

The University of Edinburgh

**Senate Education Committee  
Wednesday 27 January 2021, 2.00pm  
Conducted via Microsoft Teams**

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**Minutes of the Meeting of Senate Education Committee  
held via Microsoft Teams at 2.00pm on Wednesday 18 November 2020**

**1. Attendance**

<b>Present</b>	<b>Position</b>
Colm Harmon	Vice-Principal Students (Convener) – Ex Officio
Tina Harrison	Assistant Principal Academic Standards and Quality Assurance (Vice-Convener) – Ex Officio
Sabine Rolle	Representative of CAHSS (Learning and Teaching)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Stephen Bowd	Representative of CAHSS (Postgraduate Research)
Judy Hardy	Representative of CSE (Learning and Teaching)
Michael Seery	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Neil Turner	Representative of CMVM (Learning and Teaching, UG)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Richard Andrews	Head of School, CAHSS
Iain Gordon	Head of School, CSE
Fizzy Abou Jawad	Edinburgh University Students' Association, Vice President Education
Stuart Lamont	Edinburgh University Students' Association, Permanent Staff Member
Sue MacGregor	Director of Academic Services – Ex Officio
Velda McCune	Representing Director of Institute for Academic Development – Ex Officio
Shelagh Green	Director for Careers & Employability – Ex Officio
Melissa Highton	Director of Learning, Teaching and Web Services Division of Information Services – Ex Officio
Rebecca Gaukroger	Director of Student Recruitment and Admissions – Ex Officio
Sian Bayne	Assistant Principal Digital Education
Philippa Ward	Academic Services (Secretary)
<b>Apologies</b>	
Mike Shipston	Head of Deanery, CMVM
<b>In Attendance</b>	
Robbie Nicol	Professor of Place-Based Education
Andy Shanks	Director of Student Wellbeing
Paula Webster	Head of Student Data and Surveys

**2. Minutes of Meeting held on November 2020**

The minutes of the meeting held on 10 September 2020 were approved. Members were provided with an update on item 4.5, 'Recommendations for Online Examinations and Assessment': it was noted that progress in advancing the recommendations was being

made. Information for staff and students about Semester 1 assessment would be circulated shortly and information about Semester 2 arrangements would follow.

### **3. Convener's Communications**

The Convener provided members with an update on planning assumptions for academic year 2021/22. He noted that the working assumption at this stage was that it would be possible to return to face to face teaching for the majority of students in 2021/22, whilst recognising that there would also be value in capturing and carrying forward some of the positives from the University's 2020/21 digital offering. The University was also working on the assumption that some constraints on large group teaching would remain and this would need to be factored into the 2021/22 timetabling model.

The Convener advised members that the Adaptation and Renewal Team (ART) would remain in place for the time being to oversee arrangements for the Christmas period and planning for Semester 2 2020/21 and academic year 2021/22.

### **4. For Discussion**

#### **4.1 Space, Place and Pedagogy: 'Beyond Digital' Learning and Teaching**

The Professor of Place-Based Education, Moray House School of Education and Sport, attended to present the item. Members welcomed the paper, which was considered innovative and timely. The Committee noted:

- the link between the ideas outlined in the paper and work being undertaken by the 'Edinburgh Earth Initiative' and 'IntoUniversity' partnership in Craigmillar. It was agreed that there would be benefit in the paper's author and the Edinburgh Futures Institute (EFI) discussing this further.
- the importance of adopting an interdisciplinary approach in order to take forward the paper's recommendations.

The Committee expressed 'in principle' support for the paper's recommendations and agreed to a further paper being submitted to Education Committee once Objectives 1 and 2 ('Discussion and Guidance' and 'Identifying and Mapping') as outlined in the original paper had been met. It was noted that the work would best be taken forward as part of the 'Curriculum Transformation' agenda, and the paper's author would be invited to contribute to these discussions.

#### **4.2 Curriculum Review**

The Convener presented on curriculum review and transformation. Members noted that the aim was not to present a fixed model, but to pose questions for consideration. These included questions around:

- The complexity of the University's offer – both the scale of the offer and variability across the institution. The University had around 16,000 unique course pathways in academic year 2017/18. In theory, students should have the flexibility to move

between programmes, but this is often difficult in practice. How does the University bring greater consistency across disciplines to ensure that students are anchored in their home discipline, but have the option of adding a second discipline?

- Whether or not the University is embracing the diversity of its applicants fully in its offer, and the way in which prospective applicants view the University.
- How comprehensible the University's offer is to its students – students report very positively about the teaching, but find many of the University's rubrics impenetrable.
- The level of responsibility placed on the Personal Tutor in the current system of course choice – students want to be able to take more responsibility in this area.
- Whether or not the University's curriculum reflects its philosophy.
- Whether the University is currently teaching and examining too much.
- Whether or not we are concerned about what happens to our students after they graduate.

The Committee considered:

- ways in which students might be given the option of undertaking major and minor subjects;
- ways in which the first and second years of study might be used to provide more 'scaffolding' and skills development for students, with the third year providing a greater focus on rigour and speciality, and the fourth year, stretch.

Members noted that the aim of any curriculum transformation work undertaken was to improve the overall student experience and sustainability. It was hoped that it would be possible to develop a set of potential models for the curriculum for further testing by summer 2021, but was noted that any changes made now would be implemented in academic year 2024/25 at the earliest.

Further issues discussed by the Committee included:

- The way in which wellbeing might be embedded within the curriculum
- The importance of not seeing 'soft skills' and discipline-specific content as a dichotomy
- The importance of co-design
- The need to ensure that any changes that were made did not inadvertently disrupt successful existing, non-standard degree programmes (eg. MChem with a year in industry or abroad)
- The extent to which a model based on a 4-year degree programme was future-proofed
- The desirability of offering models both for accelerated and slower-paced learning, including continuing to offer pathways for direct entrance into second year
- The importance of not overreaching in any changes that were made
- The fact that prospective undergraduates consistently report viewing the University of Edinburgh as a traditional and prestigious institution in a highly desirable location. This will continue irrespective of any changes the University makes, but finding alternative ways of delivering the curriculum will allow Edinburgh to attract those who don't currently feel that they would fit in here.

#### **4.3 Doctoral College: Operational Plan 2020/21 Update**

The Committee noted the Doctoral College Operational Plan and approved a change of name from the PGR Steering Group to the Doctoral College Operational Group. It was noted that the Operational Plan would become a live and accessible document.

#### **4.4 Providing an Excellent Learning Experience for our International Students: Opportunities and Challenges**

The paper's author advised members that there were some areas of excellent practice in relation to the learning experience provided for the University's international students, but there were also some areas of concern. These included:

- Over-generalisation about international learners
- Sudden changes in cohort sizes making it difficult for teachers to teach effectively
- The diversity of the student group
- Lack of time for teachers to undertake the CPD that would help them to overcome some of these difficulties

Members discussed the importance of:

- Undertaking more work to understand underlying cultures and the different ways in which students have previously been taught, and offering an inclusive curriculum.
- Ensuring diverse student involvement in upcoming curriculum review discussions to assist with the above.
- Ensuring that we do not assume that 'Western' ways are the best ways.
- Improving the coordination of market intelligence and forecasting tools to assist with issues around variation in cohort sizes.

#### **4.5 Office for Students National Student Survey (OfS NSS) Consultation**

Members were advised that the University had responded to the consultation and that its response had been in line with the Universities Scotland response. The Head of Student Data and Surveys was thanked for the work put into the consultation.

#### **4.6 Student Mental Health Strategy Update**

The paper was presented by the Director of Student Wellbeing, who advised members that he had been very pleased with the way in which the University's student mental health services had responded to the Covid-19 pandemic, primarily due to excellent collaboration across the institution. Services had never been more accessible, including to international students in different time zones.

Work had been undertaken not only to address the consequences of the pandemic but also to continue developing the University's mental health services strategically. Members noted that the focus of the University's Student Mental Health Strategy was on preventing mental health difficulties, and then on providing high quality support for those students requiring

help. The Strategy was due for review in academic year 2020/21, but major overhaul was not considered necessary on the basis that the Strategy was continuing to underpin services well. The Committee noted section 12 of the paper which detailed the areas of the Strategy requiring further development.

Education Committee thanked the Director of Student Wellbeing for the very high quality work undertaken by him and his team in difficult circumstances in 2020.

Members discussed the following:

- the benefits of building on the mental health training provided for PGR supervisors, and on developing Schedules of Adjustments for PGR students to ensure that these are both practical and consistently implemented.
- the potential benefit of sharing some of the report's highlights with colleagues across the University to increase awareness of services.
- the importance of gathering accurate data to ensure that the services can evidence their provision and therefore ensure that they receive adequate resource.
- the importance of also focusing on staff mental health. It was noted that the University's Listening Service is available to both staff and students.

#### **4.7 Updating and Embedding the Accessible and Inclusive Learning Policy**

Members recognised that the existing Policy required updating and agreed that it should, in the short term, be reworked as a set of principles coupled with detailed guidance. The existing provisions would be updated to form an initial part of the guidance. The Committee noted the importance of ensuring that this change did not, however, inadvertently undermine the criticality of the document. It was also agreed that the new document should focus more on 'empowerment' than on 'levelling the playing field'. The new document would be brought back to the Committee for approval in due course.

#### **4.8 Internal Periodic Review Themes 2019/20**

The Committee was advised that ten Internal Periodic Reviews (IPRs) were undertaken in academic year 2019/20. The paper outlined the areas for further development identified by the Reviews, but did not reflect the many areas of positive practice that had also been identified. In many cases, themes were both areas of good practice and areas for further development eg. community development and curriculum building. Members were advised that a good practice-sharing forum was planned for those directly involved in the 2019/20 IPRs.

## **5. For Approval**

### **5.1 National Student Survey (NSS) 2021 – Optional Questions**

Members approved the proposed questions, recognising the benefit of using the same questions as were used in 2020 to provide continuity.

Philippa Ward  
Academic Services

**Senate Education Committee**

**27 January 2020**

**Lessons from the Mastercard Foundation Scholars Program**

**Description of paper**

This paper shares lessons from the Mastercard Foundation Scholars Program at the University of Edinburgh.

**Action requested / recommendation**

The Senate Education Committee is asked to discuss and consider the findings

**Background and context**

With funding from The Mastercard Foundation, the Scholars Program provides full undergraduate and postgraduate scholarships (online and on-campus) to young people from Africa with great potential and few educational opportunities. On top of full financial and pastoral support, Scholars participate in a transformative leadership programme.

This paper is a product of an extensive 7-month mid-term review (MTR) that assessed impact and learnings from the programme on Scholars, the University, the Foundation and wider stakeholder community. While the Scholars Program has addressed recommendations relevant to the programme itself, this paper aims to speak to the adaptations the Scholars Program has made to institutional challenges that Scholars have faced while at the University. These challenges speak to the ambitions and barriers to realising the aspirations of the Edinburgh 2030 strategy and discussions around global access, equality and diversity, and curriculum transformation. We have shared questions and welcome discussion on how these insights could be scaled up, adapted, or used to highlight areas for change within the University.

**Discussion**

**Creating a Global Access agenda**

In this paper, we use the term global access to refer to international students who face barriers to accessing education. While there is no formalised definition of a global access student at Edinburgh, indicators of a global access student could include those who receive a needs-based scholarship, first generation to attend a higher education institution, family income and number of dependents, parental and guardian occupations, interruptions of study, refugee status living in camps, and coming from organisational partners who provide support to disadvantaged students. While it ties into the University's strategic ambitions, we appreciate the complexity in identifying and collecting information on these indicators, as well as ensuring that this knowledge means something to the support students receive while on programme.

**Adaptations for access**

**Nominations process:** Alongside the undergraduate open application, we ran an early selection process for nominations from educational organisations on the continent that

service a similar target group of students. The partnerships assisted us to verify the financial mobility of applicants, but crucially they provided the support that many of our applicants needed to meet UoE entry requirements. This included support to attend top schools and sit for international qualifications, to prepare, travel and take standardised tests, and to provide connectivity for students to take online admissions and language tests. Around 60% of our undergraduate scholars were recruited by this process.

The MTR focused on the barriers this process itself presents to applicants who have not already enjoyed local support. However, further adaptations to UoE admissions processes and policies would be required to enrol students from more disadvantaged backgrounds with the same success.

**Bespoke application platform:** We built a tailor-made application system to capture the data needed to assess applicants against the criteria for the Program, including financial need. In a region where finance is often such a limiting factor, this Scholars Program has attracted upwards of 3,500 eligible applications each year.

**Flexible approaches to admissions:** Central policy changes ensure applicants can take the UoE online English language test. In CSE, scholars were admitted based on online admissions testing, including stipulating that borderline Scholars could be admitted if they take the Fundamentals of Algebra and Calculus course in Year 1.

**Foundations for All (FFA):** The Scholars Program is leading a pilot blended-learning programme for refugees in Uganda to access higher education. In partnership with the Refugee Law Project, Makerere University and the American University in Beirut, both MCF partners.

The majority of these adaptations are restricted to the Scholars Program and have limited impact on students not applying for this opportunity - *how might we create an application, admission and enrolment environment suited for all under resourced applicants?*

### **Serendipitous academic and pastoral support**

Scholars receive a diversity of support across and within Schools, and this challenge is enhanced for online students who may not have the University contacts, knowledge, and confidence to navigate the system outside of their programme directors. If Scholars do not have access to an engaged Personal Tutor or support within their School, the Scholars Program provides pastoral support from the team and through a successful Reflection Coach programme, matching Scholars with a trained staff coach. The team triages Scholars to other resources within the University as well as offering academic support through the Scholars Program Academic Advisors.

*How might we build a culture that places students before processes? Create a more systematic approach to support for online students across the University? How might we better recruit, support and equip staff with the skills, knowledge and mindsets required to support a diverse student body? How might we better understand, respond and advocate for the needs of international and global access students?*

### **Support for academic transitions**

Scholars are studying on various different programmes, levels of study, and modalities (online and on campus) but across the board – Scholars have struggled transitioning to Edinburgh's self-led learning approach. A lack of early assessment and quality feedback exacerbates this issue as well as mixed interpretations within Schools on such areas as

citation and writing styles. This transition is especially harsh for Scholars who are studying online.

The Scholars Program has adapted to these challenges through triaging resources at the right time for Scholars, serving as a contact point when things are challenging, helping Scholars negotiate support systems and policies, bringing in Academic Advisors when necessary, and creating our bespoke sessions led by Scholars on key skills required for academic success.

*If self-led learning will continue to be part of the Edinburgh experience, how might we ensure students understand the expectations of them and be adequately prepared, supported in a timely way?*

### **Support for students impacted by racism and microaggressions**

A prevalent theme for Scholars is the feeling of 'otherness' and the reality of racism and microaggressions at the University. Without accessible counselling support with BAME counsellors, an adequate Report & Support system (where students can report incidents of racism and microaggressions and receive support throughout the process, regardless of outcome of investigation), and more BAME-led spaces to share experiences.

The Scholars Program has adapted to this challenge by encouraging peer-to-peer support, triaging Scholars to services and reporting processes available and supporting them throughout any investigations, and where possible - advocating on Scholars' behalf. The Scholars Program works with a counsellor from Saheliya – an organisation which provides counselling to young BAME women.

*How might we ensure that the priorities of the Race Equality and Anti-Racism Action Plan are woven through other key areas of work such as the curriculum transformation agenda?*

### **Leadership & the curriculum**

As part of their transformative leadership journey, Scholars participate in experiential learning opportunities including: *Work-based placements, Summer Schools, Enterprise support and Reflective practice.*

Alumni have indicated that they found these leadership activities outside the classroom as impactful in their development as their learning in the classroom.

*How might we use our current structures, such as the Edinburgh Award and Students as Change Agents, to scale experiential and reflective approaches to leadership as an integrated, complementary aspect of the academic experience?*

### **Hidden financial barriers**

On top of the increasing costs of the immigration and health surcharge, there are costs for TB tests, English language testing, flights, and relevant travel to these activities. Without coverage of these costs, Scholars would not be able fulfil what is required of them to start at Edinburgh. The programme worked closely with Jennifer Brown in Student Systems to launch a Western Union retail platform to ensure Scholars and other scholarship students receive funds as they require – especially as many do not have bank accounts.

Depending on their programme, Scholars have faced a number of extra costs for field trips, materials, books, and other academic-related costs which are not indicated up front. If the

programme is unable to cover these fees, Scholars can apply for a Scholars Program loan to cover these expenses.

*How might we ensure scholarship students (especially those with funding from the University) access funds they require to cover these expenses before their arrival? How might we support students to cover these hidden costs?*

### **Sense of belonging and community**

Due to the nature of the Scholars Program and the goal of the Mastercard Foundation around creating a network of changemakers – community is central to the programme's success. Community builds aspirations, combats isolation, cultivates resilience and creates huge potential for impact within our alumni community. Through a strong pre-arrival and orientation programme, a Scholar Rep system, peer-support and immersive experiences – the Scholar network has allowed Scholars to address individual and collective challenges, as well as outperform their classmates and engage whole-heartily in their University experience and community.

*How might we create a sense of belonging and community for scholarship students and other students coming from a global access backgrounds that will impact on student outcomes?*

### **Looking ahead**

We have learned that it's not only the costs associated with tuition and living that contribute to the success of Scholars, but a holistic support system that allows them space to adapt, shift, face challenges, and be aspirational in community with others. The learnings outlined in this paper are central to the development of a second proposal to the Mastercard Foundation, this time in partnership with an African-institution, and can help inform us on how we should go about meeting the needs of all global access students at the University of Edinburgh.

As the University seeks to meet its Edinburgh 2030 ambitions around global access, the Scholars Program offers insights into the importance of holistic student-centred scholarships focused on aspiration as well as need, and with a focus on global success as opposed to just access.

### **Resource implications**

In terms of the Mastercard Foundation Scholar experience, considerations outlined here are supported by the Scholars Program which is financially supported by the Mastercard Foundation until 2023. We are currently developing a second proposal to the Mastercard Foundation which will also include a series of joint academic programmes with a South Africa institution.

This paper outlines implications and opportunities for global access students and the wider student community which will have resource implications for Central Services, Colleges and Schools.

### **Risk management**

This paper considers lessons from the Scholars Program that could enhance current offering to students, especially those from a global access background. Failure to invest or develop appropriate, enhanced services may lead to negative impacts and outcomes for global

access student as well as jeopardize partnerships with funders such as the Mastercard Foundation.

**Equality & diversity**

The considerations outlined in this paper will enhance the equality and diversity experience for students and ensure we are adequately supporting students from global access backgrounds.

**Communication, implementation and evaluation of the impact of any action agreed**

The current Scholars Program will be responsible for overseeing communication, implementation and evaluation of impact of any action agreed alongside relevant University committees and partners.

**Authors & Presenters**

*Name: Johanna Holtan, Program Director,  
The Mastercard Foundation Scholars  
Program*

*Nick Rowland, Regional Director for Africa,  
Edinburgh Global*

*Date: 18 January, 2020*

**Freedom of Information**

Open

**Senate Education Committee**

**27 January 2020**

**Fully Taught Masters Degrees**

**Description of paper**

This paper asks the Committee to consider, discuss and support the option to include fully taught masters degrees at the University of Edinburgh.

**Action requested / recommendation**

The authors request that the Committee discuss and support:

- Increasing student flexibility in the third year of taught postgraduate programmes, to include a fully taught programme option alongside other more traditional final year options (i.e., 60 credit dissertation)
- delegating the approval of the structure of the final 60 credits to Colleges via the College Learning and Teaching Committees

**Background and context**

The crafting of an academic dissertation has traditionally formed the final component of a taught masters degree at the University of Edinburgh and other institutions. This is undoubtedly valuable training for people who plan to continue working in research. However, sector trends in the career patterns of students, has led to increasing diversity of the audience, and their goals, for masters degrees. Taught masters degree students, particularly those on professionally/vocationally orientated degrees, tend to be professionals with already established careers who continue to work during their studies and who are seeking promotion within professional/vocational posts rather than being aspiring researchers. Although these students require an excellent working knowledge of relevant research to enable them to critically appraise or commission research, they are unlikely to be aiming for dedicated research careers or the attainment of higher academic degrees (i.e., PhDs) - many already hold higher academic degrees. Equally, these students, given their professional status and experience, may already have an extensive record of research and its publication.

The relevant regulation is described in the Models for Degree Types document that states that PGT masters degrees must consist of *“60 points at level 11 for the research/dissertation element, that demonstrate that the student can show proficiency in research and/or analytical skills relevant to advanced work in the discipline.”* The Degree Regulations and Programmes of Study document (Section 8) also states that *“at least 180 credits of which a minimum of 150 are at SCQF Level 11”*. There is no further regulation stipulating that these must be taken in specific credit quantities.

As recently as May 2019, this has been examined by working groups of the Senate Curriculum and Student Progression Committee. Several suggestions were proposed (see Appendix 1), but programme directors who have direct experience in

running such programmes argue that they do not go far enough to address the needs of students on professional/vocationally orientated masters programmes, nor do they provide clarification on the variety of final year formats already in use across the institution.

### **Discussion**

The Paper covers several key areas including:

1. Meeting the Needs of Students
2. Support of University Strategy 2030
3. Maintain Flexibility of Programme Structure for Students
4. Equity of Access to Fully Taught Programmes

#### **1. Meeting the Needs of Students**

A 'fully taught' option may better meet the needs, experience and academic appropriateness for some masters students as a traditional dissertation/research project may not provide the most valuable option for professionally/vocationally focussed professionals. For these students, a fully taught option should be an acceptable and viable alternative to better meet academic and professional learning needs.

Many PGT students, are professionals with existing careers who are pursuing masters level education for professional reasons and are not specifically looking to develop research skills or a career in academia. We assert that student choice and applicability to student future career goals is of upmost importance and the opportunity to offer a range of final year options, where appropriate, should be a fundamental part of masters level degrees for contemporary cohorts of students. This is to offer choice, so students can opt to complete their final 60 credits in a manner that best suits their learning needs, the needs of their career and their future aspirations. In some cases this may still be a traditional dissertation, but for many students it may be a series of taught courses, a work-based project or placement. A fully taught masters programme can provide greater breadth of content and focus on increased 'hands-on' training, or further explore transferable, work-place skills which may be of more overall value to the student than focussing on research skills they may not use or are inappropriate to their career and/or future plans.

PGT programmes, particularly those offered online, are delivered within a global arena and the structure of masters level programmes should not be based on historically structured masters degrees benchmarked against the Russell Group, or other UK institutions, but rather embrace the options available to students and the value that these bring. Many of these students are aiming to widen their learning through additional courses or activities, often in a subject area or educational paradigm that differs from their primary degree, and as such, there is little additional gain from a dissertation element. The alternatives include, but are not limited to, capstone projects, work-placements, the development of practical skills, production of artefacts, blocks of taught courses, taught courses in niche areas of specialty or other types of integrated activity. Each of these provide a valuable experience for students to engage in educational discourse appropriate to their field and their current and future needs.

As an example, when the MSc in Internal Medicine began to offer the more flexible option of a fully taught programme, the programme saw 85% of students choosing to remain on programme and continue to their final year, when in previous years, large numbers of students who had met the progression hurdle to masters level opted to graduate rather than complete a dissertation. For this group of students - doctors wishing to enhance their existing qualifications whilst working and continuing their clinical training – this reflects the academic and professional needs of this group of students.

Going forward, our University should be positioned to be agile and responsive to the changing global market demands, the changing demographics, needs and expectations of students, as well as identifying the needs of future learners.

## **2. Support of University Strategy 2030**

By offering an integrated, fully taught option we are proactively supporting students to tailor their masters degree to their own developmental, educational, and career needs, consistent with the following statement from the Strategy *"We will support and promote teaching that focuses on experience, employability..."*

## **3. Maintain Flexibility of Programme Structure for Students**

A number of PGT programmes are offered by Intermittent Study (ICL) which is of significant benefit to this cohort of students as they can opt to take their masters degree over a period of up to six years, paying for courses as and when they are taken and when they can fit with employment commitments. ICL is at its most flexible for programmes that have a fully taught option as students are able to select their final 60 credits over a number of years, and, importantly, spread out the payment for these courses. In contrast, a current 'standard' ICL model allows the first 120 credits to be completed in a flexible manner (over, for example, four years) but the final 60 credits require a single block of study as part of a dissertation/research project. Even in the options presented in Appendix 1 below, there remains the inference that the final 60 credits must be taken within a single year of study. This can present significant financial difficulties for students who have either budgeted to spread their payments out over the maximum programme timeframe of six years and/or have to fit their study amongst work commitments.

## **4. Equity of Access to Fully Taught Programmes**

Several PGT programmes (i.e., MSc in the Clinical Management of Pain; MSc in Internal Medicine, Master in Public Health and MVetSci in Advanced Clinical Practice), have a fully taught option – some for over a decade. In all cases, this option sits alongside the more traditional dissertation or research project option. A fully taught option provides greater accessibility to masters programmes at every level. The current situation means that not all students have the opportunity to benefit from the flexibility already afforded to some programmes.

## **Resource Implications**

The option for integrated, fully taught degrees should always be based on sound pedagogy; however, the need to address the resource required in the supervision and marking of dissertations/research projects, even those of 40 credits as suggested in Appendix 1, is inescapable. A number of our current PGT programmes have cohorts of up to 100 students a year and the appropriate resource required to

adequately supervise dissertations and projects is already difficult to provide within current staffing ratios. The option for programmes to provide integrated, fully taught degrees alongside more traditional offerings would provide opportunity for current resources to be more effectively deployed. Increasing the number of students who require supervision for research projects/dissertations within the current staffing constraints puts the students' experience, programme and University reputation and our programmes' sector leading PTES scores at significant risk.

Much of the educational content already exists and has been approved by Boards of Studies and Learning and Teaching Committees, providing greater opportunities for students to tailor their learning through a cross college portfolio of courses. A fully taught option may also prove to be positive in terms of cost benefit and resource implications. A fully taught masters programme also minimises the risk to expanding programmes and provides an opportunity for growth as the requirement for a dissertation may be a key limiting factor given requirements for appropriate and adequate staffing required.

### **Risk Management**

This paper considers the option to provide fully taught masters degrees for masters level programmes of study alongside more traditional dissertations/research projects. Doing so could enhance the current offering to students; align more closely to students' educational, career and personal goals, and ensure resources, both staff and educational, are used to best advantage. Having a fully taught option for masters degrees may also serve as a USP to attract new demographics of students to the University.

Failure to consider fully taught masters degree options may result in students not gaining the most from their educational experience and importantly continues the current inequity as some students already have the option to undertake fully taught masters degrees.

### **Equality & Diversity**

The principles of equality, diversity and inclusion remain at the heart of all postgraduate teaching regardless of mode of delivery. The considerations outlined in this paper will enhance the equality and diversity experience for students on masters programmes. Equality and diversity implications will be fully considered in any specific actions that arise from this paper.

### **Communication, implementation and evaluation of the impact of any action agreed**

If the Paper is supported, the College of Medicine and Veterinary Medicine will move to present the Paper at ARPC.

### **Freedom of Information**

Open

### **Date**

20 January 2021

**Authors**

Darren Shaw - Director of Postgraduate Teaching  
(Royal (Dick) School of Veterinary Sciences)

Gill Aitken - Director of Postgraduate Medical  
Education (Edinburgh Medical School)

Kim Picozzi - Director of Postgraduate Teaching  
(Deanery of Biomedical Sciences)

Ruth MacQuillan – Deputy Director of  
Postgraduate Teaching (Deanery of Molecular,  
Genetic and Population Health Sciences)

Sarah Henderson – CMVM Director of  
Postgraduate Education

Sarah Wild – Director of Postgraduate Teaching  
(Deanery of Molecular, Genetic and Population  
Health Sciences)

Simon Riley – Director of Postgraduate Teaching  
(Deanery of Clinical Sciences)

**Supported By**

CMVM PG L&T Committee

**Tabled By**

Sarah Henderson – CMVM Director of  
Postgraduate Education

**Presenters**

Gill Aitken – Director of Postgraduate Medical  
Education

Sarah Henderson – CMVM Director of  
Postgraduate Education

## **APPENDIX 1**

April 2019

### **Senate Curriculum and Student Progression Committee**

#### **Proposals for PGT Master's without a dissertation or research project**

The Quality Assurance Agency's Characteristics Statement for Master's Degrees expects that "all master's degree graduates have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research". In support of this goal, the University of Edinburgh's Models for Degree Types state that a Master's programme will include:

"60 points at level 11 for the research/dissertation element, that demonstrate that the student can show proficiency in research and/or analytical skills relevant to advanced work in the discipline."

Senate Curriculum and Student Progression Committee (CSPC) expects that any Master's programme which does not include a dissertation or research project will nonetheless require students to "show proficiency in research and/or analytical skills relevant to advanced work in the discipline".

CSPC is committed to considering requests to offer postgraduate taught Masters programmes which do not include a traditional, 60-credit dissertation or research project, based on the following principles:

- Proposals must provide a strong academic rationale as to why the proposed route is best suited to meeting the academic aims of the programme, and is appropriate to Masters level study;
- Where students are offered multiple different routes for the final section of the Masters programme, each of these routes must clearly cover all relevant programme learning outcomes;
- Proposals must provide clarity regarding exit awards, and proposed criteria for the award of the Master's degree, Merit and Distinction, especially where students have the option to complete a dissertation/research project, or an alternative;

CSPC expects that there are two potential routes which may be proposed as an alternative to the traditional, 60-credit dissertation or research project:

1. Programmes could seek to meet the requirement to produce a substantial, self-directed piece of work demonstrating proficiency in research or analytical skills through a different form of project:
  - This could consist of a clinical audit, a desk-based review of practice, or other form of enquiry;
  - This could also include projects which are assessed in a modular fashion;
  - It is expected that the depth of enquiry involved may not be achieved within a 20-credit course in isolation.
2. Programmes could deliver an interconnected group of courses which develop and assess learning across the programme:

- these would be expected to be a coherent body of courses which built upon skills, knowledge, and concepts developed at an earlier stage of the programme;
- Assessment of these courses would be expected to be designed to be complementary, and ensure coverage of the learning outcomes for the programme;
- Courses should, where possible, make use of synoptic assessment, covering the learning outcomes for the group of courses, or the programme as a whole;
- Proposals involving students being offered a selection of courses at the final stage of the programme which do not require or represent development from those offered at an earlier stage of the programme are not likely to be accepted.

Proposers are invited to consider the following reference documents in preparing proposals:

- University of Edinburgh Models for Degree Types:  
[https://www.ed.ac.uk/files/atoms/files/models\\_for\\_curricula.pdf](https://www.ed.ac.uk/files/atoms/files/models_for_curricula.pdf)
- Scottish Credit and Qualifications Framework Level Descriptors:  
[https://www.sqa.org.uk/files\\_ccc/SCQF-LevelDescriptors.pdf](https://www.sqa.org.uk/files_ccc/SCQF-LevelDescriptors.pdf)
- Quality Assurance Agency Master's Degree Characteristics Statement:  
[https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981\\_10](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

**Senate Education Committee**

**27 January 2020**

**Edinburgh Futures Institute PGT model**

**Description of paper**

1. This paper brings the committee up to date with current planning for the Edinburgh Futures Institute (EFI) PGT portfolio, with an emphasis on two of its particularly innovative dimensions: 1) its interdisciplinary curriculum and 2) the advanced hybrid, 'fusion' teaching model being developed.
2. The paper does not cover the administrative, financial and operational dimensions of EFI which were discussed in the December 2019 SEC meeting. We plan to submit a paper to the Senate Academic Policy and Regulations Committee later this session to seek approval for some non-standard regulatory arrangements to support these innovative programmes (with a particular focus on the project, and flexibility in duration of study).

**Action requested / recommendation**

3. The committee is asked to note the innovative curriculum and teaching methods outlined in the paper, and to comment on their alignment with university priorities including curriculum transformation and post-COVID resilience planning in Schools.

**Background and context**

4. The EFI Education portfolio is built around a set of strong principles for teaching which address the futures of higher education, work, scholarship and society. Key features include:
  - A move away from monodisciplinary to help students connect disciplines, forge new ways of knowing and build careers in growth areas
  - Offering students the skills and knowledge they need to be confident citizens in a highly technologised and rapidly-changing world: data skills, creative methods, inquiry skills and critical scholarship
  - Offering students a way to focus their studies on complex challenges and global issues, using a project-led approach which works closely with external partners
  - Recognising that postgraduate students in particular need flexibility in the way they study, and that lifelong learning is essential to a flourishing society: EFI breaks down the distinction between formal programmes and informal, outward-facing models of education
  - Recognising that postgraduate students need greater choice about where and how they study: EFI is developing a 'fusion teaching' model which integrates online and on-campus study, provides very mobile generations of students with a high quality learning experience, while supporting the university's goals for climate change adaptation by reducing the need for travel
  - Helping deliver on City Region Deal objectives by teaching data skills within a critical context which foregrounds the ethical and social implications of data-driven technologies

Our aim is that EFI courses and programmes are characterised by the kind of originality that comes when disciplines spark off each other, that the design of our teaching offers students a new kind of autonomy and connection with the university, and that we have an eye to the

future as we build a kind of education which is critical, research-informed and agile both in its form and curriculum.

## **Discussion**

### **1) Curriculum innovation**

#### **EFI PGT programmes and cross-university partnerships**

EFI is developing an integrated portfolio of interdisciplinary PGT programmes. Our first programme (Finance, Technology and Policy, led by Dr Gbenga Ibikunle in the Business School) launched in 2019, and one additional programme (Leading Major Programmes, led by Dr Fred Bosché in Engineering) is due to launch in 2021). A further six new programmes will launch in 2022-23:

- Storytelling Futures (led by Dr Anna Vaninskaya from School of Languages, Literatures and Cultures in partnership with colleagues in ECA, Divinity, Health in Social Sciences, Geosciences, Maths, Informatics and History, Classics and Archaeology)
- Data, Inequality and Society (led by Dr Juli Huang and Dr Jean-Benoît Falisse from the School of Social and Political Science in partnership with Business, Physics and Astronomy, Maths, LLC, ECA and Informatics)
- Education Futures (led by Dr Jen Ross from Moray House in partnership with Medicine, Health in Social Sciences, Social and Political Sciences, ECA, Informatics and Maths)
- Service Design and Management (led by Professor Stephen Osborne and Professor Chris Speed from the Business School and Design Informatics in partnership with LLC, ECA, Maths and Informatics)
- Creative Industries (led by Professor Candace Jones from the Business School in partnership with Law, ECA, Maths, Informatics and LLC)
- Future Governance (led by Professor Laura Cram from the School of Social and Political Science with PPLS, LLC, Business, Informatics, Maths and ECA)

Eight more programmes aim to launch across 2023-24 and 2024-25 (please note that some names are placeholders, and constitution of programme teams still under discussion):

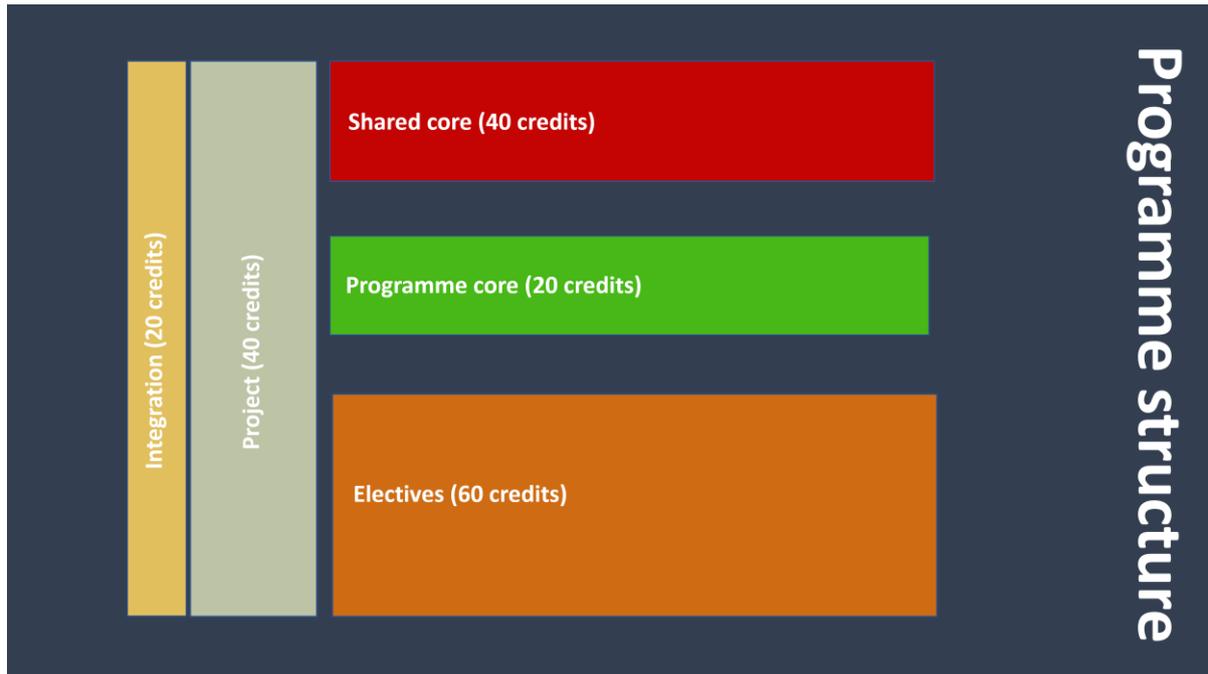
- Sustainable Futures (led by Dr John Brennan from ECA and Dr Kirsteen Shields from the Global Academic of Agriculture and Food Security)
- Future Economy (led by Dr Paul Kosmetatos from History, Classics and Archaeology)
- Material Design Futures (led by Professor Sarah Kettley from ECA)
- Data Ethics (led by Professor Shannon Vallor from the School of Philosophy, Psychology and Language Science)
- Circular Economy (led by Dr Simon Shackley from Geosciences)
- Future Health (led by Professor Liz Grant from MVM)
- Future Justice (led from the School of Law)

An academic team of around 25 seconded and appointed individuals (EFI Fellows) are responsible for leading these programmes, led by Siân Bayne and supported by a project team led by Tom Ward. Each programme is co-taught by multiple Schools, and each is anchored in a set of shared core courses co-designed across Informatics, English Literature, Design and Mathematics (by Dr Michael Herrmann, Dr Jane McKie, Dr Larissa Pschetz and Dr Stuart King respectively).

Interdisciplinarity and cross-university partnerships are core to the ethos of EFI. At present we have secondments and appointments leading development of the portfolio from 11 Schools, with a further five Schools currently formally involved through academic staff buyouts for course design. Strategic appointments are planned in partnership with nine Schools to further build and support the portfolio, and more academic staff will be brought in over the coming academic year for elective course design.

### **Programme structure**

The EFI PGT programmes share a common structure:



- 10 credit course units and for the most part an ‘intensive’ teaching model (more below)
- 40 credits of shared core courses, compulsory across all programmes
- 20 credits of core courses specific to each programme
- 60 credits from a broad portfolio of 10 credit optional courses which can be taken by students on all programmes
- A substantial project relating to a problem or challenge chosen by the student or set by the university or EFI external partners, broken down into two elements: 20 credits for integration work and project proposal and 40 credits for the project itself (more below)

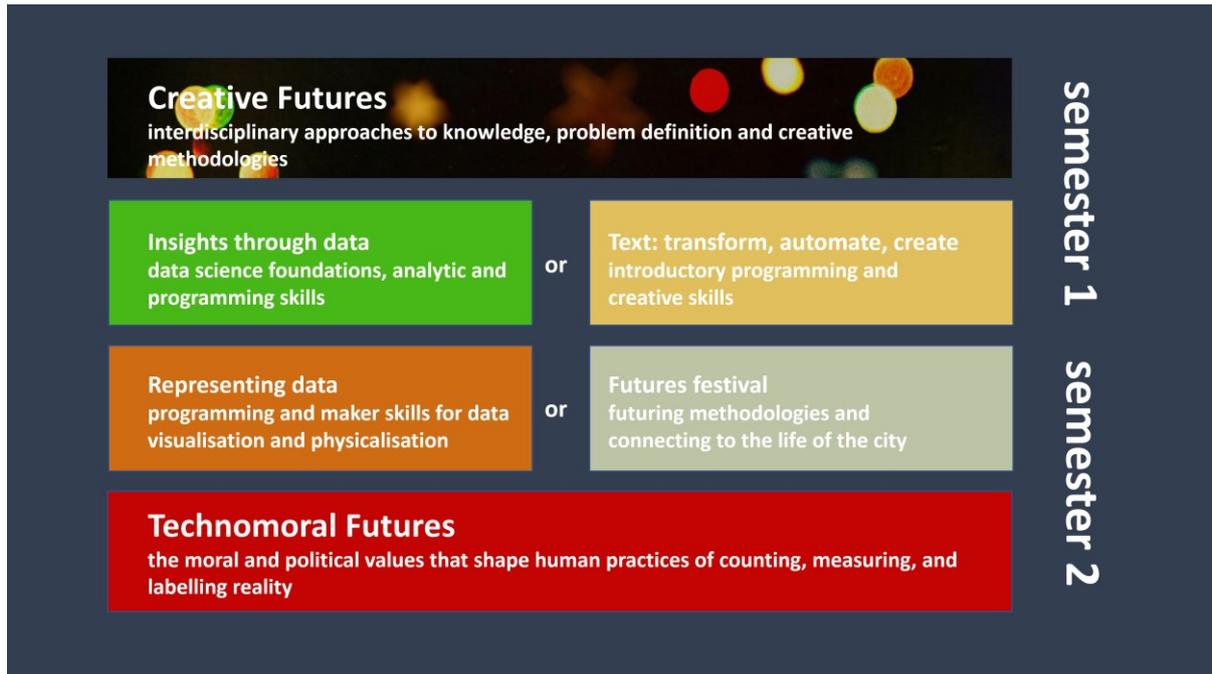
### **The shared core**

Students studying on all programmes will take 40 credits worth of EFI ‘common’ core courses. This shared core ensures that all EFI PGT students will develop the knowledge and skills that are critical to the EFI vision. It will place students into interdisciplinary teams to grapple with what it means to approach knowledge from multiple disciplinary perspectives, and will help them form a sense of cohort and community to support them throughout their time at EFI. It will teach them to collect, manage and analyse computational datasets, but also how to interrogate data for bias, to understand the impact of ‘datafication’ on society, and to present and creatively visualise data. It will allow them to understand and use emerging methodologies for mapping and understanding the

future, and to apply their learning in an ambitious public-facing 'futures festival'. Most importantly, it will support them to apply creative, critical and data-informed thinking – integrating computational data with other forms of data and evidence – to complex social challenges.

The shared core addresses the need both for data skills and for the higher-order skills that we know are important for future work and a thriving society. In particular it emphasises creativity and critical thought, enabling students to apply deep disciplinary and experiential knowledge to new domains of understanding and pressing societal issues.

The current thinking on design of the core is summarised below – aspects of this may change slightly but the substance of it is agreed. Each course is worth 10 credits.



### Electives

Students will take 60 credits from a broad and attractive portfolio of 10 credit optional courses, of which 20 credits would be specific to their programme. We will expand the number of optional courses as we increase student numbers and the number of programmes we offer. The visual below shows some of the overlapping, shareable and engaging electives discussed to date – it doesn't include all the courses that will be developed, and some course titles have changed, but it gives a sense of how this will work.



### The project

EFI is taking a distinctive approach to the project component. Rather than taking a sequential approach (in which a student would complete 120 credits of taught elements before beginning a dissertation), EFI students will provisionally identify their substantive project topic early on in their programme and work on it in parallel with the taught components.

The project will take the form of a 20 credit piece of 'integration' work (synthesising the student's outline project proposal with a portfolio of methods and evidence of reflection), and a 40 credit project output. The 20 credit integration piece would be assessed through an integration report reflecting on:

- Project-related learning from each elective course taken
- Rationale for the methods mix to be adopted
- Reflections on methods training taken

These would be accompanied by a final project outline and plan.

This approach is designed to address the lack of knowledge integration which is a risk of highly interdisciplinary programmes – students would base taught course choice at least in part on the knowledge they feel they need to complete their project, and would be encouraged to regularly revisit their project idea and reflect on it, change it, adapt and refine it in light of the courses they take and the ways of understanding that they are introduced to. It will give a consistent point of reference to their studies.

It will also maintain students' focus on complex challenges and societal problems by offering them the opportunity to interrogate and address a particular issue (whether based on something they are charged with by their employer, a personal passion, a topic aligned to an EFI research project or one that is sponsored by one of our partners). The project is a key mechanism by which EFI will connect to its external partners and stakeholders and integrate its teaching, research and engagement programmes.

EFI will take a distinctive approach to research skills and methods training. Baseline skills and capacities will be taught through the shared core, with more specialised methods generally covered in the programme core. Where students need additional advanced methods, they will construct their own methods training programme from a range of available resources, supported by their supervisors. These may include:

- elective credit-bearing courses across the university providing specialised training on particular research methods (or auditing these if appropriate) – for example we will partner with the School of Social and Political Science to access the SPS Research Training Centre's suite of credit-bearing methods workshops
- non credit-bearing university training and online resources covering research skills (for example Centre for Data, Culture and Society courses, IAD resources, seminar series and other forums)
- online and open resources (for example MOOCs, open courseware, the SAGE research methods database)

Students will be required to provide a strong rationale and reflection on this additional training, and will detail and reflect on it in their 20 credit integration report. Project support will combine group and individual supervision, and expert advisory input from external partners as appropriate.

### **Student cohort and awards**

While the exact target students will vary by programme, EFI is designing the PGT portfolio to be attractive and accessible to three distinct student groups:

- Full time students taking a 1-year masters on campus
- Part-time students studying over 2-3 years on campus and online
- Lifelong learners who wish to study on a continual basis, building credit over an extended time period with options for named or generic qualifications

EFI plans to offer the following named awards for each programme:

- Master of Science (MSc)
- Postgraduate Diploma (PG Dip)
- Postgraduate Certificate (PG Cert)

In addition, in order to provide flexible pathways for lifelong learning students who have accumulated the relevant number of credits but not taken the right combination to make them eligible for a named award, EFI will offer the following generic awards (final name still to be determined):

- Master of Science (MSc) (eg an MSc in Futures or similar)
- Postgraduate Diploma (PG Dip) (eg a PG Dip in Futures)
- Postgraduate Certificate (PG Cert in Futures)

## **2) Teaching innovation**

### **Fusion teaching**

EFI is developing a distinctive advanced 'hybrid' model for teaching, which will be one of the most progressive and innovative aspects of our portfolio. To differentiate it from current hybrid approaches being developed in response to COVID we are provisionally calling it 'fusion' teaching. This model achieves two things:

1. It offers flexibility for part-time students to choose whether to study online or on campus *at the level of the individual course*. They will not have to choose one mode of study on enrolment, but will be able to shift between the two. Full-time, on-campus students would for the most part be likely to take all courses on an on-campus basis, though would have flexibility to take some courses on an online basis.
2. It makes it possible for on-campus and distance students to study together in a single cohort, breaking down the previously rigid distinctions we have made between on campus and distance students. It places student experience and choice at its heart and connects global cohorts in new ways.

The fusion approach will require highly technologised spaces within the building and extensive use of learning technologies to enable online and on-campus students to study together. This will include classrooms equipped with video and audio, which makes it possible for students off-campus to study alongside those in the building, and an advanced learning technology 'ecosystem' which helps students connect with each other across courses, programmes, geographies and study modes. Teaching assistants will be in place to manage aspects of this choreography during the intensive teaching days (see below).

The courses will need to take account of three different student spatiotemporalities: on-campus, online in the same time zone, and online in a different time zone. To help course designers meet this challenge creatively, we are putting all courses and programmes through a rigorous learning design process including ABC sprints for all courses. These are led by ISG Education Design and Engagement colleagues, and by CAHSS learning technologists.

### **Intensive teaching**

EFI is planning a distinctive timetabling model in which all elective and programme core courses will be delivered in intensive 2-day blocks delivered according to the fusion model, with online pre- and post-intensive wraparound activity. The intensive 2-day blocks would be scheduled either on consecutive Mondays and Tuesdays, or consecutive Thursdays and Fridays. All courses offered through the intensive model will have some scheduled learning and teaching activities in advance of the 2-day intensive session, during and after it.

The EFI shared core courses will be delivered more conventionally in 'long, thin' form, in part to enable us comply with UKVI guidance for Tier 4 students.

weeks						
	M	T	W	T	F	
1	pre-work		common core			
2	pre-work					
3	intensive				pre-work	
4	post-work				intensive	
5	post-work				post-work	
6						
7						
8						
9						
10						
11						

**Intensive teaching model**

This intensive teaching approach is innovative not only for Edinburgh but also for the sector more generally, particularly in its use as the dominant model for full-time, on-campus students. Intensive teaching models are a good fit with the EFI Education vision – for example our aim to recruit non-traditional students (including part-time) and our commitment to hybrid learning models. However, intensive teaching only works effectively when courses are carefully and appropriately designed. It is therefore important that elective course designers take a reflective approach to this model.

An example timetable for a full time student in semester 1 would look like this:

weeks					
	M	T	W (am)	T	F
integrative work	1	pre-intensive	common core (2 x 10)		
	2	intensive core (10)			pre-intensive
	3	post-intensive			intensive elective (10)
	4	pre-intensive			post-intensive
	5	intensive elective (10)			pre-intensive
	6	post-intensive			intensive elective (10)
	7	pre-intensive			post-intensive
	8	intensive elective (10)			
	9	post-intensive			
	10	consolidation			
	11	consolidation			

**Intensive teaching**

### **10-credit course units**

All EFI elective courses will be offered in 10 credit units, at SCQF level 11. The format maximises the choice for students across a wide portfolio of courses which engage different disciplines. It also makes the portfolio more accessible to part-time and lifelong learning students, by offering it in relatively small units that allow greater flexibility to combine with other commitments. Ten credit courses enable staff and students to work with deep dives, masterclasses, short interventions and intensive discussions around the application of scholarship.

### **Approach to assessment**

The following principles underpin assessment design for EFI elective courses, aligning to the principle of 'assessment for learning':

- The very different curriculum and delivery structure for EFI will be matched by radical thinking in terms of assessment
- Individual course leads will design their assessment as they see fit, but in line with the broad EFI ethos by avoiding the tendency to over-assess, or to allow too much learning to be assessment-driven and instrumentalised
- All assessment will be coursework-based
- The portfolio of courses will include diversity of assessed outputs, including options for multimodal assessment (essays, reports, video, image, performance, making, portfolios, reflections etc). The lead Fellows for each programme will oversee the approaches to assessment for the elective courses to ensure they offer this diversity.
- Group-based assessment will be designed-in where appropriate, reflecting the EFI emphasis on collaboration, team-building and cross-disciplinarity. However, all courses will also have a significant individual assessed element.
- EFI will have a common approach to marking schemes and practices in line with the PGT Common Marking Scheme.

### **Resource implications**

5. The Edinburgh City Region Deal is providing Data Driven Innovation (DDI) funding to support the development of the portfolio (for example funding academic staff secondments and buy-outs for curriculum design). EFI and CAHSS have worked with other stakeholders to develop an innovative operating model to support the delivery of this cross-School portfolio – we presented an overview of this to the Senate Education Committee on 11 December 2019. We are working with CAHSS and other stakeholders to refine this model prior to launching the first tranche of new PGT programmes.

### **Risk management**

6. The paper proposes an innovative approach to programme design and delivery but does not involve substantive change to University policies or practices. Some specific aspects of the curriculum and delivery model (in particular the project, and the plan for flexibility in duration of study) will not align entirely with current University regulations. We plan to submit a paper to the Senate Academic Policy and Regulations Committee later this session to seek approval for these non-standard features. In addition, EFI will be seeking approval from the University's Student Recruitment and Fee Strategy Group for an innovative approach to tuition fee structures to support the fusion learning model.

### **Equality & diversity**

7. The EFI curriculum structure and delivery model is designed to promote equality and diversity by opening up EFI's educational portfolio to a broader range of student groups. The EFI Curriculum Oversight Board will take account of equality and diversity issues when reviewing the specific proposals for programmes. Where our policies and practices diverge significantly from normal University practices, we will undertake an Equality Impact Assessment.

### **Communication, implementation and evaluation of the impact of any action agreed**

8. Comments from the Committee will be taken into account as we prepare for formal curriculum approval from the EFI Curriculum Oversight Board in April 2021, and in updates to our business and implementation planning.

#### **Author**

Professor Siân Bayne and Tom Ward  
18 January 2021

#### **Presenter**

Professor Siân Bayne

### **Freedom of Information**

Open

**Senate Education Committee**

**27 January 2021**

**Postgraduate Taught Experience Survey (PTES) 2021 – Institutional Questions**

**Description of paper**

This paper presents the proposed institutional questions for the Postgraduate Taught Experience Survey (PTES) 2021.

**Action requested / recommendation**

For approval

**Background and context**

PTES is an annual survey of postgraduate taught students. This year it will open at the University of Edinburgh on Monday 5 April and close on Thursday 17 June. It is a national survey by Advance HE, administered locally by each institution.

The survey consists of a [core questionnaire](#) and institutional questions.

**Discussion**

It is recommended that the PTES 2021 institutional questions remain the same as PTES 2020. Student Analytics, Insights and Modelling has consulted with the Deputy Secretary (Student Experience) on this. The questions are:

Employability and Skills

- My Higher Education experience has helped me plan for my future career.
- My institution offered activities and resources designed to prepare me for the next step in my career.
- The skills I have developed during my time in Higher Education will be useful for my future career.

Student Safety

- I feel safe to be myself at university/college.
- My institution takes responsibility for my safety.

Asking the same questions as 2020 would allow trend data to be gathered and analysed. Also, these questions are being asked of final year undergraduate students in NSS 2021.

PTES 2021 also offers institutions the opportunity to include a section entitled 'Covid-19 pandemic' with questions to gain an understanding of how students feel the University has responded to the pandemic. It is recommended that these questions (below) are included in the University of Edinburgh questionnaire.

Covid-19 pandemic

Thinking about the Covid-19 pandemic to what extent do you agree or disagree that...?

1. Communications from my institution in relation to the Covid-19 pandemic were appropriate and clear
2. I have received the support I need from my institution in relation to the Covid-19 pandemic
3. My institution has worked to ensure the quality of my academic experience during the Covid-19 pandemic

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If you have any additional comments about your institution's response to the Covid-19 pandemic please write them in here.

**Resource implications**

No resource implications

**Risk management**

Not included

**Equality & diversity**

Not included

**Communication, implementation and evaluation of the impact of any action agreed**

If agreed, the questions will be included in the PTES 2021. The process for including and reporting on these questions will be overseen by Paula Webster, Head of Student Analytics, Insights and Modelling.

**Author**

*Sarah-Jane Brown*  
*19 January 2021*

**Presenter**

*Paula Webster*

**Freedom of Information**

Open

## PTES 2021 Questionnaire

### Teaching and Learning

2. To what extent do you agree or disagree with the following statements regarding teaching and learning on your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
2_1_a. Staff are good at explaining things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2_2_a. Staff are enthusiastic about what they are teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2_3_a. The course is intellectually stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2_4_a. The course has enhanced my academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2_5_a. The learning materials provided on my course are useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2_6_a. There is sufficient academic contact time (in-person or virtual/online) between staff and students to support effective learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2_7_a. I am happy with the support for my learning I receive from staff on my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If you have any further comments on these topics then please provide them here. Please be as specific as possible:





11_2_a. I am happy with the support received for planning my dissertation/major project (topic selection, project outline, literature search, etc)	<input type="radio"/>					
11_3_a. My supervisor has the skills and subject knowledge to adequately support my dissertation/major project	<input type="radio"/>					
11_4_a. My supervisor provides helpful feedback on my progress	<input type="radio"/>					

**12. If you have any further comments on these topics then please provide them here. Please be as specific as possible:**

## Organisation and management

**13. To what extent do you agree or disagree with the following statements regarding the organisation and management of your course?**

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
13_1_a. The timetable fits well with my other commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13_2_a. Any changes in the course or teaching have been communicated effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13_3_a. The course is well organised and is running smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13_4_a. I was given appropriate guidance and support when I started my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13_5_a. I am encouraged to be involved in decisions about how my course is run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. If you have any further comments on these topics then please provide them here. Please be as specific as possible:**

## Resources

**15. To what extent do you agree or disagree with the following statements regarding the learning resources at your institution?**

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
15_1_a. There is appropriate access to physical library resources and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15_2_a. There is appropriate access to online library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15_3_a. There is appropriate access to IT resources and facilities when I am on-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15_4_a. I have been able to access subject specific resources (for example, equipment, facilities, software, materials) necessary for my studies when I am on-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15_5_a. I have been able to access subject specific resources (for example, course materials, software, virtual learning environment) necessary for my studies when I am learning remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. If you have any further comments on these topics then please provide them here. Please be as specific as possible:**

## Support

**17. To what extent do you agree or disagree with the following statements about support at your institution?**

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
17_1_a. The support for academic skills meets my needs (for example, support for your writing, language, subject-specific skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17_2_a. The support for using IT and accessing resources meets my needs (for example, support with accessing online journals and e-books, using digital learning tools/apps)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17_3_a. The support for my health and wellbeing meets my needs (for example, personal tutor, student support and counselling services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18** If you have any further comments on these topics then please provide them here. Please be as specific as possible:

## Skills development

**19. To what extent do you agree or disagree with the following statements regarding the development of skills on your course?**

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
19_1_a. As a result of the course I am more confident about independent learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19_2_a. My confidence to be innovative or creative has developed during my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19_3_a. My research skills have developed during my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19_4_a. My ability to communicate information effectively to diverse audiences has developed during my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19_5_a. I have been encouraged to think about what skills I need to develop for my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19_6_a. As a result of the course I feel better prepared for my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20** If you have any further comments on these topics then please provide them here. Please be as specific as possible:

## Overview

21. To what extent do you agree or disagree with the following statement about your overall experience of your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
21_1_a. Overall, I am satisfied with the quality of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please comment on one thing that has been most enjoyable or interesting on your course:

.....

23. Please comment on one thing that would most improve your experience of your course:

.....

24. Hidden routing question to take students around dissertation section. Default is to not display the Covid-19 section

## Covid-19 pandemic

25. Thinking about the Covid-19 pandemic to what extent to do you agree or disagree that...?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
24_1_a. Communications from my institution in relation to the Covid-19 pandemic were appropriate and clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24_2_a. I have received the support I need from my institution in relation to the Covid-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24_3_a. My institution has worked to ensure the quality of my academic experience during the Covid-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. If you have any additional comments about your institution's response to the Covid-19 pandemic please write them in here:

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