

H/02/25/02

The University of Edinburgh

**Meeting of Senate Learning and Teaching Committee
to be held at 1.30pm on Wednesday 23 May 2018
in the Hodgson Room, Weir Building, Kings Buildings**

Please note that lunch will be provided at this meeting

A G E N D A

- 1. Welcome and Apologies**
- 2. Minutes of the Meeting held on 14 March 2018** LTC 17/18 5 A
- 3. Matters Arising**
 - 3.1 University-Wide Courses Consultation
- 4. Convener's Communications**
- 5. For Discussion**
 - 5.1 Entrants Survey 2017 - Results Presentation
 - 5.2 Enhancing the Student Voice through the Student Representation System LTC 17/18 5 B
 - 5.3 Learning Analytics - Proposals LTC 17/18 5 C
 - 5.4 Report of Careers, Employability and Graduate Attributes Task Group LTC 17/18 5 D
 - 5.5 Student-Led, Individually-Created Courses (SLICCS): Priorities for 2018 to 2020 LTC 17/18 5 E
 - 5.6 Lecture Recording Policy LTC 17/18 5 F
 - 5.7 Distance Learning at Scale Update LTC 17/18 5 G
CLOSED
 - 5.8 Final Report of the Research-Led Learning and Teaching Task Group LTC 17/18 5 H
- 6. For Information and Noting**
 - 6.1 Student Mental Health Strategy Implementation: Update LTC 17/18 5 I
 - 6.2 Guidance for Schools on Situations where Religious Observance (such as Fasting) has Potential Health and Safety Implications for Academic Learning Activity LTC 17/18 5 J
 - 6.3 Report from Learning and Teaching Policy Group LTC 17/18 5 K
 - 6.4 Report from Knowledge Strategy Committee, 23 March 2018 LTC 17/18 5 L

Date of next meeting: 23 May 2018, Hodgson Room, Weir Building, Kings Buildings

6.5 Annual Review of Effectiveness of Senate Committees

LTC 17/18 5 M

7. **Any Other Business**

Philippa Ward, Academic Services, May 2018

Date of next meeting: 23 May 2018, Hodgson Room, Weir Building, Kings Buildings

Draft minutes – for approval at meeting to be held on 23 May 2018

**Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC)
held at 2pm on Wednesday 14 March 2018
in the Raeburn Room, Old College**

1. Attendance

Present:

Ms Megan Brown	Edinburgh University Students' Association, Academic Engagement Co-ordinator (Ex officio)
Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning), Dean (CMVM)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (Ex officio)
Professor Iain Gordon	Head of School of Mathematics (Co-opted member)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy (CSE)
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Professor Anna Meredith	Director for Postgraduate Taught (CMVM)
Professor Neil Mulholland	Dean of Postgraduate Studies (CAHSS)
Professor Graeme Reid	Dean of Learning and Teaching (CSE)
Dr Sabine Rolle	Dean of Undergraduate Studies (CAHSS)
Professor Neil Turner	Director of Undergraduate Teaching and Learning, (CMVM)
Mrs Philippa Ward (Secretary)	Academic Services

Apologies:

Professor Rowena Arshad	Head of Moray House School of Education (Co-opted member)
Ms Bobi Archer	Vice President (Education), Edinburgh University Students' Association (Ex officio)
Professor Sian Bayne	Director of Centre for Research in Digital Education (Co-opted member)
Ms Shelagh Green	Director for Careers and Employability (Ex officio)
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Ms Melissa Highton	Director of Learning, Teaching and Web Services Division (Ex officio)
Ms Nichola Kett	Academic Governance Representative, Academic Services
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee) (Ex officio)
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (Ex officio)

In attendance:

Ms Ruth Donnelly	Representing Director for Careers and Employability
Professor Susan Rhind	Assistant Principal Assessment and Feedback

2. Minutes of the previous meeting

The minutes of the meeting held on 24 January 2018 were approved.

3. Matters Arising

3.1 Lecture Recording Policy Consultation (Item 8.2)

Members noted that this would be progressed at the May meeting of the Committee.

3.2 Teaching Excellence Framework (TEF) Monitoring (Item 4.1)

The Committee was advised that a TEF Monitoring Group had been established and had held its first meeting. Undergraduate retention was being given particular attention.

4. Convener's Communications

4.1 University and College Union (UCU) Industrial Action

The Convener provided a brief update on the UCU industrial action.

4.2 Subject-Level Teaching Excellence Framework

The new UK Education Minister Sam Gyimah had reiterated the UK Government's commitment to the development of subject-level TEF. Developments would be monitored by the TEF Monitoring Group.

4.3 Senior Management Away Day

It was reported that a senior management away day had taken place and that issues around the curriculum had been considered. It had been agreed that joint degree programmes were particularly complex, and this and other related issues would be given further attention in the coming weeks.

5. For Discussion

5.1 Student Employment Matters

The paper was presented by the Assistant Director of the Careers Service, and proposed a recommendation for the maximum number of hours taught postgraduate (PGT) students should work in paid employment during semester time. It proposed aligning the recommendation for PGT students with that for research postgraduate (PGR) students. However, LTC expressed the view that the PGT experience was more closely aligned with the undergraduate (UG) than with the PGR experience.

As such, it was agreed that the Careers Service would consider making the recommendation for PGT students the same as that for UG students (15 hours per week during semester time), and would conduct further research into the potential impact of this on PGT students.

Action: Careers Service to consider recommending that PGT students spend a maximum of 15 hours per week working in paid employment during semester time, and to conduct further research into the potential impact of this recommendation on PGT students.

5.2 Senate Committee Planning 2018/19

LTC was satisfied with the proposed Committee priorities listed in the document, and suggested adding:

- potential curriculum issues arising from senior management discussions;
- issues arising through the Service Excellence Programme;
- implementation of the Widening Participation Strategy;
- implementation of University-Wide Courses once the outcome of the current consultation was known.

Members agreed that it would be important to ensure that there was a co-ordinated approach to any student support-related developments, given that different strands fell in different Committees' priority lists (eg. implementation of the Student Mental Health Strategy in LTC's list and overseeing the Personal Tutor System in Quality Assurance Committee's list).

Action: Director of Academic Services to amend the priorities to take account of the Committee's comments.

6. For Approval

6.1 Student Partnership Agreement – Implementation Plan

The Committee welcomed the Implementation Plan, noting that it aimed to progress work in 3 main areas, namely student voice, academic support and mental health and wellbeing. Members were advised that small project funding had been allocated to relevant projects.

LTC approved the Plan, recognising that it would develop over time and that regular updates would be brought to the Committee.

6.2 Learning Analytics – Proposals

LTC considered the draft Policy, but suggested that clarification was required on several points before approval could be given. It was therefore agreed that the paper would be brought back to the May meeting of LTC.

Action: Secretary to add Learning Analytics to the agenda for the May meeting of LTC.

6.3 Using the Curriculum to Promote Inclusion, Equality and Diversity – Proposal to Establish a Task Group

The Committee approved the establishment of this Group, but proposed that bullet point 4 of the membership be amended to read ‘...to engage students from disadvantaged backgrounds...’.

It was agreed that there would be benefit in the Task Group mapping work that has already been done to decolonise the curriculum, and in focussing on both the content and delivery of courses and on the formal and informal curriculum.

Action: Director of Academic Services to amend the membership and remit of the Task Group to take account of LTC’s discussions, and to proceed with establishing the Group.

7. For Information and Noting

LTC noted the following items:

- 7.1 Progress and Success with Open Educational Resources**
- 7.2 Report from Learning and Teaching Policy Group**
- 7.3 Report from the Knowledge Strategy Committee (19 January 2018)**
- 7.4 Service Excellence, Student Administration and Support Update**

The paper was presented by the Deputy Secretary Student Experience. It was noted that significant progress had been made in recent weeks in the areas of student immigration and studying and working away.

Work was also being undertaken on special circumstances, coursework extensions and concessions. It was agreed that clarification would be sought on ways in which Schools might feed into the consultation around this.

Action: Secretary to seek clarification on ways in which Schools might feed into the consultation on special circumstances, coursework extensions and concessions.

Members recognised that, going forwards, it would be essential for the Service Excellence Programme to continue communicating clearly the purposes and mechanisms of any proposed changes in order to secure understanding of the benefits that would be realised.

7.5 Progress with Committee Priorities 2017/18

The paper was noted.

8. Any Other Business

The Committee noted that it was Professor Meredith’s final meeting. It thanked her for her contribution to the work of the Committee and the University, and wished her well in her new role at the University of Melbourne.

The University of Edinburgh

Senatus Learning Teaching Committee

23rd May 2018

Enhancing the Student Voice through the Student Representation System

Executive Summary

This paper seeks to provide an update on the Programme Representation system and projects that relate to the student voice.

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

Leadership in Learning

Action requested

Approval of a consistent representation structure across the institution.

How will any action agreed be implemented and communicated?

The action will be for the Students' Association to work with Academic Services to oversee the implementation of Programme Representatives for 2019/20. The Students' Association will then work in collaboration with Schools to design their representation structures.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There may be some initial administrative time required to model the representation structure for the School. There will also be funding required to continue the facilitation of in-person training for the representatives and developing the LEARN platform.

2. Risk assessment

N/A

3. Equality and Diversity

Potential issues, particularly around different forms of training for on campus and distance learning student representatives were considered. However, it was concluded that there were no obvious equality and diversity issues at this stage.

4. Freedom of information

Open

Originator of the paper

Bobi Archer, Vice President Education at Edinburgh University Students' Association,
16/05/2018

Enhancing the Student Voice through the Student Representation System

1. Programme Representation

Background

Between the 2012/13 and 2016/17 academic years, the student population has increased by 20%. In the same time period, the number of class representatives has increased by 143%, from 1163 to 2808. The rep system is inconsistent across the University, with the term 'Class Rep' potentially referring to students representing a tutorial, course, programme or year group depending on the School's system. In some cases, the Rep structure is also inconsistent between departments or subject areas within Schools. The multiple representation systems can be confusing for students, particularly those who take outside courses and are enrolled on joint-degree programmes.

The Students' Association has been working with the University to streamline its representation system to gain more consistency across the institution and would recommend a Programme Representation system working on a ratio of 1:40.

The benefits of a Programme Representation system include:

- A clearer, consistent and empowered structure across the institution, enabling better quality of representation and support
- More inclusive of students on joint-degree programmes
- A more valuable dialogue between staff and students regarding the wider student experience

The current status of the project since the 2017/18 academic year has seen the number of representatives reduce from 2808 to 2277. This was the result of undertaking a pilot of Programme Reps within the Schools of Business and Veterinary Studies and the removal of tutorial reps within the School of Social and Political Sciences.

In the 2016/17 academic year, 64% of student representatives across the institution undertook the online training with 74% in Business and 35% in Veterinary Studies. We conducted in-person training for the two schools for the 2017/18 academic year and over 90% attended the sessions across both schools.

The Vice President Education arranged meetings with 23 Schools and Deaneries to discuss the proposal of a Programme Representation system, with the desire to phase this model in over two years. From these discussions, we have created a 2 year plan which details in which academic year Schools will move to the new system [see **Appendix A**].

Consultations

- School Representatives
- Individual School Councils (Business, HCA, Medical, Veterinary Studies)
- Students' Association Student Council
- Individual Schools (Head, DoT, Professional Services) - **twice**
- Academic Services
- Quality Assurance Committees (Directors meeting, CAHSS, CMVM and Senate)
- Learning Teaching Committees (CAHSS, CSE, Senate)

We have received responses from 21 out of the 23 Schools of their planned rep structures for 2018/19, with 17 of these opting into the Programme Representative system for the 2018/19 academic year. Chemistry, Divinity, GeoSciences and LLC have chosen to stay with their current model of Course Representatives, with Divinity removing the positions at Tutorial level – their responses can be found in **Appendix B**. The two remaining School's, Law and ECA are currently reviewing their representation structures and are yet to confirm their model for 2018/19.

Challenges from consultation

- Staff culture and communication of changes
- Students not undertaking all courses on a degree programme
- The size of pre-honours courses and students taking electives
- Attendance at in-person training

The Programme Representative project is only part of the wider development of closing the feedback loop and listening to the Student Voice, but it will compliment these areas of focus.

2. Other Projects

Re-branding and Advertisement

The Students' Association will be adopting the language of Programme Representatives for 2018/19, as will the Schools moving forward with the model. Therefore, we will be creating a brand to raise awareness of the representatives and Schools can also use this to advertise the positions at the beginning of the academic year.

The Business School piloted the scheme this year. They advertised the positions at the beginning of their lectures and then students submitted a small application form if they were interested. This enabled the School to describe what the positions were and what students would be committing to before volunteering to be a representative, thus hopefully reducing the number of inactive reps. This seems to have been effective - the School had over 90% of their representatives attend the in-person training and they have seen an increase in the attendance to their Student-Staff Liaison Committees. The School has also indicated that they felt there was a better quality of dialogue in these committee meetings following the change in rep structure.

In-person training

Currently, the Students' Association offers generic online training which covers the multitude of representative roles at tutorial, course and programme level. By implementing a consistent structure we will be able to provide more targeted training which focuses on a Programme level. In addition to this, the Students' Association will be phasing in in-person training for all programme level reps from 2018/19, with the desire to train all reps in-person by 2019/20.¹ This training will be delivered by student trainers, who will undergo a 3-day paid training programme with sparqs. These trainers will be appointed by the Students' Association and it is expected that they will have had prior representation experience at the University.

¹ Please note that online training will continue to be available for online learners, students on placement, and in other exceptional cases.

Schools to be trained in the first phase for 2018/19:

- Biological Sciences
- Business School
- Economics
- Edinburgh Medical School: MBChB
- Engineering
- Health in Social Science
- HCA
- Informatics
- Mathematics
- PPLS
- Physics and Astronomy
- SPS
- Veterinary Studies

The Students' Association will work with each School to make all training School-specific. For example, training will include specific School case studies and ensure that the language around School structures and key staff contacts is bespoke where necessary.

Online Communication Platform

The Students' Association is undertaking a project in collaboration with CAHSS to consider the feasibility of utilising LEARN as an online platform for representatives to communicate with students. The project is currently within the scoping period, for which CAHSS has invested £10,000 into the feasibility study.

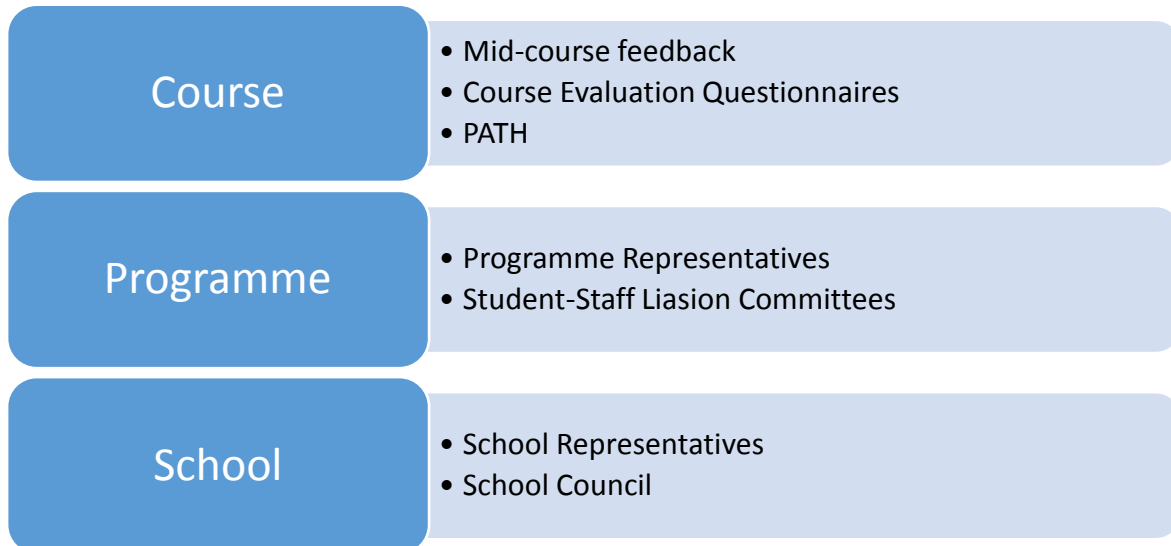
The proposal is to create programme based LEARN areas to which all students from a specific programme(s) will be added. Each area will be administered by the Programme Representatives. The page will be divided into 3 sections: the first displaying pictures of the representatives with their names and contact details; the second being a section to store documents and files, such as SSLC minutes; and the third containing a discussion board to gather and discuss feedback.

To reduce the administrative burden on staff to create these pages, the project will look at how this can be done automatically as students are matriculated. For this to happen automatically, the pages must be created in one uniform way and not be a variation of Programme and Course based pages, otherwise this requires manual intervention. After the consultation and discussion within the project group, we opted for this to be focused on Programmes.

Student Voice

With the development of the Programme Representative system, the Student-Staff Liaison Committee guidance to Schools will also be revised. This will advise Schools of how to structure their committees and provide examples of good practice from across the institution. We envision that the Programme model will provide a platform for a wider dialogue regarding the student experience and would still allow the opportunity for the rep to raise course-related issues if they could not be solved between the representative and course organiser beforehand.

Mid-course feedback and Course Evaluation Questionnaires (CEQs) provide a platform for students on outside courses to voice their ideas and these would therefore compliment the implementation of the Programme system.



How can LTC support this initiative?

- Adopting a University-wide approach of Programme Representatives
- Enhancing the partnership on representation by contributing towards the development of in-person training

Appendix A

Student Rep Model by School, 2016-2019

School/Deanery	Student Rep Model by Year		
	2016/17	2017/18	2018/19
Biological Sciences	C	C	P
Business School	C	P	P
Chemistry	C	C	C
Divinity	T/C	T/C	C
Economics	P	P	P
Edinburgh College of Art (ECA)	C	C	?
Medical School - Biomedical Sciences Deanery	C	C	P
Medical School - Clinical Sciences Deanery	P	P	P
Medical School - MBChB	P	P	P
Medical School – Mol, Gen, Pop Deanery	?	?	P
Education (Moray House)	P	P	P
Engineering	P	P	P
GeoSciences	C	C/P	C/P
Health in Social Science	P	P	P
History, Classics and Archaeology (HCA)	C	C	P
Informatics	P	P	P
Law	C	C	?
Literatures, Languages and Cultures (LLC)	C	C	C
Mathematics	P	P	P
Philosophy, Psychology and Languages Sciences (PPLS)	P	P	P
Physics and Astronomy	C/P	C/P	P
Social and Political Science (SPS)	T/C	C	P
Veterinary Studies Royal (Dick) School of Veterinary Studies	C	P	P
TOTAL	C=14, P=9	C=12, P=11	C=4, P=17

T – Tutorial

C – Course

P - Programme

Total Student Rep Numbers by School, 2016-2019

School/Deanery	Total No. Students 16/17	Total Number of Student Reps		
		2016/17	2017/18	2018/19*
Biological Sciences	1308	187	125	58
Business School	1777	223	51	50
Chemistry	901	25	34	30
Divinity	480	184	105	120
Economics	975	58	62	60
Edinburgh College of Art (ECA)	3088	140	171	155
Medical School - Biomedical Sciences Deanery	1428	} 50	161	58
Medical School - Clinical Sciences Deanery	1385		44	44
Medical School - MBChB	1441		20	20
Medical School – Mol, Gen, Pop Deanery	561		17	17
Education (Moray House)	2861	163	153	150
Engineering	2348	72	55	55
GeoSciences	1585	108	96	96
Health in Social Science	858	62	56	35
History, Classics and Archaeology (HCA)	1794	160	103	70
Informatics	1571	38	24	24
Law	1690	352	366	350
Literatures, Languages and Cultures (LLC)	2547	249	243	240
Mathematics	798	23	27	25
Philosophy, Psychology and Languages Sciences (PPLS)	1968	67	69	68
Physics and Astronomy	951	43	41	42
Social and Political Science (SPS)	2362	413	221	56
Veterinary Studies Royal (Dick) School of Veterinary Studies	1478	37	33	35
TOTAL	36155	2808	2277	1857

*Projected, approximate numbers. These are based on information given to us by the Schools.

**Some Schools have included their ODL reps within these figures, but overall we had 64 registered ODL reps across the institution in 2017/18.

***The total number of students does not include those who are recruited to the College and not a specific School. They are also the figures from 2016/17.

Appendix B

Chemistry

Verbal response that they will be continuing with course representatives. Although they did state that in the future, they may move towards Programme representation when they restructure their curriculum.

Divinity

We have decided to forego the appointment of tutorial reps and introduce course reps only for all of our courses. This will reduce the number of class reps at our School by a third.

GeoSciences

Undergraduate:

We do not believe a system of year reps will work for our programmes particularly in pre-honours years.

Our pre-honours courses tend to have students from diverse programmes out with GeoSciences. To be in a position to hear voices from across these degrees and improve our course offerings we felt it important to give them a voice at practical group level. Therefore we wish to retain class reps for our pre-honours courses. In fact we discussed doing this for all programmes as evidence suggests that in part of the School where year reps do operate in pre-honours years the students feel their voice is not heard and representation needs to be more equitable. We have learned from past experience to offer all students the chance to have their say.

In honours years we have year reps and this will not change. In general we have 2 reps per degree, again this is useful as it generally guarantees that one rep can attend SSLCs.

If EUSA are unable to train the GeoSciences reps it would be useful to receive a copy of their training material so we can potentially offer it in-house if necessary.

Our students currently know they have a voice and we do not want to take this away from them.

Postgraduate Taught:

Most of what we do is face to face, intensive teaching over 2 semesters - for Master's programmes that are about 11 months in duration. We encourage all students at the very beginning of the year to put their names forward as class representatives - the aim is to have, for each Msc programme, one or two representatives (this improves chances of attendance at various meetings). Our SSLC meetings are a large gathering since the School has a large number of Msc programmes that includes staff and students from SRUC - about 14 programmes in total.

I find through my twice semester meetings that this provides a strong pathway by which we can address student concerns, and draw on the experiences of students in moulding and revising our policies, courses, timetables and approaches to teaching. This is in addition to representations that students make to individual programme directors.

LLC

Undergraduate:

The School of Literatures, Languages and Cultures is committed to facilitating student representation in the most efficient manner possible and has investigated some of the possibilities for programme-level representation at undergraduate level. Unfortunately, the number of joint degree programmes in place in this School (around 125) makes this difficult. While some of the possible arrangements would result in a dramatic decrease in the number of student representatives, it has become clear that the underlying structure – SSLCs, communications – requires further investigation. The plan is to operate student representation in 2018/19 at course-level but while simultaneously considering and investigating the means and methods of operating a programme-level system.

The School is nevertheless committed to reducing the number of undergraduate student reps from the 200+ of recent years. For 2018/19, this will be done by more strictly enforcing the recommended ratio of one rep per forty students. Smaller courses (a dozen students or less) may manage without direct representation. Based on the 2017/18 student numbers, this would see approximately 150 reps for pre-Honours courses, and a further 16 reps for the Honours cohorts, a reduction of around 40 reps or almost 20%.

At the postgraduate level, the LLC Graduate School works with student representatives by programme (PGT) or subject area (PGR), rather than by course. The aim is to have no more than two representatives for each taught programme and up to three representatives for each research subject area (depending on cohort size). For 2017/18, there were 29 taught programme representatives and 9 research (MScR/PhD) representatives for a PG cohort of around 650 students.

The University of Edinburgh

Senate Learning and Teaching Committee

23 May 2018

Learning Analytics – Proposals

Executive Summary

This paper was originally taken to the 14 March 2018 meeting of the Learning and Teaching Committee (LTC). It was agreed that further discussion was required before the paper could be approved, and it has therefore been brought back to the May meeting.

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

At their meetings in September / October 2017, the LTC and KSC agreed a two-stage process, with immediate effect introducing interim governance and support arrangements for considering learning analytics developments, while delaying developing the detailed policy until there was greater certainty regarding the implementation of the General Data Protection Regulation (GDPR).

Now that there is greater certainty on those issues, Academic Services has worked with the University's Data Protection Officer, the Chief Information Security Officer, Assistant Principal Digital Education and staff in Information Services Group and Student Systems responsible for student data governance to develop a more detailed policy. The task group also had an opportunity to comment on the policy.

This paper sets out that policy and seeks the Committee's approval for it.

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

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

Action requested

The Committee is invited to agree to approve the detailed policy.

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

the two Committees will agree a way forward.

How will any action agreed be implemented and communicated?

Once the Committee approves the policy it will be implemented with immediate effect. Academic Services will communicate with key School and College staff regarding the new policy, and will also highlight it in the Senate Committees' Newsletter. Information Services Group will highlight the policy to learning technology staff.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Academic Services will support the operation of the Learning Analytics Review Group. Schools / Colleges / Support Groups will be responsible for considering the resource implications for learning analytics activities that they initiate.

2. Risk assessment

The policy is designed to assist the University to manage and mitigate risks associated with using student data to undertake learning analytics activities. It operates alongside other relevant University policies and guidelines, such as the Data Security Policy, Data Protection Policy and the Protocol for Access to Data in the Corporate Student Record System.

3. Equality and Diversity

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

4. Freedom of information

Open

Originator of the paper

Tom Ward, Director of Academic Services
2 March 2018

Policy and procedures for developing and managing Learning Analytics activities

1 Background

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

<https://www.ed.ac.uk/academic-services/projects/learning-analytics-policy>

In 2016-17, the group developed an institutional statement of Principles and Purposes for Learning Analytics. In May / June 2017 LTC and KSC approved that document, which is attached for information as Annex A.

The task group agreed that after securing approval for the Principles and Purposes for Learning Analytics, it would develop a more detailed Policy document setting out how the University will handle issues such as data governance, consent and security.

This paper seeks the Committee's approval for that more detailed policy.

2 Data Protection and Learning Analytics

The General Data Protection Regulation (GDPR), which becomes enforceable in May 2018, strengthens and extends current UK Data Protection law. The paper presented to the LTC and KSC in September / October 2017 summarises the key implications of the GDPR for the management of learning analytics, see:

www.ed.ac.uk/files/atoms/files/agendapapers20170920open.pdf

At their meetings in September / October 2017, LTC and KSC recognised that due to uncertainty regarding the implementation of the GDPR it was necessary to delay the development of a detailed policy. At that time, the main area of uncertainty related to the options available to higher education institutions for securing a legal basis for processing individual data, and in particular, whether the 'legitimate interests' legal basis would be open to the University, and if so, whether it would be applicable in relation to learning analytics.

In December 2017, the University's Data Protection Officer confirmed that the 'legitimate interests' basis will be available to higher education institutions, and that it is reasonable for the University to use this basis for various aspects of data processing associated with learning analytics. Her advice is to take the following approach:

1. Use legitimate interests as the legal basis for the processing of non-sensitive personal data for analytics where the data is used for purposes such as quality assurance, strategic planning, evaluating the impact of particular developments, understanding and improving the quality of our students' learning experience, evaluating patterns of use of particular services, and providing students with anonymised information regarding the patterns of learning of other students;
2. Use legitimate interests as the legal basis for processing of non-sensitive personal data to support interventions with individual students, with the proviso that the University would need to seek consent from individual students before undertaking any interventions with them on the basis of that data processing.
3. Ask for (opt-in) consent for processing of sensitive personal data (which, under the GDPR, will be called "special category data");

This reflects the advice provided by JISC:

<https://analytics.jiscinvolve.org/wp/2017/02/16/consent-for-learning-analytics-some-practical-guidance-for-institutions/>

The proposed legal basis for (2) - processing personal data to support individual student interventions – appears to be a reasonable and workable way to interpret the requirements of the GDPR in this area while remaining fair and transparent to students. While it is not possible to use 'legitimate interests' as the legal basis for data processing that leads to interventions with individuals, it appears reasonable to use it for the initial processing as long as the interventions themselves are based on consent. However, were the Information Commissioner to provide specific guidance on this issue, the University may need to revisit this element of the Policy.

While the requirement to obtain consent for interventions based on learning analytics data processing will add some complexity to the management of learning analytics activities, it is likely to be workable for pilot activities. Were the University to move beyond pilots to larger-scale activities utilising learning analytics to support individual interventions (for example, as part of the Distance Learning at Scale project), the University could consider utilising 'contract' as the legal basis for those interventions, for example by adding a new provision to the Terms and Conditions of Admissions.

3 Interim governance and support arrangements

At their meetings in September / October 2017, while delaying the development of a detailed policy due to uncertainty regarding the GDPR, LTC and KSC agreed with immediate effect to introduce interim governance and support arrangements for considering learning analytics developments, including setting up a review group. Schools and Colleges were informed of these arrangements in October 2017. The Convener has subsequently agreed to expand the membership to include the University's Chief Information Security Officer. The membership of this group, the

existence of which will be reviewed at the end of 2018-19, is set out in section 4 of the Draft Policy, attached.

4 Other issues to address in the more detailed policy

4.1 Learning analytics data and the obligation to monitor attendance and engagement of students on Tier 4 visas

UK Visas and Immigration (UKVI) requires the University to demonstrate that sponsored students are attending and engaging in their programme of study and that there are active procedures in place to identify and address attendance/engagement patterns of concern. Each School is responsible for developing an annual School Engagement Monitoring Plan which must define the engagement and attendance contact points that they will use to monitor their sponsored students. Data on engagement and attendance with these contact points is not learning analytics data, since the purpose of collecting it is compliance with immigration laws rather than to understand and enhance the students' learning experience. The legal basis for collecting the data for this purpose for Tier 4 students is therefore 'legal obligation'. Were staff to wish to use data collected for Tier 4 attendance and engagement monitoring for other purposes, it would be necessary to establish a legal basis (eg consent) for doing so.

The Committee is **invited to agree** that Schools should not use learning analytics data for Tier 4 monitoring purposes, and that they should instead rely on the defined contact points. It may however be appropriate to use the learning analytics data in extreme and exceptional purposes, for example to assist in establishing the student's patterns of engagement with their learning in response to a police enquiry. For example, if the School undertakes a learning analytics project to link patterns of engagement with Virtual Learning Environments (VLEs), digital library resources, and attendance at seminars, to produce engagement 'scores' for individual students with a view to providing personalised feedback and support, it could not then routinely use those 'scores' to monitor Tier 4 attendance and engagement. If however the police or immigration authorities urgently need to establish a student's patterns of engagement with their studies, it may be appropriate to consult the student's 'score' as part of a broader investigation. In these circumstances, University Legal Services must be consulted before any data is released to external bodies.

4.2 Learning analytics and research activities

It is likely that many learning analytics projects could be viewed as 'research'. It is therefore important that the process for developing and approving proposals for learning analytics projects takes due account of research ethics. For the time being, this will be delivered by requiring proposals for learning analytics securing normal research ethics approval in addition to (where required) approval from the Learning Analytics Review Group, combined with including a member of academic staff with expertise in research ethics on the Review Group. At the end of 2018-19, when reviewing longer-term governance arrangements (see 6 below), LTC and KSC will

be invited to consider how to address the ethical dimension of learning analytics proposals that constitute 'research' in the longer-term, for example by considering appropriate arrangements for projects led by support groups (which do not have their own Research Ethics processes).

4.3 Learning analytics and children

The GDPR includes specific safeguards for children, for example that automated decisions must not concern a child, and that children cannot consent themselves to the processing of their data (instead consent must be obtained from a person holding 'parental responsibility'). For these purposes, a 'child' will be defined as a person aged 13 or less. It is highly unlikely that the University will have any students that fit this definition of a 'child'. However, were any proposed learning analytics activities to involve the data of students that fit the definition of a 'child', further advice from the Learning Analytics Review Group would be required.

5 Detailed policy for approval

The draft detailed policy (see attached Annex B) is designed to complement the institutional statement of Principles and Purposes for Learning Analytics by supporting the process for developing and scrutinising proposals for new learning analytics activities. It incorporates the interim governance arrangements previously agreed by the Committee and takes account of the requirements of the GDPR. It takes account of sector guidelines, including the JISC Model Institutional Learning Analytics Policy:

<https://analytics.jiscinvolve.org/wp/files/2016/11/Jisc-Model-Institutional-Learning-Analytics-Policy-v0.1.pdf>

It also takes account of an earlier guidance document produced by Records Management.

Since the consultation and engagement held in 2016-17 for the development of the Principles and Purposes document had provided extensive opportunities for students and staff to highlight their aspirations and concerns regarding learning analytics, it has not been necessary to have such an extensive consultation process in relation to the detailed policy document. Instead, since the Policy document is operational and compliance-oriented, the development of the Policy has been based on consultation with:

- The University's Data Protection Officer and the Chief Information Security Officer;
- Assistant Principal Digital Education;
- Staff in Information Services Group and Student Systems responsible for student data governance.

The University is at a relatively early stage of adopting learning analytics. While some small-scale pilots are underway, it is likely that substantial further piloting at a local and relatively small-scale level will be required before the University is in a position to consider the case for institution-wide approaches to learning analytics. In the short- to medium- term, the purpose of this more detailed policy document is to guide the University's management of these pilot activities. At the end of 2018-19, by which time the planned policy will have been in place for more than a session, and the University has had further time to learn from pilot activities, LTC and KSC will be invited to review what policy and governance arrangements will be appropriate over the longer term.

The Committee is invited to approve the policy.

6 Staff training and development

The consultation and engagement processes have highlighted the importance of staff training and development to support the implementation of learning analytics. Prof Gasevic, and Prof Sian Bayne (Assistant Principal, Digital Education) have been working with Information Services Group to develop training activities. These include:

- Activities associated with the Future Teacher programme;
- Information Services Group is recruiting a PhD intern to develop a curated set of online resources for staff, and is assessing other ways to meet staff skills and awareness needs.

In addition, University training regarding Data Protection will also be relevant to staff handling personal student data as part of learning analytics work.

Annex A - Learning Analytics Principles and Purposes (for information, approved May 2017)

Overview

Learning analytics has been defined as ‘the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs’ (Society for Learning Analytics Research, 2012). Fundamentally, learning analytics is concerned with combining different types of data regarding student engagement and learning (eg data generated by learning management systems, student systems, library systems and other sources related to learning and teaching) in order to better understand, and improve, the learning experiences of our students. Learning analytics can be particularly valuable when teaching at scale, or online, makes it more challenging for staff to know how their students are learning.

While the University’s use of learning analytics is in its early stages, we are in a strong position to learn from our own pilot activities, and our existing expertise in education and learning sciences.

The following is the University’s statement of the Principles and Purposes that will guide the development of our Learning Analytics activities. It will be accompanied by a more detailed policy and procedure to set out how we will manage data stewardship issues such as transparency, consent, ethics, privacy and access, retention and disposal of data in line with these Principles and Purposes. It is possible that, once we have more experience of Learning Analytics, we will wish to review and update these Principles and Purposes.

Policy Principles

The policy starts from the position that all uses of data analytics for learning and teaching within the University should be ethical, transparent and focused on the enhancement of the student experience.

1. As an institution we understand that data never provides the whole picture about students’ capacities or likelihood of success, and it will therefore not be used to inform significant action at an individual level without human intervention;
2. Our vision is that learning analytics can benefit all students in reaching their full academic potential. While we recognise that some of the insights from learning analytics may be directed more at some students than others, we do not propose a deficit model targeted only at supporting students at risk of failure;
3. We will be transparent about how we collect and use data, with whom we share it, where consent applies, and where responsibilities for the ethical use of data lie;

4. We recognise that data and algorithms can contain and perpetuate bias, and will actively work to recognise and minimise any potential negative impacts;
5. Good governance will be core to our approach, to ensure learning analytics projects and implementations are conducted according to defined ethical principles and align with organisational strategy, policy and values;
6. The introduction of learning analytics systems will be supported by focused staff and student development activities to build our institutional capacity; and
7. Data generated from learning analytics will not be used to monitor staff performance, unless specifically authorised following additional consultation.

Purposes of Learning Analytics

Learning analytics approaches can support a range of activities within the institution. While to date they have been explored by universities primarily as means to improve retention, they also have potential benefits for the enhancement of student experience, currently of more importance to the University of Edinburgh:

- **Quality** – Learning analytics can be used as a form of feedback on the efficacy of pedagogical design. Academic teams can use analytics about student activity (individual or cohort) as part of course review and re-design processes as well as potentially using analytics as a form of in-course monitoring and feedback. Individual staff can use learning analytics to reflect on the impact of their teaching.
- **Equity** – Learning analytics approaches can allow us to see more nuanced views of our highly diverse student population, challenge assumptions that we may be making, and allow supportive resource to be directed where it is most needed.
- **Personalised feedback** – Learning analytics can be used to tailor the messages and support that we offer to our students, providing more personalised feedback to support student reflection and academic planning.
- **Coping with scale** – With the challenge of growing cohorts of students, learning analytics can help to strengthen the academic relationship by doing some of the heavy lifting of identifying individuals or groups of individuals that might benefit from particular interventions or information from staff.
- **Student Experience** – In addition to supporting a more personalised experience, learning analytics can improve progression and retention, ensure

that our academic offerings align with the needs and goals of students, and support satisfaction and wellbeing. Analytics can also be used to promote critical reflection skills and enable our students to take responsibility for their own learning.

- **Skills** – Interactions with analytics as part of the University learning experience can help our students build 'digital savviness' and prompt more critical reflection on how data about them is being used more generally, what consent might actually mean and how algorithms work across datasets to define and profile individuals. Learning analytics approaches can also be used to promote the development of key employability skills. Supporting staff to develop skills in working with learning analytics applications is also an investment in institutional capacity and leadership.
- **Efficiency** – Learning analytics can be used to evaluate and demonstrate institutional efficiency through a) measuring the impact of initiatives and validating that benefits are being realised and b) demonstrating that publically-funded resource is being deployed in support of the best outcomes of all students.

Annex B

DRAFT Policy and procedures for developing and managing Learning Analytics activities

1 Overview

The University's statement of its Principles and Purposes for Learning Analytics is set out at:

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

This document complements that statement by setting out how the University handles issues such as data governance, consent and security when developing and operating learning analytics systems.

2 Definitions

- 'Learning analytics' involves combining different types of data regarding student engagement and learning in order to better understand, and improve, the learning experiences of students. It is distinct from the well-established practice of using individual student datasets (for example, data on course outcomes) for quality and planning purposes and to enable staff (eg Personal Tutors) to support individual students.
- 'Learning analytics pilots' are time-limited learning analytics activities that will, typically, apply to students in some specific areas of the University and be experimental in nature.
- 'Institutional' learning analytics activities are ongoing activities that apply to students in many or all areas of the University.
- 'Data stewards' are the staff responsible for ensuring the security, access, documentation, and quality of the 'golden copy' of data sets that might be used for learning analytics (for example, Student Systems, Information Services Group).
- 'Project managers' are the members of staff in Schools / Colleges or support services who develop and manage learning analytics pilots or institutional learning analytics activities.
- 'Personal student data' is data on identifiable individual students.
- 'Anonymised student data' is a student dataset which has been aggregated and / or anonymised so that it is not possible to identify individual students (note that data is not considered anonymised if it is possible to convert it back into personal data).

- 'Interventions' are activities involving individual students, whether automated or human-mediated, which result from the processing of learning analytics data.

3 Types of learning analytics

- **Personalised individual student support** – where data on identifiable individual students' activities is used to support targeted and tailored interventions with those individuals.
- **Understanding and improving the quality of our students' learning experience** – where data is used to provide feedback to staff on the efficacy of pedagogical design, to enable individual staff to reflect on the impact of their teaching, or to allow student support services to understand the effectiveness of their activities and to plan for future delivery, and to allow students to reflect on anonymised data regarding their peers' learning.
- **Research activities** – where data is used to explore whether there is a relationship between variables, for example between a successful student outcome and particular learning activities.

In general, the requirements for developing and managing learning analytics are more rigorous for learning analytics activities involving personalised individual student support, or otherwise utilising personal student data, than learning analytics activities utilising anonymised student data. For example, staff utilising aggregate learning analytics data for relatively routine quality assurance purposes are unlikely to need to undertake additional steps as a result of this policy.

For research activities that require research ethics approval, this approval would be in addition to approval from the Learning Analytics Review Group (see section 7 below)

The attached table summarises key requirements for these different categories of learning analytics activities.

4 Responsibility for learning analytics

- **The Senate Learning and Teaching Committee (LTC) and Knowledge Strategy Committee (KSC)** are responsible for overseeing the University's operation of learning analytics in line with this Policy. LTC will oversee and monitor the pedagogical and supportive uses that the University is making of learning analytics, and KSC will oversee and monitor the University's data stewardship arrangements for its learning analytics activities.
- LTC and KSC have established a **Learning Analytics Review Group** with responsibility for reviewing and approving proposals for learning analytics projects. The group is also available to provide advice regarding other categories

of learning analytics activities. The group comprises the Assistant Principal with strategic responsibility for Learning Analytics, a student representative, the Data Protection Officer, representatives from relevant service units (Universities Secretaries Group and Information Services Group), the Chief Information Security Officer, and a member of academic staff with expertise in research ethics. It will be convened by a senior academic member of staff with expertise in Learning Analytics, nominated by the Senior Vice-Principal. The group will report annually to LTC and KSC.

- **Project managers** are responsible for developing proposals for learning analytics activities and for managing the delivery of the activities in line with this Policy.
- **Data Stewards** are responsible for approving the release of 'their' golden copy data sets for learning analytics (where not already available to relevant staff via standard reporting tools), and – as members of the Learning Analytics Review Group - for approving the use of 'their' data sets for specific categories of learning analytic activities in line with this Policy (see Section 7, below).

5 Sources of data for learning analytics

The main categories of student data available to the University for the purposes of learning analytics are:

- Admissions data;
- Course and programme enrolment data;
- Data on student engagement, progression and achievement in assessments, courses and programmes;
- Data on student engagement with Virtual Learning Environments, assessment services and media platforms;
- Data on student use of library systems and services;
- Data on student utilisation of other University services and facilities related to learning and teaching; and
- Card access data;
- Student survey responses.

In many cases, the University will use existing corporate datasets such as the University's student record system, virtual learning environments, survey tools, and library and IT systems. In some circumstances the University (or individual Schools) may collect student data for the purposes of specific learning analytics activities.

6 Issues to address when developing and managing learning analytics activities

Project managers and data stewards are responsible for considering the following issues when developing and managing learning analytics activities:

6.1 Alignment with the University's Principles and Purposes for learning analytics

Project managers are responsible for ensuring that the objectives of their learning analytics activities align with the University's statement of Principles and Purposes for Learning Analytics.

6.2 Validity, comprehensiveness and interpretation of data

Project managers are responsible for assessing whether the relevant datasets are sufficiently robust for the intended usage, monitoring the quality and robustness of the data used for learning analytics activities, presenting the data in a way that assists staff and students to interpret it (eg highlighting any inaccuracies or gaps in the data), and arranging training or briefings where appropriate to assist staff and students to interpret and utilise the data. Data stewards will be able to advise project managers on the validity, comprehensiveness and interpretation of data where required.

Project managers are also responsible for ensuring that the analysis, interpretation and use of the data does not inadvertently reinforce discriminatory attitudes or increase social power differentials.

When project managers or data stewards use and / or publish anonymised student data collected for or generated by learning analytics, they are responsible for ensuring that it is not possible to identify individuals from metadata or by aggregating multiple data sources.

6.3 Data Protection Impact Assessment

If the proposed learning analytics activities will involve processing of personal student data, the project manager must undertake a Data Protection Impact Assessment (DPIA) in advance of finalising the plans for the activities. A template for the DPIA is available from the University's Data Protection Officer

6.4 Privacy Notice

In the 'Learning Analytics Principles and Purposes' document, and in the Data Protection Statement (the new version of which will be published in Spring 2018), the University provides an overview of how it uses students' data for learning analytics. The University is developing a new Privacy Statement for student data which will include information regarding how the University uses personal student data for

learning analytics purposes. As long as an individual learning analytics activity is consistent with the statements in the University Privacy Statement, it is not necessary for the project manager to publish a separate Privacy Notice for each individual learning analytics activity. Project managers are however responsible for providing detailed information regarding the algorithms that they are using on request from the relevant students or staff.

6.5 Legal basis for processing student data

It is necessary for the University to identify a legal basis for processing of personal student data, in line with the options set out in the General Data Protection Regulation (GDPR). The University's lawful basis for processing non-sensitive personal student data for learning analytics purposes is "legitimate interests pursued by the controller (The University of Edinburgh) or a third party."

When learning analytics activities involve the processing of sensitive personal student data (referred to as "special category data" under the GDPR), for example, data on race or ethnicity, health or sexual life, or religious or philosophical beliefs, the University's legal basis will be "consent of the data subject":.

The University will only undertake interventions with individual students (for example, in order to target additional student support or sign-post individuals to learning resources) based on learning analytics data processing when it has the prior consent of those individual students.

When the legal basis is student consent, the project manager is responsible for obtaining informed opt-in consent from all the students whose data will be processed prior to undertaking the data processing. When student consent is required prior to undertaking interventions on the basis of learning analytics data processing, the project manager must obtain informed opt-in consent from students prior to undertaking any interventions. The project manager must consult the University's Data Protection Officer regarding the design of the consent form and administering the consenting process.

6.6 Involvement of third parties

Where a data steward or project manager contracts with a third party for the collection, storage, or processing of learning analytics data, they are responsible for ensuring that the third party is compliant with this Policy. Where commercial providers of learning analytics services are used, algorithmic transparency will require to be assured during procurement. All engagements involving the exchange of University data must be supported by an appropriate contract that details the University's requirements for protecting University data. The third party must provide detailed evidence of the information security controls they have in place.

6.7 Data security and access to data

Data stewards and project managers are responsible for ensuring the security of datasets used for learning analytics, in line with relevant University policy and standards. Data stewards and project managers are responsible for restricting access to learning analytics data to those staff that have a legitimate need to access it.

Project managers and data stewards are responsible for providing students on request with access to all their personal student data collected for and generated by learning analytics, and for giving students an opportunity to correct any inaccurate personal data held about themselves. Where project managers become aware of inaccuracies in a 'golden copy' data set, they should inform the relevant data steward.

6.8 Retention and disposal of data

Managing departments are responsible for retaining and disposing of personal data that they collect or generate for learning analytics purposes in line with the University's Retention Schedule.

Project managers are responsible for ensuring that all staff who access and use the data during the project comply with retention periods for data collected for or generated by learning analytics. If the University's Retention Schedule does not specify the appropriate retention periods, prior to the start of the learning analytics activities the project manager must agree with Records Management an appropriate retention period.

If a student asks the project manager to dispose of or anonymise any of the student's personal data that has been collected specifically for or generated by learning analytics, the project manager will do so within four weeks. Data sets generated for a different primary purpose (such as those listed in Section 5) may however not be possible to dispose of or anonymise.

7 Approval processes for introducing learning analytics activities

Project managers for the following categories of learning analytics activities will be required to seek approval from the Learning Analytics review group:

- Projects that involve processing and utilising personal student data in order to provide targeted / personalised student support;
- Projects that involve third parties in the collection, storage, or processing of data for learning analytics purposes;
- Projects involving the processing of personal student data from more than one School;
- Projects involving the processing of personal data of students aged 13 or less;

- Any other learning analytics activities that appear likely to create particular challenges or risks.

When this approval is required, the project manager should submit to the Review Group (via Academic Services) a proposal setting out the following information:

- The data that will be used, including identifying any data that will be collected for the purposes of the planned learning analytics activities;
- The planned arrangements for addressing the issues set out in Section 6.
- Any potentially adverse impacts of the analytics and the steps that will be taken to remove or minimise them, and any other ethical or legal issues that staff should take account of when utilising the data;
- How the findings of pilot activities will be evaluated and disseminated;
- An Equality Impact Assessment.

For proposals for institutional learning analytics pilot activities, if the Review Group is content it will seek formal approval from the Senate Learning and Teaching Committee and the Knowledge Strategy Committee

In addition to making decisions on these proposals, the Group can advise data stewards and project managers on other proposed learning analytics activities.

9 Learning analytics data and the obligation to monitor attendance and engagement of students on Tier 4 visas

Each School is responsible for developing an annual School Engagement Monitoring Plan which must define the engagement and attendance contact points that they will use to monitor their Tier 4 sponsored students' attendance and engagement with their programmes of studies. Schools should not routinely use learning analytics data for Tier 4 student attendance and engagement monitoring purposes, and should instead rely on the defined contact points. It may however be appropriate to use the learning analytics data in extreme and exceptional purposes, for example to assist in establishing the student's patterns of engagement with their learning in response to a police or immigration services enquiry. In these circumstances, University Legal Services must be consulted before any data is released to external bodies.

10 Other relevant policies

In addition to this Policy, other relevant policies and guidelines include:

- The University's statement of its Principles and Purposes for Learning Analytics:

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

- The University's Information Security Policy:
www.ed.ac.uk/information-services/about/policies-and-regulations/security-policies/security-policy
- The University's Data Protection Policy:
www.ed.ac.uk/records-management/data-protection/data-protection-policy
- The University's Protocol for Access to Data in the Corporate Student Record System:
www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations

11 Sources of advice

- The University's Data Protection Officer – for data protection issues
- The University's Chief Information Security Officer – for information security issues
- Records Management – for enquiries regarding retention periods for learning analytics data
- Data stewards (for example in Information Services Group and Student Systems) – for enquiries regarding the potential use of datasets for learning analytics purposes
- The Director of Academic Services – for enquiries regarding the Review Group
- Legal Services – for enquiries regarding the release of personal data to third parties (eg police or immigration services), and contractual negotiations with third parties.

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Summary of key requirements for carrying out learning analytics

Purpose	Privacy Impact Assessment required?	Privacy Notice required?	Opt-in consent required?	Arrangements for students to access and correct their data required?	Arrangements for supporting staff or students to interpret the data required?	Approval process?
<i>Personalised individual student support</i>	Yes	Yes	Yes	Yes	Yes	Learning Analytics Review Group
<i>Understanding and improving the quality of our students' learning experience</i>	Yes – if it involves processing of personal student data. If not, no.	Yes – if it involves processing of personal student data. If not, no.	Yes – if it involves processing of sensitive personal student data. If not, no.	Yes – if it involves processing of personal student data. If not, no.	Potentially, depending on how the findings of the analysis will be communicated and used	Learning Analytics Review Group, if involves: third parties; personal data from more than one School; or activities likely to create particular challenges or risks.
<i>Research activities</i>	Yes – if it involves processing of personal student data. If not, no.	Yes – if it involves processing of personal student data. If not, no.	Yes – if it involves processing of sensitive personal student data. If not, no.	Yes – if it involves processing of personal student data. If not, no.	Potentially, depending on how the findings of the analysis will be communicated and used	Learning Analytics Review Group, if involves: third parties; personal data from more than one School; or activities likely to create particular challenges or risks.

LTC: 23.05.18
H/02/25/02

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The University of Edinburgh
Learning and Teaching Committee
23 May 2018

Report of Careers, Employability and Graduate Attributes Task Group

Executive Summary

In January 2018, LTC agreed to establish a Careers, Employability and Graduate Attributes Task Group to:

- review the University's current position in terms of graduate outcomes, student satisfaction and engagement;
- review current University plans and activities, identify gaps and opportunities and make recommendations on additional and/or different actions;
- consider and recommend evaluation, monitoring and governance processes.

The Task Group met three times between February and April 2018. This paper is the Task Group's final report.

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

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

Action requested

LTC is invited to discuss the paper and consider the Task Group's recommendations. In particular, LTC is asked to provide input on ways in which the University might ensure that employability becomes a strategic priority, and on appropriate planning, monitoring, review and reporting mechanisms for employability.

How will any action agreed be implemented and communicated?

Should the Task Group's recommendations be approved, they will be referred to the bodies named for further consideration and an update provided at a future meeting of LTC.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Resource is not discussed in the paper. However, some of the measures proposed may have resources implications which will need to be considered prior to implementation.

2. Risk assessment

The paper does not include a risk assessment. Potential risks should be assessed when considering individual proposals. There may be a reputational risk to the University if it does

not take action in this area.

3. Equality and Diversity

The issues highlighted in the paper may have implications for equality and diversity, for example, it has been noted that graduate outcomes appear to differ for male and female students, and there is evidence to suggest that widening participation graduates do not, on average, enter employment at the same level as non-widening participation graduates. The potential equality impact of introducing any measures aimed at improving graduate outcomes will need to be assessed in due course.

4. Freedom of information

The paper is **open**.

Originator of the paper

Professor Susan Rhind, Assistant Principal Assessment and Feedback
Shelagh Green, Director for Careers and Employability
Philippa Ward, Academic Services
May 2018

Report of Careers, Employability and Graduate Attributes Task Group

1. Background

The Careers, Employability and Graduate Attributes Task Group was established by Senate Learning and Teaching Committee in January 2018.

Remit

- To review the University's current position in terms of graduate outcomes, student satisfaction and engagement.
- To review current University plans and activities, identify gaps and opportunities and make recommendations on additional and/or different actions.
- To consider and recommend evaluation, monitoring and governance processes.

Membership

Professor Susan Rhind (Convener)	Assistant Principal Assessment and Feedback, Chair of Veterinary Education
Shelagh Green	Director for Careers and Employability
Dr Jon Turner	Director, Institute for Academic Development
Bobi Archer	VP Education, Edinburgh University Students' Association
Dr Jeremy Crang	Dean of Students, College of Arts, Humanities and Social Sciences
Dr Esther Mijers	Director of Undergraduate Learning and Teaching, School of History, Classics and Archaeology
Dr Linda Kirstein	Director of Teaching, School of GeoSciences
Alex Laidlaw	Head of Academic Affairs, College of Science and Engineering
Dr Debbie Shaw	Senior Tutor, Deanery of Biomedical Sciences
Nicola Crowley	Head of Medical Teaching Organisation Administration
Philippa Ward (Administrator)	Academic Services

The Task Group met three times between February and April 2018, and this is its final report.

2. Context

Universities face growing scrutiny of their graduate outcomes from Government, employers and students at individual, economic and societal levels. In the past two years, at institutional level, the University of Edinburgh's graduates entered employment or further study at rates lower than the UK, Scottish and Russell Group averages, and the University has been below its HESA Performance Indicator Benchmark for the past 5 years.

Senate Learning and Teaching Committee (LTC) received a paper at its September 2017 meeting proposing high-level actions to support enhanced personal, professional and career development and positive destination outcomes for the University's graduates. LTC was supportive of the paper, noting that there was scope to improve the University's performance in this area, particularly in the extent to which students are aware of their employability. **LTC agreed that employability should be viewed as an intentional by-product of our high-quality learning and teaching, and that a Subject-level approach to employability is required.** The Careers, Employability and Graduate Attributes Task Group was established by LTC to build on the proposals in the September paper and LTC's response to these.

A University group monitoring developments with the Teaching Excellence Framework (TEF) has also highlighted the importance of graduate outcome data, noting that the University will need to perform well in this across Subject Areas should it, at any stage, reverse its decision not to participate in the TEF. Destinations of Leavers of Higher Education (DLHE) data is a strongly weighted contributor to the initial hypothesis in the current subject-level TEF process. The group therefore asked the Careers, Employability and Graduate Attributes Task Group to be ambitious in its thinking and recommendations around employability.

3. Overarching Aims

The Task Group spent some time considering overarching aims, and agreed that the purpose of any work undertaken in this area should be to:

- encourage and support students to engage actively, and from an early stage, with preparation for their future careers;
- ensure students can develop graduate attributes and career-management skills as part of their core curriculum;
- help students to recognise that they are developing these attributes (through both their curricular, co- and extra-curricular activity).

4. Definitions

Recognising that the term 'employability' may not be one that is transparent to all, the Task Group also considered how best to define employability at Edinburgh. It noted and agreed with the following statement published in the Higher Education Academy's (HEA) Employability Framework:

'Over the last 20 years, definitions of employability have shifted from demand-led skills sets towards a more holistic view of 'graduate attributes' that include 'softer' transferable skills and person-centred qualities, developed in conjunction with subject specific knowledge, skills and competencies. However, defining and embedding employability remains challenging.'

The Task Group considered a number of different definitions of the term 'employability' and agreed the following for use in the Edinburgh context:

A set of attributes that empower our graduates to gain employment, to be satisfied and successful in their chosen careers, and to contribute meaningfully to society in a changing world.

5. LTC Paper, 'Supporting Personal, Professional and Career Development: an Institution-Wide Approach'

The Task Group reconsidered the original paper sent to the September 2017 meeting of LTC with the aim of prioritising and identifying any gaps in the proposed activity areas. The Group suggested a small number of changes (amended version included as Appendix 1), but broadly agreed that the proposed activity provided a sensible and comprehensive approach to bringing about improvement in this area, and fitted with the overarching aims outlined in section 3 of this paper.

Three of the activity areas were considered to be particularly important to achieving the overarching aims: governance; visibility and awareness; and learning and teaching. Within these activity areas, the Group concluded that four high-level changes were required to bring about improvement:

- i. Ensure that employability is a strategic priority for the University, and review University planning and reporting processes accordingly (Governance; Visibility and Awareness)
- ii. Develop a more evidence-based and strategic approach to employability in all Schools, including making better use of available data (Visibility and Awareness)
- iii. Improve communication with both staff and students, including a focus on the language used (Visibility and Awareness)
- iv. Further embed and highlight employability within the curriculum (Learning and Teaching; Visibility and Awareness)

6. Employability as a Strategic Priority

Benchmarking with comparable institutions with better graduate outcomes than Edinburgh revealed that most have senior academic staff members, at both institutional and subject level, that are genuinely engaged with employability. This engagement then flows down into all other activity and supports alignment with wider institutional goals and initiatives.

Employability and graduate attributes are not referenced specifically within the University's current Strategic Plan. As College plans are structured around the University's strategic priorities, Colleges are not currently explicitly encouraged to reflect on employability. The University Learning and Teaching Strategy does reference graduate attribute development – *'The University aims to 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'* – but the extent to which Schools are engaging with this Strategy in their planning needs to be assessed.

The University's Internal Review processes require Schools and Subject Areas to reflect on employability, but only capture information every six years. Annual College and School monitoring, review and reporting mechanisms (Programme Monitoring and College and School Quality Reports) do not cover employability and graduate outcomes.

The Task Group concluded that there would be benefit in the University taking further steps to ensure that employability is recognised as being strategically important at all levels. This should include reviewing planning, monitoring, review and reporting mechanisms to ensure that all Schools and Subject Areas reflect on employability and graduate outcomes.

Concerning reporting, the Task Group discussed with Academic Services the possibility of incorporating reflection on employability into annual Programme Monitoring or School Quality Reports. Whilst this would be possible, it was noted that it may not result in the desired level of visibility: a stand-alone reporting mechanism may be more appropriate if employability is to be highlighted as a strategic priority for the University. However the group also expressed some concern about positioning employability as a stand-alone activity and asking Schools to report separately on this.

Recommendation

The Task Group recommends that the University takes steps to ensure that employability is seen as being strategically important at all levels. This should include reviewing College and School planning, monitoring, review and reporting mechanisms to ensure these incorporate reflection and reporting on employability and graduate outcomes. LTC's view is sought on how this might best be achieved.

7. Developing an Evidence-Based and Strategic Approach to Employability

The Task Group considered a number of different sources of evidence during its discussions, and looked in detail at relevant data, particularly the Destinations of Leavers of Higher Education (DLHE) Survey HESA Performance Indicator for 2015/16 leavers, which measures the percentage of full-time, first degree, UK-domiciled graduates in employment or further study six months after graduation. This is the measure that is currently used in the TEF and in UK league tables.

The Group also considered data for European Union and overseas students (noting that the response rates for these groups were significantly lower than those for UK-domiciled students); data broken down by gender; information available through responses to National Student Survey (NSS) questions on *opportunities to apply learning*, the International Student Barometer, the University's 'Making Transitions Personal' activity and third party surveys such as the 'High Fliers' survey; and data obtained by conducting follow-up telephone conversations with some of the University's unemployed 2015/16 graduates (identified through DLHE contact lists).

Overall findings from the various sources of data were that:

- The University's performance in this area has remained reasonably stable in recent years. However, as comparable institutions have improved over this time, the University's relative performance has declined.
- Overseas and European Union students tend to perform better than UK-domiciled students.
- Female students tend to transition into employment better than males, but more males enter graduate-level employment. Confidence levels may be an issue for female students.
- There appears to be a positive correlation between NSS satisfaction levels and graduate outcomes in a number of Subject Areas.

The Task Group concluded that there are rich sources of information about the employability of our graduates available. However, these are not currently used by Schools and Subject Areas in a widespread and systematic way and as a result, there is often a lack of awareness of, and engagement with, employability issues, with resulting lack of concrete action plans.

Recommendation

It is recommended that Schools and Subject Areas are asked to engage more systematically with the information sets that are available and to use these to develop local, evidence-based and strategic approaches to employability. With the move from DLHE to Graduate Outcomes, University-level Key Performance Indicators (KPIs) in this area should be reviewed by the Careers Service and use to inform College and School-level KPIs.

This process has been started through the introduction of School Employability Development Plans, but fuller engagement with and further development of the Plans is now required. Plans should be produced and delivered in partnership with appropriate Professional Services, particularly the Careers Service, but also potentially with the Institute for Academic Development, Information Services, Development and Alumni, Student Societies etc.

8. Improving Communication

Students' attention often appears to be on getting the best degree possible, and many report having little or no capacity to think about their future employment, possibly on account of an excessive focus on assessment during their time at University. Follow-up telephone conversations with some of the University's unemployed 2015/16 graduates showed that the vast majority (76%) did not start looking for employment until after graduation. 12% began looking late in their final year (after Christmas), and the remaining 12%, early in their final year (before Christmas).

The Task Group agreed that communication around employability needs to be developed to ensure that, as identified in the overarching aims of this work, students and staff are aware of the importance of employability, engage with it in a constructive and timely way, and recognise and value the graduate attributes they are developing whilst at University.

Communications around employability need to encourage, as opposed to overwhelm students, and need to be carefully timed. Language is thought to be a key issue here: although this paper proposes a University of Edinburgh definition of employability, there may be merit in using different terminology when communicating with students (for example internal research conducted by the Careers Service suggests that students respond more positively to language around 'futures' than language around 'careers'.) Many communications are likely to have Subject or even Programme-specific elements and need to be tailored accordingly.

Recommendation

It is recommended that the University, Subject Areas and Programmes give further consideration to the way in which they communicate with students about employability. Attention needs to be given to both the timing and content of communications, and to ensuring that communications are tailored to the specific context. There may be benefit in reviewing the University's Graduate Attributes:

<https://www.ed.ac.uk/employability/graduate-attributes/framework>

As previously discussed, making it apparent at all levels that employability is a strategic priority for the University will be key to successful communication and engagement.

9. Further Embedding and Highlighting Employability within the Curriculum

Ensuring that students develop graduate attributes and career-management skills as part of their curriculum is another of the overarching aims of this work. Many examples of employability good practice already exist within the University, but these are often extra-curricular with limited levels of student uptake and restricted access. Feedback from Medicine and Veterinary Medicine students shows that the separate 'Professional Skills' aspects of their programmes, though recognised as being beneficial, are not always popular or valued in the same way as the more clinical or scientific aspects of the curriculum.

The Task Group agreed that employability-related activity should be integral to the learning and teaching experience, and therefore embedded within the curriculum wherever possible. Schools should be encouraged to assess the extent to which this is already the case within their Programmes, and to undertake further curriculum development where required. There would be benefit in developing a repository of models and Subject-specific examples to assist Schools with this process. (Examples from the School of History, Classics and Archaeology are provided in Appendix 2. Proposed University-Wide Courses may provide an opportunity to pilot new ways of embedding graduate attributes within the curriculum.) It was also agreed that there would be benefit in incorporating supplementary training and guidance on this topic into the existing Boards of Studies training.

Recommendation

It is recommended that Subject Areas are encouraged to assess the extent to which activity which supports employability (for example problem-based learning, varied assessment methodologies, work-related and work-based learning, with the connection to personal and career development made explicit) is embedded within the curriculum, and to undertake further curriculum development where required. Models should be developed to assist Schools, and additional guidance provided for staff, including Boards of Studies, to raise awareness of and expertise in the area of graduate attribute development.

10. Further Work

It may be possible to gain additional insights by undertaking further benchmarking against comparable institutions; conducting focus groups with students to better understand the way in which they view their personal development and employability; and undertaking deeper investigation of existing School-based activity.

Recommendation

Whilst the employability stream running through PTAS should provide additional useful data and insight, it is recommended that funding is secured for some additional audit activity that could inform staff development, provide a baseline for activity, and inform any required curriculum development.

11. Timescales and Outcomes

Timeframes are provided for each of the activities detailed in Appendix 1.

The Task Group recognised that it will be some time before the overall results of any work undertaken in this area are known: programme change is a lengthy process, and outcomes cannot be measured until students graduate from any revised programmes. However interim data and conversations with students can be used to provide evidence of enhancements as programmes and activities roll out. Engagement with the data outlined in section 7 will build a longitudinal evidence base against which to compare future trends and the impact of interventions.

12. Summary of Recommendations

- a. It is recommended that steps are taken to ensure that employability is seen as being strategically important at all levels of the University. This should include reviewing College and School planning, monitoring, review and reporting mechanisms to ensure that they provide opportunities to reflect and report on employability and graduate outcomes. LTC's view is sought on how this might best be achieved.
- b. It is recommended that Schools and Subject Areas are asked to engage more systematically with the information sets that are available and to use these to develop a local, evidence-based and strategic approach to employability. With the move from DLHE to Graduate Outcomes, University-level Key Performance Indicators (KPIs) in this area should be reviewed and use to inform College and School-level KPIs. This process has been started through the introduction of School Employability Development Plans, but fuller engagement and further development of the Plans is now required. Plans should be produced and delivered in partnership with appropriate Professional Services, particularly the Careers Service, but also potentially with the Institute for Academic Development, Information Services, Development and Alumni, Student Societies etc.
- c. It is recommended that the University and Subject Areas give further consideration to the way in which it communicates with students about their employability. Attention needs to be given to both the timing and content of communications, and to ensuring that communications are tailored to the specific context. There may be benefit in reviewing the University's Graduate Attributes: <https://www.ed.ac.uk/employability/graduate-attributes/framework>
- d. It is recommended that Subject Areas are encouraged to assess the extent to which activity which supports employability (for example problem-based learning, varied assessment methodologies, work-related and work-based learning, with the connection to personal and career development made explicit) is embedded within the curriculum, and to undertake curriculum development where required. Models should be developed to assist Schools, and additional guidance provided for staff, including Boards of Studies, to raise awareness of and expertise in the area of graduate attribute development.
- e. It is recommended that funding is secured for some additional audit activity in the area of employability that could inform staff development, provide a baseline for activity, and inform any required curriculum development.

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Appendix 1

Activity Areas	Timeframes	Ownership
Governance: The collaborative and mutually dependent and beneficial nature of this work requires transparent and accountable governance processes		
<ul style="list-style-type: none"> Annual review of employability and graduate outcomes at Senate Learning and Teaching Committee, informed by College level reports on actions and reflections, alongside input from the Recruiter Insight Board 	Annually from Jan 2017	A/VP Learning & Teaching
<ul style="list-style-type: none"> Annual review of employability and graduate outcomes at College Learning and Teaching Committee or equivalent informed by School level reports on actions and reflections 	Annually from Oct 2017	Head of College
<ul style="list-style-type: none"> Annual review and reflection of actions in support of employability and graduate outcomes at appropriate School forum 	Annually from Aug 2018	Head of School
<ul style="list-style-type: none"> Recruiter Insight Board established to replace Employability Strategy Group and Employers Forum 	March 2018	Director for C&E
Visibility and Awareness: Numerous examples of good practice, innovative activity and developmental opportunities to enable our students to develop the skills, attributes and mind-sets required for ongoing career and life success exist. Greater awareness amongst both staff and students, and the importance placed on personal, professional and career development is required.		
<ul style="list-style-type: none"> Staff development - employability conference; briefings and webinars; supplementary training for Boards of Studies; meetings of Directors of Teaching and Senior Tutors to raise awareness and share best practice 	Ongoing from April 2018	Director for C&E/Director IAD/Academic Services
<ul style="list-style-type: none"> Work with CAM on messaging for students 	Ongoing from August 2017	Director for C&E/Head of Internal Comms
<ul style="list-style-type: none"> Use Personal Tutor network (including Student Support Officers), <i>Making Transitions Personal</i> and <i>MyDevelopmentHub</i> to reinforce message and increase engagement 	Ongoing from August 2017	Director for C&E/AP Academic Support
<ul style="list-style-type: none"> Use estate development opportunities to increase access, visibility and awareness 	As dictated	Deputy Secretary Student Experience
Learning and Teaching: The curricular experience is a vital component of our support for employability, and particularly important for equity of access, alongside co- and extra-curricular opportunities. This must be relevant to the local subject, staff and student context.		

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<ul style="list-style-type: none"> Negotiated, agreed, evidence based Employability Development Plans produced and active in every School 	Ongoing from August 2017	Director for C&E/Heads of School
<ul style="list-style-type: none"> Colleges and Schools, responding to the new Learning and Teaching strategy, ensure programmes offer effective opportunities for students to develop their graduate attributes. 	July 2018	Deans of L&T
<ul style="list-style-type: none"> Support for and encouragement of engagement with personal and career development embedded from day zero and built throughout four-year degree 	Ongoing from August 2017	Director for C&E/Heads of School
<ul style="list-style-type: none"> Employability Consultancy to work with initiatives such as ELDER to support and influence curriculum design and innovation that enhances students' development and employability 	Ongoing from August 2018	Director for C&E/ Director Learning, Teaching & Web Services/Director IAD
<ul style="list-style-type: none"> Build on dissemination activity for PTAS funded projects, host staff development and engagement activities to share means of supporting graduate attributes and employability within the curriculum 	Ongoing from April 2018	Director for C&E/Director IAD
<ul style="list-style-type: none"> Investigate, and if appropriate pilot, use of University or College wide courses to support the development of relevant graduate attributes and employability 	TBC	AP Research-led Teaching/AP Community Relations
<ul style="list-style-type: none"> Increase opportunities for enterprise education focussing on College level delivery through Boot Camps, SIM (Student-Industry-Meet Up) days and case studies 	Ongoing from August 2017	CEO Edinburgh Research & Innovation
Supporting Infrastructure: Institution wide projects supporting efficiency, consistency and economies of scale will support our endeavours		
<ul style="list-style-type: none"> Procure and implement Alumni Platform to enable alumni and other friends of the University to make meaningful contributions to student development and career success, through career insights, mentoring and work experience 	From August 2017	VP Philanthropy & Advancement/Director for C&E
<ul style="list-style-type: none"> Based on 2017/18 evaluation and enhancement, embed <i>Making Transitions Personal</i> to support student reflection, action and engagement, community building, insights and targeted responses 	January 2018	Deputy Secretary Student Experience/ Director for C&E
<ul style="list-style-type: none"> Launch <i>MyDevelopmentHub</i> to provide easier access to the diverse range of personal development opportunities available to students and to assist signposting 	November 2017	Director for C&E
<ul style="list-style-type: none"> Continue to enhance and grow, by at least 25%, the Edinburgh Award to provide support and recognition of student development activity 	Ongoing	Director for C&E

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Work Experience: Shown to be crucial in graduate success and a vital element of career planning, maximising student access to, and benefit from, all forms of work experience is a central strand of work.		
<ul style="list-style-type: none"> Source and promote part-time off-campus jobs, maintaining annual growth of at least 5% and increase participation in Edinburgh Award (Work Experience) to convert 'casual' employment to more meaningful and purposeful development, with recognition on the HEAR 	Ongoing	Director for C&E
<ul style="list-style-type: none"> Through partnership between Careers Service, HR and ISG, develop a Student Bank (internal temp agency) with the goal of offering 1300 opportunities by 2021/22. 	December 2017	Director for C&E /Director of HR/CIO
<ul style="list-style-type: none"> Pilot and embed new ways for students to gain work experience including Global Insights for WP and Open Door events for early year students 	Ongoing from September 2017	Director for C&E/VP Philanthropy and Advancement

Appendix 2

Examples of Employability-Related Activity Undertaken by the School of History, Classics and Archaeology

- Professionalising the various instances of student activity for and within the School, for example introducing a clear and transparent hiring process for Student Ambassadors, Student Interns and any other roles undertaken by students for the School.
- Professionalising training for Postgraduate Tutors, including introducing an interview process.
- In partnership with the Careers Service, establishing a Careers Board, a mentoring scheme for undergraduate students, and a research project on employability (Phase I funded by PTAS; Phase II (current) funded by the school; larger PTAS bid submitted for a follow up project).
- Careers Consultant brought into the curriculum by History - most importantly the Consultant contributes to History's flagship first year skills course, 'The Historian's Toolkit' (compulsory for all students).
- Looking to work with local stakeholders (including the National Library of Scotland, National Museums Scotland, Signet Library) to develop small, 'skills-focused' training or placements (currently very much in infancy).
- From next year, the School will be supporting an annual, student-led Social Responsibility and Sustainability theme which will raise awareness of the importance of the School's degrees to global problems such as climate change and migration
- The School is trying to support student societies' initiatives, for example the History Society's 'Curating History', which aims to produce small-scale exhibits within the School.
- The School has secured PTAS funding to devise and implement ways of embedding employability in course approval processes.

The University of Edinburgh
Learning and Teaching Committee

23 May 2018

Student-Led, Individually-Created Courses (SLICCs): priorities for 2018 to 2020

Executive Summary

SLICCs have moved from piloting overseen by CSPC to mainstreamed offering, both centrally and locally. The value and flexibility provided by the SLICCs approach is becoming increasingly apparent, as is the potential for this approach to support the University's Learning and Teaching Strategy.

Centrally-run SLICCs are hosted by the Moray House School of Education and as such a review of SLICCs was included as an annex of the School's TPR in March 2018, convened by Professor Tina Harrison. The TPR recommended working with Academic Services to on a paper for LTC to discuss the future direction, development and potential of SLICCs.

This paper summarises the background, progress and broad objectives for the next two years. The Committee is invited to identify any priority areas it sees for exploration, rollout and evaluation during this two-year period.

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

Aligns with University Strategic Objective of Leadership in Learning and Development Themes of Influencing Globally and Contributing Locally, and with the University's Learning and Teaching Strategy.

Action requested

For discussion and identification of priorities.

How will any action agreed be implemented and communicated?

The SLICCs co-leads will use input from the Committee to inform work priorities and discussions for the next two years.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Resourcing support from the Careers Service, IAD and Moray House School of Education has already been secured, in particular for the next two years. The discussion will assist in using these resources strategically and any priorities must be possible to implement within existing resources.

2. Risk assessment

The University's SLICCs work has already commanded significant interest elsewhere in the sector. Failure to capitalise fully on this will result in competitors overtaking the University in an area where it is leading innovation.

3. Equality and Diversity

The SLICC model is designed to offer student's agency and maximise equality and diversity. A substantial spread of student activities from a wide range of student backgrounds has been evidenced, in particular Widening Participation students.

4. Freedom of information

For inclusion in open business.

Key words

Student-led; enhancement; independent learning; reflective learning; learning and assessment literacy; engagement through partnership; flexibility; interdisciplinary provision

Originators of the paper

Professor Lesley McAra	SLICCs Academic Champion and Assistant Principal Community Relations
Dr Gavin McCabe	SLICCs Co-Lead, Employability Consultancy, Careers Service
Professor John Ravenscroft	Convenor of SLICC Board of Examiners, Moray House School of Education
Dr Simon Riley	SLICCs Co-Lead, IAD and Edinburgh Medical School

May 2018

Student-Led, Individually-Created Courses (SLICCs)

Priorities for 2018 to 2020

Background

Student-Led, Individually-Created Courses (SLICCs) have uniquely been developed at the University of Edinburgh to provide a flexible reflective framework to support experiential learning and the embedding of graduate attributes within the credit-bearing curriculum. The SLICCs framework is based around three key principles:

- **Process of learning:** reflection on experiential learning empowers students to go beyond accrual of knowledge. Staff focus formative feedback on the 'front-end' when students are preparing their proposals, and midway.
- **Ownership and autonomy:** students create, own, manage, reflect on and formatively self-assess their own learning, within context of the discipline, or in an interdisciplinary way.
- **Consistency and scalability:** a University-wide framework enables academic staff time to be used to optimise the learning experience through the provision of feedback to approve academic validity and viability, and to assess at the end, operating within and between disciplines.

In the SLICC framework, students submit an academic proposal based on a chosen learning experience – this may be work experience, volunteering, a research activity, a cultural experience and so on. What is key is that students themselves define their anticipated learning based on five generic learning outcomes and contextualise these to their own learning experience. These learning outcomes are directly aligned with the University of Edinburgh's Graduate Attributes Framework. Staff tutors provide feedback and ensure the academic viability of students' proposals. The student then undertakes their project, reflecting on their learning in a regular blog, together with collecting diverse evidence of that learning in their e-portfolio. Students are provided formative feedback on an Interim Reflective Report, which then forms the basis of the summative Final Reflective Report of their learning journey and achievements.

The SLICCs framework is currently being used in two ways:

- as a **centrally-run** course hosted by the Moray House School of Education as an outside elective for Y1 and Y2 UG students over the summer; and
- as **in-programme** SLICCs where existing degree programmes and courses embed the SLICC reflective learning framework and supporting materials in their provision.

Progress

Over the last three years SLICCs have been shown to offer significant educational benefits to students, and provide a key mechanism to support experiential learning and the embedding of graduate attributes within the credit-bearing curriculum. For example, student and staff evaluations highlighted increased assessment literacy, development of a 'mindset for learning', and the flexibility to award credit for a very wide range of experiences. SLICCs align closely and in multiple ways with the institutional Learning and Teaching Strategy, including supporting student development and employability, research-led teaching and interdisciplinary curricular innovation while enabling student autonomy, involvement in co-curricular development, assessment literacy and personalisation of the curriculum.

Following a successful pilot period overseen by CSPC as a course offering credit for students undertaking summer volunteering or work placements, the adoption of SLICCs continues to grow, particularly beyond these stand-alone summer electives. The advantages of the flexibility provided by the SLICCs approach is becoming increasingly apparent (see appendix for more information on exemplars and applications). They are being creatively adopted across schools, disciplines, levels of study and programme curricula. This has especially been the case in professional online postgraduate programmes (e.g. in CMVM), and in embedding community engagement initiatives within curricula. This established and proven SLICCs framework makes possible initiatives across disciplinary and college boundaries, and with interdisciplinary groups of students across different years of study.

Objectives to explore for next two years

The progress made to date has been largely supported through an IAD secondment for Dr Simon Riley (Co-Lead – Academic), and contributions from the Careers Service Employability Consultancy (Dr Gavin McCabe, Co-Lead – Professional Development). IAD and the Careers Service have recognised the opportunities offered by the SLICCs framework and have agreed to continue to support both Dr Riley and Dr McCabe, together with some administrative and e-developer resources, for a further two years.

The aim of this support is to facilitate a broad re-evaluation of the approaches taken to maintain support for SLICCs centrally, and to continue to develop their impact strategically in response to demand from both students and a growing range of programmes across the University. This splits across three objectives:

- To boost the implementation of the University Learning & Teaching Strategy, highlighting the commitment to experiential and research-led teaching, student development and employability, community engagement, giving students' autonomy and supporting innovative learning environments.
- To provide capacity to support the rollout and evaluation of the in-programme credit-bearing SLICCs experiential and reflective methodology in a range of academic, professional and community engagement settings. This will include advising and supporting colleagues on adapting and implementing the SLICCs approach and on evaluating impact and effectiveness.
- To maintain growth in the scale of SLICCs available as outside elective courses, via summertime and potentially term-time options. As well as the educational benefits for students, continuing to develop these SLICCs provides opportunities for staff to gain exposure to the approach as tutors, helps develop a community of practice across the institution, and offers a low risk route to innovate and test the SLICCs methodology in new settings, with learning cascaded to in-programme SLICCs.

Consultation

Academic Services, Moray House School of Education, Director for Careers and Employability, Director of the Institute for Academic Development, Assistant Principals for Community Relations and for Academic Standards and Quality Assurance.

For LTC consideration

In light of the objectives above for the next two years, LTC is invited to identify priorities in areas for exploration, rollout and any broad evaluation during this period:

Q1. What key opportunities or challenges does LTC see for SLICCs in boosting implementation of the University Learning & Teaching Strategy?

Q2. The scope for using SLICCs in a range of settings is significant and resource must be appropriately targeted. What does LTC see as priority areas for rollout?

Appendix

Examples of SLICCs' current and potential use

Enabling student ownership

Easing academic pressures – By providing an alternative route to receiving academic credit through either summertime activities or in the future potentially through co-/extra-curricular activities during the semester, SLICCs increase options for students to control their workload. Recent data highlights this as a particular anxiety for incoming WP students, specifically around balancing part-time work with studies.

Enabling internships requiring academic credit – One popular use of summer SLICCs is for students who have been accepted onto competitive internship programmes but who must show they will receive academic credit. Normally this is not possible but SLICCs have provided an accessible solution, particularly for Y1 and Y2 UG students. Presently, only internships during the UK summertime are eligible however requests are starting to appear from students looking to do an internship during a year abroad in the southern hemisphere.

Enabling teaching innovations and enhancements

Giving credit for summer learning experiences (SCQF Level 8, Y1 and Y2 UGs, pan-institutional, hosted by Moray House School of Education) – Using the SLICCs framework, students have received academic credit for and deepened their learning from diverse summertime experiences including internships, work experience in a wide range of professional and academic environments, expeditions, student academic competitions (e.g. Hyperloop team in Engineering), volunteering, self-proposed activities and projects.

Schools Community Outreach Experience (SCQF Level 8, Y2 UG, School of Literatures, Languages and Cultures) – For many years students have been undertaking outreach, offering cultural and language input in local (often WP) schools, as a co-curricular community outreach activity. Using the SLICCs framework, this is now a course enabling students to receive academic credit for their learning and contributions.

Surfacing learning surrounding the Honours Year Capstone Project (SCQF Level 10, final year UG, Reproductive Biology Honours) – Students undertake a SLICC to explore their learning and acquisition of their broad range of academic, technical and professional skills, and development of their mindsets and autonomy, together with their career aspirations associated with their final year Honours project.

Enabling solutions

Portfolio approach for accreditation of a Programme (SCQF Level 11, Master of Public Health) – The SLICCs framework is used to fulfil an accrediting body requirement: enabling students to reflect on their learning gains and approaches across the programme and how they apply to their professional development.

Network for Intercultural Competencies to facilitate Entrepreneurship (NICE) Erasmus+ consortium of 8 European partners from the Universitas21 and Coimbra groups (SCQF Level 8) – Using the SLICC framework to capture the learning of each

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student from all the institutions, working in interdisciplinary and cross-partner groups, virtually and physically, with all students working for University of Edinburgh academic credit.

The University of Edinburgh

Learning and Teaching Committee

23 May 2018

Lecture Recording Policy

Executive Summary

LTC is invited to review and comment on the following Lecture Recording Policy, extensively revised by the Task Group following wide consultation. In light of consultation feedback, the task group recommends that the lecturer rather than the Head of School should be responsible for deciding whether to record a lecture.

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

Improving the student experience is a key priority for the institution. This paper follows on from previous papers on lecture recording, including the paper establishing the task group tabled at LTC in September 2016, and represents the task group's recommendation.

Action requested

LTC is requested to approve the policy for introduction from the start of 2018-19, subject to endorsement from the CJCNC in relation to its implications for terms of employment.

How will any action agreed be implemented and communicated?

Communication of the final agreed policy is proposed through Heads of School and the Lecture Recording Programme's existing engagement channels with Schools, staff and students, in time for the 2018/2019 session.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The policy places the following responsibilities on Schools or academic staff: (1) providing subtitles or transcripts for disabled students; (2) review and editing of recordings where necessary; (3) the process for opting out of recording.

2. Risk assessment

The proposed policy seeks to improve significantly the consistency of student experience while addressing risks associated with staff concerns around recording their lectures.

3. Equality and Diversity

An Equality Impact Assessment has been completed. There are likely to be significant benefits for a number of groups, including disabled students; and a number of areas to continue to monitor as lecture recording is scaled.

4. Freedom of information

Open

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Key words: Lecture recording, opt-out

Originator of the paper: *Neil McCormick, Educational Technology Policy Officer, 15 May 2018*

Lecture Recording Policy

Consultation and responses

Consultation on a draft lecture recording policy took place between 11 January and 19 February 2018, in the context of UCU industrial action over pensions. 80 responses were received during the consultation, representing the views of 27 Schools, committees or organisations and around 150 individuals (almost all of whom were staff).

- Appendix 1 to this paper is a detailed summary of direct responses to the consultation.
- A summary of the responses received by UCU is included as Appendix 2.
- Appendix 3 is EUSA's response following feedback from student representatives.

A thematic analysis of the responses received directly (that is, not via UCU or EUSA) found that the following themes were most common:

Most common themes within <i>representative</i> responses (/26)	Most common themes within <i>individual</i> responses (/150)
<ul style="list-style-type: none"> • Editing resource (16 occurrences) • Live lecture experience / interaction within the lecture (13) • Attendance (10) • Reviewing resource (10) • Unauthorised sharing of recordings (9) 	<ul style="list-style-type: none"> • Live lecture experience / interaction within the lecture (34 occurrences) • Unauthorised sharing of recordings (33) • Editing resource (29) • Intellectual property ownership (26) • Attendance (26) • Support for exposed academics / policing of students and staff (26)

A number of Schools noted the potential resource that may be required in order to provide accurate subtitles or transcriptions for disabled students.

The consultation specifically sought views on the balance of opt out between individual lecturer and Head of School and this prompted a broad range of views as per the table below (and there is a further table on this subject in the response from UCU in Appendix 2).

	College and School responses (/13)	Other representative responses (/13)	Individual responses (/150)
Retain opt in	1	1	17
Opt out with HoS "informed"	4	3	11
Opt out intermediate position / no strong view	5	2	4
Opt out "agreed" with HoS	1	5	6

Table : Differing views on opt out

Recommended changes to the consultation draft

The lecture recording policy task group has considered the responses fully, and the draft policy for approval below includes a number of recommended major and minor changes. The most significant changes are:

- Giving responsibility for deciding whether not to record a lecture to the lecturer (section 2.2)
- Re-structuring of the “Uses” section of the policy to differentiate more clearly between the uses that the policy permits by default (section 1.3) from the uses that require further agreement (section 1.4)
- Clarification that review and editing of the recording is not expected to be routine (section 2.6)
- The provision of advice to students on how to get the most out of both live lectures and lecture recordings

The revised draft policy for approval is below. Approval will subject to endorsement by the Combined Joint Consultative and Negotiative Committee on 12 June 2018.

A standard agreement for external visiting lecturers using the University’s lecture recording service will form an instrument of the policy.

Communication of the new policy

Communication of the final agreed policy is proposed through Heads of School and the Lecture Recording Programme’s existing engagement channels with Schools, staff and students, in time for the 2018/2019 session.



DRAFT Lecture Recording Policy

Purpose of Policy

This policy has been developed to ensure that:

- Provision of recorded lectures is comprehensive, consistent and efficient and enhances the student experience.
- Students, teachers, visiting presenters and academic managers are clear on their rights and responsibilities when lectures are recorded.

Overview

The University of Edinburgh recognises the benefits to students of the ability to revisit all or part of a lecture. It recognises further the benefits for particular groups of students, for example those with certain learning difficulties or those whose first language is not English. The policy addresses the need to provide clarity on the rights of those involved in each recording and the conditions under which lectures should and should not be recorded, released to students or released publicly.

Scope: Mandatory Policy

The intention of this policy is to ensure a consistent student experience and to help manage the potential risks posed by challenges and complexities in the arrangements for recording lectures. It applies University-wide to all staff, students and visiting lecturers involved in recording lectures and other teaching sessions.

Contact Officer

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Document control

Dates	Approved: DD.MM.YY	Starts: 01.08.18	Equality impact assessment: DD.MM.YY	Amendments: DD.MM.YY	Next Review: 2020/2021
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Approving authority

Senate Learning and Teaching Committee

Consultation undertaken

Members of the Lecture Recording Policy Task Group, including representatives from Colleges, the Student Disability Service, EUSA and UCU. Written consultation with Schools, Colleges and other stakeholders. CJCNC.

Section responsible for policy maintenance & review

Information Services – Learning, Teaching and Web Services

Related policies, procedures, guidelines & regulations

[Accessible and Inclusive Learning Policy](#); [Disciplinary policy](#); [Code of Student Conduct](#); [Learning Analytics Principles and Purposes](#); [Open Educational Resources Policy](#); [Web Accessibility Policy](#); [Timetabling Policy](#); [IP Exploitation](#); [Student IPR](#)

UK Quality Code

QAA UK Quality Code for Higher Education Part B: Assuring and Enhancing Academic Quality, Chapter B3: Learning and Teaching; and Chapter B4: Enabling Student Development and Achievement

Policies superseded by this policy

Local School lecture recording policies

Alternative format

If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.

Keywords

Lecture capture; lecture recording; copyright; intellectual property rights; author's moral rights; performer's rights; takedown; data protection;

The University seeks to enhance the student experience by providing recordings of lectures for students to revisit and review as part of their learning for each Course within their Programme of Study. This aligns with the Learning and Teaching Strategy that aims to ensure all students from all backgrounds achieve their potential by provision of a supportive environment and rich learning culture. It further aligns with the University's strategic objective of Leadership in Learning and its Digital Transformation development theme. The lecture recording service enhances and extends student provision in general, and for students with specific disabilities and conditions in particular, and is in addition to the right granted to students within the Accessible and Inclusive Learning policy to record lecture audio (and, with permission, video) for their own personal learning.

Policy aim

This policy aims to facilitate the practical and responsible recording of lectures and to provide clarity on the rights and responsibilities of the University, its staff and its students, external visiting lecturers and any other participants in recorded teaching.

Essential purpose

The **essential purpose** referred to within this policy is **to allow the students undertaking a taught Course to review recordings of lectures given as part of that Course**. The policy also permits a lecturer to re-use recordings of their lectures within educational resources or their own staff development. Other relevant and appropriate purposes may be considered only if all the participants in the recording agree to this.

The policy intends the lecture room to remain a safe place for the exposition and discussion of potentially controversial ideas between the lecturers and students on a Course. The University will take the unauthorised sharing of lecture recordings by students or staff very seriously.

Scope of the policy

The policy covers timetabled lectures delivered in rooms in which the University has installed the centrally supported lecture recording service. Furthermore, it facilitates (but does not require) the use of the lecture recording service for other purposes, including the recording of seminars, tutorials or public lectures; and using the service to pre-record lectures for use within a "flipped classroom" approach or for online distance learning. Paragraphs 2, 2.1, 2.2 and 2.3 do not apply to these optional purposes.

Notes

The policy assumes the definitions of lecture, seminar and tutorial are well understood, and does not intend to limit what teaching is recorded; but recognises the potential for practical difficulties with retaining consent where many people are recorded within the more interactive formats of teaching.

In this policy, a "participant" refers to as someone with intellectual property in any aspect of the recording, including the University, the lecturer and any other contributor to a discussion within the lecture.

Recordings are made by an automated system, and are neither intended to match the performance standards of professional actors nor the production standards of professional production teams.

Use of recordings

1 The University will provide recordings of lectures to students on taught Courses, where possible, to aid their learning through review and reflection. These recordings are not, other than in very exceptional circumstances, a replacement for lecture attendance or other contact hours.

- 1.1 The [Lecture Recording Privacy Statement](#) details how the University will use and share personal data in relation to the lecture recording service.
- 1.2 Recording of sensitive personal data as defined in current legislation¹ shall not take place without the explicit written consent of the person(s) to whom the data relate.
- 1.3 The following uses of recordings are permitted under this policy:
 - i. The University will provide lecture recordings, where available, to students on the instance of the Course to which the lecture relates. By default, it will also provide access to the staff associated with the Course instance in the Virtual Learning Environment. The lecturer may restrict staff access to a recording further if required.
 - ii. A student may only use the recording for the purposes of their own personal study. The student must destroy any copy of the recording they hold once this purpose has been met. This will always be before the student leaves the University and shall normally be on completion of the final assessment to which the Course relates.
 - iii. A lecturer may publish a recording of their lecture as an open educational resource, with appropriate modifications and safeguards, including an appropriate attribution, licence and having obtained any permissions required from other participants or third parties whose intellectual property resides within the recording. Guidance on this is contained within the [Open Educational Resources Policy](#) and [Website Accessibility Policy](#).
 - iv. A lecturer may use recordings of their own lectures within their own performance review; to facilitate peer observation of their teaching; or if they are investigated under the [Disciplinary Policy](#).
 - v. Learning Analytics from the lecture recording service may be used in accordance with the [Learning Analytics Principles and Purposes](#).
 - vi. A School may use a recording held within the lecture recording service in exceptional situations to provide continuity, as specified within business continuity plans relevant to the School. Examples of exceptional situations might include significant disruption from a pandemic or other natural event or the unforeseen loss of part of the University estate. The School will, where reasonably possible, inform the lecturer beforehand that their lecture is to be used and for what purpose, and the lecturer will retain the right not to permit this use.
 - vii. The Service Owner may audit recordings as per paragraph 6.5 below.
- 1.4 Any other use of a recording will require further, separate agreement between those with rights in the recording. In particular:
 - i. The recordings and any associated metadata will not be used by the University for staff performance review or disciplinary processes without the lecturer's permission, except in the case of alleged gross misconduct.
 - ii. Lecture recordings may not be used as a replacement for intended staff presence in the lecture room (for example, live streaming lectures to overspill rooms) unless the lecturer permits this.
 - iii. Recordings will not be used to cover University staff exercising their legal right to take industrial action.
 - iv. Staff and students may otherwise only use, modify, publish or share restricted-access lecture recordings or excerpts with the permission of the School that owns the Course and of the lecturer and of any other participants in the recording. It shall be a disciplinary offence to use or distribute recordings without permission.

¹ [Article 9 Paragraph 1 of the General Data Protection Regulation](#) from 25 May 2018

- 1.5 Recordings do not constitute a replacement for student attendance at lectures unless the University has specified this as a reasonable adjustment for a disabled student or unless a student has special circumstances².
- 1.6 The provision of lecture recordings on a Course does not constitute grounds to permit students to take Course combinations with clashes of timetabled lectures.
- 1.7 The University and Schools will provide guidance to students on how to benefit from lectures and how to use lecture recordings appropriately.

Level of provision

2 The University will aim to provide a recording of every lecture, as far as is possible and appropriate, in support of a consistent and inclusive student experience. Lecturers will record their lectures using the lecture recording service unless there is a good reason not to.

- 2.1 Schools will schedule automated recording of lectures using the central timetabling system, unless the Head of School³ responsible for the Course authorises a lecturer to initiate their own recordings.
- 2.2 The University recognises there are situations where all or part of a lecture should not be recorded, in recognition that:
 - i. there are teaching approaches that may not be suitable for recording, such as those with a high degree of interactivity
 - ii. a lecturer should not change their teaching approach to facilitate lecture recording where this change would be detrimental to the student experience
 - iii. there may be legal, ethical or privacy reasons for not recording part or all of a lecture
 - iv. a lecturer may have personal reasons that make it inappropriate for their lecture(s) to be recorded

The lecturer is responsible for deciding whether the interests in not recording part or all of a lecture outweigh the interests in recording, and will inform the relevant School of any full lectures they decide not to record. They should consider whether the routine options either to pause recording during the lecture, or to turn off video recording (where the room has video facility), would otherwise allow recording to proceed.
- 2.3 College and Senate Learning and Teaching Committees will monitor this process to promote consistency across the University.
- 2.4 Schools will notify students which of their lectures will be recorded or not by the start of the Course through the Course Handbook or virtual learning environment. Lecturers are advised to provide an appropriate explanation when they do not record a lecture. If a recording is paused or edited, the lecturer should consider providing an explanation for the pause or edit where it is reasonable and proportionate to do so.
- 2.5 In accordance with the [Accessible and Inclusive Learning policy](#), Schools will notify students by email if a lecture recording arrangement changes during the Course. This includes where the change prevents recording and where the change facilitates a recording that would not

² That is, circumstances that are exceptional for the individual student, are beyond that student's control and for which there is sufficient evidence to show that they prevented the student attending.

³ Heads of School may delegate this responsibility within the School.

otherwise have taken place. When a lecture is changed or cancelled, Schools will ensure the associated scheduled recording is also changed or cancelled promptly.

- 2.6 The lecture recording service by default will automatically release scheduled recordings to the students on the Course 24 hours after completion of recording and post-processing of the associated data. Lecturers may alternatively opt for immediate release or manual release of their scheduled recordings. The 24-hour delay gives the lecturer (or Course Organiser, where the lecture is given by a student or a visiting lecturer) scope to postpone the scheduled release of a recording where they believe there is cause to do so, for example where it may be necessary or desirable to review or edit a recording prior to release. Lecturers who initiate their own recordings will arrange manual release of these recordings.
- 2.7 Students will access lecture recordings “on demand” via the service. Exceptions:
- i. The School will provide a download of a recording to a disabled student on the Course where this has been specified as a reasonable adjustment.
 - ii. The lecturer may at their discretion provide download access to all students on the Course where, in the lecturer’s opinion, this is appropriate.

Accessibility

3 Recordings must not breach equality legislation and must comply with the [Accessible and Inclusive Learning policy](#).

- 3.1 The Equality Act 2010 places an anticipatory responsibility on the University in making reasonable adjustments to its services. Lecture recordings in themselves represent provision of teaching resources in an alternative format. Schools will ensure disabled students are not disadvantaged by providing transcripts or subtitles on recordings where required.
- 3.2 The [Accessible and Inclusive Learning policy](#) covers the rights and responsibilities of students who wish to make their own recordings of a lecture for their own personal learning.
- 3.3 The University will provide clear, accessible guidance on how to access recordings made with the lecture recording service.

Participant and University rights

4 By using the lecture recording service, staff, students, visiting lecturers and other participants consent to the University recording them and agree to give the University the licences necessary to use the recordings for the essential purpose in this policy.

- 4.1 The policies on [exploitation of intellectual property](#) and [student intellectual property rights](#) cover the status of intellectual property generated by the University’s employees and students. Where the University and an employee have agreed that the employee retains some or all of the intellectual property rights to material used within a lecture recording, the employee agrees to grant the University a non-exclusive licence to use the material for the essential purpose in this policy.
- 4.2 Performer rights reside with the lecturer and other lecture participants, who agree to the recording of the lecture and agree that the University may use their performance for the essential purpose in this policy. Lecturers wishing to assert their right to be identified as

author or performer should do so as part of the recording, for example on an introductory slide.

- 4.3 Where a student (either as the lecturer or as a participant) holds some or all of the intellectual property rights to material used within a lecture recording, the student agrees to grant the University a non-exclusive licence to use the material for the essential purpose in this policy. The student also agrees to grant the University a non-exclusive license for re-use of the material by the lecturer within an educational resource or the lecturer's own staff development, and for re-use of the material by the School within the scope of a business continuity plan.
- 4.4 A student is required to be recorded if the recording is a mandatory part of their assessment. A student otherwise making a contribution recorded by the lecture recording service may contact the lecturer to arrange for deletion of their contribution. Students wishing not to be recorded should, where possible, sit in areas away from microphones and outwith the field of view of any camera installed.
- 4.5 External visiting lecturers (or their employer as appropriate) retain copyright on work and any other intellectual property rights they generate and, by accepting the terms of the external visiting lecturer agreement on lecture recording, agree to grant the University a non-exclusive licence to use the recording for the essential purpose in this policy.
- 4.6 Lecture room signage will indicate if a venue is equipped with lecture recording equipment. A recording light will indicate recording status.

Third party copyright

5 Staff, students and visiting lecturers presenting material in a recording must ensure that they do not infringe third-party copyright.

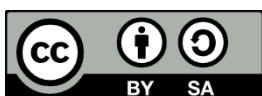
- 5.1 Use of third party materials may fall within the "fair dealing" exception if used for the sole purpose of illustration for instruction.
- 5.2 Notwithstanding 5.1 above, where a lecture includes broadcast or other material under a licence that does not clearly permit copying that material further, the lecturer shall pause the lecture recording while using the licenced material and should subsequently and where appropriate provide students with separate access to the licenced material (for example, linking it from the virtual learning environment).
- 5.3 The University will provide sources of advice to lecturers with queries over potential copyright infringement, including the Library Copyright Service and the lecture recording service support webpages.
- 5.4 Lecturers should provide visible citations on slides and for recordings used within recorded lectures.
- 5.5 Any party who believes their rights have been infringed in or by a recording may contact the lecture recording Service Owner who will normally take down the recording pending investigation of the alleged infringement.

Security and retention of recordings

6 The University or its software partners will securely host media captured and delivered by the lecture recording service. The lecture recording service will retain a recording for two years from the date of recording before deleting it.

- 6.1 Data are hosted within the European Union⁴ and the data protection and data security arrangements must satisfy the University's Data Protection Officer and Chief Information Security Officer respectively.
- 6.2 If a lecturer wishes to retain a recording for longer than the normal two-year period then they should transfer the recording to the University's Media Asset Management Platform. The University cannot be held responsible for any recordings deleted after this two-year period.
- 6.3 If a licence for material used within a recording constrains the University to retain that material for less than a two-year period then the lecturer must arrange for deletion of the material at the end of the time specified by the licence. Lecturers may otherwise delete their recordings sooner than the normal two-year period with the permission of the Head of School⁵ responsible for the Course.
- 6.4 In the event of a lecturer's employment with the University ending, the University will retain their recordings for the normal two-year retention period unless the lecturer arranges to delete or transfer them per paragraphs 6.2 or 6.3 above. A former employee wishing to use a lecture recording should contact the School responsible for the Course to request its transfer to the University's Media Asset Management Platform.
- 6.5 The University reserves the right to audit recordings in the context of service operation and management and the Service Owner may delete an inappropriate recording sooner than the normal two-year period.
- 6.6 When a lecturer or the Service Owner deletes a recording before the end of the instance of the Course to which the lecture relates (including re-sit examination diet(s) where applicable), they should notify the students on the Course and the other participants in the recording.

Draft 15 May 2018



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⁴ The University's software partner may operate a worldwide 24-hour support model, in which case the DPO and CISO must be satisfied with the data protection and security arrangements that will allow software partner support staff based outwith the EU to access the data required to provide this support.

⁵ Heads of School may delegate this responsibility within the School.

Policy Consultation Responses

The task group consulted on a draft lecture recording policy between 11 January and 19 February 2018. The following submitted synoptic representative responses:

- **University Committees (2)** – Knowledge Strategy Committee, Library Committee
- **Colleges (1)** and **College Committees (1)** – College of Arts, Humanities and Social Science; CAHSS Library and IS Committee
- **Schools (13)** – Biological Sciences; Centre for Open Learning; Economics; Education; Edinburgh College of Art; GeoSciences; History, Classics and Archaeology; Law; Mathematics; Medicine (including Biomedical Sciences); Philosophy, Psychology and Language Sciences; Physics and Astronomy; and Social and Political Science
 - **Departments within Schools (7)** – Reid School of Music; Digital Education; Human Geography; MBChB; Oral Health Sciences; Usher Institute; Sociology.
- **Other departments (1)** – Student Disability Service
- **Edinburgh University Students' Association (1)**, following responses from School student representatives.
- **University and College Union Edinburgh (1)**, following 81 individual or group responses to UCU and including UCU's analysis of these responses. UCU undertook this analysis in parallel with the analysis below and it is presented separately.

A number of representative responses from subject areas or other units within some Schools are also included, immediately after the relevant School-level response.

The following Schools and departments submitted concatenated individual responses and we have concatenated these in turn:

- **Schools (5)** – Business; Chemistry; Divinity; Economics; Literatures, Languages and Cultures
- **Others (1)** – Institute for Academic Development

These constitute **103 individual comments**. In addition, **47 individual responses** were submitted directly, including two from students, listed below in order of submission.

The final policy and related assessments should also reflect consideration of comments (1) from the Director of Academic Services regarding the Equality Impact Assessment (2) from the task group convenor regarding penalties for sharing files and (3) from Legal Services regarding the definition of gross misconduct.

Consultation themes and analysis

The following is a thematic analysis of the responses to the consultation submitted to the policy officer, based on the frequency in which respondents brought up each theme. It suggests a set of themes, grouped within ten broader areas, and accompanied by a selection of quotes from the responses. A further paper proposed possible changes to the policy and associated documents, as suggested by the responses, for discussion by the task group.

Most common themes

Most common themes within <i>representative</i> responses (/26)	Most common themes within <i>individual</i> responses (/150)
<ul style="list-style-type: none">• Editing resource (16 occurrences)• Live lecture experience / interaction within the lecture (13)• Attendance (10)• Reviewing resource (10)• Unauthorised sharing of recordings (9)	<ul style="list-style-type: none">• Live lecture experience / interaction within the lecture (34 occurrences)• Unauthorised sharing of recordings (33)• Editing resource (29)• Intellectual property ownership (26)• Attendance (26)• Support for exposed academics / policing of students and staff (26)

Detailed themes

Unattributed quotes below are from individual respondents.

A. Copyright & IPR

There were concerns in both some representative and some individual responses around the understanding of copyright issues and resource to understand and address this.

“There is still misunderstanding around copyright and it would be helpful for Information Services to provide easy and quick access to copyright support.”

– Library Committee

“Copyright violations and other misuses of the material - there is no information on how the university would address this both for current and former students such that the recorded lecturer is protected.”

The policy deliberately makes few definitive statements on intellectual property other than that a number of parties including the University and the lecturer each own some of the rights. The definition of a “participant” in a lecture was not clear to everyone. A number suggested that there should be a technical solution for assertion of performer rights.

“Staff worry about the loss ownership of their lectures...”

– School of History, Classics and Archaeology

“I think the copyright of the recording should be held by the Lecturer and an exclusive license should be granted to University for a maximum of a two-year period from the recording.”

“It would be sensible instead to create a generic statement asserting the lecturer’s rights as author and performer of the lecture which would automatically be published with the recording, unless the lecturer requested otherwise.” – Sociology

Copyright & IPR	Representative responses (/26)	Individual responses (/150)
Copyright clarity and resource	6	7
Intellectual property ownership	6	26

Table 1 – Copyright and Intellectual Property Rights: number of occurrences in responses

B. Pedagogy and student engagement

One of the most common areas for comment was the weighing up of the potential costs and benefits for learners. Some commented on gaps in the evidence that recorded lectures benefit students overall, and on whether students appreciated the potential negative impacts of recorded lectures being available. A great many respondents, including most Schools, believed that change to the live lecture experience, particularly a more limited interaction between lecturer and students, and a risk of more passive learning, was likely. Respondents also asserted several other potential pitfalls for students, particularly those less engaged with their studies; that attendance would drop (or indeed had dropped in their experience); and that students would not gain the same level of skills in note-taking when recordings were available.

“Lecture recording seems to have been introduced without considering how students are meant to use lecture recordings for effective learning. ...sometimes when we simply re-read we think we have a better grasp of the content than we really do simply because it is familiar (the fluency illusion).”

“There are concerns that lecture recording can undermine learning by inducing more passive and less active learning...” – School of Economics

*“Several respondents expressed concerns about students not attending lectures and simply relying on the recorded versions, with a consequently diminished shared experience and engagement with the lecturer and fellow students.”
– Edinburgh Medical School*

“The roll out of lecture recording necessitates additional measures to bring home to students the educational benefits of attending a live lecture, particularly during induction programmes.” – School of Law

“Students that I have spoken to or heard opinions from have all had (a) a positive response to the Lecture Capture where available, (b) an acknowledgement that it is not a replacement for attendance at lectures. ... Without [research] data it is difficult to understand what effects lecture capture may be having on the whole student cohort” – School of Mathematics

“Students may re-watch lectures several times hoping to glean some deeper insight which should really be gleaned through further reading.”

*“...the ability to have access to recordings when students...have had to miss lectures for unavoidable or emergency situations is invaluable and hugely alleviates the additional stress caused by falling behind with work.”
– Edinburgh University Students’ Association*

“Some students won’t interact in a class if they are going to be recorded...”

“Will [the University] make clear that lectures are safe spaces, in which many ideas can be entertained and discussed, without legal repercussions?”

“I do not think giving students access to recorded lectures will improve learning. ... The only reason I can really see for recording lectures would be to increase our distance learning offerings.”

“Cons: ...

- Hurting the dignity of the transience of the spoken word.”*

“However, an experiment of recording some lectures on one of my undergrad courses was a complete disaster. Attendance was abysmally low which in turn impacted class participation and engagement (not to mention the demotivating impact on the lecturer).”

Some raised concerns that students would be more inclined to focus their answers within assessment on lecture recall rather than deeper understanding. The potential for student appeal was noted based either on imprecise material recorded during a lecture or on the basis that material should not be examined because a lecture recording was not available.

“As lectures are unscripted, and therefore can be imprecise, will everything that is recorded be taken as: “the truth” for the exam?”

Several respondents sought more clarity or guidance on dealing with seminars, and with classes that perhaps fall in a grey area between lectures and seminars.

“It is noted that most of the policy is also relevant to ‘seminars, tutorials or public lectures’, but it is not clear what that means - does a seminar need one or more students present to fall under this policy?” – Usher Institute

“Concern was also expressed regarding the use of ‘lecture’ recording in Senior Honours core and elective courses. The majority of these classes are small (most have 25 or less students) and all aim to be interactive and discursive.” – Deanery of Biomedical Sciences

“There was some doubt about the utility of lecture recording for smaller groups (e.g. less than 30) where the teaching may be a mixture of lecture and seminar i.e. discursive and interactive.” – Usher Institute

There were a few respondents who suggested investing resource in other technologies.

*“It is felt that there are other methods and technologies that can better enhance learning, such as vlogs, discussion boards, feedback technologies and that resources might be better devoted to these projects than lecture recording.”
– School of Economics*

<i>Pedagogy and student engagement</i>	Representative responses (/26)	Individual responses (/150)
Pedagogy	7	13
Live lecture experience / interaction within the lecture	13	34
Evidence/evaluation of benefits	7	6
Attendance	10	26

<i>Pedagogy and student engagement</i>	Representative responses (/26)	Individual responses (/150)
Pitfalls for students	6	15
Improvement/development of lecture quality	4	3
Grey area between lectures and seminars	4	11
Utility for small groups	1	-
Assessment implications	1	9
Other technologies as better use of the resource	2	1

Table 2 – Pedagogy and student engagement: number of occurrences in responses

C. Resource

Many Schools and individual staff were concerned over the potential time required to fully review and edit recordings; to add subtitles or produce transcripts; and to record authorisations for opt-outs.

“The proposed policy places the responsibility on a School and its staff to enact specific aspects of service provision, which are not costed, and these are a cause for concern as they will place additional requirements on School resources diverting them from areas which Staff have identified as areas most likely to enhance the student experience.” – Moray House School of Education

“These tasks (editing, publishing, subtitling, and transcribing recordings) do not fall within the standard duties for university lecturers, nor are they part of the present remit of school-level technical staff.” – School of Philosophy, Psychology and Language Sciences

“An important consideration is the lead-in time required to decide whether lectures will be recorded or not, which is very likely to be longer if permission has to be sought to opt out.” – Sociology

“Staff concerns appear to centre on the lead-in time required to decide whether lectures will be recorded or not, which is very likely to be longer if permission has to be sought to opt out.” – Moray House School of Education

<i>Resource</i>	Representative responses (/26)	Individual responses (/150)
Editing resource	16	29
Reviewing resource	10	15
Review visiting lecturers	1	1
Administration of opt out	5	5
Subtitle/transcript resource	9	8
Division of labour	5	8

Table 3 – Resource: number of occurrences in responses

D. Level of provision

The consultation specifically sought views on the balance of opt out between individual lecturer and Head of School and this prompted a broad range of views:

	School responses (/12)	Other representative responses (/14)	Individual responses (/150)
Retain opt in	1	1	17
Opt out with HoS informed	3	4	11
Opt out intermediate position or no strong view	5	2	4
Opt out agreed with HoS	1	5	6

Table 4 – Differing views on opt out

The remaining four representative responses (from Edinburgh College of Art; the School of History, Classics and Archaeology; the Reid School of Music; and the School of Economics who suggested, in common with a few others, that the move to opt out was premature) did not give an explicit view.

“...the proposed policy and large-scale implementation can place the University as a leader in the field.” – Knowledge Strategy Committee

“There are concerns that the movement to a fully opt-out policy is driven by student demand and technology rather than pedagogy.” – School of Economics

*“Our consultation responses indicate that there is a strong view within the School that a move towards an opt-out in 2018/2019 is premature.”
– Moray House School of Education*

*“I expect that the Law School would be able to fall in with whichever approach is preferred, in that this did not seem to excite great emotion either way.”
– School of Law*

“Rather than Head of School the opt-out should be discussed at a teaching focussed committee so that subjects and courses that affect different cohorts of students can be considered.” – School of Geosciences

“The second part of [clause 2.2] gives no direction about what should happen if the lecturer and the Head of School/their nominee disagree about whether the lecture/part of lecture should be recorded.”

“This draft policy ... deliberately uses misleading terminology like ‘agree’ or ‘inform’, where it actually means ‘Lecturers will be forced to have their lectures recorded against their will.’”

“I personally would relinquish my position here, albeit with regret, if it were to become the case that I could not continue to teach without submitting to being recorded on a daily basis.”

Several Schools and individual staff respondents feared that the policy might have an impact on their local management of student expectations. Others referred suggested that the policy place greater importance on a dialogue with their students around reasons for not recording.

“However, it is also important that the University not create inappropriate or unrealistic expectations concerning lecture recording. If the University establishes or reinforces unrealistic student expectations about which lectures will be recorded, this undermines the power of each subject area to manage student expectations in the manner most suited to their respective topics and teaching styles.” – School of Philosophy, Psychology and Language Sciences

“Encouraging dialogue between staff and students as to the pedagogic reasons why particular material is not appropriate is important and should not be dismissed.” – School of Geosciences

A few Schools commented on the criteria for not recording, and the importance of dialogue with students about why lecturers might seek not to record a lecture was recognised. A number of individuals suggested there could be more clarity on the provision of pre-recorded lectures prior to a very interactive session.

“The guidelines for what a ‘good reason’ for opting out are very vague at the moment. This may be deliberate, but what a staff member sees as a good reason may be different to what a student sees as a good reason. In good cases, there will then be a discussion about the pros and cons and a good conclusion will be reached. But that won’t happen all the time. And then what will be the basis for the decision?” – School of Mathematics

Differing views on the default restriction of the recording to those on the relevant instance of the Course.

“[Clause 1.3] should be amended to reflect that this provision applies as default only to the particular year in which the lecture was recorded, and not to other years in which that course is offered.” – School of Philosophy, Psychology and Language Sciences

“Even without seeking a fully open educational resource, it’s extremely helpful for teaching and learning to have videos of this course available to staff and students not currently enrolled on the course.”

Level of provision	Representative responses (/26)	Individual responses (/150)
Managing student expectations	4	6
Clarity on criteria for not recording	3	-
Pre-recording lectures as an alternative	1	5
Academic freedom	-	6
Asymmetric opt out (staff vs students)	3	4
School/lecturer control on timing of release	5	2
Dialogue with students around not recording	5	2
Restrict access to those on instance of the Course	2	2

Table 5 – Level of provision: number of occurrences in responses

E. Unauthorised release

Some were reassured but many more were concerned around the ease with which staff or students might share unauthorised copies of lecture recordings on public fora. It was feared that staff may restrict their discussion of unpublished research or sensitive academic subjects within lectures as a

result. Many asked for clarity both on the support the University would provide for exposed academics, and on the penalties for those who share lectures without authorisation.

“I believe the policy is quite clear and sufficient safeguards are included...”

*“The policy needs to make clear that students **and staff** (other than the lecturer) may not distribute **any part** of the material in any form, including editing any audio or visual clips and distributing them separately or with any other material.”*

– Sociology

“We investigated briefly if it was possible to download the captured lectures and therefore then put them on YouTube: within 5 minutes we knew how to do it (in Chrome). FYI here is how - it is simple...” – School of Mathematics

“The [Deanery’s Learning and Teaching Committee] has little faith that policing of retention and/or misuse of downloaded material will, or can, be effective.”

– Deanery of Biomedical Sciences

“Does this University provide adequate support and guidance for staff working in the digital age and in relation to social media? It was acknowledged that this issue is wider than the Lecture Recording Policy, and may require input from HR.

The danger of recorded material being released outwith the University, with potential consequences for staff and students, was noted.” – Library and Information Strategy Committee, College of Arts, Humanities and Social Sciences

Unauthorised release	Representative responses (/26)	Individual responses (/150)
Concerns around unauthorised sharing of recordings (including unpublished research or sensitive areas)	9	33
Support for exposed academics / policing of students and staff	8	26

Table 6 – Unauthorised release: number of occurrences in responses

F. Potential uses

A number of respondents queried whether the policy was clear on some of the potential uses of the system, often the sorts of uses that the policy task group did not envisage as being permissible without the agreement of the lecturer.

“...a system in which course lectures are recorded without the consent or wish of lecturers is a system that can be abused by line managers for disciplinary purposes, negates some of the protection that academic freedom encapsulates and would contribute to a system that already stresses lecturers and holds them under performance target pressures that is destructive to well-being.”

“We would like the policy to be clear in what its essential purpose is not: not to be used as a replacement for intended staff presence in the lecture theatre (e.g. streaming to other rooms); not to be used systematically to compensate for timetabled clashes of lectures; not to be used as a systematic replacement for attending lectures (due to the benefits of active learning).”

– School of Mathematics

“...it sets a potential precedent for distance learning by stealth for courses which may not have been designed for this and ultimately cheapens the learning experience.” – Edinburgh College of Art

Potential uses	Representative responses (/26)	Individual responses (/150)
Performance rating for staff	2	5
Implications for staffing levels & recruitment	2	6
Staff wellbeing	3	9
Overspill	1	-
Student Course clashes	2	2
Contingencies, inc. industrial action	4	8

Table 7 – Potential uses: number of occurrences in responses

G. Facilities

A number of respondents cited issues with reliability of the technology, or maturity of the system and processes. There was a demand for wider availability of chalkboard/whiteboard recording in a number of areas, including one or two outwith Science and Engineering. A number sought clarity on whether video need be captured on lectures in rooms fitted with a camera, and on whether this could be scheduled to happen automatically.

“There are concerns that the technology is not yet reliable enough and not installed in all rooms to make the policy workable. We have experienced a number of technical failures so far this year.” – School of Economics

*“We must stress that for...the sciences in general, video, rather than audio, recording of lectures is essential in order to capture the mathematics and diagrams on the blackboards. As such, there are only a few suitably-equipped rooms and hence low penetration of lecture capture in the School...”
– School of Physics and Astronomy*

*“...lecture recording can reduce the likelihood of lectures over-running, assisting students who have successive lectures scheduled...”
– Knowledge Strategy Committee*

*“The policy should allow for recordings in the form of screencasts rather than videos. It should be made easy for lecturers to request what form they wish lecture recording to take so that this is automatically set up for their lecture...”
– Sociology*

Facilities	Representative responses (/26)	Individual responses (/150)
Maturity/reliability of the tech	3	16
Keeping lectures to schedule	1	1
Availability of right equipment	6	10
Turning off video	2	6

Table 8 – Facilities: number of occurrences in responses

H. Training

A few respondents picked up on availability of training for staff, and on the production of guidance for students in using lecture recording appropriately and successfully.

“There will need to be explicit guidance and training offered to staff about the purpose of lecture recording and expectations and exemptions.”

“Lecture recording seems to have been introduced without considering how students are meant to use lecture recordings for effective learning.”

“It would be helpful to stress that students need access to good, clear, accessible guidance on how to access the recordings.”

Training	Representative responses (/26)	Individual responses (/150)
Staff training availability and effectiveness	2	4
Student guidance	-	4

Table 9 – Training: number of occurrences in responses

I. Privacy and retention

Some respondents noted the risks and difficulties of dealing with sensitive data (as distinct from sensitive material). A few respondents suggested either a longer or a shorter retention period.

“Materials held for longer than 2 years will need to comply with the archiving policy. Appraisal decisions would need to be made and GDPR impact considered.”
– Library Committee

“There is an argument for ensuring the policy insists that lecturers in the clinical domain should be asked to provide written agreement that their lecture is suitable for release and does not breach any confidentiality before it is made available to students.” – Edinburgh Medical School

“...to avoid confusion, recorded lectures should only be available to the cohort to whom they were originally given. Therefore, the natural retention period will vary according to level, but would be 3 years on average.”
– School of Physics and Astronomy

Privacy and retention	Representative responses (/26)	Individual responses (/150)
Archive policy	1	-
Retention	4	9
Privacy (including use of sensitive data)	2	7

Table 10 – Privacy and retention: number of occurrences in responses

J. Benefits for students

A number of respondents explicitly recognised the potential benefits for students, and for particular groups of students. A handful of respondents argued not to use accessibility as a driver for the implementation of lecture recording at scale.

“There is an appreciation that lecture recording can benefit students, particularly students who have adjustments or whose first language is not English and that

many students find recordings useful and use them wisely to aid their note-taking, understanding and revision.” – School of Economics

“The automatic recording of lectures should not be used as a disability access issue – physical access should be improved so all students can participate in a community of learning on campus.”

“[Staff in the Student Disability Service] daily see the positive difference which lecture recording makes to students’ access to learning ... without the potential stigma of having to make special arrangements. ... We also witness the frustrations and disadvantages suffered by students finding out that their lectures aren’t recorded, even though the facility is available in the lecture theatres concerned.”

“Students are keen to receive consistent and predictable support during their time at Edinburgh, and a lecture recording service which is applied variably therefore has the potential to negatively impact their student experience. Joint degree students, for example, will be justifiably frustrated if they can access lecture recordings in one half of their degree programme but not in the other with little or no explanation as to why this is the case.”
– Edinburgh University Students’ Association

Benefits for students	Representative responses (/26)	Individual responses (/150)
Benefits for disabled students	3	11
Accessibility as a driver for opt out	4	7
Benefits for students generally	5	13

Table 11 – Benefits for students: number of occurrences in responses

*Neil McCormick
 Educational Technology Policy Officer
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LECTURE RECORDING CONSULTATION: SUMMARY OF RESPONSES SUBMITTED TO UCU

During the lecture recording consultation process, staff were invited to submit written responses to UCU. In addition, the consultation was briefly discussed during a branch meeting.

Shortly before the close of the consultation, a situation arose in the School of Law and possibly other schools regarding the use of lecture recordings during the strike. From then until sometime after the close of the consultation, management gave a series of conflicting and inaccurate claims about what was happening. The vice-chancellor has said that lessons must be learned from this and recognised that there is a need to rebuild trust. Since this situation arose, UCU has had a number of meetings where the lecture recording policy was discussed.

1. RESPONSES TO THE CONSULTATION

1.1. Opt-in, Opt-out, Permission of Head of School, and other options. The consultation document framed this issue as opt-out vs requiring permission of head of school. Most written responses were lengthy with nuanced position. An attempt was made to categorise views, and the count on views appears in the following table:

Never	8
Opt-in	10
Opt-out	28
Parity with students	2
Permission of HoS	9

Requiring permission from the head of school was a fringe view, having roughly as many supporters as the view that lecture recording should not be permitted -because of perceived damage to academic and student culture- even with the permission of the lecturer.

“Opt-out” was taken to mean that lecturers should have the authority to decide for themselves whether to opt out, and was contrasted with requiring permission of the head of school. Reasons for opt out included pedagogical reasons, reasons that were considered unique to a discipline, and not wanting to grant managers intellectual property rights that had not previously been part of our contract. “Never” represents those who argued that lecture recording should not occur, typically based on arguments about pedagogy and about student culture, including attendance. “Parity with students” represents those who believe that staff should have the same right to opt out of lecture recording as students.

Even before the problems in the School of Law, a significant proportion of written responses expressed a view more restrictive than the either the opt-out or permission of head of school positions that we had been encouraged to consider. At meetings, people often argued for opt-in.

1.2. Workload and video editing. The proposed policy calls for video to be edited within 24 hours of a recording being made. Responses noted that high-quality video editing is specialised work requiring skilled staff and special equipment or software. Many responses noted that no additional time is being allocated for this work, or the work of posting video,

in workload allocation models. Even simply watching the video for portions that need to be cut would add hours of work per week during teaching time.

Staff at a meeting were not reassured that the policy intends for editing to only occur in unusual circumstances, where a particularly controversial or personal comment has unexpectedly been recorded, since this is not what the draft policy states.

1.3. Intellectual property rights. Several responses noted that this policy would force staff to give intellectual property rights to the university and that many staff are not inclined to do so.

Furthermore, the university, and universities across Britain, are increasingly hiring teaching staff on fixed-term contracts. There were particular concerns about the university posting recordings of staff who are no longer employed by the university. One staff member on a fixed-term contract who submitted a written response felt that their position was so vulnerable that they didn't want their comments shared with management, since even anonymous comments could be used to identify them.

1.4. Lack of trust in the evidence and process. A detailed evaluation of the evidence presented to the senate learning and teaching committee was assembled in the school of social and political science. This concluded both that the arguments made to justify lecture recording in the university were not supported by the published work and that the underlying evidence was weak. This document was often cited by people in meetings. The overall view seems to be that there is currently little evidence for whether lecture recording actually improves student learning but that this is worth exploring, particularly since students are currently enthusiastic about it.

Particularly at meetings, staff expressed scepticism that there would be any meaningful outcome from the consultation process. Some written responses also expressed scepticism that the managers would follow policy. The fact that a significant amount of money and time has been spent installing equipment has been taken by some to indicate that a policy has already been decided by senior management and will now simply be imposed and that committees and the consultation are merely to give it legitimacy.

1.5. Posting of video online and discipline. Staff have found that it is not difficult to download video via the mediahopper streamer, despite assurances that this is not possible. There is a general scepticism that it is even technically possible to prevent recordings from being downloaded. Several written responses made reference to the possibility that video, particularly out-of-context comments, would be posted on youtube. This was one of the arguments for not requiring permission of head of school.

While it was recognised that posting recordings or portions of recordings online was a violation of the policy, staff did not believe there was an effective enforcement mechanism for this. One response wanted assurances that the university would act rapidly to force, for example, youtube to take down recordings that had been posted elsewhere.

1.6. Business continuity. There were several concerns that the clause on business continuity was too vague and would allow managers to do essentially whatever they pleased regardless of other parts of the policy. In particular, almost anything could be viewed as "exceptional" by managers inclined to do so.

2. THE SITUATION IN THE SCHOOL OF LAW AND THE USE OF LECTURE RECORDING DURING THE STRIKE

Shortly before the close of the consultation process, we received reports that the School of Law was using previously captured lectures in ways that would violate the proposed policy to undermine the union's legal strike. After we raised these concerns, the guidance to managers was changed. Nonetheless, we soon learned that the actual behaviour of managers was not and that the use of lecture recording during the strike had been part of managers' strike mitigation policy for a long period of time.

We were told that the lecture recordings had always been available to students. We were told that the School of Law was legally required to make lecture recordings available as part of the accreditation process for students to become lawyers. Our members told us, and the head of the law school subsequently confirmed, that neither claim is true.

We have been unable to get clear answers to questions about how other schools were using lecture recordings during the strike.

As a result of this, at subsequent meetings, there has been a lack of trust in the lecture recording process and even staff who had enthusiastically engaged in previous opt-in systems expressed dissatisfaction.

3. CONCLUSION

The position of UCU is that

- (1) The lecture recording policy represents a significant change to our terms and conditions of employment, for example around intellectual property. Therefore, **the policy will need to go to HRPDG and CJCNC for approval.**
- (2) The system should be **opt-in** and certainly staff should not be recorded without their approval.
- (3) The university should **delete recordings at the end of the academic year.** Furthermore, if the business continuity clause remains, then it should be recognised that striking is a legal right and not exceptional.

Lecture Recordings Policy Consultation
Edinburgh University Students' Association Response
19th February 2018

For a number of years, Edinburgh University Students' Association has been enthusiastically supportive of the provision of lecture recordings, and we welcome the opportunity to respond to the consultation on the new Lecture Recordings policy.

The Students' Association feels strongly that lecture recordings should be provided on an opt-out basis, as proposed in the current policy. We believe that parity of access to educational materials is important in and of itself, but that this need for consistency is of particular importance at the University of Edinburgh given the flexibility of the Edinburgh degree and the significant amount of students taking joint degrees or elective courses. Students are keen to receive consistent and predictable support during their time at Edinburgh, and a lecture recording service which is applied variably therefore has the potential to negatively impact their student experience. Joint degree students, for example, will be justifiably frustrated if they can access lecture recordings in one half of their degree programme but not in the other with little or no explanation as to why this is the case.

For the reason outlined above, we would therefore be in favour of a policy which requires the lecturer to 'agree with' the Head of School (as in the current draft policy) rather than simply to 'inform' them. By placing the final decision with the Head of School, we believe this will provide as consistent an implementation of lecture recordings as possible. Individual staff will still have the academic freedom to propose that their lecture is not recorded, but this system would ensure that opt-out decisions would be made using a consistent set of criteria and that the policy would be interpreted in as uniform a way as possible. This should in turn create a clearer system for students and a more reliable and transparent service for them to access.

We welcome that the policy allows for lectures to not be recorded in exceptional circumstances, as we recognise the need for some degree of flexibility in a small amount of situations and settings to protect the interests of both students and staff. The policy currently states, 'Schools are advised to provide an appropriate explanation when they are unable to provide a lecture recording' [2.4]. The Students' Association regards it as a fundamental part of the policy that, in all but the most exceptional circumstances, students should be informed about why they are not receiving lecture recordings. This ensures transparency around the process, and so we would encourage this clause to be written in the most stringent terms possible.

In clause 4.4, we support strongly the inclusion of the right of the student to not be recorded if they choose. However, we are unsure how a student wishing not to be recorded



would be aware of which areas are 'away from microphones' and 'outwith the field of view of any camera installed'. These areas would have to either be clearly marked or be indicated to the students at the beginning of each lecture, which would create a need for the lecturer to also be aware of these areas in advance. We would also emphasise that one of the strengths of the lecture recording system is the ability to pause the recording if necessary. Where students are hesitant to be recorded, the lecturer can pause the lecture, wait for a question to be asked, and then resume recording in order to repeat the question and provide the answer. This allows for all students to continue to actively participate and engage in lectures even if they have asked not to be included in lecture recordings.

Regarding the policy as a whole, the Students' Association is supportive of the University's commitment to implementing a University-wide, opt-out lecture recording service. The use of lecture recordings is of benefit to a number of specific student groups, including students with English as a second language, student parents and carers, and disabled students including those with chronic mental health conditions. The implementation of this policy will have a direct impact on the learning experience of many students within these groups and reduce barriers to participation. Although the policy stipulates that lecture recordings are not generally to be regarded as a 'replacement for lecture attendance', the ability to have access to recordings when students in the above groups have had to miss lectures for unavoidable or emergency situations is invaluable and hugely alleviates the additional stress caused by falling behind with work.

The policy will also benefit the wider student body through creating an additional tool to use in revision. We believe that lecture recordings will alleviate the need for students to spend the entirety of the lecture attempting to take verbatim notes, and in doing so not fully focusing on the content of the lecture or engaging meaningfully with the material. The ability to review the lecture later will therefore have the potential to enhance the learning and teaching experience of all students in the classroom.



The University of Edinburgh

Senate Learning & Teaching Committee

23 May 2018

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

Executive Summary

The Research-Led Learning and Teaching Task Group was established by LTC in 2016-17. It met three times between March and October 2017, and this paper provides the Task Group's final report.

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

Strategic Objective: Leadership in Learning.

Action requested

LTC is invited to discuss and approve the Task Group's recommendations at the end of the paper.

How will any action agreed be implemented and communicated?

Resource / Risk / Compliance

1. Resource implications (including staffing)

If approved, the recommendations have implications for staff time. In addition, PTAS funding for research-led learning and teaching projects is sought.

2. Risk assessment.

Research-led learning and teaching is key to the University of Edinburgh's unique offer. There are potentially reputational and recruitment risks associated with not taking steps to ensure that the University is maximising the benefits of its research-led approach.

3. Equality and Diversity

There are no obvious equality and diversity considerations at this stage. It will be necessary to remain mindful of equality and diversity-related issues if the recommendations contained within the paper are approved and taken forwards.

4. Freedom of information

The paper is **open**.

Originator of the paper

Professor Sarah Cunningham-Burley, Assistant Principal Research-Led Learning

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

Background

The Research-Led Learning and Teaching Task Group of Senate Learning and Teaching Committee was established in 2016-17 to:

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

The membership of the Group was as follows:

Assistant Principal Research-Led Learning (Convener)	<ul style="list-style-type: none">• Sarah Cunningham-Burley
School Director of Teaching from each College	<ul style="list-style-type: none">• Phil Bailey (Chemistry, CSE)• Philip Larkman (BMTO, CMVM)• Elizabeth Bomberg (SPS, CAHSS)
School Director of Research	<ul style="list-style-type: none">• David Cavanagh (Institute of Immunology and Infection Research, CSE)
College Deans of Learning and Teaching	<ul style="list-style-type: none">• Graeme Reid (CSE)• Neil Turner (CMVM)• Neil Mulholland (CAHSS)
College Dean of Research	<ul style="list-style-type: none">• To fill
Head of School	<ul style="list-style-type: none">• Iain Gordon (Maths, CSE)
SLICCS Rep	<ul style="list-style-type: none">• Simon Riley
University Research Strategy Rep	<ul style="list-style-type: none">• Charlotte Brady
Governance and Strategic Planning Rep	<ul style="list-style-type: none">• Pauline Jones
Institute for Academic Development Rep	<ul style="list-style-type: none">• Jon Turner (possibly also Lara Isbel in attendance)
Students' Association Rep	<ul style="list-style-type: none">• Tanya Lubicz-Nawrocka
Administrator	<ul style="list-style-type: none">• Pippa Ward

The Group met three times between March and October 2017. It agreed that at this stage, its focus would be on-campus, undergraduate provision.

In addition to the Task Group meetings, research-led learning was an item for discussion at the Senate Committees' Away Day in April 2017, at Senate itself in May 2017 (when attendees were also able to complete postcards with experiences and examples of research-led learning) and at a meeting of Academic Strategy Group in November 2017. These discussions, along with examples given by Schools and on Teaching Matters, provided evidence for this report.

This report summarises the findings and recommendations of the Group. It provides:

1. a definition of research-led learning;
2. a summary of the wider context;
3. benchmarking;
4. University of Edinburgh examples of best practice;
5. identification of enablers of and barriers to research-led learning and teaching;
6. a summary of discussions around evaluating research-led learning and teaching;
7. next steps, and the Task Group's recommendations.

1. Definition of Research-Led Learning and Teaching

While it is difficult to come up with a single definition of research-led learning, existing literature and the narratives available in our comparator, research intensive institutions suggest the following encapsulates the motivation and promise of a research-led approach:

Our students have the opportunity to be taught by world leading experts in their fields, to engage in our rich research environment, and to develop a 'researcher mindset'. Research-led learning and teaching should inspire, stretch and engage, developing the skills, knowledge and attributes of inquiry that are vital for life during and beyond university.

In promoting and embedding research-led learning we need to ensure that research-led learning is a pervasive and taken-for-granted feature of the Edinburgh experience; yet one that we are able to articulate, make visible, and support the development of across the curriculum in diverse, pedagogically informed ways.

To support that overarching narrative and aim, a useful framework, adapted from Bradford (2003) and Griffiths (2004) characterises research-led learning through four, overlapping dimensions:

Learning about research – here the emphasis is on subject content, but can make use of the specialist interests of staff, bringing researchers and students together. The curriculum should also nurture a sense of the provisional nature of knowledge, how knowledge is constructed, and the historical and contemporary approaches within the subject/discipline, nurturing critical thinking from the outset.

Learning to do research - the development of research skills and methods, across the research process, within discipline and, increasingly in an interdisciplinary context. This can also support skills of critical appraisal, team working and methods for effective knowledge exchange, all important for professional life and to support students' own research.

Learning in a research mode - enquiry based learning which promotes collaborative and active engagement, with students centrally involved in the learning process. This promotes active engagement with problems and issues and development of a structured approach to enquiry in a supportive environment and learning *with* as opposed to *from* a tutor/teacher, as well as other students. This can mirror many aspects of the research process.

Learning about learning – learning and teaching informed by pedagogical research, at all stages of curriculum design, including assessment; students and teachers reflect on the processes of learning for mutual benefit; increasing the use of learning analytics for staff and students.

These are inclusive of discipline, diverse pedagogical practice, imply a close alignment between research and teaching, increased opportunities for staff/student interactions, student-centred learning and support for our graduate attributes.

2. The Wider Context

Since all research-intensive Universities are grappling with what is distinct about their curriculum and student experience, The Russell Group, LERU and Universitas 21 have created position statements on research-led learning and teaching that speak to this distinctiveness:

- The Russell Group <http://russellgroup.ac.uk/policy/policy-documents/research-intensive-learning/>
- LERU <https://www.leru.org/publications/excellent-education-in-research-rich-universities>
- Universitas 21 www.universitas21.com/RelatedFile/Download/847

These statements suggest that it is the research-rich environment itself that students should benefit from through research-led learning. Each attempts to characterise the educational experience in a research-intensive environment: an experience that is transformative and enables students to think critically, to analyse and solve complex problems and to undertake research and enquiry within and across disciplines. By becoming part of a research community, students may make a contribution to the advancement of knowledge, and researchers benefit from teaching and student engagement. Students should benefit from a research-intensive learning environment from the outset. Across these position papers, such general statements are combined with illustrative examples from across the sector.

Some institutions have developed university-wide initiatives to promote research-led learning and teaching and these can provide some useful benchmarking as we seek to ensure research-led learning is both pervasive, visible and pedagogically robust.

3. Benchmarking

The Task Group considered practice at a number of comparator institutions including the Universities of Leeds, Liverpool and Sheffield and University College London. Of these, Leeds and UCL both have a clear strategy and implementation support, and associated resources:

University of Leeds

The University of Leeds introduced the 'Leeds Curriculum' in 2015 following a major curriculum enhancement project. A key strand of the Curriculum is research-led and research-based learning and teaching,

Leeds agreed the following definition of research-led teaching:

- Programmes actively developing students' research skills;
- Providing students with opportunities to practice those skills;
- Students undertaking a supervised but autonomous piece of research;
- Programmes being characterised more by research-led (RL) teaching at the programme's start, and research-based (RB) at the programme's culmination.

It subsequently developed a curriculum mapping tool to allow programmes to assess the extent to which they adhered to the above definition. While useful, this tool is quite detailed, possibly militating against effective use in practice. However, the idea of a tool that can be used in programme and course development to promote research-led learning and to assess it, is compelling.

University of Liverpool

The University of Liverpool has published a briefing note introducing research-led learning and teaching in which it states that 'The University considers research-led teaching to be a defining characteristic of its approach to education'. The four dimensions of research-led learning adopted in this paper (section 1) were gleaned from the briefing note, as they provide a straightforward framework that can be adopted in practice to support the development and delivery of research-led learning across the curriculum.

University of Sheffield

The University of Sheffield states that, 'Through our research-led teaching, the University will provide learning experiences for our taught students that reflect the process of creating and deepening knowledge in learning activities that mirror research procedures and activities.' This suggests a priority is learning in a research mode. Examples are then provided from across the institution.

University College London

UCL is implementing an institution-wide initiative, 'Connected Curriculum', which aims to ensure that all UCL students learn through participating in research and enquiry. This core principle is elaborated through six dimensions of connectivity to form a framework. For example, one dimension is 'A throughline of research activity is built into each programme'. The Connected Curriculum encourages students to work alongside world class researchers, each other, outside the university and to produce work that they can present to the public. A large and wide range of best practice case studies are provided: <https://www.ucl.ac.uk/teaching-learning/education-initiatives/connected-curriculum>. There is also a range of tools to support staff and students,

including programme development and a set of questions to encourage reflection on the curriculum.

4. University of Edinburgh Examples of Best Practice

The Task Group received many examples of best practice through the 2017 Senate Committees' Away Day, May 2017 Senate meeting, 'Teaching Matters' website and returns from Schools. A very small number of these are shared here, grouped under the four dimensions of research-led learning outlined in section 1 of this report:

Learning about research

Many colleagues draw on their own research when teaching, particularly at Honours levels. Other approaches include:

- *Edinburgh Medical School – Research Masterclass Programme*

Medicine is in the process of developing a research masterclass programme to introduce first and second year medical students to cutting-edge research and researchers.

- *R(D)SVS*

Aims to inspire students through engaging with research and researchers through 'Portrait Lectures' which build on course material and are intended to showcase the latest research at the Roslin Institute.

Learning to do research

Independent research, often through a capstone project, represents a key element of many degree programmes. This is usually offered as part of the Honours or Pre-Honours year. Other relevant approaches include:

- *Chemistry – Final Year Research Project and Year in Industry / Year Abroad*

All Chemistry students undertake an extended final year research project (the duration and credit value of which depends on degree programme). Additionally, during their 4th year, the majority of 5 year MChem students (80%) undertake either a year in industry (in the UK or overseas) or a year abroad. This is full-time research. These courses (total 120 credits) are integral to their degree programmes and contribute 20% to degree programme assessment. Many journal publications result from year abroad, industry and in-house research projects.

- *GeoSciences – Undergraduate Links with PhD Students*

Undergraduate students are provided with opportunities to assist PhD students with their research.

- *History, Classics and Archaeology - History for the future: the new pre-honours curriculum in History*

<http://www.teaching-matters-blog.ed.ac.uk/?p=992>

An overview of the new History curriculum, including *The Historian's Toolkit*: an entirely new training course for first-year History students that provides students with the 'toolkit' of the historical profession, by teaching the skills needed at university in an interactive and relevant way. *The Historian's Toolkit* takes students through all steps of the historical research process. The starting point is the skillset our students require, based on the QAA/SQA History Benchmarking Statement, and the order in which they need to apply them. The course was therefore designed 'backwards', from desired outcome to teaching methods. By building up their historical skills, through interactive lectures, independent study groups, and tutorials, *The Historian's Toolkit* trains students to think and work like a historian, and builds their confidence.

- *Physics – Career Development Summer Scholarship Scheme*

Physics offers a Career Development Summer Scholarship Scheme. This is open to all Honours years, non-graduating students. It provides a stipend for 8 weeks to enable students to undertake research projects in collaboration with academics or local industry.

Learning in a research mode

- *Education - PE4C Investigation and Student-Led Research Conference*

<http://www.teaching-matters-blog.ed.ac.uk/?p=504>

This post talks about the 'Investigation', a student-led research project for third-year BEd Physical Education students. The Investigation encourages students to engage with research and to attend a series of workshops aimed at improving research skills.

The project requires students to organise a conference, where researchers share their findings with each other and members of the profession. The one-day conference invites teachers, academics, students and other key stakeholders to learn more about the students' research.

The article confirms that many of the students described this as one of the best courses of their degree, largely because it made them feel valued and it gave their research meaning.

- *Informatics - Interdisciplinary Learning: Notes from the Whiteboard*

<http://www.teaching-matters-blog.ed.ac.uk/?p=936>

An overview of Data, Design and Society (DDS), a 20-point, Level 8 interdisciplinary course offered for the first time in 2015/16 by the School of Informatics. DDS adopted a 'learning by

developing' pedagogic model in which interdisciplinary teams of students collaborated on a semester-long project which addressed a practical problem. About half of the cohort were visiting/exchange students, and the remainder were drawn from degrees in Geosciences, Informatics, Psychology, Sustainable Development, Divinity, Economics, German, Maths, Cognitive Science, Philosophy and Social Anthropology.

- *Social and Political Science - Researching with students*

<http://www.teaching-matters-blog.ed.ac.uk/?p=733>

This blog post reflects on the challenges of the student as researcher and the student as public. The article discusses researching with students in Social and Political Science for a chapter about the possibilities for qualitative research being used with big data. The author confirms how the process of researching with students can be instructive because it challenges the traditional teacher/student binary, in which the two are seen as distinct, discrete categories, the teacher being the holder and gatekeeper of knowledge.

Learning about learning

- *Molecular, Genetic and Population Health Sciences - Social Science in Medical Education: Reflections on research-led teaching*

<http://www.teaching-matters-blog.ed.ac.uk/?p=762>

The article considers the inclusion of research-lead teaching on the first year course Health, Ethics and Society (a social science and ethics module taught within the undergraduate medicine programme, MBChB). The author talks about how social and behavioural sciences research is increasingly used in medical education and using such pedagogical research to inform her teaching. The post recognises that encouraging medical students to consider research in broader ways is leading them to the edge of their comfort zone and proposes more support for students so that they can become comfortable with the discomfort of learning about and reflecting on the nature of evidence.

- *GeoScience Outreach Course*

<https://www.ed.ac.uk/geosciences/undergraduate/geoscience-outreach>

The course provides an excellent example of co-creation of the curriculum, and offers students the opportunity to teach primary school pupils about GeoScience and climate change and therefore to learn about the learning process.

Our scoping of activity across the institution suggests considerable engagement with research-led learning across all the four dimensions. The first dimension is probably the most taken for granted; the others engender numerous innovative examples.

5. Enablers of and Barriers to Research-Led Learning and Teaching

The Group identified the following enablers of and barriers to research-led learning and teaching, drawing on the discussions within the Group and the other arenas used:

Enablers

- Promotions criteria:
 - i. Incorporating a requirement that all researchers need to demonstrate a contribution to student learning in order to progress
 - ii. Rewarding those who undertake successful research-led learning and teaching
- Training:
 - i. Ensuring that all researchers are also trained to teach e.g. via IntroAP or a hybrid of IntroAP and the Edinburgh Teaching Award (EdTA) with a focus on peer support and structured professional development.
 - ii. Offering 4-year PhDs with one year dedicated to teaching development e.g. as in Biomedical Sciences
 - iii. Training schemes with mentorship for postdocs, aiming to equip them to deliver a lecture series e.g. as in Maths
- Good curriculum design in which research-led approaches are built into the curriculum (including assessment) in diverse ways.
- The University's four year degree structure, which should allow time for the development of research skills and other dimensions of research-led learning across the curriculum.
- The University's high calibre students and staff – a key strength e.g. researchers who can enthuse students.
- The potential for PGR students to play a significant role as researchers and tutors/teachers.
- Allowing students (and staff) to learn from failure.
- Connecting research with employability, including a clear narrative outlining the benefits of research-led teaching for students.
- Providing 'scaffolding' over the 4 year degree so that the 'researcher journey' is evident.
- Communicating the University's successes in the area of research-led learning and teaching.
- Peer observation of teaching and feedback.
- Reflective learning.
- University-wide courses.
- Student engagement and co-creation.
- Resource to support student research projects.
- Principal's Teaching Award Scheme funding.
- At High School level, full engagement with Advanced Highers, which provide an opportunity for students to begin developing a researcher mindset.

Barriers

- University class sizes
- University Estate constraints, including separating research and teaching spaces.
- Students' approach to study which may be passive, not self-directed.

- Lack of space within the curriculum.
- The University School system which can discourage interdisciplinary activity.
- Cultural and communication barriers:
 - i. The fact that teaching and research are often perceived by both staff and students as binary activities
 - ii. Inconsistency – a lack of clarity over what the University expects from its academic staff / the balance between research and teaching activity
- Staff time:
 - i. Pressures of the research group which make it difficult for some researchers to engage with teaching
 - ii. Designing alternative and innovative approaches to learning and teaching is time-consuming.
- Turnover of staff, particularly postgraduate tutors.
- The requirements of professional bodies, which often emphasise the acquisition of specific subject-based knowledge over the development of a researcher mindset.

Our work has identified many examples of current, effective practice across all four dimensions of research-led learning. It has also shown the need for greater clarity of purpose at University, School and Programme-levels around research-led learning and teaching in the Edinburgh context, and the need for better curriculum mapping/development. Furthermore, the Task Group identified the need to provide a robust evidence base for the impact, costs and benefits of research-led approaches, and to share examples of success to build staff and student engagement. Staff and students need support to get the most out of research-led learning and to overcome uncertainty and anxiety about developing a 'researcher mindset'. We need to be able to convey a research culture that brings it close to students and to the research/teaching interface, promote student engagement with research and researchers, and support transition into this transformational way of learning.

6. Evaluating Research-Led Learning and Teaching

The Task Group discussed ways in which the University's research-led learning might be evaluated. A variety of metrics were considered including:

- involvement in pedagogical research (projects and outputs such as journal articles)
- student involvement in the development of publications or open educational resources
- number of opportunities for students to engage with research during a course or degree programme e.g. research projects
- student attendance at research seminars
- numbers of research staff involved in teaching
- numbers of academic staff participating in the EdTA

It was concluded that it would be difficult to identify metrics that were appropriate for and applicable to all Subject Areas and reflected the range of opportunities available for staff and students. There would, instead, be greater benefit in assisting Subject Areas to identify their own subject-specific metrics and to use these to assess the extent to which their teaching was research-

led at both pre-Honours and Honours levels. These should be light-touch to aid best practice. The programme-level questions provided as Appendix 1 could provide a starting point for this process, and the approach could be piloted in a small number of Schools.

The Task Group agreed that the University and specific Subject Areas should be aiming to offer both a **baseline of research-led learning and multiple, enhanced opportunities for research-led engagement** (both within and beyond the curriculum). Enhanced opportunities might include the following:

- Research-led placements within and outside the University
- Staff/student seminars
- Conferences
- Student journals
- Students involved in staff publications
- Research Assistantships
- Co-produced curriculum
- Promotion of University-wide courses
- Principal's Teaching Award Scheme awards for research-led innovation

Students should be able to recognise the research-led aspects of their curricula, and Subject Areas/Schools should be aiming to use their websites to make their research-led learning and teaching visible. There is evidence that this is occurring at other Russell Group institutions at School level.

7. Next Steps and Task Group's Recommendations

In light of its discussions, the Task Group recommends and asks LTC to consider and approve the following:

- i. that further consultation is undertaken with both students and researchers to refine the University's narrative and expectations around research-led learning and teaching;
- ii. that a University-level narrative around research-led learning and teaching is published on the University's website;
- iii. that Schools and Subject Areas are asked to raise the profile of research-led learning on their websites, and to produce subject-specific materials for their students;
- iv. that a Principal's Teaching Award Scheme (PTAS) is introduced with a focus on research-led learning and teaching projects.
- v. that the Institute for Academic Development publishes a guide to research-led learning and teaching in its 'EngagED' series.
- vi. that a reflective tool, such as the one appended, is piloted in a small number of Schools/subject areas
- vii. that a small number of Schools or Subject Areas are asked pilot identifying subject-specific indicators of research-led learning and teaching and to use these to assess the extent to which their curricula are currently research-led. If successful, this approach could subsequently be rolled out to all Schools and Subject Areas and form part of internal review processes.

Research-Led Learning and Teaching: Programme-Level Questions

Is research-led learning highlighted in:

- Programme descriptors?
- Learning outcomes?
- Assessments?

1. Learning about Research/Research informed learning

- Are students introduced to senior research academics from Year 1?
- Are students given the opportunity to interact with staff and their research from year 1?
- Are there courses relating to staff research interests?

2. Learning to do research

- Are research skills taught in the programme?
- Do students have the opportunity to learn interdisciplinary skills?
- Do they have the opportunity to communicate their research?

3. Learning in a research mode

- Does the programme include enquiry-based learning?
- How is a research mindset supported?
- Does learning mirror the research process, for example through use of peer review?
- Are students able to contribute to knowledge production?

4. Learning about learning

- Does the programme actively use learning analytics and feedback to improve design and delivery?
- Is reflective practice encouraged?
- Are the pedagogical approaches articulated?

LTC: 23.05.18
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The University of Edinburgh

Learning and Teaching Committee

23 May 2018

Student Mental Health Strategy Implementation: Update for LTC

Executive Summary

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

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

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

Action requested

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

How will any action agreed be implemented and communicated?

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

Resource / Risk / Compliance

1. Resource implications (including staffing)

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

2. Risk assessment

This paper suggests enhancements to current practice and further investment in services. Failure to invest or develop appropriate, enhanced services may lead to negative impacts and outcomes for students with mental health difficulties, for staff who may find it challenging to support these students and to the reputation of the University.

3. Equality and Diversity

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

4. Freedom of information

This paper is open.

Key words

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

Originator of the paper

Andy Shanks
Director of Student Wellbeing
May 2018

Student Mental Health Strategy Implementation: Update for LTC

Purpose of report:

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

Introduction:

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

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

Range of services delivered:

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

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

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

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

Student-led initiatives:

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

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

Cross-campus provision

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

Quality and impact of provision:

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

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

Of students who completed the outcomes-focused evaluation:

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

- Counselling improved the experience of university for 89%

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

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

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

Training

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

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

Growth in demand- resourcing

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

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

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

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

Improving communications:

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

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

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

Policy and process:

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

Governance:

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

Conclusion:

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

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

Andy Shanks
Director of Student Wellbeing
May 2018

Appendix 1: Student Counselling Service – Service upon Need model



Notes

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

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

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

The University of Edinburgh

Learning and Teaching Committee

23 May 2018

Guidance for Schools on situations where religious observance (such as fasting) has potential health and safety implications for academic learning activity

Executive Summary

A short-life working group consisting of members of staff from the Chaplaincy, the Health and Safety department, Academic Services and representatives from relevant Schools has come together to write guidance for University of Edinburgh staff to follow with regard to how the University should respond to situations where there are potential health and safety issues for students because religious observance coincides with academic learning activity.

When religious observance creates tensions where professional bodies determine that certain academic learning activities are essential to meet professional requirements, then Schools should initiate discussions with the student, the relevant professional body and the Chaplaincy on a case by case basis in order to identify a solution.

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

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

Action requested

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

How will any action agreed be implemented and communicated?

This document represents guidance for staff working within the University and will be circulated to all Schools.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no resource implications.

2. Risk assessment

There are no additional risks associated with the use of this guidance. The purpose of the guidance is to enable staff, students and where required the Chaplaincy to work together to mitigate against risks to the health and safety of students through early collaboration and planning.

3. Equality and Diversity

This guidance paper does not propose any amendments to policy or practice. The use of the guidance will enable University staff to take into consideration issues of religious equality and diversity in the planning and delivery of academic learning activity.

4. Freedom of information

This paper is open.

Key words

Guidance for schools, religious observance, health and safety, academic learning activity.

Originator of the paper

Andy Shanks
Director of Student Wellbeing
May 2018

Guidance for Schools on situations where religious observance (such as fasting) has potential health and safety implications for academic learning activity

- Health and safety questions sometimes arise about participation in an academic activity, due to religious observance.
- A practical solution is usually straightforward to attain, in conversation between the student/s and School.
- The University Chaplaincy is used to giving advice and support to students and staff in such cases. The Chaplaincy is a multi-faith and belief service, and is able to advise on the flexibility possible around religious observance, in any given situation. Email: Chaplain@ed.ac.uk
- Students are encouraged to speak with their School as early as they can, if they foresee potential issues for their involvement in an academic activity (e.g. arduous field trips or lab work during periods of fasting; religious dress or hygiene laws in relation to certain practical activities).
- Schools are encouraged to train students to consider the risks and health and safety requirements associated with their discipline, with appropriate breadth and foresight. Such training puts students in a reasonable position to flag up any potential issues regarding their religious observance in relation to academic activity.
- Wherever possible, the School should seek a mutually satisfactory solution, which minimally disrupts the academic requirements and the religious observance.
- Where a practical solution is not easy to see, the School and/or student are invited to call on the University Chaplaincy, Director of Student Wellbeing and the Director of Academic Services for assistance.
- Schools should not permit students to participate in a learning activity if, after exploring the options, there is an unacceptable level of risk either to the student or to other parties and no reasonable way to mitigate that risk.
- Where School and student cannot agree the way forward, the Head of School will decide how to resolve the matter.
- Sometimes School and students find an unforeseen issue arising at the point where the academic activity is almost or already underway. In such cases, the staff-lead must exercise her/his professional judgement, and is encouraged, where possible, to consult the Chaplain, Director of Student Wellbeing, and the Director of Academic Services.

The University of Edinburgh

Senate Learning and Teaching Committee

23 May 2018

Report from Learning and Teaching Policy Group

Executive Summary

In November 2015, the Senate Committee Convenor's Forum was superseded by a Learning and Teaching Policy Group (LTPG) designed to integrate strategic leadership in L&T across the Senate Committees, the Colleges (via College L&T Deans), thematic areas of priority (via existing and new Vice and Assistant Principals), and key professional services. This paper updates the Committee on LTPG's most recent meetings (7 March and 16 April 2018).

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

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

Action requested

For information

How will any action agreed be implemented and communicated?

N/A

Resource / Risk / Compliance

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

Originator of the paper

Tom Ward, Director of Academic Services

Report from Learning and Teaching Policy Group (LTPG)

The main points from the 7 March and 16 April 2018 meeting are set out below.

The Group:

- Considered possible ways to open up broader strategic discussion regarding the University's undergraduate curriculum;
- Discussed the experiences of students on joint degree programmes, and agreed a range of evidence-gathering activities to assist the University to better understand their experiences and the resource implications of supporting them;
- Discussed the Distance Learning at Scale initiative, supporting the idea of pilot programmes;
- Supported the idea of setting up a task group regarding equality and diversity in the curriculum (Senate Learning and Teaching Committee subsequently approved the establishment of this group);
- Received an update on the Student Administration and Support strand of the Service Excellence Programme

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

23 March 2018

1 City Deal Overview

The Assistant Principal Industry Engagement briefed the Committee on the University's participation in the Edinburgh and South-East Scotland City Region Deal and its key role in the ambition to become the Data Capital of Europe. The following points were raised in discussion:

- 300 possible projects in collaboration with public, private and third sector partners have been identified, these should be prioritised and a suitable governance framework established;
- Importance of engagement with secondary schools on data education – a pilot programme with Midlothian Schools will be launched;
- Incorporating the City Deal into 'normal' University activity over time and considering possible links with the City Deal for all new projects reviewed by the Committee; and,
- Ensuring existing data privacy and safeguarding policies are suitable and can be scaled appropriately for City Deal activity – collaborative work with the Scottish Government on data safe havens is underway.

2 Draft Information Services Group Plan 2018-21

The Chief Information Officer summarised the draft Information Services Group plan and investment recommendations for the period 2018-21, noting that this will continue the 10 year strategic programmes set out in 2016 and 2017. The following comments were made in discussion:

- The importance of seeking feedback from Heads of Colleges and Schools on the plans;
- The network replacement programme is a high priority;
- Improvements to the student experience that would benefit existing students should be prioritised;
- Important to engage academic staff if the 'every academic a digital educator' aspiration is to be achieved;
- 24/7 opening of the Library has been very successful and the Library is heavily used – further improvements to enhance the number of study spaces are planned and would be welcomed.

3 General Data Protection Regulation Update

The Data Protection Officer provided an overview of the new General Data Protection Regulation (GDPR), its likely implications for the University and work underway to ensure compliance. Members discussed: circulating the online data protection module to the Committee when completed; identifying GDPR local champions across the University – with those appointed typically already involved in data protection work in their area; producing frequently asked questions, case

studies and other materials for University staff; and collaboration with the Data Stewards. The Committee welcomed progress to date and requested that an update be submitted to a future meeting.

4 Information Security Update

The Chief Information Security Officer presented an update on information security activity across the University. It was noted that, although there has been no information security event of the scale of the worldwide 'WannaCry' attacks in mid-2017, malicious activity is continuing. Improving information security awareness and compliance was discussed, with a new Information Security Policy and Framework introduced in January. Access to University networks and systems by staff who have left the University was discussed, with a risk based approach expected to be taken.

5 Network Replacement Procurement Update

The Director of IT Infrastructure provided an update on the current status of the network replacement procurement project. Remedial work will be undertaken as required in the interim before the main network replacement activity is undertaken from January 2019 to January 2020. Scheduling of the network replacement in each building will be determined through consultation with stakeholders, with the work not expected to be intrusive or noisy. The decision of the Schools of Informatics and Engineering to join the University network and interest from the University's Accommodation, Catering and Events subsidiary in joining the network was welcomed, with the historical reasons for the current position discussed. These changes would impact on cost and will require appropriate scrutiny and approval.

The University of Edinburgh

Senate Learning and Teaching Committee

23 May 2018

Annual review of effectiveness of Senate Committees

Executive Summary

This paper explains that the 2017 version of the Scottish Code for Good Higher Education Governance requires the University to undertake an annual review of the effectiveness of Senate and its Committees, and an externally-facilitated review of Senate and its Committees every five years. The externally-facilitated review will take place in 2018/19.

As part of the annual review (the report of which will feed into the externally-facilitated review in 2018/19), members of the four Senate Committees will be asked to fill in a questionnaire over the summer 2018. The questionnaire will seek to gauge the effectiveness of the composition, support, engagement and impact of the Senate Committees.

Draft questions for the questionnaire are included in the paper.

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

This paper aligns with the University strategic objective of leadership in learning.

Action requested

To note the forthcoming reviews of Senate and its Committees.

Committee members are asked to reflect individually on the draft questions set out in the paper, and they will be asked to respond to these questions via an online questionnaire over the summer.

How will any action agreed be implemented and communicated?

The outcome of the questionnaire will be reported to Senate at its meeting in October 2018 and the report of the annual review will feed in to the externally-facilitated review conducted in 2018/19.

The report from the externally-facilitated review will be communicated to Senate Committees.

Resource / Risk / Compliance

1. Resource implications (including staffing)

If the annual review identifies any potential changes to the operation of Senate's Committees, Academic Services will review the resource implications of implementing them.

2. Risk assessment

The paper will assist the University in ensuring that its academic governance arrangements are effective and will enable the University to manage a range of risks associated with its academic provision.

3. Equality and Diversity

One of the core principles of Senate and its Committees is to ensure that a diverse range of staff is represented on academic decision-making bodies. It is hoped that the questions asked in the questionnaire to all Senate Committee members will identify whether there are any equality and diversity issues in the make-up of the Committees and the way they conduct their business.

4. Freedom of information

Open

Key words

Governance, committees

Originator of the paper

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Review of effectiveness of Senate Committees

Requirement to review the effectiveness of Senate and its committees

The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years:

“49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances.”

In line with the requirements of the Code, during Spring/Summer 2018, Academic Services is conducting an annual review of Senate and its Committees. The outcomes of this review will be reported to Senate in October 2018.

The University is planning to undertake an externally-facilitated review of Senate and its Committees during 2018-19.

Questionnaire regarding the effectiveness of the Committee

Members of the Senate Committees will be invited to fill in an online questionnaire over the summer 2018 and the draft questions for this exercise are set out below for comment.

Governance Structures

- Are you clear about the Committee's remit and how the committee fits within the academic governance framework of the University?
- Do you feel that the Committee manages its business effectively?
- Is the Committee flexible enough to adapt to changes in priorities?
- Are you happy with your Committee's use of task groups? Is there anything that could be improved?

Roles and Responsibility of Committee and Committee Members

- Are you clear on your role and responsibilities as a Committee member?
- If there is a lack of clarity, do you think there is anything that could improve this?

Composition

- Do you think that the current composition of the Committee enables it to fulfil its remit?

- Is the size of the Committee appropriate in order for it to operate effectively?

Support of the Committees

- Do you feel that the Committee is supported effectively? Are there any things we could improve?
- Are you happy with the volume and layout of the papers/information you receive to make decisions?

Participation of Members

- If you were a new member in 2017/18, were you happy with the induction you were given to the Committee and its business?
- Do you think Committee members participate fully with the Committee?
- Does anything limit your levels of participation with the Committee?

Stakeholder Engagement and Communications

- Does the Committee engage and communicate effectively with stakeholders? For example, is the Senate Committees' Newsletter an effective vehicle?

Making an Impact

- Do you feel that the Committee makes the desired impact based on its remit and priorities?

Equality and Diversity

- Is the composition of Committee members suitably representative of the diverse University population?
- Are you satisfied that equality and diversity considerations are adequately addressed when discussing Committee business?