with a view to concluding its work and submitting its final report to the Committee's 13 March 2019 meeting.

The paper sets out a draft set of Principles and some initial ideas for recommendations of institutional action. The paper also highlights the need for the group to underpin its recommendations with an appropriate balance between prescription and facilitation.

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

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

Action requested

To assist the task group to produce its final report, the Committee should:

- Comment on the draft Principles;

- Provide feedback on the group's initial ideas regarding institutional actions (Annex B) and identify any further actions that the task group should consider;

- Provide a steer on the appropriate balance between consistency and facilitation.

How will any action agreed be implemented and communicated?

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

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

<u>**Originator of the paper**</u>
Tom Ward, Director of Academic Services

Update on task group on using the curriculum to promote inclusion, equality and diversity

1   Background

At its 14 March 2018 meeting, the Committee (LTC) agreed to set up a task group to explore how institutional action can assist in promoting inclusion, equality and diversity in the curriculum. The group membership and remit is set out at:

www.ed.ac.uk/academic-services/projects/promoting-inclusion-equality-diversity-curriculum/membership
www.ed.ac.uk/academic-services/projects/promoting-inclusion-equality-diversity-curriculum/remit-of-task-group

The task group has met twice to date (in July and September 2018).

2   Draft Principles

The group has developed a set of draft Principles intended to guide its work. These are set out at https://www.ed.ac.uk/academic-services/projects/promoting-inclusion-equality-diversity-curriculum/principles

3   Mapping current practices

The group is in the process of mapping current practices in the University, in order to assist it to stimulate discussion about different ways to approach these issues. Some examples identified to date are set out in Annex A.

4   Initial ideas for institutional action to support this agenda

Since the issues regarding equality and diversity in the curriculum will vary between disciplines, it is likely that discipline-level activity will be more important than institutional activity. However, LTC asked the task group to identify some relatively modest potential steps at institutional level which would support and add value to local discipline-specific projects. Following discussion at its first two meetings, the group has drafted up some initial ideas regarding possible recommendations (see Annex B).

5   Consultation and Engagement Activities

The group is in the process of engaging with staff and students regarding the Principles, possible areas for action, and examples of good practices. Activities include:

- Writing to Heads of Schools / Directors of Teaching to ask them for initial thoughts on how the University should approach this issue, and to identify any recent or current projects and any other institutions that the University could learn from;

- Discussion with the Institute for Academic Development's Experienced Teachers Network;

- Students' Association-facilitated discussions with a group of School student representatives, and members of the Students' Associations' liberation groups;

- Encouraging Colleges to engage with their Schools (eg via relevant Committees).

Most of these consultation activities are now complete, although some of the Colleges are planning further engagement with their Schools early in the New Year, and Academic Services are planning some further engagement with students (utilising the Student Panel).

6 Benchmarking of other institutions

The group is keen to learn from the experience of other institutions, and is benchmarking the approaches of institutions within the UK and North America. For example, it has identified the following as undertaking interesting and relevant work in this area: University of Cambridge, University of Leeds, University College London, University of Exeter, Birmingham City University.

7 Analysis of evidence

Academic Services are in the process of collating and analysing the feedback from stakeholders, and the learning points from the benchmarking. The task group will consider this analysis at its final meeting in February.

9 Appropriate balance between consistency and facilitation

Feedback from the benchmarking and consultation with staff and students suggests that one of the key issues for the task group is the appropriate balance between the following approaches:

- Consistency – Should the University take steps to ensure that these issues are addressed (in discipline-appropriate ways) across all the University's provision, rather than only in areas in which staff have a particular interest in the issues? For example, should it require all proposers of new courses and programmes to demonstrate that they have considered the issues?

- Facilitation – Should the University instead focus on building on the enthusiasm that already exists among many staff and students by focusing on encouragement and facilitation (for example, sharing practices events, non-mandatory training and development)?

10 For discussion

To assist the task group to produce its final report, the Committee should:

- Comment on the draft Principles;

- Provide feedback on the group's initial ideas regarding institutional actions (Annex B) and identify any further actions that the task group should consider;

- Provide a steer on the appropriate balance between consistency and facilitation.

Tom Ward
Director of Academic Services

Annex A – examples of current practices in the University

College of Humanities and Social Sciences

- In 2018-19 the School of Design in **ECA** has launched an interdisciplinary course on Introduction to Queer Studies

- In 2016 Dr Catriona Ellis (**History, Classics and Archaeology**) undertook a Principal's Teaching Awards Scheme (PTAS) project to produce material in a variety of learning formats to enhance teaching in History. In a Teaching Matters blog she reflected on how this project had assisted her to reflect on how to make the classroom more inclusive: http://www.teaching-matters-blog.ed.ac.uk/?p=1188

- **History, Classics and Archaeology** undertook a 2018 Principal's Teaching Awards Scheme (PTAS) project on Archaeology at the Centre for Open learning (COL): developing an accessible and inclusive pedagogical approach to fieldwork: https://www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/march-2018/archaeology-col

- **Institute for Advanced Study in the Humanities (IASH)** is hosting the GenderEd project, which aims to create a virtual space to showcase excellence in teaching, research and KEI in gender and sexuality studies at University of Edinburgh, and to promote connectivity and interdisciplinarity. See https://www.iash.ed.ac.uk/gendered

- The **School of Law**'s suite of Honours options courses includes a range of courses engaging with aspects of equality and diversity, for example: Gender and Justice; Asylum and Refugee Law and Policy; and Slavery in Eighteenth-Century Scotland.

- In 2018 **Moray House School of Education** is undertaking a Principal's Teaching Awards Scheme (PTAS) project on Lecture recording for inclusive education. This project aims to devise ways of utilising lecture recording to facilitate inclusivity in teaching and learning, in response to increasing student diversity at the University of Edinburgh: https://www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/oct-2017/lecture-recording-inclusive-education

- **Philosophy, Psychology and Language Sciences** undertook a Principal's Teaching Award Scheme (PTAS) project on 'Diversity Reading List project in Philosophy'. (www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/october-2015/diversity-reading)

- During 2014-15 and 2015-16, EUSA worked with staff and students in the **School of Social and Political Sciences** (SPS) to develop a new pre-Honours undergraduate course on 'Understanding Gender in the Contemporary World: Key

Concepts, Controversies and Challenges'. This course enrolled c. 140 students in its first year (2016-17) and c. 190 enrolments in 2017-18.

- **SPS** is currently developing a University-wide course on race, taking account of feedback from students (including a series of College-wide symposia planned for autumn 2018 with EUSA and LiberatED). The plan is to launch the new course in 2019-20.

College of Medicine and Veterinary Medicine

- An informal review of the **MBChB (undergraduate medicine)** curriculum indicated that very limited attention was given to the health needs of LGBT+ patients. To address this gap the College recruited a group of 6 medical students to work with on a project which involved developing learning resources (eg interviews with LGBT+ volunteers), a pilot event involving a Q&A session with LGBT+ individuals, and embedding teaching sessions on the topic into the year one curriculum. The College plans further work in this area, including reinforcing the year 1 learning outcomes relating to the health needs of LGBT+ patients in the clinical years of the curriculum, and embeddin LGBT+ patients as clinical case examples beyond contexts when their LGBT+ status is the focus.

- The third-year **Biomedical Sciences** course "Health, Illness and Society 3" for students of the BSc Medical Sciences programme teaches social aspects of health and medicine, drawing on the disciplines of medical sociology, medical anthropology, epidemiology and bioethics. It includes content on health inequalities related to socio-economic status, ethnicity, and gender and sexual orientation.

- **The Medical School's** MSc in Clinical Education includes a course called 'The Curriculum', which, in addition to covering the theory and mechanics of curriculum design, asks participants to consider the 'hidden curriculum', and the wider socio-political context in which the curriculum sits (who are the stakeholders and who has influence over what goes into the curriculum). This includes a specific session on Equality & Diversity in the Curriculum.

College of Science and Engineering

- The **School of GeoSciences** offers a range of courses addressing aspects of equality and diversity (eg taking decolonial perspectives), for example: Development and Decolonization in Latin America; Divided Cities, Researching with Media: Ordinary, Popular and Indigenous People's Knowledges; and Geographies of Health (which explores gender and income inequalities in health).

- The School of Informatics' third year course on professional issues addresses issues regarding discrimination in IT (for example, how digitisation can discriminate against particular groups).

- The **School of Physics** undertook a project on understanding the influence of gender on academic achievement in physics: www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/january-2011/gender-in-physics

Edinburgh University Students' Association

- In recent years, Student Association sabbaticals have expressed a commitment to promoting diversity in the University's curriculum, learning and assessment, expressing this in terms of 'liberating' the curriculum. The Student Association has established an initiative called LiberatEd, to assist it to take forward these issues: https://www.eusa.ed.ac.uk/liberated

Institute for Academic Development

- In the Postgraduate Certificate in Academic Practice (aimed at new academic staff) all participants are required to watch a video which contains guidance about inclusive course design among other topics. They are then asked to write in a discussion board about the most important thing they learned from the video. The majority of the participants pick out the material on inclusive design as the most important topic for them. They are given this reading on inclusive design in the course reading list and many refer to it in their assessments: https://www.heacademy.ac.uk/system/files/resources/introduction_and_overview.pdf

Library and collections

- The *Edinburgh Centre for Research Collections* is undertaking a project funded by the Scottish Graduate School for Arts and Humanities (SGSAH). The project is looking at the University of Edinburgh's archive catalogues to explore the description, language and surfacing of women, cultures, communities and diverse groups in these catalogues. http://www.sgsah.ac.uk/e&t/i&ar/internships/headline_600445_en.html

- In 2017-18 **Libraries and University Collections (L&UC)** teams worked with Diva Mukherji (then EUSA BME representative and now EUSA Vice President Education) to put on two collection displays in the Main Library Building. A display in October 2017 celebrated Black History Month and in February 2018 a display celebrated LGBT+ History Month. The Library also created Resource Lists to accompany the displays (Black History Month https://eu01.alma.exlibrisgroup.com/leganto/readinglist/lists/15348587770002466?auth=SAML and https://eu01.alma.exlibrisgroup.com/leganto/public/44UOE_INST/lists/17228914570002466?auth=SAML

- The *Edinburgh Centre for Research Collections* have had an intern for 8 weeks cataloguing the collection of a misrepresented female composer from the 19th century to raise her profile and make the collection available for dissertations

and study. The Centre hopes to do more of this type of project - the archive projects team have prioritised how women are described in collections and are reviewing best practice for future cataloguing

- The **Edinburgh Centre for Research Collections**' Modern Apprentice produced an event for LGBTQ week on its collections and is producing information for webpages on its collections.

Annex B

Initial recommendations for wider discussion

- **Institutional statement of Principles**
  - The group has developed a draft set of Principles which could guide the University's work;

- **Encourage Schools / Colleges to identify staff 'champions'**

- **Support academic staff development and practice sharing on the issue**
  - Develop the IAD Inclusive Curriculum webpages (https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive) as a key resource for staff and students, adding new case studies (based on the mapping exercise that the group has undertaken), and promoting these resources widely;
  - Use the Teaching Matters website and blog to stimulate thinking and share practice;
  - Make this a key theme for a future University Learning and Teaching Conference;
  - Use the University's new Edinburgh Network: Growing Approaches to Genuine Engagement (ENGAGE) staff and student network to promote the issue;
  - Explore ways in which the Edinburgh Teaching Award can increase its emphasis on inclusive curriculum;
  - Promote the sector resources / toolkits on the issue, and consider developing additional resources where required for staff;

- **Embed in curriculum design and approval processes**
  - Address the issue more explicitly in course and programme approval policy / processes / templates (while avoiding encouraging 'tick-box' responses or unnecessary bureaucracy);
  - Develop training / guidance for Conveners of Boards of Studies regarding how to address these issues when reviewing curriculum proposals;
  - Exploring how collaborative curriculum design approaches such as Edinburgh Learning and Design roadmap (ELDeR) can assist with this agenda;
  - Encourage Schools to make this a particular focus when undertaking substantive reviews of their curriculum;
  - Ensure staff have space in their workload to allow them to reflect on the issue and revise their curricula, for example by encouraging Schools to support sabbaticals for staff to address the issue;
  - Ensure this issue is prominent within any future University curriculum reform project;

- **Encourage co-creation approaches involving students**
  - Prioritise access to small project funding for the University's Student Partnership Agreement (we have already done this for 2018-19 – may be scope to continue in subsequent years)
  - Encourage Schools to support student-led projects, for example by funding students to undertake relevant projects;
  - Explore whether students' work can be recognised via the Edinburgh Award;
  - Continue to incorporate in student representative training - the Student Association's class rep training already covers how student representatives the topic – it may be worth evaluating this aspect of the training;

- **Embed in quality assurance processes**
  - Utilise periodic quality reviews (six-yearly Taught Programme Reviews and Postgraduate Programme Reviews) to explore the strategic approaches that Schools take to promoting inclusion, equality and diversity in the curriculum

- **Maximise the use of the University's diverse Library resources and collections**
  - Build on the various projects underway within the Library and University Collections by encouraging and supporting staff and students to make more use of the University's diverse library resources and collections within the curriculum.
  - For example, hold dissertation roadshows to encourage students to think of using the University's collections as the basis for dissertations / projects on topics relating to issues of equality and diversity

- **Utilise links with local community**
  - Engage relevant stakeholders in the local community to help ensure that our representation of particular groups within the curriculum is 'authentic'

The University of Edinburgh

Senate Learning and Teaching Committee

23 January 2019

Update on research into undergraduate non-continuation

Executive Summary

At its meeting on 14 November 2019, the Committee discussed the outcomes of research (undertaken by Governance and Strategic Planning, and Academic Services) into the University's non-continuation data, and recommended a range of follow-up actions. Colleagues from Governance and Strategic Planning, Academic Services, Student Systems and the Service Excellence Programme have met to consider how to take forward these recommendations. This paper updates the Committee on some actions taken to date, and sets out some proposals for taking forward some specific actions.

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

This aligns with the Strategic Objective of Leadership in Learning.

Action requested

The Committee is invited to:

- Note the actions to date in response to the Committee's recommendations; and
- Comment on the proposed approach to further research into aspects of non-continuation (which focusses on the relationship with prior qualifications).

How will any action agreed be implemented and communicated?

In January 2019, Academic Services circulated the research findings to key staff in Schools.

Resource / Risk / Compliance

1. Resource implications (including staffing)

If the Committee supports the proposed approach to further research into aspects of non-continuation, GASP will cost the proposed work and seek potential sources of funding.

2. Risk assessment

Poor performance in non-continuation and retention metrics is a risk to the University's reputation, increasing as these measures gain more publicity. As these measures gain more profile, it will be an increasing risk to the University's reputation if we do not develop a better understanding of which groups of students are at higher risk of withdrawing and of any underlying reasons.

3. Equality and Diversity

The research conducted by GASP explored evidence of different patterns of non-continuation rates for students with different protected characteristics. GASP may consider equality and diversity dimensions in more detail as part of the proposed further research into non-continuation and prior attainment.

4. Freedom of information

Open

Key words
Retention, non-continuation, widening participation

Originator of the paper

Jim Galbraith (Senior Strategic Planner, Governance and Strategic Planning)
Tom Ward (Director of Academic Services)
14 January 2018

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Update on research into undergraduate non-continuation

Background - LTC recommendations for follow-up actions

At its meeting on 14 November 2019, the Committee discussed the outcomes of research (undertaken by Governance and Strategic Planning, GASP, and Academic Services, AS) into the University's non-continuation data, and recommended a range of follow-up actions:

- to ask GASP scope out and cost proposed further research to investigate the impact of other factors on non-continuation eg. prior attainment, the availability of peer support, mode of study (online or on campus), whether or not students are also employed, home location of Scottish students;
- that analysis would be at institutional and College as opposed to School-level;
- that the Academic Lifecycle Strand of the Service Excellence Programme would be asked to consider ways in which better information about students' reasons for withdrawal might be gathered;
- that AS would co-ordinate the gathering and dissemination of best practice around supporting students at risk of withdrawing;
- that particular attention should be given to the structure of Year 1 if curriculum reform was undertaken;
- that current work on student support arrangements should consider the issues outlined in the report; and
- that work around the implementation of the Widening Participation Strategy should consider the issues outlined in the report.

Scoping the proposed further research into the impact of other factors on non-continuation

Other factors, not yet brought in to the analysis, may have an influence on non-continuation. Considering further research, we must weigh up i) the difficulty of getting the data, ii) the quality/accuracy of the data, and iii) how likely we suspect it is to be a significant driver of non-continuation.

Whichever factors we bring into the analysis, we propose that the initial focus should be on data gathering, data assurance, and some initial descriptive analysis. Adding factors to the logistic regression analysis will require more time and careful handling.

Prior attainment /**entry qualifications**, or aggregate qualification level, is the factor most likely to be of significance. Whilst we were not able to incorporate it into the analysis in the time available last year, it is worth investigating options to incorporate data of this nature:

- We receive details of qualifications achieved via UCAS. Separately, students are asked what their 'highest qualification on entry' is when they enrol, picking from a list (Highers, IB, HNC, degree, etc). We could use the 'highest qualification on entry' data but the data quality can be flawed and the highest

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qualification held is not always the one that secured entry to the University. We could mitigate these issues by focusing on students who were school leavers.

- HESA creates another categorisation of the type of qualifications when they work out benchmarking for their 'Performance Indicators' (UK-domiciled students only), and we have access to this data. This is a preferable route to the above if we can 'join' the data, which should be possible. **Suggest that this takes priority #2 for scoping over other possibilities.**
- HESA also calculate an aggregate UCAS tariff score for individual students (available for all students, although data likely to be more reliable for UK-domiciled students), available within large HESA datasets GASP have access to, albeit with significant technical challenges at present. Although this 'tariff' calculation includes all qualifications (not only those that were relevant to University entry) it may be a worthwhile summary measure for the non-continuation analysis. **Suggest that this takes priority #1 for scoping over other possibilities.**
- For Scottish school leavers we could create a binary variable distinguishing between those who had Highers only, and those who also had Advanced Highers. We could generate this from 'highest qualification on entry' or by searching the individual qualifications held on EUCLID. **Suggest that this takes priority #3 for scoping over other possibilities.**

EUSA colleagues expressed an interest in joining their data on engagement with **societies** /extra-curricular activities, to assess whether engagement is associated with a lower risk of non-continuation. **This would be worthwhile pursuing.**

Other possibilities are, for various reasons, not worth pursuing within this analysis approach:

The availability of **peer support** is almost universal for undergraduate entrants and therefore it would not be suitable as a binary factor for this analysis. If useable data become available showing the level of engagement with peer support (in a way that could be systematically linked to all students' records), it may be worth reconsidering.

Since all undergraduate students are studying on an on-campus basis, it is not possible to analyse non-continuation for that aspect of **mode of studies**. While it would be technically possible to look at a different aspect of mode of studies (part-time-full-time), this would not be suitable for analysis because undergraduates entering part-time programmes are a small proportion of the whole.

The number of hours worked in **part-time jobs** by students might be associated to some extent with non-continuation. Unfortunately, the data are not available and sourcing the data would be problematic. It would require some sort of survey which students might prefer not to answer, yet the response rate would have to be high for reliable analysis; non-continuing students are relatively few in number. Furthermore, ideally the survey would have to take place early enough in the entry session to

include responses from those who leave mid-session. It is a topic which would be better explored in a different way.

The **term-time location** of Scottish students is in principle an interesting factor to explore. When students enrol, the University ask them to identify the 'type' of accommodation they are living in, and the University asks to update this whenever they update their address; parental/guardian home, own home, University managed accommodation, private rented etc. Students living in the parental/guardian home would be of particular interest. However:

- Data quality is a big problem because we know that students often do not update their term addresses (or the accommodation type) so we cannot rely upon the data. We could use accommodation data from early in the entry session but students living in the parental/guardian home early in their entry session are probably the most likely group to move into privately rented accommodation.
- Trends may reflect underlying socio-economic demographics rather than the accommodation choices made.
- Those who appear to be commuting to University, based on their term-time postcode, may be at higher risk of non-continuation but the data quality issue could easily lead us to incorrect conclusions.

LTC had suggested considering the **home location** of students, in terms of whether being further from home is associated with increases or decreases in non-continuation. GASP did explore the potential for analysis the relationship between non-continuation rate and home postcode sector (eg AB, EH, G) for Scottish students as part of the earlier phase of research, but identified some issues with data quality and interpretation:

- Trends are likely to reflect underlying socio-economic demographics more than distance from home – the AB (Aberdeen) non-continuation rate is much lower than the EH rate or the G rate, but the demographic is very different.
- Data quality is a problem to some extent because students often do not update their addresses, however we could use the home address 'on entry' on the basis that home addresses are less likely to change than term addresses.
- Distance is not the same as travel time eg Jedburgh vs Glasgow, so this would be difficult to generate data in a meaningful way.

Link with Academic Lifecycle Strand of the Service Excellence Programme

AS and Student Systems have explored with Service Excellence Programme (SEP) the potential ways to improve the quality of data about students' reasons for withdrawal as part of the SEP Academic Lifecycle work on (voluntary) student withdrawal processes, while taking account of Higher Education Statistics Agency (HESA) requirements. For example, it may be possible to collect data on students' reasons for withdrawn in a more systematic way (as part of a more structured withdrawal process), and it is may be possible to record a secondary as well as a primary reason for withdrawal, and also to include a free-text field for students to record their reasons.

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Gathering and disseminating best practice around supporting students at risk of withdrawing

As part of the research, Schools highlighted a range of approaches to addressing non-continuation. In January 2019, AS circulated the research findings to key staff in Schools, and invited them to identify further cases studies. In addition, Student Recruitment and Admissions (SRA) are exploring potential case studies relation to widening participation students in particular.

AS are discussing the potential to use the School Directors of Teaching network as a mechanism for sharing these case studies and stimulating discussion about how Schools can support students at risk of withdrawing.

Feedback to other stakeholders

Academic Services have highlighted the report to SEP staff responsible for a planned review of academic and pastoral support structures.

SRA colleagues responsible for taking forward the University's Widening Participation Strategy are aware of the research.

Other work on retention and non-continuation

GASP's research is a detailed statistical modelling which is not realistic (in terms of resources) to replicate on a regular (eg annual basis). In parallel with this one-off project, Student Systems are working with AS to enhance the University's routine reports on student retention and progression, which Schools can utilise for quality assurance and other purposes. Student Systems and AS will present some proposals for these routine reports to the Senate Quality Assurance Committee in Semester Two 2018-19.

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<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

23 January 2019

Teaching and Academic Careers Project – Update

<u>Executive Summary</u>

This paper provides Senatus Learning and Teaching Committee (LTC) with an update on the work of the Teaching and Academic Careers task group, following on from the paper that came to LTC in September 2018 outlining some draft principles. The Teaching and Academic Careers task group has consulted widely across the University and, as a result of this consultation, has produced a final set of principles which have been formally approved by the University Executive. The task group will now begin phase two of its work, which is expected to involve three main strands of activity: technical review of HR policies and procedures to identify whether any changes may be required to align with principles; technical review of support/expectations for professional development in teaching to identify whether any changes may be required to align with principles; and a technical review of how we evidence excellence in teaching.

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

Aligns with strategic objective of leadership in learning.

<u>Action requested</u>

For information and discussion

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

Actions will be implemented through the University Executive and the task group will co-ordinate communications, seeking assistance from colleagues in Communications and Marketing.

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

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

   Phase two of the project will have resource implications for Human Resources, the Institute for Academic Development and Academic Services – for example, project management, benchmarking, policy analysis and drafting, and consultation activities.

2. **Risk assessment**

   This project aims to contribute to the University's broader work to mitigate risks associated with the student experience. During stage two of its work, when translating the principles into practice, the task group will pay careful consideration to

identifying and mitigating any risks associated with specific changes to policy or procedure.

3. **Equality and Diversity**

The task group will oversee Equality Impact Assessments regarding any substantive changes to policy as a result of the implementation of the principles. The adoption and implementation of the principles may assist the University to support career opportunities for female staff, who are currently disproportionately represented among teaching-only staff.

4. **Freedom of information**

This paper is **open**.

Originator of the paper

Professor Charlie Jeffery, Mr Tom Ward and Ms Ailsa Taylor (Academic Services)

Teaching and Academic Careers

Background and context

In May 2018 the University Executive agreed to establish a Teaching and Academic Careers task group to review processes and incentives for the recognition, reward and support for teaching in academic careers alongside other parts of the academic role. The group has developed a set of principles and consulted widely and deeply on them, for example with Unions, Colleges and Schools, the Students' Association. It has taken account of the feedback from this consultation process, and a final version of the principles was approved by University Executive in November 2018).
www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/principles

Task group remit and membership

The task group membership, which includes representation from all Colleges and from the University and College Union and Students' Association, is available at:
www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers

The remit of the task group is to review processes and incentives for the recognition, reward and support for teaching* in academic careers alongside other parts of the academic role. This is to include inter alia:

- Foundational assessment of excellence and/or potential in teaching in initial recruitment processes;
- Continuing and developmental recognition of teaching in annual review;
- Measures that open up – and regulate – flexibility to shift emphasis of roles to and from those predominantly focused on teaching across the career course;
- Support/expectations for professional development in teaching;
- Professional recognition in promotion and reward processes, including those employed in roles predominantly focused on teaching, including Teaching Fellow roles, extending from Grade 7 through to Grade 10;
- The role of Heads of Schools in ensuring their academic staff deliver high performance in teaching.

* including Personal Tutoring

Task group activity in semester 1

During semester 1 of 2018/19 the task group consulted extensively on draft principles to guide its work. Consultation involved a wide range of activities, including:

- a discussion at Senate Learning and Teaching Committee on 18 September 2018, and a detailed strategic discussion at the Senate meeting on 3 October 2018;
- open sessions led by senior members of the task group at six College committees and 11 School committees;
- two focus groups to ascertain the views of staff on teaching-only contracts specialising in teaching;
- student feedback via a School rep forum;
- a lunchtime session to gather the views of the Joint Unions;
- written submissions (seven written submissions at School-level, two group submissions, 10 individual submissions and a UCU committee written response.)

Feedback from consultation

There was strong support for the objective of the project, of giving teaching parity with research. During the consultation activities, the task group explored two different models for recognising, rewarding and supporting teaching in academic careers – a separate teaching track, and a more flexible mainstream academic pathway (where staff could move from teaching, to teaching and research, or research only, more flexibly at different points in their career). While there was broad support for the principle that all academic staff (including those focussing on teaching) should have access to career progression opportunities, there was a lack of support for the idea of creating a new separate teaching career track. Instead, there was more support for the idea of a more flexible mainstream academic path. While some respondents had concerns about some implications of a more flexible model (for example, whether it could make it more challenging for Schools to meet business needs regarding teaching, or weaken the link between teaching and research), the task group was satisfied that these concerns could be addressed.

The other main consultation findings were as follows:

- relatively few comments were received about professional development for teaching, with most of those comments focusing on the need to ensure that staff have sufficient time to take up opportunities for professional development, and no evidence of support for the idea of requiring staff involved in teaching to hold teaching qualifications;
- various concerns regarding current career pathways and development opportunities for staff on teaching-only contracts at grades UE07 and UE08, but also the suggestion that the University should be cautious about making changes to the contractual status and/or access to career pathways for those staff currently employed on teaching-only contracts;
- broad recognition that it is challenging to recognise, reward and evidence excellence in teaching, with respondents making a range of suggestions for possible approaches and raising concerns regarding some forms of evidence currently utilised by the University;
- in addition to addressing the issues highlighted by the principles, staff pointed to the need to address issues associated with academic staff workload allocation, and growth in the student population, in order to enhance the student experience.

The group discussed the implications for the University's Research Excellence Framework (REF) submission of the introduction of a more flexible academic career pathway, and was satisfied that any implications for REF 2021 were likely to be marginal and that any implications for subsequent REFs (or equivalent) could be managed.

Agreed set of principles

The University Executive considered the outcomes of the consultation at its meeting in November 2018 and approved a final set of principles. www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/principles

Central to these principles is the introduction of a flexible mainstream academic pathway. This pathway would enable Schools to continue to recruit to teaching-focussed posts in line with the business needs of the School, while providing Heads of Schools with the flexibility to propose variations in the balance of academic responsibilities (e.g. teaching and research) in discussion with individual members of academic staff. It would also make career progression up to UE10 possible for staff specialising in teaching.

Task group activity in semester 2

The task group is due to meet on 18 January 2019 to agree a plan of work for semester 2, but it is anticipated at this stage that this will involve three main strands of activity:

Strand 1 Technical review of HR policies and procedures to identify whether any changes may be required to align with the agreed principles;

Strand 2 Technical review of support/expectations for professional development in teaching to identify whether any changes may be required to align with the principles. This strand will be led and supported by the Institute for Academic Development;

Strand 3 Technical review of how we evidence excellence in teaching. This strand will be led by a sub-group of the task group with support from Academic Services.

Cross-cutting themes for consideration by task group Communication and engagement, links with HR core system, benchmarking.

Next steps

The next report will be due at the University Executive in May/June 2019, and this will provide an update on progress with the technical reviews.

LEARNING AND TEACHING COMMITTEE

23 January 2019

Update on the Continuing Professional Development Framework for Learning and Teaching

Description of paper

This paper provides an update for information on progress on the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was reaccredited by AdvanceHE (formerly Higher Education Academy) in 2017 until 2021. Good progress is being made with positive feedback from participants and steadily increasing participation. The main barriers to further increases in participation are academic staff workloads and workload models in the Schools.

Action requested

The Committee is asked to note the paper for information.
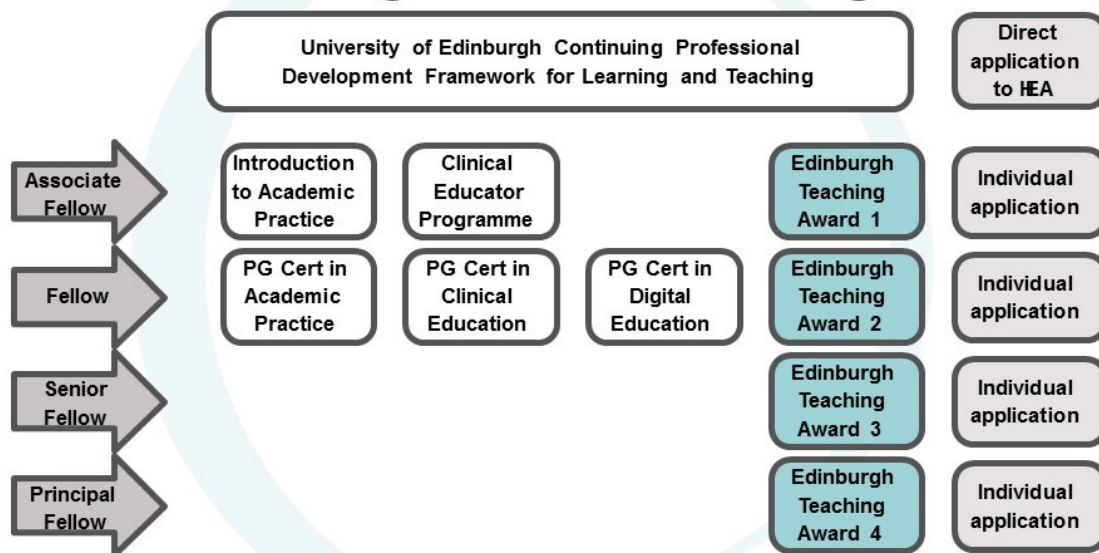
Recommendation

We recommend that the Committee reconsider the impact of academic workloads on participation in professional development for learning and teaching after the Teaching and Academic Careers Task Group has completed its work.

Background and context

This paper provides an update on progress on the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was requested by Learning and Teaching Committee in 2012, accredited by AdvanceHE in 2013 and reaccredited in 2017 until 2021. The provision within the Framework is intended to provide relevant and flexible professional development relating to learning and teaching for all University staff involved in teaching or supporting learning at any point in their careers. The Framework is delivered in collaboration with Schools and Support Services. The current Framework is illustrated in Figure 1 (overleaf). Gaining professional recognition from AdvanceHE provides national recognition for colleagues of their commitment to professionalism in teaching and learning in higher education.

Figure 1: The CPD Framework for Learning and Teaching

CPD Framework for Learning and Teaching

IAD INSTITUTE FOR ACADEMIC DEVELOPMENT

University of Edinburgh Continuing Professional Development Framework for Learning and Teaching

Direct application to HEA

Associate Fellow	Introduction to Academic Practice	Clinical Educator Programme		Edinburgh Teaching Award 1	Individual application
Fellow	PG Cert in Academic Practice	PG Cert in Clinical Education	PG Cert in Digital Education	Edinburgh Teaching Award 2	Individual application
Senior Fellow				Edinburgh Teaching Award 3	Individual application
Principal Fellow				Edinburgh Teaching Award 4	Individual application

www.ed.ac.uk/iad

Discussion

The three main pathways through the Framework for University staff are the Introduction to Academic Practice (IntroAp), the Postgraduate Certificate in Academic Practice (PGCAP) and the Edinburgh Teaching Award (EdTA). The PGCAP is aimed at newer academic staff with particular interest in learning and teaching. For reaccreditation, we refreshed the PGCAP to bring priority areas more to the forefront. We also reduced the total number of assessments in order to encourage better completion rates. Early feedback on the new programme has been mainly positive but it is too early to be sure whether completion rates have improved.

The IntroAp was developed to provide a route to Associate Fellowship of AdvanceHE for experienced tutors and demonstrators who previously had no internal UoE route to accreditation. The IntroAp was designed to include rich and structured face-to-face and online interaction as well as teaching observation. This provides an ideal learning environment for less experienced teachers. Postgraduate students appreciate having a nationally recognised qualification to teach for their curriculum vitae as this is appearing in advertisements for academic posts. At reaccreditation we made minor adjustments to this provision to meet new AdvanceHE requirements but the provision is very well received by participants and has high completion rates so we did not want to change it more than was necessary to achieve reaccreditation.

The EdTA was designed to provide a more manageable and flexible route to AdvanceHE accreditation than the PGCAP. It is aimed at all colleagues who are contributing to the student learning experience at any stage in their careers. The EdTA requires participants to write a blog about their professional values and academic practice and to provide an overview of their success as teachers and their engagement with CPD relating to learning and teaching. The EdTA can be completed over six months to two years depending on participants' work patterns. An external evaluation of the EdTA indicated that this provision was well received by participants and provoked positive change in their teaching practices.

We have continued to offer the EdTA in partnership with some of the Schools within the University, to provide a closer fit to local needs and to secure greater buy-in across the University. There are now six Schools running their own versions of the EdTA, supported by the IAD. The most established of these is in Veterinary Medicine with 40 successful completions.

Participation in the Framework

Participation in the PGCAP has remained relatively stable in recent years despite the introduction of the Edinburgh Teaching Award as an alternative possibility for staff. This suggests an increase in willingness of staff to participate in accredited provision. Participation in the Edinburgh Teaching Award has been growing steadily since the Award was first piloted (see Figure 2). Participants tell us that finding time is the biggest barrier to full participation in the PGCAP and EdTA. We are getting an increasing number of comments from participants in the PGCAP and EdTA (and also from EdTA mentors) about the lack of recognition of this work in many School workload allocation models.

Figure 2: Participation in the EdTA (levels 2-4) & PGCAP (AY12/13 to AY18/19)
(figures for AY18/19 are up to 1st December 2018)

3
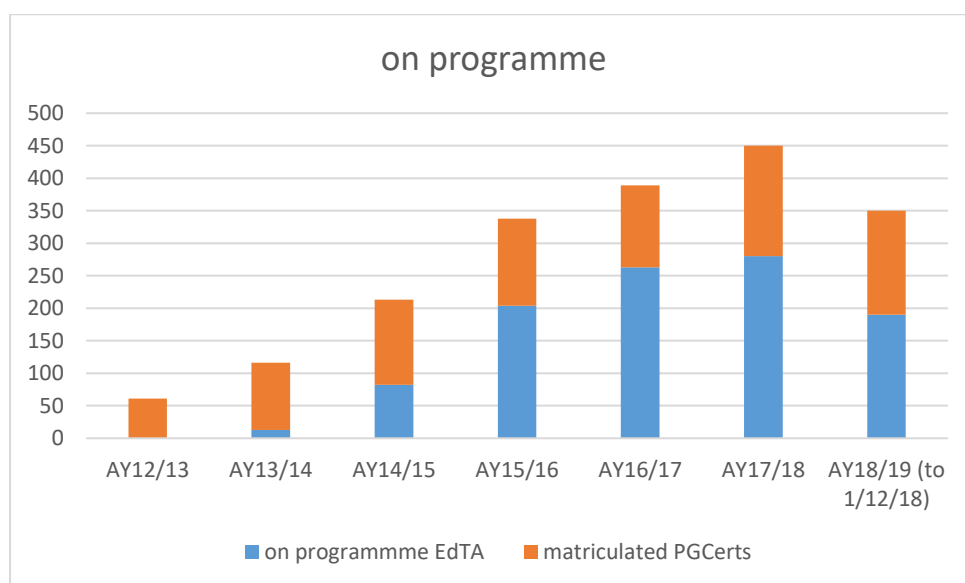
The number of colleagues completing the full PGCAP is still relatively low (see Figure 3) and the biggest barrier to this appears to be staff time. The PGCAP has recently been redesigned to reduce the number of assessments, and to provide a framework which supports steady ongoing work on assessments during the main 40 credit course, but it is too early to see the impact of this on completions. Completions of the EdTA are growing steadily, perhaps in part due to the more moderate workload implications of participation relative to the PGCAP.

Figure 3: Completions for the EdTA (levels 2-4) & PGCAP (AY12/13 to AY18/19) (figures for AY18/19 are up to 1st December 2018)
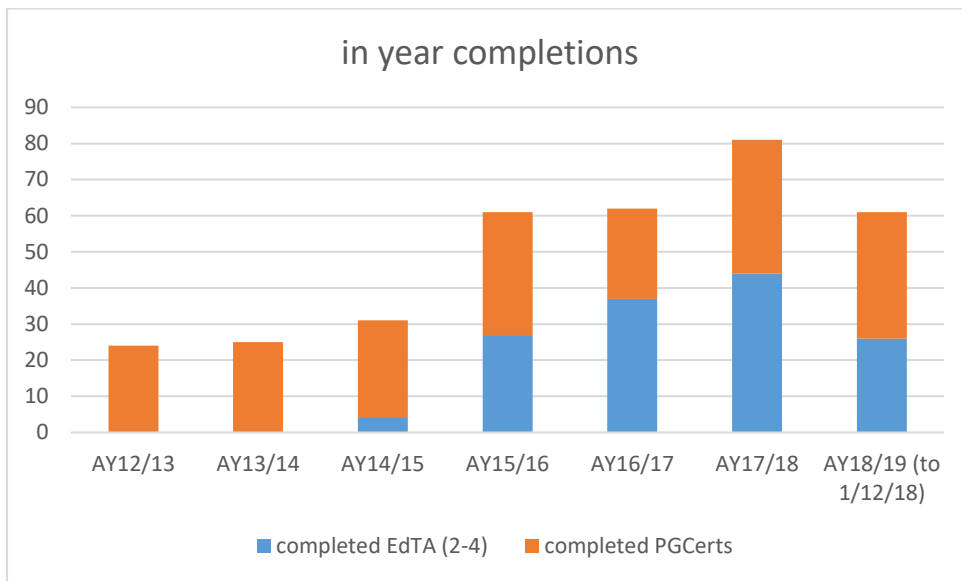
Completion data for the Introduction to Academic Practice are provided in Figure 4 along with completion data for the EdTA Level 1. Excellent completion rates for the Introduction to Academic Practice reflect the close support given to participants by the IntroAp team. Feedback on this provision has been very positive. Other influences on completion are that tutors and demonstrators tend to have somewhat milder time pressures than other staff and do not yet have secure careers thus providing another incentive to secure an accredited award. We also offer non-accredited workshops on tutoring and demonstrating to larger numbers of participants.

Figure 4: Completion of the IntroAP and EdTA Level 1 from AY13/14 to AY18/19
(figures for AY18/19 are up to 1st December 2018)
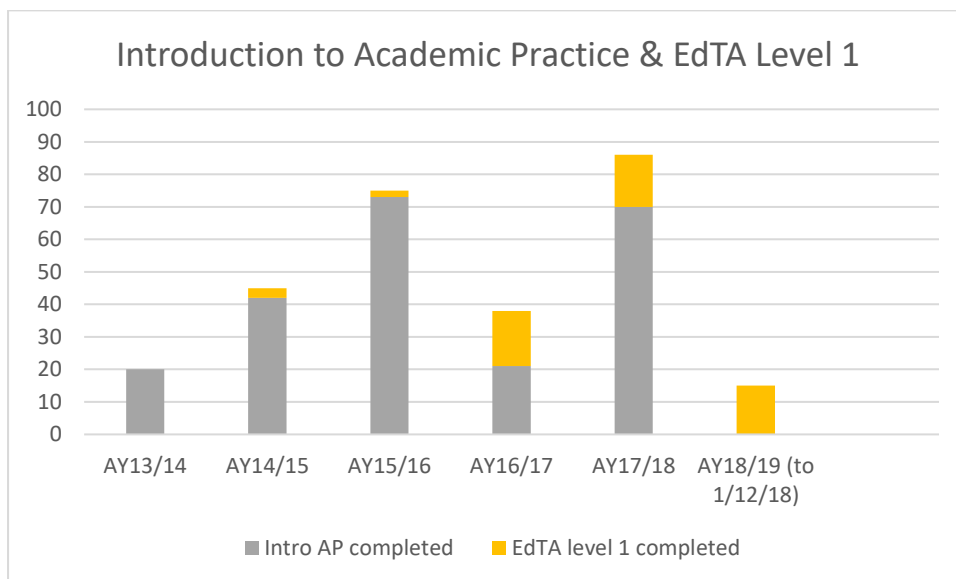
 * The October 2016 iteration of the IntroAP was cancelled due to staff changes which also affected the January 2017 intake.

Looking ahead

For the new PGCAP, the next steps will be to monitor completions and to collect more feedback from participants. The programme will then be refined on this basis. A PTAS project running during 2019/20 will focus on the extent to which the PGCAP prepares staff to be agents of change for learning and teaching as they take their next steps in their academic careers. Ongoing conversations with Schools and Colleges about supporting colleagues to have time to complete CPD for learning and teaching may also enhance completion rates on this programme and the Edinburgh Teaching Award. For the Edinburgh Teaching Award, we aim gradually to increase participation by supporting more School versions of the Award. The central programme should continue to grow steadily providing that enough mentors are enabled by Schools to find time to support participants. The Introduction to Academic Practice may be able to grow modestly but our emphasis at the moment is AdvanceHE accreditation for mainstream academic staff rather than tutors and demonstrators. We will continue to offer our popular non-accredited provision for tutors and demonstrators and to support Schools to enhance their own training provision for tutors and demonstrators, as required by the policy for the recruitment, support and development of tutors and demonstrators.

Resource implications

None

Risk Management

The key risk is that workload pressures make it difficult for sufficient colleagues to participate.

Equality & Diversity

An equality impact assessment has been conducted on the Framework.

Next steps/implications

The IAD will continue to work with colleagues across the University to build participation in the Framework and collect further evaluation data. We will respond to the recommendations of the Teaching and Academic Careers Task Group.

Consultation

This paper has been reviewed and approved by the leads of the Introduction to Academic Practice, Postgraduate Certificate in Academic Practice and Edinburgh Teaching Award.

Further information

<u>Authors</u>

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Institute for Academic Development

23.1.19

<u>Presenter</u>

Velda McCune

Freedom of Information

This paper is open.

LTC 18/19 3 I

Senate Learning and Teaching Committee

23rd January 2019

Resource Lists Framework - Update

1. Description of paper
This paper provides an update on the Resource Lists Framework presented to Learning and Teaching Committee on 18th September 2018. This paper provides a summary of feedback received following consultation with schools, colleges and EUSA and includes a revised version of the Resource Lists Framework.

2. Action requested
The Committee is requested to formally support the introduction of the Resource Lists Framework as an alternative to a mandate (as recommended by the Acquisitions Audit Report) and as a route to increasing adoption of the Resource Lists service. The Resource Lists Framework will be published in March 2019 for use in preparation of lists for session 2019/20, subject to approval by Library Committee on 23rd February 2019.

3. Recommendation
That the Committee formally supports the introduction of the Resource Lists Framework and supports the aim of increasing adoption of the service where use of Resource Lists is appropriate.

4. Background and context
Resource Lists are online reading lists. The reading list system used to provide the service is called Leganto. The Library uses Resource Lists to manage the provision of library materials for teaching and to provide students with easy access to core teaching materials in a consistent way.

In 2018/19 there are currently 1875 published Resource Lists. This represents approximately 39% of courses active in Learn.

The Resource Lists Framework was developed in response to the Acquisitions Audit Report published in September 2017. The report recognised the benefits of Resource Lists in improving the student experience of using Library resources, in increasing the efficiencies of library workflows and in delivering best value for money. The report also recommended mandatory use of Resource Lists across the University.

However, the Library would prefer that Course Organisers respond to the benefits of the service and willingly choose to use Resource Lists in their teaching. The Library recognises that Resource Lists may not be suitable for all courses.

The proposed Resource Lists Framework clearly states how the Library expects the provision of course materials to be managed and provides the Library with a useful tool with which to promote adoption of the service.

A draft of the Resource Lists Framework was presented to Learning and Teaching Committee in September 2018.

5. Discussion

Following the LTC Committee meeting, consultation with Library Committee, College and School equivalents, the Resource Lists Service Board and EUSA was undertaken during Semester 1. Committees were also asked to circulate the Framework to colleagues for comment and feedback.

Consultation was undertaken with EUSA VPs Education and Services and Activities. Specifically, EUSA VPs were asked to review and comment on the section, 'Resource Lists are most helpful to students when they are…'

Feedback was also sought from:

- Academic Support Librarians
- The Course Collections Group
- The School Reps Forum

The Resource Lists Framework has been updated and revised in response to feedback received.

See Appendix 1: Resource Lists Framework

6. Summary of feedback

Outside the various committee meetings relatively little feedback was received from individuals. The main themes emerging from the consultation are highlighted below.

6.1 Broadly supportive

Overall feedback from Committees was positive and broadly supportive of the Framework and the Library's aim to increase adoption of Resource Lists. There was a notable shift from asking why the Library is using Resource Lists to asking what can be done to encourage adoption of the service. In fact, a number of schools and programmes have already introduced policies which require the use of Resource Lists.

However, feedback was clear that the Library should acknowledge that use of Resource Lists will not be suitable or add value to courses from certain schools, or in certain subject areas, where for example, only one core textbook is used or where the use of Library materials in teaching is limited.

As a result, there was a suggestion that the Library should ask programme or course leads to declare 'non usage' with this information being recorded and reported as part of the standard set of Resource List data.

6.2 Research skills

Some Course Organisers believed increase usage of Resource Lists would have a negative impact on the development of students' research skills. This was articulated

most strongly at College Post Graduate Studies Committees (approximately 40 % of lists are for PG courses). At several committees it was observed that 'copying and pasting from a reading list to DiscoverED' cannot be considered as developing research skills.

The issue of 'spoon feeding' students was raised explicitly with EUSA VPs who, in response, were keen to point out that students develop research skills when writing assignments and dissertations. Students understand that Resource Lists provide an introduction and entry point to a subject and that further, independent research will need to follow if they are to gain a deeper understanding of their subject.

The Library recognises that Resource Lists and Research skills are complimentary. Promoting Research Skills alongside Resource Lists may help address concerns about 'spoonfeeding' and would also help raise awareness of available Research Skills services.

6.3 'Required purchase' tag

There was considerable response to the proposed introduction of a new tag, 'Required purchase'. Various committees along with EUSA VPs recognised the need for greater clarity on what students are asked to purchase. EUSA commented that students should have information on whether a book will be used over several years and, if they are expected to purchase a book, that they are made aware in advance in a consistent way e.g. in course handbooks.

Although schools could use Resource Lists to highlight recommended purchases in a consistent way, agreeing a definition, ensuring consistent usage and communicating this new tag in a timely fashion to comply with Consumer Protection Legislation, is beyond the ability of the Library's Resource Lists Service to implement at this time.

As a result, all references to purchasing books have been removed and Course Organisers have been advised in the Framework to communicate required purchases to students as per existing University Guidelines.

The Library will continue to liaise with LISC to support the development of CAHSS guidance for Course Organisers on managing the provision of materials for teaching and when guidelines are finalised, will revisit the introduction of the 'Required purchase' tag.

6.4 Duplication of effort

The need to avoid unnecessary duplication of effort and adding to the administrative burden of Course Organisers was highlighted. Indicative reading lists are provided for some, but not all, courses on EUCLID/DRPS. There were several conversations about which version of a reading list is considered the 'golden' copy and how ideally, lists should be created once and re-used across systems. Also highlighted was the need to keep all versions of a reading list consistent and up to date to avoid providing inaccurate information to students.

6.5 Further reading

Based on current purchasing guidelines, if a book is prioritised as 'Further reading' the Library will not automatically purchase copies. While there is no limit placed on the number of resources added to a list (which could be 1-1000), the Library cannot make a blanket commitment to purchasing everything on a list within the constraints of the current materials budget. However, Course Organisers can request purchase of 'Further reading', or additional copies of an 'Essential' or 'Recommended' text, on a title by title basis via a Resource List.

It became clear during consultation that the option to request copes of 'Further reading' and/or additional copies needs to be communicated more effectively to Course Organisers.

7. Next steps

The Library will:

1. Seek formal approval of the revised Resource Lists Framework from Library Committee at the next meeting in February 2019;
2. Liaise with EUSA to publish the Framework with their seal of approval;
3. Consider a process for capturing and recording non-usage of Resource Lists;
4. Circulate the approved Resource List Framework to chairs of Library Committees and equivalents;
5. Promote existing services to support Research Skills and explore new initiatives to encourage the development of student Research and Information Literacy skills;
6. Continue to liaise with student systems to explore options for linking to Resource Lists from EUCLID/DRPS
7. Develop a comprehensive communications plan to raise awareness of the Resource Lists service and increase adoption;
8. Review existing guidance documentation and revise in response to feedback received (it is evident that some elements of the service and system functionality need to be more effectively communicated);
9. Explore training options and needs, in particular, alternatives to 'classroom' sessions and introduce short refresher sessions for Course Organisers;
10. Review existing points of discovery for Resource Lists and identify new routes to accessing and promoting the Resource Lists service;
11. Continue to liaise with LISC to support CAHSS guidelines on managing the provision of teaching materials and revisit the introduction of 'required purchase' tag at the appropriate time;
12. Annually review and revise the Resource Lists Framework in response to service developments and staff and student feedback.

8. Resource implications
Increasing adoption of Resource Lists will impact on Library resource. Additional funding has been allocated to Resource Lists to increase staffing to support the growth of the service. Increased adoption of Resource Lists may also impact on the

Library materials budget. The purchase of Resource List materials will continue to be monitored to assess demand, review budget allocations and request further funding if required. Although the Library operates an e-preference policy for the acquisition of resources, many resources are still purchased in print format where appropriate e-content is not available. If significant quantities of new print materials are purchased, there may be pressure on space across library sites.

9. Risk Management
Risks were identified and monitored as part of the Reading List Procurement and Implementation project. The majority of these risks were closed. Outstanding risks have been carried over to the Course Collections Service Board. The members of the Board will continue to monitor outstanding risks and identify and monitor new risks. The Service Board meets twice a year. Resource requirements will be monitored to ensure increases in funding for staff and materials are requested to support the meeting of targets.

10. Equality & Diversity
Equality and diversity has been considered and an EqIA completed and published as part of the procurement process: URL here.
http://www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/IS-Reading_List_IT_Procurement_Project.pdf

An updated EqIA is in progress and will be published in Q1 2019.
The IS Disability Information Officer continues to be actively engaged with the service, monitoring accessibility and providing feedback to the reading list system supplier, Ex Libris.

11. Consultation
Jeremy Upton, Director Library & University Collections
Hannah Mateer, Head of Collection Services.

12. Further information

Author
Angela Laurins
Library Learning Services
11th January 2019

13. Freedom of Information
Open

Appendix 1: Resource Lists Framework (Revised)

The Framework has been developed by Library & University Collections in consultation with and is supported by, Learning and Teaching Committee, Library Committee and EUSA (TBC).

1. Purpose of the Framework

The purpose of this Framework is to:

- Set out how the Library works with colleagues across the University to ensure students have access to key reading materials and other library resources;
- Support University strategy and policy including Learning and Teaching Strategy, Board of Studies and the Accessible and Inclusive Learning Policy;
- Communicate key information to staff on use of the Resource List service;
- Outline the responsibilities of the Library and Course Organisers in the provision of library resources for teaching;
- Manage students' and Course Organisers' expectations in the provision of library resources.

2. Introduction

The Library supports the provision of teaching materials for all taught courses through use of the Resource Lists service. Resource Lists help to highlight and provide access to the Library's existing collections and provide a route to request new materials. The Resource Lists system used is called Leganto.

2.1 Teaching materials may include Library materials such as print books, e-books, copyright compliant scans, journal articles, as well as other licensed and openly available content such as videos, blogposts and audio recordings.

2.2 The Resource Lists service is the University's preferred route for:

1. Course Organisers to request purchases of new or additional print books or e-books;
2. Course Organisers to request copyright compliant scans (of chapters and articles);
3. Course Organisers to request the location of print copies across loan periods (HUB Reserve /Reserve, Short and Standard Loan).

2.3 Benefits of Resource Lists include:

1. Improved student experience;
2. Consistent access to key course reading across all University modules;
3. Timely provision of Library resources for taught courses;
4. Single, simplified route for Course Organisers to request materials for teaching;
5. Efficient Library workflows.

2.4 The Library's strategic objective is to work towards providing an online resource list for 75% of all taught courses. However, the Library recognises that Resource Lists may not be suitable or add value to courses in certain subject areas, for example, where only one core textbook is used or use of Library materials in teaching is limited.

2.5 Resource Lists are not intended to provide the whole Library experience for students. Resource Lists should be used together with information and literacy skills teaching to develop students' Library research skills.

3. List visibility

Resource Lists are published using a Creative Commons licence and are openly accessible by default, allowing access for pre-entry and prospective students and supporting the University's wider commitment to open access. Resource Lists can be restricted to staff and students of the University on request.

4. Resource Lists are most helpful to students when they are:

1. **Easy to access** - access is provided via the Resource List tool in Learn or Moodle and is therefore consistent across courses, regardless of discipline.
2. **Clearly laid out** - section headings indicate when and what students are expected to read, for example: lists may be organised by theme, week, lecture or seminar topics.
3. **Prioritised and annotated -** items are prioritised using, 'Essential', 'Recommended' and 'Further reading' so that students can understand clearly what they are expected to read and can manage their reading accordingly. Notes are added to highlight relevant chapters and pages and to provide other useful information.
4. **Up to date** - lists are regularly reviewed taking into account feedback from students, usage data and availability of resources. Students are confident their Resource Lists are current.
5. **Realistic -** consideration has been given to how many resources students can reasonably be expected to read over the course of a semester and how key materials will be accessed. Where possible, key texts are provided digitally, as e-books or copyright compliant scans. Separate bibliographies may be created using Resource Lists to encourage students to explore a subject or carry out their own research.
6. **Collaborative** - Course Organisers make use of system functionality to allow to students to suggest relevant texts, which creates a collaborative dialogue between staff and students.
7. **Made available to the Library in good time -** to allow sufficient time for the order/delivery of books and for copyright compliant scans to be made available to students in time for the start of semester.

5. Provision of resources for teaching

5.1 Resource Lists budget
A ring-fenced budget from the centrally allocated library materials budget is available to purchase materials on Resource Lists. Expenditure is monitored and reported to the University Library Committee and College Library Committees or equivalents.

5.2 How the Library purchases resources
5.2.1 The Library has an e-preference policy. If a suitable e-book is available, it will be purchased in lieu of any print copies.

5.2.2 The Library encourages Course Organisers to use digital resources to provide the largest number of students with access to key materials. Where a suitable e-book is not available, the Library may be able to provide copyright compliant scans of chapters/pages.

5.2.3 The number of copies purchased automatically is based on the priority of an item and student numbers. Course Organisers can request additional copies of texts, via Resource Lists, if required.

5.2.4 If a resource is used on multiple courses, the number of copies purchased will be based on total student numbers.

6. Prioritised reading
6.1 Resource Lists should indicate the priority of all materials on a list, enabling students to manage their course reading. All items on Resource Lists must be prioritised using the following:

1. Essential
2. Recommended
3. Further reading

6.2 There is no maximum number of items that can be added to a category or to a list. However, the Library will assess how best to manage longer lists (400+) in consideration of space, budget and resource.

7. Definitions

7.1 Essential

Definition: Resources students are expected to read, view or listen to in order to understand the subject and to be able to fully participate and benefit from weekly seminars and lectures.

- 'Essential' means 'must read' and not 'must buy'. If Course Organisers expect students to purchase a book or resources on a Resource List, this should be clearly communicated as per existing University guidelines.
- Any print books prioritised as 'Essential' will automatically be purchased to the ratio of 1 copy per 20 students. A maximum of 15 copies of any one 'Essential' title will be purchased for a single course.
- Print books, prioritised as 'Essential', will be located in HUB Reserve/Reserve collections. A maximum of eight copies of any single title will be located in Reserve. Additional copies will be distributed across Short and Standard Loan.
- Priority will be given to providing copyright compliant scans for 'Essential' resources.

7.2 Recommended

Definition: Resources which complement 'Essential' teaching materials and help students to expand their knowledge of a subject. It is expected that students will read, view or listen to some of this material.

- Print books prioritised as 'Recommended' will automatically be purchased to the ratio of 1 copy per 40 students.
- If no copies are held and student numbers are less than 40, a single copy (or e-book) will be purchased.
- Newly purchased 'Recommended' print books will be located in Short Loan.

7.3 Further reading

Definition: Resources which help students to broaden their understanding of a subject and may include readings beyond the subject necessary to provide context. Further reading may be used for bibliographies or to provide suggested reading for assignments or to encourage students' own research.

- Any print books prioritised as 'Further reading' will not be purchased automatically.
- Course Organisers can request purchase of 'Further reading' items on a title by title basis via a Resource List.
- Further reading will be located in Standard Loan.

8. Digitisations (copyright compliant scans)

8.1 The University's licence from the Copyright Licensing Agency allows scans of book chapters and journal articles to be provided for teaching where items to be scanned are covered by the licence. Scans will be linked to the corresponding citation in a Resource List by the Library.

8.2 If a title is not available as an appropriately licensed e-book, Course Organisers should consider requesting a copyright compliant scan in order to provide access to the most essential chapter (or pages) of a text to students. Limits apply to what can be scanned. For more information, refer to: https://www.ed.ac.uk/information-services/library-museum-gallery/using-library/request-resources/ereserve

8.3 Course Organisers should not scan materials under copyright or upload scanned content to Learn, Moodle or a Resource List unless the material is out of copyright, they have explicit permission from the copyright holder or they hold the copyright for the work. If in doubt, please check with the Library.

9. Editions

The most recent edition of a title will be added to the Resource List unless otherwise requested by the Course Organiser.

10. Out of Print books

The Library will source a single copy of a book if it is out of print. Course Organisers will be notified if a title is out of print and if the Library is able to purchase a single copy. Course Organisers are encouraged to request copyright compliant scans of essential chapters/pages to provide students with access to essential content or to consider a more readily available alternative.

11. Online Learning

The Library will not purchase multiple print copies of print books for Online Learning courses. However, single copies may be purchased in order to provide copyright compliant scans. When selecting course reading for online courses, Course Organisers should ensure essential texts can be made available digitally. The Library can provide guidance on resource availability.

12. Deadlines

The Library publishes deadlines for each semester to allow sufficient time for materials to be made available in time for the start of teaching. The Library cannot guarantee that materials requested after the deadlines will be available in time for the start of each semester. Outwith semester deadlines Course Organisers can send their Resource Lists to the Library to be reviewed or created at any time throughout the year.

13. Summary of responsibilities

13.1 What the Library will do:

- Provide training and guidance to Course Organisers and ensure appropriate webpages are up to date;
- Create or review Resource Lists as requested and check current Library holdings for resource availability;
- Automatically purchase new or additional copies of print books or of suitable e-books based on student numbers and resource priority and add new purchases to Resource Lists;
- Check and/or confirm availability and access to electronic journal articles and other online resources;
- Alert Course Organisers where there could be a problem providing appropriate access to materials;
- Provide copyright compliant scans and link scans provided to the corresponding citations;
- Locate new or additional copies in the relevant site library and across loan periods;
- Annually (in June), rollover lists to the new academic year and maintain persistent access to previous years' Resource Lists;
- Monitor use of Resource List items in HUB Reserve /Reserve collections;
- Gather feedback from Course Organisers via an annual survey;
- Regularly review the service in consultation with Course Organisers and EUSA.

13.2 What Course Organisers will do:

- Provide students with a Resource List based on good practice (as outlined above);
- Explain clearly to students in the first lecture and course guide/handbook about Resource List availability and routes to access 'Essential' readings (library availability, sharing with course friends) etc.
- Prioritise each item on the course Resource List using, 'Required purchase', 'Essential', 'Recommended' or 'Further reading';
- Consider if essential texts can be made available digitally;
- Provide the Library with details of any chapters/pages to be scanned;
- Use the online form to submit a request for a Resource List: https://edin.ac/resource-list-request-form
- Ensure the Resource List tool is activated in the corresponding Learn course. NB Responsibility for activating the link in Learn may vary across schools;
- Regularly review the Resource List and notify the Library of any changes to the list or course;
- Submit lists, either for review or creation, by the published deadlines if Resource Lists are required in time for the start of semester.

Library & University Collections, 10th January 2019

The University of Edinburgh
Learning and Teaching Committee

23 January 2019

Enhancement-led Institutional Review (ELIR) 2020 – Update and Discussion of Contextualised Themes

Executive Summary
The paper updates Committee members on the University's preparations for its 2020 ELIR, and asks for their views on the proposed contextualised themes.

How does this align with the University / Committee's strategic plans and priorities?
Relevant to the University's strategic priority to improve the quality of the student experience and specifically the Student and Staff Experience Plan and the Learning and Teaching Strategy.

Action requested
To note the update on preparations and discuss the proposed contextualised themes, indicating prioritisation and any gaps.

How will any action agreed be implemented and communicated?
The views of Senate and its four committees are being sought and will be used by the Assistant Principal Academic Standards and Quality Assurance and Academic Services to develop a final draft list of contextualised themes for discussion with the Quality Assurance Agency (Scotland) in late March 2019. The final list of contextualised themes will be approved by the Learning and Teaching Policy Group on 18 April 2019.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   No additional actions are requested.

2. **Risk assessment**
   A successful ELIR outcome is of vital importance to the University.

3. **Equality and Diversity**
   Will be considered as part of individual activities/projects.

4. **Freedom of information**
   Open.

Key words
ELIR, Enhancement-led Institutional Review

Originator of the paper
Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
Nichola Kett, Academic Policy Manager, Academic Services
14 January 2019

Enhancement-led Institutional Review (ELIR)

Enhancement-Led Institutional Review is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. The last ELIR took place in 2015 and the University received the highest possible judgement, an outcome of 'effectiveness' in the management of academic standards and enhancing quality. The University's next ELIR takes place in October and November 2020.

A review team, comprising between 4-6 senior academic peer reviewers and student reviewers is appointed by the Quality Assurance Agency (Scotland) to conduct the ELIR and will visit the University twice, meeting with staff and students.

Key dates:
- Planning visit: Thursday 1 October 2020[1]
- Review Visit: Week beginning 16 November 2020 (visit likely to last 5 days)[2]

ELIR provides an opportunity for us to reflect on our approach to learning and teaching and the quality of our student experience, and to gain valuable feedback from an external review team. As such, ELIR is a process that we should embrace positively as we seek to enhance further both the student experience and the quality of our teaching, building on our many achievements to date since the last review.

In preparation for the review we are asked to develop a Reflective Analysis (RA) covering: contextual information; enhancing the student learning experience; strategy and practice for enhancing learning and teaching; academic standards and quality processes; and collaborative provision. The development of the RA will involve inputs from across the University and opportunity for feedback from students and staff to ensure that it reflects the strategies, practices and intentions across the whole University. The RA will be supported by an Advanced Information Set that comprises a set of supporting evidence (including a sample of key quality reports and an analysis of student feedback).

Management of the ELIR Process

Rather than establish a separate ELIR Steering Group for ELIR 2020 (as was the case for ELIR 2015), a small team comprising the Assistant Principal Academic Standards and Quality Assurance and staff in Academic Services will lead the preparations, and the Learning and Teaching Policy Group (LTPG) will oversee these preparations. Papers and discussion items will be brought to LTPG at relevant intervals, and members will be asked to give comment on draft chapters of the RA as it develops. LTPG does not have student representation so regular meetings will be held with representatives from the Students' Association to inform ELIR preparations. Other committees and groups will also be consulted and a number of staff from across the University and the Students Association will be involved in drafting content for the RA.

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[1] The Planning Visit is likely to involve three meetings with colleagues from the institution. There will be a working meeting with the main contact from the institution, who is likely to be the senior member of staff with responsibility for leading the institution's preparations for ELIR. The ELIR team will meet with a group of student representatives, a key aim of which will be to establish the students' views of the topics that should be explored during the main Review Visit. There will be a further meeting with a group of staff involved at the discipline level.

[2] During the visit, the ELIR team will consider a range of the institution's documentation and hold meetings with staff and students.

Contextualisation of ELIR[3]

A key development of the ELIR process since last time means that we now have to identify, ahead of the review, themes that we wish the review team to focus on.

The intention is that this helps to contextualise the review process, ensuring it is more responsive to us and how we operate, our student population and our strategic priorities. Identifying appropriate themes is therefore crucial to ensure we get the greatest value from the review process.

Contextualised Themes
The themes will <u>not</u> be new activities, but should be existing or planned activities linked to our strategic priorities that we wish to focus on throughout the ELIR. They should be informed by a consideration of available evidence (such as student surveys and other key performance indicators) and discussions with staff and students.

Sources to Inform Contextualisation
Key sources of information we should consider include:
- Significant changes to the student population
- Outcomes of the last ELIR
- Significant changes in strategy, for example: Strategic Plan; Learning and Teaching Strategy; Student and Staff Experience Action Plan; Widening Participation Strategy; Student Mental Health Strategy
- Evaluation of student feedback (including the themes in the Student Partnership Agreement)
- Outcomes of quality assurance and enhancement processes*
- Quality Code mapping (the Code sets out fundamental principles that should apply to higher education quality across the UK and to which the University maps its policies and practices)
- Annual reports to the Scottish Funding Council (linked to *) and Outcome Agreement
- External surveys and related reporting e.g. NSS and DHLE (reflected on as part of *)

Proposed Contextualised Themes

Early consultations with stakeholders on potential contextualised themes have been held to date with the Senior Vice-Principal and other senior colleagues (including via LTPG); College Deans for Learning and Teaching and Quality, and the Director of the Institute for Academic Development (IAD).

From the consultations to date, the following long-list of suggested themes has been generated:

- Widening participation
- Academic community (including online)
- Student support (including use of data e.g. retention)
- Postgraduate research student experience
- Teaching and academic careers
- Data-driven innovation and the curriculum
- Community engagement

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[3] https://www.qaa.ac.uk/docs/qaas/reviewing-he-in-scotland/elir4-handbook-2017.pdf?sfvrsn=178af581_16

- Student voice (including co-creation of the curriculum)
- Use of data to manage learning and teaching.
- Employability

From the above long-list the following four themes are proposed. Views are sought on whether these should be the main themes we wish to focus on, in terms of using the ELIR to support our objectives. The RA provides opportunity for us to highlight other aspects not directly included under the proposed themes.

- Teaching and Academic Careers
    - This would include all the academic development work provided by IAD, plus the recent work of the Teaching and Academic Careers Task Group.
- Student Voice and Community
    - Including the work the Students' Association has done around representation and the work around student surveys, mid-course feedback and strengthening of other student voice mechanisms, but also including planned work and future directions under the new Student and Staff Experience Plan.
- Student Support
    - This will include an (expected) update on developments with student support following the focus on Personal Tutors in the last ELIR, but will refocus around the new plans under the Student and Staff Experience Plan for student support as well as including work around widening participation and considering student support more broadly than academic support.
- Student Skills and Employability
    - Including all work related to supporting the development of students' skills and attributes for employability.

Further Consultation

Throughout late February/early March, a series of both face-to-face and virtual sessions will be held giving students and staff the opportunity to feed in views on the proposed themes and to consider the evidence-base to put forward.

Senate Learning and Teaching Committee

23 January 2019

MOOC Programme Summary 2018

1. Description of paper

The purpose of this paper is to provide a summary report on MOOC programme developments for 2018, highlighting the key achievements and areas of strategic alignment in these developments.

2. Action requested

Senate LTC is asked to consider the paper and discuss the value of a strategic approach to developing the MOOC portfolio in line with university priorities for DLAS, City Deal, learning and teaching strategy and student recruitment.

3. Recommendation

That the MOOC strategy Group be tasked with developing a strategic approach to expanding the University's MOOC portfolio in line with strategic projects around DLAS, City Deal, learning and teaching strategy and student recruitment.

4. Background and context

The MOOC strategy group met twice in 2018 to approve new programmes and to discuss:

- alignment with the DLAS project
- alignment with City Deal priorities
- alignment with learning and teaching strategy
- Student recruitment and marketing

The total number of participant sign-ups over 5 years of University of Edinburgh MOOCs reached 2.6M learners across all three partner platforms – Coursera, EdX and FutureLearn. FutureLearn has performed extremely well with our cultural and MOOCs over the past year – both the *How to Read a Novel* and *Jacobites* courses have seen high enrolment numbers and above average upgrades. Coursera delivers the majority of our portfolio on a rolling *auto-cohort* format, and we continue to see good enrolments and upgrades.

5. Discussion

New MOOCs approved and running

Six new MOOC courses were delivered in 2018 from four University schools covering all three colleges. Our strategy to support Schools in developing their own MOOCs can be seen to be successful this year. Two MOOCs were produced by the ISG MOOC development team, two by the PPLS team, and a further two by a team in GeoSciences.

To enable the scaling of work for MOOCs alongside strategic projects with the delivery of 'business as usual' MOOCs the ISG team has expanded to include Instruction Designers, Projects Managers, Media Producers, Digital Librarian, and marketing capacity.

A new media studio in Argyle House has been established to:
- facilitate the development of videos for online courses. This will save time for academic contributors, whilst putting them more at ease during the filming process.
- Provide a framework for outsourcing media production work when additional capacity is required.
- Provide media tools including templates and a style guide to ensure consistency of visual outputs.

These new MOOCs ran for the first time in 2018 and attracted numbers of learners as detailed below.

Course	Platform	School	Enrolments	Certificates
Climate Change: Carbon Capture and Storage	edX	School of Engineering / School of Geosciences	3,638	184
Data Science in Stratified Healthcare and Precision Medicine	Coursera	Edinburgh Data Science	2,659	81
Know Thyself - The Value and Limits of Self-Knowledge: The Examined Life	Coursera	School of Philosophy, Psychology and Language Studies	5,852	45
Philosophy, Science and Religion: Religion and Science (PSR 3)	Coursera	School of Philosophy, Psychology and Language Studies	4,029	69
Nitrogen: A Global Challenge	edX	School of Geosciences	1,927	67
Nitrogen: A Global Challenge (Hungarian)	edX	School of Geosciences	188	0

The group approved three new MOOCs for delivery in 2019. The new approval form, which requires a letter of support from the strategy owner, enabled the group to make more informed decisions.

MOOC delivery schedule for Q1 2019

Course	School / Centre	Sponsor(s)	Platform	Launch date
The Sharia: An Introduction the Path of God in Muslim Belief, Practice & Law	The Alwaleed Centre for the Study of Islam in the Contemporary World	Prof. Dorothy Miell	FutureLearn	May 2019
Research Data Management Service Development	Digital Curation Centre	Kevin Ashley (Director) / Gavin McLachlan	FutureLearn	TBC
Driving Value from AI and Data	Data Lab / Bayes Institute	Prof. Dave Robertson	edX	TBC

Strategic alignment – Distance Learning at Scale

As part of Distance Learning at Scale (DLAS), a strategic project to offer accredited distance learning courses at larger scale, our partnership agreement with edX has been extended. Under this agreement we will deliver a number of targeted masters programs that have the potential to scale in student numbers beyond those of our existing portfolio of online masters. In addition, we will offer a new micro-credential via edX – called MicroMasters – that will act as a stepping stone between traditional MOOC courses and accredited masters programmes. Through this project we will develop MOOC-like courses, which include free audit tracks, as the wide-end of the funnel feeding into accredited programmes; thus, we will continue to deliver on our commitment to provide open education. Pricing for these programmes will be disruptive and we intend that DLAS will help us reach new audiences for accredited University programmes.

The focus of work over the summer was the Business School's *Business Analytics* DLAS programme, which will deliver four MOOCs as part of the open element of their new MicroMasters.

New teaching approaches, support structures, and support technologies are being developed to help academic colleagues maintain excellence in teaching quality on DLAS programmes. A new central online course development team will help deliver these programmes, and new learning technology services will augment teaching capacity.

Strategic alignment – City Deal

We have continued to work closely with City Deal's Data Driven Innovation group to ensure that training to be provided as part of the strategic project leverages the capacity and expertise being developed within the University and with our MOOC partners. All three of our MOOC platform partners offer well-established models for the delivery of executive education online at scale in open or closed groups and impressive portfolios of data skills

courses. The expertise already within the university in creating courses on these platforms make them ideal platforms to use to deliver City Deal outcomes.

As we become more strategic with the use of our MOOC platforms it is important that we develop a more explicit strategy for directing courses to our three partners. Each of these partners often have their own shifting strategic priorities, including subject areas that they prefer to focus on.

The strategy group discussed the potential to develop a targeted MOOC portfolio. The group are interested in proactively making targeted calls looking for academic teams who would be interested in developing courses in areas that meet the strategic needs of the University. One area of interest is data science courses that could be reused as training resources for new external groups or our undergraduate students. Although we already have a number of courses that can be used in this way, their diversity makes it hard to collect and reuse as a cohesive programme.

Existing courses with relevance to data science and AI

Course	School	Enrolments	Certificates
¡A Programar! Una introducción a la programación	Informatics (partnership with Universidad ORT Uruguay)	102,207	385
Artificial Intelligence Planning**	Informatics	113,565	*
Code Yourself! An Introduction to Programming	Informatics	136,453	1,082
Data Science in Stratified Healthcare and Precision Medicine	Edinburgh Data Science	2,659	81
Football: More than a Game	Moray House	26,645	214
Research Data Management and Sharing	EDINA / Data Library	11,256	618
Statistics: Unlocking the World of Data	Mathematics	20,547	250

*Data not available.

**Course retired, but materials still available as OER.

Alignment with learning and teaching strategy
In support of the University Learning and Teaching strategy which encourages '*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', MOOC materials are being used in a range of innovative and creative ways:

- The Royal Bank of Scotland have reported using our data science and AI-related open courses and open resources as training opportunities for staff in the their 'data science hatchery'. This has the potential to help us develop productive new industry partnerships.

- The media team in Moray House have successfully reused MOOC footage provided in our Media Hopper-based OpenMediaBank in their new marketing videos.

- The local community link fostered between Moray House School of Education and Hibernian Football Club, through the Centre for Open Learning's short course *Football: More than a game*, has been extended through a new partnership with Barcelona FC. The short course is currently delivered face to face using materials from the MOOC of the same name.

- Videos created for the Reid School of Music's popular *Fundamentals of Music Theory* MOOC are now being used to benefit undergraduate students coming to the University to study music. The videos form the basis of a new for-credit course that introduces students to the basics of music theory and notation. In order to help widen participation and increase students' skills, the course has adopted a flipped classroom approach with students using the videos as pre-workshop resources to prepare for weekly practical sessions. Over a quarter of a million open learners have enrolled for the *Fundamentals of Music Theory* MOOC on Coursera since it launched in 2014.

Student recruitment and marketing

We have continued to make use of Coursera's promotional messaging tool. This enables us to send emails promoting our educational offerings to all learners who have been active within the past 12 months and who have opted into receiving communications from the University (around 900,000 learners). Five communications have been sent out in 2018/19:
   - January 2018: "New year, new you" – promoting degrees at the University at all levels, campus and online
   - March 2018: "Postgraduate Online Learning Open Day" – inviting learners to sign up for our online learning open day sessions
   - June 2018: "Study a world-class degree online" – promoting online degrees, coinciding with launch of new online learning website

o July 2018: "Don't miss the next intake" – promoting online degrees, apply now for September start
o January 2019: "Take your learning to the next level with an online masters" – promoting online degrees.

There has been a gradual move away from the use of the term MOOCs, which is unlikely to be meaningful to our potential learners and students. We can see that our partners rarely refer to themselves as MOOC providers anymore, whilst a recent poll of institutions on the FutureLearn platform found the majority are starting to use phrases similar to 'short online courses'. Therefore, as part of the overhaul of our online learning web pages we have renamed the MOOCs site "Free Short Online Courses."

The next set of scheduled re-runs for 2019

Course	Platform	School	Next run
How to Read a Novel	FutureLearn	LLC	07/01
EDIVET: Do you have what it takes to be a veterinarian?	Coursera	Vets	07/01
Economic Democracy: The Cooperative Alternative	edX	SPS	08/01
Statistics: Unlocking the World of Data	edX	Maths	09/01
Football: More than a Game	FutureLearn	School of Education	14/01
Intellectual Humility: Science	Coursera	PPLS	14/01
Philosophy, Science and Religion: Philosophy and Religion (PSR 2)	Coursera	PPLS	14/01
¡A Programar! Una introducción a la programación	Coursera	Informatics (partnership with Universidad ORT Uruguay)	21/01
Animal Behaviour and Welfare	Coursera	Vets	21/01
Astrobiology and the Search for Extraterrestrial Life	Coursera	Physics & Astronomy	21/01
AstroTech: The Science and Technology behind Astronomical Discovery (2016)	Coursera	Physics & Astronomy	21/01
Intellectual Humility: Practice	Coursera	PPLS	21/01
Know Thyself - The Value and Limits of Self-Knowledge: The Examined Life	Coursera	PPLS	21/01
Know Thyself - The Value and Limits of Self-Knowledge: The Unconscious	Coursera	PPLS	21/01

Philosophy and the Sciences: Introduction to the Philosophy of Cognitive Sciences	Coursera	PPLS	21/01
Philosophy and the Sciences: Introduction to the Philosophy of Physical Sciences	Coursera	PPLS	21/01
Philosophy, Science and Religion: Science and Philosophy (PSR 1)	Coursera	PPLS	21/01
The Truth About Cats and Dogs	Coursera	Vets	21/01
Code Yourself! An Introduction to Programming	Coursera	Informatics	28/01
Fundamentals of Music Theory	Coursera	ECA	28/01
Intellectual Humility: Theory	Coursera	PPLS	28/01
Research Data Management and Sharing	Coursera	EDINA / Data Library	28/01
哲学导论（中文版） Introduction to Philosophy	Coursera	PPLS	28/01
Sit Less, Get Active	Coursera	Molecular, Genetic & Population Health Sciences	03/02
The Discovery of the Higgs Boson	FutureLearn	Physics & Astronomy	04/02
Chicken Behaviour and Welfare	Coursera	Vets	04/02
Data Science in Stratified Healthcare and Precision Medicine	Coursera	Edinburgh Data Science	04/02
Digital Footprint	Coursera	EDINA / Vets	04/02
Introduction to Philosophy	Coursera	PPLS	04/02
Understanding Obesity	Coursera	Centre for Integrative Physiology	04/02
Philosophy, Science and Religion: Religion and Science (PSR 3)	Coursera	PPLS	05/02
An Introduction to The Sharia and Islamic Law	FutureLearn	The Alwaleed Centre	01/05

6. Resource implications

No new additional resource is requested as a result of this paper, but a more strategic approach to our MOOC portfolio may have resource implications in the future with regard to production and delivery of new MOOCs.

7. Risk Management

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There may be an opportunity and financial risk to the university associated with the delivery of City Deal objectives. If we fail to understand the full potential of our existing platform partnerships and extend to make more new ones, this will come with additional recurrent costs and increased complexity due to proliferation of systems.

8. Equality & Diversity

There are no additional equality and diversity considerations associated with this paper.

9. Next steps/implications

The MOOC Strategy Group will meet again to discuss strategic development of the MOOC portfolio.

10. Consultation
Dir, LTW, ISG and Head of E-Learning ISG,

11. Further information

Author   Presenter
Stuart Nicol   Melissa Highton,
                                    Assistant Principal Online Learning

ISG
January 2019

Freedom of Information
Open

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The University of Edinburgh

Learning and Teaching Committee

23 January 2019

Update on potential future PGT survey

Executive Summary

This paper provides a brief update on the proposed new PGT survey.

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

Strategic Objective - Leadership in Learning.

Action requested

For information.

How will any action agreed be implemented and communicated?

Not applicable

Resource / Risk / Compliance

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

   None

2. **Risk assessment**

   Not applicable.

3. **Equality and Diversity**
   Not applicable.

4. **Freedom of information**
   Open

Originator of the paper

Sarah-Jane Brown, Student Surveys Operations Lead.
9 January 2019

Survey of PGT students

Office for Students (OfS) continue to research the feasibility of a new PGT survey. The most recent project update states that OfS will:

- Run a sample survey of PGT students in England in spring 2019 focusing on OfS strategic priorities.
- Undertake a feasibility study to explore options for a future census-type survey, working with UK partners on opportunities to incorporate UK-wide priorities where this will benefit students.

OfS has confirmed that they are unfortunately unable to share the survey questions at this time as they are preparing to start cognitive testing. They have stated, however, that information will be available to all universities and colleges once research is completed. No date has been given for this.

OfS also confirmed that they intend to publish national aggregate data on the PGT population and those Universities and colleges that participate will receive their own, institutional level data following this period of research. Once the 2019 process is completed they will be undertaking further refinement work and completing a feasibility study for a national PGT census survey in future years.

The Scottish Funding Council confirmed that the sample survey mentioned above will only go to English institutions at this time. The development of a potential UK wide survey has been under discussion for the past few years and preliminary discussions have been held with institutions via Universities Scotland.

A full update on the potential new PGT survey can be found here:
https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/information-for-taught-postgraduates/

Senate Learning and Teaching Committee

23 January 2019

Establishment of a Task Group to Review the Operation of the Higher Education Achievement Report (HEAR)

Description of paper

1. This paper proposes the establishment of a short-life task group to review the operation of Section 6.1 (which records information relating to students' wider achievements whilst at University) of the Higher Education Achievement Report (HEAR).

Action requested

2. LTC is asked to approve the establishment, membership, remit and timescales of the proposed task group.

Background and context

3. Students have been receiving a HEAR since the end of academic year 2011/12. The original categories of wider achievement recognised in Section 6.1 of the HEAR were approved by LTC in March 2011. Since then, individual proposals for new categories of wider achievement have been considered by a HEAR Recommendation Panel and approved by LTC.

4. The higher education landscape has changed significantly since the HEAR was introduced. In addition, consideration by the HEAR Recommendation Panel of recent proposals for new categories of wider achievement raised questions about the types of activity that should be recognised in Section 6.1. The Recommendation Panel has agreed that there would be benefit at this stage in reviewing the way in which the University uses Section 6.1 of the HEAR, and the principles it applies when considering proposals for new categories of wider achievement.

Discussion

5. Remit of the Proposed Task Group

    - To review the principles applied when considering proposals for new categories of wider achievement to be recognised in Section 6.1 of the HEAR (giving particular attention to issues around the nature, time-commitment and impact of the activity)
    - To review decisions taken in January 2016 around the strategic direction of the Edinburgh Award and the HEAR

- To review approaches to verifying data associated with activities recognised in section 6.1 of the HEAR
- To review the way in which activities are presented in section 6.1 of the HEAR (looking specifically at categorisation of activity)
- To undertake light-touch benchmarking against other institutions that are using the HEAR

6. <u>Membership</u>

- Director for Careers and Employability
- Assistant Principal Academic Standards and Quality Assurance
- Students Association Academic Engagement Coordinator
- Students Association Vice-President Education
- College Deans (2-3, ideally one per College, mix of UG and PGT)
- Representative of Academic Services

7. <u>Timescales</u>

The group will meet 2 or 3 times and report by the end of academic year 2018/19

Resource implications

8. The group will be run within existing resources.

Risk Management

9. The Higher Education Achievement Report (HEAR) is a University-approved document providing a single comprehensive record of a student's achievements whilst at Edinburgh. As such, it is essential that Section 6.1 of the HEAR provides an accurate record of high-quality, wider achievement. This review carried out by the proposed task group will help to assure the quality of the information recorded in Section 6.1 of the HEAR.

Equality & Diversity

10. An Equality Impact Assessment will be undertaken if changes are made to the way in which the HEAR operates as a result of the task group's work.

Next steps

11. The task group will report back to LTC by the end of 2018/19.

Further information

<u>Author</u>	<u>Presenter</u>
Philippa Ward	Philippa Ward
Academic Services	Academic Services
16 January 2019	

Freedom of Information
The paper is open.

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<u>The University of Edinburgh</u>

Learning and Teaching Committee

University of Edinburgh Learning and Teaching Conference 2019 - Update

Executive Summary

This paper provides an update on the Learning and Teaching Conference planned for 19 June 2019.

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

Maps to strategic objective 'Leadership in Learning'

Action requested

For information

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None – the paper is for information

2. **Risk assessment**
   None – the paper is for information

3. **Equality and Diversity**
   None – the paper is for information

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

Originator of the paper

Dr Catherine Bovill, IAD

University of Edinburgh Learning and Teaching Conference 2019 - Update

The Learning and Teaching Conference will take place on Wednesday 19th June 2019 at the John McIntyre Conference Centre. The theme for the conference is **Evidencing the value of teaching and learning.** We hope to explore research, ideas and practice that: explore evidence or evaluative judgments from teaching and learning work; focus on ways in which values are explored in teaching and learning; or raise the status/value of teaching and learning.

The subthemes for the conference are:
- Enhancing engagement and creating community within UoE
- Inclusive curriculum
- Research-led teaching
- Online learning
- Assessment and Feedback
- Preparing graduates for the future
- Academic Support
- Student-staff partnership
- Experiential learning

We hope to welcome staff and students from across the University to attend and present, with a maximum of 300 places for delegates. The conference planning team made a decision to stay at the John McIntyre Conference Centre for another year after the success of the first year, but we may look to expand capacity next year by using a different venue. However, many larger venues involve compromise of some sort, with few having the number of break out spaces with the capacity we need.

Confirmed keynote speakers for the 2019 conference are Professor Peter Felten, Professor of History, Assistant Provost for Teaching and Learning, and Executive Director of the Center for Engaged Learning at Elon University, North Carolina, USA and Dr Camille Kandiko-Howson, Senior Lecturer in Higher Education, Academic Head of Student Engagement, Kings College London. Further information about their keynote presentations should be available on the Conference webpages in January/February: https://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/workshops/learning-teaching-conference

We are delighted to have received 118 proposals for the conference from staff and students (we received 68 proposals for the 2018 conference). These proposals have been sent to a pool of 42 reviewers from across the University. Reviews are due back on 18th January 2019, and soon after a panel will convene to make decisions about each proposal based on the reviewer scores and feedback. We aim to maintain the rich variety of presentations that we had last year, but the rejection rate may need to be slightly higher due to the number of proposals submitted and the finite number of break out rooms we have.

Booking for the conference should open in March/April 2019.

Dr Catherine Bovill, Senior Lecturer in Student Engagement, IAD, December 2018.

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Learning and Teaching Committee

23rd January 2019

Careers and Employability Update

Description of paper
1. This paper provides a brief update on activity recommended by LTC in support of careers, employability and graduate outcomes at the May 2018 meeting.

Action requested
2. LTC are asked to note the actions taken, comment on any new or additional opportunities/synergies as well as local actions.

Background and context
3. The ongoing importance of careers and employability to key stakeholders, league table performance and institutional strategy is well rehearsed. This resulted in a task group of LTC being established to ensure appropriate actions were identified to enhance activity in this area.

Discussion (this section can be adapted as appropriate)
4. Building on an initial implementation plan developed by the Careers Service and agreed by LTC, the LTC Careers and Employability identified five priorities and recommendations:

- Ensuring employability is a strategic priority for the University
- Developing a more evidence-based and strategic approach in all Schools, including making better use of available data
- Improving communication with both staff and students
- Embedding and highlighting employability within the curriculum
- Auditing activity to inform staff development, provide a baseline for activity, and inform curriculum development.

5. Initial progress has been made against each of these areas, including:
- Meeting with Head of College of AHSS and senior colleagues to agree aspiration and secure senior buy-in
- Strategic discussions with senior staff in a selection of Schools to define priority actions
- Careers & employability, including destinations data, embedded into planning and remit meetings for TPRs and PPRs
- School Careers & Employability development plans available within each School, utilising, NSS, student engagement and benchmarked DLHE data
- Staff development activities, including inputs to Learning & Teaching Conference, to joint meeting with Senior Tutors and Directors of Teaching surfacing opportunities and barriers, and to course organiser training, and publication of reflection toolkit

- Three additional PTAS projects funded in Vet School, School of History, Classics and Archaeology, and School of Geosciences.
- Desk based research and initial survey, including reflection on graduate attributes usefulness, carried out as part of initial audit activity

6. This is within an evolving landscape - as consequence important next steps are:
- Ensuring careers and employability features prominently within the refreshed strategic plan
- Working within the context of the Personal Tutor and Student Support reviews to embed appropriate support for personal and career development planning
- Continue work to review the effectiveness of current graduate attributes framework ahead of possible curriculum reform
- Ensure new VP Student Experience understands and actively supports the need for continued and concerted action in support of careers and employability

Resource implications
7. There are no immediate resource implications from this paper.

Risk Management
8. Failure to make progress in this area presents risks to our competitiveness and student satisfaction.

Equality & Diversity
9. Ensuring support for careers and employability is embedded in the core student experience will support equality of access.

Further information
10. Shelagh Green, Director for Careers & Employability,
January 2019

11. Freedom of Information - *Open paper*

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<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

23 January 2019

Report from Learning and Teaching Policy Group

<u>Executive Summary</u>

The Learning and Teaching Policy Group (LTPG) is designed to integrate strategic leadership in L&T across the Senate Committees, the Colleges (via College L&T Deans), thematic areas of priority (via Vice and Assistant Principals), and key professional services. This paper updates the Committee on LTPG's most recent meeting (10 December 2018).

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

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

<u>Action requested</u>
For information

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

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

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

<u>Originator of the paper</u>
Tom Ward, Director of Academic Services

LTC 18/19 3 Q

Report from Learning and Teaching Policy Group (LTPG)

The main points from the group's 10 December 2018 meeting are:

- The group noted that the College of Arts, Humanities and Social Sciences (CAHSS) has established a task group to consider ways to enhance the experience of students on joint programmes. It also noted that CAHSS, Academic Services and Student Systems have had positive early discussions about 'decoupling' entry points from exit routes, with a view to identifying ways of operating (eg academic regulations and systems) that would allow students some flexibility to take a second subject (and for the University to recognise this on the degree certificate) without the complexity associated with operating formal joint programmes.

- The group welcomed Institute for Academic Development's proposals for opening up wider conversations regarding the curriculum, and made some suggestions for themes to explore within these activities – for example: the added value of the Scottish four-year degree programme; how to embed employability in the curriculum; and flexibility and breadth.

- The group commented on the latest draft of the Student and Staff Experience Action Plan.

- The group noted an update on planning for the 2020 Enhancement-Led Institutional Review, and made some suggestions for 'contextual themes' for the review.

- The group commented on a draft terms of reference and review group membership for the planned review of the Senate Committee structures.