The University of Edinburgh

**Meeting of Senate Learning and Teaching Committee
to be held at 2.00pm on Wednesday 25 January 2017
in the Board Room, Chancellor's Building, Little France**

A G E N D A

1. **Welcome and Apologies**

2. **Minutes of the meeting held on 16 November 2016**   LTC 16/17 3 A

3. **Matters Arising**

   a) **University Learning and Teaching Strategy (item 5.2)**
   b) **Student Partnership Agreement (item 5.3)**
   c) **Teaching Excellence Framework (TEF) (item 7.1)**
   d) **Status of MOOCs Advisory Group and Learning Technologies
      Advisory Group (Item 7.3)**

   FOR DISCUSSION

4. **Student Mental Health Strategy**   LTC 16/17 3 B

5. **Update on the Continuing Professional Development Framework for**   LTC 16/17 3 C
   Learning and Teaching   and
                                                                         presentation

6. **Peer Learning and Support**   LTC 16/17 3 D
                                                                         and
                                                                         presentation

7. **Proposal for Future Monitoring of Feedback Turnaround Times and**   LTC 16/17 3 E
   Quality

8. **Engaging with the New National Student Survey Question Set and**   LTC 16/17 3 F
   Core Teaching Excellence Framework Metrics

9. **Space Strategy Group and Learning and Teaching Strategy**   LTC 16/17 3 G

10. **Development of a Policy on Learning Analytics**   LTC 16/17 3 H

11. **Embedding Social Responsibility and Sustainability Issues into**   LTC 16/17 3 I
    Learning and Teaching: An Optional On-Line Undergraduate Course

12. **Lecture Recording Policy Task Group**   Verbal

    FOR INFORMATION AND FORMAL BUSINESS

13. **Progress with Committee Priorities 2016/17**   LTC 16/17 3 J

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

14.	**Proposed Enhancements to the Personal Tutor System**	LTC 16/17 3 K
15.	**Knowledge Strategy Committee Report (14 October 2016)**	LTC 16/17 3 L
16.	**Postgraduate Taught Experience Survey (PTES):**	
	a) **PTES 2017: Institutional Questions and Start Date**	LTC 16/17 3 M
	b) **Terms of Reference for PTES Working Group**	LTC 16/17 3 N
17.	**Final Report of the University of Edinburgh Panel to Review NSS Promotion and Guidelines**	LTC 16/17 3 O
18.	**Enhancement Themes Update**	Verbal
19.	**Any Other Business**	

Philippa Ward, Academic Services, January 2017

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

For approval at meeting of LTC to be held on 25 January 2017

Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC) held at 2pm on Wednesday 16 November 2016
in the Board Room, Evolution House

1. Attendance

Present:

Professor Sian Bayne	Director of Centre for Research in Digital Education (co-opted member)
Mr Patrick Garratt	Vice President (Academic Affairs), Edinburgh University Students' Association (ex officio)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (ex officio)
Ms Shelagh Green	Director, Careers Service (co-opted member)
Professor Judy Hardy	Director of Teaching, School of Physics and Astronomy, CSE
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Dr Elaine Haycock-Stuart	Director of Learning and Teaching, School of Health in Social Science (co-opted member)
Ms Roshni Hume (Secretary)	Academic Policy Officer, Academic Services
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Mr John Lowrey	Dean of Undergraduate Studies (CAHSS)
Ms Tanya Lubicz-Nawrocka	Edinburgh University Students' Association, Academic Engagement Co-ordinator (ex officio)
Dr Antony Maciocia	Senior Lecturer, School of Mathematics, CSE (co-opted member)
Professor Neil Mulholland	Dean of Postgraduate Studies (CAHSS)
Professor Graeme Reid	Dean of Learning and Teaching, CSE
Professor Neil Turner	Director of Undergraduate Teaching and Learning, CMVM
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (ex officio)

Apologies:

Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning)
Ms Melissa Highton	Convener or Learning Technologies Advisory Group (ex officio)
Professor Peter Higgins	Representative of Social Responsibility and Sustainability
Ms Nichola Kett	Academic Governance Representative, Academic Services
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee) (ex officio)
Professor Anna Meredith	Director for Postgraduate Taught, CMVM

In attendance:

Dr Donna Murray	Head of Taught Student Development, Institute for Academic Development

The Convener welcomed members to the meeting.

2.   Minutes of the previous meeting

The minutes of the meeting held on 21 September 2016 were approved.

3.   Matters Arising

3.1 Peer Observation of Teaching

At the previous LTC meeting, the Institute for Academic Development was asked to take revised guidance to College Learning and Teaching Committees for consultation, and specifically, to gain a view on whether Schools were planning to make peer observation of teaching mandatory or optional, and how often it should take place.

It was reported that consultations with Colleges were still taking place and would continue until January 2017. It was noted that upon completion of this process, the finalised guidance would be published on the website.

> **Actions:**
> Academic Services to replace existing guidance on peer observation of teaching with the new guidance when finalised.

4.   Convener's Communications

The Convener did not have any items not covered elsewhere on the agenda.

5.   For Discussion

5.1   Taught Postgraduate Experience/PTES Results

Dr Donna Murray introduced Paper 16/17 2B, which outlined work undertaken across the University to understand the Taught Postgraduate (PGT) student experience and highlighted key trends regarding responses to the Postgraduate Taught Experience Survey (PTES) and future considerations.

LTC members welcomed the paper and the following issues were discussed:

- Members highlighted the importance of delivering a positive PGT student experience and the reputational benefits that flowed from this. The Committee agreed that the Committees should give greater focus to this in the future.
- Positive PTES results in some Schools (compared to their results for the National Student Survey) could be attributed to the more integrated structure of some PGT programmes and smaller class sizes (compared to some UG programmes) meaning that PGT student groups are more cohesive. These may provide learning points for the UG student experience.
- It was agreed that the PTES question set was much clearer than the NSS question set.

It was suggested that capacity should be put in place to deepen analysis and enhance communication regarding PTES.

It was suggested that Colleges and Schools should be encouraged to make greater use of PTES results as they could be used as a valuable data set.

Actions:
Head of Student Development (IAD) to create terms of reference for a short life working group which would consider how to plan for the use of the 2017 PTES results, and coordinate dissemination of key messages from PTES results.

5.2 University Learning and Teaching Strategy

Paper 16/17 2C sought approval of the revised Learning and Teaching Strategy and the arrangements for implementing it within planning processes. LTC members considered the revised Strategy, welcomed the proposed changes and approved the use of the Strategy within planning processes.

LTC members raised the following points regarding the revised Strategy:
- The Students' Association welcomed the emphasis on partnership in the document.
- The Strategy could include a high level and aspirational opening statement.
- The phrase 'diversity in the curriculum' may be too generic and open to interpretation – phrasing needs to be more transparent.
- While all Colleges discussed the Strategy, it was not clear that all Schools had considered and commented on the Strategy.

LTC members agreed that a revised version of the Strategy should be issued for comment, to Colleges, Schools, the Students' Association and other stakeholders to ensure that a thorough consultation has taken place.

Actions:
Director of Academic Services to issue a revised Strategy for consultation.

Director of Academic Services to establish a Learning and Teaching Committee subgroup to meet in early January 2017 to finalise the Strategy.

5.3 Draft Student Partnership Agreement

Paper 16/17 2D invited LTC to discuss and provisionally approve the draft agreement.

LTC welcomed the agreement and the following issues were discussed:
- Further consideration should be given to the values section of the agreement and how they align with wider University values.
- The document could change on an annual basis based on the priorities of the Students' Association sabbatical officers. It was agreed that the document should provide clear and realistic priorities for the upcoming twelve months.
- It was suggested that further consideration be given to the presentation of the document and how the document will be used and distributed to students.

Action:
The Assistant Principal (Academic Standards and Quality Assurance) to undertake further consultation with the Student Association and present a draft agreement to LTC for approval by correspondence in January before seeking final approval from Senate.

5.4 Final Report of Edinburgh University Students' Association Teaching Awards Analysis Project

LTC members welcomed the report (paper 16/17 2E) and agreed that in light of the University's disappointing NSS results, a document which highlights positive achievements across the University was welcome. The committee agreed that the four key themes provided in the report were useful in providing staff with a level to aspire to.

LTC noted that the findings included in the report would be formally highlighted at an event titled 'What does Good Teaching Look Like to Students?' taking place on 1 December 2016.

The Committee suggested that the key themes and recommendations from the report could be taken into account in the Student Partnership Agreement.

Actions:
College committees to consider the report and the key themes and consider what insights can be drawn into enhancement of teaching.

5.5 Further Information on Festival of Creative Learning Proposals

Paper 16/17 2F was provided for information and to provide an insight into the variety of proposals that had been put forward for the Festival of Creative Learning.

The Committee welcomed the proposals and agreed that the number of proposals was encouraging.

It was noted that, going forwards, the week between teaching blocks three and four would be referred to as 'Flexible Learning Week'.

5.6 Senate Committee Planning 2017-18

Paper 16/17 2G set out the framework for Senate Committee planning for 2017-18, and invited the committee to identify any major developments that may require resourcing via the Planning Round.

The Committee highlighted the importance of investment in the teaching estate, particularly the availability of suitable teaching spaces and facilities within them, noting that the Assistant Principal Research-led Learning's convenorship of the University's Space Strategy Group will support a strong link between decisions regarding space and learning and teaching considerations.

The Committee identified a few additional areas in which (subject to potential further policy development) may have resource implications, eg for Information Services Group:

- Facilities in seminar rooms to allow on campus and off campus students the option to learn together (though there were mixed views regarding whether specialist resources were required for this)
- Availability and creation of open education resources
- Potential resources required to develop assessment literacy support for students

The development of the University's Digital Education Vision may have resource requirements in due course (eg. Project resources to support University-wide discussions with staff and students).

It was noted that as part of the second stage of the Planning Round, the Senate Committees would undertake a broader discussion of priorities for the coming session. This would take place in Semester 2.

Action:
Secretary to ask Convener of the Space Strategy Group to provide an update on the progress of the group at the next meeting.

The LTC Planning Round discussion to be scheduled in advance in future to allow members to prepare suggestions.

Secretary to contact Director of Learning, Teaching and Web Services (ISG) to highlight issues that Information Services Group may wish to take into account in the planning round (eg technology in learning spaces).

5.7 National Student Survey – Revised Question Set

Paper 16/17 2H outlined substantial changes to the NSS questionnaire based on the outcome of a recent review. The committee was asked to consider the changes and the new question set. The committee was also asked to consider what steps need to be taken ahead of the survey going live in January 2017.

The committee noted that revised guidance would be sent out to Schools which would highlight what students can and cannot be informed of regarding the NSS.

The committee discussed the following issues:
- LTC members agreed that it was important to focus on communicating with students rather than deliberating on the outcomes of the recent NSS
- LTC members agreed that the use of the word 'course' in the NSS questions could be open to misinterpretation, given that the University is unusual in using 'course' to refer to a module rather than a programme.
- The committee discussed whether or not the questions had been considered in a systematic way.

Actions:
Director of Academic Services to consult with Assistant Principal Academic Support and Assistant Principal Assessment and Feedback to produce an analysis for the Committee's next meeting regarding what steps the University is already taking to address the new questions and what further steps could be taken in order to maximise positive feedback.

5.8 Student Surveys Review – Recommendations for Simplification

At the previous LTC meeting the Director of Student Systems was asked to consider ways in which further simplification might be achieved in relation to the University's suite of student surveys.

The Committee endorsed the following way forward:

- The International Student Barometer would remain and run in 2016/17
- The Edinburgh Student Experience Survey would not be released in 2016/17
- The Induction Survey would not run in 2016/17, and Student Recruitment and Admissions would explore with the Student Surveys Unit alternate ways of gathering student feedback on induction.
- Activity on the survey review would continue from January 2017and would aim to present recommendations on the simplification of student surveys by the end of the first quarter of 2017 to enable implementation in academic year 2017/18.

Actions:
Student Survey Unit to consider alternative methods of seeking student views without overwhelming students with numerous surveys.

Secretary to add further discussion on this topic to a future LTC agenda.

6. For Approval

6.1 Formation of Assessment and Feedback Enhancement Working Group

Working Group approved

6.2 Proposed Membership and Remit for Lecture Recording Task Group

Membership and remit approved

6.3 Formation of groups to support innovation, Research-Led Teaching and University-Wide Courses

Groups approved

It was noted that no further groups were planned to support this strand of work.

7. For Noting / Information

7.1 Update on Teaching Excellence Framework (TEF)

Paper 16/17 2L outlined the arrangements for the second year of TEF, and also provided information regarding the prospect of subject level TEF.

The Convener reported that the Principal's Strategy Group would be making a recommendation for decision at University Court about whether or not the University will make a provider submission to the Teaching Excellence Framework in year two. He also noted that discussions were now underway in the sector about the challenges of subject-level TEF.

7.2 Communications Strategy for Learning and Teaching

The paper (16/17 2M) was noted.

LTC expressed support for the communications campaign.

7.3 Digital Education Governance Summary

The paper (16/17 2N) was noted. The Convener noted that the paper identified two groups that reported to the Committee but which had not recently submitted reports, and asked that they do so in the future.

7.4 Enhancement Themes – Update

The update was noted.

7.5 Learning Analytics Policy Task Group – Remit, Membership, Approach and Timelines

The paper (16/17 2O) was approved by correspondence in October 2016.

8	Any Other Business

8.1 Course Enhancement Questionnaire

The Convener noted that some stakeholders had raised concerns regarding an aspect of the roll-out of the Course Enhancement Questionnaires, and that these issues would be discussed at the EvaSys Project Board's upcoming meeting.

Roshni Hume
November 2016

<u>The University of Edinburgh</u>

Learning & teaching Committee

January 2017

STUDENT MENTAL HEALTH STRATEGY

Executive Summary

Consecutive reports (The Royal College of Psychiatrists, 2011, Universities UK 2014, and the Higher Education Policy Institute, 2016) have highlighted the challenges of growing demand for mental health services and the challenges that students in particular face in accessing support.

The University set up a Student Mental Health Strategy Group (SMHSG) in 2015 to consider the issues for students at Edinburgh in particular, and the group approved a draft strategy in 2016. This strategy is now attached for LTC's consideration and approval.*

In developing this strategy, the SMHSG have considered in particular:

- the body of evidence and recommendations from the reviews mentioned above
- the recommendations of a major thematic review into the provision of student mental health services commissioned by the Senate Quality Assurance Committee in 2016
- similar strategies developed by comparable institutions elsewhere in the UK

as well as the wide range of experiences and expertise from members of the group itself.

The group has been mindful that prompt and effective response to incidences of student distress and mental illness is one critical element of any mental health strategy. However the group has been clear that the strategy must also focus on positive steps for the promotion of wellbeing and good mental health.

Finally, the group has been mindful throughout its work that student mental health and staff mental health are closely linked issues. The group concluded early in its life that its focus needed to be on student mental health, but is very aware that staff wellbeing is an area that would benefit from further thought and action on the part of the University.

*The SMHSG was initially set up to report to the Equality & Diversity Committee convened by the VP People and Culture, however this Committee no longer exists. LTC agreed in 2015 that it was prepared to receive and consider the Student Mental Health Strategy instead.

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

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

Action requested

The Committee is invited to:

- Comment on and approve the draft Strategy and the proposed approach to implementing the Strategy;

How will any action agreed be implemented and communicated?
The paper sets out a proposed approach to implementing the draft Strategy

Resource / Risk / Compliance

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

The draft Strategy sets out the University's aspirations and vision for student mental health and wellbeing and identifies a number of steps that will be needed to achieve this. Further resources will need to be committed through the normal budget and planning round process to deliver some of these steps.

2. **Risk assessment**

The draft Strategy will assist the University to manage risks associated with failing to support growing numbers of students with mental health difficulties. More broadly the strategy, if successful, will lead to enhanced student wellbeing and may therefore help mitigate the risk to the University of a poorer student experience.

3. **Equality and Diversity**

An EiA has been completed and submitted.

This policy is expected to have positive impact on the experience of students with mental health disabilities and may also be of benefit to other equality groups who are believed to have higher levels of mental ill health than the rest of the population.

The policy sets out a range of mechanisms to reduce stigma associated with mental health and to enhance services by the University for students with mental health issues. By increasing access to information on support, by training more staff in delivery of frontline support and by refining service delivery on the basis of careful segmentation and targeting, fewer students with mental health issues should need to seek time off from study, leading to improved equality of opportunity for these students.

In addition, the development of activities such as Mental Health & Wellbeing Week, student led activities, as well as the development of greater numbers of staff trained in talking about and responding to mental health issues, should foster better relations between those with mental health issues and those without.

4. **Freedom of information**

Open

Key words

Student mental health, wellbeing, strategy

Originator of the paper

Professor Helen Cameron   Gavin Douglas, Deputy Secretary (Student Experience)
On behalf of the Student Mental Health Strategy Group
Jan 2017

# STUDENT MENTAL HEALTH STRATEGY 2016-2019

VISION:

Good mental health is "*a state of [mental] well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".* [1]

Good mental health is essential to students' academic success and to their participation in a high quality and rewarding student experience. Empowering students to participate in maintaining their mental health sets the foundation not only for academic success, but also in terms of self-esteem, personal resilience and self-confidence, with increased ability to sustain good mental health throughout their lives. The University believes that people with good mental health can go on to have a positive impact on their wider communities and society.Our vision is therefore that the University of Edinburgh should be an environment which enables and supports our students to flourish. Psychologists define "flourishing" as a state in which individuals have "high levels of emotional well-being, psychological well-being, and social well-being."[2]

In the flourishing University, therefore, our students will be academically and socially engaged, committed to learning, and oriented towards personal growth.

SCALE AND SCOPE:

Good mental health is developed and supported at many different levels, rooted in the individual mind but influenced by and dependent on many other factors:
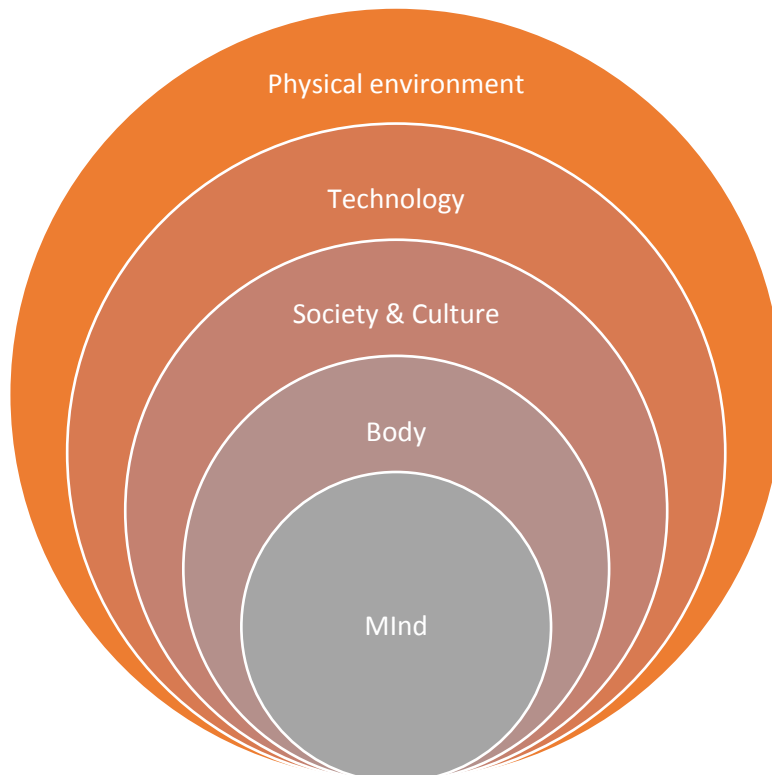
Wellbeing "map", based on the work of Dr Neil Thin (University of Edinburgh)

This strategy must therefore be broad in identifying:

- the range and type of interventions and developments that are necessary to sustain good mental health, and
- the areas of the University that have a role to play in supporting the good mental health of all our students.

AIMS:

Through implementing the actions, policies and processes outlined in this strategy we aim 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

- The University delivers effective communications to students from first point of contact and throughout the student journey that:
  - highlight the importance of good mental health and how to develop / maintain it
  - tackle the stigma that is often associated with discussing or disclosing poor mental health
- The University trains key staff to understand the enablers of good mental health and sources of further support and guidance
- The University always considers the impact of its policies and procedures, including academic regulations, on student mental health in addition to other impact factors
- The University always considers the impact of its estate on student mental health
- The University helps students take responsibility for their own wellbeing and develop practices that support good mental health
- The University supports and offers access to activities which aid good mental health
- The University gathers and uses data effectively to monitor and manage the impact of its strategy on student mental health

Students who experience mental health difficulties at the University of Edinburgh are well supported

- All students at the University of Edinburgh know how to access support if they experience mental health difficulties
- Students transitioning to the University with pre-existing conditions are supported to navigate local NHS support and receive joined up care
- Students who experience mental health difficulties:
  - Receive timely, appropriate support from the University, including access to specialist support if needed
  - Are referred to other forms of support (eg from the NHS) where necessary
- All key staff who work with students know both how to support and to effectively refer on students who experience mental health difficulties
- Students supporting other students can access advice and guidance
- The University supports student-led initiatives
- The University works effectively with NHS Lothian to support students who experience mental health difficulties

- The University gathers and uses data effectively to monitor, evaluate and inform the impact and development of its services in this area
- The University is mindful of its legal obligations towards students with mental health issues under the Equality Act 2010 and the Public Sector Duty.

SWOT:

- Strengths:
  - Scale, scope and quality of services offered by eg SCS, SDS, Chaplaincy, Res Life
  - High levels of satisfaction with specialist services
  - Professional accreditation of services
  - Links between services and with key stakeholders eg University Health Centre
- Weaknesses:
  - Ability to manage exceptional demand for specialist services
  - Communication of offering is fragmented
  - Levels of non-specialist support; ability to support staff who are supporting students
  - Focus on reactive demand management vs proactive wellbeing strategies
  - Ability to meet / shape student expectations
- Opportunities:
  - Institutional and national interest in mental health issues – now is a good time to be talking about this and seeking support
  - Service excellence and simplification projects – a renewed focus on streamlining service provision and processes
- Threats:
  - Very high growth in demand continues and undermines attempted strategic developments
  - Continued under-capacity in NHS -> UoE attempting to "backfill" NHS services (services that often don't exist)
  - Increasing numbers of international students and students new to the University arriving with mental health disorders, perhaps making transition more difficult

STAKEHOLDERS:

In drawing up this strategy the University has identified and consulted the following key stakeholders:

- Students (EUSA generally and the Disability and Mental Wellbeing Liberation Group specifically)
- University staff, especially
  - Those who deliver or support learning and teaching
  - Those in front line support services
- The University Counselling Service and the Student Disability Service,
- Chaplaincy
- The Healthy University team
- Associated professionals eg GPs in local surgeries; NHS mental health services staff; other support agencies / organisations

The University has also considered best practice recommendations from The Royal College of Psychiatrists, (2011) and sector guidance from Universities UK (2015) and the Higher Education

Policy Institute (2016), as well as the recommendations from the thematic review of Mental Health Services commissioned by the University's Quality Assurance Committee (2016).

ISSUES AND PRIORITIES

   a) Promoting good mental health

- Develop and implement a formal study of student wellbeing at Edinburgh, eg using the Warwick-Edinburgh Wellbeing scale
- Student recruitment and pre-arrival
  - Develop material on "looking after your mental health when you start at University" for use in recruitment, outreach (incl LEAPS) and pre-arrival activities including material for use in overseas markets (in other languages as needed) including Open Days, including addressing issues such as cost of living, accommodation, alcohol etc.
  - Provide training in mental health awareness for outreach and recruitment staff
- Welcome week / orientation:
  - Build on existing Counselling, Student Disability Service and IAD-delivered initiatives and develop a strand of Welcome Week activity that focuses on maintaining good mental health while at University
  - Embed messages on good mental health in key activities eg Parents' Talks, School welcome talks, International Day
- Policy, regulations & services:
  - Review Special Circumstances / IoS / other Concessions regulations / forms / committees - against considerations of mental as well as physical health
  - Evaluate and if needed improve support for students while on interruptions of studies
  - Review the use of Equality Impact Assessments and seek to introduce consideration of impact of policies and procedures on good mental health alongside evaluation of impact on those with formal protected characteristics
  - Review and enhance University communications around sensitive processes, eg financial difficulty, course or exam failure, progress difficulties etc
- Mental Health Awareness Week:
  - Support an annual campaign that brings together EUSA, EUSU and University to raise awareness in the University community of the prevalence of mental health issues, including specific activities designed to reduce the stigma associated with talking about or disclosing mental health difficulties
- Alcohol and drugs:
  - Develop and deliver an appropriate alcohol and drug awareness campaign to raise student awareness of the risks associated with excessive alcohol consumption and drug abuse (including on mental health)
- Physical environment
  - Gather evidence on how our estate supports mental health and social quality and develop guidelines on facilitating good mental health and social quality through the University estates strategy
  - Offer training for key Estates staff

- Existing and new small scale initiatives:
  - Map / identify existing initiatives promoting positive student mental health and bring into the scope of this strategy for evaluation
  - Resource and support the further development of pilot work both centrally and in Schools on :
    - Early warning and intervention
    - Student resilience / self-care training
    - Mindfulness training
    - Sports & Exercise / physical activities
    - Empathy / compassion initiatives for the general student population
- Student and staff training:
  - Raise awareness amongst academic and professional services support staff, and students , of the enablers of good mental health and of sources of further support and guidance on these enablers:
    - Sleep
    - Diet / alcohol (Alongside the University's Good Food policy)
    - Accommodation
    - Finance
    - Sport and physical activity
    - Study skills
  - Provide information on student wellbeing as part of new staff induction
- Develop a communications plan to deliver a range of information and messages for students and for staff supporting students on good mental health including:
  - Advice and guidance on wellbeing and good mental health, (including eg "wellbeing maps") with links to further resources and support opportunities

b) **Supporting students with mental health difficulties**

- Student recruitment and pre-arrival
  - Strengthen referral pathways and processes for students with pre-existing mental health issues to make the University aware of these
- Specialist support:
  - Develop a formal model to forecast demand for specialist services such as Counselling, the Student Disability Service/ Mental Health Mentoring over a 3-5 year period; routinely benchmark demand for these services against a number of equivalent HEI's in the UK. Report on these analyses to LTC/CMG as appropriate
  - Develop a range of scenarios and proposed responses to further increases in demand including
    - No further increase in demand
    - Modest annual growth in demand
    - Sustained high level growth in demand
  - Discuss these scenarios and options widely with key stakeholders across the University community.
  - Secure recurrent funding for the continued provision of Big White Wall or an alternative online solution for 2017/18 and beyond
  - Group sessions: increase the number, range and take-up of courses offered on a group basis, including an expanded programme of Mindfulness courses.

- Support for underserved groups:
  - Carry out further analysis of student mental health by different characteristics incl: Level of study / Gender / Place of term time / Residence / Sexual orientation / Age / Disability / Socio-economic status (SIMD) / Nationality
  - Build on the data gathered above to identify groups that may require further support on the basis of greater need (eg disabled students), lower than expected participation in services, (eg male students, some international students)
- Links to NHS
  - Review and strengthen the systemic and operational links that exist between the University and specialist NHS services including referral mechanisms/protocols, potential for stepped care agreements
  - Raise NHS Lothian and Scottish government awareness of and generate increased support for student mental health issues through focussed communications with key stakeholders (stakeholder analysis needed) and periodic strategic fora (working with other Edinburgh / Scottish HEI's as required)
- Schools / services
  - roll out targeted training during 2016-19 in supporting students with mental health issues, including data disclosure issues, to:
    - all personal tutors
    - all student support teams
    - supervisors
    - security staff
    - other professional services staff as needed
  - Enhance the quality and accessibility of information available to staff who need to support students with mental health issues
  - Develop a network of trained, specialist support staff (eg one senior SSO in each school) to act as a first point of contact for students wishing to discuss mental health issues or for other staff who have concerns about a student
  - Create a network for key staff to share practice / stay up to date / debrief / connect with professionals in other services
- Peers
  - Develop training for peer mentors including both UG and (as it develops) PGT schemes
  - Investigate the potential for a system of PGT peer mentors
  - Enhance the quality and accessibility of information available to students so that they can support fellow students or intervene if needed as bystanders
  - Support the activities of student-led societies and initiatives which have formed to focus on mental health and well-being promotion
  - Provide enhanced support for PALS mentors and officers / members of student mental health societies
- Policy
  - Review the University's Support for Study policy in 2016/17 and evaluate its usefulness in helping students with mental health issues and staff in supporting such students
  - Identify ways to evaluate student fitness to study prior to return, for example resourcing of access to occupational health services for students
- Develop a communications plan to deliver a range of information and messages for students and for staff supporting students on good mental health including:
  - Easy to access and navigate information on what to do if things are not going well, with links to relevant policies, further resources and support opportunities

  o Improve accessibility and usability of online and print information for students seeking to access services

GOVERNANCE:

- Establish a task group under the Deputy Secretary (Student Experience) to have oversight of this strategy and to update LTC on its implementation

TARGETS AND KPI'S:

- Outputs: Implementation of the strategy commitments (against time, budget) will be monitored and reported on to the Strategy Task Group and annually to Senate Learning & Teaching Committee
- Outcomes: Use of the Warwick-Edinburgh Mental Well-being scale to evaluate the wellbeing of a representative sample of UoE students starting in 2016/17, repeating the evaluation annually thereafter to track any changes to reported levels of wellbeing.
- Impact: design and develop a periodic appreciative inquiry summit to consider institutional progress towards becoming a flourishing University and to envisage / recommend future developments.

  Note: we see potential longer-term benefits to student satisfaction measures such as the National Student Survey from an increased focus on good mental health and an increase in the numbers of students who are supported to flourish at the University of Edinburgh.

PRIORITISATION AND TIMING

Attached (Appendix A)

REFERENCES:

1. World Health Organization, (2014), "Mental Health: A State of Wellbeing" (online) Available at http://www.who.int/features/factfiles/mental_health/en/ Accessed 23/09/16
2. Keyes C. L. M. Toward a science of mental health. In S. J. Lopez & C. R. Snyder (Eds.). Oxford handbook of positive psychology (pp. 89-95). New York: Oxford University Press

APPENDIX A: DRAFT IMPLEMENTATION PLAN

ACTIVITY	2016/17	2017/18	2018/19
Data and demand	• Generation of 3 year forecasting model • Analysis of demand by segment and identification of under-served groups	• Further iterations	• Further iterations
Communications	• Audit of existing material and user testing for visibility • Rationalisation of material	Development of enhanced materials eg "wellbeing maps"	
Staff training	• Training for PT's and SSO's • Development of online resources	• Training for PT's and SSO's • Student / peer training • Training for SRA staff • "Advanced training" for key staff	• Training for PT's and SSO's • Student / peer training • Training for SRA staff
Pilots and other initiatives	• Scaling up of mindfulness (Chaplaincy) • Review other pilots and consider scaling of successful ones	Review other pilots and consider scaling of successful ones	Review other pilots and consider scaling of successful ones
NHS Links	• Closer operational links between SCS and Royal Edinburgh developed • New strategic forum between NHS Lothian and Edinburgh HEI's established	Relationships developed and progressed, opportunities for collaboration strengthened	Relationships developed and progressed, opportunities for collaboration strengthened
Student-led activities	tbc	tbc	tbc
Policy and regulations		• Review concessions policies against considerations of mental health and wellbeing • Review use of EiA's and consider inclusion of wellbeing as well as impact on equality groups • Review and enhance University communications around sensitive	

		processes eg financial difficulty, course or exam failure	
Estate		• Gather evidence on how the physical estate supports mental health and wellbeing • Develop guidelines for estates work in this area	
Orientation and induction	• Review and plan enhancement of welcome week	• Deliver increased wellbeing advice and activity in Welcome Week • Review of pre-arrival information on mental health & wellbeing • Embed key messages on good mental health in major outreach activities eg Open Days	• Review of information on alcohol and drug abuse
Review of Support for Study Policy	Review undertaken and concluded		
Mental Health Awareness Week	Week will run w/c 30/1	Continue and enhance	Continue and enhance
Evaluation		• First iteration of Warwick-Edinburgh Wellbeing Scale	• Second iteration of Warwick-Edinburgh Wellbeing Scale • Appreciative Inquiry

Appendix B: Membership of the Student Mental Health Strategy Group

Professor Helen Cameron (Chair)	Director of the Centre for Medical Education
Dr Adam Bunni	EUSA, Representation Manager
Gavin Douglas	Deputy Secretary, Student Experience
Lynne Duff	Assistant Director Residence Life, Accommodation Services
Jean Grier	Investigations Manager
President	EUSA
Vice President, Societies & Activities	EUSA
Sarah McAllister	Teaching Organisation Manager, School of GeoSciences
Ronnie Millar	Director, Counselling Service
Tam Mitchell	Mental Health Co-ordinator, Counselling Service
Rev Ali Newell	Associate Chaplain
Dr Anne Payne	Director of Professional Services, School of Biological Sciences
Sue Renton	Student Experience Officer, School of Social and Political Science
Mark Wilkinson	Student Experience Project Manager
Sheila Williams	Director, Student Disability Service
Professor Richard Coyne	Dean of Postgraduate Studies, CHSS
Professor Allan Cumming	Dean of Students, MVM
Alex Laidlaw	Head of Academic Administration, CHSS
Charlotte Macdonald	EUSA, Advice Place Manager
Dr Maya Mayblin	School of Social and Political Science
Dr Sharon Young	GP, University Health Service
Dr Neil Thin	Senior Lecturer, Social & Political Sciences
Neil Willett	Director of Professional Services, SPS
Dr Will Hossack	Senior Lecturer, School of Physics

Update on the Continuing Professional Development Framework for Learning and Teaching

Executive Summary

This paper provides an update on progress with the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was requested by Learning and Teaching Committee in 2012 and accredited by the Higher Education Academy (HEA) in 2013. Reaccreditation will take place in 2017. Good progress is being made in terms of positive feedback from participants and increasing participation. The main barrier to further increases in participation is staff workloads particularly in having enough colleagues available as mentors to meet anticipated growth in demand.

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

The CPD Framework supports the University's mission to provide the highest-quality research-led teaching and learning. Participation in the more advanced levels of the CPD Framework contributes to the strategic priority of leadership in learning.

Action requested

For discussion

How will any action agreed be implemented and communicated?

Agreed actions will be implemented during academic year 2017-2018 and an update on progress will be given to Learning and Teaching Committee in January 2018.

Resource / Risk / Compliance

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

   Any new resource implications will depend on any recommendations made by the Committee in light of this paper.

2. **Risk assessment**

   The key risk is that workload pressures make it impossible for sufficient colleagues to support the EdTA as mentors. This would limit our ability to meet demand from staff and

grow the numbers of staff with HEA Fellowship. We will be monitoring this situation over the next 12 months.

3. **Equality and Diversity**

An equality impact assessment has been conducted on the Framework.

4. **Freedom of information**

This paper is open.

Key words

Teaching qualifications, learning and teaching, staff qualifications to teach, continuing professional development.

Originator of the paper

Dr Velda McCune and Dr Jon Turner, Institute for Academic Development, 25.1.17.

Introduction

This paper provides an update on progress on the University's Continuing Professional Development Framework for Learning and Teaching. This Framework was requested by Learning and Teaching Committee in 2012 and accredited by the Higher Education Academy (HEA) in 2013. The provision within the Framework is intended to provide relevant and flexible professional development relating to learning and teaching for all University staff involved in teaching or supporting learning at any point in their careers. The Framework is delivered in collaboration with Schools and Support Services. The current Framework is illustrated in Figure 1. Gaining professional recognition from the HEA provides national recognition for colleagues of their commitment to professionalism in teaching and learning in higher education. An updated Framework will be put forward for reaccreditation with the HEA in March 2017. This is therefore a timely moment to seek input from LTC.

Figure 1: The CPD Framework for Learning and Teaching
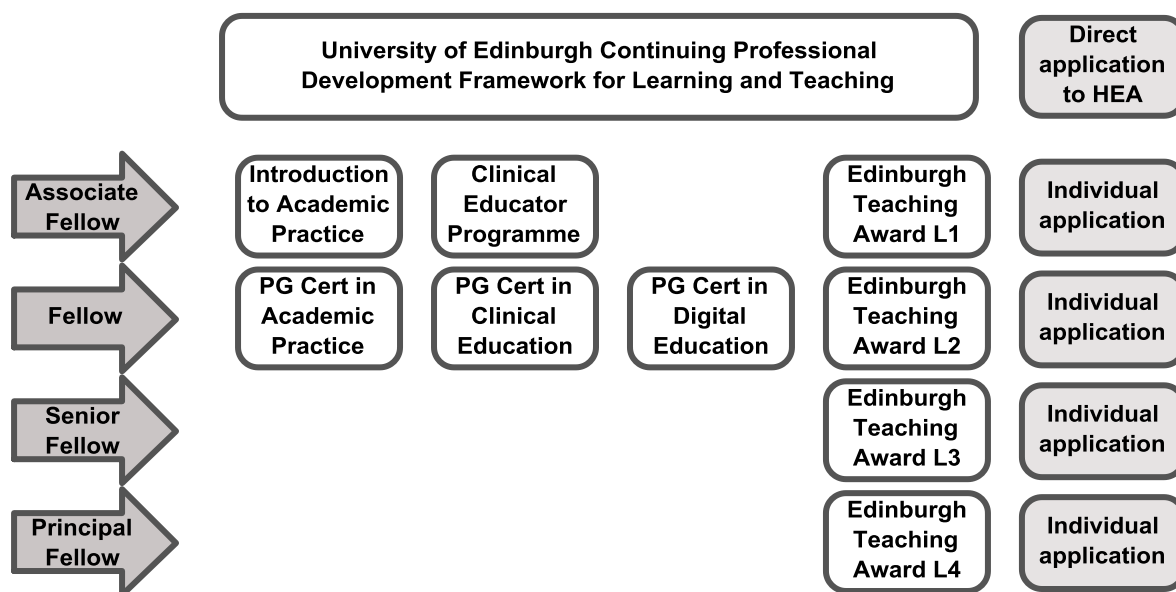
The three main pathways through the Framework for University staff are the Introduction to Academic Practice (IntroAp), the Postgraduate Certificate in Academic Practice (PGCAP) and the Edinburgh Teaching Award (EdTA). The rationale for continuing to retain the PGCAP when the CPD Framework was developed was that postgraduate study of learning and teaching in higher education provides a strong scholarly foundation for those colleagues who wish to develop careers which are more focused on learning and teaching or who have a particular interest in these areas

The Introduction to Academic Practice was developed at our previous accreditation to provide a route to Associate Fellowship of the Higher Education Academy for experienced tutors and demonstrators who previously had no internal UoE route to accreditation. The Introduction

to Academic Practice has been designed to include rich and structured face-to-face and online interaction as well as teaching observation. This provides an ideal learning environment for less experienced teachers. Postgraduate students appreciate having a nationally recognised qualification to teach for their curriculum vitae as this is appearing in advertisements for academic posts.

When we developed the Edinburgh Teaching Award (EdTA) for our previous accreditation, our intention was to provide a route to different levels of Fellowship of the HEA for colleagues who found that the PGCAP was not a good fit for their roles and/or who wished to accredit development beyond the level of Fellow of the HEA. This is well aligned with the University's aspiration to have colleagues engaging with CPD for learning and teaching throughout their careers and the embedding of this within the annual review process. The EdTA requires participants to take part in and reflect on their choice of diverse CPD activities and then to write a reflective blog about their practice in relation to the UKPSF. The EdTA can be completed over six months to two years depending on participants' work patterns. The workload for the EdTA was designed to be manageable for academic and support colleagues with demanding full time roles. The main task is blog posts totalling 2500 words.

We have begun to offer the EdTA in partnership with some of the Schools within the University, to provide a closer fit to local needs and to secure greater buy-in across the University. This involves the School providing the mentors, group meetings and some of the CPD. The administration of the local versions of the EdTA is still run centrally by the Institute for Academic Development and submissions are made to the same central panel as all other Edinburgh Teaching Award participants. The most established of these local collaborations is with Veterinary Medicine and from a population of approximately 130 teaching related academic staff, there is now 60% voluntary engagement with the local EdTA programme. In addition, there are perceived changes in several areas: Colleagues seeking out additional teaching and learning responsibilities; increased attendance numbers at the in house CPD workshops; and changes in teaching practice. These changes will be evaluated more robustly in a research project being undertaken as part of an IAD Secondment by Catriona Bell.

In Mathematics a local version of EdTA level 1 targeted at tutors and demonstrators has 15 participants. The leads on this provision are working on new strategies to increase engagement as the participants have not be as active as would be hoped. The next School version will be in Social and Political Sciences starting in February 2017. Catriona Bell, who leads on the Veterinary Medicine iteration is on secondment to the IAD and is working with Velda McCune to bring more Schools on board. The main challenge for this work is lack of staff time in Schools.

The Clinical Educator Programme and Postgraduate Certificate in Clinical Education were both developed specifically to meet the needs of medical educators. The Clinical Educator

Programme was developed as the provision for all concerned with teaching medical undergraduates of the University of Edinburgh.

Participation in the Framework

Participation in and completion of the Postgraduate Certificate in Academic practice has remained relatively stable in recent years despite the introduction of the Edinburgh Teaching Award as an alternative possibility for staff. This suggests an increase in willingness of staff to participate in accredited provision. The number of colleagues completing the full qualification is still relatively low and the biggest barrier to this appears to be staff time. When the programme is reaccredited we will reduce the number of courses and assessments which we hope will encourage more completions. (Participants currently complete 1x20 credits and 4x10 credits. This will change to 1x40 credits and 2x10 credits).

Table 1: Participation in the PG Cert in Academic Practice

	AY11/12	AY12/13	AY13/14	AY14/15	AY15/16	AY16/17
Course Participants	393	423	361	405	345	TBC
Matriculated	61	103	131	134	126	129 (so far)
Graduated	10	24	25	27	34	11 (so far)

Participation in the Edinburgh Teaching Award has been growing steadily since the Award was first piloted as shown in Tables 2a and 2b. As participants have two years in which to complete an award it will take time for the completion rates to become fully clear but we estimate they are over 50%. Participants tell us that finding time is the biggest barrier to completion.

Table 2a: Edinburgh Teaching Award participation (excluding Vet School)

	AY 14/15	AY 15/16	AY 16/17
Course Participants	63	139	232 (so far)
Completed	8	29	17 (so far)

Table 2b: Edinburgh Teaching Award participation (Vet School only)

	AY 14/15	AY 15/16	AY 16/17
Course Participants	19	17	41 (so far)
Completed	0	5	2 (so far)

The biggest barrier to increasing participation in the Edinburgh Teaching Award is the number of staff with HEA Fellowship available and willing to mentor on the scheme. This is leading to waiting lists for participation. Currently 13 Schools provide some mentors, usually one or two. The most noticeable exception is Veterinary Medicine which provides 10 mentors. The largest group of mentors still comes from the Institute for Academic Development and we are approaching the point where all relevant learning and teaching staff in the IAD will have a full complement of mentees.

Participation and completion data for the Introduction to Academic Practice are provided in Table 3. The excellent completion rates reflect the close support given to participants by the IntroAp team. Other influences on completion are that tutors and demonstrators tend to have somewhat milder time pressures than other staff and do not yet have secure careers providing another incentive to secure an accredited award. With current IAD staffing it is anticipated that around 90 participants can be accepted onto the Introduction to Academic Practice each academic year. We also offer non-accredited workshops on tutoring and demonstrating to larger numbers of participants.

Table 3: Participation in and completion of the IntroAp

Cohort	Participants joining	Participants completing
Jan-14	20	20
Jan-15	46	42
Oct-15	32	29
Jan-16*	45	44

* The October 2016 iteration was cancelled due to staff changes but in future there will be two cohorts per year in October and January.

Data on Teaching Qualifications

The Higher Education Statistics Agency (HESA) collects data on staff qualifications to teach in Higher Education. Relevant qualifications include Fellowship of the HEA and certain PGCE qualifications among others. The data collection applies only to academic staff. This HESA return is not compulsory at this time in Scotland but may become so in future and be relevant for the Teaching Excellence Framework. Further details of the HESA return can be found at:

 https://www.hesa.ac.uk/collection/c16025/a/actchqual/

The data available (for English Universities only) suggest a Russell Group average of 35% for staff who meet the HESA criteria and who had an academic teaching qualification in 2014-2015.

Data for the University are presented in Table 4 below. The percentage of staff recorded as qualified to teach by this metric has increased substantially and is likely to grow with increasing participation in the EdTA in particular and with more staff joining the University with teaching qualifications already in place. Some of the recent increase is due to ongoing work to improve the quality and completeness of the data held centrally on staff teaching qualifications (through the Oracle staff database). There remain significant gaps in this data for some Schools so the figures noted below are likely to be an underestimate.

Table 4: Staff qualifications to teach in relation to the HESA return

YEAR	Number of Staff who meet the HESA criteria to be returned with an Academic Teaching Qualification	Number of staff who meet the HESA criteria and who have an Academic Teaching Qualification	% of staff who meet the HESA criteria and who have an Academic Teaching Qualification	Numbers completing IAD programmes relevant to HESA criteria (PGCAP + EdTA 2,3,4)
AY 2013/2014				25
AY 2014/2015	2666	177	6.64%	32
AY 2015/2016	2729	365	13.37%	66

Evaluation of the Framework and future directions

The PGCAP is evaluated in a number of ways including asking students for feedback at the middle and the end of each course, seeking feedback from the Student-Staff Liaison Committee, feedback from the External Examiner and discussions amongst staff at the regular

team meetings. The comments and feedback have been very positive with both students and the External Examiner appreciating the range of courses on offer, the modelling of a diversity of learning experiences, and the opportunity to learn from experienced peers and colleagues. Enrolments on the PGCAP have remained steady even though participants now have the option of choosing the Edinburgh Teaching Award as an alternative route to Fellowship of the Higher Education Academy.

We have chosen to focus the strategic development of the PGCAP for reaccreditation around the goals of efficiency and improving completion rates, and to ensure that it meets the vision of being a developmental opportunity for the participants. In particular, we are committed to ensuring the practical relevance and applicability of the programme to our participants. A number of aspects which we consider core, such as course design and assessment are currently optional courses. These elements will be moved into the core course. It has also been an opportunity to reflect on, and develop, the strengths of the existing programme from the perspectives of the staff who deliver it, the External Examiner, and the participants.

The new structure will have a 40 credit core instead of 20 credits which will be called Foundation of Academic Practice. This will cover a range of topics including: promoting active and engaged student learning; designing high quality courses and programmes; effective assessment and feedback; academic roles, identities and practices; and putting your learning into practice. It will be assessed by a reflective blog, which will allow participants to discuss their developing practice in a scholarly manner with ongoing formative feedback. There will then be a smaller number of optional courses of 10 credits. This will mean that participants have fewer assessments to complete and we anticipate this will enhance completion rates.

The feedback on the Introduction to Academic Practice has been excellent as are the completion rates. According to participants, the course helped improve their teaching by encouraging reflection on their practice and making them aware of research on education, as well as allowing them to learn from other colleagues and course facilitators. Participants enjoyed the collegial and supportive atmosphere of the course. Few modifications will be made to the Introduction to Academic Practice for reaccreditation as it appears to be highly successful.

As the EdTA is our most significant new undertaking in CPD for academic staff, we arranged an external evaluation of the provision by Professor Murray Saunders. The evaluation involved 18 interviews with senior managers, participants and IAD colleagues as well as survey responses from 24 EdTA participants. The findings were very positive with participants particularly appreciating their mentors. The majority of the respondents to the survey had already changed their teaching or assessment practice based on participation. The main concern raised by participants was that the Pebblepad blog was difficult to use so we are now

trialling WordPress as a replacement. We have also removed the option of doing an oral presentation for the final submission as these presentations seemed less developmental for participants than blogging. Further detail on the evaluation can be found on Teaching Matters (http://www.teaching-matters-blog.ed.ac.uk/?p=1075).

Questions for discussion

1) The main limiting factor on increasing participation in the Edinburgh Teaching Award appears to be colleagues being able to make time to participate or to act as mentors for others.
- Does the Committee have any suggestions about how to free up more time for colleagues to do these things?
- Would it be reasonable to ask every School to provide a certain number of mentors, perhaps scaled to the number of teaching staff in each School?

2) Does the committee have any suggestions for the new PGCAP?

3) Any other comments or questions on the paper.

The University of Edinburgh

Senate Learning and Teaching Committee

25 January 2017

Peer Learning and Support

Executive Summary

To provide a summary of current practice at the University in the area of Peer Learning and Support, and raise some questions for discussion and seek guidance from the Committee (points 23 – 28).

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

Outlined in the paper.

Action requested

For discussion, and to seek guidance on the points raised in paragraphs 23 – 28.

How will any action agreed be implemented and communicated?

This is dependent on the outcomes of discussion.

Resource / Risk / Compliance

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

   Currently there are no resource implications associated with the paper.

2. **Risk assessment**

   There are no risks associated with this paper.

3. **Equality and Diversity**

   There are currently no major equality impacts from this paper.

4. **Freedom of information**

   The paper is open.

Originator of the paper

Katie Scott, Peer Learning and Support Manager, 13/01/17

Introduction:

This paper will offer a snapshot of current practice at the University in the area of peer learning and support, and outline how this work aligns with the University's Strategic Plan. It will then pose a series of questions for discussion and advisement by the Committee. This paper will be accompanied by a presentation at the Learning and Teaching Committee on the 25th of January.

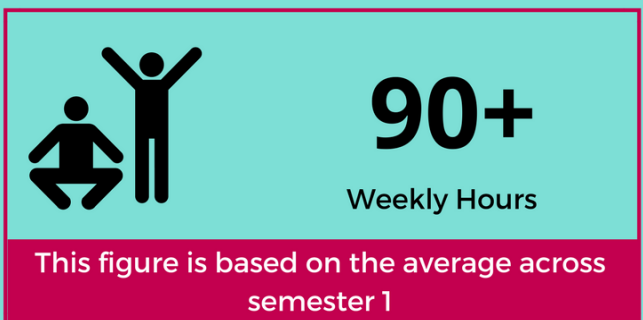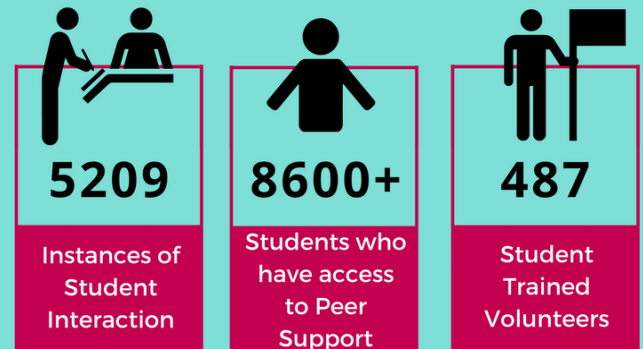## Peer Learning and Support: Learning and Teaching Committee Paper

PEER LEARNING AND SUPPORT STATISTICS

ACADEMIC YEAR 15/16

9871	**8500+**	**459**
Instances of Student Interaction	Students who have access to Peer Support	Student Trained Volunteers
45	**1107**	**200**
Student-led schemes	Hours of student run events and activities	Hours of Centralised Training

45+
Weekly Hours

This figure is based on the average across the academic year
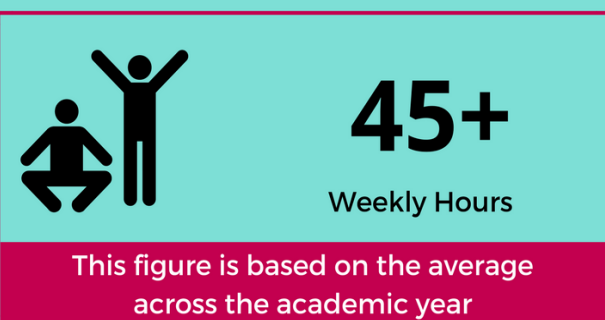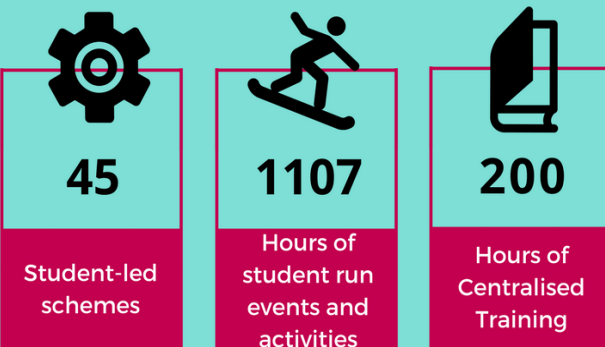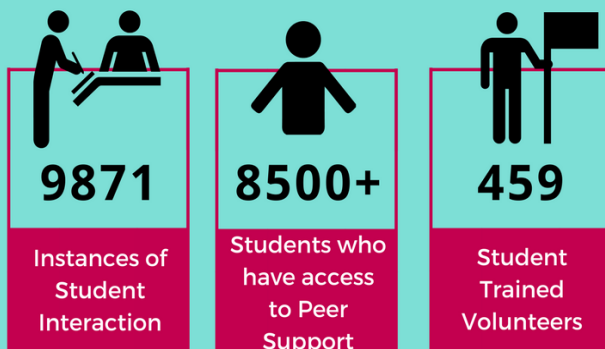
PEER LEARNING AND SUPPORT STATISTICS

ACADEMIC YEAR 16/17 SEMESTER 1

5209	**8600+**	**487**
Instances of Student Interaction	Students who have access to Peer Support	Student Trained Volunteers
40	**1096**	**272**
Student-led schemes	Hours of student run events and activities	Hours of Centralised Training

90+
Weekly Hours

This figure is based on the average across semester 1

Mission: We discover, develop and share knowledge.

Highest-quality research-led teaching and learning: Leadership in Learning

PALS Leadership Development Course:

1. Partnership project between the University Business School & Peer Learning and Support Team creating a credit-bearing Leadership Course. The course covered facilitation, problem-solving, emotional intelligence, assertiveness, leadership style and skills, team building and much more.
2. One of the few Institutions outside of the United States to run such a course, particularly with an additional taught content element. Many Universities are now hoping to replicate this approach both in the UK and abroad and have been requesting our input.
3. Unique course assessment as **20% of the mark is observation of applied learning in the PALS Sessions and 80% reflective journal** critiquing their skills, experiences, challenges and developments as PALS Leaders and learners.
4. This course was taught using a collaborative approach with contributions coming from experts in business, the education sector and peer learning.
5. Currently greater research needed in this area; as Co-chair of the International Academic Peer Learning Leadership Group we will contribute to this.
6. **Course Testimonials:**
   a. *'PALS was **one of the most helpful things in my studies**, when preparing for Essays and Exams'. Course attendee.*
   b. *'Another aspect which encouraged me to apply to be a PALS Leader this year is the benefit to my own personal statement, which **would be very helpful in the future'**. Course attendee*

Challenge the boundaries of knowledge, research and disciplines;

Collaborative peer learning:

7. Currently **487 Leaders from 20 Schools** work together through events, networks, workshops and conferences. This has been particularly true of projects such as the Alumni Mentoring Scheme and the National Leader Conference.
8. National Leader Conference takes place annually over 3 days and is attended by over 200 students and staff from all across Europe who come together to share their ideas, practice and experiences around peer learning.
9. The Leadership course we developed is also distinctive in its multi-disciplinary approach, bringing together **students' disciplines across Arts, Humanities, Science and Engineering around a common goal.** Working on group activities, mentoring, coaching and much more. The feedback showed the **diversity of the group to be one of the most positive aspects of the course.**

Graduates and staff to be exceptional individuals equipped to address global challenges;

Longitudinal study into Leader destinations post-University:

10. **95% felt that they now possess the employability skills required of a graduate** as a result of their Peer Leader experiences.
11. **84% felt that they developed confidence when interacting with superiors** as a result of their Peer Leader experiences.

International Peer Leadership Survey: Edinburgh

12. **74%** of students in the **IPLS** reported an **improved ability in applying knowledge to a real-world setting** through hands-on experiences as result of their peer leadership experiences.

Alumni Mentoring Scheme: Matching current Leaders with recent Scheme graduates:

13. **Testimonials**
    a. *"Meeting someone who has been **through it and survived is a great way to feel better and confident!"** Mentee
    b. *"An amazing initiative, really appreciate it. Speaking to mentors was very helpful'.* Mentee
    c. *"Having been through the **stress of applications and interviews myself, it feels great to help others.**"* Mentor

LitPALS Students Survey:

14. 100% of respondents felt they had benefited from being a Leader. Reasons provided ranged from improved organisational and communication skills, to being a part of the academic community, to meeting new people.
15. *"As a result of my participation in the scheme I have become not only **more creative and confident**, but also more aware of the **impact I have on others".** PALS Leader

Promote good health, economic growth, cultural understanding and social well-being:

PALS supporting transitions:

16. **'I found it difficult to move from High School to University level and I was not sure if I was doing enough, or if I was on track and PALS helped me realise that almost everyone was in the same situation and that Lect*urers were not out to trick us'.* PALS Leader

International Peer Leadership Survey (IPLS): Edinburgh

17. **91%** of students reported that peer leadership had **changed the way they felt about building relationships with people with whom they work.**

Development themes:

Influencing Globally:

18. **Additional Roles:**
    a. Co-Chair International Academic Peer Learning Leadership Group
    b. Convener of the Scottish Peer Support Network
    c. Reviewer International Journal of Peer Learning
    d. Co-Organiser European Academic Peer Learning Conference 2017

International Peer Leadership Survey (IPLS): Edinburgh

19. **71%** of students reported an **improved knowledge of people with backgrounds different than their own** as result of their peer leadership experiences.

Contributing Locally:

20. **PALS Leader Testimonial:**

    a. *'Several things motivated me to become a PALS Leader. Perhaps the most significant reason was I often utilised the **PALS Scheme in my first year to help with my studies and I found it very useful. I felt I owed it to the Scheme and the younger students to give them the help I had'**.* PALS Leader
    b. Student Experience Project (SEP) General Staff Survey: **75.6% have found the PL&S Projects have positively impacted their role**. Staff reported that the central team's support helped them decrease their workload in this area and respondents recognised the value of the work of the Team as a partnership between the Students' Association and the University.

21. **International Peer Leader Survey: Edinburgh**

    a. **91%** of students reported that **peer leadership had changed the way they felt about building relationships with people with whom they work.**
    b. **86%** of students reported that **peer leadership had increased the feeling that they are contributing** to their campus.

22. **Direct Student Funding:**

    a. **£2275.53** released in AY 15/16 and over **£3170** semester one AY 16/17 for student Peer Learning and Support activities. The demand for this fund is now beyond our current resource.

Areas for discussion and guidance:

Priority areas of focus:

23. The Peer Learning and Support Team have spent the last few years focusing our resource on the transition into University and 1st year students. This has resulted in peer learning and support being available to the vast majority of the 1st year undergraduate population. However, over the last year we have been getting a greatly increased number of requests for Postgraduate projects and to a lesser extent Honours projects.

24. The Postgraduate students in particular seem to be identifying a gap in the academic and social support they receive currently and their perceived need. However, it's worth noting further investigation may be needed to identify if peer learning may be part of a suite of work to support postgraduate students rather than a stand-alone provision. This may be an area for the Researcher Experience Committee to consider.

25. With a limited resource we cannot respond to this increasing demand with the funding and staffing model we have, therefore we would like a steer from the Committee on the priority areas for the University calendar of events, workshops and training annually to promote and encourage collaboration and the opportunity to work together to creatively identify solutions to sector-wide issues in order to focus our efforts here. Although it must be acknowledged this may have an impact on the level of support we can offer to existing Schemes.

Staff Work Allocation Model:

26. We put to the Committee that we would like the University to consider Peer Learning and Support in staff work allocation models. This would likely mean a very small contribution from the hours of the academic lead and a slightly larger allocation from the Student Support Office. Currently the lack of consistency here has a huge impact on the work of the team and ultimately the success of the project. This currently runs on goodwill which means it is the first thing to drop in busy times and during staffing changes, meaning students in different Schools or even disciplines have very different experiences. A less substantive or complimentary option would be to continue to support and promote the School Senior Leader model which is currently in place in 6 Schools. This has proved to be incredibly successful, adding value not only in the breadth of Schemes available but also the quality.

27. The Peer Learning and Support Team have spent a great deal of time this year undertaking vigorous evaluation of our Schemes and we've made marked improvements. However we still face difficulties in this area for 2 reasons: firstly again due to staff time and commitment the data can be very patchy and it's difficult for us the sanction against this; secondly as the Students' Association we do not have the same access to data as the University, for example on the impact of peer learning on academic outcomes. With this data we would have a clearer picture of current practice and where to concentrate our resources. We ask if this is something the Committee could offer its support to.

28. We would also ask the Committee to consider supporting the Team in recommending an opt-out model to Schools who have established Peer Learning and Support Schemes. This would mean that Sessions would appear in students' timetable, enabling greater and more consistent access to student participants.

The University of Edinburgh

Senatus Learning and Teaching Committee

25th January 2017

Proposal for Future Monitoring of Feedback Turnaround Times and Quality

Executive Summary

This paper covers future monitoring of feedback turnaround times aligned to Taught Assessment Regulation 16. It proposes a modification to monitoring processes in parallel with the rollout of the course enhancement questionnaires.

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

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

Action requested

For discussion and approval

How will any action agreed be implemented and communicated?

If approved, the Assistant Principal (Assessment and Feedback) will communicate the decision to Directors of Teachings, Directors of Professional Services and relevant college and school staff.

Resource / Risk / Compliance

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

   There should be no additional resource required compared to the previous system; indeed, the proposed change in arrangements will lead to savings in resources in Schools

2. **Risk assessment**

   Student satisfaction with feedback on assessment, including the timeliness of feedback, as measured by the National Student Survey, is not as high as the University would like. Taught Assessment Regulation 16 is one of the ways that the University is addressing this issue. There is a risk that removing one of the mechanisms by which the Schools and the University monitor engagement with this Regulation could reduce the level of priority that Schools are giving to this issue. However, this risk is mitigated by the introduction of the Course Enhancement Survey, which includes a course-level question regarding feedback on assessment.

3. **Equality and Diversity**

   N/A – the University is not changing a policy or practice, but only modifying the mechanisms by which it is monitoring the operation of the policy / practice.

4. **Freedom of information**

   The paper is open

Key words

Originator of the paper

Susan Rhind, Assistant Principal (Assessment and Feedback).

Tom Ward, Director of Academic Services

January 2017

Proposal for Future Monitoring of Feedback Turnaround Times and Quality

Background

In session 2014-15, a requirement for Schools to report to Senatus Learning and Teaching Committee (LTC) on their feedback turnaround times was instituted in parallel with the new Taught Assessment Regulation: 'Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission'. (Now Regulation 16)

In session 15-16, there was an increasing degree of dissatisfaction from the Schools in regard to the staff resources they had to dedicate to this task, which has been further reinforced through the Service Excellence Programme consultations. There is also a sense that as the measures may be constructed in different ways across Schools, robust comparisons are not realistic, meaning that the data has limited value centrally. In general, therefore, there is increased recognition that the staff time involved in collating and reporting on this data is disproportionate to the benefits derived from reporting centrally.

During 2016, Information Services Group reviewed the arrangements for online assessment and feedback, and concluded that "*it will be challenging to provide an effective system solution to [the measurement of the 15 day turnaround time regulation] without changes to business processes (i.e. all due dates stored in EUCLID at start of semester) and changes to the way data is captured on return of assessments (some of this currently held externally).*" It therefore appears unlikely that systems developments will be able to deliver significant reductions in the staff time involved in collating and reporting on this data.

This paper addresses both this issue of feedback timeliness and feedback quality - linking to paper LTC 15/16 5 G1 'Assessment and Feedback: Update and Focus on Feedback Quality'. The paper highlighted the importance of EVASYS (now referred to as the Course Enhancement Questionnaire, CEQ) as a key mechanism to monitor feedback quality moving forward. The relevant CEQ question in the core course question set is:

- 'Feedback so far has been helpful and informative'

Whilst at present there is no specific question on feedback timeliness, [this was considered and rejected in the CEQ development process as it risked unbalancing the 'tight' core question set], it seems reasonable to assume that as feedback needs to be timely in order to be helpful, the item captures both timeliness and the construct of quality.

Proposal

1. That from semester 2 courses 2016-17 onwards, Schools no longer be required to report turnaround times centrally; Monitoring of turnaround time must remain, but with ownership at School level. In addition, Schools will not need to report centrally regarding data that they have collected regarding turnaround times for semester 1 2016-17.
2. That Heads of School remain accountable for implementation of Taught Assessment Regulation 16 and ensure systems are in place to identify breaches.
3. That Schools closely monitor data from the CEQ feedback question and target future monitoring to those courses falling below 60% satisfaction by this metric and/or their poorest performing courses.
4. That University level review of data from the CEQ feedback question is carried out at the earliest opportunity in semester 2 and informs ongoing engagement with schools/ courses by the Assistant Principal (Assessment and Feedback).

The University of Edinburgh

Senatus Learning and Teaching Committee

25th January 2017

Engaging with the new National Student Survey question set and core Teaching Excellence Framework metrics

Executive Summary

The University has well-established arrangements in place for reflecting on performance in relation to the National Student Survey (NSS), along with a range of activities to contribute to a positive student experience in areas which the NSS highlights. However, the 2017 NSS includes new sections with questions on 'Learning Opportunities', 'Learning Community' and 'Student Voice'. The Teaching Excellence Framework (TEF) also introduces some core metrics which it will be important for the University to perform well in relation to (particularly if the University decides to enter the TEF in future). While some of these core metrics are long-standing NSS questions, others are not.

This paper considers the institutional activities underway in relation to the new NSS questions, and in relation to those TEF core metrics which are not derived from long-standing NSS questions, and identifies the academic leaders and departments who would be responsible at institutional level for addressing these issues on an ongoing basis.

The paper invites the Committee to reflect on whether the University should consider any further activities in the areas related to these questions and metrics.

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

The paper aligns with the University's Strategic Objective of 'Leadership in Learning'.

Action requested

The Committee is invited to:

• Discuss the analysis of institutional activities currently underway; and
• Consider whether the University should consider any further activities.

How will any action agreed be implemented and communicated?

There is no need to communicate the analysis in the paper. If the University decides to take any additional action as a result of this discussion, it will be necessary to consider appropriate implementation and communication actions.

Resource / Risk / Compliance

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

N / A – the Committee is not being asked to approve any specific developments.

2. Risk assessment

N / A – the Committee is not being asked to approve any specific developments.

3. Equality and Diversity

N / A – the Committee is not being asked to approve any specific developments.

4. Freedom of information

The paper is open

Key words

Originator of the paper

Tom Ward, Director of Academic Services

18 January 2017

Engaging with the new National Student Survey question set and core Teaching Excellence Framework metrics

Revised NSS Question Set

At its meeting on 16 November 2016, the Senate Learning and Teaching Committee (LTC) discussed the question set that will apply to the 2017 National Student Survey (NSS), see Paper LTVC 16/17 2 H:

www.ed.ac.uk/files/atoms/files/16_november_2016_-_agenda_and_papers_final.pdf

In addition to amending the wording of some questions that had applied in previous years' surveys, the 2017 NSS will introduce entirely new question sets in three areas: 'Learning Opportunities', 'Learning Community' and 'Student Voice'.

The new sections are:

Learning opportunities
- My course has provided me with opportunities to explore ideas or concepts in depth
- My course has provided me with opportunities to bring information and ideas together from different topics
- My course has provided me with opportunities to apply what I have learnt

Learning community
- I feel part of a community of staff and students
- I have had the right opportunities to work with other students as part of my course

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

Annex A summarises University-level activities currently that will contribute to a positive student experience in the areas covered by these sections, and identifies which University-level departments and academic leaders have responsibility for addressing these issues. This analysis also notes activities undertaken by the Edinburgh University Students' Association, where relevant.

The Committee is invite to discuss the analysis of institutional activities currently underway, and to consider whether it requires any further information on these current activities. It is important to note that for many of these issues covered by these questions, the most significant actions will be undertaken at Schools and College level rather than institutional level.

Teaching Excellence Framework (TEF) core metrics

While the University has decided not to enter TEF Year 2 in 2017, it is possible that the University will decide to enter in a future year. The assessment process for the TEF will be underpinned by three groups of core metrics:

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

While some of these core metrics are derived from long-standing NSS questions, others are not. Annex B summarises institutional activities currently that will contribute to a positive student experience in the areas covered by the metrics that are not derived from the NSS.

Since the University has relatively low non-continuation rate from year one to year two (compared to other Scottish institutions) of 4.7%, the University may not historically have placed such a high priority on improving continuation rates as some other institutions have done. However, for the purposes of assessing providers, the TEF will utilise benchmarked data (based on a weighted sector average taking account of the characteristics of students at the provider). Since the University performs below its benchmark (despite its relatively positive absolute non-continuation rate), there may be an argument for the University to consider additional activities to further improve continuation rates – or at least, as a minimum, ensure that the University does not take steps that would reduce continuation rates.

For discussion

The Committee is invited to:

- Discuss the analysis of institutional activities currently underway;
- Consider whether the University should consider any further activities in the areas related to these questions and metrics.

Annex A – institutional activities that will contribute to a positive student experience in the areas covered by the new question sections in the 2017 National Student Survey, and associated institutional leadership / management responsibilities

Questions	Institutional activities	Department(s) and senior managers with relevant responsibilities
• My course has provided me with opportunities to explore ideas or concepts in depth	• Course and programme design is the responsibility of the Course / Programme Team and Board of Studies in the relevant School.	• Heads of Schools
	• The IAD case study collection, the Teaching Matters website, and the Festival of Creative Learning (including pop ups) provide opportunities and support (including funding) to try and test new approaches to learning. In addition, the IAD is appointing a new Senior Lecturer in Student Engagement, who will be able to support Schools to enhance student engagement.	• Institute for Academic Development
• My course has provided me with opportunities to bring information and ideas together from different topics	• Course and programme design is the responsibility of the Course / Programme Team and Board of Studies in the relevant School. • See also the point about IAD support for new approaches to learning, above.	• Heads of Schools • Institute for Academic Development
• My course has provided me with opportunities to apply what I have learnt	• N / A – course and programme design is the responsibility of the Course Team and Board of Studies in the relevant School • See also the point about IAD support for new approaches to learning, above.	• Heads of Schools • Institute for Academic Development
• I feel part of a community of staff and students	• Primary responsibility for building a strong sense of community of staff and students rests with Schools.	• Heads of Schools
	• The University plans to invest £1.5 billion in its estate over the next decade so that all students and staff learn in a welcoming and supportive environment with high-quality facilities and a sense of community.	• Estates and Buildings
	• The Peer Learning and Support arrangements that the Students'	• Students'

	Association is supporting and developing will also contribute to this area.	Association
	• The effective operation of the Personal Tutor system can also assist students to feel part of an academic community.	• Assistant Principal (Academic Support)
• I have had the right opportunities to work with other students as part of my course	• Primary responsibility for designing these opportunities into the operation of courses and programmes rests with the Course Team and Board of Studies.	• Heads of Schools
	• The Peer Learning and Support arrangements that the Students' Association is supporting and developing will also contribute to this area.	• Students' Association
	• The IAD case study collection, the Teaching Matters website, and the Festival of Creative Learning (including pop ups) provide opportunities and support (including funding) to try and test new approaches. In addition, the IAD is appointing a new Senior Lecturer in Student Engagement, who will be able to support Schools to enhance student engagement.	• IAD
• I have had the right opportunities to provide feedback on my course	• The University's quality assurance arrangements and the Student Engagement arrangements that it has agreed with the Students' Association offer students a range of opportunities to provide feedback on their courses and programmes, including: Staff Student Liaison Committees; Student involvement in the periodic internal review process (Teaching Programme Reviews and Postgraduate Programme Reviews); course surveys (see Course Enhancement Survey, below).	• Assistant Principal (Quality and Standards) • Students' Association • Academic Services • Student Systems
	• In 2016-17 the University has rolled out the Course Enhancement Survey to all Schools as part of its commitment to providing students with opportunities to provide feedback on their courses.	• Vice-Principal (People and Culture) • Student Systems
	• In 2016-17 the University has introduced mid-course feedback arrangements for all Honours courses.	• Assistant Principal (Assessment and Feedback)

	• In Semester One, 2016-17, the Senior Vice-Principal asked all Schools to engage directly with students on the NSS results and the actions being taken, and the Principal has engaged directly with "school reps" (students elected to represent all students in their School) to hear their views.	• Senior Vice-Principal • Principal
	• The University is supporting a programme of reviews of programmes' approaches to assessment and feedback, through the Leading Excellence in Assessment and Feedback (LEAF) project – student feedback is a key input into the review process.	• Assistant Principal (Assessment and Feedback) • Institute for Academic Development • Academic Services
	• The EUSA Teaching Awards Scheme also provides students with opportunities to provide feedback on the staff delivering their courses and programmes.	• Students' Association
• Staff value students' views and opinions about the course	• One of the four key messages in the University's 'Inspiring Students' communications campaign is 'We listen to our students and act on their feedback.' Schools are taking a range of steps under the "We're listening" banner, supported by centrally-provided "Inspiring Students" communications posters, fliers, plasma screen slides, PPT slides etc., all around the theme of "We're listening".	• Deputy Secretary (Student Experience) • Communications and Marketing
	• The development of the University's first Student Partnership Agreement provides an opportunity to highlight the value that the University places on students' views	• Assistant Principal (Quality and Standards) • Students' Association • Academic Services
	• The University's quality assurance arrangements (eg annual review, periodic internal review) provide Schools with a framework for reviewing and taking account of student feedback on courses	• Assistant Principal (Quality and Standards)

	and programmes.	• Academic Services
	• The introduction of the new Student Data Dashboard in 2016-17 will provide staff with easier access and interpretation of data on student feedback (eg Course Enhancement Survey data, NSS data)	• Student Systems
	• See also activities under 'I have had the right opportunities to provide feedback on my course' above.	• N/A
• It is clear how students' feedback on the course has been acted on	• See activities under "Staff value students' views and opinions about the course" above.	• N/A
• The students' union (association or guild) effectively represents students' academic interests	• N / A – this is a matter for the Students' Association	• N/A

Annex B – institutional activities that will contribute to a positive student experience in the areas covered by those Teaching Excellence Framework (TEF) metrics that are not derived from the NSS, and associated institutional leadership / management responsibilities

Core metric	Institutional activities	Department(s) and senior managers with relevant responsibilities
• Non-continuation (measured by HESA PIs) (Note 1)	• The University has a range of activities to support induction into the University, which will support student progression from year one, for example, the Gearing Up for Transitions events and resources, IAD academic transitions toolkit, the work of the institutional 'Transitions' Enhancement Theme team.	• Institute for Academic Development • Academic Services • Student Recruitment and Admissions
	• The Making Transitions Personal initiative has the potential to support this through helping the University to understand students' expectations and concerns and linking these into the Personal Tutor system; at scale the data could help the University respond in providing better/tailored induction support	• Assistant Principal (Academic Support) • Careers and Employability • Student Systems
	• Some of the University's widening participation activities (eg peer mentoring) will support progression for students from non-traditional backgrounds.	• Student Recruitment and Admissions
	• The University's quality assurance arrangements (eg annual review, periodic internal review) provide Schools with a framework for reviewing data on programme progression and completion.	• Academic Services
	• The introduction of the new Student Data Dashboard in 2016-17 will provide staff with easier access and interpretation of data on programme progression and completion (although this data focusses on completion for the programme as a whole rather than breaking it down year by year), along with profiles of achievement for students on particular courses.	• Student Systems
• Employment/further study	• The University provides, supports and promotes a wide range of	• Careers and

(measured by DLHE) (Note 2)	curricular, co-curricular and extra-curricular activities to enable students to fully develop their potential and to achieve satisfying and rewarding futures	Employability
	• The University's Employability Strategy is being updated for roll out in 2017/18	• Careers and Employability
	• The Careers Service provides professional careers education, information, advice and guidance to enable students to successfully transition to employment and further study	• Careers and Employability
	• The University has been engaging with the DLHE data for many years, and the Careers Service has well-established arrangements for providing Schools with DLHE data for their programmes and supporting appropriate action.	• Careers and Employability
	• Some of the University's activities under the 'Transitions' Enhancement Theme, for example activities focussed on career events and peer learning and support will support transition from the University to employment or further study.	• Careers and Employability • EUSA • Academic Services
	• The University is well regarded by employers, has significant employer and alumni links which, coupled with specific recruiter engagement via the Careers Service, ensure access to a diverse range of employment opportunities for our students	• Careers and Employability • Development and Alumni
	• Enterprise and entrepreneurship support from launch.ed	• Edinburgh Research and Innovation
	• The articulation and development of Graduate Attributes is embedded in the University's programme development and approval and quality assurance processes to ensure our programmes equip students for successful futures.	• Academic Services
• Highly-skilled employment/further study (measured by DLHE) (Note 2)	• See actions under 'Employment/further study' above	N/A

Notes on the metrics:

Note 1: This metric is based on HESA data regarding the proportion of students who start but do not continue their studies. Students are counted between their first and second year of study. Students who continue studying at HE level at the same or at another provider are deemed to have continued, all other students are deemed non-continuers. The metric does not include EU or international students, or part-time students who are studying at less than 30% intensity.

Note 2: This metric is based on the Destination of Leavers Survey from Higher Education (DLHE) which asks leavers to indicate their activity six months after gaining their qualification. The survey collects detailed data about employment and further study. Job titles and descriptions of duties are coded into the Standard Occupational Classification (SOC). The employment or further study metric is the proportion of leavers (responding to the DLHE) who report that they are in employment or further study. The Highly skilled employment or further study metric is the proportion of leavers (responding to the DLHE) who report that they are in highly skilled employment or further study, where highly skilled employment is those jobs matched to SOC groups 1-3 (managerial and professional). The metric does not include EU or international students, or students who did not achieve an HE qualification.

Technical definitions of these metrics are available in Annex E of the relevant Department of Education publication:

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

The University of Edinburgh
Senate Learning and Teaching Committee
25 January 2017

Space Strategy Group and Learning and Teaching Strategy

Executive Summary

This paper provides background information and the remit and membership of the newly formed Space Strategy Group. It highlights the two main areas on which the Group is currently focusing in addition to its standard items, and seeks LTC's views on these areas.

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

This paper aligns with the University's mission to provide the highest-quality research-led teaching and learning.

Action requested

For discussion (see questions at the end of the document)

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Not included – discussions are at an early stage

2. **Risk assessment**
   Not included – discussions are at an early stage

3. **Equality and Diversity**
   Not included – discussions are at an early stage

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

Originator of the paper

Assistant Principal Professor Sarah Cunningham-Burley
Convener Space Strategy Group

Space Strategy Group and Learning and Teaching Strategy

Introduction

A new Space Strategy Group has been approved, replacing the Space Enhancement Management Group (see terms of reference and membership at the end of this paper).

The overall aim is to align the University's Space Strategy with its Teaching and Learning Strategy and for the latter to drive developments in the former. This derives from a concern that we may not currently be taking pedagogical issues well enough into account when planning refurbishments or new builds. We may then be ill equipped to deal with changes in teaching and learning practices in the short, medium or long term.

The views of LTPG will be helpful to the SSG and this paper aims to stimulate such debate.

Background

A helpful review by Temple for HEA (2007) notes that learning spaces need to support changing pedagogical practice but that there is limited literature linking space issues to teaching and learning in higher education. A key finding of the review is that there is very little evidence base; and, where evidence moves beyond anecodote, it focuses on student attitudes rather than learning outcomes in relation to learning and teaching spaces.

In terms of student satisfaction, it seems that space issues are of less concern than course content and teacher availability. But it is more of an issue for staff. Although there is increasing recognition of the need for teaching and learning to drive design, there is little by way of concrete recommendations about how to do this. This is not to say that the learning environment is not important but consideration of space issues has to take place in the context of wider institutional practices, including governance and management, especially the extent to which these involve students:

'..changed physical design features on their own may not be enough to achieve improved learning outcomes: a change in the whole pattern of university organisation may be needed to make the new learning spaces work properly' (HEA, 2007p52)

The report concludes: *' Future proofing in space design terms can best be achieved by providing comfortable, welcoming spaces which can be used in a variety of ways and adapted to new uses at reasonable cost'*

Terms of Reference for Space Strategy Group (formerly Space Enhancement and Management Group)

1. Purpose

The purpose of this Group is to optimise the use and quality of space across the Estate through joined up working across the University community and, more specifically, to provide clear governance and oversight of teaching and learning spaces.

2. Remit

- Be responsible for developing, implementing and reviewing policies to optimise the use of all space, and more specifically, to oversee learning and teaching space, in line with the Strategic Plan and other relevant plans, policies and strategies.

- Work collaboratively with the University community, through communication, innovation and consultation, to envision and convey the academic, environmental, sustainability and financial benefits that arise from a strategic approach to effective space management for the teaching and learning environment.

- Work closely with the student and staff community to develop a learning and teaching space strategy, influenced by the University's developing Learning and Teaching Strategy, and associated plan and agree appropriate mechanisms to oversee its delivery.

- Consider and recommend proposals and policies to Estates Committee, such as the annual teaching spaces refurbishment programme, ensuring that the University has the number of teaching spaces required on an annual basis.

- Promote 'best practice' in the learning and teaching spaces' environment to enhance the student and staff experience.

- Receive reports and establish KPIs on all types of space usage, quality and efficiency, for example carbon impact and accessibility, which allow benchmarking against the sector and drive improved performance and monitor and analyse requests for space.

- Consider and approve projects, and papers which will directly affect teaching, learning and exam spaces, including overseeing teaching spaces and escalation point for critical matters affecting learning and teaching spaces.

- Support the development of tools, including modelling and capacity planning tools, including the timetabling process, which can assist with optimising space, provide quality management information, and link to sector-wide developments and external reporting requirements.

- Set up (short term) working groups as required to deal with specific issues.

3. Composition

Assistant Principal Professor Sarah Cunningham-Burley (Convener)
Mr Graham Bell, Head of Estates Development & Depute Director
Mr Gavin Douglas, Deputy Secretary, Student Experience
Mr David Gorman, Director of Social Responsibility and Sustainability
Ms Melissa Highton, Director IS Learning, Teaching and Web
Mr Gary Jebb, Director of Estates (Deputy Convener)
Mr Gavin McLachlan, CIO and Librarian (Deputy Convener)
Mrs Gillian Nicoll Space Manager
Mr Scott Rosie, Head of Timetabling Service
Mr Jeremy Upton Director IS Library & University Collections Division or nominee [library spaces]
One senior academic representative from each College, Dean or equivalent
One senior professional service representative from each College (DOP or Estates Practitioner)
Student representatives (EUSA VPS)
Mrs Angela Lewthwaite, Secretary

Colleagues will be co-opted as and when necessary

4. Reporting

SSG will report to the Estates Committee and Central Management Group and business can be escalated via Estates Committee to Policy & Resources Committee and then to Court as required. In addition, papers can be submitted to Senate and its committees as appropriate, although in particular it is expected that the Group will report to Learning and Teaching Committee to ensure strong links with the University's Learning and Teaching Strategy.

<u>**Current Focus**</u>

The Space Strategy Group is currently focusing on the following 2 main areas in addition to its standard items

1. A short term working group has been established to gather data on staff and student experience of teaching and learning spaces. A staff survey will be conducted (questions under development) and, initially, a series of focus groups with class reps across the Colleges will be convened and the qualitative data analysed. The group will then report the findings which will feed into the development of a Learning and Teaching Spaces Strategy to align both with the University's Strategic Plan and the Learning and Teaching Strategy once it has been approved.

We do not have a robust evidence base of staff and student experience, yet we know from anecdote and published reports, that perceptions of and experiences with teaching and learning spaces impact on staff satisfaction and are likely, directly or indirectly to impact on student satisfaction. In addition to the two approaches outlined above, we shall also seek to identify innovative, e-methods to generate useful data on experiences of the teaching and learning estate.

2. The SSG is concerned that there is insufficient room to accommodate our teaching and learning requirements in some areas and that there is limited versatility in the spaces available to meet changing and diverse needs.   In the short term, provision of new space in Roxburgh Place will help as would a lessening of the 'clumping effect' - whereby rooms are used less on Monday and Friday mornings. But there are longer term problems relate to the quality as well as quantity of space, diversity across the campuses and pedagogical needs. An integrated scenario planning exercise is being conducted, led by Estates, to ascertain the longer term teaching and learning accommodation requirements (including study space).

By the end of this academic year, we aim to have developed a Teaching and Learning Spaces strategy drawing on these and other pieces of work that the group will undertake.

Questions for LTC:

1. **What are the key space issues associated with the Learning and Teaching Strategy that SSG should consider?**
2. **How do we manage increased student numbers with limited large lecture theatre space?**
3. **Can LTC support a culture change to limit the 'clumping effect'?**

<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

25 January 2017

Development of a Policy on Learning Analytics

Executive Summary

This paper updates the Committee regarding the progress of the task group to develop a Learning Analytics Policy, and invites the Committee to discuss the task group's initial thinking.

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

This work supports the University's Strategic Objective of Leadership in Learning.

Action requested

The Committee is invited to discuss some key themes arising from the task group's initial discussions.

How will any action agreed be implemented and communicated?

The paper summarises the planned arrangements for consultation and communication activities regarding the Policy. The task group responsible for the development of the Policy will be responsible for overseeing these activities.

Resource / Risk / Compliance

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

   The resources associated with the development of the Policy will be relatively modest, and will be associated with the staff time of the members of the task group. Academic Services is providing administrative support for the development of the Policy.

2. **Risk assessment**

   The development of the Policy is designed to assist the University to manage and mitigate risks associated with learning analytics activities.

3. **Equality and Diversity**

   Learning Analytics has the potential to raise equality and diversity issues, and the task group will produce an Equality Impact Assessment.

4. Freedom of information

Open

Key words

Learning Analytics, Data

Originator of the paper

Prof Sian Bayne, Assistant Principal, Digital Education
Prof Dragan Gasevic, Chair in Learning Analytics and Informatics
Tom Ward, Director of Academic Services

16 January 2017

Development of a Policy on Learning Analytics

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

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

2. The task group held its first meeting on 14 December 2016, at which it discussed benchmarking information regarding practices at other institutions, and considered a draft Policy. It recognised that one of the key challenges for the Policy will be establishing approaches to obtaining consent from students for the use of their data which are consistent with Data Protection requirements, while workable from an operational perspective and supportive of the University's aims for Learning Analytics.

Initial ideas regarding principles for Learning Analytics policy

3. The group has agreed to aim to produce a short student- and staff-facing document setting out the Principles of the University's approach to Learning Analytics, along with a more detailed Policy document setting out how the University will handle issues such as data governance, consent, and security. It proposes that the Principles document will be informative and reassuring, for example emphasising that:

    *   Learning Analytics will be used to assist students to self-reflect on their learning;

    *   Where the University uses Learning Analytics to target support for students, it will do so in order to assist all students to achieve their learning goals rather than taking a 'deficit model' targeting at supporting students at risk of failure;

    *   As an institution we understand that Learning Analytics data never provides the whole picture about students' capacities or likelihood of success, and it will therefore never be used to inform action at an individual level without human intervention;

    *   We will be transparent about how we collect and use data, where consent applies, and where responsibilities for the ethical use of data lie;

    *   Good governance will be core to our approach, to ensure learning analytics projects and implementations are ethically conducted and align with organisational strategy, policy and values.

3

- We recognise that data and algorithms can contain and perpetuate bias, and will actively work to build awareness of this and address it where it occurs;

- Data generated from learning analytics will not be used to monitor staff performance.

Consultation and communications arrangements

5. The task group plans to submit the Principles and Policy for LTC and KSC approval by the end of Semester Two, 2016-17. In advance of this, it will oversee a programme of consultation and communications activities with Schools, Colleges, students and other stakeholders.

6. Further information about these consultation and communications arrangements are available at:

www.ed.ac.uk/academic-services/projects/learning-analytics-policy

For discussion

7. The Committee is invited to discuss the following:

- Is it content with the idea of having a Principles document, and a separate Policy?

- Is it content with the group's initial ideas regarding messages that the Principles document should highlight?

LTC 16/17 3 I

The University of Edinburgh

Senatus Learning & Teaching Committee

25th January 2017

Embedding Social Responsibility & Sustainability Issues into Learning and Teaching: An optional on-line undergraduate course

Executive Summary

This proposal paper reports on the development of an on-line optional course to embed Sustainability and Social Responsibility in the University curriculum. The development of the course was agreed by both the Senatus L&T Committee and the Social Responsibility & Sustainability Committee in 2014-15. It has been developed over the past two years and is running on a pilot scale in Semester 2 (2016-17).

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

This course meets a number of such plans and priorities. It delivers optional interdisciplinary training in sustainability & social responsibility (Graduate Attributes); it is fully on-line; it is scalable to teach large cohorts; it is applicable to ODL provision and has potential to be offered to alumni, helping maintain links with the University.

Action requested

For discussion and approval. There are issues noted in the risk assessment that have implications for the development of the present course and others with similar cross-School features. These relate to the way in which such courses are regarded, managed and funded, and specifically for the funding model. The potential actions are not solely a matter for this committee.

How will any action agreed be implemented and communicated?

This will be dependent on the discussion as above.

Resource / Risk / Compliance

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

   The current staffing model depends on staff in Geosciences and Education providing guidance for students working with the on-line materials. This is a pilot year and it will become evident at the end of the course what staffing will be needed to maintain such support in light of the expected increase in numbers.

2. Risk assessment

This initiative is being run as a pilot in the current academic year and there are no evident risks in its delivery at present. The most significant risks in future years will be the willingness of Schools to promote the course and enrol students on it if they believe they will lose resource as a consequence.

3. Equality and Diversity

There are no evident equality and diversity issues associated with this initiative.

4. Freedom of information

Open

Key words

Sustainability and social responsibility. On-line.

Originators of the paper

Prof Peter Higgins, Moray House School of Education.

Prof Dave Reay, Geosciences.

13th January 2017

Embedding Sustainability and Social Responsibility Issues into Learning & Teaching: The development of an optional on-line undergraduate course

1.   *Background*

This paper reports on progress on an action plan submitted initially by the Vice Convener of the University's Social Responsibility and Sustainability Committee (Peter Higgins), Director of SRS (Dave Gorman), and Vice Principal Learning & Teaching (Sue Rigby) to the October 2013 meeting of that committee (at the time called the 'Sustainability and Environmental Advisory Group). The paper, '*Taking Forward Learning and Teaching Developments – Informed by the Social Responsibility Theme*' outlined a potential way forward to mainstream Social Responsibility and Sustainability (SRS) issues within the Learning and Teaching framework of the University. This was supported by Senatus Learning & Teaching Committee in May 2014. The initial proposal was developed through a wide range of discussions, consultations and working papers developed by and for these committees, and papers from Vice Principals and EUSA. The development was also a feature of the CHSS (now CAHSS) learning and Teaching Plan 2013-16.

2.   *Brief description*

In 2015 CHSS, CSE, the Global Environment and Sustainability Academy and the then VP Learning and Teaching funded the development of a new university-wide online course in 'Sustainability & Social Responsibility'. The funding allowed for the appointment of two short-term On-line Course Developer posts under the supervision of Peter Higgins (MHSE) and Dave Reay (Geosciences). The appointees, Meredith Corey and Hannah Ritchie, were supported by Erika Warnatzch (Geosciences). The course was completed in July 2016 and will run for the first time in semester 2 of the 2016-17 academic year.

It is a 20-credit Level 8 course, with the bulk of students taking the course expected to be year 1 and 2 undergraduates. It is a joint initiative from the School of Geosciences and Moray House School of Education and had been approved by the Boards of Studies in both Schools.

3.   **Aims and Vision**

The central aims are to:

- develop an interdisciplinary online course that not only mirrors the academic excellence expected and delivered from the university's on-campus courses, but to also introduce students to a unique set of learning resources and assessments
- provide students right across our Institution with a solid grounding in what sustainability means in a context relevant to them and their area of degree study
- allow them to reflect on what sustainability means to them, their lives and their careers beyond Edinburgh
- explore the synergies and antagonisms inherent in achieving a sustainable future in a highly complex 21st century world

- to give our current on-campus students a really positive and engaging experience of online study at Edinburgh so that they look to return online study at Edinburgh throughout their post-graduation careers
- in the longer term, extend the graduate attributes of learning for sustainability and online education to the whole global community of UoE alumni (and so to enhance alumni relationships with the University).

4.   Learning outcomes

The core learning outcomes of the course have been cross-checked and involved input from Gavin McCabe (Employability Consultant, University of Edinburgh) to ensure the university's core graduate attributes are closely reflected within the course-specific outcomes. By the end of the course, students will be able to:

- understand the concepts of sustainability and social responsibility and the role of interdisciplinary approaches in solving pressing global challenges;
- utilise common metrics used in sustainability to critically evaluate and reflect on their personal contribution, understanding their relative merits and weaknesses, to make well-informed lifestyle choices to effect positive change;
- engage and communicate effectively on issues related to sustainability and social responsibility, whilst understanding the importance of adapting approaches to suit the context and community;
- critically evaluate conventional approaches to resource consumption, and reflect on how personal values and societal systems can act as drivers for transformative change towards new approaches;
- facilitate interdisciplinary collaboration to enhance their personal learning experience through the use of online learning.

The assessments have been specifically designed to examine students' reflection, skill-base, and scope for cross-disciplinary/inquisitive thinking. Recognising that a key aim of the course is to facilitate the integration of students from a range of disciplines, they have been developed in a way that focuses on the university's core transferable graduate attributes, rather than testing discipline-specific knowledge bases. The three core assessments include a reflective assignment on their personal 'footprint', a cross-school group project, and a three-minute video pitch to peers in their field of study as to why SRS are specifically relevant to their work.

5.   University-wide contributions

This is very much a collaborative venture that is intended to span the wide knowledge and experience base of the University. There are contributions from 12 Schools, and the Educational Design and Engagement Team, Information Services, IAD, and the Department of Social Responsibility and Sustainability (Appendix).

6.   Issues arising and lessons learnt

From the perspective of the staff team, this development has been a resounding success. The collaborative approach has worked effectively and support has been forthcoming from many staff who have provided inputs, and many more who have been enthused by the fact of the development (interdisciplinary, cross-school) as well as its content. However, some issues have arisen that may shed light on why such innovations are scarce in the University.

Funding model: One of the main issues encountered is the impact of the University's model of funding being allocated to Schools based on how many students take a course. As a consequence some see a student from their School taking a course in another School as them losing out on money. Additionally, there have been a few negative reactions from some academic staff contacted about contributing to a course outside their school, as they could see no benefit. This clearly 'stilts' the student learning experience and is an issue that might be considered by SVP Charlie Jeffrey.

'Credit-ceiling' and timetabling: Students on some degree programmes have very limited or no space to take optional courses in their pre-Honours years. This means that they would have no scope to take this course within their normal 120 annual credits. If students are encouraged to take an additional 20 credits in a year (for a total of 140) by taking this course or another, such as SLICCS, certain hurdles will need to be overcome. For some students, this may mean a very high workload in Semester 2, depending on their other courses. (At one stage it was suggested to run the course over the summer, as well, but this may run into problems in terms of staff and tutor availability and student uptake.) Some Personal Tutors may also be hesitant to encourage or allowing students to take the additional credits.

Course 'ownership': Despite this being a collaborative project between the *S*chools of GeoSciences and Education, one school has to 'own' the course in order for it to be put into the university's systems and made available on DRPS. Both schools were keen to host the course, but the first opportunity to validate the course was through the Board of Studies in GeoSciences, where it was approved to run as a pilot. However, while the School of Education can be tagged as a 'partner' school and GeoSciences the 'host', the role of Education will be less apparent under this system, as the course will have a GeoSciences' course code and other identifying tags. In order to avoid this issue, other possibilities were explored – such as the IAD acting as 'host'; however, none of these were viable options in the end. If the university wishes to encourage interdisciplinary collaboration between schools and colleges, the logistics for running courses such as this need to be revised. Concerns have been raised about students being 'intimidated' by a course badged as 'GeoSciences', if they come from one of the other two colleges. Therefore, allowing for joint 'hosting' of courses might help to overcome students' trepidation about certain subjects.

7.   ***Future prospects and resourcing***

As one of the first undergraduate courses to be run online, the course is being run as a pilot project in its first year (academic year 2016-2017). Students will be asked for critical feedback on how each of the elements of the online design and course structure worked, and important improvements that could/should be made to the course for its full launch in its second-year. However, no staff resources have been allocated to the updating and amending of resources after the pilot course runs this year.

The project will have no designated staff members who are familiar with the structure and development process to implement these highlighted changes. As sustainability is a rapidly evolving area of study, in the coming years the course content will have to maintained and kept up-to-date with emerging research and developments—human resources for course maintenance and updates also presents a troubling challenge.

Beyond the resource challenge of staffing for course content maintenance and updates, there is also an additional resource challenge of providing sufficient numbers of course tutors. It's expected that these tutors will be predominantly PhD students working within the area of sustainability research (and potentially spanning a number of schools). With student numbers capped at 50 for the pilot year, it is likely that tutor needs can be met within the Schools of GeoSciences and Education. However, with future ambition to open the course to more students, as well as opening the course to all alumni, staff members and PhD students, the tutor requirements will be expected to grow significantly. Being able to attract interest from enough potential course tutors and facilitate a well-established network/team therefore presents a key future challenge.

As discussed above, this partnership is managed in terms of named "host school" and "partner school" and this has presented a current challenge in the development phase, but is also likely to extend into future challenges. For its pilot year the course will be run from the School of GeoSciences, with potential ambitions to switch ownership between the two schools on alternate years. How this switch can be efficiently and effectively managed within the university course setup system (incorporating challenges such as course coding, online course directories etc.) is still unclear. Since administrative responsibilities lie with a course's host school, the switch between schools on alternate years adds further complexity to how this transition can be effectively managed and administrative costs distributed.

One of the ancillary aims of this initiative was to 'test the model' of collaborative, cross-School, on-line course development. We believe we have done so, and demonstrated that it is both possible and pedagogically stimulating, but the potential to develop further such courses will depend on decisions made regarding the resource model and other factors outlined above.

8.   Summary and Recommendations

Senatus Learning and Teaching Committee is invited to endorse the paper and specifically to comment on Sections 6 and 7.

Professor Peter Higgins (Moray House School of Education)
Professor Dave Reay (GeoSciences)

12 January 2017

Appendix: Key staff and their contributions

Core course development team:

- Hannah Ritchie, School of GeoSciences
- Meredith Corey, School of Education
- Professor Peter Higgins, School of Education
- Professor Dave Reay, School of GeoSciences
- Erika Warnatzsch, School of GeoSciences

Support in digital education resources and development

Educational Design and Engagement Team, Information Services:

- Amy Woodgate, MOOCs Project Manager
- Fiona Hale, Learning Technology Senior Advisor
- Stuart Nicol, Online and Open Education Team Manager
- Additional staff from Information Services

Moray House School of Education

- Barrie Barreto, Technology Enhanced Education Unit: Videographer/Photographer

School of GeoSciences

- Eduardo Serafin, Computing Officer (eLearning)

School of Physics and Astronomy

- David McCain, Applications Consultant

Institute for Academic Development:

- Dr Louise Connelly, Head of Academic Development for Digital Education
- Dr Velda McCune, IAD Deputy Director / Head of Learning and Teaching
- Dr Andrew Cross, Impact Coordinator ECCI / IAD Project Team visiting staff

Department of Social Responsibility and Sustainability

Principal's Office

- Professor Ian Pirie, Assistant Principal, Learning and Development

Employability Initiative

- Gavin McCabe, Employability Consultant and Edinburgh Award Manager

Academic contributors from the following schools and departments:

- Business School
- Edinburgh Centre for Carbon Innovation
- Edinburgh College of Art
- Edinburgh Medical School
- Moray House School of Education
- School of GeoSciences
- School of Literature, Languages and Cultures
- School of Philosophy, Psychology and Language Sciences
- School of Social and Political Science
- School of Law
- School of Engineering
- School of Divinity

It is a future ambition and plan for the course to eventually involve academic staff from all twenty schools.

The University of Edinburgh

Senatus Learning and Teaching Committee

25 January 2017

Progress with Committee Priorities 2016/17

Executive Summary

The paper details Learning and Teaching Committee's progress to date against its agreed priorities for 2016/17, which were approved by Senate in June 2016.

How does this align with the University / Committee's strategic plans and priorities?
Strategic objective, 'Leadership in Learning'; development theme, 'Digital Transformation and Data';

Action requested
This paper is for information.

How will any action agreed be implemented and communicated?
This paper is for information.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The resource implications associated with the individual areas of activity identified have been considered separately.

2. **Risk assessment**
   Not included. The paper is for information.

3. **Equality and Diversity**
   Any equality and diversity implications associated with the individual areas of activity identified have been considered separately.

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

Originator of the paper
Philippa Ward
Academic Services, 17 January 2017

LTC 16/17 3 J

Learning and Teaching Committee's Progress with Committee Priorities 2016/17

The table summarizes Learning and Teaching Committee's progress to date against the priorities for 2016/17 agreed by Senate in June 2016. Some of the agreed priorities cut across the four Senate Standing Committees (Learning and Teaching Committee, Curriculum and Student Progression Committee, Researcher Experience Committee and Quality Assurance Committee), while others are specific to Learning and Teaching Committee.

Area of Activity	Key theme
National Student Survey – continued coordination and support for activities to address issues raised by NSS The Committee discussed NSS 2016 results and the University's response to these at its September 2016 meeting. A number of urgent actions aimed at addressing issues were endorsed, and the Committee considered proposals for a communications strategy for learning and teaching at its November meeting. LTC will receive the final report of a review of NSS promotion and guidelines at its January 2017 meeting, and is in the process of considering the University's engagement with the revised NSS question set.	Various
Engage with proposed Teaching Excellence Framework The Committee has received regular updates on Teaching Excellence Framework developments, and will consider engagement with core Teaching Excellence Framework metrics at its January 2017 meeting.	External Developments
Activities regarding teaching performance (eg. work on Annual Review Arrangements, CDP for teaching staff) LTC will receive an update on the Continuing Professional Development Framework for Learning and Teaching at its January 2017 meeting. At its November meeting, LTC considered the final report of the Edinburgh University Students' Association Teaching Awards Analysis Project.	Staff Recognition, Reward and Development
Activities regarding digital education At its September 2016 meeting, LTC approved the establishment of a Digital Education Working Group to consider how the future of digital education might be designed.	Enhancement
Activities to enhance assessment and feedback / move towards wider use of online assessment LTC considered the findings of an analysis of the issues around moving to online assessment and feedback at its September 2016 meeting. It also received a report of turnaround times for feedback on assessment in Semester 2 of 2015/16 and approved the formation of an Assessment and Feedback Enhancement Working Group. Proposals for future monitoring of feedback turnaround times and quality will be brought to the January 2017 meeting of LTC.	Enhancement

Work on simplification of practices and processes regarding learning, teaching and assessment LTC discussed strategic issues regarding academic policy development and implementation and the potential for simplification at its September meeting. The Committee has also considered and endorsed proposals for simplification of the University's suite of student surveys.	Simple and Effective Systems and Processes
Policies and codes – programme of review of policies including equality impact assessments Academic Services has updated learning and teaching-related policies scheduled for review in the current academic year, and has reviewed the mapping of Chapter B3 of the UK Quality Code for Higher Education: Learning and Teaching.	Good Housekeeping
Refine Personal Tutor system, enhance training and published guidance for Personal Tutors and Student Support Officers, clarify workload allocation for PTs, and clarify how PT scheme applies to online distance learning Proposals for enhancement of the Personal Tutor System will be considered at the January 2017 meeting of LTC.	Enhancement, Staff Recognition, Reward and Development
Implement changes to academic year structure (subject to outcome of review) No longer applicable as LTC agreed not to make any changes to the academic year structure. The final report of the Task Group to Review the Academic Year Structure was noted at the September 2016 meeting of the Committee.	Enhancement
Oversee development of Continuing Professional Development for Learning and Teaching LTC will receive an update on the Continuing Professional Development Framework for Learning and Teaching at its January 2017 meeting.	Staff Recognition, Reward and Development
Transitions Enhancement Theme – institutional coordination and oversight The Committee has received regular updates on Enhancement Theme developments.	Enhancement
Leading Enhancement in Assessment and Feedback (LEAF) / Transforming the Experience of Students Through Assessment (TESTA) projects LTC received an update on the LEAF project at its September 2016 meeting.	Enhancement
Take forward recommendations from Task Group on Innovation in Teaching and Learning including implementing changes to Innovative Learning Week The Committee considered indicative School plans for use of the week between Teaching Blocks 3 and 4 in 2016/17 at its September 2016 meeting, and proposals for the planned Festival of Creative Learning at its November 2016 meeting. Tasks groups to support innovation, research-led teaching and University-wide courses have also been established.	Enhancement
Develop a policy framework / guidance to support lecture recording technologies	Enhancement

LTC received the business case for lecture recording at its September 2016 meeting. This was later approved by the University Court. The Committee established a Lecture Recording Policy Task Group to oversee the development of relevant policy in this area.	
Feed into Knowledge Strategy Committee's work on developing a policy regarding learning analytics The Committee has received regular reports from Knowledge Strategy Committee. The establishment of a Learning Analytics Policy Task Group was approved at the November meeting of LTC, and an update will be brought to the January 2017 meeting.	Data

Additional Activity Undertaken in 2016/17

The following additional activity has been undertaken by LTC in the academic year 2016/17:

1. Development of a new University Learning and Teaching Strategy which will replace the existing Learning and Teaching Enhancement Strategy and supersede College-level strategies.
2. Development of new guidance to support Peer Observation of Teaching.
3. Initiation of a process to develop a Student Partnership Agreement.
4. Consideration of the way in which LTC and Space Strategy Group business might articulate.
5. Consideration of ways in which the University might make better use of Postgraduate Taught Experience Survey (PTES) data, including considering the establishment of a PTES Working Group.
6. Consideration of the University's draft Student Mental Health Strategy.
7. Consideration of proposals for enhancement of the University's Peer Learning and Support system.

Philippa Ward
Academic Services
17 January 2017

The University of Edinburgh
Senate Learning and Teaching Committee
25 January 2017

Proposed Enhancements to the Personal Tutor System

Executive Summary
This paper asks the Committee to endorse proposed optional enhancements to the Personal Tutor system which have been identified through the consideration of evidence, including student feedback.

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

These enhancements align with the Committee's remit to "… support of the enhancement of the student experience."

Action requested

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

How will any action agreed be implemented and communicated?

The December meeting of the Senior Tutor Network discussed the proposed enhancements and the Network will continue to receive updates through email communications and Network meetings.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   The proposed enhancements are optional so Schools will be able to decide upon appropriate resourcing should they wish to implement an enhancement. There are resource implications for Student Systems associated with providing pre-arrival questionnaires and the Assistant Principal Academic Support will discuss this with the Director of Student Systems.

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

3. **Equality and Diversity**
   An Equality Impact Assessment is not required as this is not a major change to an existing policy or practice.

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

Key words
Personal Tutor, enhancements, academic and pastoral support

Originator of the paper
Nichola Kett and Professor Alan Murray, 13 January 2017

The following proposed optional enhancements to the Personal Tutor system were informed by consideration of evidence including student feedback and received broad support at the Personal Tutor Oversight Group meeting of 15 November 2016 and the Senior Tutor Network meeting of 13 December 2016.

- **Guidance on holding Meaningful Meetings**
  Templated (but non-restrictive) guidance highlighting some of the key topics that PTs could usefully cover with tutees at each stage of the PT system life-cycle. The guidance would be aimed at all PTs but would be of particular benefit to new or struggling PTs to help them provide a good standard of support to their tutees. More generally, the guidance would also provide PTs with an outcome based rationale for the 4:3:1:1 scheduled meetings model. The Group was in agreement that careful consideration must be given to the suggested topics with a mind to the diversity of local pedagogic practice. It was suggested that the topics may be best presented as part of the guidance for the School Personal Tutoring Statements circulated with the template each year. The Assistant Principal Academic Support is preparing a document for the Senior Tutor Network to comment on. Material would be in the form of a generic guidance document supplemented by exemplars and would made available on the appropriate page of the Institute for Academic Development's website.

- **Pre-arrival Questionnaire**
  Early contact with tutees to understand their expectations and aspirations and help support their goals through meetings relevant to their individual needs. The questionnaire information would provide a basis for discussion at the first meeting and help to provide a meaningful starting point to the PT/Tutee relationship. The Group agreed that the questionnaire could provide positive scaffolding for the vital first meeting. The Group raised concerns in regard to the name, 'questionnaire' could be regarded as another burdensome survey and thus adversely impacting on uptake. It was also noted that if used badly it could be alienating. This has been trialled successfully in a number of Schools and has the potential to start the PT/Tutee relationship off to a positive and personalised start. This proposal needs to be discussed with Student Systems before any commitment can be made to support it centrally.

- **Group Practice**
  PT peer learning and monitoring systems based around the idea of 'group practice'. PTs are assigned to groups with at least one senior/high performer in each group. These groups then help train new PTs, provide peer observation and feedback for continuing PTs, and allow for discreet qualitative monitoring of the system. They also build a level of robustness, as PTs in the group can "cover" for one another on an ongoing basis. If tutees know who the partners in the group practice are, they have a natural set of academic staff to consult if their own PT is not immediately available. This is unlikely to be necessary or helpful in small Schools, or subject areas. The Group agreed that this group practice could be beneficial but must be monitored as any slippage away from the PT as a specifically named point-of-contact would be undesirable. Work will be undertaken with the Institute for Academic Development to provide some resources to assist Schools who wish to implement this enhancement.

The University of Edinburgh

Senate Learning and Teaching Committee

25 January 2017

Knowledge Strategy Committee Report (14 October 2016)

Executive Summary

This paper provides a report of the Knowledge Strategy Committee meeting held on 14 October 2016.

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

University mission, 'providing the highest-quality research-led teaching and learning'; strategic objective, 'leadership in learning'; development theme, 'digital transformation and data'.

Action requested

For information

How will any action agreed be implemented and communicated?

Paper provided for information

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Paper provided for information

2. **Risk assessment**
   Paper provided for information

3. **Equality and Diversity**
   Paper provided for information

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

Originator of the paper

Lewis Allan, Head of Court Services

KNOWLEDGE STRATEGY COMMITTEE REPORT

14 October 2016

1   Business Intelligence / Management Information Programme Board Proposal

The Head of the College of Arts, Humanities and Social Sciences (CAHSS) presented a proposal to redefine the Business Intelligence (BI) / Management Information (MI) Programme Board as the BI/MI Governance Board, reporting to Knowledge Strategy Committee; and to clarify the Board's position in relation to the Service Excellence and Digital Transformation Programmes. It was noted that including a definition of BI/MI in the terms of reference for the Governance Board would be helpful.

The proposed changes, to rename the BI/MI Programme Board to the BI/MI Governance Board and a revised remit for the reconfigured Governance Board were approved.

The Head of CAHSS vacated the meeting.

The Committee approved the appointment of the Head of CAHSS as the Convener of the new Governance Board.

2   Online Assessment & Feedback

The Committee received a summary of analysis undertaken on the challenges of moving to an online assessment and feedback system across the University and the measurement of turnaround times. It was noted that the narrower topic of measurement of assessment and feedback turnaround times has been incorporated within the Service Excellence Programme, with an Outline Business Case developed. The following points were discussed:

- The current large variety of practices in Schools leads to an uneven student experience;
- No single system can adequately provide online assessment and feedback for all disciplines as yet so a 'best of breed' approach for cognate disciplines is expected;
- Turnaround times may increase at first during a transitional period as staff acquaint themselves with the new system and initially try to replicate offline practices online but trained staff advisors can aid the transition;
- Early adopters have in general found the advantages of online assessment to outweigh the disadvantages;
- The rationale for change should be communicated clearly to staff to aid 'buy-in'.

3   Student Digital Experience: Next Steps

The Committee received a progress update following the summary of the Headscape student digital experience presentation received at the June meeting. Members commented on the importance of pre-arrival communications to students, that many of the current flaws affect staff as well as students and that digital champions could be appointed at all staff levels, not only senior levels. It was noted that two Service Excellence Programme projects directly relate to this area, with Outline Business Cases in development.

4   Digital Transformation

Subsequent to Court's approval of a £3m 'digitalisation envelope' within the 2016-19 Planning Round, an initial tranche of underpinning Digital Transformation projects were reviewed. Members discussed:

- The governance process – with recommended projects to be reviewed by the Finance Director, Vice-Principal Planning, Resources & Research Policy and the Deputy Secretary Strategic Planning before submission to Policy & Resources Committee;
- Projects classed as Priority 1B will be amended and considered at a future meeting;
- Accommodating the running costs for the projects after the Year 3 end date – with projects to be incorporated within the Information Services Group budget at no extra cost.

The Priority 1A bids (Enterprise Data Warehouse Service; accelerated software testing; Notifications Service; User-centred MyEd; Enterprise APIs; User Experience for Self Service; Student Digital Experience Standards) were approved for submission to the Policy & Resources Committee.

5   Current Capital Envelope Forecast

The Information Services Group ten year Capital Forecast was noted, with expenditure of £79.61m planned for the period 2016/17-2025/26.

6   Digital Research Services: Governance & Funding

The proposed approach to governance of Digital Research Services (DRS) projects and services, and details the initial 2016/17 spend required to deliver against the first year's programme were reviewed. The importance of outreach following the establishment of the oversight groups and the role of College research groups in placing representatives on oversight groups was discussed. The proposed governance approach and the initial 2016/17 expenditure were approved.

7   Learning Analytics Policy Task Group

The remit, membership, reporting arrangements and timelines for a joint Knowledge Strategy Committee and Senate Learning and Teaching Committee task group to develop a University policy on Learning Analytics was approved.

LTC 16/17 3 M

<u>The University of Edinburgh</u>

Learning and Teaching Committee

25th January 2017

Postgraduate Taught Experience Survey 2017:

Institutional Questions and Start Date

Executive Summary

This paper presents the proposed institutional questions – those that will be specifically asked of students at the University of Edinburgh – for the Postgraduate Taught Experience Survey (PTES) 2017.

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

Strategic Objective - Leadership in Learning

Action requested

For approval

How will any action agreed be implemented and communicated?

Not applicable

Resource / Risk / Compliance

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

   None

2. **Risk assessment**

   Not included

3. **Equality and Diversity**

   Not included

4. **Freedom of information**

   Open

Originator of the paper

Sarah-Jane Brown, Student Surveys Coordinator

Institutional Questions:

It is proposed that the following questions are asked specifically of students at the University of Edinburgh:

- I am happy with the level of service I have received from Library staff, whether by email, telephone or face-to-face
- The Library's search tools enable me to discover the print and digital resources that I need
- The digital collections available to me via the Library are sufficient for my needs
- The print collections available to me via the Library are sufficient for my needs
- Prior to completing this survey I knew that when the Library does not have a resource that I want, they can usually obtain it for me

- To what extent do you agree or disagree with the following statement: I feel part of an academic community in the University of Edinburgh

- I am satisfied with the support provided by my Personal Tutor

- Looking back, what one thing could have improved your experience of the University of Edinburgh?

Proposed opening date:
Proposed launch date is Monday 6th March 2017. PTES closes on 16th June 2017.

Terms of reference for Postgraduate Taught Experience Survey (PTES) Working Group

Executive Summary

This paper provides the terms of reference for a working group to be formed to consider how to plan for the use of the 2017 PTES results, and identification of key messages.

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

This paper relates to the University's mission to 'provide the highest-quality research-led learning and teaching', and the strategic objective of 'Leadership in Learning'.

Action requested

For approval

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   IAD will provide support for the Working Group, with Student Systems and Academic Services also providing input as appropriate. The Group's report will identify any resource implications associated with implementation.

2. **Risk assessment**
   The Working Group's work will assist the University to identify and address any risks associated with the quality of the student experience for PGT students.

3. **Equality and Diversity**
   The Group will be responsible for conducting an Equality Impact Assessment of its recommendations.

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

Originator of the paper

Donna Murray, IAD
January 2017

Terms of reference for Postgraduate Taught Experience Survey (PTES) Working Group

Background

Work has recently been undertaken across the University to understand the Taught PG student voice, highlight some of the key trends, and outline future considerations. This work has been discussed at committees such as the Learning and Teaching Committee (LTC), and a working group will be formed to consider how to plan for the use of the 2017 PTES results, and identification of key messages.

Proposed membership

– Chair – Head of Taught Student Development, IAD
– College representatives - Colleges to nominate
– Student representative
– Student Systems and Administration representative
– Communications and Marketing representative
– Academic Services representative
– Student Recruitment and Admissions and/or International Office
– Governance and Strategic Planning representative

Remit:

The group would be asked to make recommendations on the following areas:

- Practicalities of building PTES into School planning processes – implications for GASP; Surveys unit; Schools
- Embedding PTES results in normal QA processes – implications for Surveys unit; Academic services; Schools; Colleges
- Ways to include PTES findings and feedback in arrangements for, and content of, communication with students and staff – implications for Communications and Marketing; Student systems
- Ways to include PTES in market assessment and promotion – implications for International Office and/or Student Recruitment and Admissions
- Promotion of the analysis and use of PTES results (both free text and quantitative results) by programmes; Schools; and support services to better understand and enhance learning, and the student experience – implications for the Surveys unit; IAD (to develop and promote effective approaches and resources to Schools and programmes)

Timescale:

The working group will meet twice between 27th March and 24th May 2017, and report to LTC on the 24th May. The main outcome will be a paper with recommendations on the above areas, this will be available for the LTC meeting on the 24th May. It is intended that the recommendations will then be implemented from July to December 2017, linked to the release of the release of the 2017 PTES results

The University of Edinburgh

Senate Learning and Teaching Committee

25 January 2017

Final Report of the University of Edinburgh Panel to Review National Student Survey Promotion and Guidelines

Executive Summary

This is the final report of a Panel set up to review the University's approach to promoting the National Student Survey (NSS) and ensuring staff engagement with the guidance on NSS promotions.

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

This paper relates to the University's mission to provide the highest-quality research-led learning and teaching, the strategic objective of 'Leadership in Learning', and the 2016/17 Committee priority to continue coordinating and supporting activities aimed at addressing issues raised by the NSS.

Action requested

For information only. The report will be signed-off by Central Management Group.

How will any action agreed be implemented and communicated?

The paper is provided for information. Actions will be taken forward by Central Management Group.

Resource / Risk / Compliance

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

   None at this stage. The paper is being provided for information only.

2. **Risk assessment**

   Not included. The paper is being provided for information only.

3. **Equality and Diversity**

   Not required as the paper is being provided here for information. An Equality Impact Assessment of the recommendations will need to be undertaken before the paper is considered by Central Management Group.

4. **Freedom of information**

   The paper is **open**

Originator of the paper

Tina Harrison
Assistant Principal, Academic Standards and Quality Assurance
November 2016

**FINAL REPORT OF THE UNIVERSITY OF EDINBURGH PANEL TO REVIEW
NSS PROMOTION AND GUIDELINES**

INTRODUCTION

The Panel was set up to review the University's approach to promoting the National Student Survey (NSS) and to ensuring staff engagement with the guidance on NSS promotions.

The Panel was convened by Assistant Principal Tina Harrison and had the following members:

- Mr Gavin Douglas, Deputy Secretary (Student Experience)
- Lisa Dawson (Head of Student Systems Operations)
- The VP Academic Affairs (Edinburgh University Students' Association)
- Josephine Teng (student, PPLS, CAHSS)
- Aleksandra Zaforemska (student, GeoSciences, CSE)
- Baber Rasheed (student, Biomedical Sciences. CMVM)
- 3 senior academics (Director of Teaching, Senior Tutor etc.) one from each College)
    - Stuart Bennet (ECA)
    - Toby Bailey (Maths)
    - Geoff Pearson (MVM)
- Administrative support (Jackie Allan, Student Systems)

The Panel met on 28/09/16 and 26/10/16. Their Terms of Reference are attached (Appendix A.)

MEETINGS

At its first meeting the Panel

- reviewed and discussed University NSS promotional material, guidelines and practices against published guidelines
- Reviewed and discussed a sample of School-level promotional material, guidelines and practices against published guidelines

At its second meeting the Panel
- Met with a small group of staff in different schools of the University who had experience of NSS promotional activity in their School
- Met with a small group of Postgraduate students who had completed the NSS as Undergraduates at the University in 2015/16
- Discussed overall conclusions and recommendations from the evidence collected

FINDINGS

The Panel found no evidence that promotional material and activities in use – whether created centrally or developed by Schools – were breaching NSS guidelines

However the Panel noted that:

- The guidelines (on what is acceptable / not acceptable) included in the main NSS promotional pack were attached as an Appendix and may therefore be overlooked by staff.
- The core focus of the promotional messages to Schools was on achieving target completion rates. The Panel noted that 2015/16 had achieved the highest ever completion rate but this was not correlated with any improvement in overall results.
- The strapline "Have Your Say" could be construed as inviting negative comment.
- For the small sample of students the Panel spoke to, the NSS seemed not well understood – not clear who was running it (students were surprised to receive phone calls from 3rd party organisation reminding them to complete it); what the focus was (some assumed it was just about their final year experience); what the purpose or use of the data was (eg that it could be used in the construction of league tables); what the benefits were (eg that the feedback given would be used to improve the experience of future students).
- There was mixed feedback from student representatives as to the effectiveness of promotional activities such as free pizza or coffee promotions. There was a general sense that universal benefits (eg free print credit for all respondents) would be more positive than prize draws for Ipads or similar.
- There was a very heavy volume of e-mail traffic to students promoting the NSS, coming from the University and from Schools. There was a general sense from students and School colleagues that local promotion and messaging (and in particular face to face messaging, eg lecture "shout outs", messaging via class reps) were more effective than messages to all students from the University.

RECOMMENDATIONS

1. All staff and students involved in promoting the survey must be given revised and clearer guidelines as to what can be said and what can't be said about NSS. These guidelines (including templates for communication) should be foregrounded in any promotional pack, widely distributed and regularly repeated in other communications.
2. University communications should be re-focussed on the importance of the survey and explaining how it works eg:
   - clarifying the purpose of the survey
   - explaining any terminology used (eg "course" vs "programme")
   - explaining how the data is used and the benefits to future students of providing feedback to the University
   - why students may receive chaser emails or calls from IPSOS MORI and how to opt out of these.
3. The core task of promoting completion should be handled at School level. Each School should identify an NSS lead for this purpose. The University should significantly reduce the volume of emails sent to students about completing the NSS and make greater use of school-based staff and students (eg class reps) to disseminate the messages.
4. The University should ensure clear briefings are delivered as a minimum to:
   - NSS leads
   - Teaching offices
   - School and College UG teaching committees

5.   A different strapline to "Have Your Say" should be developed for the 2016/17 campaign
6.   There should be no push to increase response rates in 2016/17

Tina Harrison

Assistant Principal, Academic Standards & Quality Assurance

Nov 2016

Appendix A

Terms of Reference for the Review of NSS promotion and Guidelines at the University of Edinburgh (1 June 2016)

Purpose

- The Review has been established at the request of HEFCE following a small number of complaints received by them about breaches of NSS guidelines at the University.
- HEFCE told the University that that "The evidence provided highlights areas of concern with regard to the University's approach to the promotion of the NSS and staff engagement with the guidance. I would therefore ask you to conduct a review of NSS practices across the institution, with participation from student representatives, and to liaise with the Scottish Funding Council on the process and outcome of the review."
- The Review will be carried out under the direction of a working group comprising staff and students.
- The group will commence its work in September 2016 and aims to conclude its business and issue its final report no later than October 2016.
- The Panel will ensure that any recommendations are implemented before the start of the 2016/17 NSS campaign in January 2017.

Scope

The Review will focus on:

- The accuracy and completeness of the guidelines issued by the University to staff involved in promoting engagement with the NSS by students
- How these guidelines are communicated and how well briefed staff are on the guidelines at different levels of the organisation
- The nature of University NSS materials, communications and promotions, and whether these are consistent with the NSS guidelines
- The nature of School materials, communications and promotions, and whether these are consistent with the NSS guidelines
- Such other related areas as the group deem appropriate during the course of their investigations

Approval

The group will seek input from the Scottish Funding Council into these Terms of Reference and the proposed plan of activities to be undertaken.

Outputs and timescales

The group will aim to submit its final report by October 2016 at latest. The final report will summarise the group's findings and recommendations, which will include recommendations for short-term action (which must be implemented by January 2017) and any longer-term actions.

Membership of the Panel

- Professor Tina Harrison, Assistant Principal , (Academic Standards & Quality Assurance) (convenor)
- Mr Gavin Douglas, Deputy Secretary (Student Experience)
- Lisa Dawson (Head of Student Systems Operations)
- The VP Academic Affairs (EUSA)
- Josephine Teng (student, PPLS, CAHSS)
- Aleksandra Zaforemska (student, GeoSciences, CSE)
- Baber Rasheed (student, Biomedical Sciences. CMVM)
- 3 Heads of School or delegates (Director of Teaching, Senior Tutor etc) one from each College)
    - Stuart Bennet (ECA)
      Toby Bailey (Maths)
    - Geoff Pearson (MVM)
- Administrative support (Jackie Allan, Student Systems)

Methodology

- The group will gather and analyse material, and take evidence from students and staff of the University
- The group may seek evidence of best practice from other Universities.
- Further students, staff or external colleagues may be co-opted onto the Panel as and when necessary.

Reporting and governance

- The group will report its findings to Principal's Strategy Group and to the Scottish Funding Council
- Further reports will be made to other relevant committees (eg CMG, Learning & Teaching Committee) as needed.

Meetings

- It is envisaged that the group will meet up to 3 times between September and October 2016. Meetings will be chaired by the Convenor or in her absence by the Deputy Secretary (Student Experience).
- The first meeting will review the Terms of Reference, documentation gathered and plans for meetings with staff and students
- The second meeting will involve gathering evidence directly from key stakeholders (staff and students) and a discussion of the evidence / early conclusions
- The third meeting (which may take place electronically) will be to agree the final report into this matter and the recommendations for action

Data protection

The group will ensure all personal and sensitive information will be appropriately protected; and will be made available only to those who need to see it.