<u>The University of Edinburgh</u>
Senatus Learning and Teaching Committee

**Meeting to be held on Wednesday 25 May 2016 at 2.00pm in Room 235,
Joseph Black Building, Kings Buildings**

AGENDA

1.	**Welcome and Apologies**	
2.	**Minutes of the meeting held on 16 March 2016**	LTC 15/16 5 A

3.   Matters Arising

Matters arising from the meeting held on 16 March 2016 (and not elsewhere on the agenda):

3.1	Teaching Excellence Framework (TEF, item 4.1):	Verbal update

White Paper: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523396/bis-16-265-success-as-a-knowledge-economy.pdf

Technical Consultation: https://www.gov.uk/government/consultations/teaching-excellence-framework-year-2-technical-consultation

3.2	Review of the Academic Year (item 5.4)	Verbal update

4.   Convener's Communications

4.1	UCU Industrial Action	Verbal update

5.   For Discussion

5.1	Support for Disabled Students:	
	− Review of Support for Disabled Students	Verbal update
	− Review of Accessible and Inclusive Learning Policy	LTC 15/16 5 B
5.2	Widening Participation:	
	− The Final Report of the Commission on Widening Access – A Factual Briefing	LTC 15/16 5 C
	− Widening Participation at the University of Edinburgh: Successes and Opportunities for Change	Presentation
5.3	Lecture Capture:	
	− Lecture Capture Proposed Project Summary	LTC 15/16 5 D1
	− Lecture Capture at Other Universities	LTC 15/16 5 D2
5.4	Report of Innovation in Teaching and Learning Working Group	LTC 15/16 5 E
5.5	CHSS Programme Pathways Project	LTC 15/16 5 F
5.6	Assessment and Feedback	
	− Update and Focus on Feedback Quality	LTC 15/16 5 G1
	− 15 Day Feedback Turnaround Regulation	LTC 15/16 5 G2
5.7	Student Mental Health Issues: An Overview and Update for LTC	LTC 15/16 5 H
5.8	Learning and Teaching-Related Content of School Annual Plans	LTC 15/16 5 I CLOSED TO FOLLOW
5.9	Learning Analytics Project – Progress Report	LTC 15/16 5 J

6.   For Approval

Date of next meeting: 2.00pm on Wednesday 21 September 2016. Venue to be confirmed.

| 6.1 | Academic and Pastoral Support Policy | LTC 15/16 5 K |

7.	**For Noting / Information**	
7.1	Report from Learning and Teaching Policy Group (LTPG)	LTC 15/16 5 L
7.2	Initial Findings from the EUSA Teaching Awards Analysis Project	LTC 15/16 5 M
7.3	Senate Committee Planning – Approach for Next Session	LTC 15/16 5 N
7.4	Enhancing Teaching Performance Working Group - Report	LTC 15/16 5 O
7.5	Enhancement Themes – Update	LTC 15/16 5 P
7.6	Knowledge Strategy Committee Report	LTC 15/16 5 Q
7.7	Strategic Plan 2016-21 – Update	LTC 15/16 5 R

| **8.** | **Any Other Business** | |

Date of next meeting: 2.00pm on Wednesday 21 September 2016. Venue to be confirmed.

For approval at meeting of LTC to be held on 25 May 2016

Minutes of the Meeting of the Senatus Learning and Teaching Committee
(LTC) held at 2pm on Wednesday 16 March 2016
in the Raeburn Room, Old College

1. Attendance

Present:

Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions
Ms Shelagh Green	Director, Careers Service (co-opted member)
Dr Elaine Haycock-Stuart	Director of Learning and Teaching, School of Health in Social Science (co-opted member)
Professor Peter Higgins	Representative of Social Responsibility and Sustainability
Ms Melissa Highton	Convener of Learning Technologies Advisory Group (ex officio)
Ms Erin Jackson	Distance Learning Manager, School of Law, CHSS (co-opted member)
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Ms Nichola Kett	Academic Governance Representative, Academic Services
Mr John Lowrey	Dean of Undergraduate Studies, CHSS
Ms Tanya Lubicz-Nawrocka	EUSA Academic Engagement Co-ordinator (ex officio)
Dr Margaret MacDougall	Medical Statistician and Researcher in Education (co-opted member)
Dr Antony Maciocia	Senior Lecturer, School of Mathematics, CSE (co-opted member)
Professor Graeme Reid	Dean of Learning and Teaching, CSE
Professor Neil Turner	Director of Undergraduate Teaching and Learning, CMVM
Mrs Philippa Ward (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (ex officio)
Ms Imogen Wilson	EUSA Vice President (Academic Affairs) (ex officio)

Apologies:

Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Dr Gale Macleod	Dean of Postgraduate (Taught), CHSS
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee, ex officio)
Professor Anna Meredith	Director for Postgraduate Taught, CMVM
Professor Wyn Williams	Director of Teaching, School of GeoSciences, CSE

In Attendance

Dr Hazel Christie	Institute for Academic Development
Mr Gavin Douglas	Deputy Secretary – Student Experience
Ms Jennifer McGregor	Governance and Strategic Planning
Ms Jenni Murray	Student Induction Coordinator
Professor Susan Rhind	Assistant Principal Assessment and Feedback

2. Minutes of the previous meeting

The minutes of the meeting held on 27 January 2016 were approved.

3. Matters Arising

3.1 Lecture Capture (Item 5.8)

The Director of the Learning, Teaching and Web Services Division updated members on the current situation with CapturED. It was noted that the system was still widely used, but had a failure rate of around 20%, primarily due to equipment failure. Attention for the remainder of the academic year would be focussed on maintaining the system in the largest lecture theatres.

Media Hopper was also being used to upload and publish media, and Panopto was being introduced in a number of Schools. However, the limitations of Panopto - it does allow advance scheduling, and the licence currently held by the University is pilot-scale only - were recognised.

Benchmarking within the sector was being undertaken, and clear, data-informed proposals would be brought to the May 2016 meeting of LTC. Lecture capture would continue to be considered in Planning Round discussions.

Actions: Director of the Learning, Teaching and Web Services Division to bring proposals for the University's future approach to lecture capture to the May 2016 meeting of LTC.

4. Convener's Communications

4.1 Teaching Excellence Framework (TEF)

Members noted that the technical consultation on the TEF would likely be announced in May. Scottish institutions and the Scottish Government were considering the implications of the introduction of a TEF for Scotland, and were looking closely at how the Enhancement-Led Institutional Review process might map onto the TEF. The University of Edinburgh would continue to be involved in all consultation.

4.2 Widening Access

The Committee was advised that the final report of the Scottish Government's Commission on Widening Access had been published. It included the following recommendations:

- The Scottish Government should appoint a Commissioner for Fair Access by the end of 2016.
- By 2018, the Commissioner for Fair Access should publish a Scottish Framework for Fair Access.
- By 2019, all Universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed.
- By 2030, students from Scottish Index of Multiple Deprivation (SIMD) 20 (the 20% most deprived backgrounds) should represent 20% of entrants to higher education.
- To drive progress towards the above goal, by 2021, students from SIMD 20 should represent at least 16% of full-time, first degree entrants to Scottish universities as a whole, and 10% of entrants to each individual Scottish university.

The report also placed emphasis on articulation, encouraging universities to accept students with HNCs and HNDs onto programmes at higher levels.

Members discussed the significant challenges that the report posed for the University. Edinburgh would be required to almost double its intake of SIMD 20 student by 2021. Student Recruitment and Admissions (SRA) would initiate discussions on how this target might be met. The Director of SRA and the newly appointed Head of Widening Participation would bring a report to the May meeting of LTC.

Actions:
1. SRA to initiate discussions on how to respond to the recommendations of the Commission on Widening Access.

2. Director of SRA and Head of Widening Participation to bring report to May meeting of LTC.

5.   For Discussion

5.1   2015 New Student Survey Results

Ms Jenni Murray, Student Induction Coordinator, attended the meeting to discuss the findings of the Survey with the Committee. It was noted that the Survey had been issued to all on-campus students. Its key findings included the following:

- Overall satisfaction with both Welcome Week and the first few weeks of University was high.
- There was scope to enhance pre-arrival information. Students were keen to receive more information about courses (for example reading lists, sample lectures) and course choice, specifics of the meeting with their Personal Tutor, and access to other useful resources.
- The quality of the events held during Welcome Week was considered to be high, but many students would have welcomed more activities at School and programme level to help build a stronger sense of community.
- There would be benefit in Schools helping students to understand more fully what was expected of them academically.
- There would be benefit in Schools doing more to promote attendance at Information Services / Library induction events.

Members discussed the following:

- In the context of the University's Athena Swan goals, there may be benefit in doing more gender analysis of the Survey's findings. It was agreed that the matter would be discussed with the Vice-Principal People and Culture.
- The low response rate was discussed. It was noted that the Survey was long and that only 52% of the undergraduate and 58% of the postgraduate students who started the survey completed it. Further consideration would be given to the Survey's length.
- Concerns were raised about the fact that the Survey was only being issued to on-campus students and that distance students were being excluded. It was noted that steps were being taken to address this.
- The need to improve the information produced by Schools about courses was discussed. However, the Committee also recognised that there were already issues regarding multiple sources of (sometimes inconsistent) information for prospective students, and that, in the context of the Competition and Markets Authority (CMA) Guidance, it was important to avoid a proliferation of further information. The Director of Academic Services would liaise with relevant staff in the Colleges and the University's CMA group.

LTC endorsed the recommendations outlined in the paper, and agreed that they would be taken to College learning and teaching committees for further consideration and implementation.

Actions:
1. Jenni Murray to discuss the Survey's findings with the Vice-Principal People and Culture.
2. Jenni Murray to give further consideration to the length of the Survey.
3. Director of Academic Services to liaise with Colleges and CMA group about the need to improve course information produced by Schools.
4. Paper to be taken to College learning and teaching committees for further consideration and implementation of recommendations.

5.2   Learning and Teaching Communications – Teaching Matters Website

Members were advised that usage data for the Teaching Matters website was being considered, but it was too early to draw conclusions. It was hoped that usage would increase month on month, and members were asked to promote and consider producing articles for the site. The impact of the site would evaluated after six months, and a decision made about its future beyond summer 2016 at this point.

5.3   Student Systems Roadmap

The Committee was advised that the paper was a high-level overview of Student Systems' priorities for 2016-19, and was asked to comment on the priorities. The following was highlighted:

- A short-term piece of work had been commissioned to help visualise the current and possible student digital experience. This would report in April 2016 and feed into the development of the 'student digital experience' strand of the Roadmap.
- The importance to Student Systems' ability to enhance services of the partnership with Information Services' Applications Division was noted. It was recognised that closer partnership working with other 'student facing' services in the University Secretary's Group and Schools, the Learning, Teaching and Web Services Division, and the wider data community internally would be necessary to take forward a number of strands of the Roadmap.
- Priorities may shift in response to the outcomes of the Service Excellence Programme and Learning Analytics Pilot.

Members were supportive of the plans laid out in the paper, and particularly of work being undertaken on the visualisation of the digital experience, learning analytics, and on developing flipped perspective systems. The importance of having an effective system in place to support the Personal Tutor role was recognised. Concerns were raised about the current application, enrolment and payment systems for online distance learning (ODL) students. The Committee was advised that work on the development of a clear checklist for ODL applicants was progressing, and further work was planned once this had been achieved.

5.4   Interim Report of Task Group to Review the Academic Year Structure

The Task Group was considering ways in which symmetry might be brought to the academic year structure in order to offer a better student and staff experience. The timescale was tight, with a detailed set of recommendations being required in advance of the summer, and there were only a small number of options available:

1. Starting Semester 1 earlier
2. Examining Semester 1 courses after Christmas
3. Returning to a 3 term model
4. Introducing an 'accelerated' model with three terms running over the full year allowing students to complete a full honours degree in three years.

The Task Group had concluded that options 1, 3 and 4 were not viable, and therefore only option 2 was still being considered. A move from 11 weeks of teaching to a 5+1+5 structure followed by revision and exams was proposed. It was noted that the middle week would not be a reading week, but would be a structured teaching week for revision and consolidation.

Members recognised that the proposed model raised many questions. Extensive consultation with staff and students would therefore be undertaken, and LTC supported the Task Group's consultation plan. It would be important to consider the suitability of the model for postgraduate taught students, and to allow for some flexibility, regardless of the model

implemented. The potential overlap between the work of this Task Group and that of the Innovation in Teaching and Learning Working Group was noted. It was agreed that the University's decision to accept students through clearing would be added to the reasons given for rejection of option 1 in the paper.

Actions: Director of Academic Services to highlight the University's decision to accept students through clearing as a reason for rejecting option 1.

5.5 Grade Point Averages (GPA) – Update on Sector Developments

Members were reminded that, at the November meeting of LTC, it had been agreed that the University would adopt GPA on a minimalist, 'on demand' basis. LTC approved the proposal that this development be paused until the outcome of the technical consultation for the Teaching Excellence Framework was known.

5.6 Feedback on Assessment – Turnaround Times

The Committee noted that the data on turnaround times submitted for Semester 1 2015/16 was not dissimilar to that for Semester 2 2014/15, although the number of Schools experiencing difficulties in providing the data had reduced. Many Schools were reporting high levels of return of feedback within prescribed timescales, but some were still struggling. The Assistant Principal Assessment and Feedback would continue to work with those Schools that were performing less well.

It remained difficult to compare data across Schools on account of the variation in the way in which the data was produced. Work to develop more systematic approaches to collecting the data was ongoing.

Whilst the 15 day turnaround time rule was considered to have resulted in significant improvement in practice, it also risked unintended consequences, for example a reduction in the quality of feedback in some areas, and use of exams in some cases where other forms of assessment might have be more beneficial, but the School did not feel confident that it could return feedback on this assessment within the prescribed timescale. LTC agreed that there would be value in retaining the 15 day benchmark, but suggested that the Committee have a broader discussion regarding the scope for permitting greater flexibility where this was appropriate for the assessment in question.

Members discussed the importance of arranging assessments so that they were useful to students, and noted that visualisation tools were available to assist with this. The need to provide students with timetables of when feedback and exam results would be returned was also discussed, and Schools would be reminded of their responsibilities in this area. It was noted that feedback was not always linked to assessment.

LTC considered whether data on feedback turnaround times should become part of the University's Quality Assurance processes. The issue would discussed with the Assistant Principal Academic Standards and Quality Assurance.

Actions: Director of Academic Services to:
1. remind Schools of the requirement to publish dates for return of feedback and exam results;
2. discuss with the Assistant Principal Academic Standards and Quality Assurance the possibility of including data on feedback turnaround times in the University's QA processes.

5.7 Senate Committee Planning for 2016/17 Onwards

The paper provided an update on progress against 2015/16 plans, and invited LTC to suggest and prioritise high priority projects for 2016/17. Plans for 2016/17 would be finalised at the Senate Committees' Symposium on 27 April 2016.

Members noted that the current Senate Committees' planning process did not fit with the timing of the University Planning Round. As such, the paper also proposed a revised approach to planning in future which would allow projects with resource implications to be considered earlier in the year.

LTC confirmed that it was content with the proposed approach to future planning cycles, and agreed that the Service Excellence Project would be added to the list of high priority projects for 2016/17. Members were asked to advise the Director of Academic Services of other items to be added to the list.

Actions: Members to advise Director of Academic Services of other items to be added to the list of high priority projects for 2016/17.

6. For Approval

6.1 Innovation in Teaching and Learning Working Group – Remit and Membership

LTC approved the remit and membership for this Working Group. It was agreed that mechanisms for including work on careers and employability would be considered.

Actions: Convener of Innovation in Teaching and Learning Working Group to consider mechanisms for including work on careers and employability within the Group's remit.

6.2 Student Surveys Review

The Committee was advised that the paper presented a high-level, draft plan to review and propose changes to the University's current suite of student surveys. It detailed both the surveys that were in and out of scope.

LTC approved the proposed review. It also discussed:

- the need to reconsider the length of the Edinburgh Student Experience Survey (ESES) given that large numbers of students starting the survey failed to complete it;
- the importance of giving further consideration to the International Student Barometer (ISB);
- the possibility of including the Decliners' Survey in the Review;
- the potential benefit of developing some survey good practice and guidance, particularly in the context of EvaSys roll-out.

7. For Noting / Information

7.1 Report from Learning and Teaching Policy Group (LTPG)

Members welcomed the report. It was noted that the Senior Vice-Principal would take responsibility for drafting a University strategy to replace the current Learning and Teaching Enhancement Strategy.

7.2 Enhancement Led Institutional Review – Final Report

LTC noted that the final report had now been published. Recommendations would be taken forward be theme leads who had been asked to produce an action plan for the next 3 years, reporting to Senate Quality Assurance Committee in April.

7.3 Enhancement Themes – Update

It was reported that a successful 'Gearing Up for Transitions' event had taken place, and the University's 'Gearing Up' webpage had been updated to include resources coming out of the day. An article would be written for the 'Teaching Matters' website.

Actions: Nichola Kett to produce article on 'Gearing Up' for 'Teaching Matters' website.

7.4 Student Survey Response Rates

An update was provided on response rates for the student surveys that were currently open. Members noted that there was little change from 2015 response rates, and further work was needed in this area.

7.5 Knowledge Strategy Committee (KSC) Report

LTC noted the report. The need to schedule Senate Committee discussions to allow them to shape the KSC agenda was discussed.

7.6 Digital Education

Members welcomed the report which had been produced by the Vice Principal Digital Education and summarised the key areas of work he had taken forward. It was noted that the University was in the process of appointing a new Assistant Principal Digital Education.

7.7 Draft Strategic Plan

Members noted that the draft Strategic Plan was currently available for consultation. Governance and Strategic Planning (GaSP) was keen for the consultation to be as wide as possible, and several student sessions had taken place. A key feature of the Plan was 'What makes us Edinburgh': the University of Edinburgh's distinctive place within the sector. The Plan also outlined the University's strategic objectives, learning and teaching and research being the University's fundamental, mutually reinforcing activities, with equal priority. It was noted that Key Performance Indicators were not included in the Plan at this stage. The Strategic Plan would be signed off by Court in June, and published in September 2016.

LTC welcomed the draft Strategic Plan and particularly the shift towards 'learning'. It was proposed that the first bullet be amended to reflect the fact that we are a community of learners, not just deliverers of education. There was also a desire for the Plan to reflect more of the University's aspirations in relation to diversity and widening opportunity. Some concerns were raised about the use of text and diagrams within the Plan, and it was agreed that this would be given further thought. It was noted that the final aim was to produce a slim, printed version of the Strategic Plan which would be supported by online case studies. Members were keen to see examples of how this would work in the near future.

Actions: GaSP to take forward LTC's suggestions in relation to the draft Strategic Plan.

8. Date of Next Meeting

Wednesday 25 May 2016 at 2.00pm in the Joseph Black Building, Kings Buildings.

Philippa Ward
Academic Services

LTC 15/16 5 B

The University of Edinburgh
Learning and Teaching Committee
25 May 2016

Interim review of the University's Accessible and Inclusive Learning Policy

Executive Summary
The paper is a brief overview of the key issues and challenges in relation to the policy after 3 years in operation. The paper highlights barriers to full implementation and seeks the support of the committee to embed and implement the policy. Additional areas for further developing and extending the policy are detailed.

How does this align with the University / Committee's strategic plans and priorities?
The issues are key to the (disabled) student experience, excellence in education and to equality and widening participation.

Action requested
The paper is for discussion, information and further action. Proposals should be considered in the context of the forthcoming disability review initiated by the Principal.

How will any action agreed be implemented and communicated?
This may be, in part, dependent on the outcome of the University's disability review.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   There are no immediate resource implications, but there may be significant future costs eg introduction of lecture capture, delivery of (disability equality and related) training.

2. **Risk assessment**
   Risks are in relation to the Equality Act and the potential for the University to discriminate if:

   - an education provider treats the disabled student unfavourably
   - this treatment is because of something arising in consequence of the disabled student's disability, and
   - the education provider cannot show that this treatment is a proportionate means of achieving a legitimate aim.

   There is potential for reputational damage if a disabled student is treated unfavourably.

3. **Equality and Diversity**
   Equality and diversity is a key underpinning driver for the policy.

4. **Freedom of information**
   Open

Key words

Originator of the paper
Sheila Williams, Director, Student Disability Service, 17/05/16

1. **Background and context**
   The University introduced the Accessible and Inclusive Learning Policy in 2013. The policy aims to benefit **all** students, prompted by the "anticipatory duty" of the Equality Act in relation to disabled students. By mainstreaming 7 areas of support which were previously only recommended to disabled students via their Learning Profiles, the University aims to provide and promote an inclusive and accessible learning environment which can prevent disabled students feeling" different" or that their support provision is perceived as burdensome. (A Learning Profile is a list of academic support recommended by the Student Disability Service following discussion with a student).

   The policy was developed by Professor Tina Harrison, convenor of the Quality Assurance Committee (QAC) and the Director of the Student Disability Service (SDS), working with the Edinburgh University Students Association (EUSA). It was approved by the Learning and Teaching Committee in early 2013 and was communicated to academic colleagues in June.

   The need for the policy was clear in relation to the year on year increase in the number of disabled students attending the University and accessing the Student Disability Service (SDS) and the resulting increase in the number of recommended "reasonable adjustments" – approximately 20,000 when the initial paper was presented to the LTC.

   In academic year 2014/15, 3,338 students attending the University of Edinburgh disclosed a disability. This represents 9.50% of the total student cohort. Numbers of disabled students have increased year on year since records began (in the early 1990s) and we have experienced a 52% increase in the last 5 years.

   The policy can be viewed here:
   http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf

   The Equality Impact Assessment of the policy:
   http://www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/Accessible_and_Inclusive_Learning_Policy-2013%28Student-Disability-Service%29.pdf

2. **Key issues and challenges**
   Non-engagement with the Accessible and Inclusive Learning Policy has been an ongoing challenge since its introduction. A number of academic colleagues do not implement the policy provisions, either through unfamiliarity with the policy or perhaps because they find it too challenging in relation to their own teaching practice. Based on feedback from disabled students to the SDS Advisory team, from our annual student evaluation report and from discussions with academic colleagues and Coordinators of Adjustments, it is clear that there is inconsistent adherence to the policy, with the following most frequently highlighted:

   - Not using the microphones provided and lack of effective provision in some teaching spaces (e.g. batteries removed or not working)
   - Lecture outlines not being put up on the virtual learning environment (VLE) at least 24 hours in advance
   - Content inaccessible to some students e.g. dark typeface on a dark background
   - Students not always permitted to record lectures (for non-pedagogically justifiable reasons)
   - Confusion regarding the legal implications of copyright.

3. Non-implementation of the policy

Students have consistently raised issues around the non-implementation of the mainstreamed adjustments. Only 47% of respondents to the most recent SDS annual student survey indicated that they received all the support which was recommended by SDS on all courses. (Noting however that this has increased from 42% in the previous year.)

Over half of the respondents to the annual SDS evaluation have indicated that they are aware of the policy:
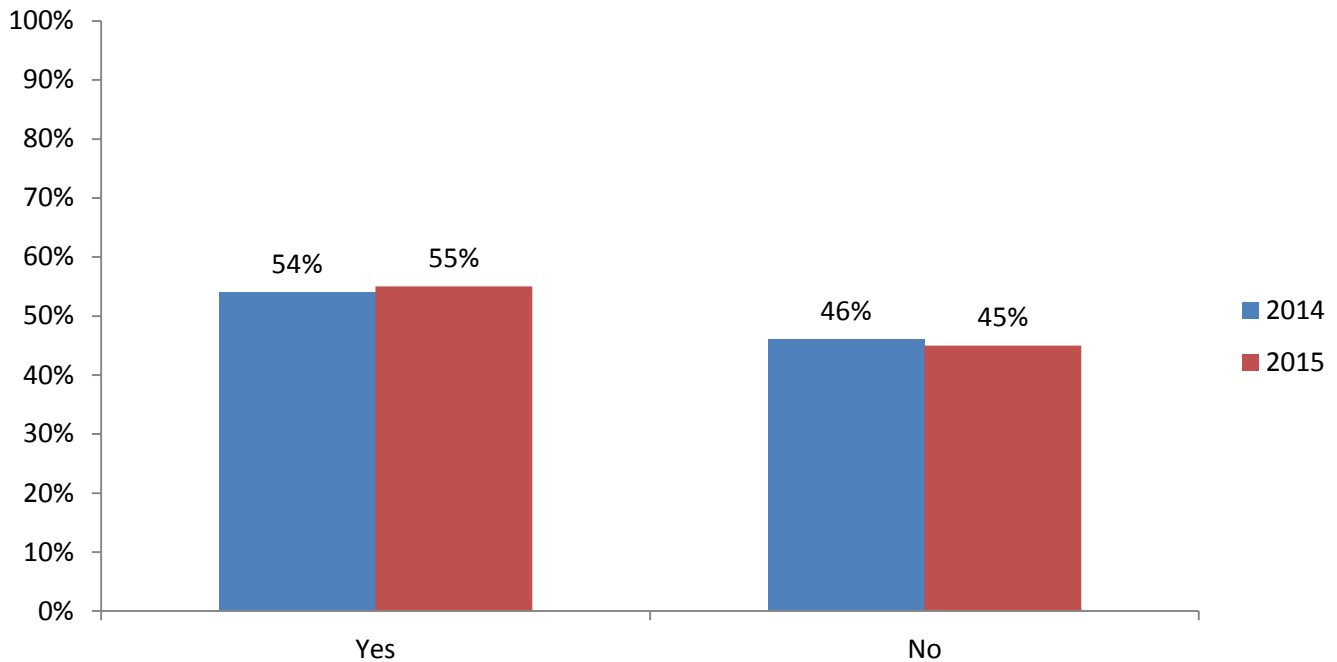
In relation to the perceived impact by students of the policy on their learning experience
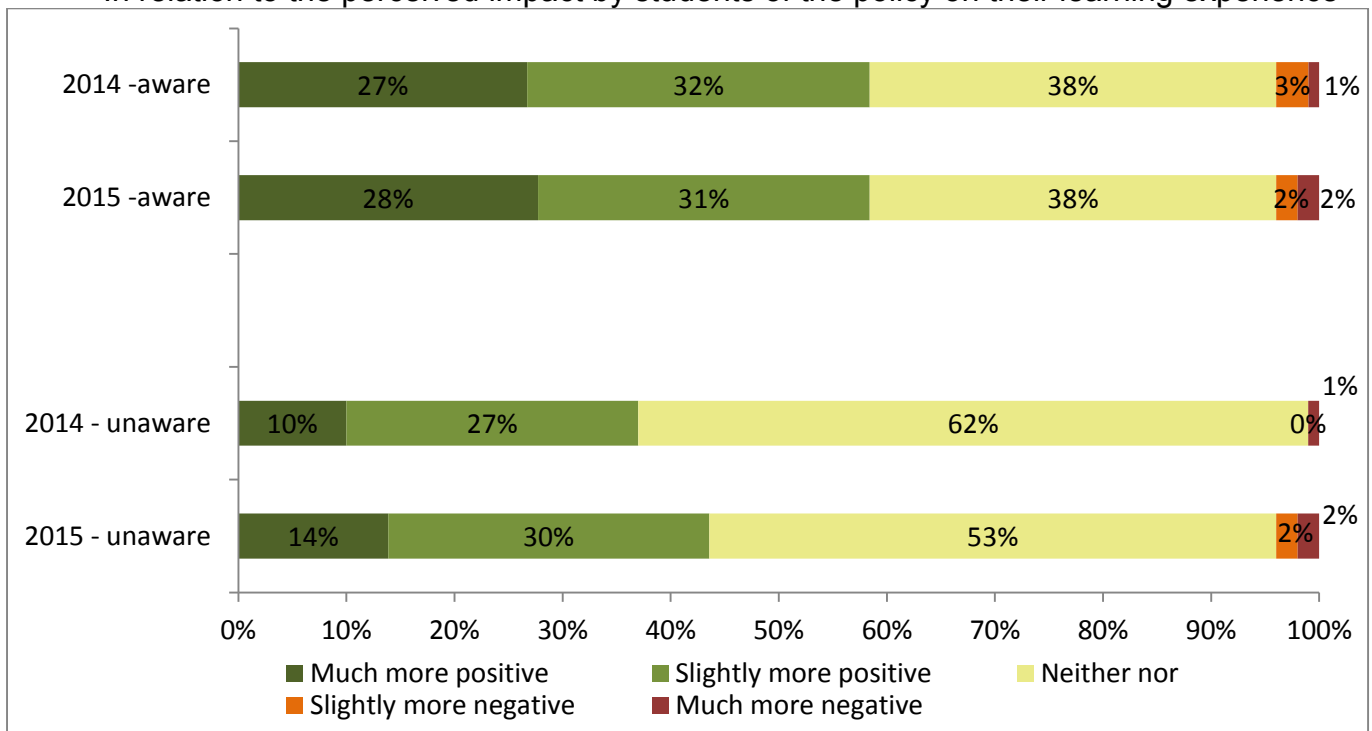
242 respondents in 2015 (120 more than in 2014) stated that:

- The policy is helpful when followed
- The policy is not always followed.

Of those who said it had made their experience much more positive
- 14% said it was good for all students
- 14% said it made them feel less conspicuous.

4. Embedding and extending the Accessible and Inclusive Learning Policy

The support of the Learning and Teaching Committee is sought to ensure that the provisions of the policy are implemented to the benefit of all students – and specifically for disabled students. Effective implementation is also aimed at reducing the workload of staff who are required to implement individual adjustments. It is requested that Heads of Colleges and Schools reinforce the need to implement the Accessible and Inclusive Learning Policy and where necessary, engage in discussion with the SDS in order to promote and achieve that shared agenda.

Additional drivers for change – and for further extending the policy - include current UK government cuts to the financial provision provided by the Disabled Students Allowance (DSA), for English domiciled students. This means that the UK government is shifting the financial cost of supporting disabled students to universities – as they see it, this means to ensure that disabled students are effectively supported and that teaching is accessible and inclusive in individual institutions. Statutory funding has been withdrawn for funding of computers, individual notetakers, proofreaders, studio/lab assistants for disabled students. Therefore, many (Russell Group) universities have been further prompted to progress more inclusive practices, including:

4.1 Lecture capture
Opt-in lecture capture (with captions/subtitles) can ensure that teaching is more accessible and inclusive, particularly for disabled students. A range of evidence (Soong et al. 2006; Williams &. Fardon 2007; Gosper et al. 2008) indicates clear benefits for disabled students. Students with mobility impairments, those with hearing impairments and dyslexic students can find that they miss less content and are able to absorb more detail if they have recourse to lecture capture.

Research also shows that lecture capture provision does not dissuade students from attending lectures. Statistical evidence shows that it is popular with students and can improve academic performance eg by enabling further access to the lecture if key points are missed, for instance by a dyslexic student.

It is proposed that the policy is extended to include lecture capture across the institution.

4.2 Accessibility of teaching materials
It is proposed that the policy is amended to include specific reference and links to the Universities own guidance on producing accessible materials.
http://www.ed.ac.uk/information-services/help-consultancy/accessibility/creating-materials
This includes guidance on font size, accessible typeface and guidance on production of course handbooks. This could prevent or reduce the production of teaching materials which are rendered indecipherable by poor presentation.

4.3 Alternative assessments
It would be beneficial to a number of disabled students if the University adopted a more

flexible and creative approach to assessment, in lieu of examinations.

As part of a current review of assessment and feedback, it is proposed that alternative means of accessing the curriculum are considered, without compromising academic standards or learning outcomes.

LTC 15/16 5 C

<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

25 May 2016

The Final Report of the Commission on Widening Access – A Factual Briefing

Executive Summary

The paper summarises the recommendations within the final report of the Commission on Widening Access (CoWA*)* and suggests challenges and opportunities.

Final report: http://www.gov.scot/Resource/0049/00496535.pdf

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

The report, and this paper, relate to the Equality and Widening Participation strategic theme of the University Strategic Plan.

Action requested

For discussion

How will any action agreed be implemented and communicated?

Via committees, meetings with stakeholders, and emails to staff and students.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no resource implications at this stage. Resource implications will be detailed in any future proposals.

2. Risk assessment

Recommendations from CoWA around linked targets to Outcome Agreements and funding could mean that without sufficient progress there is a risk to future SFC funding for the University.

3. Equality and Diversity

The CoWA report and the WP work undertaken by the University are designed to advance equality and diversity. Detailed Equality Impact Assessments will be included with any future proposals

4. Freedom of information

The paper is open.

Author

Laura Cattell
Head of Widening Participation/Deputy Director of Student Recruitment and Admissions

16 May 2016

The final report of the Commission on Widening Access (COWA): A Factual Briefing

Timeline and initial rationale for COWA

In 2015 the Commission was established to deliver on the following ambition:

The Government's ambition is that a child born today in one of our most deprived communities should, by the time he or she leaves school, have the same chance of going to university as a child born in one of our least deprived communities.

Consultation events and a call for evidence resulted in an interim report which was published in November 2015. This has been followed up with the final report which was published in March 2016 and proposed 34 recommendations to support Scotland to achieve the goal of equal access for those from deprived backgrounds or with care experience. The University of Edinburgh was involved in consultation events leading up the final report and submitted a number of evidence submissions.

Notable recommendations and challenges/opportunities for the sector and the University

1. Commissioner for Fair Access

CoWA recommended that the Scottish Government should appoint a Commissioner for Fair Access by the end of 2016 and the First Minister has already indicated her support for this. The Commissioner would coordinate the development of a more substantial evidence base on fair access issues, publish annual reports on progress, and act as an advocate for access for disadvantaged learners "holding to account those with a role to play in achieving equal access." (CoWA 09)

This could be a very positive move for the sector and if the Commissioner has the opportunity to remain arm's length from the Scottish Government while at the same time holding the HE sector to account then this could work well. CoWA and Universities Scotland have suggested that this role is a parliamentary rather than a Ministerial appointment to ensure independence.

2. Targets, CoWA recommends the following target:

By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.

There are a number of milestones to bring the sector closer to this target, one of which is:

By 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time first degree entrants to every individual Scottish university.

The targets in the report are based on SIMD 20 (Scottish Index of Multiple Deprivation) which when used alone is not a reliable indicator of an individual's disadvantage. Many deprived students do not live in SIMD 20 areas, and this indicator is problematic in Edinburgh which contains a lower number of SIMD 20 areas than Glasgow and parts of the west of Scotland. At present SIMD 20 is used as an indicator within outreach activities at the University of Edinburgh and within the contextual admissions process, but it is not used in isolation, only when combined with other indicators of disadvantage. The Commission recognises the limitations of SIMD and includes a recommendation that the SFC and the Scottish Government should develop a "consistent and robust set of measures

to identify access students by 2018", but at the same time they state that SIMD is the best measure they have and still wish to set these targets for the sector based on an area indicator alone.

In 2014-15 only 6.1% of Scotland domiciled young university entrants at the University of Edinburgh were from SIMD 20 so the University of Edinburgh would need around 80 more entrants from SIMD 20 areas to meet the 2021 target.

3. Access thresholds and admissions

CoWA recommends that by 2019 all universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed. These thresholds will be separate to standard entry requirements and set at a level that reflects the minimum academic standard necessary to complete a degree.

The University of Edinburgh is leading in the field and already sets minimum entry requirements for degree programmes which are lower than typical requirements. However these are still often out of reach for many WP students, and so consideration should be given to the possibility of reconfiguring outreach or partnerships to focus on attainment-raising, as well as on providing a clear evidence base to support the levels that minimum entry requirements are set at.

4. Care Experienced

The final report recommended that by 2017 those with a care experience who meet the access threshold should be entitled to the offer of a place at a Scottish university. CoWA also recommended that the Scottish Government should replace student living costs loans with a non-repayable bursary and provide a more flexible package of student support for care experienced learners from 2017-18.

At the University of Edinburgh we have a well-developed policy that supports care experienced applicants. We aim to make an offer to any care leaver who meets the minimum entry requirements for a programme, as well as offering guaranteed bursaries, 365 day a year guaranteed accommodation etc. The main issue that remains is finding a sector-wide definition of a care experienced student and this makes tracking and supporting this group of learners very difficult.

5. Scottish Framework for Fair Access and Coordinated Delivery of What Works

The final report recommends that the Commissioner for Fair Access should publish a Scottish Framework for Fair Access by 2018 (recommendation 4). This should identify the most impactful forms of access activity at every stage of the learner journey. Key to this framework is coordinating a coherent programme of interventions and the Commission recommends that the sector must work together more closely to avoid duplication. The report endorses bridging programmes and this is an opportunity for the sector to consider national recognition programmes for admissions purposes and for the University of Edinburgh to make the most of its partnership in LEAPS (Lothian Equal Access Programme for Schools).

6. Articulation

The Commission calls for an expansion of articulation from college to university including for those universities where this has not typically taken place. There is the capacity to grow articulation routes at the University of Edinburgh, but this is unlikely to come with any additional funded places

attached and will be constrained by the limited curriculum match between vocational HNs and the University's programmes. This is an opportunity to consider an alternative to articulation that works for the University of Edinburgh. There may be other more suitable and innovative routes and methods for co-delivering curriculum with other providers.

LTC 15/16 5 D1

<u>The University of Edinburgh</u>

Learning & Teaching Committee

25th May 2016

Lecture Capture Proposed Project Summary

<u>Executive Summary</u>

This paper provides a high level overview of the lecture capture options available to us, taking into consideration the supplier market place and how our estate is used. Based on this information, we propose to equip around 300 centrally supported rooms, providing the capability to capture up to 90% of lectures. Lectures would be retained for at least 2 years.

This proposal is in line with our Russell Group peers, who are investing and expanding their provision in this area. Lecture capture is a core part of the infrastructure needed in universities to support learning, teaching and the student experience.

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

The University's strategy is to be a world leader in digital education, and to offer an outstanding student experience to as diverse a group of students as possible. We have specific targets around recruitment of non-EU international students and students from under-represented groups, as well as for student satisfaction with learning resources and academic support. A new lecture capture service will provide underpinning infrastructure to meet these ambitions allowing us to support such a diverse student population, and positively contribute to overall student satisfaction. Additionally, where our physical estate is increasingly constraining cohort sizes, lecture capture will afford opportunities to use space differently and mitigate risks.

<u>Action requested</u>

The committee are invited to consider the proposed service. Feedback will be used to support a formal business case for the provision of an institution-wide Lecture Capture system for the University of Edinburgh to be implemented in 2017-18.

This paper should be considered alongside papers from the previous meeting:
LTC 15/16 3 I- Lecture Capture at University of Edinburgh http://edin.ac/1K7CT0X (Paper I)
And paper for this meeting:
LTC 15/16 5 D2 - Lecture Capture at Other Universities

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

Actions and recommendations from LTC will inform ISG 10 year planning and business cases. The full business case for the Lecture Capture project will be considered by Knowledge Strategy Committee.

LTC 15/16 5 D1

Resource / Risk / Compliance

1. Resource implications (including staffing)

This paper has no resource implications in itself but recommendations to pursue a larger lecture capture project will result in a business case for capital investment.

2. Risk assessment

There is a marked gap in the research around the risk and impact in a University where students are repeatedly requesting the use of lecture capture and the institution is perceived not to be responsive. This paper proposes a solution to mitigate that risk, and also the risk of falling behind our Russell Group peers in terms of our support for the student experience, and in particular for international students and students from diverse backgrounds.

3. Equality and Diversity

Lecture capture systems can make a big impact on equality of access to learning materials for all students and specific groups.

4. Freedom of information

Open

Key words

elearning, digital experience, student experience, lecture capture

Originator of the paper

Anne-Marie Scott, Head of Digital Learning Applications and Media

Lecture Capture Options for University of Edinburgh

Information Services was asked by LTC to investigate the options available to the University for lecture-capture and to bring proposals to the next committee meeting. This paper outlines the options that we have considered, both in terms of technology available, and use of our estate, and gives an overview of indicative costs.

Background and Options Appraisal

Information Services has been advised through the University planning process that a large investment in lecture capture technology for the institution must be purchased using capital funds, and recurrent costs must be constrained. This limits the options that are available to us in the market place, but not unreasonably so. It does immediately exclude the option of using a new cloud hosting solution for storage of our lectures however.

Teaching spaces

The University delivers lecturing activities across a diverse estate, from lectures to large groups in Appleton Tower, DHT and the Swann Building, to lectures in rooms that seat 35 students or less. A variety of audio-visual equipment is also in place, ranging from brand new equipment in recently refurbished spaces, to no equipment in many smaller rooms.

The following table provides a breakdown of our teaching activities for 2015/16 based on the activity planned size information in our Timetabling system. This shows that over 50% of our lecturing activity is to relatively small cohorts of students. The University is also engaged in a large ongoing capital building programme, and the expectation for the next few years is of fluctuation around the teaching spaces available as new buildings open and existing buildings are refurbished. We must be careful to equip enough rooms to have the capacity to cope with this.

	Weeks 1-52	% of total
0-49	28604.50	55.71%
50-100	11981.50	23.33%
101-200	6417.00	12.50%
201+	4345.50	8.46%
Total	**51348.50**	**100.00%**

Furthermore, in discussing requirements with Colleges, it is clear that in addition to some very large classes, who want to use lecture capture technology to avoid being constrained by the size of our lecture theatres, there are a number of programmes within the University that have low student numbers and teach exclusively in our smaller rooms. We must be careful that simple decisions such as equipping all rooms over a certain size do not immediately disadvantage students studying particular subjects, or create increased complexity and tension around timetabling of teaching.

LTC 15/16 5 D1

Lecture Capture Technology

The University has invested in a new media asset management service – Media Hopper – based on the Kaltura content management platform. At the time of purchase various lecture capture options were profiled to ensure that the purchase would not unreasonably limit any future requirements in this space. The media asset management / lecture capture marketplace is fast moving and we have seen very significant levels of convergence. We have re-profiled the market place, and identified 4 scenarios:

1. Purchase a stand-alone hardware based lecture capture solution, hosted locally at Edinburgh.
2. Purchase a hardware based lecture capture solution that integrates with our existing Media Hopper service.
3. Purchase a stand-alone software based lecture capture solution, hosted locally at Edinburgh.
4. Purchase a software based lecture capture solution that integrates with our existing Media Hopper service.

Options 1 to 3 are possible with products available in the market now.

Cost Summaries

The following table breaks down the types of costs involved for each potential option. These are estimated costs based on initial conversations. We would procure a solution using an open tender process and would expect to be able to negotiate an improved price. These costs would be incurred over a 2 year rollout period.

	Hardware based, standalone	Hardware, linked to Media Hopper	Software based, standalone
Audio-visual equipment	£310k	£310k	£310k
Capture Appliances	£700k	£700k	£155k
Installation services	£220k	£220k	£85k
Server Infrastructure costs	£500k	£25k	£500k
Project Management / Development/Training	£390k	£390k	£390k
Software licenses	£200k	£200k	£95k
Total (ex-VAT)	£2,320k	£1,845	£1,535k

LTC 15/16 5 D1

Recommended Proposal

Looking at the spread of lecturing across the institution, and taking into consideration the split of central and locally managed rooms we expect to have in 2016/17, and the expectations around fluctuating room availability, we propose that **we equip around 300 centrally supported rooms** for lecture capture. Making a large purchase up front will allow us to negotiate the best possible price.

This will give us the **capability to capture up to 90% of lecturing activity** within the institution, though we expect that a number of courses will opt-out for good reason and so **in practice this number will be lower**.

This proposal is in line with our Russell Group peers and our global competitors, who are investing and expanding their provision in this area. Lecture capture is a core part of the infrastructure needed in universities to support learning, teaching and the student experience and is becoming a differentiator.

We would propose that we have 3 types of rooms available:

	Room type	Number	Content captured
Gold	**Large lecture theatres / teaching studios**	48	Camera, computer screen or document viewer, and audio.
Silver	**Rooms between 35 and 60 seats**	68	Camera, computer screen and audio.
Bronze	**Rooms below 35 seats**	~187	Computer screen and audio.

The lecture capture service would have the following characteristics:

- Lectures would be retained for at least 2 years.
- Lectures in equipped rooms would automatically be opted-in for recordings through an integration with the University Timetabling system to minimise administration costs.
- Academic staff would be able to opt-out where lecture capture is not appropriate.
  Policy will be required in this area to ensure that the appropriate balance of academic staff judgement and student experience is achieved.
- Academic colleagues will be able to review lectures prior to releasing them to students.
- Lecture capture would be integrated with our centrally supported VLEs.
- Metrics on usage will be available so that colleagues will be able to understand how video is being used.
- Dedicated training support during the rollout period would be provided.
- Support and advice for using video, including redesigning courses or making more modest changes to teaching practice will be provided through the existing technology enhanced learning consultancy services within IS.
- Lecture capture content would be stored in a single server location. If there was a minor technical event there would be a period of downtime. If there was a major disaster, it could take longer than a week to provide the service again. As lecture capture is intended to be used as a supplement for face to face teaching, we believe that this is an acceptable compromise.

- The service will be extensible so that rooms managed locally by Schools would be able 'buy in' to the service by paying for installation and an ongoing maintenance fee.

LTC 15/16 5 D2

The University of Edinburgh
Learning & Teaching Committee
25th May 2016

Lecture Capture at Other Universities

Executive Summary

This paper is intended to provide some comparative information from other HE institutions relating to scale, success, student satisfaction, impact and investment related to lecture capture. This information is provided as background to benchmark and support a formal business case for the provision of an institution-wide Lecture Capture system for the University of Edinburgh to be implemented in 2017-18. All our Russell Group peers are investing and expanding their provision in this area, lecture capture is a core part of the infrastructure needed in universities to support learning, teaching and the student experience.

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

The University's strategy is to be a world leader in digital education, and to offer an outstanding student experience to as diverse a group of students as possible. We have specific targets around recruitment of non-EU international students and students from under-represented groups, as well as for student satisfaction with learning resources and academic support. A new lecture capture service will provide underpinning infrastructure to meet these ambitions allowing us to support such a diverse student population, and positively contribute to overall student satisfaction. Additionally, where our physical estate is increasingly constraining cohort sizes, lecture capture will afford opportunities to use space differently and mitigate risks.

Action requested

LTC are invited to consider the information gathered from other institutions and consider the strategic position of University of Edinburgh in relation to these other institutions.
This paper should be considered alongside papers from the previous meeting:
LTC 15/16 3 I- Lecture Capture at University of Edinburgh http://edin.ac/1K7CT0X (Paper I)
And papers for this meeting:
LTC 15/16 5 D1 - Business Case- Lecture Capture Proposed Project Summary

How will any action agreed be implemented and communicated?

Actions and recommendations from LTC will inform ISG 10 year planning and business cases. The full business case for the Lecture Capture project will be considered by Knowledge Strategy Committee.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   This paper has no resource implications in itself but recommendations to pursue a larger lecture capture project will result in a business case for capital investment.

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

LTC 15/16 5 D2

2. Risk assessment

The paper provides detail on the ways in which other universities are improving their students' experience. There is a marked gap in the research around the risk and impact in a University where students are repeatedly requesting the use of lecture capture and the institution is perceived not to be responsive.

3. Equality and Diversity

Lecture capture systems can make a big impact on equality of access to learning materials for all students and specific groups**.**

4. Freedom of information

Open

Key words
elearning, digital experience, student experience, lecture capture, comparator institutions, benchmarking.

Originator of the paper
Melissa Highton. Director, Learning, Teaching and Web Services

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

LTC 15/16 5 D2

Lecture capture at other universities

Purpose:

This paper is intended to provide some background information and facts from other HE institutions that have rolled out Lecture Capture (LC). This information is provided as background to support a formal business case for the provision of an institution-wide Lecture Capture system for the University of Edinburgh to be implemented in 2017-18.

Key Findings:

Peer institutions

1. A number of peer universities have invested in university-wide lecture capture systems which record automatically lectures for all subjects where they are scheduled in the central timetabling system, and take place in lecture captured enabled rooms. Recordings are then made accessible to students via a university VLE or similar. 59 institutions (HE and FE UK) reported to 2014 UCISA TEL survey that they had a centrally supported lecture capture tool.

2. In the Russell Group every university except Cambridge has a centrally supported lecture capture solution in place. The majority use one of a small number of market leading products: Panopto, MediaSite or Echo 360.

3. The most contentious parts of implementations revolve not around the IT, but around the drive from the institutions to meet student demand for 'everything' to be recorded and policies for opt-in or opt-out for academic colleagues. Most institutions have tackled concerns that attendance will drop by measuring or surveying.

Russell group: lecture capture in use

Echo 360 44%
Panopto 31%
MediaSite 13%
OpenCast 4%
Other 4%
None 4%
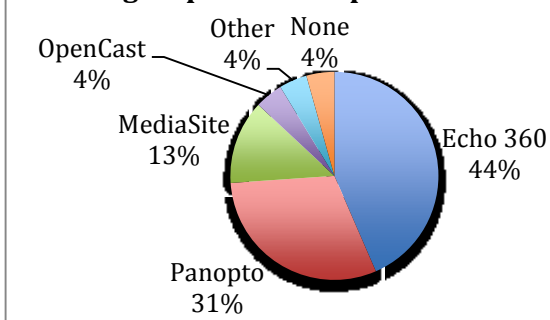
4. Many of the implementations of lecture capture within comparator institutions are in direct response to student demand: Students petitioned the University of Leeds in 2014; lecture capture was the number 1 service requested by students at the University of Oxford; and the University of Newcastle implemented lecture capture as a direct response to concerns about charging students fees.

#### 'Opt in or 'opt out' policy for simplicity and scale

5. The most extensive Lecture Capture rollout is at University of Leeds. They planned to record all lectures unless colleagues in schools chose to "opt out". As a result 72% of lectures were recorded this year. Almost 2/3rd of their students have looked at lecture recordings, with over 1,000,000 views. Student satisfaction with the system is very high. Manchester also adopted an "opt out"

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

policy for their extensive campus wide rollout of Lecture Capture. They are now capturing 75% of all lectures.

6. LSE, the University of Essex, University of Bristol, and University of Sheffield have all moved to, or are about to move to an opt-out model. At the University of York the decision whether to be opt-out is devolved to departmental level. The University of Birmingham remain opt-in but are seeing significant push for more use of lecture capture.Manchester permits each lecturer to make the decision on a lecture-by –lecture basis if they wish. When opt-out was first put in place there was a 35% opt-out rate; this has now dropped to 25%. A significant amount of the opting-out was lecturers who make use of chalkboards and whiteboards in their lectures and feel that recordings are useless without the visual content that they work through during their lectures.

Numbers of rooms

7. The number of rooms equipped for lecture capture and the amount of content captured is related to the overall size of institution, however within comparator institutions there are significant deployments of lecture capture at scale.
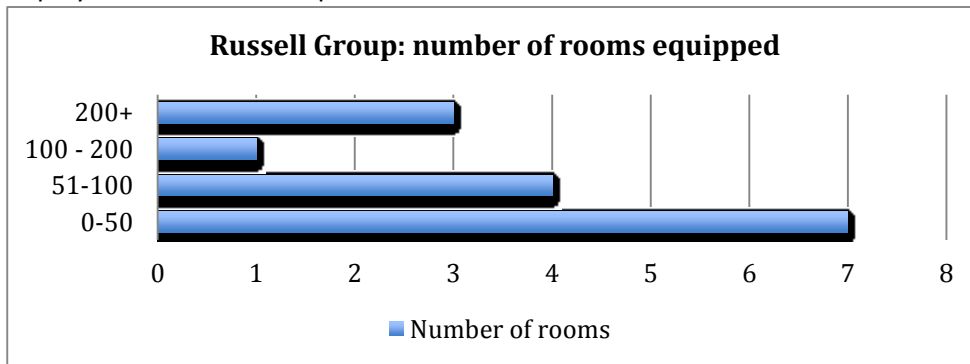
Research around student use

8. There is direct evidence from Universities such as Oxford, Manchester, Newcastle, LSE and Leeds who have measured lecture attendance following a Lecture Capture rollout that there is no drop in lecture attendance. There is a growing body of formal research, Soong et al (2006), Traphagan et al (2009) and Gosper et al. (2008), which all found that students use recordings to prepare for assignments and catch up on lectures they missed as opposed to using the recordings as a replacement for lecture attendance.

9. LSE conducted research, Karnad (2013), and discovered that "students use lecture recordings to reinforce their understanding of lecture material, rather than … as a replacement for attending lectures". The report "Student Use of Recorded Lectures" highlights that if given a choice, students like blended learning, or the practice of combining face-to-face lecture with recordings to help them learn. http://eprints.lse.ac.uk/50929/1/Karnad_Student_use_recorded_2013_author.pdf

10. In Sodexo's 2014 National Student Lifestyle survey 61% of students said they never missed a

lecture, up from 52% in 2010. 76% of students stated that they wanted recorded lectures so they could watch their previous lectures.

11. Pursel and Fang completed the most comprehensive review of attendance and lecture capture in 2011. Their analysis of 47 articles found: "….self-reported data and actual attendance counts indicated no influence or no negative influence of lecture capture technologies on attendance in a majority of studies." Massingham and Herrington (2006) found that the cause of missing lectures was generally illness or overlapping lecture times, and not the availability of recordings.

12. A recent course survey in the School of Divinity at University of Edinburgh showed that students are accessing lecture capture recordings for a range of purposes including as part of writing coursework essays and for tutorial preparation. There was a very strong theme of using recordings to augment notes taken in the physical lecture. "I feel as though the lectures are fast paced and I often miss some of the information whilst trying to get to grips with some of the difficult concepts. I hate to miss the lectures, but having the video recordings has made the course far more manageable."

Student satisfaction and support for learning

13. There have been repeated requests to ISG from colleagues in schools, colleges and from EUSA that all university lectures should be available online. 3 out of 4 of the newly elected EUSA sabbaticals had lecture capture in their manifestos. In the data collected as part of the 2013 business case for refreshing our media asset management facilities (Media Hopper), lecture capture was the number one requested media technology from Edinburgh students.

14. Initial results from a recent study by Headscape into "the digital student experience", commissioned by the University of Edinburgh, found that students had a number of key use cases for Lecture Capture including:
    a. Understand lectures by students where English is not their first language
    b. Catching up on Lectures they had missed due to illness or other personal issues.
    c. Review of Lecture material for understanding, assignments or exam review.

15. UCL, LSE, Birmingham, UEA, Manchester and Newcastle have all surveyed students since Lecture Capture has been introduced and between 75% - 90% have said that they have benefited from its introduction.

16. A study at the University of Amsterdam by Bos et al. (2015) showed a positive effect on student exam marks where recorded lectures were used as a supplement to face-to-face lectures when developing a knowledge base. After 8 years of recording UvA have seen a shift in how teaching is done (new pedagogy) and their work on learning analytics around the online lectures has given exciting insight into the approaches students take to managing their own learning.

17. Williams and Fardon studied the impact of lecture recordings on students with disabilities at the University of Western Australia. Lecture recordings can be captioned, supporting not only deaf and

hard of hearing students, but those with learning differences. Looking at 130 students with self-reported disabilities, 66% said recordings are an "essential" learning tool. Recordings also help the 25% of students in the study with mobility impairments who could not physically attend class.

18. Shaw and Molnar (2011) report an overall course performance increase of 6%. They reported that as a proportion of the whole population, non-native English speakers benefitted significantly more.

19. Leadbeater et al. (2013) report around 50% of a course cohort used recorded lectures, rising to 75% for some specific courses at the University of Birmingham. Student use of recorded materials was targeted and strategic, with some choosing to use small sections to revise specific concepts, whereas others played back the entire lecture. Of those replaying the whole lecture a very high proportion were dyslexic or non-native speakers of English.

LTC 15/16 5 D2

Detailed findings for information:

Institution	Scale	Opt in or out	Staff/technology	Impact on attendance	Student View	NSS Score
University of Melbourne	Since 2013 have been capturing about 50% of lectures	Started with an opt-in approach. In 2016 they moved to opt out.	Echo360	To concerns about a drop in attendance they say: ' Student behaviour around the use of lecture recordings is complex, which makes it difficult to establish a direct causal relationship between provision of lecture recordings and attendance. While there is limited published research in the area, studies have generally found that the provision of lecture recordings has limited impact on attendance.'	'The most successful students are likely to have adaptive study strategies that typically include the use of lecture recordings to supplement other study activities. Some students will use lecture recordings as substitutes for lecture attendance, typically to the overall detriment of their learning'.	
University of Oxford	30 depts	Opt-in	Panopto

The service is named 'Replay' to re-enforce the idea that it provides the opportunity to listen again or watch at a time which suits you, along the lines of BBC iPlayer. | The lecture capture team have surveyed lecturers in 30 depts: 'whether or not a lecture is recorded seems to have no impact on student attendance at lectures. The vast majority of Oxford lecturers interviewed noted that there was no change in the number of students attending their lectures after they began recording them. | Oxford has an 8 week term, so illness or lecture clashes which cause a student to miss a week can have a big impact.

'notes that students who miss one lecture due to illness or some other reason are disinclined towards attending subsequent lectures, as they fear they have fallen behind and won't be able to understand. By giving them access to a recording they can catch up with their classmates, and be encouraged to return to classes.' | 91 |
| LSE | Around 50 rooms, a mix of full (incl video) in lecture theatres and | Changing from 'opt-in' to 'opt-out' this year. | Echo360 | LSE have surveyed (not yet published) the range of lecture capture copyright policies in | | 81 |

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

	audio/ppt only in others.	Colleagues at		place in UK HE institutions		
University of Leeds	Leeds invested 2.2 million pounds, aiming to capture around 50,000 hours of timetabled teaching activity to publish in their VLE each year. In the first year they captured 30,000 hours and got 650,000 views. from a standing start in Oct 2014, they now have had 1 million views.	In the first year 58% of lectures were included, this has risen to 72%, showing increased take up by staff.	Mediasite- now used as a Mediasite showcase.	They have analyzed attendance and say: 'Whilst there are some local exceptions, the overall picture is that lecture capture does not affect students' attendance at lectures.'	2/3rd of students have watched some content. All student feedback has been extremely positive about the quality and availability of recordings.	90
University of Newcastle	Newcastle call their system 'Re-cap' Estimate they have 220 rooms kitted out. They use Panopto and blackboard. They don't pay for storage, only for bandwidth, and have no hardware costs for capture agents. They reckoned in 2013/14 they would record 50,000 lectures and have over 1,000,000 views in an estate of 192 rooms	If a School chooses to opt-in, it means all teaching in ReCap enabled venues will be automatically booked for the start of each semester based on a list of modules provided by the schools.	Panopto 'ReCap is not intended to replace live lectures and the experience of staff at Newcastle University who have used the service is that the recording of lectures has little or no effect on student attendance. Current research and examples from other Higher Education Institutes suggests that this is the general experience.'	A list of who has opted in or not here: https://teaching.ncl.ac.uk/recap/staff/opt-inschools/	Introduced it at scale in direct response to the £9k fees introduction, a tactic to mitigate against a drop in satisfaction. A blog from a MELSIG event suggested that some students want it because it exists elsewhere at scale and it's seen as detrimental not to have it. Students will have access to all recordings made during the duration of their programme so recordings will be kept for 4 years by default.	91

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

	enabled.					
University of Manchester	November 2014 Manchester were recording 300 hours of lectures per day in 120 theatres. They chose to capture audio and slides only, the much cheaper option.

Manchester have now added video: in 50 spaces during the 2015-2016 academic year.

They are capturing in nearly all of their 353 rooms, comprising all 300 centrally timetabled spaces and an additional 53 faculty owned spaces, making the Manchester LC installation the largest in the world.

£435,000= 120 theatres

£1.2 million = 353 spaces. | Manchester University's opt-out policy differs from that of some institutions, for example Newcastle, where opting in or out is negotiated on a per school basis, and Leeds, where opting out is handled as part of the timetabling process. | Opencast

The cost of this for Manchester is less clear. They claim to have done it for much less than a commercial solution. They have done it using core teams and open source solutions | The key objectives of the project were to improve both student performance the student experience. Analysis of student marks demonstrated a significant improvement in student performance. Furthermore, surveys showed a dramatic benefit to student experience: over 79% of students felt that podcasts were the best thing available on Blackboard. Last year the LC operation had 1,000,000 downloads, and students giving tours on open days routinely tell prospective students which lecture theatres have LC in them.

Manchester dept which keeps attendance figures for lectures for all 1st and 2nd year students. Plotting pre lecture capture (LC) figures against post-LC figures showed no significant difference in attendance across hundreds of students. | The feedback from the Manchester student surveys found that lecture capture was particularly appreciated by disabled students and students with learning difficulties. Students felt they could go to lectures and pay attention rather than frantically make notes. Even those who make notes wrote that they didn't realise how poor their notes were until they went back and listened to the podcasts. The feedback consisted of about 50% praise and 50% asking why such and such a course wasn't being recorded.

'The benefits from the LC project have been numerous. As mentioned above, the improvement in student exam scores and student satisfaction has been significant. Lecturers are able to use the system recordings from previous years to flip the classroom and will soon be able to do the same with pre-recorded lectures. Lecturers have also used the recordings to help them learn courses they have to teach, either because they have been newly assigned to them or because they have to substitute for a lecturer on sick leave. ' | 86 |

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

LTC 15/16 5 D2

University of Bath	Since 2009 usage has steadily increased year on year. In 2014 612 units on Moodle have activated Panopto, an increase from 535 in the previous academic year.		Panopto	Students using Panopto in the first six weeks of term increased (up by 49%) compared to the same period in the previous year, and the number of page views recorded in that time also increased by 79% on the previous year	Students' Union Top Ten issue to: "increase the provision of recorded lectures" The Students' Union has received qualitative comments from the Student Opinion Survey (SOS), the Students' Union Lifestyle survey 2013/14 and from the Students' Union Academic Council, all demonstrating a demand for an increase in the provision of recorded lectures.	90
University of Bristol	Implementing a three year project with the aim of recording all lectures across the institution by 2016/17. 74 rooms are currently offered.	Moving to opt-out by start of 16/17 academic year.	MediaSite		Student feedback after their 'Early Adopters Program' confirmed that they felt this was a different experience for them 'I took fewer notes and listened more'. The Student Union commended the institution's commitment to Lecture Capture in their 2015/16 Review.	84
University College London	92 rooms equipped for a mixture of full video, audio and slides, and audio plus slides. Another 25 coming for 16/17.	Opt-in. Strategically would like to move to opt-out.	Echo360 (about to go out to tender again)			83
University of Leicester			Echo 360		2013 A survey by the Students' Union asked 'Would having access to recordings of your lectures benefit your learning?' Around 85%	85

					of students believed that it would.	
The University of Exeter	~30 rooms offering video recording of lecturer and visual aids (PPT, Keynote, etc.). Also offer the ability to pre-record lectures.	Opt-out policy on lecture recording, where the infrastructure is available, and are currently considering further development plans.	Echo 360	In 2011, the university recorded 12,000 views during one week alone.

87% suggested that the value of attending lectures was more dependent on the lecturer and on content than on whether it was streamed or not. | | 90 |
| University of Birmingham | 34 lecture theatres, plus they offer a cloud-based portal for users to create presentations ad-hoc. | | Panopto | When students were asked if they thought Lecture Capture would have an impact on lecture attendance "only one student (i.e. 1/10 students attending focus groups) felt there would be an impact on lecture attendance." | Students have reported that they find it useful to go back-over concepts they didn't fully understand in a lecture: "I make a mark on my handout if I know I've missed something so I know where I want to go back to". They also report the benefits for revision: "If there's a concept I don't understand listening to the recording is a lot quicker than going and reading loads of stuff." | 88 |
| Durham University | About 20 rooms currently outfitted | | Panopto/Kaltura | | | 90 |
| University of Glasgow | 20 Rooms | | Echo 360 | | 52% of medical students agree that lecture capture will help them earn higher grades, while 84% 'agree' or higher (62% strongly agree) that they gained more from clinical practice by having the flexibility to view recorded lectures at their own pace.

When asked if lecture capture improves their overall learning experience, 87% | 90 |

					agreed.	
Imperial College London	144 rooms with lecture capture available		Panopto		As students feel that the Panopto service is valuable, they have coordinated with departments to have a 'Panopto Champion' to encourage more staff to record their lectures.	88
King's College London	Over 70 theatres and seminar rooms. All rooms that have over 21 seats have lecture capture equipment installed		Echo 360	Their research indicates that lecture capture does not affect attendance: "Analysis of data from Echo 360 in the 2013/14 academic year indicates that students tend to use lecture capture for revision purposes, with the peak viewing period in April and May. This suggests that students do not view lecture capture as an alternative to lecturer attendance."	The institution have stated on multiple occasions that they have widened the availability of captures lectures based on positive student reaction: "It has been apparent from student surveys, feedback and other consultations both with students directly and through KCLSU that the introduction of lecture capture has become a high priority for our students"	81
University of Liverpool	Available in 42 rooms across the campus		Stream Capture – In-house solution	When feedback was given from the teaching staff, and pilot data was analyzed the school found: "Evidence has been gathered that shows that the provision of the recordings has no effect on lecture attendance."	Quotes from students at Liverpool: ""The recordings are very useful as I can go back over the material - would be very useful in most modules" "The lecture recordings are brilliant, thanks!"	85
University of Nottingham			Echo 360	Lecturer Matthew Jones has said that in their studies there has been no impact on attendance levels since they introduced Echo360	Through feedback with students, it was found that just under 70% of respondents have sometimes felt hampered by a lack of lecture recordings.	86

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

LTC 15/16 5 D2

Queen Mary University of London	There are 44 rooms with capture equipment		Echo 360	In their Student Experience Seminar, they have said they do not believe that negative attitudes towards recordings by students are well founded: "…students who would previously ascribe their nonattendance to timetabling issues or a dull teacher now blame the availability of recordings instead. This suggests that the causes of attendance issues lie elsewhere."	"As someone who learns quicker when watching something, as opposed to just reading about it, I found your video very very helpful", said a second year Biology student.

Another Student said: "You can make more thorough notes by pausing and playing the recordings…It helps to refresh your memory during exam time" | 88 |
| Queen's University Belfast | Portable system that's set up in rooms when needed | | MediaSite | When conducting a pilot with controlled parameters, they found that: "The study confirmed findings of other such investigations illustrating that there is little or no effect on attendance at lectures." | When surveyed, the institutions found that: "Feedback from students was overwhelmingly positive indicating that the videos benefited their learning." | 88 |
| University of Sheffield | 62 facilities are proposed for the 2016/17 | | Echo 360 | When asked, 84% of students said that preferred a combination of Live Lectures & Lecture Capture, but only 3% said they preferred just the lecture capture, which is the same for just the live lecture. | 93.25% of University of Sheffield Students ranked Lecture Capture as Very Helpful or Essential to their learning (December 2014 Feedback) | 90 |
| University of Southampton | All rooms have desktop/webcam based system rather than dedicated equipment | | Panopto | Lecturers have said: "…our students indicate that attendance at lectures is more important than watching a video, in agreement with | When asked by their Student Union, students have said:

"I think this is an excellent[sic] idea! There are always things that are missed when | 88 |

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

LTC 15/16 5 D2

					previous studies."	making notes and this would help with revision and understanding." "Really great idea... sometimes notes are hard to decipher when it comes to revision time, so this would really help."	
University of Warwick	55 rooms with mixed-input capture		Echo 360			The Students Union have stated that: "This Union Believes...that all lectures should be recorded and made available online to University of Warwick students" The student union has also outlined how they feel Lecture Capture has a direct impact on disabled students: "That cuts and changes to the Disabled Students' Allowance (DSA) could result in some students with less complex disabilities not receiving a Dictaphone. Recording lectures for everyone minimizes the impact of this problem."	87
University of York	Currently 40 rooms have been equipped		Echo 360		The University of York have found "... students said that they got more out of using the lecture capture as a result of attending class too, as they had a sense of the flow of the lecture", also that "students, who self-identified as regular users of lecture capture, showed a commitment to attending lectures and the relationship of in class and out of class working."	Students have found that lecture capture works well when blended with live lectures: "I write my lecture notes out, I write my lecture capture notes up and I combine them onto one document together on the computer". They have also said that: "...it's less stressful because you don't have that feeling 'I've got to get this down now' so you can enjoy lectures a lot more".	88

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

LTC 15/16 5 D2

University of St Andrews	Investigating a wide-scale rollout, currently used by the Medical School		Echo 360 (Medical School)			89
University of Aberdeen			TechSmith Relay & Kaltura		Staff had a satisfaction level of 85% with the current lecture capture system, with 29% being 'Very Satisfied'	87
University of Strathclyde	Portable bespoke system		FastStone (used Echo 360 up until 2013)			87
University of Dundee	Under investigation as to which platform to use			Through a report that was issued in 2010, the team investigating the use of Lecture Capture found that through their research they felt that "…there is no proven direct correlation between lecture capture and student absenteeism"	When being investigated in 2010, students found that lecture capture offered them: • Increased attention to live lectures, if students know that they can take notes later from the video rather than during the lecture. • Increased use of digital technology widening the experience of students thus enhancing employability	90
University of Stirling			Camtasia Relay			86
Edinburgh Napier University		By focusing on 'on the fly' lecture capture, the University's approach is geared more towards Opt-In	Echo 360	When asked if online lectures should replace traditional lectures, a majority said that they 'Strongly disagree', with a large number also saying that they 'disagree'.	When asked how useful online versions of the lectures were for their studies, students overwhelmingly thought they were 'Useful' or 'Extremely Useful', with no responses saying that they thought these recordings were 'not useful'. Around 80% said that they 'Strongly Agree' that all modules	84

LTC 15/16 5 D2

					should have associated online lectures.	
The Robert Gordon University	Currently being used as a pilot in the Law School		Panopto		In a meeting to discuss the rollout of lecture capture, it was noted that "There was evidence from student feedback that DL students valued recorded lectures and that courses appeared out of date without this type of delivery". At the same meeting it was said that "on-campus students had been very positive about the recorded lectures provided by the Law School..."	86
Glasgow Caledonian University	A bespoke in-house system was used in a pilot as recently as 2011					85
University of Abertay Dundee	A pilot is being run at the moment, with Camtasia Relay being tested		Camtasia Relay	When giving a talk during a Technology Enhanced Learning seminar, while live-streaming from a second lecture theatre, they had a greater attendance at their lectures, and that it gave more options for people to interact who cannot be at the lectures.	During the same TEL seminar, an example was given of a tutor uploading a video with instructions on how to complete a task, and they found that all of the students had a much better understanding of the process, and no-one came and asked for further help, freeing up time in the classroom.	86
Queen Margaret University	Lecture capture has been implemented in every room on campus.		Echo 360			85

Melissa Highton, Anne-Marie Scott, Liam Duffy. LTW, ISG March 16

The University of Edinburgh

Learning and Teaching Committee
25 May 2016

Report of Innovation in Teaching and Learning Working Group

Executive Summary

In January 2016, LTC agreed to establish an Innovation in Teaching and Learning Working Group to develop proposals for the strategic direction of innovation in teaching and learning at the University, and to make recommendations to relevant Committees or other bodies to take forward specific programmes of action. The ITLWG met three times between March and May 2016, and agreed the following programme of work:

1. To begin work on the development of a University framework for fostering and embedding innovation.
2. To begin to develop proposals for introducing an extended portfolio of University-wide courses.
3. To develop more comprehensive proposals for the use of the week between Teaching Blocks 3 and 4 in 2016/17 and 2017/18.

This paper is the Working Group's final report.

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

Excellence in Education; Excellence in Innovation; Outstanding Student Experience; Global Impact; Social Responsibility.

Action requested

LTC is invited to discuss the paper and to consider and approve the Working Group's proposals, specifically:

1. That a scoping exercise be undertaken to inform the development of a framework for fostering and embedding innovation. It is proposed that the scoping exercise be facilitated by an Institute for Academic Development (IAD) secondment.
2. The Working Group's proposed approach to the introduction of University-wide courses.
3. The Working Group's proposals for the use of the week between Teaching Blocks 3 and 4 in Academic Years 2016/17 and 2017/18. (LTC is also asked to consider and approve the guidance for Schools included as Appendix 2. This will be circulated to Schools directly after the LTC meeting if the proposals relating to the use of the week are approved.)

LTC 15/16 5 E

How will any action agreed be implemented and communicated?

Via the communication to Schools included as Appendix 2 and the Senate Committees' Newsletter, alongside an update to those involved in ILW 2016.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The proposals have resource implications which are addressed in the paper. IAD would support the Festival of Creative Learning and the associated Innovation in Learning and Teaching Group and community of practice, and would also support a secondment to undertake the proposed scoping work. The resource implications of the proposed extended portfolio of University courses have yet to be assessed.

2. **Risk assessment**
   The paper does not include a risk assessment. The paper does discuss the University's attitude to risk in learning and teaching, and proposes that this be considered further as part of an innovation in teaching and learning scoping exercise.

3. **Equality and Diversity**

   Not considered in this paper.

4. **Freedom of information**

   The paper is **open**.

Key words

Innovation in teaching and learning

Originator of the paper

Professor Sarah Cunningham-Burley, Assistant Principal Research-Led Learning
Dr Jon Turner, Director Institute for Academic Development
May 2016

Report of Innovation in Teaching and Learning Working Group

To be presented at LTC (25 May 2016) by Jon Turner on behalf of Sarah Cunningham Burley (convenor) and members of the Working Group

Background

The Innovation in Teaching and Learning Working Group's overall remit is to develop proposals for the strategic direction of innovation in teaching and learning at the University, and to make recommendations to relevant Committees or other bodies to take forward specific programmes of action.

The ITLWG met three times between March and May 2016. It agreed the following programme of work:

1. To begin work on the development of a University framework for fostering and embedding innovation.
2. To begin to develop proposals for introducing an extended portfolio of University-wide courses.
3. To develop more comprehensive proposals for the use of the week between Teaching Blocks 3 and 4 in 2016/17 and 2017/18.

Membership

- Professor Jeff Haywood (Vice-Principal Digital Education)
- Professor Lesley McAra (Assistant Principal Community Relations)
- Professor Sarah Cunningham-Burley (Assistant Principal Research-led Teaching) - Convener
- Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance)
- Kevin Collins (Assistant Principal Industry Engagement)
- Dr Jon Tuner (Director of Institute for Academic Development)
- Melissa Highton (Director of Learning, Teaching and Web Services)
- Dr Antony Maciocia (Dean of Students, College of Science and Engineering)
- Ms Imogen Wilson (EUSA VPAA)
- Nichola Kett (Academic Services Representative)
- Pippa Ward (Academic Services) - Secretary

Supporting innovation in learning & teaching – frameworks, structures and a Festival of Creative Learning

Background and introduction

At its January 2016 meeting Senate Learning & Teaching Committee (LTC) agreed that the week between teaching blocks 3 and 4 in semester 2 would no longer be called Innovative Learning Week (ILW) and would be used for a broader range of purposes in AY16/17 and AY17/18. Part of the remit of ITLWG is to make recommendations to LTC on the use of this week, to place the activities and support developed through ILW along with other enablers and supporters of innovation across the University and Schools into a strategic context and so propose an operational framework and structure that can be used to support this area of work into AY16/17 and beyond.

Support for innovation in learning and teaching, particularly the identification of key barriers and enablers of innovation, priority areas for consideration and action, was also the subject of a discussion session at the Senate Committees Symposium on 27 April. We have also drawn upon an evaluation of ILW and other case studies and examples of practice across the University.

Strategic context: why innovation?

The University can be very bold regarding innovation in learning and teaching – high level institutional support for the development of MOOCs being one example – and innovation is essential to create a dynamic environment suited to contemporary needs, expectations and aspirations. Across Schools, many staff and students have and continue to experiment, develop and enhance their approaches to learning and teaching; and, as an institution, we have a wide range of initiatives and mechanisms to support and enable innovation. Partly in response to discussions around the emerging vision for learning and teaching over the last three years, we have seen a growth in the range and impact of these enablers. However, raising awareness of these enablers and ensuring coordination of effort has arguably been less effective. The establishment of this working group and the development of a new University Strategic Plan provides us with an opportunity to take stock of progress and support in this area, identify key priorities for innovation in learning and teaching, consider gaps in support and opportunities for coordination to ensure that the overall impact of these efforts is greater than the sum of the individual parts.

Potential strategic drivers for innovation (for next strategic plan period):

- Enhancement of student educational experience and outcomes:
  - Critical engagement in own learning (active, experiential learning, students as researchers, learning through multiple modes including student-led and co-created curricula)
  - Enrichment of assessment and feedback methods
  - Development of academic and learning communities (staff and students)
- Link to key strategic plan themes
  - Bringing together research, learning and knowledge exchange domains
  - Impact and use of big data/data science and digital transformation
  - Impact and engagement beyond the University (communities, public, society, business)
- Improvement of staff experience of learning and teaching:

o importance of creating space for innovation in workload models, alongside time for professional development and practice sharing

Framework for innovation: defining our objectives

Innovation can mean different things in different contexts; it can bring incremental or more fundamental change; it can involve new methods, systems and ways of working or new applications of tried and tested approaches; it is relevant to all aspects of learning and teaching. Through innovation, appropriately evaluated, we seek to bring about improvement and enhancement of learning that is purposeful. Creating an environment that stimulates innovation will support excellence in practice; it will help make the University resilient and sector leading.

We can identify many examples of an innovation that has been successful in pilot form or in one course or subject area. At least as challenging are steps to move from pilot to roll out and embedding, to extend practice from single courses to whole programmes or Schools, or to scale up and make practices sustainable in the long term. It is also important to take an evidence-informed approach, modifying and developing practice in response to evaluation, critical reflection and scholarship. Other key challenges exist in innovating across disciplines and Schools, and concerns around the risks for students and staff in making changes to assessment practices or teaching methods in the core credit-bearing curriculum; this includes conservatism and mistrust of change amongst some students and staff.

Our definition of innovation therefore includes experimentation, pilots, developing new courses or practice, scaling up/embedding, translating practice from one area to another, drawing learning from one context to another, connecting different elements of practice, changing ownership or locus of responsibility, developing new partnerships. It includes support for administrative, technological and structural innovation as well as pedagogic and educational innovation – these issues are often critical in influencing the success and impact of teaching and learning.

Discussion at the Senate Symposium highlighted the importance of taking a coherent and planned approach to innovation, both in making changes locally and in developing University level frameworks and support for innovation. Amongst the issues highlighted was a desire to support more sharing of practice and discussion within and between Schools and disciplines. There were positive comments on existing support for innovation (e.g. PTAS [Principal's Teaching Award Scheme], SLICCs [Student Led Individually Created Courses], Edinburgh Teaching Award, learning technologies) and a desire to increase the use and impact of these enablers. Key barriers identified included staff time (for practice sharing, professional development and innovation), lack of appropriate physical and timetable space, organisational inertia and lack of incentives to look afresh at courses and programmes, and concerns about external (e.g. TEF [Teaching Excellence Framework], Professional Bodies) and University (e.g. course approval and monitoring) bureaucracy. Too much change at the same time and disconnect between initiatives, local and institutional, has also weakened the potential benefits of change or innovation, a situation made more difficult because of academic year cycle and particular pinch points (e.g. linked to course approval).

The beginning of a new Strategic Plan period provides us with an opportunity to coordinate efforts in support of innovation. This includes consideration of how best to use what has been ILW and help

inform planning for the structure and use of the academic year in 2018/19 and beyond and how we might provide an extended portfolio of University-wide courses.

1. **Developing a framework for fostering and embedding innovation – the next steps**

The working group proposes that a **scoping exercise** is undertaken to inform this work. The exercise should identify existing University structures and practices that support or constrain innovation and key enablers of innovation and map innovative developments across all Schools. It is envisaged that information will be gathered via surveys, existing data (e.g. evaluations and reviews), individual interviews, focus groups and group discussions, with staff and students. The following areas will be explored (as a minimum):

- Staff development, including bringing researchers into teaching and learning
- Workload
- Relationship between learning/teaching and research
- Regulations (and the perception of regulations)
- Relationship with Professional Statutory and Regulatory Bodies (PSRBs)
- Boards of Studies' practices
- Attitudes to risk (in relation to innovation in learning and teaching) amongst staff and students
- Reward and recognition for learning and teaching
- Student engagement in innovation in learning and teaching
- Spaces for learning and teaching (physical and temporal)
- Financial costs, including additional costs for students

The following enablers of innovation have already been identified by the Working Group:
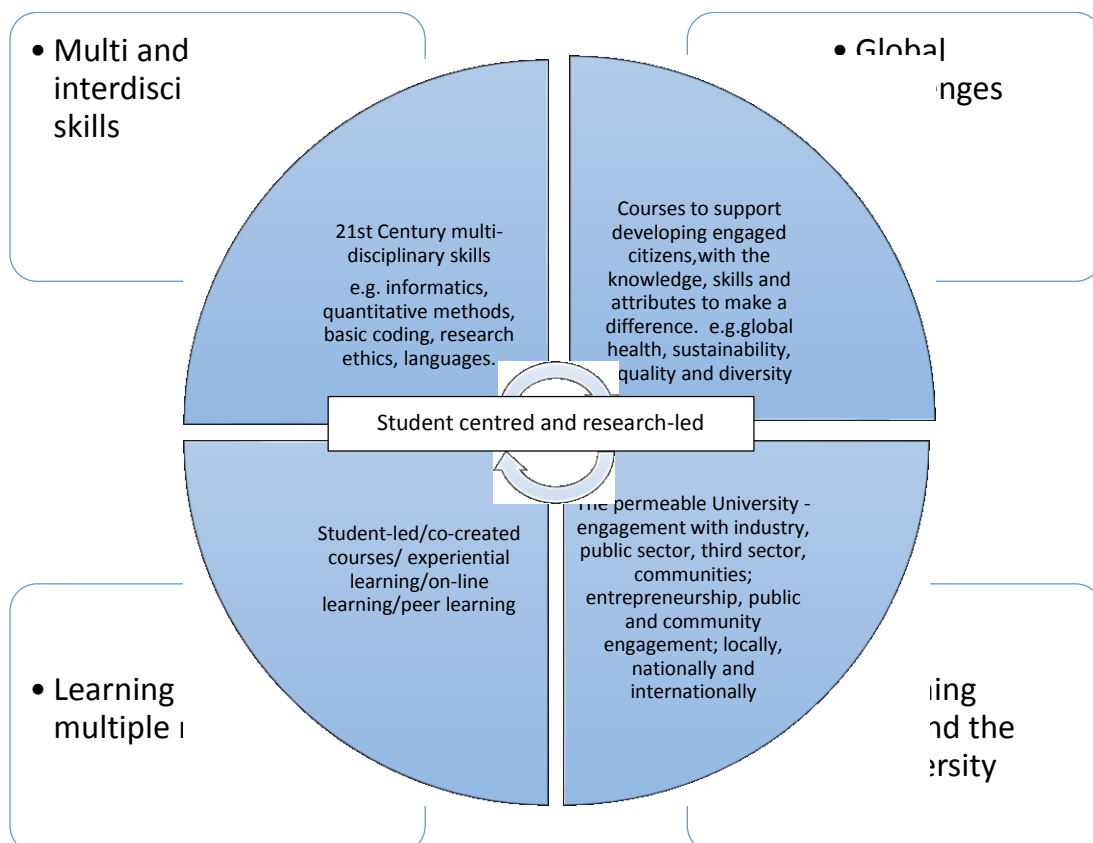
- Funding for innovation
- Communities of practice
- Ecosystem of support for students
- Partnerships, including with students
- Teaching sabbaticals
- The Edinburgh Teaching Award
- Time and space
- Digital transformation and learning technologies
- Principal's Teaching Award Scheme (PTAS) – it is proposed that the University considers ways in which PTAS funding might be mainstreamed
- Pedagogical research and its dissemination
- A willingness to experiment and 'fail'

Some initial discussion were carried out at the Senate Committees' Symposium on 27 April 2016. The key findings are included as Appendix 1.

The Working Group proposes that the remainder of scoping exercise be facilitated by an **Institute for Academic Development (IAD) secondment**.

2. Introducing an extended portfolio of University-wide courses

There is considerable discussion about developing University wide courses that all students will take. One challenge is to develop a strategic approach to this that allows flexibility for students and their programmes alongside expectations that all our students will take courses, for credit, that are considered essential for them to achieve our graduate attributes and to equip them to be c21st citizens. We have sketched an approach below that tries to capture a strategic and holistic approach to the provision of an extended portfolio of University-wide courses - an Edinburgh Enhancement – whereby all students will achieve across all four domains but in a flexible and individual way, to meet their needs, interests and programmes. The provision of new University wide courses will be one component of what could be offered; but the approach establishes an expectation that all students will learn in multiple modes, develop multi and interdisciplinary skills and learn in and beyond the University. University wide courses should be for credit (e.g. 10 credits each), could be delivered on line, benefit from the MOOC approach and run several times a year. Every student's programme will need space and credit capacity to enable uptake of courses not offered within their core programmes but that are essential for them as Edinburgh graduates. It is also possible that within the proposed framework, a student can achieve in each domain within their specific programme. Personal tutors would have a crucial role in supporting and advising students making choices possibly through a portfolio approach to their learning. The diagram below illustrates this four fold approach.

- Multi and
  interdisci
  skills

- Global
  nges

21st Century multi-disciplinary skills

e.g. informatics, quantitative methods, basic coding, research ethics, languages.

Courses to support developing engaged citizens,with the knowledge, skills and attributes to make a difference. e.g.global health, sustainability, quality and diversity

Student centred and research-led

Student-led/co-created courses/ experiential learning/on-line learning/peer learning

The permeable University - engagement with industry, public sector, third sector, communities; entrepreneurship, public and community engagement; locally, nationally and internationally

- Learning
  multiple

ing
nd the
ersity

The scoping exercise proposed in the previous section will help map each domain with current offerings and practices and identify gaps, barriers and enablers to moving forward.

3. Beyond ILW – Use of the Week Between Teaching Blocks 3 and 4 in AYs 16/17 and 17/18

ILW has been a locus for several different dimensions of support (space in the academic year, access to facilities, infrastructure to support design and organisation, community of practice, opportunity beyond credit bearing curriculum for low risk experimentation and innovation). With the decision of LTC to end ILW in its current form, a key objective for this Working Group was to consider how best to secure the legacy of ILW whilst also addressing the concerns that have been raised about it.

<u>Securing the legacy of ILW</u>

During AY15/16 we continued to move the emphasis of ILW away from a primary focus on running events during ILW to taking a more human-centred design approach - supporting a community of staff and students engaged in innovation and approaches to creative learning. This included the development of a range of practical supports (consultation and encouragement, community of practice meet ups, self-directed resources and small-grant funding), events and other activities running across the academic year. The week itself continued to see the main concentration of events and this was curated around a theme to give it a stronger focus, with encouragement for Schools to offer a smaller number of events. Participation in ILW increased for 2016, with organisers and participants reporting deeper engagement, more meaningful collaborations and more positive impacts (a separate ILW evaluation paper is available[1]). We have also seen the continued maturation and impact of activities and approaches prototyped and developed during previous ILWs, whilst ILW as a mechanism to encourage and support innovation is attracting increasing levels of external interest.

For AY16/17 and AY17/18, we propose securing the legacy of ILW by launching a **"Festival of Creative Learning"**. Like the Edinburgh International Science Festival, this would include a programme of events and activities running throughout the academic year, along with a curated week-long programme of events (potentially themed) in February. The focus on building a community of practice of staff and students keen to innovate and experiment with creative approaches to learning would continue and indeed grow, thus supporting innovation in teaching and learning more widely.

The IAD would continue to provide support for the Festival of Creative Learning, and we recommend that there is a more formal engagement with and reporting to an **Innovation in Learning and Teaching Group, to be led by an appropriate Assistant Principal/s, and wider community of practice**. All Schools, Services, staff and students would be asked to share any plans they have that feed into the Festival (particularly if running timetabled or credit-bearing activities) to support the sharing of practice and institutional learning.

<u>**Beyond ILW – broadening the purpose of the week**</u>

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[1] http://www.innovativelearning.ed.ac.uk/ilw-impact-2016

LTC 15/16 5 E

Recognising the concerns that have been raised about ILW in its current form, it is further proposed that the week between Teaching Blocks 3 and 4 be used for a broader range of purposes in AYs 16/17 and 17/18. One of the key benefits of ILW was the space in the academic year. For many staff and students this space provided an opportunity to consolidate learning and manage workloads. It also provided an opportunity to run learning activities over several days (very difficult in our academic timetable that is dominated by long, thin courses), run courses across multiple Schools and disciplines (again difficult in our busy timetable), and have access to a wider range of learning spaces. The week also provides an opportunity to give a locus for activities and events involving communities and organisations beyond the University and to bring University communities together (across different years of study, across different disciplines, between students and staff).

As such it is proposed that Schools be permitted the use the week between Teaching Blocks 3 and 4 in the way that best suits their staff and students. Schools may choose to contribute to the Festival of Creative Learning, and/or equally to use the week for:

- reflection / consolidation
- community engagement / experiential learning
- social responsibility / sustainability-related activity
- collaborative / interdisciplinary projects including research projects
- employability / development of graduate attributes
- student wellbeing-related activity
- the development of communities of practice around teaching
- fieldtrips

Schools may wish to consider offering some credit-related or credit-bearing activity during the week.

In order to allow the impact of these changes to be evaluated, Schools will be asked to report to the May 2017 meeting of LTC on their use of the week between Teaching Blocks 3 and 4 in Academic Year 2016/17.

Appendix 1

Key Findings of Initial Scoping Work Undertaken at Senate Committees' Symposium (27 April 2016)

1. **Constraints / Barriers to Innovation**
   – Student (and parental) expectations – preference for traditional teaching / risk averse. Need to involve students in discussions concerning innovation and challenge / support them to learn differently
   – University structure - poor communication across different levels of the University (Centre / Colleges / Schools)
   – Individual Subject Areas working in silos - discourages interdisciplinarity.
   – Lack of consistent understanding of what good learning outcomes are
   – High volume of students
   – Institutional priority given to research
   – Timetabling constraints
   – Inefficient processes / bureaucracy – need better partnership between academic and support staff
   – SCQF credit frameworks
   – External / political intervention

2. **Enablers of Innovation**
   – SLICCs
   – Edinburgh Teaching Award
   – IAD resources
   – Teaching sabbaticals
   – Pairing of staff / Peer Observation of Practice
   – Allowing staff time for learning and reflection / CPD
   – Reward / recognition for learning and teaching – need to provide incentives to avoid inertia
   – IT (and training staff in its use)
   – Benchmarking / sharing best practice – both within the University of Edinburgh, and considering practice at other institutions. Attending external conferences.
   – Having a programme level perspective – not just making independent, course-level changes
   – Having clear statements of University values / graduate attributes which underpin curriculum development
   – Getting feedback from students early in the course to allow changes to be made if necessary / ameliorate risk
   – Maintaining better contact with University of Edinburgh graduates; expanding CPD provision for UoE graduates

Appendix 2

Use of the Week Between Teaching Blocks 3 and 4 in Academic Years 16/17 and 17/18
Guidance for Schools

Introduction

In January 2016, Senate Learning and Teaching Committee (LTC) agreed to end Innovative Learning Week (ILW) in its current form. The relevant paper and minute are available at: http://edin.ac/1K7CT0X (Paper D) and http://edin.ac/1s5apwo.

An Innovation in Teaching and Learning Working Group was established asked to consider and make recommendations to LTC on how the legacy of ILW might be secured whilst also addressing the concerns that have been raised about the Week. LTC discussed these recommendations at its May 2016 meeting, and this paper outlines what was agreed:

Securing the Legacy of ILW – Festival of Creative Learning

ILW has supported innovation in teaching and learning in a number of ways: it has provided space in the academic year; access to facilities; infrastructure to support design and organisation; a community of practice; and opportunity beyond the credit-bearing curriculum for low risk experimentation. During academic year 15/16, the emphasis was moved away from a primary focus on running events during ILW to taking a more human-centred design approach: supporting a community of staff and students engaged in innovation and approaches to creative learning. This included the development of a range of practical supports, events and other activities running across the year. The Week itself continued to be the main concentration of events, and this was curated around a theme to give it a stronger focus. Schools were encouraged to offer a smaller number of events. Participation in ILW increased for 2016, with organisers and participants reporting deeper engagement, more meaningful collaborations and more positive impacts.

LTC has agreed that, for Academic Years 16/17 and 17/18, the legacy of ILW will be secured by launching a **"Festival of Creative Learning"**. Like the Edinburgh Science Festival, this will include a programme of events and activities running throughout the academic year, along with a curated, week-long programme of events (potentially themed) in February. The focus on building a community of practice of staff and students keen to innovate and experiment with creative approaches to learning will continue.

The Institute for Academic Development (IAD) will continue to provide support for the Festival of Creative Learning. All Schools, Services, staff and students will be asked to share any plans they have that feed into the Festival (particularly if they are running timetabled or credit-bearing activities) to support the sharing of best practice and institutional learning.

Moving Beyond ILW – Broadening the Purpose of the Week

Recognising the concerns that have been raised about ILW in its current form, LTC has also agreed that the week between Teaching Blocks 3 and 4 will be used for a broader range of purposes in AYs 16/17 and 17/18. One of the key benefits of ILW has been space in the academic year. For many staff and students this space has provided an opportunity to consolidate learning and manage

workloads. It has also provided an opportunity to run learning activities over several days (very difficult in our academic timetable that is dominated by long, thin courses); run courses across multiple Schools and disciplines (again, difficult in our busy timetable); and have access to a wider range of learning spaces. The Week has provided an opportunity to undertake activities and events involving communities and organisations beyond the University and to bring University communities together (across different years of study; across different disciplines; between students and staff).

As such Schools will be permitted to use the week between Teaching Blocks 3 and 4 in the way that best suits their staff and students. Schools may choose to contribute to the Festival of Creative Learning, and/or equally to use the week for:

- reflection / consolidation
- community engagement / experiential learning
- social responsibility / sustainability-related activity
- collaborative / interdisciplinary projects including research projects
- employability / development of graduate attributes
- student wellbeing-related activity
- the development of communities of practice around teaching
- fieldtrips

Schools may wish to consider offering some credit-related or credit-bearing activity during the week.

In order to allow the impact of these changes to be evaluated, Schools will be asked to report to the May 2017 meeting of LTC on their use of the week between Teaching Blocks 3 and 4 in Academic Year 2016/17.

LTC 15/16 5 F

<u>The University of Edinburgh</u>

Learning and Teaching Committee
25 May 2016

CHSS Programme Pathways Project

Executive Summary
This paper provides an update on the CHSS Programme Pathways Project as at 12 May 2016. It explains the ways in which typical degree programmes were tested against nine core principles and that the project has begun processing the DRPS updates for the coming academic year (2016-2017). It also explains that the project has entered a new phase which will test each degree programme against a new model for degree programmes and identifies the next steps in the Project.

How does this align with the University / Committee's strategic plans and priorities?
The goals of the Programme Pathways Project overlap with the College Learning and Teaching Strategy and with the goals of the University to reformulate its learning and teaching vision.

Action requested
For information and discussion

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

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The Project has been resourced until July 2017.

2. **Risk assessment**
   N/A

3. **Equality and Diversity**
   Equality and diversity has been considered, there are no equality impacts and an EIA is not required.

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

Key words
Programme Pathways Project

Originator of the paper

John Lowrey, CHSS Dean of Undergraduate Studies

PROGRAMME PATHWAYS PROJECT CUGLAT DISCUSSION PAPER **12.5.16**

A. Introduction

1. Project Update

At the end of March, a set of reports were completed that tested typical degree programmes against nine core principles. Broadly, the reports examine how the degree programmes are structured, the requirements for progression from year 1 to year 2, as well as to honours, and look at how the programmes are presented on the School website. The reports also examine the details of the Degree Programme Tables (DPTs) to assess how easy it is for a student to move from single to joint honours (or vice versa) at different stages of the degree. Examples from the reports were included in the February discussion paper for CUGLAT. This was accompanied by a series of School visits carried out by the convenor, where the reports and the initial findings were discussed. The reports and the School visits have now been completed for every School in CHSS.

In April, the project entered a new phase, which has now been resourced until July 2017. The first step, which is already underway, includes processing the DRPS updates for the coming academic year (2016-2017). These are currently being added to the data already collected for the previous two academic years. This will be completed by the end of May and uploaded to the Programme Pathways Project website along with the principle reports outlined above. The project will then have a complete set of data at the end of May in order for us to start testing each degree programme against a new model for degree programmes.

http://www.ed.ac.uk/humanities-soc-sci/academic-administration/learning-teaching/ppp

2. Planning

The current College Learning and Teaching Strategy is in the process of being updated for 2016-2019, and the goals of the Programme Pathways Project overlap with this strategy. The project will therefore work alongside the broader College learning and teaching strategy as this emerges in the coming months. The project also overlaps with the goals of Senior Vice-Principal Charlie Jeffery, and the desire to reformulate the learning and teaching vision of the University more generally.

3. Degree Platforms

Discussions about possible degree platforms and the simplification of our degree offerings have occurred during individual School visits undertaken between December 2015 and April 2016. Further meetings have been held with Lisa Brannan of Undergraduate Admissions to discuss the logistics of changing the degree offerings, and the connection between degree programmes and target student numbers. Further meetings have also been arranged with Tom Ward of Academic Services to discuss degree platforms.

4. <u>Next steps</u>

The Pathways Project has uncovered a number of issues with degree programme coherence. These inconsistences have been outlined in the completed reports and individual Schools have been made aware of the areas where this may cause problems for students. The next stage of the project will engage directly with degree programme structure, by working with the Schools to improve the coherence of the degree offerings and to ensure that students combine flexibility and specialisation from first entry into the degree to transition into employment or further education. This connects with the theory that students should be able to create their own pathways through their degrees, which should balance qualification and coherence with choice and flexibility.

B. Modelling Degree Types

The next stage of the project involves two tasks. The first involves recording and updating the excel database of all degree programmes and their credit structure for the 2016-2017 academic year. This will allow the project to work with the most up to date programme information, and will highlight any programme that has augmented its credit structure since the 2015-2016 session. It is already clear that some Schools have taken positive steps toward improving the coherence of their degree programmes, however it is clear from looking at the DRPS updates for this academic year that some Schools are not engaging with the idea of improving student choice or degree coherence.

The Programme Pathways Project has identified a clear correlation between high compulsory credit load and lower student movement outside their main degree subject area. As outlined in the February discussion paper, the current *Models for Degree Types* currently defines the first year of a *Single Honours in a Discipline* as:

<u>Year 1 (SCQF normally level 8, sometimes level 7)</u>
<u>120 points at levels 7 or 8 consisting of:</u>

40 Points in A

Of the remaining 80 points, not more than 40 points may be a further prescribed subject or a required course from a list of subjects whether in or not in A.

> There **must be** the opportunity for a student to take at least 40 points from other Disciplines or Subject Groups of their choice.
>
> Students should be offered guidance regarding the potential consequences if they select a curriculum which does not offer them a choice of at least two alternative degree programmes at the end of their first year.

Previous reports and the research undertaken as part of the Programme Pathways Project has underlined the numerous problems with this model, with many programmes deviating from this model altogether. In many cases, single honours degree programmes increase their compulsory credits at the expense of listed or free credits, or include a very narrow list of course options which are essentially compulsory. In many cases, when free credits are offered, further course recommendations are included in the DRPS, the course handbook, or are made by the personal tutor. In some instances, it has been discovered that individual Schools are actually informing students that taking outside subjects may affect their degree performance.

It is clear that a new degree model must be developed that encapsulates greater choice and flexibility, as well as focused learning outcomes and qualification in the chosen subject area. It is proposed that a maximum of 60 credits should be required for the main subject area, although there may be some merit in considering a total pre-honours maximum of 120, with some flexibility in how that is distributed.

This has driven the new degree model that we are now beginning to test. This model would offer students the ability to develop a main subject alongside one or two (possibly three) additional 'escape routes' or pathways, which could also be thought of as major and minor degree specialisations. It has been discussed previously, that this type of approach is becoming increasingly common in the English university system, with the terminology also being adopted by some Scottish universities.

Outlined below is the new model that is currently being tested:

Year 1	A	A	AB	B	BC	C
Year 2	A	A	AB	B	BCD	CD
Year 3	A	A	A	A	ABC	ABC

Year 4	A	A	A	A	ABC	ABC

Single Honours Template

Each box represents 20 credits. Some combinations may involve smaller (10) or larger (40) credit bearing courses, but the overall credit load should comply with the table.

Boxes with two or more letters represent choices; only one letter will be taken from each box.

A	Main subject (From subject area in home School)
B	Secondary subject, taken to create a 'double' in pre-honours years. This should be outside the subject area (but not necessarily outside the School?)
C	Outside subject and potential 'treble' subject in pre-honours years (Outside the School and not normally specified)
D	Outside subject that can only be taken for one year (2nd) (Outside the School)

The central goal is to clarify and simplify choice, so that students can easily navigate the large number of degree programmes currently on offer and to plot pathways through their degree that offer them a unique Edinburgh experience that facilitates depth of knowledge and an ingenuity that is exclusive to this University. The model would also use the below criteria:

1. Maximum of 60 credits of main subject in 1st year
   - This is to allow possible change of programme to another subject.
   - Many programmes have a lesser requirement – 40 credits – in 1st year and the table acknowledges this.
   - 40:40:40 is also accommodated, providing the possibility of three courses being taken in both first and second year.
2. Pre-Honours credits
   - Potential 120 credits in main subject and a mixture of other credits, including 80 in a single subject
   - Theoretically, a student would have a number of pathways open for honours study:
     - Single in A

- o Possibly single in B or even C
- o Combination of any of these?

3. 'External' subjects at honours level
- The template shows a possible 240 credits in main subject but also indicates how variable amounts of other credit could be introduced.
- In the vast majority of cases this external credit would come from the other two subjects taken in 1st and 2nd year
- This scenario shows a maximum of 80 credits being inserted into the programme
- This is just short of joint degree (I think the minimum amount of credit in one subject in a joint programme is 100)
- This introduces the major/minor pathway but raises some questions:
  - o At what point does 'minor' come in? Is it 40, 60, or 80?
  - o Can minor cover a range of credit weight, e.g. 60-80?
  - o Can minor cover level 8 as well as level 10?
  - o How could a student combine B and C at honours level? For example, if 40 credits is considered too low to be labelled 'minor', what happens if a student takes 40 credits in B and C, i.e. 80 overall? Is the minor then both? Do we want to restrict this, e.g. by having 60 of A and only 20 of B?

4. Award of degrees
NOTE: The intention here is that, having put together a degree within this template and any other appropriate constraints, the Board of Examiners would then be responsible for naming the degree, in effect creating an MA with a major in one subject and a minor in something else. This would be the equivalent of the current BA in a Designated Discipline.

5. Joint Degrees
Joint degrees were the focus of the principles reports. It was found that formalised joint degrees were essentially combining the prerequisites of the two composite single honours programmes, or were abandoning the single honours prerequisites of the second subject altogether. This clearly creates problems for students who wish to transfer to single honours in the second subject, and concessions are often used to accommodate this change. When the joint honours subjects combine two single honours courses with large compulsory credit volumes, students have little choice to explore new subjects.

The above model for degree programmes would essentially make the combination of single honours subjects much clearer, and students could build their pathways towards degree classification rather than starting on a narrowly defined course. The testing of this model against all degree programmes will be next the stage of the project.

LTC 15/16 5 F

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UG Dean

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Programme Pathways Project Researcher

May 2016

LTC 15/16 5 G1

The University of Edinburgh

Learning and Teaching Committee
25 May 2016

Assessment and Feedback: Update and Focus on Feedback Quality

Executive Summary

In 2015, Senatus Learning and Teaching Committee agreed that moving forward, it would be essential to measure both feedback turnaround times and quality of feedback. A specific recommendation (LTC 14/15 5C) was that Schools should identify mechanisms for testing **quality** of feedback through spot checks and staff and student feedback. This paper explores this point in more detail and makes a series of recommendations for implementation across all schools.

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

Excellence in Education; Outstanding Student Experience.

Action requested

For discussion

How will any action agreed be implemented and communicated?

Via the Senate Committees' Newsletter; communicated to Schools via LTC College reps; via Directors of Teaching network; through work with Institute for Academic Development.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   To be managed through existing budgets.

2. **Risk assessment**
   Significant risk to the University associated with not improving the quality of feedback.

3. **Equality and Diversity**
   Not considered in this paper.

4. **Freedom of information**
   Open

Originator of the paper

Susan Rhind, Assistant Principal Assessment and Feedback

Assessment and Feedback: Update and Focus on Feedback Quality

In 2015, Senatus Learning and Teaching Committee agreed that moving forward, it would be essential to measure both feedback turnaround times and quality of feedback. A specific recommendation (LTC 14/15 5C) was that schools should identify mechanisms for testing **quality** of feedback through spot checks and staff and student feedback. This paper explores this point in more detail and makes a series of recommendations for implementation across all schools.

Discussion with a number of stakeholders has highlighted:

1. **Turnaround times**
   Whilst there is a feeling that in some contexts, the 15 day turnaround may have had unintended consequences e.g. compromising feedback quality on longer pieces of work, there is also frequent feedback that the mandate has been helpful in terms of consistency and both forcing baseline practice and acting as a catalyst to improve practice. As feedback has to be in time to be helpful, timeliness is also an essential contributor to feedback quality. Nevertheless, it is recognized that assessment methods and structures are extremely heterogeneous hence a 'one-size fits all' policy is not necessarily logical. Further discussion and exploration of a more flexible approach to granting opt-outs will take place at LTPG and SLTC.

2. **Quality**
   The challenge in measuring quality is to define criteria that are meaningful and audit processes which do not create large extra administrative burdens, ideally harnessing mechanisms which already exist. The aim should be to ensure resources are focussed on interventions which have highest likelihood of success. In discussions across colleges, there is a sense that whilst there may be a few problematic individuals, the bigger problem is with course and in particular programme 'quality' as it relates to a structure which permits feedback to be useful for subsequent assessments.
   This is entirely consistent with current thinking in the literature as reviewed by Medland (2016).

Medland, E. Assessment & Evaluation in Higher Education, 2016 Vol. 41, No. 1, 81–96

1. Calls for assessment to be a central aspect of curriculum design and development that is integral to teaching and learning, rather than an afterthought.
2. Advocates the coordination of assessment across programmes of study, with an emphasis on methods that encourage the students to develop as learners rather than passive memory banks.
3. Recommends that students should actively engage in assessment as collaborators in institutional enhancement, who share responsibility for shaping their own learning.

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3. **Feedback more broadly**
   It is recognised that feedback may occur at times not specifically associated with an assessment event. We currently do not have a good way for students to record or reflect on this. Similarly, examples are often given across schools of excellent opportunities for students to engage in rich and dialogic feedback yet those who most need it don't attend and indeed attendance overall can be very disappointing i.e. quality feedback is not being engaged with. This suggests a longer term need to consider mandatory engagement or other mechanisms (e.g. portfolio approach) which could also have the advantage of providing cohesion for students at a programme level.

Quality Monitoring and Guidelines

The proposed solutions are based on a 3-tiered model of monitoring/ evaluation and associated action – individual, course and programme. Each level carries associated brief guidelines to assist schools in aligning their processes. Note that Table 1 below focuses on actions where performance is

unsatisfactory but *in all cases, where good practice/ case studies are identified there should be mechanisms to share this best practice.*

This approach is aimed at harnessing activities already in place or in the process of being rolled out (e.g. EVASYS).

Table 1

	Guidelines	Monitoring Mechanism	Actions Where Unsatisfactory
Individual	Appendix A	EVASYS individual questions.[1] Audit in moderation and/or external examiner process	Feedback being given by the individual is audited as per appendix A (where appropriate to the context) to inform line manager/DoT meeting.
Course	Appendix B	EVASYS course questions on assessment and feedback. Suggested benchmark is 60% satisfaction. Audit by external examiner(s).	Review course structure[2] Document intervention plan for relevant school and college committees.
Programme	Appendix C	ESES, NSS and LEAF	Review programme structure[2] Document intervention plan for relevant school and college committees.

[1]Hypothesis is that good teachers are likely also to be good at feedback as part of their overall approach. Whilst it is true that NSS data often show a mismatch between the performance on teaching questions vs assessment and feedback questions, the assumption is that this is more likely to be a consequence of overall course and programs structure than a good teacher who does not know how to give good feedback.

[2]This will be led by the course and/ or programme director with assistance from the assistant principal (assessment and feedback), IAD, IS and College DULTs as necessary. This review and action planning will require full involvement from head of school.

Enablers

Collectively building solutions
We have much expertise within IAD, IS and colleges/ schools. The challenge with the size and scale of the University is often to bring this collective expertise together. Moving forward the suggestion is where possible to join up activities across the support services and work with schools to solve problems and enhance practice. As part of this process, the previous LEAF project update meetings have been replaced by an **'Assessment and Feedback Enhancement Group'** with College, IAD, IS, Student Systems and EUSA representation. This group will meet quarterly and will continue to have oversight of LEAF outcome/ actions and planning but will have a broader remit around enhancing assessment and feedback more generally.

LEAF
The LEAF project has been very helpful in identifying problem areas and providing suggestions on enhancements for schools and course/ programme teams to consider. Colleges have found the process helpful and there is growing evidence of impact and developments emerging from the recommendations. In collaboration with College Deans of Learning and Teaching, the following strategy is proposed.
1) Develop a modified version which schools could run internally (with external facilitation of focus groups) – 'Leaf-Lite'

2) Continue to offer the full LEAF audit to programmes in consultation with college deans. This may be particularly helpful e.g. in advance of TPR or to inform curriculum/ assessment review.

Assessment (and Feedback) Literacy – Staff and Students

Many of the suggested interventions at course level (Appendix B) focus on enabling students to engage more fully with standards and in turn, feedback, by developing their own assessment literacy. Peer assessment is an essential element of building these skills and students will need support in developing both their appreciation of standards but also in their own abilities to give constructive feedback. Likewise staff may also need support in this area which will have implications for courses offered by IAD, support offered by IS and the AP (Assessment and Feedback).

Action Requested

SLTC is asked to consider the paper and whether it is supportive of:
   a) the proposed 3 tiered quality monitoring model
   b) the proposed future of the LEAF project
   c) the proposed focus on developing staff and student assessment (and feedback) literacy

Susan Rhind, 13/05/16

Appendices

Appendix A (from LTC 14/15 5 C):

Feedback content: written feedback should be concise and useful.
The four areas below are a guide although may not be appropriate for all instances:
   • Identify what the student has done well
   • Identify areas for improvement with suggestions for action
   • There should be feed-forward for action for future work on programme
   • Opportunity for student to reflect and contact marker

Appendix B (table below)

Appendix C Programme Level Assessment and Feedback Guidelines

Programme Directors should work with individual course organisers to ensure there is a coherent structure across the programme that is transparent to students and provides opportunities for feedback to be useful in the context of subsequent courses. Assessment needs to be coordinated across programmes prospectively.
In combined degree programmes, the Programme Director should ensure that essential content is delivered in the courses that are compulsory for all students, both single and combined honours.
[Note: Assistance with course and programme design/ redesign is available from IAD and in particular engagement with the Edinburgh Learning Design Roadmap (ELDeR) is encouraged.
www.ed.ac.uk/is/learning-design*. ELDeR focusses on the design of student learning experiences, where student feedback and assessment literacies are given top priority]*

Appendix B: Quality Guidelines

Quality within Courses [To include links to exemplars]

Assessment type	Minimum – Pre (Assessment literacy)	Enhancement examples	Minimum - Post	Enhancement examples
Multiple Choice	Practice MCQs	Peerwise to practice authoring and answering	Whole class review/ class discussion	Question banking giving feedback on relative performance across topics. Immediate feedback to whole class before marks released. '2-stage exam model'.
Short answer	Range of exemplars of different quality and outline answers/ mark schedule	Marking exemplars or previous students work	Comments on failed questions. Review script via PT or marker*	Whole class review.
Essay	Range of exemplars of different quality and outline answers/ marking guidance	Peer assessment of exemplars	Review script via PT or marker*	Whole class review Annotated electronic file/ audiofeedback
Research report	Exemplars	Allow submission of draft for feedback/interim feedback on report plan	Individual written or oral feedback	Peer review e.g. feedback from more than one source/marker
Practical Assessment (physical task)	Opportunities for practice and remediation	Videos of tasks	Access to mark sheet/ proforma	Chance to review and revisit areas of weakness following feedback
Practical Assessment e.g. language -based	Provide exemplars and clear marking guidance (grade descriptors)	Peer assessment of exemplars	Access to mark sheet/ written or oral feedback	Chance to review and revisit areas of weakness following feedback

*Ideally person who marked but may also be facilitated by in some schools by the course organiser or personal tutor with access to outline answer.

LTC 15/16 5 G2

<u>The University of Edinburgh</u>

Learning and Teaching Committee
25 May 2016

Assessment and Feedback: 15 Day Feedback Turnaround Regulation

Executive Summary

This paper provides **initial ideas** for further guidance on handling requests for opt-outs from Regulation 16 (feedback deadlines) for 2016/17.

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

Excellence in Education; Outstanding Student Experience.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

To be determined. Papers provides initial ideas only.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Not considered here. Paper provides initial ideas only.

2. **Risk assessment**
   Not considered here. Paper provides initial ideas only.

3. **Equality and Diversity**
   Not considered here. Paper provides initial ideas only.

4. **Freedom of information**

   Open

Originator of the paper

Susan Rhind, Assistant Principal Assessment and Feedback

LTC 15/16 5 G2

15 Day Feedback Turnaround Regulation

This paper provides further guidance on handling requests for opt-outs from Regulation 16 (Feedback deadlines; relevant text below) for session 2016-17.

Regulation 16 Feedback deadlines (2016-17)
Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner. At the start of the academic year, Schools will publish their timetable for returning feedback and marks for in-course work.

And in particular:

16.3 The School's timetable for returning feedback will specify which forms of summative in-course assessed work will not be returned within 15 working days. Schools may choose whether to meet the 15 working day deadline for single items of assessment which are equivalent to 40 credits or more (and which therefore must be double marked). For other summative assessed work, in exceptional circumstances, where the necessary marking and moderation processes cannot be concluded within 15 working days, Schools may request an opt-out from the relevant College committee.

Principles

- Provision of feedback within 15 days of formative and summative course work is the benchmark although in many instances, especially where computer marking is used, feedback will be much quicker than this.
- Where possible, programme and course design should be reviewed to avoid bunching of assessment deadlines and to consider alternative approaches to assessment to allow a greater focus on formative feedback, opportunities for dialogue and development of assessment literacy skills in students.
- Opt-outs where granted will allow one further working week for feedback to be returned. Illustrative examples are given below.
- For all cases where colleges grant exemptions, a cover sheet should accompany the student submission which clearly states the revised deadline. Students should sign this coversheet to acknowledge that they understand the rationale for this revised deadline.

Illustrative Examples	Issue(s)	Notes
20 credit projects	Projects are large pieces of work, time intensive to mark/ give feedback and are contributing significant credits to final result.	Particular issue in CSE
Project or portfolio based work submitted at the end of the course	Feedback does not feedforward into a related exam. Usually heterogeneous in content, large and require considerable time to mark/ give feedback	Providing opt-outs here may encourage schools away from high-stakes end of course exams towards more project and portfolio based work.

Susan Rhind, 15 May 2015

<u>The University of Edinburgh</u>

Learning and Teaching Committee
25 May 2016

STUDENT MENTAL HEALTH ISSUES: AN OVERVIEW AND UPDATE FOR LTC

<u>Executive Summary</u>

The University is facing rapidly growing demand for support from students experiencing mental health issues. A number of initiatives have been completed over the last two years to enhance the University's support for students with mental health issues, and more are planned. This paper seeks to update LTC on all of this work.

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

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

<u>Action requested</u>

To consider and make recommendations on the longer-term governance of this area. Otherwise for information and discussion;

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

The Mental Health Strategy Group's proposals will be reported to LTC and CMG. Specific initiatives in the interim are being referred to specific committees as appropriate.

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

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

   The paper refers to the perception that the Student Counselling Service is under-resourced. Early planning round approvals mean that the Service can continue to grow over the next 2 years. Staffing resource implications of providing basic training to PTs from the Counselling and Student Disability Services.

2. **Risk assessment**

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

3. **Equality and Diversity**

   This paper does not .propose any amendments to policy or practice. A new Mental Health Strategy is proposed and this will be accompanied by a full EiA. Concerns over the implementation of adjustments for disabled students are noted, these are being addressed separately via a review to be led by VP Jane Norman.

4. **Freedom of information**

This paper is **open**.

Key words

Student mental health, Student Experience Services, counselling, disability, well-being

Originator of the paper

Gavin Douglas
Deputy Secretary, Student Experience
May 2016

STUDENT MENTAL HEALTH ISSUES: AN OVERVIEW AND UPDATE FOR LTC

INTRODUCTION

The University is facing rapidly growing demand for support from students experiencing mental health issues. There has been particular growth in the number of students presenting with anxiety (for example 30% of clients seen by the Student Counselling Service in 2014/15 – the largest single group by some margin, and up from 20% in 2010/11) as well as a smaller but equally challenging growth in the numbers of students with serious mental disorders.

The issue of growing numbers has created particular pressures on the professional services with specific responsibilities in this area (Student Counselling and Student Disability Services) but the impact is noticeable across many areas of the University including the academic heartland.

The University is not alone in this regard however – there are similar reports from institutions across the UK and internationally. The reasons for this increase is likely to be multi-variate and may include:

- Changes in parenting over the last 30 years ("child centred parenting") in the west that have resulted in young adults with less resilience (eg Eberhard, 2013)
- Greater stresses on young people at University (eg the "need" to get at least a 2:1, fear of not getting a job etc)(Bewick et al, 2010)
- An increasing gulf between the experiences of young people at school and the expectations that Universities have of them with regard to eg independent learning, need for support
- Greater focus on equality and accessibility leading to increased numbers of disabled students (including those with mental health disabilities) successfully entering HE
- Institution-specific issues such as greater visibility / promotion of services, development of online booking systems etc etc

A number of initiatives have been completed over the last two years to enhance the University's support for students with mental health issues, and more are planned. This paper seeks to update LTC on all of this work.

RANGE OF SERVICES

The University already offers a range of services to support students who are dealing with mental health issues. While the 1-to-1 support provided by the Student Counselling and Student Disability Services represents the most visible (and to an extent, sought-after) element of provision, the range of less specialised/clinical support on offer (eg through the Chaplaincy, EUSA services including the Advice Place and Nightline; Residence Life and – increasingly – student support teams in Schools) represents a very important part of the overall provision. There is also a growing range of matched care / alternatives to 1-to-1 counselling support including – bibliotherapy, the Big White Wall, group sessions / workshops.

QUALITY AND IMPACT OF PROVISION

The quality of support provided to students with mental health issues appears high (eg 99% satisfaction with the Student Counselling Service overall, based on a response rate of 40%). There is

however a perception in the student community (and parts of the staff community) that waiting times for counselling are too long. They are of course very much shorter than the waiting times for counselling on the NHS, and the strong focus by the Director of the Service on managing demand and tackling waiting times in recent years (through robust triage, mid-therapy reviews etc) is evident from the drop in the %age of students reporting that the waiting time for counselling was "too long" (eg dropped from 41% in 12/13 to 21% in 14/15). However this KPI is under constant pressure and may well rise again in the light of the surges in demand in 15/16.

The evidence for the positive impact of counselling is extremely strong, with 82% of those surveyed in 2014/15 agreeing that counselling has helped them stay at the University and 89% agreeing that counselling has improved their overall experience of the University.

There is no formal evaluation of the quality of support offered by non-specialist departments, although as noted earlier, many different areas may provide some form of lay support for students with mental health issues, if only by making time to listen to student concerns. What is clear from the anecdotal evidence presented by networks such as the Senior Tutors' and the Student Support Officers' Networks is that some, perhaps many staff in non-specialist areas are feeling overwhelmed by this aspect of their work and are uncertain how best to deal with it.

CROSS-CAMPUS PROVISION

While the key services are located centrally (in George Square) there is significant outreach activity with Counselling, Disability and Chaplaincy all reporting activity across most parts of the campus. New space was opened at Holyrood at the start of 15/16, and further space will be completed at Moray House in time for the start of 16/17. Current estates developments at Easter Bush will lead by 2017 to further provision of space for services such as counselling and disability. There is less provision on the hospital campuses, although anecdotal evidence suggests that medical students prefer to access services such as counselling away from their department.

STUDENT-LED INITIATIVES

Student-led initiatives in this area have been a high priority for EUSA this year and the creation of a Health and Wellbeing Fund, with funding from both EUSA and the University, has led to a number of worthwhile initiatives receiving funding in the current year.

EUSA and the University services have run various "mental health awareness" weeks and other promotional activities designed to promote wellbeing and reduce stigma. In 2016 there was be a single Mental Health Awareness Week delivered jointly by the University and EUSA (w/c 8th Feb) and this sort of co-ordinated approach should increasingly become the norm.

WELL-BEING

Although there is not yet a strategic institutional focus on this area, there are a number of areas that are actively promoting positive wellbeing. These include activities delivered by the Counselling Service; mindfulness sessions being run by the Chaplaincy; sports activities being delivered in conjunction with the Centre for Sports and Exercise and its Healthy University project; community-building activities delivered as part of the Residence Life programme and the Peer Support project. Some Schools are piloting resilience courses (eg in Dick Vet, SPS) with their undergraduate students.

RESOURCING

There is a perception in some parts of the University that the Student Counselling Service is under-resourced. The size and growth of the service (relative to the Russell Group mean), as well as the very significant increases in funding in recent years (against a backdrop of institutional budget cuts in almost all other areas of professional services), are both noteworthy. Nonetheless the Service is clearly facing very significant pressures in the face of huge increases in referrals. Early planning round approvals mean that the Service can continue to grow over the next 2 years to a level at which 10% of the student population is able to access 1-to-1 counselling within a "reasonable" timeframe (under 4 weeks). It is not clear what appetite there is for funding any further growth beyond this level.

ADJUSTMENTS

Issues of equality and diversity are firmly embedded into the work of the key services in this area and the University has been pro-active in ensuring that resources are in place to support international and EU with disabilities as well as those who receive UK government support in the form of Disabled Students Allowance. However there is evidence that some students – including some students with mental health disabilities – do not receive all of their recommended adjustments, which disadvantages the students concerns and exposes the institution to unnecessary risk in terms of statutory obligations. This will be picked up under by the review of support for disabled students that the Principal has asked VP Norman to lead.

THEMATIC REVIEW

The Quality Assurance Committee approved a thematic review of the University's services for students with mental health issues and this duly took place over a number of days in semester 2 2016/17. We are currently awaiting the formal outputs from this review.

TRAINING

AP Murray has overseen the development of proposals that will see all PT's receiving basic training from the University's Counselling and Student Disability Services in supporting students with mental health issues over the next 3 years. This initiative clearly requires very high levels of PT participation.

STRATEGY

VP Normal approved the establishment of a Student Mental Health Strategy Group in 15/16 and this group, chaired by Professor Helen Cameron (MVM) is due to develop a medium-term strategy for the University by September 2016. The group has drawn heavily to date on the recommendations made by two major reports into student mental health (Royal College of Psychiatrists, 2011, and Universities UK, 2014) and will draw further on the recommendations of the thematic review.

The group has already overseen development of some specific proposals and policies in this area (Support for Study Policy; development of Mental Health Awareness Week; development of out of hours crisis proposals). The strategy will need to address a wider range of issues including:

- some specific support issues which do not appear to be currently "on the radar" at the University, eg support for students with mental health issues while studying away; arrangements for continuity of care when students with mental health issues leave home to

come to University (or return home eg over holidays or on graduation); alcohol / substance abuse within the student population.

- Future models of support for students with mental health issues (particularly if the numbers seeking 1-to-1 counselling climb above 10% of the student population), including perhaps greater use of peer and online models of support
- Communication and co-ordination of services
- Training for staff and students
- Promoting wellbeing across the University (more on this below).

The group was originally established to report in to the Equality and Diversity Committee of the University. As this committee no longer exists, the group's final strategy proposals will most likely be reported to Learning & Teaching Committee and CMG. Specific initiatives in the interim are being referred to specific committees as appropriate.

GOVERNANCE

There is a need to consider the longer-term governance of this area. The Mental Health Sub-Group (a sub-committee of the Student Disability Committee, in itself a sub-committee of QAC) appears to function very well as a forum for discussion of issues with a wide range of key stakeholders, but is hampered both by being "buried" deep down in the University's structures and by a relatively operational membership and remit. Proposals for alternative governance have been considered and endorsed by the Student Mental Health Strategy Group but are currently on hold in the light of changes to more senior governance structures. It appears obvious given the increased numbers of students with mental health issues that one or more Senate committees should take an interest in this area.

Gavin Douglas
Deputy Secretary, Student Experience
May 2016

LEARNING AND TEACHING COMMITTEE

25 May 2016

Learning Analytics Project – Progress Report

Description of paper
1. The paper provides an update on the learning analytics project.

Action requested/Recommendation
2. Learning and Teaching Committee is invited to note and comment on progress.

Background and context
3. A proposal for a modest-scale learning analytics (LA) project focused only on our online Masters programmes and courses, was supported by Principal's Strategy Group in October 2015. The rationale of selecting only the online Masters programmes was these provide a readily identifiable and isolated pilot group that is large enough for the pilot scheme to work within. This is also a data rich environment and one where the student expectations for immediate digital information like analytics is already high. Finally, this group represents the largest growth area of postgraduates within the University and it is critical that the University provides a very high quality and world leading service in the highly competitive world of Distance Masters courses.

Discussion
4. Partnering with Civitas Learning International, one of the leading LA companies, we plan to develop a capacity and capability for learning analytics in the University of Edinburgh, going beyond some modest explorations to date of Virtual Learning Environment data and incorporating data from multiple sources. These include the student record, the student application process, and feedback surveys. Each potential source is evaluated to ensure the consent conditions under which it was gathered permits such use.

5. Success criteria have been produced by which to judge the success of the pilot and which can be used to decide on whether to continue with the Civitas software and modelling into a service for all Master level online courses and programmes. These include: return on investment (additional fee income vs cost of system); effectiveness in identifying students with problems; ease of use and reliability of the system; Civitas quality of service; likely ease of expansion to wider cohorts; enhancement of performance of students; impact of changes to pedagogy/course design on behaviour and outcomes; better insight into teaching load of Online Distance Learning. Additionally, we will explore the implications for expanding the LA system to wider cohorts, at Masters and Bachelor levels.

6. The first 6-8 months of the project will involve using historical, anonymised data and using proven modelling to find the most important factors leading to student success, retention and satisfaction, and then using these models to create an online system for teachers and management to enable them to identify possible action points to improve the student experience. (The diagram below is Civitas' graphic of the project stages.)

7. At this point it is not possible to know what this modelling will show, and it is possible that little of value will emerge for these student cohorts. However, in the process of assessing the data and going through the analytic process with Civitas we are learning how to 'do learning analytics' and many of the changes we will make or understand how to make to our current data gathering activities will set us up with a capability and capacity for future analytic work. These are the most important outcomes of the project from a university-wide perspective.

8. Once the software is in place the system will be run for a further 2.5 years under the current contract and licence, with a review annually before a final decision as to whether to extend into a long term service.

9. A set of actions have taken place since October 2015. Briefly these are:
- We have a 3-year contract with Civitas at a very favourable rate;
- Civitas senior management visited us to discuss the project and its importance to them and to us;
- Civitas data scientists/engineers visited us to review our data assets with Student Systems and Information Services Group (ISG) team and begin gathering anonymised, historical data to begin modelling;
- An experienced ISG project manager is in place (Sue Woodger) and a formal project plan for the days of effort required is in place;
- The governance group has met to approve the project plan, success criteria, risk register and note parallel activities that form the context to the project. It has representation from the three Colleges, Student Systems, Records Management, Student Recruitment, ISG, Professor Dragan Gasevic (Chair of Learning Analytics) and has been originally chaired by Professor Haywood. With Professor Haywood's retirement, Assistant Principal Professor Sian Bayne will join the group to replace Professor Haywood. Professor Gasevic, upon request by Professor Bayne, will be appointed as the new chair of the group. .
- We have a communications plan – there has been a briefing session for course organisers of the online Masters programme and notes sent to those unable to attend. This will be repeated during the project when substantive developments have taken place. An email will be sent to students on these programmes informing them of the project and how they will be kept informed, from Professor Haywood and EUSA representative Imogen Wilson.

9. In addition, discussions are taking place to ensure alignment with the course dashboards project (led by Barry Neilson, Student Systems).

10. In parallel with the project, initial consideration have taken place regarding the development of the learning analytics vision at the university to assure to be research-led and driven by academic and student needs. The learning analytics vision should also include transparency and awareness-raising among staff and students as to its potential and its limitations, and be informed by clear policies relating to data privacy and use. As part of this process, information about learning analytics activities at the university spanning from pure research to operational have been documented and publically shared (http://www.ed.ac.uk/information-services/learning-technology/learning-analytics). Steps for wider operational support of several

successfully piloted research projects – e.g., LARC, Loop, CLAtookit – are investigated.

11. Conversation about a Learning and Teaching Analytics Policy between Dragan Gasevic, Jeff Haywood and Barry Neilson. Senior Vice-Principal Professor Charlie Jeffery asked Professor Gasevic to lead the development of this policy. The following steps will be taken to help progress this piece of work and LTC may wish to comment at this stage:

- Develop a small working group comprising Dragan, Jeff, Barry and others as required, reporting into the Learning Analytics Governance Group;
- Clarify the purpose, rationale and context of the policy;
- The development of a clear communication and engagement plan, including with the relevant College, Senate and Court (KSC) Committees;
- Develop approach to identification and management of risk in this development;
- The development of the draft policy based on existing best practice, current and emerging data protection requirements and taking on Board the lessons learned from the development of the EvaSys Course Evaluation policy;
- Clarify the approval process with the relevant internal committees..

12. An EC-funded project to Professors Gasevic (Education/Informatics) and Haywood (Education) to support LA policy and practice in higher education has also just started and it will provide informed advice and materials to support the policy development and student and staff engagement.

13. As part of the activities in learning analytics, the main learning analytics conference – LAK'16 – was hosted by the university in Edinburgh in the period April 25-29, 2016. The conference attracted about 470 delegates from 35 countries and was chaired by Professors Dragan Gasevic and Jeff Haywood. The conference showed a significant growing trend in learning analytics with almost the doubled number of submissions compared to last year, while the number of delegates grew for about 50%. The programme of the conference highlighted some of the keys issues that need to be carefully considered at the institutional level. Of those, the new European directive for the right to be forgotten is a critical aspect to be included in the development of the learning policy. Connections with existing research and theory in education and learning sciences are also essential to be considered in order to make learning analytics meaningful and make use of learning analytics to promote effective learning and teaching practices.

14. The learning analytics briefing for Vice-Principals of Learning and Teaching in Scottish universities who are members of the Scottish Higher Education Enhancement Committee (SHEEC) was organized by Professor Dragan Gasevic in collaboration with QAA Scotland at the University of Edinburgh on May 2, 2016. The event aimed to raise awareness in learning analytics among institutional leaders and initiate learning analytics collaboration in the Scottish higher education sector. The event featured three keynote speakers: Professor George Siemens from the University of Texas Arlington and the Founding President of the Society for Learning Analytics Research who provided a broad overview of learning analytics adoption and policy in higher education; Mr. Niall Sclater of Jisc who talked about the Jisc learning analytics programme and Jisc code of practice for learning analytics; and Dr. Ryan Baker from Columbia University and the Founding President of the International Educational Data Mining Society who talked about key considerations for institutions interested in

learning analytics adoption. The event also featured a panel discussion of the representatives of three learning analytics vendors – Blackboard, Desire2Learn, and Civitas Learning. The event sparked a significant interest and attracted over 40 participants from different Scottish higher education institutions. The main next step is to establish a special interest group for learning analytics adoption and policy in Scotland in collaboration with QAA Scotland and to be coordinated by the members of the SHEILA project at the University of Edinburgh. The next event and launch of this group is planned in late Summer/early Autumn 2016. Collaboration with Jisc in the scope of their learning analytics programme is also investigated as part of activities of this initiative.
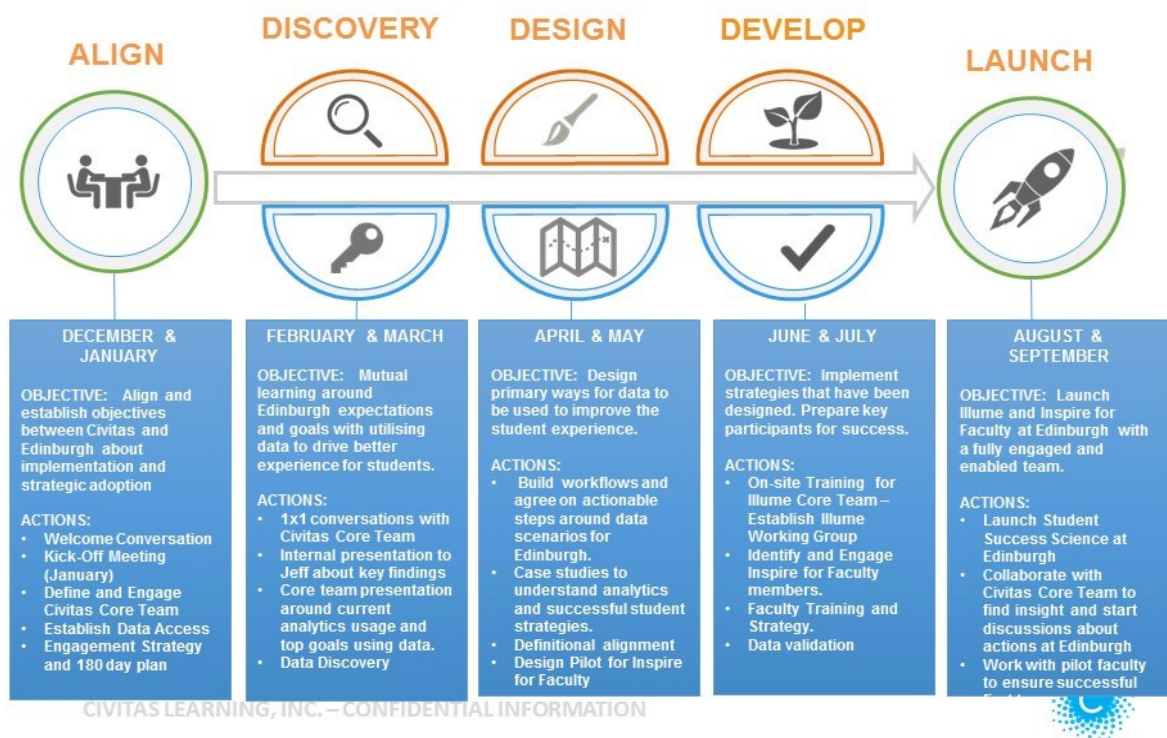
Resource implications
15. Appointment of a project officer for the development of learning and teaching analytics policy and coordination of the learning analytics activities will be necessary. The authors of this paper are involved in different capacities, while Dr. Yi-Shan Tsai, who has recently been appointed as a research associate on the SHEILA project, will also be contributing to the development of the learning and teaching analytics policy.

Risk Management
16. A risk register has been produced by the governance group and is available upon request.

Equality & Diversity
17. N/A

Next steps/implications
18. As set out within the main text of the paper.

Consultation
19. N/A

Further information
20. _Authors_
Vice-Principal Professor Jeff Haywood
Professor Dragan Gasevic
Mr. Neilson Barry
Assistant Principal Professor Sian Bayne
Assistant Principal Ms. Melissa Highton
Ms. Anne-Marie Scott

Presenter
Assistant Principal Ms. Melissa Highton

16 May 2016

Freedom of Information
21. The paper is open.

The University of Edinburgh
Senate Learning and Teaching Committee
25 May 2016

Academic and Pastoral Support Policy

Executive Summary
This Policy and the School Personal Tutoring Statement Template have been reviewed and updated to ensure that:
- Recent amendments made to the Personal Tutoring system are clearly and accurately reflected;
- The areas for development relating to the Personal Tutor system identified in the Enhancement-led Institutional Review report (November 2015) are taken into account; and
- They align with the simplification agenda.

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

Members are asked to **approve** the Policy.

How will any action agreed be implemented and communicated?

The updated Policy will be communicated via Academic Services' annual update on regulations and policies.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   The paper does not have resource implications.

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

3. **Equality and Diversity**
   An Equality Impact Assessment has been carried out.

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

Key words
Personal Tutor System, academic, pastoral, support

Originator of the paper
Professor Alan Murray (Assistant Principal Academic Support), Brian Connolly and Nichola Kett (Academic Services).
17 May 2016

Review Process

The Academic and Pastoral Support Policy and the School Personal Tutoring Statement Template were reviewed by a subgroup of: Professor Alan Murray (Assistant Principal Academic Support); Academic Services (Brian Connolly and Nichola Kett); College representation (Dr Geoff Pearson, Dr Antony Maciocia, Professor Graeme Reid and John Lowrey). Gavin Douglas (Deputy Secretary Student Experience) also reviewed the Policy (focussing on student support services content), as did Tom Ward (Director of Academic Services). Human Resources were consulted during the review of the Policy and will be consulted again once the Policy has been finalised.

Due to the volume of changes made to the Policy, it has not been possible to present a full tracked changes version of the document. The current Policy is attached to this paper.

General Changes
- Unnecessary text (e.g. narrative), repetition, information which appears elsewhere, and unclear language (including statements which would be unfeasible to implement) have been removed or edited.
- References to "guidance and support" have been changed to "academic and pastoral support" or simply "support" to ensure consistency with the purpose of the Policy.
- The phrase "Standards and Guiding Principles" has been removed as it was felt to be superfluous.
- The roles and responsibilities have been separated from the main document so that they can be easily extracted for use in the student and staff thematic websites.
- Text has been added to reflect changes made to the Personal Tutor system and to make the Policy more focussed on the practicalities e.g. adding the minimum meeting requirements and references to the gathering of student feedback both on the system and on individual Personal Tutors.
- The content of the Policy has been more logically ordered.
- In response to feedback, there has been further clarification on the limits of pastoral support responsibilities.
- Removed the three day requirement to respond to a request for contact from Personal Tutors as, ideally, this should be quicker and may be provided by other staff. Also added the requirement in the School Tutoring Statement Template that students should be advised who to contact if their Personal Tutor is unavailable.
- Confidentiality: removal of existing statement and added text based on Scottish sector guidance created for the Prevent Duty. Also referenced the existing IT Tools confidentiality guidance (which is being combined into one document).
- Monitoring and Quality Assurance: the heading was updated to Monitoring and Review and the text has been updated to reflect the forthcoming changes to the quality framework.
- Briefing, Training and Development: added the requirement that each School will offer a training session for Personal Tutors and Student Support Teams at the start of each academic session.

Roles and Responsibilities Changes
- For ease of reference, the Core Purpose for each role as detailed in the current Policy are contained within the revised Policy (purple text). These will be deleted following approval of the revised Policy.
- Senior Tutor: the Main Responsibility "to have oversight of the personal tutoring arrangements within the School" was moved to be a Core Purpose to accurately reflect the current role.

- Dean of Students: added a reworded version of a Main Responsibility to the end of the first bullet point of the Core Purpose to align with what was felt to be current practice.
- Added in the role of Assistant Principal Academic Support.
- The changes made to the Main Responsibilities were mainly simplification, including removal of unnecessary detail which differs across Schools (including the removal of a section on "additional responsibilities" from the Student Support Team role which was felt to be procedural and not appropriate for a high level policy).

For Discussion
- Gavin Douglas raised the matter of pastoral support responsibilities, pointing out that they do not appear in the Core Purpose for any role.
- The Subgroup would like the Learning and Teaching Committee to confirm that they remain content with the reworded Main Responsibility of the Student as a Tutee: "to attend and participate actively in meetings with their Personal Tutor (this is a University requirement and attendance will be recorded)".
- Tom Ward suggests that the last three bullet points of the Main Responsibilities for Student as Tutee are removed as they relate to the role of students generally.

For Information
The School Personal Tutoring Statement is presented for information and context.

Academic and Pastoral Support Policy

Purpose of Policy

The aim of this document is to set out the academic and pastoral support available to students across the University, including the Personal Tutor system.

Overview

The University is committed to providing its students with effective academic and pastoral support. The aim is to ensure that students have access to a framework of support that builds on best practice, meets the needs of students, and is of a quality and consistency appropriate to a university of high global standing. The framework is designed to provide consistent quality of provision, while also helping students to monitor their progress and performance more systematically and relate these to their longer-term aspirations. It blends a clear set of University-wide requirements, well-understood by all students and staff, with scope for Colleges and Schools to tailor provision to reflect differences.

Scope: Mandatory Policy

This policy applies to all staff in roles where they support students and to all taught students.

Contact Officer	Brian Connolly	Academic Policy Officer	b.connolly@ed.ac.uk

Document control

Dates	Approved: 25.05.16	Starts: 01.08.16	Equality impact assessment: 18.05.16	Amendments:	Next Review: 2018/2019

Approving authority	Learning and Teaching Committee
Consultation undertaken	Learning and Teaching Committee, Colleges, the Enhancing Student Support Project Board, Human Resources
Section responsible for policy maintenance & review	Academic Services
Related policies, procedures, guidelines & regulations	School Personal Tutoring Statement Template
UK Quality Code	Chapter B4: Enabling Student Development and Achievement
Policies superseded by this policy	Academic and Pastoral Support at Edinburgh Standards and Guiding Principles Roles and Responsibilities within the Personal Tutor System
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.
Keywords	Student support, academic and pastoral support, personal tutor, support services

Academic and Pastoral Support Policy

1. Introduction

The University operates a framework of academic and pastoral support for students which constitutes a blend of localised provision within Schools and Colleges, the Personal Tutor System and student support services.

See also: Dignity and Respect Policy

2. Accountability and Provision of Support

The way in which academic and pastoral support for students is provided may vary between Schools. Overall responsibility rests with each Head of School to ensure that an appropriate framework of support is in place and working well.

Similarly Colleges, through their Deans of Students and Deans of Learning and Teaching (or equivalent) and their Learning and Teaching Committees (or equivalent), are responsible for overseeing the quality of provision of academic and pastoral support across Schools. Job descriptions and committee remits must reflect this.

Academic and pastoral support within a School or College must provide for all its students. Each School must inform the students taking its courses and programmes about the academic and pastoral support available to them and how to access it (reference: Programme and Course Handbook Policy). Schools are also expected to identify when and where the need for targeted support may be at its most acute and to concentrate provision accordingly.

Within each School, there must be a readily accessible, student-facing office as the primary point of contact for students seeking advice and information. This office must ensure that students' enquiries or requests are dealt with promptly and courteously and, that where necessary, students are directed to the appropriate member of staff or source of information.

3. The Personal Tutor System

3.1 Summary

Within Schools and Colleges, the Personal Tutoring (PT) system is a key element of academic and pastoral support to undergraduate and taught postgraduate students. The Personal Tutor (PT) is a key role and every undergraduate and taught postgraduate student must have a PT. This is a member of teaching staff who provides a readily accessible, primary point of contact for academic guidance and pastoral support (signposting to student support services), to help tutees reflect on their academic progress and get the most out of their studies. He/she will help their Tutees to take an active partnership approach to learning.

Each School has a Senior Tutor (ST) to ensure that PTs are adequately supported and to ensure that the PT system is operating effectively and consistently across the School.

Each College has a Dean of Students with responsibility for oversight of student support in the College.

Academic and Pastoral Support Policy

Within each School, support for students, PTs and STs is provided via a Student Support Team (SST), consisting of Student Support Officers (SSOs) or equivalents. The SST provides students with a further first point of contact. SSTs will also provide advice on the wider network of student support services at the University to help students have the best possible experience during their studies.

Each School must publish and maintain a School Personal Tutoring Statement outlining the way in which the PT system operates within that School and meets the University's standards and expectations for the Personal Tutor system.

Further information on each role in the Personal Tutor system and their responsibilities is detailed in Personal Tutor System Roles and Responsibilities.

3.2 Meeting Requirements

The minimum requirement for meetings scheduled by the PT/School is:

Undergraduate
- Year 1 – four meetings (at least two of which must be individual meetings between the PT and tutee)
- Year 2 – three meetings (at least one of which must be an individual meeting between the PT and tutee)
- Years 3 & 4 (and 5 where required) – one meeting each year (the form of delivery will be determined by School).

Postgraduate Taught
- Taught part of programme – four meetings (at least two of which must be individual meetings between the PT and tutee – the form of delivery for the other two meetings will be determined by the School)
- Research part of programme – one individual meeting between the PT and tutee

Purpose of Scheduled Meetings
- Students should be actively encouraged to request additional meetings with their Personal Tutor as required throughout their time at the University.
- Meetings with students who are not on campus (e.g. studying abroad for a period, or on placement, or studying an online degree) may take place by telephone, live internet call, or a web conferencing application. Email exchanges are not considered to be meetings unless they take place within a pre-agreed timeframe to enable a "conversation".
- The minimum meeting requirements should be adjusted pro rata for part time students and accordingly for non-standard programmes.

3.3 Monitoring and Review

Schools must have in place effective mechanisms for the monitoring and review of academic and pastoral support to ensure the adequacy of support arrangements and that appropriate action is taken to address issues raised. Schools must also meet any specific University requirements.

Monitoring of the quality of provision of academic and pastoral support across Schools must be complemented by the use of staff review procedures (e.g. annual review).

3.4 Briefing, Training and Development

An effective framework of support depends on the knowledge and skills of all staff who have responsibility for providing information and guidance. For briefing and training this is a shared responsibility between Schools, Colleges, support services and EUSA. Schools and Colleges must therefore ensure that adequate opportunities are in place for briefing, training and development, and that these opportunities are taken. All Schools will offer a training session for Personal Tutors and Student Support Teams at the start of each academic session. Formal training opportunities will be supplemented by informal training and mentorship/ongoing training. It is particularly important that consideration is given to the growing diversity of the University's students and staff.

4.   Limits of Pastoral Support Responsibilities

While PTs and other academic and administrative staff have a responsibility for supporting students, they are not expected to provide specialist pastoral care and should not attempt to do so

Consequently, in cases where a student appears to be experiencing severe distress (e.g. serious physical or mental health problems), he or she should be encouraged to seek appropriate professional help.
It may occasionally be necessary for School staff to establish explicit boundaries, especially if the student is reluctant to seek professional support or if their behaviour is having a disruptive effect on others. The Head of School (or their delegate) and the relevant College Dean must be consulted in such cases.

Confidentiality

Where a member of staff is concerned about the wellbeing of a student, s/he may want to share personal information about the student with relevant staff whose role is to provide support in such circumstances. Similarly, staff may wish to share personal information about a student with a third party, because of significant concerns regarding the person's wellbeing. Any such actions should be made in accordance with the University's Data Protection policies.

Relevant guidance and policies
- Helping Distressed Students
- Support for Study Policy
- Fitness to Practice (request from relevant College Office)
- Disclosing Student Information
- IT Tools Confidentiality Guidance
- Student Support Services

5.   Student Support Services

A wide range of student support, in academic, pastoral, administrative and domestic areas, is made available to students through student support services, which complement provision in Schools and Colleges. The effectiveness of these services, and the cohesion between them and the wider academic University community, are fundamental to a high quality student experience.

Expectations and Standards

Academic and Pastoral Support Policy

Providers of support services to students are expected to make clear, through a range of appropriate channels:

- the services and support they offer
- who can access these services
- an initial point of contact and advice on the best method of communication

Services must:

- Deal with requests and enquiries accurately, promptly and efficiently.
- Maintain and develop effective links with other areas of the University, EUSA and external organisations in order to facilitate effective referral and coherent delivery of student support.
- Ensure that all staff delivering the service are appropriately qualified, trained and supported in their roles.
- Seek regular feedback from users, and make clear who students must contact with a complaint, compliment or suggestion.
- Monitor, review and seek to enhance their performance regularly, taking on board and acting upon feedback from students and Colleges and other relevant sources.

Services are expected to participate in appropriate quality assurance and enhancement processes within the University and/or within their professional arena.

Academic and Pastoral Support Policy

Appendix 1 – Personal Tutor (PT) System Roles and Responsibilities

The roles are set out in terms of the Core Purpose (which will be carried out by everyone in this role) and Main Responsibilities (with flexibility to accommodate local contexts and/or pedagogical requirements).

Personal Tutor
Student Support Team
Student as a Tutee
Senior Tutor (School)
Dean of Students (College)
Assistant Principal Academic Support

Personal Tutor (PT)

Core Purpose (previous policy wording)
A1. to assist students in reviewing their academic progress and performance across the various courses that make up their chosen programme of study
A2. to provide opportunities for students to reflect on how their learning within and outwith the formal curriculum can help them in pursuing their longer-term future development
A3. to help foster in all students a sense of belonging to a community of learners

Core Purpose
- assist students in regularly reviewing their academic progress and performance;
- encourage students to reflect on their learning, both within and beyond the formal curriculum, and how it contributes to their future development and career;
- help students to feel part of a community of learners.

Main Responsibilities
- welcoming tutees;
- guiding tutees in course choice, confirming course choice and where appropriate enrolling students on courses;
- advising and supporting tutees in their studies including, for example, special circumstances, disciplinary or appeal matters;
- following the progress of tutees;
- sharing with other staff in Schools the process of providing pastoral support for their tutees and referring students to support services as appropriate;
- to liaise with Student Support Teams and Teaching Organisations;
- to meet with tutees as specified in the School Personal Tutoring Statement;
- to respond promptly to a request for contact or support from a tutee and to provide an alternative point of contact when unavailable;
- to contribute to the appropriate keeping of records;
- to provide references for tutees;
- to undertake training and continuing professional development for the PT role.

Academic and Pastoral Support Policy

Student Support Team (Student Support Officer or equivalent)

Core Purpose (previous policy wording)
E1. to provide a point of contact for students in order to provide information in response to routine queries
E2. to maintain appropriate records and make sure that these are made available to staff who need updates
E3. to provide administrative student support

Core Purpose
- to provide a point of contact for students;
- to maintain appropriate records and ensure that these are made available to staff;
- to provide administrative student support.

Main Responsibilities:
- to assist with and record the allocation of students to PTs;
- to provide information to staff and students;
- to ensure the PT and/or Teaching Organisation is made aware of any student who may be in need of support;
- sharing with other staff in Schools the process of providing pastoral support for students and referring students to support services as appropriate.

Student as a Tutee

Core Purpose (previous policy wording)
B1. to reflect on their academic performance
B2. to reflect on how their learning contributes to their longer-term aspirations
B3. to engage as a member of a community of learners

Core Purpose
- to reflect on their academic progress;
- to reflect on how their learning contributes to their longer-term aspirations;
- to engage as a member of a community of learners.

Main responsibilities
- to attend and participate actively in meetings with their Personal Tutor (this is a University requirement and attendance will be recorded);
- to inform their Personal Tutor and/or Student Support Team promptly of any relevant change in their circumstances and of any problems affecting their studies to enable effective support to be offered;
- to keep a record of activities and reflections on their progress, performance and longer-term aspirations associated with these activities;
- to take due account of advice or information given;
- to check their University email account regularly for communications and to respond promptly to requests for information;

- to ensure their details are up-to-date on MyEd (including course details) and to notify the relevant member of staff of any discrepancies;
- to make themselves aware of regulations and procedures relevant to their studies, and to seek advice where they are unsure of what is required.

Senior Tutor

Core Purpose (previous policy wording)
C1. to ensure that new Personal Tutors are well-briefed about the role and have completed the required training
C2. to help all Personal Tutors in the School to keep up-to-date with developments in provision
C3. to advise Personal Tutors regarding unusual or complex issues
C4. to liaise between the Personal Tutors and the Dean of Students
C5. to liaise between the School and central services
C6. to ensure that the effectiveness of personal tutoring within the School is regularly and systematically monitored

Core Purpose
- to have oversight of personal tutoring arrangements within the School;
- to ensure that new PTs are well-briefed about the role and complete the required training;
- to help all PTs in the School to keep up-to-date with developments in provision;
- to advise PTs regarding unusual or complex issues;
- to liaise between PTs and the Dean of Students;
- to liaise between the School and student support services;
- to ensure that the effectiveness of personal tutoring within the School is regularly and systematically monitored.

Main Responsibilities:
- to report directly to the Head of School or Director of Teaching (as appropriate locally)
- to assist the Head of School in interpreting student feedback in order to guide enhancement of the PT system and inform annual review and management processes for individual PTs.
- to advise PTs, SSTs and the Teaching Organisation seeking advice on local student-support issues;
- to deal promptly and effectively with concerns raised by PTs and tutees;
- to seek regular interactions with student representatives;
- to contribute to the School's annual and periodic quality assurance and enhancement processes;

Dean of Students

Core Purpose (previous policy wording)
D1. to have strategic oversight of student support in the College
D2. to liaise with central student services in the development of student support services
D3. to ensure that effective mechanisms are in place in Schools for obtaining feedback on the operation of the Personal Tutor system
D4. to ensure, in collaboration with the QA Dean, that systems are in place so that evidence of

Academic and Pastoral Support Policy

the effectiveness of personal tutoring feeds into College quality assurance and enhancement procedures

Core Purpose
- to oversee student support in the College, working with Schools to ensure that there is an appropriate Personal Tutor system in place and working well;
- to liaise with student support services;
- to assist Senior Tutors, Heads of School and Head of College in interpreting student feedback to guide enhancement of the PT system;

Main Responsibilities:
- to report directly to the Head of College;
- to liaise with other Deans in the College, with the Deans of Students in the other Colleges and with relevant Vice-Principals and Assistant Principals;
- to ensure that adequate and appropriate training and professional development is undertaken by PTs and STs;
- to collaborate with support services and Schools regarding the design and delivery of PT/ST-related training and professional development;
- to coordinate, meet and advise STs and others in key support roles;
- to foster regular interchanges between STs and student representatives.

Assistant Principal Academic Support

Core Purpose
- To provide leadership for the Personal Tutor system:
- To improve direct, subject-specific, support for students from teaching academics.

Main Responsibilities
- To develop metrics that assess the quality of student support at School and individual-academic staff member level, with a view to the full inclusion of student support issues in management, workload model and reward/performance processes;
- To work with colleagues in Human Resources and the Vice Principal for People and Culture to embed academic support in relevant policies and processes;
- To communicate and promote the importance of academic support for students to the University community.

Academic and Pastoral Support Policy

THE UNIVERSITY of EDINBURGH

Purpose of Policy

The aim of this document is to set out standards and guiding principles for the provision of academic and pastoral support to students across the University and to outline the key roles and responsibilities within the Personal Tutor system.

Overview

This policy combines the 'Academic and Pastoral Support at Edinburgh Standards and Guiding Principles' and the 'Roles and Responsibilities within the Personal Tutor System'. The University is firmly committed to providing all of its students with effective academic and pastoral support. The Standards and Guiding Principles were first adopted by the Senatus on 16 June 2010. They were revised to incorporate the strengthened arrangements introduced from September 2012 onwards, under the Enhancing Student Support (ESS) project. The overriding aim is to ensure that students have access to a framework of guidance and support that builds on the best of current practices, meets contemporary needs, and is of a quality and consistency appropriate to a university of high global standing. The framework is designed to bring about more consistent quality of provision, while also helping students to monitor their progress and performance more systematically and relate these to their longer-term aspirations. It seeks to blend a clear set of University-wide requirements, well-understood by all students and staff, with scope for Colleges and Schools to tailor provision to reflect differences in programme structures, subject needs and professional accreditation requirements.

Scope: Mandatory Policy

This policy applies to all staff in roles where they support students and to all taught students. It is a University-wide policy. All staff and students must adhere to the standards and act in accordance with the guiding principles.

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Document control

Dates	Approved: 27.05.15	Starts: 01.08.15	Equality impact assessment: N/a – no change to current practice	Amendments:	Next Review: 2018/2019

Approving authority	Learning and Teaching Committee
Consultation undertaken	Learning and Teaching Committee, Colleges, the Project Board, Human Resources
Section responsible for policy maintenance & review	Academic Services
Related policies, procedures, guidelines & regulations	School Personal Tutoring Statement template
UK Quality Code	Chapter B4: Enabling Student Development and Achievement
Policies superseded by this policy	Academic and Pastoral Support at Edinburgh Standards and Guiding Principles Roles and Responsibilities within the Personal Tutor System
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 650 2138.
Keywords	Student support, academic and pastoral support, personal tutor, support services

Academic and Pastoral Support Policy

STANDARDS AND GUIDING PRINCIPLES

Aims

1. The aim of this document is to set out standards and guiding principles for the provision of academic and pastoral support to students across the University. The University's approach to supporting its students has three key features:

   - support arrangements are provided using a blend of localised provision, within Schools and Colleges, complemented by a range of specialist central services. Local frameworks of support differ in a variety of ways from School to School, depending on level of study and how teaching and learning are organised and support delivered to the students concerned;
   - there are a range of providers and forms of provision, which need to take an integrated approach; and
   - the approach relies on everyone involved – staff and students – playing their part in making it work well.

   The *Standards and Guiding Principles* do not, therefore, prescribe a uniform approach. Instead they seek to ensure that:

   - there is clarity amongst all students and staff about their respective roles and responsibilities;
   - the scope, nature and accessibility of support within each School and College and centrally is well-understood; and
   - the quality of the support provided consistently exceeds threshold standards across the University.

2. Underpinning the *Standards and Guiding Principles* is the expectation that all members of the University, whether staff or students, treat one another fairly, courteously and equitably, with mutual respect and understanding.

Student Support in Schools and Colleges

3. Key roles within the Personal Tutor System were developed as part of the Enhancing Student Support project: Personal Tutor, Student as Personal Tutee, Senior Tutor, Dean of Students and Student Support Officer. Each School must inform the students taking its courses and programmes about the academic and pastoral guidance and support available to them, and how to access it. This information must be updated annually and will be presented in a variety of forms (paper, online, face-to-face communication).

Key Point of Contact

4. Within each School, there must be a readily accessible, student-facing office (e.g. the teaching organisation, a subject or departmental office) which serves as the primary point of contact for students seeking advice and information. It should ensure that students' enquiries or requests are promptly and courteously dealt with, and that where necessary students are directed to the appropriate member of staff or source of information. Usually this key contact point will be provided by the Student Support Officer, or an equivalent in the Student Support Team in the School administration. Where a member of staff is not available, it is the responsibility of the School to provide an alternative point of contact.

Scope and Focus of Provision

5. Whatever framework of support is available within a School, there must be provision for all its registered students, whether undergraduate or postgraduate, full or part-time, home or international, campus-based or online/distance. In the case of the latter, Schools will need to spell out how and what support can practicably be provided.

6. Schools are also expected to identify when and where the need for informed guidance and support may be at its most acute (e.g. on induction and in a student's first few weeks as an undergraduate or postgraduate; during the process of progression to honours), and to target and concentrate provision accordingly.

Clarity and Communication

7. Each School has a Personal Tutoring Statement which outlines how the School will meet the University's standards and expectations for student support. The template outlines the core content to be included.

Roles, Responsibilities and Expectations

8. Within Colleges and Schools, a key role in academic and pastoral support to undergraduate and taught postgraduate students is that of the Personal Tutor (PT), who will help the students who are their Personal Tutees to take an active partnership approach to their learning. Since it is desirable that all such students should, if they so wish, be able to seek academic or pastoral guidance from a third party, Schools should designate one or more staff to fulfil this back-up role. Each School also appoints a Senior Tutor to ensure that PTs are adequately supported; to liaise with central services; and to ensure that the PT system is operating effectively in the School.

Limits of Pastoral Responsibilities

9. While Personal Tutors and other academic and administrative staff have a responsibility for supporting students, they are not usually qualified to provide specialised pastoral care, nor expected to do so. Consequently, in cases where a student appears to be experiencing severe distress (e.g. serious physical or mental health problems), he or she should be encouraged to seek appropriate professional help[1].

10. It may occasionally be necessary for School staff to establish explicit boundaries regarding the type and amount of support that they can offer, especially if the student is reluctant to seek professional support or if their behaviour is having a disruptive effect on others. The Head of School (or their delegate) and the relevant College Dean must always be consulted in such cases.

11. Very occasionally, in cases where there is perceived to be a serious risk to the safety of the student or of others, it will be necessary for the usual principles of confidentiality to be superseded by the need to seek assistance from appropriate agencies (e.g. health services or

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[1] Helping Distressed Students

police).

Monitoring and Quality Assurance

12. Each School and College must ensure that the adequacy of guidance and support arrangements is monitored annually through quality assurance procedures, and that appropriate action is taken to address issues raised by students. Monitoring should combine systematic information-gathering within the School (including the outcomes of student engagement and analysis of relevant external sources) with analysis of relevant external sources (such as National Student Survey data).

13. The outcomes of monitoring within Schools must form part of the annual quality assurance procedures of College and Senatus Quality Assurance Committees and be incorporated into the remit for periodic internal subject reviews (i.e. TPRs and PPRs). Enhancement monitoring and evaluation of the activities within the Enhancing Student Support project will initially be reviewed as part of the project.

14. Monitoring of the quality of provision across Schools should be complemented by the use of staff review procedures (i.e. annual review) to keep under review the effectiveness of all academic and support staff in student advisory and support roles.

Briefing, Training and Development

15. An effective framework of support depends on the knowledge and skills of all those staff – academic, administrative, clerical and technical – who have responsibility for providing information and guidance. For briefing and training this is a shared responsibility between Schools, Colleges, IAD, other support services and EUSA. Schools and Colleges must therefore ensure that adequate opportunities are in place for briefing, training and updating, and that these are taken up by the various members of staff concerned. Formal training opportunities will be supplemented by informal training and mentorship/ongoing training which Schools will be able to tailor to suit their own needs.

16. Initial and continuing professional development opportunities should desirably be a blend of local and central provision, with the aim of ensuring that on the one hand, there is attention to College- and School-specific needs and practices, and on the other, expertise and insights are shared across the University, standards are consistent, and there is effective interchange between local providers and central services and mutual understanding of respective strengths.

17. In such professional development activities, it is particularly important that consideration is given to the growing diversity of the University's students and its implications for support needs and provision.

Oversight and Accountability

18. How responsibilities for providing and overseeing student guidance and support are allocated may vary from one School to another, but overall responsibility rests with each Head of School for ensuring that an appropriate framework of provision is in place and that it is working well.

19. Similarly Colleges, through their Deans of Students and Deans of Learning and Teaching and their Learning and Teaching Committees or equivalent, are responsible for overseeing the quality of provision across Schools. Job descriptions and committee remits should reflect this.

Academic and Pastoral Support Policy

Central Support for Students

Introduction

20. A wide range of student support, in academic, pastoral, administrative and domestic areas, is made available to students through central support services, which are a vital complement to provision in Schools and Colleges. The effectiveness of these services, and the cohesion between them and the wider academic University community, are fundamental to a high quality student experience.

21. Many support providers operate to benchmarks, kite marks or professional standards which are specific to the nature and context of the service they provide. A blanket response would be unhelpful and potentially restrictive. Articulating a defined set of guiding principles will, however, help in managing expectations and ensuring that provision is fit for purpose and responsive to changing student needs.

Expectations and Standards

22. Central providers of support services to students are expected to make clear, through a range of appropriate channels:
    - the services and support they offer
    - who can access these services
    - an initial point of contact and advice on the best method of communication

23. Such services should deal with requests and enquiries accurately, promptly and efficiently, publishing a clear description of what students and their advisers can expect from them, including response times. They should also make every effort to find the answer to a query or, where necessary, refer students to the relevant person, section or department.

24. Service units should maintain and develop effective links with other areas of the University, EUSA and external organisations in order to facilitate effective referral and coherent delivery of student support. They also contribute to professional development programmes for staff in Colleges and Schools with responsibilities for student support.

25. Where a service is not able to offer support to a student, a clear explanation must be given of the reasons for not doing so.

26. All staff delivering the service are expected to be appropriately qualified, trained and supported in their roles, to ensure an appropriately high quality service is delivered.

27. Services must seek regular feedback from users, and make clear who students should contact with a complaint, compliment or suggestion. They will also make clear how any complaint will be handled.

28. Services must also monitor and review their performance regularly, taking on board and acting upon feedback from students and Colleges, while respecting and utilising the professional expertise inherent within the service, publicising results as required.

29. Services should strive to develop and enhance their provision wherever appropriate and feasible, ensuring that the services they offer are supportive of the University's wider goals and

consistently meet the realistic expectations of the changing student population.

30. Services are expected to participate in appropriate quality assurance processes within the University and/or within their professional arena.

ROLES AND RESPONSIBILITIES

The roles are set out in terms of core remits, which will be carried out by everyone with these responsibilities. It is important to have clarity of roles and relationships, with a helpful level of commonality in roles and terminology. There will be flexibility in approach by Schools and Colleges to accommodate local contexts, and/or pedagogical and professional requirements: additional responsibilities can therefore be added to the core responsibilities and some roles may be held alongside other roles. Differences will need clearly articulated rationales. By having common standards and principles supplemented by local guidance, we can provide students with common expectations and give specific advice in a local context.

Information on resources, training and support is available at:
https://www.wiki.ed.ac.uk/display/PESS/Home

A. PERSONAL TUTOR

Core Purpose
A1. **to assist students in reviewing their academic progress and performance across the various courses that make up their chosen programme of study**
A2. **to provide opportunities for students to reflect on how their learning within and outwith the formal curriculum can help them in pursuing their longer-term future development**
A3. **to help foster in all students a sense of belonging to a community of learners**

Main responsibilities:

A4. to provide academic guidance and support, including:
- welcoming their tutees
- guiding tutees in their choice of courses, confirming course choice and where appropriate enrolling students on courses
- advising and supporting students in their studies
- following the progress of all their tutees

A5. to share with other staff in Schools the process of providing pastoral responsibilities and duties of care for their tutees, referring students to central services and other specialist sources of information and guidance as and when appropriate

A6. to liaise with Student Support Officers and Teaching Organisations

A7. to meet regularly with their tutees, adhering to the pattern of engagement specified in the School's Personal Tutoring Statement.

A8. to respond promptly (normally within three working days) to a request for contact; where this is not feasible, the Personal Tutor should arrange a suitable response

A9.   to contribute to the appropriate keeping of records

A10.   to provide references for a future employer or programme of study for their tutees

A11.   to advise and support tutees in, for example, special circumstances, disciplinary or appeal matters

A12.   to undertake training and continuing professional development associated with their role

B. STUDENT AS PERSONAL TUTEE

Core Purpose
B1.   to reflect on their academic performance
B2.   to reflect on how their learning contributes to their longer-term aspirations
B3.   to engage as a member of a community of learners

Main responsibilities

B4.   to check their University email account regularly for communications and to respond promptly to requests for information

B5.   to ensure their details are up-to-date on MyEd. To notify the Student Support Officer, Personal Tutor and Teaching Office of any discrepancies in course details

B6.   to participate actively in scheduled meetings with their Personal Tutor and in group meetings, undertaking the prescribed preparatory and follow-up activities (participation in such meetings is not optional, but a formal University requirement, and attendance will be recorded)

B7.   to keep a record of activities and reflections on their progress, performance and longer-term aspirations associated with these activities

B8.   to provide their Personal Tutor and/or Student Support Team with the background information required

B9.   to inform their Personal Tutor and/or Student Support Team promptly of any relevant change in their circumstances and of any problems affecting their studies, and so enable effective support to be offered

B10.   to take due account of advice or information given

B11.   to make themselves aware of regulations and procedures relevant to their studies, and to seek advice where they are unsure of what is required

C. SENIOR TUTOR

Core Purpose
C1.   to ensure that new Personal Tutors are well-briefed about the role and have completed the required training

C2.	**to help all Personal Tutors in the School to keep up-to-date with developments in provision**
C3.	**to advise Personal Tutors regarding unusual or complex issues**
C4.	**to liaise between the Personal Tutors and the Dean of Students**
C5.	**to liaise between the School and central services**
C6.	**to ensure that the effectiveness of personal tutoring within the School is regularly and systematically monitored**

Main responsibilities

C7. to have oversight of personal tutoring arrangements within the School

C8. to report directly to the Head of School or Director of Teaching (as appropriate locally) with respect to his/her responsibilities

C9. to liaise with the College Dean of Students

C10. to provide a single point of contact for Personal Tutors, Student Support Officers and the Teaching Organisation seeking advice on "local" matters

C11. to deal promptly and effectively with concerns raised by Personal Tutors and Tutees, advising Tutees in cases where they have been referred by a PT/SSO/Teaching Organisation or where the student has been unable to obtain a satisfactory response from the PT/SSO/Teaching Organisation

C12. to have regular interchanges with student representatives

C13. may include: to consider Personal Tutors' requests for concessions for students and ensure those requiring College or Senatus approval are referred to College

C14. may include: to participate in the interviewing and advising of students who have failed to make adequate progress

C15. to contribute to the Schools' annual and periodic quality assurance and enhancement processes, ensuring that appropriate action is taken to address reasonable student concerns and giving all tutees the opportunity at least once per year to comment on both personal tutoring arrangements and the wider framework of student support in the School

D. DEAN OF STUDENTS

	Core Purpose
D1.	**to have strategic oversight of student support in the College**
D2.	**to liaise with central student services in the development of student support services**
D3.	**to ensure that effective mechanisms are in place in Schools for obtaining feedback on the operation of the Personal Tutor system**
D4.	**to ensure, in collaboration with the QA Dean, that systems are in place so that evidence of the effectiveness of personal tutoring feeds into College quality assurance and enhancement procedures**

Main responsibilities

D5.   to report directly to the Head of College with respect to his/her responsibilities

D6.   to liaise with other Deans in the College, with the Deans of Students in the other Colleges and with relevant Vice-Principals and Assistant Principals

D7.   to ensure that adequate training and professional development for their roles is undertaken by Personal and Senior Tutors and to collaborate with the Institute of Academic Development regarding the design and delivery of this training and professional development

D8.   to coordinate, meet and advise Senior Tutors and others in key support roles

D9.   to collaborate with Heads of School in undertaking the Head's responsibility for ensuring that an appropriate framework of student support and guidance is in place and working well within the School

D10.   to ensure that there are opportunities for regular interchanges with Senior Tutors about their interactions with student representatives and periodic College-wide opportunities for interactions between the Dean of Students and student representatives

E. STUDENT SUPPORT OFFICER

Core Purpose
E1.   to provide a point of contact for students in order to provide information in response to routine queries
E2.   to maintain appropriate records and make sure that these are made available to staff who need updates
E3.   to provide administrative student support

Main responsibilities

E4.   to assist with the allocation of students to Personal Tutors and the recording of this

E5.   to provide information to staff and students on matters relating to student support

E6.   may include: during Induction, to confirm students' attendance on EUCLID and register course choices for them (including students studying abroad)

E7.   may include: to enrol students for exam-only as advised by Personal Tutors

E8.   to process changes on EUCLID to reflect approved minor concessions

E9.   to identify students in potential difficulty and ensure there is follow-up by the Personal Tutor or the Teaching Organisation

E10.   to assist and provide information to, in particular, the School's Personal Tutors and Senior Tutors

E11.   may include: to despatch School-level information to incoming students, and organise School Visiting Days, welcoming and other events

E12.   to collaborate with the School's Personal Tutors and Senior Tutors in providing pastoral care for students, referring students to central services and other specialist sources of information and guidance as and when appropriate

E13.   may include: to liaise with Personal Tutors, organising arrangements for the individual and group meetings between PTs and their tutees

27 May 2015

*School Personal Tutoring Statement

Aims of the Personal Tutor System

The Personal Tutor system will provide you with a named member of academic staff, your Personal Tutor, who will support you throughout your time at the University, giving you academic support and a route to pastoral support. You, as a Tutee, will work with your Personal Tutor to reflect on your academic performance, how this contributes to your aspirations and helps you to engage as a member of a community of learners. You will also be supported throughout your time at university by a Student Support Team. More details on the Personal Tutoring system can be found at: [My Personal Tutor](#)

Your Personal Tutor

Your Personal Tutor is a member of academic staff familiar with your general area of study and the expectations of academic work in your discipline. Working with your Personal Tutor will help you to:
- become a more confident learner in your discipline and play an active part in your academic community.
- reflect on your academic progress and make the most effective use of your academic feedback.

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* Please note: For students on the MBChB programme, teaching and student support are organised at programme level rather than through a School. For PGT students in CMVM, some aspects of teaching and student support are organised at College and programme level rather than through a School. In CMVM, IT support for Personal Tutoring is through EEMeC and EEVeC rather than MyEd.

- develop the range of skills and attributes required for success at university and beyond.

You can find out who your Personal Tutor is via MyEd.

Undergraduate Students

During your early years at the University your School will schedule meetings with your Personal Tutor to enable you to settle in and build a relationship. Contact will gradually become less formal in the latter years of study, however you are actively encouraged to request meetings with your Personal Tutor as required throughout your time at the University.

- *Please state the number of School scheduled meetings that students can expect each year and what form these will take (i.e. individual or group meetings). The University minimum requirement is: UG Year 1 – four meetings (at least two of which must be individual meetings); UG Year 2 – three meetings (at least one of which must be an individual meeting); UG Years 3 & 4 (and 5 where required) – one meeting each year (the form of delivery will be determined by School).*
- *Please state when meetings are scheduled (it will vary according to year of programme and discipline-specific factors).*
- *Please make explicit who arranges the scheduled meetings and when is this done.*
- *Please state the structure, purpose and content of different meetings.*
- *Please state how students can request an additional meeting.*

If you are not on campus (e.g. studying abroad for a period, or on placement, or studying an online degree) then your meetings may take place by telephone, live internet call, or a web conferencing application. Email exchanges are not considered to be meetings unless they take place within a pre-agreed timeframe to enable you to have a "conversation" (e.g. if you are overseas and emailing within a 24-36 hour period to take account of time differences).

Postgraduate Taught Students

During the taught part of your degree programme your School will schedule meetings with your Personal Tutor to enable you to settle in and support your development as a member of your subject area's academic community. You will also have one further scheduled individual meeting with your Personal Tutor during the research part of your degree programme.

- *Please state the number of School scheduled meetings that students can expect each year and what form these will take (i.e. individual or group meetings). The University minimum requirement is: four meetings during the taught part of the degree (at least two of which must be individual meetings); one individual meeting during the research part of the degree.*
- *Please state when meetings are scheduled (it will vary according to year of programme and discipline-specific factors).*
- *Please make explicit who arranges the scheduled meetings and when is this done.*
- *Please state the structure, purpose and content of different meetings.*
- *Please state how students can request an additional meeting.*

If you are not on campus (e.g. studying abroad for a period, or on placement, or studying an online degree) then your meetings may take place by telephone, live internet call, or a web conferencing application. Email exchanges are not considered to be meetings unless they take place within a pre-agreed timeframe to enable you to have a "conversation" (e.g. if you are overseas and emailing within a 24-36 hour period to take account of time differences).

Support Contacts

Within each School there are a number of other roles working in partnership with Personal Tutors to make sure the Personal Tutor system works for you.

Student Support Team
Each School has a Student Support Team (SST) working with Personal Tutors to support you.
- *Please set out who is the first point of contact for the student;*
- *Please advise who the student should contact if their PT is unavailable;*
- *Please make explicit the relationship between the SST and PTs in your School (i.e. is the SST the first-point-of-contact for routine enquiries and non-academic issues in your School?), examples may be helpful;*
- *Please name your School Support Officers, or equivalent fulfilling this role in your SST, and include contact details;*
- *Please name the administrator with oversight of this team;*
- *Please state response time expectations.*
- *Please state any drop-in or office hours.*

Senior Tutor
Each School has a Senior Tutor who oversees the effectiveness of personal tutoring within your School. If you feel that you cannot speak to your Personal Tutor (and sometimes people simply do not get along due to no fault of either side) please contact your Senior Tutor.
- *Please provide students with details of your Senior Tutor.*
- *Please make explicit how students can request a change of PT.*

<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

25 May 2016

Report from Learning and Teaching Policy Group

Executive Summary

In November 2015, the Senate Committee Convenor's Forum was superseded by a Learning and Teaching Policy Group (LTPG) designed to integrate strategic leadership in L&T across the Senate Committees, the Colleges (via College L&T Deans), thematic areas of priority (via existing and new Vice and Assistant Principals), and key professional services. LTPG reports to the Senate Learning and Teaching Committee.

This paper updates the Committee on LTPG's 22 April 2016 meeting.

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

LTPG's work supports the University strategic theme of Outstanding Student Experience.

Action requested
For information

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

Resource / Risk / Compliance

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

2. **Risk assessment**
   N/A

3. **Equality and Diversity**
   N/A

4. **Freedom of information**
   Open

Originator of the paper
Tom Ward
Director of Academic Services

Report from Learning and Teaching Policy Group (LTPG)

Since the Senate Learning and Teaching (LTC) last met on 16 March 2016, LTPG has met once: 22 April 2016.

The main points from this meeting are set out below. Some of the issues discussed at LTPG are addressed in more detail elsewhere on LTC's agenda.

Meeting 22 April 2016

- Senate Committees' plans for 2015-16 – the Group discussed the draft plans, which the four Senate Committees had developed, and which were subsequently discussed by the Senate Committees' Symposium.

- Knowledge Strategy Committee – the Group proposed some issues for KSC to discuss at its next meeting on 3 June 2016: lecture capture; online submission of assessment and provision of feedback; learning analytics; roll-out of EvaSys course evaluation; and flexible PhDs.

- Feedback on assessment – the Group discussed the Regulation regarding providing feedback in 15 working days, recognising that this Regulation has led to Schools giving greater attention to timeliness of feedback, but that some Schools have identified situations in which it is not pedagogically appropriate to provide feedback in 15 working days. The Group agreed that Assistant Principal Prof Rhind would work with the College Deans to develop guidance and exemplars to assist Colleges to consider when opt-outs might be appropriate for reasons other than resource allocation.

- People issues regarding teaching – the Group noted progress regarding reward for teaching excellence, academic recruitment and teaching, teaching and workload modelling for Personal Tutors, and the redefinition of the criteria for Readership to include teaching.

- Flexible PhDs – the Group discussed the action plan that the Senate Research Experience Committee (REC) has put in place for mainstreaming Flexible / Distance PhDs, highlighting the importance of developing appropriate online training resources for PhD students.

- Quality Assurance – the Group strongly welcomed the proposals for revising the quality framework that the Senate Quality Assurance Committee (QAC) is in the process of developing, recognising that the proposals would make a major contribution to simplifying teaching administration.

LTC 15/16 5 M

The University of Edinburgh

Learning and Teaching Committee

Initial Findings from the EUSA Teaching Awards Analysis Project

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

EUSA has been awarded a PTAS grant from the IAD in order to support research and analysis of students' Teaching Awards nominations submitted during the 2014-15 academic year. Coding of all 2,900 nominations has been completed, and EUSA will give a verbal update about the initial findings.

<u>Action requested</u>

This paper is for information.

<u>Resource implications</u>

Does the paper have resource implications? No

<u>Risk Assessment</u>

Does the paper include a risk analysis? No

<u>Equality and Diversity</u>

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

<u>Freedom of information</u>

Can this paper be included in open business? Yes

<u>Any Other Relevant Information</u>

Verbal update to be given at the meeting

<u>Originators of the paper</u>

Imogen Wilson, EUSA Vice President Academic Affairs

Kieran Bunting, EUSA Research Assistant (Teaching Awards)

Tanya Lubicz-Nawrocka, EUSA Academic Engagement Coordinator

What does Good Teaching Look Like to Students?

An analysis of EUSA Teaching Awards nomination data

Overview

This project has investigated how students feel about the teaching they receive by analysing what they highlight in their nominations comments for the EUSA Teaching Awards. EUSA reports the nomination data to schools annually, and this year, to further understand student expectations, the comments were evaluated for key thematic trends to identify what students consider best practice in teaching at the University of Edinburgh. Analysis was carried out using NVivo to code nearly 3,000 nominations from the 2014-15 academic year. The preliminary results of this analysis are discussed below and will be further reported in June.

Main Findings

Overall, in their nominations, students rewarded what would be expected – charismatic and engaging lecturers as well as helpful and active personal tutors, supervisors and support staff who went above and beyond expectations. These expectations varied considerably between comments, with previous experiences of teaching or student support being a key reference for students. Students heavily cited personal aspects of academic life and rewarded staff who made strong connections with their students.

The most common topics that were consistently brought out in nomination comments were: student engagement and development, effort and approachability of teachers as well as support. Additionally, valuable experiences of specific lecturing styles and positive, personalised feedback were important factors in the respective award categories. These have been broken down into four overall themes of what's students rewarded in their nomination comments:

- Concerted, visible effort
- Charisma, personality and student engagement
- Breaking down student-teacher barriers
- Consistency, predictability and stability

Below is a summary of each theme. Each of these themes is evident in student nominations across all award categories and it must be stressed that they are strongly interconnected.

a.   Concerted, visible effort

The theme of effort underpins and had significant overlaps with every theme; nearly all instances of recognised effort were related or coded to another key topic, with over a fifth of references overlapping with approachability. By putting in effort to visibly demonstrate their availability at all times for all their students, such lecturers and staff were great appreciated. Other regularly cited examples of such practice included supplementary material, extra review sessions or rapid responses to queries at all times.

Students consistently rewarded visible effort in areas such as improving the course material, student engagement or self-improvement by the teacher. It was evident that students appreciated instances where staff acted on student feedback in an attempt to improve the learning environment.

In nomination comments, students also highlighted staff who were proactive and communicated well with students. For instance, nominated personal tutors followed up quickly on issues that students took the initiative to raise and encouraged them to investigate their interests and further opportunities for development.

b.   Charisma, personality and student engagement

The importance of stimulating further interest, whether it led to a secondary degree or new research project, was a focus of many nominations. Where tutors or supervisors shared their passion about projects, students had a positive and exciting experience while feeling encouragement to explore the subject further or develop their skills relevant to the subject. Demonstrating that teaching was not a requirement or chore, energetic lecturers facilitated eager and engaged discussion both in and outside of class. Transferring their enthusiasm and knowledge through engaging lectures and discussions was an ability applauded in many nominations for teachers and student tutors.

c.   Breaking down student-teacher barriers

The nominations demonstrated the vital role educational professionals played in showing care for and supporting the overall wellbeing of their students. Where teachers were able to create a strong personal connection, students often wrote at length about their positive classroom experience and the teacher's excellence. Students highlighted teachers or staff members who made a positive impact on their educational experience due to their personable attitude and support, approachability, and respect shown to all students.

Students took note of tutors and teachers who ensured everyone understood material, aiding those who required additional attention and providing supplementary information when necessary. It was evident that students were greatly appreciative of learning environments where they were given the attention and respect they felt they deserved. Teachers who were able to successfully foster such a relationship and learning environment were regularly nominated.

d.   Consistency, predictability and stability

Personal struggles and educational perseverance, which was significantly aided by a tutor, teacher or support staff, made up a large number of nominations. The presence and stability provided by these staff was frequently discussed in their proactive and positive attitude towards students both inside and outside the classroom. Numerous students cited a tutor, support staff or supervisor, without whom they said they would not have finished their degree or project.

The trends in comments also highlighted the importance of consistency and stability in the lives of students; the most frequent word used throughout the nominations was 'always'. Clearly in student's eyes the best teachers and support staff are dependable, predictable and regularly exceeding expectations in their roles. Additional key words, which were the most frequently used by students in their nominations were: helps, make, time, support, feedback, understand, encourage and engaging.

For stability and support, the intensity of academic life was buttressed by the comfort students took in reliable, dependable encouragement and assistance. Through answering emails quickly, a willingness to meet when needed and being proactive in their support, staff and tutors played a key role in student experience and success. Many nominations for support roles came from students who suffered a difficult period in their academic life and endured with the help of the staff.

This unfortunately highlights some negative aspects of the educational experience and hence the counterfactuals apparent throughout nominations are of importance for further examination.

Next Steps and Areas for Discussion

The full Teaching Awards research report will be available in summer 2016, highlighting the key findings shared above as well as examples of best practice to inspire teachers and support staff. The following questions are suggested areas of discussion:

1. Do you have any comments about the initial findings?

2. What will be most useful to staff in the full report?

3. How do you suggest EUSA disseminates the full report?

The University of Edinburgh

Senatus Learning and Teaching Committee

25 May 2016

Senate Committee Planning – Approach for Next Session

<u>Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities</u>

This paper sets out the framework that the Senate Committees will take to planning next session, and highlights the key points in the session at which the Committees will be able to input into the planning.

<u>Action requested</u>

The Committee is invited to note these plans.

<u>Communication and Implementation</u>

College and EUSA representatives on the Committee are encouraged to highlight to their constituencies this future approach to planning.

<u>Resource implications</u>

Does the paper have resource implications? Yes. The paper will assist the University to use its resources strategically.

<u>Risk Assessment</u>

Does the paper include a risk analysis? No. Since the paper sets out a future approach to making decisions on planning and does not recommend a specific set of plans, it is not necessary to undertake a risk analysis.

<u>Equality and Diversity</u>

Has due consideration been given to the equality impact of this paper? No. Since the paper sets out a future approach to making decisions on planning and does not recommend a specific set of plans, it is not necessary to undertake a risk analysis.

<u>Freedom of information</u>

For inclusion in open business

Tom Ward, Director of Academic Services, 25 April 2016

Senate Committee planning – approach for next session

This paper sets out the framework that the Senate Committees will take to planning next session, and highlights the key points in the session at which the Committees will be able to input into the planning.

Background

During March / April 2016, the four Senate Committees discussed the priorities for 2016-17. The annual Senate Committees Symposium on 27 April 2016 subsequently commented on these plans. Senate will be invited to endorse the agreed plans at its meeting on 1 June 2016.

The recent Light-touch Governance Review of Senate and its Committees indicated that, while the Senate Committee members were broadly satisfied with the approach to planning, that Review also identified a potential disconnect between the timing of prioritisation of Senate Committee activity and the timing of the University's annual planning processes.

Approaches to future planning cycles

In order to address this issue and misalignment with institutional annual planning processes, in March / April the Committees agreed that, from next session, the Senate Committees' planning would involve two distinct stages:

- In Semester One, the Committees would be invited to identify any major strategic developments that may require additional resources, which could then be considered during the planning round; and
- In Semester Two, the Committees could undertake a broader discussion of priorities for the coming session.

Timescales for 2016-17

Stage One (identifying any major strategic developments that may require additional resources)

- Learning and Teaching Committee – 16 November 2016
- Researcher Experience Committee – 15 November 2016
- Curriculum and Student Progression Committee – 22 September 2016
- Quality Assurance Committee – 20 October 2016

Stage Two (broader discussion of priorities for the coming session which could be delivered within existing resources)

- Learning and Teaching Committee – 15 March 2017
- Researcher Experience Committee – 14 March 2017
- Curriculum and Student Progression Committee – 6 April 2017
- Quality Assurance Committee – 19 April 2017

2

The University of Edinburgh
Senate Learning and Teaching Committee
25 May 2016

Enhancing Teaching Performance Working Group – Report

Executive Summary

This paper provides the Committee with an update on the work of the Enhancing Teaching Performance Working Group.

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

Members are asked to **note** the paper.

How will any action agreed be implemented and communicated?

The work of the Group is reported upon through various committees, including the Learning and Teaching Policy Group and People Committee.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Resource implications will be considered as part of individual activities.

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

3. **Equality and Diversity**
   This will be considered through individual areas of activity. Where relevant, individual activities would be required to undertake Equality Impact Assessments.

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

Key words
Enhancing, teaching, performance

Originator of the paper
Nichola Kett, Head of Enhancement Team, Academic Services
18 May 2016

The Working Group was created by Senior Vice-Principal Professor Charlie Jeffery as a sub-group of the Learning and Teaching Policy Group. The Working Group is chaired by Professor Jane Norman (Vice-Principal People and Culture) and has representation from the Colleges and relevant Support Services (Human Resources, Institute for Academic Development, Student Systems and Academic Services).

The Working Group's main role has been to consider updates on relevant work packages, to provide guidance and comment on these, and to identify and act upon connections between work packages. The Working Group has met on 8 December 2015, 9 February 2016, and 13 May 2016.

A work plan is maintained and progress is reported to Learning and Teaching Policy Group through the Chair. The Working Group agenda covers the following areas:

- Workload allocation
- Annual review
- Continuing Professional Development
- Reward and Recognition
- Recruitment
- Capability
- Review of use of Reader title
- Related activities: More systematic use of data

The University of Edinburgh
Senate Learning and Teaching Committee
25 May 2016

Enhancement Themes – Update

Executive Summary

This paper provides the Committee with an update on Enhancement Theme (Student Transitions) activity.

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

Members are asked to **note** the paper.

How will any action agreed be implemented and communicated?

Information is posted on a wiki and website. Monthly Enhancement Themes email updates are sent out to Institutional Team members and a distribution list of contacts (to be added to this, please email Nichola.Kett@ed.ac.uk). Institutional Team members are responsible for communicating about Enhancement Theme developments within the constituency they are representing and acting as key Enhancement Theme contact. There is a confirmed reporting structure. Communication and implementation will also operate at individual activity level.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   The paper does not have resource implications.

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

3. **Equality and Diversity**
   This will be considered through individual areas of activity. Where relevant, individual activities would be required to undertake Equality Impact Assessments.

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

Key words
Student transitions, enhancement theme

Originator of the paper
Nichola Kett, Head of Enhancement Team, Academic Services
17 May 2016

Approval of Videos on behalf of the Learning and Teaching Committee (April 2016)

In an approach agreed by the Convener, a subgroup of the Committee (Gavin Douglas, Dr Elaine Haycock-Stuart and Nichola Kett) reviewed and approved videos made by Peer Learning and Support (Edinburgh University Students' Association) which were created using Enhancement Themes funding. The project was given the specific funding condition: "The Panel felt that, as your project has University-wide value, the final messages should be approved by the Senatus Learning and Teaching Committee in order to ensure strategic oversight."

Resilience Networking Lunch – 22 June 2016, 12 noon to 2pm

The aims of the lunch are to:
- report on some areas of existing practice relating to student resilience
- explore the possibility of one or two pilot projects (and outline resources available)
- give people a chance to exchange ideas and approaches to supporting student resilience

MyEd booking link: http://edin.ac/26juFdI

Contacts

Professor Tina Harrison	Assistant Principal Academic Standards & Quality Assurance	Institutional Lead and member of Scottish Higher Education Enhancement Committee (SHEEC)
Nichola Kett	Head of Enhancement Team, Academic Services	Institutional Coordinator and member of the Student Transitions Theme Leaders' Group (TLG)

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<u>The University of Edinburgh</u>

Senatus Learning and Teaching Committee

25 May 2016

Knowledge Strategy Committee Report

Executive Summary

Report to University Court from the Knowledge Strategy Committee meeting on 11 March 2016. Key points include: Student Systems Roadmap, Student Data Dashboards, EDINA and Digital Curation Centre, and Learning Analytics Project – progress report.

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

Aligns with University Strategic Plan Goal of Excellence in Education.

Action requested

The committee is invited to note the paper which is provided for information only.

How will any action agreed be implemented and communicated?

No actions for implementation as the paper is provided for information only.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
    No resource implications for consideration by LTC.

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

3. **Equality and Diversity**
    There are no equality and diversity issues associated with this report.

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

Originator of the paper
Dr Lewis Allan
Head of Court Services

UNIVERSITY COURT

25 April 2016

Knowledge Strategy Committee Report

Committee Name
1. Knowledge Strategy Committee.

Date of Meeting
2. The Committee met on 11 March 2016.

Action Required
3. Court is invited to note the key points discussed at the meeting.

Key points

4. *Student Systems Roadmap*
The Director of Student Systems presented the high level priorities to be used to establish the detailed priorities in the Student Systems Roadmap 2016-19, namely:
- Customer Relationship Management (CRM) to support student recruitment and the admissions phase of the student lifecycle;
- Enhanced use of student data to support learning & teaching, student experience and operational effectiveness;
- Enhanced student digital experience;
- Student & academic administration – faster delivery to support efficiency and effectiveness in Schools;
- Scanning the external environment for possible alternative providers in the medium term.

Members discussed an ongoing consultancy project on digital transformation of student systems; the running costs of the existing modular student records management system (SITS) and alternative options; links with the Service Excellence Programme; work to ensure Data Protection requirements are met, including likely new EU requirements; and, requests for CRM systems across the University, with the Vice-Principal Planning, Resources & Research Policy convening a working group to ensure a joined-up approach.

5. *Student Data Dashboards*
An update on the Student Data Dashboards project was received, including a demonstration dashboard prototype developed using data supplied by the School of Mathematics.

Strong demand from Heads of School as well as senior management for clear presentation of School-level data in a dashboard format and for predictive analysis was noted. The importance of building an adequate data architecture, with a data architecture team now established in Information Systems Group, was noted. Other projects to enable better use of data were discussed, with an update on wider Business Intelligence/Management Information (BI/MI) initiatives to follow at a future meeting.

6. *EDINA and the Digital Curation Centre (DCC) – Initial Approach*

The Chief Information Officer and Librarian to the University provided an initial briefing on the approach to adopt for future funding sources for EDINA (a UK data centre based at the University of Edinburgh) and the Digital Curation Centre.

Expected reductions in the annual grants for the centres from Jisc (the UK Government funded body providing leadership in the use of IT for further and higher education) and work to grow subscription income from service users and external research funding grants were noted. The Chief Information Officer advised that a five year business case examining three options (continued operation using alternative funding streams; a joint venture; winding down or transfer of services) is being developed and will be presented at a future meeting.

Members commented on the strong track record of both centres, links with the University's strategic ambition to be a world leader in data science and growing overseas subscriber numbers.

7. *Learning Analytics Project – Progress Report*
The Vice-Principal Digital Education updated the Committee on the learning analytics project involving online Masters programmes and courses, in partnership with Civitas Learning International. The use of anonymised historical data to understand key factors leading to student success with the intention to enhance student experience and success in future courses was noted. The potential to offer Continuing Professional Development courses to those exiting Masters programmes prior to completion and to allow credits to be gradually earned over a number of years before the award of a qualification was suggested, with many online mature students wishing to study particular courses rather than undertake a full Masters degree.

The progress update was welcomed and the Committee formally thanked Professor Haywood at his last Knowledge Strategy Committee meeting prior to retirement for his service to the Committee and to the University more widely.

8. *Other Issues*
The Committee received updates on the following projects and activities: Information Security Audit; Enterprise Architecture; Business Intelligence/Management Information; Distance Education Initiative; Massive Open Online Courses (MOOCs); and WorkTribe Research Management. The Committee reviewed key performance indicators for the draft Information Services Plan 2016-19, approved updated guidelines for Colleges and Support Groups regarding the approval process for IT and library expenditure in excess of £200,000, noted the role description for the post the Assistant Principal Digital Education and discussed lecture capture technology.

Full minute

9. The full minute and papers considered are available [here](#).

Further information

11.   *Author*   *Presenter*
        Dr Lewis Allan   Ms Doreen Davidson
        Head of Court Services   Convener, KSC

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Senate Learning and Teaching Committee

25 May 2016

Strategic Plan 2016-21 - Update

Executive summary

Governance and Strategic Planning have been developing the University's new Strategic Plan for the period 2016-21. GaSP have consulted staff and students on the content of the plan, and are making the final adjustments to the text in light of the responses received. The 2016-21 Strategic Plan will be discussed at Principal's Strategy Group on 23 May, Policy and Resources Committee on 6 June, Central Management Group on 14 June and at Court on 20 June.

This paper provides the 'What is Edinburgh' and 'Leadership in Learning' sections of the Strategic Plan 2016-21 for information.

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

The new Strategic Plan will align with other University plans.

Action requested

For information

How will any action agreed be implemented and communicated?

No action is proposed in this paper.

Resources/Risk/Compliance

1. **Resource implications (including staffing)**
   Core business for Governance and Strategic Planning; no additional implications
2. **Risk assessment**
   Changes to the strategic plan may result in changes to the Risk Register. Elements of risk are currently partially managed through the monitoring of the strategic plan.
3. **Equality and Diversity**
   In drafting the new Strategic Plan, we have been mindful of Equality and Diversity issues, including Equality and Widening Participation. We have consulted all of our staff and students to enable contributions from different backgrounds and communities.
4. **Freedom of information**
   This paper is open

Key words

Strategic plan, planning

Originator of the paper

Jennifer McGregor, Senior Strategic Planner, 19 May 2016

What makes us Edinburgh – double page spread [p6-7]

The University of Edinburgh is deeply embedded in the City of Edinburgh, and it is as important to us as we are to it. As a large university in a compact city, our history and culture are interwoven, and our multi-faceted relations are a platform for many of our successes. The city has been a living lab for our research, from Hutton's geological breakthroughs in its hills to McAra and McVie's work in youth justice. The city is an open classroom for our students to develop and apply their skills, from geoscientists to doctors and teachers. Our expertise – the applications of our research and the skills of our graduates – is at the heart of the most dynamic growth sectors of the local economy: digital and, creative industries, financial technologies, low carbon technologies and life sciences. We break the boundaries of knowledge and by doing so we open up and better understand the world around us.

The city is fundamental to our place in the world – and the physical presence of the university creates a skyline that frames our interactions with the rest of Edinburgh's citizens. The special environment of our heritage buildings and our newer, modern campuses dovetail with the physical setting of the wider city, acting as a draw for our staff and students who live and work here. Nestled within that landscape, we are ambitious in our plans for our buildings and our physical infrastructure, ensuring we continue to have a world-class estate for a world class city.

We are a big university for Scotland and the UK, and are comprehensive in the subjects we excel in. These twin dimensions allow us to offer a broad range of subjects to our students, and our four year degree structure opens up opportunities for our students to determine their own pathway through their degree programmes, with broad opportunities in the first years of a programme deepening into more specialist study in later years. This specialisation gives every student the opportunity to be part of our research community. At the same time as we open up the boundaries of disciplines to our students, we have a rich history of our research blossoming into new discoveries, and new disciplines emerging in the spaces between subject areas. Our research has led to the discovery of chloroform anaesthesia, the identification of the Higgs Boson, and the cloning of "Dolly the Sheep".   The reputation we have for supporting our researchers to think outside the confines of a discipline has helped us develop into one of the UK's research powerhouses.

Our students and staff are the heart of the University. They are independent, critical, creative thinkers whose innovations develop the character of the University and its influence on the world. Our reputation acts as a magnet for talented individuals from across the globe and we have a long tradition of attracting students with the potential to succeed at university, whatever their circumstances.   We ensure that equality and diversity is embedded in all of our work, and our culture of fairness, inclusivity and equality of opportunity are rooted in all that we do.   Our international staff and students allow exposure to new ideas, new ways of thinking, different cultures and different values, making the university and the city a richer place. The international partnerships nurtured in Edinburgh provide the perfect platform from which to showcase our global research – and we work with our alumni to make sure that they continue to see the benefits of the university wherever they are in the world.   With 42% of our students from outside the UK, and with a high number of our Scottish students coming from non-traditional backgrounds, the university is an exciting place to study and to live.

We will not change what we fundamentally are: a large, broad based, historically situated institution, that values its diversity and the opportunities that this brings to improve our research and our learning opportunities. To ensure we keep making a strong contribution to the world through these distinct characteristics and reinforce our position as one of the leading universities in the world we will continue our ambitions for growth. We want to continue to be among the best in the world for research, but this will take investment. By increasing our scale, the income generated will enable us to continue with the breadth and scale of research we do. At the same time, this growth will open up avenues to allow us to develop new opportunities for our students. We will invest in our brilliant students, our inspiring staff

and in step-change improvements to our estate to produce student-centred, research-intensive, industry-engaged campuses that influence the world and enhance Edinburgh.

We will invest in the city, and our physical presence in the city, by:

- strengthening our relationships and information exchange between the University, the city and our communities
- ensuring that we have a big enough and well-equipped estate to meet the space and facilities needs for positive staff and student experiences, with a growing population of both
- creating a sense of place for our staff, students and the citizens of the city of Edinburgh which gives a clear identity for all our campuses. As part of our £1.5bn investment in our capital plans, we will make improvements across all our campuses, refurbishing iconic buildings like Old College and the McEwan Hall, creating new spaces to house new initiatives such as the data technology institute, and reimagining parts of the city as parts of the University – like the development in Quartermile
- delivering teaching and learning spaces that support more flexible styles of learning experience
- meeting and exceeding the needs of researchers, with sustainable labs that meet the needs of scientists and room for collaboration and innovation to take place
- delivering residential accommodation that provides the support for students to play a full part in the community

- building sustainability into the fabric of our planning processes, ensuring that our new and refurbished estate are energy efficient and meet appropriate waste and carbon standards throughout their lifetimes
- protecting our heritage, ensuring a future for buildings that are key to the University and city's history

Support our people by:

- creating and maintaining an inclusive and diverse community of students and staff, thereby enriching the learning, working and social experience for all and demonstrating our commitment to social justice
- ensuring all staff and students achieve their full potential by providing a supporting environment and learning culture to develop individual potential and skills
- widening educational and employment opportunities for those from traditionally under-represented or disadvantaged backgrounds
- enhancing our bursary and scholarship support for UK undergraduate and postgraduate students from under-represented backgrounds, including bursaries for those from low incomes, and awards which will broaden opportunities for University of Edinburgh graduates to take their studying further
- developing our culture of high performance nurturing our early career researchers and create the right environment for our staff to grow and develop
- through facilities like the Counselling Service, the Student Disability Service and the Centre for Sport and Exercise, ensuring staff and students have a the support they need to support their health and wellbeing
- driving a comprehensive and inclusive culture of skills training including lifelong learning and digital skills
- holding ourselves to the highest standards, ensuring that all staff and students achieve their full potential, recognising the need for fairness and inclusivity in work, for equality of opportunity and for exploring means by which we can widen educational and employment opportunities for those from traditionally under-represented or disadvantaged backgrounds.

Leadership in Learning:

We prize learning. All of our students have the opportunity to absorb different ways of learning by drawing on one of the widest subject mixes available in any leading university. Our staff are empowered to seek personal and professional development opportunities and are actively encouraged to embrace a lifelong learning culture. Our students are immersed in our community of learning and have the opportunity within their courses and in extra-curricular activities to supplement classroom learning by applying their knowledge and skills in our local community, in businesses and other organisations, and internationally. They build from the foundations of a subject to the latest research discoveries and analysis, inspired by teaching from lecturers who rank among the world's best researchers. Their learning and their progress is supported by the latest learning technologies, innovative teaching methods and committed personal tutors. In these ways we inspire graduates with the knowledge, skills and experiences to be successful and to contribute benefit to society. Our learning culture results in a supporting and motivated staff and student community, equipped with the skills for success.

We hold outstanding teaching in high esteem. The University aims to be known as much for the excellence of its teaching as it is for its research. We recruit our academic staff and support their development to ensure the mix of skills needed to underpin a research-rich learning experience. We organise our support and professional services staff to ensure learning and teaching has high quality support. We foster a culture of high achievement which recognises and rewards outstanding teachers. We encourage reflection on teaching practices, adopting new methods and technologies where they add value.

We will provide leadership in learning through:

A clear offer to all our students:

- being the best place for independent, creative, and critical thinkers. Our students will be equipped to flourish in an increasingly complex and interdependent world and we will help them to develop as innovators, researchers and explorers
- creating different opportunities for independent and student-led learning within and beyond core disciplines
- supporting flexible pathways , in ways that are appropriate to the subject. These will mean different things in different disciplines but will include new online and blended learning opportunities, especially at taught postgraduate level; less traditional approaches to teaching and assessment; and student involvement in the creation of learning
- ensuring all students have access to courses and learning experiences that will equip them for whatever path they will follow once they graduate, including quantitative methods, digital skills and languages

Diversity and inclusion:

- creating opportunities for students from diverse backgrounds and under-represented groups to study with us and support them through the transition into university and beyond
- embedding social responsibility and sustainability in our student experiences, through courses and through our culture, practices and appropriate provision of any student facing services

Recognising the importance of excellent teaching:

- recruiting and nurturing excellent staff and providing them with all the knowledge, skills and support they need to teach well: space, time, evidence and training
- celebrating, recognising and rewarding best teaching practice

Excellent facilities, in partnership with our student union, EUSA:

- supplying the resources and facilities needed to support students' mental and physical wellbeing
- understanding our students' needs and making opportunities available for them to explore their interests within and beyond our formal programmes
- investing in our estate, so that all students and staff learn in a welcoming and supportive environment with high class facilities and a sense of community.

Lifelong learning:

- Furnishing our staff and students with learning opportunities for personal and professional enhancement
- making learning opportunities widely available to our local and global communities, including those not able to attend the University in person, through lifelong learning and digital education platforms, science festivals and other platforms
- working with commercial partners, public sector bodies and professional bodies to create readily accessible Continuing Professional Development offers for their staff

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[DN: we will include a text box along these lines in the final version to demonstrate research-teaching linkages]

Contributing globally by training our students in our research-enriched schools, centres and institutes to become the next generation of researchers and leaders across society. The Edinburgh Degree is special. Our undergraduate degrees are based on research-led teaching. We will increasingly offer students a real world research project to experience research, its excitement and its challenges. We will offer students the tools to make this possible.

Core to ensuring our research and learning experiences are intrinsically linked, we will be:

- encouraging learning and teaching at the interface with research and researchers.
- involving students in inquiry based learning that engages in research and innovation
- equipping students with research skills for multi-disciplinary and collaborative working
- ensuring students learn about (and contribute to) our research and learn from our researchers themselves

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